



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Foundation for the Arts and Trauma, Inc. (ALIVE program)

Doing Business As, if applicable:

Business Address: 19 Edwards St., New Haven, CT 06511

Business Phone: 203-624-2146

Business email: davidreadjohnson@gmail.com

Funding Source & Acct # including location code: 25316425-56694 -0066 (SIG Carryover)

Principal or Supervisor: Cari Strand

Agreement Effective Dates: From 08/31/23. To 12/01/2023.

Hourly rate or per session rate or per day rate: 4 counselors at up to 28 hours per week, total at \$112.75/hr.

Total amount: \$13,000

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

The ALIVE Program will provide preventive trauma-informed counseling services to individual students referred by administration or teaching staff to address toxic stress experienced by students that is interfering with their academic, social and emotional capabilities. In addition, ALIVE will conduct a seminar for 9th graders focusing on transitioning to high school, and helping them identify stressors interfering with their performance and providing a safe forum for them to learn coping skills and strengthen resilience.

Submitted by: Cari Strand Phone: 475-220-6200



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Cari Strand, High School in the Community
Date: 1 August 2023
Re: Partnership between Foundation for the Arts and Trauma, Inc and HSC

Please ***answer all questions and attach any required documentation as indicated below***. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Foundation for the Arts and Trauma, Inc (ALIVE Program)

Description of Service: The ALIVE Program will provide preventive trauma-informed counseling services to individual students referred by administration or teaching staff to address toxic stress experienced by students that is interfering with their academic, social and emotional capabilities. In addition, ALIVE will conduct a seminar for 9th graders focusing on transitioning to high school, and helping them identify stressors interfering with their performance and providing a safe forum for them to learn coping skills and strengthen resilience.

2. **Amount of Agreement and hourly or session cost:** 4 counselors at up to 28 hours per week, total at \$112.75/hr. Total amount: \$13,000

3. **Funding Source and account number:** 25316425-56694 -0066 (SIG Carryover)

4. **Approximate number of staff served through this program or service:** Services provided directly to students

5. **Approximate number of students served through this program or service:** 280

6. **Continuation/renewal or new Agreement?**

Answer all questions:

- a. If continuation/renewal, has the cost increased? If yes, by how much? Renewal, no increase in cost
- b. What would an alternative contractor cost: there are no alternative contractors for this service locally that offer trauma-informed services using this model in schools. Wilbur Cross's agreement in 2022 cites bids starting at \$150,000. A bid from Lifespan

Collaborative Services is the same cost as ALIVE, but does not provide the same support within classes, such as our Freshman Seminar program.

- c. If this is a continuation, when was the last time alternative quotes were requested? This is a continuation of our agreement with the Foundation for the Arts and Trauma, Inc. Quotes provided above in 6b. are from 2022 and 2023.
- d. For new or continuation: is this a service existing staff could provide. If no, why not? ALIVE clinicians bring a skill set that our faculty does not have. Though we have school social workers and psychologists in New Haven, they are not trained in the arts-integrated trauma therapy that ALIVE provides.

7. Type of Service:

Answer all questions:

- a. Professional Development? No
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not?
- b. After School or Extended Hours Program? No
- c. School Readiness or Head Start Programs? No
- d. Other: (Please describe) Clinicians will meet with students during school hours

8. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? Two of the three members of the leadership team are women.
- b. Is the Contractor Local? Yes
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? Yes, local
- d. Is the Contractor a public corporation?
- e. Is this a renewal/continuation Agreement or a new service? Renewal.
- f. If it is a renewal/continuation has cost increased? If yes, by how much? No cost increase.
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: The ALIVE program is designed to help students cope with trauma and stress, both significant factors in attendance and behavior. This program is aligned with the NHPS Code of Conduct restorative practices.

9. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: Each clinician at the Post Traumatic Stress Center undergoes rigorous training in principles and techniques of Trauma Centered Psychotherapy. This approach uses active trauma inquiry to quickly address the ways in which one's trauma is interfering with their present well-being. Clinicians are trained in EMDR and the Counting Method, rapid methods of desensitization.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? ALIVE has had successful partnerships with NHPS for many years.

- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? ALIVE was selected because of a history of success with NHPS, including at HSC.
- d. Who were the members of the selection committee that scored bid applications? Cari Strand (Building Leader), Michelle Cabaldon (Co-Building Leader)
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department.

10. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?

ALIVE collects data to assess student need and the program's impact. The work of this contractor through the ALIVE program has contributed to a nincrease in students completing 10th grade social justice symposium and 12th grade Senior Capstone projects by over 50%, and increase in student magnet applications by 25% at HSC.

- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness.
- c. How is this service aligned to the District Continuous Improvement Plan?
The 2020-2024 NHPS Strategic Plan lists Development of the Whole Child (Goal 3) and as a priority area. We have also made social-emotional learning central to our programming in response to ongoing student needs. All of these are aligned with the work of the contractor.

11. Why do you believe this Agreement is fiscally sound? To be able to get the core product of a strategic and meaningful intervention program and do so in a way that will support student development of crucial 21st Century Skills and social-emotional skills at this cost is fiscally sound.

12. What are the implications of not approving this Agreement? If not approved, students will not get consistent mental health services. They will be less prepared for academic learning and self-management, and they will be less prepared to serve as social-emotional role models for their peers.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Foundation for the Arts and Trauma, Inc

FOR DEPARTMENT/PROGRAM:

High School in the Community

This Agreement entered into on the 21 day of August 2023, effective (*no sooner than the day after Board of Education Approval*), the 31st day of August, 2023, by and between the New Haven Board of Education (herein referred to as the "Board" and, Foundation for the Arts and Trauma, Inc. located at, 19 Edwards St., New Haven, CT 06511 (herein referred to as the "Contractor").

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 112.75 per hour, from 31 August 2023 to 1 December 2023 (16 weeks), not to exceed \$13,000.

The maximum amount the contractor shall be paid under this agreement: thirteen thousand dollars (\$ 13,000). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by School Improvement Grant (SIG) C/O Program of the New Haven Board of Education, **Account Number:** 25316425-56694 **Location Code:** 0066 (carryover)

This agreement shall remain in effect from 31 August 2023 to December 1, 2023.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

The ALIVE Program will provide preventive trauma-informed counseling services to individual students referred by administration or teaching staff to address toxic stress experienced by students that is interfering with their academic, social and emotional capabilities. In addition, ALIVE will conduct a seminar for 9th graders focusing on transitioning to high school, and helping them identify stressors interfering with their performance and providing a safe forum for them to learn coping skills and strengthen resilience.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education ***prior to service start date***. Contactors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

July 14, 2023

David R Johnson, CEO

President
New Haven Board of Education

Date

Revised: 8/2021



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. § 10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

[EIN: 51-0189834]

Proposal

Trauma-Informed, Preventive Stress Reduction Program To Improve Student Behavior and Academic Performance

July 11, 2023

Description

To implement the ALIVE Program in High School in the Community with the purpose to preventively address the toxic stress of students, leading to reductions in the need for disciplinary measures, and improvements in measures of academic performance. *ALIVE's vision is to create schools that support open conversations about the truth in our students' lives, and thereby liberate their energies and spirits for the important work of learning.* THIS REQUEST TAKES INTO ACCOUNT THE SPECIAL CIRCUMSTANCES OF THE PANDEMIC AND REMOTE LEARNING.

Budget

Staff salaries: Two counselors at up to 28 hours per week total at \$112.75 per hour, not to exceed \$13,000.

Timeframe: September 1, 2023 through December 1, 2023

Services

- Provide individual trauma-informed counseling to students as needed and referred by teaching and social support staff, to include de-escalation, improved coping skills, improved socioemotional learning, improve academic readiness, and positive attitudes toward learning and the school community.
- Provide support to teaching staff through inservice education regarding stress and trauma as impacted by the pandemic and remote learning platforms; individual teacher support as needed.

Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

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Description

To implement the ALIVE Program in High School in the Community with the purpose to preventively address the toxic stress of students, leading to reductions in the need for disciplinary measures, and improvements in measures of academic performance. *ALIVE's vision is to create schools that support open conversations about the truth in our students' lives, and thereby liberate their energies and spirits for the important work of learning.* THIS REQUEST TAKES INTO ACCOUNT THE SPECIAL CIRCUMSTANCES OF THE PANDEMIC AND REMOTE LEARNING.

Budget

Staff salaries: Two counselors at up to 32 hours per week total at \$112.75 per hour, not to exceed \$67,000.

Timeframe: December 1, 2023 through June 30, 2024

Services

- Provide individual trauma-informed counseling to students as needed and referred by teaching and social support staff, to include de-escalation, improved coping skills, improved socioemotional learning, improve academic readiness, and positive attitudes toward learning and the school community.
- Provide support to teaching staff through inservice education regarding stress and trauma as impacted by the pandemic and remote learning platforms; individual teacher support as needed.

Rationale

I. Toxic stress reduces students' capacities to concentrate on academic tasks.

In the past two decades, advances in neuroscience research have exploded, giving us a much better conception of the role of various parts of the brain and the impact of disease and stress on the brain's functioning (Ward, 2004). Functions such as working memory, attention, concentration, cognitive flexibility, and inhibition are all utilized in the process of learning (Nelson, deHaan, & Thomas, 2006; Best, Miller & Naglieri, 2011). Executive functioning currently stands as one of the key factors in predicting academic and behavioral performance for elementary and middle school children, particularly in mathematics and reading achievement (Best, Miller, & Naglieri, 2011). Of particular importance are studies demonstrating the powerful negative impact of stressful life events on the developing brains of children (Beers & DeBellis, 2002; Cook et al., 2005; DeBellis et al., 2002; , Shin, Rauch, & Pitman, 2006). Traumatic stress interferes with the brain's capacity to attend to, process and transform, analyse, and communicate information. Poor academic performance may be mistakenly attributed to a lack of motivation or psychiatric illness instead of toxic stress. Programs that specifically target toxic stress have shown that they can improve executive functioning and academic performance (Sajani et al, 2014; Goldstein & Winner, 2010). Successful programs have used methods derived from trauma treatment (Johnson & Lubin, 2015), mindfulness meditation (Flook et al., 2010), yoga (Khalsa et al., 2012), and the arts (Goldstein & Winner, 2010).

Learning how to cope with adversity is an important part of healthy child development. When we are threatened, our bodies activate a variety of physiological responses, including increases in heart rate, blood pressure, and stress hormones such as cortisol. When a young child is protected by supportive relationships with adults, he learns to cope with everyday challenges and his stress response system returns to baseline. Tolerable stress occurs when more serious difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury, are buffered by caring adults who help the child adapt, which mitigates the potentially damaging effects of abnormal levels of stress hormones. When strong, frequent, or prolonged adverse experiences such as extreme poverty or repeated abuse are experienced without adult support, stress becomes toxic, as excessive cortisol disrupts developing brain circuits.

The consensus among scientists is stated well by the Harvard University Center for the Developing Child (2015): *"The basic principles of neuroscience indicate that providing supportive and positive conditions for early childhood development is more effective and less costly than attempting to address the consequences of early adversity later. Policies and programs that identify and support children and families who are most at risk for experiencing toxic stress as early as possible will reduce or avoid the need for more costly and less effective remediation and support programs down the road. From pregnancy through early childhood, all of the environments in which children live and learn, and the quality of their relationships with adults and caregivers, have a significant impact on their cognitive, emotional, and social development. A wide range of policies, including those directed toward early care and education, child protective services, adult mental health, family economic supports, and many other areas, can promote the safe, supportive environments and stable, caring relationships that children need."*

Beers, S. R., & De Bellis, M. D. (2002). Neuropsychological function in children with maltreatment-related posttraumatic stress disorder. *American Journal of Psychiatry*, 159(3), 483-486.

