

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:** VII I **DATE:** March 15, 2024

**TOPIC/TITLE:** Family Resource and Youth Service Center School District Assurance Certifications

**PRESENTER:** Logan Culbertson

**ORIGIN:**

- TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ACTION REQUESTED AT THIS MEETING
- ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ACTION REQUESTED AT FUTURE MEETING: (DATE)
- BOARD REVIEW REQUIRED BY

- STATE OR FEDERAL LAW OR REGULATION
- BOARD OF EDUCATION POLICY
- OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- PREVIOUS REVIEW OR ACTION

- DATE:
- ACTION:

**BACKGROUND INFORMATION:**

The Cabinet for Health and Family Services Requires compliance with their policies and procedures to receive the FRYSC Grant.


**SUMMARY OF MAJOR ELEMENTS:**

Attached are the required needs assessments as well as the broad and specific goals of our family resource and youth service centers.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:**  Recommended  Not Recommended

  
\_\_\_\_\_

Hr/Sy

**Family Resource and Youth Services Centers  
School District  
Assurance Certification  
2024-2026**

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



HT(S)

**FRYSC Advisory Council  
Assurances Page  
2024-2026**

**Center Name:** \_\_\_\_\_

**School District:** \_\_\_\_\_

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).

\_\_\_\_\_  
Advisory Council Chairperson

\_\_\_\_\_  
Date

This document was approved and recorded in the Advisory Council minutes on \_\_\_\_\_.





**FRYSC  
SBDM/Principal Agreement  
2024-2026**

Center Name:

School District:

School Name:

Upon submission of the 2024-26 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

\_\_\_\_\_  
Date

This document was reviewed and recorded in the SBDM minutes on \_\_\_\_\_.

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.***



|   |  |  |                    |  |                                   |                                 |                          |
|---|--|--|--------------------|--|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>  |  | <b>School District</b>   |                    | Woodford County  |                                   |                                 |                          |
|   |  | <b>Center Name</b>   |                    | Huntertown-Southside FRC   |                                   |                                 |                          |
| <b>Center Type</b>  |  | FRC  |                    |  |                                   |                                 |                          |
| <b>Action Component</b>   |  | Health Services or Referrals to Health Services  |                    |  |                                   |                                 |                          |
| <b>Goal Of Component</b>  |  | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                    |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>  |  | Place X below all Strengthening families protective factors addressed through this component   |                    |  |                                   |                                 |                          |
|   |  | Resilience   | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   |  |  |                    | X  | X                                 | X                               |                          |
| <b>Is this an amendment</b>   |  |  |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| Per parent surveys, 16.7% of responding families stated they would be interested in obtaining additional information about promoting nutrition/wellness for their student(s). |  | Families will have the opportunity to participate in a family wellness night (to focus on physical health, health education, nutrition, and family engagement) organized by the Family Resource Center and the school wellness committee. Spring 2025 and Spring 2026.   |                    | FRC and other district FRYSC (Staff Time), school wellness committees, district food service, various community partners |                                   |                                 |                          |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |                    |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |                    |  |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |                    |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>  |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |

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| The CPP needs data sheet indicates there is a need for increased parent/guardian knowledge related to vision program and/or resources for students. Identified students will be referred to vision programs for assistance with exams and glasses (as needed). This will improve academic performance once vision needs are met.                            |  | A. Preliminary vision screening by school health, B. Referral letter sent home with results and C. Further recommendations, and D. follow up call by FRC to assist if needed. FRC to maintain a list of providers who offer assistance with vision screenings and glasses. (August 2024-May 2025 and August 2025-May 2026. |   | Referring family, school nurse, FRC (Staff Time) |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |  |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>                    |  |
| Per the KY school report card, 42.7% of Hunteartown elementary school students and 42.4% of Southside elementary school students are characterized as economically disadvantaged. Students/families in need of personal hygiene items will receive items needed as determined by contact.   |  | The FRC will provide personal hygiene items and basic first aid items (feminine hygiene, deodorant, soap, shampoo etc). (Ongoing, July 2024-June 2025 and July 2025-June 2026).  |   |  |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |  |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>                    |  |
| In FY23, more than 120 visits were completed by the Big Smiles mobile dental clinic serving Hunteartown and Southside elementary schools. All students will have access to affordable on-site dental services determined by participation in Big Smiles dental visits and by increase of number of students serviced with Medicaid insurance in our county. |  | Big Smiles mobile dental clinic will provide onsite dental health services for students K-5. Screenings, cleaning, sealants, and restorative treatments will be provided twice a year with parental permission. August 2024-May 2025 and August 2025-May 2026.   |   | Big Smiles dental program, FRC (Staff Time)      |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |  |  |
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| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>                    |  |



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| <p>According to parent surveys, 69% of respondents reported behavior problems at home or school, and /or lack of self-esteem/self confidence negatively influences their child's ability to reach his/her learning potential at school. Referred students will demonstrate a decrease in behavioral problems at school as measured by behavioral data and/or grades in Infinite Campus. Referred students will demonstrate an improvement in self-esteem/self confidence as evidenced by pre and post surveys.</p>                      |  | <p>FRC will conduct small groups/lunch bunch as needed discussing the vitality of maintaining physical, mental, and emotional health.</p>  |   | <p>FRC (Staff Time), school staff, counselors</p>   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| <p>Teachers and school staff report health issues such as lice and pest infestation (bed bugs, fleas etc) negatively impacts attendance and academic performance among identified students. Students identified with these related health needs will demonstrate a decrease in absenteeism as evidenced by Infinite Campus data.</p>  |  | <p>The Family Resource Center will provide lice/bed bug/flea treatment and education as necessary for students and families in need. July 2024-June 2025 and July 2025-June 2026.</p>  |   | <p>FRC Funds, School nurses</p>   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
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| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| <p>According to the CPP needs assessment data sheet (parent and staff surveys), mental health needs, healthcare needs and unmet nutrition needs are the top needs interfering with student's learning. All identified students and/or parents/guardians will be informed of health concerns or necessary doctor referrals as determined by follow up contact. Families requesting assistance will be referred to existing resources, thereby improving the quality of life for students, families, and their learning capabilities.</p> |  | <p>The Family Resource Center will conduct home visits, make telephone calls, and complete referrals (health screenings, local pediatricians, dentists, and/or other specialists) as necessary to promote student health and address any concerns by the school/family. July 2024-June 2025 and July 2025-June 2026.</p> |   | <p>Big Smiles, local pediatricians, Bluegrass Community Hospital, WCHD, local optometrist, local dentist.</p> |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |



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| According to staff surveys, hygiene, access to healthcare (to include vision, and/or dental services) are the top 3 health issues that interfere with student learning.   |  | The Family Resource Center will assist families in finding resources or provide financial assistance for expenses related to: student medication, eye glasses, and/or medical needs etc. as needed. July 2024-June 2025 and July 2025-June 2026. |  | FRC (Staff Time) and FRC funding, local healthcare providers |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |  |  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |  |  |  |
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| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |  | <b>Collaborative Partners</b>                                |  |
| Students at Southside and Huntertown will participate in Red Ribbon Week/Anti-Bullying activities. Increasing student awareness of dangers related to substance use and anti-bullying information leads to the likelihood students will choose to live a drug free life and will decrease the number of bullying incidents in school. This will be measured by behavior data in Infinite Campus/ ODR (office discipline referrals). |  | Daily themes, banners, and activities that encourage students to choose to be drug-free. October 2024 and October 2025.  |  | FRC  |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |  |  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |  |  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |  |  |  |
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| <b>2024 - 26</b>   |  | <b>School District</b>  |                    | Woodford County  |                                   |                                 |                          |
|  |  | <b>Center Name</b>  |                    | Huntertown-Southside FRC   |                                   |                                 |                          |
| <b>Center Type</b>   |  | FRC   |                    |  |                                   |                                 |                          |
| <b>Action Component</b>  |  | After School Child Care   |                    |  |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities.<br>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.) |                    |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | <b>Place X below all Strengthening families protective factors addressed through this component</b>   |                    |  |                                   |                                 |                          |
|  |  | Resilience  | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X   | X                  | X  | X                                 |                                 |                          |
| <b>Is this an amendment</b>  |  |   |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| Increase opportunities for free summer enrichment programs/camps to interested students. This will be monitored through Infinite Campus and completion of student surveys.   |  | Collaborate with Woodford FRYSCs to provide a free day camp to students (Summer 2025, Summer 2026).   |                    | Woodford County Extension office, Woodford County Public Library, other community partners/churches, District FRYSC, FRC (Staff Time). |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |                    |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |                    |  |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |                    |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| Woodford County is identified as a category 1 childcare desert. A child care desert is defined by having more than 3 children per available slot in a community. All parents in need of childcare information will be provided a list of quality, full-time licensed childcare providers in Woodford County. Determined by follow up with families and/or providers. |  | A listing of quality, full-time childcare providers in Woodford County will be available at each center location OR will instruct families in the use of the child care searches available online. July 2024-June 2025 and July 2025-June 2026.   |                    | Childcare Council of Kentucky, FRC (Staff Time)  |                                   |                                 |                          |



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| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>   |  |
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| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>  |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b>   |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>   |  |
| KIDS COUNT data indicates since 2019, there has been a trending decrease in the number of children in Woodford County who receive childcare subsidies. All qualifying parents in need of childcare assistance will know how to find financial assistance to pay for childcare as measured by follow up with parent/guardian/childcare provider. | The FRC will assist identified families in accessing scholarships (referrals, assistance in completion of referrals) for summer camps/programming and/or after school programming, and/or Kentucky CCAP childcare assistance.   | FRC (Staff Time), summer camps, KYCCAP  |  |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>   |  |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>   |  |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>  |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b>   |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>   |  |
| Self reporting data from parent surveys indicates 53% of responding parents/guardians want more information about after school childcare and/or summer childcare. Parents will be informed of activities in Woodford County occurring during summer or school breaks as measured by follow up with parents/guardians.                           | The FRC will collaborate with other Woodford County FRYSCs to host a summer camp fair as an opportunity to disseminate summer childcare information to families. Summer camp fair information will also be shared through parent portals and social media (Parent Square, Dojo, Infinite Campus). | Various community partners, Woodford County Cooperative Extension Office, Versailles Parks & Recreation, Woodford County Public Library, FRC (Staff Time) |  |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>   |  |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>   |  |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>  |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b>   |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>   |  |
| Increase summer enrichment opportunities by offering identified students access to free STEM kits, books, and physical education equipment. Measured by participation in Infinite Campus.   | Collaborate with 4H Extension, Woodford County Chamber of Commerce and other Woodford County FRYSC to provide students with STEM kits, books, arts & crafts, and physical education equipment.  | 4H Extension, Woodford County Chamber of Commerce, Woodford Co district FRYSC, FRC (Staff Time).  |  |



02/29/2024

| I,NI,PI  |                         | I,NI,PI(2)                                       |  |
|--|-------------------------|--|--|
| Evaluated (Y/N)?                                 |                         | Evaluated (Y/N)?                                 |  |
| If not implemented, briefly, Why?                |                         | If not implemented, briefly, Why?                |  |
| Did this activity have the intended impact (Y/N) |                         | Did this activity have the intended impact (Y/N) |  |
| Assessed need, desired outcome, measurement      | Activity with Timelines | Collaborative Partners                           |  |
| DELETE   |                         |  |  |
| I,NI,PI  |                         | I,NI,PI(2)                                       |  |
| Evaluated (Y/N)?                                 |                         | Evaluated (Y/N)?                                 |  |
| If not implemented, briefly, Why?                |                         | If not implemented, briefly, Why?                |  |
| Did this activity have the intended impact (Y/N) |                         | Did this activity have the intended impact (Y/N) |  |

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|--|--|---|--------------------|--|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>   |  | <b>School District</b>  |                    | Woodford County  |                                   |                                 |                          |
|  |  | <b>Center Name</b>  |                    | Huntertown-Southside FRC   |                                   |                                 |                          |
| <b>Center Type</b>   |  | FRC   |                    |  |                                   |                                 |                          |
| <b>Action Component</b>  |  | Preschool Child Care  |                    |  |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | 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. |                    |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | <b>Place X below all Strengthening families protective factors addressed through this component</b>   |                    |  |                                   |                                 |                          |
|  |  | Resilience  | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  |   | X                  | X  |                                   | X                               | X                        |
| <b>Is this an amendment</b>  |  |   |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| <p>KIDS COUNT data indicates only 29.8% of 3-4 years in Woodford County are enrolled in preschool.</p> <p>All parents in need of childcare information will be provided a list of quality, full-time licensed childcare provided in Woodford County. Determined by follow up with families and/or providers.</p> |  | <p>The Family Resource Coordinator will maintain a listing of quality, full-time, licensed, or certified childcare providers at each Family Resource Center location OR will instruct families in the use of the childcare searches available online. July 2024-June 2025 and July 2025-June 2026.</p>                |                    | <p>Woodford County Early Childhood Council, Childcare Aware of Kentucky, CCC List, Childcare Council of Kentucky, FRC (Staff Time)</p> |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |                    |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |                    |  |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |                    |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| <p>KIDS COUNT data indicates only 29.8% of 3-4 years in Woodford County are enrolled in preschool.</p> <p>All parents in need of childcare information will be provided a list of quality, full-time licensed childcare provided in Woodford County. Determined by follow up with families and/or providers.</p> |  | <p>The Family Resource Coordinator will refer qualifying children and their families to Woodford County Preschool, Head Start, or other local licensed childcare providers etc. through direct family interaction and dissemination of information with flyers and social media.</p>                                  |                    | <p>Woodford County Head Start, Woodford County Preschool, Childcare Council of Kentucky, FRC (Staff Time)</p>                          |                                   |                                 |                          |



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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>                                  |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>  |  |
| KIDS COUNT data indicates only 29.8% of 3-4 years in Woodford County are enrolled in preschool.<br>There will be an increase in the number of children who receive preschool services, as measured by Brigance data and/or follow up with families and/or providers.  | The Family Resource Coordinator will directly and indirectly assist identified students and their families in accessing preschool services by make phone calls and/or home visits to assist families in completing forms, seeking childcare assistance, or making site visits with families as requested. July 2024-June 2025 and July 2025-June 2026. | Childcare Council of Kentucky, FRC (Staff Time)  |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>                                  |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>  |  |
| KIDS COUNT data indicates since 2019, there has been a trending decrease in the number of children in Woodford County who receive childcare subsidies. All qualifying parents in need of childcare assistance will know how to find financial assistance to pay for childcare as measured by follow up with parent/guardian/childcare provider. | The Family Resource Coordinator will provide information to families and complete referrals as needed to financial assistance programs or the Child Care Assistance Program. July 2024-June 2025 and July 2025-July 2026.  | Department for Community Based Services, Child Care Assistance Program, FRC (Staff Time) |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>                                  |  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>  |  |
| Per Brigance data, 29.25% of Southside kindergarteners and 43% of Huntertown kindergarteners were not K-Ready in FY 2023. There will be an increase in the number of children who are kindergarten ready as measured by Brigance data.  | The FRC will provide preschool kits for families that do not qualify for the Woodford County preschool program.  | FRC (Staff Time) Head Start  |  |



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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

