

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.

School District

Board Item No. & Date

Superintendent Signature

Date

Board of Education Chairperson Signature

Date



Center Operations Information

District	Webster County	Center	Connections FRC
School Year	2020 - 22	Requestor	melissa.wolfe@webster.kyschools.us

Hours of Operation	Monday-Friday 8:00-3:30
Description of Center Site	Connections has office space at both of the schools served. The main office is located at Dixon Elementary room 128A, across from the Kindergarten Classroom. In addition Connections has an office located at Sebre Elementary beside the library, on the main floor, close to the main entrance. Students and parents have access to FRC offices if needed, parents are required to sign in at front office and then are escorted to FRC office. Connections also has storage space in Dixon in the annex that is shared by all FRYSC Staff district wide.
Staff Coverage Description	Coordinator is at Dixon Elementary on Mondays, Wednesdays, Fridays and at Sebre Elementary on Tuesdays and Thursdays (8:00-3:30). Part time assistant is scheduled to be at Sebre Elementary two days a week but has a flexible schedule between schools when needed.
School Integration	The Coordinator serves on the school Wellness Committee, PBIS Committee, Student Support Team, and the School Leadership Teams. The Center staff will assist in implementing programs pertaining to Drug and Alcohol Prevention, Kindergarten Readiness, Family Nights (literacy, math and science enrichment activities) and Transition Programs. Coordinator reports any center updates to the school principals and they report back to the SBDM.

Center Staff			
Name		Position/Function	Wage Source
Melissa Wolfe		Coordinator	100%
Direct Supervisor	Greg Bowles	Hire Date	Weekly Hours
# Days Per Year	240	02/14/1996	35
		Classified or Certified	
		Classified	

Advisory Council Listing

District	Webster County	Center	Connections FRC
School Year	2020 - 22	Requestor	melissa.wolfe@webster.kyschools.us

Name	Representing	Original Appointment Date
Wade Raymer - County Extension - CHAIR	Community	07/01/2008
Melea Ramin - Community Based Services	Community	07/01/2008
Carrie Courtney - Audubon Area Head Start	Community	08/01/2018
Sarah Clary - Parent Rep. -Dixon Elementary	Parent	08/01/2018
Melony Hobgood - Parent Rep.- Dixon Elementary	Parent	11/29/2019
Stephanie Benson - Parent Rep. - Sebree Elementary	Parent	08/01/2018
Ana Ruvalcaba - Parent Hispanic Rep. - Sebree Elementary	Parent	01/31/2020
Tiffany Logsdon - Instructional Coach - Dixon Elementary	School District Staff	08/03/2020
Jenny Winstead - Guidance Counselor	School District Staff	07/01/2020
Eric Wheatley - Principal -Dixon - Ex Officio	School District Staff	08/06/2007
Samantha Tabor - Principal - Sebree - Ex Officio	School District Staff	08/01/2019

CPP Needs Assessment Data Sheet

FRC

2020-22

School District:

Center Name:

Required Data	Possible Sources	Result
1.) % of children in your school NOT prepared for Kindergarten according to the Kindergarten screening tool (i.e., Brigance)	School Principal	For Dixon Elementary, 53.7% of children were not prepared for Kindergarten and at Sebree Elementary 54% were not prepared for Kindergarten.
2.) Lowest 3 skill areas identified through the Kindergarten screening tool	School Principal	Dixon Elementary – (1) Academic Cognitive (2) Physical Development (3) Self-help. Sebree Elementary – (1)Academic Cognitive (2)Self Help (3) Language Development
3.) Average # days missed by top 10 truant students	Attendance Clerk, School Report Card	According to the school's attendance report; Dixon Elementary only had 4 students on the Truant List with an average of 16 days missed. For Sebree 5.7 was the average # of days missed by top 10 truant students.
4.) On average, how many minutes do families spend reading to their children each week ? <ul style="list-style-type: none"> ___ We don't have time to read together ___ 1-30 ___ 30-60 ___ 61-90 ___ 91-120 ___ 120+ 	Parent Survey	According to the parent survey; 16.8% of families do not have time to read together, 13.1% spend 1-30 minutes reading to their children each week, 38.7% spend (30 -60) minutes, and 13.1 % spends (91-120) minutes each week.
5.) % of students reading at grade level	Principal, School Report Card	According to the School Report Card; 66.9% of students are reading at grade level at Dixon Elementary and 48% at Sebree Elementary.
6.) Top 3 health issues that interfere with learning as reported by teachers and parents	Teacher Survey, Parent Survey	Top 3 reported by parents: <ol style="list-style-type: none"> 1. ADHD/Anxiety/Focus Issues 2. Medical Issues/Sickness (Allergies, Vision, Dental) 3. Hygiene/Poor Nutrition/Lack of Physical Exercise Top 3 reported by Teachers: <ol style="list-style-type: none"> 1. Poor Nutrition/Hunger 2. ADHD/ADD/Anxiety Issues 3. Poor Hygiene

