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
VI. Business Agenda

A. Items in Order of Importance

1. Resolution: Recognition of Mary Cristofaro (The Board)

   Resolved: That the Hartford Board of Education hereby recognizes and gives thanks for the heroic act of providing medical assistance when called upon of Mary Cristofaro and declares her actions and courage inspirational; her bravery and good judgment will be long remembered;

   Be it Further Resolved: that this resolution shall be presented to Ms. Cristofaro by the Chairman of the Hartford Board of Education.

2. Contract Continuation Approval: Middlebury Interactive Languages $424,237 (Supt et al.)

   Improving curriculum and instruction for English Language Learners is a priority for the district and at the heart of ensuring that they meet the common core high standards in all academic areas. Middlebury Interactive Languages will provide an integrated ELL program including the creation of online curricula, professional development and teacher support materials to improve outcomes for our newcomer ELLs in Grades 9-10.

   That the Hartford Board of Education authorizes the Superintendent to execute a contract with Middlebury Interactive Languages for the term delineated in the contract ending June 30, 2016, at the amount not exceed $424,237.
3. Acceptance of Funds: Nellie Mae Education Foundation $1,796,049 (Supt et al.)

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.

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $1,796,049 from the Nellie Mae Educational Foundation.

4. Contract Approval: Various Contracts (Supt et al.)

a. Sprint: three-year contract at the amount not to exceed $446,250. This contract will provide management of 1:1 devices and secured overlay connectivity to the ‘Anywhere, Anytime Centers of Innovation’ (Bulkeley High School and Journalism & Media Academy).

b. Education Elements: one-year contract at the amount not to exceed $175,000. This contract will provide blended learning professional development and technical assistance to the Anywhere, Anytime Centers of Innovation (Bulkeley High School and Journalism & Media Academy).

c. Discovery Education: 18-month contract at the amount not to exceed $164,675. This contract will provide embedded professional development and online digital media resources to the Personalized Learning Centers of Innovation (Pathways Academy, HPHS Engineering & Green Tech Academy, and High School, Inc.)

d. CPEP (Catalysts Powering Educational Performance): 18-month contract at the amount not to exceed $164,675. This contract will support the development of a pre-intership program focused on internship and workplace learning readiness, as well as provide an entrepreneurial adventure internship experiential opportunity for students at the Personalized Learning Centers of Innovation (Pathways Academy, HPHS Engineering & Green Tech Academy, and High School, Inc.).

e. Great Schools Partnership: 18-month contract at the amount not to exceed $134,750. This contract will provide embedded professional development which entails comprehensive training and support to design instruction and assessment based on individual student academic needs based on standards-driven expectations for knowledge and skills to the Mastery Based Learning Centers of Innovation (University High School and HPHS Law & Government Academy).

That the Hartford Board of Education authorizes the Superintendent to execute the Center of Innovation technical assistance contracts according to the agreed upon grant guidelines.
5. Approval of Contracts: City Connects and Achievement Network – Acceleration Agenda (Supt. et al)

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Schools in the Acceleration Agenda will be provided additional supports that include planned collaboration, access to a range of partners, and appropriate supplemental resources to allow for quality implementation, rigorous instructional practice and continuous improvement.

The first cohort will be composed of seven schools focused on our K-8 Elementary Schools Seven schools will participate in the next school year include: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy and Dr. Frank T. Simpson-Waverly.

That the Hartford Board of Education authorizes the Superintendent to execute the following contracts:

a. City Connects, for the term delineated in the contract to ending June 30, 2016, at an amount not to exceed $231,235; with optional 2 year extension at an amount not to exceed $238,172 in Year 2 and $245,317 in Year 3. City Connects will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. City Connects will provide induction, training, coaching and monitoring of fidelity of implementation.

b. Achievement Network for the term delineated in the contract ending June 30, 2016, at an amount not to exceed $306,000. Achievement Network (ANet) is an education nonprofit that helps schools boost student learning with great teaching that’s grounded in standards, informed by data, and built on the successful practices of educators around the country. ANet will support the first cohort of schools towards the goals of the district’s Acceleration Agenda and to ensure strong alignment between district and partner support of schools.

6. Second Reading and Adoption: Various Hartford Public Schools Policies (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts the following policies:

b. Revised Policy No. 4112.8 – Nepotism: Employment of Relatives
c. Revised Policy No. 4118.1 – Nondiscrimination

7. First Reading: Various Policies (Policy Committee)

That the Hartford Board of Education accepts the first reading of the following policies:

a. Chemical Health for Student Athletes  
b. IDEA Alternative Assessments  
c. Curricular Exemptions Policy

B. Consent Agenda

8. Acting Administrative Appointment(s) (Supt et al.)

That the Hartford Board of Education approves the Superintendent’s recommendation to appoint the following individuals to the positions indicated:

a. Jose A. Colon to the position of Acting Principal, Law & Government Academy @ HPHS, effective July 1, 2015;  
b. Katherine Leonard to the position of Acting Principal, Breakthrough North, effective August 5, 2015;  
c. Christine McCarthy to the position of Acting Principal, Expeditionary Learning Academy at Moylan, effective July 1, 2015.

9. Contract Continuation Approval: Area Cooperative Educational Services $95,000 (Supt et al.)

Area Cooperative Educational Services (ACES) has developed an Alternative Route to Certification to Teach English Language Learners (ARCTELL) program in consultation with a committee of bilingual and TESOL practitioners which has been approved by the Connecticut State Board of Education and allows certified teachers to attain a cross-certification endorsement in bilingual education and TESOL.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with ACES at an amount not to exceed $95,000 for the term delineated in the contract ending June 30, 2016.

10. USDA Community Eligibility Provision Expansion (Supt et al.)

USDA Community Eligibility Provision (CEP) provides districts and schools in low-income areas an alternative approach for operating school meal programs. In lieu of collecting individual applications for free and reduced-price meals, the Community Eligibility Provision allows districts and schools meeting the eligibility requirements to use information from other means-tested programs including SNAP (formally food stamp) to determine the level of Federal funding for school meal programs.
Currently 35 Hartford Public Schools are eligible and participate in the USDA Community Eligibility Provision program. The Department of Social Services made significant improvements and access to the electronic reporting system resulting in higher percentages of students being identified eligible for the school free breakfast and lunch program. The increase of identified students has allowed for an expansion of the program to all schools in the district.

State and Federal agencies require the Board of Education approve a status change for the Community Eligibility Provision program in Hartford Public Schools.

That the Hartford Board of Education authorizes the expansion of the USDA Community Eligibility Provision program currently being used for meal accountability and reimbursements at 35 schools to all schools in the district.

11. Grant Submission and Acceptance of Funds: Education for Homeless Children and Youth $40,000 (Supt et al.)

Through this grant, the district will continue to coordinate services to facilitate the provision of educational services to students identified as high risk and homeless children and youth.

That the Hartford Board of Education authorizes the Superintendent to submit the grant application and to accept funds in the amount of $40,000 annually from the Connecticut State Department of Education / Education for Homeless Children and Youth Grant for the period of July 1, 2015 through June 30, 2018.

VII. Adjournment

Upcoming Board of Education Meeting

- Regular BOE Meeting – August 18, 2015 at Bulkeley High School, 300 Wethersfield Avenue, Hartford, CT 06114
AGENDA
ITEM # 1

RESOLUTION

RECOGNITION OF:
MARY CRISTOFARO

BACKGROUND

Whereas, Mary Cristofaro has been an employee of the Hartford Public Schools for 15 years, currently serving as Director of Special Education; and

Whereas, Ms. Cristofaro is certified in CPR and First Aid training; and

Whereas, on the 20th of July, 2015, at approximately 1 p.m., Ms. Cristofaro responded to the frantic call to help and provided medical assistance to a young child who was having a seizure in the Welcome Center; and

Whereas, Ms. Cristofaro’s quick action assisted a child in need, brought comfort and reassurance to the child’s family, and may even have helped save a life;

RECOMMENDATION

NOW, THEREFORE, BE IT RESOLVED, that the Hartford Board of Education hereby recognizes and gives thanks for the heroic act of providing medical assistance when called upon of Mary Cristofaro and declares her actions and courage inspirational; her bravery and good judgment will be long remembered;

BE IT FURTHER RESOLVED: that this resolution shall be presented to Mary Cristofaro by the Chairman of the Hartford Board of Education.
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AGENDA

ITEM # 2

NEW BUSINESS

JULY 28, 2015

CONTRACT CONTINUATION APPROVAL:
MIDDLEBURY INTERACTIVE LANGUAGES

DR. SCHIAVINO-NARVAEZ
MS. ENGLAND

AMOUNT
$424,237

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Middlebury Interactive Languages (MIL) is an academic leader in world languages instruction for K-12 students. They provide access to superior language programs and prepare students with the skills and cultural understanding to compete in the 21st Century global marketplace. Their customized courses and programs are designed specifically for individual grade levels.

Improving curriculum and instruction for English Language Learners (ELL’s) is a priority for the district and at the heart of ensuring that they meet the common core high standards in all academic areas. There is a need for ESL curricula that supports content learning in the mainstream classroom for ELL’s. Middlebury Interactive Languages will provide an integrated ELL program including the creation of online curricula, professional development and teacher support materials to improve outcomes for our newcomer ELL’s in Grades 9-10. MIL will design ELL modules to support students in developing their college and career-readiness; particularly academic language and learning priorities associated with English Language Arts Common Core Standards.

The modules will be designed for blended learning classroom settings. These modules will be designed in consultation with our district’s ELL coaches and ESL teachers. The school-year ELL program will operate within the structure of Hartford’s current programs, but drastically reframe the way ESL instruction is delivered. Hartford Public Schools seeks to partner with Middlebury Interactive Languages to provide our teachers and students with blended learning online curricula, professional development, support materials, and consultation services.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Middlebury Interactive Languages for the term delineated in the contract ending June 30, 2016, at the amount not to exceed $424,237.
Middlebury Interactive Languages

Executive Form

1. Context/Overview

Middlebury Interactive Languages (MIL) will provide an integrated ELL Program, including the creation of online curriculum, professional development and teacher support materials to improve Newcomer ELL outcomes for Hartford Public Schools (HPS) students in Grades 9-10. A series of ELL modules will be designed to support students in developing their college and career readiness, particularly academic language and learning priorities aligned to the Common Core Standards. The modules will be designed for blended learning classroom settings.

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

Middlebury Interactive Languages will provide an online ESL curriculum, professional development, teacher support materials, and consulting services for the period of August 1, 2015 through June 30, 2016.

3. Targeted populations to be served

Newcomer ELL's in grades 9-10.

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

ELL students will increase language acquisition with special emphasis on academic language to help them enter mainstream English classes sooner. These students will be better prepared to learn content in English and achieve the Common Core State Standards.

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.)

Success will be evaluated by the number of students who increase a level in grades 9-10 as measured by the ESL state assessments.

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?

Middlebury Interactive Languages (MIL) is unique in offering a custom-built English language acquisition program that is not available currently in the K-12 marketplace. MIL will leverage its resources, experience and expertise to design and build a custom program focused specifically on improving the learning outcomes of HPS students that will become a national model for ELL education.

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

MIL is the only provider that has sole access to the resources and academic expertise of Middlebury College, the Middlebury Summer Language Schools, and the Monterey Institute of International Studies. Middlebury Interactive Languages provides access to superior world language programs and is the industry leader in developing quality digital learning tools that provide students with the skills to be competitive in the 21st Century global marketplace.

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
MIDDLEBURY INTERACTIVE LANGUAGES

SCOPE OF SERVICES

Statement of Work:

The following Statement of Work describes an integrated ELL Program, including the creation of online curriculum, professional development and teacher support materials to improve the Entering Level (Newcomer) ELL outcomes for Hartford Public Schools’ students in grade cohort 9-10. The program will address the following key design priorities:

- **A school-year ELL program** that will operate within the structure of Hartford’s current programs (much of it mandated by state law) but reframe the way it is delivered including:
  - **Curriculum development:** ELL online modular lessons based on the Common Core and grade-level aligned curriculum created by Middlebury Interactive staff with input from HPS teachers;
  - **Blended learning instructional strategies** that will extend the program’s reach beyond the classroom and support the current blended learning initiative;

- **Professional Development:** A capacity-building approach that includes training general education teachers in ELL, language development pedagogy and technology-supported innovative teaching and learning strategies.

Deliverables:

1. **Online ELL Modules:**
   - A series of supplemental online ELL units aligned to Common Core Curriculum Models designed to support improved English language proficiency and content-based instructional strategies for Grades 9-10, Newcomer or Entering Level.

The Themes will be designed for blended learning classroom settings. HPS ELL and content specialists will be consulted for the initial prototyping of the program as expert consultants.

The ELL Themes will each include 2 units comprise of 5 modules each designed to support Newcomer students in developing their college and career-readiness, particularly academic language and learning priorities associated with Math, Science, Social Studies and English Language Arts.

For the duration of this Contract term, Middlebury Interactive will provide ELL module maintenance support in the form of bug fixes, patches, content error corrections, and other minor upgrades or modifications. At the conclusion of the term, Middlebury Interactive-for a period of five (5) years from the commencement date—will provide maintenance support for no greater than seventy five (75) hours per year. Any maintenance support outside the scope
of that described above or in excess of the annual allocation is outside of the scope of this Contract and will be invoiced to HBOE.

Middlebury Interactive will develop no less than:

- 12 themes consisting of 48 learning modules and 24 project modules. Approximately 100 hours of content similar to design to the phase 1 courses. Each learning and project module will be a stand-alone unit approximately 45 minutes in duration and will include:
  - The learning objectives of the module for specific skills and content;
  - Task-based and content-based learning activities directly aligned to the learning objectives of the module; and
  - Formative learning assessment activities within the modules to support monitoring of student progress.