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| <b>2024 - 26</b>   |  | <b>School District</b>   | Woodford County          |  |                                   |                                 |
|  |  | <b>Center Name</b>   | Huntertown-Southside FRC |  |                                   |                                 |
| <b>Center Type</b>   |  | FRC  |                          |  |                                   |                                 |
| <b>Action Component</b>  |  | Optional #3  |                          |  |                                   |                                 |
| <b>Optional Action Component</b>   |  | Educational Support  |                          |  |                                   |                                 |
| <b>Optional Goal of Component</b>  |  | To ensure students have needed supplies to succeed in school, to provide referrals for additional tutoring services, and to remove barriers that hinder students' academic needs and success. Additionally, to assist students in connecting the dots between learning in school and the real world. |                          |  |                                   |                                 |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening families protective factors addressed through this component   |                          |  |                                   |                                 |
|  |  | Resilience   | Social Connections       | Knowledge of Child/Adolescent Development                          | Concrete Support in Times of Need | Social and Emotional Competence |
|  |  | X  | X                        | X  | X                                 | X                               |
| <b>Is this an amendment</b>  |  |  |                          |  |                                   |                                 |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                          | <b>Collaborative Partners</b>                                      |                                   |                                 |
| According to Infinite Campus data, the average number of absent days missed by the top 10 truant students at Southside is 254.5, while the average number of days missed by the top 10 truant students at Huntertown is 199. This impacts student success. Student attendance will improve as documented in Infinite Campus attendance data. |  | FRC will make contact and/or complete home visits as necessary for students identified as truant. FRC will serve on the truancy team at each school. July 2024-June 2025 and July 2025-June 2026.  |                          | DPP, DCBS, school principals, school counselors, attendance clerks |                                   |                                 |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>  |                          |  |                                   |                                 |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                          |  |                                   |                                 |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>   |                          |  |                                   |                                 |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>  |                          |  |                                   |                                 |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                          | <b>Collaborative Partners</b>                                      |                                   |                                 |



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| According to the CDC, research demonstrates there is a positive correlation between parent engagement in school and student behavior, academic achievement and enhanced social skills. Parental involvement will increase in the schools as evidenced by event sign in sheets. | FRC will offer workshops and programs such as, parent discussions, literacy and math themed nights, family engagement events (Watch D.O.G.S, Grandparents events) and Relatives As Parents groups. | School staff (teachers, librarians, counselors, interventionists), local resources, WCPL |
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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b> |
|---|---|-------------------------------|
| According to data from Woodford Wheels (under the Federal Transit Administration project), youth and families in our community face challenges accessing reliable transportation, hindering their ability to attend school related events, medical appointments, and grocery shopping. Identified families will demonstrate decreased barriers to accessing services as evidenced by participation in the program. Desired outcomes to be measured by Woodford Wheels data and follow up contact. | FRC to refer identified families to Woodford Wheels in order to reduce or eliminate barriers to accessing services, school related events, medical appointments and grocery shopping. | Woodford Wheels               |

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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>   |
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| During the FY23 year, more than 370 Woodford County school students received school supplies through the district school supply event coordinated by the FRC/YSC coordinators in partnership with other local groups. All students will have necessary supplies needed that make serve as a barrier to their learning and academic success as determined by contact with the student, teacher, or guardian. All students who need to access supplies will be able to access needed supplies as measured by event sign in sheets documented in Infinite Campus. | FRC will coordinate and host a district school supply event in partnership with other district coordinators, the Woodford County Homemakers, Woodford County Extension office, Versailles Fire Department. Students in need of school supplies will be provided back to school supplies at the district school supply event and throughout the school year as needed. (July 2024-June 2025 and July 2025-June 2026. | FRC, other district coordinators, the Woodford County Homemakers, Woodford County Extension office, Versailles Fire Department. |

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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| <b>Assessed need, desired outcome, measurement</b> | <b>Activity with Timelines</b> | <b>Collaborative Partners</b> |
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| <p>Students need the opportunity to learn about different career opportunities. Students will explore different career fields to help line coursework and goals to their future aspirations. Students will understand the importance of goal setting and different career options as measured by post survey data.</p> | <p>Students will participate in a career interest survey and Career Days organized by each school and the FRC.</p> | <p>FRC (Staff Time) local businesses and community partners</p> |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |
| <b>If not Implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>                        |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>         |  |

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|--|-------------------------|---|--------------------------|--|-----------------------------------|---------------------------------|--------------------------|
| 2024 - 26  |                         | School District   | Woodford County          |  |                                   |                                 |                          |
|  |                         | Center Name   | Huntertown-Southside FRC |  |                                   |                                 |                          |
| Center Type  |                         | FRC   |                          |  |                                   |                                 |                          |
| Action Component   |                         | Optional #2   |                          |  |                                   |                                 |                          |
| Optional Action Component  |                         | Basic Needs   |                          |  |                                   |                                 |                          |
| Optional Goal of Component   |                         | To ensure families have resources available to meet basic needs.  |                          |  |                                   |                                 |                          |
| Strengthening Families Protective Factors  |                         | Place X below all Strengthening families protective factors addressed through this component  |                          |  |                                   |                                 |                          |
|  |                         | Resilience  | Social Connections       | Knowledge of Child/Adolescent Development                              | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |                         | X   |                          | X  | X                                 |                                 |                          |
| Is this an amendment   |                         |   |                          |  |                                   |                                 |                          |
| Assessed need, desired outcome, measurement  |                         | Activity with Timelines   |                          | Collaborative Partners   |                                   |                                 |                          |
| Per the KY school report card, 42.4 % of Southside families and 42.7% of Huntertown families are characterized as being economically disadvantaged. All families requesting information for basic needs will be referred to local agencies/resources. This will help to eliminate/decrease barriers to student learning. This will be monitored through Infinite Camps and documented in daily logs. |                         | FRC will disseminate information re: community events, resources, programs that support basic needs through social media, parent/school communication apps, Infinite Campus, and/or other communications means (in person, phone call, text). |                          | FRC (Staff Time), various community partners, elementary schools, PTO. |                                   |                                 |                          |
| I,NI,PI  |                         | I,NI,PI(2)  |                          |  |                                   |                                 |                          |
| Evaluated (Y/N)?   |                         | Evaluated (Y/N)?  |                          |  |                                   |                                 |                          |
| If not implemented, briefly, Why?  |                         | If not implemented, briefly, Why?   |                          |  |                                   |                                 |                          |
| Did this activity have the intended impact (Y/N)   |                         | Did this activity have the intended impact (Y/N)  |                          |  |                                   |                                 |                          |
| Assessed need, desired outcome, measurement  | Activity with Timelines |   | Collaborative Partners   |  |                                   |                                 |                          |



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| <p>According to KIDS COUNT data, 7.8% of children in Woodford County live in food insecure household. During the 23-24 school year, 130 students total received a Backpack Buddies food bag. 100% of students identified at each school will be provided with the opportunity to receive assistance to decrease food insecurities. Participant documentation will be maintained and monitored in Infinite Campus.</p>  |  | <p>FRC will provide information and the opportunity for student to participate in the Backpack Buddies program (weekend supplemental food bag program). FRC will distribute food weekly to children who qualify. September 2024-May 2025 and September 2025-May 2026.</p> |   | <p>FRC (Staff Time) local churches (First Christian Church, Versailles Church of Christ), Woodford County Masons</p> |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |   |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |   |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |   |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  |   | <b>Did this activity have the intended impact (Y/N)</b> |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>  |  |
| <p>Guidance counselors report students who lack winter coats and new shoes experience decreased ability to participate in physical education class and recess. In FY 23, 71 total students received a new coat and/or new shoes through the Coats and Shoes program. FRC will ensure 100% of students identified in need of a winter coat or sneakers will have the opportunity to receive needed clothing items. Students who receive items will be documented in Infinite Campus daily logs.</p>                                   |  | <p>FRC will collaborate with the Woodford County Women's Club to offer the Coats and Shoes program to ensure access to winter coats and shoes. Fall 2024 and Fall 2025.</p>   |   | <p>FRC (Staff Time), other district FRYSC, Woodford County Women's Club, Salvation Army</p>                          |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |   |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |   |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |   |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  |   | <b>Did this activity have the intended impact (Y/N)</b> |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>  |  |
| <p>During the 2023 school year, there was a consistent need for laundry assistance. According to the Sept. 2022 Woodford County Housing study (in partnership with the Community &amp; Economic Development Initiative of Kentucky), reported the average household family size is 2.98 people. Additional 26.1% of Woodford County household incomes are \$34,999 or less. All families in need of laundry assistance will receive laundry assistance as measured by those families that successfully receive laundry services.</p> |  | <p>The FRC will offer monthly laundry events for families in need. (July 2024-June 2025 and July 2025-June 2026).</p>   |   | <p>local churches, Warsh House</p>   |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |   |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |   |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |   |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  |   | <b>Did this activity have the intended impact (Y/N)</b> |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>  |  |



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| Per the KY school report card, 42.4 % of Southside families and 42.7% of Huntertown families are characterized as being economically disadvantaged. All students in need of clothing will receive clothing as measured by those families that successfully access the assistance they need.                             |  | The Family Resouce Center will maintain and onsite clothing closet at each school for emergency situations during school and at home. The FRC will also provide information and referrals to clothing banks to families in need. July 2024-June 2025 and July 2025-June 2026. |  | FRC Funds, community donations  |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>   |  |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |  |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>  |  |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>   |  |
| According to Infinite Campus data, 26 students total enrolled at either Huntertown elementary or Southside elementary qualify for the McKinney-Vento (homeless) status. Students will have adequate sleeping arrangements, resulting in improved attendance.  |  | The FRC will refer families to Versailles Baptist church's Build a Bed ministry and/or other local agencies for furniture or housing needs.   |  | Versailles Baptist church, Versailles Housing Authority, Community Action |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>   |  |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |  |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>  |  |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>   |  |
| According to KIDS COUNT data, 7.8% of children in Woodford County live in food insecure household. 100% of students identified at each school will be provided with the opportunity to receive assistance to decrease food insecurities. Participant documentation will be maintained and monitored in Infinite Campus. |  | The Family Resource Center will collaborate with local agency to provide meals during holidays and/or breaks. July 2024-June 2025 and July 2025-June 2026.  |  | FRC (Staff Time), local churches and organizations                        |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>   |  |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |  |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>  |  |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>   |  |

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| <p>According to KIDS COUNT data, 11.9% of Woodford County children fall below 100% of the federal poverty level. Students and families identified and/or requesting assistance with utilities/rent/groceries/clothing will receive indirect (referred to local programs) or direct FRC assistance, thereby decreasing the negative impact to attendance/behavior/grades. Participation will be documented in Infinite Campus daily logs.</p> | <p>The Family Resource Center will provide referrals and/or financial assistance for utilities, rent, clothing, and/or food needs when needed. July 2024-June 2025 and July 2025-June 2026.</p> | <p>FRC (Staff Time), FRC welfare funds, local agencies/programs/organizations</p> |  |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>   |  |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>   |  |
| <b>If not Implemented, briefly, Why?</b>   |   | <b>If not Implemented, briefly, Why?</b>  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>                           |  |

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| <b>2024 - 26</b>   |  | <b>School District</b>   | Woodford County          |  |                                   |
|  |  | <b>Center Name</b>   | Huntertown-Southside FRC |  |                                   |
| <b>Center Type</b>   |  | FRC  |                          |  |                                   |
| <b>Action Component</b>  |  | Optional #1  |                          |  |                                   |
| <b>Optional Action Component</b>   |  | Family and Community Engagement  |                          |  |                                   |
| <b>Optional Goal of Component</b>  |  | To engage the family and the community in the work of the Family Resouce Center and in the schools.  |                          |  |                                   |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening families protective factors addressed through this component   |                          |  |                                   |
|  |  | Resilience   | Social Connections       | Knowledge of Child/Adolescent Development            | Concrete Support in Times of Need |
|  |  | X  | X                        | X  | X                                 |
| <b>Is this an amendment</b>  |  |  |                          |  |                                   |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                          | <b>Collaborative Partners</b>                        |                                   |
| According to parent surveys, 43% of responding families noted they would be interested in family programs or events. 100% of families at Southside and Huntertown will have the opportunity to participate in any scheduled family programs and events. Program participation will be documented in Infinite Campus. |  | The Family Resource Center will collaborate with schools to provide program opportunities that encourage family involvement including; Grandparents Day, Watch D.O.G.S., Veteran's Day, and other family oriented events. July 2024-June-2025 and July 2025-June 2026. |                          | FRC (Staff Time), FRC Funds, School Counselors, PTO. |                                   |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>  |                          |  |                                   |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                          |  |                                   |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>   |                          |  |                                   |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>  |                          |  |                                   |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                          | <b>Collaborative Partners</b>                        |                                   |



02/29/2024

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| <p>According to Infinite Campus records, 4% of Huntertown/Southside students are being raised by someone other than a parent. 100% of kinship/fictive care families at Huntertown and Southside schools will receive the opportunity to participate in a support group which promotes peer support, education, and access to resources needed for kinship providers to enhance educational outcomes and safeguard the well-being of the children in their care. Group participation will be documented in Infinite Campus.</p> |  | <p>The Family Resource Center will collaborate to offer a monthly support group for relatives raising relatives. Fall 2024-Spring 2025 and Fall 2025-Spring 2026.</p>   |  | <p>Woodford County Extension office, UK Kinship Care, district FRYSCs, WCPL</p>                    |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |  | FRC (Staff Time), FRC Funds, district FRYSC, school staff as needed, Woodford Co. Extension office |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>  |  |
| <p>The CPP needs assessment data sheet indicates a need for support in improving school/home relationships, communication, and cooperation between the school and a student's family to promote academic achievement and success as documented in Infinite Campus daily logs.</p>  |  | <p>The Family Resouce Coordinator will assist school staff in developing and maintaining communication with parents/guardians through phone calls and home visits. July 2024-June 2025 and July 2025-June 2026.</p> |  | <p>FRC (Staff Time), teachers/staff, counselors, and principals.</p>                               |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |  |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |  |  |

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| 2024 - 26  |  | School District  | Woodford County          |   |                                   |                                 |                          |
|  |  | Center Name  | Huntertown-Southside FRC |   |                                   |                                 |                          |
| Center Type  |  | FRC  |                          |   |                                   |                                 |                          |
| 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"> <li>1. Child time: Developmentally-appropriate educational activities for children;</li> <li>2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;</li> <li>3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child's first teacher;</li> <li>4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.</li> </ol> |                          |   |                                   |                                 |                          |
| Strengthening Families Protective Factors  |  | Place X below all Strengthening families protective factors addressed through this component   |                          |   |                                   |                                 |                          |
|  |  | Resilience   | Social Connections       | Knowledge of Child/Adolescent Development                       | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X  | X                        | X   |                                   | X                               | X                        |
| Is this an amendment   |  |  |                          |   |                                   |                                 |                          |
| Assessed need, desired outcome, measurement  |  | Activity with Timelines  |                          | Collaborative Partners  |                                   |                                 |                          |
| <p>During the FY23 year, 38 EL families from either Huntertown or Southside elementary attendance an EL Family night. There is a need for increased parent/guardian educational involvement for ELL families. There will be a increase in engagement by English Language Learner (ELL) families in the educational experience of their child, as measured by FRYSC Infnitie Campus Group Program data.</p> |  | <p>The FRC will partner with ELL teachers, the ELL parent liasion, and the Migrant Coordinator to organize ELL Family Nights. Fall 2024, Spring 2025, Fall 2025, and Spring 2026.</p>  |                          | <p>Woodford County Schools ELL department, FRC (Staff Time)</p> |                                   |                                 |                          |
| I,NI,PI  |  | I,NI,PI(2)   |                          |   |                                   |                                 |                          |
| Evaluated (Y/N)?   |  | Evaluated (Y/N)?   |                          |   |                                   |                                 |                          |
| If not implemented, briefly, Why?  |  | If not implemented, briefly, Why?  |                          |   |                                   |                                 |                          |
| Did this activity have the intended impact (Y/N)   |  | Did this activity have the intended impact (Y/N)   |                          |   |                                   |                                 |                          |
| Assessed need, desired outcome, measurement  |  | Activity with Timelines  |                          | Collaborative Partners  |                                   |                                 |                          |



