

FRYSC Continuation Program Plan (CPP) Checklist FYs 17-18

Center Name:

ACORNS FRC

School District:

Henderson County

As you complete the information necessary for each section of the Continuation Program Plan, please place a check in the box and have the center coordinator initial each line next to the check box. This will indicate to the Division of FRYSC staff and Regional Program Managers that all necessary information is included in the continuation plan. Coordinators, please check and initial on the lines provided:

☒ SS

Submitted Free/Reduced Lunch numbers on the Green System Center Information Page (no later than Dec. 21, 2015)

Note: All files below are to be uploaded to the green system center information page INDIVIDUALLY. Only documents requiring signatures should be scanned (checklist and assurances pages). All other documents should be completed and uploaded in their original format (Word or Excel). Please note the **suggested file descriptions**. Please use these descriptions (or similar) as files are uploaded to the green system.

☒ SS

Checklist (scan) (CPP 17-18 Checklist)

☒ SS

Center Operations Information (CPP 17-18 Center Operations)

☒ SS

attach job descriptions for all center staff (CPP 17-18 Job Desc)

☒ SS

Advisory Council Membership (CPP 17-18 AC Membership)

☒ SS

Center Inventory (CPP 17-18 Inventory)

☒ SS

Needs Assessment Data Sheet (CPP 17-18 Needs Assessment Data)

☒ SS

Action Component spreadsheet (CPP 17-18 Action Components)
completed for each core and optional component (2-year planning cycle)

The assurances pages may be scanned together as one document or separately. (CPP 17-18 Assurances ALL)

☒ SS

School District Assurances and Certification (scan) (CPP 17-18 Assurances DISTRICT)

☒ SS

SBDM Council/Principal Policy Agreement (scan) (CPP 17-18 Assurances SBDM)

☒ SS

Advisory Council Assurances and Certification (scan) (CPP 17-18 Assurances AC)

The budget will be submitted at a later date.


Advisory Council Chairperson's Signature

2/29/16
Date

The Continuation Program Plan is due no later than **March 1, 2016**.

CENTER OPERATIONS INFORMATION (FYs 17-18)

School District: Henderson County Center Name: ACORNS FRC Date: 2-29-16

☒ 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: ACORNS Family Resource Center is open 8:00 a.m. to 3:00 p.m., Monday through Friday.

Description of Center Site: Cairo Elementary: Room number 302 is the Family Resource Center Office. The after school child care program is located in the Gym and Cafeteria.

Niagara Elementary: The Family Resource Center is located in the room between the principal's office and guidance office in the front office area. The after school child care children are bussed to East Heights Elementary

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: Samantha Sigler Position/Function: Coordinator/Director Wage Source(s): FRC Grant Direct Supervisor: Nancy Gibson	Hire Date: 9/99 Weekly Hours: 35 # Days Per Year: 240 % of salary from each wage source: 100%	<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
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).

The FRC Coordinator is at Cairo Elementary on Monday's and Wednesday's. FRC Coordinator is at Niagara Elementary on Tuesday's and Thursday's. Friday's are alternated between the schools (the Coordinator is present at each school for 1/2 a day every Friday). Hours of operation are 8:00 a.m. to 3:00 p.m. and other hours by appointment.

CENTER OPERATIONS INFORMATION

Continued

Comprehensive School Improvement Plan Involvement

Please describe how the center is involved in the Comprehensive School Improvement Plan process for each school served (including committee representation and center responsibilities). **DO NOT attach copies of the Comprehensive School Improvement Plan.**

The FRC will assist both schools in meeting specific goals as developed in the Comprehensive School Improvement Plan by assisting in the design of parent and student activities/programs that target goals and objectives. FRC Coordinator will serve on the school Lighthouse Team and KYCID committee at Cairo Elementary to address needs as stated in the Comprehensive School Improvement Plan. The FRC will play an active role in working with school staff to ensure that student needs are met thus enabling them the opportunity for academic achievement. The FRC will report at least once a year to the SBDM Council at each school served to review center participation in meeting these goals. FRC will share the Needs Assessment Survey results with SBDM Council to aid in the development of parent and student programs. The FRC Coordinator is a member of the RTI (Response to Intervention) Committee at Cairo Elementary. The RTI Committee meets once a week to discuss at-risk students. The Team then develops and implements care plans for meeting the various student/family needs as well as addressing students in need of academic intervention or referrals for educational testing. The FRC Coordinator also works with the RTI Committee at Niagara Elementary. The RTI team supports teachers in addressing classroom barriers to learning for targeted students. Teachers are given alternative strategies and other educational alternatives for students who are struggling academically. The RTI Team also assists the teacher in the referral process for behavioral and other educational testing if needed. Writing, Math and Reading are all targeted areas in the School Improvement Plan and the RTI assists teachers who have students struggling in these areas. This team also discusses at-risk students and develops care plans to address various student and family needs. The FRC Coordinator also serves on the School Climate Committee and assists the Reading and Math Committees at Niagara Elementary to plan activities to address needs in the area of Reading and Math as stated in the Comprehensive School Improvement Plan.

LOCAL DISTRICT CLASSIFICATION PLAN

CLASS TITLE: FAMILY RESOURCE CENTER COORDINATOR IV

BASIC FUNCTION:

Plan, organize, implement and coordinate a project, program or activity having significant impact on the District routinely affecting more than one major unit or department; involves diversified but generally standardized choice of action defined by a wide range of established rules and procedures; decisions routinely and generally have short-term impact; contact outside the unit requires judgment to modify conditions and resolve misunderstandings; refer unusual matters to supervisor.

DISTINGUISHING CHARACTERISTICS:

The Coordinator series applies to professional-level, supervisory positions which have responsibility for an on-going activity or function in any area of specialty (instruction or administrative). The levels of Coordinator are distinguished by the overall impact on the district, complexity of the activity supervised, the nature of contacts outside the unit and the independence of action required. There are six levels of the series identified according to these criteria.

