



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

**Cover Sheet is an Internal Document for Business Office Use**

**Please Type**

Contractor full name: Foundation for the Arts and Trauma Inc

Doing Business As, if applicable: ALIVE/Miss Kendra Program

Business Address: 19 Edwards Street, New Haven, CT 06511

Business Phone: 203-624-2146

Business email: ptsdcenter1@sbcglobal.net

Funding Source & Acct # including location code: **ARP ESSER  
2553-6398, School Code 0060 Object 56694**

Principal or Supervisor: Sequella H. Coleman

Agreement Effective Dates: August 1, 2022 to June 30, 2023

Hourly rate or per session rate or per day rate. \$112.75 per hour, not to exceed \$75,000.

Total amount of Contract: \$75,000

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

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

Submitted by: Sequella H. Coleman, Principal Phone: (475) 222-7710



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Sequella H. Coleman, Principal  
**Date:** (Finance and Operations Meeting Presentation)  
**Re:** Agreement between Foundation for the Arts and Trauma and NH BOE for Wraparound services to 400 Metropolitan Business Academy Students.

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

1. **Contractor Name:** Foundation for the Arts and Trauma Inc.

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

**Amount of Agreement and hourly or session cost:** Hourly rate or per session rate or per day rate. \$112.75 per hour, not to exceed \$75,000.  
Total amount of Contract: \$75,000

2. **Funding Source** and account number: #: **ARP ESSER III 2553-6398, School Code 0060, Object 56694**

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

**Answer all questions:**

- a. **If continuation/renewal, has the cost increased? If yes, by how much?** No.
- b. **What would an alternative contractor cost:** The Foundation for the Arts and Trauma is a sole source local provider and in an exploration of a partnership with some similar tenets of this program, we received quotes for 150k on the low end of what could be offered based on what was needed. The strength of this program is that it responds to the needs of the school as they arise.
- c. **If this is a continuation, when was the last time alternative quotes were requested?** Other partnerships were explored during the Fall of 2021 when we were drafting the ESSER planning.

- d. **For new or continuation: is this a service existing staff could provide. If no, why not?** Existing staff does not have the capacity to provide the direct services to students that engaging this contractor would allow. They also do not have the specific trauma training that allows this service partnership to be so effective with students. This contract allows us to continue the school year more ready to respond to the mental health needs of students. While Metro does have BOE social worker and school counselors provide support to students, their focus is on those with IEPs, 504s, etc. There are not enough hours in the school day to respond to the needs of additional students beyond their assigned caseloads. The Miss Kendra partnership not only increases our capacity to respond to students, but also offers a strategy to uplift the current social emotional teams as the clinicians in the Miss Kendra Program will be available to consult on specific cases as needed. Having the program in place at Metro School, will improve student outcomes including attendance, rapid responsiveness to students in need for ongoing counseling, establishes a range of groups to respond to needs of struggling students, and increases student engagement in the classroom. The Miss Kendra Program will support students as we continue a school year where we know our students are experiencing overwhelming levels of loss, anxiety, and added burdens of interruptions to family support systems including job loss, family loss, housing and food insecurity, etc. The needs of students, families, and the entire community remains significant, and this contract will allow us to support students and the entire school community.

4. **Type of Service:**

**Answer all questions:**

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

5. **Contractor Classification:**

**Answer all questions:**

- a. **Is the Contractor a Minority or Women Owned Business?** No
- b. **Is the Contractor Local?** Yes.
- c. **Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?** Yes. Local.
- d. **Is the Contractor a public corporation?** Yes.

- e. **Is this a renewal/continuation Agreement or a new service?** This will be a renewal agreement for Metropolitan Business Academy.
- f. **If it is a renewal/continuation has the cost increased? If yes, by how much?**
- g. **Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:** Yes. All people in a school are supported and can achieve better outcomes when students have more of their needs met. This includes school counselors and mental health providers, but also all educators and adults within a school. With this contract, students will have the support they need to work through stress and will simultaneously receive the message that they are part of a school community that cares about their overall wellbeing. When students have productive ways to work through stress and have a sense of belonging, they are freed up to attend to other tasks. In the school setting, students will be more available for learning and so the overall school experience has the potential to be uplifted at the school wide level, classroom level, and the level of individual communication between and among both students and adults.