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| According to parent surveys, 10% of respondents stated they would be interested in obtaining additional information about budgeting/financial literacy. Families will have increased opportunities to participate in learning opportunities. | The Family Resource Center Coordinator will host a financial literacy night OR referred interested parents/guardians resources that promote budgeting/financial literacy (and other applicable topics). July 2024-June 2025 and July 2025-June 2026. | Communication Action Council, Woodford County Extension Office, local banks, FRC (Staff Time). |
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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| Assessed need, desired outcome, measurement   | Activity with Timelines  | Collaborative Partners               |
|---|--|--------------------------------------|
| According to KSA results, more students need assistance reading on grade level. There will be an increased number of students reading at or above grade level, as measured by I-Ready/KSA data. | The FRC will collaborate w/ each school's Reading Interventionist to host family literacy nights that promote literacy/early reading strategies. | Elementary Schools, FRC (Staff Time) |

|   |  |   |  |
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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| Assessed need, desired outcome, measurement   | Activity with Timelines   | Collaborative Partners  |
|---|---|---|
| Kentucky Summative Assessments indicate the most important academic needs in the schools are in the content areas of reading and math. There is a need for more student to optimize academic success during the summer months and through the summer months and reduce summer learning loss, as measured by I-Ready data. | The Family Resource Center will collaborate with the Woodford County Public Library and Woodford County Food Services to provided opportunities for all students to obtain a healthy meal and participate in reading activities throughout the summer wth their parent/guardian. Summer 2024 and Summer 2025. | Woodford County Food Service, Woodford County Public Library, FRC (Staff Time). |

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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |

| Assessed need, desired outcome, measurement | Activity with Timelines | Collaborative Partners |
|---|-------------------------|------------------------|
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| Per Brigrance data, 29.25% of Southside kindergarteners and 43% of Hometown kindergarteners were not K-Ready in FY 2023.  |  | Families will have the opportunity to attend kindergarten kickoff events at both elementary schools as offered by the schools and in collaboration with the FRC.   |   | FRC (Staff Time) elementary school teachers/staff   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| More than forty percent (43%) of incoming Hometown students are "not ready" for kindergarten, more than twenty percent (29.25%) of incoming Southside students are "not ready" for kindergarten. Children under the age of 5 will increase their developmental skills preparing them to be kindergarten-ready, as measured by Brigrance data. |  | The FRC will collaborate with the Woodford County Public Library and the Woodford County Preschool program to offer Ready Kids Academy for parents and children ages 0-4. July 2024-June 2025; July 2025-June 2026.  |   | Woodford County Public Library, Woodford County Preschool program, Woodford County Early Childhood Council, FRC (Staff Time). |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| In Woodford County, 11.9% of adults are lacking a GED or high school diploma. Additionally, 5.4% of homes speak a language other than English at home. There will be an increase in the number of parents/guardians that earn their GED and/or learn English as measured by community data.   |  | The Family Resource Coordinator will advertise and disseminate information about adult education programs and refer 100% of identified parents/guardians to Community Education programs such as GED and English classes. July 2024-June 2025 and July 2025-June 2026. |   | FRC (Staff Time), Community Action Council, Woodford County Adult Education   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |

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| <b>2024 - 26</b>   |  | <b>School District</b>  |                    | Woodford County   |                                   |                                 |                          |
|  |  | <b>Center Name</b>  |                    | Huntertown-Southside FRC                                |                                   |                                 |                          |
| <b>Center Type</b>   |  | FRC   |                    |   |                                   |                                 |                          |
| <b>Action Component</b>  |  | FIT (Families in Training)  |                    |   |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | <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.<br/>Centers will:</p> <ol style="list-style-type: none"> <li>1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ;</li> <li>2. Assist families in identifying developmental concerns;</li> <li>3. Collaborate with community partners and link families to appropriate prevention and intervention services.</li> </ol> <p>* Consistent and ongoing contact includes interactive home visits and group meetings with parents and parents and children together, with an emphasis on expectant parents, infants and toddlers and children not yet in school. Topics should include: Early brain development, child abuse prevention, appropriate developmental experiences and the importance of education.</p> |                    |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening families protective factors addressed through this component  |                    |   |                                   |                                 |                          |
|  |  | Resilience  | Social Connections | Knowledge of Child/Adolescent Development               | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X   | X                  | X   | X                                 | X                               | X                        |
| <b>Is this an amendment</b>  |  |   |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>                           |                                   |                                 |                          |
| According to the Early Childhood Profile, 2.1% of Woodford County population are children age 3-4 years. All families in need of early intervention will have knowledge of available resources as measured by follow up contact/use of services. |  | FRYSC will provide information on early intervention services to families in need. FRYSC will make referrals and follow up to ensure services met needs. (July 2024-June 2025 and July 2025-June 2026).   |                    | Hands, First Steps, WCPS                                |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |                    |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |                    |   |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |                    |   |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |                    | <b>Did this activity have the intended impact (Y/N)</b> |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>                           |                                   |                                 |                          |



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| Head Start parents/guardians will be provided with information regarding roles of FRCs, increasing their knowledge of programming activities. As documented in Infinite Campus and FRYSC Counts!  |  | The Family Resource Coordinator will provide parenting materials and educational resources to identified parents/guardians whose children attend Head Start (July 2024-June 2025 and July 2025-June 2026).   |   | Woodford County Headstart Program, FRC (Staff Time)   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| According to parent surveys, more families are in need of early childhood development and parenting skills. Parents and guardians will increase their knowledge of early learning, child development, and parenting skills as measured by follow-up contact. Referrals will be documented on daily logs and in Infinite Campus. |  | The Family Resource Coordinator will attend and refer families to Ready Kids Workshops (4 family engagement events throughout the school year. The purpose of the workshops are to educate families on the importance of early childhood education. FRC will model how to engage children in educational activities. The FRC will provide refreshments for attendees to these workshops. July 2024-June 2025 and July 2025-June 2026.  |   | Woodford County Public Library, Woodford County Early Childhood Council   |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |
| Increase parent/family knowledge of early childhood development and education and strengthen parenting skills.  |  | The Family Resource Coordinator, in collaboration with the National Center for Families Learning, the Woodford County Library, and the Woodford Early Childhood Council will host nine family engagement events that promotes early childhood education, oral language and emergent literacy. Additionally, the program will promote parent/child interaction (parenting skills) and seek to strengthen caregiver/child attachment. Parents will have the opportunity to observe skills modeled and practice with their child(ren). Materials will be provided to each family to continue learning at home. July 2024-June 2025 and July 2025-June 2026. |   | Woodford County Public Library, Woodford County Early Childhood Council, Woodford County Health Department, National Center for Family Learning |  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>  |   |   |  |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>  |   |   |  |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>   |   |   |  |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |  | <b>Did this activity have the intended impact (Y/N)</b> |   |  |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |  |

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| <p>According to the Early Childhood Profile, children 0-4 years of age represent 5.1% of the Woodford County population. Children ages 0-5 will have access to age-appropriate books to improve their reading and literacy skills in preparation for kindergarten as measured by kindergarten readiness data.</p> | <p>FRC will assist families with children ages 0-5 with enrolling in the Imagination Library to provide age-appropriate books for children to encourage literacy at home. (July 2024-June 2025 and July 2025-June 2026).</p> | <p>Dolly Parton's Imagination Library, WCPC, WCPL</p> |
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| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>                                       |                               |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>                                 |                               |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>                |                               |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b> |                               |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b> |
| <p>Most recent data from the Early Childhood Profile indicates that there are 1,348 children under 4 years of age residing in Woodford County. Children birth to five will be identified and referred to appropriate agencies. Families will have appropriate developmental resources and gain understanding of age appropriate developmental stages demonstrated by post survey data.</p> | <p>FRYSC will identify low income households with children ages 0-4 to provide resources and information on child development. (July 2024-June 2025 and July 2025-June 2026).</p> |   | <p>WCPS, WCPL, HANDS</p>      |

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| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |



**Family Resource and Youth Services Centers  
School District  
Assurance Certification  
2024-2026**

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



|  |  |   |   |
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| 2024 - 25  | School District  | Woodford County   |   |
|  | Center Name  | Woodford FRC  |   |
| Center Type  | FRC  |   |   |
| 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"> <li>1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact* ;</li> <li>2. Assist families in identifying developmental concerns;</li> <li>3. Collaborate with community partners and link families to appropriate prevention and intervention services.</li> </ol> <p>* Consistent and ongoing contact includes interactive home visits and group meetings with parents and parents and children together, with an emphasis on expectant parents, infants and toddlers and children not yet in school. Topics should include: Early brain development, child abuse prevention, appropriate developmental experiences and the importance of education.</p> |   |   |
| Strengthening Families Protective Factors  | Place X below all Strengthening Families Protective Factors addressed through this component:  |   |   |
|  | Resilience   | Social Connections  | Knowledge of Child/Adolescent Development |
|  |  |   | Concrete Support in Times of Need         |
|  |  |   | Social and Emotional Competence           |
|  |  |   | Nurturing and Attachment                  |
|  |  | X   | X   |
|  |  |   | X   |
| is this an amendment   |  |   |   |
| Assessed need, desired outcome measurement   | Activity with timelines  | Collaborative Partners  |   |
| Parents/Guardians will increase their knowledge about the importance of early learning and child development as measured by participant participation. | The FRC will host/refer parents and guardians to parent education trainings. Fall 2024-Spring 2026.  | Community Action Council<br>Woodford County Cooperative Extension<br>FRC Staff Time |   |
| IMP1   |  | IMP2  |   |
| Evaluated (Y/N)  |  | Evaluated (Y/N)   |   |
| If not implemented, briefly Why?   |  | If not implemented, briefly Why?  |   |
| Did this activity have the intended impact (Y/N)   |  | Did this activity have the intended impact (Y/N)                                    |   |
| Assessed need, desired outcome measurement   | Activity with timelines  | Collaborative Partners  |   |



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| <p>Parent/Guardians in need will have appropriate educational information available at no cost to assist with various areas of parenting: increasing their knowledge of child development, nutrition, discipline, etc. as measured by needs assessment and participation.</p> | <p>The FRC will maintain a Parent Lending Library for parents/guardians to access educational materials. Fall 2024-Spring 2026.</p>            | <p>FRC Funds (\$200)</p>   |
| <p>INFP<br/>Evaluated (Y/N)?</p>  |  | <p>INFP(2)<br/>Evaluated (Y/N)?</p>  |
| <p>If not implemented, briefly, Why?</p>  |  | <p>If not implemented, briefly, Why?</p>                                       |
| <p>Did this activity have the intended impact (Y/N)?</p>  |  | <p>Did this activity have the intended impact (Y/N)?</p>                       |
| <p>Assessed need, desired outcome, measurement</p>  | <p>Activity with timelines</p>   | <p>Collaborative Partners</p>  |
| <p>Families in need of early intervention services will have increased knowledge of available resources as measured by follow up contact.</p>   | <p>The FRC will make referrals to HANDS, First Steps, or any other appropriate community resources. On-going from Spring 2025-Spring 2026.</p> | <p>HANDS<br/>First Steps<br/>Child Care Council of KY<br/>FRC (staff time)</p> |
| <p>INFP<br/>Evaluated (Y/N)?</p>  |  | <p>INFP(2)<br/>Evaluated (Y/N)?</p>  |
| <p>If not implemented, briefly, Why?</p>  |  | <p>If not implemented, briefly, Why?</p>                                       |
| <p>Did this activity have the intended impact (Y/N)?</p>  |  | <p>Did this activity have the intended impact (Y/N)?</p>                       |

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|--|--|--|--------------------|---|-----------------------------------|---------------------------------|--------------------------|
| 2024 - 26  |  | <b>School District</b>   |                    | Woodford County   |                                   |                                 |                          |
|  |  | <b>Center Name</b>   |                    | Woodford FRC  |                                   |                                 |                          |
| <b>Center Type</b>   |  | FRC  |                    |   |                                   |                                 |                          |
| <b>Action Component</b>  |  | Optional #3  |                    |   |                                   |                                 |                          |
| <b>Optional Action Component</b>   |  | Educational Support  |                    |   |                                   |                                 |                          |
| <b>Optional Goal of Component</b>  |  | Provide parents/guardians with educational support necessary to maximize student academic success as well as support the communication between home and school, to improve barriers to academic success. |                    |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening Families protective factors addressed through this component.  |                    |   |                                   |                                 |                          |
|  |  | Resilience   | Social Connections | Knowledge of Child/Adolescent Development   | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X  | X                  | X   |                                   | X                               |                          |
| <b>Is this an amendment</b>  |  |  |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |
| As reported by staff and parents, having the necessary supplies needed for school will increase to begin the school year, improve their confidence as measured by follow up contact and needs assessment data. |  | The FRC Coordinators in Woodford County will organize a Welcome Back/School Supply Event to distribute school supplies prior to the first day of school. July 2024, July 2025, July 2026                 |                    | FRC Staff Time<br>Homemaker's Club<br>Ministerial Association<br>Woodford County Cooperative Extension<br>Woodford County Public Library<br>HANDS<br>Woodford County Health Department<br>Woodford County Fire Department<br>Strengthening Transformations Inc. |                                   |                                 |                          |
| <b>(N/E)1</b>  |  | <b>(N/E)2</b>  |                    |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                    |   |                                   |                                 |                          |
| <b>If not implemented, briefly Why?</b>  |  | <b>If not implemented, briefly Why?</b>  |                    |   |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>  |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |



|  |  |   |
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| <p>The number of students performing at or above grade level will increase, as measured by MAP and K-PREP data at both Northside and Simmons Elementary.</p>   | <p>The FRC Coordinator will refer students in need of tutoring to after school programs. Ongoing Fall 2024-Spring 2026.</p>  | <p>FRC staff time<br/>Amigos<br/>ESS<br/>Versailles Baptist Church</p>                    |
| <p>ENP(2)<br/>Evaluated<br/>Y/N/?</p>  |  | <p>ENP(2)<br/>Evaluated<br/>Y/N/?</p>   |
| <p>If not implemented, briefly<br/>Why?</p>  |  | <p>If not implemented, briefly<br/>Why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>   |  |   |
| <p>Assessed need based on the<br/>measurement</p>  | <p>Activity with Timelines</p>   | <p>Collaborative Partners</p>   |
| <p>According to IC average # of days missed by top 10 truant students, Simmons with 6.95 days and Northside with 6.35 days, student attendance will improve as measured by Infinite Campus data.</p> | <p>The FRC Coordinator will partner with school counselors to coordinate an attendance group (STAR/SWAT) for truancy risk students. As well as participate in weekly attendance/truancy meetings at each school to monitor at risk students. Ongoing Fall 2024, Spring 2025, Fall 2025, Spring 2026.</p> | <p>FRC Staff Time<br/>School Counselors<br/>Administration<br/>District Social Worker</p> |
| <p>ENP(2)<br/>Evaluated<br/>Y/N/?</p>  |  | <p>ENP(2)<br/>Evaluated<br/>Y/N/?</p>   |
| <p>If not implemented, briefly<br/>Why?</p>  |  | <p>If not implemented, briefly<br/>Why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>   |  |   |