2. Online Learning Assessment Modules.

- Each learning assessment module will be a stand-alone module included as part of an assessment bank of no less than 12 assessment modules for the Grades 9-10 Entering Level. Each assessment module will be approximately 30 minutes in duration and will include assessment activities for the 4 skills (listening, speaking, reading and writing) as well as academic vocabulary assessment. Each assessment module, although a stand-alone, will be related to a specific theme.

- The learning assessment modules could be used as a pre-diagnostic assessment for the theme to establish the student’s readiness to start the theme. In addition, they could serve as post theme assessments to measure student gain. (Note: Depending on the result of the pre-diagnostic assessment, suggestions to work on other theme prior working on this specific theme will be offered to the student and the teacher.)

By grouping four learning modules with an associated project module, the curriculum will enable students to apply acquired skills and knowledge in a real-world problem-solving situation.

Similar to the Expeditionary Learning approach, the Middlebury Interactive pedagogical model for the design of the modules is based on experiential and community-based learning. Students explore and practice new knowledge and skills while working collaboratively on projects relevant to their communities and environment, all within the context of the core academic subjects. They develop analytical and critical thinking skills by solving real-world problems. Students are exposed to a diversity of perspectives by working with a rich and inclusive collection of authentic documents. They become responsible and autonomous learners, while being encouraged through a set of well-designed activities to reflect and monitor their personal learning.

Middlebury Interactive recommends that in the event that additional funding becomes available that a similar bank of assessments be developed for the existing ELL program: Level
1 in grades 4-5 and Levels 1 & 2 in grades 6-8 to create consistency of experience and more effectively track student performance. Pricing will be developed for these modules upon request.

3. **Professional Development Delivery:**
   - The delivery of 2, two-day professional development sessions to support HPS teachers. One session to be delivered prior to the start of the program and one PD session to be delivered mid-year.
   - The Professional Development curriculum will include the following topics:
     1. Middlebury Pedagogical Principles, specifically applied to Newcomer students
     2. Scaffolding Academic Literacy for Newcomer students
     3. Scaffolding Academic Writing for Newcomer students
     4. Project- and Theme-Based Learning
     5. Blended Learning Strategies
     6. Pedagogical Design of the Middlebury Interactive ELL Supplemental Curriculum
     7. Tech-Supported Language Acquisition
     8. Communities of Practice
     9. ELL Student Assessment and Tools to Support Personalized Learning

4. **Client Support and Services:**
   - To ensure program efficacy and to maximize the collective resources of Middlebury Interactive and HPS, Middlebury Interactive will provide a program manager for the district as the day-to-day point of contact for all program-related issues, who will provide up to forty (40) hours of client support and services.

**DELIVERABLE SCHEDULE**

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<tr>
<th>Deliverable(s)</th>
<th>Date</th>
<th>Cost (USD)</th>
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<tr>
<td><strong>Grades 9-10 Newcomer ELL Modules</strong></td>
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<tr>
<td>Theme 1 (Prototype)</td>
<td>October 1, 2015</td>
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<tr>
<td>Theme 2</td>
<td>December 11, 2015</td>
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<td>Theme 3</td>
<td>January 8, 2016</td>
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<td>Theme 4-8</td>
<td>March 15, 2016</td>
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<td>Remaining Course Deliverables</td>
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<td>Service Description</td>
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<td>Amount</td>
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<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>Client Support and Services</td>
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<td>$8,455</td>
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<td>Assessment Modules for Newcomer Level Grades 9-10</td>
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**INVOICE SCHEDULE**

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<td>May 15, 2016</td>
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<td>35,353</td>
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**SERVICES AVAILABLE OUTSIDE OF SCOPE OF WORK:**
In the event HBOE would like to purchase Middlebury Interactive courses and/or services other than those within this Scope of Work, the courses and/or services can be purchased at the following rates:

<table>
<thead>
<tr>
<th>COURSE/SERVICE</th>
<th>PRICE</th>
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</thead>
<tbody>
<tr>
<td>Middlebury Interactive Languages Course</td>
<td>$99 per student per semester</td>
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<tr>
<td>On-site Professional Development</td>
<td>$2,500 per day for first day  $1,500 per day for any additional days</td>
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<tr>
<td>Expert Consulting</td>
<td>$5,000 per day</td>
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AGENDA

ITEM # 3

NEW BUSINESS

ACCEPTANCE OF FUNDS:
NELLIE MAE EDUCATION FOUNDATION

AMOUNT
$1,796,049

JULY 28, 2015

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

FUNDING SOURCE
NELLIE MAE EDUCATION FOUNDATION

BACKGROUND

These funds are the initial disbursement for a three year grant award from the Nellie Mae Education Foundation. This award is for Phase II of the New Approaches in Urban Districts grant program supported by the 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 seven Centers of Innovation schools will implement Student-Owned Learning strategies.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept funds in the amount of $1,796,049 from the Nellie Mae Education Foundation.
Acceptance of Funds: Nellie Mae Education Foundation (NMEF)

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 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 student-centered learning strategies that were initiated through our previous blended learning initiative in partnership with NMEF by developing and implementing seven 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 and 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, funds to support the development of learning modules for parents.

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 role of central office to serve schools and principals in support of accelerating teaching and learning for all students;

"Every student and every school thrives"
• Build teacher and leader capacity to center their work on the needs, interests, and growth of students;
• 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.

The following high schools will participate in the Centers of Innovation work. The data is based on October 1, 2014 data.

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<thead>
<tr>
<th>School Name</th>
<th>Grade Level</th>
<th>Total</th>
<th>ELL</th>
<th>Sped</th>
<th>Free Lunch</th>
<th>Reduced Lunch</th>
<th>African American</th>
<th>Black/White</th>
<th>Hispanic</th>
<th>Non-Hispanic/Pacific Island</th>
<th>More Races</th>
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<tr>
<td>journalism &amp; Media Academy</td>
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<td>Academy of Engineering &amp; Greens</td>
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</table>

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

This grant will support the development and implementation of the next SOP and is in full alignment with the Transition Report recommendations. The funds will support these outcomes through providing 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, funds to support the development of learning modules for parents and the community.

The systems level work is directly aligned with the Transition Report recommendations and will support the development, implementation, and monitoring of the new Strategic Operating Plan. The Centers of Innovation will build upon the work already in place related to standards mastery, blended learning, internships, project based learning, and Student Success Plans.

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

N/A

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

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
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?

* Sprint is the only provider of a comprehensive connectivity and Campus Manager service package for schools and students. In addition, we previously received a 3-year grant from Sprint (ConnectEd) which will give all students in both Anytime, Anywhere Centers of Innovation high schools off-campus device access to cellular connectivity 24/7.

**The CPEP, Discovery, Education Element, and Great Schools Partnerships contracts were awarded through a competitively bid process conducted by the City of Hartford.

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.
Nellie Mae Education Foundation Building New Models for Systems Change and New Approaches in Urban Districts Partnership

Overview

This partnership is 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 work focuses on the development of a district theory of action and strategic operating plan for student-centered learning by defining and operationalizing a systems level student-centered learning approach and a student level student-centered learning approach. The systems level work is directly aligned with the Transition Report recommendations and will support the development, implementation, and monitoring of the new Strategic Operating Plan, drive the transformation of central office to serve schools and principals, create systems to ensure that all HPS are high quality schools of choice, and strengthen public understanding and partnership. Through the development of Centers of Innovation, the student level work will build teacher, leader, and family capacity to meet the individual needs, interests, and goals of every child.

The Centers of Innovation will provide a programmatic component designed to cultivate innovation and collaboration while informing the systems level work. 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 three Centers of Innovation are focused on Anytime, Anywhere Learning, Competency Based Learning, and Personalized Learning. All three Centers of Innovation will implement Student Owned Learning strategies. The schools will engage in transformational student-centered learning practices to develop teacher and leader capacity and serve as district laboratories of innovation. The Centers of Innovation will build upon the work already in place related to standards mastery, blended learning, internships, project based learning, and Student Success Plans.

Strategies

The five key strategies identified and supported by the grant are:

- Develop systems-level student-centered learning approach to ensure educational excellence and equity for every child by creating a strategic plan and ensuring district-level ownership of this work;
- Transform role of central office to serve schools and principals in support of accelerating teaching and learning for all students by partnering with the University of Washington Center for Educational Leadership and providing professional development to support the central office transformation;
- Build teacher and leader capacity to center their work on the needs, interests, and growth of students by providing stipends to blended learning, mastery-based learning and personalized learning teachers, hiring a blended learning coach and a director of student-centered learning, and providing the Centers of Innovation with expert consulting and technical assistance;
- Ensure high quality schools of choice for all students through improving neighborhood schools and the overall performance of all schools and all students by redesigning the choice process and building school improvement and support networks;
- 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.

Outcomes

The partnership aims to transform the HPS school system to support and sustain student-centered environments. Student-centered learning prepares students to master both the academic knowledge and the critical thinking, problem solving, and communication skills they need to better prepare for college and career and thrive as engaged adult citizens. The NMEF funds are providing a bridge to help with Hartford’s transformation to student-centered learning. Hartford has a plan in place to sustain key activities that will continue after the grant funding is completed that includes putting a strong emphasis on building internal capacity to sustain the work, committing to continue to fund key positions through district funds and shared services with the City of Hartford, and leveraging district partnerships as a collective impact strategy to improve student outcomes.
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AGENDA

ITEM # 4

NEW BUSINESS

JULY 28, 2015

CONTRACT APPROVAL:
VARIous CONTRACTs

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

AMOUNT
VARIous AMOUNTs

FUNDING SOURCE
NELLIE MAE EDUCATION FOUNDATION

BACKGROUND

The following contracts execute the Center of Innovation technical assistance:

a. Sprint: three-year contract at the amount not to exceed $446,250. This contract will provide management of 1:1 devices and secured overlay connectivity to the 'Anywhere, Anytime Centers of Innovation' (Bulkeley High School and Journalism & Media Academy).

b. Education Elements: one-year contract at the amount not to exceed $175,000. This contract will provide blended learning professional development and technical assistance to the Anywhere, Anytime Centers of Innovation (Bulkeley High School and Journalism & Media Academy).

c. Discovery Education: 18-month contract at the amount not to exceed $164,675. This contract will provide embedded professional development and online digital media resources to the Personalized Learning Centers of Innovation (Pathways Academy, HPHS Engineering & Green Tech Academy, and High School, Inc.).

d. CPEP (Catalysts Powering Educational Performance): 18-month contract at the amount not to exceed $164,675. This contract will support the development of a pre-internship program focused on internship and workplace learning readiness, as well as provide an entrepreneurial adventure Internship experiential opportunity for students at the Personalized Learning Centers of Innovation (Pathways Academy, HPHS Engineering & Green Tech Academy, and High School, Inc.).

e. Great Schools Partnership: 18-month contract at the amount not to exceed $134,750. This contract will provide embedded professional development which entails comprehensive training and support to design instruction and assessment based on individual student academic needs based on standards-driven expectations for knowledge and skills to the Mastery Based Learning Centers of Innovation (University High School and HPHS Law & Government Academy).
RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the Center of Innovation technical assistance contracts according to the agreed upon grant guidelines.
June 18, 2015

Michelle L. Publick  
Planning & Partnerships  
Hartford Public Schools  
960 Main St  
Hartford, CT 06103

RE: Sprint Wi-Fi Wireless Campus Manager

Dear Michelle:

Sprint looks forward to designing, deploying and supporting a seamless integrated mobile learning platform to Hartford Public Schools. Sprint will deliver a comprehensive solution that streamlines a carrier-grade Wi-Fi network and IT support elements into a single, cohesive offer that includes:

- **Wireless Campus Manager (WCM) available from Sprint** – A complete infrastructure solution to allow K-12 schools to easily Power On mobile learning. Provided by industry leader, Manage Mobility
- **Campus Connect** – A complete Sprint wireless data solution for on-campus (Wi-Fi) connectivity

As discussed, Sprint will build, manage and support Wi-Fi networks at Weaver Journalism & Media Academy and Bulkeley High School while Manage Mobility delivers WCM from Sprint for 850 users at a cost of $15.00 per user per month.

For details, please refer to the supporting documents accompanying this letter:

- **Hartford WCM Quote** – cost of service
- **Manage Wi-Fi WCM Solution Document** – solution overview

Feel free to contact me with any questions.

Regards,

Josh Howell  
National Strategic Operations Manager – Education  
M: 847-343-0397  
josh.howell@sprint.com

Sprint  #gettingbettereveryday
Wireless Campus Manager available from Sprint

K-12 schools are facing a growing demand to POWER ON mobile technology programs to help meet student achievement goals and to prepare students to compete in a global economy. To date they have lagged behind. To stay current with the ever-evolving technology, the Education Industry needs the technology revolution that has transformed every other industry. How do we get there? By engaging students in meaningful projects, by creating learning communities, by extending learning beyond class walls and school bells, and by making sure that schools can safely and easily implement new technologies. However, lack of IT resources, infrastructure, funds and limited knowledge are just a few of the pain points educators must overcome to experience a complete mobile Learning (mLearning) experience.

Sprint has partnered with Manage Mobility to provide a complete mobile learning infrastructure solution to allow K-12 schools to easily POWER ON Mobile Learning. Wireless Campus Manager available from Sprint\(^1\) integrates strategic capabilities from Best-in-Class partners into one contract to simplify, manage, and secure mobile learning.