- Best, J. R., Miller, P. H., & Naglieri, J. A. (2011). Relations between Executive Function and Academic Achievement from Ages 5 to 17 in a Large, Representative National Sample. *Learning and Individual Differences, 21*(4), 327–336.
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., & Van der Kolk, B. (2005). Complex trauma. *Psychiatric annals, 35*(5), 390-398.
- De Bellis, M., Keshavan, M.S., Shifflet, H., Iyengar, S., Beers, S. (2002). Brain structures in pediatric maltreatment-related posttraumatic stress disorder: A sociodemographically matched study. *Biological Psychiatry, 52*(11), 1066-1078.
- Flook, L, Smalley, SL, Kitil, MJ, Galla, BM, Kaiser-Greenland, S, Locke, J & Kasari, C. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology, 26*, 70-95.
- Goldstein, T.R., & Winner, E. (2010-2011). Engagement in role play, pretense and acting classes predict advanced theory of mind skill in middle childhood. *Imagination, Cognition, and Personality, 30*, 249-258.
- Johnson, D., & Lubin, H. (2015). *Principles and techniques of trauma-centered psychotherapy*. Washington DC: American Psychiatric Publishing.
- Khalsa, SB, Hickey-Schultz, L, Coehn, DK, Steiner, N, & Cope, S. (2012). Evaluation of the mental health benefits of yoga in a secondary school: A preliminary randomized controlled trial. *Journal of Behavioral Health Services and Research, 39*, 80-90.
- Nelson, C.A., de Haan, M., & Thomas, K. (2006). *Neuroscience of cognitive development: The role of experience and the developing brain*. Hoboken, NJ: John Wiley and Sons.
- Sajnani, N., Jewers-Dailley, K., Brillante, A., Puglisi, J., & Johnson, D. (2014). Animating learning by integrating and validating experience. In N. Sajnani & D. Johnson (Eds.), *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*, (pp. 206-242). Springfield, IL: Charles C Thomas Publishers.
- Shin, L.M., Rauch, S.L., & Pitman, R.K. (2006). Amygdala, medial prefrontal cortex and hippocampal function in PTSD. *Annals of the New York Academy of Sciences, 1071*, 67-79.
- Shonkoff, J. (2015). The lifelong effects of early childhood adversity, toxic stress. *Pediatrics, 129*, 232-246.
- Ward, A. (2004). *Attention: A neuroscientific approach*. Hove, New York: Psychology Press, Taylor and Francis.

II: Intervening preventively, that is, prior to the expression of symptoms and behaviors, is essential.

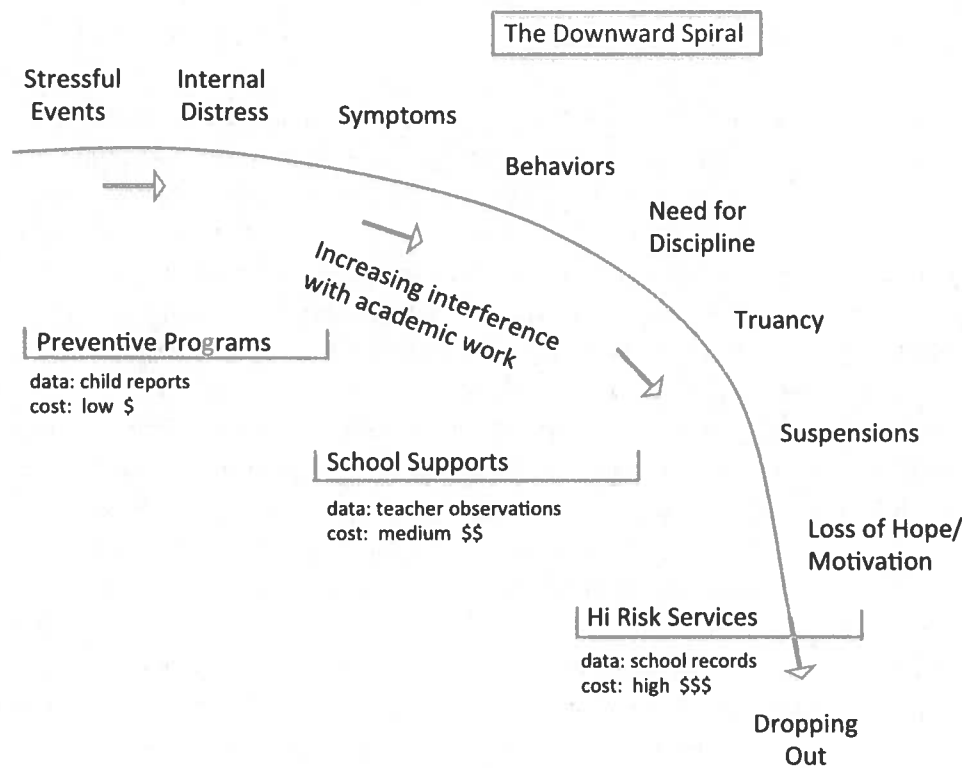
Our nation’s current policy is to wait until highly stressed young children cannot hold on any longer and break down into symptoms of anxiety and depression, and disruptive behaviors in the classroom, and ***only then*** to provide expensive support services and treatments. ***ALIVE*** aims to reach these highly stressed students ***before*** they need to break down. This is accomplished

