



NARRATIVE

Batavia City School District is applying under *Absolute Priorities 1—Title IA Schoolwide Program Eligibility and 3—Capacity Building and Development*. Therefore, we present our narrative response in the format according to the NIA as described for Subpart A: Selection Criteria for Absolute Priority 3--Capacity Building and Development Grants. All Batavia CSD schools are eligible for schoolwide Title I programs. According to the NYS Department of Education, 2 out of 3 students districtwide (59%) are economically disadvantaged, including: 66% of students at Jackson Elementary School, 66% of students at John Kennedy Elementary School, 59% at Batavia Middle School, 49% at Batavia High School. As both elementary schools feed into the middle and high schools, very likely the true percentage of students who are economically disadvantaged districtwide and at each school is 66+% since it is well known that secondary students file free and reduced lunch paperwork less often than elementary students due to stigma concerns, and all schools are drawing from the same community of families. We are applying for *Competitive Preference Priorities 1—Meeting Student Social, Emotional, and Academic Needs* and *2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change* for up to five points each and total of 10 possible bonus points.

Selection Criteria 1. Need for the Project (10 points)

DISTRICT OVERVIEW

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. Batavia is the only “city” in the county and is a small city with 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 2,150 students in grades PreK-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 Title IA, Title IIA, Title III, and Title IV funds. Academic achievement is low, notable disparities exist between subgroups, and chronic absenteeism is high.

The district is designated as a target district, based on secondary students who are Black failing to meet adequate Measures of Interim Progress (MIP) for graduation rate and chronic absenteeism. BCSD is considered a High Need/Resource Category district by the NYS Education Department (NYSED). Districts that are rated as "high" have a high need and a low wealth resource base to address those needs.

Genesee County 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. Mental health services for youth are limited to two service providers for the county (Genesee County Mental Health and Horizon Health Services). The pandemic has exacerbated and highlighted community needs, such as access to mental health and substance use disorder (SUD) services. Isolation and instability have increased depression, anxiety, suicidality, and active substance use. The pandemic has also highlighted needs within the schools specifically, such as technological resources and additional support and training for teachers.

Census.gov defines community resilience as "the capacity of individuals and households within a community to absorb, endure, and recover from the impacts of a disaster." It considers



the following risk factors: “age 65 and above; low-income household; single caregiver householder; household communication barrier; employment status; disability status; physical crowding; lack of health insurance; respiratory disease; heart disease; and diabetes.” The Census Bureau provides density maps showing concentrations of residents with 3+ risk factors. Batavia has a greater concentration of residents with risk factors than most of Genesee County.¹

The rate of persons living at or below poverty in the city of Batavia is 16.9%, putting the poverty rate in the city 32% higher than the national average of 12.8%. The table below shows the difference in poverty by age in Batavia versus the nation. Poverty in Batavia is higher in each age bracket, especially for children under five, who experience poverty at a rate 63.4% higher than the national average. Nearly one third of children younger than school age, and nearly one fifth of school-age children are in poverty in Batavia.

Percent in poverty	Batavia	USA	Difference
Batavia All	16.9%	12.8%	32.0% higher
Related children of householder under 18 years	22.3%	17.2%	29.7% higher
Children under 5	31.2%	19.1%	63.4% higher
Children 5-17 years	19.7%	16.9%	16.6% higher

Census data show that the median household income in the City of Batavia of \$49,850 is 23.3% (\$15,144) below the national average \$64,994. Per capita income follows the same trend: the national average is \$35,384, and Batavia’s per capita income is 20% less, at \$28,300. The population growth rate for Batavia was only 0.9% between 2010 and 2020. This was a sixth of the national growth rate for the same period. Research has shown a connection between education and income levels. More than 80% of Batavia residents do not have a bachelor’s degree.

GAPS AND WEAKNESSES

In recognition of the needs of students and the community, the district decided to move to a



community school model in 2019. That same year, the district took action toward that end by establishing a Community Schools Advisory Board. Since then, the board has forged informal partnerships with 90+ organizations, including community-based organizations, government agencies, businesses, clubs, faith-based organizations, and healthcare organizations. In addition, through this application process, we have established formal partnerships with 15 organizations.

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.

Gap 1: Lack of coordination, promotion of, and access to existing school and community resources and services. As a rural community, Genesee County has limited resources and services available for students and families, however, some services and resources do exist in the community and through the school. Unfortunately, students and families are often unaware of what is available or how to access those services. The district currently has a very limited system for



making referrals to community services. The district does not have a system for tracking and following up on referrals to ensure students and families *connect* to recommended resources. Students and families also need assistance removing barriers to accessing services to which they have been referred. For example:

- ✓ Assistance navigating transportation options and making transportation plans to attend appointments, since only extremely limited public transportation is available in Batavia.
- ✓ Assistance signing up for health insurance to access physical and behavioral health services.
- ✓ Applying for and navigating safety net programs like Supplemental Nutrition Assistance Program (SNAP) and Women/Infants/Children (WIC) food assistance programs, homeless housing support, Social Security, Disability, and Unemployment.
- ✓ Accessing computers and high-speed internet to research care providers, apply for jobs, or register for vocational training or college programs.

In the past three years, the district has begun offering a much wider range of resources, including resources that address social determinants of health such as a food pantry, clothing closet, and a program allowing free access to paid laundry mats through our Family and Community Engagement Center (FACE). However, awareness of these resources among students and families is still limited. The district needs a full-time Community School Site Coordinator at each school to promote services to students and families, make and follow up on referrals, support students and families in reducing barriers to accessing services, provide educational case management for students most at risk, coordinate with community partners, and collect data to identify successes and areas for improvement to inform project decisions. The districtwide Community Schools Director will lead coordinators. BCSD has found a way to invest in a Community Schools Director for two years. This individual is highly knowledgeable of community services and service providers, but one person can only do so much for four schools.



The Community Schools Director will take the lead in ensuring proper and consistent Coordinator training, communicating with school programs and leaders to align services with the curriculum and student learning needs, developing, and maintaining community partnerships, developing new programs and services, ensuring compliance and quality assurance, and reviewing data.

Gap 2: Lack of effective literacy and math improvement programs and engaging educational enrichment services during and outside of school time. Too few Batavia CSD students begin school prepared to succeed. Academic achievement is low. Existing district programs during and outside of school time are not sufficient without expansion to resolve these needs. Some community-based programs exist to support resolving weaknesses, but students and families are often unaware of them or need support accessing them, and the work of these programs has not been well coordinated with the schools historically due to lack of school staff to fulfill this role. Struggling students need more support. A whole-child, whole-family approach is essential.

Limited Early Childhood Learning/PreKindergarten Readiness

Based on our Fall 2021 and Spring 2022 Universal PreKindergarten (UPK/PreK) Brigance III screening results, 53% of Batavia children are coming to PreK performing below the age-equivalent average in Academic/Cognitive Development, 18% have below age-equivalent Language Development, and 57% have below age-equivalent Physical Development. Only 8% of children screened were above age-equivalent for Academic/Cognitive Development, and only 6% were above age-equivalent for Physical Development. DIAL-4 (Kindergarten Developmental Indicators for the Assessment of Learning- 4) results from the same period indicate there were concerns for 29% of students evaluated—about 1 in 3!

Students of color are tremendously underrepresented in our PreK program. Of 101 PreK slots available to district residents (75 full-day and 26 half-day), about 1% are filled by students of color annually even though districtwide 29% of students in grades K-12 are students of color.



Students demonstrating need as well as students likely to be at greater risk academically are prioritized for PreK slots. Because clear achievement disparities exist between students who are white and students of color in our schools, the district considers students of color at greater risk academically and therefore prioritizes those students for enrollment in PreK. Unfortunately, families of students of color have been registering their students in PreK at a much lower rate than families of students who are white. This has been the trend from the program's inception.

Screening, assessment, and enrollment data clearly indicate a need to concentrate on family engagement and education for children ages 0 to 4 years old overall and with children of color and their families in particular. More work needs to be done to: promote PreK services to students, families, and the community; communicate results to the community in the form of both understandable data and stories any community member can understand and connect with; connect with individual families of students of color to build trust and awareness of children's early learning needs; offer direct assistance with completion of PreK registration paperwork to parents who may not have the confidence, knowledge, or ability to complete paperwork on their own; connect with pediatricians and childcare providers to request family referrals for outreach purposes; and promote existing effective programs and resources. Early learning begins at home and is built upon by the schools, but there are quite a few resources available in the community to support early learning and healthy development in addition to the district's PreK program. However, many families are unaware of and/or do not know how to access these services. Coordinators will be critical to providing outreach to families of children ages 0-4 and linking them to community and district resources.

Low Elementary and Middle School Academic Achievement

Unfortunately, readiness and academic achievement challenges are currently persisting into grades well beyond kindergarten despite efforts made by the district to help students improve. As the



tables below show, based on NYS standardized testing results, proficiency in English Language Arts (ELA) and Math was low among students in grades 3-8 at Batavia CSD in 2019,ⁱⁱ and considerable disparities existed among subgroups. In 4 out of 6 grades, half or more of all students were not proficient in ELA. In Grade 3, 57% of students were not proficient in Math, and in Grade 4-8, approximately 3 out of 4 students were not proficient in Math. Non-proficient results among students that are economically disadvantaged were even higher.

- ✓ Grade 3: Non-proficiency for ELA is 24% higher and non-proficiency for Math is 23% higher among students that economically disadvantaged compared to all students.
- ✓ Grade 4: Non-proficiency for ELA is 27% higher and non-proficiency for Math is 16% higher among students that economically disadvantaged compared to all students.
- ✓ Grade 5: Non-proficiency for ELA is 8% higher and non-proficiency for Math is 11% higher among students that economically disadvantaged compared to all students.
- ✓ Grade 6: Non-proficiency for ELA is 36% higher and non-proficiency for Math is 13% higher among students that economically disadvantaged compared to all students.
- ✓ Grade 7: Non-proficiency for ELA is 11% higher and non-proficiency for Math is 11% higher among students that economically disadvantaged compared to all students.
- ✓ Grade 8: Non-proficiency for ELA is 33% higher and non-proficiency for Math is 1% higher among students that economically disadvantaged compared to all students.

Results that are in bold/red in the table below are above 50%.

Grade 3	50%	62%	57%	70%
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Grade 4	52%	66%	73%	85%
Grade 5	64%	69%	75%	83%
Grade 6	39%	53%	78%	88%
Grade 7	66%	73%	82%	91%
Grade 8	36%	48%	83%	84%

Due to COVID-19, test results are limited. As of 2019, the last year for which results are complete and reliable, only 38% of grade 3-8 students were proficient in ELA compared to the NYS average of 45%. The state cancelled testing in 2020 due to COVID-19 school closures. 2021 state testing data suggests 49% of students in grade 3-8 were proficient in ELA, however, only 70% of students participated in testing that year, and no comparative state data was available due to low participation. Preliminary data for 2022 not yet final, suggests ELA proficiency for grades 3-8 districtwide is no higher than 40% and is under 20% in some grades. This means some grades 4 out of 5 students are not meeting ELA grade level achievement standards! Again, significant disparities existed among subgroups as shown in the table. Results in bold/red are above 50%.

2021 ELA: %	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<u>NOT</u> Proficient						
All students	50%	52%	64%	39%	66%	36%
Students with Disabilities	71%	81%	82%	78%	100%	67%
General Ed.	47%	43%	60%	34%	61%	31%
Students of Color	64%	83%	78%	58%	82%	68%
Students who	46%	44%	58%	33%	62%	33%



are White						
Economically Disadvantaged	62%	66%	69%	53%	73%	48%
Not Economic Disadvantaged	27%	30%	54%	25%	58%	27%
English Learners (ELL)	83%	100%	NA	NA	NA	NA
Not ELL	48%	52%	NA	NA	NA	NA

Batavia CSD’s 2019 Math proficiency was at 43% compared to the NYS average of 47%.ⁱⁱⁱ

Again, no data was available in 2020 because testing was cancelled due to school closures. 2021 results for the district are less reliable because of the quantity of students not represented in the results, but they show overall low proficiency in Math, especially for students with disabilities, economically disadvantaged students, students of color, and English Learners as shown below.

2021 Math: %	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<u>NOT</u> Proficient						
All students	57%	73%	75%	78%	82%	83%
Students with Disabilities	93%	98%	NA	100%	100%	100%
General Ed.	52%	67%	NA	75%	80%	79%
Students of Color	86%	95%	67%	86%	90%	100%
Students who are White	48%	67%	75%	76%	81%	82%



Economically Disadvantaged	70%	85%	83%	88%	91%	84%
Not Economic Disadvantaged	32%	54%	65%	66%	71%	81%
English Learners (ELL)	83%	100%	NA	NA	NA	NA
Not ELL	56%	73%	NA	NA	NA	NA

While Batavia CSD provides academic intervention services (AIS) for students who are not performing on grade level, has been using personalized learning tools including but not limited to i-Ready since at least 2016, and offers some extended school year programming as well as other school-day services and supports, too many students are still not successfully demonstrating proficiency in ELA and Math. More programs and supports outside of the school day are needed to increase student successes by providing students with more opportunities to learn and practice academic skills. An increase in and expansion of personalized learning approaches is needed. Struggling students would benefit from additional summer and/or afterschool programs. Students in subgroups could benefit from academic case management aimed at ensuring direct outreach to and monitoring of students most at risk.

High Rate of Chronic Absenteeism Limits Academic Achievement

The US Department of Education (US ED) reports based on research, “Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.”^{iv} Research has also demonstrated that attendance is significantly correlated with high school graduation.^v Batavia CSD is designated by NYS as a target district based on secondary Black/African American subgroup



students failing to meet adequate Measures of Interim Progress (MIP) for graduate rate and chronic absenteeism. Attendance data presently show high rates of chronic absenteeism in the middle and high schools. Chronic absenteeism is defined as missing more than 10% of school, and the chronic absenteeism rates in the middle and high school are 26% and 30%, respectively. Data from The Hamilton Project from the 2015-2016 school year showed Batavia CSD above both state and national chronic absenteeism levels at 20.2% for that year which placed it in the highest (worst) tier in the country at that time. The Hamilton Project showed BMS at 16.2% and BHS at 38.8%. While BHS's chronic absenteeism rate has decreased since that time, it is still well above average, and the BMS chronic absenteeism rate has increased 60% since 2016.^{vi} District data for 2020-2021 show that the rate of chronic absenteeism at BCSD is higher for students who are black, Hispanic, economically disadvantaged, and/or students with disabilities.^{vii} Increasing student attendance is key to increasing achievement. More programming is needed to do so.

Problematic Subgroup Disparities Exist

Students of color and economically disadvantaged students not only have lower academic achievement, but also have higher rates of suspension and lower graduation rates. (See Gap 4 for further discussion of disciplinary data.)

Data from the NYSED Data Site demonstrate consistent gaps in all key areas between students of color and White students.^{viii} The 2020-2021 4-year cohort graduation rate for Black students is 83%, which is 12 percentage points lower than the 4-year graduation rate for White students (95%). The latest ELA and Math scores for 3rd-8th grade show vast disparities in academic outcomes by race.



Grade	ELA Proficiency: White Students	ELA Proficiency: Black students	Math Proficiency: White Students	Math Proficiency: Black Students
3	54%	42%	52%	14%
4	56%	21%	33%	7%
5	42%	22%	28%	33%
6	67%	43%	24%	0%
7	38%	19%	19%	6%
8	67%	33%	18%	0%

The Batavia CSD Elementary/Middle and Secondary Indicator Levels Composite

Performance for students who are Black is Level 1 out of 4—indicating the lowest performance. The Secondary-Level College, Career, and Civic Readiness (CCCR) baseline for Batavia CSD students who are Black was 92.6 out of a possible 200, and the Measure-in-Progress (MIP) just 95.9 out of a maximum possible 175. This compares to the CCCR baseline for Batavia CSD students who are white of 120.4 and MIP of 124.8.

Gap 3: Lack of access to health services and health education programs. Student and family member physical and behavioral health challenges are inhibiting student success by causing absences, distraction, and stress for students. There is compelling evidence that school achievement and outcomes are directly influenced by emotional health or well-being outcomes.^{ix} Genesee County is a designated Health Professional Shortage Area for Primary Care for the Medicaid-eligible population.^x At the same time, the City of Batavia has a 19.9% premature mortality rate.^{xi} The Robert Wood Johnson Foundation’s County Health Rankings data show that Genesee County is in the 4th (worst) quartile of NYS counties for premature mortality; that it is



getting worse over time; and that the average years of potential life lost per population has been higher in Genesee County than in NYS and the US overall since 2016. This becomes a chicken-or-egg situation as it quickly becomes difficult to sort out whether people are sicker and die earlier because they do not have access to care, or if care is not as accessible for the overall population because more people in the community need a higher-than-average amount of care due to their chronic physical health conditions. More likely than not, both issues contribute to each other and cause a cyclical problem.

The rate of potentially preventable hospitalizations is 25.5% higher in Batavia than in NYS on average (151.2 and 120.5 per 10,000, respectively – excludes NYC). Potentially preventable hospitalizations are mostly consequences of preventable chronic conditions such as diabetes and Chronic Obstructive Pulmonary Disease (COPD). This figure is heavily influenced by long-term lifestyle choices of the population, such as smoking, diet, and physical activity level as well as related factors such as weight.

Smoking causes a range of cancers and increases risk of stroke, heart disease, and other chronic health problems. 20.5% of Genesee County adults smoke—46.4% more than the 2019 national average of 14.0%.^{xii} A third (32.3%) of low-income adults (<\$25,000/year) in Batavia are smokers. Compared to the Genesee County residents overall, low-income residents are 58% more likely to be smokers.^{xiii} Results from the Batavia CSD Community-Level Youth Development Evaluation (CLYDE) survey from 2021 show 6% of 9th graders and 21.2% of 11th graders reported vaping nicotine in the 30 days prior to the survey compared to 11.3% of high school students nationally. The dramatic increase by 11th grade to nearly double the national rate suggests students entering adulthood regularly using nicotine and increasing health risks.

Obesity has been proven to cause and/or contribute to diabetes, heart disease, stroke, cancers, depression, anxiety, sleep apnea, infertility, and other debilitating and life-threatening



chronic conditions. Unfortunately, student weight status category data available on the NYS Department of Health website shows many students in Batavia CSD are already in a higher risk health position, as 35.5% of elementary students (1 in 3) and 44.1% of middle and high school students (nearly half!) are overweight or obese, with 21.1% of elementary students (1 in 5) and 22.8% of secondary students already obese.^{xiv} StateofChildhoodObesity.org, which tracks weight status data for every state, shows that in NY as a whole, just 11.5% of students ages 10-17 were obese, and of youth ages 2-19, nationwide 19.3% are obese.^{xv}

The rate of disability in Batavia is 18.6%, which is 46.5% higher than the national average of 12.7%. More than one in ten school-aged Batavians under have at least one disability, and one in ten Batavians under 18 has a cognitive difficulty.^{xvi} The old-age dependency ratio in Batavia is 13% higher than for the US overall. This means that Batavia families have an overall higher burden of caregiving responsibility for aging relatives/friends than Americans nationwide. Consequently, families in Batavia may benefit more from safe and high-quality school and community programs that give parents more time to manage other important responsibilities, such as elder care.

Dental care for children from low-income families is extremely limited. Most children in the area from low-income families participate in state-subsidized Child Health Plus through Fidelis Care or Medicaid. Only one dental practice (with a total of two dentists) in the county accepts these insurances. Access to dentists is therefore extremely limited for Batavia CSD students.

The opioid and poly drug use crisis have hit Genesee County tremendously hard and mostly at an increasingly level since 2015. Hospital emergency department (ED) visits involving opioid overdose in Genesee County are 45% higher than state averages. The rate of opioid deaths is 65.7% higher, 23.7 per 100,000 population compared to just 14.3.^{xvii} The rate of Genesee County infants born affected by maternal drug use per 1,000 newborn discharges was more than three times higher than the state average (40.0 compared to only 12.7 per 1,000 newborn discharges). The CDC



reports, “Children born with neonatal abstinence syndrome (NAS) were more likely to have a developmental delay or speech or language impairment in early childhood compared to children born without NAS. NAS is a serious withdrawal syndrome that can occur in newborns after exposure to opioids during pregnancy.”^{xviii} In response to the opioid crisis, since 2017, a broad based group of stakeholders came together to form the Genesee-Orleans-Wyoming Counties Opioid Task Force to take action to increase access to treatment and recovery supports using a collective impact model. The Task Force now has over 400 members and more than 70 participating agencies. In addition to the opioid epidemic, cocaine and methamphetamine use have been increasing.

New York’s Western Region had a relatively steady increase in the utilization of NY Office of Mental Health (OMH) services by persons under 21 from 2009 to 2019, and in 2019 there were an estimated 26,567 more OMH clients in this age bracket than there were in 2009.^{xix} The 2021 CLYDE survey shows 31.9% of secondary students “felt depressed or sad most days” in the past year, and 28.2% of students “sometimes think life is not worth it”! Comparatively, the National Institute of Mental Health (NIMH) found that in 2020 17% of adolescents had experienced a major depressive episode in the year prior. Then the pandemic hit, and mental health issues worsened across the county. In April 2022, the Pew Research Center reported that 31% of students (on par with Batavia’s results) “said they experienced poor mental health most or all of the time in the 30 days before the survey.”^{xx} While Genesee County is not officially a designated shortage area for mental health professionals, there is a critical shortage of mental health professionals who can and will serve children and adolescents in the Western NY and Finger Lakes region, and this is well known in the region. Recently, a collaborative of 27 agencies across 14 counties attempted to hire a shared nurse practitioner or physician’s assistance who could provide mental health care via telehealth for ages 5-12, and they were not able to find anyone. This was after many of those



agencies had sought to hire a provider for children on their own without success. As noted, Genesee County is a Federally designated Health Professional Shortage Area for primary care providers for the Medicaid-eligible population. Primary Care shortages are especially dangerous for people who need mental health care because primary care providers play important roles in mental health screenings and in connecting their patients to the mental health care system. Genesee County Mental Health (GCMH) is one of just two mental health care providers serving the county able to provide care for adolescents, the primary provider of mental health care adolescents, and the only provider of mental health care for children. Yet GCMH was not able to accept any new patients at all for many months this past year, and prior to that they had a waiting list that reached 400+ due to an extremely critical lack of staff. 13WHAM news covered the area's inability to meet the demand for youth mental health in May 2022 and discussed the upcoming establishment of the area's first walk-in mental health center for youth (edited for brevity):^{xxi}

“Just a year after opening in 2020, the Golisano Pediatric Behavioral Health Center on South Ave. struggled to meet the needs of families calling for help. In October last year, 13WHAM reported 400 families were on a waiting list. Some of them turned to the hospital emergency departments or C-PEP for help. The wait at URMC's C-PEP can be as long as 24 hours. To meet demand, URMC plans to open another, smaller pediatric behavioral health center on the west side of Rochester. ‘There’s currently no clinics like this from the city of Rochester to Batavia,’ said [REDACTED] [REDACTED] ‘So, this is geographically strategic, as well as quantitatively strategic.’ [REDACTED] estimates the second center will see as many as 10,000 patients per year. He hopes the new walk-in center will open in the fall.” This center is a desperately needed resource for the area, but unfortunately it will still be approximately 40 minutes away from Batavia CSD.

Genesee County is also struggling with a dire Emergency Medical Services (EMS) shortage. A significant volume of EMS calls is mental health, and EMS are often unable to respond



quickly due to short staff. In a story in The Batavia Daily News printed January 2022, it is clear from EMS Coordinator Timothy Yaeger's comments that when the system is working as planned, it relies heavily on volunteer first responders. In recent months, those responders simply have not been available, *and* there has been a critical shortage of paid response staff. This has led at times to periods when NO ambulances were available in the county for a portion of the day as well as to the County Manager and EMS Coordinator shifting to a model where police alone rather than EMS staff and ambulances are sent to transport people in mental health crises. While they try to be empathic, police are not trained for this work, and the people in crisis struggle to understand why they are "in trouble" and have to ride in the back of a police car. The situation can deteriorate quickly simply because an ambulance was not available for the transport.

In Genesee County, the rate of K-12 students with behavioral health challenges who get suspended, expelled, or removed from school is significantly higher than the average rate for NYS. The rates for Genesee County and NYS are 565.2 and 318.6 per 1,000, respectively. Data show that Genesee County third graders with behavioral challenges have slightly higher rates of non-proficiency in math and ELA than NYS third graders with behavioral challenges, on average.^{xxii}

Students need increased access to health care that includes but is not limited to assistance obtaining health insurance/health insurance navigation and school-based access to primary physical health care, dental care, and mental health care as well as access to substance use disorder screening. Students and families need assistance navigating the health care system and resolving barriers to accessing care and education as discussed under Gap 1. Very few health education programs exist for students and families striving to manage chronic physical health conditions such as diabetes. Some resources exist in the community for managing chronic mental and behavioral health issues, but they are limited, and many residents are not aware of them or how to access them. For acute/crisis mental health, and management of mental health before and after a



crisis, options have been extremely limited in the past 2 years due to dire staffing shortages. The district and Genesee County Mental Health (GCMH) need to collaborate to establish a clear process for ensuring students and families can be referred to and access treatment.

Gap 4: Positive behavioral education and interventions exist but need to be continued and expanded. There were approximately 786 incidents resulting in disciplinary actions for Batavia Middle School (BMS) and 751 for Batavia High School (BHS) in academic year 2020-2021. With 659 students enrolled at BMS and 644 students enrolled at BHS that year, these numbers translate to an average 1.2 disciplinary actions per student at each school. Leading causes of disciplinary events were truancy, insubordination/disruption, interpersonal conflicts, and tobacco/vaping.

At BMS, there were 116 instances of in-school suspension and 148 instances of out-of-school suspension. After adjusting for instances where one incident led to multiple types of suspension, 66% of BMS students who were suspended last academic year were white and 33% were black. This compares to enrollment data showing 71% of BMS students were white and only 15% of BMS students were Black. BHS had 89 in-school and 153 out-of-school suspensions. 57% of affected students were white and 41% of affected students were Black though 74% of enrolled BHS students are white and only 13% of BHS students are black. Clearly, students of color are disproportionately represented in the disciplinary actions for both schools.

The results of the 2021 Community-Level Youth Development Evaluation (CLYDE) survey of students in grades 7, 9, and 11 showed 60.7% of students demonstrated low commitment to school. 12.7% of secondary students and 17.5% of students in Grade 11 (1 in 6) have bullied someone, 23.5% of students (1 in 4) have been bullied while on school property, 23.9% of students have been bullied while off of school property, and 23.1% of students have been cyber bullied.

