

CENTER OPERATIONS INFORMATION

(FYs 17-18)

School District: Nelson Center Name: Team Up! FRYSC Date: 2-9-16

☒ Original ☐ Revision # _____

Program Site

Please provide the center hours of operation. Describe the physical location of the center and space allocated specifically for center services for each school served. School districts are required to provide space and maintenance for the center. Center allocation cannot be used to pay for center space.

Hours of Operation: 8-4

Description of Center Site: The main office is located within Foster Height's Elementary School at 211 East Muir Ave., Bardstown, Ky. The office is room #154 and is the required 300 square feet. There is a separate outside entrance with a doorbell and the office has a monitor inside and a button to release the door to open. There is a sign on the door that states the center name and hours of operation and also a sign for the lawn with the center name and arrows that point to the entrance.

Cox's Creek school has an office that is a classroom not being used and over 300 sq feet. It is at the end of the first hallway and has a separate entrance. The office has a monitor and doorbell as well, with a yard sign at the front of the school with the center name and arrows to entrance.

Old Kentucky Home Middle School has an office that is located within the school's main office, and a separate entrance marked by a placque on the door with center name. The FRYSC door on the outside is to the right of the main entrance. The room was built for FRYSC and is the required 300 Sq. ft.

Staffing Pattern

Describe the center's staffing pattern. Please list each position that will be charging salary to the center's operating budget. **Note: Any change in staffing pattern must be approved by the DFRYSC prior to the change. Vacancy of any center staff position should be reported to the FRYSC Regional Program Manager within 10 days. Attach current job descriptions for all center staff paid with FRYSC funds.**

| Center Staff | | |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Name: Lynne Potter Position/Function: Coordinator/Director Wage Source(s): 100% FRYSC Direct Supervisor: Tim Beck | Hire Date: 7-09 Weekly Hours: 40+ # Days Per Year: 240 % of salary from each wage source: 100% | <input type="checkbox"/> Certified <input checked="" type="checkbox"/> Classified |
| Name: Ronda Bertrand Position/Function: FRYSC Assistant Wage Source(s): 100% FRYSC Direct Supervisor: Lynne Potter | Hire Date: 10/09 Weekly Hours: 35 # Days Per Year: 190 % of salary from each wage source: 100% FRYSC | <input type="checkbox"/> Certified <input checked="" type="checkbox"/> Classified |
| Name: Tracey Renn Position/Function: FRYSC Assistant Wage Source(s): 100% FRYSC Direct Supervisor: Lynne Potter | Hire Date: 8/14 Weekly Hours: 20 # Days Per Year: 112 % of salary from each wage source: 100% FRYSC | <input type="checkbox"/> Certified <input checked="" type="checkbox"/> Classified |
| Name: Position/Function: Wage Source(s): Direct Supervisor: | Hire Date: Weekly Hours: # Days Per Year: % of salary from each wage source: | <input type="checkbox"/> Certified <input type="checkbox"/> Classified |
| Name: Position/Function: Wage Source(s): Direct Supervisor: | Hire Date: Weekly Hours: # Days Per Year: % of salary from each wage source: | <input type="checkbox"/> Certified <input type="checkbox"/> Classified |

For multiple schools, please describe staff coverage for each location (regular schedule for all staff members, hours at each location, etc).

Foster Heights: Coordinator is at OKH on Monday 8-4, Tuesdays at CC, Wednesday (FH), Thursday (OKH), Fridays (FH/OKH).

FRYSC 20 hr. Assistant is at FH on Mondays 8-1, Tuesdays 8-4, and Thursdays 8-4.

Cox's Creek: Full time assistant is at CC on Mondays 8-4, Tuesdays at OKH 8-4, Wednesdays, Thursdays at CC 8-4, and Fridays (will vary depending on school needs).

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component

Full-time Preschool Child Care for Children 2 and 3 years of age

Goal of Component:

To provide access to full-time quality child care, centers will identify, coordinate and/or develop resources for child care. Early learning experiences promote growth, education and successful transition into school for children. Access to quality care may help families continue employment and/or education.

Strengthening Families Protective Factors

Place an X below all Strengthening Families Protective Factors addressed through this component

| Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
|---------------------|--------------------|--------------------------------|-----------------------------------|---------------------------------------------|--------------------------|
| x | x | x | x | x | x |

Needs Assessment Data

Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component)

Needs Assessment for Foster Heights and Cox's Creek families indicate that 25 parents need childcare for a child not in school, 46 need information on licensed childcare facilities, 51 families have a child 0-5 enrolled in childcare, and 8 indicated needing childcare when childcare is not available.

Desired Outcome (Expected Benefit)

Activities with Timelines

Collaborative Partners (w/ fund source and cost)

Enter desired outcomes, numbered 1, 2, 3, etc. See example tab.

Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab.

List partners (fund source and cost in parentheses).