## 6. Contractor Selection:

### Answer all questions

- a. **What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.** Dr David R Johnson, PhD is the chief executive officer of the Miss Kendra Program and co-founder and co-director of the Post Traumatic Center in New Haven and is on faculty at the Yale School of Medicine, Department of Psychiatry. Additionally, the Post Traumatic Stress Center is a long standing provider to the New Haven community and Dr Johnson has been working in partnership with New Haven Public Schools to develop programming that responds to the needs of students and schools for over 10 years. His resume reveals many accolades as well as clinical, community, and school based experience. His resume is attached for your review.
- b. **How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source?** This contractor is a sole source local provider whose rates remain the same over time and whose programming has proved effective at Wilbur Cross and other high schools within NHPS. The strength of this program is that it responds to the needs of the school as they arise.
- c. **Please describe the selection process including other sources considered and the rationale for selecting this Contractor:** The administrative team, in planning for this school year, discussed partnerships that have been effective over time and remain flexible enough to respond to the needs of students in the school.

## 7. Evidence of Effectiveness & Evaluation

### Answer all questions

- a. **What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?** The Miss Kendra Program will be measured and monitored ensuring that clinicians from the Miss Kendra Program will follow their agreed upon schedules and maintain caseloads of students for the remainder of the year. Evidence of effectiveness will include number of sessions facilitated by clinicians and positive effects on attendance, discipline, and

student achievement data. The lead from the Miss Kendra Program lead clinician will meet with School administrators as needed as well as attend provider meetings of School Social Workers, Social Work Interns, and Clinicians. When at Wilbur Cross we have seen outcomes of this partnership that include academic success markers and school climate success markers including decreases in disciplinary data and increases in attendance data. As we endeavor to get back to a more “business as usual” school year, we will continue regular reviews of relevant student level data primarily at Child Study Team meetings.

b. **If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.**

c. **How is this service aligned to the District Continuous Improvement Plan?**

This service will provide all students (approx. 400) at Metropolitan Business Academy access to 2-3 part-time trauma clinicians to support their emotional wellness throughout the year. The team will support students in social emotional learning and help them foster the life skills and habits of mind that will empower them to tackle every day challenges. The Miss Kendra Program / ALIVE provides trauma trained clinicians to attend to the trauma that is affecting students so they are freed up to engage in learning and are freed up to help to co create a healthy school environment. Students who are able to regulate their emotions and process their stress in productive ways are better able to attend to learning tasks. The district has strategic goals for literacy, numeracy, and attendance and this notable increase in wraparound supports will help students to achieve these goals set by the district.

8. **Why do you believe this Agreement is fiscally sound?** It provides students access to 2-3 trauma trained clinicians at reduced rates. The Miss Kendra Program / ALIVE has been a strong partner to several NHPS schools and continues to be a sole source provider of the Miss Kendra / ALIVE program. It is successful because it remains flexible and responsive to the needs of the school.

9. **What are the implications of not approving this Agreement?**

If we do not engage this contractor, we will not be able to respond to all the needs of students for adequate mental health support and responsive wraparound services. We will potentially start the school year with an enrollment of over 350 students. Once the BOE social workers and school counselors provide support to students with IEPs, 504s, etc. there simply are not enough hours in the school day to respond to the needs of additional students. This partnership increases our capacity by adding 2 trauma clinicians to respond to the wraparound needs of adolescents. Having the program in place at our school will improve student outcomes including attendance, rapid responsiveness to students in need for ongoing counseling, establishes a range of groups to respond to needs of struggling students, and increases student engagement in the classroom. This program, under the direction of Dr David Read Johnson will support students as we continue a school year where our students are experiencing overwhelming levels of loss, anxiety, and added burdens of interruptions to family support systems including job loss, family loss, housing and food insecurity, etc. The needs of students, families, and the entire community remain significant this coming year, and this contract will allow us to support students and the entire school community.

Rev: 8/10/2020



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**

AND  
**Foundation for the Arts and Trauma Inc**

FOR DEPARTMENT/PROGRAM:

**Metropolitan Business Academy**

This Agreement entered into on the 1<sup>st</sup> day of August, 2022 , effective (*no sooner than the day after Board of Education Approval*), the 30<sup>th</sup> day of June, 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Foundation for the Arts and Trauma Inc. located at, 19 Edwards Street, New Haven CT 06511 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required in the amount of \$112.75 per hour, not to exceed \$75,000. The maximum amount the contractor shall be paid under this agreement is \$75,000. Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and dates of service.

**Fiscal support** for this Agreement shall be by Metropolitan Business Academy, New Haven Board of Education, **ARP ESSER III Account Number: 2553-6398, School Code 0060, Object 56694**

This agreement shall remain in effect from August 1, 2022 to June 30, 2023.

