



Hartford Board of Education
Workshop Meeting – Tuesday, March 4, 2014

Asian Studies Academy at Bellizzi School, 215 South Street,
Hartford, Connecticut 06114

AGENDA

- I. Call to Order (5:30 p.m.)
- II. Workshop Session
 - A. Adult Education Feasibility Study
 - B. Welcome Center Mid-Year Report FY 2013-14
- II. Adjournment

Upcoming Board of Education Meeting

- BoE Regular Meeting – Tuesday, March 18, 2014 at 5:30 p.m. at the Journalism Media Magnet Academy, 150 Tower Avenue, Hartford, Connecticut 06112.
- BoE Workshop Meeting: Tuesday, April 8, 2014 at 5:30 p.m. at Dr. Frank T. Simpson-Waverly School, 55 Waverly Street, Hartford, Connecticut 06112



BOARD OF EDUCATION WORKSHOP
MARCH 4, 2014
ADULT EDUCATION FEASIBILITY STUDY

Dr. Christina M. Kishimoto
Superintendent of Schools

Mr. Eduardo V. Genao
Chief of Early Literacy and Parent Engagement

Background



- In September 2013, the Superintendent and Board of Education Chairman contracted with CREC to conduct a feasibility study of Adult Education services.
- Purpose was to gather information and identify potential resources for a comprehensive adult learning and workforce development system to serve the needs and interests of Hartford adult residents and area employers.
- The study was comprised of review of documents, interviews with stakeholders, and identification of resources. It was completed in December 2013.
- The information obtained from the study would serve as a basis for the Board of Education to discuss policy and legislative implications.

Overview of Hartford Adult Education



Adult Education Mandated Programs:

- Ct. Gen. Statutes Sections 10-67 through 10-73(d) require that adult education services be provided free of charge to any adult 16 years or older who is not enrolled in a public school program.
- Hartford Adult Education operates four state mandated adult education programs:
 1. Elementary School Completion/Adult Basic Education (ABE)
 2. Secondary School Completion (General Education Development, National External Diploma Program)
 3. United States Citizenship
 4. English as a Second Language

Community Need and Funding:

- Community Needs:
 - 30.2% of Hartford adult population (18 and older) does not have a high school diploma
 - 15.2% of Hartford adult population (18 and older) does not speak English
- Last Seven Years (2005-2012) Average:
 - Statewide adult education budget: \$20 million
 - Funding \$2,295 per pupil (65% state – 35% local funds)
 - Enrollment 1,323 (0.03% of community need)

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Outreach to Constituencies



Consultants facilitated discussions with:

- Adult education students in the day and evening programs
- Faculty and staff of the adult education program
- Stakeholders such as community agencies, city and state officials, higher education, funders, and other selected stakeholders.

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Labor Market Overview



- Underlying assumption: obtaining productive employment by successful Hartford Adult Education students is a critical outcome objective.
- Labor market information in the study was derived mainly from documents and analyses produced by Capital Workforce Partners, the North Central Connecticut Regional Workforce Investment Council, and the Connecticut Department of Labor Office of Research.
- 55% of adult education students are unemployed at time of entry into program
- 72% of adult education students report that obtaining or maintaining employment is the reason for their enrollment in the program
- HAE employability objective should be a "middle-skill job" – which requires more than a high school diploma, but less than a four year college degree – salary averages between \$30,000 to \$60,000.
- Anticipated demand in middle-skills sector include:
 - Healthcare/Allied Health
 - Manufacturing
 - Construction/Utilities

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Business Stakeholders and Partnership Opportunities



- Local business leaders expect there will be entry level jobs that will lead to middle-skills employment.
- Their concern is that possession of a GED does not connote actual job readiness – 'soft-skills', technological competency, job-specific skills are all relevant for job readiness.
- Employers emphasize the importance of having candidates who come "ready to work" with all the basic skills in place.
- For successful job placement, partnerships are needed between the adult education program and willing employers to bridge the gap between the classroom and the realities/demands of the workplace.

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Resources



Potential Resources include:

- ✓ City of Hartford
- ✓ State Department of Education
- ✓ Connecticut Department of Labor
- ✓ Connecticut Department of Social Services
- ✓ U.S. Department of Labor
- ✓ Department of Corrections
- ✓ Hartford Foundation for Public Giving
- ✓ United Way of Northeastern Connecticut
- ✓ American Savings Foundation
- ✓ Nutmeg Foundation
- ✓ Prudential Foundation
- ✓ National Fund for Workforce Solutions

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Feasibility Study Recommendations



