

## Family Resource and Youth Services Centers

### School District Assurance Certification 2020-22

I certify that, to the best of my knowledge, the information submitted as documentation for Family Resource and Youth Services Center Continuation Program Plan is correct and complete. The school district has authorized me as its representative to obligate this school district to conduct any ensuing program or activity in accordance with all applicable Federal and State laws and regulations and the following program assurances:

- Compliance with all FRYSC-related statutes and any policies or procedures set forth by the Cabinet for Health and Family Services through its Contract with the school district;
- District Contact/Designee representation at required FRYSC meetings designed specifically for these individuals;
- The center 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;
- Student and family records will be kept following the guidelines set forth in the FRYSC School Administrators Guidebook;
- Each Center will maintain written documentation verifying:
  - The development of Action Component Plans for each core and optional component provided by the center (with evidence of collaboration with other school district programs);
  - Current needs assessment data that supports programs and activities included in the center's Action Components;
  - An active Advisory Council as outlined in the Contract; and
  - Center staff has access to Infinite Campus
  - Center staff receives monthly detailed MUNIS reports and/or desktop access to MUNIS.

It is understood that the submission of this certification and accompanying center budget constitutes an offer, and if accepted by the Cabinet for Health and Family Services or negotiated to acceptance, a contract will form a binding agreement.

Mercer County  
School District

\_\_\_\_\_  
Board Item No. & Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Education Chairperson Signature

\_\_\_\_\_  
Date



|  |  |                    |   |                                   |   |
|--|--|--------------------|---|-----------------------------------|---|
| 2020-21  | School District  |                    | Mercer County   |                                   |   |
|  | Center Name  |                    | Mercer Co. Elementary School FRC  |                                   |   |
| Center Type  | FRC  |                    |   |                                   |   |
| Action Component   | Health Services or Referrals to Health Services  |                    |   |                                   |   |
| Goal of Component  | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                    |   |                                   |   |
| Strengthening Families Protective Factors  | Place 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   |
| Needs assessment data summary  | <p>*Increased need for food assistance</p> <p>*Increase need for on site-health services</p> <p>*Increased opportunities for parents to meet students' mandated state health requirements</p> <p>50-60% of parents want help with social emotional and discipline strategies</p>   |                    |   |                                   |   |
| Is this an amendment   |  |                    |   |                                   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  |                    | Collaborative Partners (w/ funding source and cost)   |                                   |   |
| Students needing dental services or screenings will increase knowledge of the importance of regular check ups and cleanings as measured by student surveys and student participation logs. | The MCES FRC will host a traveling public health dental hygentist to supply dental cleanings and sealants two (2) times per school year for students who have signed up or need a school dental screening. (Aug/Sept. 2020, 2021; Jan/Feb 2021, 2022).   |                    | Jessamine Co/Mercer Co. Health Dept. - \$10,000<br>MCES FRC \$300<br>Mercer District Nurses |                                   |   |
| Students time out of school will decrease as measured by participation logs and dental treatment plans implemented by the traveling dental team.   |  |                    |   |                                   |   |
|  | ENIP   |                    |   |                                   |   |
|  | Evaluated ENIP   |                    |   |                                   |   |
|  | Is not implemented orally Why?   |                    |   |                                   |   |
|  | Did this activity have the intended impact (Y/N)   |                    |   |                                   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  |                    | Collaborative Partners (w/ funding source and cost)   |                                   |   |



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|---|---|--|
| <p>MCES students with food instability will be referred and signed up for the Backpack Kids Club as measured by participation logs. These students will increase intake of nutritious snacks and weekend meals as measured by participant surveys.</p>  | <p>The FRC will solicit help from community sponsors to provide a nutritious food-to-home backpack program for families identified as in need. (August to May 2020-21; August to May 2021-22)</p>   | <p>MCES FRC \$500<br/>Community Donations \$4000</p>   |
|   | <p>INAP</p> <p>Evaluated<br/>Y/N/Y</p> <p>If not implemented, briefly, Why?</p> <p>Did this activity have the intended impact? Y/N</p>  |  |
| <p><b>Desired Outcome (Expected Benefit)</b></p>  | <p><b>Activity with Timelines</b></p>   | <p><b>Collaborative Partners (if any) and source and cost</b></p>  |
| <p>Knowledge of community resources will increase as measured by participant surveys and program attendance sheets.</p> <p>Students entering Kindergarten and 6th grade will have the opportunity to receive a free physical prior to the beginning of school as measured by appointments scheduled by district nurses.</p> | <p>District's FRYSCs along with community organizations will host "ReadiFest" prior to the opening of each school year. A resource fair supplying information and free samples from providers of community health care, mental health, childcare, police/fire, free school supplies/backpacks and more participants. Free nutritious lunch for students provided by the summer feeding program. Free school physicals provided by local providers and scheduled by the school district nurses. (July 2020/2021)</p> | <p>Mercer County Intermediate School FRC \$600<br/>Mercer Elementary FRC \$600<br/>King Middle School YSC \$300<br/>Mercer Senior High YSC \$900<br/>Community Organizations/Churches/Community members - \$3000<br/>Mercer Co District Nurses - \$250</p> |
|   | <p>INAP</p> <p>Evaluated<br/>Y/N/Y</p> <p>If not implemented, briefly, Why?</p> <p>Did this activity have the intended impact? Y/N</p>  |  |
| <p><b>Desired Outcome (Expected Benefit)</b></p>  | <p><b>Activity with Timelines</b></p>   | <p><b>Collaborative Partners (if any) and source and cost</b></p>  |
| <p>Positive behavior could increase as measured by reduced individual behavior incidents and office referrals.</p>  | <p>The FRC will be a part of the PBIS Team which reviews behavior data and helps to plan/implement behavior rewards/incentives for students. (August - May 2020-21; August - May 2021-22)</p>   | <p>MCES FRC - \$500<br/>MCES Staff<br/>MCES School Counselor<br/>MCES PTO - \$500</p>  |
|   | <p>INAP</p> <p>Evaluated<br/>Y/N/Y</p> <p>If not implemented, briefly, Why?</p> <p>Did this activity have the intended impact? Y/N</p>  |  |
| <p><b>Desired Outcome (Expected Benefit)</b></p>  | <p><b>Activity with Timelines</b></p>   | <p><b>Collaborative Partners (if any) and source and cost</b></p>  |

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| MCES students will increase knowledge regarding the dangers of alcohol, drugs and tobacco as measured by teacher/student survey.  | Red Ribbon Week will be celebrated by all MCES students and staff.<br>The MCES FRC will collaborate with others to provide daily lessons, activities and incentives helping students understand the dangers of drugs, alcohol and tobacco. (Oct 2020; Oct 2021)  | ASAP Grant - \$500<br>MCES FRC - \$500<br>MCES PTO - \$250                  |
|   | IMP? _____<br>Evaluated Y/N? _____<br>If not implemented, briefly, Why? _____<br>Did this activity have the intended impact? Y/N _____   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                     |
| MCES students will increase knowledge with learning experiences including real world applications from community presenters as measured by teacher/student program evaluations.               | The MCES FRC will plan and implement traveling programs to enhance educational opportunities and hands on learning for MCES students. Programs could include but not limited to: community theater, holiday biographies, music performances, STEM learning, healthcare/nutrition, agriculture appreciation (FarmsCool), etc. (Aug-April 2020-21 and Aug-April 2021-22) | MCES PTO - \$2,000<br>MCES FRC - \$2,500<br>MCES Staff                      |
|   | IMP? _____<br>Evaluated Y/N? _____<br>If not implemented, briefly, Why? _____<br>Did this activity have the intended impact? Y/N _____   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                     |
| Students in the Mercer County school district will be given a healthy and nutritious meal during the months of June and July as measured by participation logs of the summer feeding program. | The Mercer County FRYSCs will rotate weeks to ride on the Summer Meals on Wheels summer feeding bus. Students who participate will be served a meal. The FRC will provide books as funding allows to help enhance literacy and prevent the summer slide. (July 2020; June-July 2021; June 2022)  | Mercer County Food Service<br>Mercer Co Elem FRC - \$500<br>Mercer Co FRYSC |
|   | IMP? _____<br>Evaluated Y/N? _____<br>If not implemented, briefly, Why? _____<br>Did this activity have the intended impact? Y/N _____   |   |



|  |  |                    |  |                                   |   |                          |
|--|--|--------------------|--|-----------------------------------|---|--------------------------|
| 2020-22  | <b>School District</b>   |                    | Mercer County  |                                   |   |                          |
|  | <b>Center Name</b>   |                    | Mercer Co. Elementary School FRC                               |                                   |   |                          |
| <b>Center Type</b>   | FRC  |                    |  |                                   |   |                          |
| <b>Activity Component</b>  | Family Literacy  |                    |  |                                   |   |                          |
| <b>Goal of Component</b>   | <p>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:</p> <ol style="list-style-type: none"> <li>1. Child time: Developmentally-appropriate educational activities for children;</li> <li>2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;</li> <li>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;</li> <li>4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.</li> </ol> |                    |  |                                   |   |                          |
| <b>Strengthening Families Protective Factors</b>   | Place 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                        |
| <b>Needs assessment data summary</b>   | <p>*63% of incoming kindergarteners are NOT ready for school **<br/>         *40+% of all MCES students are not reading on grade level<br/>         *Approx 50% of MCES parents do not read with their children more than 1 hour a week</p>  |                    |  |                                   |   |                          |
| <b>Is this an amendment</b>  |  |                    |  |                                   |   |                          |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners (with funding sources and costs)</b> |                                   |   |                          |
| Participating parents/guardians will have the opportunity to increase parent/child literacy interactions and gain knowledge regarding school academic expectations as measured by attendance sign-in sheets and program evaluations. | Two (2) family literacy events (Reading Story Wonderland and Parents as Reading Partners Breakfast/Read Across America Week) will be hosted each school year. Students and their families will be invited to read together, have breakfast or dinner as a family, learn more about the school literacy expectations and enjoy an evening or morning of positive interactions with school staff. Free books will be given (as funding allows) by the FRC. (Dec. 2020, 2021 and March 2021, 2022)  |                    | MCES PTO \$2,000<br>MCES FRC \$950<br>MCES Staff               |                                   |   |                          |
|  | LINE   |                    |  |                                   |   |                          |
|  | Evaluated (Y/N)?   |                    |  |                                   |   |                          |
|  | If not implemented, explain why?   |                    |  |                                   |   |                          |
|  | Did this activity have the intended impact (Y/N)?  |                    |  |                                   |   |                          |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners (with funding sources and costs)</b> |                                   |   |                          |