REPRESENTATIVE DUTIES:

- Plan, organize, implement and coordinate a project, program or activity and evaluate staff as assigned involved in activities with significant impact on the District routinely affecting more than one more unit or department.
- Develop, establish or administer project, program or activity.
- Serve as liaison with other units, departments or outside agencies as required.
- Make recommendations regarding implementation of project, program or activity and evaluate effectiveness as assigned.
- Maintain communication and work closely with district staff, local school staff and the community regarding information, developments and implementation of project, program or activity.
- Prepare and assist in preparation of reports, records and other documentation as required.
- Accumulate and research data, documents and other pertinent information as required.
- Assure compliance with federal, State and District policy, administrative procedures and negotiated agreements as applicable to assignment.
- Prepare, deliver or assist with training opportunities as appropriate.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Subject matter in area of assignment.
- Short and long-range planning techniques applicable to area of specialty.
- In-service materials, subject matter and methods in area of specialty.
- Record-keeping techniques.

KNOWLEDGE OF - continued:

- Oral and written communication skills.
- Public speaking techniques.
- Research methods and report writing techniques.
- Laws, rules and regulations related to assigned activities.
- Policies and objectives of assigned program and activities.
- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing work direction.
- Technical aspects of field of specialty.

ABILITY TO:

- Provide leadership to an activity with significant District impact routinely affecting more than one unit or department and involving diversified problem solving with significant outside contacts involving problem resolution while working under general supervision.
- Provide technical assistance to District and school personnel in area of proper specialty.
- Oversee the work of committees and task forces.
- Communicate effectively both orally and in writing.
- Prepare and deliver oral presentations.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Compile and verify data and prepare reports.
- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Maintain current knowledge of technological advances in the field.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master's degree and three years experience in area of assignment.

FY 17-18 ADVISORY COUNCIL MEMBERSHIP

Date: 2-29-16

Center Name: ACORNS FRC

School District: Henderson County

Name	Representing LEGEND: P=Parent Y=Youth S*=School District Staff C*= Community *Must indicate agency or group represented.	Original Appointment Date
1. Allison Whitson CHAIR	S: Cairo Elementary	4/09
2. Mark Whitson	C: Henderson Municipal Power and Light	2/08
3. Linda Totten	P: Niagara Elementary	9/15
4. Robin London	P: Niagara Elementary	9/15
5. Missy Ellis	C: Cairo Methodist Church	3/09
6. Stephanie Hagan	C: Methodist Hospital	2/06
7. Stephanie Schroeder	P: Cairo Elementary	9/15
8. Greg Pirtle	S: Niagara Elementary	7/12
9. Meigan Blanford	P: Niagara Elementary	7/14
10. Paula Spencer	P: Cairo Elementary	9/15
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Council composition must include *at least* 1/3 parents, *not more than* 1/3 school district staff and *at least* two youth on YSC and FRYSC councils. Parents must be representative of parent population served by the center and may not be employees of the school district. The remainder of the Advisory Council membership shall include appropriate community representation. When calculating the 1/3 membership ratio, please remember that 1/3 = 33.333%. (Example: A council with 11 members must have 4 parents)

FRYSC Inventory Tracking Form

Center Name: ACORNS FRC

Date: 2/29/2016

Sept. 2015

Name and Description of item	Property tag number/serial number	Value of item/lease cost	Date of purchase or lease	Fund source	Location of item (include address if different)	Responsible person
Dell Computer and Monitor (Cairo)	21004	Estimated \$1500.00	July 2013	District Funds	FRC Office	Technology
Dell Computer and Monitor (Niagara)	22783	Estimated \$1500.00	July 2013	District Funds	FRC Office	Technology
Lexmark CS310dn Color Printer (Cairo)	5027309453C5D	\$250.00	July 2013	FRC State Funds	FRC Office	FRC Coordinator
Replacement link for Lexmark Color Printer (Cairo)	701 HC, HM, HY and HK (1 of each color)	\$125.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
1 Metal 4 wheel pull behind cart (Cairo)	N/A	\$30.00	2006	FRC State Funds	FRC Office	FRC Coordinator
22 18 Gallon totes (Cairo)	N/A	Estimated \$110.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
3 32 Gallon Totes (Cairo)	N/A	Estimated \$36.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
3 assorted size labels for printer (Cairo)	N/A	Estimated \$50.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
1 two shelf wooden bookcase (Cairo)	N/A	Estimated \$200.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
2 six shelves wooden bookcase (Cairo)	N/A	Estimated \$800.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
2 two drawer plastic file holder (Cairo)	N/A	Estimated \$25.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
2 Fabric Cushioned Office Chairs (Cairo)	N/A	Estimated \$150.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
1 Cushioned Office Chair (Niagara)	N/A	Estimated \$75.00	N/A	District Funds	FRC Office	FRC Coordinator
1 metal pedestal desk (Cairo)	N/A	Estimated \$500.00	N/A	District Funds	FRC Office	FRC Coordinator
1 Wooden Computer Desk (Cairo)	N/A	Estimated \$125.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
1 Wooden Computer Desk (Niagara)	N/A	Estimated \$150.00	2013	FRC State Funds	FRC Office	FRC Coordinator
1 two door, two shelf metal storage cabinet (Cairo)	N/A	Estimated \$250.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
1 six shelves wooden bookcase (Niagara)	N/A	\$400.00	N/A	District Funds	FRC Office	FRC Coordinator