There is a School Resource Officer, a multi-tiered system of supports (MTSS), and restorative justice practice training for staff in place for the district. Nonetheless, negative student



behaviors continue that result in loss of education time, more than half of secondary students demonstrate low commitment to school, students are being bullied and/or bullying others, and students of color are being disciplined more often than students who are white. Further training and expansion of the MTSS are needed to support a healthy school climate and student success.

Gap 5: Existing efforts to prepare students for transitions across the educational timeline, college, and careers are limited. Data on PreK readiness and early childhood development discussed under Gap 2 show students are not coming to school ready to learn and therefore need even greater support with the transition into school and then from PreK to Kindergarten. Data on commitment to school discussed under Gap 4 suggests students are not engaged at the level they should be and need to be for smooth transitions across the educational timeline.

Furthermore, students in Batavia have limited examples of adults who have successfully pursued college and obtained degrees. While the percentage of Batavia adults 25 years of age and older with at least a high school diploma is comparable to the national average, just 20.5% of Batavia adults have a bachelor's degree or higher. This is far below the national average of 32.9% and the state average of 37.5% and means more than 80% of residents have not completed a 4-year college degree.^{xxiii} Census data show serious disparities in educational attainment by race in Batavia as well, and disparities in Batavia are more pronounced than nationwide. The rate of high school graduation among people who are Black in Batavia is 12.8% lower than the national rate, and the rate of bachelor's degree attainment is 70.4% lower than the national rate. Batavians who are Black or Hispanic are significantly less likely to have completed high school than Batavians who are white. Batavians who are black are approximately one third as likely to have a bachelor's degree as Batavians who are white or Hispanic (adults aged 25+).

Lack of education beyond the high school level limits career options, and data shows it ultimately limits income over the person's lifetime. Batavia data echoes the connection research



has found exists between education and income. The poverty rate for persons with less than a high school education is more than nine times that of someone with a bachelor's degree or higher.^{xxiv} Furthermore, median income levels are much lower in Batavia than across the US, and interestingly, this disparity is most pronounced at both the lowest and highest education levels. Income in Batavia falls below national averages at every level of educational attainment.^{xxv}

The value of education is clear, but without many examples of people they know and trust in their own community who have taken the path of pursuing higher education and professional, skilled jobs, Batavia students are less likely to feel comfortable taking that path themselves. They may not be as confident they could succeed on that path, and in fact may not even view it as an option for themselves. For these reasons, high school-to-college, high school-to-career, and high school-to-college-to career transition support will be critical to student success. Currently, programs exist but are limited and participation has been limited. Greater promotion of these programs and services and their value in a culturally competent manner need to take place.

Gap 6: Lack of parent and family engagement. Five-year estimates on households and families show that there are 1,373 households with “households with own children of the householder under 18 years” in Batavia. Of those, 45.3% (622) are married-couple family households, 13.8% (190) are single male householder family households, and 40.9% (561) are single female householder family households. (Census Bureau, 2022) NCES data show that, of children in Batavia City School District, 57% live in married-couple households, 22% live in female householder homes with no spouse present, and 3% live in male householder homes with no spouse present. 7.4% of children in Batavia CSD have a disability, 16.6% come from families living below poverty level, and 19.7% receive Food Stamp/SNAP benefits.^{xxvi} NCES data show that 9.7% of the parents of Batavia CSD students are not in the labor force. As noted in Gap 3, Batavia families have an overall higher burden of caregiving responsibility for aging relatives/friends than Americans nationwide.



According to their 2021 Annual Report, the Batavia Police Department had 20,341 calls for service last year, including 1,115 domestic incidents and 658 mental health calls. Of 233 domestic violence incidents, 17.5% of incidents were children victimized by a parent. Abuse of children aged 0-17 is extremely high in Genesee County compared to NYS (24.3 per 1,000 versus 14.6 per 1,000).^{xxvii} Nationally, the rate of child maltreatment was 8.9 per 1,000, indicating that children in Batavia experience maltreatment at a rate nearly three times higher than the national average.^{xxviii}

Many Batavia CSD families are stressed and struggling with poverty—trying daily to ensure they have a home, food to eat, a place to do laundry, etc. Parents are struggling to develop parenting skills in many cases without clear, positive, supportive examples and mentors around them. A number of parents are undereducated and have limited income prospects, are caring for elders, and/or are caring for students with special health and/or learning needs. Engagement in their students' education is not necessarily high on their list of priorities as expected based on Maslow's Hierarchy of Needs. Furthermore, many parents do not know why or how they can and should participate in their students' education, and/or they lack basic resources (such as technology) and/or clear opportunities to do so.

Pillars and Pipelines of Full-Service Community Schools as the Response

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 all of 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. Below is an overview of the activities of the project aligned to the four FSCS Pillars and the eight FSCS Pipelines with the gaps each is responding to in brackets. Partners leading each activity are listed in parentheses.

<p>PILLAR 1: Integrated student supports at a community school that provide in and out of school support for students, address well being, and address out of school barriers to learning through partnerships with social and health service agencies</p>
<p><i>PIPELINE G: Social, health, nutrition, and mental health services and supports.</i></p>



- Establish and sustain a 1.0 FTE Community Schools Director for the district and a 1.0 FTE Community School Site Coordinator per school (4 coordinators in total). (BCSD) [**Gap 1**]
- Establish and sustain a 1.0 FTE Family and Community Engagement (FACE) Center Coordinator/District Social Worker to coordinate resources and linkages and manage basic needs support programs like the food pantry, clothing closet, and access to free laundry [**Gap 1**]
- Social and emotional learning training for school staff [**Gap 4**]
- Primary Project (Children’s Institute) [**Gaps 2 & 5**]
- School-based physical and mental health clinics (Oak Orchard Health, Genesee County Mental Health (GCMH)) [**Gap 3**]
- 4H program and nutrition classes for students and families (Cornell Cooperative Extension) [**Gaps 2 & 3**]
- Health and wellness education programs (Genesee County Health Department) [**Gap 3**]
- Mobile dentistry program (University at Buffalo (UB)) [**Gap 3**].
- 1.0 FTE Batavia CSD Mental Health Liaison (funded by another grant) will collaborate with Genesee County Mental Health Department to increase availability and accessibility of mental health care for BCSD students and families (GCMH & BCSD). [**Gap 3**]
- Reviewing data reflecting needs of students and families, now to include CareSolace data for mental health referrals which originate from the school’s Mental Health Liaison (GCMH, BCSD) [**Gap 3**]
- Sources of Strength universal suicide prevention program, support group, and mentoring (BCSD) [**Gap 4**]



- Teen Intervene substance use disorder screening, brief intervention, and referral to treatment; SPORT; and other programs and resources offered by Prevention Educator at the Batavia High School (HS) (GCASA) [**Gaps 3 & 4**]

PIPELINE H: Juvenile crime prevention and rehabilitation programs.

- Restorative Practices Trainings for student leaders and staff (PiRI) [**Gap 4**]
- Accountability Circles for secondary students (GCASA) [**Gap 4**]
- Multi-tiered system of supports (MTSS) (BCSD) [**Gap 4**]
- 1.0 FTE School Resource Officer [**Gap 4**]

PILLAR 2: Expanded and enriched learning time and opportunities, through evidence based strategies

PIPELINE A: High-quality early childhood education programs.

- Expanding participation in district PreK program [**Gap 2**]
- Books for Babies, Dolly Parton Imagination Library, and other literacy programs for young children via Richmond Memorial Library [**Gaps 2, 5, & 6**]
- 2-year-old unstructured active playgroup, 3-year-old nursery school, PreK Plus, wrap-around services, early childhood, and Challenger Sports (Genesee-Livingston-Orleans-Wyoming (GLOW) YMCA). [**Gaps 2 & 3**]
- Early Head Start & Head Start linkages (Community Action of Orleans/Genesee). [**Gap 2**]
- Resources and support groups for mothers/parents: MOMs program, MOPs, recovery support groups and parent and child activities (United Memorial Medical Center, Northgate Free Methodist Church, GCASA) [**Gaps 2 & 3**]

PIPELINE B: High-quality school and out-of-school-time programs and strategies.



Also, PIPELINE F (see below)

- Culturally responsive curriculum work. (BCSD) [**Gaps 1-6;**]
- Personalize learning with i-Ready and other products (BCSD) [**Gaps 2 & 5]**
- Educational case management to ensure support for and linkages to services for educational and social determinant of health needs for students at highest risk for failure and/or drop out and their families (BCSD) [**Gaps 1-6]**
- Absenteeism Action Plan (BCSD) [**Gaps 1, 2, 4, & 6]**
- Extended school day program & summer camps for students most at risk (BCSD) [**Gap 2]**
- Teen afterschool reading program (Richmond Memorial Library) [**Gap 2]**
- Liberty Center afterschool program for ages 9-15 (GLOW YMCA) [**Gap 2]**

PIPELINE 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.

- Coordinate with DSS to recruit children with special needs who are aging out of the Early Intervention program for enrollment in the PreK program (Batavia CSD) [**Gap 5]**
- Link Crew supporting high school transitions (BCSD) [**Gap 5]**
- Genesee Community College (GCC) Accelerated College Enrollment (ACE) dual enrollment program (GCC & Batavia CSD) [**Gap 5]**
- Liberty Partnership and TRIO Upward Bound for at-risk students (GCC) [**Gap 5]**

PIPELINE E: Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.



- Two community service projects per student per year (BCSD) [**Gap 5**]; two career readiness activities per student by graduation (BCSD) [**Gap 5**]
- Focused support for students with disabilities via collaboration (Arc GLOW, NYS Adult Career and Continuing Education Services, BCSD) [**Gap 5**]
- Junior Achievement (Genesee Business Education Alliance (BEA)) [**Gaps 2 & 5**]
- Summer Career Exploration Camps (BEA) [**Gaps 2 & 5**]
- GLOW with Your Hands (GLOW Workforce Development Board) [**Gaps 5 & 6**]
- GLOW Workforce Development Board WIOA Services for out-of-school youth 16-24 years old and family members (GLOW Workforce Development Board) [**Gaps 5 & 6**]
- TRIO EOC/Adult Education Opportunity Center (AEOC) offering education and career counseling, assistance with college paperwork and pursuing financial aid, support for job training and/or college coursework for adult learners (GCC) [**Gap 5**]

PILLAR 3: Active family and community engagement

PIPELINE D: Family and community engagement and supports, which may include engaging or supporting families at school or at home.

- Active Parenting (GCASA) [**Gaps 4 & 6**]
- Hidden Mischief (GCASA) [**Gap 6**]
- Naloxone opioid overdose reversal medication administration training(GCASA)[**Gaps3,6**]
- Twelve family education events per school per year (BCSD) [**Gap 6 & others** based on events]
- Family & Community Engagement Center (FACE; BCSD) [**Gaps 1-6**]

PILLAR 4: Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school



PIPELINE B (see above) and Pipeline 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.

- Ongoing training for staff in trauma-sensitive practices, MTSS, and restorative practices and use of professional learning communities for peer learning. (BCSD, PIRI)[**Gaps 1,2,4**]
- Recruiting, hiring, and maintaining a certified workforce that is diverse and representative of the student population. (BCSD) [**Gaps 1, 4, 6**]
- Continue growing the Community Schools Advisory Board and expanding the number of formal partners with agreements to provide pipeline services to BCSD students and/or our greater community. (BCSD) [**Gap 1**]
- Making planning for and funding of community schools part of annual district and school planning documents and budgets. (BCSD) [**Gap 1**]

Selection Criteria 2. Quality of the Project Design (25 points)

MEETING PRIORITIES

Batavia City School District (Batavia CSD/BCSD) is applying under *Absolute Priorities 1—Title IA Schoolwide Program Eligibility* and *3—Capacity Building and Development*. We are applying for *Competitive Preference Priorities 1—Meeting Student Social, Emotional, and Academic Needs* and *2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change* for up to five points each and total of 10 possible bonus points. These will be addressed later in this section.

Absolute Priority 1 requires participation by two or more schools eligible for schoolwide Title IA/two or more schools with 40% or greater poverty levels. Batavia CSD meets this priority



because all four Batavia CSD schools are eligible for schoolwide Title IA programs, and all four schools are participating in this project to become full-service community schools. According to the NYS Department of Education, well over half of the students (59%) in Batavia CSD are economically disadvantaged, including: 66% of students at Jackson Elementary School, 66% of students at John Kennedy Elementary School, 59% at Batavia Middle School, 49% at Batavia High School. As both elementary schools feed into the middle and high schools, highly likely the true percentage of students who are economically disadvantaged districtwide and at each school is 66+% since it is well known that secondary students file free and reduced lunch paperwork less often than elementary students, and all schools are drawing from the same community of families.

Absolute Priority 3 requires applicants “propose projects to (a) conduct initial development and coordination activities, including extensive community engagement, that leverage the findings of their needs assessment—which may be completed during or before the grant period—to develop the infrastructure, activities, and partnerships to implement full-service community schools in two or more schools, and (b) gather data on performance indicators.” Batavia CSD has already engaged in comprehensive needs assessment activities and—as evidenced by the discussions in Sections 1—Need and 2—Quality of the Project Design—is using the gaps identified through that needs assessment to shape this project. The district will continue to collect and review both need and implementation and outcomes progress data throughout the project period to identify persisting and/or evolving needs, course correct as appropriate, and maximize achievement of outcomes by uplifting strategies that are working based on progress evidence. The district has established 15 formal partnerships for this project and 90 informal partnerships and will work during the grant period to continue to formalize partnerships and grow the community schools advisory board to ensure diverse stakeholder engagement. Absolute Priority 3 requires 5 key components:



1. Description of the eligible entity: Batavia City School District (Batavia CSD/BCSD) is a 4-building high-need PreK-12 public school district located in Genesee County in Upstate New York. Please refer to the District Overview on pages 1 and 2 in Section 1—Need as well as pages 28 and 29 in Section 2—Quality of the Project Design for more information.

2. Preliminary MOU: Please see the preliminary memorandum of understanding (MOU) attached to the application. It evidences engagement of the 15 partners listed below with Batavia CSD on this project. As the MOU indicates, partners will assist the Batavia CSD in planning, developing, coordinating, providing, and evaluating pipeline services. The MOU describes the roles and responsibilities of each partner and the broadly representative consortium which includes:

- a) Community-based nonprofits: GLOW YMCA, Inc.; United Way; Partners in Restorative Initiatives (PiRI); Children’s Institute; Genesee County Business Education Alliance; Richmond Memorial Library; Genesee-Livingston-Orleans-Wyoming (GLOW) Workforce Development Board; Cornell Cooperative Extension of Genesee County; Arc GLOW; Genesee Council on Alcoholism and Substance Abuse, Inc. (GCASA); Batavia City School District Foundation.
- b) Institution of higher education: Genesee Community College.
- c) Municipal agencies: Genesee County Mental Health; Genesee County Health Department; Genesee County Department of Social Services.

3. A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools: In recognition of the needs of students and the community, Batavia CSD moved to a community school model in 2019. We established the goal, objectives, and outcomes of our community schools around the Community Schools Standards developed by the Institute for Educational Leadership and the Coalition for Community Schools.^{xxix} We began working to meet and exceed the standards of “Community Schools” and become a model with proven measurable success that can be replicated within our region. Our



aims have also been influenced by the National Center for Community Schools.^{xxx} Also in 2019, the district established a Community Schools Advisory Board. Since then, the board has forged informal partnerships with 90+ organizations including community-based organizations, government agencies, businesses, clubs, faith-based organizations, and healthcare organizations. In addition, through this application process, we have established a formal partnership with 15 organizations (listed above). Batavia CSD has been working with community partners to: garner additional resources to reduce the demand on school staff; provide learning opportunities that develop cognitive, social, emotional, physical, and civic competencies; and build social capital—the networks and relationships that support learning and create opportunities for youth. Some services needed to resolve identified gaps are already being offered but require school-community coordination and navigation support for families. Others require establishment and further development within the district and with partners. Based on actions already taken, the district has the capacity to coordinate and provide pipeline services at two or more (four) full-service community schools. Full-Service Community Schools (FSCS) funding will increase the district’s ability to coordinate and provide services by expanding staff to include one full-time districtwide Community Schools Director and four full-time Community School Site Coordinators, one full-time Family and Community Engagement (FACE) Center Coordinator, and other enhancements discussed in Sections 2—Quality of the Project Design and 3—Quality of the Project Services.

4. Comprehensive plan:

- a. **The student, family, and school community to be served, including demographic information (4625(a)(4)(A)):** This project will serve PreK-12 students and families (including but not limited to students transitioning to college and/or careers) who live in the Batavia City School District (Batavia CSD/BCSD) in Genesee County in Upstate New York (NY/NYS). We describe these students, families, and the community depth in Section 1—Need on pages 1-22.



- b. **A plan for conducting the needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents; (4625(a)(4)(B)) and NFP):** Prior to 2019, Batavia CSD had conducted needs assessments that resulted in the district adopting and beginning to develop a community schools model and establishing a community schools advisory board in 2019. In 2021 and 2022, the district conducted another needs assessment which is described in detail in Section 1—Need on pages 4-22 and includes academic, nonacademic, health, mental health, and other needs of students, families, and community residents. We identified and discussed in Section 1 six key Gaps that will be addressed by this project. The district will continue to review both need and implementation and outcomes progress data and engage students, families, and community members in ongoing discussions at least twice per year throughout the five-year grant period to ensure needs and the input and feedback of the people served guide the project and services offered.
- c. **A plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are: (i) Prepared for kindergarten; (ii) Achieving academically; and (iii) Safe, healthy, and supported by engaged parents. (4625(a)(4)(C) and FSCS NFP):** The district has collaborated with its community schools advisory board, an outside evaluator, and other outside consultants to review the community schools model aims, need data gathered, and FSCS program rules and requirements to establish a list of measurable outcomes that will be tracked and reported yearly at minimum. (Some data sources for outcomes allow for as frequent as twice per year or quarterly or even ongoing (e.g., attendance/absenteeism and disciplinary data) review.) Please see the objectives and outcomes tables presented in Sections 2—Quality of the Project Design and 6—Quality of the Project Evaluation for the list of outcomes to be measured. This list includes but is not limited to



measuring: (i) Kindergarten preparation via fall and spring measurement each year of student Kindergarten readiness based on improvement in Brigance screening scores, as well as an increase in participation in PreK by students of color; (ii) Academic achievement via annual measurement of ELA and Math proficiency among students in grades 3-8 based on state standardized testing, secondary student achievement based on the state's composite academic score, graduation rates based on state measurement and reporting standards and the NYS school report card, and reduction of disparities among subgroups based on the NYS school report card; and (iii) Safe, healthy, and supported by engaged parents via annual measurement of engagement in mental and behavioral health services among students and families who need those services through Mental Health Liaison tracking of referrals, Care Solace data, percentage of student who have made a plan for suicide in the past 12 months through Youth Risk Behavior Survey (YRBS) or similar questions, percentage of students and their commitment level to school based on CLYDE survey question or similar, and Parent and School Survey (PASS), Comprehensive School Climate Inventory (CSCI), teacher reports of engagement in parent-teacher conferencing and volunteer opportunities, and student and family engagement in project activities based on Coordinator tracking. We will also measure the numbers and percentages of students and families targeted and served yearly.

- d. A plan for identifying and developing pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partners, including: (i) Why such services have been selected; (ii) How such services will improve student academic achievement; and (iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. (4625(a)(4)(D) and FSCS NFP):** The table at the end of Section 1—Need on pages 23-28 lists the services to be provided by Pillar and Pipeline and indicates alignment to identified Gap as well as consortium partner providing the service. Significant details on each service are



provided in Section 2—Quality of the Project Design with supplemental information in Section 3—Quality of the Project Services and Section 4—Adequacy of Resources. (i) Services have been selected based on student, family, and community Gaps and needs as explained in Section 1—Need. (ii) Academic achievement will be improved both directly and indirectly using services that leverage evidenced-based practices and programs. Achievement will be directly improved through services including but not limited to: continuing personalized learning using i-Ready and Academic Intervention Services (AIS) already funded by the district and Title funding during the school day; GLOW YMCA afterschool program at Liberty Center which offers homework help, STEM activities, and technology-based academic skills practice; extended school year academic programming; district academic improvement-focused summer camps; Business Education Alliance (BEA) career-focused summer camps; and more. Achievement will be indirectly improved through strategies that include but are not limited to: a trauma-sensitive approach that allows for emotional and brain healing and builds coping skills in students that empower them to be effective in school despite the physical and mental impacts of trauma; improvement of student physical, mental, and behavioral health through increased linkages and reduced barriers to accessing service which will both reduce absenteeism and increase student concentration and effectiveness while in school; increased student connection to school and parent engagement in supporting students in school through educational activities for students and parents and a personalized approach that includes academic case management for students at highest risk; and restorative justice practices that allow students to learn from mistakes, heal from hurt, hold each other and themselves accountable, learn more appropriate emotional regulation and coping skills, improve communication, and spend more time in class and less time suspended or engaged in other negative disciplinary actions. (iii) Please see the table at the end of Section 1—Need for services to be provided and their associated Gaps, Pillars, and Pipelines and then also see the goal,



objectives, and outcomes table in Sections 2—Quality of the Project Design and 6—Quality of the Project Evaluation for a list of outcomes to be measured and the Pillars and Pipelines each is tied to as well as when and how each will be measured annually or more often. These tables summarize how needs and gaps will be addressed by specific services, the alignment of those services to grant requirements, and then how results will be measured for services based on that alignment.

- e. **A description of the pillars of full-service community schools (as defined in this notice) that they have in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff. (FSCS NFP):** The table at the end of Section 1—Need on page 23-29 lists the services to be provided by Pillar and Pipeline and indicates alignment to identified Gap as well as consortium partner providing the service. Significant details on each service are provided in Section 2—Quality of the Project Design with supplemental information in Section 3—Quality of the Project Services and Section 4—Adequacy of Resources.
- f. **Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities. (4625(a)(4)(E)):** The district will directly employ one full-time Community Schools Director for the district, one full-time Community School Site Coordinator for each of the four participating schools, and one full-time Family and Community Engagement Center (FACE) Coordinator/District Social Worker for a total of 6 full-time staff under this project in addition to collaborating with partners who will also provide staff for project activities with which they are associated. Applicable funding sources for each staff member are discussed in Section 4—Adequacy of the Resources and the budget narrative. In brief summary, the Community Schools



Evaluation, including but not limited to a full table of outcomes, objectives, measurement tools, and timeframes for measurement organized by FSCS Pillar and Pipeline. Batavia CSD assures that, as required by section 4625(a)(4)(F) of the ESEA, we have budgeted for and will contract with an independent evaluation consultant (Brockport Research Institute (BRI)) that will work with the district to revise as needed and finalize the existing design and implementation of the evaluation within the first quarter of Year 1. The resulting evaluation will: (1) include annual evaluations of progress achieved with the grant; (2) be used to refine and improve activities carried out through the grant; (3) collect and report data that includes, but is not limited to, the following indicators: student chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information, which may come from student, parent, or teacher surveys; 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, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities; regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates; regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment; and (4) make results of the evaluation publicly available through the district's website annually.



h. **Plans for sustaining the programs and services described in section 4625(a) of the ESEA after the grant period. (4625(a)(4)(G)):** The plan for sustainability is discussed in detail in Section 4—Adequacy of Resources. The district will begin the project already funding the FACE Coordinator in full and the Community Schools Director in part and offers a significant district and community partner match that increases over the course of the project period for multiple line items.

5. An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA. (4625(a)(5)): Batavia CSD assures that the district and its partner entities will focus services exclusively on Jackson Elementary, John Kennedy Elementary, Batavia Middle School, and Batavia High School, all of which are eligible for schoolwide Title IA programs. An assurance statement is in the appendices.

Competitive Preference Priority 1—Meeting Student Social, Emotional, and Academic Needs

Batavia CSD qualifies for Competitive Preference Priority 1 because it addresses items 1 and 2 below. Applicants are required to address at least one of three items for the additional points.

(1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive through developing trusting relationships between students (including underserved students), educators, families, and community partners: As discussed later Section 2—Quality of the Project Design in response to Gap 4, Batavia CSD is implementing social and emotional learning and restorative practices across all four schools in an effort to ensure a supportive, positive, identity-safe and fully inclusive environment. These actions include but are not limited to annual trainings for staff in both topics as well as talking circles and accountability circles as an alternative to punitive disciplinary measures that have historically resulted in students of color and students with disabilities receiving disciplinary actions (including suspensions and expulsions) at much higher rates than their peers who are white and in general education programs. Circles will be used to build community and empathy through positive, respectful conversations and



opportunities for students to share and consider their own feelings, rationales, and choices as well as those of their peers. Potentially as the project progress, the district may be able to offer circles for families and community members to participate in at the FACE Center outside of school hours.

(2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, which enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches. Please see pages 75-79 for a detailed discussion of the district's plan to implement a multi-tiered system of supports (MTSS) that integrates addressing both academic achievement and behavioral needs recognizing that there is often a connection between the two.

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change: Batavia CSD is collaborating with local partners to support students and families through a Whole Child approach that comprehensively addresses educational needs and college and career readiness, physical health needs, mental health and behavioral needs, and social determinants of health. ASCD has been operating the Whole Child initiative since 2007 and is considered an expert agency on the topic. ASCD presents the Whole Child Tenets which this project addresses. Just a few examples of how the project addresses each are listed below.

-Each student enters school healthy and learns about and practices a healthy lifestyle: Batavia CSD is collaborating with the Genesee County Health and Mental Health Departments to establish school-based health and mental health clinics, offer health education to families, and ensure students and families have access to higher levels of mental health care as needed. Community School Site Coordinators and FACE Coordinator/District Social Worker will work to address students' social determinants of health through FACE Center resources and educational case



management. The district is working with Cornell Cooperative Extension to offer nutrition education. The district has partnered with the United Way to provide and send home with students' weekend meals via the backpack program and to off the community closet with clothing, hygiene, and household supplies. Further, the BCSD Foundation, Inc. is a 501(c)3 organization with a mission to develop, procure, and manage resources, contributions, and educational funding and ensure funds to directly support the district, its student, programming, property development and student scholarship funding. Parents/families may request up to \$100 for transportation costs for a medical appointment or parent's job interview, clothing, food, and hygiene items.