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| Parents/Caregivers of children 0-4 will increase knowledge of Kindergarten Readiness skills as measured by teacher observation and pre/post parent questionnaire/survey. Attendance will be monitored by meeting sign-in sheets. Parents/Caregivers will gain knowledge of community resources and supports as measured by program evaluations. | Mercer County Cradle School will be hosted two times per month, September through April, with a field trip scheduled in the fall and the end of the school year. The target audience will be students ages 0-4, who are at risk of not being Kindergarten Ready. In August and May there will be an Open House/Award nights so working parents can attend with their child. Parents/Caregivers will attend with their child and learn strategies to improve kindergarten ready skills. Each session will include Circle Time, various Learning Centers, Gross Motor, and Snack/Story Time which will promote academic growth, educational value, and successful transition into school. Adult attendees will receive tips at each learning center to recreate learning at home. Periodically resources such as books, fine motor learning tools, and other manipulatives will be given to families for home use to practice skills as funding allows. (August 2020-May 2021; August 2021-May 2022)    | MCIS FRC - \$2000<br>MCES FRC - \$2000<br>Mercer County Schools - \$2400 In-kind rent of two rooms/gym use<br>Mercer Co Endowment Fund grant (if approved) - \$500<br>Mercer Co Early Childhood Council - Furniture and Manipulatives (previously purchased) |
|   | INNP<br>Evaluated<br>Y/N/Y<br>If no implementation, Briefly Why?<br>Did this activity have the intended impact (Y/N)  |  |
| Desired Outcome (Expected Benefit)  | Activities with Timelines   | Collaborative Partners (if fund source increase)   |
| Students will increase literacy skills/knowledge as measured by the STAR Reader pre/post test scores. Parents/Caregivers will increase knowledge in community resources, family supports and adult education programs available as measured by program evaluations.   | MCES students identified as struggling readers will be referred to the Community Tutoring Initiative (CTI) literacy group. STAR Reader tests will be used to identify students in need of growth. Community Tutoring Initiative (CTI) program will provide after school tutoring two days weekly, Fall and Spring 12 week sessions. The program will enhance literacy and math skills using high school and adult volunteer tutors to work with students one on one during each session. The MCES FRC Coordinator will help the CTI Coordinator to train adults, middle school and high school tutors in "Confidentiality" protocols. Parents/caregivers will be invited to a beginning and ending family Open House and Award night with a light dinner at each session. The FRC will provide information on community resources, encourage families and build relationships to promote family growth. (Fall session Sept through Dec 2020 & 2021 and Spring session Jan through April 2021 & 2022). | MCIS FRC \$300, MCES FRC \$300<br>CTI Tutoring Program \$5,000,<br>MCES Principal/Counselor, Heart of the Bluegrass United Way - \$7500  |
|   | INNP<br>Evaluated<br>Y/N/Y<br>If no implementation, Briefly Why?<br>Did this activity have the intended impact (Y/N)  |  |



|  |   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|--|---|----------------------------------|--|---|--------------------------|--|---------------------|--------------------|--------------------------------|-----------------------------------|---|--------------------------|---|---|---|---|---|---|
| 2020-21  | School District   | Mercer County                    |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Center Name   | Mercer Co. Elementary School FRC |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Center Type  | FRC   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Anchor Component   | FIT (Families in Training)  |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Goal Of Component  | <p>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.</p> <p>Centers will:</p> <ol style="list-style-type: none"> <li>1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ;</li> <li>2. Assist families in identifying developmental concerns;</li> <li>3. Collaborate with community partners and link families to appropriate prevention and intervention services.</li> </ol> <p>* 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.</p>  |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Strengthening Families Protective Factors  | <p>Place X below all strengthening families protective factors addressed through this component</p> <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>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  | <p>*50% of parents read to their children 1 hour or less weekly<br/>         *63% of incoming kindergarteners are NOT ready for school<br/>         *90% of parents surveyed wanted to continue the Musik Matters program<br/>         *47% of Mercer Co kids live in poverty<br/>         *17% of Mercer Co kids live in deep poverty</p>  |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Is this an attachment?   |   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines   |                                  | Collaborative Partners (if fund source and cost)   |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Parents/Caregivers of children 0-4 will increase knowledge of Kindergarten Readiness skills as measured by teacher observation and pre/post parent questionnaire/survey. Attendance will be monitored by meeting sign-in sheets. | <p>Mercer County Cradle School will be hosted two times per month, September through April, with a field trip scheduled in the fall and the end of the school year. The target audience will be students ages 0-4, who are at risk of not being Kindergarten Ready. In August and May there will be an Open House/Award nights so working parents can attend with their child. Parents/Caregivers will attend with their child and learn strategies to improve kindergarten ready skills. Each session will include Circle Time, various Learning Centers, Gross Motor, and Snack/Story Time which will promote academic growth, educational value, and successful transition into school. Adult attendees will receive tips at each learning center to recreate learning at home. Periodically resources such as books, fine motor learning tools, etc will be given to families as funding allows. Attendees will be referred to be further evaluated if needed. (August-May 2020-21; August-May 2021-22)</p> |                                  | <p>MCIS FRC - \$2000, MCES FRC - \$2000, Mercer County Schools - \$2400 In-kind rent of two rooms/gym use, Mercer Co Early Childhood Council - Furniture and Manipulatives (previously purchased), Mercer Co Endowment Fund - \$500 (grant, if approved)</p> |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|  | IN/FP   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Evaluated Y/N   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|  | If not implemented openly Why?  |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Did this activity have the intended impact? Y/N   |                                  |  |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines   |                                  | Collaborative Partners (if fund source and cost)   |   |                          |  |                     |                    |                                |                                   |   |                          |   |   |   |   |   |   |

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| Dads/adult male role models and MCES students will increase positive male/child interactions as measured by program attendance logs and presenter program evaluations.  | MCES FRC and School Counselor will host a monthly ALL PRO DADS Day. Dads and/or adult male role models of MCES students will be invited to eat breakfast together and participate in a character education lesson lead by the Mercer Co Schools head football. (Sept 2020-April 2021 & Sept 2021-April 2022)  | MCES FRC \$400, MCES School Counselor, MCES teachers, MCES Cafeteria staff, Mercer Co Schools Football coach (program presenter)  |
|   | ENR?  |   |
|   | Evaluated Y/N?  |   |
|   | If not implemented, briefly, Why?   |   |
|   | Did this activity have the intended impact? (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ funding source and cost)</b>  |
| Parents/guardians/community members interested in becoming certified school volunteers or Mercer Mentors will increase their knowledge of what is expected of a volunteer/mentor in a school setting as measured by training attendance logs. | MCES FRC will hold two face to face confidentiality trainings for parents/guardians/community members who are interested in being a certified school volunteer or Mercer Mentor. A home study packet will be provided for previous year volunteers to be completed by Sept 30th. The MCES FRC Coordinator will maintain a listing of approved volunteers/mentors for district staff and PTO to use when soliciting help with school programs. (August 2020 & August 2021) | MCES FRC, MCIS FRC, Mercer County School District - \$1000,   |
|   | ENR?  |   |
|   | Evaluated Y/N?  |   |
|   | If not implemented, briefly, Why?   |   |
|   | Did this activity have the intended impact? (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ funding source and cost)</b>  |
| Guardians of students who are not their own will increase knowledge of community resources and have the opportunity to support one another as measured by program surveys and attendance logs.  | A minimum of two times per year a RAP (Relatives as Parents) support group will be hosted by district FRYSCs. The group will be introduced to community resources, open discussion time and a time for question/answers. This group will meet at the Mercer Co Cooperative Extension Office. (Sept-April 2020-21 and Sept-April 2021-22)  | MCES FRC - \$400<br>District FRYSC - \$1200 (\$400x3)<br>Mercer Co Cooperative Extension - In Kind donation of facilities - \$750 |
|   | ENR?  |   |
|   | Evaluated Y/N?  |   |
|   | If not implemented, briefly, Why?   |   |
|   | Did this activity have the intended impact? (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ funding source and cost)</b>  |



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| Parents/Guardians will gain knowledge on the effects of different forms of abuse on children as measured by program evaluations. Families will participate in fun family activities to promote family time and family engagement as measured by attendance log sheets. | A "Go Blue 4 Kids" Child Abuse Prevention event will be held to promote family time and bring awareness to child abuse. A resource fair of prevention groups, health care and mental health providers will be invited to distribute information to families. Food trucks and fun games/activities will be part of the event. (April 2021; April 2022)    | District FRYSCs - \$400 each<br>Mercer Co DCBS<br>Mercer County Staff<br>Community partners - \$750                            |
|  | IMPACT   |  |
|  | Evaluated<br>Y/N/N?  |  |
|  | If no implementation, justify why?   |  |
|  | Does this activity have the intended impact? Y/N   |  |
| Desired Outcome (to be achieved)   | Activity with Timeliness   | Collaborative Partners (if any)<br>Source and Cost   |
| Parents/Guardians of children birth to three years will gain knowledge regarding developmental growth and bonding while dancing and learning to music with their little one as measured by participant evaluations and attendance sheets.                              | An infant/toddler music program will be invited to Mercer County to enhance child bonding, developmental growth and response to music. This will be a 4-6 session program and will be free of charge to participants. The FRCs will follow up with families to invite to Cradle School as well as any family needs for resources. (June 2021; June 2022) | MCES and MCIS FRC - \$250 ea<br>MCC Early Childhood Council - \$500<br>MC Cooperative Extension - In-kind for building - \$450 |
|  | IMPACT   |  |
|  | Evaluated<br>Y/N/N?  |  |
|  | If no implementation, justify why?   |  |
|  | Does this activity have the intended impact? Y/N   |  |

|  |  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
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| 2020 - 22  | School District  | Mercer County   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Center Name  | Mercer Co. Elementary School FRC  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Center Type  | FRC  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Action Component   | Preschool Child Care   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| 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  | <p>Place X below all strengthening families protective factors addressed through this component:</p> <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>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  | *63% of incoming kindergarteners are NOT ready for school<br>*Two issues of concern for parents are quality childcare and discipline/behavior of their children  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Is this an amendment   |  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Parents/Caregivers of children 0-4 will increase knowledge of Kindergarten Readiness skills as measured by teacher observation and pre/post parent questionnaire/survey. Attendance will be monitored by meeting sign-in sheets. Children who attend Cradle School will increase knowledge of social/emotional, gross motor, fine motor, and Kindergarten Readiness skills as measured by Cradle School staff student growth observation charts. | Mercer County Cradle School will be hosted two times per month, September through April, with a field trip scheduled in the fall and the end of the school year. The target audience will be students ages 0-4, who are at risk of not being Kindergarten Ready. In August and May there will be an Open House/Award nights so working parents can attend with their child. Parents/Caregivers will attend with their child and learn strategies to improve kindergarten ready skills. Each session will include Circle Time, various Learning Centers, Gross Motor, and Snack/Story Time which will promote academic growth, educational value, and successful transition into school. Adult attendees will receive tips at each learning center to recreate learning at home. Periodically resources such as books, fine motor learning tools, and other manipulatives will be given to families for home use to practice skills as funding allows. (August 2020-May 2021; August 2021-May 2022) | MCIS FRC - \$2000<br>MCES FRC - \$2000<br>Mercer County Schools - \$2400 In-kind rent of two rooms/gym use<br>Mercer Co Endowment Fund grant (if approved) - \$500<br>Mercer Co Early Childhood Council - Furniture and Manipulatives- (previously purchased) |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | INI/PI   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Evaluated (Y/N)?   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | If not implemented, briefly, Why?  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Did this activity have the intended impact (Y/N)?  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |



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| <p>Parents/guardians seeking quality childcare will increase knowledge of STAR rated community programs as measured by FRC daily logs and parent/guardian communications.</p> | <p>The MCES FRC will keep a current listing of community STAR rated childcare facilities for referring families in need of childcare. The FRC Coordinator will serve on the MCC Early Childhood Council to stay informed of childcare developments. (July-June 2020-2021; July-June 2021-2022)</p> | <p>MCES FRC<br/>Mercer Co childcare facilities<br/>Mercer Co Community Early Childhood Council</p> |
|   | <p>INLPI</p>   |  |
|   | <p>Evaluated (Y/N)?</p>  |  |
|   | <p>If not implemented, briefly, Why?</p>   |  |
|   | <p>Did this activity have the intended impact (Y/N)</p>  |  |

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| 2020-21  | School District  | Mercer County  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Center Name  | Mercer Co. Elementary School FRC   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Center Type  | FRC  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| After School Component   | After School Child Care  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Goal for 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.)   |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Strengthening Families Protective Factors  | Place X below all strengthening families protective factors addressed through this component. <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>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  | *Parent survey indicated that parents would like more summer and/or after school enrichment opportunities.<br>*Students need opportunities for additional tutoring to increase reading and/or math scores<br>*63% of incoming kindergarteners are NOT ready for school<br>*40-50% of current K-2nd graders are reading below grade level   |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Is this an amendment   |  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  | Collaborative Partners (w/ funding source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Incoming kindergarten students and parent/guardians will decrease anxiety and apprehension of transitioning into school as measured by program survey and/or teacher evaluation. | Kindergarten Camp will be hosted at MCES by elementary staff each summer. Students will be introduced to the building, teachers/administrators and kindergarten curriculum at each session. (July 2020 & July 2021)  | MCES FRC \$500<br>MCES Kindergarten Staff<br>MCES Title I \$2500<br>MCES School Principal/Counselor<br>MCES Food Services Summer Feeding Program - \$750 |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Implemented (Y/N)<br>Evaluated (Y/N)<br>If not implemented, briefly why?<br>Did this activity have the intended impact (Y/N)?  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  | Collaborative Partners (w/ funding source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| At risk incoming first graders will have an opportunity to decrease the effects of the summer slide as measured by student reports and teacher evaluations.                      | First grade Jump Start summer camp will be hosted in July each year. Students identified as at-risk will be invited to attend. Students will review materials learned in kindergarten to help "jumpstart" their learning prior to the start of school. (July 2020 & July 2021)   | MCES FRC \$250<br>MCES 1st grade staff<br>MCES Title I - \$1500<br>MCES Principal/Counselor<br>MCES Food Services Summer Feeding Program - \$500         |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |



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|  | INHER   |  |
|  | Evaluated<br>Y/N/Y  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact? Y/N   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| Students will increase literacy skills/knowledge as measured by the STAR Reader pre/post test scores.  | MCES students identified as struggling readers will be referred to the Community Tutoring Initiative (CTI) literacy group. STAR Reader tests will be used to identify students in need of growth. Community Tutoring Initiative (CTI) program will provide after school tutoring two days weekly, Fall and Spring 12 week sessions. The program will enhance literacy and math skills using high school and adult volunteer tutors to work with students one on one during each session. The MCES FRC Coordinator will help the CTI Coordinator to train adults, middle school and high school tutors in "Confidentiality" protocols. Parents/caregivers will be invited to a beginning and ending family Open House and Award night with a light dinner at each session. The FRC will provide information on community resources, encourage families and build relationships to promote family growth. (Fall session Sept through Dec 2020 & 2021 and Spring session Jan through April 2021 & 2022). | MCIS FRC \$300<br>MCES FRC \$300<br>CTI Tutoring Program \$5,000<br>MCES Principal/Counselor Heart of the Bluegrass United Way - \$7,500 |
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|  | Evaluated<br>Y/N/Y  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact? Y/N   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| MCES Students will increase knowledge in science, technology, engineering and math as measured by program evaluations of teachers/students/parents and attendance logs.                                | MCES students will have the opportunity to attend summer STEM Camp invention to enhance hands on learning. A STEM after school program will also be hosted as funding allows for MCES students who are interested in STEM learning. (June 2021 & June 2022; Feb-April 2021 & Feb-April 2022)  | MCES FRC - \$900<br>MCIS FRC - \$900<br>Coming Foundation Grant - \$5000<br>Community Donations - \$1500<br>KMS YSC - \$675              |
|  | INHER   |  |
|  | Evaluated<br>Y/N/Y  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact? Y/N   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| MCES students will be given the opportunity to be in a safe and quality learning environment after school and during out of school time such as breaks/summer as measured by MAFEW attendance records. | The MAFEW childcare and wrap around daycare programs will be invited to attend ReadFest and Open House programs to promote their programs to MCES families. The MCES FRC will also assist families (as funding allows) with the annual MAFEW registration fee to allow students the opportunity to attend the MAFEW childcare programs. (July-May 2020-21; July-May 2021-22)  | MCES FRC - \$350<br>Mercer Area Family Educational and Wellness Center (MAFEW) - \$500<br>Mercer County Schools PreSchool Program        |

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|  | Evaluated<br>CIRI?                                 |  |
|  | Has implemented Great Work                         |  |
|  | Did this activity have the intended impact (CIRI)? |  |



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| 2020-22  | School District  | Mercer County   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Center Name  | Mercer County Intermediate FRC  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Center type  | FRC  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Action Component   | FIT (Families in Training)   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Goal or Component  | <p>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.</p> <p>Centers will:</p> <ol style="list-style-type: none"> <li>1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ;</li> <li>2. Assist families in identifying developmental concerns;</li> <li>3. Collaborate with community partners and link families to appropriate prevention and intervention services.</li> </ol> <p>* 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.</p> |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Strengthening Families Protective Factors  | <p>Place X below all strengthening families protective factors addressed through this component:</p> <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>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  | 49 respondents reported having children 5 years and under at MCIS. Cradle School has averaged 15 children aged 0-4 attending regularly for the 2019-2020 year and 25 total families are registered.  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Is this an amendment   |  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ and source and cost)   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Participating parents/guardians will gain knowledge of how to engage their 0-4 year old with music as measured by participant surveys. | Each summer, MCIS FRC in collaboration with MCES FRC will host the Music with Ms Katrina program. Parents/guardians will engage in learning and gross motor skills with their children while dancing and moving to music. During this program, instructors will observe the children in order to identify developmental delays, speech or gross motor concerns, in order to refer to service providers. This fun program is meant to promote parent child bonding as well as a love of learning together. (June 2020; June 2021)   | Music with Ms. Katrina Burgin Family Connections FRYSC, MCIS FRC, MCES FRC. Mercer County Early Childhood Council, Mercer Co Healthy Dept, University of Kentucky Mercer Co Extension Office<br>MCIS FRC- \$250.00<br>MCES FRC -\$250.00<br>MCECC- request \$300.00 |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Implemented  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Evaluated (Y/N)?   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | If not implemented, briefly, Why?  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
|  | Did this activity have the intended impact? (Y/N)  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ and source and cost)   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |   |

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| A minimum of 5 children ages 0-3 years will be referred to the Mercer County Cradle School program. Participants will gain knowledge and experience hands on activities to develop School Readiness as measured by parent surveys, ASQ screening, or individual performance. | The MCIS Family Resource Center will conduct parent surveys to identify families of children ages 0-3. These families will be notified regarding the Cradle School program. Cradle School participants are screened for developmental delays and are referred to the appropriate agencies for assistance. (August 2020 and August 2021) | Mercer Co Elementary FRC<br>MCIS FRC<br>Mercer County Early Childhood Council<br>Mercer County Health Department HANDS program<br>Burgin Family Connections FRYSC First Steps |
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|                                    | IN/PI   |  |
|                                    | Evaluated (N/N)?                                  |  |
|                                    | If not implemented briefly Why?                   |  |
|                                    | Did this activity have the intended impact (N/N)? |  |
| Desired Outcome (Expected Benefit) | Activity with timelines                           | Collaborative Partners (w/ fund source and cost) |

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| Parents/Guardians of children ages 0 to 3 years old will increase knowledge in resources available in Mercer County for their children to learn and be successful in school. | A bi-annual "Community Baby Shower" will be given for parents/guardians of children ages 0-3 years old. These families will have the opportunity to talk with community childcare and Pre-school providers, community resources for literacy, and health/wellness/nutrition/safety. April 2020, 2022 | Local Daycare Centers<br>Local Pre-schools<br>Mercer County Health Dept<br>Mercer County Public Library<br>U of K Mercer County Cooperative Extension Office,<br>Mercer County Adult Education<br>State-wide healthcare providers<br>Mercer County Community Early Childhood Council<br>United Way<br>A \$500.00 grant request will be submitted to the Mercer County Community Endowment each program year.<br>A 500.00 grant request will be submitted to the United Way Early Childhood grant - program year 2022 |
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|                                    | IN/PI   |  |
|                                    | Evaluated (N/N)?                                  |  |
|                                    | If not implemented briefly Why?                   |  |
|                                    | Did this activity have the intended impact (N/N)? |  |
| Desired Outcome (Expected Benefit) | Activity with timelines                           | Collaborative Partners (w/ fund source and cost) |