through methods of early identification, in which every child is asked how they are doing, on a regular basis.

The following Figure illustrates these relationships. Intervening at all stages is critical, however, once the child has moved into later stages of dysfunction, the effort required to halt the downward trend increases exponentially.

Currently our teachers, principals, and social workers are spending much of their time attending to the many students who are disruptive during the school day. They are not however attending to those students who are going to be disruptive *tomorrow*. The result is an unending cascade of upset students. By interrupting this pipeline, ALIVE can lower office referrals and therefore free up teachers and administrators time to attend to their actual duties.

FIGURE 1

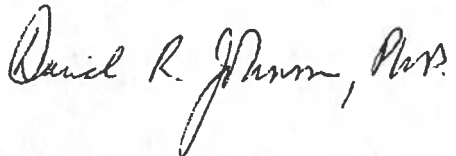


III. Annual cost per child must be kept low in order to achieve sustainability of the intervention.

Too often school districts fund excellent programs for a small number of students, who are provided expert and intensive services costing from \$3,000 to even \$10,000 per student per year. Most times these students do well, and a call is made to “scale up” the program to a larger group. But school districts cannot sustain interventions that cost this much for the number of students who need the help. We estimate that nearly 40% of New Haven’s 21,000 students are

not meeting their academic goals, in part due to toxic stress. Therefore, sustainable programs MUST cost less than \$500 per student per year, and utilize natural resources within the school district, rely less on experts, and provide less intense services. Thus preventive programming, which costs less and serves more students, is preferable. ALIVE for example costs \$190 per student per year.

Submitted by:

A handwritten signature in black ink that reads "David R. Johnson, Ph.D." The signature is written in a cursive style with a large, looped initial 'D'.

David R. Johnson, Ph.D.
CEO, Foundation for the Arts and Trauma Inc



Lifespan Collaborative Services
1 Bradley Road
Suite 304
Woodbridge, CT 06525
Ph: 203-463-4555
Fax: 203-517-0058
EIN: 47-3649806

Proposal

Trauma-Informed Wellness Program for Student Success (Working to Empower Lives)

Date: 6/1/2023

Description

To WEL program's mission is to implement a cognitive behavioral focused intervention program at High School in the Community that prioritizes skill development for success through mindfulness practice to challenge automatic negative thinking patterns developed from exposure to adverse events that affect students' academic performance and behaviors.

Budget

Staff salaries: Counseling staff for 32 hours/week at \$112.75/hr
Timeframe: September 2023-June 2024

Services

The program is a module-based curriculum offered throughout the academic year to include stress reduction, emotional regulation, positive thinking and study skills for students and workshops for staff via cognitive behavioral interventions.

- Provide individual and/or group-based trauma informed support to students via student self-referral or referrals from parents, teachers, administrators or staff.
- Provide educational support to teachers, staff and administrators throughout the academic year to include psychosocial development in youth, trauma and how it manifests in youth, social emotional support mechanisms for students, avoiding burn out and strategies for classroom management in the high school population.
- Engage students by soliciting information about needs, interests and feedback for enhancement and sustainability of the program.
- Engage staff, teachers and administrators on goals and suggestions for sustainability of the program.