-Each student learns in an environment that is physically and emotionally safe for students and adults: As previously discussed, this project includes implementation of MTSS, social and emotional learning through MK Consultants, and restorative practices through PiRI and Genesee/Orleans Council on Alcoholism and Substance Abuse (GCASA) to promote a physically and emotionally safe learning environment. The project also includes expanding access to and improving systems for making, tracking, and following up on referrals to mental and behavioral health services for students and families, including but not limited to coordinating with a full – time Mental Health Liaison, exploring establishment of new school-based mental health services, and expansion of services and supports offered by GCASA for those in need of addiction prevention, treatment, or recovery services. We will also add annual school climate assessments.

-Each student is actively engaged in learning and is connected to the school and broader community: Increasing commitment to school and student engagement are key aims of the project and will be achieved through increased promotion and expansion of personalized learning and in- and out-of-school time programs that utilize project-based and hands-on learning activities. This includes work being done by GLOW YMCA's Liberty Center as well as other partners. The project



also includes educational case management and engagement of students and families through Community School Site Coordinators.

-Each student has access to personalized learning and is supported by qualified, caring adults:

The district will continue to use i-Ready for personalized learning and work to expand to include more project-based learning and addition of individual learning plans as well as other strategies.

-Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment:^{xxxix} Batavia CSD is working with

Genesee Community College to engage students in academic advisement, enrichment programs aimed at increasing achievement, dual enrollment coursework and other college and college readiness programs. The district is partnered with the Business Education Alliance, GLOW Workforce Development Board, and Arc GLOW to support students' career readiness.

PROJECT DESIGN

Batavia CSD's Full-Service Community Schools (FSCS) project addresses all four FSCS Pillars, all eight FSCS Pipeline services, and all six Gaps identified in Section 1: Need. The **goal of the project** is to implement full-service community schools at all Batavia CSD schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families to increase student achievement and student, family, and community wellness. The project reflects relevant, evidence-based findings from existing literature and represents a high-quality, comprehensive plan for integration. Implementation will result in achievement of the goal, objectives, and outcomes which were established with community needs (Gaps), Community Schools Standards from the Institute for Educational Leadership and the Coalition for Community Schools,^{xxxix} and insight from the National Center for Community Schools in mind.^{xxxix} The table below overviews objectives, outcomes, and some of the key evidence-based strategies the project will utilize. This demonstrates outcomes can be achieved by the proposed project as designed.



Objectives, Outcomes, and Corresponding Evidence-Based Activities: Promoting Likelihood of Achieving Outcomes	
PILLAR 1: Integrated student supports at a community school that provide in- & out-of-school support for students, address well-being & address out-of-school barriers to learning through partnerships w/social & health service agencies	
Objectives, Outcomes, Pipelines, Gaps, and Data Sources	<u>Evidence-Based Activities</u>
<p>Obj. 1: Increase student mental and behavioral health by increasing access to mental and behavioral healthcare and support. <i>(Pipeline G; Gaps 1, 3, & 4)</i></p> <ul style="list-style-type: none"> • 1.1: Increase the number of families and youth accessing mental health and behavioral services by 35% by the end of the project period. (Data from Mental Health Liaison program and referral records, Care Solace) • 1.2: Decrease the number of students who self-report they have made plans for suicide in the last 12 months by 5% each year based on baseline established in Year 1. (YRBS or similar) <p>Obj. 2: Decrease student behaviors that negatively impact health and/or academic achievement. <i>(Pipelines G, H; Gaps 1, 3, 4, & 5)</i></p> <ul style="list-style-type: none"> • 2.1: The percentage of secondary students who self-report the use of drugs in the last 12 months will decrease by 10% by the end of the project period from the baseline established in Year 1. (CLYDE survey, YRBS or similar) 	<p><u>Evidence based or promising practice:</u></p> <p>School-based MH and health clinics to increase access to care; MTSS; Sources of Strength, SPORT Prevention Plus, Teen Intervene use of SBIRT model (all SAMHSA-approved); Alanon & Alateen; i-Ready personalized learning; educational case management.</p> <p><u>Promising/Other:</u></p> <p>Collab with DSS for alternative discipline for youth offenders.</p>



<ul style="list-style-type: none"> • 2.2: Reduce the percentage of all students who receive disciplinary referrals by 4% each year, beginning Year 2. (SchoolTool Student Management System Data) • 2.3: Reduce the percentage of all students who receive out-of-school suspension by 4% each year, beginning Year 2. (2.3-5: SchoolTool Student Management System Data, school disciplinary data/reports) • 2.4: Reduce the percentage of students expelled by 10% by end of project. • 2.5: Reduce the percentage of students of color who receive disciplinary referrals, suspensions, and expulsions by 10% each year beginning in Year 2. 2.6: Measurably improve school climate each year as demonstrated by improved climate assessment scores. (Comprehensive School Climate Inventory or similar) 	<p>Increased representation at SPOA meetings; using CareSolace data on live mental health utilization/needs across the schools to inform program delivery; Absenteeism Action Plan (engaging families early and connecting students with activities/resources); Restorative Practices trainings; school fitness clubs; alternative disciplinary program for youth offenders</p>
<p>PILLAR 2: Expanded and enriched learning time and opportunities, through evidence-based strategies</p>	
<p>Objectives, Outcomes, Pipelines, Gaps, and Data Sources</p>	<p><u>Evidence-Based</u> Activities</p>
<p>Obj. 3: Increase student readiness for school. (<i>Pipeline A; Gaps 1-6</i>)</p> <ul style="list-style-type: none"> • 3.1: Prekindergarten cohorts will have a 5% higher comprehensive readiness score for prekindergarten by the end of the project period compared to baseline established in the 2022-2023 school year (SY). (Brigance Preschool Screening III) 	<p><u>Evidence based or promising practice:</u> Universal Pre-K; Primary Project; Imagination Library (free book monthly for children 0-5 years</p>



- 3.2: Decrease the participation gap in prekindergarten between children of color and children who are white by 5% annually starting in Year 3 based on the baseline to be established in Year 1. (Enrollment records)

Obj. 4 Increase student academic achievement. (*Pipelines B, C, H; Gaps 1-6*)

- 4.1: The percentage of students who are proficient on the Grade 3-8 English Learning Assessment will increase by 1.6 percentage points each year and 8 percentage points by the end of the project period compared to SY 2022-2023 baselines. (NYS Standardized ELA Testing results for grades 3-8)
- 4.2: The percentage of students proficient on the Grade 3-8 Mathematics Assessment will increase by 2 percentage points each year and 10 percentage points by the end of the project period compared to SY 2022-2023 baselines. (NYS Standardized ELA Testing results for grades 3-8)
- 4.3: Chronic absenteeism will be reduced at the elementary, middle, and high school levels by 2 percentage points annually from the baseline to be established in the 2022-2023 school year for a total decrease of 10 percentage points by the end of the project period. (SchoolTool attendance data)

old), Read to Me (Library)

Promising/other: Partners

collaboratively promote UPK program to eligible families.

Evidence-based or promising

practice: Personalize learning with i-

Ready; extended school time

(Extended Day and Year summer

academic support for at-risk), Liberty

Center afterschool program, BCSD

Weekend Program; immersive

learning via community service or

career exploration through

BEA/Junior Achievement, GLOW

With Your Hands, CCE's 4H, or the

Library; summer career camps;

tutoring; TRIO Upward Bound and



<ul style="list-style-type: none"> • 4.4: The Secondary Composite Performance Score (English Language Arts, Math, Science, and Social Studies) will increase by 1.5 points each year starting with the most recent available baseline. (NYSED Report Card data) • 4.5: The district will increase its graduation rate from the 2022-23 baseline each year to 95% by the end of the project. (NYSED Report card data) <p>Obj. 5: Students will graduate college & career ready. (<i>Pipelines B, C, F; Gaps 1,2,5</i>)</p> <ul style="list-style-type: none"> • 5.1: Each year 90% of graduating students will have experienced at least 2 career exploration activities. (Career Exploration program records) • 5.2: By the end of Year 5, 75% of all graduating seniors will have accumulated at least 6 college credits prior to graduation. (Dual enrollment records, transcripts) <p>Obj. 6: Reduce the academic achievement gap between students of color and students who are white. (<i>Pipelines B, C; Gaps 1, 2, 5, 6</i>)</p> <ul style="list-style-type: none"> • 6.1: Reduce the achievement gap between students of color and students who are white in grades 3-8 on ELA state testing by 2 percentage points by the end of the project period from our baseline of SY 2022-2023. (NYS Standardized ELA Testing results for grades 3-8) 	<p>Liberty Partnership via GCC</p> <p>Provide specialized transition supports for students with disabilities approaching graduation, beginning in their last 3 years in the school system. (Arc GLOW, BCSD)</p> <p>Students will select community service opportunities which interest them twice per year, and can choose options generated through FCSC partners; CCE will implement a 4H program</p>
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<ul style="list-style-type: none"> 6.2: The graduation rate for students who are Black, or Latino will increase from the August 2021 baseline of 87% to 95% (the graduation rate for students who are white at baseline) by the end of the project period. (NYSED Report Card data) 6.3: By the end of Year 3, there will be evidence 95% of students of color in grade 11 are on track to graduate. (Course credits earned/transcripts for 11th graders) <p>Obj. 7: Increase student-community connections. (<i>Pipelines C, E; Gaps 1-6</i>)</p> <ul style="list-style-type: none"> 7.1: 92% of all students will be involved in at least two community service-learning projects each year by the end of Year 2. (Community service-learning logs. Survey of Community Partners, High School “Make A Difference” Day attendance records) 7.2: Increase the number of students who demonstrate low commitment to school based on the CLYDE survey by an average of 3% each year based on the 2021 baseline. (CLYDE survey) 	<p>TRIO Upward Bound and Liberty Partnership to reduce disparities in academic outcomes by race.</p> <p>Administer CLYDE survey.</p>
<p>PILLAR 3: Active family and community engagement</p>	
<p>Objectives, Outcomes, Pipelines, Gaps, and Data Sources</p>	<p><u>Evidence-Based Activities</u></p>
<p>Obj. 8: Increase family engagement in student education (<i>Pipeline D; Gap 6</i>)</p> <ul style="list-style-type: none"> 8.1: Increase family attendance at parent teacher conferences at elementary schools by an average of 4% across the district annually. (Attendance lists, teacher reports) 	<p>BEA 2x/year job fairs; Active Parenting; Hidden Mischief; naloxone training; CCE gardening</p>



<ul style="list-style-type: none"> 8.2: Provide 12 family education events at each school each year beginning in Year 1. (Records of events offered) 	<p>and nutrition; school violence prevent. ed. for families; FACE Center; Parent/School Survey (PASS)</p>
<p>PILLAR 4: Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school</p>	
<p>Objectives, Outcomes, Pipelines, Gaps, and Data Sources</p>	<p><u>Evidence-Based</u> Activities</p>
<p>Obj. 9: Expand school and community collaboration. <i>(Pipeline F; Gaps 1-6)</i></p> <ul style="list-style-type: none"> 9.1: Expand the number of partners who provide pipeline services to 30 organizations by the end of the project period. (formal signed partner agreements) 9.2: Engage 70+% of partners in meetings quarterly each year to support positive, collaborative growth (meeting agendas, minutes/notes, attendance lists). <p>Obj. 10: Establish and implement a staffing model that empowers full operation and continuity schools model at all schools. <i>(Pipeline B; Gaps 1, 4)</i></p> <ul style="list-style-type: none"> 10.1: Hire w/in 90 days of project start, retain 1.0 FTE Community Schools Director. 10.2: Hire w/in 90 days of start, retain 4.0 FTE Community School Coordinators. 	<p>Expansion of pipeline services and promotion/sustainability of CS is a shared undertaking: Coordinator of Community Schools, District Leadership, Family and Community Engagement Center Coordinator, Partners, BOE, Advisory Board. Identify needed services based on data and input. Staff to receive MTSS training via</p>



<ul style="list-style-type: none"> • 10.3: Hire within 90 days of project start and retain 1.0 FTE Family and Community Engagement (FACE) Center Coordinator/District Social Worker. (10.1-3: HR data) • 10.4: Train Community Schools Director, Coordinators, and FACE Coordinator in trained in trauma-sensitive practices, restorative justice practices, and multi-tier system of supports (MTSS) by the end of Y1. (HR data, training attendance lists) • 10.5: Maintain appropriately certified school staff reflective of the student population and trained in trauma-sensitive practices, restorative justice practices, MTSS, and engaged in professional learning communities by end of Y2. (HR data) <p>Obj. 11: Establish sustainability for Community Schools. (<i>Pipeline B; Gaps 1-6</i>)</p> <ul style="list-style-type: none"> • 11.1: Develop and implement a long-term plan for sustaining Community Schools by the end of Year 2. (Existence of a written plan) • 11.2: The Community Schools effort and plan will be included in the school and district improvement plans and budget by the end of Year 2 and evidence changes in spending that support FSCS sustainability. (Community schools in plans & budgets) 	<p>MTSS coordinator funded by NYSOMH grant, staff to receive PiRI Restorative Practices training, staff to receive Children’s Institute continuous feedback on SEL.</p> <p>Collaboratively navigate strategies for sustainability with District and partners at Community Schools Advisory Board meetings and internal BCSD finance discussions.</p>
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PROJECT DESIGN BY GAP

**Services addressing multiple gaps are listed only under the first or primary gap they address, and additional Gaps are simply noted in brackets.*

Gap 1: Lack of coordination and promotion of and access to existing school and community resources and services.

Activities/Services Snapshot:

- Continue growing the Community Schools Advisory Board and expanding the number of formal partners with agreements to provide pipeline services to BCSD students and/or our greater community. (BCSD) [**Pillar 4—Pipeline F**]
- Establish and sustain a 1.0 FTE Community Schools Director for the district and a 1.0 FTE Community School Site Coordinator at each school site (four coordinators in total). (BCSD) [**Pillar 4—Pipeline F**]
- Family & Community Engagement Center and 1.0 FTE FACE Coordinator/District Social Worker (FACE; BCSD) [**all Gaps; Pillar 3—Pipeline D**]
- Ongoing training for staff in MTSS and restorative practices. (BCSD, PIRI) [Gaps 1, 2, 4; **Pillar 4—Pipeline F**]
- Making planning for and funding of community schools part of annual district and school planning documents and budgets. (BCSD) [**Pillar 4—Pipeline F**]

Community Schools Advisory Board and partners: As discussed previously, in 2019 Batavia CSD established a Community Schools Advisory Board. The board has established informal partnerships with 90+ organizations to include community-based organizations, government agencies, businesses, clubs, faith-based organizations, and health-care organizations. In addition, we have established a formal partnership with 15 organizations. We will continue to



add to our formal partnerships with other key organizations to include Genesee County Department of Social Services, Genesee County Youth Court, and Genesee County Probation Department. The board is working with to establish partnerships with more than 50 other organizations. The advisory board includes the Superintendent, 11 other district and school administrators, teachers, other school staff, and 11 community members.

Community Schools Director and Community School Site Coordinators: Many of the pipeline services we describe already exist in our community. Some has recently been added since creating our Batavia Community Schools Advisory Board. Unfortunately, however, many students and families do not know about and/or do not know how to access these services. A Full-Service Community Schools (FSCS) grant will result in a full-time districtwide Community Schools Director and four full-time Community School Site Coordinators (one at each community school). The Community Schools Director and Community School Site Coordinators will be responsible for: frequently promoting available school and community services to students and their families; establishing effective processes for, making, follow up on, and tracking student and family member referrals to services; educational case management (Coordinators); joint planning with the superintendent and principals; recruitment, facilitation, and convening of partners; collaboration with school staff; facilitate regular partner meetings; collecting and analysis of data with the support of our evaluator; to determine services and program needs and gaps and recruit partners to fill gaps; support planning and implementation of sustainment of the effort; and for the continuous improvement and integration of the services. The Community Schools Director/Project Director will have regular meetings with the superintendent; and Coordinators will also meet regularly with the principal of their school. The Director and Coordinators along with partners, families, school, and district leadership will integrate the eight pipeline services we will provide.



Through a combination of grant staff work and partner activities, new pipeline services will also be added. The Director and Coordinators will ensure all of the services we currently have and are proposing are integrated into a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in colleges and careers.

Family and Community Engagement (FACE) Center and Coordinator: As of August 2020, Batavia CSD converted a former elementary school in the Batavia Family and Community Engagement Center (FACE). In addition to the schools and our partner sites, this center will be available for family and community engagement events, family education events, and family engagement events. The center also provides a community closet and a backpack program weekend food distribution program. The FACE Center was created to provide a comfortable and inviting setting for families to use (featured are computers, comfortable seating area, a book nook, flyers and brochures from agencies and upcoming activities, and play area for children). The FACE Center Community Closet is available for all students, families, and community members. Items available include hygiene products, clothing for all ages and sizes, housewares, bedding, books, and home essentials. The community closet exists so that all individuals have access to clean and comfortable clothing and basic needs. Items in the closet are only those that reflect the respect and care we feel for all who enter. A family can now have clean and in-style clothing that fits and supports their success and sense of belonging and acceptance both in school and in the community.

Our partner the United Way provides our FACE Center with funding for supplies for our backpack food distribution program and clothing closet. They also provide when requested and approved micro-grants for our community food pantry. Each weekend during school and summer school the United Way provides two breakfasts, two lunches, and snacks for the weekend for 150 children. The United Way also partners with the Kiwanis Club to provide students and families a



Christmas Dinner. The United Way Executive Director is a member of our Community Schools Advisory Board. The United Way will be adding the Batavia City School District Foundation as designated donor for their annual campaign. The Batavia City School District Foundation provides supports to the school district, students, programming, development, and scholarships.

The United Way is creating an Asset Map for the community. It is an interactive map that will provide the user with locations and directions to the closest location and map for the specific resource they are seeking. For example, a user can type in dental clinic, and the map would show the closest location based on the user's current location. When complete, this map will be made available to the community through the FACE Center.

The FACE Center is currently open during school hours. Under this project, the FACE center will also be open to offer student and family educational programs, support groups, parenting groups, and a variety of enriching and engaging opportunities (which will appeal to all ages). The FACE Center is part of the district but operates solely on donations from the community and fundraising. Since opening, FACE has provided donated goods to students, families, and community members 3,800 times. A 1.0 FTE FACE Center Coordinator/District Social Worker will continue operating the center and managing receipt and distribution of donations and will coordinate the FSCS activities at the FACE Center.

Ongoing training for school staff in restorative practices and a multi-tiered system of behavioral support (MTSS) to ensure staff are empowered to use positive rather than negative approaches to behavioral learning and improvement. Restorative practice training will be offered annually by Partners in Restorative Initiatives (PiRI). MTSS training will be offered annually to staff by the MTSS Coordinator. Implementation of both strategies is discussed under Gap 4.

Implementing a community-coordinated approach is critical to meeting student and family



needs so that students are healthy and successful in school. This approach cannot be implemented lightly or in a time-limited manner. It is critical this work be **integrated into both school and district improvement plans and budgets**. The Community Schools Director will lead work to ensure the Community Schools Advisory Board, school and district administrators, and Board of Education are engaged in the process of actively and specifically including community schools in planning and budget beginning in Year 1.

Gap 2: Lack of effective literacy and math improvement and engaging educational enrichment services during and outside of school time.

Activities/Services Snapshot:

- Recruiting, hiring, and maintaining a certified workforce that is diverse and representative of the student population. (BCSD) [**Gaps 1, 4, 6; Pillar 4—Pipelines B & F**]
- Culturally responsive curriculum work. (BCSD) [**Gaps 1-6; Pillar 4—Pipelines B & F**]
- Personalized Learning with i-Ready and other products (BCSD) [**Gaps 2 & 5; Pillar 2—Pipelines B & F**]
- Educational case management to ensure support for and linkages to services for educational and social determinant of health needs for students at highest risk for failure and/or drop out and their families (BCSD) [**Gaps 1-6; Pillar 2—Pipelines B & F**]
- Absenteeism Action Plan (BCSD) [**Gaps 1, 2, 4, & 6; Pillar 3—Pipeline D**]
- Expanding participation in PreK (BSCD) [**Gap 2; Pillar 2—Pipeline A**]
- Books for Babies, Dolly Parton Imagination Library, and other literacy programs for young children via Richmond Memorial Library (1 free book per child per month birth to age 5; Richmond Memorial Library and its partners). [**Gaps 2, 5, & 6; Pillar 2—Pipeline A**]



- 2-year-old unstructured active playgroup, 3-year-old nursery school, PreK Plus, wrap-around services, early childhood, and Challenger Sports (GLOW YMCA). [**Gaps 2 & 3; Pillar 2—Pipeline A**]
- Early Head Start and Head Start connections (Community Action of Orleans & Genesee). [**Gap 2; Pillar 2—Pipeline A**]
- Resources and support groups for mothers/parents: MOMs program, MOPs, recovery support groups and parent and child activities (United Memorial Medical Center, Northgate Free Methodist Church, GCASA) [**Gaps 2 & 3; Pillar 2—Pipeline A**]
- Primary Project (Children’s Institute) [**Gaps 2 & 5; Pillar 1—Pipeline G**]
- Liberty Center afterschool program for ages 9-15(GLOW YMCA)[**Gap 2; Pillar 2—Pipeline B**]
- Teen afterschool reading program (Richmond Memorial Library) [**Gap 2; Pillar 2—Pipeline B**]
- Extended school year program & summer camps for students most at risk (BCSD) [**Gap 2; Pillar 2—Pipeline B**]
- Junior Achievement (Genesee Business Education Alliance (BEA)) [**Gaps 2 & 5; Pillar 2—Pipeline E**]
- Summer Career Exploration Camps (BEA) [**Gaps 2 & 5; Pillar 2—Pipeline E**]

Recruiting and retaining a qualified, diverse workforce: Education Northwest reported in February 2019: “Research suggests that students of color who have at least one teacher of color may do better on tests and be less likely to have disciplinary issues. Research also suggests that white students show improved problem-solving, critical thinking and creativity when they have diverse teachers. An article in Scientific American sums it up this way: ‘Being around people who are different from us makes us more creative, more diligent and harder-working.’” The Community Schools Director will collect resources on best practices for recruiting and retaining a qualified,



diverse workforce in rural areas by the end of Year 1 and make that information available to human resources staff. The district will actively recruit and work to hire a staff that is representative of the student populations. As required by the NIA, the district will track and report each year 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 turnover, and teacher experience. This activity supports achievement of Outcomes 1.1-7.2 and 10.5.

Culturally Responsive Curriculum: The district is utilizing the Culturally Responsive Curriculum Scorecard information to increase diversity within our curriculum. The Culturally Responsive Curriculum Scorecards were designed by the NYU Metro Center to help parents, teachers, students, and community members determine the extent to which their schools' English Language Art, Science, Technology, Engineering, Arts, and Mathematics (STEAM) curricula are or are not culturally responsive and then make changes. This work supports Outcomes 1.1-7.2.

i-Ready: The district currently uses i-Ready during the school day to personalize learning in Reading and Math. i-Ready is a web-based learning tool aimed at tailoring skills instruction and practice to each individual student through a combination of diagnostic and instructional components that use algorithms to determine the knowledge and skill level of the student based on analysis of student performance. When the student is successfully answering questions, the system is designed to determine the student's achievement level in that content area by continuing to challenge him/her through increasingly harder questions until the student is no longer answering all questions correctly. From there, the system offers instruction and practice in areas either new to the student or not yet mastered by the student. i-Ready is both research-based and a proven evidence-based tool as defined by the Every Student Succeeds Act (ESSA).^{xxxiv} Multiple studies have been conducted on i-Ready. Brief summaries of some of the key findings are included below.



- ✓ “Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving *i-Ready Personalized Instruction* above that of their control group counterparts in both reading and mathematics on internal and external outcome measures.”^{xxxv}
- ✓ “Several independent studies (i.e., those conducted without guidance or funding by Curriculum Associates) found that *i-Ready Personalized Instruction* students outperformed their peers, making positive and statistically significant gains on state test measures such as the Florida Standards Assessments (FSA), Smarter Balanced Assessments (SBA), and Utah’s Student Assessment of Growth and Excellence (SAGE).”^{xxxvi}
- ✓ “Multiple small- and large-scale studies, including those conducted by independent and third-party researchers, have shown that i-Ready has a positive impact in both reading and mathematics on students who are striving learners, ELs, students with disabilities, and students with socioeconomic disadvantages as well as disaggregated results for students who are Black and Latino.”^{xxxvii}

Personalized learning with i-Ready and other computer-based tools that use algorithms to adapt the work given to the student to the student’s individual progress level will continue to be used to offer differentiated instruction (instruction individualized to the students learning needs) during the school day and will be made available during out-of-school-time programming offered by the district. i-Ready supports achievement of Outcomes 4.1-4.5 and 6.1-6.3.

Educational Case Management: Under this project, students at highest risk for academic failure and/or dropping out will be eligible for educational case management. In Year 1, the Community Schools Director and Community School Site Coordinators will work with school



administrators to establish procedures for screening and prioritizing students for educational case management and how that service will be offered. Then Community School Site Coordinators will then follow the procedure to identify and provide the service to students with the highest levels of need. Eligibility criteria will consider actual student achievement levels; whether the student is part of a sub-group that has been experiencing achievement disparities (students of color, students who are economically disadvantaged, students with disabilities, and English Learners); whether the student has known physical, mental, or behavior health concerns; and whether the student is homeless and/or experiencing other challenges to getting their basic needs met. Educational case management has been used in the past by districts to ensure individualized education programs (IEPs) are successfully implemented and effective for special education students. In human services, case managers coordinate care for people with complex health issues and/or social determinant of health needs. Social determinants of health are environmental and life factors that impact a person's health. These same factors also impact educational success. The five social determinant of health domains are Economic Stability, Education Access and Quality, Health Care Access and Quality, Neighborhood and Built Environment, and Social and Community Context. According to the US Department of Health and Human Services, examples of social determinants of health include: safe housing, transportation, and neighborhoods; racism discrimination, and violence; education, job opportunities, and income; access to nutritious foods and physical activity opportunities; polluted air and water; and language and literacy skills.^{xxxviii} Under this project we adapt and broaden these case management approaches to specifically serve students to coordinate their educational service and social determinant of health needs to increase their likelihood of academic success and wellness. The US House of Representatives' Ways and Means Committee's July 2020 report entitled, "Left Out: Barriers to Health Equity for Rural and Underserved



Communities” (W&M report) stated, “In many instances, community-tailored interventions, like some of those highlighted in the Results section of this report [including case management/case management], have proven and may continue to be the most promising approaches to tackling our underserved communities’ challenges.” (Page 46)^{xxxix} Research funded by the Robert Wood Johnson Foundation determined, “There is strong research evidence that care management improves quality,” and “Care management within integrated multispecialty groups improves quality.”^{xl} Educational case management will support Outcomes 1.1-8.2.

