



Clifford Beers Community Care Center

Clifford Beers Community Health Partners



New Haven Public Schools

Excellence in Education

Application to the USDOE Full-Service Community Schools Program

Grand Avenue Learning Corridor Partnership

August 8, 2023



United Way
of Greater New Haven



Contact:

Melanie Rossacci, Executive Director
Clifford Beers Community Care Center



Full-Service Community Schools Program (FSCS)

Grand Avenue Learning Corridor Partnership

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1. Need for Project (up to 10 points)

The Grand Avenue Learning Corridor Partnership (GLCP) requests funding to implement the Full-Service Community Schools model in the New Haven Public Schools District, an urban school district located in the City of New Haven, New Haven County, Connecticut. This project proposes to serve a total of 1,134 students in grades Pre-Kindergarten through eight at Fair Haven School and the Family Academy of Multilingual Exploration (FAME). Both schools are located on Grand Avenue, the main commercial street within the city's high-needs Fair Haven neighborhood. In addition, both receive Title I funding and therefore are eligible for a schoolwide program under section 1114(b) of the ESEA. As such, this project meets the requirement for Absolute Priority 1 – Title IA Schoolwide Program Eligibility and Absolute Priority 3 – Capacity Building and Development Grants. Together, these Full Service Community Schools establish the Grand Avenue Learning Corridor via a comprehensive strategy to address key student, family, and community needs.

The GLCP is a consortium of organizations that provide programs and support services to the target population of children, youth, and families within the City of New Haven and its Fair Haven neighborhood and are committed to collaborating with community schools to meet the needs of students, families, and their communities. The Partnership is composed of: 1) New Haven Public Schools (NHPS), Connecticut's second largest school district and a local education agency in New Haven, Connecticut; 2) Clifford W. Beers Guidance Clinic (Clifford Beers), also known as Clifford Beers Community Care Center, a provider of a broad range of integrated services addressing mental, physical, and social determinants of health.; and 3) fourteen additional organizations that serve students and families at Fair Haven School, FAME, and/or the broader Fair Haven community, which provide a wide array of services, including health care, recreational, educational, and literacy programs, immigration and refugee services, case

management services, and violence prevention services. As outlined in the Partnership's Memorandum of Understanding, Clifford Beers serves as the project applicant, as well as the backbone organization for implementation. Within the context of this application, references to the GLCP reflect the shared vision, resources, and commitments of the consortium partners.

Demographics: The City of New Haven is home to 130,381 residents. About 32% are African-American, 31% are Hispanic, 29% are White, and 8% identify as Other. Over 25% of residents live below the Federal poverty line. The average household income of [REDACTED] is 45% lower than the state of Connecticut's average of [REDACTED] and a 51% of households are cost-burdened. City residents also have some of the state's lowest rates of educational attainment, as only 35% of residents ages 25+ have a bachelor's degree or higher. (U. S. Census Bureau, 2020).

The city's Fair Haven neighborhood has 16,271 residents: 31% of residents are under the age of 18, in contrast with 23% in New Haven as a whole and 21% in Connecticut overall. In Fair Haven 33% of families live below the Federal poverty line and 59% are low-income. In addition, 43% of children live below the poverty line and 71% of children live in low-income families. The neighborhood has a low homeownership rate of 20% and 63% of households are cost-burdened (2020 DataHaven Neighborhood Profiles: Fair Haven). Historically Fair Haven long been a destination for immigrants since the late 18th century, welcoming waves of Italian, Jewish, Polish and now Latin American immigrants. It is now home to immigrants from at least 18 countries and territories, with Puerto Ricans, Ecuadorians, and Mexicans comprising the largest shares. About 64% of residents are Hispanic, 20% are African-American, 15% are White, and 1% identify as Other (2020 DataHaven Neighborhood Profiles: Fair Haven). While residents speak at least a dozen languages, Spanish and English dominate.

Grand Avenue is the Fair Haven neighborhood’s commercial corridor, extending east to west for 2.2 miles. The avenue contains close to 100 businesses and organizations, including Fair Haven School, FAME, the Fair Haven Community Health Center, the Fair Haven Branch of the New Haven Free Public Library, a post office, grocery and retail stores, community gardens, barber shops, laundromats, churches, social service agencies, apartments, senior housing, bakeries, and restaurants that reflect the neighborhood’s ethnic communities. While Grand Avenue has significant assets, they are not well coordinated, and anecdotal evidence indicate low levels of knowledge of community resources, opportunities, and support services.

Most Fair Haven children and youth attend NHPS. Demographics of the GLCP schools reflect the neighborhood’s demographics; most students are Hispanic. There is a large population of English Language Learners (ELLs). The GLCP schools face particularly high levels of need in a distressed city, as detailed in Table 1.

Table 1: School Demographics, 2021-22 School Year H=Hispanic, AA=African American, W=White, O=Other, FRL=Free and Reduced Lunch, ELL=English Language Learners							
Site	Enrolled	H	AA	W	O	FRL	ELL
NHPS (District)	19,150	48%	35.2%	11%	5.8%	67.2%	19.4%
Fair Haven	682	84.7%	6.7%	3.9%	4.6%	73.5%	56.7%
FAME	452	94.5%	2.3%	2.3%	0.9%	72.2%	53.7%

Using household eligibility for free or reduced-price lunch meals as a proxy, 67.2% of NHPS students are very low income, compared with a statewide average of 42.7%. The rates of students eligible for free and reduced lunch at GLCP schools (73.5% and 72.2%) exceed the district’s already-high levels (67.2%). Over half of students at both schools are English Language learners,

which places a significant strain on students, families, school staff and classroom environments.

In addition, NHPS serves a significant portion of the state's population of homeless children.

During the 2021-2022 school year, the State Department of Education estimates that 2,922 homeless children were enrolled in Connecticut's public schools. NHPS served 19% of the state's total (555).

Academic Indicators: The state's annual Smarter Balanced Assessment System (SBAC) measures academic growth in math and literacy annually between grades 3 and 8. As shown in Table 2 below, 23% of NHPS students are proficient in literacy and 12% in math. Literacy proficiency rates at both schools are just over 10% and math proficiency rates are in the single digits, placing Fair Haven School and FAME in the bottom 25% of all schools in Connecticut.

Table 2: Academic Indicators of Need, 2021-22 School Year				
Site	Truant	Chronically Absent	SBAC Literacy Proficient	SBAC Math Proficient
NHPS (District)	59.5%	58.1%	23.6%	11.5%
Fair Haven	61%	38.1%	13%	4.4%
FAME	39.2%	38.4%	10.7%	1.7%

GLCP schools also experience high rates of truancy and chronic absenteeism. At Fair Haven School, the percentage of students chronically absent more than doubled during the pandemic.

A significant percentage of New Haven children are also poised to be first generation college students. According to Census data, 8.7% of New Haven residents ages 25+ lack a high school diploma, and another 19.5% completed high school without attaining an associate's or higher degree (2020 American Community Survey 5-year estimates, U.S. Census Bureau). Six years after graduating high school, moreover, only 48% of Greater New Haven public school

students have a college degree (DataHaven Community Wellbeing Survey, 2019). As part of this proposal, GLCP will provide support to students and families to increase awareness of postsecondary opportunities and pathways.

Health factors: Children from New Haven's low-income families such as Fair Haven face significant disparities in health outcomes. Data collected in 2019 before the COVID-19 pandemic shows that residents of the city's most marginalized neighborhoods, such as Fair Haven, are less likely to report being in good health, with just 42 percent of adults who earn less than [REDACTED] per year reporting that they are in "excellent" or "very good" health (DataHaven Community Wellbeing Survey, 2019). The life expectancy of a Fair Haven resident is 78.2 years compared to 85.8 years for residents in the city's wealthier Westville neighborhood. Fair Haven residents also shoulder a higher burden of chronic illnesses and childhood asthma, have higher rates of infant mortality, and report higher rates of anxiety and depression than residents of the city's wealthier neighborhoods and have lower rates of health insurance coverage and preventive care. 2 in 10 residents report postponing potentially necessary medical care, which contributes to higher emergency department utilization. While updated data is not yet available, these metrics are all likely exacerbated by impacts of the COVID-19 pandemic.

These economic, academic, health, and school climate disadvantages, along with other adversities, affect children's well-being and life opportunities. They are more likely to suffer social and emotional challenges, demonstrate learning difficulties, and experience higher rates of asthma, violence, and obesity-related diseases. Fair Haven youth also struggle with mental health issues to a degree that is beyond the capacity of traditional mental health services in schools to address. Fair Haven students have high levels of absenteeism, low levels of proficiency in reading and math, especially for English Language Learners, and are less likely to achieve

college and career readiness targets at high school graduation. This population needs access to and engagement in expanded learning opportunities, physical and mental health services, and family engagement activities to strengthen their capacity for success.

There is a lack of coordinated supports and services among service providers in Fair Haven. They do not meet regularly to collaborate to develop effective strategies for addressing student, staff, and family needs. There is also a lack of in-school and out-of-school time programming and strategies, and a lack of supports for children's grade-to-grade transitions. Michael Soares, Fair Haven School's Student and Staff Support Team (SSST) Chairperson and ESL Teacher, and the school's New Haven Federation of Teachers steward and Executive Board member, wrote in an email: "During my 16 years serving as a teacher in the Fair Haven community, I have witnessed an undeniable need to increase student, family, and community member participation in collectively strengthening the Fair Haven community."

The extent to which the proposed project will provide support, resources, and services

The GLCP will leverage the expertise of community agencies to provide youth and families with access to programs, activities, and supports to address their needs. Service pathways will ensure greater utilization of wraparound services, have a positive impact on the lives of youth and families, facilitate community healing and violence prevention, close gaps in educational opportunities, and improve academic outcomes. The GLCP is comprised of a broad range of organizations that provide key supports, resources, and services for Fair Haven and FAME students and families, as well as the Fair Haven community. As detailed in the Project Design and attached Memorandum of Understanding, these efforts will be accelerated via strategic service expansion and improved partner coordination and communication.

Support, Resources, and Services Provided by the GLCP

Applicant and Implementation Lead: Clifford Beers Community Care Center: Founded in 1913, Clifford Beers is a nationally recognized provider of trauma-informed mental health care and one of the largest providers of child, adolescent, and young adult mental health care in New Haven County. Through a 2021 merger with the Farnam Neighborhood House, New Haven's oldest youth development organization, Clifford Beers expanded its scope to provide a continuum of enrichment and support programs that nurture and educate young children, promote positive youth development, and strengthen families and communities. Farnam Neighborhood House is in the heart of the Fair Haven neighborhood, a few blocks from FAME, making it an ideal facilitator of out-of-school programming for the GLCP.

Together, Clifford Beers and its program Farnam Neighborhood House are a safety net for children and families throughout the Greater New Haven area who cannot afford or gain access to private mental health care and out-of-school enrichment activities. The agency's whole-family, trauma-informed, integrated model of care is designed to reduce chronic stress, build healthy and supportive connections, enhance school readiness, and improves health, wellness, and quality of life. We identify the root causes of a child's challenges to address the whole family's underlying needs, rather than simply correcting behavior.

Clifford Beers treats children within the context of their families, creating access to services within their communities, and establishes "systems of care" that encompass children, their families, and community systems, providing evidence-based, trauma-focused, culturally affirming mental health care and linkages to educational, medical, social and basic needs resources. It accomplishes this through a model of care that: (1) addresses Adverse Childhood Experiences (ACEs) across all services; (2) delivers care to the whole family; and (3) integrates mental health services with primary care to best serve the comprehensive needs of families.

Our work with families has led us to the conclusion that the root causes of poor health and quality of life include many social, educational, and economic factors, and Clifford Beers works to address social determinants of health (SDOH) in its social services framework. To help address SDOH, Clifford Beers developed a Basic Needs Screener that is offered to all clients receiving ongoing services to address basic need support that some families require. This has revealed high levels of need for basic supports such as housing, groceries, furnishings, and clothing; and these needs were exacerbated by COVID-19.

Research on the long-term impact of trauma and toxic stress has identified the importance of limiting youth's exposure to traumatic events and experiences (Ataullahjan et. al., 2020; Bethell et. al., 2014). Under stressful conditions, supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.

Clifford Beers leads the New Haven Collaborative for Wraparound Connecticut (WrapCT), the state agency for Care Coordination. The Care Coordination process is defined by the Wraparound Milwaukee model, a holistic approach that puts the child and family at the center, surrounding them with a team of friends, family members, providers, and members of the community to provide support and help them achieve their goals. Family stipends are used to support the individualized needs of families and enable family stabilization. Clifford Beers is the lead agency for Care Coordination in Greater New Haven and maintains a staff of full-time Care Coordinators, some of whom work with families from specific schools via school district contracts; others work in the community.

Clifford Beers' holistic approach led naturally to collaboration with schools and especially with the NHPS. Following the 2012 Sandy Hook shooting in Newtown, Connecticut, Clifford Beers served as the lead clinical response partner and provided embedded trauma

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clinicians to support students, families, and staff. Based on this work, in 2014 Clifford Beers led creation of a city-wide plan to address New Haven children's chronic exposure to trauma, known as the New Haven Trauma Coalition (NHTC). This program delivers trauma screening, clinical intervention, care coordination, and enrichment activities in 17 New Haven Public Schools, including Fair Haven School. In addition, Clifford Beers accepts clinical and care coordination referrals from all New Haven Public Schools.

In 2019, Clifford Beers was awarded a seven year (2020-2026) [REDACTED] grant from the federal Centers of Medicare and Medicaid Services to develop an Integrated Care for Kids (InCK) Model in New Haven, a child-centered local service delivery model aimed at improving the quality of care for 28,000 children covered by Medicaid and the Children's Health Insurance Program (CHIP). This system of care connects community-based services with the NHPS, primary and pediatric care medical practices, and other child-serving partners within the New Haven area. The holistic treatment model addresses individual and systemic barriers to treatment, utilizing a health equity lens and focus on social determinants of health.

When the NHPS operated remotely during portions of the 2019-20 and 2020-21 school years due to the COVID-19 pandemic, Clifford Beers convened community partners to respond to children's need for community, safety, and distance learning support via the New Haven Learning Hubs Collective. This effort brought together youth development organizations, churches, and community organizations to provide safe spaces for children and youth to go before, during, and after the school day. Hubs provided supervised distance learning with internet access, social support, and enrichment at no cost for nearly 500 children during the remote learning period. Clifford Beers served as the Collective's administrative coordinator, common application manager, and fiscal agent, and raised nearly [REDACTED] for this program.

Last year, Clifford Beers was also awarded a three year (2022-2025) [REDACTED] grant from the United States Department of Justice (DOJ)'s "STOP School Violence" program to further expand its work with the NHPS by developing School Threat Assessment Teams in collaboration with the New Haven Police Department, Connecticut Juvenile Probation, and community-based violence prevention groups. This program is developing and implementing interdisciplinary school-based teams that identify at-risk students and link them to appropriate services and supports – an approach to be integrated into GLCP schools.

Clifford Beers' Farnam Neighborhood House serves as a "home away from home" for thousands of children throughout the Greater New Haven area, and especially those in Fair Haven. It operates a full-day preschool for children ages 2.8 through 5 years, a multi-purpose community center with activities for children and families, a diaper bank, food distribution, and a 72-acre outdoor recreational facility located in Durham, CT. These programs and services complete the cycle of home, school, and community for young people. Farnam's continuum of support and enrichment programs provide physical and psychological safety, structure, supportive relationships with peers and caring adults, opportunities to belong, positive social norms, and opportunities for life skills and leadership development. The Director of Programs for Farnam Neighborhood House, Marcquis Knox, will oversee and coordinate all out-of-school programming at GLCP schools.

Other services and supports offered by Clifford Beers include live triage and referral; mobile crisis services; a Community Healing Support Team to provide rapid responses to community-wide traumatic incidents; advocacy for crime victims; psychiatric services and medication management; support to families recovering from violence or sexual abuse; fatherhood engagement services and community consultation; an integrated care clinic for

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children with autism and intellectual disabilities; and a clinic focused on the needs of Hispanic families. All services are provided in both English and Spanish, as well as via telehealth.

Full Service Community Schools Grants funding would strengthen our longstanding partnership with the NHPS and a wide range of service providers. As lead partner, Clifford Beers brings unparalleled experience leading community-wide collaborations and managing substantial grant programs. CB currently manages three multimillion-dollar, multi-year, multi-partner federal grants; in addition to those with the Centers of Medicare and Medicaid Services and US Department of Justice, in 2021 we were awarded a five year (2021-2026) [REDACTED] grant from the Substance Abuse and Mental Health Services Administration to integrate anti-racist practices into mental healthcare delivery throughout Connecticut. Each initiative is guided by a group of core partners and additional community stakeholders, which meets regularly to provide oversight and guidance and ensure consistent communication among all parties. We anticipate similar business processes and protocols, if awarded, for this Full-Service Community Schools grant.

The GLCP builds upon decades of collaboration with the NHPS and other community partners. The project will be managed by Tirzah Kemp, Clifford Beers' Vice President of Community Support Services and Engagement. In addition, Clifford Beers' Director of Programs for Farnam Neighborhood House will oversee out-of-school programming within GLCP schools. At each school, CB will employ a full-time Certified Care Coordinator to implement the WrapCT model and a full-time Community School Coordinator who will execute the coordination and alignment of resources to achieve the GLCP's planned outcomes, in partnership with students, families, school staff, and the community.