1 two door six shelf metal cabinet (Niagara)	N/A	Estimated \$400.00	2013	District Funds	Located in Hallway by Lunchroom	FRC Coordinator
1 metal two tier Audio Visual Cart (Cairo)	N/A	Estimated \$300.00	N/A	District Funds	FRC Office	FRC Coordinator
1 Aurora PR620M Multi-Functional Desk Calculator (Cairo)	N/A	Estimated \$50.00	2000	FRC State Funds	FRC Office	FRC Coordinator
2 Staplers (1 @ each school)	N/A	Estimated \$30.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
4 Tape Dispensers (2 at each school)	N/A	Estimated \$40.00	N/A	FRC State Funds	1 in each FRC Office @ Cairo and Niagara and 1 in each Volunteer Workroom @ Cairo and Niagara	FRC Coordinator
6 Large Pairs of Scissors (3 Pairs at each school)	N/A	Estimated \$20.00	N/A	FRC State Funds	2 pairs in FRC Office @ each school and 2 pairs in each Volunteer Workroom @each school	FRC Coordinator
1 small Fellows Shredder (Cairo)	N/A	\$125.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
2 four drawer metal file cabinets (Cairo)	N/A	Estimated \$700.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
1 four drawer metal file cabinet (Cairo)	N/A	Estimated \$350.00	January 2016	District Funds	FRC Office	FRC Coordinator
1 two drawer metal filing cabinet (Niagara)	N/A	Estimated \$250	N/A	FRC State Funds	FRC Office	FRC Coordinator
4 long clear school boxes (Cairo)	N/A	\$10.00	July 2014	FRC State Funds	FRC Office	FRC Coordinator
7 small clear school boxes (Cairo)	N/A	\$7.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
10 twelve count colored pencils (5 at each school)	N/A	\$22.50	July 2015	FRC State Funds	FRC Office	FRC Coordinator
40 twenty-four count crayons (30 at Cairo and 10 at Niagara)	N/A	\$50.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
100 seventy sheet wide spiral notebooks (80 @ Cairo and 20 @ Niagara)	N/A	\$100.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
16 Composition Notebooks (Cairo)	N/A	\$16.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
300 multi-color two pocket folders (Cairo)	N/A	\$375.00	July 2015	FRC Funds	FRC Office	FRC Coordinator

10 4 oz Elmers bottle glue (Cairo)	N/A	\$10.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
30 small Elmers glue sticks (20 @ Cairo and 10 @ Niagara)	N/A	\$30.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
12 large Elmers glue sticks	N/A	\$7.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
2 Electric Pencil Sharpeners	N/A	Estimated \$30.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
25 Plastic Rulers (Cairo)	N/A	\$25.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
10 blunt tip FISKAR scissors (Cairo)	N/A	\$20.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
40 pointed tip FISKAR scissors (Cairo)	N/A	\$80.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
12 packages of papermate ink pens (Cairo)	N/A	\$12.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
12 Clipboards (Cairo)	N/A	\$12.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
40 wide rule notebook paper (30 @ Cairo and 10 @ Niagara)	N/A	\$40.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
14 1 inch binders (white with clear cover) (Cairo)	N/A	\$35.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
15 sets of gloves (Cairo)	N/A	Estimated \$15.00	N/A	Community Donation	FRC Office	FRC Coordinator
3 1.5 inch binders	N/A	\$9.00	N/A	FRC State Funds	FRC Office	FRC Coordinator
5 glove and hat sets (Cairo)	N/A	Estimated \$10.00	N/A	Community Donation	FRC Office	FRC Coordinator
20 hats (Niagara)	N/A	Estimated \$20.00	N/A	Community Donation	FRC Office	FRC Coordinator
25 sets of gloves (Niagara)	N/A	\$25.00	N/A	Community Donation	FRC Office	FRC Coordinator
Assorted Halloween Costumes (Niagara)	N/A	\$100.00	October 2015	FRC State Funds	FRC Office	FRC Coordinator
Assorted Halloween Costumes (Cairo)	N/A	Estimated \$75.00	N/A	Community Donation	FRC Office	FRC Coordinator
1 Bingo Set with cards (Cairo)	N/A	Estimated \$100.00	N/A	Community Donation	FRC Office	FRC Coordinator
50 assorted boys and girls coats	N/A	Estimated \$760.00	N/A	Community Donation	FRC Office	FRC Coordinator

Clothes Closet Clothes (Cairo)	N/A	Estimated \$200.00	N/A	Community Donation	Nurses Station	FRC Coordinator
Clothes Closet Clothes (Niagara)	N/A	Estimated \$200.00	N/A	Community Donation	Nurses Station/Front Office	FRC Coordinator
Assorted children's socks and underwear (Cairo)	N/A	Estimated \$100.00	N/A	FRC State Funds	Nurses Station	FRC Coordinator
Assorted children's socks and underwear (Niagara)	N/A	Estimated \$100.00	N/A	FRC State Funds	Nurses Station	FRC Coordinator
10 pairs assorted shoes (Niagara)	N/A	Estimated \$50.00	N/A	Community Donation	FRC Office	FRC Coordinator
12 pairs of assorted shoes (Cairo)	N/A	Estimated \$70.00	N/A	Community Donation	FRC Office	FRC Coordinator
24 dozen #2 pencils	N/A	Estimated \$30.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator
Pencil top eraser (144)	N/A	Estimated \$5.00	July 2015	FRC State Funds	FRC Office	FRC Coordinator

CPP Needs Assessment Data Sheet

FRC

FY 17-18

School District: Henderson County

Center Name: ACORNS FRC

Required Data	Possible Sources	Result
1.) % of children in your school NOT prepared for Kindergarten according to the Kindergarten screening tool (i.e., Brigance)	School Principal	According to the Brigance Kindergarten screening tool conducted in Spring of 2015 43% of Cairo and 29% of Niagara children were NOT prepared for Kindergarten (per KY School Report Card for FY 14-15).
2.) Lowest 3 skill areas identified through the Kindergarten screening tool	School Principal	The lowest 3 skill areas identified through the Spring 2015 Brigance Kindergarten screening tool for Cairo and Niagara were combine sets (counting), letter identification and knowledge of personal information (phone number, full name, birthdate, age and address). Per the KY School Report Card for Cairo and Niagara Kindergarten students lacked in the area of Academic/Cognitive (Cairo at 70% below average and Niagara at 48% below average), Physical Development (Cairo at 53% below average and Niagara at 35% below average) and Self-Help (Cairo at 38% below average and Niagara at 31% below average).
3.) Attendance rates for each school served	Attendance Clerk, School Report Card	During FY 14-15 Cairo's yearly attendance percentage was 96% and Niagara's attendance percentage was 96% (per District Attendance Office).
4.) Average number of minutes parents spend reading with their child(ren) each week	Parent Survey	FY 15-16 Needs Assessment results indicate 14% report the time of at least 20 minutes a week, 31% report at least 60 minutes a week and 49 % report more than 60 minutes a week (6% did not answer the question).
5.) % of students reading at grade level	Principal, School Report Card	Per Winter MAPS scores for FY 15-16 Niagara shows 77% of students reading on grade level and Cairo shows 82% students reading on grade level.
6.) Top 3 health issues that interfere with learning as reported by teachers and parents	Teacher Survey, Parent Survey	Per the Teacher Needs Assessment Survey for FY 15-16 Cairo and Niagara teachers report ADD/ADHD, Medication Needs and Chronic Illness (diabetes, asthma, allergies, etc.) as the top 3 health issues that interfere with learning. Per the Needs Assessment Survey for FY 15-16 parents report Chronic Illness