1.) To increase knowledge by 1% or more of early childhood education along with information about quality, affordable childcare for working parents of children 2 and 3 years of age as measured by contact logs sign in sheets, and Infinite Campus reports.

A.) The center will refer families with children two and three to licensed childcare centers and pre-schools in an effort to promote kindergarten readiness. July 2016- June 2018.

Nelson County Early Learning Council, FRYSC, Born Learning Academies (\$200)

I, NI, PI

Evaluated (Y/N)?

If not implemented, briefly, why?

Did this activity have the intended impact (Y/N)?

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. To increase knowledge of kindergarten readiness to two or more families with children birth -3 years as measured by bornlearning academy attendance and Infiinite Campus data. | A. The center will continue to refer and recruit families for born learning academy through advertising, tv, radio, newspaper, and during community and school events. July 2016- June 2018 | United Way (\$3,000) Toyota, FRYSC, Foster Heights School staff, CC and OKH staff, Pediatricians, OB/GYN doctors, Health dept. Hospital, NC Library, DCBS, CCC, Head Start, Ky Standard, PLG, Channel 6. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
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**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

After-school child care for children ages four (4) through twelve (12), with the child care being full-time during the summer and on other days when school is not in session.

Goal of Component:

To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities.
This will reduce unsupervised time, increase interpersonal skills, and promote continuation of learning during out-of-school time. (i.e. before/after school hours, seasonal breaks, etc.)

| Place an X below all Strengthening Families Protective Factors addressed through this component | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Strengthening Families Protective Factors | <table border="1"> <tr> <td>Parental Resilience</td> <td>Social Connections</td> <td>Knowledge of Child Development</td> <td>Concrete Support in Times of Need</td> <td>Social and Emotional Competence of Children</td> <td>Nurturing and Attachment</td> </tr> <tr> <td align="center">X</td> <td align="center">X</td> <td align="center">X</td> <td align="center">X</td> <td align="center">X</td> <td align="center">X</td> </tr> </table> | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment | X | X | X | X | X | X |
| Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment | | | | | | | | |
| X | X | X | X | X | X | | | | | | | | |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | FRYSC Needs Assessment Surveys reveal that 51 families need afterschool childcare, 61 families need childcare during the summer, 47 families have a child/ren currently enrolled in afterschool childcare, and 18 would like to have more afterschool or summer enrichment programs. | | | | | | | | | | | | |
| Desired Outcome (Expected Benefit) Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | <table border="1"> <thead> <tr> <th>Activities with Timelines</th> <th>Collaborative Partners (w/ fund)</th> </tr> </thead> <tbody> <tr> <td> Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. </td> <td> List partners (fund source and cost in parentheses). </td> </tr> <tr> <td> 1.) To decrease the number of children age 4-12 by 2% that need childcare before/afterschool or during school breaks as measured by infinite campus data, and contact logs. </td> <td> A.) The center will refer families with children age 4-12 needing childcare to the Foster Heights and Cox's Creek childcare centers, as well as to additional childcare facilities in the community that will benefit families. July 2016-June 2018 FRYSC, FH Swamp, Cox's Creek Bulldog Centers, Director of NC Childcare Centers, Nelson County Early Learning Council. </td> </tr> </tbody> </table> | Activities with Timelines | Collaborative Partners (w/ fund) | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | List partners (fund source and cost in parentheses). | 1.) To decrease the number of children age 4-12 by 2% that need childcare before/afterschool or during school breaks as measured by infinite campus data, and contact logs. | A.) The center will refer families with children age 4-12 needing childcare to the Foster Heights and Cox's Creek childcare centers, as well as to additional childcare facilities in the community that will benefit families. July 2016-June 2018 FRYSC, FH Swamp, Cox's Creek Bulldog Centers, Director of NC Childcare Centers, Nelson County Early Learning Council. | | | | | | |
| Activities with Timelines | Collaborative Partners (w/ fund) | | | | | | | | | | | | |
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| 1.) To decrease the number of children age 4-12 by 2% that need childcare before/afterschool or during school breaks as measured by infinite campus data, and contact logs. | A.) The center will refer families with children age 4-12 needing childcare to the Foster Heights and Cox's Creek childcare centers, as well as to additional childcare facilities in the community that will benefit families. July 2016-June 2018 FRYSC, FH Swamp, Cox's Creek Bulldog Centers, Director of NC Childcare Centers, Nelson County Early Learning Council. | | | | | | | | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 2. To increase learning based activities for children 4-14 by 5% during the summer and school breaks as measured by contact logs, and Infinite Campus data. | A.) The center will hold summer literacy contests for all 3 schools. June 2016-August 2018 | FRYSC (\$1,000), Nelson County Public Library |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | B) The center will recruit children for the Sheriff's Camp, Salvation Army Camp, and 4H Camp. April 2016- May 2018. | FRYSC, Sheriff's Department, Salvation Army, Cooperative Extension Office (4H) |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | C.) The center will post a news letter of summer activities for families local and neighboring counties. May 2016-May 2018 | FRYSC, School websites. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
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**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Families in Training, which shall consist of an integrated approach to home visits, group meetings, monitoring child development for new and expectant parents.