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|  | If not implemented briefly Why?                   |  |
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| 2020-22   | School District  | Mercer County   |
|   | Center Name  | Mercer County Intermediate FRC  |
| Center type   | FRC  |   |
| Action/Component  | After School Child Care  |   |
| Goal/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.) |   |
| Strengthening Families Protective Factors   | Place 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   | <p>Increase opportunities for students to join positive after school programs.</p> <p>Increase parents involvement with their children and the school.</p> <p>Increase the opportunity for exposure to the arts.</p>   |   |
| Is this an amendment  |  |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |
| <p>Participation in the Super Scientist program will encourage students across grade levels to develop skills in peer mentoring, leadership and team work.</p> <p>Super Scientists will gain knowledge in STEM education areas across grade levels. Pre and post assessments addressing targeted learning outcomes will be given. Science scores on Kprep testing will be compared where available by student to previous years scores.</p> | <p>Super Scientist after school program will offer an 8 session after school STEM program each year. Super Scientists will be hosted September 2020-May 2021 September 2021- May 2022.</p>   | <p>Super Scientist MCIS FRC- 2020-2021- \$1000.00 Wilderness Trace Community Grant-will apply for \$500.00 MCIS will write a project grant to the Heart of Kentucky United Way for \$750.00 to aid in the cost of the after school program. Camp Invention-Maggie Crum-Club Invention programming and support</p> |
|   | <p>INIP</p> <p>Evaluated (Y/N)</p> <p>If not implemented briefly, Why?</p> <p>Did this activity have the intended impact (Y/N)</p>   |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |
| <p>There will be a 10% increase in student involvement in the Amps program.</p> <p>There will be an increase in parental and public involvement in the musical performances as they are invited to attend a "Broadway" based musical performance.</p> <p>Parents involvement in a positive venue will encourage relationships between the parents and the school system.</p>  | <p>The FRC will collaborate with the Amps Director to offer Volunteer training to any parents involved with the program. (continuing)</p> <p>The FRC will be present during performances to greet parents and aid the AMPS Director with the performers.</p>   | <p>FRC- 250.00 each year to support the purchase of a new Children's version Broadway play for the AMPS program- there are 55 children in this yearly program.</p>  |

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|   | INPEI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)?   |  |
| Desired Outcome (Expected Benefit)  | Activity with timelines   | Collaborative Partners (if/when source and cost)   |
| Kids Cooking Club participants will gain practical culinary skills and knowledge of healthy meal preparation and food safety. A pre and post test on nutrition and food safety will be administered to both the children and their parents. | Kids Cooking Club will be hosted minimally on a monthly basis from September 2020-May 2021 and September 2021-May 2022. | MCIS FRC - \$750.00<br>Mercer County Extension Service<br>Nutrition Education Program<br>Coordinator |
|   | INPEI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)?   |  |



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| 2020-22  | School District  | Mercer County  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|  | Center Name  | Mercer County Intermediate FRC   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Center Type  | FRC  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Action Component   | Health Services or Referrals to Health Services  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Goal Of Component  | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Strengthening Families Protective Factors  | <p>Place X below all strengthening families protective factors addressed through this component:</p> <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></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 |  |
| 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  | <p>Increase the number of children who are seen by a dental professional bi-annually.</p> <p>Increase awareness of addictive substances and their dangers.</p> <p>Address the school wide concern of poor hygiene.</p> <p>Increase parental involvement with their children in the school.</p> <p>Increase the awareness of safe and healthy lifestyle.</p> <p>Increase community participation in school events.</p> <p>Families in poverty will be given the opportunity to learn more about the community assistance available to support their growth out of poverty.</p> <p>Increase the number of positive behavior rewards by 50%.</p>  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Is this an amendment   |  |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| <p>MCIS students will have the opportunity to receive a free dental health screening.</p> <p>There will be an increase in students who receive bi-annual dental cleanings.</p> <p>There will be a reduction in cavity reports as children progress through the program as documented by the program.</p> <p>There will be an increase in the sealing of permanent teeth.</p> | <p>MCIS FRC will collaborate with the Jessamine County Health Department dental program administration to coordinate dental screenings and cleanings during each fall and spring semester.</p> <p>The dental service provider and FRC staff will coordinate to provide referral services and follow up communications with children with moderate to severe dental concerns.</p> <p>FRC will provide students with oral hygiene products as needed.</p>  | <p>FRC/ MCIS Staff- \$0.00</p> <p>Jessamine County Health Department- insurance billing will be conducted with parent permission to cover the cost of most children participating.</p> |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|  | <p>Amplified</p> <p>Evaluated</p> <p>Not Implemented (Briefly, Why?)</p> <p>Did this activity have the intended impact (Y/N)</p>   |  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |



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|---|---|--|
| Students will reflect on choices that they make on a daily basis and the effect positive and negative choices have on their daily lives.<br>Based on grade level, appropriate discussions will be held on choosing to say No to alcohol, drugs and tobacco. | The entire school will take one hour during Red Ribbon Week and read the interactive children's book What Should Danny Do? Children will be served milk as a healthy choice to drink during the reading of the book. The children will make a choice good or bad for Danny to determine the impact on his day. Follow up discussions will be conducted in the classroom based upon the choices selected for Danny; good or bad. | Association for Substance Abuse Prevention- Mercer County- \$500 grant applied for annually<br>Mercer County Cafeteria- milk order<br>MCIS FRC- \$140.00 milk purchase<br>Red Ribbon Week Give Aways- Badges and Decorations- \$500.00 |
|   | IN/PI:<br>Evaluated (Y/N)?<br>If not implemented briefly- Why?<br>Did this activity have the intended impact (Y/N)?   |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| Healthy Kids Day<br>MCIS 4th graders will gain knowledge of healthy and safe choices in a variety of situations as measured by pre and post surveys as well as student and teacher evaluations.   | The MCIS FRC will collaborate with MAFEW and other community partners to present "Healthy Kids Day" to all 4th grade students. The Program will highlight subjects such as: Nutrition, Sun Safety, Water Safety, Animal Safety, Stress Relief, Dental Health, Physical Activity (Sept 2020 and Sept 2021)   | MCIS FRC- no cost<br>MAFEW (tees and coordinate event, \$500),<br>Mercer County Extension (\$350),<br>MC Health Dept,<br>Ephraim McDowell Hospital (\$400),<br>Burgin Water District (\$300),<br>Community Partnerships                |
|   | IN/PI:<br>Evaluated (Y/N)?<br>If not implemented briefly- Why?<br>Did this activity have the intended impact (Y/N)?   |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| MCIS students will receive supplemental weekend nutrition. A comparison of "back pack" children's attendance on Fridays will be compared to other days to determine if there is a correlation between the supplemental food and attendance.                 | The MCIS FRC will prepare bags of nutritious food items for students that are referred by staff as "at-risk" for food/nutritional needs on the weekends. Students will receive an individual bag of food placed in their back packs weekly. The "Weekend Cooking Club" program is run strictly by community donations. A food pantry will also be available as supplies allow.  | Local Churches<br>Local Individuals<br>Local Businesses<br>\$500 monthly donations on average  |
|   | IN/PI:<br>Evaluated (Y/N)?<br>If not implemented briefly- Why?<br>Did this activity have the intended impact (Y/N)?   |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |

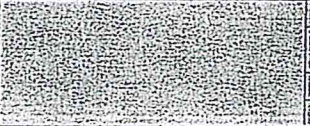



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| All MCIS 5th grade students will have the opportunity to gain knowledge regarding puberty and hygiene as measured by student survey results.  | The MCIS FRC will help to host a "Girl Talk/Boy Talk" program for all 5th grade students. Students will be split by gender and engage in conversations regarding their changing bodies. Parent permission to participate will be acquired. Samples of hygiene items will be given to students as funding will allow. (Spring 2020 and 2021)<br>Discussions will be held to instruct children on how to recognize the signs of lice, and bed bugs and resources within the school to find assistance for themselves and their families. | Mercer County Health Dept, University of Kentucky Mercer County Extension, MCIS assistant principal, (MCIS FRC \$250) |
|   | IN/PI  |   |
|   | Evaluated (M/N)?   |   |
|   | (Not implemented, briefly, Why?)   |   |
|   | Did this activity have the intended impact (M/N)?  |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |
| Students and families will gain information and referrals for vision assistance.  | Working with the school Nurse and the Mercer County Health Department a Vision Assistance packet will be provided to each family in the school as part of the registration packet.   | Mercer County Health Department Local Ophthalmologists FRC (no cost)<br>MCIS Nurse<br>MCIS Administrative Staff       |
|   | IN/PI  |   |
|   | Evaluated (M/N)?   |   |
|   | (Not implemented, briefly, Why?)   |   |
|   | Did this activity have the intended impact (M/N)?  |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |
| MCIS students enrolled in the Share Table Milk Break program will receive a minimum of one additional milk or fruit serving during the week. There will be an increase of 2 classrooms who participate in the Share Table fruit and milk breaks annually. | Share table fruit and milk will be distributed to classrooms which sign up to participate August-May 2020-2021, 2021-2022.   | MCIS FRC<br>MCIS Cafeteria Staff  |
|   | IN/PI  |   |
|   | Evaluated (M/N)?   |   |
|   | (Not implemented, briefly, Why?)   |   |
|   | Did this activity have the intended impact (M/N)?  |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |

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|---|---|---|
| Individuals in poverty will learn to build resources, have self-sufficiency, and create stability. Ten MCIS families will participate each semester. Each family participating will create and maintain a Christmas Club bank account using the seed funds from the program   | Twice annually Getting Ahead in a Just Gettin' By World will host an invitation only information session. Focus will be on parents/guardians who are regular participants in the Back Pack program and Love Tree as the programs focus is on improving the lives of those in and from generational poverty. Participants willing to commit to the program will fill out an application which will be reviewed by a panel. Upon participant selection the program will be scheduled to begin within 3 weeks. Participants will receive a 25.00 stipend for their attendance and expertise which will be deposited into an account and available upon completion of the program or at Christmas time for Christmas savings accounts. Program will be conducted twice annually for the fiscal years 2020-2021 and 2021-2022. FRC Coordinator Amy Matthews has a lifetime certification in this program administration. | The Heart of Kentucky United Way- Participant books- \$250.00<br>Participant Stipend-\$4000.00<br>Participant Meals-\$2000.00<br>Evening Facilitator- TBD if needed<br>Local Bank- Create Christmas Savings Accounts or checking accounts for participant stipends.<br>MCIS FRC- \$1000.00 annually<br>Facilitator-Amy Matthews is a certified Administrator- Daytime course<br>Program space     |
|   | INRP?   |   |
|   | Evaluated (Y/N)?  |   |
|   | If not implemented briefly Why?   |   |
|   | Did this activity have the intended impact (Y/N)?   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>   |
| The program goal is that MCIS student's and their male role models will hear an empowering message through this program and have time to bond during the discussion of the message. There will be a 10% increase in the annual attendance of the All Pro Dads program. Children will hear their male role models speak about their positive attributes and behaviors in a public setting. | All Pro Dads will meet monthly from September through May 2020-2021 and 2021-2022. Male role models will join their children for breakfast and then the All Pro Dads program annually.  | All Pro Dads representative- Coach Buchanan<br>MCIS Food Service- breakfast<br>MCIS FRC- \$500 annually for breakfast<br>MCIS/MCES share \$200.00 All Pro Dads program membership fee for the coach   |
|   | INRP?   |   |
|   | Evaluated (Y/N)?  |   |
|   | If not implemented briefly Why?   |   |
|   | Did this activity have the intended impact (Y/N)?   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>   |
| MCIS students and families will increase knowledge of school/state health requirements, community resources available, and will be better prepared for the start of school as measured by program parent/guardian, staff and/or vendor evaluations.   | The MCIS FRC will collaborate with other district FRYSCs to host an annual READIFEST back to school program. This will assist parents and students in preparing for a new school year. Students will have the opportunity to pick up school supplies and community resources information as well as meet needed health requirements to start the new school year.<br><br>July 2020; July 2021   | District FRYSCs, Mercer County healthcare providers, Ephraim McDowell Haggin Hospital, local churches, local childcare providers, Local police/fire, Mercer County HS student volunteers, district staff volunteers, Mercer County School Nurses<br><br>MCIS FRC - \$850<br>District FRYSCs - \$3,500<br>Local churches (backpacks of school supplies) - \$5,000<br>Other local vendors - \$2,500 |
|   | INRP?   |   |
|   | Evaluated (Y/N)?  |   |
|   | If not implemented briefly Why?   |   |
|   | Did this activity have the intended impact (Y/N)?   |   |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>   |



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| Increase positive behavior awareness in the student population.  | Snack Attack Reward Program- Students will be immediately recognized for positive behavior with a Snack Attack Card which entitles them to immediately come to the FRC for a snack reward. Rewards in front of peers is a way to raise self-esteem. Ongoing program  | FRC- \$500.00<br>MCIS Staff<br>MCIS Counselor<br>MCIS Teachers<br>MCIS PBIS Committee  |
|  | INRPI  |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |
| MCIS will increase parent/guardian involvement and support as measured by program sign ins, volunteer data, and/or parent surveys. | The MCIS FRC will collaborate with school and district staff to bring parents/guardians into the school on a regular basis for volunteering or program participation. This will increase and encourage parent/student support with programs such as but not limited to: All Pro Dads, Family Nights Veterans Day Assembly, Confidentiality/Volunteer training/background checks, Maintain a list of active certified volunteers for staff or PTO to contact when needing assistance in classrooms or for programs.<br><br>On-going | MCIS Staff, MCIS PTO, MCIS parents/guardians, Mercer County Schools district staff<br>MCIS FRC - \$500<br>MCIS Family Nights- Up to \$200 per grade for family night snacks<br>Mercer County School District   |
|  | INRPI  |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |
| MCIS students will increase knowledge and appreciation for agriculture as measured by student and teacher surveys.                 | The FRC will collaborate with the Mercer County Extension Office and Mercer County Farm Bureau to host "Ag Day" for all MCIS 3rd graders and "Earth Day" for all MCIS 5th graders.<br><br>Fall/Spring 2020-2021; Fall/Spring 2021-2022   | U of K Mercer County Cooperative Extension, Mercer County Farm Bureau Federation, MCSHS FFA student volunteers, other Community Partnerships<br><br>MCIS FRC- \$300<br>Farm Bureau Federation - \$1,000<br>Mercer County Cooperative Extension - \$4,000 |
|  | INRPI  |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |

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| <p>MCIS students will increase knowledge by hands on learning experiences including real world applications as measured by teacher and/or student surveys.</p> | <p>The MCIS FRC will invite guest speakers and host programs at the school who are experts in their field or have traveling field trip opportunities for students. Programs such as but not limited to: meteorologists, science/nature, physics/STEAM, music/arts performers, cultural studies, and healthcare/nutrition. The MCIS FRC will assist teachers in planning a college visit per grade level in order to observe the written word of literacy come to life on the stage. The MCIS FRC will assist with transportation for these trips as funding allows.</p> <p>Fall or Spring 2020 - 2022<br/>On-going</p> | <p>MCIS Staff, Community Partnerships, Educational Partners<br/>MCIS PTO- when funds available<br/>MCIS FRC -2500.00</p> <p>College/ arts field trip- up to \$900 divided equally between all three grades</p> |
|   | <p>Initial</p>   |  |
|  | <p>Evaluated</p>   |  |
|  | <p>(M/N) &amp; -</p>   |  |
|  | <p>If not implemented briefly, Why?</p>  |  |
|   | <p>Did this activity have the intended impact? (Y/N)</p>   |  |
|  |  |  |



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|--|--|---|--------------------------------|-----------------------------------|---|--------------------------|
| 2020-22  | School District  | Mercer County   |                                |                                   |   |                          |
|  | Center Name  | Mercer County Intermediate FRC  |                                |                                   |   |                          |
| Center Type  | FRC  |   |                                |                                   |   |                          |
| Action Component   | Preschool Child Care   |   |                                |                                   |   |                          |
| 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 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  | According to survey data 30% of MCIS families responding have a child between the ages of 6 months and 5 years old.  |   |                                |                                   |   |                          |
| Is this an amendment   |  |   |                                |                                   |   |                          |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |                                |                                   |   |                          |
| Mercer County children ages 0 to Pre-School will increase knowledge in Kindergarten Readiness skills as measured by program evaluations and certified pre-school teacher observations. Attendance will be monitored through meeting sign-in sheets   | Cradle School will be hosted two times a month for children ages 0 to Pre-School ages. This program will target children who are at-risk for not being Kindergarten Ready. Children will have early childhood learning experiences to promote growth, education value, and successful transition into school. (9/2020 - 5/2021; 9/2021 - 5/2022) | Salary Support for Certified Early Childhood Instructor: \$300.00<br>Mercer County Intermediate School FRC -up to \$1500.00.00<br>Mercer County Elementary FRC- up to \$1500.00<br>A grant request has been submitted to the Mercer County Community Endowment for \$500.00 to purchase learning aids for school and home use during the 2020 year.<br>Harlow Education Center- usage of two classrooms and the gym for our program<br>A project grant of \$2000.00 will be submitted by MCIS and MCES annually to the Heart of Ky United Way for partial salary coverage of the pre-school instructor, 2020 for year 2021-2022 and 2021 for 2022-2023. |                                |                                   |   |                          |
|  | Did this activity have the intended impact (Y/N)?  |   |                                |                                   |   |                          |
|  | Evaluated (Y/N)?   |   |                                |                                   |   |                          |
|  | If not implemented briefly, why?   |   |                                |                                   |   |                          |
| Did this activity have the intended impact (Y/N)?  |  |   |                                |                                   |   |                          |
| Desired Outcome (Expected Benefit)   | Activity with timelines  | Collaborative Partners (w/ fund source and cost)  |                                |                                   |   |                          |
| Parents/Guardians of children ages 0 to 2 years old will increase knowledge of the community resources available in Mercer County to support their families health, education and safety needs in order that they may gain the knowledge to be proactive in removing barriers to health and education. | A bi-annual "Community Baby Shower" will be given for parents/guardians of children ages 0-2 years old. These families will have the opportunity to talk with community childcare and Pre-school providers, community resources for literacy, and health/wellness/nutrition/safety. (April 2020, April 2022)                                     | Local Daycare Centers, Local Pre-schools, Mercer County Health Dept, Mercer County Library, Mercer County Cooperative Extension Office, State-wide healthcare providers<br>A grant has been submitted to Mercer County Community Endowment for \$500.00 in support of the 2020 program.   |                                |                                   |   |                          |



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|---|--|--|-----------------------------------|---|--------------------------------|-----------------------------------|---|--------------------------|---|---|--|---|---|---|
| 2020-22   | School District  | Mercer County  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Center Type   | Center Name  | Mercer County Intermediate FRC   |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Action Component  | FRC  |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Goal Of Component   | Family Literacy  |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
|   | <p>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:</p> <ol style="list-style-type: none"> <li>1. Child time: Developmentally-appropriate educational activities for children;</li> <li>2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;</li> <li>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;</li> <li>4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.</li> </ol> |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Strengthening Families Protective Factors   | <p>Place X below all strengthening families protective factors addressed through this component:</p> <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>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>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 |
| 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   | <p>Mercer County Schools are District Wide Free and Reduced Breakfast and Lunch.<br/> MCIS has a 90% percent student population qualifying for this program.<br/> There are currently 50 children from 45 families who are enrolled in the weekend supplemental nutrition program.</p>   |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Is this an amendment  |  |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| <p>Families will learn about nutrition, food safety and budgeting. Club members will learn to create nutritional meals that can be made using the weekend food support they receive.</p> <p>Club members will experience a leadership role while cooking for and serving their family members. Families will share a family meal together each month.</p> <p>Families will learn nutritional topics together that will transfer to cooking at home as a family.</p> | <p>The monthly After School Cooking Club program provides hands on culinary education and practical experience for MCIS students in an hour and half cooking lab. While students are completing the meal preparation, parents meet in the cafeteria and are provided a learning/support opportunity such as Parent Cafe, Nutrition, or Clothing Bank. Club kids use their skills to serve their families the meal they prepared and then join them for a family meal. Midway through the meal the families receive information and are given time to discuss a nutritional topic: for example, food safety, healthy choices, eating on a budget or 30 minute meal preps.</p>   | <p>MCIS FRC<br/> University of Kentucky Mercer County Extension Service Nutrition Education Program (Bobbie Hancock)<br/> Mercer County School's District Food Service Director (Chef Chris Minor)</p> |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
|   | <p>INP?</p> <p>Evaluated (Y/N)?</p> <p>If not implemented, briefly, Why?</p> <p>Did this activity have the intended impact? (Y/N)</p>  |  |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |
| Desired Outcome (Expected Benefit)  | Activity with timelines  | Collaborative Partners (w/ fund source and cost)   |                                   |   |                                |                                   |   |                          |   |   |  |   |   |   |



