

Grants Update March 2022

Project Prevent - Kerry McHugh

Out of School Time Programming Collaboration

- Summer Programming will take place from June 20 – July 15 at 3 of the 4 elementary schools. Lindeman will pilot the plan to pay teachers with ESS Funds and get reimbursed by the 21st century grant. Lindeman will also use funds from the Full Service Community Schools grant to support Me and My School in order to free up more ESS funds for Summer Program. Howell plans to use ESS Funds to run a 2 week camp that bookends the 21st Century dates. Students from Howell will be permitted to attend the 21st Camp at Arnett.
- Tichenor Middle School STEAM camp will run from June 6 to June 16 – 4 days per week (M-Th). Camp topics: Cooking, Woodworking, Crafting, Esports, Coding/Robotics, Creative Writing/Drama, Science, Sports. Boys and Girls Club staff will assist with morning sessions of the STEAM camp for those two weeks. Project Prevent funds will be used to pay the certified teaching staff and coordinators at the ESS rate and 21st century will reimburse at the Boys and Girls Club rate. After the conclusion of STEAM camp on (June 16) Boys and Girls Club will host extended programming for another 2 weeks to meet the 21st century grant requirement of a 4 week summer program. Their program will focus on Career/College Readiness. 2 certified teachers from TMS will work these 2 weeks to fulfill the required 16 certified teacher hours.

Collaboration with DPP Office

- Mental Health contracts
I met with all schools to gather info on what their ideal situation for mental health providers would be (which agencies, which providers, how many days per week, etc.) for next year. Next steps: AI and I will meet with each Agency contact and begin discussion/planning for mental health contracts for next year.
- Attendance/Tuancy
Collaborated with Michael Goodenough and AI Poweleit to streamline the process for attendance/tuancy. Schools will provide their MTSS documentation to the DPP Office before the Success Meeting. Also tweaked the agenda for the Success Meetings to make them more effective.

Kerry and AI are working on writing up procedures for when to contact DPP for support with attendance/tuancy. This will include a checklist of strategies (phone call, home visit, planned discussion with student) and potential interventions (therapy, small group, attendance contract) to be completed and tracked before requesting a Success Meeting.
- MTSS
I met with Lloyd High School representatives to begin working on developing a system to track the Lloyd Learner groups and the school-based therapy intervention through their MTSS System. I arranged a sales call with Panorama Education to learn about a

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dashboard to help with data collection. It is very expensive but looks promising.

- **Restorative Practices**

RP team gave a 1.5 hour follow up training to Bartlett staff on 2.18.2022. Training focused on Radical Hospitality and Restorative Mindset. They have another 1.5 training session scheduled for 3.25.2022

Diana Queen is working with a graphic designer to develop a series of posters with 3 to 5 RP concepts that align with PBIS to use as visual presence of RP in school buildings. It will have interchangeable text so it can be customized for each school and district.

Jo Craven and I had a preliminary meeting with Tiffany Gruen and Susan Short to discuss expanding Restorative Practices to their schools next year. A follow-up meeting with these two principals and Diana Queen will be scheduled in March to go over the benchmarks and make a plan for next steps.

Strategic Prevention Framework - Mary Burch

Community Alignment of Resources Team- healthy, connected, skilled and resilient.

Promoting conditions that prevent youth substance use, including alcohol, and enhancing mental health infrastructures in the community.

Trainings

- Participated in Community Conversations, thru Wake health team, with other national SPF grantees to discuss highlights and barriers of the CART project.
- CSAP Division of State Programs- updates to managing reporting tool for SPF projects.
- FRYSC coordinators trained on CART tool with Shelley Werner.

CART tools-out of 391 tools completed about 50% of those are on those identified as FiT. Working on evaluation of these tools.

Evidenced Based Substance Prevention Curriculum- most schools are implementing specific curriculum as part of their SEL lessons:

Arnett- Caring School Community, **Howell**- Too Good for Drugs, **Miles**- Too Good for Violence (also, planning to use Social Decision Making, Problem Solving for SY 22-23), **Lindeman, Bartlett, and Lloyd**- Positive Action, **Tichenor**- using different pieces of curriculum to address vaping and other substances.

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Michelle Landenwitch, LPPC-served 12 students and attended 10 ARC meetings.

Ashley Smith, School Psych.- served 9 students and 10 ARC meetings.

Full Service Community Schools

Lindeman - Vanessa Kuhn

Budget:

1. Learning FSCS grant budget and Munis- Met with Lisa Goetz and Kerry McHugh to review FSCS budget.
2. Classroom Furnishings: Working with teachers to identify classroom furniture needs, prioritize needs, and place orders as categorized in the carryover budget.

General:

1. Participated in the Mapping of Mental Health of Our Communities webinar. MHA's presented a new dashboard that displays screening data that captures early symptomatic stages of mental health challenges within a community. This data can help decision-makers act faster and respond to areas with the most state and local needs.

Grant specific goals addressed:

A. *Preschool and Early Childhood Initiatives for Kindergarten Readiness*

1. Kindergarten registration will start next month, and explored ways the FSCS Coordinator will assist in creating a positive experience for families and students.
2. Me and My School - discussed operational barriers and identified possible solutions supported by the grant.