Goal of Component:

To ensure a productive start in life for every child ages prenatal – 5 (with emphasis on prenatal – age 3), and promote a strong foundation for future school success.

Centers will:

1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ;
2. Assist families in identifying developmental concerns;
3. Collaborate with community partners and link families to appropriate prevention and intervention services.

** Consistent and ongoing contact includes interactive home visits and group meetings with parents and parents and children together, with an emphasis on expectant parents, infants and toddlers and children not yet in school. Topics should include: Early brain development, child abuse prevention, appropriate developmental experiences and the importance of education.*

| Strengthening Families Protective Factors | | Place an X below all Strengthening Families Protective Factors addressed through this component | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------|-----------------------------------|---------------------------------------------|--------------------------|
| | | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
| | | x | x | x | x | x | x |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | | FRYSC Needs Assessment indicate there are 13 new and expecting parents, 1 family is interested in attending trainings for new and expecting families, 4 families are interested in receiving info about HANDS, or Born Learning Academy. | | | | | |
| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) | | | | | |
| Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | List partners (fund source and cost in parentheses). | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1.) To increase the knowledge and awareness of child development and parenting skills for 2 or more families as measured by center logs and Infinite Campus data. | A.) The center will hold 6 bornlearning Academy workshops for FH, CC, and OKH families expecting and/or with children birth-age five. The center will also refer families needing assistance with pre-natal and child development resources to community resources. July 2016 -June 2018. | FRYSC, United way and Toyota (\$3,000), UK TAP, CCC, Head Start, DCBS, Health Dept. |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 2.) To increase the amount of children entering kindergarten needing dental & vision screenings, immunizations by 2% as measured by sign in sheets and Infinite Campus data. | A.) The center will hold kindergarten open house nights for both elementary schools and have booths for parents and families for assistance in necessary screenings and immunizations. July 2016-August 2018 | FRYSC (\$100), Heath dept, local eye doctors and dentists. |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 3.) To increase parental knowledge of Brigrance screenings by 2% for kindergarten readiness. | A.) The center will have Brigrance brochures and books for children at Kindergarten registration, Kindergarten open houses, and born learning academies. March 2016- July 2018. | FRYSC (\$500) United Way, Toyota (\$3,000). |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 4.) To increase knowledge of infant, toddler development, prenatal care for parents and famlies by 2% as measured by center contact log and infinite campus data. | A.) The center will make baby baskets filled with information about bornlearning, local community resources, baby books, clothing, and baby items to auction off for school fall festivals for families. October 2016- October 2018. | FRYSC (\$200) Health dept., New Life Center. |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
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**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson

Center Name: Team Up! FRYSC

Action Component:

Family Literacy Services is a literacy program designed to break the intergenerational cycle of "under education" in Kentucky by providing opportunities for parents and their children (birth - 18) to learn together, thereby creating a desire for life-long learning.

Goal of Component:

To move families toward self-sufficiency and work to break the cycle of poverty by providing a comprehensive family literacy program through on-going center, school and community activities that must include:

1. Child time: Developmentally-appropriate educational activities for children;
2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;
3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child's first teacher;
4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.

Strengthening Families Protective Factors

Place an X below all Strengthening Families Protective Factors addressed through this component

| Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
|---------------------|--------------------|--------------------------------|-----------------------------------|---------------------------------------------|--------------------------|
| x | x | x | x | x | x |

Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component)

FRYSC Needs Assessment for Foster Hieghts and CC reveal that 5 parents need assistance with obtaining a GED, 352 families report reading to their children, only 1 family reported 1 hour a week for reading to their child/ren.

Desired Outcome (Expected Benefit)

Activities with Timelines

Collaborative Partners (w/ fund source and cost)

Enter desired outcomes, numbered 1, 2, 3, etc. See example tab.

Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab.

List partners (fund source and cost in parentheses).