School District: New Haven Public Schools (NHPS): The NHPS is comprised of 57 schools and programs and employs 1,871 certified FTE staff; this includes Fair Haven School with 71

certified FTE staff and FAME with 37 certified staff. Fair Haven School and FAME were identified by the GLCP because of their high levels of need, historical collaborations with Farnam Neighborhood House, and the presence of significant school and community resources that are not currently well communicated, coordinated, and accessible to students, families, and community members – yet which provide a strong foundation for strengthened programming and productive partnership. The NHPS engagement with the GLCP is led by its Department of Youth, Family, and Community (YFC), as well as the Principals of Fair Haven School and FAME. YFC oversees all NHPS before and after school, vacation, and summer programs. The department also provides a wide range of student and family support services, including the school-based Family Resource Centers; the multi-disciplinary, multi-agency Youth Connect program to support students at risk; drop-out prevention services; outreach to families of students who are chronically absent; programs for students experiencing homelessness; restorative practices training and coaching; and a homework help line. The YFC's Coordinator of After School and Community Partnerships, Christian Tabares, will work directly with the GLCP to achieve its objectives.

The Principals of both Fair Haven School and FAME signed the GLCP Memorandum of Understanding and are committed to enabling its implementation. Fair Haven School is the largest Pre-K through 8th grade school in the city, with many unique programs to meet the diverse and individual needs of its students, including a Head Start Preschool program, Spanish-English Dual Language program for K-6 students, Transitional Bilingual program, two Self-Contained classrooms, and Sheltered Instruction classrooms. Two newcomer centers support recent immigrant students with intensive English language and literacy instruction in a multi-grade classroom, which focuses on the acceleration of academic skills, language acquisition, and

acculturation. The school also has a large performance space for community events and performances, including an annual “Snowball” event to promote a college-going culture with community leaders and the leaders of area colleges and universities.

Fair Haven School also has a school-based Family Resource Center, which facilitates caregiver education and access to community resources. During the 2022-23 school year it provided programming for 184 adult caregivers and 187 students and siblings including classes in parenting and child development, ESL, computer use, nutrition, and sewing classes, CDA certification training, social service referrals, before school and after school care for Preschool and six year olds, and outreach to families of chronically absent students. Fair Haven School also has a School-Based Health Center operated by Fair Haven Community Health Center and Clifford Beers, which provides medical, dental, and behavioral health services. During the 2022-23 school year, it saw 1,953 medical and dental visits and 327 behavioral health visits. Many visits are non-billable due to students’ lack of or ineligibility for insurance.

The Family Academy of Multilingual Exploration (FAME) is located four blocks from Fair Haven School on Grand Avenue. It has a fully dual Spanish-English curriculum from Pre-K through 8th grade, which develops students' proficiency in both languages. FAME has pre-existing partnerships with other members of the GLCP and supporting organizations, including Junta for Progressive Action and Clifford Beers. The school nurse is supported by dental services from Fair Haven Community Health Center.

Both schools are governed by School Planning and Management Teams (SPMTs) and supported by Student and Staff Support Teams (SSSTs) and Parent Teams, in alignment with the Comer School Development Process. Guided by the principles of decision-making by consensus, no-fault problem solving, and collaboration, the Comer Process fosters positive school and

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classroom climate, as well as optimal conditions for teaching and learning. The GLCP objectives include strengthening these structures for increased effectiveness.

Lead Partner on Student Literacy Support: New Haven Reads: New Haven Reads provides free one-on-one tutoring, educational family support, and a book bank to empower aspiring readers to master the literacy skills needed to thrive in school and life. They are the lead literacy technical advisor to the New Haven Tutoring Initiative which expands high quality literacy and math enrichment through after school and summer programs. The organization works with many students from Fair Haven School and FAME, and will serve as the lead partner for student literacy support services within the GLCP, and will provide one-on-one after-school literacy tutoring to within GLCP schools. They will focus on students who need intensive help with word decoding skills, as well as immigrant and refugee children who are emerging bilingual students and will also facilitate ongoing book distribution to the GLCP. New Haven Federation of Teachers: NHFT Local 933 represents over 1800 New Haven Public School teachers, school counselors, library media specialists, social workers, school psychologists, and other related school personnel, and helps all school stakeholders to thrive. NHFT will 1) support educators in the implementation of the Full-Service Community Schools model, 2) advocate for policies that promote equitable public schools and quality public education for all New Haven children, and 3) provide GLCP members with professional development on Culturally Responsive Pedagogy, Developmentally Appropriate Instruction, and Restorative Practices. City of New Haven Youth and Recreation and Elderly Services Departments: The city's Department of Youth and Recreation provides a wide variety of prosocial activities that meet youth residents' basic needs and helps build their skills and competencies to thrive and contribute to society. The Elderly Services Department provides case management and referral services to assist residents ages 55+

to maintain independence and remain active. Beginning in 2024, the Youth and Recreation Department will operate Fair Haven's Atwater Center (currently a senior center operated by the Elderly Services Department) as a full-service community center with out-of-school programs for all ages, which is located one block from Fair Haven School. These departments will engage the GLCP to ensure maximum benefit to community members of all ages. New Haven Free Public Library: The Fair Haven Branch of the New Haven Free Public Library is located immediately adjacent to Fair Haven School. The Library will ensure that children and families have access to materials, programs and services that encourage literacy and provide learning experiences for children and their caregivers (story times, hands-on STEM activities, after school art programs, etc.) which build knowledge and promote creativity and development in reading, science, technology, and math. The library also supports local school partners through coordinated class visits and library card sign-up drives to expand access to free materials and services. In the GLCP, the Library will improve student and family access to its programs and facilitate patrons' improved access to other partners' programs and services. Fair Haven Community Health Center (FHCHC): FHCHC is a federally-qualified health center that has been operating in the Fair Haven neighborhood since 1971. The Center provides medical, behavioral health, and/or dental care to over 31,000 mostly low-income, BIPOC and linguistically diverse individuals in the greater New Haven area. FHCHC also staffs and oversees school-based health centers (SBHCs) in 10 schools, including Fair Haven School (medical and dental services) and FAME (dental services). These two SBHCs are open during school hours to provide urgent and primary/preventive care to families in collaboration with school nursing staff and children's community clinicians. Students may also be referred to other nearby services (specialty medical care and behavioral health care) at one of FHCHC's main sites. Their SBHC teams are key

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liaisons with school faculty and staff regarding health promotion and education. FHCHC's school-based health centers are a key attribute of its health equity strategy by providing culturally and linguistically competent care by meeting children "where they are" at no out-of-pocket cost to families. The FHCHC will collaborate with the GLCP to assess student and community health needs, address identified needs, and share relevant SBHC utilization data.

United Way of Greater New Haven: The United Way coordinates the New Haven Tutoring Initiative, launched this year, to expand high quality literacy and math enrichment through after school and summer programs. It also convenes the Greater New Haven Youth Network, which provides training and support services to youth-serving organizations, serves as the backbone of the Greater New Haven Coordinated Access Network (CAN), which connects those experiencing homelessness with appropriate housing and resources; convenes the Greater New Haven Workforce collaborative, which offers workforce training opportunities for parents and young adults; coordinates direct financial assistance programs to families who struggle to meet their basic needs; co-lead the Coordinated Food Assistance Network of food and pantry providers to enhance access to appropriate food; coordinate school vacation food gap distributions; and facilitate an annual Summer Youth Fund which offers grants for community youth agencies, to enhance summer programming options for youth. As part of the GLCP, the United Way will facilitate improved coordination of and communication about these initiatives with students, families, school staff, and partner organizations. Integrated Refugee and Immigrant Services (IRIS): IRIS helps refugees and other displaced people to start new lives and become self-sufficient, contributing members of their new communities. They facilitate placement of IRIS clients who are elementary and middle school students in Fair Haven School's Newcomer Program. The education team at IRIS provides education advocates who assist newly arrived

families through myriad educational difficulties, in-school counseling, in-school volunteer tutors, afterschool programs, and a summer learning program. Through participation in the GLCP, IRIS will enhance its service offerings to refugee families and ensure that the special needs of this population are woven throughout the Partnership's work. Dwight Hall at Yale: A student-led, public service entity at Yale University, Dwight Hall hosts 81 student-led service and advocacy organizations, including reading, math and arts programs, and will provide programming free of charge in GLCP schools. In addition, students in academic-year fellowships (Public School Internship, Urban Fellowship, and Community Response Fellowship programs) will provide 6-10 hours per week of service in support of GLCP schools in the form of capacity building, organizational management, and direct service. Dwight Hall will also connect the GLCP with other resources across Yale University. ARTE Inc.: Based in the Fair Haven neighborhood at the Atwater Center, ARTE Inc. provides enrichment and education for disadvantaged youth, enabling them to encounter themselves through leadership development, mentorship, cultural awareness, and arts exploration. ARTE Inc. will deliver hands-on after-school and weekend activities that provide meaningful learning experiences for disadvantaged youth within GLCP schools and contribute programming and expertise in working with youth to the GLCP. Junta for Progressive Action: Located immediately across the street from Fair Haven School, Junta is a Latine-led multi-service agency that provides culturally responsive, wraparound social services including case management, adult education, and youth leadership development. Junta will provide office hours for families within GLCP schools and work to increase families' access to their services. Catholic Charities of Centro San Jose: Located immediately across the street from FAME, Centro San Jose provides a variety of programs, including a Child Development, Family, and Youth Center that provides a safe, healthy, nurturing environment for children ages 2.8 to 5

years; extracurricular youth programs including career exposure, volunteer opportunities, mentoring, sports, social skills training, and behavioral health counseling; youth tutoring and social skills groups; the ESTEEM Mentoring Program that matches youth with mentors from Yale University to explore college and career choices; an afterschool basketball team; and family support services (employment, financial literacy, basic needs, case management, benefits screening, rental and utility assistance, food pantry, diaper bank, parenting education). They will contribute programming and expertise in working with Fair Haven youth to the GLCP, improve student and family access to their programs, and facilitate client access to other partners' programs and services. City Wide Youth Coalition (CWYC): CWYC convenes community providers serving youth so that they can succeed and lead change through education, leadership development, and community organizing. It will educate both young people and youth-serving adults within GLCP schools through workshops and community events. Connecticut Violence Intervention Program (CTVIP): CTVIP provides street outreach via trained community members who disrupt, prevent, and stop the spread of violence via crisis intervention and proactive relationship-building with the highest-risk individuals (gang and violence involvement) and the institutions that impact their lives. CTVIP has a dedicated Violence Intervention Professional for the Fair Haven neighborhood, who collaborates with the GLCP to mediate conflicts, identify persons in need of support, and identify appropriate referrals from among other GLCP partners' programs and services. Their participation will meet the needs of high-risk individuals in or affiliated with GLCP schools, partner organizations, and the broader neighborhood.

The extent to which the proposed project will close gaps in educational opportunity

To close gaps in educational opportunity for students in GLCP schools, the Partnership will deploy the following strategies.

Early Intervention: Decades of research demonstrate the benefits of attending preschool on children's school readiness, academic achievement, and social and emotional wellness; family economic stability; and overall societal economic growth. Children of color and low-income children face decreased access to these services and the advantages they provide, exacerbating inequality before they enter Kindergarten. Research also shows that preschool programs benefit children from under-resourced families the most (Malik, 2018) and that investments in the education of low-income children yield some of the highest returns in terms of future earnings for its participants (Hendren & Sprung-Keyser, 2020). Research on preschool demonstrates a correlation with improved social skills, cognitive abilities, emotional maturity, and academic performance (Bakken et. al., 2017). Preschool attendance has been linked with an even wider range of long-term benefits, including reduced risk for high blood pressure, drug use, and arrests; higher rates of high school graduation; and increased levels of employment and income as adults. It has been estimated that [REDACTED] invested in high-quality early childhood education can generate between [REDACTED] in overall economic benefit through decreased need for social services and increased employment income (Heckman et. al., 2010).

The Education Trust (2019) underscores that Black and Latino children have disproportionately low access to high-quality, publicly-funded preschool programs that facilitate these benefits, with Latino children facing the lowest levels of access. The preschool period is also an important window for nurturing and solidifying caregiver engagement in their children's education and skills in supporting their children's academic, social, and emotional development. The GLCP will conduct ongoing and intensive outreach and marketing to promote attendance at the Fair Haven Head Start Preschool, FAME School Readiness Preschool, Farnam Neighborhood House Preschool, and Centro San Jose Child Development Center. In addition,

the GLCP will provide a full-day “Early Learning Caregiver University” at least once annually for families enrolled in Early Childhood programs, to develop caregivers’ knowledge and skills, and provide an opportunity for caregivers to share knowledge and stories with each other.

K-12 Academic Interventions: Last school year’s Smarter Balanced Assessment System (SBAC) revealed the lowest-ever rates of literacy and math proficiency among NHPS students, with some of the lowest performance numbers in GLCP schools. New Haven Reads’ role in the GLCP will be to help to reverse this trend by implementing the program’s effective tutoring model. In New Haven Reads’ one-on-one tutoring program during the prior school year, results comparing the fall to spring show that 100% of students improved their literacy scores, over 90% improved their reading comprehension scores, and 75% improved their Reading Levels by one or more grade levels. Among students who received intensive help with word decoding, students were reading 25 more words per minute when comparing the fall to the spring, a 78% increase. New Haven Reads will expand its services to offer dedicated tutoring for GLCP students. In addition to the intensive support provided by New Haven Reads, individualized literacy and math tutoring will be provided by tutors associated with United Way’s New Haven Tutoring Initiative, Dwight Hall student volunteers, as well as tutors affiliated with the New Haven Free Public Library, Catholic Charities of Centro San Jose, and IRIS. The Community School Coordinator will work with school staff to pair students with appropriate tutoring services.

Schools as Community Centers: A significant body of research correlates academic performance with the availability of social, cultural, and community support services, especially for students of color, from low-income families, and for young people whose caregiver(s) did not attend college. Research indicates that quality recreational program offerings have an overall positive impact on youth development (Thompson, 2019). Most students at GLCP schools meet these

criteria and will benefit from extended programming and school building access outside of school hours, such that GLCP schools operate as community centers.

Farnam Neighborhood House has extensive experience operating school buildings outside of school hours and filling them with an array of enrichment activities. During the 2023 Winter and Spring vacations, Farnam ran “Fun Camps” for over 800 children at 4 New Haven Public School sites, including FAME, and earned a 100% satisfaction rate from participating families. Through the GLCP, Fair Haven School and FAME will be open during select before school, after school, evening, and weekend periods, to extend and expand current programming within each school. On-site enrichment and services will be provided by ARTE, Junta, Dwight Hall student groups, CWYC, and IRIS, and other partners. CTVIP will conduct outreach to any high-risk individuals in or affiliated with these programs. In addition, schedules will be coordinated among the partners, especially the Library and Atwater Center, to maximize the number of days that at least one Fair Haven neighborhood organization is open for students and families to access programs and services. Operating GLCP schools as community centers will contribute to improved attendance, school climate, violence prevention, and student and family connection with their students’ learning.

Family Support: Holistic support for families is also necessary for achieving improved student attendance and academic performance. Research has shown that just about all families want their children to succeed in school (Mapp, 2003). However, many caregivers need help in understanding how to guide their children in school, starting with helping students attend school regularly. Communication between teachers and caregivers, therefore, is essential for helping to get students to school. Epstein and Sheldon (2002) also found that the use of activities celebrating good attendance helped improve levels of student attendance from one year to the

next. When schools publicly praised students for having strong attendance habits, chronic absenteeism decreased over time. The consistency of this finding provides strong evidence of the need for schools to encourage student attendance, and not wait until attendance is a serious problem. This will occur via more intensive collaboration with families and community members via the GLCP's service pathways.

By placing a certified Care Coordinator in each GLCP school, families will have access to guided support through a process for building their natural, informal, and formal supports, called Child and Family Teams. Care Coordinators maintain weekly contact with families via home visits and phone contact; facilitate Child and Family Team meetings at least once a month in partnership with the family; prepare a written Plan of Care and distribute to all team members; serve as a support to the family by attending other meetings related to their child's needs, if necessary; and provide families with the tools for continuing the process on their own. Families also have access to family stipends in the event of an emergency financial need. Care Coordination will provide guidance and support to meet their needs and ultimately achieve their shared Family Vision and improve functioning in the home, at school, and in the community. Students whose families participate in Clifford Beers Care Coordination routinely see significant improvements in their attendance and academic performance.

The extent to which the proposed project will otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project

GLCP will ensure that services target underrepresented groups and are accessible to the diverse community. To ensure equal access and treatment for students and families in the target

schools, GLCP staff will work with school leaders and staff to routinely use academic and non-academic data to identify and target students and families with needs that can be addressed through the project's activities. Informed by its previous work, GLCP will pay particular attention to English learners, youth and families in temporary housing, students with disabilities, and newly arrived immigrant families. Professional development activities will include pedagogical practices for ELLs and students with disabilities so that teachers and staff at the collaborating agencies will build their capacity to design and deliver lessons that are accessible to all learners. The Community School Coordinator and Care Coordinator at each school will provide more intense, direct support to help students and families consistently access services through the project partners. To encourage participation and follow through with referrals, GLCP will ensure that all tools of engagement are translated into Spanish and translators will ensure that all community members can access information and provide feedback. In addition, programs and events will be held in facilities that are readily accessible for individuals with disabilities.

