

Division of Family Resource and Youth Services Centers (FRYSC)  
 FY 24 Program Monitoring Tool

**School District:** Garrard  
**Center Name:** Lancaster Elementary FRC  
**Center Address:**  
 205 Lexington St Lancaster Ky 40444

**Coordinator Name:** Angie Wagoner  
**Coordinator Email:** angie.wagoner@garrard.kyschools.us  
**District Contact Name:** Kalem Grasham  
**Advisory Council Chairperson:** Jennifer Seagraves

**Number of schools served:** 1  
**Names of schools served:** Lancaster Elementary  
**Total number of students:** 474  
**Program Allocation Amount:** 75,270.65  
**240-day Waiver?**  Yes  No

**Program Monitors:**  
 Naela Imanyara Serikali, Region 3A RPM and  
 Katie Morris, Manager FSCS

**Date of On-Site Review:**  
 February 9, 2024

**Interview/Entry/Exit Conference** (Center, School, District Representatives, Community Representatives, Families, Students)

Name	Representing (please include detailed, relevant information)	Interview (6-10) *see monitoring tips	Entrance Conference	Exit Conference	Interview Time/Phone (if not in person)
1 Misty Rhodus	Parent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-339-2605 9:30 am
2 Tonya Watkins	Community Member- Garrard County Heath Departmentl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-339-2030 9:50 am
3 Lisa Middleton	Principal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	859-792-3047 10:10 am
4 Leslie Lee	AC Member, School Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-312-3405 10:30 am
5 Eric Comley	Community Member- 4H Agent Garrard County Extension Office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-509-6606 10:50 am
6 Rhonda Keith	School Staff, Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-792-3047 11:10 am
7 Kalem Grasham	District Contact	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	859-319-3138 11:30 am
8 Jennifer Seagraves	AC Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	859-583-0194 1:00 pm phone interview
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**CENTER SITE**

Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
KRS 156.496 (2) (3); KRS 156.4977 (M). Contract 2.01D	1.	Does center have adequate space and accessibility to serve students and families? Yes <b>A.</b> On Campus <b>B.</b> Dedicated space in all schools served <b>C.</b> Year-round access	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Principal Interview <input checked="" type="checkbox"/> RPM Verification <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
New Program Plan; SBDM Assurances; Admin. Guidebook II	2.	In the center, is there a designated place or way to interview participants so that the conversation remains confidential or not easily overheard? Yes	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> RPM Verification <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Admin. Guidebook Appendix M	3.	Is the Service Appeal document posted in the center with current contact information? Yes	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Coordinator Interview	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**STAFF**

Continuation Program Plan	4.	The center follows the current approved Center Operations page. Yes	<input checked="" type="checkbox"/> Center Operations Page <input checked="" type="checkbox"/> RPM Verification <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01 B (1)	5.	Do the coordinator and center staff spend 100% of their time in job duties related to the operation of the center? Yes	<input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Observations <input checked="" type="checkbox"/> Center Documentations <input checked="" type="checkbox"/> RPM Verification <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrators Guidebook IV	6.	Does the coordinator maintain an equitable physical presence in each school served by the center?  <input checked="" type="checkbox"/> N/A Single-school center	<input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> Principal Interview(s) <input checked="" type="checkbox"/> District Contact Interview <input type="checkbox"/> Center Operations page <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	

Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
Administrators Guidebook IV & Appendix C	7.	Does the center coordinator adhere to the guidelines concerning transportation of students/families in personal, privately insured vehicles? Yes	<input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> Principal interview <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01B.3; Administrators Guidebook IV	8.	Is the Coordinator evaluated at least every other year? Yes	<input checked="" type="checkbox"/> Blank Evaluation Form <input checked="" type="checkbox"/> Coordinator interview <input type="checkbox"/> Principal Interview(s) <input checked="" type="checkbox"/> District Contact Interview <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	* Suggest adding or revising classified evaluation form to make more FRYSC specific to help identify areas of professional development
Contract 2.01B.4; Administrators Guidebook IV	9.	Does the center coordinator supervise and evaluate all staff paid with center funds? Yes	<input checked="" type="checkbox"/> Blank Evaluation Form <input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> District Contact Interview <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