**FRYSC Continuation Program Plan
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Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1.) To educate families about the importance of literacy and ways to make learning fun for 50 or more families by sign in sheets and infinite campus data. | A.) The center will host Bingo with Grandparents at Foster Heights and Cox's Creek where every child will receive a new book and adults a gently used book. September 2016 -September 2018. | FRYSC (\$1000), Nelson County Public Library. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | B.) The center will host Playdate with Dad for FRYSC (\$500) all kindergarten students and their fathers where a book is given to each child and families make a craft together. April 2016- April 2018. | |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | C.) The center will donate books for family events held at school such as Halloween Safety Night, Cookies with Santa, Creep into a Ghoul Book night, and other literacy events. October 2016 -June 2018. | FRYSC (\$1,000) |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 2.) To decrease the amount of adults needing a GED for self-sufficiency based on referrals, needs assessment, and center contact logs and data. | A.) All adult family members needing assistance obtaining a GED will be refer to the Adult Learning Center. July 2016-June 2018. | FRYSC, Adult Learning Center. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 3.) To inrease parental support within the school by 5% or more bases on sign in sheets, and IC data. | A.) The center will host All Pro Dad at Cox's Creek School once a month to engage dads with their child and school. October 2016- May 2018. | FRYSC (\$500), Cooperative Extention Office (\$200) |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
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**FRYSC Continuation Program Plan
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Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| | B.) The center will host the Born Learning Academy at Foster Height's School for 6 workshops engaging FH,CC, and OKH families with their child and school environment. October 2016-April 2018 | FRYSC, United Way, Toyota (\$3,000) FH Cafeteria staff, NC Childcare Staff. |
| | I, NI, PI <input type="text"/> | Evaluated (Y/N)? <input type="text"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
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**FRYSC Continuation Program Plan
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FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Health Services or Referrals to Health Services, or both

Goal of Component:

To improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components*, safety and oral health, thereby promoting a lifetime of personal wellness.

*Coordinated school health components include:

- Physical Education
- Health Services
- Nutrition
- Counseling/Psychological Services
- Social Services
- Health Promotion for Staff
- Family/Community Involvement

**Strengthening Families
Protective Factors**

**Place an X below all Strengthening Families Protective Factors
addressed through this component**

| Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
|------------------------|-----------------------|--------------------------------------|--------------------------------------------|------------------------------------------------------|--------------------------------|
| x | x | x | x | x | x |

Needs Assessment Data

Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component)

FRYSC Needs Assessment reported 13 families needing assistance with dental, medical care, vision, or hearing, 10 want information on diet and nutrition, and 11 report health issues interfering with their child's learning but not stating what those issues may be.

**Desired Outcome (Expected
Benefit)**

Activities with Timelines

**Collaborative
Partners (w/ fund
source and cost)**

Enter desired outcomes, numbered 1, 2, 3, etc. See example tab.

Enter activity (with timelines in parentheses).
Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab.

List partners (fund source and cost in parentheses).

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1.) To decrease the amount of students with health issues by 2% or more that affect school academic focus, attendance, and wellness as measured by Infinite Campus reports. | A.) The center will work with the school nurse and coordinate & schedule local eye doctors to come to the school for state mandated grade level screenings, and coordiante parent volunteers to assist. September 2016- September 2018 | FRYSC, School nurses, local eye doctors, parent volunteers. |
| | I, NI, PI <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | B). The center will coordinate parent volunteers to do height and weight of each student to address any student obesity issues. September 2016-September 2018 | FRYSC, Parent volunteers |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | C.) The center will coordinate dental screenings with Lincoln Trail Health Department dental hygienist to identify anystudent dental needs. October 2016-April 2018. | FRYSC, Lincoln Trail Health Dept. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | D.) The center will work with families who do not have transportation or have other problems with getting their child to medical or dental needs by providing transportation or other means.July 2016-June 2018 | FRYSC, NC District Transportation Dept. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 2.) To increase awareness of healthy lifestyles and healty choices for 10 or more students and/or families as measured by sign in sheets and Infinite Campus data. | A.) The center will work and coordinate with each school's health & wellness committees to offer health fairs during the day or evening, health week or month programs through the school's PE teacher for students. September 2016- May 2018. | FRYSC (\$400) Health Department, Cooperative Extention Office, local health agencies, local fitness centers. |

FRYSC Continuation Program Plan Action Components and Implementation and Results (I and R)

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| | I, NI, PI <input type="checkbox"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | B.) The center will coordinate guest speakers, including FRYSC staff, to talk to 4th or 5th grade, or middle school classes through the health/PE teacher to address healthy choices in regards to drugs, alcohol, tobacco, and peer pressure. September 2016-May 2018. | FRYSC, Drug counselors, Domestic Violence advocate, Health Dept., Cooperative Extension Office, drug counselors. |
| | I, NI, PI <input type="checkbox"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | C.) The center will coordinate with school guidance counselors and staff Red Ribbon week events for all grade levels in drug awareness and healthy choices. October 2016-October 2018 | FRYSC (\$1000 For Red Ribbon bracelets, workbooks, etc) High School drama students, Assemblies |
| | I, NI, PI <input type="checkbox"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | D.) The center will hold an evening event for families about healthy meal making and grocery store coupon education. October 2016-May 2018. | Snap Ed, Coupon Queen (Darby Dugan) FRYSC (\$100). |
| | I, NI, PI <input type="checkbox"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | | |
| | I, NI, PI <input type="checkbox"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| | I, NI, PI <input type="text"/> <input type="text"/> <input type="text"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="text"/> | Evaluated (Y/N)? <input type="text"/> |
| | I, NI, PI <input type="text"/> <input type="text"/> <input type="text"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="text"/> | Evaluated (Y/N)? <input type="text"/> |
| | I, NI, PI <input type="text"/> <input type="text"/> <input type="text"/> If not implemented, briefly, why? <input type="text"/> Did this activity have the intended impact (Y/N)? <input type="text"/> | Evaluated (Y/N)? <input type="text"/> |

