

**Full-Service Community Schools Program (FSCS)  
Project Abstract FY 2022**

**Applicant Name: Batavia City School District**

**Project Title:** Batavia Community Schools Initiative: Equity - Opportunity – Family

**Absolute Priority the Project Addresses:** (select all that apply)

- Absolute Priority 1 – Title IA Schoolwide Program Eligibility
- Absolute Priority 2 – Title IA Schoolwide Eligibility and Rural Districts – Small and Rural or Rural and Low-Income
- Absolute Priority 3 – Capacity Building and Development Grants
- Absolute Priority 4 – Multi-Local Educational Agency Grants
- Absolute Priority 5 – FSCS State Scaling Grants

**Competitive Preference Priorities the Project Addresses:** (select all that apply)

- Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs
- Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

**Total number local educational agencies (LEAs) to be served by the project: 1**

**Total number of schools to be served by the project: 4**

**Total estimated number of students to be served by the project: 2,150**

**Brief description of proposed project, including project activities:** Batavia City School District (Batavia CSD/BCSD) is located in Upstate Western New York in the county seat (Batavia) of rural Genesee County mid-way between Rochester and Buffalo off the Interstate-90. Genesee County is primarily an agricultural community and faces the typical barriers of a rural community: lack of transportation; limited education levels among residents; limited employment opportunities; increasing poverty; and extremely limited community resources to address student, family, school, and community needs. Batavia has a population of just 15,482. Batavia CSD is comprised of four schools: Jackson Primary School (serving grades PreK-1), John Kennedy Intermediate School (serving grades 2-4), Batavia Middle School (serving grades 5-8), and Batavia High School (serving grades 9-12). The district serves a diverse community of approximately 2,100 students in grades Pre-K-12. 29% of students are students of color (1% American Indian or Alaskan Native, 13% black, 10% Latino, 1% Asian and/or Pacific Islander and/or Native Hawaiian, 4% multi-racial), 12% of students have disabilities, 2% of students are English Language Learners, and 1% of students are homeless. About 2 out of 3 students (59%) are economically disadvantaged. Each of Batavia CSD's four schools is currently providing ESSA services and receiving

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Title IA, Title IIA, Title III, and Title IV funds. Academic achievement is low, notable disparities exist between subgroups, and chronic absenteeism is high. In 2021 and 2022, the district comprehensively assessed the needs of students, families, schools, and the community using data on student academic achievement, attendance, behavior, and disciplinary records; data on community economics (shared above) and health outcomes; information on school and community services and resources; and input from school staff, students, families, and community partners. As a result, the district identified six key gap areas that point to the need for continued expansion of the community schools model: Gap 1: Lack of coordination and promotion of and access to existing school and community resources and services; Gap 2: Lack of effective literacy and math improvement programming and engaging educational enrichment services during and outside of school time; Gap 3: Lack of access to health services and health education programs; Gap 4: Positive behavior education and interventions exist but need to be continued and expanded; Gap 5: Existing efforts to prepare students for transitions across the educational timeline, college, and careers are limited; and Gap 6: Lack of parent and family engagement. These gaps will be addressed by this Full-Service Community Schools (FSCS) project entitled Batavia Community Schools Initiative: Equity - Opportunity – Family. The NIA defines a full-service community school (FSCS) as “a public elementary or secondary school that uses established partnerships between schools and community organizations to provide well-rounded educational opportunities and meet the social, emotional, physical and mental health, and academic needs of students.” More specifically, a FSCS performs the following functions, as excerpted from NIA: (a) Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based partnerships; and (b) Provides access to such services in schools to students, families, and the community, such as access during the school year (including before- and after-school hours and weekend), as well as during the summer. Under this project, Batavia CSD will develop 4 full-service community schools offering the required pipeline of services which minimally includes the following per ESEA 4622 and the NIA: (A) High-quality early childhood education programs. (B) High-quality school and out-of-school-time programs and strategies. (C) Support for a child’s transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary. (D) Family and community engagement and supports, which may include engaging or supporting families at school or at home. (E) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling. (F) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce. (G) Social, health, nutrition, and mental health services and supports. (H) Juvenile crime prevention and rehabilitation programs. Specific activities will include but are not limited to: addition of a 1.0 FTE Community Schools Director for the district; addition of 4.0 FTE Community Schools Site Coordinators (one per school); addition of a 1.0 FTE Family and Community Engagement (FACE) Center Coordinator/District Social Worker; establishment and implementation of a more robust system for making and tracking student and family referrals to community services and resources; educational case management for students at highest risk for low