Features

Features of the Wireless Campus Manager available from Sprint lifecycle solution include:

- Best Practices
- Procurement System with Approval Controls
- Mobile Device Management (MDM) – provided by Airwatch
- CIPA Compliant Web Filtering – provided by Smoothwall
- Collaboration Platform (Google Classroom)

\(^1\) Application fees are based on products and features selections. Maintenance and support may be required and are billed separately.
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Best Practices** | The success of any mobile learning program starts with the right foundation. Sprint can help Hartford Public Schools build your mobile technology program from the ground up:  
- Assist with overall strategy & plan for mobile learning  
- Provide Best Practice recommendations for:  
  - Mobile Learn Instruction Models & Techniques  
  - Mobile Learn Curriculum & Tools  
  - Mobile Learn Apps & Games  
  - Off-campus Connectivity Plan  
  - Professional Development Plan  
  - Planning Recommendations:  
    - Vision for District  
    - Goals for the Program  
    - Parent & community engagement programs  
    - Software recommendations based on device selected  
    - Foundation documents: Acceptable Use Policy, Device Warranty, Student Pledge Form  
    - Apple ID, Microsoft ID recommendations and best practices for management  
    - Deployment Timeline  
    - Feedback program suggestions  
  - Ongoing Lifecycle Management  
  - RMA/Spare Pool Program  
  - Annual Device Wipe / Refresh |
| **Procurement** | Wireless Campus Manager available from Sprint automates the workflow process for procurement – everything Hartford Public Schools needs to manage device requests, approvals, and fulfillment:  
- Customized e-Procurement:  
- 1-stop multi-carrier procurement/management  
- Automate purchase order process  
- Order devices, rate plans, solutions and accessories  
- Hierarchical access and unique user views  
- Process upgrades, swaps & replacements  
- Make Moves/Add/Changes/Disconnect (MACDs) quickly  
- Track order status  
- Customized reporting  
- Dedicated support |
| **Mobile Device Management (MDM) – provided by Airwatch** | Mobile Device Management (MDM) software secures, monitors, manages and supports mobile devices deployed across mobile operators, service providers and enterprises.  
Over the Air (OTA) distribution of applications, data and configuration settings for most all devices types:  
- Smartphones (iOS & Android)  
- Tablets (iOS & Android)  
- Applies to CL and IL (BYOD) devices  
MDM Management is provided as a separate fee ($1.10 per device per month billed through Sprint) and provides daily management |
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CIPA Filter – provided by Smoothwall</strong></td>
<td>Smoothwall’s content aware filter sees web pages at a deeper level and doesn’t act based on a simple database lookup that becomes out of date by the minute. Smoothwall scans every single web page as it downloads from the internet. It inspects overall page content, the context of words and phrases, page source code and the overall construction of the site. The content aware technology categorizes pages instantly and will either block or allow content depending on your specifically configured policies. Since pages are categorized on the fly, you can be confident that the filter is blocking the right content, no matter what the web address. Furthermore, unlike a URL filtering environment that is paralyzed if the list ever goes offline or disappears, Smoothwall offers internal software resiliency combining our layers of real-time analysis with a basic URL filter as a backup, ensuring filtering is effective, accurate and reliable.</td>
</tr>
<tr>
<td><strong>Collaboration Platform (Google Classroom)</strong></td>
<td>Google Apps for Education &amp; Google Classroom provides a social learning community where teachers, students, and parents can collaborate. When you activate a school or district account, it's easy to: - Bring an entire school or district under one secure network - Facilitate personalized and blended learning across your district - Support professional growth and build teacher capacity - Build Professional Learning Communities Platform Features: - Familiar and intuitive user interface - Seamless communication between teachers and students - Easy-to-build formative assessments - Engaging educational apps - Accessibility from any device - Teacher-contributed open educational resources</td>
</tr>
<tr>
<td><strong>Device Staging &amp; Imaging</strong></td>
<td>Manage Mobility is an expert at staging services with a wide breadth of experience with the most discriminating clients. Hartford Public Schools devices will be staged, loaded, and managed with accuracy and security. - Receive device and audit against order - Install additional hardware/memory - Install 3rd party software and applications - Image devices based on individual policy &amp; gold image - Customize to school, student, grade - Load PRL, firmware and OS (if different from Sprint config) - CIPA compliance - Enroll &amp; Configure MDM (initial standard configuration) - Asset Tagging - Device and data testing - Customized inserts (instruction sheets, device guidelines, etc.) - Prepare and ship with confirmation receipt</td>
</tr>
<tr>
<td>Feature</td>
<td>Description</td>
</tr>
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<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Asset Management</strong></td>
<td>We know that successfully managing a mobile program requires knowing at all times who has what device and what’s on it. Wireless Campus Manager available from Sprint provides administrators instant asset visibility with a few clicks.</td>
</tr>
<tr>
<td></td>
<td>The ManagedTel™ portal, provided by Manage Mobility, gives you the ability to check the status of your mobile equipment in for repairs or issued to a student, view and print reports and manage your spare pool and RMAs.</td>
</tr>
<tr>
<td></td>
<td>ManagedTel® users have access to a wide variety of reports spanning their entire mobile asset population, with easy navigation and parameter-driven queries, including:</td>
</tr>
<tr>
<td></td>
<td>• Asset Visibility Report</td>
</tr>
<tr>
<td></td>
<td>• Shipping Reports</td>
</tr>
<tr>
<td></td>
<td>• Order Summary</td>
</tr>
<tr>
<td></td>
<td>• Inventory &amp; license keys</td>
</tr>
<tr>
<td></td>
<td>• Manage warranty information</td>
</tr>
<tr>
<td><strong>Spare Pool Management</strong></td>
<td>Manage Mobility offers two different premium spare programs that take the risk, time, overhead and frustration out of maintaining mobile equipment: Exchange upon Receipt, and Advanced Exchange Service. Exchange upon Receipt requires a spare to be sent to the end user only after completing the RMA process in the customer portal and after the defective device has been received and validated by Manage Mobility at their deployment center. Advanced Exchange provides a spare to be sent immediately (prior to receipt) when the device is RMA’d and a spare replacement device is requested. The spare-in-the-air device will be pre-configured and ready to ship in one business day following the request. (Request must be submitted via ManagedTel®). Advanced Exchange is the fastest and most cost-effective way to minimize operational disruption while maintaining a 360-degree view of the entire mobile population.</td>
</tr>
<tr>
<td><strong>POC Tier 1 Tech Support</strong></td>
<td>Tier 1 Tech Support is available from 8 am – 8 pm ET M-F and offers support to Customer POCS related to Tier 1 issues with WCM, Filter, MDM software not working.</td>
</tr>
<tr>
<td></td>
<td>Please Note: This is not IT Admin support or MDM Management Support. MDM Management can be billed @ $1.10 per device, per month. IT Admin Support / Pro Services can be billed direct @ $100 per hour.</td>
</tr>
<tr>
<td></td>
<td>Best Practices &amp; MOU will be provided to &amp; signed by customer during implementation phase outlining what they are responsible for. This document also serves as a troubleshooting &amp; recommendations guide for industry best practices.</td>
</tr>
</tbody>
</table>

**Sprint K-12 Campus Connect**

Sprint In-Building Solutions provide wireless data connectivity to educational facilities across the country. Sprint designs in-building wireless networks for specific areas of your educational facility to
be used with approved mobile devices. As a carrier, Sprint brings long-standing relationships with our customers who look to us as their technology collaborator in growing and expanding their wireless services.

**What is Sprint K12 Campus Connect?**

- It supports approved mobile learning subscribers leveraging a proprietary 802.11n premise-based solution
- It is a Sprint owned and managed Wireless Data (Wi-Fi) network for the exclusive use of your approved mobile learning devices
- It allows Sprint and our 3rd party agents to provide network monitoring, notification and maintenance of the wireless data infrastructure services

To improve Hartford Public Schools communications, you need a proven, forward-thinking technology collaborator. Sprint possesses the experience to configure and implement solutions for your unique needs today, and a commitment to innovation you can trust to help prepare your K-12 educational facility for whatever comes next.

With K-12 Campus Connect Wireless Services, we deliver:

- **High capacity** – Provide a great user experience to large numbers of students in classrooms all actively using the wireless network at once
- **Proprietary** – A dedicated network for approved mobile learning devices
- **In-building** – The network will only be available inside the school in the designated areas that need wifi capacity
- **Carrier-grade** – Able to meet the stringent requirements defined by Sprint Advanced Solution Engineering with regard to throughput, reliability and number of simultaneous connected users

---

**VALUE**

Schools are constantly challenged to fund the programs vital to today's learning environment. mLearning programs require a number of components and each one represents an area for cost
overruns. Our integrated solution provides the security of fixed costs and also reduces the personnel costs associated with implementing and managing complex mobile learning programs.

PRODUCTIVITY

Mobile Learning is a new and complex technology challenge for K-12 schools. CTO’s of K-12 schools are challenged with determining and sourcing all the components needed to set up and run mLearning programs. Wireless Campus Manager available from Sprint reduces the time-consuming complexity of imaging, launching, and managing a large number of mobile devices.

SIMPLICITY

There are multiple touch points in any mLearning program that represent risks for schools, for teachers, for parents, and for children - from lost or damaged hardware to Internet security. Wireless Campus Manager available from Sprint simplifies the process with a comprehensive program that addresses, secures, and manages each of these key components for K-12 schools. Offering ONE contract and ONE point of contact removes the burden of managing multiple service providers and contracts.

Sprint K12 Connected Classroom

<table>
<thead>
<tr>
<th></th>
<th>MRC</th>
<th>MRC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$15.00(^1)</td>
<td>$16.50(^1)</td>
</tr>
<tr>
<td>Data Services limitation in Gigabytes (&quot;GB&quot;)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Data Overage(^2)</td>
<td>$.05 per MB</td>
<td>$.05 per MB</td>
</tr>
<tr>
<td>Committed Subscribers</td>
<td>700</td>
<td>350</td>
</tr>
<tr>
<td>Data Roaming limitation in Megabytes (&quot;MB&quot;) (^2)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overage charge for additional data Roaming usage above data Roaming limitation</td>
<td>$0.25 per MB(^2)</td>
<td>$0.25 per MB(^2)</td>
</tr>
<tr>
<td>Wireless Campus Manager</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>Sprint K12 Campus Connect</td>
<td>Included, at Sprint’s discretion</td>
<td>Included, at Sprint’s discretion</td>
</tr>
<tr>
<td>Device</td>
<td>Customer-provided or Suggested Retail Price</td>
<td>Customer-provided or Suggested Retail Price</td>
</tr>
<tr>
<td>3rd Party Indirect sales channel involvement</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Data Pooling (^3)</td>
<td>Not Included</td>
<td>Not Included</td>
</tr>
<tr>
<td>Seasonal Standby</td>
<td>Not Permitted</td>
<td>Not Permitted</td>
</tr>
<tr>
<td>Wi-Fi Network</td>
<td>See Item B Below</td>
<td>See Item B Below</td>
</tr>
</tbody>
</table>

\(^1\) MRC is net of all discounts. Customer’s Service Pricing Discount is not applicable.

\(^2\) If Customer’s data usage in a given month exceeds the plan’s Data Services limitation or Data Roaming limitation, Customer will be liable for the overage charges set forth in the table above.

\(^3\) The above plans are intended for use on a Sprint-provided Wi-Fi Network, to be contracted for separately as described in paragraph B below.

\(^4\) For plans that include pooled data, data usage will be pooled among M2M Devices with the same Business Plan type, with the same Business Plan size, on the same Sprint network, and with the same billing account number (each a "Pooling Group").

1. Wireless Campus Manager\(^TM\) available from Sprint is a complete mLearning infrastructure solution for K-12 schools which includes Policy Development, Procurement System with Approval Controls, Mobile Device Management (NDM), Safety/Filtering for CIPA Compliance, Collaborative Learning Platform, Device Staging and Imaging, Asset Management, and RMA Support.

2. Wi-Fi Sprint K12 Campus Connect provides a wireless data network solution at the school’s property over a Sprint owned and managed Wi-Fi network for the exclusive use of Customer’s Sprint Wi-Fi enabled devices. The plans above are intended for use on a Sprint-provided Wi-Fi Network, which may be provided at no cost to Customer. The statement of work, and terms and conditions of this Wi-Fi Network will be agreed upon by the parties in a separate In-Building Solutions Agreement ("IBS Agreement") or an Addendum to an existing IBS Agreement. Sprint does not guarantee that a Wi-Fi Network will be provided at no cost to Customer; additionally, based on Sprint’s internal operational requirements, Sprint reserves the right to disallow the provision of this Wi-Fi Network by not signing the required separate IBS Agreement or Addendum.
3. All pricing and available MBs and GBs are the same whether Corporate-Liable Active Units use the Sprint 4G Network (if included), the Sprint 3G Network or the Nationwide Sprint Network. Sprint 3G Network coverage is not available everywhere and requires an EVDO-compatible data device. When the Sprint 3G Network is available and Customer uses a Sprint EVDO-compatible device with a wireless high-speed data Business Plan, Active Units will first attempt to connect to the Sprint 3G Network, and then default to the Nationwide Sprint Network depending on coverage and network availability. When the Sprint 4G Network is available and Customer uses a Sprint 4G-compatible device with a Business Plan for Sprint 4G Services, Active Units will first attempt to connect to the Sprint 4G Network, and then default to the Sprint 3G Network or Nationwide Sprint Network depending on coverage and network availability.