Services delivered will be culturally affirming and delivered in their home language(s), which for many is Spanish. Accordingly, all GLCP organizations offer bilingual Spanish-English services and have staff from Latine cultural backgrounds, so that services are delivered by individuals with cultural awareness of those being served. IRIS and the Newcomer Program at Fair Haven School provide essential services to immigrant and refugee families. Further, the NHFT will offer training for GLCP educators in culturally responsive pedagogy.

Given the large number of immigrant students and families in GLCP schools, Clifford Beers will also provide screening for PTSD and depression via the school-based health centers and in partnership with school social workers and psychologists. A significant number of these youth have witnessed or experienced significant trauma in their home countries, during their

migration journeys, and upon resettlement, including neglect, extreme poverty and food insecurity, physical and sexual abuse, exploitation, trafficking, torture, and gang violence (Rodriguez, 2019). Many youth arrive in the U.S. alone, having been separated from primary caregivers for long periods, while others arrive with a caregiver or other family members from whom they were forcibly separated upon entry into the U.S. These traumatic experiences, combined with challenging detention and immigration policies, pose significant, long-term risks to the physical and mental health of immigrant youth and families (Jaycox et. al. 2002). Screening will allow for the identification of students with trauma related to experiences in their home countries, immigration journeys, and/or other causes, which can serve as barriers to effective functioning, and prioritize those students for behavioral health services. The resulting linguistically and culturally responsive care improves health and mental health outcomes and reduces health and mental health disparities. Clifford Beers conducts universal screening on all students whose caregivers provide permission, which reduces disparities in health care because all receive a similar assessment regardless of demographic characteristics or provider discretion. The program will provide access to evidence-based, trauma-informed, culturally affirming mental health practices to a severely underserved population.

2. Quality of the Project Design (up to 25 points)

Theory of Action. If schools and community-based organizations, stakeholders, and resource providers collaborate strategically to develop, implement, and monitor a coherent set of coordinated strategies that are anchored by the classroom and integrate early childhood readiness, teaching and learning, expanded learning opportunities, physical and mental healthcare, and family support and engagement, then children and youth in high-poverty schools will experience sustained improvements in their life opportunities and outcomes. To implement

this theory, the GLCP has four overarching goals: 1) Students have strong academic foundations for high school and beyond; 2) Students are healthy, stable, and supported in their learning and development, by families and community; 3) Programs, services, and resources are coordinated, accessible, and culturally affirming; and 4) Partnership systems support ongoing school improvement and program coordination. These goals are advanced by activities aligned with the four pillars of Full-Service Community Schools, as outlined in the project logic model.

Community School Program Components. To achieve these goals, the GLCP aligns evidence-based best practices with local priorities as expressed by students, families, school staff, and the Fair Haven community. Each of the GLCP Full-Service Community Schools will have five central elements, which are based on best practices that have been adapted to address the unique needs and assets of the Fair Haven neighborhood. 1. Full-Time Community School Coordinator.

This individual is employed by Clifford Beers and fully integrated into each GLCP school. The Coordinator links the resources and services that impact childrens' success and aligns them around common goals and strategies. Each Coordinator is responsible for: 1) Coordinating school-based needs and resources assessments; 2) Creating and curating a school asset map; 3) Developing and coordinating decisions of the School Planning and Management Team; and 4) Recommending strategies for developing and sustaining services in partnership with the GLCP, based on the needs and resources assessments and asset map. 2. Full-Time Care Coordinator.

This individual is employed by Clifford Beers and fully integrated into each GLCP school, while operating mostly via family home visits. The Care Coordinator works with individual students and their families to build Child-Family Teams and overcome barriers that impact learning, health, and family stability. 3. Academic Support and Enrichment for Students, Caregivers, and Community Members. The Partnership will facilitate a wide variety of academic support,

educational enrichment, and skills development programs during and outside of school hours, for students, caregivers, and community members. The range of programs will include literacy tutoring for students, GED preparation for caregivers, and workshops on topics for all ages like bomba dance and community theater. Providing these programs requires operating Fair Haven School and FAME as community centers outside of school hours, with select before and after school hours on school days, as well as weekend and school vacation days, as determined by needs assessments and in coordination with partners. Programs aim to serve the whole child and support the whole family. 3. Family Leadership Development and Support Services. It is a priority for the GLCP to develop caregiver and student leadership via training and education, as well as improved knowledge of and access to support services. Student and caregiver leadership is facilitated by Caregiver Universities, Youth Organizations, and Parents Organizations that work on self-defined priorities and strategies, and training in topics such as restorative practices. Via Care Coordination and the GLCP collaboration, families will also experience improved access to basic needs, housing, employment, and physical and behavioral health services. 4. Collaborative Leadership. Fair Haven School and FAME operate with School Planning and Management Teams (SPMTs) that meet monthly to review major school questions, proposals, and decisions. They are guided by the Comer process principles of decision-making by consensus, no-fault problem solving, and collaboration. Through the GLCP, these Teams will be expanded to include the voices of more caregivers, students, staff, community partners, and neighborhood residents utilizing the Comer School Development Program's principles.

The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature

The GLCP's goals are motivated by extensive findings from the existing literature on education

and child development. Goal 1: Students have strong academic foundations for high school and beyond: Decades of research demonstrate the benefits of attending preschool on children's' school readiness, academic achievement, and social and emotional wellness; family economic stability; and overall societal economic growth. The body of research on preschool specifically demonstrates a correlation with improved social skills, cognitive abilities, emotional maturity, and academic performance (Bakken et. al., 2017). Research also shows that preschool programs benefit children from under-resourced families the most (Malik, 2018). In addition, national-level research underscores that poor children and children of color enter Kindergarten significantly behind their peers (Reardon & Portilla, 2016), which is a primary driver in later achievement gaps that persist through high school (Bradbury et. al., 2015). Due to the systemic disadvantages of the GLCP's student populations and importance of academic achievement on long term success, its service pathways are oriented to realize this goal. Goal 2: Students are healthy, stable, and supported in their learning and development, by families and community: Several evidence-based practices are utilized to advance this goal. Central among them is Cognitive Behavioral Intervention for Trauma in Schools (CBITS), an evidence-based practice and school-based group intervention for grades 5 and up, which has been shown to reduce PTSD and depression symptoms and psychosocial dysfunction in children who have experienced trauma. Bounce Back, an adaptation of the CBITS model for elementary school students, is utilized with children in grades K-5. With CBITS and Bounce Back, student traumatic stress symptom scores decrease significantly. The average score prior to treatment is well above the threshold for a PTSD diagnosis; and upon completion of treatment, the average scores are below that threshold (2021 Connecticut CBITS/BB Coordinating Center Annual Report). CBITS and Bounce Back are especially effective when paired with Wraparound Care Coordination, a

strengths-based approach that routinely demonstrates increases in families' access to basic needs and overall stability, as well as reductions in rates of student absenteeism, PTSD, and depression, as well as caregiver depression. During the 2021-22 school year, 97% of families who received Clifford Beers' school-based care coordination were highly satisfied with the support that they received. Our findings are reinforced by research on care coordination outcomes (Turchi et. al., 2009), which finds that positive outcomes associated with care coordination include fewer days missed at school. GLCP schools will further incorporate Clifford Beers' STOP School Violence interdisciplinary threat assessment model as an alternative holistic response to student threats, thereby avoiding unnecessary punitive discipline. Together, these practices support not only students, but also caregivers' capacity to support their children's learning. Goal 3: Programs, services, and resources are coordinated, accessible, and culturally affirming: Training and coaching in restorative practices will be offered to staff, students, and caregivers, drawing from research that finds that schools implementing restorative practices provide opportunities for teachers to "be heard" through structured communication and collaboration as well as for students to "be heard" through circles, student councils, and working with staff (Brown 2017). In another study, students reported that training in restorative practices taught them new skills related to communication, empathy, relationship-building, and leadership (Ingraham et. al., 2016). The GLCP will combine restorative practice training and coaching with efforts to bring neighborhood resources and organizations into better communication and coordination with each other, via evidence-based practices that have been reported in the literature to guide the early stages of coalition development (Butterfoss, Goodman, & Wandersman, 1993; Goodman, 1998). These practices include: considering the community's unique history, context, and sectors, including politics, economics, geography, and leaders; recruiting a critical mass of active

participants and engaging key community constituencies or sectors; bringing people together across social, economic, and political ties; ensuring that participants are on equal grounds to reduce hierarchy; and ensuring that members represent broad and relevant community sectors. The organizations that comprise the GLCP, as well as those that have written letters of support and interest in participating, represent a diverse range of neighborhood constituencies and thus establish a strong foundation for this work.

The extent to which the design of the proposed project includes a high-quality plan for project implementation integrating the four pillars of full-service community schools

The GLCP incorporates the four pillars of full-service community schools in a variety of ways that are integral to its project design. Pillar 1: Integrated Student Supports: The Community School Coordinator at each school will oversee coordination and alignment of resources within the GLCP, including family support services, academic interventions, and enrichment programs. Each school's Clifford Beers Care Coordinator works one-on-one with students and their families to overcome barriers that impact learning, health, and family stability. The Fair Haven School SBHC Behavioral Health Clinician, supported by the Clifford Beers Trauma-Informed Schools team, will provide individual and family therapy, groups, and classroom push-ins and pull-outs to support resolution of mental health barriers to academic success. This pillar is also supported by Fair Haven Community Health Center's school-based medical and dental services, which facilitate students' physical wellness; the United Way enabling student and family access to integrated service networks such as youth programs, food assistance, and housing placement; JUNTA's wraparound social services and opportunities for youth leadership development; CWYC's training and events in support of youth leadership development; IRIS' support to immigrant caregivers in advocating for their children's education; and Clifford Beers STOP

School Violence providing an interdisciplinary threat assessment model for holistic response to student threats. Pillar 2: Expanded and Enriched Learning Time and Opportunities: Through the GLCP, Fair Haven School and FAME will offer programming during select before school, after school, weekend, and vacation days, to extend and enhance programming at the schools and in partner organization spaces. While out-of-school programming will include a variety of recreational activities, it will also center opportunities for academic enrichment and non-traditional learning. Student learning and training opportunities will be provided by GLCP members New Haven Reads (one-on-one literacy tutoring and book distribution); United Way (facilitating student pairing with reading and math tutors); the City of New Haven Youth & Recreation and Elderly Services Departments (educational and recreational programs at the Atwater Center); New Haven Free Public Library (learning experiences and resource access); Dwight Hall (academic tutors and academic enrichment programs); ARTE (programs that support leadership, cultural connection, and arts skills); IRIS (academic tutoring, as well as after school and summer programs); Centro San Jose (tutoring and academic enrichment programs); and the New Haven Federation of Teachers (professional development for teachers in culturally responsive pedagogy and restorative practices). The attached letters of support from a broad array of other current Clifford Beers program partners illustrate the breadth of additional learning experiences that we anticipate offering for students. During the summer, moreover, Clifford Beers will operate its 72-acre outdoor recreational facility Camp Farnam, located in Durham, CT, approximately 20 miles from Fair Haven, where students experience nature-based educational programs. Daily bus transportation will be provided to and from the Community School sites to enable easy access for families at GLCP schools. Pillar 3: Active Family and Community Engagement: The Family Resource Center at Fair Haven School provides ongoing

outreach and resource connection for families, as well as adult education programs and services that reflect their needs. The GLCP will enhance this work by providing additional resources and programs, as well as amplifying messaging about ongoing programs. During select out-of-school times, the GLCP will operate Fair Haven School and FAME as community centers open to neighborhood children, youth, and caregivers. Student enrichment and community engagement services will also be provided by GLCP members JUNTA (adult education such as ESL), the City of New Haven Youth & Recreation and Elderly Services Departments (educational and recreational programs at the Atwater Center); Centro San Jose (the ESTEEM youth mentoring program, parent education, and youth development programs); and CTVIP (street outreach for community violence prevention). Family and community engagement will also be supported by a wide range of other community groups, including those that wrote letters of support for this application: the Fair Haven Community Management Team, AKL Mindfulness Initiative, Bregamos Community Theater, Cathedral of Higher Praise, City Angels Baseball Academy, Collab, Eli Whitney Museum, GATHER New Haven, the Grand Avenue Special Services District, Jewish Coalition for Literacy, Lifeguard Training Bootcamp Make Haven, Movimiento Cultural, Music Haven, NeighborWorks New Horizons, New Haven Promise, New Haven Youth Soccer, New Haven Works, Possible Futures Books, Puerto Ricans United, RespectHoops, Semilla Collective, and Three Judges Fencing. The GLCP's Community School Coordinators will also organize a series of "Caregiver University" days for families enrolled in Early Childhood programs, Kindergarten, Third Grade, and Middle School. Each will be offered by the GLCP at least once annually, to develop caregivers' knowledge and skills, as well as provide opportunities for caregivers to share knowledge and stories with each other and with school staff. The GLCP will also support and coach Fair Haven School and FAME caregivers to participate in

the School Planning and Management Teams and Parent Organizations at their children's schools. Pillar 4: Collaborative Leadership and Practices: The GLCP Leadership Council will oversee implementation, with a smaller Management Team working to design and implement services. Dwight Hall will provide capacity building fellows to assist GLCP staff. These bodies will provide ongoing reporting and solicit continuous input via SPMTs, SSSTs, and Parent and Youth Organizations. Processes will be guided by the Comer School Development Program's principles of decision-making by consensus, no-fault problem solving, and collaboration.

Caregiver Universities will establish a path and support structure for caregiver engagement and leadership in schools and the community. The New Haven Federation of Teachers will provide support to educators and advocate alongside families for educational equity and quality.

Decisions are made through the School Planning and Management Teams (SPMTs), with a broad cross-section of stakeholder voices at the table. In addition, NHPS and the NHFT will facilitate ongoing training and coaching for staff and families in restorative practices. This work will be deepened through the ongoing integration of Restorative Practices to continuously build relationships and community, deepen trust, and foster shared responsibility.

The extent to which the design of the proposed project reflects the use of appropriate evaluation methods to ensure successful achievement of project objectives

The project design incorporates the collection and analysis of valid and accurate data relevant to Goal #1 (Students have strong academic foundations for high school and beyond); Goal #2 (Students are healthy, stable, and supported in their learning and development, by families and community); Goal #3 (Programs, services, and resources are coordinated, accessible, and culturally affirming); and Goal #4 (Partnership systems support ongoing school improvement and program coordination). The GLCP evaluation team specifically will utilize the following

methods: 1) Collect quantitative data from the Community Schools on key indicators, including school administrative data and school-based health clinic screener measures; 2) Collect qualitative data from program staff to evaluate the implementation of the GLCP and identify any issues that need to be addressed during the implementation process; and 3) Collect qualitative data (interviews and focus groups) and analysis to understand if caregivers do feel like there is more access to community resources and how they feel about those resources.

Dr. Whitson will work with Clifford Beers' Quality Analytics and Research Team and the existing agreements between Clifford Beers, the NHPS, and Fair Haven Community Health Center to administer measures and collect data relevant to the project. Dr. Whitson's evaluation team will also collect qualitative data as part of the process and outcome evaluations for the project, manage the databases, analyze the data, and create the evaluation reports. The evaluation design will incorporate both a process evaluation of the GLCP and an outcome evaluation of the objectives over time. It will also seek to address key evaluation questions. In addition to outcome indicators articulated in the project plan, a larger evaluation collects additional indicators that were identified through ongoing needs and assessment resources, as outlined in the project plan.

The evaluation team will use a rigorous, mixed methods research design that is grounded in the principles of culturally responsive evaluation. They will systematically engage the GLCP organizations and stakeholders in shared decision-making around evaluation design and interpretation. To advance racial equity and in reflection of the clients served, they will approach this project from the perspective of systemic racism and consistently ask themselves if they are missing data from hard-to-reach families or those at the highest tier of trauma. Qualitative interviews with families will use pedestrian language that avoids bias to the extent possible. Finally, they will challenge assumptions built-in to the data and outcomes. This plan will ensure

accountability of stakeholders, continual program improvements, and sharing of models (including challenges and successes) among the schools and GLCP organizations.

The extent to which the proposed project demonstrates a rationale

Family poverty status remains the best indicator of educational attainment (McDaniels, 2018). Accordingly, public schools must improve how they serve low-income students and communities. The community schools strategy rethinks public schools in order to provide children in low-income communities with a high-quality education. It centers public schools as hubs for communities and combines a rigorous, relevant educational program with extended learning opportunities, family and community engagement, and an infusion of social services. A social return on investment study indicated that every [REDACTED] invested in community schools delivers an additional [REDACTED] in social value as measured by additional revenues generated and costs avoided, as well as qualitative impact such as the value of specific programming (Martinez, 2013). The community schools strategy as articulated by this GLCP proposal offers the targeted low-income Fair Haven neighborhood a path to overcoming structural obstacles that make it more difficult to give children a high-quality education; these include poor access to physical and mental health services as well as to meaningful enrichment opportunities. The program seeks to comprehensively address the holistic needs of the low-income, largely BIPOC student population. This approach is rooted in the belief that strong connections between the school system and local resources benefit all students, families, and communities. By developing strategic partnerships to align school and community resources, this strategy combines a strong instructional program with supports for families and youth development, as well as health and social services. The strategies described in this approach provide specific services and supports, designed to meet the needs of a targeted population of students.