**Exhibit A: Scope of Service:** *Please attach contractor’s detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.*

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

Contractor will:

Provide individual trauma-informed counseling to students as needed and referred by teaching and social support staff, to include de-escalation, improved coping skills, improved socioemotional learning, improve academic readiness, and positive attitudes toward learning and the school community.

Provide support to teaching staff through in-service education regarding stress and trauma as impacted by the pandemic and remote learning platforms, individual teacher support as needed.

**Exhibit B: Student Data and Privacy Agreement: Attached**

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

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

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



\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
David R Johnson PhD, CEO \_\_\_\_\_  
Contractor Printed Name & Title

Revised: 11/27/19



NEW HAVEN PUBLIC SCHOOLS

## EXHIBIT B

### STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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



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

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

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

# Foundation for the Arts and Trauma, Inc.

19 Edwards Street, New Haven, Connecticut 06511

203-624-2146

[EIN: 51-0189834]

## Proposal

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

January 15, 2022

#### Description

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

#### Budget

Staff salaries: Two counselors at up to 32 hours per week total at \$112.75 per hour, not to exceed \$75,000.

Timeframe:

#### Services

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

## **Rationale**

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

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

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

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

- Beers, S. R., & De Bellis, M. D. (2002). Neuropsychological function in children with maltreatment-related posttraumatic stress disorder. *American Journal of Psychiatry*, 159(3), 483-486.
- Best, J. R., Miller, P. H., & Naglieri, J. A. (2011). Relations between Executive Function and Academic Achievement from Ages 5 to 17 in a Large, Representative National Sample. *Learning and Individual Differences*, 21(4), 327–336.
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., & Van der Kolk, B. (2005). Complex trauma. *Psychiatric annals*, 35(5), 390-398.
- De Bellis, M., Keshavan, M.S., Shifflet, H., Iyenagar, S., Beers, S. (2002). Brain structures in pediatric maltreatment-related posttraumatic stress disorder: A sociodemographically matched study. *Biological Psychiatry*, 52(11), 1066-1078.
- Flook, L, Smalley, SL, Kitil, MJ, Galla, BM, Kaiser-Greenland, S, Locke, J & Kasari, C. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26, 70-95.
- Goldstein, T.R., & Winner, E. (2010-2011). Engagement in role play, pretense and acting classes predict advanced theory of mind skill in middle childhood. *Imagination, Cognition, and Personality*, 30, 249-258.
- Johnson, D., & Lubin, H. (2015). *Principles and techniques of trauma-centered psychotherapy*. Washington DC: American Psychiatric Publishing.
- Khalsa, SB, Hickey-Schultz, L, Coehn, DK, Steiner, N, & Cope, S. (2012). Evaluation of the mental health benefits of yoga in a secondary school: A preliminary randomized controlled trial. *Journal of Behavioral Health Services and Research*, 39, 80-90.
- Nelson, C.A., de Haan, M., & Thomas, K. (2006). *Neuroscience of cognitive development: The role of experience and the developing brain*. Hoboken, NJ: John Wiley and Sons.
- Sajnani, N., Jewers-Dailley, K., Brillante, A., Puglisi, J., & Johnson, D. (2014). Animating learning by integrating and validating experience. In N. Sajnani & D. Johnson (Eds.), *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*, (pp. 206-242). Springfield, IL: Charles C Thomas Publishers.
- Shin, L.M., Rauch, S.L., & Pitman, R.K. (2006). Amygdala, medial prefrontal cortex and hippocampal function in PTSD. *Annals of the New York Academy of Sciences*, 1071, 67-79.
- Shonkoff, J. (2015). The lifelong effects of early childhood adversity, toxic stress. *Pediatrics*, 129, 232-246.
- Ward, A. (2004). *Attention: A neuroscientific approach*. Hove, New York: Psychology Press, Taylor and Francis.

