I. Call to Order
II. Roll Call
III. Opening Statement
IV. Dialogue Session
   1. Parent and Student Comment
   2. Public Comment
V. Reports
   1. Report of the Chair
   2. Report of the Superintendent
   3. Committee Reports
      o Policy Committee
      o Parent & Community Engagement Committee
      o Other Committees
VI. Business Agenda
   A. Items in Order of Importance
      1. Administrative Appointment (Supt et al.)
         That the Hartford Board of Education approves the Superintendent’s recommendation to appoint Zandralyn Gordon to the position of Principal at the Classical Magnet School, effective January 21, 2015.
      2. Approval of: Site for Montessori Magnet School, currently located at Moylan Expeditionary Learning School (Supt et al.)
         The Hartford Public School’s administration has investigated several possible sites for Montessori Magnet School and is recommending a permanent location at 139 North Main Street, West Hartford, in the Cogswell Building on the campus of the American School for the Deaf.
This site has over 51,000 square feet to accommodate the current enrollment of the school and the future expansion of the program.

That the Hartford Board of Education authorizes the Superintendent to negotiate a non-binding letter of intent to purchase the Cogswell Building for an amount not to exceed $2.6 million from the CT State Department of Education’s Incubation Funds.

3. Acceptance of Funds: Nellie Mae Education Foundation, District Level Systems Change Grant $898,025 (Supt et al.)

Hartford Public Schools has been awarded an initial planning and implementation grant from the Nellie Mae Education Foundation, to be followed by three one-year grants. This grant will support the implementation of key systems level recommendations from the Transition Committee, including strategic planning centered around the needs and interests of students, such as the development of the High School Centers of Innovation, which will serve as laboratories to cultivate innovation and collaboration, provide a vehicle for continuous improvement and to support and sustain student-centered learning.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $898,025 from the Nellie Mae Education Foundation.

B. Consent Agenda

4. Contract Amendment: Kellogg & Sovereign LLC. – additional 2 years- $66,200/year (Supt et al.)

In June of 2014 the Hartford Board of Education approved a contract with Kellogg & Sovereign LLC. for schools and libraries to successfully apply for E-Rate discounts on advanced telecommunications and information services. The term of the contract was approved for was incorrect; therefore this amendment is seeking to issue the correct term of July 2013 – June 2016, at $66,200/year.

That the Hartford Board of Education authorizes the Superintendent to amend the contract with Kellogg & Sovereign LLC., for the term delineated in the contract ending June 30, 2016 at a cost not to exceed $66,200 per year.

5. Acceptance of Funds: Bill & Melinda Gates Foundation $112,051 (Supt et al.)

On November 2012 the Bill & Melinda Gates Foundation announced a $5 million District Charter Collaboration Grant to Hartford Public Schools, Achievement First and Jumoke Academy to advance collaboration between traditional district schools and public charter schools to pilot and spread College Ready strategies focused on teacher effectiveness, college ready tools and supports.

For the past few months the district has been in discussions with the Gates Foundation to allocate unused funds from Jumoke Academy/FUSE, a former partner for support of Thirman Milner School. On December 4, 2014, the Gates Foundation approved an amendment to our original grant in the amount of
$112,051 to support the district's efforts to implement common core and improve teacher effectiveness at Thirman Milner School thus amending our current grant agreement with the Gates Foundation.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $112,051 from the Bill & Melinda Gates Foundation.

6. Payment Approval: Hartford Partnership for Student Success $95,000 (Supt et al.)

The School Community Partnership was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for purpose of supporting student achievement and the emerging reform effort at Hartford Public School. The partners, who include The Hartford Foundation for Public Giving, The City of Hartford, United Way and the Hartford Public Schools, voted to expand the scope of the partnership focus and establish the Hartford Partnership for Student Success.

The Hartford Board of Education authorizes the Superintendent to issue payment in the amount of $95,000 to the Hartford Foundation for Public Giving, as partnership fiscal agent and employer of record, in support of the Hartford Partnership for Student Success.

7. Contract Approval: Various contracts – Connecticut State Department of Education, Extended School Hours Grant (Supt et al.)

Hartford Public Schools has been awarded the Extended School Hours Grant from the State Department of Education to provide extended school hours for academic enrichment, support and recreation programs. The grant is in the budget; however the following require Board approval due to the amount.

The following schools were identified to receive funding through this allocation; and partnering agencies were selected based on CSDE's outlined process:

Boys & Girls Clubs of Hartford for a total of $54,600
- Expeditionary Learning Academy at Moylan - $30,000
- Global Communications Academy - $24,600

ConnectiKids, Inc. for a total of $58,000
- MD Fox Elementary School - $28,000
- West Middle School - $30,000

The Village for Families and Children for a total of $52,893
- Burr School - $30,000
- Clark School - $22,893

Youth United For Survival (Y-US) for a total of $60,000
- Expeditionary Learning Academy at Moylan - $30,000
- McDonough Expeditionary Learning Schools - $30,000
That the Hartford Board of Education authorizes the Superintendent to execute the contracts with the agencies listed above for the term delineated in the contracts ending June 30, 2015.

VII. Adjournment

Upcoming Board of Education Meetings

- BOE Workshop Meeting – February 3, 2015 at Burns Latino Studies Academy, 195 Putnam Street, Hartford, CT 06106 – Topic: Update on Commissioner’s Network: Milne School
- Regular BOE Meeting- February 17, 2015 at Sport and Medical Sciences Academy, 280 Huysheope Avenue, Hartford, CT 06106
AGENDA
ITEM # 1

NEW BUSINESS

JANUARY 20, 2015

SCHOOL ADMINISTRATIVE
APPOINTMENT

DR. SCHIAVINO-NARVAEZ
MS. ALLEN

BACKGROUND

All staff selections for positions at the rank of principal or higher require Board of Education approval.

RECOMMENDATION

That the Board of Education approves the Superintendent’s recommendation to appoint the following individual to the position indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zandralyn Gordon</td>
<td>$126,762</td>
<td>Principal, Classical Magnet School</td>
<td>January 21, 2015</td>
</tr>
</tbody>
</table>
"This page [is] intentionally left blank."
AGENDA

ITEM # 2

NEW BUSINESS

APPROVAL OF: SITE FOR MONTESSORI MAGNET SCHOOL

AMOUNT $2,600,000

BACKGROUND

Through Sheff negotiations in 2008, a new grades K-4 Montessori Magnet School was approved. In August of 2012, the new Montessori Magnet School opened at Moylan School using available classrooms in a separate part of the building. The Montessori Magnet School has continued to grow and now occupies classrooms at Moylan School and McDonough School. Due to space restrictions the school cannot expand to its projected enrollment at its current sites.

The Hartford Board of Education Administration has investigated several possible sites for the Montessori Magnet School. The HBOE Administration is recommending a permanent location of Montessori Magnet School at 139 North Main Street, West Hartford in the Cogswell Building on the campus of the American School for the Deaf. This site has over 51,000 square feet to accommodate the current enrollment of Montessori Magnet School and the future expansion of the program.

The Hartford Board of Education Administration is also requesting the BOE authorize the Superintendent to negotiate a non-binding letter of intent to purchase the Cogswell Building for a price not to exceed $2.6 million. All funds to purchase this property will be used from the State Department of Education’s incubation funds.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to negotiate a non-binding letter of intent to purchase the Cogswell Building for an amount not to exceed $2.6 million from the CT State Department of Education’s Incubation Funds.
Approval of Site for Montessori Magnet School
Executive Form

1. Context/Overview

Through Sheff negotiations in 2008, a new grades K-4 Montessori Magnet School was approved. In August of 2012, the new Montessori Magnet School opened at Moylan School using available classrooms in a separate part of the building. The Montessori Magnet School has continued to grow and now occupies classrooms at Moylan School and McDonough School. Due to space restrictions the school cannot expand to its projected enrollment at its current sites.

The Hartford Board of Education Administration has investigated several possible sites for the Montessori Magnet School. The HBOE Administration is recommending a permanent location of Montessori Magnet School at 139 North Main Street, West Hartford in the Cogswell Building on the campus of the American School for the Deaf. This site has over 51,000 square feet to accommodate the current enrollment of Montessori Magnet School and the future expansion of the program.

The Hartford Board of Education Administration is also requesting the BOE authorize the Superintendent to negotiate a letter of intent to purchase the Cogswell Building for a purchase price not to exceed $2.6 million. All funds to purchase this property will be used from the State Department of Education’s incubation funds.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used, salaries, professional development, operations, etc.)

To create a permanent location for the Montessori Magnet School.

3. Targeted populations to be served

The K-4 Montessori Magnet School’s administration, students, families and community.
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)
   
The permanent location meets the needs of providing a facility for the Montessori Magnet School’s expanding enrollment.

5. Alternative options (alternative sources, best priced solutions, etc.)
   
   Modular classrooms on the McDonough School campus

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)
   
   N/A

7. Is this a sole source vendor?  □ Yes  □ No  ☒ N/A
   
   If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
   
   b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant
   
   b. Please attach a copy of the grant abstract and other applicable documents
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AGENDA

ITEM # 3

NEW BUSINESS

ACCEPTANCE OF FUNDS:
NELLIE MAE EDUCATION FOUNDATION
DISTRICT LEVEL SYSTEMS CHANGE
IMPLEMENTATION GRANT

JANUARY 20, 2015

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

AMOUNT
$898,025.00

FUNDING SOURCE
NELLIE MAE EDUCATION FOUNDATION

BACKGROUND

These funds are the initial disbursement for a three year grant award from Nellie Mae Education Foundation. This award is for Phase II of the New Approaches in Urban Districts grant program supported by Nellie Mae Education Foundation. The first phase awarded to Hartford was an 18-month planning grant that focused on blended learning as a student centered approach.
The Phase II grant supports the development of a systems level student centered learning approach and three Centers of Innovation focused on Anytime, Anywhere Learning, Competency Based Learning, and Personalized Learning. All three Centers of Innovation will implement Student-Owned Learning strategies.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $898,025 from the Nellie Mae Education Foundation.
Acceptance of Funds: Nellie Mae Education Foundation

Executive Form

1. Context/Overview

Over the next three years, the major emphasis in HPS to support the district’s transformation towards Student Centered Learning (SCL) will be on systems change in order to ensure coherence and a through line of student-centered learning throughout our operations. We will also build on the SCL strategies that were initiated through our previous blended learning initiative in partnership with Nellie Mae Education Foundation (NMEF) by developing and implementing six High School Centers of Innovation that will serve as trailblazers for the district.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

This grant will support the development of the High School Centers of Innovation, which will serve as laboratories to cultivate innovation and collaboration, provide a vehicle for continuous improvements and to support and sustain student-centered learning. Additionally, the grant will support teacher and principal abilities to successfully implement student-centered learning and the development of a systems-level approach to ensure educational excellence and equity for every student. The funds will support professional consultants for each of the Centers of Innovation and the systems level work, the purchase of computer equipment for the expansion of the blended learning work, salaries for three positions related to the work of the grant, PT pay and stipends, community partnership activities, professional development, and funds to support the development of learning modules for Hartford Parent University.