**ADVISORY COUNCIL**

KRS 61.805—61.850 Administrators Guidebook III, Advisory Council Assurances	10.	Are Advisory Council meetings advertised in compliance with the Kentucky Open Meetings Law? Yes	<input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> View public notices of meetings (web page, school marquee, etc.) <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01C1b; Admin Guidebook II, III; AC Assurance	11.	Does the Advisory Council meet on a regular basis (at least 5 times per year, every other month excluding the summer)? Yes	<input checked="" type="checkbox"/> Sign In Sheets <input checked="" type="checkbox"/> Agendas <input checked="" type="checkbox"/> Minutes <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
Contract 2.01.C a.1-4 Admin Guidebook III	12.	Does the Advisory Council meet composition requirements? How do members reflect the diversity of the school community? Yes, we have a diversity on our AC council.	<input checked="" type="checkbox"/> Advisory Council Listing <input checked="" type="checkbox"/> Coordinator interview <input type="checkbox"/> School Report Card <input type="checkbox"/> Needs Assessment Data Sheet <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Admin Guidebook III & VI; Contract 2.01 3(k, l, m, n); Contract 2.01G 1. b	13.	Do the center Advisory Council by-laws contain all elements listed on the Advisory Council checklist ( <i>see authoritative references</i> ): Yes	<input checked="" type="checkbox"/> Review by-laws <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Admin Guidebook III	14.	Does the Advisory Council maintain oversight of the center operations through an ongoing review of: <ul style="list-style-type: none"> <li>• Budgets</li> <li>• Needs Assessment</li> <li>• Continuation Program Plan updates</li> <li>• Evaluations of activities</li> <li>• Implementation Reports</li> <li>• Standards of Quality implementation</li> </ul> Yes	<input checked="" type="checkbox"/> Minutes/Agendas <input checked="" type="checkbox"/> Interviews <input type="checkbox"/> CAGE Tool <input type="checkbox"/> Program Self-Assessment Tool <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

## ADMINISTRATION

Administrators Guidebook VIII	15.	Does the center coordinator have a current copy of the following? <ul style="list-style-type: none"> <li>A. Contract between the Cabinet for Health and Family Services and the district?</li> <li>B. Administrators Guidebook</li> </ul> Yes	<input checked="" type="checkbox"/> Observation <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
District Assurances; Administrators Guidebook II; Center Operations Page	16.	Is there evidence that the center is integrated into the school(s)? Yes	<input type="checkbox"/> Serves on SBDM committee <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Serves on PBIS Team <input checked="" type="checkbox"/> Membership on a school leadership team <input type="checkbox"/> Regularly attends PLC meetings <input checked="" type="checkbox"/> Other Truancy meetings	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
KRS 156.4977 (4) (g) Contract 2.01.A.1 (a, e, g)	17.	Is there evidence that the center has made an effort to disseminate information for the center and collaborate with other agencies? Yes	<input checked="" type="checkbox"/> Brochures/flyers <input type="checkbox"/> Newsletter <input checked="" type="checkbox"/> News articles <input checked="" type="checkbox"/> Social Media <input type="checkbox"/> Interagency meeting minutes/sign-in sheets <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
District Confidentiality Policy	18.	Does the center adhere to district confidentiality policies? Yes	<input checked="" type="checkbox"/> Coordinator Interview <input checked="" type="checkbox"/> Observation <input type="checkbox"/> District confidentiality policies <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**NEEDS ASSESSMENT**