3. Quality of the Project Services (up to 15 points)

The GLCP focuses on the whole child by providing academic supports, social and emotional learning, health and wellness, family and community engagement, and a safe and supportive climate. Four service pathways guide service delivery in its Full-Service Community Schools. In coordination with partner organizations, the GLCP will deliver these services to Fair Haven School, FAME, their students and families, and the Fair Haven community.

Service Pathway 1: High-Quality Schools and Learning

The proposed programs and services have been integrated into the project because they (a) have been implemented and resulted in positive outcomes for the target population or similar populations within the city of New Haven and/or the NHPS or (b) have been shown to have significant benefits for similar populations as demonstrated in previous studies. Academic Instruction: Each Community School Coordinator will work closely with teachers, principals, and curriculum specialists to monitor student-centered data points, including academic performance measures such as standardized test scores. Together, they will identify specific academic challenges, align partnerships and resources, and provide professional support and community resources to overcome identified gaps. Literacy Intervention: Working in collaboration with teachers and literacy coaches, New Haven Reads will provide one-on-one after-school literacy tutoring to the highest-needs students within GLCP schools. They will focus on students who need intensive help with word decoding skills, as well as immigrant and refugee children who are emerging bilingual students. While New Haven Reads will focus on the students identified as having the most significant needs, additional literacy tutors will also be facilitated via United Way, Catholic Charities of Centro San Jose, Dwight Hall, the Cathedral of Higher Praise, Integrated Refugee and Immigrant Services (IRIS), the New Haven Free Public

Library, and the Jewish Coalition for Literacy. Why this service was selected: In addition to the large research base that highlights the value of specialized literacy programs, there's also significant support for out-of-school-time programs' impact on student achievement. By aligning each school's academic instruction, specialized literacy interventions, and out-of-school-time programs, GLCP schools will create multiple touchpoints that improve academic achievement. How this service will improve achievement: Specialized literacy tutoring and out-of-school-



time programs have demonstrated positive impact academic outcomes, including early literacy outcomes, in grades K through 3 (Kidron et. al., 2014; Redd et. al., 2012, Crawford, 2011; Lauer, 2006). A literature review identified 18 promising out-of-school-time literacy support programs; and overall, tutoring programs have the strongest evidence of effectiveness (Research in Action, 2017). How this service will address objectives and outcomes: Service Pathway One will address Goal One: Students have strong academic foundations for high school and beyond. Specific objectives and outcomes identified in the logic model include: Objective 1.3 Increase in number of students scoring proficient in GOLD Preschool assessment, Outcome 2: Students are Ready for Kindergarten; Objective 1.4 Increase in number of students scoring proficient in SBAC math and language arts assessment. Outcome 3. Steadily Improving Student Academic Achievement in Grades K-8.

Service Pathway 2: Schools as Community Centers

Out-of-School Time Programs: Farnam Neighborhood House (a program of Clifford Beers) and the Community School Coordinator will facilitate youth and adult programming at Fair Haven School and FAME during select before school, after school, weekend, and vacation times. Before and after school hours will be available to each school's current students and families. Weekend and vacation hours will be open via registration to any young person or adult, shifting the role of the school building to that of community center providing support to the whole neighborhood. During open hours, the school building will be used for academic, enrichment, training, recreation, arts, athletics, and community agency office hours. GLCP will also coordinate with the Library, Atwater Center, and other community spaces to maximize the time during which at least one neighborhood organization is open for students and families to access programs and services. Community spaces will also coordinate with the street-level outreach efforts of CTVIP to prevent community violence and link youth with positive activities. Why this service was selected: It is expected that operating GLCP schools as community centers will contribute to improved attendance, school climate, and student and family connections with schools. Farnam Neighborhood House has extensive experience providing a continuum of enrichment and support programs that nurture and educate young children, promote positive youth development, and strengthen families and communities. Located in the heart of the Fair Haven neighborhood, a few blocks from FAME, Farnam has extensive experience operating NHPS buildings outside of school hours and filling them with enrichment activities from sports to art to mindfulness to homework help. Enrichment programs facilitated by Farnam and other GLCP organizations will be bolstered by street outreach by CTVIP to disrupt, prevent, and stop the spread of violence via crisis intervention and proactive relationship-building, as well as identifying appropriate referrals from among other GLCP partners' programs and services. How

this service will improve achievement: Research shows that these programs correlate with improved student attendance, increased positive social behaviors, reduced problem behavior, improved grades, and improved test scores (Durlak, J. A., & Weissberg, R. P., Pachan, M., 2010). How this service will address objectives and outcomes: Service Pathway Two will address Goal Three: Programs, services, and resources are coordinated, accessible, and culturally affirming. Specific objectives and outcomes identified in the logic model include: Objective 3.3 Increase in number of community organization program offerings inside schools, Outcome 10 Community Organizations Offer Programs Inside Schools; Objective 3.5 Caregivers report increased knowledge of, access to, and positive assessment of community resources, Outcome 7.

Service Pathway 3: Family Support and Leadership Development

Family and Community Engagement: To achieve academic success, children need connected and interactive networks of adults inside and outside of school, who share clear goals and expectations for student success. This allows them to coordinate their actions around a unified set of expectations to cultivate the overall development of the child. Caregiver involvement is positively associated with stronger academic achievement and greater frequency of habits that promote lifelong success including better self-regulation, work orientation, and improved school attendance (Hoover-Dempsey et. al., 2002). Research suggests that teachers who invite caregiver engagement have high levels of professional efficacy and benefit from caregivers who view them as better teachers. Caregivers who are engaged by teachers with suggestions for helping children at home may also experience increased efficacy that can have positive implications for other areas of their lives.

Family and Community Engagement Strategies will include: 1) Collaboration with school staff to determine the needs and assets of the school's current family engagement

portfolio to design more responsive and comprehensive family engagement plans; 2) Design and deliver workshops for caregivers, including Caregiver Universities, to deepen families' knowledge of and skills needed to effectively support their children's academic, physical, and social emotional development, including celebrations of student achievements or growth and information for caregivers about academic benchmarks to monitor their child's progress; and, 3) Build networks and provide resources and information so caregivers can make informed decisions regarding their children's' academic careers, cultural experiences, physical and mental health, and housing, and to reduce barriers to learning.

To better engage families, GLCP staff will pursue opportunities to highlight student success with caregivers from school day recognitions and program celebrations to workshops and digital communications that provide caregivers with information about school activities in ways that support caregivers to reinforce learning at home and prompt their children with questions that promote curiosity and lifelong learning, and to provide opportunities for schools to share benchmarks for social and physical development. Another aspect of this work is ensuring that caregivers have resources to help students come to school prepared to learn by feeling empowered to address sleep, nutrition, housing, and health concerns. We will offer support to caregivers through referrals to community-based opportunities for improving their own educational outcomes, such as GED classes, additional college credits, and career skills training.

Program supports for family engagement to increase connections between schools and caregivers will include: 1) Caregiver workshops that will provide a more robust family engagement plan for the school. These workshops will build caregiver capacity to support their child's attendance and academic success. 2) Work with partner agencies to provide resources to caregivers for their wellbeing and improvement, including employment and educational

opportunities, referrals to health screenings, wellness programs, and mental health services.

GLCP will provide parent workshops on topics such as nutrition, financial literacy, digital literacy, and family wellness. 3) The GLCP will also coordinate formal opportunities such as focus groups, forums, and surveys to gather input from families that will inform changes and additions to programming.

Care Coordination: Care Coordination that is family-focused and strengths-based, will help children, youth, and families to achieve optimal levels of functioning at home, in the community, at school, and in the workplace. Defined by the Wraparound Milwaukee model, Care Coordination puts the child and family at the center and surrounds them with a team of friends, family members, providers, and members of the community to provide support and help them achieve their goals. State-certified Care Coordinators also have access to family stipends to address unique needs and facilitate family stabilization. Each GLCP school will have a full-time Care Coordinator who works with up to twelve families concurrently for up to six months.

Caregiver Universities: A series of “Caregiver University” days for families enrolled in Early Childhood programs, Kindergarten, Third Grade, and Middle School will develop caregivers’ knowledge and skills, as well as provide an opportunity to share knowledge and stories with each other, school staff, and the GLCP. Through these one-day programs, caregivers access resources, develop a deeper understanding of their child(ren)’s needs at each developmental stage, and acquire skills for supporting their children and their families. In addition, the GLCP recognizes caregiver insight and wisdom, which can assist other families and its own program development. Caregiver Universities will also serve as platforms for caregivers to teach and share and develop as school and community leaders. Stipends will be provided to support caregivers’ participation.

Caregiver and Student Organizations: To facilitate the ongoing leadership of GLCP families, the

Community School Coordinator will provide support and coach Fair Haven School and FAME caregivers to participate in their School Planning and Management Teams, as well as develop and lead Caregiver Organizations at their children's schools. Caregiver Organizations will in turn give voice to their needs, interests, and priorities. The City Wide Youth Coalition will provide support and coaching to Fair Haven School and FAME students to participate constructively in their School Planning and Management Teams. Support will also be provided for the cultivation of Student Organizations that give authentic voice to their needs and propose action. Why these services were selected: Clifford Beers is the lead agency for Care Coordination in Greater New Haven and coordinates the New Haven Collaborative for Wraparound Connecticut (WrapCT), the state agency for Care Coordination. In addition, NHPS has implemented ad-hoc "Parent Universities" for several years to support caregiver knowledge, skills development, and leadership. Feedback on these events was that the content base was too broad and general; therefore, we propose a more targeted approach focused on grade levels. In addition, while Fair Haven and FAME both have caregiver and student organizations, they also report inadequate staff to fully support the development of these groups; therefore, the GLCP can support this need. How this service will improve achievement: Care Coordination routinely demonstrates increases in families' access to basic needs and overall stability, as well as reductions in rates of student absenteeism, PTSD, and depression, as well as caregiver depression. Positive outcomes associated with care coordination include fewer days missed at school (Turchi et. al., 2009). One study that examined an urban school readiness initiative that developed parent leadership found that Parent Leaders (1) used highly relational strategies to engage families, (2) shifted community norms about parent leadership, and (3) developed their own identities as leaders (Douglass et. al., 2019). These findings underscore the potential value of investing in caregivers

as leaders. How this service will address objectives and outcomes: Service Pathway Three will address Goal Two: Students are healthy, stable, and supported in their learning and development, by families and community. Specific objectives and outcomes identified in the logic model include: Objective 2.1 Decrease in number of caregivers reporting unmet needs in Basic Needs Screener, Outcome 5 Families Experience Stable Social, Emotional, and Behavioral Health. Objective 2.9 Increase number of families attending Caregiver Universities, Objective 2.10 Increase number of caregivers participating in school-related organizations, Outcome 6 Caregivers are Engaged in Children's Educational Experiences. Objective 2.11 Increase number of students participating in student or school-related organizations, Outcome 8. Students Exhibit Leadership and Engage in School-Based and Out-of-School Activities.

Service Pathway 4: Improved Physical and Behavioral Health

Healthcare Access and Promotion: The Fair Haven School and FAME school-based health centers provide convenient, accessible culturally, and linguistically competent medical and dental services for students and families at no out-of-pocket cost to families. Staffed by a Fair Haven Community Health Center pediatric nurse practitioner (medical), two dental hygienists (dental), and an office manager, the SBHCs at Fair Haven and FAME are open throughout school hours to provide urgent and primary/preventive care to families, including required vaccinations and screenings, in collaboration with school nursing staff and children's community clinicians. Students may also be referred for other services to other nearby (blocks away) FHCHC sites. SBHC teams liaise with school faculty and staff regarding health promotion and education via schoolwide messaging, classroom visits, and workshops. As part of the project's needs and resources assessments, the GLCP will evaluate accessibility based on hours of operation and other factors and seek to make improvements to best meet the evolving needs of

families. Behavioral Health Services and Education: The SBHC at Fair Haven also includes an embedded trauma clinician from Clifford Beers, who is part of the Clifford Beers Trauma-Informed Schools team. The Clinician provides individual and family therapy, groups, and classroom push-ins and pull-outs to support resolution of mental health barriers to academic success. The clinician supports positive messaging in schools about mental health, to encourage utilization and overcome stigma. As part of the project's needs and resources assessments, the GLCP will evaluate areas for potential improvement and seek to strengthen services in alignment with families' expressed needs. Why this service was selected: The physical and behavioral health services offered via SBHCs by Fair Haven Community Health Center and Clifford Beers are longstanding services that students and families rely on daily. As members of the GLCP, both are will monitor community needs and make service adjustments when needed to address changing needs. How this service will improve achievement: Guo et. al. (2008) found that SBHCs increase the proportion of students who receive mental health services and may improve pediatric health-related quality of life. SBHC students with mental health problems also had lower total Medicaid reimbursements compared with non-SBHC students. Via the delivery of CBITS and Bounce Back, moreover, student traumatic stress symptom scores decrease significantly. The average score prior to treatment is well above the threshold for a PTSD diagnosis; and upon completion of treatment, the average scores are below that threshold (2021 Connecticut CBITS/BB Coordinating Center Annual Report). In Clifford Beers' findings via our work in the NHPS, there is also a consistent correlation between decreased PTSD and improved grades. How this service will address objectives and outcomes: Service Pathway Four will address Goal Two: Students are healthy, stable, and supported in their learning and development, by families and community.

Specific objectives and outcomes identified in the logic model include: Objectives 2.2 and 2.3 Decrease in PTSD and Depression among students treated for behavioral health, and caregivers of students treated for behavioral health, Outcome 5 Families Experience Stable Social, Emotional, and Behavioral Health. Objectives 2.4 and 2.5 Increase in number of students utilizing school-based primary/preventative care and dental care, Outcome 4. Families Utilize Available Health and Wellness Services.

Expertise of Project Partners

The consortium of community-based partners is comprised of a set of highly regarded organizations that have been strong partners in the past, share the theory of action, and have deep roots in the community, and a proven track record of providing high quality services. Their alignment with this proposal's vision and theory of change is codified in the draft memorandum of understanding, as well as each partner's commitment to accountability for its role.

The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project (students, youth, families, educators and staff, service beneficiaries, school and community leadership).

The GLCP model was designed in collaboration with a broad range of organizations and stakeholders to ensure inclusion of a diversity of opinions and perspectives. Preliminary input was incorporated from students, caregivers, teachers, school leadership, and community members. Their feedback was facilitated by the Partnership organizations including youth via the City Wide Youth Coalition; families via the Fair Haven School and FAME School Planning and Management Teams; educators and staff via the New Haven Federation of Teachers; and beneficiaries of services via Clifford Beers, Fair Haven Community Health Center, Junta, Centro San Jose, and Integrated Refugee and Immigrant Services. Both schools' Principals and Assistant

Principal teams discussed their questions and made suggestions for the project design.

Community leaders at all levels were also consulted, including the Co-Chairs of the Fair Haven Community Management Team and State Representative Juan Candelaria, all of whom wrote letters of support, which are attached to this application.

Operation of the project will be guided by the Comer School Development principles of decision-making by consensus, no-fault problem solving, and collaboration. The GLCP Leadership Council will meet at least monthly during the initial needs and resources assessments and planning phase and at least quarterly thereafter to continue to build relationships, review strategies, assess progress against outcomes, and troubleshoot challenges. Fair Haven School and FAME will each nominate at least one teacher, one student, and one caregiver to participate. Tri-Chairs representing Clifford Beers, the NHPS, and another partner will plan agendas and jointly facilitate the meetings, as the GLCP's Management Team. In addition, the GLCP will work through existing school structures – School Planning and Management Teams (SPMTs), Student and Staff Support Teams (SSSTs), Parent Organizations, and Youth Organizations – to strengthen their effectiveness. In addition, the GLCP will work with existing community structures (such as the Greater New Haven Youth Network) to continuously report on its work, solicit feedback, and invite additional partnership. Clifford Beers has extensive experience successfully facilitating collaborative multi-stakeholder processes and maintaining multiple regular touchpoints for stakeholder perspective on operation of the project.

4. Adequacy of Resources (up to 10 points)

The commitments of the GLCP's backbone organizations, Clifford Beers and the NHPS, and 14 additional core partners are detailed in the attached MOU. The document confirms that each partner agrees to collaborate through this initiative, work toward the shared vision, goals,

Grand Avenue Learning Corridor Partnership: [REDACTED]

objectives and outcomes, participate in all relevant project meetings, tasks and activities, and support the project's evaluation. Each core partner has the relevant experience and background to undertake the services to which they are committed. Additional community leaders and organizations have indicated their support and endorsement of our project, including the US Senators Richard Blumenthal and Chris Murphy, US Representative Rosa DeLauro, the National Coalition for Community Schools, Connecticut Department of Education Commissioner Charlene Russell-Tucker, Connecticut Board of Education Chair Karen DuBois-Walton, the Connecticut Network for Children and Youth, State Representative Juan Candelaria, and the Fair Haven Community Management Team. Commissioner Russell-Tucker notes that "We envision this project as an important demonstration site with potentially broad positive effect on not just the impacted students and families, but also as a model for development of community schools in other school districts." Please reference the attached letters of support for additional information.

