



Intervention/Service/Activity	Sources of Strength Suicide Prevention Program
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Family Crisis and Mental Health Counseling
BEFORE/Demonstrated need, including data	<p>In the fall of the 2017-18 school year, our school community experienced the loss of a student by suicide. Within weeks, another student challenged our community once again with an unsuccessful, yet life-altering, attempt. Our proximity to Marshall County and the events that had recently occurred brought even more urgency to seeking possible responses that could address the variety of issues that our schools and teens are facing. We began the process of evaluating how we might address these issues and others, in a manner that would best meet the needs of our students, parents, and staff.</p> <p>Working collaboratively with district personnel, GRREC, and others we implemented the Sources of Strength Program at TCHS. Sources of Strength is a suicide prevention program designed to help students identify and strengthen protective factors in their lives and leverage their voice to help create positive change in their school.</p>
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>The YSC took a lead role in getting this program implemented. We conducted student and staff surveys, coordinated student and staff trainings for Sources of Strength, and helped to develop activities that would work upon the strengths of our students and their existing relationships with one another to increase channels of communication and provide Hope, Help, and Strength. With the Sources of Strength Program and renewed efforts in PBIS and a restructured “mentoring” process between advisors and students, Trigg County High School saw growth in the following ways during the 2018-19 school year:</p> <p>Reports of harm to self or others down 83%. Mental health counseling referrals down 78%. Days of ALC down 42%. Days of suspension down 43%. Suspension events down 66%. Results of our Annual Hope Survey from Gallup also demonstrated continued growth in our ability to relate and connect with students. In the area of Engagement and Hope, students who feel the adults at our school care about them increased from 3.81 in 2017 to 3.89 in 2018 (U.S. average is 3.83), and the number of students who say they have an adult mentor who encourages their development increased from 3.86 in 2017 to 3.95 in 2018 (U.S. average is 3.47). This data supports the positive changes students and staff feel have taken place in our culture and climate at Trigg County High School.</p>
Submitted by:	<i>Horizon YSC, Trigg County Public Schools</i>

Suicide Prevention



2019

Intervention/Service/Activity	Job Hub
How was the impact/outcome measured?	Survey, pre and post
FRYSC Component or category	Summer Part-Time Job Development
BEFORE/Demonstrated need, including data	According to current Rural Low Income Schools data, 38.2% of families in Trimble County live below the poverty line and approximately 55.6% of our high school students qualify for free/reduced lunch status. Due to this high poverty rate, students often seek out jobs during high school to help meet family needs; however, according to our 2018 student needs assessment, 78% of students in grades 9-12 did not know how to obtain employment.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Trimble County YSC created Job Hub to help guide students in grades 9-12 through the employment process. Job Hub is open every Monday after school to give students the opportunity to fill out job applications, practice interview skills, learn best practices for obtaining employment and learn about local employment opportunities. Students also have access to a career closet that allows students to pick out an interview outfit.</p> <p>Since the launch of Job Hub in October 2018, 69 students have used the services with 60 students finding employment. 100% of students that used Job Hub report that they felt more confident in obtaining employment.</p>
Submitted by:	<i>Trimble County YSC, Trimble County Schools</i>

Employment



2019

Intervention/Service/Activity	Kindergarten Readiness: K-Camp & Other Activities
How was the impact/outcome measured?	Academic comparison, Brigance
FRYSC Component or category	Families in Training
BEFORE/Demonstrated need, including data	The 2016-2017 school year data showed that only 43.9% of incoming Bourbon County Kindergartners were considered school ready on the Brigance test. Only 39.3% of Cane Ridge Elementary School (CRES) and 36.8% of North Middletown Elementary (NMES) were considered kindergarten ready.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	<p>Thoroughbred Family Resource Center (TFRC) made increasing Kindergarten readiness a priority by hosting several Kindergarten readiness programs.</p> <ul style="list-style-type: none"> • TFRC co-sponsored a Kindergarten Camp open to all incoming Kindergartners in the district in July of 2018 and 2019. K-camp worked with students on transition and skills to prepare them for the start of the school year. The FRC also provided tools and books that students could take home to work on. • TFRC presented at the preschool Kindergarten Transition Night for parents, offered summer tours, hosted preschool tours at the elementary school and worked kindergarten registration nights. At each of these events, families received kindergarten readiness bags that included information/literature, games, activities, and books that families could work on together. • FRC staff helped write a grant for the Community Early Childhood Council (CECC) to place kindergarten readiness stations at 12 locations in the community. These stations were placed in areas where children were likely to have to wait. They included learning games, activities and books. • Brigance data for 2017-2018 showed a Kindergarten readiness increase of 15.8% in Bourbon County • Brigance data for 2018-2019 showed a Kindergarten readiness increase of 7.6% overall in Bourbon County.
Submitted by:	<i>Thoroughbred FRC, Bourbon County Schools</i>

Kindergarten Readiness



2019

Intervention/Service/Activity	Shoo-Flu (health & attendance intervention)
How was the impact/outcome measured?	Non-academic comparison
FRYSC Component or category	Health Services or Referrals to Health Services
BEFORE/Demonstrated need, including data	For the past few years, whenever the current flu bug starts affecting our attendance, the Shoo-Flu program is initiated. Last academic year, we decided to take action when our attendance dropped to slightly over 91% during the week of February 25th, 2019.
AFTER/Describe the impact or outcome of the intervention, service, or activity, including data.	Each teacher was provided a large bottle of hand sanitizer and a container of disinfecting wipes. Student nurses from the University of Kentucky showed a short video called "The Sneeze" on how germs reproduce and discussed the importance of hand washing in each classroom. They distributed the hand sanitizer and the wipes and suggested that elementary line leaders and line "lasters" each take a wipe and on their way to and from lunch, recess, gym etc. The first and last child in the line used the wipes on doorknobs and stair railings. This was done with every elementary classroom from Kindergarten to 5th grade. The next week, the attendance climbed to nearly 95%, a level that was maintained the following week as well.
Submitted by:	<i>Burgin Independent FRYSC, Burgin Independent Schools</i>

Health