routine medication, 12% concerned student head lice and 1% concerned bed bugs. The nurse at Dixon Elementary averaged 40 visits a day, 51% medication administration, 26% acute illness, 17% acute injury and 7% on issues concerning hearing/vision and lice issues.

According to the KIP Survey 5% of sixth grade students indicated they felt alcohol was a problem among students at their school and 6% felt tobacco use was.

According to the KIP Survey 22% of sixth graders said they had been bullied on school property in the past year and 8% said during the past year they had been electronically bullied.

COUNTY/DISTRICT DATA:

Examples:

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

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

According to Kids Count data, 60% of Webster County Children live below the 200% federal poverty level, 20% live below the 100% federal poverty level and 21% live in food insecure households.

According to Kids Count data 24.1 % of births in Webster County were from mothers without a high school degree.

According to Kids Count data 5.5% of WC Children under 19 years of age do not have health insurance coverage.

FRYSC DATA:

Examples:

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

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

According to the 2019 Moonlight Madness Parent Survey, 98% of parents surveyed stated this type of family reading night gave them the opportunity to do enrichment activities with their children that they might not normally do.

According to a FRC 2019 Parent Poll, 80% of parents polled felt the following needed to be addressed through programs or activities provided through the school: Self Esteem, Bully Prevention, Peer Pressures, Transition from 6th Grade to Middle School, Career Exploration, Internet Safety, and Drug and Alcohol Prevention.

OTHER DATA:

**FRYSC Advisory Council
Assurances Page
2020-2022**

Center Name: Connections FRC

School District: Webster County

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

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

Wade Raymer
Advisory Council Chairperson

1-31-2020
Date

This document was approved and recorded in the Advisory Council minutes on 1-31-2020.



FRYSC SBDM/Principal Agreement

Center Name: **Connections FRC** School District: **Webster County**

School Name: **Dixon Elementary**

Upon submission of the 2020-22 FRYSC Continuation Program Plan, the SBDM Council hereby assures compliance with all FRYSC-related statutes, and any policies, procedures, and/or requirements as they relate to this application.

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

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


Principal Signature

2-14-20
Date

- ☒ This document was reviewed and recorded in the SBDM minutes on 2-14-20.
- ☐ There is no SBDM Council at this school.

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



FRYSC SBDM/Principal Agreement

Center Name: **Connections FRC** School District: **Webster County**

School Name: **Sebree Elementary**

Upon submission of the 2020-22 FRYSC Continuation Program Plan, the SBDM Council hereby assures compliance with all FRYSC-related statutes, and any policies, procedures, and/or requirements as they relate to this application.

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

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


Principal Signature

1/31/2020
Date

- ☒ This document was reviewed and recorded in the SBDM minutes on 1/31/2020.
☐ There is no SBDM Council at this school.

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



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 <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></td><td></td><td></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	
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	*Over half of the students enrolled in kindergarten were not prepared. *Support families in attaining affordable, quality childcare. *Promote early education with parents to ensure school readiness.														
Is this an amendment															
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost)													
100% of parents requesting information on childcare providers in the area will receive the information. Measured by daily activity logs and Infinite Campus Log.	Maintain an updated list of childcare providers and certified homes in the area and make referrals as needed. (FY20-21) (FY21-22)	Audubon Area Resource and Referral Webster County Childhood Council													
	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)													
Support early childhood education and advocate for support and training of local childcare providers. Measured by meeting logs.	Serve as an active member of the WC Early Childhood Council. (FY20-21) (FY21-22)	WC Early Childhood Council													
	I,NI,PI														
	Evaluated (Y/N)?														
	If not implemented, briefly, Why?														
	Did this activity have the intended impact (Y/N)														

knowledge to help better prepare them with transition from home to school. To promote skills necessary for school readiness. Measured by attendance logs and parent surveys.	during Preschool Screenings, Preschool Orientations, Alpha Academy, Tiny Tot Events and Born Learning Events. (August - May- FY20-21) (August-May -FY21-22)	
	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)
Preschool children and their families will receive support to help them successfully transition to full time school services. Measured by sign in sheets.	Help plan and provide a Kindergarten Jumpstart Program for upcoming kindergartners. (July-FY20) (July FY21)	Early Childhood Council (\$1500) Webster County Schools (\$1000)
	I,NI,PI	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