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|---|--|---|--------------------|---|-----------------------------------|---------------------------------|--------------------------|
| 2024 - 26   |  | <b>School District</b>  |                    | Woodford County   |                                   |                                 |                          |
| <b>Center Type</b>  |  | <b>Center Name</b>  |                    | Woodford FRC  |                                   |                                 |                          |
| <b>Action Component</b>   |  | FRC   |                    |   |                                   |                                 |                          |
| <b>Goal Of Component</b>  |  | Preschool Child Care  |                    |   |                                   |                                 |                          |
| <b>Goal Of Component</b>  |  | 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. |                    |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>  |  | Place X adjacent to Strengthening Families Protective Factors addressed through this component  |                    |   |                                   |                                 |                          |
|   |  | Resilience  | Social Connections | Knowledge of Child/Adolescent Development   | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   |  | X   | X                  | X   | X                                 | X                               | X                        |
| <b>Is this an amendment</b>   |  |   |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |
| 68% at Simmons and 52% at Northside of incoming Kindergarten students were not prepared for Kindergarten according to the Brigance screening tool. The percentage of students ready for Kindergarten will increase as measured by sign in sheets, surveys, and Brigance Screening Tool. |  | The FRC will provide families with opportunities to attend Kindergarten readiness programs such as Ready Kids, Kindergarten Kickoff, and Kindergarten Camp. Summer 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026, Summer 2026  |                    | FRC Funds (\$1000)<br>Elementary Schools, Community Early Childhood Council, Woodford County Public Library, School Counselors, Teachers at Each school |                                   |                                 |                          |
| <b>ENP(1)</b>   |  | <b>ENP(2)</b>   |                    |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |                    |   |                                   |                                 |                          |
| <b>If not implemented, briefly Why?</b>   |  | <b>If not implemented, briefly Why?</b>   |                    |   |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>   |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |
| Parents/guardians will have increased appropriate knowledge of preschool childcare options available in Woodford County based on information that is provided through the Family Resource Center.   |  | The Family Resource Center will provide a list of quality, full time, licensed preschool childcare providers in Woodford County through communication and referrals. Ongoing Spring 2024-Spring 2026  |                    | FRC Staff Time (no funds)<br>Childcare Council of KY  |                                   |                                 |                          |



02/27/2024

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| NIJ #   |  | NIJ # (2)   |  |
| Evaluated<br>Y/N/?                                |  | Evaluated<br>Y/N/?                                |  |
| If not implemented, briefly<br>Why?               |  | If not implemented, briefly<br>Why?               |  |
| Did this activity have the intended impact? (Y/N) |  | Did this activity have the intended impact? (Y/N) |  |

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|---|---|--|-----------------|
| 2024 - 26   |   | School District  | Woodford County |
| Center Type   |   | Center Name  | Woodford FRC    |
| Action Component  |   | FRC  |                 |
| 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"> <li>1. Child time: Developmentally-appropriate educational activities for children;</li> <li>2. Parent time: Instruction in parenting; strategies for families to support their child's education and enhance the home-school relationship;</li> <li>3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child's first teacher;</li> <li>4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or post-secondary education goals.</li> </ol> |                 |
| Strengthening Families Protective Factors   |   | Place X below all Strengthening Families protective factors addressed through this component   |                 |
|   |   | Resilience   |                 |
|   |   | Social Connections   |                 |
|   |   | Knowledge of Child/Adolescent Development  |                 |
|   |   | Concrete Support in Times of Need  |                 |
|   |   | Social and Emotional Competence  |                 |
|   |   | Nurturing and Attachment   |                 |
|   |   | X  | X               |
|   |   | X  | X               |
| Is this an amendment?   |   |  |                 |
| Assessed need, desired outcome measurement  | Activity with Timelines   | Collaborative Partners   |                 |
| According to parent survey, 31% of parents mentioned spending anywhere from 1-30 mins a week reading with their children. There will be an increase in parental involvement and children will have opportunities to read and learn together as measured by sign in records and participation surveys. | The FRC will collaborate to organize family nights (literacy, STEM, etc.) for parents and children to interact together. Fall 2024, Spring 2025, Fall 2025. | FRC Funds (\$500)<br>Teachers<br>Community Partners  |                 |
| IN/PI   | IN/PI(2)  |  |                 |
| Evaluated (Y/N)?  | Evaluated (Y/N)?  |  |                 |
| If not implemented, briefly Why?  | If not implemented, briefly Why?  |  |                 |
| Did this activity have the intended impact (Y/N)  | Did this activity have the intended impact (Y/N)  |  |                 |
| Assessed need, desired outcome measurement  | Activity with Timelines   | Collaborative Partners   |                 |



|   |   |  |
|---|---|--|
| <p>68% at Simmons Elementary and 52% of incoming Kindergarten students were not prepared for Kindergarten according to the Brigance screening tool. The percentage of students ready for Kindergarten will increase as measured by sign in sheets and surveys</p> | <p>The FRC will collaborate with school counselors, school administrators, and kindergarten teachers to host a Kindergarten kick off event to better transition incoming kindergartners. (Summer 2024, Summer 2025)</p> | <p>FRC Funds (\$300)<br/>FRC Staff Time<br/>School Counselors<br/>School Administrators<br/>Teachers (K)</p> |
| <p><b>FNIP?</b><br/>Evaluated (Y/N)?</p>  |   | <p><b>FNIP?</b><br/>Evaluated (Y/N)?</p>   |
| <p><b>If not implemented, briefly, Why?</b></p>   |   | <p><b>If not implemented, briefly, Why?</b></p>  |
| <p><b>Did this activity have the intended impact? (Y/N)</b></p>   |   | <p><b>Did this activity have the intended impact? (Y/N)</b></p>  |

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|--|--------------------|--|-----------------------------------|--|--------------------------|--------------------|---|-----------------------------------|---------------------------------|--------------------------|---|--|--|---|---|--|
| 2024 - 26  |                    | School District  | Woodford County                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
|  |                    | Center Name  | Woodford FRC                      |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Center Type  |                    | FRC  |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Action Component   |                    | Health Services or Referrals to Health Services  |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Goal Of Component  |                    | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Strengthening Families Protective Factors  |                    | <p>Place X below all Strengthening Families protective factors addressed through this component.</p> <table border="1"> <tr> <td>Resilience</td> <td>Social Connections</td> <td>Knowledge of Child/Adolescent Development</td> <td>Concrete Support in Times of Need</td> <td>Social and Emotional Competence</td> <td>Nurturing and Attachment</td> </tr> <tr> <td>X</td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> </tr> </table>   |                                   |  | Resilience               | Social Connections | Knowledge of Child/Adolescent Development | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment | X |  |  | X | X |  |
| Resilience   | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence  | Nurturing and Attachment |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| X  |                    |  | X                                 | X  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Is this an amendment   |                    |  |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Assessed need, desired outcome, measurement  |                    | Activity with timelines  |                                   | Collaborative Partners   |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| As reported by parents/guardians in the parent survey, parents will show an increased knowledge and understanding of the correlation of good health, hygiene, and students school achievements as measured by participant surveys. |                    | Families will have the opportunity to participate in a family wellness night organized by FRYSC and School Wellness Committee, with community partners. Fall 2024, Fall 2025   |                                   | FRC Funds (\$500)<br>School Wellness Committee<br>Woodford County Health Dept.<br>Woodford County Public Library<br>Other Community Partners<br>FRC Funds (\$500)<br>School Wellness Committee<br>Woodford County Health Dept.<br>Woodford County Public Library<br>Other Community Partners |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| IMP  |                    | IMP  |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Evaluated (Y/N)?   |                    | Evaluated (Y/N)?   |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| If not implemented, briefly Why?   |                    | If not implemented, briefly Why?   |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Did this activity have the intended impact (Y/N)?  |                    | Did this activity have the intended impact (Y/N)?  |                                   |  |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |
| Assessed need, desired outcome, measurement  |                    | Activity with timelines  |                                   | Collaborative Partners   |                          |                    |   |                                   |                                 |                          |   |  |  |   |   |  |



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| <p>According to parent/guardian surveys, 13% mentioned needing access to dental care for their children. The dental health needs of students will improve and the amount of time spent out of school will decrease. There will be an increased knowledge on dental care for students as measured by IC Attendance Data, Needs Assessment Data, and Follow Up Contact</p> | <p>The FRC will assist in making sure all students have access to dental services; including screenings, cleanings, and fluoride treatment through collaboration with Big Smiles Mobile Dentistry. Fall 2024, Spring 2024, Fall 2025, Spring 2026.</p> | <p>FRC Staff<br/>Big Smiles Mobile Dentistry</p>                         |
| <p>ENP(1)</p>  |  | <p>ENP(2)</p>  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>  |
| <p>If not implemented, briefly Why?</p>  |  | <p>If not implemented, briefly Why?</p>                                  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p>                  |
| <p>Assessed need, desired outcome measurement</p>  | <p>Activity with timelines</p>   | <p>Collaborative Partners</p>  |
| <p>According to teacher/staff survey and input, staff reported anxiety being a top social/emotional issue. Students will have increased knowledge of coping strategies as measured by pre and post surveys prior to start of intervention, and staff surveys.</p>  | <p>The FRC will collaborate with guidance counselor to create small groups or will refer students to in school therapist based on severity of need. Fall 2024-ongoing</p>  | <p>FRC staff time<br/>Guidance Counselor<br/>School based therapists</p> |
| <p>ENP(2)</p>  |  | <p>ENP(2)</p>  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>  |
| <p>If not implemented, briefly Why?</p>  |  | <p>If not implemented, briefly Why?</p>                                  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p>                  |

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| 2024-26   |   | School District  | Woodford County |
| Center Type   |   | Center Name  | Woodford FRC    |
| Action Component  |   | Optional #2  |                 |
| Optional Action Component   |   | Basic Needs  |                 |
| Optional Goal of Component  |   | To assist parents/guardians in meeting the needs of their children and families; specifically relating to food, housing, clothing, household items, and hygiene items. |                 |
| Strengthening Families Protective Factors   |   | Place X below all strengthening families protective factors addressed through this component.  |                 |
|   |   | Resilience   |                 |
|   |   | Social Connections   |                 |
|   |   | Knowledge of Child/Adolescent Development  |                 |
|   |   | Concrete Support in Times of Need  | X               |
|   |   | Social and Emotional Competence  |                 |
|   |   | Nurturing and Attachment   |                 |
| Is this an amendment  |   | X  | X               |
| Assessed need- desired outcome measurement  | Activity with Timelines   | Collaborative Partners   |                 |
| According to parent surveys that states the need for assistance with basic needs; outside barriers such as winter clothing will decrease when students in need are presented with winter coats and shoes. Measured by random participant surveys and follow up contact. | The Family Resource Center Coordinator will coordinate the Coats and Shoes program in collaboration with Woodford County Women's Club. Fall 2024, Fall 2025, Fall 2026. | FRC Staff Time, Woodford County Women's Club, Woodford County Public Schools Transportation, and local Kroger store.   |                 |
| IM/PI   | IM/PI(2)  |  |                 |
| Evaluated (Y/N)?  | Evaluated (Y/N)?  |  |                 |
| If not implemented, briefly why?  | If not implemented, briefly why?  |  |                 |
| Did this activity have the intended impact (Y/N)  | Did this activity have the intended impact (Y/N)  |  |                 |
| Assessed need- desired outcome measurement  | Activity with Timelines   | Collaborative Partners   |                 |



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|---|---|---|
| <p>Students in need of clothing will receive clothing as needed, as measured by IC Data and follow up contact.</p>  | <p>The FRC will maintain an on-site clothing closet for students in need and for emergency situations. Fall 2024-Spring 2026.</p>                                   | <p>FRC Funds (\$800)<br/>Donations</p>  |
| <p><b>IN/P1</b></p>   |   | <p><b>IN/P(2)</b></p>   |
| <p><b>Evaluated (Y/N)?</b></p>  |   | <p><b>Evaluated (Y/N)?</b></p>  |
| <p><b>If not implemented, briefly, Why?</b></p>   |   | <p><b>If not implemented, briefly, Why?</b></p>                               |
| <p><b>Did this activity have the intended impact (Y/N)</b></p>  |   | <p><b>Did this activity have the intended impact (Y/N)</b></p>                |
| <p><b>Assessed need, desired outcome measurement</b></p>  | <p><b>Activity with Timelines</b></p>   | <p><b>Collaborative Partners</b></p>  |
| <p>According to staff surveys and parent surveys, students with food insecure homes will decrease and gain access to food to improve their health and ability to learn. As measured by follow up contact and needs assessment data.</p> | <p>The FRC will coordinate with local churches to implement Backpack Buddies program (weekend food bags) for students in need each week. Fall 2024-Spring 2026.</p> | <p>FRC Staff Time<br/>Woodford County Ministerial Association Staff Time.</p> |
| <p><b>IN/P1</b></p>   |   | <p><b>IN/P(2)</b></p>   |
| <p><b>Evaluated (Y/N)?</b></p>  |   | <p><b>Evaluated (Y/N)?</b></p>  |
| <p><b>If not implemented, briefly, Why?</b></p>   |   | <p><b>If not implemented, briefly, Why?</b></p>                               |
| <p><b>Did this activity have the intended impact (Y/N)</b></p>  |   | <p><b>Did this activity have the intended impact (Y/N)</b></p>                |
| <p><b>Assessed need, desired outcome measurement</b></p>  | <p><b>Activity with Timelines</b></p>   | <p><b>Collaborative Partners</b></p>  |
| <p>According to staff surveys and parent surveys, students with food insecure homes will decrease and gain access to food to improve their health and ability to learn. As measured by follow up contact and needs assessment data.</p> | <p>FRC will maintain shelf stable food and frozen food for families in need. (Fall 2024-Summer 2026)</p>  | <p>FRC funds (\$750)<br/>donations</p>  |
| <p><b>IN/P1</b></p>   |   | <p><b>IN/P(2)</b></p>   |
| <p><b>Evaluated (Y/N)?</b></p>  |   | <p><b>Evaluated (Y/N)?</b></p>  |
| <p><b>If not implemented, briefly, Why?</b></p>   |   | <p><b>If not implemented, briefly, Why?</b></p>                               |
| <p><b>Did this activity have the intended impact (Y/N)</b></p>  |   | <p><b>Did this activity have the intended impact (Y/N)</b></p>                |



|   |   |                    |  |                                   |                                 |                          |
|---|---|--------------------|--|-----------------------------------|---------------------------------|--------------------------|
| 2024-25   | School District   | Woodford County    |  |                                   |                                 |                          |
| Center Type   | Center Name   | Woodford FRC       |  |                                   |                                 |                          |
| Action Component  | FRC   |                    |  |                                   |                                 |                          |
| Optional Action Component   | Optional #1   |                    |  |                                   |                                 |                          |
| Optional Goal of Component  | Family and Community Engagement   |                    |  |                                   |                                 |                          |
| Optional Goal of Component  | To engage the families and the community in the work of the Family Resource Center and the schools.   |                    |  |                                   |                                 |                          |
| Strengthening Families Protective Factors   | Place X below all Strengthening Families protective factors addressed through this component.   |                    |  |                                   |                                 |                          |
|   | Resilience  | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   | X   | X                  | X  |                                   |                                 |                          |
| Is this an amendment?   |   |                    |  |                                   |                                 |                          |
| Assessed need, desired outcome, measurement   | Activity with Timelines   |                    | Collaborative Partners   |                                   |                                 |                          |
| According to county data and Infinite Campus data, 7% of students at Northside and Simmons Elementary schools are being raised by a relative. Relative caregivers will demonstrate an increased knowledge of children's emotional and educational needs, measured by participant surveys. | The FRYSC Coordinators will partner with Woodford County Cooperative Extension Services agent to offer a monthly support group for relatives/grandparents raising children. Fall 2024, Spring 2025, Fall 2025, and Spring 2026. |                    | FRC Funds (\$500)<br>UK Cooperative Extension Services. School Counselors, and Community Mental Health Providers |                                   |                                 |                          |
| EN/PI   | EN/PI   |                    | EN/PI  |                                   |                                 |                          |
| Evaluated (Y/N)?  | Evaluated (Y/N)?  |                    | Evaluated (Y/N)?   |                                   |                                 |                          |
| If not implemented, briefly Why?  | If not implemented, briefly Why?  |                    | If not implemented, briefly Why?   |                                   |                                 |                          |
| Did this activity have the intended impact? (Y/N)   | Did this activity have the intended impact? (Y/N)   |                    | Did this activity have the intended impact? (Y/N)  |                                   |                                 |                          |
| Assessed need, desired outcome, measurement   | Activity with Timelines   |                    | Collaborative Partners   |                                   |                                 |                          |