3. Targeted populations to be served

The goals in the grant will serve the entire district. There are five major areas of work that directly support the recommendations from the Transition Report:

- Develop systems-level student-centered learning approach to ensure educational excellence and equity for every child;
- Transform the role of central office to serve schools and principals in support of accelerating teaching and learning for all students;
- Build teacher and leader capacity to center their work on the needs, interests, and growth of students;

"Every student and every school thrives"
• Ensure high quality schools of choice for all students through improving neighborhood schools and the overall performance of all schools and all students;
• Strengthen public understanding and support by developing and fostering meaningful engagement, effective communications, and deeper relationships that advance city-wide collaboration and shared commitment to student-centered learning.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

This grant will support the development of the next SOP and is in full alignment with the Transition Report recommendations.

5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

The grant includes a comprehensive public engagement and internal data collection process. In addition, NMEF has contracted with an outside consultant to partner with awarded districts to design an evaluation and monitoring plan and support the process.

7. Is this a sole source vendor? □ Yes □ No □ N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
   b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   Although, external partners will be a critical part of this work, they are not required to provide a financial commitment.

   b. Please attach a copy of the grant abstract and other applicable documents

Attached
December 18, 2014

Deidre Tavera
Hartford Public Schools
960 Main Street, 8th Floor
Hartford, CT 06103

Dear Deidre

Congratulations! On behalf of the Board of Directors of the Nellie Mae Education Foundation (NMEF) it is my great pleasure to inform you that the Hartford School District has been selected to receive a District Level Systems Change (DLSC) implementation grant. In our interactions with you over the past twenty months and in your logic model and proposal you have demonstrated a vision and plan that we believe shows great promise for student-centered district-level transformation that meets the needs of all students.

With this letter NMEF is awarding an initial six-month grant of $898,025 that will run from January 1 through June 30, 2015. This additional grant is one half of your Year 1 total request and is to be used for initial expenses, e.g. gearing up/hiring staff and refining staging and sequencing of the work. This will be followed by three one-year grants for the years ending June 30, 2016, 2017 and 2018 contingent upon a yearly review of progress. This effectively extends the implementation phase to 3.5 years.

Jessica Spohn is the Senior Program Officer assigned to your grant and will be your primary contact initially. Jessica can be reached at 781.348.4286 and jspohn@nmefoundation.org. As a first step we ask that by January 15, 2015 you email her a six-month monthly cost projection budget (see attached template) and budget narrative that will accompany a Memorandum of Understanding (MOU) currently being drafted. Grant funds will be disbursed upon receipt of necessary documentation.

As you prepare your six-month budget, please be mindful that the following activities will take place for us to reach the deeper understanding needed to finalize a comprehensive Memorandum of Understanding, MOU; to design the appropriate evaluation of the portfolio, including establishing indicators to track; and to develop a long-term capacity building strategy:

- The Foundation needs a fuller understanding of aspects of your budget and plans in order to determine the exact amount of your award. To assist us the Foundation has retained Cross &
Joftus (C&J), experts in district budgeting and financing, C&J will work with you to refine your budgets with an eye towards planning for sustainability. This work should commence immediately with an initial contact to be initiated by a representative from C&J.

- Education Development Corporation’s (EDC) Research, Evaluation and Policy Unit will work with the Foundation and you to develop an evaluation plan that will inform the initiative as well as the individual district’s work. We have attached some preliminary information and in the coming weeks we will provide more details.
- EDC’s Pathways to Colleges and Careers Unit will engage with us and the other districts in the cohort to develop a multi-faceted cross-district learning agenda that addresses our collective highest priorities.
- A district level policy audit will be conducted by an intermediary hired by the Foundation. The audits will serve to expose whether and to what extent the policy environment is favorable to a systemic shift.
- We ask that you inform us whether the following will be willing co-signers on the comprehensive MOU and share joint accountability for leadership and success: Mayor, Superintendent, Union leader; and community partner.

We expect that by mid-May 2015 the budget analysis, negotiations and modifications will be completed with the final total award amount decided. These and other relevant details will be incorporated into a comprehensive MOU that will run from July 1, 2015 through June 30, 2016.

We understand that this is very exciting news and you are welcome to share it with all of those that have been involved in the process. The Foundation will issue a media release in your market announcing this news early in the New Year. Prior to this release, you’ll be contacted by Isabel Black at Solomon McCown &, a Boston public relations firm retained by the Foundation, for your input into this public announcement. Please direct any questions about this to Shaun Adamec, Director of Strategic Communications, at sadamec@nmefoundation.org. We are also pleased to inform you that we will be providing additional resources to support important communications strategies for the grant period; more information about that will follow.

The projected D:SC cohort will be made up of the following districts: Pittsfield, NH; Burlington and Winooski, VT; Portland, ME; Hartford and Meriden, CT; Revere, MA. We look forward to supporting and learning from your work as unique districts and collectively as an inspirational cohort. Please do not hesitate to contact us with your questions and insights.

Sincerely,

Nicholas C. Donohue
President and CEO
Appendix A: Overview of Centers of Innovation

As HPS focuses initially on systems change, the Centers of Innovation will provide a programmatic component designed to cultivate innovation and collaboration while informing the systems level work. Two high schools for each Center of Innovation, or six high schools throughout Hartford, will serve as innovation centers for student centered learning. There will be three innovation center partnerships, pairing a neighborhood school and a magnet school side-by-side to learn and refine student-centered learning approaches that establish models for equity and excellence for all students. The schools will engage in transformational student centered learning practices to develop teacher and leader capacity and serve as district laboratories of innovation.

The three Centers of Innovation will focus specifically on student-centered practices and programs including the expansion of blended learning as an anytime, anywhere approach, focusing on internships, other work-based learning opportunities, and project-based learning as a personalized learning approach, and implementing mastery-based diploma as a competency-based approach. All three Centers of Innovation will focus on increasing students’ responsibility for their own learning through ensuring student voice and choice, which represents student needs and interests, leading to student-owned learning.

The innovation center development process will mirror the building-level blended learning development process from the NAUSD blended learning work. Key activities will include:

- Establish Current State: Context and Where They Are Today
- Conduct an Innovation Landscape: Explore SCL Approach (Blended Learning, Mastery Based Learning, and Personalized Learning, emphasizing Student-Owned Learning for AI)
- Determine Desired State: Develop a Shared Vision for SCL Approach
- Engage the Community for Input and Expand Knowledge
- Develop and Implement Shared Vision in Staged Design
- Operationalize Continuous Improvement Process Based on Data from Key Indicators of Success
- Establish Role within District as Center of Innovation

Each Center of Innovation will establish a structured approach to transformation that includes the development of collaborative Professional Learning Communities, engaging in ongoing support and guidance from a national expert in a particular SCL approach, and dedicating core school leadership to the oversight and support of the transformation. In addition to building school-level capacity, the ongoing efforts and ground-level development of professional practices will generate critical real-time knowledge and recommendations that shape the systems level work.
AGENDA

ITEM # 4

NEW BUSINESS

CONTRACT AMENDMENT:
KELLOGG & SOVEREIGN LLC

JANUARY 20, 2015

DR. SCHIAVINO-NARVAEZ
MS. SITARU

AMOUNT
3 YEAR TERM AT $66,200 PER YEAR

FUNDING SOURCE
MHIS BUDGET

BACKGROUND

In 2013 MHIS conducted an RFP for E-Rate consulting services; the term requested in the RFP was to be July 2013 through June 2016. On September 9, 2013 a RFP review was conducted and Kellogg and Sovereign, LLC was the agency recommended by the procurement department.

In June 2014 the Hartford Board of Education approved MHIS request to enter into a contract with Kellogg and Sovereign LLC., for a term of July 2014 through June 2015. This was an incorrect term. Therefore MHIS seeks to amend the current contract with Kellogg and Sovereign from July 2014 through June 2015 to reflect the legally bid term of July 2013 through June 2016. Payment for the work already completed from July 2013 - June 2014 cannot be made until this amendment is approved and signed creating a binding agreement with the provider.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to amend the contract with Kellogg & Sovereign LLC., for the term delineated in the contract ending June 30, 2016 at a ccst not to exceed $66,200 per year.
KELLOGG AND SOVEREIGN LLC
Executive Form

1. Context/Overview

This contract was already approved by the BOE in June of 2014; however the contract term was incorrect. This amendment seeks to issue the correct term that is in line with RFP 5431 for E-Rate consulting which was awarded to this vendor at that time.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

The Hartford Public Schools secures the services of a qualified E-Rate consultancy for the purposes of filing appropriate forms with the Universal Service Administrative Company (USAC) or the Federal Communications Commission (FCC); making appeals; tracking and reporting the status of applications and appeals; assisting the BOE’s vendors in matters of invoicing to USAC; training MHIS staff in the rules and regulations of the E-Rate program; and other work as may be appropriate to assist the Hartford Public Schools in navigating the program.

3. Targeted populations to be served

HPS District

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Procurement of E-Rate funding to support technology infrastructure for schools.

5. Alternative options (alternative sources, best priced solutions, etc.)

None, vendor was chosen as a part of a RFP process

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Vendor consistently met standards

7. Is this a sole source vendor? ☐ Yes ☒ No ☐ N/A

"Every student and every school thrives"
If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   b. Please attach a copy of the grant abstract and other applicable documents
November 13, 2012

Ms. Deborah J. Sovereign, CFO
Kellogg & Sovereign Consulting, LLC
1101 Stadium Drive
Ada, OK 74820

Contract No. 5421 Amendment No. One (1)
E-Rate Consulting Services

In accordance with Section 13, of the agreement between the Hartford Board of Education and the Provider executed on December 5, 2014, The Hartford Board of Education and the Provider hereby amend the above referenced Contract for the provision of services as required for the above named Program to a revised term with a start date of July 1, 2013 through and including June 30, 2016. The Scope and Compensation for the renewal period shall remain the same as identified in section 1 and 3 of the existing Contract attached hereto as Exhibit A, respectively.

Total Compensation for this Contract is as identified in terms contained $66,200 per year. Provider shall prepare and submit invoices documenting services provided as required by the Managing Authority. All invoices for payment shall be accompanied by documentation as required by the Managing Authority.

All other terms and conditions of the original contract, not affected by this, or previous Letters of Amendment, shall remain intact and binding and are incorporated herein by reference. In addition, the following documents are required from you in order to fully execute your contract with the City:

1). Please provide a current Certificate of Insurance per the attached insurance requirements for the City of Hartford. The following wording must appear in the space provided for “comments” on the Accord Insurance Certificate Form: The City of Hartford is included as an Additional Insured, ATIMA. The City of Hartford insists that parties contracting with it get the language from their insurance companies that written notice will be given as per the agreement. (Already on file)


In mutual agreement of the foregoing, the Hartford Board of Education and Kellogg & Sovereign Consulting, LLC have executed this Amendment one (1) to Contract No. 5421 this _______ day of ______________ 2014.

For: Kellogg & Sovereign Consulting, LLC.

By __________________________
Deborah J. Sovereign
CFO

For: Hartford Board of Education
Office of the Superintendent

By __________________________
Beth Schiavino-Narvaez, Ed.D.
Its Superintendent

By __________________________
Sabina Sitaru
Its Chief Information Officer

Approved as to Form and Legality:

By __________________________
Saundra Kee Borges Date
corporation Counsel
AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS: DISTRICT CHARTER COLLABORATION GRANT

JANUARY 20, 2015

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

AMOUNT
$112,051

FUNDING SOURCE
BILL & MELINDA GATES FOUNDATION

BACKGROUND

On November 2012 the Bill & Melinda Gates Foundation announced a $5 million District Charter Collaboration Grant to Hartford Public Schools, Achievement First and Jumoke Academy to advance collaboration between traditional district schools and public charter schools to pilot and spread College Reacy strategies focused on teacher effectiveness, college ready tools and supports and to personalize learning. The grant was broken down as follows: Hartford Public Schools $2,773,069; Achievement First $1,054,143; and Jumoke Academy/FUSE $1,172,327.