Absenteeism Action Plan: We are implementing our plan to reduce absenteeism:

	Jackson	John Kennedy	Middle School	High School
A. Track and monitor absentee rates (in-person and virtual)	<ul style="list-style-type: none"> - Weekly meetings with the support team - Parent calls/conferences/home visits - CPS for chronic absences - Close monitoring of attendance/via Dojo/Seesaw 	<ul style="list-style-type: none"> - Bi-Weekly meeting with counselors, psychologist, social worker, and administration to address students with high rates of absenteeism. 	<ul style="list-style-type: none"> - Bi-Weekly meeting with counselors, psychologist, social worker, and administration to address students with high rates of absenteeism. 	<ul style="list-style-type: none"> - Weekly meetings (CAPS and District Social worker) - Student Support Center calls every block (first 5-6 weeks of school) - Attendance Clerk calls parents and sends letters for students missing 5 or more days
B. School teams respond to absentee rates by contacting families regarding their child’s attendance	<ul style="list-style-type: none"> - Parent Conferences - Home Visits - SRO/CPS Visits - Letters sent home - District Social Worker for Tier 3 	<ul style="list-style-type: none"> - Meet with Student - Phone Calls Home - Parent Conferences - Home Visits - Letters Home - Social Worker works with family - CPS is involved for Ed. neglect 	<ul style="list-style-type: none"> - Meet with Student - Phone Calls Home - Parent Conferences - Home Visits - Letters Home - Social Worker works with family - CPS is involved for Ed. neglect 	<ul style="list-style-type: none"> - Meet with Student - Phone Calls Home - Parent Conferences - Home Visits - Letters Home - Social Worker works with family - CPS is involved for Ed. neglect - STAR, PINS
C. Utilize nudge letter	<ul style="list-style-type: none"> - Send letter home to encourage attendance 		<ul style="list-style-type: none"> - Letter sent home indicating lack of engagement, if needed 	<ul style="list-style-type: none"> - Letters sent home to every 5 weeks re: attendance - Contact made when student are recommended to come back more days in person
D. Communication to families regarding required attendance (in-person, virtual)	<ul style="list-style-type: none"> - Monthly newsletter that addressed attendance - Robo calls regarding attendance - Monthly newsletters from teachers - Social media blasts regarding attendance 			<ul style="list-style-type: none"> - Monthly newsletter that addressed attendance - Automated and personal calls regarding attendance - Monthly newsletters from teachers - Social media blasts regarding attendance

The implementation of Community Schools has been shown to reduce absenteeism. Research has shown that authentic learning opportunities; to include community service-learning provide motivation to learn,^{xli} and increase connections to school and community^{xlii}. As the Community Schools initiative matures the district plans to expand personalized learning beyond i-Ready. At



that point they will provide each student with an individual learning plan and transition some classes and courses to real-world learning, project-based learning, and community service learning. Students on track for chronic absence and/or who have been chronically absent in the past will be considered for educational case management by the Community School Site Coordinator if actions according to the Absenteeism Action Plan interventions are not working. These actions support achievement of Outcome 4.3: Chronic absenteeism will be reduced.

Prekindergarten (PreK): All of our partners have agreed to assist the district to recruit families, children, and students into the program to take advantage of the early education programs for families to include participation in Prekindergarten. Efforts to recruit students eligible for 4-year-old PreK will be significantly increased under this project with a particular focus on engaging students of color. The district has a comprehensive recruitment plan that is designed to seek out all families with a focus on students of color and at-risk students who would benefit from the program. For children zero to school-age we will identify new families through the live-birth register at the Genesee County Department of Social Services (DSS), and through families who have older siblings in our schools. Nurses and school counselors will speak to parents with younger children. For all target participants outreach will include social media, automated phone calls, mailings home with elementary aged students and targeted home phone calls and home visits to individual high need students. Community outreach will include fliers at social service centers, radio advertisements, and ads in local newspapers. The school district will specifically recruit economically disadvantaged students through the Genesee County Department of Social Services into our early education programs. As needed, recruitment will also occur via Food Link (a local food bank), advertising in the local Penny Savers, publicizing in area laundromats and grocery stores with flyers and brochures located in low income areas, sending flyers and brochures to area



pediatricians and dentists who accept Medicaid patients, advertising at the county employment offices as well as collaboration with the local Women, Infant and Children (WIC) offices in the area that service low-income families with young children. Flyers will be distributed both in English and Spanish, in order to recruit non-English speaking students. Genesee County Social Services will be contacted directly to facilitate the recruitment of 2-year-old children graduating from special education program through the Office of Early Intervention. There will also be several opportunities for current Batavia residents to attend open houses and informational sessions to learn more about the program. The Superintendent, Director, and Coordinators will hold an annual meeting where parents are able to meet the staff and partners, ask questions, and learn the advantages and importance of the family engagement program and its elements of formal early childhood education. The Community Schools Director and Site Coordinators will work to ensure that information provided to the community includes explanations of the value of early childhood education and includes both compelling data results and relatable stories anyone can understand.

Batavia CSD currently offers six full-day UPK classrooms each serving a total of 101 students yearly through 75 full-day and 26 half-day program slots. This existing service will be integrated into our community schools to support achievement of Goal 2: Children are ready to enter school and are prepared for kindergarten. Our partners Genesee-Livingston-Orleans-Wyoming (GLOW) YMCA and Imagination Station Child Care and Preschool each operate one of the district's PreK classrooms in the community. Research suggests that early literacy provided in a PreK program continues to significantly and meaningfully impact children's first grade text-level reading ability, spelling, sight word, and letter-sound identification.^{xliii} Research has shown that children who participate in rich learning experiences, such as PreK are better prepared to thrive in elementary school and beyond.^{xliv} The Batavia City School District uses the NYS



Prekindergarten Foundation for the Common Core as a basis for the curriculum. This curriculum, which aligns with NYS Early Learning Guidelines, is developmentally appropriate and evidence based. As needed, the district will offer quality professional development for all community-based organization staff and teachers through annual district training workshops, monthly staff training meetings, and additional coaching and training throughout the year. Areas of need will be determined through monitoring of student progress, observations, and annual reviews. Our PreK program utilizes the Engage NY Prekindergarten Mathematics and ELA Modules that also meet the NYS Prekindergarten Foundation for the Common Core. Batavia CSD is following the NYS Pathway to full implementation of the Next Generation P-12 Learning Standards for ELA and Mathematics, and we will follow NYSED guidelines for each phase. To satisfy this standard, the district is currently reviewing additional curricula to fully meet the standard to also address Science, Social Studies, and the Arts, as well as physical development and health and social and emotional development. To ensure alignment with K-3 curriculum, we use the CKLA (Core Knowledge) program in all classrooms PK-2 and the Expeditionary Learning (EL) program in 3rd grade for ELA, as well as NYSED Modules for math. The district will also use Second Step Social-Emotional Learning Early Learning Program to address social-emotional learning. Research has shown that Second Step Social-Emotional Learning for Early Learning is shown to significantly increase executive function, which leads to better kindergarten readiness.^{xlv} PreK activities will support achievements of Outcomes 3.1 and 3.2 in the short-term and other academic and behavioral outcomes long-term.

Other early learning and literacy programs: Books for Babies, Dolly Parton Imagination Library, Early Head Start and Head Start, GLOW YMCA programs: Early learning begins at home and is built upon by the schools, but there are quite a few resources



available in the community to support early learning and healthy development in addition to the district's PreK program. For example, the Richmond Memorial Library (Library) and Richter Family Foundation partner to bring to Batavia CSD families the Dolly Parton Imagination Library program. This program ships one book per month to the home of children ages birth to 5 years old to provide the materials needed for parents to read to their children daily. The Library also partners with Woman Educator Service Organization and Kiwanis Club of Batavia on the Books for Babies program which provides each child born at United Memorial Medical Center (UMMC; the hospital in Batavia) with a tote bag containing an age-appropriate board book, bib as a visual cue to remind parents to read to their children even as infants, and "a handout giving simple early literacy guidelines and milestones, pointers for new parents to other early literacy resources, and free registration instructions for Dolly Parton's Imagination Library."^{xlvi} The Richmond Memorial Library has agreed to assist with recruiting families into the FSCS project and will provide display space on bulletin boards and brochure racks to help advertise project activities. The library will also provide ADA-accessible public meeting room space for programs and meetings for family and community engagement events in the community. The library will provide a pre-school story time programs for families. Research has shown that library programs resulted in higher reading scores in prekindergarten.^{xlvii} Research from the National Center for Educational Services showed that there is evidence of a strong and positive correlation between the circulation of children's literature and fourth grade reading scores.^{xlviii} These activities support Outcomes 3.1, 3.2, and 4.1 in the short-term and several other outcomes over time.

The Genesee-Livingston-Orleans-Wyoming YMCA (GLOW YMCA) offers 2-year-old unstructured active playgroup, 3-year-old nursery school, UPK for 4-year-olds in partnership with the district, PreK Plus—offering an expanded PreK curriculum for students who are 5 years old



by 12/1, wrap-around services for students engaged in a half-day program and in need of high-quality childcare that offers educational, developmental, and physical health elements, and a range of fitness and sports activities for children as young as age 3, including Challenger Sports for students with special needs. GLOW YMCA offers financial assistance to those who cannot afford fees and does not turn away anyone for an inability to pay for services. GLOW YMCA early learning activities support Outcomes 3.1, 3.2, 4.1, and 4.2 in the short-term and others long-term.

Community Action of Orleans and Genesee offers the federally funded early learning, health, and family engagement programs Early Head Start for infants through 3-year-olds and Head Start for 3- and 4-year-olds. 90% of Early Head Start and Head Start students must be from low-income families, and at least 10% must have disabilities. A report from the Brookings Institute from June 2014 found that Head Start positively impacts health, education, and economic outcomes over time and can also positively impact noncognitive skills. The program has proven particularly beneficial for students who are Black.^{xlix} Referring eligible children to Head Start and Early Head Start is likely to support reducing academic achievement disparities between subgroups.

Support programs for parents of young children: Northgate Free Methodist Church hosts the Mothers of Preschoolers (MOPs) program which is an educational support group for mothers of young children that offers child care with age-appropriate early learning activities during meetings held twice a month. United Memorial Medical Center (UMMC) offers Baby Café—a breastfeeding educational support group and the Medicaid Obstetrical and Medical Services (MOMS) program which provides support for pregnant and post-partum women who qualify for Medicaid to ensure they have the insurance, healthcare, and linkages to community services needed for positive health outcomes for themselves and their children. Genesee Council



on Alcoholism and Substance Abuse, Inc. (GCASA) offers up to 3 hours of daily Monday-Friday of free childcare focused on age-appropriate, child-centered, early learning activities in a trauma-informed setting for parents with substance use disorder (SUD) who are engaged in treatment and/or recovery services. Children can take home a free book of their choice to keep each time they visit the center to encourage reading. GCASA also offers peer-led support groups for parents in recovery from SUD and parent-and-child activities like seasonal crafts and art projects, holiday celebrations, and group trips to local museums, parks, the zoo, etc. Other agencies may also offer programs for young children and their parents, but many parents are not aware of these resources and programs and therefore are not accessing them to support their children. These programs support Outcomes 1.1, 3.1, 3.2, 6.1, and 8.1.

Children's Institute's Primary Project: Batavia CSD has implemented the Children's Institute's Primary Project. Primary Project is a national evidence-based program that helps children in PreK through third grade adjust to school, gain confidence, social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. The Primary Project has a systemic screening and selection process. After the first four weeks of school, classroom teachers complete the Teacher-Child Rating Scale (T-CRS) on all children in 1st and 2nd grade. This systemic approach is intentional so all children will be reviewed and considered, and it is particularly helpful in differentiating children who might benefit most from Primary Project and those who are in need of more intensive services. The T-CRS serves not only as a measure to identify children for Primary Project, but also as a valuable measure for identifying children who may need more intensive support or services. School counselors and the district social worker receive these screens and make appropriate referrals after consultation with parents and families. Primary Project then provides two child



associates trained in child centered play techniques of unconditional positive regard, allowing the child to lead. Through the project a mental health professional is provided for supervision, consultation, and leadership of the process for the program. Primary Project will also provide ongoing outcome and process evaluation and provide ongoing integration into the school and community through communication with parents, caregivers, and teachers, letters, flyers, and websites. Primary Project is a SAHSHA Model Program, which has shown that it produces improved student attendance, better ability to focus and participate in class, improved confidence and social skills, and better connection to adults, and improved academic achievement¹. The Primary Project supports Outcomes 1.1-4.5 and 6.1 as well as others.

Liberty Center afterschool program: The GLOW YMCA operates the City of Batavia's Liberty Center, which is a true community partnership between the City of Batavia, the Batavia Youth Bureau and GLOW YMCA, in collaboration with the United Way of Genesee County and the Batavia City School District. The Liberty Center for Youth offers a safe, nurturing afterschool environment for youth ages 9-15 in the City of Batavia and Genesee County. Programs offered under this project will address youth development, family support services, and parent engagement through programs focusing on academic achievement, physical health, healthy relationships, and mentoring support for positive youth development. The facility provides for active play space for sports, games, and gross motor activities; play space for table games and interactive audio-visual media; a lounge area for socialization and reading; educational space for homework; and a computer lab with more than 40 devices. The facility also includes a gymnasium, a learning center, classrooms, multipurpose space, office space, and a quiet area. Staff provide tutoring, homework support, leadership development, mentorship, daily physical activity, and health and wellness activities. The YMCA will receive funding under this grant in Year 1 to expand educational



technology tools and purchase supplies for STEAM, project-based learning and other activities designed to improve academic achievement and/or student wellness.

The Liberty Center's aim align with the goal, objectives, and outcomes of the Batavia Community Schools Initiative: Equity - Opportunity – Family and include: (1) Increase healthy communication, positive socialization, team building, peer problem solving and decision-making skills; (2) Encourage better relationships with peers, adults, school officials, and community; (3) Improve health & wellness to combat obesity; (4) Nurture teens outside of traditional school environment; (5) Foster volunteerism and a sense of community; (6) Expand the resource network for teens in Genesee County; and (7) Reduce teen stressors and misconduct like truancy, dropout, teen pregnancy, bullying, underage drinking and drug use. The Liberty Center support achievement of Outcomes 1.2, 2.1, 2.6, 4.1-4.5, 6.1-6.3, 7.1, and 7.2.

Library afterschool reading and other programs The Richmond Memorial Library will provide weekly independent reading programs to students 12 and older as an activity for mentors to read and discuss comprehension of material with participants. The library also provides a High School job and mentorship program for participants interested in careers in libraries, publishing, or related area, as well as resources for history and genealogy to support student connections to the community. All activities will take place afterschool, on weekends, and during the summer. During the summer, the library will also provide a mobile van to our summer programs, and a family reading program for PK-12 students and their family. Each year the library will invite students and families to take part in “Richman Reads,” an annual author signature event. Library programs for PreK-12 students support Outcomes 3.1-5.1 and 6.1-7.1.

Extended school day and summer camp program for students most at risk: Batavia CSD has an Extended Day program, titled “SOAR” (Skills, Opportunity, Attitude and



Accountability, Results) which has a mission to close learning and opportunity gaps by enlisting educators, mentors, community partners and families to teach and train at-risk high school students the skills, attitudes and behaviors necessary to graduate from high school and be successful in life. The program incorporates positive counseling techniques to encourage and support mental health and happiness. The program will have a cohesive group-centered structure designed to prevent academic failure and foster psychological well-being. The basic framework for the SOAR program is a group centered program, with students working in teams at up to 8 activity centers or hubs positioned within the classrooms. Students will travel to a portion of these hubs during an afternoon session, with all hubs being visited over 3 days. At each hub, there will be a hands-on activity with a focus on math, a unit for social/emotional well-being, and a unit for the development of a personal management skills. Student work will be showcased in performances, premiers, and art shows, engaging families and the community in recognizing the talents of the targeted students. A weekly day of recreation or free play will serve as additional motivation to participate, as well as provide a safe place for students to be after school as well as an opportunity to complete homework or receive academic tutoring as needed. The aims of the SOAR program are for students to be more committed to school, and the teachers and staff members participating in the SOAR program will be more connected with the students. The SOAR teachers will speak with the students' teachers, review report cards, regularly meet with the students one-on-one and contact their parents regularly.

The SOAR program will also increase family engagement with the school by holding individual meetings with parents (phone or in person), sending information about programs and community resources to parents, getting parent input through surveys and/or group meetings, and finally, holding events for parents to see the work of their children, through performances,



premieres, and art shows. In addition to the SOAR program the middle school provides a Homework and Tutoring Program that provides students with afterschool homework support and tutoring for certified teachers.

The district also offers a similarly structured summer camp program for students and highest risk that operates in July and also aims to prevent summer learning loss. Community School Site Coordinators will support the SOAR and summer camp teams by assisting with identifying students to participate in SOAR and summer camp communicating with students and families to engage them in the programs. SOAR and camp support Outcomes 1.1-6.2.

Weekend Programs: Batavia CSD has an existing Weekend Program that meets one Saturday per month for three hours at each for all 12 months of the year. Sessions are scheduled for all age groups and facilitated by Batavia CSD staff and community partners to include the YMCA, Genesee Valley BOCES, and Cornell Cooperative Extension. The event focuses on fun, learning opportunities, and student supports. Events at each site include activities for families to include CPR classes, cooking, do-it-yourself home repair, and self-defense classes. There are also family fun events such as History Bingo, dancing classes, and other family fun events. The events also provide opportunities for families to volunteer to support the event. The weekend program will also include enrichment, health, and mental health classes will be discussed later. Weekend programs are held at schools and the FACE Center. Under this FSCS project, Community School Site Coordinators will collaborate to assist with weekend programming and coordinate the 12 family activities to be held each year at each school with weekend programming for a comprehensive program that engages students and families and meets learning needs supporting Outcomes including all student learning and health outcomes and Outcomes 8.2 and 9.1.

Junior Achievement will be offered by the Genesee Business Education Alliance (BEA)



to support our elementary, middle school, and high school students. The Junior Achievement (JA) program provides education to students in grades K-12 about entrepreneurship, work readiness and financial literacy through experiential, sequential, project-based, and hands-on programs that provide ample, engaging opportunities for students to practice English Language Arts (ELA) and Math skills in real-life scenarios. The JA program will help prepare students for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities. BEA will recruit volunteers to support JA's unique approach which allows volunteers from the community to deliver the JA curriculum while sharing their experiences with students. Classroom volunteers can transform the key concepts of our lessons into a message that inspires and empowers students to believe in themselves, showing them, they can make a difference in the world. BEA will also bring in mentors from the community for an Entrepreneurial course and career exploration for the middle school. BEA will also provide an annual Career Exploration Job Fair, where employers from the region can meet, interview, and hire Batavia High graduates. JA supports Outcomes 4.1, 4.1, 4.4, 4.5, 5.1, and 6.1-6.3.

Career Camps: The BEA will also offer Summer Career Exploration Camps to students in grade 6-12. The camps provide opportunities to experience different professions and industries including construction, health care, animal science/veterinarian, culinary arts, and STEM careers. Similar to JA, these hands-on programs that provide ample, engaging opportunities for students to practice ELA and Math skills in real-life scenarios that motivate learning by making skill application feel valuable. camps support Outcomes 4.1, 4.1, 4.4, 4.5, 5.1, and 6.1-6.3.

Gap 3: Lack of access to health services and health educational programs.



Activities/Services Snapshot:

- Health and wellness education programs (Genesee County Health Department) [**Pillar 1—Pipeline G**]
- School-based physical and mental health clinics (Oak Orchard Health, Genesee County Mental Health (GCMH)) [**Pillar 1—Pipeline G**]
- 1.0 FTE Batavia CSD Mental Health Liaison (funded by a state grant) will collaborate with Genesee County Mental Health Department to increase availability and accessibility of mental health care for BCSD students and families (GCMH & BCSD). [**Pillar 1—Pipeline G**]
- Reviewing data reflecting needs of students and families, now to include CareSolace data for mental health referrals which originate from the school’s Mental Health Liaison (GCMH, BCSD) [**Pillar 1—Pipeline G**]
- Mobile dentistry program (University at Buffalo (UB)) [**Pillar 1—Pipeline G**]
- 4H program and nutrition classes for students and families (Cornell Cooperative Extension) [**Gaps 2 & 3; Pillar 1—Pipeline G**]
- Naloxone opioid overdose reversal medication administration training (GCASA) [**Gaps 3 & 6; Pillar 3—Pipeline D**]

Research has shown that community schools that provide mental health, health care, dental care, which we are doing as part of this program increase attendance due to better health and fewer appointments¹¹. Community School Site Coordinators will also use effective techniques to include connecting with the family at home and

School-based Health Clinic and health and wellness education programs: As a new service the Genesee Department of Public Health will convene and facilitate discussions and planning to create School-based Health Clinics in Batavia CSD schools. This planning will be



coordinated with Oak Orchard Health, a Federally Qualified Health Center, and/or a regional hospital system. The planning effort will include school-based health clinics that provide immunization clinics, lead testing, and well-child clinical visits. The Health Department will also offer Healthy Living education program for families and coordinate the re-launch of the previously active multi-agency Coalition for Healthy Children and Families which offers the Get Fit physical activity and nutrition education program free to children and families in Genesee County and will consider the feasibility of offer chronic disease management programs like the *National Diabetes Prevention Program (NDPP)*. NDPP is a CDC-endorsed evidence-based lifestyle change program which dramatically and sustainably cuts participants risk of going on to have diabetes and reduces obesity. By completion of the program, participants on average have a 57% reduced risk of developing diabetes and a weight loss of 5-7%. NDPP is a lifestyle intervention program that takes place over a one-year period and provides comprehensive education on eating healthier and being more physically active.^{lii} While NDPP has tremendous outcomes, it would be difficult/impossible for a parent without access to childcare to attend. However, Batavia CSD is able to provide a supportive environment to parent learners by providing both class space and child care. Batavia CSD is able to host this class, with leadership from Genesee County Public Health and/or Independent Living of the Genesee Region or another community partner at the FACE Center. A study of the impact of parent diet and exercise behavior on children found that the children's behaviors were strongly connected to the parents;' and that parents should strive to set a healthy example as early as possible to reduce the risk of childhood obesity.^{liii} The school-based health clinic and physical health education programs support Outcome 4.3 and 7.2.

School-based Mental Health Clinics: In Year 1, we will explore feasibility of establishing school-based mental health clinics. Ability to obtain appropriately qualified staff will be a critical



factor in that determination in partnership with Genesee County Mental Health (GCMH). If deemed feasible, our community school initiative will address barriers to care through the creation of school-based mental health clinics. GCMH provides mental health services to county residents, including children and their families, to support achieving and maintaining the highest individual level of functioning through individual and group counseling. GCMH works cooperatively with other community-based agencies and schools to provide a collaborative case management system. Currently, GCMH provides mental health services at a satellite site located in our Family and Community Engagement Center. Genesee County Mental Health Services and Batavia CSD have agreed to work together to establish a plan for school-base mental health satellites at each school by the end of the project. GCMH will seek state approval for these sites. Batavia CSD will ensure space is available and meets OMH standards for approval.

While it can be difficult to access real-time data on mental health outcomes, a research study on data from 7,705 high school-age respondents to the 2021 Adolescent Behaviors and Experiences Survey evaluated the relationship between mental health outcomes and connectedness. They concluded: “Compared with those who did not feel close to persons at school, students who felt close to persons at school had a significantly lower prevalence of poor mental health during the pandemic (28.4% versus 45.2%) and during the past 30 days (23.5% versus 37.8%), persistent feelings of sadness or hopelessness (35.4% versus 52.9%), having seriously considered attempting suicide (14.0% versus 25.6%), and having attempted suicide (5.8% versus 11.9%). The same pattern was observed among students who were virtually connected to others during the pandemic (i.e., with family, friends, or other groups by using a computer, telephone, or other device) versus those who were not.”^{liv} Additional research using pre- and post-pandemic data shows how the pandemic drove alcohol and cannabis use up for students who experienced



loneliness, worried about money, or lost a job.^{lv} Establishment of school-based mental health clinics will support Outcomes 1.1-2.6, 4.1-4.5, and 7.2.

Mental Health Liaison: Through a new grant from the state, BCSD will hire a Mental Health Liaison to coordinate mental health referrals, services, and supports, including representing the district at Single Point of Access (SPOA) meetings. According to NY Connects, “A SPOA is a process, led by a SPOA Coordinator, which helps Local Governmental Units achieve community based mental health systems that are cohesive and well-coordinated in order to serve those individuals most in need of services. The SPOA process provides for the identification of individuals most in need of services and manages service access and utilization.”^{lvi} This “single point” concept works the same way for the Mental Health Liaison as a single point of referral for district students, which will provide an additional safeguard against at-risk students slipping through the cracks. There are many indicators that a child may be in distress or needing assistance, such as chronic or increased absenteeism, behavioral issues, chronic poor or worsened academic performance. With the Mental Health Liaison being the individual reviewing these indicators, students who might have overlapping issues are more likely to be noticed and identified as greater risk for poor mental health and be referred for a more intensive level of care. Students may be identified for SPOA referral through screening strategies, behavioral issues, academic performance, absenteeism and more. Once students are identified for referral, the Mental Health Liaison refers them to the appropriate service through the Care Solace web-based application. Care Solace is a mental health care coordination product for schools which provides a platform and tracking system for referrals and provides real-time status of referrals in addition to live district-wide mental health data. The Mental Health Liaison will also connect students with BCSD programs which can support their mental health across all MTSS Tiers. This individual will consult



with the Community Schools Director regularly to connect students with the programming that suits their needs best. The Community Schools Director also assists when students/families have food insecurity or other essential needs, via the Family and Community Engagement Center, which offers a clothing closet, computer stations, and information on many community resources. The Mental Health Liaison supports Outcomes 1.1-2.5, 4.3, 7.2, and 8.2.