FRYSC Continuation Program Plan Action Components and Implementation and Results (I and R)

FY 17-18

School District: Nelson

Center Name: Team Up! FRYSC

Action Component:

Career Exploration and Development

Goal of Component:

To promote college and/or career readiness for all students by preparing them for future employment and successful transition into adult life through collaboration with school and community resources.

| Strengthening Families Protective Factors | Place an X below all Strengthening Families Protective Factors | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------|---------------------------------------------------------------------|---------------------------------------------|--------------------------|
| | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
| | X | X | | X | X | X |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | FRYSC Needs Assessment indicate that 15 are interested in their teen taking baby sitting classes, and 2 indicate a need for job preparation workshops. | | | | | |
| Desired Outcome (Expected Benefit) | Activities with Timelines | | | Collaborative Partners (w/ fund source and cost) | | |
| Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | | | List partners (fund source and cost in parentheses). | | |
| 1.) To increase awareness of different jobs and careers, and life skills necessary for jobs for 100 students or more as measured by Infinite Campus data. | A.) FRYSC will collaborate with guidance and school staff to assist with a Career Day for both Foster Heights and Cox's Creek Schools. September 2016- May 2018 | | | FRYSC (\$50) School guidance counselors, parents, community members | | |
| | I, NI, PI | | Evaluated (Y/N)? | | | |
| | If not implemented, briefly, why? | | | | | |
| | Did this activity have the intended impact (Y/N)? | | | | | |
| | B.) FRYSC will assist middle school guidance counselors with 8th grade Operation Preparation. November 2016-May 2018. | | | FRYSC, School guidance counselors, District DPP, Secondary | | |
| | I, NI, PI | | Evaluated (Y/N)? | | | |
| | If not implemented, briefly, why? | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| | Did this activity have the intended impact (Y/N)? | |
| | C.) FRYSC will recruit community volunteers to teach Junior Achievement for targeted grade levels for each school. October 2016-May 2018 | FRYSC, Community volunteers, parents, Junior Achievement of Louisville. |
| | I, NI, PI <input type="checkbox"/> Evaluated (Y/N)? <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? | |
| 2.) To increase student leadership skills by 10 or more students as measured by sign in sheets and IC data. | A.) Center Coordinator will partner with OKH assistant principal to offer an afterschool Leadership Council for recruited students. October 2016-May 2018 | FRYSC (\$100) OKH Assistant Principal |
| | I, NI, PI <input type="checkbox"/> Evaluated (Y/N)? <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? | |
| | B.) FRYSC Coordinator will recruit OKH student as a legislative page to represent FRYSC in Frankfort. September 2016-September 2018. | FRYSC, OKH staff and students. |
| | I, NI, PI <input type="checkbox"/> Evaluated (Y/N)? <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? | |
| 3.) To increase attendance and reduce drop out rate by 2% or more of combined center school as measured by infinite campus data. | A) FRYSC will collovorate with district DPP and attendance clerks in an effort to remove attendance barriers. August 2016-December 2018. | FRYSC staff, school attendance clerk, teachers, principals, guidance, DPP. |
| | I, NI, PI <input type="checkbox"/> Evaluated (Y/N)? <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? | |
| | B,) FRYSC will meet with family guardians and help to provide support system of mentors, activities, or small group activities aimed at encouragment of failing or unmotivated students. August 2016-December 2018. | FRYSC staff, Community volunteers, school staff, ROTC, 4H, OKH Archery Club, OKH Student Leadership Beta Clubs. |
| | I, NI, PI <input type="checkbox"/> Evaluated (Y/N)? <input type="checkbox"/> | |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Substance Abuse Education and Counseling

Goal of Component:

To assist in the prevention of the use of alcohol, tobacco and other drugs (ATOD) and improve decision-making skills by educating students and families; and the reduction of ATOD use through coordination of counseling services and education.