KRS 156.4977 (4) (d);	19.	Is there a process for identifying those families most in need of services? Yes	<input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> Needs Assessment <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Coordinator conducts confidentiality training for volunteers
Contract 2.01.A.1 c, e, f. Administrators Guidebook II	20.	Describe the center’s ongoing comprehensive needs assessment process. When we receive them back from the families we tally them up to find out our needs. We do the same with the ones from our teachers. When we start the process we look our information up from Kids Count, School Report Card, Principals, etc.	<input type="checkbox"/> Data Sources <input checked="" type="checkbox"/> Review compiled data for each subgroup (parent, student-YSC, community, and staff) <input checked="" type="checkbox"/> Needs Assessment Data Sheet <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
<b>PARTICIPANT/FAMILY RECORD REVIEW</b>					
Contract 2.05	21.	Does the Center have the necessary technology? Yes	<input checked="" type="checkbox"/> Coordinator Interview <input checked="" type="checkbox"/> Observation <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrators Guidebook VIII. Contract 2.01. E6	22.	Has the District set permissions in Infinite Campus in accordance with DFRYSC permission recommendations? Yes	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Individual Intervention Roster Report <input type="checkbox"/> Persistence to Graduation Tool <input type="checkbox"/> Early Warning Tool <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrators Guidebook VIII	23.	Does the center enter Infinite Campus data at least monthly to document daily activity? <ul style="list-style-type: none"> <li>• Individual Interventions</li> <li>• Group Activities</li> </ul> Yes	<input checked="" type="checkbox"/> Infinite Campus Reports <input checked="" type="checkbox"/> Individual Intervention Roster Report <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administrators Guidebook VIII	24.	Does the center keep a record of daily activities/services not entered into Infinite Campus? Yes	<input checked="" type="checkbox"/> Center Records <input checked="" type="checkbox"/> FRYSC Counts- Unenrolled Section <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.02 AG I & VIII	25.	Have required reports (budget and program) been submitted by all parties to the DFRYSC in a timely manner? Yes	<input checked="" type="checkbox"/> RPM Verification <input checked="" type="checkbox"/> FRYSC Counts <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>BUDGET/FISCAL OVERSIGHT</b>					
Administrators Guidebook VI & VIII. Contract 2.01 G 3 (r, s, t)	26.	Does the center maintain generated funds such as money, goods, and or donations according to district policy? Are those funds or donations used specifically for center programming, supplies, and/or services? Does the center maintain onsite, up-to-date documentation of generated funds – reconciling center balances regularly with school and/or district accounting? Yes	<input checked="" type="checkbox"/> Documentation <input checked="" type="checkbox"/> FRYSC Counts-Center Page Other Information <input type="checkbox"/> District Policy <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Authoritative Reference	#	Area of Compliance (Coordinator Comments)	Supporting Documentation	Compliance Status (Monitor Use Only)	Comments/Areas of Growth (Monitor Use Only)
Contract 2.01. E. 3&5; Administrators Guidebook VI. School District Assurance	27.	What is the Center process for expenditures? A. Have all purchase orders/expenditures of center funds been signed/approved by the center coordinator? <b>Yes</b> B. Are all center expenditures appropriate and connected to center operations and programming? <b>Yes</b> C. Does the center have desktop access to MUNIS or does the district provide detailed monthly MUNIS reports? <b>Yes</b>	<input checked="" type="checkbox"/> Purchase Orders <input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> Detailed MUNIS reports <input checked="" type="checkbox"/> View desktop access <input checked="" type="checkbox"/> Budget Balance Sheets <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01. E. 3&5; Administrators Guidebook VI.	28.	What is the process for reconciling center funds? A. Does the center coordinator keep an updated balance of allocation expenditures and reconcile with monthly detailed MUNIS reports? <b>Yes</b> B. Does the current approved budget in FRYSC Counts match the current MUNIS report? <b>Yes</b>	<input checked="" type="checkbox"/> Coordinator interview <input checked="" type="checkbox"/> Detailed MUNIS report <input checked="" type="checkbox"/> View desktop access <input checked="" type="checkbox"/> Budget Balance Sheets <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01 G 3 (d) (h); Admin Guidebook VI. Advisory Council Assurance	29.	Did the center obtain prior approval in FRYSC Counts from the Regional Program Manager for: <b>Yes</b> A. Budget Amendments B. Purchases of goods or subcontracts \$1,000 or more C. Single item purchases of \$500 or more (such as equipment)	<input checked="" type="checkbox"/> Advisory Council Minutes <input checked="" type="checkbox"/> FRYSC Counts-Budget <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Detailed MUNIS Reports <input type="checkbox"/> RPM verification <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	1	<b>FRYSC Subcontracts</b> Name of Subcontracted: Purpose of subcontract:	<b>Amount</b> \$		
	2	Name of Subcontracted: Purpose of subcontract:	\$		
	3	Name of Subcontracted: Purpose of subcontract:	\$		
	4	Name of Subcontracted: Purpose of subcontract:	\$		