		(diabetes, asthma, allergies, etc.), ADD/ADHD and Occasional Illness as the top 3 health issues that interfered with learning.
7.) Number (or %) of adults lacking a GED in your community	KIDS COUNT, Adult Ed.	According to the American Census Survey there are 4,140 adults ages 18-64 in Henderson County who do not have their GED.
8.) Type and number of behavior/discipline violations in your school(s) during the previous year	PBIS, Guidance Counselor, Infinite Campus	Per the Behavior Report from Infinite Campus for FY 14-15 at Cairo there were 226 behavior events with 15 different event types. The top violations were for attendance, aggression towards peers and defiance. Other included bus disturbance, disruptive behavior, fights, threats, aggression towards adults, disrespect towards adults, bullying, stealing, horseplay, profanity or vulgarity and 2 other violations category. Niagara Behavior Report shows 116 behavior events and 12 different event types. The top violations were for attendance, aggression towards peers and threats. Others included stealing, horseplay, bullying, defiance, bus disturbance, profanity or vulgarity, disrespect towards adults, aggression towards adults and other violations category.
9.) Top 3 social/emotional issues as reported by staff	Teacher survey, Guidance Counselor	The Teacher Needs Assessment indicates that Cairo's top 3 social/emotional issues are divorce, peer related issues (bullying, etc.) and abuse/neglect issues. Niagara's top 3 social/emotional issues are divorce, anxiety/stress and incarcerated parent issues.
10.) What are the biggest academic needs for your school, according to the most recent K-PREP results?	Principal, K-PREP	FY 14-15 K-PREP data indicates Cairo's biggest academic needs are in the area of language mechanics and writing (category with lowest exponential growth). Niagara's biggest academic needs are in the area of writing (category with lowest exponential growth) and Math (identified as a declining subject area). Per principal report Cairo and Niagara have the goal to reduce novice in all academic areas as well as increase growth in all academic areas.
11.) Number of parents polled who indicate a need for more after-school or summer enrichment?	Parent survey	Per the Parent Needs Assessment 60% of parents report a need for more after-school or summer enrichment.

12.) Number of child care providers serving children 0-5? How many of those providers are rated 2 STARS or below?	Child Care Council, KIDS COUNT, CCR&R	According to the Cabinet for Health and Family Services Kentucky Integrated Child Care System and Audubon Area Resource and Referral there are 9 child care providers in Henderson County serving children ages 0-5. 6 of those providers are 2 STARS or below.
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Local Supporting Data (FRC)

SCHOOL DATA:

Examples:

According to the school report card 46.9% of students scored proficient or distinguished on the reading assessment.

The number of absences due to basic needs issues has increased by 6% since last year, according to the guidance counselor.

Based on school nurse documentation, the nurse averaged 20 student visits a day during the 2013-2014 school year. Head lice and bed bugs accounted for approximately 20% of those referrals.

Niagara Elementary has 16 preschool age children enrolled at Thelma B. Johnson Early Learning Center in FY 15-16 and Cairo Elementary has 21 preschool age children enrolled at TBJ Early Learning Center in FY 15-16. There are 7 children 4 years of age that are enrolled in Thelma B. Johnson Child Care Center that are within Cairo and Niagara district during FY 15-16.

School records for FY 15-16 show there are 625 children ages 4-12 attending Cairo and Niagara Elementary.

New and expectant parents report a need for resources and support. There were 92 (34 were moms) new and expectant parents present at the World's Greatest Baby Shower in Henderson County during FY 14-15. 40 parents and children attended May Math Mania sessions for children ages 0-5 to highlight math skills they can learn before they start school.

FRC State Report for FY 14-15 showed that 47% of parents and children participated in a Family Literacy Program. There were also 130 children and parents at each of the 8 sessions of Summer Reading in the Park for FY 14-15. This event was open to children from birth to age 12.

54% of the total school enrollment currently participates in the free/reduced lunch program at Cairo and 49% at Niagara Elementary. Parents and staff report a need for assistance in the areas of basic needs, school supplies, holiday assistance, transportation and attendance. 660 children received assistance through educational support and holiday assistance according to data from the FY 2014-2015 FRYSC State Report.

School data shows there were 3,678 volunteer hours logged during FY 14-15.

Based on school nurse documentation 55 children at Cairo and Niagara take daily medications at school. The school nurse reports a high rate of students with chronic conditions such as asthma, diabetes and ADHD.

COUNTY/DISTRICT DATA:

Examples:

The local ADD office (Department of Aging) reports that the number of grandparents in this county having custody of grandchildren increased by 20% within the last two years.

A recent county health department report states that 65% of our children receive little or no dental care.

According to the Kids Count Data for 2014 there are 2,947 children in Henderson County ages 0-4 years. There are 18 licensed regulated providers in Henderson County with 14 of those being STAR rated providers.

According to the KY KIDS Count Data for 2014 there are 7,929 children ages 4-17 in Henderson County.

Per District Assessments 43% of parents report they would like to attend Family Literacy activities addressing the 4 family literacy components so they are better able to assist their child for future academic success.

Kids Count Data 2013 for Henderson County shows the child poverty rate is 28%. In 2013 Kids Count Data indicated that 2,372 of these children were Medicaid and KCHIP recipients.

FRYSC DATA:

Examples:

The 2015 Parent Survey indicated that 55% of parents responding do not feel welcome in the school.