4. Data usage on the Sprint 4G Network requires a 4G capable device.

5. Roaming is not available on the Sprint 4G Network at this time.

6. Additional charges apply for messaging service.

7. Devices. The above plans are not eligible for use with any devices that have received a subsidy from Sprint. Devices must be either Customer-provided or purchased at the Suggested Retail Price from Sprint (the latter option does not include permit installment billing or leasing of Devices). Should Customer receive a Device from Sprint at a discounted rate and activate on the plans above, Sprint reserves the right to retroactively charge Customer the difference between the discounted rate and the Suggested Retail Price for that Device.

8. Sprint reserves the right, without notice or limitation, to limit throughput speeds or quantities or to deny, terminate, end, modify, disconnect, or suspend wireless Service if a wireless Product engages in any of the prohibited data uses described below or if Sprint, in its sole discretion, determines action is necessary to protect the Sprint Networks or Sprint 4G Network from harm or degradation. Sprint wireless data Services are provided solely for purposes of web surfing, sending and receiving email, photographs and other similar messaging activities, and the non-continuous streaming of music, downloading of files or on-line gaming. Sprint Wireless data Services may not be used: (a) to generate excessive amounts of Internet traffic through continuous, unattended streaming, downloading or uploading of videos or other files or to operate hosting services including, but not limited to, web, video surveillance, or gaming hosting; (b) to maintain continuous active network connections to the Internet such as through a web camera or machine-to-machine connections that do not involve active participation by a person; (c) to disrupt email use by others using automated or manual routines, including, but not limited to, "auto-responders" or cancel bots or other similar routines; (d) to transmit or facilitate any unsolicited or unauthorized advertising, telemarketing, promotional materials, "junk mail", unsolicited commercial or bulk email, or fax; (e) for activities adversely affecting the ability of other people or systems to use either Sprint's Wireless Services or other parties' Internet-based resources, including, but not limited to, "denial of service" (DoS) attacks against another network host or individual user; (f) for an activity that connects any device to personal computers (including, but not limited to, laptops), or other equipment for the purpose of transmitting wireless data over the Sprint Networks or Sprint 4G Network (unless Customer is using a plan designated for such usage); (g) for student Internet use unrelated to the applicable learning curriculum; (h) by a Wireless Data Connection Device in excess of: (i) the total data usage allowed by Customer's plan, (ii) 100 MB/month while Roaming for a plan equal to or greater than 5GB/month in total or 100 MB/month while Roaming for a plan less than 5 GB/month in total, or (iii) a majority of kilobytes while Roaming; or (i) for any other reason that, in Sprint's sole discretion, violates Sprint's policy of providing Service for individual use.


10. Additional Terms. Customer must comply with the Wireless Campus Manager Product Annex and the Sprint K12 Campus Connect Product Annex, which are incorporated into this Agreement as posted to www.sprint.com/atesandconditions. Sprint reserves the right to modify the Annex.

11. Wireless Campus Manager Core™ is only available in the Sprint direct sales channel. Any third party compensation attributed to Wireless Campus Manager will be rescinded unless written approval from Sprint is obtained prior to third party engagement.

12. Advanced Devices. Sprint may designate certain Corporate-Liable Active Units as "Advanced Devices." Advanced Devices include, but are not limited to: (1) mobile computing devices, such as certain tablets, a netbook or notebook; or (2) Smartphones.

13. If BYOD implementation, Wireless Campus Manager is more limited in scope. Staging to be done over the air. Manage Mobility will support user enrollment by providing customer with an MDM enrollment website. School responsible for working with end users directly and ensuring their enrollment on MDM enrollment website. Manage Mobility will guide customer through best practices for management, however, will not be involved in setting up Active Directory Domain Join/Controllers, in any capacity. There is a 360 device
minimum to qualify for Smoothwall filter appliance. WCM software is limited to displaying only information provided by end user during enrollment: Type of Device, Phone #, ESN/IMEI/MEID, MAC ID. RMA support not available for BYOD programs. Tier 1 tech support only available for School IT Department POCs (8am – 8pm M-F), no end user support, and supports tier 1 questions related to the MDM or Filter software not working properly. Contract/MOU will need to be reviewed and signed by customer prior to onboarding. Additional support can be provided through daily MDM Management Service for an additional $1.10 per subscriber / per month or through IT Administrative Support / Pro Services on an hourly basis ($100 per hour). See additional details in attached Product Matrix.

14. If Customer pre-owned device implementation (device already onsite at customer facility), Wireless Campus Manager is more limited in scope. Staging to be done over the air. Manage Mobility will support School IT administrator with MDM enrollment & Filter setup through MDM enrollment website & through over-the-phone instruction. Manage Mobility will guide customer through best practices for management, however, will not be involved in setting up Active Directory Domain Join/Controllers, in any capacity. School will be responsible for enrolling each device once they process enrollment through the self-serve website. There is a 350 device minimum to qualify for Smoothwall filter appliance. Tier 1 tech support provided for School IT Department POCs only 8am-8pm ET M-F. Please Note: This is not IT Admin support or MDM Management support, this is true Tier 1 support related to issues with Filter & MDM not working. Contract/MOU will need to be reviewed and signed by customer prior to onboarding. Additional support can be provided through daily MDM Management Service for an additional $1.10 per subscriber / per month or through IT Administrative Support / Pro Services on an hourly basis ($100 per hour).
# Hartford :: Ed Elements Personalized Learning Project Calendar

Roll-out for the two high schools: $175K.
The below touch points will involve 2+ people from the Ed Elements team at various times.

<table>
<thead>
<tr>
<th>Sessions and Locations</th>
<th>Dates</th>
<th>Primary Audience</th>
<th>Recommended Attendees</th>
</tr>
</thead>
</table>
| Readiness Assessments                          | **September** 3 hours per school (EE 24 hours, off-site planning/prep) | 2 HS Schools              | - Principals, teachers, and/or PL leads at each school site  
- Hartford PL District Team                     |
| Readiness Assessment Readout                   | **September** 1 hour with district .5 hours per school (EE 6 hours, off-site planning/prep) | District & Schools         | - Hartford PL Project Leads  
- Principals                                      |
| District Initial Strategy Workshop, Initiative Alignment, and Measuring Success | **October** 2 day in person workshop (EE 64 hour internal off-site planning and prep) | District                   | - Hartford PL Project Leads  
- Hartford PL District Leadership Team            |
| District Digital Content Framework Review & Digital Content Demos | **October** 1 day in person workshop (EE 32 hours internal off-site planning and prep) | Schools                    | - Principals and School Leadership Teams (4-6 people)  
- Hartford PL Project Leads                      |
| Fall Strategy Workshop                         | **November** .5 day in person workshop (EE 16 hours internal off-site planning and prep) | District                   | - Hartford PL Project Leads  
- Hartford PL District Leadership Team            |
| BL Academy I: Foundation Setting              | **November** 1 day in person workshop (EE 32 hours internal off-site planning and prep) | Schools                    | - Principals and School Leadership Teams (4-6 people)  |
### Spring School Visit I
- **February / March**
- .5 day at each school
- (EEl 32 hours internal off-site planning and prep)
- **Schools**
- - Hartford PL Project Leads
- - Principals + School Leadership Team

### BL Academy II: Walkthrough Roll-up and Design Iteration
- **February / March**
- .5 day at each school in person workshop
- (EEl 32 hours internal off-site planning and prep)
- **Schools**
- - Hartford PL Project Leads
- - Principals + School Leadership Team

### Spring Strategy Workshop
- **February / March**
- .5 day in person workshop
- (EEl 16 hours internal off-site planning and prep)
- **District**
- - Hartford PL Project Leads
- - Hartford PL District Leadership Team
- - Principals

### Spring School Visit II
- **April / May**
- .5 day at each school
- (EEl 32 hours internal off-site planning and prep)
- **Schools**
- - Hartford PL Project Leads
- - Principals + School Leadership Team

### BL Academy III: Walkthrough Roll-up and Design Iteration
- **April / May**
- .5 day at each school
- (EEl 32 hours internal off-site planning and prep)
- **Schools**
- - Hartford PL Project Leads
- - Principals + School Leadership Team

*Note both schools visits moved to spring given mid-year launch.*

### ONGOING

<table>
<thead>
<tr>
<th>Sessions and Locations</th>
<th>Dates</th>
<th>Primary Audience</th>
<th>Recommended Attendees</th>
</tr>
</thead>
</table>
| On-going Support Calls                        | TBD         | Schools          | - Hartford PL Project Leads
|                                              |             |                  | - Principals          |
| Data Review (teacher and student survey, usage data, academic results) | Ongoing as appropriate, during weekly project calls | District + Schools | - Hartford PL Project Leads
|                                              |             |                  | - Principals          |
Discovery Education is proud to partner with Hartford Public Schools in creating engaging, personalized and inquiry-based 21st century STEM classrooms. We are committed to providing Hartford Public Schools high quality, standards-based digital STEM content, job-embedded professional development, a global community of practice designed to build teacher capacity, and the magic of the Discovery brand, to transform the culture of STEM teaching & learning.

We look forward to capitalizing on the world-class successes, momentum and enthusiasm within Hartford Public Schools to further support the school’s articulated partnership goals:

- Accelerating Academic Achievement & Increasing Student Engagement
- Creating a Shared Vision for Innovative Instruction Across All Stakeholder Groups
- Fueling a Sustainable, Inquiry-based and Transdisciplinary Approach to STEM
- Building Sustained Community Engagement

In response to these articulated goals, this Phase I partnership overview communicates our capacity to deliver relevant and rigorous solutions that promote a sustainable culture of innovation, transformation and academic excellence. The components included in this partnership are:

**September 2015 – December 2016 (Included)**
**Phase One: Igniting the Vision & Building the Foundation for Project-Based Learning**
Content and Community Engagement

*January 2017 – June 2018 (Not Included)*
*Phase Two: Sustaining a Highly Effective STEM and PBL Culture*
*Content and Community Engagement*

Within each phase, the overview and details of this plan highlights the focus and the transformation pathway for each stage of the journey. While this is a high level overview of the process, it will provide a snapshot of the foundation that will be built at the administrator, teacher and community levels.
Goals, Learning Outcomes and Transformation Pathways

Phase One: Igniting the Vision & Building the Foundation for Innovative Teaching and Learning

**Focus:** Developing critical thinking in students; Implementing project-based learning; Developing grade level collaboration for the creation of transdisciplinary units.

**Goal:** To empower the school community with innovative teaching and learning experiences as well as strategies designed to engage all stakeholders in moving their school toward their STEM vision.

**Phase One Student Outcomes**

- Increase engagement and achievement as students become creators of content, not just consumers.
- Develop capacity to productively engage in STEM learning activities
- Demonstrate greater confidence, hard work and perseverance when faced with challenging STEM tasks.

<table>
<thead>
<tr>
<th>Administrator Outcomes</th>
<th>Administrator Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, model and communicate a shared mission and vision around STEM, innovation, and a shift in pedagogy with the school and community.</td>
<td>Administrator Group: All Administrators combined</td>
</tr>
<tr>
<td>Understand STEM education, particularly with regard to the distinctive transdisciplinary and inquiry-driven nature of this pedagogy.</td>
<td><strong>Day 1:</strong> Leading the STEM Transformation</td>
</tr>
<tr>
<td>Establish a shared leadership group that includes representatives from the school, district, school board, community, and STEM industry for ongoing monitoring of the STEM mission, vision, and scope.</td>
<td><strong>Day 2:</strong> Implementing Project Based Learning in your School</td>
</tr>
<tr>
<td>Develop structures and opportunities for teachers to support data-driven, cross-curricular collaboration and professional learning.</td>
<td><strong>Day 3:</strong> How to Support Transdisciplinary Units in Practice</td>
</tr>
</tbody>
</table>

[Image of the page]
### Classroom Teacher Outcomes

- Provide challenging STEM learning activities with high expectations, authentic academic work, and clear feedback.
- Understand and use effective strategies for STEM topics to engage students in inquiry, represent STEM phenomena, integrate STEM careers and guide discourse about STEM topics.
- Use frequent formative and summative assessments to facilitate diagnostic teaching and learning aligned to measuring creativity, critical thinking, collaboration and communication.
- Integrate science, technology, engineering and mathematics through a transdisciplinary approach meaningfully and appropriately to promote College and Career Readiness outcomes.
- Implement a student-centered, inquiry-based curriculum that is authentically integrative and mirrors application of concepts in a real world context.

### Classroom Teacher Strand

**Classroom Teacher Group: Select Teachers (up to 25/group)**
- STEM Day 1: Enhancing Technology Integration
- **STEM Instructional Support 1**
- STEM Day 2: Maximizing Student Engagement
- **STEM Instructional Support 2**
- STEM Day 3: Project-Based Learning in a STEM Culture: I
- **STEM Instructional Support 3**
- STEM Day 4: Project-Based Learning in a STEM Culture: II
- **STEM Instructional Support 4**
- STEM Day 5: Students as Researchers
- **STEM Instructional Support 5**
- STEM Day 6: Building STEM Transdisciplinary Units: I
- **STEM Instructional Support 6**
- STEM Day 7: Building STEM Transdisciplinary Units: II
- **STEM Instructional Support 7**
- STEM Day 8: Prove It: The Art of Arguments
- **STEM Instructional Support 8**

### Teacher Leader Outcomes

- Utilize productive, focused collaboration through a variety of formats and in various time frames, including intentional collaboration with educators of the STEM disciplines, other disciplines and strategic alliances with stakeholders from the STEM community.
- Develop the capacity of these leaders to begin to spread the learning through informal and formal coaching interactions.
- Create a viable base of teacher leaders to provide a sustainable pedagogical future for instruction within each school.