| Strengthening Families Protective Factors | Place an X below all Strengthening Families Protective Factors | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------|--------------------------|
| | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
| | X | X | | X | X | X |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | FRYSC Needs Assessment indicate 2 families that requested info about community resources available to treat alcohol, drug abuse use. No other needs were indicated for the other questions under the survey substance abuse section. | | | | | |
| Desired Outcome (Expected Benefit) | Activities with Timelines | | Collaborative Partners (w/ fund source and cost) | | | |
| Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | | List partners (fund source and cost in parentheses). | | | |
| 1.) To educate 100 students or more in substance abuse awareness and healthy choices, and to reduce substance by 1% or more as measured by Infinite | A) FRYSC will collaborate with school guidance counselors for Red Ribbon week activities and incentives. October 2016- October 2018. | | FRYSC (\$15,000). School guidance counselors, Kentucky Center for Safe Schools (\$500). | | | |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | Evaluated (Y/N)? <input type="checkbox"/> | | | |
| | If not implemented, briefly, why? <input type="text"/> | | | | | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | | | | | |
| | B.) FRYSC will collaborate with NCHS and TNHS drama students to work on drug prevention skits and/or peer pressure refusal skills to perform for FH,& CC.October 2016- October 2018 | | FRYSC (\$200), NC & THHS Drama Directors, and students. | | | |
| | I, NI, PI <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | Evaluated (Y/N)? <input type="checkbox"/> | | | |
| | If not implemented, briefly, why? <input type="text"/> | | | | | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | C.) FRYSC staff will work to schedule guest speakers to OKH students through health class in substance abuse education and awareness, and healthy choices for life. October 2016-May 2018. | FRYSC, Health Department, The Reach Program Director, Isiaah House Representatives, local pharmacys, Spring Haven Advocate. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | D) FRYSC will assist identified students and families with substance abuse issues and refer to local community agencies, mental health providers, and substance abuse partners for assistance. July 2016-June 2018. | FRYSC staff, Communicare, JP Interventions, Private insured therapist, Lincoln Trail Behavioral Health, UK TAP, CCC, Substance abuse providers. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| 2.)To increase student awareness and participation for 2 or more students in community meetings and events promoting prevention and awareness as measured by sign in sheets and IC data. | A.) FRYSC sraff will recruit 8th grade students to assist and participate in community substance abuse meetings and events such as MADD, Town Hall meetings sponsored by PATH and KY ASAP Association. October 2016-December 2018. | FRYSC (\$100) PATH Coalition, MADD (\$100), KY ASAP Association (\$200) Operation Parent, KY Center for School Safety (\$500) |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | | |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Optional Educational Support

Goal of Component:

To assist with increased educational and family support in an effort

| Strengthening Families Protective Factors | | Place an X below all Strengthening Families Protective Factors addressed through this component | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------|-----------------------------------|--------------------------------------------------------------------------|--------------------------|
| | | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
| | | X | X | X | X | X | X |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | | FRYSC Needs Assessment data reveal that 6 families would like to attend a budgeting and financial planning workshop. 3 have indicated assistance with parenting skills, 11 indicate they are grandparents raising grandchildren. There were no families that requested help with someone to attend ARC meetings with them. | | | | | |
| Desired Outcome (Expected Benefit) | | Activities with Timelines | | | | Collaborative Partners (w/ fund source and cost) | |
| Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | | | | List partners (fund source and cost in parentheses). | |
| 1.) At least 70 or more students and families will receive assistance with dress code clothing and school supplies as measured by referrals, parent contact, and Infinite Campus data. | | A.) The center will partner with local agencies to assist students and families with back to school clothing and school supplies and needs throughout the year. July 1, 2016- May 2018. | | | | FRYSC (\$3,000) FOP Cram-A-Cruiser, local churches, community donations. | |
| | | I, NI, PI | | | | Evaluated (Y/N)? | |
| | | If not implemented, briefly, why? | | | | | |
| | | Did this activity have the intended impact (Y/N)? | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2) | A) Each center office will have a boys and girl's clothes closet to assist with gently used clothing for student needs due to out of dress code, bathroom accidents, and food spills, sickness, to reduce missed class instructional time, and vouchers to Good Will for needs of clothing not in stock.. July 2016-May 2018 | FRYSC, Donations of outgrown clothing from families, Goodwill |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 3.) 100 students/families or more will receive Christmas assistance for parental support and self-esteem of child based on referrals, parent contact, and Infinite Campus data. | C.) The center will collaborate with Community Action, community sponsors, school staff members, to assist students and families with Christmas assistance. October 2016-December 2018. | FRYSC (\$1,000), Community Action, Community sponsors, school staff sponors, local churches, monetary donations to center donations for specified purpose of Christmas |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 4). 10 or more families will receive extra food for the holidays to help supplement food stamp assistance that may not meet family needs, or for those that don't qualify as income is just over as measured by referrals, Infiniate Campus data. | A.) The center will coordinate or partner with all school students and families and school clubs to hold a school wide canned food drive to assist school students and families that need extra food for pantries. Left over food assist local food pantries. October 2016- October 2018. | FRYSC (\$100) Beta Clubs, School Choirs, local churches, local businesses, St. Vincent DePaul, Kimberly's Kitchen food pantry. |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 5.) To reduce truancy rates and increase attendance rates by 2% or more in assisting families with emergency assistance, or academic needs when all other community resources are depleted as measured by referrals and Infinite Campus data. | A.) The center will fundraise at each school served to assist families in crisis with food, clothing, gas, rent, utilities, and collaborate with others such as Communicare, and Good Will when all community resources are depleted. July 2016-June 2018. | FRYSC (\$1,000), GoodWill, local churches, Communicare Impact |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | B.) The center will help find free tutors or mentors for students struggling academically or pay for an outside tutor for assistance. July 2016-June 2018 | |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 6.) To increase reading scores and life long love of reading for 10 students or more based on Infinite Campus data. | A.) The center will sponsor a summer reading contest for all grade levels and partner with local library. June 2016-August 2018. | FRYSC (\$1,000), Public library |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 7. To increase academic transition into middle school for 100 students as measured by Infinite Campus data. | A.) The center will loan locker locks to all 5th grade classes to practice with locks before transitioning into middle school. April 2016-May 2018. | FRYSC |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | | |
| 8.) To increase parental educational support for 10 or more students as measured by Infinite Campus data and sign in sheets. | A.) The center will coordinate and schedule monthly workshops for dads and their child/ren in the All Pro Dad program. | FRYSC (\$500), Cooperative Extension office agent (\$100) |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 9.) To increase math, social studies, and problem solving skills for more than 100 students as measured by Infinite Campus data. | A.) The center will coordinate the Ky Derby Outreach program to target specific grade levels at each school to increase academic support. September 2016-May 2018. | FRYSC, Kentucky Derby Outreach program |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| 10.) To increase student knowledge and awareness of service learning projects, arts & crafts, and learning | A.) FRYSC will hold monthly 4H classes at Cox's Creek with staff assistant certified in 4H. October 2016-May 2018 | FRYSC staff, 4H |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |
| | B.) FRYSC will offer after school opportunities for students once to three times a year for FH with local artist, or local volunteers that can teach a craft or skill. October 2016-April 2018. | FRYSC (\$200), Local artist or community volunteers |
| | I, NI, PI <input type="checkbox"/> | Evaluated (Y/N)? <input type="checkbox"/> |
| | If not implemented, briefly, why? <input type="text"/> | |
| | Did this activity have the intended impact (Y/N)? <input type="checkbox"/> | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Referrals to Health and Social Services