The 2015 Parent Survey indicated that 40% of parents responding would like to know more about how to help their child(ren) with homework.

FRC Needs Assessment data shows that 12% of families have a need for child care services and 0% of those families indicated that they have a need for preschool child care services.

FRC Needs Assessment data shows that 7% of families utilize the on-site child care program. Child Care records indicate that on an average daily basis 39 children attend the after school child care program at Cairo and Niagara Elementary and an average of 25 children receive care during the summer.

FRC Needs Assessment data shows that 44% of families surveyed are interested in attending classes to enhance parenting skills thus improving their child's future for academic success.

According to the Needs Assessment survey, 43% reported they would be interested in attending Family Literacy (PACE-like) activities offered at school.

FRC Needs Assessment data shows that 36% of parents report that they have medical card, KCHIP or Health Department/Clinic. Less than 1% responded that they have no form of health insurance for their child. 1% reported a need for optical services for their child and 1% reported dental needs for their child.

According to the FRC Needs Assessment data 62% of parents report concerns regarding basic needs, school supplies, holiday assistance, transportation and attendance.

During FY 15-16 the FRC provided support and training for 20 school volunteers.

OTHER DATA:

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

FY 17-18

School District: Henderson County

Center Name: ACORNS FRC

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	
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)	Increase awareness regarding quality preschool child care programs in Henderson County; Increase parental awareness of community licensed child care providers and child care assistance program.					
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).		
By having children enrolled in a quality child care center during the crucial stages of development, children will perform better academically once they enter school.	Referrals will be made to the Thelma B Johnson Early Learning Center of Henderson County for parents needing preschool age child care for children ages 2-3 years of age. FRC will assist in identifying families in need for appropriate referral. FY 16-18 (July 2016-June 2018)			FRC, Thelma B Johnson Early Learning Center Director, child care site supervisor. (Parent fees and State Child Care Assistance Program)		
	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)
Parents who do not receive child care at the Thelma B Johnson Early Learning Center will be referred and assisted, if needed, in the selection of a quality child care center for their child.	FRC will have an on-site list of all licensed child care providers in Henderson County. FY 16-18 (July 2016-June 2018)	FRC, child care center site-supervisor, Audubon Area Resource and Referral and local Early Childhood Council. (No Cost)
	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"/>	
Parents who are eligible will be able to work and attend school with financial child care assistance through the state child care assistance program (CCAP).	FRC will maintain materials and information on-site for parents regarding the state child care assistance program (CCAP) and make referrals to CCAP. FY 16-18 (July 2016-June 2018)	FRC, child care site-supervisor, CCAP director. (CCAP funds)
	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"/>	
	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: Henderson County
Center Name: ACORNS FRC

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	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	
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)	Increase parental awareness of After-school Child Care; Improvement of academic performance by students who attend quality after-school child care programs, Increase awareness of community summer enrichment programs and other off-site licensed after-school child care programs as well as the child care assistance program.					
Desired Outcome (Expected Benefit)	Activities with Timelines			Collaborative Partners (w/ fund		
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)
Children enrolled in a quality after-school program will benefit physically, emotionally and cognitively. This positive impact will be reflected in increased academic performance and fewer behavioral problems at school.	FRC will work with child care centers to identify and refer families in need of quality after-school child care services. FY 16-18 (July 2016-June 2018)	FRC, Cairo and Niagara Child Care Centers, Henderson County School District. (Parent fees and State Child Care Assistance Program)
	<div style="display: flex; justify-content: space-between;"> I, NI, PI _____ </div> <div style="display: flex; justify-content: space-between;"> If not implemented, briefly, why? _____ </div> <div style="display: flex; justify-content: space-between;"> Did this activity have the intended impact (Y/N)? _____ </div>	<div style="display: flex; justify-content: space-between;"> Evaluated (Y/N)? _____ </div>
Parents who do not receive care through the on-site child care centers will be referred and assisted in the selection of a quality after-school child care program for their child. Referrals will also be made to community summer programs when needed or requested.	FRC will have a list on-site of all licensed child care providers in Henderson County and retain an on-site list of community after-school programs/summer programs. FY 16-18 (July 2016-June 2018)	FRC, child care site-supervisor, Audubon Area Resource and Referral, local Early Childhood Council, Volunteer and Information Center and local YMCA. (No Cost)
	<div style="display: flex; justify-content: space-between;"> I, NI, PI _____ </div> <div style="display: flex; justify-content: space-between;"> If not implemented, briefly, why? _____ </div> <div style="display: flex; justify-content: space-between;"> Did this activity have the intended impact (Y/N)? _____ </div>	<div style="display: flex; justify-content: space-between;"> Evaluated (Y/N)? _____ </div>
Parents who are eligible will be able to work and attend school with financial child care assistance through the state child care assistance program (CCAP).	FRC will maintain materials and information on-site for parents regarding the state child care assistance program (CCAP) and make referrals to CCAP. FY 16-18 (July 2016-June 2018)	FRC, child care site-supervisor, CCAP director. (CCAP funds)
	<div style="display: flex; justify-content: space-between;"> I, NI, PI _____ </div> <div style="display: flex; justify-content: space-between;"> If not implemented, briefly, why? _____ </div> <div style="display: flex; justify-content: space-between;"> Did this activity have the intended impact (Y/N)? _____ </div>	<div style="display: flex; justify-content: space-between;"> Evaluated (Y/N)? _____ </div>
	<div style="display: flex; justify-content: space-between;"> I, NI, PI _____ </div> <div style="display: flex; justify-content: space-between;"> If not implemented, briefly, why? _____ </div> <div style="display: flex; justify-content: space-between;"> Did this activity have the intended impact (Y/N)? _____ </div>	<div style="display: flex; justify-content: space-between;"> Evaluated (Y/N)? _____ </div>
	<div style="display: flex; justify-content: space-between;"> I, NI, PI _____ </div> <div style="display: flex; justify-content: space-between;"> If not implemented, briefly, why? _____ </div> <div style="display: flex; justify-content: space-between;"> Did this activity have the intended impact (Y/N)? _____ </div>	<div style="display: flex; justify-content: space-between;"> Evaluated (Y/N)? _____ </div>