B. *Elementary School Academic Success in Literacy and Math*

1. Working with YMCA to implement Lexia, Happy Numbers, or Rocket Math in the after-school program. Barriers regarding technology have been identified as the program's current iPads aren't compatible with the supplemental programs funded by the FSCS grant. The site Director is looking into ordering Chromebooks or using the onsite computer lab.
2. FSCS coordinator and Instructional Coach explored motivational strategies to encourage the increased use of supplemental reading and math supports (Lexia, Rocket Math, and Happy Numbers purchased by this grant). Looking to start strategies at the beginning of the 2022-2023 school year.

C. *Community Connections and Family Engagement*

1. Collaborated and coordinated a Spring Family Event at Lindeman on Mar 31, 2022 between 530-700. 7 Hills will be sponsoring an Easter Egg hunt while teachers will provide an Art show and Science fair. The YMCA will be providing a craft during the event.

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2. Representatives of this Grant met with the Big Brother/Big Sisters recruiter to expand the Lunch Buddies program. The program is currently serving eight youth at Lindeman; however, typically serves 20. The BB/BS recruiter noted the process from identifying mentors, background check, and appropriate matches to a Little is time consuming and is hopefully on recruiting more sites and Bigs for next school year.

D. Community Connections and Family Engagement

1. Collaborated and coordinated a Spring Family Event at Lindeman on Mar 31, 2022 between 530-700. 7 Hills will be sponsoring an Easter Egg hunt while teachers will provide an Art show and Science fair. The YMCA will provide a craft during the event.
2. Collaborated with Nurse to coordinate the Student and Family Wellness The challenge is sponsored by NKYhealth. Throughout March, the FSCS Coordinator and Nurse will send information out via Classdojo on ways to increase healthy food intake and activity levels. The specific challenge will be held between March 14-20, 2022. During this time, students will focus on eating 5 fruits/vegetables plus 30-minutes of physical activity daily. The two will explore and identify ways to promote March as National Nutrition Month and collaborate with others to promote fun nutrition education.

E. Comprehensive Physical, Emotional, and Behavioral Supports Students with high needs interventions

1. Assisted Counselor in facilitating weekly guidance sessions with the 1st grade classrooms. The two explored the pros and cons of current intervention strategies and ways to improve delivery.
2. Continue to meet with teachers to discuss high-need students in their classroom. Identified classroom-specific needs to support targeted behaviors such as classroom layout and seating arrangements. We discussed various students' behavioral challenges and explored positive ways to integrate targeted interventions such as visual schedules and behavioral modification strategies. In addition, we explored evidence-based classroom management strategies and individualized support.
3. Worked one on one with various students to develop positive calming strategies and behavioral supports.
4. Use lunchtime as an opportunity to develop relationships and explore positive manners and appropriate social interactions during this timeframe.

Miles - Alanya Hoppius

FSCS Grant Update

March 4, 2022

Alanya Hoppius-FSCS Coordinator-Miles Elementary

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- I continue to serve on the PBIS Tier 2 committee working with our high needs students.
- We are continuing Substance Abuse Prevention Education for grades K-4 in conjunction with the grant. I am instructing the Too Good 10 week program for our first grade students.
- Lexia and Dreambox (purchased through this grant) continue to be used by K-5 for math and reading supplemental support.
- Literacy Footprints, a supplemental reading program purchased through this grant, is still in process of being rolled out to a small population of students. I am in week 3 of the pilot instructing a small group of third grade students. This supplemental curriculum is currently being instructed by 6 teachers and me to 39 of our students.
- Our Lexia challenge is ongoing, allowing students to earn rewards based on their goals and units achieved each month in this supplemental reading support. We currently have 48% of our students working at or above grade level. In October our students were at 19%.
- The Cincinnati Museum Center has a mobile educational program called Museum on Wheels. They offer science, natural history and social studies based programs that they bring to the students' classrooms. Our first graders recently enjoyed their science-based program, The Awesome Animal Adaptation. This program explores animal habitats and adaptations. They got to meet and touch live animals and learn about unique items from the museums' collection. We have extended this opportunity to each of our classrooms at Miles through the Full Service Community Schools Grant. The topics were chosen by the teachers to complement their instruction and range from engineering, dinosaurs, the solar system, weather and even a business beginnings experience for our fifth graders.
- We are continuing to work on developing community partnerships. This month Ms. Kuhn and I met with a representative of Big Brothers and Sisters of America. We are working with this program to explore ways to develop a mentorship program at Miles for the upcoming school year. The organization already has a program and partnership with our partner school in this grant, Lindeman Elementary.
- Our Book Vending machine was ordered this month and should be received by the end of this school year. This machine will be used to incentivize students to read in a fun and creative way. The machine is

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a PBIS program that uses tokens as a reward for positive actions and behaviors. The students can use the token earned to choose a book that they get to keep. This will support one of this grant's goals of literacy growth and will be put into use for the upcoming school year.