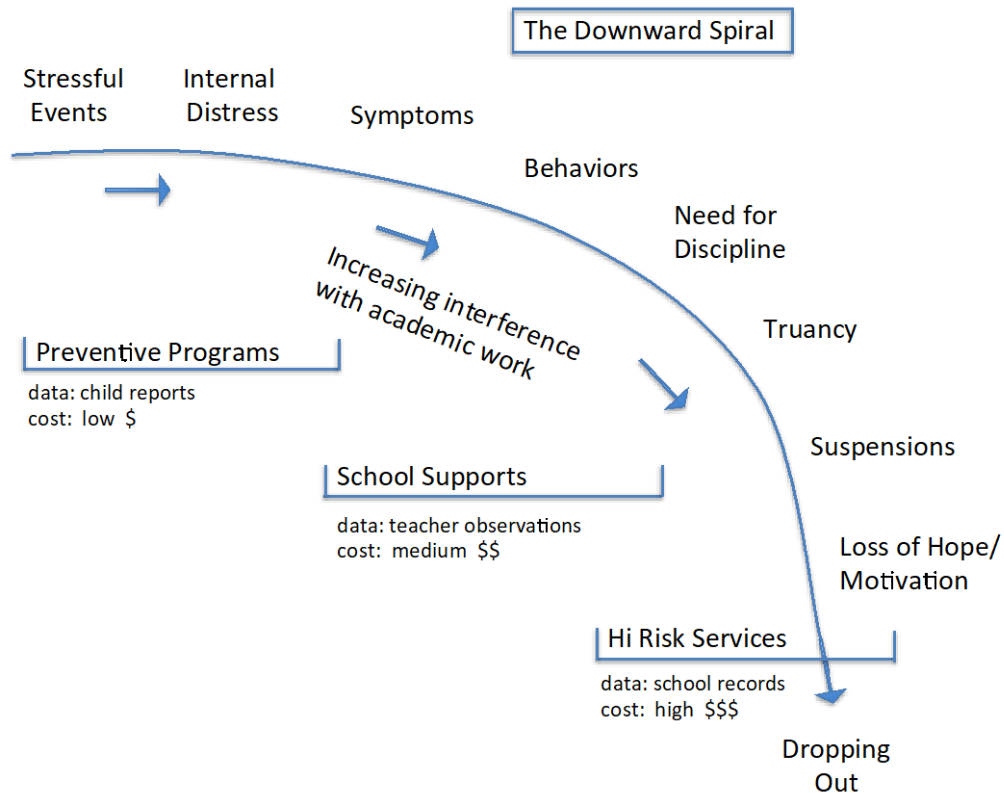
**II: Intervening preventively, that is, prior to the expression of symptoms and behaviors, is essential.**

Our nation’s current policy is to wait until highly stressed young children cannot hold on any longer and break down into symptoms of anxiety and depression, and disruptive behaviors in the classroom, and **only then** to provide expensive support services and treatments. **ALIVE** aims to reach these highly stressed students **before** they need to break down. This is accomplished through methods of early identification, in which every child is asked how they are doing, on a regular basis.

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

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

FIGURE 1



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

Too often school districts fund excellent programs for a small number of students, who are provided expert and intensive services costing from \$3,000 to even \$10,000 per student per year. Most times these students do well, and a call is made to “scale up” the program to a larger group. But school districts cannot sustain interventions that cost this much for the number of students who need the help. We estimate that nearly 40% of New Haven’s 21,000 students are not meeting their academic goals, in part due to toxic stress. Therefore, sustainable programs MUST cost less than \$500 per student per year, and utilize natural resources within the school district, rely less on experts, and provide less intense services. Thus preventive programming, which costs less and serves more students, is preferable. ALIVE for example costs \$190 per student per year.

Submitted by:

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

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

## Curriculum Vitae

### **David Read Johnson, Ph.D.**

Born: October 7, 1951 in Ann Arbor, Michigan

Home Address: 194 Quaker Farms Road, Oxford, CT 06478  
203-888-4670

Office Address: 19 Edwards Street, New Haven, CT 06511  
203-624-2146 (Office) 203-624-2791 (Fax)

email: [davidreadjohnson@gmail.com](mailto:davidreadjohnson@gmail.com)

### **Education:**

1973 B.A., Yale College, New Haven, Connecticut  
Magna cum laude, Distinctions in Psychology and in Drama; 1971-  
1972, Junior Year Abroad, University of Manchester, England  
1980 Ph.D., Yale University, Clinical Psychology

### **Career:**

1977-1979 Internship in psychology, Clifford Beers Child Guidance Clinic  
1978-1983 Group Therapist, Sound View Specialized Care Center  
1979-1980 Internship, V.A. Medical Center, West Haven, Connecticut  
1979-Present Private practice of individual and family psychotherapy, of children  
and adults; organizational consultation  
1980-1987 Chief Clinical Psychologist, Veterans Activity Milieu Program, V.A.  
Medical Center  
1981-1983 Clinical Instructor of Psychology, Department of Psychiatry, Yale  
University School of Medicine  
1982-Present Adjunct Faculty, California Institute of Integral Studies, San  
Francisco  
1983-1989 Assistant Clinical Professor of Psychology, Department of  
Psychiatry, Yale University School of Medicine  
1984-1992 Director of the Geropsychology Training Program, VA Medical  
Center  
1985-Present President, Foundation for the Arts and Trauma, Inc., New Haven,