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academic performance and/or dropping out; increased promotion of PreK and other community-based early learning programs especially for students of color; reading improvement programs through our library program; transitions program for young children and students with disabilities; afterschool programming with homework help, technology-based learning and academic skills practice opportunities, and science/technology/engineering/math (STEM) activities through our YMCA partner; academic improvement summer camps; extended school year programming; career camps through our Business Education Alliance partner; dual enrollment opportunities for high school students to earn college credits at a reduced price while in high school and college transition programs through our community college partner; volunteer and career readiness activities for students and job development support and activities for students and families; collaboration with Genesee County Mental Health to explore feasibility of establishing school-based mental health services and ensure access to care for students and families through on and/or off campus services; collaboration with Genesee County Health Department to offer health education programs at schools and/or the FACE and to explore the feasibility of work our local federally qualified health center to establish one or more school-based health centers; collaborating with a vendor to bring mobile dentistry to our schools; substance use disorder prevention education activities, screening and treatment connections, naloxone opioid overdose reversal medication administration training, and parenting education through Genesee Council on Alcoholism and Substance Abuse (GCASA); 4H club establishment and nutrition education through Cornell Cooperative Extension at one or more schools and/or the FACE Center; restorative justice practices and talking circles; suicide prevention and mentoring support groups; broadening of the plan to reduce chronic absenteeism; trauma-sensitive, restorative justice, and multi-tiered system of support (MTSS) training for school staff; expanding the Community Schools Advisory Board; planning for sustainability; and incorporating planning for Community Schools in the broader district and school plans and budgets.

**Summary of project objectives and expected outcomes:** The project will result in achievement of these objectives: (a) Increase student mental and behavioral health by increasing access to mental and behavioral healthcare and support. (b) Decrease student behaviors that negatively impact health and/or academic achievement. (c) Increase student readiness for school. (d) Increase student academic achievement. (e) Students will graduate college and career ready. (f) Reduce the academic achievement gap between students of color and students who are white. (g) Increase student community connections. (h) Increase the opportunities for family education. (i) Reduce chronic absenteeism. (j) Expand school and community collaboration. (k) Establish sustainability for Community Schools. The project will track outcomes data on student achievement; student chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information; provision of integrated student supports and stakeholder services; expanded and enriched learning time and opportunities; family and community engagement efforts and impact; information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience; graduation rates; changes in school spending information; collaborative leadership and practice strategies; regularly convening or engaging all initiative-level partners; and participant feedback on/satisfaction with project services.

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**Proposed location(s) of implementation (e.g., city, town, county, State(s)):** City of Batavia/Batavia City School District in Genesee County in Upstate New York State

**List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable:** There are no partnering LEAs other than the primary applicant Batavia City School District. The applicant Batavia City School District is the only LEA involved.

**List all non-LEA organizations partnering with this project:** Genesee-Livingston-Orleans-Wyoming (GLOW) YMCA, Inc.; United Way of Genesee County; Partners in Restorative Initiatives; Children's Institute, Inc.; Genesee Community College; Genesee County Business Education Alliance; Genesee County Mental Health Services; Genesee County Public Health Department; Richmond Memorial Library; Genesee, Livingston, Orleans, Wyoming Workforce Development Board; Cornell Cooperative Extension of Genesee County; Genesee County Department of Social Services; Arc GLOW; Genesee/Orleans Council on Alcoholism and Substance Abuse (GCASA); Batavia City School District Foundation.