Mobile dentistry: The University at Buffalo, School of Dental Medicine and Batavia City School District will enter into an agreement to provide dental services to the students at the Batavia City School District as part of the UB S-miles To Go Mobile Dental Program. UB's School of Dental Medicine has served the oral health needs of children for 20 years with its current mobile dental unit and is expanding the program into Genesee County with the addition of a second mobile dental van expected to be completed by December 2021. The program is registered with the NYS Department of Health and is managed by UB faculty, dental students and staff consisting of pediatric and general dentist, dental hygienist, and dental assistant. The state-of-the-art units feature a wheelchair lift, panoramic digital x-ray, electronic health record, sterilization area, 2-3 dental chairs and an intake/education area. The S-miles To Go program will continue the UB dental school's efforts to overcome barriers for children seeking dental services such as finding a dental provider, transportation, and parents' inability to take time off from work. The program offers a full range of services including preventive services such as cleanings, sealants, and fluoride treatments, along with restorative treatments such as examinations with x-rays, fillings, extractions, stainless steel crowns and pulpotomies. Every student will receive oral health Payment for services will be made by Medicaid or other third-party insurance. No child will be refused treatment due to inability to pay. Every student will receive oral health education and referrals for acute cases will be coordinated with school's social worker. Batavia CSD will ensure that the



mobile dental program is promoted and students in need of dental services are identified and enrolled in the program, this includes coordination with families to ensure students attend scheduled appointments. Mobile dentistry supports Outcome 4.3.

Nutrition, gardening classes, and 4H: Cornell University is NY State land-grant institute. As such they have established a Cornell Cooperative Extension (CCE) in each county that puts knowledge to work in pursuit of economic vitality, ecological sustainability, and social well-being. CCE brings local experience and research-based solutions together, helping New York state families and communities thrive in our rapidly changing world. CCE will provide nutrition classes for students and families afterschool and weekends and provide gardening resources and assistance for adult gardeners through the Master Gardeners program. Additionally, CCE will work to establish a 4H club at one or more Batavia CSD schools. 4H is a youth development program supporting the Head (develop problem-solving techniques), Heart (learn to reach out to others), Hands (improve or acquire new skills), Health (discover an all over well-being for self).^{lvii} While 4H clubs are most often associated with agricultural and family and consumer science topics, 4H clubs can be established around any topic—including topics like STEM, drama, leadership, etc. Nutrition classes, gardening support, and 4H clubs will provide diverse opportunities for hands-on practice of ELA and Math skills and concepts as well as appropriate behavior development. CCE programs will support Outcomes 4.1, 4.2, 4.4, 4.5, 5.1, 7.1, 7.2, and 8.1 as well as 1.2, 2.1, 2.6.

Naloxone opioid overdose reversal medication administration training: Genesee/Orleans Council on Alcoholism and Substance Abuse, Inc. (GCASA) Prevention Educators will offer naloxone training at least once per year each year at the FACE Center or a school as requested by the district. Genesee County has seen a high rate of opioid overdoses for the past seven years. Naloxone temporarily reverses opioid overdoses and literally saves lives. It is important families



have free access to this important medication and instruction on how to use it. This support Outcomes 1.1, 4.3, and 8.2.

Gap 4: Positive behavioral education and interventions exist but needed to be continued and expanded.

Activities/Services Snapshot:

- Social and emotional learning training for school staff [**Pillar 1—Pipeline G**]
- Multi-tiered system of supports (MTSS) (BCSD) [**Pillar 1—Pipeline H**]
- Sources of Strength universal suicide prevention program, support group, and mentoring (BCSD) [**Pillar 1—Pipeline G**]
- Teen Intervene substance use disorder screening, brief intervention, and referral to treatment; SPORT; and other programs and resources offered by Prevention Educator at the Batavia High School (HS) (GCASA) [**Gaps 3 & 4; Pillar 1—Pipeline G**]
- Restorative Practices Trainings for student leaders and staff (PiRI)[**Pillar 1—Pipeline H**]
- Afterschool Talking Circles (GCASA) [**Pillar 1—Pipeline G**]
- Alternative discipline and education program (DSS)[**Gaps 4 & 5; Pillar 1—Pipeline H**]
- 1.0 FTE School Resource Officer [**Pillar 1—Pipeline H**]

Social and emotional learning (SEL) training for staff: An extensive meta-analysis demonstrated that social and emotional learning programs conducted within schools will lead to substantial increases in achievement.^{lviii} Social Emotional Learning (SEL) teams have already been established in each of the four Batavia CSD schools. MK Consulting Social Emotional Learning Center will provide the district training and integration of Social Emotional Learning (SEL). SEL is an effort to educate the whole child. The program seeks to create equitable learning environments, and optimal developmental outcomes for diverse children and adolescents. The



program provides teachers with the knowledge, skills, and abilities to integrate SEL into each classroom lesson. The SEL framework includes five areas to include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. MK Consulting will provide a full-day training to SEL teams in the summer. MK Consulting will provide monthly observations and coaching of SEL teams and teachers. MK Consulting is working with Batavia CSD SEL teams to create a Teachers SEL Playbook, this playbook will be a living document. Each month a section of the playbook is reviewed by SEL teams and MK Consulting. SEL training supports Outcomes 1.1, 1.2, 2.6, 7.2, and 10.1-10.5.

Multi-tiered system of supports (MTSS): The key components of MTSS include: 1) Universal screening of all students early in the school year; 2) Tiers of interventions with targeted support that can escalate according to need; 3) Integrated plans that address students' academic, behavioral, social and emotional needs; 4) Evidence-based strategies; 5) Ongoing data collection and continual assessment; 6) Schoolwide approach to expectations and supports. Administrators, teachers, counselors, and other specialists work as a team when they assess students and plan interventions; 7) Parent involvement; and 8) Professional development so staff can deliver interventions and monitor progress effectively. Using grant funds recently awarded/announced from the New York State Office of Mental Health, Batavia City School District will employ a full-time multi-tiered system of supports (MTSS) Coordinator, a Mental Health Liaison, and use stipends to enhance training of MTSS teams in each school. That work will be coordinated with this project. Detailed job descriptions for each position are attached to this application. The MTSS Coordinator will oversee implementation, evaluation, and continuous quality improvement of student support across all three tiers in each school. This individual will work collaboratively with the building principals and counselors, the Mental Health Liaison, and Director of Community



Schools to ensure supports align with student needs. BCSD uses Branching Minds, a cloud-based application for MTSS, which includes the DESSA SEL suite of assessments (DESSA, DESSA-mini, DESSA High School, DESSA High School Mini). These assessments are research-supported, cover universal screening needs K-12, can compare results to nationally normed data, allow trending of data over time, and can group students with like needs.

At Batavia CSD, teachers differentiate instruction to meet the individual needs of each student, including whole group, small group, partner, and one-on-one practices. Each building has a MTSS plan/document. The classroom teacher is the “first responder,” giving additional individualized support to struggling students. Teachers discuss student progress at Grade Level Meetings, Data Meetings, and co-planning meetings to select appropriate instruction and interventions for Tier 1 students who are struggling. These students can receive supports differentiated to meet their individual needs, whether behaviorally or academically because we know there is often a clear connection between student academic achievement and engagement and behavior. Students who are struggling in Tier 1 instruction may be referred for a *Building MTSS Meeting* to discuss Tier 2 support. The goal of the *Building Based MTSS Meeting* is to discuss best practices for additional targeted interventions for the student. Either a general classroom teacher, Interventionist or support personnel will implement the academic instruction or behavior plan on the student’s level based upon diagnostic assessment data during Tier 2. For academics, Tier 2 intervention is implemented with small groups of 4 - 6 students for 4-5 days a week. Time each day is dependent on the student's needs and schedules. Students’ progress is documented every 1-2 weeks. This intervention instruction lasts no longer than 8-9 weeks before a follow up meeting to discuss progress and next steps. Progress is reviewed/followed up at the Building Based MTSS Meeting. If their progress has put them at grade level, they return to Tier 1.



If they are making progress, but have not quite progressed to grade level yet, they remain at Tier 2. If they are not making progress, they may be referred to Tier 3. No student should remain in Tier 2 instruction for more than 20 weeks without progress. Tier 3 students will continue to be served in Tier 1 instruction while receiving Tier 3 supports. Tier 2 instruction will discontinue at that time for the associated content area. Tier 3 intervention is implemented with a small group of 1-5 students for approximately 1-4 hours per week. These students are closely monitored, every 1 - 2 weeks, with progress documented. This intensive instruction lasts for approximately 6-8 weeks. If a student's progress has brought them to grade level, they can have a lower Tier of interventions again. If they are making progress, but still not near grade level expectations, continue Tier 3 interventions. The team may refer students for psychological/OT/PT/speech evaluations at the building level, and/or they may make a CSE referral. It considers each student's individual needs and uses student data to determine how length of intervention and how well it worked. Below is a comprehensive summary of supports soon to be in place by Tier.

Tier 1: Universal Resources

- All students will have access to a Care Solace, a mental health care coordination system for schools, to connect students (PS-12), school staff and families to mental health care 24 hours per day. It can connect our stakeholders to mental health, substance abuse and trauma prevention providers and treatment centers, prioritizing resources in the area. In-person and telehealth will both be available, and the system will be capable of serving persons who speak any language. Care Solace also offers a self-serve tool people can use anonymously to find the right kind of providers near them, which is helpful to older students and adult users of the system. This facilitation would complement our school counseling and psychology services. School counseling staff may refer students and families for Tier 2 and Tier 3 support.



- The district uses with i-Ready for academic screening and progress monitoring. The district has fully implemented i-Ready, which provides a prescriptive and comprehensive assessment and instruction program to assist teachers in delivering personalized learning. I-Ready connects diagnostic data with personalized and differentiated instruction. Research on i-Ready showed: “Students receiving i-Ready Instruction experienced average gains of 39% for English language arts (ELA) and 38% for mathematics relative to students who did not receive i-Ready Instruction across grades K–8. Measured effect sizes were generally strong by the standards of an educational intervention (Cohen’s d of greater than .25)”^{lix}.
- The district will use the Devereux Student Strengths Assessment (DESSA) as a universal social and emotional learning screen and progress monitoring tool. “Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social-emotional learning assessment that meets the highest professional standards. It is a standardized, strength-based social-emotional and behavior assessment designed to measure social-emotional competence for students in grades K-12.” The DESSA has been found to be valid and reliable (LeBuffe, et al., 2009/2014).^{lx}
- PreK and Kindergarten students complete the Ages & Stages Questionnaires.
- *Already in place:* research-based, data-driven instruction classroom instruction PreK-12; three academic assessments per year (beginning of the year, middle of the year, and end of the year with a universal screener to identify academically at-risk children and to inform classroom-wide instruction; frequent formative assessments of progress and social emotional needs, Social Emotional Learning, Community Schools Programming

Tier 2: Targeted Supports



- The district escalates students to Tier 2 based on referrals and/or measures of progress, attendance, or behavior. Through the recently awarded NYSOMH grant, BCSD will soon hire a Mental Health Liaison to act as a single point of referral connecting students to mental health services which are appropriate for them when those students have Tier 3 level needs. However, the Mental Health Liaison and building-level counselors will also serve many students who have need for intervention beyond Tier 1, but not something as intensive as Tier 3. They can connect/refer students to BCSD FSCS programs that addresses their unique needs (academic, social, etc.). The Community Schools Director will have a close working relationship with the Liaison to help them stay apprised of all services available.
- *Pre-existing supports already in place: Primary Project, Liberty Partnership, Liberty Center for Youth, GLOW YMCA Daycare Program (evidence-based); TRIO Upward Bound for at-risk students via Genesee Community College, and NYSED School Violence prevention grant.*

Tier 3: Intensive Supports

- BCSD has an on-site mental health clinic in one school one day per week and is evaluating logistics to expand the mental health clinic access to other schools in the district by splitting the clinic day into half days, with one half day at each of two schools and/or establishing additional clinics over the five-year grant period.
- Care Solace, from Tier 1 above, provides real-time information on referral status and district mental health data (de-identified). It boasts a 178% increase in booked appointments and a reduction of 60+ communications per referral.^{lxi} It is not an emergency resource or mental health care provider. The Mental Health Liaison will make and follow-up on mental health referrals.

MTSS supports achievement of Outcomes 1.1-2.6, 4.1-4.5, 6.1-6.3, 7.2, and 8.2.

Sources of Strength is an evidence-based prevention program for suicide, violence,



bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help, and strength. Placed on the Substance Abuse and Mental Health Services Administration (SAMSHA) National Registry of Evidence Based Programs and Practices (NREPP) 7 list since 2012, Sources of Strength is an innovative and effective prevention program. The program is based on a relational connections model that uses teams of peer leaders, mentored by adult advisors, to change peer social norms about help seeking and encourage students to individually assess and develop strengths in their life. Sources of Strength is most effectively implemented as a school-based program in middle schools and high schools and is a strength-based comprehensive wellness program that focuses on suicide prevention. However, as a wellness program it also seeks to impact social issues such as bullying, substance abuse, and violence. We do this by using peer leaders and Hope, Help, and Strength messaging to positively change school and/or community cultures around help seeking behavior, codes of silence, and perceptions of adult support. These strength messages are strategically designed by Sources of Strength and the local peer teams, to engage local culture and impact local groups of youth, teens, young adults, and/or parents. Sources of Strength is designed to enhance and support other existing prevention efforts. During the very first adult advisor training everyone is exposed to a Sources of Strength Self-Evaluation Tool which highlights the importance of partnering with other prevention efforts, community coalitions, and projects. The implementation of Sources of Strength includes five steps:

1. Awareness and Buy-In: This often includes training of a community/coalition on Sources of Strength, obtaining key administrative support and conducting a brief protocol review of handling distressed or suicidal students.

2. Identify and train adult advisors: Identify adult advisors to mentor a peer leader team. Train



adult advisors in the Sources of Strength process, peer leader recruitment, and their role in meeting and guiding peer teams during the action phase. Adult advisors can be school counselors, teachers, school resources officers, youth workers, spiritual leaders, etc. and often are a mix of school staff and community adults that have high relational connectivity and positivity with students.

3. Recruit and Train Peer Leaders: Peer leader teams are often between 10-50 students in size. The initial peer leader training is provided by a certified Sources of Strength trainer in a 3-5 hour highly interactive training process. Local adult advisors must participate in the peer leader training.

4. Peer to Peer Contacts and Messaging: After the initial training, the peer leaders and adult advisors begin a 3–6-month series of conversations with other trusted adults and their 5-10 closest friends as well as create a wide range of Hope, Help, Strength messaging activities targeting a wider and diverse peer group. Sources of Strength provides a recommended step by step guide of peer leader activity, but teams are able to adjust these actions steps based on their readiness level and perception of what will work best in their setting.

5. Ongoing Support and Technical Assistance: Every year, through the University of Rochester, Sources of Strength will provide a six-hour training to new peer leaders. This will include 7 to 10 staff and approximately 50 new peer leader students. Sources of Strength staff provides ongoing teleconference support as well as planning materials and resources for each step of the way. Monthly national training webinars are provided on different topics to support staff and peer leaders. Webinars focus on continued training, resources, and ideas for adult advisors.

Sources of Strength has been on the Substance Abuse and Mental Health Services Administration's (SAMSHA) National Registry of Evidence-based Programs and Practices, is on the National Best Practices Registry for Suicide Prevention/ Research has shown the effectiveness of Sources of Strength, which included the nation's largest randomized trial on the effect of adult



gatekeepers.^{lxii} This research offered an extensive study of 32 middle and high schools; with 48,000 total students, focusing on adult staff gatekeeper-training. The findings reflected a medium to large effect on knowledge of suicide warning signs and perceived access to services. Sources of Strength will support Outcomes 1.1-2.6, 4.3, and 7.2.

Teen Intervene, SPORT and other prevention education programs: Genesee/Orleans Council on Alcoholism and Substance Abuse (GCASA) has partnered with Batavia CSD for decades to provide evidenced-based prevention education programming including but not limited to Teen Intervene which is a Brief Intervention, and Referral to Treatment (SBIRT) program to address student substance use as well as community-based prevention strategies. Through a combination of state and local district funding, GCASA provides and will continue to provide a credentialed Prevention Educator to Batavia High School seven hours per day two days per week to implement evidence-based prevention programming with a focus on Teen Intervene. Teen Intervene employs the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model which is recognized as evidence-based by SAMHSA. In fact, SAMHSA presents a white paper on the effectiveness of SBIRT in behavioral health at:

https://www.samhsa.gov/sites/default/files/sbirtwhitepaper_0.pdf. This document includes 15 pages of citations of studies and journal articles evidencing the effectiveness of SBIRT. Through the SBIRT approach, Teen Intervene identifies youth who may be struggling with substance use, their level of severity, and needed level of care; offers limited direct intervention to support student consideration of their choices and behaviors and the resulting impact; and connect students with higher levels of addiction care as needed. Teen Intervene is recognized by the New York State Office of Addiction Services and Supports (NYS OASAS) as an evidence-based program for people ages 12-19 who are experiencing mild to moderate issues with alcohol and/or other drugs.



Teen Intervene can be implemented in two to six one-on-one sessions. The final session may also include a parent if the teen agrees.

GCASA's Prevention Educator also currently provides 1) occasional informational classroom presentations and special announcements aimed at raising student awareness of substance use disorder (SUD) prevalence in our community, impact on lives and the community, and resources available for students and families impacted by SUD who may be seeking prevention, treatment, and/or recovery support; and 2) promotional activities for Red Ribbon Week, National Drug Facts Week, and National Prevention Week to encourage students to commit to living drug-free lives. Red Ribbon Week is an alcohol, tobacco, and other drug and violence prevention awareness campaign observed annually in October in the US.

New under this project, a GCASA Prevention Educator will offer Substance use Prevention Optimizing Robust Teens (SPORT) Prevention Plus Wellness, parent education presentations, and Circles. SPORT Prevention Plus Wellness is a single-session substance abuse prevention program designed to increase fitness, health, and performance-enhancing behaviors like physical activity, sports participation, healthy eating, getting adequate sleep, and practicing stress control for youth. SPORT Prevention Plus Wellness will be offered once per semester each year (twice per year) at Batavia Middle School in Health, Family and Consumer Science (FACS), or another class convenient for the school that will allow different students each semester to receive the program. The New York State Office of Addiction Services and Supports (OASAS) recognizes SPORT an evidence-based program. It is also on SAMSHA's National Registry of Evidence-based Programs.

Teen Intervene, SPORT Prevention Plus Wellness, and other evidence-based prevention education activities support Outcomes 1.1, 1.2, 2.1, 2.6, 4.3, 7.2, and 8.2.

Restorative practices: Restorative practices focus on building community and



strengthening relationships through respectful communication. Restorative practices allow students to explore their feelings and reasons for their choices and behaviors and in a safe environment, consider their behaviors in comparison to group/community-accepted (ideally, group/community-determined) standards, and consider the impacts of their behaviors on themselves and others. Through this process, students improve self-reflection, communication skills, decision-making skills, and empathy, and hold themselves and each other accountable in a respectful, non-violent manner. The results include better individual and group choices and a healthier community with a more positive climate. While approaches vary, some of the most common restorative practices include use of peaceful talking circles to build community bond and accountability talking circles to address disputes and problem behaviors.

Partners in Restorative Initiatives (PiRI) provides expert consulting services on restorative practices. PiRI has provided 3 days of training in conducting Peace Circles Social Emotional Learning (SEL) team members in each of the 4 schools in Batavia CSD. This core group of staff will use peace circles in their teaching, counseling, advisory, or disciplinary roles and plan with others for the implementation of restorative practices. The practices of peace circles will spread throughout the schools, as more staff is trained over the next years of the grant and students become more familiar with the process.

Each year, going forward Partners in Restorative Initiatives (PiRI) will provide overviews on restorative practices each year to district and school leadership, as well as families. Partners in Restorative Initiatives will conduct 14-hour teacher professional development sessions in Community Building Circles each year. PiRI will also conduct trainings in Community Building Circles for 12 - 14 students in the Middle and High School. PiRI will also conduct training sessions in Restorative Responses to Harm and Conflict for Student Leaders for students in the Middle and



High School during the school year. In addition to this PiRI will provide monthly consultation meetings to support implementation of restorative practices. The inclusion of adults in each training will promote the sustainability the project, such that staff can continue to train students in this valuable technique during and after the funding period. PiRI will also provide three training sessions in peer mediation for students during the school year. Peer mediation training helps students deal with conflict in a healthy way and also teaches important life skills, such as communication and problem solving. Three 3-day training sessions will be provided each year, for 20 students and up to 5 adults. Training will begin in the high school and middle school in Year 1 and continue through grade 4 in years 2-5. The goal is for this practice of restorative justice to become pervasive throughout the district, creating a positive climate for learning.

Research based on a meta-analysis of 39 studies looking at a broad range of restorative justice programs and concluded that restorative justice programs produced statistically significant reductions in recidivism.^{lxiii} In 2014 the Council of State Governments recommended restorative practices based on its evidence of effectiveness. A 2012 US Attorney General's office report stated restorative practices are especially helpful for children and youth engage in or harmed by bullying. Implementation of restorative practices, particularly in place of more punitive approaches to discipline, will support Outcomes 1.2, 2.1-2.6, 4.3, and 7.2.

Afterschool talking circles/accountability circles: A GCASA Prevention Educator trained in delivering Talking, Peace, and Accountability Circles will also newly offer under this project two 8-week talking Circles per year focused on diverse topics and sub-populations to be delivered after school. As needed, the Prevention Educator can also run accountability circles during the school day to as a restorative practice for addressing negative student behaviors. Demonstrating Miller's Relational Cultural model which held that people need connection and



connection leads to growth, Circles provide an opportunity for positive student bonding and interaction, build a sense of team and community, provide opportunities for student accountability and growth, and are a proven restorative justice practice. An October 2020 Research to Practice Brief from the SWIFT Education Center showed that Talking Circles resulted in growth-fostering relationships; increased capacity to listen; increased anger management abilities; increased ability to accurately assess the abilities, states, and traits of others (also known as interpersonal sensitivity),^{lxiv} and increased self-efficacy for participants engaged in the program after school.^{lxv}

Alternative discipline and education program: Genesee County Department of Social Services (DSS) is currently in the process of establishing an alternative discipline and education program that provides increased positive structure for students who are engaging in serious behaviors that significantly repeatedly put themselves or others at risk and/or are against the law. The program would be a diversion program to help students remain in school and improve rather than be sent to detention facilities. The Community Schools Director will work closely with DSS and district administrators to support development and implementation of this program. Community School Site Coordinators will take the lead in ensuring coordination between the alternative program and the regular education program so that students can remain on track.

1.0 FTE School Resource Officer: The Batavia CSD has one existing SRO who serves in a community policing capacity for the district. Batavia CSD has an existing agreement with the Batavia Police Department for the provision of the SRO for which the district contracts. This work will continue and be re-envisioned and enhanced under the grant. The SRO will serve as a law enforcement officer to support safety and a positive school climate through preventative, non-punitive measures as often as possible and through arrest when necessary. The SRO will work to protect against bullying, theft, and property destruction. The SRO will serve as an informal advisor



who will provide information on the law and enforcement techniques and measures, mediation, advice to students as a caring adult, and support our restorative justice program. The SRO will provide education to our students to reduce crime and illegal drug use. The SRO will also help us educate students on gang resistance and social media and Cyber Safety. The SRO is a member of the district emergency operations team, school safety team, and will be our liaison to the Batavia Police Department during emergency operations. The SRO's activities will support Outcomes 2.1-2.6 and 7.2. The SRO will provide education to our students to reduce crime and illegal drug use.

Gap 5: Existing efforts to prepare students for transitions across the educational timeline, college, and careers are limited.

Activities/Services Snapshot:

- Coordinate with DSS to recruit children with special needs who are aging out of the Early Intervention program for enrollment in the PreK program (Batavia CSD) [**Pillar 2-Pipeline C**]
- Focused support for students with disabilities via collaboration (Arc GLOW, NYS Adult Career and Continuing Education Services, BCSD) [**Pillar 2—Pipeline E**]
- Link Crew supporting high school transitions (BCSD) [**Pillar 2—Pipeline C**]
- TRIO Upward Bound and Liberty Partnership for at-risk students (GCC) [**Pillar 2—Pipeline C**]
- Two community service projects per student per year (BCSD) [**Pillar 2—Pipeline E**]
- Two career readiness activities per student by graduation (BCSD) [**Pillar 2—Pipeline E**]
- Genesee Community College Accelerated College Enrollment dual enrollment program (GCC & Batavia CSD) [**Pillar 2—Pipeline C**]
- TRIO EOC/Adult Education Opportunity Center (AEOC) offering education and career counseling, assistance with college paperwork and pursuing financial aid, support for job training and/or college coursework for adult learners (GCC) [**Pillar 2—Pipeline E**]



GLOW with Your Hands (GLOW Workforce Development Board) [**Gaps 5 & 6; Pillar 2—**

Pipeline E]

- GLOW Workforce Development Board WIOA Services for out-of-school youth 16-24 years old and family members (GLOW Workforce Development Board)[**Gaps 5 & 6; Pillar 2—Pipeline E]**

Batavia will **work with DSS to recruit children** with special needs who are aging out of the Early Intervention program **for enrollment in PreK** as previously explained supporting Outcomes 3.1 and 3.2.

Focused support for students with disabilities: The Arc GLOW provides services to people with developmental disabilities, their families, and their community. Their mission is to not only encourage everyone we serve to reach their fullest individual potential but to become a part of a greater community. Arc GLOW's integrated approach includes empowerment, advocacy, teamwork, participation, outreach, and valuing diversity. Batavia CSD and Arc GLOW will work together to connect the school students, families, and staff together with the people and families the Arc serves. Batavia CSD will provide students, staff, and families with information, encouragement, and other resource to volunteer at Arc events. This includes Make a Difference Day which is an organization of 504 members who stop what they are doing one day a week to give back to the community to include Arc GLOW. Special Olympics, which provides athletic competition for children and adults with intellectual disabilities and physical disabilities. Mentorship support for individuals with disabilities. The Arc will provide families of students at Batavia CSD with disabilities with parent support groups. The Arc will also provide students with disabilities with opportunities to participate in a Self-Advocacy group. The Self-Advocacy group is a peer lead group that develops the skills and ability to speak-up for themselves and the things that are important to the person. Self-Advocacy gives the individual the ability to know their rights



and responsibilities. The Arc will also provide students, families, and staff with Disability Awareness Training. These services take place during school, after school, weekends, and summer in the schools, the Family and Community Engagement Center, in the community, or at an Arc facility or home. Arc GLOW services support Outcomes 2.2-4.5, 6.1-6.3, 7.2, and 8.2.

Link Crew: Link Crew is a high school transition program that welcomes first-year students and makes them feel comfortable throughout the first year of their high school experience. This supports outcomes 2.1-2.6, 4.1-4.5, 6.1-6.3, and 7.2.