### Teacher Leader Strand

**Teacher Leader Group: Select Teachers (5-6/school)**
- Instructional Support Sessions
  - Five Instructional Support Sessions used as needed during the 18-month course progression
  - Organizational support for classroom teacher strand
## PHASE ONE: Transformation Pathway Details

<table>
<thead>
<tr>
<th>Administrative Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> Administrators / Instructional Leaders</td>
</tr>
</tbody>
</table>

### Day 1: Leading the STEM Transformation

A STEM culture transformation is an exciting undertaking for students, staff, and the community. However, it is not without its challenges. The ripple effect of a pedagogical change may surface questions regarding technology, instructional practice, instructional planning, and assessment. This session offers a proactive approach to managing and leading the STEM transformation.

### Day 2: Implementing Project Based Learning in your School

Project Based Learning (PBL) is a multi-disciplinary approach to inquiry, which connects directly to real-world authentic tasks. In this administrator session, we deconstruct the process, the planning, and the goals for this type of inquiry. Administrators will leave with a better understanding of what PBL looks like and how they can support their teachers.

### Day 3: How to Support Transdisciplinary Units in Practice

For teachers to be successful in a pedagogical transition, specific supports need to be in place to give teachers the ability to take risks in their classroom. The next step for teachers in lesson progression is to develop larger trans-disciplinary units of study that transcend content and truly focus on authentic learning from multiple contexts. In this session, admins will dig into what this means, what it should look like in a classroom, and how they can support their teachers through this shift.
**Teacher Capacity**

**Audience:** Classroom Teachers  
**Time:** 16 days (6 hours for each content day, instructional support will vary to meet school/teacher needs)

**Day 1: Enhancing Technology Integration**
To support transformation of teaching & learning, all teachers will have access to dynamic digital content through Discovery Education Streaming Plus. Participants will be immersed in Discovery Education's extensive streaming library of rich and engaging media that spans all curriculum areas. This course is designed to demonstrate how Discovery Education digital content supports multiple learning modalities with content that is easy to integrate, aligned to standards, and always current.

**Day 2: Maximizing Student Engagement**
Participants will experience innovative teaching and learning that incorporates rigorous assignments aligned with standards-based expectations. Teachers will create an assignment that includes two or more digital assets as well as a performance task. Participants will capitalize on the universal design features embedded in Discovery Education Streaming Plus and create pathways for all students to meet essential questions and learning objectives.

**Day 3: Project-Based Learning in a STEM Culture: I**
Project Based Learning (PBL) is a multi-disciplinary approach to inquiry, which connects directly to real-world authentic tasks. This next step inquiry, focused on building 21st century skills, provide opportunities to apply learning to a setting in which students can relate. In this session, participants will begin to dig into PBL and create their first PBL experience for their students.

**Day 4: Project-Based Learning in a STEM Culture: II**
Teachers are always asking, "What's next?" Through the use of PBL, teachers will take the next step in reflecting and critique student work and PBL lessons to gain a better understanding of how this form of inquiry truly brings learning together.

**Day 5: Students as Researchers**
Building practices for students to more efficiently and effectively gather research and data for PBL's and research needs will be emphasis of exploration during this session. They will also examine research based best practices around student research and collaborate with their peers to create interdisciplinary research opportunities for their students.

**Day 6: Building STEM Transdisciplinary Units: I**
In the heart of all highly effective STEM lessons are connections across content and real-world context that connect learning and understanding for students. The next step in this lesson progression is to develop larger trans-disciplinary units of study that transcend content and truly focus on authentic learning from multiple contexts. In this session, teachers will begin to develop their own units to implement.

**Day 7: Building STEM Transdisciplinary Units: II**
Continuing with building highly effective STEM instruction, teachers will reflect upon delivery of their past trans-disciplinary unit and take then next step in making sure students end with the desired outcomes. Teachers will leave with a collaborative unit spanning and connecting within multiple contents.

**Day 8: Prove It: The Art of Arguments**
Participants will begin to understand the depths and connections involved in making a STEM lesson come to life! Argumentation and evidence are key components of healthy discourse between individuals in STEM careers and for our students. This course will explore the art of argumentation within safe environments to deepen student discourse and understanding of concepts.

**Classroom Teacher Instructional Support**

**Audience:** Select Classroom Teachers or Grade Level Teams  
**Time:** 8 sessions

The Discovery Education STEM Coach will differentiate learning targets for each teacher with whom they work. Support will include opportunities that include:
- Intentional opportunities to create transdisciplinary lessons.
- Development of PBL instructional practices
- Intentional opportunities to integrate content introduced during PD sessions.
- Relevant real-world connections with foci on the design process, PBL, and STEM Careers, and real-world problems

Teachers and Coaches will debrief and reflect on each session.

*Proprietary and Confidential.*
Teacher Leader Strand

**Audience:** 5-6 Select Teacher Leaders per school  
**Time:** 5 sessions total

The Discovery Education STEM Coach will differentiate learning targets for each teacher with whom they work. Coaching will include opportunities that include:

- Intentional opportunities to create transdisciplinary lessons.
- Utilization of different levels of inquiry: direct, guided and open.
- Engaging of students at their level through personalized learning environments.
- Focusing on effective use of technology.
- Development of PBL unit plans.
- Intentional opportunities to integrate student generated questions.
- Relevant real-world connections with foci on the design process, PBL, and STEM Careers, and real-world problems

Teachers and Coaches will debrief and reflect on each session. A rubric will be used to strategically set a focus during the sessions.

Content and Community

**Digital Content & Curriculum**

**Digital Content – Streaming Plus**

**Audience:** All teachers & students

Powered by the #1 non-fiction media company in the world, Discovery Education is the leading provider of high-quality, curriculum based digital content. The K-12 multi-modal digital content included in STEMformation serves not only as an integral resource for STEM teachers to create and build innovative lessons, but also provides the digital resources students need to inspire their curiosity as STEM producers and creators of new information.

Discovery Education Streaming Plus provides double the multimodal resources provided in Discovery Education Streaming Base, in addition to a new, custom-built destination that provides educators with instructional pathways, relevant content, and assessment tools specifically designed to support the implementation of Common Core standards. With digital media, modal lessons, and assessments designed to address specific Mathematics and English Language Arts standards, Discovery Education Streaming Plus provides concrete tools and practical resources that help educators meet the demands of the Connecticut state standards and uniquely engage students in compelling learning experiences.

Community Engagement

**STEM Family Nights**

**Audience:** Students, Parents & other community stakeholders  
**Time:** One Event

**Description:** STEM Family Nights will give students of all ages and their parents the opportunity to experience a fun-filled, exciting event using STEM digital content and practices through a variety of hands-on activities. Participants may even play a few rounds of "Mythbusters" to discuss important STEM facts and myths. Family Nights will also put secondary students in the facilitator seat and will give them the chance to showcase their inventions and innovations.
## Partnership Investment

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Deliverable</th>
<th>Participant</th>
<th>Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase One</td>
<td>Administrator Strand</td>
<td>All administrators from 3 schools (up to 25)</td>
<td>$7,500</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher Strand – PD Sessions</td>
<td>Up to 25 teachers per school (3 cohorts/1 cohort per school)</td>
<td>$60,000</td>
</tr>
<tr>
<td></td>
<td>Classroom Teacher Strand – Instructional Support</td>
<td>Select teachers/teams (3 cohorts/1 cohort per school)</td>
<td>$60,000</td>
</tr>
<tr>
<td></td>
<td>Teacher Leader Strand – Coaching</td>
<td>5-6 Teacher Leaders per school (1 cohort)</td>
<td>$12,500</td>
</tr>
<tr>
<td></td>
<td>STEM Family Night</td>
<td>Community (3 buildings)</td>
<td>$10,500</td>
</tr>
<tr>
<td></td>
<td>Discovery Education Streaming Plus</td>
<td>All teachers and students (3 buildings – 18 month prorated contract)</td>
<td>$14,175</td>
</tr>
</tbody>
</table>

**Phase One Investment**  

**$164,375**

### Terms

1. Upon award of this proposal, Discovery Education will provide a Purchase Agreement to Hartford Public Schools that must be signed before Discovery Education services will be provided.
2. This offer is valid until July 31, 2015. The terms and conditions set forth herein shall not be binding on either party until such time as the parties enter into and execute a Purchase Agreement.
3. Any rates, fees, or prices offered or proposed in connection with a multiple-year agreement are subject to the execution of a multiple-year Purchase Agreement between School District and Discovery Education, such agreement not to include any right or option to terminate due to lack of funding or budget.
4. Maximum of 25 participants per Professional Development Session.
5. This proposal is for discussion purposes only. The terms contained herein are non-binding and nothing herein is intended to constitute an agreement between the parties. The terms herein are confidential and may not be disclosed without written consent of Discovery Education.
CPEP Organizational Overview

For the past 28 years CPEP has worked in collaboration with a variety of partners including urban districts, colleges and universities, private/public foundations, STEM professionals and state entities to engage over 25,000 underrepresented CT students (>80% African American, Hispanic, >50% Female) in innovative award winning informal STEM learning experiences. CPEP programs are designed to engage middle and high school students through innovative real-world hands-on projects that stimulate interest in STEM careers while developing academic knowledge and 21st century skills (collaboration, teamwork, critical thinking, and reasoning). CPEP utilizes innovative practices, pedagogy and technologies such as blended learning, business simulation, computer game-based learning, 3D printing, advanced laser cutting technology, mobile app development, and problem/project based learning to build interest and ability in STEM careers.

This proposal outlines CPEP’s commitment to assist The Hartford Public Schools with the development of options for alternative workforce development experiences for high school students. The scopes of services include but are not limited to consultant services, program and curriculum design services and the implementation of agreed upon programming.

Partner Schools: Pathways Academy of Technology and Design, HPHS Academy of Engineering and Green Technology, and High School, Inc.

Duration of the scope of services: July 2015 – December 2016

Primary Contact of services: Mr. Bruce A. Dixon, CPEP CEO
211 South Main St., Middletown, CT 06457
860-655-8884
dixonb@cpep.org
**Systems Level Area of Focus**

CPEP will use the Implementation Science (IS) Framework as the basis for all of its work with the Hartford Public Schools. The IS framework includes:

1. Exploration
2. Installation
3. Initial implementation,
4. Full implementation,
5. Innovation,

**Assist in the development of an expanded workplace experience menu of options**

Working with a team that includes representatives from Capital Workforce Partners and the Hartford Public Schools, CPEP will assist in the development of an expanded number of potential workplace experience options for a pilot group of high school students from the aforementioned partner schools. The expanded workplace experiences will build the requisite foundations for successful transitions to sustainable careers.

**CPEP Cost - $20,000**

**Partnership Development**

Working with a team that includes representatives from Capital Workforce Partners and the Hartford Public Schools, CPEP will assist in the development of a flexible model to identify, nurture, engage, inspire and enroll a broad list of project partners who will enliven the initiative and serve as the foundation upon which we will build a long-term project sustainability plan. The potential partners include but are not be limited to local and national companies, local “mom and pop,” organizations, start-up companies, state and governmental agencies, Community and Private Foundations and inspired individuals.

**CPEP Cost - $20,000**

**Internship Data Collection, Impact Analysis and Reporting Protocols**

Working with a team that includes representatives from Capital Workforce Partners and the Hartford Public Schools, CPEP will assist in collection, analysis and dissemination of pilot program data. CPEP will also assist in the identification of the appropriate leading and lagging indicators of program impact and performance.

**CPEP Cost – $10,000**
**School Level Area of Focus**

The School Level Areas of Focus center upon the development of a Pre-Internship Experience Model and the design and implementation of a CPEP Ventures pilot experience at each of the partner schools. CPEP will engage a host of potential partners to carry out the work including Capital Workforce Partners and local corporations/foundations. The goal of the work is to ensure that all interested students are appropriately prepared to engage in meaningful internships.

**Pre-Internship development experiences**

- Working with Capital Workforce partners, CPEP will design a framework for a robust pre-internship development experience for a selected group of 10th and 11th grade students.
  
  The framework will be aligned with the Hartford Public School’s Internship Plan and will ensure successful development of college and career skills.

- Design a pilot program during the summer and fall of 2015
- Begin phase 1 of the pilot program during the winter of 2015 and spring of 2016

While we believe that we will refine our outcome measures as we move through the discovery or exploration process, our measures will focus on knowledge, attitudes and behaviors. We will leverage the Career Competency System that was developed by The Hartford Public Schools and Capital Workforce Partners to identify and isolate the “skills,” and habits of mind that are critical for successful 21st century workforce success. In addition to the Career Competency Systems we will contemplate and pursue the following also:

- enhanced employability and increased access to employment
- habits of mind and disposition of entrepreneurs
- increased intrinsic motivation
- level of interest
- level of confidence
- More confidence in securing and applying skills to job
- Successful business developed
- Likelihood of employment
- Actual employment
- Business skills for entrepreneurs
- Higher level of interest in entrepreneurship
- School culture

*CPEP Cost – $20,000*
Pilot 3 CPEP Ventures experiences at the aforementioned partnership schools

In collaboration with the Hartford Public School’s staff, CPEP will design, implement and evaluate 3 pilot venture programs (1 per partnership school). The pilot program will include 10 student seats per site and one teacher facilitator per site.

The CPEP Ventures program is an innovative 21st century workforce development model that simulates a “start-up” company environment to develop entrepreneurial and innovative “making and thinking skills,” while reducing the achievement gap and developing workforce readiness through hands-on, technology-infused, project/problem based learning. All projects immerse students in technology-focused activities set in a workplace environment that focuses on building 21st skills through workplace practices. Each project involves student collaboration with mentors, university interns and an external “customer,” who the students are accountable to for project deliverables. Each Ventures project team is organized as a “startup,” company with the teacher acting as CEO and students acting as “employees,” with job titles and work functions.

