

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

**Applicant Name:** United Way of Western CT/ Stamford Cradle to Career

**Project Title:** Stamford Full-Service Community Schools

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

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

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

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

**Total number local educational agencies (LEAs) to be served by the project:** One  
(Stamford Public Schools)

**Total number of schools to be served by the project:** 2 schools will be served in this project.

**Total estimated number of students to be served by the project:** 1,372 total enrollment at Dolan and Rippowam Middle Schools.

**Brief description of proposed project, including project activities:** The United Way of Western Connecticut and Stamford Cradle to Career are proposing a project to support Middle School Transition in Stamford Public Schools. This includes programming for Rippowam and Dolan Middle School students and their families. We plan to develop both school and community-based options for students to be supported during out of school time. The Stamford Full-Service Schools Project will coordinate with partners to provide afterschool enrichment, academic support, parent institutes, mentoring, financial literacy, as well as mental health and physical health supports. We will also develop resources for families to navigate access to healthcare, food security programs, and greater access to information. Surrounding these programs and services, we plan to create a restorative and inclusive school culture and community through increased preventive mental wellness, added mental health supports, and

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comprehensive training and education for staff, students and families in restorative practices, mental health first aid, and trauma informed practices. In this proposal, United Way of Western CT, Stamford Cradle to Career, and Stamford Public Schools, in partnership with many community-based organizations, will provide appealing and needed in school and out of school amenities for the two identified middle schools. This ensures adequate preparation and support for students and their families to effectively transition to middle school.

**Summary of project objectives and expected outcomes:** The objective of this project is to provide enhanced opportunities for students and their families to feel a sense of belonging to the school community. The four goals of the project are: 1) Students are prepared to succeed academically and socially during the transition from middle to high school; 2) Students are healthy and able to participate fully in school; 3) Families have a sense of belonging within the schools and have access to knowledge on how to best support their child; and 4) Community schools create and maintain a safe and supportive school climate and culture. Students will have access to school-based health centers and behavioral health clinics resulting in greater school readiness. With the implementation of a parent institute, families will have the benefit to learn effective practices in parenting, restorative practices, financial literacy, mentoring, and advocacy. The project will provide learning pipelines connecting elementary, middle school and high school connectivity for families. In this community schools model, we leverage positive relationships by linking what happens in school to academic and nonacademic enrichment activities. We will also focus on the recruitment and development of staff who reflect the diversity of the student population and work within the Restorative Practices framework. With this coordinated effort students will be more engaged as evidenced by higher attendance and lower disciplinary rates, will achieve higher proficiency in academic assessments in ELA and Math, will rate belonging and school climate higher via our annual school climate survey, and will have access to multiple mentoring relationships – both peer and adult. The outcomes of this work will also be evidenced by increased parent involvement and attendance in school related activities events, increased access and utilization of community resources and an increase in the percentage of families who rate their child's school climate favorably.

**Proposed location(s) of implementation (e.g., city, town, county, State(s)):** Stamford, CT

**List all LEAs that will be partnering with this project, including rural designation under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program if applicable:** Stamford Public Schools

**List all non-LEA organizations partnering with this project:** Stamford Public Education Foundation, ROSCCO, Family Centers, City of Stamford, Stamford Department of Public Health, Ferguson Library, and Domus Kids.