Action Component	After School Child Care		
Goal Of Component	To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities. This will reduce unsupervised time, increase interpersonal skills, and promote continuation of learning during out-of-school time. (i.e. before/after school hours, seasonal breaks, etc.)		
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
Needs assessment data summary	*There is a need for more afterschool & summer enrichment activities. *Support after school childcare and enrichment activities for students. *Collaborate with various organizations to provide after school and summer enrichment activities.		
Is this an amendment			
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost)	
100% of parents requesting information on available after school and summer care services in the area will receive the information and referrals will be made as needed. Measured by daily activity logs and IC data entry.	Maintain an updated list of childcare providers and certified homes in the area. (FY20-21) (FY21-22)	WC Early Childhood Council, Audubon Area Resource and Referral, Alpha Academy, Local area child care providers.	
	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)	
Refer a minimum of 30 students to after school activities, summer camp and enrichment programs. Measured by activity logs and registration forms.	Refer families to agencies that provide opportunities for after school care, summer camps and summer enrichment programs such as 4H Club, Sheriff Camp, Community College Camps, and 4H Camp, (etc). (FY20-21) (FY21-22)	Local Child Care Centers, County Extension Office - (\$500), Madisonville Community College (\$500), Henderson Community College- (\$500), Sheriff's Office (\$500)	

	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 opportunity of available summer enrichment programs offered in the County. Measured by registration forms.	Host a Literacy/Drama Camp for students. (June -FY21 & FY22) Host a "Science and Me" Day Camp" for students. (June FY21 & FY22)	Bright Star (\$3500), Hooked on Science (\$1000), Migrant Program, County Extension
	I.N.I.P.I	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

Action Component	Family Literacy													
Goal Of Component	<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"> 1. Child time: Developmentally-appropriate educational activities for children; 2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship; 3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child's first teacher; 4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals. 													
Strengthening Families Protective Factors	<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></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	
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>*Reading is an area of concern as indicated by KPREP Scores. *The majority of families read with their children less than 30 minutes a day. *There is a need for more opportunities involving reading enrichment activities for families. *Equip and support parents with the skills to assist them in improving their children's literacy skills. *Provide opportunities for parents and children to participate in educational activities together.</p>													
Is this an amendment														
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost)												
At least 100 children will have the opportunity to receive a monthly age appropriate book in their home by participating in the Imagination Library Program. Parent and children will have the opportunity to learn together by reading books together. Measured by Imagination Library Registrations.	Provide the Imagination Library Program to Webster County Families. (FY20-21 & FY21-22)	WC Early Childhood Council (\$800), Community Donations (\$1,000)												
	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)												

program surveys, and pre and post test.	moonlight madness @ the Library (Nov. FY20, FY21), Read Across America (March FY21, FY22), Tiny Tots (March FY21, FY22) Literacy Camp (June FY21)	
	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)
100% of parents who attend the Born Learning Academy will gain knowledge of different ways to incorporate literacy skills with their children in every day experiences. Measured by Born Learning Surveys, Pre and Post Test.	Host a Born Learning Academy to promote early learning in the home. This program provides a PACE like opportunity for families and stresses the importance of early reading and brain development. (March/April FY21 & March/April FY22)	Audubon Area Home Based Educator County Extension
	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)
Increase parent awareness of available GED Programs and make referrals as needed. Measured by daily activity logs and IC data,	Keep GED information available at center, including GED online information and make referrals as needed to WC Adult Education Center. Provide information to parents through school and FRC events such as Open House Events, Ready Fest, Family Nights etc. (FY20-21 & FY21-22)	WC Adult Education Center
	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)

	books together. (Sept - May FY20-21 & FY21-22)	
	I,NI,PI	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