Liberty Partnership: Through Genesee Community College (GCC), the Liberty Partnership program supports students in grades 5-12 who are at risk for dropping out. The program fosters academic, social, and emotional development. Services offered include Academic/Personal Advisement; Homework Assistance; Career Awareness; Cultural and Enrichment Activities; Family Casework; Mentoring; Home Visits; Parental Involvement; Service-Learning Projects/Civic Duty; Preparedness and College Tours; and Summer Programming. Batavia CSD is a participating district. This supports Outcomes 1.1-8.2.

TRIO Upward Bound: In partnership with GCC, Batavia CSD participates in the TRIO Upward Bound program to develop the academic and professional skills of students who are economically disadvantaged and/or potential first-generation college attendees. The program seeks to motivate students to attend and complete high school and encourages students to pursue and complete college degrees. During the school year, Upward Bound offers the following services: Academic Advising; Tutoring; Workshops and Seminars; Cultural Enrichment Activities; SAT/ACT Preparation Classes; College Search Guidance and Visits; Financial Aid Advisement; Career Exploration; Fee Waivers for College Applications and Entrance Exams; Transportation to Activities. Additionally, Upward Bound offers a six-week summer enrichment program that



includes: Enrichment classes in math, science with a lab, composition, literature, foreign language, and other electives; Fun field trips to various cultural and educational events; Free Meals; Free transportation to and from GCC and all activities; and Stipends available for attendance and participation. This supports Outcomes 4.1-6.3.

College readiness and transitions and Accelerated College Enrollment (ACE):

Genesee Community College (GCC) and Batavia CSD have developed an agreement which provided a multitude of services to students to support our efforts to prepare students for college and to replicate many of the activities of an early college high school. GCC's Office of Accelerated College Enrollment (ACE) offers a dual enrollment program that allows Batavia CSD teachers to teach approved college coursework on Batavia CSD campus for both high school and college credit and at a reduced tuition rate. GCC will ensure that all possible dual enrollment courses are offered to BHS within the constraints of GCC College Policies and Procedures as well as within the constraints of the State University of New York and our accreditors so college credit can be earned and is transferrable to other colleges. GCC will provide a comprehensive program of course offerings (on campus or online) to ensure a minimum of 20 credit hours of college coursework that would transfer to GCC's Liberal Arts, General Studies A.S. Degree or GCC's Individualized Studies Degree. When possible and desired by the student, opportunities for BHS students to participate in additional transferrable college credit courses will be provided. GCC will provide GCC college identifications to BHS students enrolled in the program. GCC will also provide access to campus amenities and activities including use of the library, tutoring services, and student support services. GCC will bill students directly for registration in dual enrollment courses at approximately one-third of the regular tuition rate. GCC will provide BHS degree audits for participants yearly. This supports Outcome 5.2.

Community service projects: The high school Community School Site Coordinator with support from the Family and Community Engagement Center Coordinator and the Director of



Community Schools, the principal, and teachers will establish opportunities for Community Service Learning for students. Arc GLOW will serve as a Community Service-Learning site to provide students the opportunity to reach their goal of two Community Service-Learning activities. The learning opportunities with Arc GLOW will provide students with the opportunity to take part in meaningful projects that improve the quality of life for others. Cornell Cooperative Extension will work with the Batavia CSD to provide opportunities for students to participate in Community Service Learning such as assistance with the Spring and Fall Master Gardeners Gala. This activity supports Outcome 7.1.

Career readiness activities: Secondary students will engage in at least 2 career readiness activities by graduation. The Genesee County Business Education Alliance (BEA) will provide support to the Batavia CSD to help recruit career mentors when opportunities to do arise. The BEA will work with area businesses to develop and find career exploration opportunities, including summer Career Exploration Camps (previously discussed), mentorships, internships, co-ops, job shadowing, industry tours, career fairs, and opportunities to meet and network with employers from a broad spectrum of industries. The BEA will also offer students Mock Interview opportunities with volunteers to build confidence, skills, and preparation for the job market. The BEA will also offer parents career development education.

The Genesee-Livingston-Orleans-Wyoming (GLOW) Workforce Development Board WIOA will provide career readiness support to student through the Youth Committee and Youth Programs to include linkages for other organizations serving youth; work with area businesses to develop and find opportunities regarding career exploration opportunities to include internships, co-ops, job shadowing, industry tours, and career fairs; and work with businesses to help identify mentors. The agency will provide the GLOW with Your Hands program to students to provide



students with engaging in hands-on experiences focused on high growth, good paying careers in the GLOW Region which includes Batavia. GLOW. GLOW Workforce Development Board will provide membership to the GLOW Youth Committee to the Director of Community Schools or representative from Batavia CSD.

The Workforce Development Board also provides career readiness and navigation assistance to out-of-school youth 16-24 years old and family members. The eligibility for these services includes: meet federal income guidelines, and/or receive Title 1/Chapter 1 compensatory education services, in foster care, pregnant or parenting, have a physical or educational disability, or are in receipt of public assistance and/or food stamps The funded services include tutoring, study skills training, instruction, and dropout prevention services; alternative secondary school services; paid and unpaid work experiences; occupational skills training, education for workforce preparation and training for a specific occupation; leadership development opportunities; supportive services; adult mentoring; follow-up services; comprehensive guidance and counseling; financial literacy education; entrepreneurial skills training; labor market information; and postsecondary preparation and transition activities.

Batavia CSD will also work with the Arc GLOW and NYS Adult Career and Continuing Education Services – Vocational Rehabilitation to support the transition of students with disabilities. We will ensure that students with disabilities are connected to services at least three years before graduation to receive: Job Exploration Counseling, Work-based Learning Experience, Counseling on Opportunities for Enrollment in Comprehensive Transition of Post-Secondary Education Program, Workplace Readiness Training, and Instructions in Self-Advocacy.

Career readiness activities support Outcome 5.1.



TRIO EOC/Adult Education Opportunity Center (AEOC) offers education and

career counseling, assistance with college paperwork and pursuing financial aid, support for job training and/or college coursework for adult learners (GCC).

Gap 6: Lack of parent and family engagement.

Activities/Services Snapshot:

- Twelve family education events per school per year (BCSD) [**Gap 6 & others** based on events; **Pillar 3—Pipeline D]**
- Active Parenting (GCASA) [**Gaps 4 & 6; Pillar 3—Pipeline D]**
- Hidden Mischief (GCASA) [**Pillar 3—Pipeline D]**

Twelve family education events yearly to engage families in their own and their students

learning: We believe that Family and Community Engagement is the most influential pipeline service and the pipeline service that is woven into all the other pipeline services. The Rand Corporation’s 2010 “Family Factors and Student Outcomes” report found a crucial factor which determines likelihood of successful student outcomes is family engagement, and several family related variables appeared to be significantly associated with achievement even after controlling for demographics^{lxvi}. Van Voorhis et al. 2013 meta-research report “The Impact of Family Involvement on the Education of Children Ages 3 to 8 A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills” indicated Randomized Control Trails demonstrated family involvement is positively linked to children’s literacy and math skills in preschool, kindergarten, and the early elementary grades.^{lxvii}

The director will collaborate with all partners in the community to recruit family members into our family engagement and education events. Community School Site Coordinators will develop and facilitate regularly scheduled family member meetings. The Community Schools Director and



Community School Site Coordinators; collaborating with partners and outside experts, will also hold at least 12 family engagement and education events a year at each school.

The district has established communication systems to include websites, social media, and student and learning management systems, which provide an additional layer of targeting communication beyond mailings and automated phone calls. Our websites give classroom specific information and SchoolTool allows parents and students to login and view assignments, grades, teacher feedback, and other individual student information. This facilitates open communication between students, family members, and the school. In addition, BCSD already provides all families with translation services when necessary for any verbal, electronic, and print communications to allow for the free-flow and open communication between school and families. SchoolTool also makes it possible for the district to code activities and analyze program usage/demand.

Active Parenting: To fill the gap in parental education the Genesee/Orleans Council on Alcoholism and Substance Abuse (GCASA) will provide families with the Active Parenting which is on the SAMSHA National Registry of Evidence-based Programs and Practices. GCASA will continue to offer the program (six weekly two-hour classes per week for parents) at least one time per year throughout the grant period at no cost to the project. New under this project, an annual offering of the class will be held at The Recovery Station community recovery center or a school location at the district's discretion and will prioritize registration by Batavia CSD parents for registration. According to SAMSHA^{lxviii} "Active Parenting education program targeted to parents of 2- to 12-year-olds who want to improve their parenting skills. It is based on the application of Adlerian parenting theory, which is defined by mutual respect among family members within an authoritatively run family. The program teaches parents how to raise a child by using encouragement, building the child's self-esteem, and creating a relationship with the child based



upon active listening, effective communication, and problem solving. It also teaches parents to use natural and logical consequences and other positive discipline skills to reduce irresponsible and unacceptable behaviors.” Active Parenting supports Outcomes 1.1, 2.1-2.6, 4.3, 7.2, 8.1, and 8.2.

Hidden Mischief: A GCASA Prevention Educator will also newly offer Naloxone opioid overdose reversal medication administration training (as noted above) and Hidden Mischief once per year each as part of the district’s parent education activities under this project. The district may offer these at the same school(s) each year or rotate the presentations through the schools. Hidden Mischief simulates a youth’s bedroom and allows participants to go through and try to identify drugs, drug paraphernalia, etc. After participants have a chance to work through the room, the Prevention Educator identifies and discusses all of the hidden items and prevention strategies parents can implement at home. These evidence-based prevention education activities support Outcomes 1.1, 1.2, 2.1, 2.6, 4.3, 7.2, and 8.2.

Al-Anon and Alateen: The Community Schools Director will coordinate for an Al-Anon and Alateen group meetings in the evenings at our Family and Community Engagement Center. Al-Anon provides family members have the opportunity to learn from the experiences of others who have faced similar problems. Al-Anon members come to understand problem drinking as a family illness that affects everyone in the family. By listening to Al-Anon members speak at Al-Anon meetings, you can hear how they came to understand their own role in this family illness. This insight put them in a better position to play a positive role in the family’s future. Alateen allows teens to come together to share experiences to find effective ways to cope with problems. Alateen allows students to share experiences, strength, and hope with each other to find effective ways to cope with problems. It also provides teens with the opportunity to discuss difficulties and encourage one another. This supports Outcome 1.1, 1.2, 2.6, and 7.2.



Selection Criteria 3. Quality of the Project Services (15 points)



The Community Schools Director/Project Director will meet with the superintendent bimonthly or more often. Community School Site Coordinators will also meet monthly with the principals of their schools along with the Community Schools Director. The Community Schools Director and Coordinators will meet together monthly, meet with the evaluator bi-monthly, and convene the advisory board bi-monthly. The evaluator will attend at least two advisory board meetings per year. All advisory board meetings will be public meetings promoted to the community through the district website, mailed newsletter that goes to all residents of the district, on district social media sites, flyers sent home with students, and through signs and flyers in the community to encourage broad participation. The district will also continue to administer the Parent and School Survey (PASS) annually to garner input from a wide range of parents of students and will add annual administration of the Comprehensive School Climate Inventory with supplemental questions added to allow another mechanism for soliciting and receiving input and feedback from students, staff, families, and community members on the needs, priorities, and services of this project. At least twice per year, community discussion sessions will be held at the FACE Center and broadly promoted through the district website, mailed newsletter that goes to all residents of the district, on district social media sites, flyers sent home with students, and through signs and flyers in the community. The focus of community discussion sessions will be to share information on programs and services available, data on results to date, and offer opportunities for attendees to provide input and feedback on additional and/or changing needs and present ideas for new or improvement project services.

Likelihood of Impact of Proposed Project

Batavia CSD is integrating several evidence-based programs (EBPs) that meet the criteria of promising or greater evidence.



Family involvement, engagement, and education: In a study of natively Spanish-speaking children in a large urban Head Start program, parental school participation was significantly associated with stronger speaking skills.^{lxi} A 2012 Harvard study found that teacher-family communication increased homework completion by 40%, and class participation by 15%.^{lxx} A meta-analysis of existing research found that, although that parental involvement consistently predicts better academic achievement, parental help with homework does not.^{lxxi} This may indicate that parents are not necessarily able to assist their children with their homework, and that children would have more success getting homework help/educational attention in a school or extended school day program.

Academic improvement from after school and weekend learning programs: A study of 3rd-7th grade children from low-income families found that regular participation in high-quality afterschool programs was associated with significant improvements in standardized test scores and “work habits”, in addition to a decrease in behavioral problems, compared to a control group who was under-supervised after school. They also had fewer behavioral problems and better social skills. Middle schoolers had less misconduct and reduced use of drugs and alcohol.^{lxxii}

Another study examined differences in program outcomes by program characteristics; and the authors observed significantly better outcomes for children who attended “SAFE” afterschool programs: **S**tep-by-step training approach used by staff; **A**ctive forms of learning by having youth practice new skills; **F**ocused specific time and attention on skill development; and **E**xplicit in defining the skills being promoted.

Children in SAFE afterschool programs had “significant improvements in self-perception, school bonding and positive social behaviors,” in addition to “significant increases in achievement test scores, grades, and school attendance.” Furthermore, children in SAFE programs had



reductions in misconduct and substance abuse. In the study's comparison of impacts of SAFE and non-SAFE programs, SAFE programs had a statistically significant positive impact on behavior, attendance, performance, bonding, and self-esteem. Conversely, non-SAFE programs did not have statistically significant impacts on any of the measured areas.^{lxxiii}

Primary Project: Evaluation studies on the Primary Project is a SAHSHA Model Program, has shown that it produces improved student attendance, better ability to focus and participate in class, improved confidence and social skills, and better connection to adults, and improved academic achievement^{lxxiv}.

Social Emotional Learning: There is a growing consensus that: 1) social and emotional health is important for life success; and 2) incorporating social and emotional health promotion into PK-12 education can improve school climate and student outcomes. Although supporting social and emotional development in educational settings is not a brand-new concept, four key factors have brought social and emotional learning to the forefront in recent years.

Research has clearly and definitively shown that improving social and emotional competencies in children and youth leads to a range of positive outcomes.

- *Improves academic outcomes.* Studies have found that students participating in high quality^{lxxv} social and emotional learning (SEL) programs had better attitudes, behavior, and academic performance. Specifically, those children participating in an SEL program saw an 11-percentile-point gain in achievement as compared to their peers who did not participate.^{lxxvi} Research has also shown that these positive effects persist over the short and long term.
- *Improves personal outcomes.* Researchers have found significant relationships between children's social and emotional skills in kindergarten, as assessed by teachers, and their outcomes 13-19 years later. Those with early prosocial skills were less likely to receive public assistance, be involved



with the police, abuse alcohol, and be on medication for emotional or behavioral issues through high school^{lxxvii}.

- *Helps students to be college and career ready.* The same study also found that those with early prosocial skills were more likely to graduate from high school on time, complete a college degree, and get and keep full time employment.
- *Improves health and well-being.* Extensive research links social and emotional problems such as depression and anxiety to physical health symptoms such as headaches, heart disease, and the like^{lxxviii}. The connection between physical and mental health, however, goes deeper. In fact, researchers at the Center for the Developing Child found that experiences in childhood actually change brain architecture and the expression of genes. This means that, for example, sound nutrition and positive social and emotional support in young children can reduce physical health problems later in life.^{lxxix}

A 2017 review of existing literature indicated that SEL needed to be a vital component in the education of children with learning disabilities, and that these children do best with SEL when there is special attention given to communication skills. The SEL model is inclusive, and since children with learning disabilities are included in the mainstream classroom, their opportunities for communication practice are optimized. Emotionally, the inclusive model of SEL offers a degree of protection against negative self-esteem in children with learning disabilities.^{lxxx} The American Youth Policy Forum has stated that SEL, by design, is accessible to disadvantaged learners; and that including ELL students and justice-involved youth in SEL programming is critical.^{lxxxi}

Sources of Strength: Sources of Strength has been on the SAMSHA National Registry of Evidence-based Programs and Practices, is on the National Best Practices Registry for Suicide



Prevention and is hailed as the first suicide prevention program using peer leaders to strengthen protective factors (and consequently, reduce suicide) in the overall student body. A study of high schools implementing Sources of Strength found that it improved school engagement and connectedness to adults, and that the students who were trained as peer leaders were more likely to connect suicidal peers with adults. In larger schools, peer leaders were four times as likely to refer a suicidal friend to an adult as compared to a control student. Students who are trained peer leaders are less likely to have maladaptive coping attitudes. However, the whole student body's perception of adult supportiveness and acceptability of help-seeking improved, and the difference in perceived supportiveness was most pronounced for students with a history of suicidal ideation. The CDC and National Institute for Mental Health both promote this as an evidence-based strategy to reduce and prevent suicide in the school population.^{lxxxii}^{lxxxiii}

Restorative Justice: Collaborating with our partner Partners in Restorative Initiatives Batavia CSD students and teachers will be trained in the use of Peace Circles. Participation in peace circles have well-documented improvements in communication skills, fewer behavioral problems, and a more positive attitude toward the school and staff^{lxxxiv}. At a middle school in Lansing Michigan, the introduction of restorative practices led to 15 percent drop in suspensions, while suspension rates at the district's other middle schools increased^{lxxxv}.

Imagination Library: The findings of a 2015 study evaluating Imagination Library's impact on pre-literacy and pre-numeracy skills suggested that the intervention had a significant positive impact on both early language and early math scores.^{lxxxvi} Results of another study, which surveyed parents of children enrolled in the Imagination Library program in Syracuse, found that length of enrollment in the program corresponded to an increased frequency of child-directed reading even after adjusting for confounding factors.^{lxxxvii}



Development improvements from nursery school 2-3, UPK, Early Literacy: A 2020 study of early childhood education in an urban district in New York State compared outcomes for children who had UPK only against outcomes for children who had both 3-year-old programming (structured early childhood education programming) and UPK. The authors found that “children who attend two years of programming were 34% more likely to make a successful transition to kindergarten compared to their peers who only attended PreK as 4-year-olds. Black students who attended two years experienced a greater benefit, with a 53% increased likelihood of being kindergarten ready.” Single-year UPK benefits follow the same trend; while UPK is helpful to children in general, black children benefit from it at higher rates than other groups.^{lxxxviii} Through early education and socialization programs for 2- and 3-year old children, the YMCA is able to offer Batavia families whose children are otherwise too young for PreK or school a safe and enriching option for learning although the programs operate for a few hours per day. Working-age adults in Batavia have a dependency ratio which is 6.9% higher than the national average, meaning they potentially have more caregiving responsibilities. In comparison to half-day early childhood education programs, full-day programs are often more convenient for families who may rely on public transit, shared vehicles, etc. March 2019 data from local PreK applications indicated that about two-thirds of parents would be interested in full-day PreK, which would better suit their work schedule. Batavia CSD currently offers a combination of full-day and half-day PreK options and is applying to the state to convert entirely to full-day PreK to better meet the needs of families.

A 2015 Department of Education report titled “A Matter of Equity: Preschool in America” advocated the importance of increasing investment in early childhood education in order to provide the necessary foundation for more advanced skills, especially for children from low-income families, who “start kindergarten 12 to 14 months behind their peers in pre-literacy and language



skills.”^{lxxxix} Children from low-income families benefit from early childhood education at greater rates than other children. Quality early childhood education programming helps children bridge gaps that may not otherwise start to resolve until kindergarten, and instead lets them start on more even footing with their peers. Both nursery school and PreK programs also provide opportunities for developmental and behavioral issues to be identified and addressed early, optimizing outcomes for the child. Both the district and CBO early childhood education sites will implement individualized education plans (IEPs) for children with disabilities and other special learning needs, such as language barrier.

A 2016 study evaluated the impact of early childhood education on early literacy in a sample of 209 children who had both developmental disabilities/delays and a behavioral, social, or attentional challenge. This study supported the positive impact of early childhood education on early literacy, found that it indirectly (but significantly) improved teacher ratings of child literacy when they started kindergarten, and showed that “when scores were compared to standard benchmarks, a greater percentage of the children who received the intervention moved from being at risk for reading difficulties to having low risk.”^{xc}

A child’s language skills between ages one and two are predictive of their pre-literacy skills when they are five.^{xcii} While most children in general can benefit from special attention to their linguistic development and early education, it is especially important for children who do not speak English at home and are learning it as a second language. PreK in Batavia CSD is prepared to support the small, but increasing, population of students learning English as a second language. In 2020, the district had 42 English language learners, which is nearly triple the number in 2014, when there were only 16 ELLs in the district. Batavian children who are learning English in PreK have the chance to learn in their native language while they are building English language skills.



Mentorship through Sources of Strength and partner activities: A study of more than 3,000 high school students in eight states found that both mentorship quality and school attachment scores “were significantly and inversely correlated” with all of the eight measured risk behaviors studied at both baseline and 1-year follow-up.^{xcii}

A study of data from the National Longitudinal Study of Adolescent to Adult Health (Add Health) investigated the impact of being mentored during youth on adulthood earnings, including differences in impacts by race and in children with absent fathers. It found that mentored children in general did not see a significant impact on their adult earnings compared to their non-mentored peers, but mentored children without fathers did earn significantly more in adulthood than non-mentored children without fathers. In this subgroup without fathers, African American children saw the greatest benefit. “The net present value of total lifetime benefits to having a male natural mentor was approximately \$190,000 for all fatherless youth and \$458,000 for African American fatherless youth.”^{xciii}

School based mental health clinics: While school-based mental health services are not necessarily more effective than traditional outpatient services, there are unique advantages to being co-located. A school-based mental health practitioner develops a relationship with the school and understands what the district requires of children in order for them to be successful, in addition to the specific resources they offer students. They can coordinate with teachers when necessary and talk to children in an environment they are more accustomed to than a conventional mental health office. School-based mental health practitioners also get to have an ongoing conversation with the school and family, optimizing engagement in families where engagement is most needed. Co-located therapy makes mental health care much more accessible to families, especially low-income families who would be more subjected to transportation barriers and difficulty acquiring time off



in order to get their children to and from their appointments. Furthermore, co-located mental health services facilitate swift responses to mental health crises occurring at school.

A study of school-based therapeutic services in Philadelphia which sampled 755 children in grades one through eight found that children used fewer services one year after being enrolled in school-based therapeutic services possibly indicating a reduced need for care after the first year. The same study found that the services had a positive impact on suspension, but also that school-level factors were predictive of whether children receiving mental health care in school had higher rates of absenteeism or suspension. For example, STS-receiving students were more likely to be absent or suspended in schools where absences and suspensions were high overall. The authors state this is reflective of school-level policies needing attention and emphasize the importance of addressing the school environment/climate to make sure that more targeted interventions like STS have a stronger foundation for success^{xciv}.

A study of 2013 and 2015 survey data from Oregon public schools evaluated changes in outcomes in schools which had increased their mental health services during the survey years, and found that students in schools with school-based health centers (SBHCs) were “less likely to report depressive episodes (OR=0.88, $p<0.01$), suicidal ideation (OR=0.84, $p<0.01$), and suicide attempts (OR=0.82, $p<0.01$) from 2013 to 2015 compared with all other schools”^{xcv}. (Paschall and Bersamin, 2018) A separate study, evaluating changes in outcomes in Colorado high schools which opened SBHCs, found that “Opening an SBHC was associated with a 4.1 percentage point increase in the overall graduation rate ($p = .077$). The gender-stratified analyses indicate young men’s graduation rates were most sensitive to the presence of an SBHC, increasing 4.8 percentage points ($p = .051$), compared to young women’s graduation rates increasing 3.0 percentage points ($p = .163$)^{xcvi}.”



Child abuse and maltreatment is high in Genesee County, and maltreatment increases risk of dropping out. A study evaluating the impact of school connectedness and high school graduation among mistreated youth found that, while having supportive relationships with adults (connectedness) was not statistically relevant to graduation, participation in clubs was. “Maltreated youth who participated in school clubs had 2.54 times the odds of graduating, adjusted for study site, gender, poverty status, caregiver high school graduation status, and age at first CPS report (95% CI: [1.02, 6.33]).” The authors state that club participation could be a useful target indicator to improve graduation rates for mistreated children.^{xcvii}

College and Career Readiness Supports: A recent study “Dual Credits and Success in College” (2018)^{xcviii} had the following findings: 1) “Dual credit students are two times more likely than students entering college with no dual credit to graduate in four years; 2) among students who graduate in four years, dual credit students, on average, graduate one semester earlier compared to students with no prior college credit; and; 3) students reported that dual credit provides early exposure to college that benefited them when taking college courses after graduating from high school.” Students in dual enrollment also go on to earn more college credits overall.^{xcix}

In a survey of 135 out-of-school programs for middle and high school students, researchers found that career-related programming had greater retention rates than other types of programs. Career programs included career exploration events (job fairs, field trips), work experiences (mock interviews, business skills, actual job experience), and occupation-specific programming.^c Since the impacts of programming are often dose-dependent, afterschool or out-of-school programs which have strong retention theoretically show more promise in improving student outcomes.

Al-Anon & Alateen: A 2016 study of Al-Anon participants found that those who participated at least six months had better relationships with the alcoholic(s) in their lives, were more capable of



managing problems stemming from alcoholism, and better overall well-being. Verbal and physical abuse also decreased.^{ci}

Homework Help & Tutoring: A study of 28 at-risk children (first through sixth graders) receiving homework help in afterschool programs showed that, over time, their belief in their ability to succeed and their literacy both increased. Homework completion was a predictor of reading achievement for children in this study.^{cii} A study of at-risk children and children with learning disabilities in afterschool programs found that children who had been failing classes started scoring much higher, on par with overall averages, after spending time with a trained adult tutor. The tutors taught the children in this study learning strategies, and some children were able to implement them independently and continue to do well after tutoring ended.^{ciii}

School-Based Health Clinics: Co-location of health services prevents absences in two ways: 1) eliminating the need for students to be taken out of school for all or most of a day for their appointments, and 2) improving the rate of children receiving care which prevents or reduces opportunities for illness and conditions to get worse and threaten the child's health further. For low-income families, who are less likely to have their own transportation or the ability to get time off from work, getting their children to their appointments can be a daunting, maybe impossible, task. Genesee County has almost no public transportation available—with only extremely limited bus service that exists only within Batavia and two stops in neighboring LeRoy. Many specialists require travel to Buffalo or Rochester (35-60 minutes each way by car), and there is no public transportation option for making that commute.