CPEP Ventures: Producing a win, win, win, win, win, win, win, win scenario!

**Win** – Hire middle and high school students during the summer and provide them with transformational learning opportunities – reduce summer learning loss

**Win** – Create a real-world work environment to prepare students to succeed in the work-world (learn persistence, team building, collaboration, time management, project management, budget management, design process, manufacturing process)

**Win** – Create an environment where students learn the process of innovation including Failing Forward! Most school systems do not allow students to understand the benefit of iteration. In most companies, it is expected that not all products will be successful but one needs to learn from the failure to produce better products and services.

**Win** – Students learn the research and development process

**Win** – Build student self-esteem and self-efficacy (students work on projects that will have a significant bottom-line impact to another organization)

**Win** – Nonprofit organizations receive kid-inspired products and services (reduced rates)

**Win** – Create Problem Based Learning project Kits (designed and manufactured by low-income students in their community)

**Win** – Students receive a stipend for their efforts – reduce the financial stress of their families and allows them to purchase their own school clothing and supply (increased self-confidence).

**Win** – Generate revenue to fund future ventures

CPEP Cost - $60,000*

(*Includes 30 total students seats and 3 teacher facilitator positions, 120 Hour engagement for each student and staff representative)
TOTAL CONTRACT (August 1, 2015-December 31, 2016): $130,000

PAYMENT SCHEDULE:

$20,000 Due September 1, 2015
$20,000 Due December 1, 2015
$20,000 Due March 1, 2016
$15,000 Due June 1, 2016
$30,000 Due September 1, 2016
$25,000 Due December 15, 2016
GSP Support with District and School Personnel

GSP staff will undertake the following activities between August 1, 2015 and December 31, 2016:

1. Draft vision for Competency-Based Learning for approval by District Governance
2. Coordinate Current Status Report (3-5 pages)
3. Review and finalize Innovation Landscape Report (3-5 pages)
4. Develop set of cross-school graduation competencies, performance indicators, and scoring criteria
5. Share professional development plans across schools. As appropriate, coordinate cross-school PD
6. Identify impacted district policy and suggest necessary changes to support competency-based learning

GSP Support with the Schools

GSP staff will collaborate with school leadership and leadership teams to undertake the following activities between August 1, 2015 and December 31, 2016:

1. Develop aligned school improvement plans regarding competency-based education (in a format conducive to district structures)
2. Provide school-based professional development
3. Train PLC facilitators and coordinate implementation of professional learning communities for all educators
4. Create school-community engagement plans in alignment with the district plans
5. Each coach will be on site at the school or district approximately three days per month. In addition to the activities specifically outlined above, the GSP coach will engage with the principal and leadership team to identify additional support as outlined in their school improvement plan.
<table>
<thead>
<tr>
<th>District Level</th>
<th>Activities</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Draft vision for Competency-Based Learning for approval by District Governance</td>
<td>August 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Coordinate Current Status Report*</td>
<td>September—December 2015</td>
<td></td>
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<td></td>
<td>5. Share professional development plans across schools. As appropriate, coordinate cross-school PD</td>
<td>June 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Identify impacted district policy and suggest necessary changes to support competency-based learning</td>
<td>July 2016</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Level</th>
<th>Activities</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Develop aligned school improvement plan</td>
<td>May 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Provide school-based professional development</td>
<td>June 2016</td>
<td></td>
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<tr>
<td></td>
<td>3. Implement Professional Learning Communities (PLC) lead by trained facilitators for all faculty</td>
<td>July 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Create school-community engagement plans</td>
<td>August 2016</td>
<td></td>
</tr>
<tr>
<td>Deliverable or Outcome</td>
<td>Target</td>
<td>Due Date</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Draft Vision for Competency-Based Learning</td>
<td>Draft copy ready for district review</td>
<td>December 31, 2015</td>
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<tr>
<td>Current Status Report</td>
<td>Final draft</td>
<td>December 31, 2015</td>
<td></td>
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<tr>
<td>Innovative Landscape Report</td>
<td>Final draft</td>
<td>December 31, 2015</td>
<td></td>
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<tr>
<td>Foreign Language, Cross Curricular</td>
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<tr>
<td>Aligned Performance Indicators for all competencies</td>
<td>Final Draft</td>
<td>December 31, 2015</td>
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<tr>
<td>Common professional development plan</td>
<td>Draft</td>
<td>September, 2016 and continuing</td>
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<tr>
<td>List of district policies needing attention</td>
<td>Draft</td>
<td>June 30, 2016</td>
<td></td>
</tr>
<tr>
<td>Suggested changes in district policies</td>
<td>Draft</td>
<td>December 31, 2016</td>
<td></td>
</tr>
<tr>
<td>School improvement plans</td>
<td>Each plan done and shared with full faculty</td>
<td>September 30, 2015,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>September 30, 2016</td>
<td></td>
</tr>
<tr>
<td>School professional development</td>
<td>All teachers in both schools will be familiar with CBE</td>
<td>October 31, 2015</td>
<td></td>
</tr>
<tr>
<td>PLC facilitators are trained and ready to implement PLC structures</td>
<td>Approximately 1 staff member trained as a facilitator for every 8 staff</td>
<td>June 30, 2016</td>
<td></td>
</tr>
<tr>
<td>School community engagement plans</td>
<td>School community members identified and plans created</td>
<td>November 30, 2015</td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td>iWalkthrough or similar program is implemented and started</td>
<td>January 31, 2016</td>
<td></td>
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</table>
Key Personnel for this Contract

David Ruff: executive director, GSP. David will ensure overall quality implementation in line with GSP expectations.

Dan Liebert: senior associate, GSP, will serve as the project manager for GSP efforts including school coaching.

Stephen Abbott: director of communications, GSP, will provide limited support for community engagement activities.

Total Contract Cost: $134,750

August 1, 2015 — June 30, 2016: Total of $88,000

July 1, 2016 — December 31, 2016: Total of $46,750
AGENDA

ITEM # 5

NEW BUSINESS

APPROVAL OF CONTRACTS:
ACHIEVEMENT NETWORK AND
CITY CONNECTS

AMOUNT
VARIOUS AMOUNTS

JULY 28, 2015

DR. SCHIAVINO-NARVAEZ
MR. SWAN AND MS. TAVERA

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of seven schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Those seven schools are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy and Dr. Frank T. Simpson-Waverly.

In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district's capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet).

- City Connects: One year contract at an amount not to exceed $231,235, with optional 2 year extensions at an amount not to exceed $238,172 in Year 2 and $245,317 in Year 3. This contract will provide a systemic strategy for each school to wrap services around each student. City Connects involves every classroom teacher, leverages resources in the community and ensures that all students receive the support they need. For the first three years in a school, they will provide induction, training, coaching and monitoring of fidelity of implementation. For the next two years, they will offer a lighter touch, but still remain present in and to that school to support more independent implementation and to address the recurrent issues, e.g., transitions in school leadership or City Connects staff. After these two years, they simply will support the district with monitoring the "fidelity of implementation" and provide consultation as needed.

- Achievement Network (ANet): One year contract at the amount not to exceed $306,000. This contract will help schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practices of educators around the country.
RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute the contracts listed above, for the terms delineated in the contracts.
1. Context/Overview

The Acceleration Agenda is a focused Action Plan to optimize support, in order to address matters of equity and achievement. A cohort of schools will be part of a network that will engage in continuous improvement (with multilayer supports) to boost/accelerate performance and outcomes by focusing efforts and resources around improving instructional practices, leadership practices, and student support practices. Schools in the Acceleration Agenda will be provided additional supports that include planned collaboration, access to a range of partners, and appropriate supplemental resources to allow for quality implementation, rigorous instructional practice and continuous improvement. In order to advance the Acceleration Agenda, the district will engage expert resources who have a proven track record in implementing the multi-layer support framework while building the district’s capacity to sustain the work. These partners are: City Connects and the Achievement Network (ANet), who will work collaboratively with schools organized as a Network of Collaboration and Support to map and implement a plan of action based on specific equity measures.

The first cohort will be composed of seven schools focused on our K-8 Elementary Schools, they are: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy and Dr. Frank T. Simpson-Waverly.

We seek approval of two contracts to support the Acceleration Agenda. The Achievements: Network and City Connects:

City Connects: One year contract at an amount not to exceed $231,235, with optional 2 year extensions at an amount not to exceed $238,172 in Year 2 and $245,317 in Year 3. This contract is for the development and implementation of a school-based model that identifies the strengths and needs of every student and links each child to a tailored set of intervention, prevention, and enrichment services in the school or community. This partnership provides for planning, training, professional development modules and sessions, ongoing technical assistance and implementation support on-site.

"Every student and every school thrives"
assistance to build capacity of School Site Coordinators and Program Manager, training on and software licenses to access the Student Support Information System, evaluation reports on school and district progress.

The Achievement Network: a one year contract for $306,000 ($33,000/school plus $75,000 for district level work) to provide focused and data driven coaching, professional development, and other forms of instructional supports to schools, teachers, leadership teams and district leaders to accelerate the pace of teaching and learning (aligned to common core standards and best assessment practices) so that student performance significantly improves in our schools. This partnership provides for planning, curriculum, lesson planning, an instructional platform loaded with best practices/resources, assessment materials, training, coaching and progress/implementation monitoring.

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

We will retain these organizations as consultants to each school and the network as well as build district capacity for future sustainability:

<table>
<thead>
<tr>
<th>Budget Areas</th>
<th>Expertise/ Focus</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Connects: Purchased Professional and Technical Service: $32,000 per school, per year X 7 schools = $224,000 $500.00 Travel Finance &amp; Admin Fee = $6,735 Total: $231,235</td>
<td>Using existing school and community supports, City Connects provides students with optimized and differentiated support based on their individual needs. Students will receive tailored supports, intervention, prevention, and enrichment opportunities. The work focuses on four dimensions: academic, socio-emotional, health and families. Engagement of parents and community member as partners in educational improvement is an essential element of the focus and work</td>
<td>STUDENTS - City Connects is analyzing existing supports, schools and students’ academic and home lives, coordinating re-alignment of support, and collaborating on necessary actions for improvement.</td>
</tr>
<tr>
<td>Achievement Network (ANet) Curriculum, Coaching, Assessments, Professional Development, District Technical Assistance 7 schools = $231,000 Technical Assistance Fee = $75,000 Total: $306,000</td>
<td>Works alongside school leadership teams and teachers to strengthen their school-wide practice and culture of using teaching and learning standards and achievement data, and to get breakthrough results for students. Also work with district leaders and offices to build internal capacity, monitor practice and performance at each school and review and improve our assessment strategies and practices. Improves teaching and learning to improve student outcomes and close achievement gaps. Improving schools requires: • Investments in the capacity of educators and instructional leaders • Improvements in the organizational functioning of districts</td>
<td>CLASSROOMS / SCHOOLS / DISTRICT - ANet will assist in the use of appropriate assessments, aligned curriculum and deliver effective instruction. They work with district and building leadership to implement best practices, build teaching and leadership capacity, and to help our system foster strong practice across schools.</td>
</tr>
</tbody>
</table>

3. Targeted populations to be served

The identification of the first set of schools to be part of the Acceleration Agenda resulted from a multi-layer process that took into consideration: School

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960 Main Street Hartford CT 06103 * www.hartfordschools.org
leadership/staff expressed interest and buy-in, current student outcomes and needs, school performance data, conditions for school readiness to engage in partnership work, fit/alignment between future partners and individual schools, and recommendations from senior leaders after learning cycles that include learning the stories of schools well through data analysis, school visits and conversations with school leaders and leadership teams. The first cohort will be composed of seven schools focused on our K-8 Elementary Schools Seven schools: Alfred E. Burr Elementary School, Martin Luther King Jr. Elementary School, Thirman Milner School, John C. Clark, Jr. Elementary & Middle School, Fred D. Wish Museum School and Burns Latino Studies Academy and Dr. Frank T. Simpson-Waverly.

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

Through the work of the Acceleration Agenda, the district aims at: closing achievement gaps within and across schools, increasing student academic performance, decreasing chronic absenteeism, reducing suspensions and meeting the holistic needs of our students so that we achieve our equity goals:

- 100% College Acceptance
- 90% Graduation Rate
- 100% Access to College & Career Readiness Opportunities
- Eliminate Suspensions through Restorative Justice
- Pass Algebra 1 by the end of 9th Grade
- Each Student has a Success Plan & Connection to a Caring Adult
- 3rd Grade Reading Proficiency
- Good Attendance Habits

The district is working closely with each school in the Acceleration Agenda to determine bold and attainable targets based on current data so that the pace of performance is accelerated to close achievement gaps.

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

This is a sole source vendor

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

The Acceleration Agenda is an example of the Strategic Plan in action. Progress Monitoring will happen at multiple levels including: monthly cabinet meetings, Board reports (on strategic plan implementation), the monthly monitoring of the

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school's SIP (strategic implementation plan), monthly and quarterly check-in meetings with the partner organizations, and an assessment of the effectiveness of the partnership and impact by the involved stakeholders (teachers, principals, leadership teams, and Associate Superintendents). We will adopt and are building internal capacity to use the Data Wise Improvement Process as our continuous improvement monitoring tool and practice.

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?