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| 2020 - 22   | School District  | Mercer County  |
|   | Center Name  | King Middle School YSC   |
| Center Type   | YSC  |  |
| Action Component  | Career Exploration and Dev   |  |
| 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 X below all strengthening families protective factors addressed through this component   |  |
|   | Parental Resilience  | Social Connections<br>Knowledge of Child Development<br>Concrete Support in Times of Need<br>Social and Emotional Competence of Children<br>Nurturing and Attachment |
|   | X  | X X  |
| Needs assessment data summary   | * Need for more after school activities<br>* Good percent of KMS students are interested in babysitting and CPR courses as a first time job opportunity.<br>*Past success rate of truancy programs.<br>*High percentage with top truant students   |  |
| Is this an amendment  |  |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)   |
| KMS students will increase knowledge of child development, child care, safety, and business marketing strategies as they become a certified babysitter. Students will increase their knowledge of first aid and CPR as measured by completed babysitting classes, CPR certification courses, and pre/post test. | The YSC will provide after school classes once a week for four weeks during the Fall 2020 and 2021 and possibly repeat in the spring of 2021 and 2022 depending on interest. The course will end with a field trip where students will learn CPR & First Aid.  | The YSC will collaborate with the Mercer County 4h extension office and Mercer Co Essential Safety. YSC- est. \$400.00<br>Mercer Co. Ext. - \$200                    |
|   | INIPI  |  |
|   | Evaluated (Y/N)?   |  |
|   | If not implemented, briefly, Why?  |  |
|   | Did this activity have the intended impact (Y/N)   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)   |
| A minimum of 200 8th graders will increase their knowledge of careers, values, education, and the cost of living through the annual Reality Store/ Operation Preparation. Measured by pre and post surveys.   | The YSC will plan and assist in conducting the reality store for all 8th graders in the Spring of 2021 and 2022. The YSC will be search each students GPA and career interest and will match their occupation based on the results of grades. They will calculate how to manage bills, family, careers, second incomes, and manage assets. | The YSC will collaborate with the Mercer County Extension office and over 15 other outside community agencies. YSC- \$250<br>Mercer Co. Ext- \$50                    |

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|  | Evaluated (Y/N)?  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact (Y/N)  |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| Participants that are enrolled in Truancy Court will become aware of the consequences of missing school or excessive tardiness through classroom style lesson. Both student and parent will learn of potential legal implications if non-compliant. Students will learn how truancy can affect your future and grades. Each truancy member will meet individually with a student and break down any barriers that are causing an issue with referrals to resources to resolve the issue. | The YSC will serve on the truancy team. Meetings will be held at 8:30 once each semester (more if needed) at KMS (Fall 2020 & 2021, Spring 2021 & 2022). Parents will be invited and encourage to attend. The YSC will meet with individual families and provide referrals and resources. The team will track absences and tardies after the meetings for progress.                 | YSC- \$200<br>School Staff<br>Mercer County Judge and Admin Office<br>District Personnel                           |
|  | I,NI,PI   |  |
|  | Evaluated (Y/N)?  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact (Y/N)  |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| Designated group of referred students known as student council will increase their leadership skills and self confidence to lead their peers as measured by end of the year survey and pre/post leadership training. A minimum of 12 students will serve on the KMS student council. They will learn skills that will help them become future leaders in and out of school.  | The YSC will take referred students through an application process. A board approved panel will select individuals to serve each school year. This council will participate in activities such as stem projects, leadership training, Veteran's day, service learning, college visit, and performing arts. Council will be selected each Fall 2020 & 2021 to serve the school year. | YSC- \$600<br>GT Teacher<br>School Staff<br>Mercer Co. Extension   |
|  | I,NI,PI   |  |
|  | Evaluated (Y/N)?  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact (Y/N)  |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>  |
| At least 5 KMS students will increase their knowledge with stem activities in Science, Engineering, Math, and Leadership skills as measured by program evaluations and teacher evaluations.  | Camp Invention will be held June 2021 & 2022 for a week at MCIS. KMS YSC will pay for KMS students to be stem camp leaders.   | Corning Grant Foundation \$5000<br>Community Donations \$1500<br>KMS YSC \$675<br>MCIS FRC \$900<br>MCES FRC \$900 |
|  | I,NI,PI   |  |
|  | Evaluated (Y/N)?  |  |
|  | If not implemented, briefly, Why?   |  |
|  | Did this activity have the intended impact (Y/N)  |  |



|  |  |                    |  |                                   |   |
|--|--|--------------------|--|-----------------------------------|---|
| 2020 - 22  | School District  |                    | Mercer County                                    |                                   |   |
|  | Center Name  |                    | King Middle School YSC                           |                                   |   |
| Center Type  | YSC  |                    |  |                                   |   |
| Action Component   | Family Crisis and MH 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.)  |                    |  |                                   |   |
| Strengthening Families Protective Factors  | Place 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 |
|  | X  | X                  |  | X                                 | X   |
| Needs assessment data summary  | <p>Top 3 Social / emotional by guidance counselor: Anxiety, Peer Relationships, Depression</p> <p>Top 3 social/emotional issues reported by students: Anxiety, Depression/ Bullying, Stress</p> <p>Need for Relative support group according to data.</p> <p>Decrease anxiety about starting middle school. Increase inclusive school climate.</p> <p>Decrease social anxiety while engaging in positive peer relationships.</p> |                    |  |                                   |   |
| Is this an amendment   |  |                    |  |                                   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost) |                                   |   |
| All students referred for social anxiety, peer relations, self esteem, self worth, and social interactions will be grouped according to grade level and will participate in a social/peer interaction group led by the guidance counselor and the YSC. This will also target girls who frequent the guidance office for peer conflict and/or behavioral issues. Outcomes will be measured by guidance visits, survey, and behavioral violations. | Girls group will start in Sept/Oct 2020 and 2021 and will run the remainder of the school year. Group will meet twice a month in the conference room at KMS during school hours. Girls will focus on topics such as self worth, self esteem, making friends, etc...  |                    | YSC- \$600<br>Guidance Counselors                |                                   |   |
|  | I, NI, PI  |                    |  |                                   |   |
|  | Evaluated (Y/N)?   |                    |  |                                   |   |
|  | If not implemented, briefly, Why?  |                    |  |                                   |   |
|  | Did this activity have the intended impact (Y/N)   |                    |  |                                   |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost) |                                   |   |

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| <p>To increase suicide awareness and increase a students knowledge of where they may receive help if they or have a friend need to talk with someone. To increase the number of high risk students receiving counseling. Introduce those high risk students to individuals they can talk to inside their building. Measured by comparisons of year to year SOS referral numbers and by the number of high risk students receiving counseling services.</p> | <p>The YSC will help plan a "Signs of Suicide". Student will watch an informational video in the morning and teacher will speak with students after on the subject of suicide. The students will take a survey as to whether they or a friend need to speak to someone. The YSC will go to each room and collect responses and find those students who need further counseling. The YSC will escort the student to a professional counselor for further evaluation and possible outside agency referral. This will take place every Aug/Sept 2020 &amp; 2021.</p>  | <p>YSC- \$0<br/>KMS Guidance Counselor<br/>District Counselors<br/>District Psychologists</p> |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                                       |
| <p>To increase support and enrichment to grandparents and other relatives caring for children. To assist grandparents and other relatives with information and practical skills that will help provide the best experience for grandchildren or other related children in their care. To decrease stress and anxiety of caring for non biological children. Measured by active participant growth, surveys, referrals to outside agencies.</p>             | <p>The YSC and FRC will provide monthly support group meetings for a RAP (Relatives As Parents) group at the Mercer Co. Extension Office. The group will meet for lunch and offer support to one another while sharing experience, insight, and advice for others. The group will have guest speakers that may be beneficially in support, expense, or health to the family.</p>   | <p>YSC- \$ 500<br/>FRC- \$500<br/>Mercer Co. Extension</p>                                    |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                                       |
| <p>To decrease student anxiety and stress about starting a new school and stigma of being a middle school student. To increase student inclusion and school climate among new team, new students, and new teachers. Measured by post survey results.</p>   | <p>The YSC will help to organize ice breaker activities among incoming 6th grade students to increase their knowledge of the school and lessen any fear and anxiety of new surroundings. The YSC will host a T-shirt design contest for two teams to design their own new middle school team logo t-shirt. We will have one winner from each team and each student will get a new middle school team t-shirt. The YSC will provide information and help students learn how to use lockers with lock combinations. The YSC will help 6th graders change classes and get to the correct class at the correct time. This will all take place in the month of Aug/Early Sept. 2020 &amp; 2021.</p> | <p>YSC- \$1000<br/>KMS 6th grade teachers</p>   |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                                       |



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| <p>Families will increase their awareness and knowledge of child abuse education and prevention. Students will increase their knowledge on where to go to report and skills to avoid child abuse as measured by poster participants and event post surveys.</p> | <p>April 2021 &amp; 2022- YSC will collaborate with other district FRYSC to host a "Go Blue 4 Kids" event. Families will come to eat, learn about resources, visit vendors, and engage in prevention activities. Go Blue will also host a poster contest. The team will sell blue ribbons for business and community doors raising awareness for child abuse prevention.</p> | <p>DCBS<br/>YSC-\$200<br/>MCIS- \$200<br/>MCES \$200<br/>MCSHS \$200<br/>Mercer County Extension<br/>Community Vendors</p> |
|   | I,NI,PI  |  |
|   | Evaluated (Y/N)?   |  |
|   | If not implemented, briefly, Why?  |  |
|   | Did this activity have the intended Impact (Y/N)   |  |

|   |   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|---|---|---|-----------------------------------|---|--------------------------------|-----------------------------------|---|--------------------------|---|---|---|---|--|--|
| 2020 - 22   | School District   | Mercer County   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|   | Center Name   | King Middle School YSC  |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Center Type   | YSC   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Action Component  | Health Services or Referrals to Health Services   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Goal Of Component   | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counseling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Strengthening Families Protective Factors   | <p>Place X below all strengthening families protective factors addressed through this component</p> <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></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 |  |  |
| 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                                 |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Needs assessment data summary   | <p>*Top health issue reported by KMS staff is hunger/diet/nutrition. Need for food/nutrition.</p> <p>*Large population of students considered to live in poverty and free/reduced status.</p> <p>* Large population of students with history of tooth decay and not seen dentist in over a year. Need for better resources available.</p> <p>*Parents indicated concern for dental needs for their family.</p> <p>*High percentage of families stated they benefit from help with school supplies.</p>  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Is this an amendment  |   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Mercer county parents and students will increase their knowledge of free resources provided by the FRYSC and community for their child as measured by post surveys, physical examinations, and participation. A minimum of 250 families will participate in the back to school readifest program. | FRYSC will provide families with free lunch, free school supplies, vendor fair, resources, health physicals, vision screenings, shoe vouchers for new shoes in a vendor fair style in July 2020 & July 2021   | YSC-\$600<br>MCES FRC, MCIS FRC, MCSHS<br>YSC- each est. \$500<br>School Nurses<br>Community Agencies<br>Police Station |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|   | INI/PI  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|   | Evaluated (Y/N)?  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|   | If not Implemented, briefly, Why?   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
|   | Did this activity have the Intended Impact (Y/N)  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |  |  |