For the past few months the district has been in discussions with the Gates Foundation to allocate unused funds from Jumoke Academy/FUSE, a former partner for support of Thirman Milner School. On December 4, 2014, the Gates Foundation approved an amendment to our original grant in the amount of $112,051 to support the district’s efforts to implement Common core and improve teacher effectiveness thorough the development of an EL Lab school at Thirman Milner School thus amending our current grant agreement with the Gates Foundation and our grant fiscal agent the Hartford Foundation for Public Giving.

The funds will be used to support the district’s effort to implement Common Core and improve teacher effectiveness through supporting building teacher and leader capacity to implement the Common Core literacy standards at Thirman Milner School. These funds will provide training and classroom coaching for grades 6-8 ELA and Social Studies teachers on Common Core State Standards aligned curriculum and literacy interventions that are aligned with individual student needs. In addition, the funds will provide instructional resources and early literacy training for grades K-2. Funded support and collaboration efforts aim to build literacy instructional leadership and development of a model literacy program within the district.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $112,051 from the Bill & Melinda Gates Foundation.
1. Context/Overview

- In 2012 the Bill & Melinda Gates Foundation approved a $5 million District Charter Collaboration Grant to Hartford Public Schools, Achievement First and Jumoke Academy to advance collaboration between traditional district schools and public charter schools to pilot and spread College Ready strategies focused on teacher effectiveness, college ready tools and supports and to personalize learning. The funding allocation under that agreement included: Hartford Public Schools $2,773,069; Achievement First $1,054,143; and Jumoke Academy/FUSE $1,172,327

- On December 4, 2014, the Bill & Melinda Gates Foundation approved a supplemental grant of $112,051.

- This represents unused funds previously allocated to Jumoke Academy/FUSE, a past partner on the District Charter Collaboration. The funds will be used to support the district’s effort to implement Common Core and improve teacher effectiveness through supporting building teacher and leader capacity to implement the Common Core literacy standards at Thirman Milner School.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

These funds will provide training and classroom coaching for grades 6-8 ELA and Social Studies teachers on Common Core State Standards aligned curriculum and literacy interventions that are aligned with individual student needs. In addition, the funds will provide instructional resources and early literacy training for grades K-2. Funded support and collaboration efforts aim to build literacy instructional leadership and development of a model literacy program within the district.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td>Interdisciplinary Literacy Curriculum Materials (Pre-selected student texts) American Reading Company, Scholastic and Booksource</td>
<td>$45K</td>
</tr>
<tr>
<td>Grades K-5</td>
<td>Foundational Skills PD</td>
<td></td>
</tr>
</tbody>
</table>

"Every student and every school thrives"
(How to teach reading skills to early readers) $30K
Literacy How (Yale)

Grades 6-8 Literacy Common Core Professional Development $30K

Instructional Leadership Team
Instructional Leadership Team Coaching and Collaboration – Data Systems & Structures
Achievement First Collaboration – Funds support collaboration expenses $7,051

3. Targeted populations to be served

Thirman Milner School will develop a robust school-level literacy program and ultimately serve as a model to build capacity of HPS teachers across the district.

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

Thirman Milner School will participate in comprehensive literacy professional development: focused on Common Core curriculum implementation, instruction of foundational reading skills, and use of data and student work to drive differentiated instruction. The embedded professional development will increase capacity at Milner School to meet the literacy needs of its students and serve as a model school for literacy instruction.

5. Alternative options (alternative sources, best priced solutions, etc.)

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Performance/Measurement by Gates Foundation

7. Is this a sole source vendor? ☐ Yes ☐ No ☒ N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?
b. Any other information that supports the need for the sole source request.

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

      Bill & Melinda Gates Foundation District Charter Collaboration Grant
      Financial Commitment to overall project $5 million
      Financial Commitment to Hartford Public Schools $2,773,069

   b. Please attach a copy of the grant abstract and other applicable documents
AGENDA

ITEM # 6

NEW BUSINESS

PAYMENT APPROVAL: HARTFORD PARTNERSHIP FOR STUDENT SUCCESS

JANUARY 20, 2015

DR. SCHIAVINO-NARVAEZ

MS. TAVERA

AMOUNT

$95,000

FUNDING SOURCE

SPECIAL FUNDS

BACKGROUND

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for the purpose of supporting student achievement and the emerging reform effort at Hartford Public Schools. Group members focused on policy and funding issues and worked to align their individual institution’s work to support the development of this collaborative strategy known as Hartford Community Schools.

The founding members included Hartford Public Schools, City of Hartford (originally through its Office for Youth Services, now through the Department of Families, Children, Youth and Recreation), Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. There are currently seven (7) schools under the community schools umbrella:

- Alfred E. Burr Elementary School served by The Village for Families and Children;
- Hartford Magnet Trinity College Academy served by COMPASS Youth Collaborative;
- Burns Latino Studies Academy served by COMPASS Youth Collaborative;
- Thirman Milner School served by Catholic Charities;
- Asian Studies Academy at Dwight-Bellizzi served by COMPASS Youth Collaborative;
- John C. Clark, Jr. Elementary and Middle School served by The Village for Families and Children;
- West Middle Elementary School/Middle Grades Academy at West Middle served by Boys and Girls Clubs of Hartford.

The partners voted to expand the scope of the partnership focus, and establish the Hartford Partnership for Student Success (HPSS). This new structure was formalized through a Memorandum of Understanding in November of 2012.

The aspirational goals of the HPSS during this three year period include:

- Support the continued development of the Hartford Community Schools;
- Explore the opportunities to expand Out-of-School Time programming;
- Explore the opportunities to increase high-quality summer learning experiences;
- Implement elements of the Community Schools’ core practices in select schools in need;
• Review emerging opportunities relevant to the agenda of the HPSS.

The staffing structure of the partnership is a jointly funded effort. Each partner provides a share in support of the positions of Director of the HPSS, Hartford Community Schools Coordinator and other infrastructure needs such as training and evaluation. To support infrastructure costs for the Hartford 2014-2015 academic year, each partner is donating the following:

The Hartford Foundation for Public Giving: $141,868 (to be confirmed);
City of Hartford: $100,000
United Way: $112,800
Hartford Public Schools: $95,000

This will go toward infrastructure costs as well as funding the costs of security in the after-school programs and late transportation home for students.

RECOMMENDATION

The Hartford Board of Education authorizes the Superintendent to issue payment in the amount of $95,000 to the Hartford Foundation for Public Giving, as partnership fiscal agent and employer of record, in support of the Hartford Partnership for Student Success.
Payment Approval: Hartford Partnership for Student Success

Executive Form

1. Context/Overview

The School Community Partnership (SCP) was convened in 2007 to act as the planning body for the development of community schools in Hartford. The community schools model was selected for its focus on whole child development and the integration with the school day for purpose of supporting student achievement and the emerging reform effort at Hartford Public Schools. Group members focused on policy and funding issues and worked to align their individual institution’s work to support the development of this collaborative strategy know as Hartford Community Schools.

The founding members include the Hartford Public Schools, City of Hartford (originally through its Office for Youth Services, and now through the Department of Families, Children, Youth and Recreation), Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. There are currently seven (7) schools under the community schools umbrella:

- Alfred E. Burr Elementary School served by The Village for Families and Children
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Most recently the partners voted to expand the scope of the partnership focus and establish the Hartford Partnership for Student Success (HPSS). This new structure was formalized through an MOU in November of 2012. The staffing structure of the partnership is a jointly funded effort. Each partner provides a share in support of the positions of Director of the HPSS, Hartford Community Schools Coordinator and other infrastructure needs such as training and evaluation. To support infrastructure costs for the Hartford 2014-2015 academic year, The Hartford Foundation for Public Giving is investing $141,868 (to be confirmed), the City of Hartford is investing $100,000, and the United Way is investing $112,800. Hartford

"Every student and every school thrives"
Public Schools’ investment is $95,000 toward infrastructure costs as well as funding the costs of security in the after-school programs and late transportation home for students.

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

The $95,000 contribution to the partnership budget will be utilized to fund a portion of each of the following items:

- Salaries and benefits for the infrastructure staff
- Refreshments (Meetings and Events)
- Technical Assistance
- Data and Evaluation
- Marketing /Communications
- After School Curricular Materials
- Training and Professional Development
- Membership

3. Targeted populations to be served

The HPSS infrastructure provides network support to Hartford’s Community Schools and other related initiatives and opportunities throughout the district and city that support student success for all students. Through the coordination of resources, training, technical assistance, evaluation and other support, the community schools are able to serve approximately 3600 students and their families annually. Students and families are provided a wide-range of academic supports, enrichment opportunities, and other programs and activities that help them achieve the goal of academic success.

- Alfred E. Burr Elementary School
- Hartford Magnet Trinity College Academy
- Burns Latino Studies Academy
- Milner Schools
- Asian Studies Academy Dwight-Bellizzi
- John C. Clark, Jr. Elementary and Middle School
- West Middle Elementary School/Middle Grades Academy at West Middle

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

The work of HPSS and Community schools provide programs and opportunities that support teaching and learning at all grade levels by ensuring students attend school ready to learn and families have the tools they need to support the learning process. This is accomplished by focusing on various factors that impact student performance, such as chronic absenteeism, behavior interventions, health services, basic needs, family engagement, academic supports (tutoring/homework assistance) and the

“Every student and every school thrives”

960 Main Street Hartford CT 06103 • www.hartfordschools.org
alignment of educational efforts before and after school. These efforts all support the work of the district. The partnership and community school goals, programs and activities also align with the Third Grade Promise, Middle School Redesign, College and Career Readiness. The goals of the HPSS during the three year period from 2012-2015 includes:

A. To support the continued development of Hartford Community Schools
   o Continue commitment to external evaluation
   o Increase academic connections between after school and the school day
   o Increase family connections
   o Improved data practices
   o Alignment of budget process and investment system

B. To explore the opportunities to expand Out-of-School Time programming
   o Assess needs
   o Develop resource strategy
   o Increase quality of programs

C. To explore the opportunities to increase high-quality summer learning experiences
   o Support and connect to Hartford Campaign for Grade Level Reading workgroup as appropriate

D. To implement elements of the Community Schools’ core practices in select schools in need.
   o To expand medical health service provision to Hartford students
   o Expand other Community Schools elements to additional schools

E. To serve a vehicle to review emerging opportunities relevant to the agenda of the HPSS.
   o Assess, connect and support emerging opportunities

F. Infrastructure Goals
   o Data and Evaluation (This work builds in part on the evaluation work already done by Hartford Community Schools)
   o Policy and Alignment
   o Communications

5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

6. Performance/Measurement: progress, success & next steps (current progress report: and/or evaluation/monitoring plan.)

"Every student and every school thrives"
Annually, HPSS and Community Schools receive technical assistance from the Children’s Aid Society/National Center for Community Schools. An annual evaluation is also conducted on community schools by consultant, ActKnowledge. Internal monitoring systems are also in place through the infrastructure support to the community schools network. Monthly Outcome Reports and Monthly Attendance reports, which are all aligned with the theory of change that was crafted by ActKnowlege and the community schools network, serve as reporting mechanisms to measure progress at each school.

7. Is this a sole source vendor?  □Yes   □No   ☒N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:
   a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

   N/A

   b. Any other information that supports the need for the sole source request.