|  |  |   |
|--|--|---|
| <p>According to surveys, parental involvement is a barrier to student achievement. Involvement in the school will increase as measured by sign in sheets and FRC data.</p>   | <p>The Family Resource Center will partner with the Migrant Program and ELL Program to provide educational resources for ELL families. Spring 2024, Fall 2024, Spring 2025, Fall 2025</p>  | <p>FRC Funds (\$500)<br/>Migrant Program Coordinator, district ELL Coordinators</p> |
| <p>NIPI</p>  |  | <p>ENEF(2)</p>  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>   |
| <p>If not implemented, briefly, Why?</p>   |  | <p>If not implemented, briefly, Why?</p>  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p>                             |
| <p>Assessed need, desired outcome, measurement</p>   | <p>Activity with Timelines</p>   | <p>Collaborative Partners</p>   |
| <p>According to surveys, parent/guardian involvement is a barrier to student achievement. Targeted parents and guardians will demonstrate an increase in knowledge on the involvement of their child's educational experiences as measured by staff needs assessments.</p> | <p>The FRC Coordinator will attend weekly ISF Student Needs meetings with counselors, administrators, school nurses, attendance clerks, and SROs. Coordinator will also serve on School Wellness Committee, ASAP Board, the Council for Early Childhood Meetings, and other community meetings/forums as needed. January 2024-January 2026</p> | <p>FRC, School Staff (no funds necessary)</p>                                       |
| <p>NIPI</p>  |  | <p>ENEF(2)</p>  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>   |
| <p>If not implemented, briefly, Why?</p>   |  | <p>If not implemented, briefly, Why?</p>  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p>                             |

|   |                        |   |                    |  |                                   |                                 |                          |
|---|------------------------|---|--------------------|--|-----------------------------------|---------------------------------|--------------------------|
| 2024 - 26   | <b>School District</b> |   | Woodford County    |  |                                   |                                 |                          |
| <b>Center Type</b>  |                        | FRC   |                    |  |                                   |                                 |                          |
| <b>Action Component</b>   |                        | After School Child Care   |                    |  |                                   |                                 |                          |
| <b>Goal Of Component</b>  |                        | To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities.<br>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.) |                    |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>  |                        | Place X below all Strengthening Families protective factors addressed through this component.   |                    |  |                                   |                                 |                          |
|   |                        | Resilience  | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   |                        |   | X                  | X  | X                                 | X                               | X                        |
| <b>Is this an amendment</b>   |                        |   |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome measurement</b>   |                        | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| Parents/Guardians will have an increased understanding and knowledge of quality childcare options available for after school and during the summer, as measured by parent surveys.  |                        | Family Resource Center will conduct a Summer Camp Fair informative night to replay information to parents and guardians about childcare opportunities during summer break. April 2024-April 2026.   |                    | FRYSC (\$500)<br>Woodford County Extension Office, Kentucky State Police, Falling Springs Recreational Center, Life Adventure Center, WCPS Explore Time Company (ETC), Woodford County Public Library. |                                   |                                 |                          |
| <b>INI/PI</b>   |                        | <b>ENI/PI(2)</b>  |                    |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>   |                        | <b>Evaluated (Y/N)?</b>   |                    |  |                                   |                                 |                          |
| <b>If not implemented, briefly Why?</b>   |                        | <b>If not implemented, briefly Why?</b>   |                    |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)?</b>  |                        | <b>Did this activity have the intended impact (Y/N)?</b>  |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome measurement</b>   |                        | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| There is a need for increased access to childcare options throughout the county. Parents will attend the back to school bash to access local childcare agencies. This will be measured by parent needs assessment on the awareness of the agencies. |                        | FRYSC in Woodford County will host a back to school informative event, where parents and guardians will have access to school supplies needed for their children as well as access to information from local childcare agencies about afterschool childcare options.  |                    | FRYSC (\$1500)<br>WCPS Explore Time Company, Woodford County Extension Office, Woodford County Library, local childcare centers.   |                                   |                                 |                          |



02/27/2024

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

**Family Resource and Youth Services Centers  
School District  
Assurance Certification  
2024-2026**

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

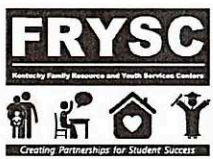
\_\_\_\_\_  
Board Item No. & Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date





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|--|--|--|--------------------|--|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>   |  | <b>School District</b>   |                    | Woodford County  |                                   |                                 |                          |
|  |  | <b>Center Name</b>   |                    | Woodford Co. MS/Safe Harbor YSC                            |                                   |                                 |                          |
| <b>Center Type</b>   |  | YSC  |                    |  |                                   |                                 |                          |
| <b>Action Component</b>  |  | Career Exploration and Dev   |                    |  |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | 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. |                    |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | <b>Place X below all Strengthening families protective factors addressed through this component</b>  |                    |  |                                   |                                 |                          |
|  |  | Resilience   | Social Connections | Knowledge of Child/Adolescent Development                  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  |  | X                  |  | X                                 |                                 |                          |
| <b>Is this an amendment</b>  |  |  |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>                              |                                   |                                 |                          |
| 1.) Based on student survey, there is a need for students to demonstrate an increased knowledge of post high school opportunities, as measured by participant surveys. |  | A.) YSC will host a career day to introduce students to various career opportunities in and around Woodford County (Spring 2025, Spring 2026).   |                    | Community partners, YSC staff time                         |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>  |                    |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                    |  |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>   |                    |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>  |                    |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>                              |                                   |                                 |                          |
|  |  | B.) The YSC will host a post-secondary education fair, where students can explore options including colleges, universities, technical college, skills training (Fall 2024, Fall 2025).                   |                    | KCTCS, state universities, local factories, YSC staff time |                                   |                                 |                          |

|   |   |   |                                  |
|---|---|---|----------------------------------|
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |                                  |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |                                  |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |                                  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |                                  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>    |
|   | C.) YSC will organize field trips to local employers and invite students aligning interests (July 2024-June 2025 and July 2025-June 2026).                                |   | Local employers, YSC staff time  |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |                                  |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |                                  |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |                                  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |                                  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>    |
|   | D.) Youth Service Center will maintain an up to date listing of available part-time jobs for students within the community (July 2024-June 2025 and July 2025-June 2026). |   | Local Businesses, YSC staff time |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |                                  |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |                                  |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |                                  |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |                                  |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  |   | <b>Collaborative Partners</b>    |
| 2.) Based on student survey, there is a need for students demonstrate an increased knowledge in their possible career path, as measured by participant surveys. | A.) YSC will administer a career interest inventory survey to all students (Fall 2024, Fall 2025).  |   | YSC staff time                   |



|   |  |   |   |
|---|--|---|---|
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |   |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |   |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |   |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |   |
| <b>Assessed need, desired outcome, measurement</b>      | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b>   |
|   | B.) YSC will assist with a Reality Store for students. (October 2024, October 2025). |   | UK Extension Office, ETC program coordinators, Community partners, YSC staff time |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |   |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |   |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |   |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |   |

|   |   |   |                        |   |                                   |                                 |                          |
|---|---|---|------------------------|---|-----------------------------------|---------------------------------|--------------------------|
| 2024 - 26   |   | School District   |                        | Woodford County   |                                   |                                 |                          |
|   |   | Center Name   |                        | Woodford Co. MS/Safe Harbor YSC   |                                   |                                 |                          |
| Center Type   |   | YSC   |                        |   |                                   |                                 |                          |
| Action Component  |   | Substance Abuse Ed and Couns  |                        |   |                                   |                                 |                          |
| Goal Of Component   |   | To assist in the prevention of the use of alcohol, tobacco and other drugs (ATOD) and improve decision-making skills by educating students and families; and the reduction of ATOD use through coordination of counseling services and education. |                        |   |                                   |                                 |                          |
| Strengthening Families Protective Factors   |   | Place X below all Strengthening families protective factors addressed through this component  |                        |   |                                   |                                 |                          |
|   |   | Resilience  | Social Connections     | Knowledge of Child/Adolescent Development                                       | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   |   |   | X                      |   | X                                 | X                               | X                        |
| Is this an amendment  |   |   |                        |   |                                   |                                 |                          |
| Assessed need, desired outcome, measurement   |   | Activity with Timelines   |                        | Collaborative Partners  |                                   |                                 |                          |
| 1.) Data collected faculty survey and YRBS indicates there is a need for students to show an increased knowledge of the effects and consequences of substance use, as measured by pre and post surveys. |   | A.) The YSC Coordinator will collaborate to host truth and consequences, where students have the opportunity to explore the effects of substance abuse on their lives, both short and long term (Spring 2025, Spring 2026).                       |                        | UK cooperative extension service, Health Department, ASAP board, YSC staff time |                                   |                                 |                          |
| I,NI,PI   |   | I,NI,PI(2)  |                        |   |                                   |                                 |                          |
| Evaluated (Y/N)?  |   | Evaluated (Y/N)?  |                        |   |                                   |                                 |                          |
| If not implemented, briefly, Why?   |   | If not implemented, briefly, Why?   |                        |   |                                   |                                 |                          |
| Did this activity have the intended impact (Y/N)  |   | Did this activity have the intended impact (Y/N)  |                        |   |                                   |                                 |                          |
| Assessed need, desired outcome, measurement   | Activity with Timelines   |   | Collaborative Partners |   |                                   |                                 |                          |
|   | B.) The YSC coordinator will host small groups for families and students regarding substance abuse and how to access community resources (July 2024-June 2025 and July 2025-June 2026). |   | YSC funds              |   |                                   |                                 |                          |



| I,NI,PI  |  | I,NI,PI(2)                                       |  |
|--|--|--|--|
| Evaluated (Y/N)?                                 |  | Evaluated (Y/N)?                                 |  |
| If not implemented, briefly, Why?                |  | If not implemented, briefly, Why?                |  |
| Did this activity have the intended impact (Y/N) |  | Did this activity have the intended impact (Y/N) |  |
| Assessed need, desired outcome, measurement      | Activity with Timelines  | Collaborative Partners                           |  |
|  | C.) The YSC coordinator will organize events and/or send out resources during red ribbon week (October 2024, October 2025).  | YSC funds, Health Department                     |  |
| I,NI,PI  |  | I,NI,PI(2)                                       |  |
| Evaluated (Y/N)?                                 |  | Evaluated (Y/N)?                                 |  |
| If not implemented, briefly, Why?                |  | If not implemented, briefly, Why?                |  |
| Did this activity have the intended impact (Y/N) |  | Did this activity have the intended impact (Y/N) |  |
| Assessed need, desired outcome, measurement      | Activity with Timelines  | Collaborative Partners                           |  |
|  | D.) YSC will attend ASAP board meetings to collaborate with community partners to bring back knowledge to their centers and schools (July 2024-June 2025 and July 2025-June 2026). | YSC staff time, ASAP committee                   |  |
| I,NI,PI  |  | I,NI,PI(2)                                       |  |
| Evaluated (Y/N)?                                 |  | Evaluated (Y/N)?                                 |  |
| If not implemented, briefly, Why?                |  | If not implemented, briefly, Why?                |  |
| Did this activity have the intended impact (Y/N) |  | Did this activity have the intended impact (Y/N) |  |
| Assessed need, desired outcome, measurement      | Activity with Timelines  | Collaborative Partners                           |  |
|  | E.) YSC will collaborate with UK's #CANendthetrend program for student and parent workshops to provide tobacco use prevention services (Spring 2025, Spring 2026).                 | YSC staff time, UK's #CANendthetrend partners    |  |

03/01/2024

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|---|--|---|--|
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |  |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |  |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |  |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |  |



|  |  |   |                    |   |                                   |                                 |                          |
|--|--|---|--------------------|---|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>   |  | <b>School District</b>  |                    | Woodford County   |                                   |                                 |                          |
|  |  | <b>Center Name</b>  |                    | Woodford Co. MS/Safe Harbor YSC   |                                   |                                 |                          |
| <b>Center Type</b>   |  | YSC   |                    |   |                                   |                                 |                          |
| <b>Action Component</b>  |  | Family Crisis and MH Counseling   |                    |   |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | 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.) |                    |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | <b>Place X below all Strengthening families protective factors addressed through this component</b>   |                    |   |                                   |                                 |                          |
|  |  | Resilience  | Social Connections | Knowledge of Child/Adolescent Development   | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X   | X                  | X   | X                                 | X                               | X                        |
| <b>Is this an amendment</b>  |  |   |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |
| 1.) There is a need for school staff to demonstrate an increased knowledge of student needs, as measured by follow up contact.   |  | A.) The YSC coordinator will participate in weekly ISF meetings to discuss the needs of at risk students (July 2024-June 2025 and July 2025-June 2026).   |                    | YSC staff time, school counselors, administrators, school nurse, District Social Worker |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |                    |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |                    |   |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |                    |   |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  |   |                    | <b>Did this activity have the intended impact (Y/N)</b>                                 |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |                    | <b>Collaborative Partners</b>   |                                   |                                 |                          |
| 2.) Data collected from student/parent surveys, indicates a need for students to have increased access to mental health services, counseling, and therapy, as measured by follow up contact. |  | A.) YSC Coordinator will make referrals as necessary to counseling/treatment services as requested by school staff and or parents/guardians (July 2024-June 2025 and July 2025-June 2026).  |                    | YSC staff time  |                                   |                                 |                          |

|   |  |   |                               |
|---|--|---|-------------------------------|
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |                               |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>                                 |                               |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>                |                               |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b> |                               |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b> |
| 3.) Data collected from faculty surveys indicate a need for students to show increased knowledge regarding positive relationships and behaviors as measured by participant surveys. | A.) The YSC coordinator will implement sources of Strength Curriculum, and monitor its progress (July 2024-June 2025 and July 2025-June 2026).           |   | YSC staff time                |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |                               |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>                                 |                               |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>                |                               |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b> |                               |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>   |   | <b>Collaborative Partners</b> |
|   | B.) The YSC Coordinator will facilitate groups focusing on positive behaviors and effective coping skills (July 2024-June 2025 and July 2025-June 2026). |   | YSC staff time                |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |                               |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>                                 |                               |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>                |                               |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b> |                               |



|  |  |  |                    |   |                                   |                                 |                          |
|--|--|--|--------------------|---|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>   |  | <b>School District</b>   |                    | Woodford County   |                                   |                                 |                          |
|  |  | <b>Center Name</b>   |                    | Woodford Co. MS/Safe Harbor YSC                                 |                                   |                                 |                          |
| <b>Center Type</b>   |  | YSC  |                    |   |                                   |                                 |                          |
| <b>Action Component</b>  |  | Health Services or Referrals to Health Services  |                    |   |                                   |                                 |                          |
| <b>Goal Of Component</b>   |  | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                    |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening families protective factors addressed through this component   |                    |   |                                   |                                 |                          |
|  |  | Resilience   | Social Connections | Knowledge of Child/Adolescent Development                       | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X  | X                  | X   | X                                 | X                               |                          |
| <b>Is this an amendment</b>  |  |  |                    |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>                                   |                                   |                                 |                          |
| 1.) Data collected from parent/faculty surveys, indicates a need for increased student knowledge of the correlation of good health, hygiene, and school performance as measured by random participant surveys. |  | A.) Students/families will participate in a district wellness night organized by the district FRYSCs and the schools' wellness committee (Spring 2025, Spring 2026).   |                    | YSC funds, school school wellness committee, community partners |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>  |                    |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                    |   |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>   |                    |   |                                   |                                 |                          |
| <b>Did this activity have the Intended Impact (Y/N)</b>  |  | <b>Did this activity have the Intended Impact (Y/N)</b>  |                    | <b>Did this activity have the Intended Impact (Y/N)</b>         |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                    | <b>Collaborative Partners</b>                                   |                                   |                                 |                          |

|   |   |   |
|---|---|---|
|   | B.) YSC Coordinator will lead small groups discussing the vitality of maintaining their health (physical, emotional, and mental) (July 2024-June 2025 and July 2025-June 2026).   | YSC staff time  |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                           |
| 2.) Self-reporting indicates a need for Parents/Guardians to be aware of health concerns or necessary doctor referrals determined by follow up contact. | A.) The YSC will assist with health screenings and will notify parents/guardians with concerns, referring when necessary to local pediatricians, dentists, mental health providers, or other specialists and follow up with families as needed (July 2024-June 2025 and July 2025-June 2026). | School nurse and YSC staff time                         |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                           |
|   | B.) The YSC will assist families in finding resources for medications, glasses, etc. as well as conduct home visits as necessary to address health concerns (July 2024-June 2025 and July 2025-June 2026).  | Local Healthcare providers, YSC staff time              |
| <b>I,NI,PI</b>  |   | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>   |   | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>  |   | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>   |   | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>  | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                           |