City Connects and the Achievement Network (ANet are uniquely qualified to work with urban school districts and have demonstrated success in implementing the work of the Acceleration Agenda. City Connects is active in 63 sites across Boston and Springfield, Mass.; New York City; and Ohio. Based at the Center for Optimized Student Support at Boston College's Lynch School of Education, their data shows that this systematic and scalable approach to meeting the needs of urban students (a) helps children thrive in school, (b) improves academic performance, and (c) significantly narrows the achievement gap. City Connects has worked closely with our current partner, Children's Aid Society, around the Community Schools mode: providing alignment opportunities. The Achievement Network is active in 10 states across the country and dedicated to helping to boost student achievement for about 150,000 in over 500 schools. They listen and take the time to understand schools' needs, hence the customized case-management approach. The supports they provide to schools and districts speak for their impact: (a) over the last two years, schools that partnered with ANet achieved on average 10% point gains in student proficiency in ELA and math (more than twice the rate of comparable schools in their home state). Over the course of the 2012-2013 school year, 96% of schools partnered with ANet made progress toward their long-term practice goals.

   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
SCOPE OF SERVICES

SY15-16
City Connects Scope of Services and Cost Structure

City Connects enters a district with the intention of supporting each school to reach the place where this systemic approach to supporting students becomes part of “how a school does its business.” For the first three years in a school, we provide induction, training, coaching and monitoring of fidelity of implementation (“New Sites”). For the next two years, we offer a lighter touch, but still remain present in and to that school to support more independent implementation and to address the recurrent issues, e.g., transitions in school leadership or City Connects staff (“Sustained Sites”). After these two years, we step back once again and simply monitor “fidelity of implementation” and provide consultation as needed (“Monitored Sites”). It is assumed that the district will provide the School Site Coordinators (either existing or new licensed school counselors or licensed school social workers). It is also assumed that the district will provide a Program Manager who is the local-level coordinator for the School Site Coordinators and serves as the interface with City Connects Leadership Team.

PLANNING SERVICES

Planning Period: The planning period is a critical phase during which City Connects leadership, the Superintendent, and school principals and administrators establish a common vision for implementing optimized student support in the schools. Given that City Connects will begin planning in Fall 2015, the team would focus on completing the following phases of planning in August - December 2015:

- **Conducting a Needs Assessment.** In order to develop an understanding of the “state of student support” within each school and to identify gaps between student needs and service provision, City Connects will work with school district staff to conduct a Needs Assessment for each school community. Ideally, each school would designate a Planning Committee (principal, a teacher(s), involved parents, and a community agency representative if they are currently working with an agency). This small group would help to further explain City Connects’ approach and support its implementation with their colleagues and constituents. All necessary informed consent permissions must be secured at both the individual and institutional level.

- **Recruiting and Hiring the Program Manager.** Following the formal commitment to engage City Connects, identifying the Program Manager becomes a top priority. The candidate may be an existing school employee or may be recruited for the role. If the schools decide to hire an external candidate, City Connects’ best practices on hiring a Program Manager can be leveraged to ensure a strong hire.

- **Recruiting School Site Coordinators.** As the role of the School Site Coordinator is integral to the implementation of City Connects student support model, City Connects has developed a series of best practices for recruiting that can increase the district’s effectiveness in identifying qualified candidates. While each school district will have its own hiring policies, City Connects’ best practices can inform and enhance the process.
IMPLEMENTATION SERVICES

“New Sites” are schools that have been implementing the City Connects model of student support for three (3) years or less. The Program Manager and the School Site Coordinators in these schools will receive the following from the City Connects Leadership Team:

- A Summer Professional Development Institute for induction and accompanying materials on the City Connects model of student support
- Professional development modules and accompanying materials for bi-weekly professional development that is delivered by the local Program Manager
- Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the district’s student data into the system as well as the technical support for the users of the system
- Professional development on the use of Student Support Information System
- Technical assistance to build the capacity of both the Coordinators and the Program Manager to implement the City Connects model of student support
- Fidelity system to monitor the implementation of the program, assess its quality and provide the feedback to make changes, if necessary
- Evaluation reports summarizing district-wide and school-level progress in implementing the model at the end-of-year
- Evaluation reports on principal, teacher, and community partner anonymous feedback

“Sustained Sites” are those schools that have been implementing the City Connects model for four (4) or five (5) years. The School Site Coordinators in these schools will operate more independently than the “New Sites” and will continue to receive the following services from the City Connects Leadership Team:

- Professional development modules and accompanying materials for bi-weekly professional development that is delivered by the local Program Manager
- Invitation to attend a portion of the week-long Professional Development Institute and accompanying materials on the City Connects model of student support
- Coaching sessions on additions and changes to the City Connects model
- Technical assistance on the use of City Connects Service Labels
- Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the Hartford student data into the system as well as the technical support for the users of the system
- Fidelity monitoring to ensure adherence to the model
- Report on the findings from the fidelity monitoring system
- Evaluation reports summarizing district-wide end-of-year progress

“Monitored Sites” are those schools that have been implementing the City Connects model for six (6) or more years. The School Site Coordinators in these schools will remain under the local supervision of the Program Manager. They will operate relatively independently. The district will continue to receive the following from the City Connects Leadership Team:

- Professional development modules and accompanying materials to be delivered by the local Program Manager
• Software licenses to access the Student Support Information System, ongoing technical assistance necessary to upload the Hartford student data into the system as well as the technical support for the users of the system
• Fidelity monitoring to ensure adherence to the model
• Report on the findings from the fidelity monitoring system

Full Evaluation
The City Connects model has already been replicated and evaluated. The methodology and the findings have been reviewed by independent external evaluators and have been published in high-quality peer-reviewed journals. For this reason, it is not essential to repeat the evaluation in every district in which we operate. However, if districts choose to have the full quantitative evaluation repeated in their district, there is an additional charge to cover the cost.

Cost Structure*
“New Sites” $32,000 per school, per year for year 1; $32,960 per school, per year in Year 2, and $33,949 per school, per year in Year 3
*Assumes a 3% Cost of Living Adjustment

“Sustained Sites” - $16,000 per school, per year for Year 4 and $16,480 per school, per year for Year 5
“Monitored Sites” - $8,000 per school, per year for Year 6 (with a COLA increase each year for Years 7+)

Travel: $500.00 (scheduled visits to and from Hartford, CT)

Finance and Administration @ 3%
Program Agreement

This Program Agreement (this “Agreement”) is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at 225 Friend Street, Boston, Massachusetts 02114 (“ANet”) and the member listed below (“Member”). Each of ANet and Member may be referred to herein individually as a “Party” or collectively as the “Parties.” This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, (3) the attached Member Data Page, and (4) the attached Standard Terms and Conditions.

<table>
<thead>
<tr>
<th>Member: Hartford Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 960 Main Street – 8th Floor, Hartford, CT 06103</td>
</tr>
<tr>
<td>Phone:</td>
</tr>
<tr>
<td>Fax:</td>
</tr>
</tbody>
</table>

Billing contact / Title: Email:

Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Member hereunder.

Program Dates: July 1, 2015 – June 30, 2016

Fees and Payment Schedule:

- **Program Fee**: $231,000.00
- **Assessment Format**: Online Assessments
- **Technical Assistance Fee**: $75,000.00
- **Total Fees**: $306,000.00
- **Total Payment**: $306,000.00

Payment Information:

- 50% of Fees due by August 1, 2015: $153,000.00
- Balance of Fees due by September 1, 2015: $153,000.00

*In the event that member elects to add any additional schools to the List of Participating Schools, an additional fee of $33,000 per school will apply.*

Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees than an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

**MEMBER**

By: ____________________________
Print Name: **Beth Schiavino-Narvaez**
Title: **Superintendent**
Date: ____________________________

**THE ACHIEVEMENT NETWORK, LTD.**

By: ____________________________
Print Name: **Ashley Martin**
Title: **Executive Director**
Date: ____________________________
Program Description: ANet will provide:

1. RESOURCES
   a. Planning – Protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards
   b. Curriculum – Standards and Objectives Guides aligned to State Standards and Common Core Standards
   c. Lesson Planning – Plans and examples to facilitate re-teaching

2. PLATFORM
   a. Access for every teacher and administrator to online platform MyAchievementNetwork.org containing results from assessments, tools and network information

3. ASSESSMENT MATERIALS
   a. 4 regularly scheduled interim assessments in Mathematics for grades 2; 3; 4; 5; 6; 7; 8
   b. 4 regularly scheduled interim assessments in English for grades 2; 3; 4; 5; 6; 7; 8
   c. Quiz Tool access – Paper based re-assessment tool for teachers
   d. Online Quiz Tool access – Online re-assessment tool for teachers (if online quiz tool or online assessment access has been purchased by Member)

4. ANALYSIS, LOGISTICS & REPORTING
   a. Electronic delivery for all assessments materials and answer sheets
   b. Printing of assessments as determined by school (additional fees apply)
   c. Pick-up at school for assessment answer sheets (one pick-up per assessment administration)
   d. Scanning and scoring for multiple choice portions of assessment answer sheets
   e. Reports containing analysis of assessment results (the "Reports"), which include: (i) Member student summaries by whole school, class, grade and student level, (ii) item analysis by grade and (iii) Member Network comparisons and out of Network comparisons available through https://my.achievementnetwork.org. A “Network” includes all ANet member schools assigned to Member’s network. “Member’s Network” includes all schools sharing the same Schedule of Assessed Standards as Member.

5. TRAINING & COACHING
   a. Logistics training for key personnel at school site
   b. Orientation to ANet for administrators and teachers (if new school)
   c. Student goal setting support
   d. School-specific coaching/training sessions (as agreed to between coach and school) aligned to the following elements of the data cycles:
      i. Annual and Pre-Cycle Planning
      ii. Data Meeting
      iii. Reflection Meeting
   e. School leader Mid- and End-of-Year Meetings

6. NETWORK EVENTS
   a. School Leadership Team Network Meetings
   b. Other Network-specific events that may include: Learning Walks, Professional Learning Communities, workshops, and others.

7. MEMBER RESPONSIBILITIES
   a. Member will work with its information technology team to ensure that emails from ‘achievementnetwork.org’ are not blocked or filtered as spam.
## List of Participating Schools*

<table>
<thead>
<tr>
<th>School Name</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>John C. Clark Elementary and Middle School</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Thirman Milner</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Museum Academy at Wish</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Burns Latino Studies Academy</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Alfred E. Burr Elementary</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Martin Luther King Jr. Elementary School</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Dr. Frank T. Simpson-Waverly</td>
<td>$33,000.00</td>
</tr>
<tr>
<td><strong>Total Program Fees</strong></td>
<td><strong>$231,000.00</strong></td>
</tr>
</tbody>
</table>

*In the event that member elects to add any additional schools to the List of Participating Schools, an additional fee of $33,000 per school will apply.

## District Technical Assistance

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who are we partnering with?</strong></td>
<td><strong>When and how often do the interactions take place?</strong></td>
<td><strong>What is the content/purpose of the interaction(s)?</strong></td>
</tr>
</tbody>
</table>
| Superintendent and Cabinet | Quarterly step-backs    | • Monitor practice implementation and performance progress at the district, zone, and school levels.  
                                 |                                         | • Provide updates and outcomes from district interactions. |
| Associate Superintendents  | Monthly                 | • As a group, monitor practice and performance data for schools in each school portfolio, aligning on school support and making adjustments as necessary.  
                                 |             | • Individual implementation for particular schools as needed |
| and Chief Academic Officer | As needed               |                                                          |
| Office of Data and        | Monthly                 | • Collaborate around district scoring and reporting needs, short term and long term.  
                                 |             | • Support school test administration and roster collection/updating  
                                 |             | • Review implementation of assessment strategy, and logistics. |
| Accountability            |                         |                                                          |
| HPS ANet partner school   | Quarterly to monthly, as | • Convene leadership teams of ANet partner schools for Hartford-specific learning and development sessions  
                                 | needed       | • Collective problem-solving, CCSS-skill building, and best practice sharing across HPS partner schools |
| leaders                   |                         |                                                          |
Member Data:

Member will provide the following information:

1. For the year prior to the Program Start Date, and all years during the Program:
   a. To be provided when available:
      i. State assessment outcomes (1) by student, including student demographic information and scale scores, and (2) by grade, including number of students at each proficiency band and total number of students tested.
      ii. Student outcomes when available, including (1) mobility rate, (2) retention rate (students 'held back'), and (3) graduation or progression rate.
   b. To be provided by the end of the applicable calendar year, or when available:
      i. School-level demographics, including (1) total enrollment, (2) percentage of students in each race/ethnic category, (3) percentage ELL/FEP/LEP/NEP, (4) percentage special education/students with disabilities, (5) percentage FRL, and (6) Title I status.

2. For all years during the Program:
   a. To be provided within six (6) weeks of the beginning of the applicable school year:
      i. Student information, including (1) name, (2) gender, (3) race/ethnicity, (4) FRL, ELL/FEP/LEP/NEP, special education status, (5) grade level. This information should be updated monthly with ANet’s NSA team to reflect changes in the student body.
      ii. Teacher information for all ANet-involved teachers, including (1) name, (2) grade and subject taught, and (3) email address, updated as necessary to reflect changes in the staffing structure.
   b. To be provided by the end of the applicable calendar year:
      i. School-level targets for state assessments.
BACKGROUND

ANet offers a program consisting of educational services and materials, including an online platform (the "Platform"), curriculum and teaching resources, assessment materials, assessment analysis, training and coaching and network events, as described on the Program Description Page (collectively, the "Program"). Member desires to use the Program in accordance with the terms and conditions set forth herein.

1. THE PROGRAM

1.1 Program: ANet agrees to implement the Program for Member during the Term. Member agrees to commit the resources and personnel necessary to fully participate in the Program.