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

FY 17-18

School District: Henderson County
Center Name: ACORNS FRC

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)	Increase new and expectant parent skills and knowledge of early childhood development by informing them of parenting education sessions, resources and events in our community; more participation in these programs will improve child's school readiness and literacy skills; educate more parents on the benefits of a literacy rich environment starting from birth.					
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)
Parents who are informed of classes will attend to enhance parenting skills and knowledge of early childhood development.	FRC Coordinator will ensure placement of information on parenting education classes for new and expectant parents via school newsletter and flyers being sent home when available . FY 16-18 (July 2016-June 2018)	FRC, Henderson County School District, Community Education Program, Henderson County Extension Office, local Early Childhood Council, HCC Adult Education Program, HANDS Program and Green River District Health Department. \$500.00.
		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"/>
Parents will improve educational levels in offered areas and be better able to support their child's future academic success.	Provide 3 informational sessions for new and expectant parents each school year in areas of early childhood development, parenting skills and available community resources. FY 16-18 (July 2016-June 2018)	FRC, Community Foundation for Excellence, Audubon Area Resource and Referral, Methodist Hospital and Henderson County Extension Office. \$1,500.00
		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)
Early exposure to literacy rich environments will greatly impact child's school readiness and literacy skills. Increase parental awareness of the importance of reading to their child from birth.	FRC Coordinator will assist the Imagination Library of Henderson County and will be responsible for assisting in maintaining the database as well as organizing efforts to administer brochures to parents, child care centers, public library and other places in the community so children have the opportunity to register for the Imagination Library program. 975 children from ages birth to five will be registered and receive an age appropriate children's literature book mailed to their home each month through the Dolly Parton's Imagination Library Program. FY 16-18 (July 2016-June 2018)	FRC, Community Foundation for Excellence, Henderson County Chamber of Commerce, Henderson County Board of Education, public library, child care centers and local businesses and community organizations. \$30,000.00 (Community Foundation for Excellence) and \$250.00 (FRC)
	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"/>	
	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: Henderson County
Center Name: ACORNS FRC

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			
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)	Improve attendance at Family Literacy events to inform parents on how to assist students in achieving academic success; increase parent knowledge of classes and programs available at school and in the community to address literacy education/skills for parents and students. Educate more parents on the benefits of a literacy rich environment and how this can lead to future academic success.					
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)
At least 40% of families will attend a family literacy night, enjoying a meal together, reading together and taking AR tests. Parents and guardians are familiarized with the AR Program and how to take an AR test with their child as well as how to monitor their child's AR progress from home.	Family Reading Nights, no less than 2 per year at each school. FY 16-18 (July 2016-June 2018)	FRC, Title I and PTA \$400.00 per event for books, other literacy materials, door prizes and food/refreshments.
	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"/>	
Parents will attend informational sessions and be better able to assist child in achieving academic success.	Schedule no less than one Parent University each school year. FY 16-18 (July 2016-June 2018)	FRC, Title I and PTA. \$200.00
	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"/>	
20% of families will attend school based family nights focusing on math related content to enhance math education skills.	Family Math Nights, no less than one per year at each school. FY 16-18 (July 2016-June 2018)	FRC, Title I and PTA. \$200.00
	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"/>	
Parents who are informed of adult and child educational classes within the community will attend to enhance education levels.	FRC Coordinator will serve on the Early Childhood Council and collaborate on creation of educational sessions for adults and children. FRC will also ensure placement of information on education classes for parents and children via school newsletter and flyers being sent home when available. FY 16-18 (July 2016-June 2018)	FRC, Henderson County School District, Henderson County Extension Office, Henderson County Public Library, HCC Adult Education Program and local Early Childhood Council. \$200.00
	I, NI, PI <input type="checkbox"/>	Evaluated (Y/N)? <input type="checkbox"/>
	If not implemented, briefly, why? <input type="text"/>	

**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)?	
Early exposure to literacy rich environments will greatly impact child's school readiness and literacy skills. Parents will be educated on the importance of reading to their child from birth as well as parent/child time together.	FRC Coordinator will assist the Imagination Library of Henderson County and will be responsible for assisting in maintaining the database as well as organizing efforts to administer brochures to parents, child care centers, public library and other places in the community so children have the opportunity to register for the Imagination Library program. 950 children from ages birth to five will register and receive an age appropriate children's literature book mailed to their home each month through the Dolly Parton's Imagination Library Program. FY 16-18(July 2016-June 2018)	FRC, Community Foundation for Excellence, Henderson County Chamber of Commerce, Henderson County Board of Education, public library, child care centers and local businesses and community organizations. \$30,000.00 (Community Foundation for Excellence) and \$250.00 (FRC)
	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)?	
Parents who are informed about the Public Library and their services will utilize these services to enhance adult and child education.	FRC will collaborate with the Henderson County Public Library to hold no less than one session at each school per school year to educate parents and children on the variety of services and programs offered through the public library as well as how to obtain a library card. FY 16-18 (July 2016-June 2018)	FRC and the Henderson County Public Library \$200.00
	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)?	
	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: Henderson County

Center Name: ACORNS FRC

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

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)	Improve school readiness by offering back-to-school screenings and immunizations; increase school attendance by ensuring adequate access to health care for all students in need; Improve school performance by ensuring all identified physical and mental health needs are met for the students; increase parent knowledge of community resources and programs in the area of health services.					
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)
<p>All students in Henderson County will have the opportunity to start school with all the necessary health screenings and immunizations. Increased attendance in the schools due to adequate health requirements being maintained for school entrance/records.</p>	<p>In July 2016 and July 2018 the Henderson County FRYSC's will organize a back-to-school Readifest in Henderson County.</p>	<p>Henderson County FRYSC's, Henderson County Board of Education, Methodist Hospital, Sharon Shields ARNP, Housing Authority, Migrant/HOME Program, Henderson County Extension Office, Henderson County Health Department, West KY Dental Clinic, Henderson Lions Club and Dr. Cottingham's Office. \$5,000.00</p>
<p>All students will have adequate access to health care if needed.</p>	<p>All students in need will have access to Green River District Health First Community Health Center. FRC and school nurse will collaborate to refer families for services. FY 14-16 (July 2014-June 2016)</p>	<p>Green River District Health Department and FRC \$5,000.00</p>

I, NI, PI		Evaluated (Y/N)?	
If not implemented, briefly, why?			
Did this activity have the intended impact (Y/N)?			