Action 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"> 1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ; 2. Assist families in identifying developmental concerns; 3. Collaborate with community partners and link families to appropriate prevention and intervention services. <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>*The majority of students enrolled in Kindergarten were not kindergarten ready.</p> <p>*Academic -Cognitive Development, Physical Development and Self Help were low skill areas identified through the kindergarten screening.</p> <p>*There is a need to improve Kindergarten Readiness Skills by promoting early learning with families and equipping parents with the skills and knowledge that will help them prepare their children for Kindergarten.</p>													
Is this an amendment														
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost												
Minimum of 20 new and expectant parents will receive information on early child development as well as resources to increase and enhance their parenting skills. Measured by WGBS attendance sheets and surveys.	Provide a World's Greatest Baby Shower for Webster County new and expectant parents. (May FY22)	WC Early Childhood Council (\$250) County Extension Office (\$250)												
	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												

to help their children acquire Kindergarten readiness Skills. Measured by "Born Learning" pre/post test and surveys as well as attendance logs.	importance of acquiring Kindergarten readiness skills. (March/April FY21 & FY22)	
	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)
Minimum of 20 new and expectant parents will receive information on early child development skills and resources to enhance their overall parental knowledge. Measured by number of bags distributed.	Provide infant bags filled with child development resources and Imagination Library information to be distributed to local hospitals to be given out to new parents. (FY20-21) (FY21-22)	WC Early Childhood Council (\$500)
	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)
Minimum of 30 families with children birth to 5 years old will receive ongoing support concerning child development, prenatal and postnatal care and good nutrition. They will also receive resource bags containing age appropriate developmental activities. Measured by program surveys and program home visitation logs.	Refer and assist families as needed to local programs that offer prenatal and postnatal education, programs that consist of group meetings and home visits to enhance parenting skills and monitor child development. (FY20-21) (FY21-22)	Early Head Start-Home Based Educator Program, Health Department - Hands and First Steps Community Collaboration for Children - Building Stronger Families Program, WC Early Child Care Council
	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)

skill. Measured by attendance logs and surveys from Tiny Tots events.	September FY21, March FY22)	Audubon Area Head Start (\$100), WC Public Library
	I,NI,PI	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

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"> • Health Education • Social and Emotional climate • Physical Education and Physical Activity • Physical Environment • Nutrition Environment and Services • Employee Wellness • Health Services • Family Engagement • Counselling, Psychological and Social Services • Community Involvement 													
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></td><td>X</td><td></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	
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>*Student attendance issues continue to be an area of concern.</p> <p>*There is a high number of students seen daily by the school nurse for acute illness.</p> <p>*There is a need to provide opportunities that connect parents and families to local health resources.</p> <p>*There is a need to promote healthy lifestyle choices to students and families by providing activities and enrichment programs that promote good overall health and well being of students and families.</p>													
Is this an amendment														
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost)												
Decrease the amount of time students are out of school due to health care needs. Measured by attendance records, home visits, and follow up phone calls.	Make contact with at-risk students as identified by attendance records through phone calls and home visits as needed. (FY20-21 & FY21-22)	School Attendance Secretaries, DPP, School Personnel, Homeless Program, School Nurse												
	I,N,I,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)												

measured by oral dental forms and school attendance rosters.	FY2021 & FY2122/ Provide educational hygiene classes for Kindergarten -2nd grade students. (Feb. FY21 & FY22).	
	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
5th Grade Students will become more aware of ways to prevent health care issues and will also have the opportunity to receive the required physical for entering the 6th grade. Measured by attendance records and student survey)	Host a summer health and wellness event in collaboration with U of L. (Summer FY21 & FY22)	U of L Medical Staff and Students, Baptist Health (\$1200), WC Health Department
	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
A minimum of 200 parents/students will attend workshops/programs concerning health care issues. Family and students awareness concerning prevention of health care issues will increase. Measured by registration forms, attendance records, surveys and pre and post test.	Provide Lunch-n-learns on health topics such as: Heart Health, Colon Health, Dental Health, Stress Prevention, Mental Health etc. Provide programs on Drug and Alcohol Prevention and Bullying Prevention to students. (FY20-21 & FY21-22)	WC Health Council (\$200.00), KYASAP (\$150), WC Drug Free Communities (\$2000), Baptist Health, First Health, River Valley, School Wellness Committees, Local Hospitals
	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

and exercise. Measured by verbal questionnaire and surveys.	(Jan-May -FY21 & FY22)	
	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)
85% of students participating in the 5th Grade Health Fair will increase their knowledge concerning good health. Measured by pre and post test.	Host a 5th Grade Health Fair focusing on dental health, nutrition, hygiene, physical activity, and drug, alcohol, & tobacco prevention. (March FY21 & FY22)	KYASAP (\$800.00), County Extension (\$100.00), Green River District Health, Department Baptist Health (\$100.00), First Health (\$100.00), Delta Health, WC Health Coalition. School Wellness Committee
	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)
Increase 6th Grade students knowledge of drug, alcohol and tobacco issues and dangers. Focusing on peer pressure and relationship issues that are often associated with DAT issues. Measured by pre and post test.	Host a Mini Teen Leadership Conference for 6th grade students. (April FY21 & FY22)	KYASAP (\$1,000), County Extension, Drug Free Communities, State and Local Police, YES Youth Service Center, Green River Health Department, River Valley
	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)