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| <p>3.) Self reporting indicates a need for the number of students who experience abuse/and or neglect to decrease, resulting in overall healthier and positive quality of life as measured by follow-up contact.</p> | <p>A.) Coordinator will write up referrals or make necessary phone calls to DCBS within 24 hours: Coordinator will keep necessary records for adequate follow-up (July 2024-June 2025 and July 2025-June 2026).</p>              | <p>DCBS</p>   |  |
| <p>I,NI,PI</p>   |  | <p>I,NI,PI(2)</p>                                       |  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>                                 |  |
| <p>If not implemented, briefly, Why?</p>   |  | <p>If not implemented, briefly, Why?</p>                |  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p> |  |
| <p>Assessed need, desired outcome, measurement</p>   | <p>Activity with Timelines</p>   |   | <p>Collaborative Partners</p>                            |
| <p>4.) Data collected from student and faculty surveys, indicates a need for staff and student health and wellness to improve, as measured by follow up contact and random participant surveys.</p>                  | <p>A.) The YSC will actively participate in both school and district wellness committee meetings to plan and implement various wellness activities throughout the school year (July 2024-June 2025 and July 2025-June 2026).</p> |   | <p>School Personnel, district nurses, YSC staff time</p> |
| <p>I,NI,PI</p>   |  | <p>I,NI,PI(2)</p>                                       |  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>                                 |  |
| <p>If not implemented, briefly, Why?</p>   |  | <p>If not implemented, briefly, Why?</p>                |  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p> |  |
| <p>Assessed need, desired outcome, measurement</p>   | <p>Activity with Timelines</p>   |   | <p>Collaborative Partners</p>                            |
| <p>5.) Self-reporting indicates a need for students to have increased knowledge of Life Adventure Center through visits on campus and build up their resiliency.</p>   | <p>A.) The YSC will partner with LAC and WCMS/SHA to provide off campus trips to participate in team building sessions to grow resiliency and foster connections (July 2024-June 2025 and July 2025-June 2026).</p>              |   | <p>YSC staff time and LAC</p>                            |
| <p>I,NI,PI</p>   |  | <p>I,NI,PI(2)</p>                                       |  |
| <p>Evaluated (Y/N)?</p>  |  | <p>Evaluated (Y/N)?</p>                                 |  |
| <p>If not implemented, briefly, Why?</p>   |  | <p>If not implemented, briefly, Why?</p>                |  |
| <p>Did this activity have the intended impact (Y/N)</p>  |  | <p>Did this activity have the intended impact (Y/N)</p> |  |

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|---|--|---|---------------------------------|---|-----------------------------------|
| <b>2024 - 26</b>  |  | <b>School District</b>  | Woodford County                 |   |                                   |
|   |  | <b>Center Name</b>  | Woodford Co. MS/Safe Harbor YSC |   |                                   |
| <b>Center Type</b>  |  | YSC   |                                 |   |                                   |
| <b>Action Component</b>   |  | Optional #1   |                                 |   |                                   |
| <b>Optional Action Component</b>  |  | Basic Needs   |                                 |   |                                   |
| <b>Optional Goal of Component</b>   |  | To assist students and their families in meeting their basic needs, specifically relating to food, housing, clothing, household furniture, hygiene items etc. |                                 |   |                                   |
| <b>Strengthening Families Protective Factors</b>  |  | Place X below all Strengthening families protective factors addressed through this component  |                                 |   |                                   |
|   |  | Resilience  | Social Connections              | Knowledge of Child/Adolescent Development | Concrete Support in Times of Need |
|   |  | X   |                                 |   | X                                 |
| <b>Is this an amendment</b>   |  |   |                                 |   |                                   |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                                 | <b>Collaborative Partners</b>             |                                   |
| 1.) Self Reporting indicates there is a need for students to have access to clothing determined by IC data and measured by follow up contact. |  | A.) The YSC will maintain a on-site clothing closet for emergency situations (July 2024-June 2025 and July 2025-June 2026).                                   |                                 | Donations, YSC funds                      |                                   |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>   |                                 |   |                                   |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |                                 |   |                                   |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>  |                                 |   |                                   |
| <b>Did this activity have the intended impact (Y/N)</b>   |  | <b>Did this activity have the intended impact (Y/N)</b>   |                                 |   |                                   |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                                 | <b>Collaborative Partners</b>             |                                   |



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|  | B.) The YSC coordinator will refer families to existing local resources that provide clothing (July 2024-June 2025 and July 2025-June 2026).                               | Staff time, Journey Provisions, Goodwill                |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>                           |
|  | C.) The YSC coordinator will partner with Woodford County FRYSC's to coordinate Coats and Shoes to ensure students have appropriate clothing (October 2024, October 2025). | Staff time, Kroger, Woodford County Women's Club        |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>                           |
| 2.) Data based on faculty survey, indicates there is a need for students to gain access to food, improving their health and increasing their ability to focus and learn, as measured by follow up contact. | A.) Students in need of additional snacks and meals will be provided weekend food bags each Friday (September 2024-May 2025 and September 2025-May 2026).                  | YSC staff time, Journey Church, Mason's Donation Money  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b> |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>                           |

|  |   |   |
|--|---|---|
|  | B.) The YSC Coordinator will refer families to existing local resources that provide food (July 2024-June 2025 and July 2025-June 2026).                | Community Action, Food pantry, Local Churches, YSC Staff time |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>                                       |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>                      |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>       |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                                 |
|  | C.) The YSC will collaborate with local agencies to provide meals during Holidays and breaks from school (July 2024-June 2025 and July 2025-June 2026). | YSC staff time, Local Churches and organizations              |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>                                       |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>                      |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>       |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                                 |
| 3.) Data from parent survey, indicates there is a need for families with emergency financial needs to receive assistance when needed as determined by follow up contact. | A.) The YSC coordinator will refer families to local agencies as necessary (July 2024-June 2025 and July 2025-June 2026).                               | YSC staff time, Community action, Local churches              |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>                                       |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>                      |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>       |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>                                 |



|  |  |   |
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|  | B.) The YSC will provide emergency financial assistance for utilities, rent, etc. when needed and all other resources have been exhausted (July 2024-June 2025 and July 2025-June 2026). | YSC funds   |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>   |
| 4.) Self reporting indicates that families in need of Holiday assistance to be referred to community partners, as measured by follow up contact.   | A.) The YSC coordinator will refer families in need of Holiday assistance to the Community Christmas Program (Oct-Dec 2024,Oct-Dec 2025).  | Community Christmas Program, Versailles PD, KY state troopers, Community partners, YSC staff time |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>   | <b>Collaborative Partners</b>   |
| 5.) Self reporting indicates there is a need for students to have adequate sleeping arrangements, thus resulting in increased focus in school and improved attendance, as measured by school data. | A.) The YSC Coordinator will refer students in need of beds to the Build-a-Bed program (July 2024-June 2025 and July 2025-June 2026).  | YSC staff time, Versailles Baptist Church   |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |

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|--|--|--|---------------------------------|---|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>   |  | <b>School District</b>   | Woodford County                 |   |                                   |                                 |                          |
|  |  | <b>Center Name</b>   | Woodford Co. MS/Safe Harbor YSC |   |                                   |                                 |                          |
| <b>Center Type</b>   |  | YSC  |                                 |   |                                   |                                 |                          |
| <b>Action Component</b>  |  | Optional #2  |                                 |   |                                   |                                 |                          |
| <b>Optional Action Component</b>   |  | Family and Community Engagement  |                                 |   |                                   |                                 |                          |
| <b>Optional Goal of Component</b>  |  | To engage the community and families in the work of the Youth Service Center and in the schools.   |                                 |   |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   |  | Place X below all Strengthening families protective factors addressed through this component   |                                 |   |                                   |                                 |                          |
|  |  | Resilience   | Social Connections              | Knowledge of Child/Adolescent Development               | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|  |  | X  | X                               | X   |                                   |                                 |                          |
| <b>Is this an amendment</b>  |  |  |                                 |   |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                                 | <b>Collaborative Partners</b>                           |                                   |                                 |                          |
| 1.) There is need for Parents/Guardians to engage in greater communication with school staff and participate in activities to foster a welcoming environment within the school staff data and follow up contact. |  | A.) The YSC coordinator will assist school staff in developing and maintaining communication with parents/guardians through phone calls and home visits (July 2024-June 2025 and July 2025-June 2026). |                                 | YSC staff time  |                                   |                                 |                          |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>  |                                 |   |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>  |                                 |   |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>   |                                 |   |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>  |  |  |                                 | <b>Did this activity have the intended impact (Y/N)</b> |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>   |                                 | <b>Collaborative Partners</b>                           |                                   |                                 |                          |



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|--|---|--|
|  | B.) The YSC Coordinator will collaborate to offer a Watch Dogs program to increase parent involvement and visibility in the building (August 2024-May 2025 and August 2025-May 2026).     | YSC staff time   |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>  |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>  |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>   |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>  |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>  |
| 2.) Parent survey data indicates a need for students and their families to have knowledge of available community resources and opportunities, as measured by follow up contact.    | A.) The YSC coordinator will actively distribute information on community resources (July 2024-June 2025 and July 2025-June 2026).  | YSC staff time   |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>  |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>  |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>   |
| <b>Did this activity have the Intended impact (Y/N)</b>  |   | <b>Did this activity have the intended Impact (Y/N)</b>  |
| <b>Assessed need, desired outcome, measurement</b>   | <b>Activity with Timelines</b>  | <b>Collaborative Partners</b>  |
| 3.) Faculty survey indicates a need for Relative caregivers to demonstrate an increased knowledge of children's educational and emotional needs, as measured by follow up contact. | A.) The Youth Service Center Coordinator will collaborate to offer a monthly support group for relatives and grandparents raising Children (July 2024-June 2025 and July 2025-June 2026). | UK Cooperative Extension Service, Guidance Counselors, Community mental health providers, YSC staff time |
| <b>I,NI,PI</b>   |   | <b>I,NI,PI(2)</b>  |
| <b>Evaluated (Y/N)?</b>  |   | <b>Evaluated (Y/N)?</b>  |
| <b>If not implemented, briefly, Why?</b>   |   | <b>If not implemented, briefly, Why?</b>   |
| <b>Did this activity have the intended impact (Y/N)</b>  |   | <b>Did this activity have the intended impact (Y/N)</b>  |

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|---|--|---|---------------------------------|--|-----------------------------------|---------------------------------|--------------------------|
| <b>2024 - 26</b>  |  | <b>School District</b>  | Woodford County                 |  |                                   |                                 |                          |
|   |  | <b>Center Name</b>  | Woodford Co. MS/Safe Harbor YSC |  |                                   |                                 |                          |
| <b>Center Type</b>  |  | YSC   |                                 |  |                                   |                                 |                          |
| <b>Action Component</b>   |  | Optional #3   |                                 |  |                                   |                                 |                          |
| <b>Optional Action Component</b>  |  | Educational Support   |                                 |  |                                   |                                 |                          |
| <b>Optional Goal of Component</b>   |  | Provide students and their families with educational support necessary to maximize academic success as well as the communication between home and school to remove barriers to academic success.  |                                 |  |                                   |                                 |                          |
| <b>Strengthening Families Protective Factors</b>  |  | Place X below all Strengthening families protective factors addressed through this component  |                                 |  |                                   |                                 |                          |
|   |  | Resilience  | Social Connections              | Knowledge of Child/Adolescent Development                                  | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |
|   |  |   |                                 | X  |                                   | X                               |                          |
| <b>Is this an amendment</b>   |  |   |                                 |  |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                                 | <b>Collaborative Partners</b>  |                                   |                                 |                          |
| 1.) There is a need for students to have supplies necessary to begin the school year, improving their confidence, as measured by follow up contact. |  | A.) The Youth Service Center Coordinator will collaborate with WC FRYSC's to organize a Welcome Back Party to distribute school supplies prior to the first day of school (July 2024, July 2025). |                                 | Homemaker's Club, Local Churches, UK cooperative Extension, YSC staff time |                                   |                                 |                          |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>   |                                 |  |                                   |                                 |                          |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |                                 |  |                                   |                                 |                          |
| <b>If not implemented, briefly, Why?</b>  |  | <b>If not implemented, briefly, Why?</b>  |                                 |  |                                   |                                 |                          |
| <b>Did this activity have the intended impact (Y/N)</b>   |  |   |                                 | <b>Did this activity have the intended impact (Y/N)</b>                    |                                   |                                 |                          |
| <b>Assessed need, desired outcome, measurement</b>  |  | <b>Activity with Timelines</b>  |                                 | <b>Collaborative Partners</b>  |                                   |                                 |                          |



|  |  |   |  |  |  |
|--|--|---|--|--|--|
| 2.) The number of students performing at or above grade level will increase as measured by MAP and KPREP Data.                               |  | A.) The Youth Service Center Coordinator will refer students in need of tutoring to after school programs, such as Mentors and Meals and/or Tiger Tutoring (July 2024-June 2025 and July 2025-June 2026). |  | YSC staff time, Community Partners   |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |  |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>  |  |
| 3.) There is a need for students to have necessary supplies throughout the school year, as measured by follow up contact.                    |  | A.) The YSC will maintain a supply closet throughout the school year with any required supplies (July 2024-June 2025 and July 2025-June 2026).  |  | YSC funds  |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |  |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>  |  |
| 4.) Data collected from School report card and Infinite Campus indicate the need for student attendance to increase, as measured by IC Data. |  | A.) The YSC Coordinator will participate in weekly attendance/truancy meetings to monitor as risk-students (August 2024-May 2025 and August 2025-May 2026).   |  | YSC staff time, School counselors, administrators, school nurses, District Social Worker |  |
| <b>I,NI,PI</b>   |  | <b>I,NI,PI(2)</b>   |  |  |  |
| <b>Evaluated (Y/N)?</b>  |  | <b>Evaluated (Y/N)?</b>   |  |  |  |
| <b>If not implemented, briefly, Why?</b>   |  | <b>If not implemented, briefly, Why?</b>  |  |  |  |
| <b>Did this activity have the intended impact (Y/N)</b>  |  | <b>Did this activity have the intended impact (Y/N)</b>   |  |  |  |
| <b>Assessed need, desired outcome, measurement</b>   |  | <b>Activity with Timelines</b>  |  | <b>Collaborative Partners</b>  |  |

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|   |  |   |
|---|--|---|
|   | B.) The YSC will complete home visits and phone calls to assist in improving student attendance (July 2024-June 2025 and July 2025-June 2026). | YSC staff time  |
| <b>I,NI,PI</b>  |  | <b>I,NI,PI(2)</b>                                       |
| <b>Evaluated (Y/N)?</b>                                 |  | <b>Evaluated (Y/N)?</b>                                 |
| <b>If not implemented, briefly, Why?</b>                |  | <b>If not implemented, briefly, Why?</b>                |
| <b>Did this activity have the intended impact (Y/N)</b> |  | <b>Did this activity have the intended impact (Y/N)</b> |