Goal of Component:

To improve the overall health and well-being of students and increase their ability to succeed in school by addressing the coordinated school health components*, safety and oral health, thereby promoting a lifetime of personal wellness.

*Coordinated school health components include:

- Physical Education
- Health Services
- Nutrition
- Counseling/Psychological Services
- Social Services
- Health Promotion for Staff
- Family/Community Involvement

Strengthening Families Protective Factors

Place an X below all Strengthening Families Protective Factors

| Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
|---------------------|--------------------|--------------------------------|-----------------------------------|---------------------------------------------|--------------------------|
| x | x | x | x | x | x |

Needs Assessment Data

Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component)

FRYSC Needs Assessment indicate that 3 need assistance with medical, dental, vision, or hearing needs, 2 would like info on diet, and nutrition, and 10 indicated that their child has issues interfering with learning but no additional info was offered about what the issues are.

Desired Outcome (Expected Benefit)

Activities with Timelines

Collaborative Partners (w/ fund source and cost)

Enter desired outcomes, numbered 1, 2, 3, etc. See example tab.

Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab.

List partners (fund source and cost in parentheses).

1.) To decrease the amount of students with health issues by 2% or more that affect school academic focus, attendance, and wellness as measured by Infinite Campus reports.

A.) The center will coordinate dental screenings for middle school students from 6-8 grade in collaboration with Lincoln Trail Health Department to identify student dental needs. October 2016-October 2018.

FRYSC, Lincoln Trail Health Department dental hygienists.

FRYSC Continuation Program Plan Action Components and Implementation and Results (I and R)

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| | I, NI, PI [] If not implemented, briefly, why? [] Did this activity have the intended impact (Y/N)? [] | Evaluated (Y/N)? [] |
| | B. The center will offer transportation to dental, vision, doctor, pharmacy, mental health providers to families who do not have transportation or cannot get their child to necessary appointments. July 2016-June 30, 2018 I, NI, PI [] If not implemented, briefly, why? [] Did this activity have the intended impact (Y/N)? [] | FRYSC, NC Transportation Dept., Evaluated (Y/N)? [] |
| 2.) To increase awareness of healthy lifestyles and healthy choices for 10 or more students and/or families as measured by sign in sheets and Infinite Campus data. | A.) The center will collaborate with each schools health & wellness committees to offer health fairs, student and family events that promote and educate healthy life choices.August 2016-May 2018 I, NI, PI [] If not implemented, briefly, why? [] Did this activity have the intended impact (Y/N)? [] | FRYSC (\$200), School Health & Wellness committess, Health & PE teachers. Evaluated (Y/N)? [] |
| | B.) The center will coordinate Red Ribbon week speakers, activities, and incentives for students in awareness of healthy choices and being substance free. October 2016-October 2018. I, NI, PI [] If not implemented, briefly, why? [] Did this activity have the intended impact (Y/N)? [] | FRYSC (\$500), Kentucky Safe Schools Evaluated (Y/N)? [] |
| | C.) The center will coordinate guest speakers for middle school classes through health on topics of substance abuse, healthy boy/girl relationships, peer pressure, and healthy choices. October 2016-May 2018. I, NI, PI [] If not implemented, briefly, why? [] Did this activity have the intended impact (Y/N)? [] | FRYSC, Domestic Violence advocate, Drug counselors, Health Department. Evaluated (Y/N)? [] |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