   N/A

8. For grants only:
   a. Identify partnerships and their financial commitment included in the grant

   N/A

   b. Please attach a copy of the grant abstract and other applicable documents

   Please see attached budget and MOU.
Hartford Partnership for Student Success
Memorandum of Understanding

This Memorandum of Understanding serves as a partnership agreement amongst the founding and convening members of the Hartford Partnership for Student Success (HPSS). Members of the partnership include Hartford Public Schools, the City of Hartford, the Hartford Foundation for Public Giving, and United Way of Central and Northeastern Connecticut. This partnership exists for the purposes outlined below for the greater purpose of increasing Hartford students' achievement:

- To deepen existing partnership efforts designed to advance student achievement;
- To ensure the delivery of high quality programs and services in order to support increased student achievement;
- To consider expansion in both number and type, the scope of partnership to improve outcomes for Hartford students;
- To intentionally and strategically leverage the shared strategic institutional goals of all partners to support student success.

Our aspirational goals over the next three years include:

- To support the continued development of Hartford Community Schools;
- To explore the opportunities to expand Out-of-School Time programming;
- To explore the opportunities to increase high-quality summer learning experiences;
- To implement elements of the Community Schools' core practices in select schools in need;
- To serve a vehicle to review emerging opportunities relevant to the agenda of the HPSS.

The partners will accomplish this through the following strategies:

- The convening of an advisory group to implement the work of the HPSS, consisting of senior leadership from the four lead partners, as well as broader community representation;
• Supporting providers in adherence to standards of best practice;

• To support training and technical assistance opportunities for providers in order to improve program quality and organizational effectiveness;

• To coordinate and support a system of data collection to provide consistent feedback for program improvement;

• To support independent evaluation to assess the effectiveness of partnership models supported by the HPSS;

• To jointly participate in site visits and other means of assessing community schools and other partnership models;

• To develop and advocate for policies that support partnership approaches and advance student success;

• To support and advance opportunities for marketing and communications to promote the work of the partnership, and;

• To develop and implement a resource development strategy to support partnership approaches.

Implementation of the aforementioned goals and strategies will be carried out by the Director of the Hartford Partnership for Student Success, who will be accountable to the four institutional partners through a work plan to be developed by the Director and approved by the leadership team’s organizational representatives. Day to day supervision around the implementation of this work plan will be the responsibility of Hartford Public Schools, with monthly reporting to the four partners through executive session of the Hartford Partnership for Student Success as part of its monthly meeting. The director position will be funded jointly by the four partners, and stationed at Hartford Public Schools with the Hartford Foundation for Public Giving serving as the employer of record.

This MOU will remain in effect from July 1, 2012 through June 30, 2015 conditional upon availability of funding.
Hartford Partnership for Student Success
Memorandum of Understanding
Signature Page

Signature
Pedro E. Segarra, Esq.
Mayor, City of Hartford
11/1/2012

Signature
Dr. Christina M. Kishimoto
Superintendent, Hartford Public Schools
Oct 31, 2012

Signature
Linda J. Kelly, Esq.
President, Hartford Foundation for Public Giving
11/6/2012

Signature
Susan B. Dunn
President and Chief Executive Officer, United Way of Central and Northeastern CT
11/1/12
Hartford Partnership for Student Success
Infrastructure Budget FY 14-15
*DRAFT - updated 10/31/14*

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**GRAND TOTAL EXPENSE**

|                      | $449,668  | $95,000    | $100,000           | $141,868     | $112,800         |
| Totals               |           |            |                    |              | $449,668         |
| Committed FY 14-15   | $95,000   |            | $100,000           | $141,868     | $112,800         |
| FY13-14              | $90,000   |            | $100,000           | $140,685     | $111,690         |

*Committed FY 14-15: TBD*

DRAFT 1/15/2015
EXECUTIVE SUMMARY

ES. 1 INTRODUCTION

Hartford Community Schools (HCS) have developed and implemented a community school model that encompasses a broad array of services and interventions for students and parents/families that go beyond the provision of just afterschool programs. In 2014, HCS and each school has focused in particular on aligning afterschool programs and daytime provision, on building a stronger academic element into afterschool programs and on developing activities specifically targeted at students falling behind academically and facing particular problems around attendance and behavior.

Schools have also focused on achieving key foundational outcomes for student progress including developing a positive school climate and safe school environment for all. And the schools have continued to develop innovative ways of involving parents and families and making them feel more welcome in the schools. This has been identified as an important precondition for student attainment.

ES. 2 HIGHLIGHTS OF RESULTS

Outcomes this year (2013-2014) were far better than last year and the changes in implementation, management, alignment and targeting are the reasons. Disappointing academic results for afterschool students in the 2013 evaluation led directly to changes in afterschool programming, which showed a turnaround to positive results (measured using MAP scores in reading and math). The development of services targeted at specific cohorts of students (including those facing particular levels of academic disadvantage) has also succeeded in improving academic performance and other preconditions for student participation, including more positive behavior and better attendance.

All students in afterschool programs, ELL, special education and students targeted for interventions posted improvements in most schools, and greater improvements in many instances than the district or the city. There has also been significant increases in student perceptions of safety and a greater sense among parents of being welcomed in schools. In particular:

- Students in six out of seven HCS schools had increased ‘raw’ MAP scores in reading in 2014 compared to 2013 and five out of seven schools had increased ‘raw’ scores in math.
- There was an increase in the percentage of students who improved one or more levels in MAP reading in all schools. Burr and HMTCA increased more than the average for peer schools and for schools in the district in terms of percent of students who improved one or
more levels in reading. The overall percentage of students who improved in reading at West Middle and Burr exceeded peer schools and the district.

- There was an increase in the percentage of students who improved one or more levels in math in five out of seven schools in 2014 compared to 2013. Burr and ASA Bellizzi both increased more than the average for peer schools and for schools in the district. As in the case of reading, the overall percentage of students who improved in math in Burr and West Middle exceeded peer schools and schools in the district.

- Students in after-school programs, an important component of the community school model, improved their ‘raw’ scores in reading and math in 2014 compared to 2013 and improved more than students in each school as a whole.

- English Language Learners and Special Education students also improved ‘raw’ scores in reading and math since 2013 and improved more than other students.

- Schools also saw improvements in MAP scores for particular cohorts of students who have received other elements of the wider community school model. For example, ASA Bellizzi, Burr and West Middle saw substantial increases in MAP reading and math scores of students receiving daytime tutoring.

Two schools (JAH Milner and Clark) did not show significant academic improvement, but these were schools struggling with fundamental operational/management issues and they made great strides in school climate and perception, which are needed before academic achievement. In particular:

- JAH Milner and Clark made significant strides in perceptions of safety among grades 3-4 increasing by 19% and 35%, respectively.

- In six out of seven schools there was also significant improvements in student perceptions of school climate, with grade 3-4 students recording substantial improvements in perceptions of safety in 2014. This compared to a reduction in student perceptions of safety in schools in the district as a whole.

**ES. 3 Conclusions**

- We are delighted to be able to report that changes in management practice, program content, attention to school issues and targeting services has produced notable positive results for HCS.

- The progress illustrated through positive results on MAP is also supported by results from other sources including the results of youth surveys and focus groups of students and parents undertaken during the evaluation, as well as evaluator’s observations.

- The schools however, still operate in a context of disadvantage, limited resources, disruptions and not all have total buy-in even at the school level. All of these factors affect
outcomes and have to be faced head on – either by finding ways to improve the situations, reducing expectations at a school with fundamental problems or focusing community school services to redress the problems as well as possible.

- We recommend continuing to focus on the foundational outcomes for the school, system, coordination and alignment; continued improvement in targeting and data tracking of students to services.
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AGENDA

ITEM # 7

NEW BUSINESS

JANUARY 20, 2015

DR. SCHIAVINO-NARVAEZ

MR. ROLDÁN

CONTRACT APPROVAL:
EXTENDED SCHOOL HOURS GRANT

AMOUNT
$225,493

FUNDING SOURCE
CT STATE DEPARTMENT
OF EDUCATION

BACKGROUND

The Connecticut Department of Education has made available funds for Priority School Districts to provide extended school hours for academic enrichment, support and recreation programs, pursuant to Sections 2 and 3 of Public Act 94-6 of the Connecticut General Statutes. The development of Public Act 94-6 was the result of grassroots efforts on behalf of parents and community members to enact legislation that addresses the need for expanded youth enrichment programs in the community.

According to State of Connecticut guidelines, the process of selecting schools to offer extended school day programs must be a competitive one within each Priority School District. Hartford Public Schools solicited Request for Proposals (RFP) from qualified non-profit organizations to provide Extended Day programs on September 2014. All 2014-2015 Extended Day programs are expected to be developed and operated by community-based organizations in collaboration with each school's principal. A total of $374,317 will be awarded to 10 agencies (please see attached list of grantees). These funds will provide services to approximately 950 students in 14 of our schools. The following require BOE approval due to exceeding the $50,000 limit.

Boys & Girls Clubs of Hartford for a total of $54,600
- Expeditionary Learning Academy at Moylan - $30,000
- Global Communications Academy - $24,600

ConnectiKids, Inc. for a total of 58,000
- MD Fox Elementary School - $28,000
- West Middle School - $30,000

The Village for Families and Children for a total of 52,893
- Burr School - $30,000
- Clark School - $22,893

Youth United For Survival (Y-US) for a total of $60,000
- Expeditionary Learning Academy at Moylan - $30,000
- McDonough Expeditionary Learning Schools - $30,000
RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the contracts with the agencies listed above for the term delineated in the contracts ending June 30, 2015.
2014-2015 Extended School Hours Grant Contract Approval

Executive Form

1. Context/Overview

The Connecticut Department of Education has made available funds to Priority School Districts to provide extended school hours for academic enrichment, support and recreation programs, pursuant to Sections 2 and 3 of Public Act 94-6 of the Connecticut General Statutes. The development of Public Act 94-6 was the result of grassroots efforts on behalf of parents and community members to enact legislation that addresses the need for expanded youth enrichment programs in the community.

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Youth United For Survival (Y-US) for a total of $60,000

"Every student and every school thrives"
• Expeditionary Learning Academy at Moylan - $30,000
• McDonough Expeditionary Learning Schools - $30,000

2. Purpose for contract or grant (Include brief information on the major areas where funding will be used: salaries, professional development, operations, etc.)

Hartford Public Schools is responsible for the allocation of these grant funds to local non-profit agencies servicing Hartford Public Schools’ students through a competitive Request for Proposal (RFP) process. Awarded agencies may use grant funds to hire personnel to provide for the instruction and supervision of children and for necessary support costs such as food, program supplies, equipment and materials, direct cost of building maintenance, personnel supervision and transportation.

3. Targeted populations to be served

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<td>McDonough Expeditionary Learning Schools</td>
<td>6-8</td>
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4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

The Extended School Hours program will align with the Hartford Public Schools’ Strategic Operating Plan and Common Core State Standards as it relates to the following program initiatives set by Connecticut State Department of Education:
• Development or expansion of reading intervention programs which include summer and after-school programming.
• Academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during summer.

"Every student and every school thrives"
• Strengthen parent involvement in the education of children and parent involvement in school and school district programs, activities and educational policies.

5. Alternative options (alternative sources, best priced solutions, etc.)

N/A

6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

Awarded agencies will submit monthly attendance and written report, two financial reports and a final report at the end of grant period. There will also be two site visits per program throughout the grant period.