Clifford Beers plays a lead role in the GLCP by fundraising, aligning community resources, convening partners, and providing employment for all GLCP staff. Clifford Beers is a nationally recognized provider of trauma-informed mental health care for children, adolescents, and adults, as well as a continuum of enrichment and support programs that nurture and educate young children, promote positive youth development, and strengthen families and communities. Clifford Beers leads numerous multi-stakeholder collaboratives within Greater New Haven and the State of Connecticut and is a trusted and effective leader and partner. Clifford Beers has an annual budget of [REDACTED], which is invested in sixteen program lines serving children, youth, families, schools, and communities across the region. This includes more than [REDACTED] invested annually in school-based partnerships, including embedded trauma clinicians, care coordination, out-of-school enrichment, and a full-service preschool. In addition to the GLCP,

Grand Avenue Learning Corridor Partnership: [REDACTED]

Clifford Beers-led collaborative projects include: 1) Integrated Care for Kids: a child-centered local service delivery model aimed at improving the quality of care for 28,000 children covered by Medicaid and the Children's Health Insurance Program (CHIP), in partnership with the Connecticut Department of Social Services, the NHPS, and dozens of community-based organizations, funded by the federal Centers of Medicare and Medicaid Services; 2) Trauma-Informed Anti-Racist Practices Collaborative: a partnership among mental health providers, including non-traditional sites such as churches, to integrate anti-racist practices into mental healthcare delivery throughout Connecticut, funded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA); and 3) the STOP School Violence Initiative for developing and implementing interdisciplinary school-based threat assessment teams that identify at-risk students and provides them with appropriate services and supports, in collaboration with the NHPS, New Haven Police Department, Connecticut Juvenile Probation, and community-based violence prevention groups, funded by the United States Department of Justice (DOJ). GLCP school staff will be trained and supported in implementing these alternative threat assessment practices.

Clifford Beers' commitments include the employment, management, and professional development of all GLCP staff members as well as grant administration, fiscal management, fundraising, marketing and communications, technical assistance, and coordination with related educational initiatives. Specific services and resources that Clifford Beers will contribute to the project include: **Care Coordination**: Provide Care Coordinators who facilitate a family-focused, strengths-based, culturally-affirming intervention supporting children, youth, and families to achieve optimal levels of functioning at home, in the community, at school, and in the workplace. Each GLCP school will have a full-time Care Coordinator who works with up to

Grand Avenue Learning Corridor Partnership: [REDACTED]

twelve families concurrently for up to six months. **Out-of-School Programming:** Oversee all out-of-school educational, enrichment, and recreational program offerings within GLCP schools.

Clinical Services: Continue to provide an embedded trauma clinician who offers individual and family therapy, groups, and classroom push-ins and pull-outs to support resolution of mental

health barriers to academic success at Fair Haven School. **Marketing and Outreach:** Clifford Beers' Communications Department produces marketing and outreach materials, print and electronic, and advises on outreach strategies to facilitate the GLCP's communications strategies.

Data and Evaluation: Clifford Beers' Department of Quality Analytics and Research (QAR) guides the collection and evaluation of data associated with the project. This includes data collected via needs and resources assessments, from GLCP programs and services, and from the NHPS. Clifford Beers will also contract with Dr. Melissa Whitson of the University of New Haven's Psychology Department, an expert in childhood trauma and evaluation, to perform an annual external evaluation of GLCP's process and impact. **Technical Assistance:** Clifford Beers assists programs serving GLCP schools to define goals and outcomes, create progress reports, collect evaluation data, and implement quality improvement processes. Struggling programs receive coaching, specialized training, and continuous communication to get back on track.

Fiscal Management and Grant Administration: Clifford Beers' finance team will provide full award management and monitoring for the Full-Service Community Schools grant, including financial and programmatic reporting, and the administration of contractual agreements and related requirements. Current restricted cost-reimbursement grants managed by Clifford Beers includes: 1) Centers for Medicare and Medicaid Services [REDACTED] 2) Connecticut Department of Children and Families [REDACTED] 3) Substance Abuse and Mental Health Services Administration (SAMHSA) [REDACTED] and 4) Department of Justice [REDACTED]

Fundraising: If funded by the Department of Education, Clifford Beers will serve as the primary fundraising organization for the GLCP and pursue additional investments from local philanthropic organizations including the Community Foundation for Greater New Haven and Yale University, as well as sustainable funding mechanisms for ongoing implementation.

Professional Development: Clifford Beers will provide Community School Coordinators with paid staff development to share best practices, problem-solve, and receive ongoing professional development on topics such as trauma-informed care, anti-racist practices, equity practices, community organizing, project management, systems thinking, and self-care.

New Haven Public Schools (NHPS) plays a lead role in the GLCP by providing the academic and physical context for all activities, and by leveraging the district's resources to advance its Full Service Community Schools. NHPS has decades of experience in the planning, operation, and management of federally and state-funded programs. NHPS' the Department of Youth, Family, and Community serves as the primary planning and implementation partner, with multiple other departments contributing in various ways. **NHPS' commitments** include providing each school's academic and administrative staff, physical space and facilities that are well-maintained and in compliance with all requirements, and the full suite of programs and administrative resources offered throughout the district. This is demonstrated by an in-kind matching commitment that equals [REDACTED] of the federal request. Specific NHPS departments and programs provide the following in service to the GLCP's goals and in alignment with its service pathways. **Department of Teaching and Learning:** NHPS utilizes curriculum that is purposeful, meaningful, and supportive for all students at all grade levels in all subjects. The Office of Academics oversees curriculum and instructional practices in Language Arts, Math, Science, Social Studies, World Languages, Performing and Visual Arts, Physical Education, as

Grand Avenue Learning Corridor Partnership: [REDACTED]

well as College and Career Pathways and educators' professional development. **Department of Early Childhood:** NHPS offers Preschool for 3 and 4 years olds via three funding streams: Head Start, State School Readiness, and State Magnet Programs. The Office of Early Childhood serves these programs and provides support to ensure developmentally-appropriate teaching and learning practices through third grade. **Department of Finance:** This year, the NHPS had a [REDACTED]

[REDACTED] budget derived principally from state and municipal funds. The Office of Finance manages all payments, revenues, financial planning and budgeting, reporting, and audits.

Department of Health and Wellness: The NHPS operates 17 school-based health centers and 9 school dental clinics in partnership with five community partners, including Clifford Beers and the Fair Haven Community Health Center. The Office of Health and Wellness provides leadership, oversight, and guidance for these centers and other health-related programs, policies, and protocols. **Department of Multilingual Learners Services:** The NHPS offers a variety of programs that enable students who are English learners to become successful learners and community members, providing access to equitable educational opportunities and acquire English proficiency in listening, speaking, reading, and writing. **Department of Operations:**

The Office of Operations ensures buildings and grounds are well-maintained and in compliance with all regulations, and provides food service, IT, printing, security, transportation, and environmental health and safety. **Department of Research, Assessment, and Evaluation:** The NHPS relies on data and research tools to improve teaching and learning. Major areas of work for the Office of Research, Assessment, and Evaluation pertain to student data, assessment, educator evaluation, and educational research. **Department of Student Services:** The Office of Student Services meets the needs of students, families, and staff via special education for students with a wide variety of disabilities and learning challenges, psychological services, social

work services, and speech and language services. **Department of Social and Emotional**

Learning: NHPS' aim to cultivate the whole child through Social and Emotional Learning (SEL) standards that facilitate success within and beyond the classroom. District-wide integration of SEL standards creates a common language across the NHPS learning community. Ensuring fidelity and consistency to SEL practices allows for all students to have an optimal learning experience that supports their social and emotional growth.

In addition to these backbone organizations, other members of the GLCP will collaborate to deliver programs and services within the service pathways. **New Haven Reads:** New Haven Reads will provide one-on-one after-school literacy tutoring to the highest-needs students within GLCP schools who are reading below grade-level, focusing on students who need intensive help with word decoding skills, as well as immigrant and refugee children who are emerging bilingual students. It will also facilitate ongoing book distribution to the GLCP via its book bank.

New Haven Federation of Teachers: NHFT will support educators in the implementation of the Full-Service Community Schools model and advocate for policies and practices that promote equitable public schools and quality public education for all New Haven children, ensuring a better future for its membership and the students and families they serve. They will also provide educators and the staff of GLCP member organizations with professional development on Culturally Responsive Pedagogy, Developmentally Appropriate Instruction, and Restorative Practices. **City of New Haven Youth and Recreation and Elderly Services Departments:** Beginning in 2024, the Youth and Recreation Department will operate Fair Haven's Atwater Center (currently a senior center operated by the Elderly Services Department) as a full service community center with out-of-school programs for all ages. The Atwater Center is located one block from Fair Haven School; these departments will engage the GLCP to ensure maximum

benefit to community members of all ages. **New Haven Free Public Library:** Through participation in the GLCP, the Library will improve student and family access to its programs and facilitate library patrons' improved access to other partners' programs and services. **Fair Haven Community Health Center (FHCHC):** FHCHC staffs and oversees school-based health centers at Fair Haven School (medical and dental services) and FAME (dental services) to meet children where they are and provide care in the language preferred by families, at no out-of-pocket cost to families. The FHCHC will collaborate with the GLCP to assess student and community health needs, address identified needs, and share relevant SBHC utilization data. **United Way of Greater New Haven:** The United Way will facilitate coordination of and communication about its initiatives with GLCP school students, families, school staff, and partner organizations, including the New Haven Tutoring Initiative, Greater New Haven Youth Network, Greater New Haven Coordinated Access Network (CAN), Greater New Haven Workforce collaborative, Coordinated Food Assistance Network, and annual Summer Youth Fund. **Integrated Refugee and Immigrant Services (IRIS):** Through participation in the GLCP, IRIS will enhance its service offerings to refugee students placed at Fair Haven and their families and ensure that the special needs of this population are included in the Partnership's work. **Dwight Hall at Yale:** Dwight Hall will connect volunteers from student-led service and advocacy organizations, fellows, and interns with GLCP schools to provide educational, enrichment, and recreational programming free of charge. In addition, Dwight Hall will connect GLCP with resources across Yale University. **ARTE Inc.:** ARTE will deliver hands-on after-school and weekend activities that provide purposeful, supportive, and meaningful learning experiences for disadvantaged youth within GLCP schools. They also provide scholarships to students in need and will contribute programming and expertise in working with youth to the

GLCP. Junta for Progressive Action: Junta provides culturally responsive, wraparound social services including case management, adult education, and youth leadership development, and will provide office hours for families within GLCP schools and work to increase families' access to these services. **Catholic Charities of Centro San Jose:** Centro San Jose will contribute programming and expertise working with youth to the GLCP, improve student and family access to their programs—including extracurricular youth programs, youth tutoring and social skills groups, mentoring, athletics, and family support services—and facilitate clients' improved access to other partners' programs and services. **City Wide Youth Coalition (CWYC):** The coalition will expand leadership development opportunities for young people and will educate both young people and youth-serving adults within GLCP schools through workshops and community events. **Connecticut Violence Intervention Program (CTVIP):** The program will meet the needs of high-risk individuals in or affiliated with GLCP schools, partner organizations, and the broader neighborhood, to disrupt, prevent, and stop the spread of community violence.

The extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period

The GLCP will place one full-time Community School Coordinator at Fair Haven School and another at FAME, employed by Clifford Beers. The Community School Coordinators will work out of each school to execute the coordination and alignment of GLCP resources to achieve desired project outcomes. This position works in partnership with students, families, partnership organizations, and the community at large - under the vision and direction of each school's Principal and project leadership staff employed by Clifford Beers. Coordination is carried out via the community school pillars and other relevant frameworks.

Clifford Beers will also leverage its expertise as a fundraiser and community convener to sustain and scale the GLCP. Over the past century, it has raised millions in local support for the Greater New Haven area, and will continue to cultivate relationships with local funding partners. The agency serves as the primary fundraising organization for the GLCP and will pursue additional investments from local philanthropic organizations that invest in public education, as well as public sources, to sustain the position beyond the grant period. Through continuous communications and marketing of the GLCP that provides proof of concept, Clifford Beers will make the case for continued investment. The Partnership will be sustained through a blended funding model that incorporates many stakeholders to make long-term commitments to the success of schools. The GLCP will leverage internal, public, and private resources to ensure long-term success of the project. Sustainability strategies focus on 1) GLCP's community leadership structure; 2) Clifford Beers' communications and fundraising infrastructure; 3) Continued development of programmatic and financial partnerships; and 4) Advocacy for the expansion of public resources and support for GLCP.

The project partners have also indicated that they are committed to the institutionalization and to use their own resources, while at the same time building school resources and capacity, to continue the project. Principals of target schools have indicated that provision of the services described in this application for at-risk students is a long-term priority. Second, the GLCP Leadership Team and the Management Team will develop detailed plans on how the partnership can be sustained through appropriated and/or reallocation of current program funds. Third, the project staff will have developed skill sets that will help continue the project after funding ends so that these new instructional skills will be a permanent part of each GLCP's internal capacity.

A description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school

The Community School Coordinator role is integral to the GLCP's efforts to plan, integrate, coordinate, and facilitate programs and services at each school (see attached job description). Job responsibilities include: 1) Planning: Conduct school-based needs and resources assessments, create and curate a school asset map, and recommend strategies for developing and sustaining services in partnership with the GLCP, based on the needs and resources assessments and asset map. 2) Integration: Develop and coordinate decisions of the School Planning and Management Team; work closely with teachers, principals and curriculum specialists to monitor student-centered data points, including academic performance measures such as standardized test scores; help to identify specific academic challenges, align partnerships and resources, and provide professional support and community resources to overcome identified gaps. 3) Coordination: In partnership with Farnam Neighborhood House, facilitate youth and adult programming at Fair Haven School and FAME before school, after school, on weekends, and during school vacations. Organize "Caregiver University" days for families enrolled in Early Childhood programs, Kindergarten, Third Grade, and Middle School at least once annually. 4) Facilitation: Pair identified students in need of academic support with the appropriate tutoring services, as well as support and coach Fair Haven School and FAME caregivers to participate in the School Planning and Management Teams and Parent Organizations at their children's schools. These activities will help drive increases in students' overall academic success; improve physical and mental health; strengthen community support systems for students and families; enable improved access to programs, services, and resources; and contribute to the system for ongoing school improvement and program coordination.

Potential for continued support

The program will utilize the following sustainability strategies: 1) Grant funding and other donations: After the grant funding period, the program will work to sustain the project through grant funding, project-related fundraising, and other unrestricted income. 2) Use data to make a compelling case for the program: The program's ability to aggregate data and demonstrate program effectiveness and cost savings will provide compelling evidence of the program's worth to grant funders and help leverage funding for program services for the target population from private philanthropy, as well as in the state and municipal education budgets. If the proposed program yields the anticipated client and system outcomes, it will have documentation that will be of great interest to funders. 3) Dissemination of models in the community. Project activities will transfer knowledge and skills not only to NHPS staff, but also to staff at other community-based agencies that serve school-aged youth. This enhances community providers' awareness of the importance of a full service community school strategy to provide students in low-income communities with a high-quality education, builds stakeholder buy-in for continuation of services, and builds local capacity to sustain the model. 4) Develop community support for the program: The program is designed and implemented with significant input from many sectors of the community (schools, community organizations, providers, parents, etc.) which will help facilitate sustainability. 5) Political support: To garner political support for this and similar programs, the project will seek to influence policy to support funding for these services.

5. Quality of the Management Plan (up to 25 points)

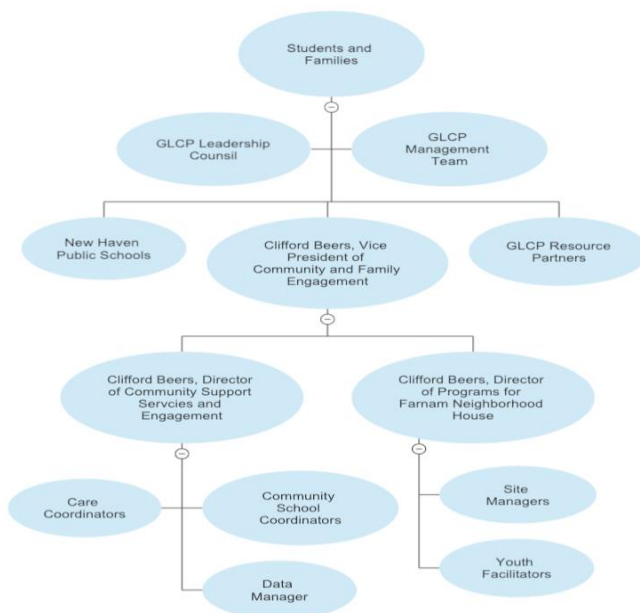
As the GLCP's lead agency and an experienced convener of community initiatives, Clifford Beers will ensure this project is appropriately managed and that all project elements are achieved on time and on budget. Clifford Beers has extensive experience in supporting schools to improve

the coordination of community resources and monitor the impact of interventions. Operation of the project will be guided by the Comer School Development principles of decision-making by consensus, no-fault problem solving, and collaboration.