1. Re-frame mission and vision
2. Provide a broad array of wrap-around services
3. Develop partnerships – Hartford Public Schools cannot do it alone
4. Develop a system of results and outcomes aligned with the identified needs and objectives
5. Ensure high level empowered leadership to work with an advisory team of local employers and key stakeholders
6. Establish a high quality “hub” facility that serves as a multi-service center with a network of satellite facilities.
7. Ensure that levels of resources are commensurate with the needs
8. Pay specific attention to instructional methods such as “contextualized learning” (i.e. IBEST – Integrated Basic Education and Skills Training model)
9. Develop an ongoing public communication/outreach strategy to increase understanding about the adult education program and to generate support

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Discussion Guide



1. What are the local Board of Education policy implications?
- 2.. Is the current state policy and funding structure designed to meet the 21st century literacy and employment needs of Hartford adult residents?
3. What are state level policy and legislative changes that the Hartford Public Schools and the City of Hartford should pursue jointly?
4. What is the role of the Board of Education relative to the City's:
 - Adult literacy needs
 - Adult employment needs
5. Based on our response to the 4 questions above, what operational structures can be accessed or instituted to take advantage of the capital region offerings to provide adult education services?



BOARD OF EDUCATION WORKSHOP
MARCH 4, 2014
WELCOME CENTER MIDYEAR REPORT
2013-2014

Dr. Christina M. Kishimoto
Superintendent of Schools

Eduardo V. Genao
Chief of Early Literacy and Parent Engagement

Marta Bentham
Director of Family Services and Ombudsman

Welcome Center - Background Information



- Board of Education Constituent Policy established the Welcome Center on October 10, 2007.
- Welcome Center responds promptly and professionally to questions, requests, and concerns of parents and community members.
- All inquires are tracked, analyzed, and reviewed by category.
- Reports are generated on a monthly basis and shared with appropriate staff.
- Welcome Center staff members are:
 - Marta Bentham** – Director of Family Services & Ombudsman
 - Judith Fagan** – Welcome Center Parent Advocate
 - Flor Zurita** – Welcome Center Program Assistant / Data Specialist
 - Rhiannon Hendrix** – Coordinator of Families & Youth in Transition
 - Vonmarie Maldonado** – Welcome Center Receptionist
- Welcome Center occupies 1,854 sq. ft. on 1st floor of 960 Main Street
- Welcome Center utilizes technology to inform and assist families

Welcome Center Focus Areas- 2013-2014



- Transform the image of the Welcome Center from a complaint office to a center of engagement and information for families.
- Provide a "one-stop" center in which families have the assistance of the Choice, transportation, special education, and ELL staff.
- Incorporate the Family & Youth in Transition (former Services for Homeless Students and Families) as mandated by the McKinney-Vento Act. Services include parent information sessions, tutoring, and Family Literacy at shelters.
- Maintain data to assist portfolio directors, principals, and families in addressing patterns that develop in schools and across the district.
- Provide programmatic oversight for six Family Resource Centers (Betances, Burns, SAND, M.L. King, Sanchez, and Clark).
- Continue Urban Advantage Program with the Wadsworth Athenaeum, and the Connecticut Science Center (Science Discovery Center) to encourage and support the participation of Hartford Public Schools' families in cultural activities.

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Number of Intakes by School Type



SCHOOLS	SY 2012-2013	JULY 2012 to JANUARY 2013	JULY 2013 to JANUARY 2014	DIFFERENCE
Elementary Schools	2,016	1,245	1,707	+462
Middle Schools	124	70	111	+41
High Schools	658	470	400	(-70)
Other (Out-of-District and New-to-District Students)	2,687	1,784	2,068	+284
TOTAL	5,485	3,569	4,286	+717

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Number of Intakes by Month



MONTH	SY 2012-2013	JULY 2012 to JANUARY 2013	JULY 2013 to JANUARY 2014	DIFFERENCE JULY - JANUARY
July	479	479	725	+246
August	1,197	1,197	1,718	+521
September	560	560	553	(-7)
October	389	389	430	+41
November	284	284	349	+65
December	247	247	219	(-28)
January	413	413	292	(-121)
February	192			
March	291			
April	339			
May	561			
June	533			
TOTAL	5,485	3,569	4,286	+717

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Intakes - Top Five Reasons



REASONS	SY 2012-2013	JULY 2012 to JANUARY 2013	JULY 2013 to JANUARY 2014	DIFFERENCE JULY - JANUARY
Choice Related	3,375	2,246	2,688	+442*
Transportation	386	321	379	+58
Student Transfer Request	355	221	321	+100
Principal/ Staff	238	124	127	+3
Special Education	179	120	56	(-64)
TOTAL	4,533	3,032	3,571	+539

*Choice related support increased due to late decisions via the Sheff negotiation process. 6

Welcome Center Midyear Review 2013-2014



Priorities for Spring 2014:

- Common Core and SBAC
- Family Engagement Plan
- Reduction of Chronic Absence
- Partnership with Hartford Parent University
- Choice – Acceptance of Placement and Registration
- Parent Organization and School Governance Council
Elections – May