7. Is this a sole source vendor? ■ Yes □ No □ N/A

If sole source vendor, please specify why the purchase qualifies as sole source procurement:

a. Why is the requested vendor the only one that can satisfy the requirements and what are the unique properties that are unavailable with any other vendor?

N/A

b. Any other information that supports the need for the sole source request.

N/A

8. For grants only:

a. Identify partnerships and their financial commitment included in the grant

For most applicants, grant funds are supplement to their budget.

b. Please attach a copy of the grant abstract and other applicable documents

Draft scope of services and budgets are attached.
Scope of Services
Agency Information Form

I. School: Expeditionary Learning Academy at Moylan School (ELAMS)

II. Name of Agency: Boys & Girls Clubs of Hartford

Address: 170 Sigourney Street

City: Hartford State: CT Zip Code: 06105

Telephone Number: (860) 929-7667 Facsimile Number: (860) 724-2722

Primary Contact(s): Shawonda Swain; Lorie Brown

Telephone Number(s): Shawonda Swain, 860-929-7661; Lorie Brown, 860-929-7662

E-mail address: sswain@bgchartford.org; lbrown@bgchartford.org

III. Program Operation

Number of Students to be Served under this grant: 45

Approximate Number of Parent Volunteers (if applicable): 15

Approximate Number of Business Volunteers (if applicable): N/A

Grades to be Served: 2nd, 3rd, 4th

Program Start Date: February 2, 2015 Program End Date: May 29, 2015

Program Dates (e.g. Mon., Wed., Fri.): Monday—Friday

Program Times (e.g. 3:30 PM – 5:00 PM): 3:15 to 7:00pm; 11:45pm to 7:00pm (Wed)

IV. Description of Services

The Boys & Girls Clubs of Hartford (BGCH) will partner with Expeditionary Learning Academy at Moylan School (ELAMS) through the Hartford Public Schools Extended School Hours Grant. The program will support ELAMS students and families by offering an enriching after-school program that will focus on a diverse array of activities in the areas of academic success, healthy lifestyles, and good character and citizenship. Students will attend the program Mondays through

Revised 07/2014
Fridays at Southwest Boys & Girls Club, immediately following school dismissal until 7:00 pm. The Extended School Hours Grant will assist in BGCH providing transportation to these students from ELAMS to the Southwest Boys & Girls Club, where daily afterschool programming will take place. The goals of this program align with the Hartford Public Schools Extended School Hours Program Initiatives, and are as follows: 1) Academic enrichment, tutorial and recreation programs or activities during non-school hours; 2) Development or expansion of reading and other academic intervention programs which include after-school programming; and 3) Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies.

Activities that will take place to fulfill these goals are as follows:

**Power Hour: Making Minutes Count and Project Learn** - Power Hour is a comprehensive homework help and tutoring program for youth that provides members with the support, resources and guidance necessary to complete their homework, and start the school day with a sense of confidence and ability.

**SMART Moves (Skills Mastery and Resistance Training)** - SMART Moves is a field-tested comprehensive program to help young people develop skills to resist alcohol, tobacco, other drug use, and other risky behavior.

**Fine Arts and ImageMakers National Photography Program** - The National Fine Arts program, a program designed by our national organization, the Boys & Girls Clubs of America, enables youth to develop their creativity and cultural awareness through skill development and the appreciation of the arts.

**Triple Play: Sports, Fitness, and Social Recreation** - BGCH will conduct a well-rounded sports, fitness, and recreation program where students will participate in various team-building, competitive and non-competitive sports, for both boys and girls of every age.
**Healthy Habits** - The Healthy Habits program is designed to incorporate healthy living and active learning in every part of the Club experience.

**Literacy Support Program** - Members from ELAMS will also have access to various literature and reading materials to foster engagement within the Expeditionary Learning curriculum during after-school hours.

**Parent Volunteer and Engagement** - There will be a structured parent engagement initiative consisting of regular meetings and activities open to all parents in the Club for volunteerism. The objective of this program will be for parents to have a voice and become actively involved in their children’s academic success, through planning, volunteering and participation in after school activities.
Scope of Services
Agency Information Form

I. School: Global Communications Academy IB

II. Name of Agency: Boys & Girls Clubs of Hartford

   Address: 170 Sigourney Street
   City: Hartford        State: CT        Zip Code: 06105
   Telephone Number: (860) 929-7667        Facsimile Number: (860) 724-2722
   Primary Contact(s): Shawonda Swain; Lorie Brown
   Telephone Number(s): Shawonda Swain, 860-929-7661; Lorie Brown, 860-929-7662
   E-mail address: sswain@bgchhartford.org; lbrown@bgchhartford.org

III. Program Operation

   Number of Students to be Served under this grant: 40
   Approximate Number of Parent Volunteers (if applicable): 10
   Approximate Number of Business Volunteers (if applicable): N/A
   Grades to be Served: 2nd, 3rd, 4th, 5th, 6th
   Program Start Date: February 2, 2015        Program End Date: May 29, 2015
   Program Dates (e.g. Mon., Wed., Fri.): Monday – Friday
   Program Times (e.g. 3:30 PM – 5:00 PM): 3:30pm to 7:00pm

IV. Description of Services

The Boys & Girls Clubs of Hartford (BGCH) will partner with Global Communications
Academy through the Hartford Public Schools Extended School Hours Grant. This program will
be designed to meet the need of providing students with an enriching after school program,
which will focus on offering a diverse array of academic, character-building, and recreational
programs to complement and enhance the school day. Students will attend the program Mondays through Fridays, immediately following school dismissal until 7:00 pm. The Extended School Hours Grant will assist in BGCH providing transportation to these students from Global Communications Academy to the Northwest Boys & Girls Club, where daily afterschool programming will take place. The goals of this after school program will be in alignment with that of the Hartford School District’s Strategic Operating Plan, and will support the Program Initiatives of the Hartford Public School’s Extended School Hours Program, as follows: 1) Academic enrichment, tutorial and recreation programs or activities during non-school hours; 2) Development or expansion of reading and other academic intervention programs which include after-school programming; and 3) Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies. Activities that will take place to fulfill these goals are as follows:

**Power Hour: Making Minutes Count and Project Learn**-Power Hour is a comprehensive homework help and tutoring program for youth that provides members with the support, resources and guidance necessary to complete their homework, and start the school day with a sense of confidence and ability.

**SMART Moves (Skills Mastery and Resistance Training)**-SMART Moves is a field-tested comprehensive program to help young people develop skills to resist alcohol, tobacco, other drug use, and other risky behavior.

**Fine Arts and ImageMakers National Photography Program and/or Theatre** - The National Fine Arts program, a program designed by our national organization, the Boys & Girls Clubs of America, enables youth to develop their creativity and cultural awareness through skill development and the appreciation of the arts.
**Triple Play: Sports, Fitness, and Social Recreation**- BGCH will conduct a well-rounded sports, fitness, and recreation program where students will participate in various team-building, competitive and non-competitive sports, for both boys and girls of every age.

**Healthy Habits**- The Healthy Habits program is designed to incorporate healthy living and active learning in every part of the Club experience.

**Literacy Support Program**- BGCH will offer support to assist in the strategies set forth by Global Communications Academy to promote literacy and support in helping students prepare for the Developmental Reading Assessment (DRA2). Students will receive literacy support and encouragement from Club staff during Power Hour, Project Learn and other designated times.

**Parent Collaborative Coalition Dream Team**- The Parent Collaborative Coalition Dream Team, will be a structured parent engagement initiative consisting of regular monthly meetings and activities open to all parents in the school. The objective of this program will be for parents to have a voice and become actively involved in their children’s’ academic success, through planning, volunteering and participation in after school activities.
## Budget

The Chief Engagement & Partnerships Officer must approve all revisions.
The Hartford Board of Education/ Boys & Girls Clubs of Hartford

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<th>Descriptions</th>
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<td><strong>ELAMS</strong></td>
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<tr>
<td></td>
<td>Salary for Program Director $2,179 bi-weekly x 9 pays x 15% = $2,942; Lead Youth Development Professional - 5hrs/day x $13/hr x 76 days = $4,940; 3 Youth Development Professionals 4 hrs/day x $11/hr x 76 days x 3 YDPs = $10,032</td>
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<td><strong>Global</strong></td>
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<tr>
<td></td>
<td>Salary for Program Director $2,080 bi-weekly x 9 pays x 15% = $2,808; Lead Youth Development Professional - 5hrs/day x $13/hr x 76 days = $4,940; 3 Youth Development Professionals 4 hrs/day x $11/hr x 76 days x 3 YDPs = $10,032</td>
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<td>200</td>
<td>Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. Benefits comprised of the following: employer portion of payroll tax at 7.6% of gross wages; workers compensation at 1.3% of gross wages; unemployment at 4% of gross wages:</td>
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<td><strong>ELAMS</strong></td>
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<td>12.9% assessed against total wages as follows: 12.9% x $17,914 = $2,311; Health benefits assessed at 10% of Program Director wages: $2,942 x 10% = $294</td>
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<td></td>
<td><strong>Global</strong></td>
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<tr>
<td></td>
<td>12.9% assessed against total wages as follows: 12.9% x $17,780 = $2,294; health benefits assessed at 10% of Program Director wages: $2,808 x 10% = $281</td>
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<td>Purchased Professional and Technical Services; Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. These include (be specific):</td>
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<td>Other Purchased Services; These include travel reimbursement/pupil transportation/ communication (be specific):</td>
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<tr>
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<td><strong>ELAMS</strong>: Local bus transportation to/from club $75/day x 72 days = $5,400</td>
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<td>Line Item Codes</td>
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<td><strong>600</strong></td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative supplies. (be specific) Supplies used by youth during program activities (Power Hour, Smart Moves, Arts &amp; Crafts, Sports &amp; Recreation, Snacks). Program supplies include paper, pencils, books, arts &amp; craft supplies, board &amp; learning games, gym supplies. Also included are motivational posters and other materials used to decorate rooms into a colorful, interesting, and fun place that is attractive to kids. <strong>ELAMS</strong>: $20 x 45 kids = $900 <strong>Global</strong>: $22.5 x 40 kids = $900</td>
<td><strong>$1,800</strong></td>
</tr>
<tr>
<td><strong>800</strong></td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified (be specific) <strong>ELAMS</strong>: Youth snacks - $100/month: 4 months x $100 = $400; Reward &amp; recognition for youth - $15 x 45 kids = $675; Family events and Parent/Volunteer engagement activities: 4 events x $250 = $1,000; Field trips/Special events/Holiday celebrations: $24.58 x 45 kids = $1,106 <strong>Global</strong>: Youth snacks - $100/month: 4 months x $100 = $400; Reward &amp; recognition for youth - $15 x 40 kids = $600; Family events and Parent/Volunteer engagement activities: 4 events x $250 = $1,000; Field trips/Special events/Holiday celebrations: $33.62 x 40 kids = $1,345</td>
<td><strong>$6,526</strong></td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>$54,500</strong></td>
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**Cost Per Student** = **ELAMS** ($30,000/45 students) = $667; **Global** ($24,600/40 students) = $615

Authorized Signature: ________________________ Date: ____________
Samuel S. Gray, Jr.
President and CEO, Boys & Girls Clubs of Hartford

Hartford Public Schools Representative: ________________________ Date: ____________
Kelvin Roldán
Chief Communications and Public Policy Officer