A Leadership Council will be formed to oversee implementation of the proposed services. Members will include at least one representative from each of the Partnership organizations, including the school principals. Fair Haven School and FAME will each nominate at least one teacher, one student, and one caregiver to participate. Tri-Chairs representing Clifford Beers, the NHPS, and another partner will plan agendas and jointly facilitate the meetings. The full Leadership Council will meet at least monthly during the initial needs and resources assessments and planning phase and at least quarterly thereafter to continue to build relationships, review strategies, monitor implementation, assess progress against outcomes, review strategies, and troubleshoot challenges. These meetings will: 1) ensure that parties continue to build relationships and trust, develop a common understanding of the school contexts, and share promising practices based on respective areas of expertise. 2) provide opportunities to highlight implementation successes; identify gaps, needs, and challenges; and evaluate progress towards outcomes and goals. The full Leadership Council will also meet at least once annually with the evaluation team for oversight of the entire project and for additional progress reporting towards program goals. The GLCP will also work through: 1) existing school structures – School Planning and Management Teams (SPMTs), Student and Staff Support Teams (SSSTs), Parent Organizations, and Youth Organizations – to strengthen their effectiveness; and 2) existing community structures (such as the Greater New Haven Youth Network and Fair Haven Community Management Team) to continuously report on its work, solicit feedback, and invite additional partnership.

A smaller, more focused GLCP Management Team will be composed of the Tri-Chairs and various members of their organizations who will be invited to attend meetings as needed. The Management Team will design and implement program services as detailed in the narrative, and meet weekly to monitor, assess progress, and adapt program implementation as necessary. The Management Team will also meet twice per year with the evaluation team for oversight of the entire project and for additional progress reporting towards program goals. Regular communication and collaboration among partner agencies and principals benefit the coordination and delivery of services in the schools.

GLCP organizations will serve as a cornerstone of the project in that they provide academic and enrichment services and programming for students, caregivers and families. The community partners will be responsible for the operation and management of their specific services to students, parents, family, and community members at the respective school sites. The following staffing chart illustrates each role and its supervisory structure.



Clifford Beers' Vice President of Community and Family Engagement will provide executive leadership and management for this project. This position will become the GLCP

Director and provide management and oversight of day-to-day project activities, ongoing technical assistance, and coordinate training and assistance opportunities. Primary tasks include management and supervision of all GLCP staff members, oversight, planning, implementation, and management of all project activities.

Tirzah Kemp, LMFT, the **Vice President of Community and Family Engagement**, will dedicate 10% FTE in Years 1 through 5 to provide executive leadership to the project. In addition to the tasks described above, she will supervise the Community Support and Engagement Director and Farnam Programs Director. Ms. Kemp will also manage relationships with internal project staff, external partner agencies, and the evaluation team to successfully achieve all project goals, objectives, and reporting requirements. Ms. Kemp has over eight years' experience at Clifford Beers providing services to children and families impacted by multiple adversities and traumas. She oversees all of Clifford Beers' community-based, school-based, and specialized community programming (Care Coordination, Fatherhood Engagement Services, STOP School Violence Services, Community Healing Support Team), with special expertise in school-based collaboration, establishing and coordinating interagency partnerships, and enhancing and tracking family engagement efforts. She provides leadership in all facets of Clifford Beers' community, family and young child wellness efforts and is an outspoken advocate for providing high-quality, outcome-driven services to underserved populations. A highly skilled trainer, she has provided workshops for thousands of NHPS administrators, educators, and family members and has also overseen the expansion of many of Clifford Beers' school-based partnerships.

Cara Klaneski, MSW, the **Director of Community Support Services and Engagement**, will dedicate 100% FTE in Year 1, 25% FTE in Years 2 and 3, and 20% FTE in Years 4 and 5 to

manage the GLCP's project design, implementation, and operations. She will supervise the Community School Coordinators, Care Coordinators, and Data Manager. Ms. Klaneski has eleven years' experience serving youth and families through Clifford Beers, both in partnership with NHPS and in the community. She has special expertise in Wraparound Care Coordination, including training, team leadership, and quality control. She provides local and regional leadership to promote systems development and coordination, as well as a network of care development for children and families, in collaboration with a wide range of partners and stakeholders. Given her broad expertise in partnership facilitation and specific experiences partnering and collaborating with the NHPS to implement family support programming.

Marcquis Knox, the **Director of Programs for Farnam Neighborhood House**, will dedicate 20% FTE in Year 1 through 3, and 15% FTE in Years 4 and 5 to oversee all out-of-school program offerings within GLCP schools. He will supervise Youth Facilitators who work within schools to support and deliver youth programming. He will also manage relationships with all youth program providers to ensure coordination and quality in support of the project's service pathways. A US Army combat war veteran, Mr. Knox joined Farnam in 2021 and quickly advanced to oversee all school-based and community-based program development and coordination, program implementation, and quality improvement. Born and raised in New Haven, he previously served as a police officer and active duty US Army officer. As Director of Programs for Farnam Neighborhood House, he has led the rapid growth of Farnam's program offerings within NHPS.

Two **Community School Coordinators** will each dedicate 100% FTE (100% FSCS grant) to accomplish the duties and responsibilities described above. They will : 1) Lead the school's needs assessment and asset mapping processes; 2) Help coordinate school and

community meetings (School Planning and Management Team, School Student Support Team, Parent Organizations, Student Organizations, and the Community Management Team); 3) Help orchestrate before-, after- weekend-, and vacation youth and adult programming at Fair Haven School and FAME. ; 4) Coordinate and manage community partnerships and resources in accordance with the Community School Action Plan; 5) Facilitate communication and relationship-building with community partners, key stakeholders, and volunteers; 6) Serve as key contact person for school staff seeking support or enrichment for students and families; 7) Work with teachers, principals, and curriculum specialists to monitor student-centered data points, including academic performance measures, and specific academic challenges, align partnerships and resources, and provide professional support and community resources to overcome identified gaps; 8) Provide support and coaching to caregivers participating in School Planning and Management Teams, as well as develop and lead Caregiver Organizations at their children's schools; 9) Organize caregiver leadership and educational programming such as Caregiver University; 10) Provide training and technical assistance activities to community partners, key stakeholders, school staff, and volunteers; and 11) Monitor and analyze outcomes related to school goals and benchmarks of project goals and objectives (attendance, academic achievement, parental involvement, and program effectiveness). Position Qualifications include: 1) Familiarity with and credibility in New Haven neighborhoods; 2) Minimum high school diploma or GED, with Bachelor's degree in relevant field preferred; 3) A minimum of 3 years' experience in early education, public education or community-based work, with preferred experiences in early childhood development, facilitation, data analysis, grant writing, and/or using outcomes in program development, operation or evaluation. See attached job description for details.

Two **Care Coordinators** will each dedicate 100% FTE (100% FSCS grant) to serve as an advocate, service worker, and liaison on behalf of students and families, utilizing a family-driven, strengths-based, community-based approach. They will assist families in developing solutions, identifying community resources and supports based on family needs, and promoting permanent connections that support the family within the community. Essential job functions include: 1) Establishing rapport with family members, schools, and service providers; 2) Collaborating and participating in an interdisciplinary team related to client care; 3) Engaging families in the community and conducting regular home visits; 4) Linking multiple services, healthcare providers, and community resources to meet families' needs; 5) Processing and determining appropriate eligibility; and 6) Maintenance of accurate electronic records. Position Qualifications include: 1) Knowledge of person-centered care and New Haven community resources; 2) At least 5 years' experience in case management, community organizing, family support, population health, school-based work, or related fields; 3) Bachelor's Degree preferred. See attached job description for additional details.

One **Data Manager** will dedicate 25% FTE in Year 1 to support data systems setup and 10% FTE in Years 2 through 5. This role will coordinate the project's data management and continuous improvement processes; monitor data integrity ensure the validity and accuracy of all data and findings; ensure consistency and standardization; and liaise with the Evaluation Team.

Dr. Melissa Whitson, **Professor of Psychology at the University of New Haven and GLCP Principal Investigator**, will direct the Partnership's external evaluation. Her responsibilities include the design, implementation and dissemination of the program's evaluation. Dr. Whitson directs several active evaluation and research studies for youth-servicing non-profit organizations in the greater New Haven area.

Other non-key personnel that will support this project and provide alignment with the Service Pathways include: Gemma Joseph-Lumpkin, **NHPS' Chief of Youth, Family, and Community**, will support the implementation and integration of the GLCP strategies at Fair Haven School and FAME. Christian Tabares, **Coordinator of After School and Community Partnerships**, oversees all after school program funding and implementation, as well as a wide variety of partnerships with community organizations. **Principals** will support implementation of GLCP within their schools, working closely with their schools' Community School Coordinators to align pathway services and activities with each school's needs, assets, and goals, and fostering relationships between the Community School Coordinator and their academic and administrative staff, students and families, and other stakeholders. **Teachers and School Staff** at each GLCP school provide representatives to serve on the School Planning and Management Team and GLCP Leadership Council. Academic and non-academic staff will also participate in technical assistance and professional development opportunities. **Site Managers and Youth Facilitators** will provide oversight, programming, and liaise with community partners during open hours at GLCP schools. **Enrichment Program Partners** will support the GLCP by implementing service pathway strategies, participating in all relevant working groups and committees, and supporting all data collection and evaluation activities. **Students, Families, and Community Members** will serve on the GLCP Leadership Council, each schools' School Planning and Management Team, as well as in Youth and Caregiver Organizations, to provide feedback, input and recommendations for continuous quality improvement activities.

(A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders,

and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU.

The GLCP model is designed in collaboration with a broad range of organizations and stakeholders. The Comer School Development principles of decision-making by consensus, no-fault problem solving, and collaboration will guide project operation. Together, the member organizations of this Partnership consortium reflect the needs of the Fair Haven community and its diverse stakeholders. In addition to Clifford Beers and the NHPS as backbone organizations, the GLCP is comprised of organizations representing integral stakeholder groups, including:

Each of these organizations brings contextually relevant expertise and has a history of providing service to the Fair Haven community. Clifford Beers will serve as lead partner and coordinate the activities of consortium members to ensure that the various services are well integrated, and that personnel from each organization receive appropriate professional development to maximize the effectiveness of the overall program. As detailed in the MOU, roles and responsibilities of the consortium partners are summarized as follows:

Table 3: GLCP Consortium Members and their Roles	
Agency	Role/Services Provided
New Haven Public Schools	Provide each school's academic and administrative staff, physical space and facilities, and the full suite of programs and administrative resources offered throughout the district; ensure that each building is well maintained and compliant with any and all legal requirements, laws, and regulations; contribute an in-kind matching commitment that equals [REDACTED] of the federal request and specific

Table 3: GLCP Consortium Members and their Roles	
Agency	Role/Services Provided
	services as needed to enable the project pathways; collaborate to advance the GLCP's goals, objectives, and outcomes.
New Haven Reads	Provide one-on-one after-school literacy tutoring to the highest-needs students within GLCP schools who are reading below grade-level; implement reading interventions for students who need intensive help with word decoding skills and emerging bilingual students; and facilitate book distribution via its book bank.
New Haven Federation of Teachers	Support educators in the implementation of the Full-Service Community Schools model; advocate for policies and practices that promote equitable public schools and quality public education for all New Haven children; and provide high-quality professional development on Culturally Responsive Pedagogy, Developmentally Appropriate Instruction, and Restorative Practices.
1) City of New Haven Youth and 2) Recreation and Elderly Services Departments	Coordinate with the GLCP on Atwater Center programming and scheduling to ensure maximum benefits to community members of all ages.
New Haven Free Public Library (Fair Haven branch)	Collaborate with the GLCP to improve student and family access to Library programs, as well as facilitate Library patrons' access to other GLCP programs, services, and opportunities.

Table 3: GLCP Consortium Members and their Roles	
Agency	Role/Services Provided
Fair Haven Community Health Center (FHCHC)	Staff and oversee school-based health centers at Fair Haven School and FAME and collaborate with the GLCP to identify and address student, family, and community health needs.
United Way of Greater New Haven	Facilitate improved coordination of and communication about support services and opportunities with students, families, school staff, and partner organizations.
Integrated Refugee and Immigrant Services (IRIS)	Collaborate with the GLCP to enhance service offerings to refugee students placed at Fair Haven School and their families and ensure that the special needs of this population are incorporated into the Partnership's work.
Dwight Hall at Yale	Connect volunteers from student-led service and advocacy organizations, fellows, and interns with GLCP schools to provide free programming; connect GLCP with resources across Yale University, including Yale College, Yale's graduate and professional schools, institutes, and centers.
ARTE Inc.	Deliver hands-on after-school, weekend, and vacation activities that facilitate supportive and meaningful learning experiences for disadvantaged youth within GLCP schools.
Junta for Progressive Action	Collaborate with the GLCP to improve student and family access to Junta's programs, as well as facilitate clients' access to other GLCP programs, services, and opportunities, including via office hours within GLCP schools.

Table 3: GLCP Consortium Members and their Roles	
Agency	Role/Services Provided
Catholic Charities of Centro San Jose	Collaborate with the GLCP to improve student and family access to Centro's programs, as well as facilitate clients' access to other GLCP programs, services, and opportunities.
City Wide Youth Coalition (CWYC)	Provide leadership development opportunities for young people and train young people and youth-serving adults within GLCP schools through workshops and community events.
Connecticut Violence Intervention Program (CTVIP)	Provide street outreach, conflict mediation, and crisis intervention in the Fair Haven neighborhood surrounding the Schools and facilitate clients' access to other GLCP programs, services, and opportunities.

(B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.

Over its 109-year history of service to children and families, Clifford Beers has become nationally recognized for its effectiveness in working with a diverse range of stakeholders, and especially students and families, to achieve both individual-level and systems-level improvements. This track record has enabled the agency's growth and programmatic expansion, including its merger with Farnam Neighborhood House last year and the award of multiple multi-year federal grants, including from the Centers for Medicare and Medicaid, Substance Abuse and Mental Health Services Administration (SAMHSA), and Department of Justice (DOJ).

A majority of the children and families we serve are low-income. In addition, they are predominantly African American and Hispanic, reflecting the demographics of New Haven's neighborhoods of needs. During the 2023 Fiscal Year, Clifford Beers served 3,647 children, 375

caregivers, and 513 other community members. We received 1,647 Mobile Crisis calls, reflecting a continued increase over call rates before the COVID-19 pandemic. During the 2022-23 school year, 173 students and their families received school-embedded Care Coordination services; and 95% of families were highly satisfied with the support that they received. School-based clinical and care coordination services routinely demonstrate reductions in rates of student absenteeism, PTSD, and depression, as well as caregiver depression.

As an agency committed to the health and wellness of our employees and communities, we are also committed to examining and taking action against the multifaceted nature of racism in the United States. Toward that end, Clifford Beers now employs a full-time Vice President of Anti-Racist Practices who works across the organization to infuse trauma-informed anti-racist and anti-bias policy and process into our work as an organization and in the community. We have a longstanding value of upholding and working toward social justice for all people and are continuously engaged in efforts to purposefully identify, discuss, and challenge issues of race and color and the impact(s) they have on our organization, its systems, and its people.

(C) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Partnership's management plan will allow objectives to be achieved on time and within budget. The phases described below clearly define responsibilities, timelines, and milestones for each project task.

1) Phase 1: Planning: This phase focuses on implementation planning, including: needs and resources assessments, developing baseline measures, consortium development, setting up organizational structures, and staff hiring.

January - July 2024			
Activities	Timeline	Milestone	Personnel Responsible
Establish organizational structures	Jan.-Feb.	*Communications and planning systems established *Check-in meetings with GLCP partners	GLCP Director, Director Farnam, Director Community Support
Begin to hire grant-supported personnel for Fair Haven School	Feb.-Mar.	*Hire Community School Coordinator	GLCP Director, Director Farnam, Director Community Support
Consortium development	Mar.-Apr.	*Hold first and second GLCP Leadership Council Planning Meetings *Update and finalize MOU	Community School Coordinator, GLCP Director, Director Community Support
Develop baseline measures	Apr.-May	*Conduct pre-assessments to inform baseline measures *Hold third GLCP Leadership Council Planning Meeting	Community School Coordinator, GLCP Director, Director Community Support, Evaluation Team
Needs and resources	May-June	*Conduct assessment process with community stakeholders	Community School Coordinator, GLCP

assessments		*Create asset map *Hold fourth GLCP Leadership Council Planning Meeting	Director, Director Community Support, Evaluation Team
Hire additional grant-supported personnel and contractors for Fair Haven School	June-July	*Hire Care Coordinator *Hire Youth Facilitators *Execute contracts with out-of-school program providers	GLCP Director, Director Community Support, Director Farnam Programs
2023-24 school year action planning	June-July	*Review assessments and finalize service pathways to reflect needs *Hold fifth GLCP Leadership Council Planning Meeting *Define action plans for each service pathway	Community School Coordinator, GLCP Director, Director Community Support, Evaluation Team

2) Phase 2: Implementation: This period focuses on orienting school staff, students, and families at Fair Haven School; launching and operating out-of-school programs and other components of the service pathways; ongoing progress monitoring; professional development; consistent communication; scaling best practices; and evaluations.