FY 17-18

School District: Nelson
Center Name: Team Up! FRYSC

Action Component:

Family Crisis and Mental Health Counseling

Goal of Component:

To increase self-management and coping strategies by assisting students and families with mental health needs and/or other crises through the identification and coordination of services (i.e. for grief, illness, bullying, incarceration, dating/domestic violence, loss of income, child abuse, etc.)

| Place an X below all Strengthening Families Protective Factors addressed through this component | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------|
| Strengthening Families Protective Factors | Parental Resilience | Social Connections | Knowledge of Child Development | Concrete Support in Times of Need | Social and Emotional Competence of Children | Nurturing and Attachment |
| | X | X | X | X | X | X |
| Needs Assessment Data Summary (Reviewing the data from your CPP Needs Assessment Coversheet, what are the top needs of your school(s) relating to the goal of this component) | 5 families indicated from FRYSC Needs Assessment needing help or information about domestic violence, suicide, grief counseling, teen pregnancy, anger management, conflict resolution or bullying. 11 families indicate they are grandparents raising grandchildren. | | | | | |
| Desired Outcome (Expected Benefit) | Activities with Timelines | | | Collaborative Partners (w/ fund source and cost) | | |
| Enter desired outcomes, numbered 1, 2, 3, etc. See example tab. | Enter activity (with timelines in parentheses). Leave a gray Implementation row between each activity. Label A, B, C, etc. See example tab. | | | List partners (fund source and cost in parentheses). | | |
| 1.) To reduce the emotional impact and lost instructional time for students and families due to personal tragedy, fire, homelessness, domestic violence, child abuse/neglect, major illnesses, as measured by Infinite Campus data. | A.) FRYSC will refer unidentified students and families for various personal tragedy issues and trauma to appropriate community agencies. July 2016-June 2018 | | | FRYSC, Communicare, JP Interventions, local mental health providers, Bethany Haven, The Caring Place, Springhaven, Red Cross, Hospice, Community Action, St. Vincent DePaul, GoodWill, NAMI, CPS, Silverleaf, MDT Task Force | | |
| I, NI, PI | | | | Evaluated (Y/N)? | | |
| If not implemented, briefly, why? | | | | | | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | Did this activity have the intended impact (Y/N)? | |
| | B,) FRYSC will transport students and/or families or refer to public transportation for necessary appointments for medical, dental, vision, mental health, shelters, or other necessary places for the wellbeing of students and families. July 2016-June 2018. | FRYSC staff, NC school district Transportation Dept., Community Action, local churches. |
| | I, NI, PI | Evaluated (Y/N)? |
| | If not implemented, briefly, why? | |
| | Did this activity have the intended impact (Y/N)? | |
| 2.) To reduce the number of students and families with untreated mental health issues by 10% or more as measured by Infinite Campus data. | A.) FRYSC will collaborate with local mental health providers for school based therapy, family therapy, and individual therapy outside of school. July 2016-June 2018. | FRYSC staff, Communicare, JP Interventions, local mental health therapists. |
| | I, NI, PI | Evaluated (Y/N)? |
| | If not implemented, briefly, why? | |
| | Did this activity have the intended impact (Y/N)? | |
| 3) To reduce the suicide rate by 2% or more for students and families as measured by student referral and Infinite Campus data. | A) FRYSC will collaborate with OKH guidance counselor to coordinate suicide prevention training for students and staff. August 2016-August 2018. | FRYSC staff, OKH Guidance counselor, Lincoln Trail Behavioral Health, Communicare school based therapist, school nurse. |
| | I, NI, PI | Evaluated (Y/N)? |
| | If not implemented, briefly, why? | |
| | Did this activity have the intended impact (Y/N)? | |
| 4.) To increase awareness and education for 100 students or more about body safety from sexual predators, and sexual abuse as measured by Infinite campus data. | A) FRYSC will coordinate and schedule body safety classes for FH and CC for whole school or targeted grade levels. September 2016-May 2018. | FRYSC, Silverleaf, Stranger Danger Center. |
| | I, NI, PI | Evaluated (Y/N)? |
| | If not implemented, briefly, why? | |
| | Did this activity have the intended impact (Y/N)? | |

**FRYSC Continuation Program Plan
Action Components and
Implementation and Results (I and R)**

| Desired Outcome (Expected Benefit) | Activities with Timelines | Collaborative Partners (w/ fund source and cost) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
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| | Did this activity have the intended impact (Y/N)? | |