A 2020 study measuring the impact of access to mobile dentistry on chronic absenteeism found that for every 100% increase in mobile dentistry program participation, there was a 4.9% decrease in chronic absenteeism. The benefits were more pronounced in low-income districts and



districts which had a higher threshold of students participating in the program.^{civ}

Vaccination appointments can also be challenging for parents with transportation barriers, and this obstacle could be avoided by school-based vaccination clinics. Being able to offer vaccination clinics on site would allow more children to begin their school year with protection against diseases. Parents are not all equally comfortable with vaccination, nor are all vaccines equally accepted. A study of parental willingness for adolescents to receive certain vaccines, including the HPV vaccine, at school, found that the parents' opinions were most affected by how threatening they perceived the disease to be and whether or not they had already been planning to get their child vaccinated. The findings suggested future efforts focus on parental perceptions of severity. Since a co-located vaccine clinic would give Batavia CSD and the provider the opportunity to disseminate unified messaging about the vaccinations and clinics, they may be able to impact parents' perceptions about the conditions being vaccinated against and consequently increase vaccine coverage.

Selection Criteria 4. Adequacy of Resources (10 points)

Project Director and Key Personnel Commitments

The district will appoint a full-time Community Schools Director who will serve as the Project Director. The Executive Director of Operations will provide leadership and supervision for this position. This person will serve in a full-time capacity to oversee the coordination, implementation, integration, measurement, and improvement of the program. The district will also hire one full-time Community School Site Coordinator for each school (4 total/4.0 FTEs). This meets and exceeds the grant requirement for one full-time coordinator per community school.

The Community Schools Director position responsibilities:

- Oversee and coordinate the role of Batavia CSD as the lead applicant and fiscal agent for grants.



- Coordinates with Community School Site Coordinators and Partners to ensure all pipeline services are carried out with fidelity.
- Works with district leadership to ensure a sustained culture and effort is that meets the Community Schools Standards well past the grant funding period is established.
- Responsible for submitting required reporting as required by grant funding agency.
- Convene and facilitate the Community Schools Advisory Board.
- Ensure the district is supporting partner activities by ensuring that sites are promoting student, family, and staff participation.
- Work with the district to ensure space and necessary modifications necessary for school-based health clinic and school-based mental health.
- Meet with principals, the Superintendent, Executive Director of Operations, Community School Site Coordinators, and advisory board quarterly to nurture ownership and shared accountability.
- Along with the Superintendent, Executive Director of Operations, and Advisory Board provide annual report to the Board of Education and the community.
- Working with district leadership assist in the development of a long-term sustainment plan for the community school effort.
- Collaboratively prepares, implements, and monitors a Community Schools action plan.
- Performs administrative tasks for the day-to-day management and coordination of activities.
- Develops relationships and partnerships with neighborhood residents, community-based organizations, local businesses, and communities of faith to support the goals of the leadership team and the key priority areas.
- Provides oversight and supervision of the Family and Community Engagement Center Coordinator/District Social Worker, and Community School Site Coordinators



- Recruits and supports school site teams that includes neighborhood residents.
- Develops, maintains, and nurtures relationships with school administration and staff, parents, family members and neighborhood residents.
- Establishes linkages with local businesses, colleges, county, city, and community-based resources.
- Integrates programs that aim to increase educational opportunities and social connections for all.
- Represents the school district at community meetings and events as assigned.
- Co-designs, facilitates and conducts Community meetings and forums.
- Support the evaluation of the community school initiative by coordinating the collection of data (e.g., community needs assessment), timely submission of reports, responses to info. requests.
- Collaborates with school aged youth, educators, families, and communities from a wide range of cultural, social, and economic backgrounds.
- Partners with Post-Secondary Institutions to leverage programs and services.
- Recruits and coordinates the activities of agencies, colleges and businesses willing to offer programs and services to meet the needs of students, families, and community members.
- Assures the alignment of partner services with the Community School strategies.
- Coordinates and provides oversight of weekly community outreach/creates promotional materials.
- Serves as point person for agencies and programs interested in partnering with the school and help to broker new partnerships that are aligned with school goals and needs
- Performs all duties and responsibilities related to designation as McKinney-Vento Liaison and Local Education Agency Foster Care Point of Contact.
- Assists Administrators in the collection, management, and demographics for local and state reports.
- Serves as outside evaluator to complete certificated staff observations.



- Utilizes SMS data management system to gather, maintain and report on student academic, attendance behavioral success.
- Prepares assessment data reports for District administrators and Principals.
- Coordinates registration process.
- Manages volunteer systems for the district.

Community School Site Coordinator responsibilities:

- Responsible for the implementation, integration, alignment, and coordination of the community school strategy at the site level.
- Work with the principal, partners, and the Community Schools Director to integrate pipeline services into the school.
- Align and integrate community schools programming with the principal's vision and school-day curriculum to the fullest extent possible.
- Assist and advise the principal on how to integrate partners and community into the school.
- Coordinate resources and assets provided to the school through the Batavia Community Schools Initiative: Equity - Opportunity – Family program.
- Support partner activities by ensuring and promoting student, family, and staff participation. This includes but not limited to student attendance at school based mental health, health, and dental appointments, volunteer participation in community events.
- Support and promote activities at the Family and Community Engagement Center.
- Convene and facilitate a community school advisory team at the school level that is co-led by the principal and Community School Site Coordinator with other school leaders, teachers, clinicians, support staff, partners, parents, and other community members. to identify needs, assess progress, set priorities, develop activities, integrate, and sustain the community school's effort.



- Facilitate regularly scheduled meetings with family.
- Working with the principal and other Community School Site Coordinators help develop and strengthen student transitions from each school.
- Support the development of community-service learning events.
- Provide two Family-Educator Learning Accelerator classes per year to families.
- Working with partners and the Community Schools Director develop and facilitate 12 family engagement and education events each year.
- Use effective techniques to include connecting with the family at home and connecting with students via email and messaging.
- Participate on the district level Community Schools Advisory Team.
- Participate in joint planning with the superintendent and principal; recruitment, collaboration with school staff; and regular partner meetings.
- Promote and provide representation to the community on the community schools effort.
- Participate in community activities, to include fundraising, community events, volunteering events, and when off-Community School supervision is needed.
- Support and cooperate with the evaluation of the program to include provision of data and records.
- Use qualitative and quantitative data to plan, align, and coordinate existing services in the school.
- Working with the principal and other Community School Site Coordinators help develop and strengthen student transitions from each school.

Cost Per Student: The district is requesting \$488,761 in Year 1 and \$2,499,777 in federal funding over five years and contributing a match of \$532,133 in Year 1 and \$2,677,424 in match over five years. The total project cost in Year 1 is \$1,020,894 and the total project cost is \$5,177,201. We anticipate serving an average of 2,150 students per year with approximately 150 new students



coming in to the project each year for a total of 2,750 students to be served over five years. The cost per student in Year 1 is \$475. The cost per student over five years is \$1,883 which includes a very wide range of services and up to 6 college credits. With college tuition skyrocketing, that value alone is significant. www.bestcolleges.com reports that as of 2020, the average net cost of one college credit at a four-year college was \$621 and the average net cost of one college credit at a two-year college was \$303. Therefore, on the positive side, the entire program and five years of comprehensive supports is roughly the cost of the 6 college credits students will have access to. In contrast, the potential cost of the negative consequences of not implementing this program are tremendously higher. For example, a student struggling with behavior due to mental health, substance use, and/or trauma who does not get the support needed has an increased risk of incarceration in their lifetime. The US government reported in the Federal Register on 9/1/2021 that the average annual cost of incarceration of a federal prisoner for one year was \$35,347,^{cv} and a 12/6/2021 New York City Comptroller report indicated the cost to incarcerate someone in New York City for one year was an astounding \$556,539 per person!

Sustainability Plan: Even at the time of application, Batavia CSD is on track to establish a sustainable project. This is evidenced by the portion of the match the district proposed that utilizes local school budget dollars. In addition to the outstanding contributions detailed below and in Section 5—Quality of the Management Plan from community partners, from Year 1, the district is proposing to support a significant portion of the salary of the Community Schools Director and of fringe benefits as well as 100% of the salary of the Family and Community Engagement Center Coordinator/Social Worker each year of the grant! Each year of the grant, the district is requesting, 40.3% of the Community Schools Director’s salary will be federally funded through FSCS and 59.7% will be match provided from local district funds. This equates to \$50,000 in requested funds



and \$74,000 in matching dollars in Year, and a total of \$269,465 requested over 5 years and \$398,810 matched over five years for that line alone. Additionally, while 100% of the Community Schools Site Coordinator salaries will be grant funded during the project period (\$1,368,889) over five years, 100% of the Family and Community Engagement Center (FACE) Coordinator/District Social Worker salary will be match--\$80,000 in Year 1 and \$431,147 over five years! The district is requesting 72-74% of fringe benefit costs annually and matching the remaining 26-28% of the cost. In total, Batavia CSD will provide a fringe benefit of \$234,092 over the five-year grant period—27% of the total cost of that line. The district is committed to continuing to invest \$14,000 per year annually (\$70,000 over five years) to assist with the cost for GCASA to provide a Prevention Educator at Batavia schools 2 days per week. The district is further committed to funding 100% of the School Resource Officer cost (\$100,000 per year and \$500,000 over five years) through local budget funds. The district is also using state grant funds to invest \$53,500 per year in Years 1-4 (\$214,000 over four years) in the Children's Institute's Primary Project which addresses children's school adjustment difficulties and increases their chances for success by identifying young children who show emerging school adjustment difficulties and providing them with one-on-one time with a specially trained and supervised paraprofessional. A full-time Mental Health Liaison, full-time MTSS Coordinator, annual MTSS training for staff, and mental health referral tracking software (Care Solace) are all being fully funded by a recently awarded NYS Office of Mental Health grant with no funds requested from this grant even though those elements will coordinate with and are critical to the success of this project.

The library is offering important early literacy programs for young children that will help ensure parents have the materials, support, and reminders needed to read to their children. Just one of these programs (Dolly Parton Imagination Library program) costs at leave \$43,000 per year



(\$215,000 over the project period). These costs are being supported in their entirety during the grant period by the library and its generous foundation funder—The Richter Family Foundation. The local United Way is committed to funding \$25,000 per year (\$125,000 over five years) worth of food and supplies for the backpack weekend meals program for students and the clothing closet. In total, the district is requesting \$2,499,777 in FSCS funds over five years and offering a match representing 52% of the total project cost at \$2,677,424 and this does not include the funds from the NYS Office of Mental Health grant! This very significant contribution by the district and its partners demonstrates the district's considerable ability and willingness to identify and leverage local and state resources to further this community school's effort. The district expects to be able to support the full Community Schools Director salary costs, all fringe benefits costs, and Coordinator salary costs by the end of the project through funding to be raised and saved during the grant period and reductions in overall district personnel costs anticipated as long-term staff retire and newer staff with less experience and therefore lower salary rates are hired to replace retiring staff. Funding from the United Way and our the Batavia City School District Foundation will empower sustaining staff professional development and supply costs and may support a portion of personnel costs. The United Way has agreed to add the Batavia City School District Educational Foundation as designated donor for their annual campaign. The Batavia City School District Educational Foundation provides supports to the school district, students, programming, development, and scholarships. The Batavia City School District Foundation is also raising funds to contribute to the program. By the end of Year 1, Batavia CSD will establish and begin implementing a long-term, formal sustainability plan.

Further evidencing its capacity to leverage resources and bring committed partners to the table, the district has already been linking students to these existing school and community services



even without federal or state community schools funding: GLOW YMCA Liberty Center, Batavia CSD Extended School Day, Richmond Memorial Library early childhood literacy programs, Family and Community Engagement (FACE) Center, United Way donations, Genesee County Business Education Alliance, Genesee-Livingston-Orleans-Wyoming (GLOW) Workforce Development Board career readiness programs, Genesee Community College dual enrollment and college readiness programs, Children’s Institute Primary Project, onsite mental health services, a Sources of Strength Program, and our SOAR violence prevention program.

Selection Criteria 5. Quality of the Management Plan (25 points)

(A) Plans to have a broad consortium, roles, and responsibilities

Partnership and Collaboration to Maximize Project Effectiveness.

The district established a Community Schools Advisory Board in 2019. The role of the advisory board is to provide timely input and feedback on community needs, possible service solutions, and service effectiveness based on data collected and presented. The intention is for this diverse stakeholder group to play a key role in driving services based on community needs and partner contribution capacities and defining course correction plans as needed for the project. Please see the preliminary memorandum of understanding (MOU) attached to the application. It evidences engagement of the 15 partners who are formally engaged with Batavia CSD on this project. As the MOU indicates, partners will assist the Batavia CSD in planning, developing, coordinating, providing, and evaluating pipeline services. The MOU describes the roles and responsibilities of each partner and the broadly representative consortium which includes:

Formal Partnerships	
Partner	Role



Genesee-Wyoming-Livingston-Wyoming (GLOW) YMCA	Extended Day Services, Family engagement and education. Early learning.
United Way of Genesee County	Funding, donations, and activity supports
Partners in Restorative Initiatives	Restorative Justice
Children's Institute	Primary Project – Social Emotional Learning
Genesee Community College	College Readiness
Genesee Co. Business Education Alliance	Career Readiness
Genesee County Mental Health	Individual and Family Counseling
Genesee County Public Health	Heath Care
Richmond Memorial Library	Literacy
Genesee-Livingston-Orleans-Wyoming (GLOW) Workforce Investment Board	Career Development
Cornell Cooperative Extension -Genesee	Nutrition, Gardening, 4H
Arc GLOW	Services for students who are disabled, career and employment transition support, housing.
Genesee/Orleans Council on Alcoholism and Substance Abuse (GCASA)	Substance abuse prevention, Family education
Batavia City School District Foundation	Support and funding of the program

Relevance and Demonstrated Commitment of Each Partner

Each of our 15 formal partners have been selected based on their expertise in an area we have identified as a need. As evidenced by attached match letters from our partner, and as detailed in our 5-year Budget Narrative and the previous section, our partners will contribute significantly to the match to support our community school efforts. Each of the partners have committed to



supporting this initiative as evidenced by the attached signed MOU.

GLOW YMCA, Inc.: The YMCA has been subcontracted for the management of Batavia Youth Services. The YMCA's mission is aligned with that of community schools, they provide early learning, physical activities, clubs, job training, academic enrichment, and many other services that meet the needs of the community.

United Way: The United Way became a partner to our community school's effort. They have committed to donating \$25,000 annually for supplies for our clothing closet and food program. Their mission is aligned with ours in that they are seeking to improve the health, education, and financial stability of every person in our community.

Partners in Restorative Initiatives: PiRI is a community-based organization which has a proven record in improving school climate. Their work is based on the principles of Restorative Practices, a social science that studies how to build social capital in order to improve behavior and repair social harm. The goal of this approach is to improve relationships and communities before problems occur. The basis for their method is to bring people together and share their stories, by teaching the use of peace circles and practices of peer mediation.

Children's Institute, Inc.: Begun in 1957, Primary Project is the foundational program of Children's Institute. It has helped countless children since then and continues to grow throughout New York and the nation. It identifies young children who show emerging school adjustment difficulties and provides them with one-on-one time with a specially trained and supervised paraprofessional. Primary Project is a SAHSHA Model Program, has shown that it produces improved student attendance, better ability to focus and participate in class, improved confidence and social skills, and better connection to adults, and improved academic achievement.



Genesee Community College: Genesee Community College (GCC) is our communities, community college. They have been our partners in developing college readiness for generations. They have demonstrated their commitment to this program by providing our students with 67% discount on tuition. Parents will contribute to the match by paying for dual enrollment courses directly at a cost of approximately \$97,875 per year in addition to offering the Upward Bound, TRIO AEOC, and Liberty Partnership programs.

Genesee County Business Education Alliance (BEA): BEA was created by the Genesee County Chamber of Commerce and the Genesee Valley Board of Cooperative Educational Services (BOCES) specifically to provide career readiness efforts for K-12 students in Genesee County.

Genesee County Mental Health Services: GCMH is already providing us an effective school-based mental health clinic for one school which has been effective. We will collaborate with them to expand the services to all schools.

Genesee County Public Health Department: We have selected the Genesee County Public Health Department due to the fact they are our local Public Health Resource. We will work with them and our Federally Qualified Health Center to establish a School-based Health Clinic in each school.

Richmond Memorial Library: Our community library is an original partner to our community school efforts since October 2020. Their programs have and will continue to be a resource for early learning, student literacy, and family engagement and education. The Richmond Memorial Library has demonstrated their commitment by providing an estimated \$43,000 annually in free books and shipping costs to keep for early learning.

Genesee, Livingston, Orleans, Wyoming Workforce Development Board (GLOW WFD): GLOW WFD is our regions Workforce Innovation and Opportunity Act (WIOA) funded Workforce



Investment Board. They have access to the funds and services that deliver career readiness services to students, out of school youth, and families.

Cornell Cooperative Extension of Genesee County: As previously discussed, Cornell University is NY States land-grant institute brings local experience and research-based solutions together, helping New York state families and communities. This includes expertise on agriculture, nutrition, gardening, 4-H, food preservation, environment, and youth development and strengthening families.

Arc GLOW: The Arc is our local provider of services for people with disabilities. Many of our students transition to their services after graduation for housing, employment, and supportive services. We will strengthen our relationship with the Arc to improve transition of students to their services and to provide our students with very meaningful and rewarding Community Service-Learning opportunities.

Genesee County, Department of Social Services: DSS provides government safety net services such as Supplemental Nutrition Assistance Program (SNAP), Medicaid, homeless housing assistance, and temporary cash assistance. On this project they will assist with identifying students and families for PreK programs and creating and operating an alternative education program for students with significant behavior issues.

Genesee /Orleans Council on Alcoholism and Substance Abuse (GCASA): GCASA is our regions OASAS funded drug and alcohol prevention agency. They have proven highly effective in gaining funding and providing us with a multitude of evidence-based services and education programs. GCASA supports more than two-thirds of the cost of the Prevention Educator supporting Batavia CSD using state funding. The district pays the balance—a match of \$14,000 per year.

Batavia City School District Foundation: The foundation has a mission to directly support the



district and its initiatives. The foundation will help to support the community school’s initiative.

In addition to formal partnerships, the district and advisory board have established important vendor relationships such as with State University at Buffalo’s S-Miles to Go Mobile Dental unit. We will build more partnerships during the grant period with organizations such as Genesee County Youth Court, Genesee County Department of Probation, and GO Art.

The advisory board has also established informal partnerships with 90 local organizations:

Current Informal Partners	
Name of Informal Partner	Name of Informal Partner
Act Program	Jeannie's Table
All Babies Cherished	KMS Cakes
Court Appointed Special Advocate (CASA)	Le Beau Salon
Catholic Charities	Mancuso's
Community Action	Maurice's
Crossroad's House	Max Pies Furniture
Go Art	Meraki Beauty
Habitat for Humanity	Millennium Computer
Hillside Children's Center	My Cut
Horizon Health Services	Pellegrino Auto Sales
Independent Living of Genesee Region	Pub Coffee Hub
Liberty Center	RJ's Washroom
Liberty Partnership Program	Royals Barber Shop
Neighborhood Legal Services	Ryan's Rose Organic Farm



Project Stork	Tim Hortons
American Red Cross	Tonawanda Valley Federal Credit Union
Restore Planned Parenthood	Wendy's
WIC	Wortzman Furniture
Young Lives	Batavia Business & Professional Women's Club
Batavia City Fire Department	Chamber of Commerce
Batavia PBA	Genesee County Women Republicans
Batavia Police Department	Jaycees
GCSD Employee Association	Just Kings
Genesee Orleans County Youth Bureau	Kiwanis Club of Batavia
Tobacco-Free Genesee Orleans Wyoming	Ascension Parish
University of Buffalo	Care A Van Ministries
Blue Pearl Yoga	City Church
CACHE Parts Supply	First Baptist Church
Canzoneri Barbershop	First Presbyterian Church
Center Stage Dance Company	First United Methodist Church
DelRe Greenhouse	J. Leonard McAndrew Funeral Home
Eden Café	Jeannie's Table
Elite Dance Studio	KMS Cakes
House O' Laundry	Le Beau Salon
Howard Hanna	Mancuso's
Lydia's Kitchen	Maurice's



Aspen Dental	Max Pies Furniture
Batavia Health and Wellness	Meraki Beauty
Blue Cross and Blue Shield	Millennium Computer
██████████	My Cut
██████████ and Associates	Pellegrino Auto Sales
Fidelis Care	Pub Coffee Hub
Reed Eye Associates	RJ's Washroom
Little Food Pantry (Little Fridge)	Royals Barber Shop
J. Leonard McAndrew Funeral Home	Ryan's Rose Organic Farm



agencies, businesses, clubs, faith-based organizations, and healthcare organizations. In addition, through this application process, we have established a formal partnership with 15 organizations (listed above). Batavia CSD has been collaborating with community partners to: garner additional resources to reduce the demand on school staff; provide learning opportunities that develop cognitive, social, emotional, physical, and civic competencies; and build social capital—the networks and relationships that support learning and create opportunities for youth. Some services needed to resolve identified gaps are already being offered but require school-community coordination and navigation support for families. Others require establishment and further development within the district and with partners. Based on actions already taken, the district has the capacity to coordinate and provide pipeline services at two or more (four) full-service community schools. Full-Service Community Schools (FSCS) funding will increase the district’s ability to coordinate and provide services by expanding staff to include one full-time districtwide Community Schools Director and four full-time Community School Site Coordinators, one full-time Family and Community Engagement (FACE) Center Coordinator, and other enhancements discussed in Sections 2—Quality of the Project Design and 3—Quality of the Project Services. The district has established communication systems to include websites, social media, and student and learning management systems, which provide an additional layer of targeting communication beyond mailings and automated phone calls.

BCSD has engaged in many recent projects that show our experience and qualifications in leading a Family and Community Engagement Program (FCEP). The district has a history of effectiveness evidenced in a number of ways including but not limited to the 2020 establishment of the Liberty Center for Youth Afterschool Program, which was and remains a multi-agency effort to create a free community center with afterschool programming for adolescents and youth in the



city. Liberty Center includes academic support and computer access as well as fitness and recreational activities for youth ages 9-16. Agencies involved in the funding, establishment, operation, and/or provision of ongoing access to Liberty Center in addition to Batavia CSD include but are not limited to: GLOW YMCA, the Genesee County Youth Bureau, City Church, and Genesee County United Way. Additionally, the district's 5-year New York State Education Department (NYSED)-funded Extended School Day/School Violence Prevention program. The district has administered multiple programs that demonstrate our effectiveness, experience, and qualifications to lead an FCEP, including:

Skills, Opportunity, Attitude and Accountability, Results (SOAR) – The BCSD has an Extended School Day/School Violence Prevention program called SOAR. (Skills, Opportunity, Attitude and Accountability, Results) that is designed to close learning and opportunity gaps. This is five-year grant from the NYS Education Department for \$350,000 a year. As a result of this program, math scores have substantially increased. Algebra scores increased from 45% to 71%. While the overall passing rate has increased for the general population, it has not changed for the Black sub-group. The SOAR project is designed to close learning and opportunity gaps. To date, as a result of this program, math scores have substantially increased, Algebra scores specifically increased from 45% to 71%, and the overall passing rate increased. Please also see additional information under the Quality of Management Plan section evidencing a history of effectiveness.

Culturally Responsive Curriculum Scorecard: The Culturally Responsive Curriculum Scorecard was designed by The NYU Metro Center to help parents, teachers, students, and community members determine the extent to which their schools' English Language Arts curricula are (or are not) culturally responsive.

Sources of Strength - The mission of Sources of Strength is to prevent suicide by increasing help



seeking behaviors and promoting connections between peers and caring adults.

Liberty Partnerships – In partnership with Genesee Community College, the program supports at-risk middle and high school students in academic, social, and emotional development.

Link Crew - Link Crew is a high school transition program that welcomes first-year students and makes them feel comfortable throughout the first year of their high school experience.

TRIO Upward Bound - In partnership with Genesee Community College, BCSD participates in the TRIO Upward Bound program to develop students' academic & professional skills, motivate students to attend and complete secondary education, and encourage students to pursue and complete a post-secondary degree.

ACE Program – In partnership with Genesee Community College, the ACE program provides college courses to secondary students during the school day. The ACE program offers accelerated high school students the opportunity to enroll in college level courses and to earn college credits from GCC while still in high school.

WNY Tech Academy – The Western New York Pathways in Technology Early College High School (P-TECH), supports students in grades 9-12 with a strong emphasis on hands-on, project-based learning to prepare students for high-skill, financially stable careers in growth industries. Students attending the WNY Tech Academy will complete all necessary coursework for a New York State Regents Diploma as well as earn an Associate of Applied Science degree through Genesee Community College.

Genesee County Mental Health – Provides County residents; to include students and their families, with symptoms of mental illness in achieving and maintaining their highest level of functioning through individual and group counseling. We currently work cooperatively GCMH for services in one of our schools and to make referrals to higher levels of care when necessary.



(C) The adequacy of the management plan

Efforts to establish full-service community schools are well underway. The Executive Director for Operations, Trisha Finnigan, has been tasked with developing and overseeing this project. She will provide leadership to the Full-Service Community Schools staff, directly supervise the Full Services Community Schools Director, and collaborate with the district leadership team and principals to ensure the integration of the goal, objective, and outcomes of this program into the district and individual school strategy, goals, plan, and budget. This includes:

- Efforts to increase trust and relationships with families and the community to address student learning and family relationships.
- Provide leadership and support to the Community Schools Director to enable effective collaboration with multi-level networks to include partners and school principals.
- Provide resources to Community Schools Director to enable them to accomplish the goal, objectives, outcomes, and activities of the project.
- Provide opportunities to parents and family for shared decision making.
- Work with principals to improve targeted interventions that are culturally responsive.

The district will appoint a full-time Community Schools Director to lead and manage four Community School Site Coordinators, and a Family and Community Engagement Center Coordinator/District Social Workers. The Community Schools Director will possess the ability to think outside of the box and be a self-motivated initiative-taker willing to go above and beyond expectations. This person will facilitate the implementation and management of the development of Community School activities, events, programs, and services that lead to increased student achievement, stronger families, and healthier neighborhoods. He/she will assure the functioning of all community school core components are effectively linked to school curriculum and fulfill



the basic principles of community schools. The qualifications for this position include: The Director must possess proper NY State Certification, School Building, School Administrator Supervisor, or School District Administrator and have at least five years of classroom experience and at least five years of administrative experience. Please see the comprehensive list of responsibilities presented in Section 4—Adequacy of Resources and the attached job description attached for more details on the expectations for this position.