logs and to data.	with phone calls and home visits as needed. (FY20-21 & FY21-22)	Fiscal Court (grant program)
	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)
90% participating 4th grade students will gain knowledge concerning health and safety issues. Measured by pre and post test.	Collaborate with WC County Extension Office to host a Health & Safety Day" Program called 4th Grade AG Days. This program is designed to teach students safety skills in various areas such as: ATV, chemical and electrical safety as well as farm equipment safety, (September FY20 & FY21)	County Extension Office (\$1,000), Independence Bank (\$500), Farm Bureau, Conservation Office, Other Collaborating Agencies
	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)
4th Grade students knowledge of topics concerning health, nutrition, self esteem and bullying prevention will increase as students become more aware of the benefits of making good choices.	Collaborate with Delta Health to host a "Two Hour Tour" for 4th grade students. (Nov. FY21 & FY22)	Delta Health (\$500)
	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)

Measured by snack pack attendance data and IC data.

	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)
Students awareness of the effects of making good choices concerning drug, alcohol and tobacco prevention in relation to health care issues will increase. Measured by attendance records, surveys and pre and post test.	Provide ATD Prevention activities/programs to students. Red Ribbon Week activities (Oct FY20 & 21) Too Good for Drugs Program (FY20-21 & FY21-22) Health Rocks (FY21 & FY22)	KYASAP (\$1,000) Drug Free Communities River Valley County Extension (\$500)
	I,NI,PI	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

Action Component	Optional #1												
Optional Action Component	Educational Support												
Optional Goal of Component	To improve the overall health and well being of students and increase their ability to succeed in school by providing resources, programs and educational support to students and families,thereby promoting a lifetime of personal wellness and achievement. Educational Support will include: Academic Assistance/ Guidance, Transition Assistance, Character Education / Bullying Prevention, and Family/Community Involvement.												
Strengthening Families Protective Factors	<div>Place X below all strengthening families protective factors addressed through this component</div> <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></td><td></td><td></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	
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	<p>*There is a high number of WC Children that live below the 200% poverty level.</p> <p>* There is a need to provide services and support to enhance students skills and help them succeed in school.</p> <p>*Self Esteem issues, peer pressure, transition issues, career exploration, internet safety, bullying prevention and drug an alcohol prevention are all areas of student concern expressed among parents.</p>												
Is this an amendment													
Desired Outcome (Expected Benefit)	Activity with Timelines	Collaborative Partners (w/ fund source and cost											
100% of students who request help in the area of basic needs (who qualify) will receive assistance. Measured by daily attendance logs, program registration forms and IC Data.	<p>Provide and make referrals to the appropriate agencies to assist students in need.</p> <p>Happy Feet Program - (August FY20, FY21), Snack Backpack Program (FY20-21 & FY21-22), Angel Tree Program (Dec. FY20 & FY21)</p>	<p>Community Based Services, Local Churches (8,000) Happy Feet Committee, WC Caring for Neighbors, Health First, Local organizations, business and individual donations (\$15,000)</p>											
	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											

Knowledge of resources available to help them throughout the year.		Services and many other participating agencies.
	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)
Decrease the anxiety and preconceived ideas of what middle school will be like for upcoming 7th grade students. Help students be better prepared to transition to middle school..	Offer a transition program "Hello WCMS" to 6th grade students. (May FY20 & FY21)	WCMS, YES Youth Council, Guidance Staff, and Migrant Program.
	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)
Students awareness of the positive effects of having good character will increase as school incidents involving unacceptable school behavior decreases. Student Survey and School Incident Reports.	Implement a school wide "Character Counts" Program.	Drug Free Communities, KYASAP, School Guidance Counselors, and other community partners.
	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)

education schools. Measured by student survey.		
	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)
Students knowledge of what it means to be an effective leader in school will increase. Measured by student survey.	Help sponsor a Student Council at each school served. (FY20-21) (FY21-22)	School Staff, Guidance Counselor
	I,NI,PI	
	Evaluated (Y/N)?	
	If not implemented, briefly, Why?	
	Did this activity have the intended impact (Y/N)	