Signatures indicate budget agreement
Scope of Services
Agency Information Form

I. School: M.D. Fox School

II. Name of Agency: Connectikids, Inc.
Address: 814 Asylum Avenue
City: Hartford State: CT Zip Code: 06126-1140
Telephone Number: (860) 522-8710 Facsimile Number: (860) 249-5901
Primary Contact(s): John Prescod, Executive Director
Telephone Number(s): 860-522-8710
E-mail address: johnpre@ct-kids.org

III. Program Operation
Number of Students to be Served under this grant: 110
Approximate Number of Parent Volunteers (if applicable): N/A
Approximate Number of Business Volunteers (if applicable): 110 business and community
Grades to be Served: 1-8
Program Start Date: January 16, 2015 Program End Date: May 29, 2015
Program Dates (e.g. Mon., Wed., Fri.): Monday, Tuesday, Friday
Program Times (e.g. 3:30 PM – 5:00 PM): 2:45 – 6:00 PM

IV. Description of Services
ConnectiKids provides one-on-one, community based tutoring and mentoring services to
students from Dr. Michael D Fox School. Once a week students are bused to 1 of 3 host sites
and paired with a trained volunteer who provides them with academic assistance (such as help
with homework completion and reading. ConnectiKids also provides additional curriculum for
each session designed to supplement current classroom learning and tied to the Common Core

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National Academic standards. In cases of extenuating factors such as travel distance, time, and site availability/logistics, ConnectiKids has adjusted the start time of tutoring/mentoring program from 3:30 to 4/4:15 pm to allow for student to receive the fully allotted service time. Those sites begin at 4 or 4:15 pm and finish at 5:15 or 5:30 pm. Upon completion of program students are transported back to MD Fox where they are either picked up by a designated parent/guardian/family member/family friend, or walk with permission. Students who participate in the Tutoring/Mentoring program are also able to partake of ConnectiKids Arts and Enrichment program which offers such options as health and nutrition/cooking, dance, drill/step, etc. A maximum of approximately 18 students per group are able to participate in a range of available classes, allowing them to explore their own creativity and interest. All classes are facilitated by a local artist, supervised by an average of 1-2 additional youth workers and will operate between 3:30 – 5:30 pm.
Scope of Services
Agency Information Form

I. School: West Middle School

II. Name of Agency: Connectikids, Inc.

   Address: 814 Asylum Avenue

   City: Hartford State: CT Zip Code: 06126-1140

   Telephone Number: (860) 522-8710 Facsimile Number: (860) 249-5901

   Primary Contact(s): John Prescod, Executive Director

   Telephone Number(s): 860-522-8710

   E-mail address: johnpre@ct-kids.org

III. Program Operation

   Number of Students to be Served under this grant: 120

   Approximate Number of Parent Volunteers (if applicable): N/A

   Approximate Number of Business Volunteers (if applicable): 120 business and community

   Grades to be Served: K-8

   Program Start Date: January 8, 2015 Program End Date: May 29, 2015

   Program Dates (e.g. Mon., Wed., Fri.): Tuesday - Friday

   Program Times (e.g. 3:30 PM – 5:00 PM): 3:55 – 6:15 PM

IV. Description of Services

ConnectiKids provides one-on-one, community based tutoring and mentoring services to students from West Middle Elementary School. Once a week students are bused to 1 of 6 host sites and paired with a trained volunteer who provides them with academic assistance (such as help with homework completion and reading. ConnectiKids also provides additional curriculum for each session designed to supplement current classroom learning. Due to travel distance and

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time, ConnectiKids has rolled the start time of tutoring/mentoring program back 10-15 – depending on site location - to allow for student to receive the fully allotted service time. Most sites begin between 4:15 pm-4:30 and finish between 5:30-5:45 pm. Based on knowledge gained from challenges during last program year and with help from parents, we have re-instituted a select number of bus stops within the Asylum Hill neighborhood. Upon completion of the program students are dropped off at one of said bus stops for pickup by their designated contact or walk home with permission. Students who participate in the tutoring/mentoring program are also able to partake of ConnectiKids Arts and Enrichment program which offers such options as health and nutrition/cooking, Martial arts, World Arts and Culture, Drill and Step, etc. A maximum of 25 students per group are able to participate in a range of available classes, allowing them to explore their own creativity and interest. All classes are facilitated by a local artist and supervised by an average of 2 additional youth workers.
EXHIBIT B

BUDGET
## Budget

The Chief Communications and Public Policy Officer must approve all revisions.
The Hartford Board of Education/ConnectiKids, Inc.

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<td><strong>MD Fox</strong></td>
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<td></td>
<td>Program Director .20 FTE @ $47,380 annual salary = $9,476;</td>
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<tr>
<td></td>
<td>Program Assistant .20 FTE @ rate of $11/hour x 22.5/hours week x 20 weeks = $990;</td>
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<td></td>
<td>3 Program Assistant @ rate of $11/hour x 10/hours week x 10 weeks = $3,300;</td>
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<tr>
<td></td>
<td>2 Enrichment Instructor @ rate of $25/hour x 2 hours week x 18 weeks = $1,800</td>
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<td></td>
<td><strong>West Middle</strong></td>
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<td></td>
<td>Program Director .20 FTE @ $47,380 annual salary = $9,476;</td>
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<tr>
<td></td>
<td>Program Assistant .20 FTE @ rate of $11/hour x 22.5/hours week x 20 weeks = $990;</td>
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<td></td>
<td>3 Program Assistant @ rate of $11/hour x 10/hours week x 20 weeks = $6,600</td>
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<td>200</td>
<td>Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. These amounts are in addition to the gross salary (i.e. insurance, social security, retirement). These include: % of Fica/Suta taxes, workman’s comp, health insurance and retirement benefits:</td>
<td>$4,069</td>
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<tr>
<td></td>
<td><strong>MD Fox</strong></td>
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<td></td>
<td>16.25% of $9,476 = $1,539.85</td>
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<tr>
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<td>16.25% x $6,090 = $989.63</td>
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<td></td>
<td><strong>West Middle</strong></td>
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<td></td>
<td>16.25% of $9,476 = $1,539.85</td>
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<td>300</td>
<td>Purchased Professional and Technical Services; Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. These include:</td>
<td>$0</td>
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<td>500</td>
<td>Other Purchased Services; These include travel reimbursement/pupil transportation/communication:</td>
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<td><strong>MD Fox</strong></td>
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<td>Tutoring/Mentoring Program $138 per bus x 1 bus/day x 35 sessions = $4,830;</td>
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<td></td>
<td>Arts &amp; Enrichment Program $138 per bus x 1 bus/day x 15 sessions = $2,070</td>
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<td></td>
<td><strong>West Middle</strong></td>
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<tr>
<td></td>
<td>Tutoring/Mentoring Program $138 per bus x 1 bus/day x 70 sessions = $9,660</td>
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<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative Supplies: MD Fox Paper/copies and other necessary materials to produce and implement program curricula = $755; Books for students, to be read with mentors and take home at the end of the program year - as part of ConnectiKids Tutoring Programs literacy component = $750; Snacks for students @ approximately $125/month x 6 months = $750; Cooking materials and Enrichment supplies @$150/month x 5 months = $750</td>
<td>$4,739</td>
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<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified:</td>
<td>$0</td>
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<td><strong>Total</strong></td>
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**Cost Per Student** = MD Fox ($28,000/110 students) = $254.54; West ($30,000/120 students) = $250

Authorized Signature: ___________________________________________  Date: ____________
John Prescod
Executive Director

Hartford Public Schools
Representative: ___________________________________________  Date: ____________
Kelvin Roldán
Chief Communications and Public Policy Officer

Signatures indicate budget agreement
Scope of Services
Agency Information Form

I. School: Alfred E. Burr Elementary School

II. Name of Agency: The Village for Families and Children, Inc.
Address: 1680 Albany Avenue
City: Hartford State: CT Zip Code: 06105
Telephone Number: (860) 236-4511 Facsimile Number: (860) 231-8449
Primary Contact(s): Aldwin Allen
Telephone Number(s): 860-297-0521
E-mail address: etallen@villageforchildren.org

III. Program Operation
Number of Students to be Served under this grant: K: 12, 1-8: 100, 6-8: 100 Total: 212
Approximate Number of Parent Volunteers (if applicable): 10
Approximate Number of Business Volunteers (if applicable): 1
Grades to be Served: K - 8
Program Start Date: January 20, 2015 Program End Date: May 29, 2015
Program Dates (e.g. Mon., Wed., Fri.): Mon - Fri and some Saturdays for college visits
Program Times (e.g. 3:30 PM – 5:00 PM): 4:00 – 5:30 PM

IV. Description of Services
The Village’s Extended School Hours programming will have four main components:

1. Kindergarten to 1st Grade Transition Program. Kindergarten students that are at risk for not receiving at least a score of 6 on the Developmental Reading Assessment will be targeted to attend literacy based academic support. Education Consultants will be compensated to align
materials used with all district and school standards, provide small-group instruction to the students, and provide training to PYDs who will provide direct support in the after-school program.

2. **Enrichment Program**: 1st to 8th grade students will be offered a variety of pro-social activities that help students feel connected to their school and community and foster positive relationships with adults and other students. These recreation and structured activities will be offered up to five times per week in two 8 week sessions, with one extra week scheduled per session for make-up classes, due to school closings and other unforeseen circumstances, and a Parent Showcase. Students, faculty and staff will be surveyed to generate suggestions on which type of activities to offer. All activities offered will be appropriate to a range of students with some targeting a certain grade.

3. **Burr to College Initiative**: Middle School students (6-8 grades) will visit area college campuses. Potential in-state colleges to visit include: Manchester Community College; Trinity College; St. Joseph’s University; Central Connecticut State University; Eastern Connecticut State University; University of Hartford; and, University of Connecticut. Out-of-state colleges could include Berklee College of Music and Northeastern University, and other colleges in neighboring states.

4. **Parent Engagement**: Parents will be offered skill-building and school involvement opportunities. One financial literacy based program will be held for parents through the Village’s Family Financial Stability Initiative, sponsored by the United Way Women’s Leadership Council. Two parent seminars will be offered based on the evidence-based Triple P-Positive Parenting Program. Each session of the ESH Enrichment program will conclude with a Parent Showcase, an “open house” highlighting the student’s achievements along with hands-on activities.
To further parent involvement parents will be recruited to act as chaperones on the Burr to College field trips. Volunteer opportunities will be available for reading to students in the Kindergarten to 1st Grade Transition program as well.
Scope of Services
Agency Information Form

I. School: John C. Cark, Jr. Elementary and Middle School

II. Name of Agency: The Village for Families and Children, Inc.

   Address: 1680 Albany Avenue

   City: Hartford State: CT Zip Code: 06105

   Telephone Number: (860) 236-4511 Facsimile Number: (860) 231-8449

   Primary Contact(s): Aldwin Allen

   Telephone Number(s): 860-297-0521

   E-mail address: atallen@villageforchildren.org

III. Program Operation

   Number of Students to be Served under this grant: K-8: 125

   Approximate Number of Parent Volunteers (if applicable): 37

   Approximate Number of Business Volunteers (if applicable): 0

   Grades to be Served: Kindergarten - 8

   Program Start Date: January 12, 2015 Program End Date: May 29, 2015

   Program Dates (e.g. Mon., Wed., Fri.): Monday – Friday

   Program Times (e.g. 3:30 PM – 5:00 PM): 4:00 – 5:30 PM; time may vary

IV. Description of Services

   The Village’s partners will offer a variety of pro-social activities designed to foster the
development of character, self-esteem and life skills, including physical fitness. Exposing students to
various life skill enrichments, designed with disguised learning, will foster creativity and the ability for
students to broaden their skills while helping students feel connected to their school and community.
Partner organizations will be able to: extend current after school programming until the end of the

Revised 07/2014
school year; or, enhance their current programming with the addition of field trips and guest speakers; or, offer new programming, which will potentially increase the number of students they are serving. These recreation and structured activities will be offered up to five times per week by four different organizations for 19 weeks, ending with a Student Showcase at Clark, and will serve 125 students in grades K to 8.