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)
Families and children who have health care needs will be identified and assisted in an efficient manner. Once a need is addressed and services are provided the child will have access to appropriate health care services. Students will have a better school attendance record and enhanced academic performance due to adequate access to health care.	FRC will work with school staff to identify families in need of health care services and assist in appropriate community referrals. FY 16-18 (July 2016-June 2018)	FRC, local doctor offices, HCC Dental Hygiene Program, West KY Dental Clinic, Henderson County Health Department, and Department for Community Based Services Division of Family Support. \$5,000.00
	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"/>	
	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"/>	
	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: Henderson County
Center Name: ACORNS FRC

Action Component:

Educational Support (Optional)

Goal of Component:

To address the needs of children and families in the areas of basic needs, school supplies, holiday assistance, transportation and attendance on an as needed basis.

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	
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)	Increase parent knowledge of school and community programs to assist in meeting basic needs, school supplies, holiday assistance, transportation and attendance.					
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).		
Children will have necessary school supplies needed for academic success.	School supply vouchers will be distributed at the back-to-school Readifest in July 2016 and July 2018. FRC will also work with the school staff to identify children who do not have adequate school supplies and provide assistance as needed.			FRC, Guidance Counselor and Teachers. \$1,000.00 (FRC)		
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)
Children in need will have appropriate clothing and shoes for school. Children will have increased self-esteem, better attendance and enhanced academic performance due to the removal of non-cognitive barriers to learning.	Names will be collected for the Back-To-School Clothing Program and the FRC will assist families referred by self, FRC, or other school staff regarding clothing and/or shoe needs for children. FY 16-18 (July 2016-June 2018)	FRC, Volunteer and Information Center, local churches, Rotary, guidance counselor, teachers and Happy Feet Program of Henderson County. \$5,000.00 (FRC, Happy Feet Program, Rotary and Volunteer and Information 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"/>	
Families and children in need will receive holiday assistance through community organizations and churches.	FRC will contact families to identify a need and then compile holiday assistance lists for community programs and local requesting groups/organizations/individuals wanting to provide holiday assistance. FY 16-18 (July 2016-June 2018)	FRC, Volunteer and Information Center, Goodfellows, Henderson County FOP, Santa Clothes Club, local church groups, guidance counselor and school staff. \$15,000.00 (FRC, Volunteer and Information Center, Goodfellows, Henderson County FOP, Santa Clothes Club, local churches and adopting individuals)
	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)
<p>Children in need of additional food on the weekends will be provided with a backpack every Friday with meal supplements for the weekend. Children who are enrolled in this program will have access to supplemental nutrition on the weekends and increased school attendance.</p>	<p>FRC will identify children who may be at risk for low nutrition on weekends and enroll them in the Backpack Program. Backpacks packed with nutritional supplements for the weekend will be given to each child on Friday. FY 16-18 (July 2016-June 2018)</p>	<p>FRC, teachers, support staff, guidance counselor, local churches. \$3,500.00 (FRC, school staff, local churches)</p>
	I, NI, PI <input type="checkbox"/>	Evaluated (Y/N)? <input type="checkbox"/>
	If not implemented, briefly, why? <input type="checkbox"/>	
	Did this activity have the intended impact (Y/N)? <input type="checkbox"/>	
<p>Parents who have an identified transportation issue will be able to take their child to doctor appointments and attend school meetings that are necessary for increased academic performance of their child.</p>	<p>FRC will identify families that have transportation issues and arrange required transportation to desired location. FY 16-18 (July 2016-June 2018)</p>	<p>FRC, Henderson County Board of Education, Migrant/HOME Program, guidance counselor, teachers and other school staff. \$200.00 (FRC, Henderson County Board of Education, Migrant/HOME Program)</p>
	I, NI, PI <input type="checkbox"/>	Evaluated (Y/N)? <input type="checkbox"/>
	If not implemented, briefly, why? <input type="checkbox"/>	
	Did this activity have the intended impact (Y/N)? <input type="checkbox"/>	
<p>Parents of children who are identified as having attendance issues will be contacted by the FRC to inquire about barriers regarding attendance. FRC contact and assistance will increase child's attendance thus improving child's academic success.</p>	<p>With the assistance of the school attendance secretary, teachers and Henderson County Schools DPP, the FRC will identify children who have 3 or more unexcused events on their attendance record. FRC will contact and inform parents of district attendance policies as well assist in removal of barriers to child's attendance when identified. Home Visits will also be conducted as needed to address attendance and removal of barriers. FY 16-18 (July 2016-June 2018)</p>	<p>FRC, school attendance secretary, teachers, and Henderson County Schools DPP.</p>

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

FY 17-18

School District: Henderson County
Center Name: ACORNS FRC

Action Component:

Support for School Volunteers (Optional)

Goal of Component:

To address the need for support and coordination of school volunteers.