CT

1987-1989 Ward Chief, Veterans Activity Milieu Program (G-8-W), V.A. Medical Center

1989 -1992 Associate Clinical Professor of Psychology, Department of Psychiatry, Yale University School of Medicine

1989 -1994 Unit Chief, Specialized Inpatient PTSD Program, National Center for PTSD, VA Medical Center

1989 -1995 Chief, Recreation and Creative Arts Therapy Section, Psychology Service, VA Medical Center

1990 -1996 Associate Clinical Director, Psychiatry Service, VA Medical Center

1991 -1993 Director, Dual Diagnosis Program for Personality Disorders and Substance Abuse, VA Medical Center

1992 -1997 Associate Professor, Department of Psychiatry, Yale University School of Medicine

1993 -1994 Acting Director, PTSD Program, National Center for PTSD, West Haven, CT

1994 -1996 Director, Outpatient Services, National Center for PTSD, West Haven, CT

1993 - 1995 Unit Chief, PTSD Residential Rehabilitation Program, VA Medical Center

1996 - Present Co-Director, Post Traumatic Stress Center, New Haven, CT

1997 - Present Associate Clinical Professor, Department of Psychiatry, Yale University School of Medicine

**Certifications:**

1980 Licensed Clinical Psychologist, Connecticut, #0892

1996 Certified Group Therapist, National Registry of Certified Group Psychotherapists

1997 Licensed Clinical Psychologist, New York, #013002

**Grants Received**

1992 PTSD Residential Rehabilitation Program-18 bed inpatient treatment unit. [\$500,000/year, ongoing]. From Mental Health and Behavioral Sciences Division, Department of Veterans Affairs.

1994 Evaluation and Brief Treatment Program - 10 bed inpatient PTSD evaluation unit. [\$485,000/year, ongoing]. From Mental Health and Behavioral Sciences Division, Department of Veterans Affairs.



- 1994 Research project: Brief treatment in PTSD. [\$55,000]. From Dart Foundation, Detroit, Michigan.
- 1996 Merit Review, Department of Veterans Affairs: Efficacy of Two Specialized Outpatient Treatments for Chronic PTSD. [\$493,500, five years. Not implemented]
- 1997 Trauma Training for Mental Health Systems [\$32,500]. Department of Mental Health and Substance Abuse Services, State of Connecticut

**Professional Service:**

- 1980-1990 Docent, Department of Psychology, Yale University
- 1980-1985 Editorial Board, International Journal of Arts in Psychotherapy
- 1981-1992 Consulting supervisor of group and family therapy, Private One, St. Raphael's Hospital, New Haven, CT
- 1981-1985 President, National Association for Drama Therapy
- 1982- Present Reviewer, Psychiatric Services
- 1982- Present Consultant, Consortium for Education in Groups and Organizations
- 1986-1991 Editor-in-Chief, International Journal of Arts in Psychotherapy
- 1989 Visiting Faculty, New York University
- 1989 -1995 Faculty, Psychiatry Board Review Course, Yale University: Group, Couples, and Family Psychotherapies
- 1990 – Present Reviewer, Journal of Traumatic Stress
- 1991 -1995 Member, PGY-2 Education Committee, Department of Psychiatry, Yale University
- 1993 - Present Reviewer, American Journal of Psychiatry
- 1995 -1996 Director, Tavistock Group Relations Conference, Consortium for Education in Groups and Organizations, Holyoke, MA
- 1994 Delegation Leader, Post-Traumatic Stress Disorders Delegation to the Republic of Vietnam, People to People Ambassador Program.
- 1993 – Present Faculty, Adult Life Development course, PGY-3 residency program, Yale University School of Medicine.
- 1995 – Present Faculty, Group and Family Therapy course, PGY-2 & -3 residency program, Yale University School of Medicine.
- 1997 Section Chair, Task Force on Curriculum, International Society for Traumatic Stress Studies
- 1997 – Present Editorial Board, Journal of Aggression, Maltreatment, and Trauma
- 1999 – Present Reviewer, International Journal of Group Psychotherapy

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