Rationale

Adverse childhood events continue to require a comprehensive and sensitive approach to support student healing, recovery, improve behaviors and academic performance.



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Edith Johnson, Principal
Date: 9/6/2022 (Finance and Operations Meeting Presentation)
Re: Agreement between Foundation for the Arts and Trauma, Inc and NH BOE for Wraparound services to Wilbur Cross Students.

Please answer all questions and attach any required documentation as indicated below. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Foundation for the Arts and Trauma Inc
2. **Description of Service:** Clinicians will facilitate stress reduction sessions with students; support the referrals from academy based child study teams, facilitate issue specific groups that respond to the needs of students, support program affiliated personnel for extended homeroom groups, consult with existing social workers and social work interns on specific cases. The Miss Kendra Program / ALIVE Team will also facilitate professional development sessions that speak to the impact of trauma on learning, trauma sensitive classrooms, and other responsive PD.
3. **Amount of Agreement and hourly or session cost:** \$85,000, at \$112.75 per hour SY22-23 weeks. Total billable hours not to exceed 754 hours for a contract total not to exceed \$85,000.
4. **Funding Source and account number:** 2553-900-6399-56694-0061 (ARP ESSER III Carryover)
5. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. **If continuation/renewal, has the cost increased? If yes, by how much?** There is not a per hour increase cost and the per hour cost has not increased from recent years. There is an increase to the total contract because last year the contract began in December, and this year, we will begin services at the start of the school year. The increase in cost reflects an increase in hours. This partnership has been in place for several years beginning in 2014. Breaks in this partnership were related to loss of funding sources and grants that were in place to support the social emotional wellness of students and establishment of the smaller learning communities at Wilbur Cross High School.
 - b. **What would an alternative contractor cost:** The Miss Kendra Program is a sole source local provider and in an exploration of a partnership with some similar tenets of this

program, we received quotes for 150k on the low end of what could be offered based on what was needed. The strength of this program is that it responds to the needs of the school as they arise.

- c. **If this is a continuation, when was the last time alternative quotes were requested?** The school team at Wilbur Cross explored other partnerships during the Spring of 2021 when we were drafting the ESSER planning.
- d. **For new or continuation: is this a service existing staff could provide. If no, why not?** Existing staff does not have the capacity to provide the direct services to students that engaging this contractor would allow. They also do not have the specific trauma training that allows this service partnership to be so effective with students. This contract allows us to continue the school year more ready to respond to the mental health needs of students. While Wilbur Cross does have BOE social workers and school counselors to provide support to students, their focus is on those with IEPs, 504s, etc. There are not enough hours in the school day to respond to the needs of additional students beyond their assigned caseloads. The Miss Kendra partnership not only increases our capacity to respond to students, but also offers a strategy to uplift the current social emotional teams as the clinicians in the Ms. Kendra Program will be available to consult on specific cases as needed. Having the program in place at Wilbur Cross, improves student outcomes including attendance, rapid responsiveness to students in need for ongoing counseling, establishes a range of groups to respond to needs of struggling students, and increases student engagement in the classroom. The Miss Kendra Program will support students as we enter a school year where we know our students are still feeling the impact of the pandemic and school closures. Our students are still processing overwhelming levels of loss, anxiety, and added burdens of interruptions to family support systems including job loss, family loss, housing and food insecurity, etc. The needs of students, families, and the entire community remain significant, and this contract will allow us to support students and the entire school community.

6. Type of Service:

Answer all questions:

- a. **Professional Development?** This is not a professional development program. This is a service that provides direct services to students. Any professional development that comes from this partnership will be in response to what is arising during the school year as related specifically to trauma related impact on student learning.
 - i. **If this is a professional development program, can the service be provided by existing staff? If no, why not?** This cannot be provided by existing staff. Existing staff does not have the training or the time to respond to student needs in the systematic way this partnership provides.
- b. **After School or Extended Hours Program?** This is not an after school nor extended hours program.
- c. **School Readiness or Head Start Programs?** This is not a School Readiness nor a Head Start Program.
- d. **Other: (Please describe)** This is a contract to provide direct services for students that are robust, responsive, and targeted.