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				
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)	Increase parent volunteers within the school; more parent involvement and support will enhance student academic success.					
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).		
Volunteers will feel welcome and prepared to volunteer in the schools.	FRC will provide annual Volunteer Orientation each school. August 2016 and August 2018.			FRC, PTA and Henderson County Board of Education. \$300.00 (FRC and PTA)		
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)

	Place an X below all Strengthening Families Protective Factors addressed through this component	
District paperwork requirements necessary for school volunteers will be distributed by FRC to volunteers.	FRC will survey and compile data of school volunteer services and perform necessary paperwork as well as reporting procedures to district regarding school volunteers. FY 16-18 (July 2016-June 2018)	FRC and Henderson County Board of Education. \$500.00 (Henderson County Board of Education)
	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"/>	
Reduce and remove barriers to volunteering in the school. Increase school volunteers and parent involvement in the schools. Enhanced academic performance of students due to increased parental support and involvement.	FRC will assist schools in maintaining a comfortable and welcoming atmosphere for school volunteers by ensuring the school work room has necessary materials. FRC will also be responsible for planning Volunteer Appreciation activities in collaboration with school climate committee. FY 16-18 (July 2016-June 2018)	FRC, Henderson County Board of Education, school climate committee. \$500.00 (FRC)
	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"/>	
	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
SBDM/Principal Agreement**

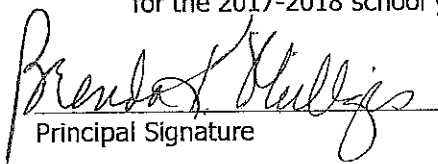
Center Name: ACORNS FRC School District: Henderson County

School Name: Cairo Elementary

Upon submission of the FY 17-18 FRYSC Continuation Program Plan, the SBDM Council hereby assures compliance with all FRYSC-related statutes, and any policies, procedures, and/or requirements as they relate to this application.

Prior to receiving the center allocation, the SBDM Council/Principal shall certify that council/school policies are consistent with the following:

1. Adherence to the locally developed FRYSC Program Plan including budget, action components and designation of center space as contained in the approved application;
2. Assurance that center funds will be utilized for approved center budget and action component activities;
3. Assurance that all job responsibilities of staff funded by this plan will be 100% devoted to center goals, objectives and program activities;
4. Adequate and appropriate record keeping and storage, which includes provisions for the maintenance, custody, security and confidentiality of child and family records;
5. Service priority for children and families with the most urgent needs;
6. Attendance of center coordinators and principals at any required Division of FRYSC training sessions and meetings designed specifically for these individuals;
7. Support for the development of collaborative relationships among the center advisory council, principal, the SBDM Council and other school district programs;
8. The center Advisory Council will have a shared role in the hiring of the center coordinator by recommending an applicant to the SBDM if one is in place and/or the Superintendent.
9. The SBDM Council/Principal will follow the space guidelines outlined in the FRYSC School Administrators Guidebook.
10. Center staff has access to Infinite Campus.
11. Permanent representation in the Comprehensive School Improvement Planning process effective for the 2017-2018 school years for each school served by the center.


Principal Signature

2/29/16
Date

- ☒ This document was reviewed and recorded in the SBDM minutes on March 15th 2016.
- ☐ There is no SBDM Council at this school.

All centers serving 2 or more schools are considered district programs; however, this form must be submitted by every school served by the center.



**FRYSC
SBDM/Principal Agreement**

Center Name: ACORNS FRC School District: Henderson County

School Name: Niagara Elementary

Upon submission of the FY 17-18 FRYSC Continuation Program Plan, the SBDM Council hereby assures compliance with all FRYSC-related statutes, and any policies, procedures, and/or requirements as they relate to this application.

Prior to receiving the center allocation, the SBDM Council/Principal shall certify that council/school policies are consistent with the following:

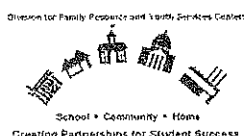
1. Adherence to the locally developed FRYSC Program Plan including budget, action components and designation of center space as contained in the approved application;
2. Assurance that center funds will be utilized for approved center budget and action component activities;
3. Assurance that all job responsibilities of staff funded by this plan will be 100% devoted to center goals, objectives and program activities;
4. Adequate and appropriate record keeping and storage, which includes provisions for the maintenance, custody, security and confidentiality of child and family records;
5. Service priority for children and families with the most urgent needs;
6. Attendance of center coordinators and principals at any required Division of FRYSC training sessions and meetings designed specifically for these individuals;
7. Support for the development of collaborative relationships among the center advisory council, principal, the SBDM Council and other school district programs;
8. The center Advisory Council will have a shared role in the hiring of the center coordinator by recommending an applicant to the SBDM if one is in place and/or the Superintendent.
9. The SBDM Council/Principal will follow the space guidelines outlined in the FRYSC School Administrators Guidebook.
10. Center staff has access to Infinite Campus.
11. Permanent representation in the Comprehensive School Improvement Planning process effective for the 2017-2018 school years for each school served by the center.

Sheri Paige O'Har
Principal Signature

2/29/16
Date

- ☒ This document was reviewed and recorded in the SBDM minutes on March 17th 2016.
☐ There is no SBDM Council at this school.

All centers serving 2 or more schools are considered district programs; however, this form must be submitted by every school served by the center.



**FRYSC Advisory Council
Assurances Page
FYs 17-18**

Center Name: ACORNS FRC

School District: Henderson County

I assure that the local advisory council was actively involved in the planning and development of this Continuation Program Plan and, upon funding, shall assume and perform the following roles and responsibilities:

1. The Advisory Council must have a shared role in the hiring of the center coordinator by recommending an applicant to the SBDM if one is in place and/or the Superintendent;
2. Oversight of center purchase requests through approval of annual budget and amendments to the center operating budget over 10% or \$100, whichever is greater, cumulative within the fiscal year;
3. Written documentation of Advisory Council approval for purchases over \$500 and/or contracts over \$1,000;
4. Review of out-of-state travel requests for center staff;
5. Oversight of center expenditures at least every other month;
6. Strive for a collaborative relationship with the principal(s) and the School Based Decision Making Council(s), if in place;
7. Oversight of the center's action component plans and any revisions with regard to achievement of goals, activities, their implementation and impact, as reflected in the minutes;
8. Brainstorming and planning for new and innovative services, activities and programs for the center, based upon current needs as assessed;
9. Assistance in public relations and public awareness for the center through advocacy;
10. Assistance in outreach to other community representatives for services and support through the center;
11. All advisory council meetings and special called meetings shall be advertised and conducted in accordance with KRS 061.805-850; and,
12. The advisory council will meet at a minimum every other month year-round.


Advisory Council Chairperson

2/29/16
Date

This document was approved and recorded in the Advisory Council minutes on 2/29/16.