**Family Resource and Youth Services Centers  
School District  
Assurance Certification  
2024-2026**

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

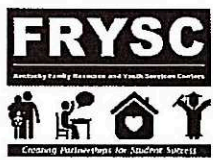
\_\_\_\_\_  
Board Item No. & Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



| 2024-26  |                    | School District  | Woodford County                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
|--|--------------------|--|-----------------------------------|---|--------------------------|--|------------|--------------------|---|-----------------------------------|---------------------------------|--------------------------|--|---|---|---|---|--|
|  |                    | Center Name  | Woodford Co. HS YSC               |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Center Type  |                    | YSC  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Action Component   |                    | Health Services or Referrals to Health Services  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Goal Of Component  |                    | <p>To improve the overall health and well-being of students through activities that support the Whole school, Whole Community and Whole Child (WSCC) model*, therefore increasing students' ability to succeed in school.</p> <p>This WSCC model supports the whole child through ten components:</p> <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Social and Emotional climate</li> <li>• Physical Education and Physical Activity</li> <li>• Physical Environment</li> <li>• Nutrition Environment and Services</li> <li>• Employee Wellness</li> <li>• Health Services</li> <li>• Family Engagement</li> <li>• Counselling, Psychological and Social Services</li> <li>• Community Involvement</li> </ul> |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Strengthening Families Protective Factors  |                    | <table border="1"> <thead> <tr> <th>Resilience</th> <th>Social Connections</th> <th>Knowledge of Child/Adolescent Development</th> <th>Concrete Support in Times of Need</th> <th>Social and Emotional Competence</th> <th>Nurturing and Attachment</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> </tbody> </table>   |                                   |   |                          |  | Resilience | Social Connections | Knowledge of Child/Adolescent Development | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |  | X | X | X | X |  |
| Resilience   | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence   | Nurturing and Attachment |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
|  | X                  | X  | X                                 | X   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Is this an amendment?  |                    |  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Assessed need, desired outcome, measurement  |                    | Activity with Timelines  |                                   | Collaborative Partners  |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| 1. Data collected from faculty surveys indicates the need for students to have increased knowledge of the correlation of good health, hygiene, and school performance as measures by random participant surveys. |                    | <p>a) Students will participate in a wellness week organized by the YSC and the School Wellness Committee. (Spring 2026, Spring 2028).</p> <p>b) YSC Coordinator will lead a small group discussing the vitality of maintaining their health (physical, emotional, and social).</p>  |                                   | <p>a) School Wellness Committee, Health Department</p> <p>b) YSC Staff Time</p> |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| INHE   |                    | INHE/2   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Evaluated (Y/N)?   |                    | Evaluated (Y/N)?   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| If not implemented, briefly, why?  |                    | If not implemented, briefly, why?  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Did this activity have the intended impact (Y/N)?  |                    | Did this activity have the intended impact (Y/N)?  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |
| Assessed need, desired outcome, measurement  |                    | Activity with Timelines  |                                   | Collaborative Partners  |                          |  |            |                    |   |                                   |                                 |                          |  |   |   |   |   |  |



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| <p>2. Data collected from parent surveys indicates the need for parents and guardians to be aware of health concerns and necessary doctor referrals as determined by follow-up contact.</p>  | <p>a) The YSC will assist with health screenings and will notify parents/guardians with concerns, referring when necessary to local pediatricians, dentists, mental health providers, or other specialist and follow up with families as needed. (August 2024-May 2025, August 2025-May 2026) b) The YSC will assist families in finding resources for medication, glasses, etc., as well as conduct home visits as necessary to address health concerns. (August 2024-May 2025, August 2025-May 2026)</p> | <p>a) School Nurses and YSC Staff Time b) Local healthcare providers, YSC Staff Time</p> |
| <p>INPEP</p>   | <p>INPEP/2</p>   |  |
| <p>Evaluated (Y/N)?</p>  | <p>Evaluated (Y/N)?</p>  |  |
| <p>If not implemented, briefly Why?</p>  | <p>If not implemented, briefly Why?</p>  |  |
| <p>Did this activity have the intended impact (Y/N)?</p>   | <p>Did this activity have the intended impact (Y/N)?</p>   |  |
| <p>Assessed need, desired outcome measurement</p>  | <p>Activity with Timelines</p>   | <p>Collaborative Partners</p>  |
| <p>3. As reported by school and district social workers there is a need for the number of students who experience abuse and/or neglect to decrease, resulting in overall healthier and positive quality of life, as measured by follow-up contact.</p> | <p>a) Coordinator will write up referrals or make necessary phone calls to DCBS within 24 hours; Coordinator will keep necessary records for adequate follow-up. (July 2024-June 2025, July 2025-June 2026.)</p>   | <p>DCBS</p>  |
| <p>INPEP</p>   | <p>INPEP/2</p>   |  |
| <p>Evaluated (Y/N)?</p>  | <p>Evaluated (Y/N)?</p>  |  |
| <p>If not implemented, briefly Why?</p>  | <p>If not implemented, briefly Why?</p>  |  |
| <p>Did this activity have the intended impact (Y/N)?</p>   | <p>Did this activity have the intended impact (Y/N)?</p>   |  |
| <p>Assessed need, desired outcome measurement</p>  | <p>Activity with Timelines</p>   | <p>Collaborative Partners</p>  |
| <p>4. According to data collected from staff and student surveys, there is a need for staff and student health and wellness to improved, as measured by follow-up contact and random participant survey.</p>   | <p>a) The YSC will actively participate in both school and district wellness committee meetings to plan and implement various wellness activities throughout the school year. (Fall 2024-Spring 2025, Fall 2025-Spring 2026.)</p>  | <p>District Nurse, School Personnel, YSC Staff</p>                                       |
| <p>INPEP</p>   | <p>INPEP/2</p>   |  |
| <p>Evaluated (Y/N)?</p>  | <p>Evaluated (Y/N)?</p>  |  |
| <p>If not implemented, briefly Why?</p>  | <p>If not implemented, briefly Why?</p>  |  |
| <p>Did this activity have the intended impact (Y/N)?</p>   | <p>Did this activity have the intended impact (Y/N)?</p>   |  |
| <p>Assessed need, desired outcome measurement</p>  | <p>Activity with Timelines</p>   | <p>Collaborative Partners</p>  |

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|---|--|---|
| <p>5. Students in need of hygiene assistance will receive hygiene, sanitation, and cleanliness items as necessary as determined by IC data and follow-up contact.</p> | <p>a) The Youth Service Center will maintain an onsite hygiene closet for emergency student and family situations. ( August 2024-May 2025, August 2025-May 2026)</p> <p>b) The YSC will refer families to existing local resources/churches that assist with hygiene needs ( August 2024-May 2025, August 2025-May 2026)</p> | <p>Journey Provisions, Woodford County Health Department, Woodford Community Household Pantry, Woodford Presbyterian Church</p> |
| <p>AN/P/</p>  |  | <p>AN/P/</p>  |
| <p>evaluated (Y/N)</p>  |  | <p>evaluated (Y/N)</p>  |
| <p>If not implemented, briefly why?</p>   |  | <p>If not implemented, briefly why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>  |  | <p>Did this activity have the intended impact? (Y/N)</p>  |



|  |                    |  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
|--|--------------------|--|-----------------------------------|---|--------------------------|--|------------|--------------------|---|-----------------------------------|---------------------------------|--------------------------|--|---|--|---|--|--|
| 2024-25  |                    | School District  | Woodford County                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Center Type  |                    | Center Name  | Woodford Co. HS YSC               |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Action Component   |                    | Career Exploration and Dev   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Goal Of Component  |                    | To promote college and/or career readiness for all students by preparing them for future employment and successful transition into adult life through collaboration with school and community resources.   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
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| Resilience   | Social Connections | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence   | Nurturing and Attachment |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
|  | X                  |  | X                                 |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Is this an amendment?  |                    |  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Assessed need desired outcome measurement  |                    | Activity with Time lines   |                                   | Collaborative Partners  |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| 1. Based on student survey there is a need for students to increase knowledge of post high school opportunities, as measured by participant surveys. |                    | a) The YSC will host a post-secondary education fair, where students can explore options including colleges, universities, technical college, (Fall 2024, Fall 2026)<br>b) YSC will organize field trips to local employers and invite students with aligning interests (Fall 2022, Spring 2023, Fall 2023, Spring 2024)                 |                                   | a)Community Partners, KCTCS, State Universities b) Local Factories, YSC Staff Time, Local employers |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Evaluated (Y/N)  |                    | Evaluated (Y/N)  |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| If not implemented, briefly why?   |                    | If not implemented, briefly why?   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Did this activity have the intended impact (Y/N)   |                    | Did this activity have the intended impact (Y/N)   |                                   |   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| Assessed need desired outcome measurement  |                    | Activity with Time lines   |                                   | Collaborative Partners  |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |
| 2. Based on students survey there is a need for students to increase knowledge in their possible career path, as determined by survey data.          |                    | a) YSC will administer a career interest inventory survey to all students. (Spring 2025, Spring 2026.)<br>b) Selected students will participate in a virtual reality career experience to get hands on experience in a particular field in virtual reality. (Spring 2025, Spring 2026).  |                                   | a) Guidance Counselors<br>b) Bluegrass Workforce Learning   |                          |  |            |                    |   |                                   |                                 |                          |  |   |  |   |  |  |

| NIP   |  | NIP/2   |  |
|---|--|---|--|
| Evaluated<br>Y/N/?  |  | Evaluated<br>Y/N/?                                |  |
| Not implemented, briefly<br>Why?  |  | Not implemented, briefly<br>Why?                  |  |
| Did this activity have the intended impact (Y/N)?   |  | Did this activity have the intended impact (Y/N)? |  |
| Associated desired outcome<br>(measurable)  | Activity with dates  | Collaborative Partners                            |  |
| <p>3. Data collected from student surveys indicated a need for students to increase knowledge needed to complete college applications and scholarships, as measured by survey data.</p> | <p>a) The YSC Coordinator will offer and facilitate small groups to assist students in completing college applications and scholarships. (August 2024-May 2025, August 2025-May 2026).</p> | <p>a) WCHS HIVE Time, Guidance Office</p>         |  |
| NIP   |  | NIP/2   |  |
| Evaluated<br>Y/N/?  |  | Evaluated<br>Y/N/?                                |  |
| Not implemented, briefly<br>Why?  |  | Not implemented, briefly<br>Why?                  |  |
| Did this activity have the intended impact (Y/N)?   |  | Did this activity have the intended impact (Y/N)? |  |



|   |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
|---|---|---|------------------------|---|---|--|------------|--|--|--|--|--|--------------------|--|--|--|--|--|---|--|--|--|--|--|-----------------------------------|--|--|--|--|--|---------------------------------|--|--|--|--|--|--------------------------|--|--|--|--|--|---|---|---|---|---|---|
| 2024-26   |   | School District   | Woodford County        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
|   |   | Center Name   | Woodford Co. HS YSC    |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Center Type   |   | YSC   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Action Component  |   | Family Crisis and MH Counseling   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Goal of Component   |   | To increase self-management and coping strategies by assisting students and families with mental health needs and/or other crises through the identification and coordination of services (i.e. for grief, illness, bullying, incarceration, dating/domestic violence, loss of income, child abuse, etc.)   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
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| Resilience  |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Social Connections  |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Knowledge of Child/Adolescent Development   |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Concrete Support in Times of Need   |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Social and Emotional Competence   |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Nurturing and Attachment  |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| X   | X   | X   | X                      | X   | X |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Is this an amendment?   |   |   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Assessed need, desired outcome, measurement   |   | Activity with Timeliness  |                        | Collaborative Partners  |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| 1. There is a need for school staff to demonstrate increased knowledge of student needs, as measured by follow-up contact.  |   | a) The YSC will participate in weekly ISF Meetings to discuss the needs of at-risk students. (Fall 2024-Spring 2025, Fall 2025-Spring 2026.)  |                        | YSC Staff Time, School Counselors, Administrators, School Nurse, District Social Worker |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| ENIP  |   | ENIP  |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Evaluated (Y/N)?  |   | Evaluated (Y/N)?  |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| If not implemented, briefly, why?   |   | If not implemented, briefly, why?   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Did this activity have the intended impact (Y/N)?   |   | Did this activity have the intended impact (Y/N)?   |                        |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| Assessed need, desired outcome, measurement   | Activity with Timeliness  |   | Collaborative Partners |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |
| 2. Data collected from parent, student and faculty surveys indicates a need for students to have increased access to mental health services, counseling, and therapy, as measured by follow-up contact. | a) The YSC Coordinator will make referrals as necessary to counseling/treatment services as requested by school staff and/or parents/guardians (August 2024-May 2025 August 2025-May 2026). |   | YSC Staff Time         |   |   |  |            |  |  |  |  |  |                    |  |  |  |  |  |   |  |  |  |  |  |                                   |  |  |  |  |  |                                 |  |  |  |  |  |                          |  |  |  |  |  |   |   |   |   |   |   |

| Not Implemented Briefly<br>Why?  | Did this activity have the intended impact? (Y/N)   | Not Implemented Briefly<br>Why?         | Did this activity have the intended impact? (Y/N)        |
|--|---|---|--|
| <p>3. Data collected from parent and faculty surveys indicates a need for students to show increased knowledge regarding positive relationships and behaviors, as measured by participant surveys.</p> | <p>a) The YSC Coordinator will facilitate groups focusing on positive behaviors and effective coping skills. (August 2024-May 2025, August 2025-May 2026)<br/>b) The YSC Coordinator will facilitate groups focusing on anger management, self esteem (August 2024-May 2025, August 2025-May 2026.)</p> | <p>YSC Staff Time</p>                   |  |
| <p>Not Implemented Briefly<br/>Why?</p>  | <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Not Implemented Briefly<br/>Why?</p> | <p>Did this activity have the intended impact? (Y/N)</p> |



|   |  |   |                     |  |                                   |                                 |
|---|--|---|---------------------|--|-----------------------------------|---------------------------------|
| 2024-26   |  | <b>School District</b>  | Woodford County     |  |                                   |                                 |
|   |  | <b>Center Name</b>  | Woodford Co. HS YSC |  |                                   |                                 |
| <b>Center Type</b>  |  | YSC   |                     |  |                                   |                                 |
| <b>Action Component</b>   |  | Substance Abuse Ed and Couns  |                     |  |                                   |                                 |
| <b>Goal of Component</b>  |  | 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.   |                     |  |                                   |                                 |
| <b>Strengthening Families- Protective Factors</b>   |  | Place X below all Strengthening Families Protective Factors assessed through this component.  |                     |  |                                   |                                 |
|   |  | Resilience  |                     | Knowledge of Child/Adolescent Development  | Concrete Support in Times of Need | Social and Emotional Competence |
|   |  |   | X                   |  | X                                 | X                               |
| <b>Is this an amendment?</b>  |  |   |                     |  |                                   |                                 |
| <b>Assessed need, goal, or outcome measurement</b>  |  | <b>Activity with timeline</b>   |                     | <b>Collaborative Partners</b>  |                                   |                                 |
| 1. Self-reporting from the KIP survey indicates a need for students to show an increased knowledge of the effects and consequences of substance use, as measured by pre-and post-surveys.               |  | a) The YSC Coordinator will facilitate UK's #ICanEndTheTrend where students have the opportunity to explore the effects of tobacco and vaping on their lives, both short and long term. b) The YSC Coordinator will host workshops for families and students regarding substance abuse and how to access community resources. (August 2024-May 2025, August 2025-May 2026). |                     | a) ) Health Department, ASAP Board, YSC Staff Time, UKY #ICanEndTheTrend b) Health Department, Woodford County Police, UKY #ICanEndTheTrend, EMS, Community Mental Health partners |                                   |                                 |
| <b>NIPI</b>   |  | <b>NIPI(2)</b>  |                     |  |                                   |                                 |
| <b>Evaluated (Y/N)?</b>   |  | <b>Evaluated (Y/N)?</b>   |                     |  |                                   |                                 |
| <b>Not implemented briefly (Y/N)?</b>   |  | <b>Not implemented briefly (Y/N)?</b>   |                     |  |                                   |                                 |
| <b>Did this activity have the intended impact (Y/N)?</b>  |  | <b>Did this activity have the intended impact (Y/N)?</b>  |                     |  |                                   |                                 |
| <b>Assessed need, goal, or outcome measurement</b>  |  | <b>Activity with timeline</b>   |                     | <b>Collaborative Partners</b>  |                                   |                                 |
| 2. Self-reporting from both the KIP and student survey indicate the need for students to have increased access to substance abuse treatment, counseling, and therapy, as measured by follow-up contact. |  | a) The YSC Coordinator will make referrals as necessary to counseling/ treatment services as requested by school staff and/or parents/guardians (August 2024-May 2025, August 2025-2026.)   |                     | YSC Staff Time   |                                   |                                 |