**UConn Husky Sport:** Students will participate in programs Tuesday and Thursday from 3:45 – 5:45. Programs will occur in two blocks; 30 minutes of nutrition and 1.5 hours of themed based physical activities. These activities will focus on exposure to a variety of sports activities, physical fitness and skill building and will operate in 3 to 4 week cycles. Program will target 30 students.

**Catholic Worker House:** Programs will operate Mondays to Fridays, from 3:45 PM to 5:30 PM. Programming will be provided in three blocks: healthy snacks/nutrition, homework support, and enrichment activities Enrichment activities will include, art, literacy based activities, and healthy eating. Program will serve 30 students.

**CRT Generations:** Program will be offered Monday to Thursday from 3:30 PM to 5:30 PM. The following activities will be offered: homework and educational enrichment, Taekwondo, Gender Responsive Workshops, Nutrition, and promoting higher ed. Program will serve 35 students.

**Salvation Army:** Program will be offered Monday to Thursday from 3:30 PM to 5:30 PM. The following activities will be offered: Homework help, enrichment activities, Music Theory, and Gender Specific groups. Field Trips, additional hands-on activities, and recognition ceremonies will be included in the programming. The program will serve 30 students.

**Parent Engagement:** Parents will be offered skill-building and school involvement opportunities with the ESH program. A financial literacy based program will be held for parents through The Village’s Family Financial Stability Initiative. The ESH Enrichment program will conclude with a Student Showcase, an “open house” on-site at Clark highlighting the student’s achievements along with hands-on activities.
And, to further parent involvement, parents will be recruited to volunteer at our partners programs and assist at the Student Showcase. Parents will also be encouraged to chaperone on field trips.

All programs will be coordinated and closely monitored by The Village’s Clark Community School Director. All attendance, program and participant data will be collected on a weekly basis to ensure program quality. In addition, programmatic issues will be discussed on a monthly basis at Partnership Meetings, convened by The Village. Meetings will be attended by lead partner staff, school administration, lead agency staff, and community partners.
# Budget

The Chief Engagement & Partnerships Officer must approve all revisions. The Hartford Board of Education / The Village for Families & Children, Inc.

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<th>Descriptions</th>
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<td>Management of Extended School Hours Grant</td>
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<td>Senior Director, Community &amp; School Programs</td>
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<td>4 hrs/wk x 26 weeks x $40.00/hr = $4,160</td>
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<td>Portion to Extended School Hours Grant = $2,191</td>
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<td>Kindergarten to First Grade Transition Program</td>
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<td>Positive Youth Development Worker</td>
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<td>1 staff x 15 hrs/wk x 22 weeks x $11.00/hr = $3,630</td>
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<td><strong>Clark</strong></td>
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<tr>
<td></td>
<td>Senior Director, Community &amp; School Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hrs/wk x 26 weeks x $40.00/hr = $3,120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portion to Extended School Hours Grant = $2,191</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. These</td>
<td>$1,312</td>
</tr>
<tr>
<td></td>
<td>amounts are in addition to the gross salary (i.e. insurance, social security, retirement). These</td>
<td></td>
</tr>
<tr>
<td></td>
<td>include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Burr</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FT (Senior Director) = 21.83% x $2,191 = $478.29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT (PYD) = 9.79% x $3,630 = $355.38</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Clark</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FT (Senior Director) = 21.83% x $2,191 = $478</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional and Technical Services; Services which by their nature can be performed only by</td>
<td>$38,750</td>
</tr>
<tr>
<td></td>
<td>persons or firms with specialized skills and knowledge. These include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Burr</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Education Consultants for Kindergarten to 1st Grade Transition Program: $25/hr x 6.5 hrs/wk x 20 wks =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$9,750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Burr Staff Extra-Curricular Stipends: 10 clubs x $25/hr x 2 hrs/wk x 18 weeks = $9,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Clark</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>External Subcontracts for Enrichment Program: Husky Sport; CRT; Salvation Army; Hartford Catholic Worker:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 organizations x $263/week x 19 weeks = $20,000</td>
<td></td>
</tr>
</tbody>
</table>

Revised 07/2014
<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Other Purchased Services; These include travel reimbursement/pupil transportation/ communication: Burr Rental of buses for College Field Trips: 5 trips x $350/trip = $1,750</td>
<td>$1,750</td>
</tr>
<tr>
<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative Supplies: Burr Program supplies for all components such as books, craft supplies, etc.: $53/wk x 18 weeks = $954</td>
<td>$954</td>
</tr>
<tr>
<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified: Burr Activities &amp; Incidentals for Parent Engagement such as meals, etc: 16 parents x 5 sessions x $9/parent = $675, ESH = $491 Activities &amp; Incidentals for College Field Trips such as meals, etc: 40 students x 5 sessions x $7/student = $1,400 Clark Activities &amp; Incidentals for Parent Engagement such as meals, etc: 16 parents x 2 sessions x $7/parent = $224</td>
<td>$2,115</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$52,893</td>
</tr>
</tbody>
</table>

**Cost Per Student** = Burr ($30,000/ 212 students) = 264; Clark ($22,893/125 students) = $337

Authorized Signature: ____________________________ Date: __________

Galo A. Rodriguez, MPH  
President and CEO

Hartford Public Schools  
Representative: ____________________________ Date: __________

Kelvin Roldán  
Chief Communications and Public Policy Officer

**Signatures indicate budget agreement**

Revised 07/2014
Scope of Services
Agency Information Form

I. School: Expeditionary Learning Academy at Moylan School (ELAMS)

II. Name of Agency: Y-US, Inc. d.b.b.a. Youth United for Survival

   Address: PO Box 261140
   City: Hartford                State: CT                Zip Code: 06126-1140
   Telephone Number: (860) 951-7268 Ext 101            Facsimile Number: (860) 951-7269
   Primary Contact(s): Thomas C. Michalski, Executive Director
   Telephone Number(s): 860-951-7268 Ext 101
   E-mail address: tmichalski@y-us.org

III. Program Operation

   Number of Students to be Served under this grant: 20
   Approximate Number of Parent Volunteers (if applicable): 16
   Approximate Number of Business Volunteers (if applicable): 10
   Grades to be Served: 3-5
   Program Start Date: January 7, 2015                Program End Date: June 9, 2015
   Program Dates (e.g. Mon., Wed., Fri.): Monday – Friday
   Program Times (e.g. 3:30 PM – 5:00 PM): M-F 3:30 – 6:00 PM (Wed: 12:05 – 3:00 PM)

IV. Description of Services

   Youth United for Survival (Y-US,Inc.) will collaborate with ELAMS for the 2014-2015 Extended
   School Hours Grant for $30,000 to provide on-site evidence-based afterschool services to 20 children in
   grades 3-5 through the Better Horizons (BH) program. The program will implement Trauma-Informed
   Care and Project-Based Learning as its method of intervention to develop student skills and resiliency.
by focusing on increasing those skills significantly impacted by trauma. These are: 1) academic/study skills; 2) life skills; 3) communication skills; and 4) personal growth skills.

BH will provide 12.5 hours of programming per week including homework/academic tutoring, Project-Based Learning activities, peer support groups, relationship building, and life-skills. Parents and volunteers will be encouraged to be involved in the program to enhance youth experience and strengthen the family/school relationship. BH will engage families and caregivers with special events and activities allowing them to have fun while participating in their child’s education. BH will offer the Parent Project, a nationally-recognized parenting skills training series to all families at no cost. BH goals are to attain 40% parent/family participation. In collaboration with ELAMS* staff, Better Horizons will coordinate an academic component rich in literacy, academic, and creative activities that complement and align with the current Strategic Operation Plan objectives for students of grades 3-5. BH operation schedule will operate as follows:

Schedule: Mondays, Tuesdays, Thursdays, and Fridays- 3:30- 6:00 PM
Wednesdays- 12:05 PM - 3:00 PM.

<table>
<thead>
<tr>
<th>TIME</th>
<th>Mon, Tues, Thurs, Fri*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30-3:50</td>
<td>Silent Reading</td>
</tr>
<tr>
<td>3:50-4:05</td>
<td>Snack</td>
</tr>
<tr>
<td>4:05-4:20</td>
<td>Rest and Run</td>
</tr>
<tr>
<td>4:20-4:40</td>
<td>Homework</td>
</tr>
<tr>
<td>4:40-5:40</td>
<td>Project Based Learning</td>
</tr>
<tr>
<td>5:40-6:00</td>
<td>Closing Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>Wed</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:05-12:25</td>
<td>Silent Reading</td>
</tr>
<tr>
<td>12:25-12:45</td>
<td>Rest and Run</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Snack</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Homework</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Project Based Learning</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Closing Group</td>
</tr>
</tbody>
</table>

* Once a month on Fridays will offer special activity to reward good attendance and participation.
Better Horizons will evaluate participants' progress quantitatively and qualitatively by using a rubric-scoring instrument with database tracking to measure improvement and/or increase in the four core skills noted. Pre and posttest surveys will be administered to determine baseline in youth behaviors, skills, attitudes, stress, and improvements in these areas at the end of the program. Students will keep bi-weekly journals to enhance the homework/tutoring component and increase writing and self-reflection skills that contribute towards HPS Strategic Operating Plan goals.

Better Horizons (BH) will be open to resident students of the District with priority in the following criteria:
1- Is a youth who has experienced trauma, abuse and/or neglect;
2- Has an academic and/or behavioral need or is at significant risk of impeded personal growth;
3- Is in grades 3, 4 or 5;
4- Can get to BH located at ELAMS; and
5- Is not an imminent danger to himself/herself or others.

Better Horizons will provide parental involvement in program planning. The program has incorporated the following strategies to ensure parents/caregivers have numerous opportunities to participate and are encouraged to engage in the program to support the education of their children. These are:

- **Intake Interviews** - BH staff take this opportunity to talk with parents/caregivers, assess needs, gain input for how best to serve the child, and gather feedback for program planning.

- **Pre and posttest surveys** - Parent surveys also ask how participation in the BH program has affected their child and family and how services might be improved. The findings inform planning for program improvements.

- **Volunteer Opportunities for parents** - BH hosts an invitation/orientation to the program at which time parents are encouraged to volunteer, and participate as advisors for program improvement. They can participate in program activities, events, and help with tutoring/homework.
- **One-on-one encouragement**- is offered to help parents become more engaged in school functions, events and learn ways to help improve their child’s educational experience and learning, including the importance of reading with their child at home.
- **Family Events**- helps to build trusting relationships, strengthen ties with the school community and encourages families to assist in the planning process.
- **Language accessibility**- all materials and events are designed to meet the language needs of the families. English/Spanish bilingual materials are created to ensure access to all.

Better Horizons will continue to have daily and monthly monitoring forms and systems that **record and track attendance**, youth participation and objectives. These records will be available for **reporting on a monthly basis** to the Hartford Public Schools (HPS). BH will **generate all quarterly or other required financial reports** to HPS.