**TRAINING**

Contract 2.01 G 2; Administrators Guidebook VII	30. Does the coordinator attend the following training events offered by the DFRYSC? <ul style="list-style-type: none"> <li>• NCO/RCO</li> <li>• Complete Mentoring Checklist</li> <li>• Regional Meetings</li> <li>• Standards of Quality for Family Strengthening &amp; Support Certification</li> <li>• Regional Training Events</li> <li>• An annual statewide training conference</li> </ul> Yes	<input checked="" type="checkbox"/> RPM verification <input checked="" type="checkbox"/> PD Tracking Form <input checked="" type="checkbox"/> Coordinator Interview <input checked="" type="checkbox"/> Review Certificates <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01 G 2(d)	31. Have all principals served by the center completed the DFRYSC Principal Training Module? Yes	<input checked="" type="checkbox"/> DFRYSC verification <input checked="" type="checkbox"/> View certificate <input checked="" type="checkbox"/> Principal Interview <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Contract 2.01 G 2 (c); Administrators Guidebook VII; School District Assurance	32. Does the FRYSC District Contact (or designee) attend DFRYSC regional District Contact meetings? Yes	<input checked="" type="checkbox"/> RPM verification <input checked="" type="checkbox"/> District Contact Interview <input type="checkbox"/>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**CORE AND OPTIONAL COMPONENTS**

KRS 156.496 KRS156.4977 (4) (C)	33. Are center services and activities available during the summer and on other days when school is not in session? List Activities: We usually hold 4 summer camps through the summer. Some camps are more than one day at a time.	<input checked="" type="checkbox"/> Coordinator Interview <input checked="" type="checkbox"/> Flyers <input checked="" type="checkbox"/> Sign In <input checked="" type="checkbox"/> IC Data Entry <input checked="" type="checkbox"/> FRYSC Counts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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**FRC Components**

KRS 156.496  
 KRS 156.4977  
 (4) (k)

34. **Full Time Preschool Childcare (for 2-3)**  
*Goal: To Provide access to full-time quality childcare. Centers will identify, coordinate and/or develop resources for childcare. 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.*  
 On-Site  
 Referral  
 Contracted  
 List Activities: Toddler Time, Toddler Art Class, Referrals for local daycares.

- Coordinator Interview  Yes
- Flyers  No
- Sign In
- IC Data Entry
- FRYSC Counts
- Other

KRS 156.496  
 KRS 156.4977  
 (4) (k)

35. **After schoolchild care for children ages four (4) through twelve (12), with the childcare being full-time during the summer and on other days when school is not in session**  
*Goal: To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time childcare 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.)*  
 On-Site  
 Referral  
 Contracted  
 List Activities: Camp GMS, Summer Camps, Scholarships for 4H

- Coordinator Interview  Yes
- Flyers  No
- Sign In
- IC Data Entry
- FRYSC Counts
- Other

<p>KRS 156.496          KRS 156.4977          (4) (k)</p>	<p>36. Families in Training, which shall consist of an integrated approach to home visits, group meetings and monitoring child development for new and expectant parents.</p> <p><i>Goal: To ensure a productive start in life for every child age prenatal – 5 (with emphasis on prenatal – age 3) and promote a strong foundation for future school success.</i></p> <p><i>Centers will:</i></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><i>* 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.</i></p> <p><input checked="" type="checkbox"/> On-Site  <input checked="" type="checkbox"/> Referral  <input type="checkbox"/> Contracted</p> <p>List Activities: Healthy Baby/Healthy Mama, Kindergarten Readiness, Bingo with Grandparents, HANDS Program, referrals from Staff</p>	<p><input checked="" type="checkbox"/> Coordinator Interview  <input checked="" type="checkbox"/> Flyers  <input checked="" type="checkbox"/> Sign In  <input checked="" type="checkbox"/> IC Data Entry  <input checked="" type="checkbox"/> FRYSC Counts  <input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>**Suggestion:Encourage Coordinator to look for ways to incorporate and/or expand upon programs/activities that will ensure all elements of the goal of the component is addressed.</p>
<p>KRS 156.496          KRS 156.4977          (4) (k)</p>	<p>37. Family literacy services is a family literacy program designed to break the intergenerational cycle of “under education” in Kentucky by providing opportunities for parents and their children (birth – 18) to learn together, thereby creating a desire for life-long learning.</p> <p><i>Goal: 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:</i></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 <u>educational</u> 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> <p><input checked="" type="checkbox"/> On-Site  <input checked="" type="checkbox"/> Referral  <input type="checkbox"/> Contracted</p> <p>List Activities: Parent nights, refer families for GED, Volunteer Orientation</p>	<p><input checked="" type="checkbox"/> Coordinator Interview  <input checked="" type="checkbox"/> Flyers  <input checked="" type="checkbox"/> Sign In  <input checked="" type="checkbox"/> IC Data Entry  <input checked="" type="checkbox"/> FRYSC Counts  <input type="checkbox"/> Other</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	<p>**Suggestion:Encourage Coordinator to look for ways to incorporate and/or expand upon programs/activities that will ensure all elements of the goal of the component is addressed.</p>