| NIIP   | NIIP(2)  |   |
|--|--|---|
| Evaluated Y/N?   | Evaluated Y/N?   |   |
| If not implemented, briefly Why?   | If not implemented, briefly Why?   |   |
| Did this activity have the intended impact? Y/N  | Did this activity have the intended impact? Y/N  |   |
| Assessed need/desired outcome measurement  | Activity with timelines  | Collaborative Partner   |
| 3. Self-reporting and follow-up contact indicate a need for parents/guardians to show an increased knowledge of the effects and consequences of substance use within their students/youth, as measured by follow-up contact.   | a) The YSC Coordinator will collaborate to host 'Parent Night' parent education workshops regarding teen substance. (Spring 2025, Spring 2026)                     | a) YSC Staff Time, WCMS YSC Staff, Administration Team, Guidance Office, KY State Police, UKY #ICanEndTheTrend, YSC Funds (\$500) |
| 4. Self-reporting from KIP and YRBS indicates the need for students to gain knowledge regarding positive relationships and positive behaviors to decrease engagement of adverse behaviors, as measured by participate surveys. | a) The YSC Coordinator will implement the YEP Program (Drug Free Communities) and monitor its effectiveness. (Ongoing August 2024-May 2025, August 2025-May 2026). | Woodford County ASAP Board, Community Partners, YEP program coordinator   |



|   |   |   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
|---|---|---|-----------------------------------|---------------------------------|--------------------------|---|-----------------------------------|---------------------------------|--------------------------|--|--|--|---|--|--|
| 2024-26   |   | School District   | Woodford County                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
|   |   | Center Name   | Woodford Co. HS YSC               |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Center Type   |   | YSC   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Action Component  |   | Summer Part-Time Job Dev (High School only)   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Goal Of Component   |   | To introduce students to the world of work through education, job-related skills, and work experience by collaborating with community resources. Twenty-first century skills such as critical-thinking, problem-solving, goal-setting, leadership and decision-making will be emphasized.   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Strengthening Families Protective Factors   |   | <table border="1"> <tr> <td>Resilience</td> <td>Social Connections</td> <td>Knowledge of Child/Adolescent Development</td> <td>Concrete Support in Times of Need</td> <td>Social and Emotional Competence</td> <td>Nurturing and Attachment</td> </tr> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table> |                                   | Resilience                      | Social Connections       | Knowledge of Child/Adolescent Development | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |  |  |  | X |  |  |
| Resilience  | Social Connections  | Knowledge of Child/Adolescent Development   | Concrete Support in Times of Need | Social and Emotional Competence | Nurturing and Attachment |   |                                   |                                 |                          |  |  |  |   |  |  |
|   |   |   | X                                 |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Is this an amendment  |   |   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Assessed need, desired outcome, measurement   | Activity with Timelines   | Collaborative Partners  |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| 1. Based on student survey there is a need for students to demonstrate an increased knowledge of employment opportunities, as measured by participate survey's.   | a) YSC will organize field trips to local employers and invite students with aligning interest. (August 2024-May 2025, August 2025-May 2026) b) YSC will maintain an up-to-date listing of available part-time jobs for students within the community (August 2024-May 2025, August 2025-May 2026). | a) Local-Businesses, YSC Staff Time b) Local Businesses, YSC Staff Time c)  |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Evaluated Y/N?  | Evaluated Y/N?  |   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Not implemented, briefly why?   | Not implemented, briefly why?   |   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Did this activity have the intended impact? Y/N   | Did this activity have the intended impact? Y/N   |   |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| Assessed need, desired outcome, measurement   | Activity with Timelines   | Collaborative Partners  |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |
| 2. Based on student surveys there is a need for students to demonstrate an increased knowledge of twenty-first century skills, thus improving their ability to successfully secure a job, as measured by participant surveys. | a) The YSC will facilitate groups focusing on interview skills, critical thinking, leadership, and resume building. (August 2024-May 2025, August 2025-May 2026).   | YSC Staff Time  |                                   |                                 |                          |   |                                   |                                 |                          |  |  |  |   |  |  |

03/01/2024

|                              |  |                              |  |
|------------------------------|--|------------------------------|--|
| NAME                         |  | NAME                         |  |
| Evaluated                    |  | Evaluated                    |  |
| BY                           |  | BY                           |  |
| When implemented             |  | When implemented             |  |
| What is the expected impact? |  | What is the expected impact? |  |



|  |  |                     |   |  |                                 |                          |
|--|--|---------------------|---|--|---------------------------------|--------------------------|
| 2024-25  | <b>School District</b>   | Woodford County     |   |  |                                 |                          |
|  | <b>Center Name</b>   | Woodford Co. HS YSC |   |  |                                 |                          |
| <b>Center Type</b>   | YSC  |                     |   |  |                                 |                          |
| <b>Action Component</b>  | Optional #2  |                     |   |  |                                 |                          |
| <b>Optional Action Component</b>   | Family and Community Engagement  |                     |   |  |                                 |                          |
| <b>Optional Goal of Component</b>  | To engage the community and families in the work of the Youth Service Center an in the schools.  |                     |   |  |                                 |                          |
| <b>Strengthening Families Protective Factors</b>   | Place an 'X' below all Strengthening Families Protective Factors addressed through this component.   |                     |   |  |                                 |                          |
|  | Resilience   | Social Connections  | Knowledge of Child/Adolescent Development | Concrete Support in Times of Need                      | Social and Emotional Competence | Nurturing and Attachment |
|  | X  | X                   | X   |  |                                 |                          |
| <b>Is this an amendment?</b>   |  |                     |   |  |                                 |                          |
| <b>Assessed need/ desired outcome measurement</b>  | <b>Activity with Timeliness</b>  |                     |   | <b>Collaborative Partners</b>                          |                                 |                          |
| 1. Parent/ guardians will engage in greater communication with school staff and participate in activities to foster a welcoming environment within the school, as measured by school staff date and follow-up contact. | a) The YSC will assist school staff in developing and maintaining communication with parents/guardians through phone calls and home visits (August 2024-May 2025, August 2025-May 2026).<br>b) The YSC will provide opportunities and provide support to programs that encourage family involvement, including Veteran's Day, Grandparent's Day, and family nights. (August 2024-May 2025, August 2025-May 2026) |                     |   | a) YSC Staff Time<br>b) YSC Staff Time, guidance, PTO. |                                 |                          |
| <b>IMP</b>   | <b>ENRFA</b>   |                     |   |  |                                 |                          |
| <b>Evaluated Y/N/?</b>   | <b>Evaluated Y/N/?</b>   |                     |   |  |                                 |                          |
| <b>Not implemented, briefly Why?</b>   | <b>Not implemented, briefly Why?</b>   |                     |   |  |                                 |                          |
| <b>Did this activity have a train/mentor in place Y/N/?</b>  | <b>Did this activity have a train/mentor in place Y/N/?</b>  |                     |   |  |                                 |                          |
| <b>Assessed need/ desired outcome measurement</b>  | <b>Activity with Timeliness</b>  |                     |   | <b>Collaborative Partners</b>                          |                                 |                          |

|   |   |   |
|---|---|---|
| <p>2. Students and their families will have increased knowledge of available community resources and opportunities, as measured by follow-up contact.</p> | <p>a) The YSC will actively distribute information on community resources. (August 2024-May 2025, August 2025-May 2026).<br/>                 b) The YSC will maintain a community resource bank/library to easily distribute to families, students, etc (August 2024-May 2025, August 2025-May 2026)</p> | <p>YSC Staff Time</p>   |
| <p>IMP</p>  | <p>IMP</p>  | <p>IMP</p>  |
| <p>Evaluated (Y/N)</p>  | <p>Evaluated (Y/N)</p>  | <p>Evaluated (Y/N)</p>  |
| <p>Not implemented briefly. Why?</p>  | <p>Not implemented briefly. Why?</p>  | <p>Not implemented briefly. Why?</p>  |
| <p>Did this activity have the intended impact (Y/N)</p>   | <p>Did this activity have the intended impact (Y/N)</p>   | <p>Did this activity have the intended impact (Y/N)</p>   |
| <p>Associated Input/Resource/Outcome Measurement</p>  | <p>Activity with Timeline</p>   | <p>Collaborative Partners</p>   |
| <p>3. Relative caregiver will demonstrate and increased knowledge of children's educational and emotional needs, as measured by participant survey's.</p> | <p>a) The YSC will collaborate to offer a monthly support group for relative and grandparents raising children. (August 2024-May 2025, August 2025-May 2026.)</p>   | <p>UK Cooperative Extension Service, Guidance Counselors, Community Mental Health Providers, YSC Staff Time</p> |
| <p>IMP</p>  | <p>IMP</p>  | <p>IMP</p>  |
| <p>Evaluated (Y/N)</p>  | <p>Evaluated (Y/N)</p>  | <p>Evaluated (Y/N)</p>  |
| <p>Not implemented briefly. Why?</p>  | <p>Not implemented briefly. Why?</p>  | <p>Not implemented briefly. Why?</p>  |
| <p>Did this activity have the intended impact (Y/N)</p>   | <p>Did this activity have the intended impact (Y/N)</p>   | <p>Did this activity have the intended impact (Y/N)</p>   |



|  |  |  |  |   |
|--|--|--|--|---|
| 2024-25  |  | School District  | Woodford County  |   |
|  |  | Center Name  | Woodford Co. HS YSC  |   |
| Center Type  |  | YSC  |  |   |
| Action Component   |  | Optional #3  |  |   |
| Optional Action Component  |  | Educational Support  |  |   |
| Optional Goal of Component   |  | Provide students and their families with educational support necessary to maximize academic success as well as the communication between home and school to remove barriers to academic success. |  |   |
| Strengthening Families Protective Factors  |  | Place x below all Strengthening Families protective factors addressed through this component.  |  |   |
|  |  | Resilience   | Social Connections   | Knowledge of Child/Adolescent Development |
|  |  |  |  | Concrete Support in Times of Need         |
|  |  |  |  | Social and Emotional Competence           |
|  |  |  |  | Nurturing and Attachment                  |
|  |  |  | X  | X   |
| Is this an amendment?  |  |  |  |   |
| Assessed need, desired outcome measurement   |  | Activity with Timings  | Collaborative Partners   |   |
| 1. Students will have supplies necessary to begin the school year, improving their confidence, as measured by follow-up contact. |  | a) The YSC will collaborate with Woodford County YSCs to organize a Welcome Back Party to distribute school supplies prior to the first day of school. (July 2024, July 2025).                   | a) Homemakers Club, Local Churches, UK Cooperative Extension, YSC Staff Time |   |
| UNPI   |  | AI B (2)   |  |   |
| Evaluated Y/N?   |  | Evaluated Y/N?   |  |   |
| If not implemented, briefly why?   |  | If not implemented, briefly why?   |  |   |
| Did this activity have the intended impact? (Y/N)  |  | Did this activity have the intended impact? (Y/N)  |  |   |
| Assessed need, desired outcome measurement   |  | Activity with Timings  | Collaborative Partners   |   |



|   |   |   |
|---|---|---|
| <p>2. The number of students performing at or above grade level will increase, as measured by MAP and KPREP Data.</p>                       | <p>a) The YSC will refer students students in need of tutoring to after-school programs, homework club, and summer school. (August 2024-May 2025, August 2025-May 2025).</p>  | <p>YSC Staff Time, WCHS teachers, Community members</p>                                       |
| <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>                                      |
| <p>Assessed need, desired outcome measurement</p>   | <p>Activity with Timelines</p>  | <p>Collaborative Partners</p>   |
| <p>3. Students will have necessary supplies throughout the school year, as measured by the follow-up contact and reported into IC.</p>      | <p>a) The YSC will maintain a school supply closet throughout the school year with any required supplies. (August 2024-May 2025, August 2025-2026).</p>   | <p>Woodford County Women's Club, Donations</p>  |
| <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>                                      |
| <p>Assessed need, desired outcome measurement</p>   | <p>Activity with Timelines</p>  | <p>Collaborative Partners</p>   |
| <p>4. Parent involvement will increase both at home and school, resulting in school improvement, as measured by the MAP and KPREP Data.</p> | <p>a) The YSC will offer workshops for students and their families which address areas of interest identified through surveys. (Fall 2025, Fall 2026)<br/>                 b) The YSC will implement Watch D.O.G. program to increase parent and family involvement in the building. (August 2024-May 2025, August 2025-May 2026)</p> | <p>a) YSC Staff time, community partners<br/>                 b) YSSC Staff time, parents</p> |
| <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   | <p>Not Implemented Briefly Why?</p>   |
| <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>  | <p>Did this activity have the intended impact? (Y/N)</p>                                      |
| <p>Assessed need, desired outcome measurement</p>   | <p>Activity with Timelines</p>  | <p>Collaborative Partners</p>   |



|  |   |   |
|--|---|---|
| <p>5. There will be improved student attendance, as measured by IC Data.</p> | <p>a) The YSC will participate in weekly attendance/truancy meeting to monitor at-risk students. (August 2024-May 2025, August 2025-May 2026).</p> <p>b) The YSC will complete home visits and phone calls to assist in improving student attendance. (August 2024-May 2025, August 2025-May 2026).</p> | <p>a) YSC Staff Time, School Counselors, Administrators, School Nurses, District Social Workers b) YSC Staff Time</p> |
|--|---|---|

|   |   |
|---|---|
| N/A   | N/A   |
| Evaluated (Y/N)?                                  | Evaluated (Y/N)?                                  |
| If not implemented, briefly, Why?                 | If not implemented, briefly, Why?                 |
| Did this activity have the intended impact? (Y/N) | Did this activity have the intended impact? (Y/N) |
| Assess how desired outcome measurement            | Activity with timeline Collaborative Partners     |

|  |  |   |
|--|--|---|
| <p>5. There will be a decrease in the student drop-out rate, as measured by IC Data.</p> | <p>a) The YSC will facilitate small groups focused on graduation and drop-out prevention, b) The YSC will assist students with family hardship competition to achieve graduation with fewer credits.</p> | <p>a) YSC Staff Time<br/>b) YSC Staff Time, School Counselors, Administrators</p> |
|--|--|---|

|   |   |
|---|---|
| N/A   | N/A   |
| Evaluated (Y/N)?                                  | Evaluated (Y/N)?                                  |
| If not implemented, briefly, Why?                 | If not implemented, briefly, Why?                 |
| Did this activity have the intended impact? (Y/N) | Did this activity have the intended impact? (Y/N) |
| Assess how desired outcome measurement            | Activity with timeline Collaborative Partners     |

|   |   |  |
|---|---|--|
| <p>Data collected from KSA and the ACT indicates a need for increased educational support for our latinx students as measured by test scores.</p> | <p>a) The YSC will implement the 4-H Juntos program to increase latinx familial and student knowledge and support regarding high school education and post-secondary options through family nights. (August 2024-May 2025, August 2025- May 2026)</p> | <p>UK Extension office, WCPS Migrant Program</p> |
|---|---|--|

|   |   |
|---|---|
| N/A   | N/A   |
| Evaluated (Y/N)?                                  | Evaluated (Y/N)?                                  |
| If not implemented, briefly, Why?                 | If not implemented, briefly, Why?                 |
| Did this activity have the intended impact? (Y/N) | Did this activity have the intended impact? (Y/N) |