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| Families of the KMS backpack program will decrease stress and anxiety of providing food for their students on the weekends and holiday meals. Families and students referred for supplemental food will also increase knowledge of nutrition and ways to shop/save with resources available. Outcomes will be measured by pre/post surveys.   | The YSC will collect donated food and money from various resources to fill backpacks with supplemental food for weekends and breaks. Backpacks go home each Friday of the school 2020-21 and 2021-22 by placing a bag of food in the students locker each Friday.   | YSC- \$0 Grant Money<br>Various donations through community agencies |
|   | I,NI,PI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)  |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>              |
| Increase summer reading and academic learning by delivering books and educational opportunities to homes along the summer feeding bus route. Measured by number of students reached and educational items given as well as post surveys.<br><br>Decrease hunger while increasing a students nutritional intake during summer break.   | The YSC and FRC will collaborate with the food service director to map out bus routes of high need areas for students and families. The FRYSC will ride the bus delivering food along with books and educational enhancement opportunities directly to the families door all summer long. The bus will run Mon- Friday every week starting June 1 - July 30 of 2020-21 and 2021-22. | YSC- \$500<br>Mercer Co. Food Service<br>Mercer Co. Transportation   |
|   | I,NI,PI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)  |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>              |
| KMS students who participate in the mobile Dental program in the YSC will gain awareness of the importance of brushing teeth and oral dental care. Students oral health will improve due to complete dental oral care at school twice a year. Dental health will improve for those students without a dentist or dental insurance. Measured by side by side year comparison of dental exams, absences due to oral health, and survey. | The YSC will organize the mobile dental lab in the center. The YSC will gather paperwork of parental referred students and collaborate with JCHD to organize patient and insurance info. The YSC will organize a schedule and call students to the YSC for dental care while at school. This will take place every Fall (2020 & 2021) and Spring (2021 & 2022).                     | YSC- \$0<br>Jessamine County Health Dept                             |
|   | I,NI,PI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)  |  |

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| 2020 - 22   | School District  | Mercer County   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|   | Center Name  | King Middle School YSC  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Center Type   | YSC  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Action Component  | Substance Abuse Ed and Couns   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| 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 X below all strengthening families protective factors addressed through this component <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>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></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 |  |
| 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   | Increase use of drug and drug related overdose in Mercer County<br>Increase use of vaping. Percentage of students who have tried or feel pressured to try tobacco or vaping.<br>Large percent of student body has had a family member with history of drug/alcohol abuse.<br>Increasing number of students trying tobacco and alcohol at age 12 and under.   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Is this an amendment  |  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Students will increase substance abuse awareness through guided advisory RRW lesson, Poem contest, and Door decorating activities. Measured number of poem entries, door participants, and guided lesson survey.  | All students will be encourage to participate in a drug related theme poem contest on how it affects you and others. Selected winners will be printed on posters and posted in hallways. Students will participate in drug related dress days, will participate in decorating classroom door in drug free themes, and participate in a substance abuse lesson during an enrichment class. This will take place every Oct. 2020 & 2021.             | YSC \$500<br>Guidance Counselor   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|   | I,NI,PI  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|   | Evaluated (Y/N)?   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|   | If not implemented, briefly, Why?  |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
|   | Did this activity have the intended impact (Y/N)   |   |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)  |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |
| General Social Skills – Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.<br>Drug Resistance Skills – Students build effective defenses against pressures to use tobacco, alcohol, and other drugs. Increase awareness of substance abuse and effects. Measured by substance violations and violence violations, test, and survey. | The YSC will collaborate and become trained with the Mercer County Extension Agent through the Botvin Life Skills Training program. The YSC will help coordinate year long classes through enrichment on substance abuse, violence, and social skills. This will be a pilot program from the state of KY. Beginning Fall 2020 and 2021 through May 2021 & 2022   | YSC- \$900<br>Mercer Extension- \$500<br>Botvin Life Skills/ University of KY- \$500 Pilot Program (not sure of their cost) |                                   |   |                                |                                   |   |                          |   |   |   |   |   |  |



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|  | I,NI,PI  |  |
|  | Evaluated<br>(Y/N)?                              |  |
|  | If not implemented, briefly, Why?                |  |
|  | Did this activity have the intended impact (Y/N) |  |

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| 2020 - 22   | School District  |                    | Mercer County  |                                   |   |
|   | Center Name  |                    | Mercer County Senior HS/Day Treatment YSC  |                                   |   |
| Center Type   | YSC  |                    |  |                                   |   |
| Action Component  | Career Exploration and Dev   |                    |  |                                   |   |
| 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 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 |
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|   |  |                    |  |                                   |   |
|   |  |                    |  |                                   |   |
| Needs assessment data summary   | Increase opportunities for our students to visit workplaces and colleges in order to increase their knowledge of employment opportunities as well as visiting nearby colleges so they can make an enlightened decision about the future. |                    |  |                                   |   |
| Is this an amendment  |  |                    |  |                                   |   |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost)   |                                   |   |
| Increase the number of students that decided what to do with their future (college, employment or both) | The entire Sophomore class will participate in Industry Day where they will visit local manufacturing sites to see what they do and how to obtain a job there  |                    | guidance counselors<br>manufacturing facilities<br>sophomore advisors<br>Cost: The YSC will pay for the cost of transportation |                                   |   |
|   | I, N, P, I   |                    |  |                                   |   |
|   | Evaluated (Y/N)?   |                    |  |                                   |   |
|   | If not implemented, briefly, Why?  |                    |  |                                   |   |
|   | Did this activity have the intended impact (Y/N)?  |                    |  |                                   |   |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost)   |                                   |   |
| Increase the number of students who know which career path they choose to follow                        | assist the Student Council with the Annual Spring Career Fair  |                    | Student Council<br>community partners<br>teachers and staff<br>Cost: \$200 for food for the volunteers paid for by the YSC     |                                   |   |
|   | I, N, P, I   |                    |  |                                   |   |
|   | Evaluated  |                    |  |                                   |   |



| Desired Outcome (Expected Benefit)   | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |
|--|---|---|
| Increased the number of students going to college                                  | collaborate with Campbellsville University Harrodsburg Campus to offer a 2-day summer camp in Cosmetology   | Campbellsville University Youth Services Center<br>Cost: \$400 for materials            |
|  | <input type="checkbox"/> Not Implemented<br><input type="checkbox"/> Evaluated (Y/N)?<br>If not implemented, briefly, Why?<br>Did this activity have the intended impact (Y/N)? |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |
| Increase number of Seniors who are placed in appropriate job shadowing opportunity | assist in finding appropriate job shadowing placements for Seniors during Senior Job Shadowing Day  | community partners<br>guidance counselors<br>Cost :\$0                                  |
|  | <input type="checkbox"/> Not Implemented<br><input type="checkbox"/> Evaluated (Y/N)?<br>If not implemented, briefly, Why?<br>Did this activity have the intended impact (Y/N)? |   |
| Desired Outcome (Expected Benefit)   | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |
| Increase the number of students applying to college                                | Freshmen visit Asbury University and Sophomores visit K-State   | Principals<br>guidance counselors<br>YSC<br>YSC will pay for the cost of transportation |
|  | <input type="checkbox"/> Not Implemented<br><input type="checkbox"/> Evaluated (Y/N)?<br>If not implemented, briefly, Why?<br>Did this activity have the intended impact (Y/N)? |   |

|   |   |   |
|---|---|---|
| 2020 - 22   | School District   | Mercer County   |
|   | Center Name   | Mercer County Senior HS/Day Treatment YSC   |
| Center Type   | YSC   |   |
| Action Component  | Family Crisis and MH 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.) |   |
| Strengthening Families Protective Factors   | Place X below all strengthening families protective factors addressed through this component  |   |
|   | Parental Resilience   | Social Connections<br>Knowledge of Child Development<br>Concrete Support in Times of Need<br>Social and Emotional Competence of Children<br>Nurturing and Attachment  |
|   | X   | X X   |
| Needs assessment data summary   | 32% of our students in a recent survey said that they or someone they know needs counseling.<br>56% of our students said they have low self-esteem.<br>47% said they needed help with anger issues.   |   |
| Is this an amendment  |   |   |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |
| Increase of number of students who request to speak to a counselor about depression and suicide | August 2021 and August 2022 Suicide Prevention school wide activity copies for students along with teacher packets  | school staff<br>guidance counselors<br>community counselors<br>Cost to YSC: \$450 every 3 years for Lifelines Curriculum and \$150 every year for SOS Signs of Suicide and SOS Booster (research based materials) |
|   | I, N, P, I  |   |
|   | Evaluated (Y/N)?  |   |
|   | If not implemented, briefly, Why?   |   |
|   | Did this activity have the intended impact (Y/N)  |   |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)  |
| Increase in number of students participating in Anger Management and Coping Skills Classes      | Offered every fall and spring for all students  | Children and Family Counseling<br>Cost is \$50 per hour for an 8 week program   |



|  |  |   |
|--|--|---|
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                       |
| Increase in students who understand what a healthy relationship is as opposed to an unhealthy one  | Provide guest speakers in family and consumer science classes on relationships   | Family and Consumer Science Teachers<br>Community Partners<br>YSC<br>Cost:\$0 |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                       |
| 100% of families requesting mental health referrals will receive them<br><br>our families will be better to cope with mental health issues | anyone who asks will be given a list of local agencies that can provide mental health assistance<br>YSC will maintain a list of local agencies | community mental health providers<br>school psychologist<br>Cost:\$0          |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                       |
| 100% of our teen parents will graduate high school   | The YSC will meet monthly and as needed with teen parents to offer support   | Cost: unknown   |
|  | I,NI,PI  |   |
|  | Evaluated (Y/N)?   |   |
|  | If not implemented, briefly, Why?  |   |
|  | Did this activity have the intended impact (Y/N)   |   |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>                       |