KRS 156.496  
 KRS 156.4977  
 (4) (k)

38. Health Services or referral to health services or both  
*Goal: 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. This WSCC model supports the whole child through ten components:*

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological and Social Services
- Social and Emotional climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

- On-Site
- Referral
- Contracted

List Activities: School Smiles dental program, Child Abuse Prevention event, Red Ribbon Week, Manna Ministry food bags, refer students for counseling

- Coordinator Interview
  - Flyers
  - Sign In
  - IC Data Entry
  - FRYSC Counts
  - Other
- Yes
  - No

**YSC Components**

KRS 156.496  
 KRS 156.4977  
 (4) (k)

**39. Referrals to Health and Social Services**  
*Goal: 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. This WSCC model supports the whole child through ten components:*

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological and Social Services
- Social and Emotional climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

- On-Site
- Referral
- Contracted

List Activities:

- Coordinator Interview  Yes
- Flyers  No
- Sign In
- IC Data Entry
- FRYSC Counts
- Other

KRS 156.496  
 KRS 156.4977  
 (4) (k)

**40. Career exploration and development**  
*Goal: 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.*

- On-Site
- Referral
- Contracted

List Activities:

- Coordinator Interview  Yes
- Flyers  No
- Sign In
- IC Data Entry
- FRYSC Counts
- Other

KRS 156.496  
 KRS 156.4977  
 (4) (k)

**41. Summer and part time job development for high school students**  
*Goal: 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.*

- On-Site
- Referral
- Contracted

List Activities:

- Coordinator Interview  Yes
- Flyers  No
- Sign In  N/A
- IC Data Entry
- FRYSC Counts
- Other

KRS 156.496 KRS 156.4977 (4) (k)	<b>42. Substance abuse education and counseling</b> <i>Goal: 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.</i> <input type="checkbox"/> On-Site <input type="checkbox"/> Referral <input type="checkbox"/> Contracted List Activities:	<input type="checkbox"/> Coordinator Interview <input type="checkbox"/> Flyers <input type="checkbox"/> Sign In <input type="checkbox"/> IC Data Entry <input type="checkbox"/> FRYSC Counts <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
KRS 156.496 KRS 156.4977 (4) (k)	<b>43. Family Crisis &amp; Mental Health Counseling</b> <i>Goal: 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.)</i> <input type="checkbox"/> On-Site <input type="checkbox"/> Referral <input type="checkbox"/> Contracted List Activities:	<input type="checkbox"/> Coordinator Interview <input type="checkbox"/> Flyers <input type="checkbox"/> Sign In <input type="checkbox"/> IC Data Entry <input type="checkbox"/> FRYSC Counts <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>OPTIONAL COMPONENTS</b>				
KRS 156.496 KRS 156.4977 (4) (k)	<b>OPTIONAL COMPONENT: Educational Support</b> <input checked="" type="checkbox"/> On-Site <input checked="" type="checkbox"/> Referral <input type="checkbox"/> Contracted List Activities: KICKS program (Kids Into Courtesy, Kindness & Smiles), Hard Work Café, Resource list for families.	<input checked="" type="checkbox"/> Coordinator Interview <input checked="" type="checkbox"/> Flyers <input type="checkbox"/> Sign In <input checked="" type="checkbox"/> IC Data Entry <input type="checkbox"/> FRYSC Counts <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
KRS 156.496 KRS 156.4977 (4) (k)	<b>OPTIONAL COMPONENT:</b> <input type="checkbox"/> On-Site <input type="checkbox"/> Referral <input type="checkbox"/> Contracted List Activities:	<input type="checkbox"/> Coordinator Interview <input type="checkbox"/> Flyers <input type="checkbox"/> Sign In <input type="checkbox"/> IC Data Entry <input type="checkbox"/> FRYSC Counts <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**BEST PRACTICES – TO BE COMPLETED BY THE COORDINATOR**

*(Note: The purpose of this section is to give the DFRYSC a broader perspective of the center and its interaction within the school and community. Narrative is for informational purposes only, not to determine contractual compliance.)*