August 2024 - July 2026 (Academic Years 23-24, 24-25)			
Activities	Timeline	Milestone	Personnel Responsible

Orient Fair Haven School staff, students, and families to GLCP and Community Schools model	Aug.- Sept.	<ul style="list-style-type: none"> *Teacher training during teacher orientation days *All other staff training before start of school *Student and family training during first month of school 	Community School Coordinator, GLCP Director, Director Community Support
Launch before and after school programming at Fair Haven School	Aug.- Sept.	<ul style="list-style-type: none"> *Registration for before and after school opens *Program plan in place and implementation begins 	Director Farnam Programs, GLCP organizations
Support Community School Model at Fair Haven School	Sept. onward	<ul style="list-style-type: none"> *Professional development for school and GLCP staff *Coordination of service pathways through action plan *Regular GLCP reporting at school and community meetings 	Community School Coordinator, GLCP Director, Director Community Support
Support coordination and alignment of service pathways at Fair Haven School	Sept. onward	<ul style="list-style-type: none"> *Quarterly GLCP Leadership Council planning meetings *Check in meetings with all GLCP organizations 	Community School Coordinator, GLCP Director, Director Community Support
Complete Year One	Dec.	*Finalize end of year report on	Evaluation Team

Evaluation	2024	progress measures and suggestions for improvement	
End of School Year Assessment	June 2025	*Identify areas of success and in need of improvement	Community School Coordinator, GLCP Director, Director Community Support
Launch summer programming at Fair Haven School	July 2025	*Registration opens before the end of school *Program plan in place and implementation begins	Director Farnam Programs
Complete Year Two Evaluation	Dec. 2025	*Finalize end of year report on progress measures and suggestions for improvement	Evaluation Team
Hire grant-supported personnel and contractors for FAME	May-July 2026	*Hire Community School Coordinator *Hire Care Coordinator *Hire Youth Facilitators *Execute contracts with out-of-school program providers	GLCP Director, Director Community Support, Director Farnam Programs
End of School Year Assessment	June 2026	*Identify areas of success and in need of improvement	Community School Coordinator, GLCP

			Director, Director Community Support
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3) **Phase 3: Expansion & Sustainability:** This period focuses on orienting school staff, students, and families at FAME; launching and operating new out-of-school programs and other components of the service pathways; ongoing progress monitoring; scaling best practices; evaluations, and implementing capacity-building strategies.

August 2026 - December 2028 (Academic Years 25-26, 26-27)			
Activities	Timeline	Milestone	Personnel Responsible
Orient FAME staff, students, and families to GLCP and Community Schools Model	Aug.- Sept.	*Teacher training during teacher orientation days *All other staff training before start of school *Student and family training during first month of school	Community School Coordinator, GLCP Director, Director Community Support
Launch before and after school programming at FAME	Aug.- Sept.	*Registration for before and after school opens *Program plan in place and implementation begins	Director Farnam Programs, GLCP organizations
Support Community School Model at FAME and continue	Sept. onward	*Professional development for school and GLCP staff *Coordination of service	Community School Coordinator, GLCP Director, Director

support at Fair Haven School		pathways through action plan *Regular GLCP reporting at school and community meetings	Community Support
Support coordination and alignment of service pathways at FAME, continued support at Fair Haven School	Sept. onward	*Quarterly GLCP Leadership Council planning meetings *Check in meetings with all GLCP organizations	Community School Coordinator, GLCP Director, Director Community Support
Continue to build blended funding model to sustain funding for Community School Coordinators and service pathways	Sept. onward	*Identify additional funding partners to support and sustain the Partnership's success	GLCP Director
Complete Year Three Evaluation	Dec. 2026	*Finalize end of year report on progress measures and suggestions for improvement	Evaluation Team

End of School Year Assessment	June 2027	*Identify areas of success and in need of improvement	Community School Coordinator, GLCP Director, Director Community Support
Launch summer programming at FAME, continue at Fair Haven School	July 2027	*Registration opens before the end of school *Program plan in place and implementation begins	Director Farnam Programs, GLCP organizations
Complete Year Four Evaluation	Dec. 2027	*Finalize end of year report on progress measures and suggestions for improvement	Evaluation Team
End of School Year Assessment	June 2028	*Identify areas of success and in need of improvement	Community School Coordinator, GLCP Director, Director Community Support
Finalize sustainability plan for continued Community School staffing and services	Sept. 2028	*Communicate plan to school and community stakeholders	GLCP Director

Complete Year Five Evaluation	Dec, 2028	*Finalize end of year report on progress measures and suggestions for improvement	Evaluation Team
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Fiscal Oversight: Moreover, Clifford Beers is long-experienced in administering federal grants and receives sterling performance grades on audits and reviews of its grant administration processes. The agency consistently receives high marks on state and federal audits. Under the direction of Chief Financial Officer Michael Riso, the GLCP initiative will receive fiscal management and grant administration support from the Clifford Beers Fiscal Services Department. The Fiscal Services Department will provide a technical support system to help project staff interpret federal and state regulations and legislation, ensure the GLCP initiative is implemented with programmatic and regulatory integrity, and guarantee that the appropriate fiduciary roles expected by the US Department of Education are accomplished. This department will also provide support with the budget, financial planning, and related services to maximize financial resources available to support GLCP implementation and sustainability.

Budget Management: [LM1]The project budget was developed during the project planning and grant application process in parallel with the development of the project schedule. To develop the budget, the applicable cost factors associated with project tasks are identified. The development of costs for each task should be simple and direct, and consist of labor, material, and other direct costs. The cost of performing a task is directly related to the personnel assigned to the task, the duration of the task, and the cost of any non-labor items required by the task. The

steps associated with budgeting are highly dependent to both the estimated lengths of tasks and the resources assigned to the project. Budgeting serves as a control mechanism where actual costs can be compared with and measured against the budget. In this project, the budget is largely assumed to be a fairly set parameter in the execution of the project. To ensure the budget will be maintained to support the project's timelines and milestones, the project's activities, schedule, and cost will be closely monitored. If/when a schedule begins to slip, cost is proportionally affected. When project costs begin to escalate, the project manager will revisit the project plan to determine whether the scope, budget, or schedule needs adjusting.

6. Quality of Project Evaluation (up to 15 points)

Clifford Beers will contract with Melissa L. Whitson, Ph.D., Professor of Psychology at the University of New Haven, as the external evaluator for the GLCP. Dr. Whitson will work with Clifford Beers' Quality Analytics and Research Team and the existing agreements between Clifford Beers, the NHPS, and Fair Haven Community Health Center to administer measures and collect data relevant to the project. Dr. Whitson's evaluation team will also collect qualitative data as part of the process and outcome evaluations for the project, manage the databases, analyze the data, and create the evaluation reports. The plan described below details a culturally responsive evaluation plan for the proposed GLCP activities, objectives, and outcomes for the Full Service Community Schools program. This plan will ensure accountability of stakeholders, continual program improvements, and sharing of models (including challenges and successes) among the schools and GLCP organizations.

(A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The project evaluation plan covers important indicators relevant to this Full Service Community Schools grant proposal. Clifford Beers already collects and analyzes data relevant to Goal #1 (Students have strong academic foundations for high school and beyond); Goal #2 (Students are healthy, stable, and supported in their learning and development, by families and community); Goal #3 (Programs, services, and resources are coordinated, accessible, and culturally affirming); and Goal #4 (Partnership systems support ongoing school improvement and program coordination). The GLCP evaluation team specifically will utilize the following methods: 1) Collect quantitative data from the Community Schools on key indicators, including school administrative data and school-based health clinic screener measures; 2) Collect qualitative data from program staff to evaluate the implementation of the GLCP and identify any issues that need to be addressed during the implementation process; and 3) Collect qualitative data (interviews and focus groups) and analysis to understand if caregivers do feel like there is more access to community resources and how they feel about those resources.

Evaluation Questions

The evaluation design will incorporate both a process evaluation of the GLCP and an outcome evaluation of the objectives over time. The following questions will guide this examination of process and outcomes: Process Evaluation: How much are we doing? (outputs); How well are we doing it? (implementation); Are the participants better off? (outcomes). Outcome Evaluation: Do students have strong academic foundations for high school and beyond? Are students healthy, stable, and supported in their learning and development, by families and community? Are programs, services, and resources coordinated, accessible, and culturally affirming? Do the partnership systems support ongoing school improvement and program coordination?

Evaluation Design & Methods

The evaluation team will use a rigorous, mixed methods research design that is grounded in the principles of culturally responsive evaluation. They will systematically engage the GLCP organizations and stakeholders in shared decision-making around evaluation design and interpretation. To advance racial equity and in reflection of the clients served, they will approach this project from the perspective of systemic racism and consistently ask themselves if they are missing data from hard-to-reach families or those at the highest tier of trauma. Qualitative interviews with families will use pedestrian language that avoids bias to the extent possible. Finally, they will challenge assumptions built-in to the data and outcomes.

Study Sample

The study sample will include approximately 1,134 students (682 at Fair Haven and 452 at FAME) and their families. It will also include the school staff: at Fair Haven School, 71 certified FTE staff and at FAME, 37 certified staff.

(B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The evaluation will include examination of both process implementation and outcomes of the GLCP and will seek to address the evaluation questions. In addition to the outcome indicators articulated in the table below, a larger evaluation collects additional indicators that were identified through ongoing needs and assessment resources, as outlined in the project plan.

Objective Performance Measures & Intended Outcomes

Goal 1: Students have strong academic foundations for high school and beyond		
Objectives	Measurable Outcomes	Data Sources

1.1 Increase Families' Utilization of Quality Early Childhood Programs	By the end of Project Year 5, achieve 25% increase in enrollment in Fair Haven Head Start and FAME School Readiness programs over Baseline set in Project Year 1.	School Administrative Data (NHPS Early Learning Department)
1.2 Increase Educator and Caregiver Understanding of Students' Early Development	Increase by 5% annually (Project Years 2, 3, 4, and 5) # Preschool students who complete the ASQ screener over Baseline set in Project Year 1.	NHPS student-level administrative and assessment data Ages & Stages Questionnaire (ASQ)
1.3 Increase Students' Kindergarten Readiness	Increase by 15% annually (Project Years 2, 3, 4, 5) # Preschool students scoring proficient in the GOLD Preschool assessment over Baseline set in Year 1.	NHPS student-level administrative and assessment data GOLD Preschool Assessment (aligned to CT ELDS and DOTS)
1.4 Increase Student Academic Achievement in Grades K-8	Increase by 5% annually (Project Years 2, 3, 4, and 5) # students scoring proficient in SBAC math and language arts assessment over Baseline set in Project Year 1.	NHPS student-level administrative and assessment data SBAC exam data

1.5 Increase Student Attendance	By the end of Project Year 5, achieve 10% increase in # students who regularly attend school over Baseline set in Project Year 1.	NHPS student-level administrative and assessment data
Goal 2: Students are healthy, stable, and supported in their learning and development		
Objectives	Measurable Outcomes	Data Sources
2.1 Decrease Unmet Basic Needs in Families	By the end of Project Year 5, achieve 25% decrease in # caregivers reporting unmet needs in Basic Needs Screener	Clifford Beers Basic Needs Screener. School student-level administrative data.
2.2 Decrease PTSD and Depression among Students	By the end of Project Year 5, achieve 25% decrease in PTSD and Depression among students treated for behavioral health over Baseline set in Project Year 1.	SBHC PTSD and depression measures School student-level administrative data.
2.3 Decrease Depression among Caregivers	By the end of Project Year 5, achieve 25% decrease in Depression among caregivers of students treated for behavioral health.	SBHC caregiver depression information.
2.4 Increase Students'	By the end of Project Year 5, achieve	SBHC student-level

Utilization of Available Primary/Preventative Care	10% increase in # students utilizing school-based primary/preventative care over Baseline set in Project Year 1.	administrative data.
2.5 Increase Students' Utilization of Available Dental Care	By the end of Project Year 5, achieve 10% increase in # students utilizing school-based dental care over Baseline set in Project Year 1.	SBHC student-level administrative data.
2.6 Decrease Student Suspensions	By the end of Project Year 5, achieve a 10% decrease in the n# students who receive school suspensions over Baseline set in Project Year 1.	School student-level administrative data.
2.7 Increase Utilization of Interdisciplinary Threat Assessment	By the end of Project Year 5, achieve a 50% increase in # school threats addressed via interdisciplinary assessment over Baseline set in Project Year 1.	School administrative data Clifford Beers administrative data.
2.8 Improve School Climate	By the end of Project Year 5, achieve a 15% increase in # students reporting a "supportive school environment" in School Climate Survey over Baseline set	School Climate Survey.

	in Project Year 1.	
2.9 Increase Caregiver Ability and Opportunity to Engage in Children's Educational Experiences	Increase by 5% annually (Project Years 2, 3, 4, and 5) # caregivers attending Caregiver University over Baseline set in Project Year 1.	Clifford Beers administrative data.
2.10 Increase Caregiver Leadership and Educational Engagement	By the end of Project Year 5, achieve a 25% increase in # caregivers participating in school-related organizations over Baseline set in Project Year 1.	School administrative data Clifford Beers administrative data.
2.11 Increase Student Leadership and Academic Engagement	By the end of Project Year 5, achieve a 25% increase in # students participating in school-related organizations over Baseline set in Project Year 1.	Administrative data from partner organizations. School administrative data.
Goal 3: Programs, services, and resources are coordinated, accessible, and culturally affirming		
Objectives	Measurable Outcomes	Data Sources
3.1 Increase Staff	By the end of Project Year 5, achieve a	School administrative data

Training in Restorative Practices	80% participation rate in increase in Restorative Practices training for Community Schools' staff.	Clifford Beers administrative data.
3.2 Increase Classroom-Embedded Restorative Practices	By the end of Project Year 5, achieve a 40% increase in # school staff who report classroom-embedded Restorative Practices over Baseline set in Project Year 1.	Staff survey and/or interviews or focus groups. School administrative data
3.3 Increase community organization program offerings inside schools	By the end of Project Year 5, achieve a 25% increase in # community organization offerings inside schools over Baseline set in Project Year 1.	School administrative data. Clifford Beers administrative data
3.4 Increase School Staff Knowledge of, Access to, and Positive Assessment of Community Resources	By the end of Project Year 5, school staff report increased knowledge of, access to, and positive assessment of community resources over Baseline set in Project Year 1.	Staff survey and/or interviews or focus groups
3.5 Increase Caregiver Knowledge	By the end of Project Year 5, caregivers report increased knowledge of, access	Caregiver survey and/or interviews or focus groups

of, Access to, and Positive Assessment of Community Resources	to, and positive assessment of community resources over Baseline set in Project Year 1.	
Goal 4: Partnership systems support ongoing school improvement and program coordination		
Objectives	Measurable Outcomes	Data Sources
4.1 Increase Community Partner Engagement in School Activities	By the end of Project Year 5, achieve a 25% increase in # community organizations participating in Fair Haven or FAME SPMTs over Baseline set in Project Year 1.	School administrative data. Clifford Beers administrative data.
4.2 Establish Alignment between Community Schools Model and School Improvement Plans	In each project year, Fair Haven and FAME School Improvement Plans align with the Community Schools model and GLCP services.	School administrative data.

(C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Qualitative Data Sources & Analysis. Qualitative data sources include focus groups or interviews with GCLP staff, students, and families. Archival data will include administrative

data such as attendance, assessments, meetings, and programming. To ensure the validity and accuracy of the data, the following actions will be taken. Interviews or focus groups will be audio recorded and then transcribed. We will analyze these data using common coding techniques for qualitative data. To generate our key themes, the following qualitative analysis methods will be followed: 1) The data will be coded in a series of iterative steps, beginning with an initial code list derived from leading factors in the literature and data. 2) This preliminary code structure will be refined during review and analysis of transcripts from subsequent interviews by adding and reconstructing codes as new concepts emerge. 3) The “coding team” will independently code all transcripts and then meet as a group to code in several joint sessions, achieving consensus and assigning codes to observations by a negotiated, group process. 4) Coded data will be entered into NVivo or similar qualitative software to identify key themes regarding the implementation of the GCLP.

Quantitative Data Sources & Analysis. Quantitative data sources will include existing student academic achievement and engagement data provided by NHPS, such as: 1) Student enrollment and demographics; 2) Student attendance; 3) Student disciplinary records (suspensions and referrals); and 4) Universal assessments of academic progress: a) GOLD Pre-K Assessment; b) Ages and Stages Questionnaire; c) SBAC exams; and d) School climate survey. Quantitative data will also include valid and reliable mental health, trauma, and basic needs measures collected by the school-based health clinic and Care Coordinators, such as: 1) Student depression screener; 2) Caregiver depression screener; 3) Student PTSD screener; 4) Basic Needs Screener. GCLP data will also include the number of services or programs provided, and well as those participants who completed the program components.

Descriptive analysis of quantitative data will describe changes over time in outcomes of interest from surveys and student-level achievement and engagement data. Quantitative outcomes at each Community School will be tracked from the year prior to that school becoming a Community School up to the current year, and disaggregated by student demographic groups (race/ethnicity, etc.) when possible and relevant. Analyses of changes over time will also include times series analyses examining repeated assessments or outcome measures. Time series analyses allow us to examine trends of improvement over time.

Existing agreements between Clifford Beers, NHPS, and Fair Haven Community Health Center treat student data with confidentiality to protect student privacy and take a number of measures to ensure data security. Databases are password-protected, any data in paper form (surveys or evaluation instruments) is kept in locked rooms, and confidential personal identifier numbers will be assigned to link each participant with the instruments that are collected.