- Through this grant the revamp of our school Library is underway and the order has been placed for the new shelving. The new shelving will be installed over the summer break to be ready for use next school year! This will allow for increased accessibility for our students when choosing books and a fantastic maker space for STEM learning activities.
 - The PASS survey was conducted this month at Miles. This survey is given at the Tier 1 level and helps to identify students that may need Tier 2/Tier 3 support. I assisted our counselor, Ms. Dewar in giving the survey to our second grade students.
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Drug Free Communities - E3C Coalition - Amy Cooley

This month our Coalition accomplished a group task of creating a Coalition Elevator speech that members identified with and could speak to when asked about the work we do and who we serve, why it is important and the goals we have set. The speech is found below:

E3C Elevator Speech:

The mission of Early Childhood Community Drug-Free Coalition (E3C) is to reduce substance use-misuse-abuse among youth 18 and under, with a special focus on alcohol and tobacco (especially vaping). E3C serves the communities of Erlanger and Elsmere, Kentucky, where those birth-to-age 18 make up 25.3 percent of all residents.

The coalition goals include effecting community-level change by addressing local problems with local solutions. The coalition champions a cradle-to-career approach, striving to provide youth and their families with health, social, and educational supports from birth through college and/or career.

E3C activities center around

- introducing students, including the youngest learners, and their families to substance prevention messaging and curriculum;

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- challenging beliefs and attitudes that support substance use-misuse-abuse;
- encouraging healthy choices; and
- building upon and strengthening existing prevention programs

In its inaugural year the coalition successfully accomplished a first and necessary step toward building an infrastructure to facilitate community collaboration: it recruited 57 energetic and committed members from 12 various community sectors. E3C continues to recruit and welcome new members who reflect the demographic and cultural composition of Erlanger-Elsmere.

Additional Activities this month include:

Monthly Coalition meeting had 34 members attend a hybrid meeting featuring guest speakers sharing the “Purple Star Program” for youth that have family members that serve in the military. This was scheduled several months ago before the current situation in the Ukraine. Data was collected from our community and the research shows that we have a high percentage of children that have a caregiver that has served or is serving in some branch of the military.

Kindergarten Registration is starting and we support getting the word out in the community about getting children enrolled as early as possible so that our school system has early and often touch points with these families before August start of school. Enrolling for Kindergarten in the spring has assisted our families and teachers to have our incoming kindergarten students more ready for the start of school. Along with registration there are a couple of events we will also support and connect additional resources to families. They are the Amazing Race to Kindergarten and Me and My School a program for incoming Kindergarten students

DFC Bi-annual grant report was submitted on February 25, 2022 which captured activities, programs and accomplishments the E3C Coalition has done over the past six months. Currently, we are reviewing our continuation submission that highlights our next grant year activities and strategies. These are being reviewed by the Coalition Executive Team.

Drug Free Communities - STOP Grant / CARA Grant

Diana O'Toole

February was a very busy month for Prevention Work. We were able to make several contacts in the State of Kentucky with new Prevention partners. Regional DFC Coordinators along with and other Prevention Partners met to discuss and plan regional prevention activities. These meetings will be held quarterly to collaborate with other prevention educators and partners to work together. A Prevention Family Skate Night was held on 2/25 and over 358 individuals

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attended. Throughout the evening, Underage Drinking Public Service Announcements were read. At the end of the evening families were given a bag with conservation starter sheets and other Prevention information. Our March coalition meeting featured Steven Cambron from Behavior and Health Dept of Kentucky. Below are the basics of the program that Mr. Cambron detailed at the meeting. We will continue to monitor this program and how it might benefit our schools in NKY.

Purple Star Program

Many military connected youth are at higher risk for mental and behavioral health issues – due to things like multiple deployments, limited resources, lack of access to support, transitions to/from deployment. These students are at greater risk for bullying, misusing substances and suicide.

Currently, many military families are experiencing a lot of uncertainty about the future/potential deployment with the war in Ukraine.

Past Kip data shows a clear pattern - military youth report being bullied at much higher rates than non-military youth. Military families move around a lot. Many military connected youth attend 6-9 schools in their K-12 experience. They are always trying to fit in. There is also a clear pattern with behavioral health problems: youth with 2 or more members in the military have higher incidences of self-harm and psychological distress, self-harm, suicidal ideation, plan and attempt. Children of military families are also at higher risk for drug use and abuse – tobacco, alcohol, marijuana, prescription drugs – if you are military connected. Youth council viewed the data – their input which led to the path they are on today with the purple star program – combined a lot of what the kids were telling them about the support they needed from peers and the community.

The Purple Star program was developed in Ohio using input from a youth council that viewed this data in collaboration with veterans, military family members, educators, and legislators.

The program is growing – 1 year ago there were 20 states with this program and now there are 32.

How a school can qualify:

A school with a purple star designation works to be inclusive of all military connected youth – not just those on active duty.

There are 4 Requirements:

1. Identify someone within school building to be military family liaison
2. Liaison must attend PD – partnered

with the UK to develop the 1-hour online training.

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3. Complete an additional military support activity. (examples include a free football game for military families or a ceremony).
4. Create a place on the school website for resources for military families.

Applications are accepted March 15th and October 15th and Purple Star Awards are given to schools in April and November