**BETTER HORIZONS AFTERSCHOOL PROGRAM**  
**Activities Schedule at ELAMS**  
**January 7, 2015 – End of School Year, 2015  22+ Weeks**

Mon, Tue, Thurs, Fri. (3:30- 6:00 PM) Wed (12:05-3:00 PM) *Final Fridays – 1x a month;

<table>
<thead>
<tr>
<th>Date</th>
<th>Winter/Spring 2015 Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>New Year Special Day Activity</td>
</tr>
<tr>
<td></td>
<td>Three Kings Day Bingo</td>
</tr>
<tr>
<td></td>
<td>Book Month Read Aloud</td>
</tr>
<tr>
<td>February</td>
<td>Valentines Day Dinner – youth planned event</td>
</tr>
<tr>
<td></td>
<td>Friendship Game Night</td>
</tr>
<tr>
<td>March</td>
<td>Being Healthy Event</td>
</tr>
<tr>
<td></td>
<td>Healthy Recipe Swap</td>
</tr>
<tr>
<td>April</td>
<td>Recyle Unit</td>
</tr>
<tr>
<td></td>
<td>Volunteer Day –April 23rd</td>
</tr>
<tr>
<td>May</td>
<td>Parent Teacher Appreciation Event</td>
</tr>
<tr>
<td></td>
<td>Family Picnic</td>
</tr>
<tr>
<td></td>
<td>Postiest Survey*</td>
</tr>
<tr>
<td>June</td>
<td>End of Year Activity</td>
</tr>
</tbody>
</table>

*Poste tests Surveys* are obtained at the start or when the youth enrolls in BH.
Scope of Services
Agency Information Form

I. School: McDonough Expeditionary Learning School (MELS)

II. Name of Agency: Y-US, Inc. d.b.b.a. Youth United for Survival

Address: PO Box 261140

City: Hartford State: CT Zip Code: 06126-1140

Telephone Number: (860) 951-7268 Ext 101 Facsimile Number: (860) 951-7269

Primary Contact(s): Thomas C. Michalski, Executive Director

Telephone Number(s): 860-951-7268 Ext 101

E-mail address: tmichalski@y-us.org

III. Program Operation

Number of Students to be Served under this grant: 20

Approximate Number of Parent Volunteers (if applicable): 16

Approximate Number of Business Volunteers (if applicable): 10

Grades to be Served: 6-8

Program Start Date: January 7, 2015 Program End Date: June 9, 2015

Program Dates (e.g. Mon., Wed., Fri.): Monday – Friday

Program Times (e.g. 3:30 PM – 5:00 PM): M-F 3:30 – 6:15 PM (Wed: 12:45 – 3:15 PM)

IV. Description of Services

Youth United for Survival (Y-US, Inc.) will collaborate with MELS for the 2014-2015 Extended School Hours Grant for $30,000 to provide on-site evidence-based afterschool services to 20 children in grades 6-8 through the Better Horizons (BH) program. The program will implement Trauma-Informed Care and Project-Based Learning as its method of intervention to develop student skills and resilience by
focusing on increasing those skills significantly impacted by trauma. These are: 1) academic/study skills; 2) life skills; 3) communication skills; and 4) personal growth skills.

BH will provide 12.5 hours of programming per week including homework/academic tutoring, Project-Based Learning activities, peer support groups, relationship building, and life-skills. Parents and volunteers will be encouraged to be involved in the program to enhance youth experience and strengthen the family/school relationship. BH will engage families and caregivers with special events and activities allowing them to have fun while participating in their child's education. BH will offer the Parent Project, a nationally-recognized parenting skills training series to all families at no cost. BH goals are to attain 40% parent/family participation. In collaboration with MELS' staff, Better Horizons will coordinate an academic component rich in literacy, academic, and creative activities that complement and align with the current Strategic Operation Plan objectives for students of grades 6-8. BH operation schedule will operate as follows:

Schedule: Mondays, Tuesdays, Thursdays, and Fridays- 3:30- 6:15 PM
Wednesdays- 12:45 PM - 3:15 PM.

<table>
<thead>
<tr>
<th>TIME</th>
<th>Mon, Tues, Thurs, Fri*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30-3:45</td>
<td>Snack</td>
</tr>
<tr>
<td>3:45-4:40</td>
<td>Homework/Tutoring</td>
</tr>
<tr>
<td>4:45-5:15</td>
<td>Project-Based Activity</td>
</tr>
<tr>
<td>5:15-6:00</td>
<td>Games/Skill-Building**</td>
</tr>
<tr>
<td>6:00-6:15</td>
<td>Group Wrap-Up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>Wed</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45-1:25</td>
<td>Homework/Tutoring</td>
</tr>
<tr>
<td>1:25-1:55</td>
<td>Games/Skill-Building**</td>
</tr>
<tr>
<td>1:55-2:15</td>
<td>Snack</td>
</tr>
<tr>
<td>2:15-3:00</td>
<td>Project-Based Activity</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Group Wrap Up</td>
</tr>
</tbody>
</table>

* Once a month on Fridays will offer special activity to reward good attendance and participation.
** Rest and run
Better Horizons will evaluate participants’ progress quantitatively and qualitatively by using a rubric-scoring instrument with database tracking to measure improvement and/or increase in the four core skills noted. Pre and posttest surveys will be administered to determine baseline in youth behaviors, skills, attitudes, stress, and improvements in these areas at the end of the program. Students will keep bi-weekly journals to enhance the homework/tutoring component and increase writing and self-reflection skills that contribute towards HPS Strategic Operating Plan goals.

Better Horizons (BH) will be open to resident students of the District with priority in the following criteria:

6- Is a youth who has experienced trauma, abuse and/or neglect;
7- Has an academic and/or behavioral need or is at significant risk of impeded personal growth;
8- Is in grades 3, 4 or 5;
9- Can get to BH located at MELS; and
10- Is not an imminent danger to himself/herself or others.

Better Horizons will provide parental involvement in program planning. The program has incorporated the following strategies to ensure parents/caregivers have numerous opportunities to participate and are encouraged to engage in the program to support the education of their children. These are:

- **Intake Interviews** - BH staff take this opportunity to talk with parents/caregivers, assess needs, gain input for how best to serve the child, and gather feedback for program planning.

- **Pre and posttest surveys**- Parent surveys also ask how participation in the BH program has affected their child and family and how services might be improved. The findings inform planning for program improvements.

- **Volunteer Opportunities for parents**- BH hosts an invitation/orientation to the program at which time parents are encouraged to volunteer, and participate as advisors for program improvement. They can participate in program activities, events, and help with tutoring/homework.
• One-on-one encouragement- is offered to help parents become more engaged in school functions, events and learn ways to help improve their child’s educational experience and learning, including the importance of reading with their child at home.

• Family Events- helps to build trusting relationships, strengthen ties with the school community and encourages families to assist in the planning process.

• Language accessibility- all materials and events are designed to meet the language needs of the families. English/Spanish bilingual materials are created to ensure access to all.

Better Horizons will continue to have daily and monthly monitoring forms and systems that record and track attendance, youth participation and objectives. These records will be available for reporting on a monthly basis to the Hartford Public Schools (HPS). BH will generate all quarterly or other required financial reports to HPS.

BETTER HORIZONS AFTERSCHOOL PROGRAM
Activities Schedule at MELS
January 7, 2015 – End of School Year, 2015 22+ Weeks

Mon, Tue, Thurs, Fri. (3:30- 6:15 PM) Wed (12:45-3:15 PM)

<table>
<thead>
<tr>
<th>Date</th>
<th>Winter/Spring 2015 Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>New Year Special Day Activity</td>
</tr>
<tr>
<td></td>
<td>Three Kings Day Bingo</td>
</tr>
<tr>
<td></td>
<td>Book Month Read Aloud</td>
</tr>
<tr>
<td>February</td>
<td>Valentines Day Dinner – youth planned event</td>
</tr>
<tr>
<td></td>
<td>Fundraiser – students design and execute a fundraising project</td>
</tr>
<tr>
<td>March</td>
<td>My Plate – Nutrition</td>
</tr>
<tr>
<td></td>
<td>Family Dinner/Family Game Night/Resource Fair</td>
</tr>
<tr>
<td>April</td>
<td>Recycling Unit: 4R’s – reduce, reuse, recycle, repair</td>
</tr>
<tr>
<td></td>
<td>Volunteer Day –April 23rd</td>
</tr>
<tr>
<td>May</td>
<td>Food and Clothing Drive – to benefit the school ‘closet’ a place to store donated clothing for children who are homeless</td>
</tr>
<tr>
<td>June</td>
<td>End of Year Family Field Day and Dinner Activity</td>
</tr>
</tbody>
</table>

*Pretests Surveys* are obtained at the start or when the youth enrolls in BH.
## Budget

The Chief Communications & Public Policy Officer must approve all revisions.  
The Hartford Board of Education/ Youth United for Survival, Inc.

<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
</table>
| 100             | Salaries; Gross salary payments for employees. These include:  
Program Director (salaried for 24wks; partial allocation)  
$3,000 x 2 sites = $26,000  
2 Site Coordinators (40hrs/wk x 24 weeks x $20.19hr) = $38,764  
2 Youth Workers (20 hrs/wk x 24 weeks x $13.00hr) = $2,480  
Total: $77,244; **ESH Share: $49,300** |
| 200             | Employee Benefits; Amounts paid on behalf of the employees whose salaries are reported in 100. These amounts are in addition to the gross salary (i.e. insurance, social security, retirement). These include:  
Each Site: Social Security & Medicare (F/T Staff/22 wks)  
=$3,232 ($1,000 ESH Share); State Unemployment Tax - 6.8% x $25,000 est. taxable base = $1,700 ($1,000 ESH Share); Health Insurance at 2 x $155/month x 12 months = $3,713 ($1,000 ESH Share); Workers Comp Insurance - $1,050; Retirement Plan (based on participation) = $900  
Total: 10,595; **ESH Share: $3,000 per site x 2 = $6,000** |
<p>| 300             | Purchased Professional and Technical Services; Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. These include: | $0 |</p>
<table>
<thead>
<tr>
<th>Line Item Codes</th>
<th>Descriptions</th>
<th>Line Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Other Purchased Services; These include travel reimbursement/pupil transportation/ communication:</td>
<td>$0</td>
</tr>
<tr>
<td>600</td>
<td>Supplies; Allowable expenditures for supplies. These include instructional and administrative Supplies: Each site: Program Supplies: curriculum materials, poster board, paper, arts &amp; crafts materials, event programs @ $1,200; Postage expense for mailing home program information = $150; Expense for special family events (2@ $250) = $500; monthly Friday reward snack (pizza, ice cream) @ $5 per students x 20 students x 5 days = $500</td>
<td>$4,700</td>
</tr>
<tr>
<td></td>
<td><strong>Total: $2,350 per site x 2 = $4,700</strong></td>
<td></td>
</tr>
<tr>
<td>800</td>
<td>Other Objects; Amounts paid for goods and services not otherwise classified:</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$60,000</strong></td>
</tr>
</tbody>
</table>

Cost Per Student = $1,500 per student

Authorized Signature: ____________________________ Date: ____________
Thomas C. Michalski
Executive Director

Hartford Public Schools
Representative: ____________________________ Date: ____________
Kelvin Roldán
Chief Communications and Public Policy Officer

Signatures indicate budget agreement