Dissemination Plan. Formative feedback based on process evaluation findings will be discussed in the Evaluation Team's periodic check-in calls with the GLCP's Leadership and Management Teams. The evaluation team will produce an annual evaluation report of both the qualitative and quantitative learnings, discussion and recommendations. The evaluation team will also engage in in-person briefings and discussions about the report with GCLP leadership, Consortium Partners, Community Schools Coordinators, and school-level teams. Evaluation findings will also be made available to students and their families, via reports that are accessible to all stakeholders.

Evaluation Team. Dr. Melissa L. Whitson, Professor of Psychology at the University of New Haven, will be the Principal Investigator and Evaluation Contractor for this grant proposal project. She is among the top 30 cited scholars at the university (per Google metrics). Over the past 14 years, Dr. Whitson has been involved in examining data from several children's systems

of care and has published several studies in this area that support the importance of including or increasing strength-building approaches, in addition to risk reduction, to maximize prevention and intervention efforts for system-of-care populations. Dr. Whitson and her colleagues also conducted several studies examining children in systems of care with histories of exposure to trauma. Results of these studies have been published and disseminated to national networks and statewide initiatives on children's systems of care and have had a direct impact on their design and implementation.

Dr. Whitson has also served as Evaluation Consultant on evaluations of other types of services for children and youth that include 1) an evaluation of the NASA-funded iMEET STEM summer camps for underrepresented youth, 2) the YouthSTAT Evaluation Study (a school-based intervention program in New Haven that seeks to reduce justice involvement), 3) the Music Haven Evaluation study (a non-profit afterschool music program for low-income children in New Haven), and 4) an evaluation of the OneStep substance abuse prevention program in the NHPS. She is also the Program Coordinator of the Community Psychology MA program at the University of New Haven. The evaluation team will also include graduate and undergraduate research assistants under the supervision of Dr. Whitson.

7. Competitive Preference and Invitational Priorities

Competitive Preference Priority 1 – Meeting Student Social, Emotional, and Academic Needs (up to 5 points)

The GLCP will establish four service pathways to improve academic outcomes and social and emotional wellness of students at Fair Haven School and FAME. Both student populations are chronically underserved. During the 2021-22 school year, 13% of students at Fair Haven tested proficient in literacy on the state Smarter Balanced Assessment System (SBAC). Only 4.4%

tested proficient in math. At FAME, 10.7% tested proficient in literacy and just 1.7% in math.

These figures place both schools in the bottom 25% of all schools in Connecticut. Nearly three in four students at both schools are eligible for Free and Reduced Lunch and over half are English Language Learners. The Partnership's service pathways aim to create education settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners. This will be accomplished through the following:

The dual language Spanish English learning models at Fair Haven School (K-6) and FAME (PreK-8) support students' academic success, multicultural competencies, and cognitive advantage. This approach is supported by an abundance of evidence (Senesac, 2002). Families and students also report that, in dual language settings, monolingual Spanish caregivers feel more comfortable interacting with school staff and thus are more inclined to engage in school activities, as well as more effective at supporting their children's learning. However, realizing the potential of this model requires an array of additional supports such as those enabled by the GLCP, including fully bilingual communications and meetings, bilingual and culturally competent clinical support to address trauma, bilingual and culturally competent care coordination to enable family stability, and intensive academic intervention with students who are struggling in one or both languages. These steps are woven throughout the service pathways, including via enhanced literacy intervention from New Haven Reads, out-of-school time programs delivered by bilingual and culturally competent staff, care coordination delivered by the same, bilingual "Caregiver Universities," support for Caregiver Organizations, and enhanced clinical interventions delivered in students' and caregivers' language of preference.

Two “newcomer” centers at Fair Haven School support recently-arrived immigrant students with intensive English language and literacy instruction in a multi-grade classroom, which focuses on the acceleration of academic skills, language acquisition, and acculturation. To support these students and their families, the education team at IRIS provides cultural orientation sessions about schooling expectations in the US and an education advocate who helps newly-arrived families through educational challenges, including the need for independent educational evaluations and special education services. A group of in-school volunteer tutors provide academic assistance and students have access to after school and summer programs that focus on academic enrichment, creative expression, cross-cultural understanding, and social emotional wellness. To build upon this work and improve the network of support for immigrant and refugee families, the GLCP will enhance clinical offerings to address the PTSD experiences by many students and families, offer care coordination to assist families with complex needs that are beyond the scope of IRIS case managers, enhance literacy tutoring with New Haven Reads’ Emerge program for immigrant and refugee children who are emerging bilingual students, and provide on-site out-of-school programs that meet refugee and immigrant students’ unique needs while helping them feel more at home in their school – thus paving the way for students to build the skills to navigate our complex multicultural society.

Fair Haven School’s Family Resource Center facilitates bilingual, culturally-affirming caregiver education and access to community resources. During the 2021-22 school year, the Center provided programming for 178 adult caregivers and 201 students and siblings including ESL classes, sewing classes, CDA certification training, family daycare provider support and training, social service referrals, social and emotional learning activities, before school and after school care for Preschool and six year olds, and outreach to families of chronically absent students. The

staff communicate with families, to build trust and help meet student and family needs. Service pathways added through the GLCP will enhance its capacity and effectiveness, and extend its reach. Each school's Community School Coordinator and Care Coordinator will work closely with the Center staff to assess programs and enhance program offerings.

The Partnership's service pathways further aim to provide multi-tiered systems of support that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs, and which include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches. This will be accomplished through the following:

Clifford Beers' embedded trauma clinician will utilize Cognitive Behavioral Intervention for Trauma in Schools (CBITS), an evidence-based practice and school-based group intervention for grades 5 and up. CBITS has been shown to reduce PTSD and depression symptoms and psychosocial dysfunction in children who have experienced trauma. In addition, Bounce Back, an adaptation of the CBITS model for elementary school students, is utilized with children in grades K-5. With CBITS and Bounce Back, student traumatic stress symptom scores consistently decrease. The average score prior to treatment is well above the threshold for a PTSD diagnosis; and upon completion of treatment, the average scores are below that threshold. In data collected before the COVID-19 pandemic, CBITS and Bounce Back groups reported an 89% completion rate, much higher than traditional outpatient clinic treatment. In addition, children that participated in CBITS and Bounce Back groups report very high (91%) satisfaction (2021 Connecticut CBITS/BB Coordinating Center Annual Report).

Wraparound Care Coordination will be made available to families at Fair Haven School and FAME, to enable their basic needs and overall stability. Clifford Beers Care Coordinators use a

strengths-based approach and routinely demonstrate increases in families' access to basic needs; reductions in rates of student absenteeism, PTSD, and depression; and reduction in caregiver depression. During the 2022-23 school year, 95% of families who received Clifford Beers' school-based care coordination were highly satisfied with the support that they received. Our findings are reinforced by research on care coordination outcomes, which finds that positive outcomes associated with care coordination include fewer days missed at school.

Restorative practices training and coaching for educators and other school staff provides a strengths-based, inclusive approach to establishing classroom ground rules, building community, and addressing conflict when it arises. Schools implementing restorative practices provide opportunities for teachers to "be heard" through structured communication and collaboration as well as for students to "be heard" through circles, student councils, and working with staff (Brown, 2017). Another study reported a significant decrease in incident referrals and the number of students involved in referrals, and students learned new skills related to communication, empathy, relationship-building, and leadership (Ingraham et. al., 2016). While the NHPS has trained many staff in restorative practices, additional training and coaching are needed to fully embed these practices. The GLCP will invest in more intensive restorative practice training for staff and families, as well as ongoing coaching to enable continuous skill development and integration.

The Partnership's service pathways further aim to create and implement comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships. This will be accomplished through the following:

The Comer School Development Process is guided by the principles of decision-making by consensus, no-fault problem solving, and collaboration. It also provides guidance for core organizational structures within schools, which foster positive school and classroom climate, as well as optimal conditions for teaching and learning. These include the School Planning and Management Team (SPMT), Student and Staff Support Team (SSST), and Parent and Caregiver Team (PT). While these structures are in place at Fair Haven School and FAME, the limited resources available to staff make it difficult to maximize the potential benefits of these structures. The Community School Coordinators will fill that gap by coordinating the work of these groups, including ensuring that all stakeholder groups are represented, including students, educators, and families; that the meeting is accessible to them; and that there is ongoing follow up and communication on decisions and open questions. Strengthening these structures, as well as strengthening the role of Comer principles among teachers and students, will establish a common language and shared expectations, which are critical components of strong and consistent student and educator relationships.

New Haven Reads will serve as lead literacy intervention partner for the GLCP and provide free one-on-one tutoring, educational family support, and a book bank to refresh classroom libraries and empower aspiring readers to master the literacy skills needed to thrive in school and life. The organization works with many students from Fair Haven School and FAME, and will expand its services in both schools in response to students' alarming literacy scores. In this capacity, they will provide one-on-one after-school literacy tutoring to the highest-needs students within GLCP schools who are reading below grade-level, including the Reading Interventions for Success Everyday (RISE) program for students who need intensive help with word decoding skills. Additional support for struggling readers will make classroom teachers' jobs more manageable

and supported, and help to strengthen their relationships with students. Training in Culturally Responsive Pedagogy delivered by the New Haven Federation of Teachers will aim to address the unique needs of students from diverse backgrounds. Many teachers are inadequately prepared address diverse students, leading to a cultural gap between teachers and students that limits educator ability to choose effective instructional practices and curricular materials. The Federation will provide workshops for educators in strategies for activating students' prior knowledge, making learning contextual, encouraging students to leverage their cultural capital, and filling classrooms with books and art that represent the diverse groups represented in classrooms. Teachers will develop skills and exposure to practices that contribute to strong and consistent student and educator relationships.

In addition, because Federation member educators and counselors are based in the schools all day, every school day, they learn the unique needs of at-risk students and are ideally positioned to partner with the GLCP project staff and community partner organizations to address them, providing them with the resources they need so they can focus on learning and achieving. Supports provided include tutoring, grades and attendance monitoring, home visits, basic needs and family stabilization supports, and out-of-school recreation, enrichment, and educational programming.

Competitive Preference Priority 2 – Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 5 points)

The GLCP is designed to take a systemic evidence-based approach to improving outcomes for underserved students by coordinating efforts among Federal, State, and local agencies and community-based organizations that support students, to address community violence prevention and intervention. This will be accomplished through the following: Asset mapping. The Fair Haven neighborhood and its main corridor Grand Avenue are rich in services and resources,

including close to one hundred businesses, local agencies, and community-based organizations, but they are inadequately coordinated and communicated to families. This need motivates the GLCP's Goal #4: "Partnership systems support ongoing school improvement and program coordination." Achieving this goal begins with needs and asset mapping undertaken by the GLCP's Community School Coordinator. Partnership development. GLCP staff and member organizations will work to bring neighborhood resources and organizations into better communication and coordination with each other by employing evidence-based practices that have been reported in the literature to guide the early stages of coalition development (Butterfoss, Goodman, & Wandersman, 1993; Goodman, 1998). These practices include: considering the community's unique history, context, and sectors, including politics, economics, geography, and leaders; recruiting a critical mass of active participants and engaging key community constituencies or sectors; bringing people together across social, economic, and political ties; ensuring that participants are on equal grounds to reduce hierarchy; and ensuring that members represent broad and relevant community sectors. The organizations that comprise the GLCP, as well as those that have written letters of support and interest in participating, represent a diverse range of neighborhood constituencies and thus establish a strong foundation for this work. High-quality out-of-school programming at Fair Haven School and FAME will be supported by the collaboration of GLCP organizations, with a wide variety of culturally-affirming educational, recreational, and enrichment offerings. Research shows that these programs correlate with improved student attendance, increased positive social behaviors, reduced problem behavior, improved grades, and improved test scores (Durlak, et. al., 2010). Through the GLCP pathways, Fair Haven School and FAME will be open for select before school, after school, weekend and vacation days, as identified through needs assessment and in

coordination with community partners. While out-of-school programming will include a variety of recreational activities, it will also center opportunities for academic enrichment and non-traditional learning. Student learning and training opportunities will be provided by GLCP members ARTE, CWYC, Dwight Hall student groups, IRIS, and New Haven Reads, among others. During the summer, Clifford Beers will operate its 72-acre outdoor recreational facility Camp Farnam, located in Durham, CT, approximately 20 miles from Fair Haven, where students experience nature-based educational programs. Daily bus transportation will be provided to and from the Community School sites to facilitate family access. These options will enable youth, who may be largely unsupervised after school, decreased opportunity to engage in risky behaviors, such as drug use and unsafe sexual activity, and to become victims or perpetrators of violence. Both youth and community safety are enhanced by ensuring that youth have access to enriching activities, safe places, and caring adults when out of school.

The full-time Community School Coordinators at each site also advance systemic change by ensuring coordination of the project services at the schools. These staff will work closely with the School Principals, caregivers, and community leaders to promote their respective school's improvement plans, link service components to identified needs, and serve as an early warning system by focusing on student attendance, behaviors, and academic achievement and linking students with appropriate supports. This system will allow the project schools to quickly identify students who are beginning to fall off track and link them to both school and community supports. Research indicates that excessive attendance issues, behavioral referrals, and academic problems, without successful intervention, decrease the likelihood of graduating from high school. (National Center for Educational Statistics, 2013). This coordinated approach to student support will create systemic change within the schools as it will serve as a catalyst to put

procedures and practices in place to efficiently connect students with appropriate services. This will enable all stakeholders involved in the specific student's education to communicate seamlessly and track both interventions and outcomes for continuous quality improvement, and avoid the pitfalls of siloed service-delivery systems.

Specific violence prevention program components. The program will partner with CTVIP, a group of trusted, trained community members that disrupt, prevent, and stop the spread of violence through crisis intervention and proactive relationships with the highest-risk youths and the institutions that impact their lives in the Greater New Haven area. Their program is based on a mix of different evidence-based models from across the country; specifically, the Cure Violence program in Chicago and the Ceasefire program in Boston. Cure Violence program is a gun violence prevention model that aims to reduce and prevent shootings using public health strategies. Additional violence will be informed by Clifford Beers Clinic's DOJ's grant-funded STOP School Violence program which is developing and implementing interdisciplinary school-based teams that identify at-risk students and link them to appropriate services and supports. The DOJ program will provide technical assistance to integrate relevant practices from this program into the GLCP program.

Invitational Priority: Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into Grades (K–3)

The GLCP service pathways increase and improve educational opportunities for students through implementation of aligned instruction from Preschool into Kindergarten, and from Kindergarten into Grades K through 3. In addition, GLCP activities include effective and informed attendance strategies in early learning and the early elementary grades, as well as capacity building to

promote effective family engagement for students in early learning and the early elementary grades. Specific activities include the following: Fully Integrated Preschool Classrooms: Among Fair Haven School's and FAME's unique programs to meet the diverse and individual needs of their students are Spanish-English dual-language Head Start and School Readiness Preschool programs, which are in the same building and fully integrated into practices and activities of the rest of the school. This integration includes consistent participation of preschool students in all school events. As neighborhood schools, both schools also attract nearby families with children in multiple grades, so that Preschool children routinely observe family members and neighbors with whom they have connections in upper grades. There are also special initiatives to support the needs of Preschool families and transitions in the Early Grades, such as the Family Resource Center's before school and after school care for Preschool and six year olds, as well as a staggered end-of-year transition process with regular visits by the Kindergarten teacher to Preschool classrooms, followed by multiple Preschool student visits to the new Kindergarten classroom before the end of the school year. Year-Round Programming and Services: Transitions in the early grades are also supported by year-round tutoring; enrichment programming; medical, dental, and behavioral health services; and wraparound care coordination. The continuity of this programming throughout the year, including during the summer and other school vacations, provides a continuous thread of positive relationships and familiar activities, starting from Preschool and continuing into Kindergarten and the Early Grades. This continuity supports grade to grade transitions as children do not face a completely new set of relationships and dynamics as they advance to the next grade and can draw support from familiar adults associated with any number of GLCP services. Attendance Improvement Strategies. It is expected that operating GLCP schools as community centers will contribute to improved attendance by establishing

more positive linkages between caregivers, students, and school-based activities. When holistic support is provided for families, improved student attendance often follows; Students whose families participate in Clifford Beers Care Coordination routinely see significant improvements in their attendance. The GLCP will also provide program supports for family engagement that aim to increase connections between schools and caregivers, and thus drive improved attendance, including workshops for caregivers that help to provide a more robust family engagement plan for the school. These workshops will involve the expertise of Clifford Beers and project collaborators to build caregiver capacity to support their child's attendance and academic success. In addition, activities celebrating good attendance are demonstrated to improve levels of student attendance from one year to the next. When schools publicly praise students for having strong attendance habits, chronic absenteeism decreases over time. The consistency of this finding provides strong evidence of the need for GLCP schools to weave recognition and celebrations of positive attendance into its activities. Family Capacity Building. The GLCP will provide a full-day "Early Learning Caregiver University" at least once annually for families enrolled in the neighborhood's Early Childhood programs: Fair Haven Head Start Preschool, FAME School Readiness Preschool, Farnam Neighborhood House Preschool, and Centro San Jose Child Development Center. The program will develop caregivers' knowledge and skills and provide an opportunity for caregivers to share knowledge and stories with each other. The "Early Learning" session will bring together parents from grades Preschool through Grade 3 and include tools and peer support for caregivers to support transitions between these Early Grades. The program will also serve as an on-ramp to increased engagement in student learning, and participation and leadership in school-related organizations, which will correlate with improved student attendance and academic outcomes.

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