|   |  |  |
|---|--|--|
| 100% of our families in need will have assistance with resources paying for utilities | The YSC will assist families with utility payments of no more than \$75 per school year per family as designated in center's by-laws | Christian Life Center<br>United Way<br>Salvation Army<br>Cost: No more than \$75 per family per school year from the YSC |
|   | I, NI, PI  |  |
|   | Evaluated (Y/N)?   |  |
|   | If not implemented, briefly, Why?  |  |
|   | Did this activity have the intended impact (Y/N)   |  |



|  |   |   |   |                                   |   |                          |
|--|---|---|---|-----------------------------------|---|--------------------------|
| 2020 - 22  | School District   | Mercer County                             |   |                                   |   |                          |
|  | Center Name   | Mercer County Senior HS/Day Treatment YSC |   |                                   |   |                          |
| Center Type  | YSC   |   |   |                                   |   |                          |
| Action Component   | Summer Part-Time Job Dev (High School only)   |   |   |                                   |   |                          |
| Goal Of Component  | To introduce students to the world of work through education, job-related skills, and work experience by collaborating with community resources. Twenty-first century skills such as critical-thinking, problem-solving, goal-setting, leadership and decision-making will be emphasized. |   |   |                                   |   |                          |
| Strengthening Families Protective Factors                              | Place 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  | According to the Kids Count Data Book, 19% of Mercer County Children live in poverty.<br>47% live in low income homes and 18% are in food insecure households   |   |   |                                   |   |                          |
| Is this an amendment   |   |   |   |                                   |   |                          |
| Desired Outcome (Expected Benefit)                                     | Activity with Timelines   |   | Collaborative Partners (w/ fund source and cost)                        |                                   |   |                          |
| Increase the number of students who obtain local jobs                  | The YSC will keep an up to date "Look Who's Hiring" sheet outside the YSC door with reminders on the announcements for students in want/need of a job to check it   |   | local fast food establishments<br>local community members<br>Cost : \$0 |                                   |   |                          |
|  | I, N, P, I  |   |   |                                   |   |                          |
|  | Evaluated (Y/N)?  |   |   |                                   |   |                          |
|  | If not implemented, briefly, Why?   |   |   |                                   |   |                          |
|  | Did this activity have the intended impact (Y/N)  |   |   |                                   |   |                          |
| Desired Outcome (Expected Benefit)                                     | Activity with Timelines   |   | Collaborative Partners (w/ fund source and cost)                        |                                   |   |                          |
| Increase the number of students who decide a career path in the future | assist Student Council with the Spring Career Fair  |   | Student Council<br>Ms. Wilcher<br>Cost: \$200 for food for volunteers   |                                   |   |                          |
|  | I, N, P, I  |   |   |                                   |   |                          |
|  | Evaluated   |   |   |                                   |   |                          |

| Desired Outcome (Expected Benefit)                  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)                      |
|---|---|---|
| Increase the number of students enrolled in college | partner with Campbellsville University Harrodsburg site to offer 2 day summer camp in Cosmetology | Campbellsville University of Harrodsburg<br>Cost: \$400 for materials |
|   | I, N, PI  |   |
|   | Evaluated (Y/N)?  |   |
|   | If not implemented, briefly, Why?   |   |
|   | Did this activity have the intended impact (Y/N)  |   |



|   |  |                    |   |                                   |   |                          |
|---|--|--------------------|---|-----------------------------------|---|--------------------------|
| 2020 - 22   | School District  |                    | Mercer County   |                                   |   |                          |
|   | Center Name  |                    | Mercer County Senior HS/Day Treatment YSC   |                                   |   |                          |
| Center Type   | YSC  |                    |   |                                   |   |                          |
| Action Component  | Health Services or Referrals to Health Services  |                    |   |                                   |   |                          |
| Goal Of Component   | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                    |   |                                   |   |                          |
| Strengthening Families Protective Factors   | Place 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   | <p>32% of our students indicated that they need counseling.</p> <p>56% said they had low self-esteem.</p> <p>33% said they or someone they know need to talk about the death of a loved one or close friend.</p> <p>34% indicated that suicide was on the mind of someone they know.</p>   |                    |   |                                   |   |                          |
| Is this an amendment  |  |                    |   |                                   |   |                          |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost)  |                                   |   |                          |
| 100% of homeless students will be referred to health and social services along with other agencies to gain assistance as needed | The YSC will make a referral to the appropriate community partner in order to assist our homeless students   |                    | <p>Teachers/staff</p> <p>DPP</p> <p>Mercer County Health Department</p> <p>United Way</p> <p>Salvation Army</p> <p>local churches</p> |                                   |   |                          |
|   | I, N, P, I   |                    |   |                                   |   |                          |
|   | Evaluated (Y/N)?   |                    |   |                                   |   |                          |
|   | If not implemented, briefly, Why?  |                    |   |                                   |   |                          |
|   | Did this activity have the intended impact (Y/N)   |                    |   |                                   |   |                          |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  |                    | Collaborative Partners (w/ fund source and cost)  |                                   |   |                          |

|  |  |  |
|--|--|--|
| 100% of students needing glasses will obtain them  | The YSC will refer students needing eyeglasses or eye exams to the local Lions's Club and Walmart vision center                | Lions' Club<br>Walmart Vision Center<br>YSC Cost: \$108 for eye exam |
|  | I, N, PI   |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>              |
| 100% of students and families requesting information from the local health depart will receive it  | The YSC will maintain an information sheet on the services provided by the local health department to be distributed as needed | YSC<br>Mercer County Health Department<br>Cost: minimal              |
|  | I, N, PI   |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>              |
| 100% of females who come to the YSC thinking they are pregnant will be referred to the local health department to get adequate health care | any female who thinks she is pregnant will be referred to the local health department  | Mercer County Health Department<br>School Nurse<br>Cost: \$0         |
|  | I, N, PI   |  |
|  | Evaluated (Y/N)?   |  |
|  | If not implemented, briefly, Why?  |  |
|  | Did this activity have the intended impact (Y/N)   |  |
| <b>Desired Outcome (Expected Benefit)</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners (w/ fund source and cost)</b>              |



|   |   |   |  |                  |  |                                   |  |  |  |  |
|---|---|---|--|------------------|--|-----------------------------------|--|--|--|--|
| 100% of students and families from Mercer Central/Day Treatment will be referred to health and social services as needed. This will lead to healthier students and better graduation rates. | The YSC will remain in constant contact and visit the Day Treatment and Mercer Central at least every week to make sure that needs are met.   | Mercer County Health department<br>School nurse<br>teachers and staff<br>other local agencies |  |                  |  |                                   |  |  |  |  |
|   | <table border="1"> <tr> <td>I, NI, PI</td> <td></td> </tr> <tr> <td>Evaluated (Y/N)?</td> <td></td> </tr> <tr> <td>If not implemented, briefly, Why?</td> <td></td> </tr> <tr> <td>Did this activity have the intended impact (Y/N)</td> <td></td> </tr> </table> | 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)  |   |   |  |                  |  |                                   |  |  |  |  |
| <b>Desired Outcome (Expected Benefit)</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners (w/ fund source and cost)</b>                                       |  |                  |  |                                   |  |  |  |  |
| Increase in the number of students with good anger management skills and coping skills  | The YSC will offer Anger Management and Coping Skills classes to students twice a year at no cost to the student.   | Children and Family Counseling<br>\$50 per hour   |  |                  |  |                                   |  |  |  |  |
|   | <table border="1"> <tr> <td>I, NI, PI</td> <td></td> </tr> <tr> <td>Evaluated (Y/N)?</td> <td></td> </tr> <tr> <td>If not implemented, briefly, Why?</td> <td></td> </tr> <tr> <td>Did this activity have the intended impact (Y/N)</td> <td></td> </tr> </table> | 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)  |   |   |  |                  |  |                                   |  |  |  |  |

|   |   |  |
|---|---|--|
| 2020 - 22   | School District   | Mercer County  |
|   | Center Name   | Mercer County Senior HS/Day Treatment YSC  |
| Center Type   | YSC   |  |
| Action Component  | Substance Abuse Ed and Couns  |  |
| 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 X below all strengthening families protective factors addressed through this component  |  |
|   | Parental Resilience   | Social Connections<br>Knowledge of Child Development<br>Concrete Support in Times of Need<br>Social and Emotional Competence of Children<br>Nurturing and Attachment |
|   | X   | X  |
| Needs assessment data summary   | 54% of Mercer County students said that Juuling and vaping is a problem for teens today.<br>37% said that drugs and alcohol are a problem for today's youth.  |  |
| Is this an amendment  |   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)   |
| Increase the number of students who have gained knowledge about various drugs | Red Ribbon Week in October introduce a different drug every day in the week; share resource library with staff that has videos on over the counter drugs and alcohol  | Teachers and staff<br>Cost: \$200 for materials  |
|   | INI, PI   |  |
|   | Evaluated (Y/N)?  |  |
|   | If not implemented, briefly, Why?   |  |
|   | Did this activity have the intended impact (Y/N)?   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines   | Collaborative Partners (w/ fund source and cost)   |
| Increase student knowledge about e-cigarettes                                 | conduct an after school cessation class for students who violate the school tobacco policy for the second time  | assistant principals teachers and staff<br>Cost: \$200 for materials   |
|   | INI, PI   |  |
|   | Evaluated   |  |



| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)   |
|---|--|--|
| Increase in knowledge of Freshmen as to the consequences of using drugs, tobacco and alcohol                | In the spring or fall, the YSC will partner with the County Extension Office to bring volunteers from DJJ, The County Judge, law enforcement and others to conduct Truth or Consequences | County Extension Office<br>Law Enforcement<br>DJJ<br>Community Volunteers<br>Cost : \$200 for food |
|   | I,N,I,P,I  |  |
|   | Evaluated (Y/N)?   |  |
|   | If not implemented, briefly, Why?  |  |
|   | Did this activity have the intended impact (Y/N)   |  |
| Desired Outcome (Expected Benefit)  | Activity with Timelines  | Collaborative Partners (w/ fund source and cost)   |
| Increase the number of students who have good coping skills that will keep them away from drugs and alcohol | Offer coping skills classes in the fall and spring   | 8 week classes at \$50 per hour<br>Collaborate with Children and Family Counseling                 |
|   | I,N,I,P,I  |  |
|   | Evaluated (Y/N)?   |  |
|   | If not implemented, briefly, Why?  |  |
|   | Did this activity have the intended impact (Y/N)   |  |