The district will also hire or appoint a full-time Community School Site Coordinator for each of our four schools (four Coordinators total). To apply 100% effort to site coordination of community school activities, including but not limited to planning activities, tracking data, making, and tracking referrals, providing educational case management, and working cooperatively with the school principal. The Community School Site Coordinator will implement a menu of needs-driven, high-quality programs and services in adherence with the community school model, including but not limited to early childhood programs, expanded learning and enrichment opportunities, health and mental health services, parent and family engagement and education, adult education, assistance, and interventions targeted to reduce absenteeism. The qualifications for this position include: 1) possess a proper NY State Certification as a Teacher or School Counselor, 2) have at least five years of classroom experience. Please see the list of responsibilities presented in Section 4—Adequacy of Resources and the attached job description.

The district has already appointed the full-time Family and Community Engagement Center Coordinator/District Social Worker. This person will coordinate the activities and resources at the Family and Community Engagement Center, make and track referrals, and assist with data collection. He/she must hold a social worker license. The center is a community resource where families, partners, students, and the community can work together to help achieve our objectives.



Management Plan to Address Each Gap and Implement Full Service Community Schools at 4 Schools
Gap 1: Lack of coordination and promotion of and access to existing school and community resources and services.
Establish & sustain 1.0 FTE CS Director for the district & 4.0 FTE CS Coordinators within 60 days of award. (BCSD)
Convene the Community Schools Advisory Team within 60 days of award (Superintendent); hold the first advisory board meeting of the year and plan the advisory board meetings schedule for the remainder of Y2 in Y2 Q1.
Community Schools Director and Site Coordinators collaborate to establish procedures and referral and tracking tools for educational case management by Community Schools Site Coordinators in Y1 Q1-2. Launch educational case management for students at greatest risk for low achievement and/or dropping out Y1 Q3.
Incorporate FSCS planning/funding into annual district & school planning documents and budgets (BCSD) by Y2 Q2 then ongoing.
Continue growing the Community Schools Advisory Board and expanding the number of formal partners with agreements to provide pipeline services to BCSD students and/or our greater community, Y1 through Y5. (BCSD)
Monthly FSCS Advisory Board Meetings (Coordinator, Advisory Board)
Monthly Community School Meetings (Superintendent, Exec. Dir of Operations, Director, Site Coordinators)
Present to Board of Ed. & community FSCS (Coordinator, Superintendent, Exec Dir. of Operations) in Q1 yearly for prior year.
Conduct evaluation of program and report quarterly throughout lifespan of project (Evaluator)
Review qualitative and quantitative data to measure progress on a quarterly basis from Q2 of Y1 onward (Advisory Board)



Gap 2: Lack of effective literacy & math improvement services & engaging ed. enrichment services in & out of school.
Community Schools Director and Coordinator work with childcare centers, pediatricians, DSS, Health Department, and others to identify families for outreach for PreK and supportive educational services. Establish partnerships Y1 Q2-4. Develop enhanced marketing/outreach plan for PreK with special focus on identifying and engaging children of color and their families Y1 Q1-2. Launch increased outreach to families simultaneously and expand as referrals from partners expand. Offer registration assistance.
Continue to provide full-day Universal PreK (BCSD, YMCA, and Imagination Station) each year beginning Y1 Q1
Community Schools Director and Site Coordinators collaborate to establish procedures for educational case management by Community Schools Site Coordinators for students at greatest risk in Y1 Q1-2. Launch educational case management Y1 Q3.
Provide afterschool teen reading program on a weekly basis (Richmond Memorial Library), summer of each year.
Continue to provide Batavia Middle School's Homework & Tutoring Program (Batavia Middle School) beginning Y1 Q1
Continue to provide afterschool program for children 9-15 at Liberty Center (YMCA, UW, BCSD) beginning Y1 Q1
Continue offering Junior Achievement (BEA) beginning Y1 Q1
Extended school year program (and summer camps for students most at risk, made possible by funding from another grant, for the duration of that grant period) (BCSD), summer of each year.
Continue offering GCC Accelerated College Enrollment dual enrollment program each semester (GCC, BCSD)
Continue offering Junior Achievement (Genesee Business Education Alliance (BEA)), onboarding a new group each Fall.



Summer Career Exploration Camps for grades 6-12 (e.g., STEM, health care, culinary arts, animal science, construction (BEA)); each summer of the project.
Continue to offer Batavia CSD’s Weekend Program once per month (BCSD, partners) Y1-Y5
Gap 3: Lack of access to health services and health educational programs.
Continue to identify strategies to expand school-based mental health clinics to each FSCS in Y1 onward, with implementation of strategies occurring Y2-Y5, to the extent feasible and appropriate. (GCMH, BCSD)
Genesee Department of Public Health will facilitate discussions/planning with Batavia CSD and Oak Orchard Health (Federally Qualified Health Center) or a regional hospital system regarding creating School-based Health Centers beginning Y1 Q2.
Reviewing data reflecting needs of students and families, now to include CareSolace data for mental health referrals which originate from the school’s Mental Health Liaison. (Not yet in place, will be implemented prior to FSCS grant period.) (BCSD, CS Advisory Board, MTSS Teams). From Y1 Q1 to Y5 Q4.
At least one Naloxone opioid overdose reversal medication administration training per year. (GCASA)
Explore providing mental health services in the FACE Center as a satellite site beginning Y1Q2. (GCMH)
Continue using student/community data and collaborating to identify ways health partners can meet emerging student/family needs, such as lice education beginning Y1 Q3 then ongoing (GCPH, BCSD/FSCS Director)
Host weekly Al-Anon and Alateen meetings at FACE Center (Group Leader, beginning Y1 Q2 then ongoing per demand/interest)



Provide Middle School Health and Wellness Program and Men’s High School Fitness/Weight Training Program (BCSD) beginning Y1 Q1 then ongoing.
Continue the FACE Center’s clothing closet, backpack program, and food distribution program throughout the life of the project (BCSD with funding support from United Way of Genesee County and BCSD Foundation) beginning Y1 Q1 then ongoing
Offer disability awareness training for students, staff, and families twice each year. (Arc GLOW, FACE Coordinator, Director)
Provide students with disabilities opportunities to participate in Arc GLOW’s peer-led Self-Advocacy group; promote ahead of each school year in beginning Y2 Q2 (Arc GLOW, BCSD)
Gap 4: Positive behavioral education and interventions exist but needed to be continued and expanded.
Prevention Educator (2x/week, during school year) (GCASA) to implement Teen Intervene and other programs beginning Y1 Q1.
Conduct 2 14-hour teacher professional development sessions in Community Building Circles each year (August) (PiRI)
Conduct 2 trainings/year in Community Building Circles per year for 12-14 students in the Middle and High School (PiRI)
Conduct 3 18-hour training sessions/year in Restorative Responses to Harm and Conflict for BMS & BHS student leaders (PiRI)
Provide monthly consultation meetings to support implementation of restorative practices (PiRI)
Continue implementing Sources of Strength (Sources of Strength, BCSD) each academic year
Conduct 2 8-week sessions Afterschool Talking Circles per year (GCASA)
Ongoing Primary Project consultation and coaching (Children’s Institute), continuously, Y1-Y5.



Primary Project training (mental health professionals & child associates) at elementary schools by Y1 Q4. (Children’s Institute)
Plan and develop an alternative to discipline for treating youthful offenders to include before and after school services and tutors. (DSS, BCSD) Plan by Y1 Q4, implement in Y2-Y5.
Gap 5: Existing efforts to prepare students for transitions across the educational timeline, college, and careers are limited.
Provide specialized transition supports for students with disabilities approaching graduation, beginning in their last 3 years in the school system. (Arc GLOW, BCSD) Plan and begin implementing improved process in Y1, continue to implement Y2-Y5.
Continue coordinating with DSS to recruit children with special needs who are aging out of the Early Intervention program for enrollment in the PreK program (BCSD)
Facilitate two job fairs per year with local businesses—October/November and April/May annually (BEA)
1 Career Exploration Job Fair per year—winter annually (BEA)
Continue offering GCC Accelerated College Enrollment dual enrollment program each semester (GCC, BCSD)
Continue offering TRIO Upward Bound and Liberty Partnership for at-risk students (GCC)
Continue offering GLOW with Your Hands (GLOW Workforce Development Board)
Continue offering GLOW Workforce Development Board WIOA Services for out-of-school youth 16-24 years old and family members (GLOW Workforce Development Board)
Facilitate an entrepreneurial course each year (BEA)



Offer Summer Career Exploration Camps in July/August each year (BEA)
Provide Library Job & Shadowing Program for high school students (Richmond Memorial Library) each year
Continue to provide full-day Universal PreK (BCSD, YMCA, and Imagination Station) each year beginning Y1 Q1
Gap 6: Lack of parent and family engagement.
12 family education events per school per year (BCSD, community partners)—approximately 1 per month annually.
Active Parenting classes (GCASA) fall or spring annually beginning Y1 Q3
Family Gardening (Cornell Cooperative Extension), spring-fall every year
2 Family Nutrition Classes per year (CCE)—fall and spring annually
Provide the Summer Family Reading Program; use library van to bring materials to BCSD summer programs (RM Library). Y1-5.
Continue preschool story time program (RM Library) throughout project period beginning Y1 Q1
Implement genealogy projects and community support for them (RM Library) on an ongoing basis by Y2 Q1
Provide Richmond Reads, an annual author signature event for the community (RM Library) Q3 or Q4 each year
Coordinators connect adults to GLOW’s Workforce Innovation and Opportunity Act (WIOA) services for community members 25+ by promoting awareness of GLOW opportunities Y1-Y5 beginning Y1 Q2. GLOW as 1 of the 12 family education events yearly.
Facilitate two workshops per year for families/community (BEA)—fall and spring annually
Continue and promote resources and support groups for mothers/parents: MOMs program, MOPs, recovery support groups and



parent and child activities offered each year (United Memorial Medical Center, Northgate Church, GCASA) beginning Y1 Q1
Support groups for parents of BCSD students with disabilities (Arc GLOW). Assess need and appropriate frequency in Y1 Q3. Offer groups beginning Y2 Q1 then ongoing.
Evaluation activities
Evaluator will conduct the annual evaluation of progress and share it in Q1 annually for the previous year, including progress against objectives (discussed throughout the year at Advisory Board); chronic absenteeism (SchoolTool data, shared throughout year by BCSD); student disciplinary reports including expulsions and suspensions; graduation rates. Evaluator to assess available mental health data, inc. Care Solace data shared by BCSD and YRBS &/or CLYDE surveys yearly Q4. Evaluator to assess kindergarten readiness and SEL needs using Brigance and DIAL data Q3 or Q4 each year. For grades 3-8, annual April/May ELA and Math standardized test score data will be analyzed by the evaluator and Director. Evaluator will October assess teacher data (quantity, years of experience, certifications, and retention/turnover – disaggregated by demographic groups) yearly in October, including per student spending based on local budget and NYSED school report card data.
Director and Coordinators will collect and deliver to the evaluator for analysis other outcomes progress and project implementation data at least once per year each year for inclusion in the evaluator’s report.
Community Schools Advisory Board & Advisory Teams will act on findings shown in formal and informal evaluator Community Schools Director and Coordinator reports to make project improvements and maximize positive outcomes quarterly Y2-Y5.



Selection Criteria 6. Quality of the Project Evaluation (15 points)



stakeholders (students, teachers & administrators, community partners, and parents), observations of Community Schools activities and events, document review and extant data analysis. Frequency and timing of data collection are listed below. The evaluation will include one site visit to Batavia City School District per year. At this meeting, the evaluators will observe Community School activities or events and meet with Community School Project Director, Coordinators, and with the Community Schools Advisory Board. Surveys and interviews will be conducted by the external evaluators except where indicated below. Data from surveys and assessments will be provided to the evaluators de-identified.

Surveys: Students: Evaluation satisfaction and engagement survey. This survey will be locally developed to ask grade level-appropriate questions about student engagement and satisfaction with the Community Schools program components, as well self-reported impacts (e.g., college & workforce preparedness; academic preparedness). To be administered in spring annually by evaluators. Youth Risk Behavioral Survey & CLYDE survey. To be administered in fall annually by Community Schools Directors. Year 1 data will serve as baseline.

PreK Brigance Preschool Screens III. To be administered and scored by certified PreK teachers. Children will be screened within 30 days of entering the program. 2022-23 data will serve as baseline. PreK-Grade 3 Parent-Child Rating Scale. To be administered and scored by the Children's Institute annually. 2022-23 data will serve as baseline.

Kindergarten Developmental Indicators for the Assessment of Learning- 4 (DIAL-4). To be administered and scored annually by certified K teachers. 2022-23 data will serve as baseline.

Teachers/Administrators: This survey will be locally developed to capture teacher and administrator perception of grant implementation, the impact, and benefits of Community Schools on students and their school, and sustainability. Administered spring annually by evaluators.



Community Partners: This survey will be locally developed to assess how well the grant was implemented from the point of view of the community partners; their satisfaction with the grant as implemented, perceived benefits to students and/or the Batavia community, and sustainability of the project. To be administered in spring annually by external evaluators

Parents: PASS Survey. To be administered in fall by Community Schools Director, annually. Year 1 data will serve as baseline.

Interviews: *Advisory Board members; n=5 per year:* These interviews will assess Advisory Board members' perception of grant implementation, impact, and benefits to students and the community. To be administered in spring in Years 2-5 by external evaluators. Survey and interview analyses will include coding of open-ended responses using qualitative data analysis techniques from Saldaña (2009)^{cviii} and Charmaz (2014)^{cix}.

Observations: Observations of Community School activities and/or events will be conducted annually. Three-hour observations by two evaluators will be conducted in-person during an annual on-site visit. The quality of interactions between youth and teachers will be assessed using the Out-of-School Time (OST) instrument. This instrument captures and rates essential and observable indicators of positive youth development. If in-person evaluator visits cannot be conducted due to COVID restrictions, the observations will be conducted virtually by videoconference.

Data Analysis: Data will be collected two times per year from a variety of sources. Evaluators will collect data from federal and state websites as described in the outcomes table. The Community Schools Director and Coordinators will be responsible for providing SchoolTool data and Secondary College and Career Comprehensive Readiness indicators, tracking family and student attendance at program activities and events, and collecting data from community partners.

Measuring Progress on Objectives: Progress in achieving objectives will be measured year to



year by comparing performance measures for each objective and outcome listed in the outcomes table. Data will be disaggregated to calculate gaps in ELA, Math, graduation rate, and drop-out rate outcomes between white students and Black and African American, and Hispanic and Latino from year-to-year and compared to baseline. Outcome calculations will use baseline data from the school year prior to Community School implementation. For performance measures where baseline data is not available prior to grant implementation, data will be collected during grant year 1 (e.g., parental engagement and youth behavior baseline will be collected by administration of the PASS and YRBS surveys during year 1).

Triangulation: Triangulation of qualitative and quantitative data sources will provide an in-depth analysis of the proposal to provide feedback to the Director and Advisory Board.

(B) Methods of evaluation will provide performance feedback and permit periodic assessment.

All performance measures are aligned to the intended outcomes of the project. **Please cross-reference the goal, objectives, and outcomes table in Section 6-C below.** Performance measures utilize extant data acquired from federal and state websites including NYSED School Report Card, New York State Standardized Test Scores; SchoolTool Student Management System data, and US Census data. Additionally, the District will soon have a mental health care coordination product through other funding which will enable BCSD to follow and proactively address real-time district-wide mental health data. The Community Schools Directors and Coordinators will be responsible for collecting and tracking data from schools, community partners, and consultants. For all extant data, progress in achieving objectives will be quantified year to year in comparison to performance measures for each objective (outcomes table). Surveys and interviews assessing engagement and satisfaction of stakeholders with Community Schools and in-person observations by the evaluators will help inform why performance measures are or are not being achieved. Formative and



summative analyses will integrate qualitative and quantitative data collected to provide the Community Schools Director and Advisory Board information need for decisions-making related to program implementation and data to assess sustainability of the project once the grant has ended.

(C) Methods of evaluation will provide valid, reliable performance data on relevant outcomes.

Valid and reliable performance data on outcomes will be assured by collection of data from multiple sources, including validated national surveys, state level assessments, federal data, school data, in addition to data collected by the Community Schools Director and Coordinators. PreK and Kindergarten assessments will be administered by professionals with the appropriate certification. The external evaluators will interview stakeholders, analyze extant data, and observe Community School activities and events to provide an unbiased account of program implementation and fidelity. Outcomes will be determined by comparing performance measures year-to-year to be continually monitoring and responding to program challenges. If a program is implemented with high fidelity and with continuous improvement, internal consistency across time and across multiple objectives is expected. If this internal consistency is not observed, the evaluator will work with the Community Schools Director and Advisory Board to identify challenges and make course corrections. The Advisory Board will meet bi-monthly, at those meetings the Community Schools Director will provide implementation and outcomes progress updates. The evaluator and Community Schools Director and Coordinators will meet bimonthly. The evaluator will attendance at two Advisory Board meetings annually to facilitate ongoing communication, regular feedback and continuous improvements in program implementation and data collection throughout the grant period. The aim of each meeting will be to identify successes and how to build on them, identify challenges and their root causes, and establish action plans with activities, persons responsible, and timeframe identified for addressing challenges to improve the project and increase success.



Objectives & Outcomes Table

PILLAR 1: Integrated student supports at a community school that provide in and out of school support for students, address well being, and address out of school barriers to learning through partnerships with social and health service agencies

Pipelines	Objectives	Outcomes	Measurement Tools/Timeframes
<i>Pipeline G: Social, health, and nutrition supports</i>	<p>Obj. 1:</p> <p>Increase student mental and behavioral health by increasing access to mental and behavioral healthcare and support.</p>	<p>1.1: Increase the number of families and youth accessing mental health and behavioral services by 35% by the end of the project period.</p> <p>1.2: Decrease the number of students who self-report they have made plans for suicide in the last 12 months by 5% each year based on baseline established in Year 1.</p>	<p>1.1: Data from Mental Health Liaison program and referral records from Community School Site Coordinators (CSS Coordinators), Care Solace data; reviewed December and June annually.</p> <p>1.2: Youth Risk Behavior Survey (YRBS) or similar spring annually.</p>



<p>Pipeline G and Pipeline H: Juvenile crime prevention and rehabilitation programs.</p>	<p>Obj. 2: Decrease student behaviors that negatively impact health and/or academic achievement.</p>	<p>2.1: The percentage of secondary students who report substance use in the last 30 days will decrease by 10% by project's end from baseline to be established in Year 1 (Y1).</p> <p>2.2: Reduce the percentage of all students who receive disciplinary referrals by 4% each year beginning in Year 2.</p> <p>2.3: Reduce the percentage of students who receive out-of-school suspension by 4% yearly beginning in Year 2.</p> <p>2.4: Reduce the percentage of students who receive expulsion by 10% the end of the project period.</p> <p>2.5: Reduce the percentage of students of color who receive disciplinary referrals, suspensions, and expulsions by 10% each year beginning in Year 2.</p> <p>2.6: Measurably improve school climate each year as demonstrated by improved climate assessment scores.</p>	<p>2.1: CLYDE survey, YRBS, or similar spring annually.</p> <p>2.2-2.5: SchoolTool Student Management System Data (SchoolTool), disciplinary referral and other disciplinary records reviewed December and June annually.</p> <p>2.6: Comprehensive School Climate Inventory (CSCI) from the National School Climate Center or similar spring annually.</p>
<p>PILLAR 2: Expanded and enriched learning time and opportunities, through evidence based strategies</p>			
<p>Pipelines</p>	<p>Objectives</p>	<p>Outcomes</p>	<p>Measurement Tools/Timeframes</p>



<p>Pipeline A: <i>High-quality early childhood education programs.</i></p>	<p>Obj. 3: Increase student readiness for school.</p>	<p>3.1: Prekindergarten cohorts will have a 5% higher comprehensive readiness score for prekindergarten by the end of the project period compared to baseline established in the 2022-2023 school year (SY).</p> <p>3.2: Decrease the PreK participation gap between children of color and children who are white by 5% annually starting in Y3 based on the baseline to be established in Y1.</p>	<p>3.1: Brigance Preschool Screening III October and June annually.</p> <p>3.2: Registration/enrollment records, SchoolTool October annually.</p>
<p>Pipeline B: <i>High-quality school and out-of-school-time programs and strategies.</i></p> <p>Pipeline C: <i>Support for a child’s transition to elementary school, from elementary school</i></p>	<p>Obj. 4: Increase student academic achievement.</p>	<p>4.1: The percentage of students who are proficient on the Grade 3-8 English Learning Assessment will increase by 1.6 percentage points yearly and 8 percentage points by the end of the project period compared to SY’22-‘23 baselines.</p> <p>4.2: The percentage of students proficient on the Grade 3-8 Mathematics Assessment will increase by 2 percentage points each year and 10 percentage points by the end of the project period compared to SY 2022-2023 baselines.</p>	<p>4.1-4.2: NYS Standardized ELA and Math Testing results for grades 3-8 April/May annually.</p> <p>4.3-4.5: New York State Education Department (NYSED) School Report Card data—absenteeism December and June annually; others summer annually.</p>



<p>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.</p> <p>Pipeline H</p>		<p>4.3: Chronic absenteeism will be reduced at the elementary, middle, and high school levels by 2 percentage points annually from the baseline to be established in the 2022-2023 school year for a total decrease of 10 percentage points by the end of the project period.</p> <p>4.4: The Secondary Composite Performance Score (English Language Arts, Math, Science, and Social Studies) will increase by 1.5 points each year starting with the most recent available baseline.</p> <p>4.5: The district will increase its graduation rate from the 2022-2023 baseline yearly to 95% by the end of the project.</p>	
<p>Pipelines B, C, & Pipeline F: Community-based support for students who have attended the schools in the area served by the</p>	<p>Obj. 5: Students will graduate college and career ready.</p>	<p>5.1: Each year 90% of graduating students will have experienced at least 2 career exploration activities.</p> <p>5.2: By the end of Year 5, 75% of all graduating seniors will have accumulated at least 6 college credits prior to graduation.</p>	<p>5.1: Career Exploration program records spring annually.</p> <p>5.2: GCC/Dual enrollment course records, transcripts, SchoolTool December, and June annually.</p>



<p><i>pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.</i></p>			
<p>Pipelines B & C</p>	<p>Obj. 6: Reduce the academic achievement gap between students of color and</p>	<p>6.1: Reduce the achievement gap between students of color and students who are white in grades 3-8 on ELA state testing by 2 percentage points by the end of the project period from our baseline of SY 2022-2023.</p> <p>6.2: The graduation rate for students who are Black, or Latino will increase from the August 2021 baseline of 87% to 95% (the graduation rate for students who are white at baseline) by the end of the project period.</p>	<p>6.1: NYS Standardized ELA Testing results for grades 3-8 April/May annually.</p> <p>6.2: NYSED Report Card data summer annually.</p> <p>6.3: Count of course credits earned/transcripts for 11th grade students spring annually.</p>



	students who are white.	6.3: By the end of Year 3, there will be evidence 95% of students of color in grade 11 are on track to graduate.	
Pipelines C & E: <i>Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.</i>	Obj. 7: Increase student-community connections.	7.1: 92% of all students will be involved in at least two community service-learning projects each year by the end of Year 2. 7.2: Increase the number of students who demonstrate low commitment to school based on the CLYDE survey by an average of 3% each year based on the 2021 baseline.	7.1: Community service-learning logs. Survey of Community Partners, High School “Make A Difference” Day attendance records spring annually. 7.2: CLYDE survey spring annually.
PILLAR 3: Active family and community engagement			
Pipelines	Objectives	Outcomes	Measurement Tools/Timeframes
Pipeline D: <i>Family and community engagement and supports, which may include engaging</i>	Obj. 8: Increase family engagement	8.1: Increase family attendance at parent teacher conferences at elementary schools by an average of 4% across the district annually.	8.1: Parent & School Survey (PASS), Parent/Teacher Conference attendance data from the buildings spring annually.



<p><i>or supporting families at school or at home.</i></p>	<p>in students' education.</p>	<p>8.2: Provide 12 family education events at each school each year beginning in Year 1.</p>	<p>8.2: Records of events offered and their attendance spring annually.</p>
<p>PILLAR 4: Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school</p>			
<p>Pipeline F</p>	<p>Obj.9:Expand school and community collaboration.</p>	<p>9.1: Expand the number of partners who provide pipeline services to 30 organizations by the end of the project period. 9.2: Engage at least 70% of partners in meetings quarterly each year to support positive, collaborative growth.</p>	<p>9.1: Formal signed partnership agreements end of Y1 & yearly. 9.2: Agendas, minutes/notes, sign-in sheets from meetings spring.</p>
<p>Pipeline B: High-quality school and out-of-school-time programs and strategies.</p>	<p>Obj. 10: Establish and implement a staffing model that empowers full operation and</p>	<p>10.1: Hire within 90 days of project start and retain 1.0 FTE Community Schools Director. 10.2: Hire within 90 days of project start and retain 4.0 FTE Community Schools Site Coordinators. 10.3: Hire within 90 days of project start and retain 1.0 FTE Family and Community Engagement (FACE) Center Coordinator/District Social Worker.</p>	<p>10.1-10.3: Human Resources (HR) hiring and retention records Q2 annually. 10.4: Training logs, sign-in sheets, HR records spring annually. 10.5: HR records including but not limited to equal opportunity</p>



	<p>continuity of community schools model at all schools.</p>	<p>10.4: Train Community Schools Director, Coordinators, and FACE Coordinator in trained in trauma-sensitive practices, restorative justice practices, and multi-tier system of supports (MTSS) by the end of Y1.</p> <p>10.5: Maintain appropriately certified school staff reflective of the student population and trained in trauma-sensitive practices, restorative justice practices, MTSS, and engaged in profess. learning communities by end of Y2.</p>	<p>employer/staff demographic data; training logs, sign-in sheets fall and spring annually.</p>
<p>Pipeline B</p>	<p>Obj. 11: Establish sustainability for community schools.</p>	<p>11.1: Develop and implement a long-term plan for sustaining Community Schools by the end of Year 2.</p> <p>11.2: The Community Schools effort and plan will be included in the school and district improvement plans and budget by the end of Year 2 and evidence changes in spending that support community schools sustainability.</p>	<p>11.1: Existence of a written plan Q4 annually.</p> <p>11.2: Existence of plan in the school and district improvement plans Q4 annually.</p>



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