<p>How has the center used the Quality Standards &amp; Indicators for evaluation and ongoing program improvement? Give an example of when the center used the Standards to make a change to a program that improved quality.</p>	<p>When we held the Kindergarten Readiness event we invited community members to be there &amp; give out their resources and information to our families. This standard would be Diversity, Equity &amp; Inclusion because we provided the information in another language. It also could be community building because we invited community members to the event to hand out resources as well.</p>
<p>What efforts are in place to avoid the duplication of services? (Interviews with collaborative partners, programs/services offered by center)</p>	<p>We work with our community members and local churches to make sure we aren't duplicating services.</p>
<p>What efforts are in place to ensure the center is welcoming to visitors?</p>	<p>We have a table and chairs available for families and we go to the office to welcome them into our building when they come.</p>
<p>Have legislators and other decision makers (mayors, county judge executives, business leaders, school board members, superintendents, etc.) been invited to the center? By what means? When did they visit?</p>	<p>Yes, they have been invited and some have been to our center. Some have been to back to school night and others at different times. State Senator came to the school and served as Principal for the day.</p>
<p>Does the center seek additional funding for programs to enhance the scope of the FRYSC? What grants have been obtained within the past year?</p>	<p>River Foundation - shoes donated to center; KY ASAP grant for Red Ribbon Week, money received for Child Abuse Prevention Week</p>
<p>According to the KY Postsecondary Education Council, students need strong academic and social supports and clear pathways to succeed in school. Is there evidence that the center aligns activities to help assist students with academic and social supports that prepare them for college and or a career? (Creating early awareness of connecting academic performance to success, doing homework, coming to school on time, and getting better grades).</p>	<p>We offer a monthly reward program called Hard Work Café and the kids seem to really enjoy it and want to come to school and do well in school to receive this reward. Additional activities: Career Fair and Touch-a- Truck (various careers highlighted)</p>
<p>How does the center learn about and advance diversity, equity, and inclusion on an ongoing basis? How does the center support families to learn about and advance diversity, equity, and inclusion on an ongoing basis?</p>	<p>We assist all students in need regardless of their race, ethnicity or religion. We work with our school interpreter to help with our Spanish speaking students and our ELL to help our non English students.</p>

## MONITORING SUMMARY

<b>Strengths</b>	<p>1. Center Coordinator and Staff - Coordinator and Assistant are the most valuable asset of the Center. They have created a beautiful synergy within the Center. The school was very welcoming and the Center carries the same welcoming energy. During the interviews the Coordinator was described as being compassionate, pro-active, approachable, non-judgemental, always willing to help. She has the trust of parents and students. She is visible in the community and has great partnerships with the County Extension Service, and KY ASAP Board. The Coordinator was organized and well prepared for the monitoring visit. The Assistant is personable and capable as well. The Coordinator and her assistant work well together. They complement each other. The Coordinator also collaborates with other FRYSC Coordinators in the district.</p> <p>2. Center Space - The Center is welcoming and there isn't a stigma attached to the center.</p> <p>3. Support from School, District - The Center is well supported from all levels of Administration. The Principal provides flexibility and support to allow Coordinator the opportunity to create and deliver programs/activities that are relevant, meaningful, and seeks to assist with closing gaps to receiving services. The District Contact is knowledgeable about the FRYSC Program and is very supportive.</p> <p>4. Programs/service needs are identified through various data sources and needs surveys.</p> <p>Quotes from interviews: "...I don't know how some of these kids would get through their day without Angie"..."Angie has the kids and families best interest at heart"... "she goes the extra step" ..."I can ask for help and won't be judged"</p>
<b>Areas of Growth</b>	<p>* Suggest adding or revising classified evaluation form to make more FRYSC specific to help identify areas of professional development.</p> <p>**Encourage Coordinator to look for ways to incorporate and/or expand upon programs/activities that will ensure all elements of the goal of the Families In Training and Family Literacy Components are addressed.</p>
<b>Non-Compliances</b>	
Number of Non-Compliances	0

Monitoring Section	Summary of Non-Compliance
Center Site	_____
Staff	_____
Advisory Council	_____
Administration	_____
Needs Assessment	_____
Participant/Family Record Review	_____
Budget/Fiscal Oversight	_____
Training	_____
Core and Optional Components	_____