1.2 Use Rights: Subject to the terms of this Agreement and effective as of the Program Start Date (as defined on the Cover Sheet), ANet hereby grants to Member the following use rights, during the Term:

(a) Access to the Platform: a non-exclusive, non-transferable right to access and use the Platform, solely for Member’s internal education-related purposes at Member’s facility in connection with the implementation of the Program.

(b) Assessment Materials: a non-exclusive, non-transferable license to use, reproduce and distribute solely to Permitted Users (as defined below) hard copies of the Assessment Materials (as defined on the Program Description Page) provided to Member during the Program, solely for Member’s internal purposes in connection with the implementation of the Program.

(c) Resources: a non-exclusive, non-transferable license to use and reproduce in hard copy form the Resources (as defined on the Program Description Page) provided to Member during the implementation of the Program, solely for Member’s internal, informational purposes related to Member’s educational mission.

(d) Other Downloadable Content: with respect to such additional content and materials that are owned by or licensed to ANet and made available for download by Member through proper use of the Platform (collectively, “Additional Content”, and together with the Assessment Materials and Resources, “ANet Content”), a non-exclusive license, non-transferable to download a copy of any portion of such Additional Content, and use such Additional Content solely for Member’s internal purposes in connection with the implementation of the Program.

1.3 Permitted Users. "Permitted Users” shall mean the employees, board members and volunteers of Member with a professional need to know or need to access the Platform and ANet Content in connection with the implementation of the Program. ANet will either issue to Member or authorize a Member administrator to create and issue to each Permitted User a user identification number and/or password for access to and use of the Platform. Member and its Permitted Users are responsible for maintaining the confidentiality of all user identification numbers and/or passwords and for ensuring that each user identification number and/or password is used only by the Permitted User to which it was issued. Member shall be solely responsible for the Permitted Users’ compliance with this Agreement, and for any and all activities that occur under Member’s account. Member will restrict Permitted Users from sharing passwords. Member will immediately notify ANet of any unauthorized use of Member’s account or any user identification number and/or password, or any other breach of security known to Member. Member will ensure that it has obtained any and all necessary and appropriate consents from students and parents to (a) provide student personally identifying information to ANet, and (b) establish student accounts and student access to the Platform. ANet will have no liability for any liability arising from Member’s failure to comply with the terms set forth in this Section.

1.4 Restrictions. The rights and licenses set forth in Section 1.2 are granted subject to the following restrictions:

(a) The Platform and ANet Content shall be used or accessed only by Permitted Users;

(b) Results of the Assessment Materials may not be used for the purposes of evaluating or determining the employment status of personnel of Member;

(c) Member shall not, directly or indirectly, and Member shall not encourage or assist, or knowingly permit any User to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the object code or source code of the Platform; (ii) modify, translate, or create derivative works based on any element of the Program or the Platform; (iii) license, sublicense, sell, resell, rent, lease, distribute, assign, or transfer its rights to use the Platform or any elements of the Program, or otherwise...
commercially exploit or make available to any third party
any portion of the Platform or Program; (iv) use the
Program for timesharing purposes, to process data on
behalf of third parties, or otherwise for the benefit of any
person or entity other than for the benefit of Member
and Permitted Users at Member's facility; (v) remove any
proprietary notices from any materials furnished or made
available to Member; (vi) publish any evaluation of the
Platform without ANet's prior written consent; (vii) use
the Platform for any purpose other than its intended
purpose; (viii) use or access the Platform from or for the
benefit of any facility or location other than the Member's
primary facility; (ix) circumvent or otherwise interfere
with any user authentication or security of the Platform,
or disrupt the integrity or performance of the Platform;
(x) attempt to gain unauthorized access to the Platform or
its related systems or networks or any ANet Content; or
(xi) use the Platform to store or transmit infringing,
libelous, or otherwise unlawful or tortuous content or
material, or to store or transmit content or material in
violation of any rights of any third party.

1.5 Ownership; Reservation of Rights. Subject only to
the rights expressly granted to Member under this Agreement, as
between ANet and Member, all rights, title and interest in and
to the Platform and the ANet Content, and any other ANet
materials furnished or made available hereunder, and all
modifications and enhancements thereof, including all
copyright rights, patent rights and other intellectual property
rights in each of the foregoing, will remain with and belong
exclusively to ANet or ANet's licensors and providers, as
applicable.

1.6 Feedback. The Parties acknowledge that Member or
Permitted Users may, from time to time, provide to ANet
ideas, feedback and suggestions about the Platform
(collectively, "Feedback"). ANet and its licensors and
providers shall be free to use such Feedback as they see fit
without obligation of any kind to Member.

2. MEMBER MATERIALS; MEMBER DATA

2.1 Member Materials and Member Data. "Member
Materials" means any and all information or materials
provided to ANet by Member in connection with the
implementation of the Program including, without limitation,
the Member Data (as defined on the Member Data Page).

2.2 Provision of Member Materials. Member agrees to
provide ANet with all Member Materials necessary or
desirable for ANet to implement the Program, including
without limitation the Member Data. Such Member Materials
shall be provided promptly when requested or otherwise
agreed by the Parties, provided that the Member Data shall be
provided in accordance with the timing set forth on the
Member Data Page. Member acknowledges that timely
provision of such Member Materials is essential to the success
of the Program. Member represents to ANet that it has all
necessary rights to provide such Member Materials (including
the Member Data) to ANet.

2.3 Access to Member Data Through State and Other
Agencies. Member agrees to allow relevant agencies, including
but not limited to the state education agency or local
education agency to directly release registration, demographic
and performance data for Member to ANet. This release
covers data from 2007 to the present school year.

2.4 License to Member Materials. Subject to the terms and
conditions of this Agreement, Member hereby grants to ANet
a worldwide, non-exclusive, irrevocable, assignable, royalty-
free, perpetual license to use, reproduce, distribute, display
and create derivative works of Member Materials in
connection with the implementation of the Program.

2.5 Reports. Member acknowledges and agrees that Member
Data, and the Member's performance on the assessments at
the grade, school and organizational level, may be disclosed,
published, distributed and otherwise used by ANet in Reports
(as defined on the Program Description Page) provided to
Member. Such Reports shall comply at all times with Section 5
of this Agreement, as well as with the Family Educational
Rights and Privacy Act of 1974 ("FERPA").

2.6 Aggregated Data. During or following the Term, ANet and
its subcontractors shall have the right to disclose, distribute
and use any Member Data and any other information input
into the Platform by Member or Permitted Users ("Input
Data"), as part of an aggregate set of data that does not
identify any such data as being related to any specific Member
student ("Aggregated Data"). Member acknowledges that
ANet and its subcontractors may (a) compile Aggregated Data
based on Member Data and Input Data, and (b) sell or
otherwise distribute such Aggregated Data to third parties.

2.7 Use of Member Data. Except as otherwise set forth in this
Agreement, ANet shall not disclose or distribute to third
parties Member Data other than (a) as part of Aggregated
Data, (b) to its subcontractors who require such information in
connection with the implementation of the Program, or (c) to
third parties for research and evaluation purposes. For clarity,
the results of any research described in the foregoing clause
(c) may be disclosed, published, distributed and otherwise
used by ANet without restriction, provided that Member Data
is not revealed in such disclosure, publication, distribution or
use other than as part of Aggregated Data. Member hereby
grants to ANet and its subcontractors a non-exclusive, perpetual, irrevocable, worldwide, royalty-free, fully paid license to use, reproduce, modify and distribute the Member Data and Input Data in connection with the uses described in the foregoing clauses (a)-(c).

2.8 Student Records. With respect to any access by ANet to any “Education Records” (as such term is defined in FERPA) held by Member under or in connection with this Agreement, ANet shall be acting as a legal agent and shall be deemed to be a “school official” (as such term is defined under FERPA) of Member. As between the Parties, any Education Records protected by FERPA submitted to ANet by Member in connection with this Agreement shall be deemed the Confidential Information of Member subject to Section 5. ANet agrees not to disclose any FERPA protected Education Record to any third party except as permitted by FERPA or as authorized or permitted by Member or this Agreement. ANet will implement or cause to be implemented technical and administrative security measures to protect the confidentiality, integrity and security of the Education Records as further detailed in Section 2.9 below.

2.9 Data Security. ANet certifies that it and, after reasonable investigation, diligence and inquiry, its vendors, consultants, contractors and other parties engaged by ANET in contact with Member Data have established, implemented, and will maintain comprehensive information security programs detailing administrative, technical, and physical safeguards designed to ensure the security and confidentiality of Member Data, protect against anticipated threats or hazards to the security and integrity of Member Data, protect against unauthorized access to or use of Member Data, and provide for the proper disposal of Member Data, all as required by applicable law and this Agreement. Member reserves the right to assess ANET’s controls and security practices to ensure compliance with these requirements one time per calendar year, upon 14 business days’ advance notice to ANet and during ANet’s normal business hours. All costs incurred by Member for such assessments shall be at Member’s expense.

3. FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. All payments for fees as set forth on the Cover Sheet shall be made by Member or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Member, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Failure to pay the deposit by the above date may result in a revised payment schedule. Payments are non-refundable and cannot be prorated. ANet reserves the right to terminate services related to the Program and this Agreement if any payment is more than thirty (30) days past due.

3.2 Printing. Member is responsible for all printing and printing costs associated with duplicating the Assessment Materials prior to the administration of each assessment, as set forth on the cover sheet.

4. TERM, TERMINATION

4.1 Term. Unless earlier terminated as described below, the term of the Agreement shall commence on the Effective Date and continue for the period set forth on the Cover Sheet (the “Term”).

4.2 Termination. Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach.

4.3 Obligations on Termination. Upon the expiration or termination of this Agreement, Member shall (a) cease using the Platform and all ANet Content, and (b) promptly return ANet or, at ANet’s option, destroy, all copies of any ANet Content in Member’s possession or control.

4.4 Survival. The following Sections shall survive any expiration or termination of this Agreement: Sections 1.3, 1.4, 1.5, 2.4, 2.5, 2.6, 2.7, 2.8, 3, 4.3, 4.4, 5, 6, 7, 8, 9, 10, Error! Reference source not found. and 12.

5. CONFIDENTIALITY

5.1 Confidential Information.

(a) Definition: “Confidential Information” means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party (the “Disclosing Party”) to the other Party (the “Receiving Party”), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such Information which is reasonably understood by a reasonable person to be confidential or proprietary information of the Disclosing Party; provided, however, that in any event ANet’s Confidential Information shall include (i) all information relating to the Program, including without limitation the ANet Content and the Platform, and (ii) the terms of this Agreement, including without limitation pricing information.

(b) Exclusions: Information and data will not be deemed “Confidential Information” if such information: (i) is known to the Receiving Party prior to receipt from the
Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party’s Confidential Information.

(c) Obligations: The Parties shall use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party's Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.1.

6. REPRESENTATIONS, WARRANTIES AND EXCLUSIONS

6.1 Representations and Warranties. ANet represents and warrants to Member that ANet shall implement the Program in a professional and workmanlike manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM AND ANET CONTENT) IS PROVIDED “AS IS” WITHOUT ANY WARRANTY OF ANY KIND AND ANET DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. MEMBER ACKNOWLEDGES THAT ANET DOES NOT WARRANT THAT THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM) WILL BE PROVIDED IN AN UNINTERRUPTED OR ERROR FREE FASHION AT ALL TIMES, OR THAT THE PROGRAM WILL MEET MEMBER’S REQUIREMENTS.

7. INDEMNIFICATION

7.1 Indemnification by ANet. ANet shall defend at its expense any claim, suit or proceeding (each, a “Claim”) brought against Member by any third party to the extent such Claim is based upon a claim that Member’s proper use of the Platform or any ANet Content in accordance with the terms of this Agreement infringes such third party’s rights under any United States patent or copyright, and ANet shall pay all costs and damages finally awarded against Member by a court of competent jurisdiction as a result of any such Claim. If Member’s proper use of the Platform or any ANet Content in accordance with the terms of this Agreement constitutes or in ANet’s opinion might be held to constitute infringement as set forth above, ANet may, at its option, (a) modify the Platform or ANet Content, as applicable, so as to avoid infringement or misappropriation; (b) procure the right for Member to continue to use the Platform or ANet Content, as applicable; or (c) terminate the Agreement and provide to Member a refund of the prorated fees. The foregoing indemnity shall not apply to any Claim based upon or arising from any use of the Platform or ANet Content outside the scope of this Agreement or in a manner for which it was not designed.

7.2 Indemnification by Member. Member shall defend at its expense any Claim brought against ANet by a third party to the extent such Claim is arising out of ANet’s proper use of the Member Data in accordance with the terms of this Agreement, and Member shall pay all costs and damages finally awarded against ANet by a court of competent jurisdiction as a result of any such Claim.

7.3 Additional Terms. The foregoing obligations in this Section 7 are subject to the Party that is seeking indemnification (a) promptly notifying the other Party in writing of such Claim; (b) promptly giving the other Party the right to control and direct the investigation, preparation, defense and settlement of such Claim; and (c) giving assistance and full cooperation for the defense of same.

8. LIMITATION OF LIABILITY

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, SHALL ANET BE LIABLE TO MEMBER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET SHALL NOT BE LIABLE FOR ANY
DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY MEMBER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

9. NON-SOLICITATION

During the Term and for one year thereafter, each Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing shall not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

10. PUBLICITY

10.1 ANet shall be entitled to (a) identify Member as a customer of ANet, (b) use Member’s name in any advertising, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public announcements, the existence of an arrangement between the Parties.

10.2 Member hereby grants permission to take photographic, audio and video recordings of Member employees, contractors and consultants during sessions with Member and Member and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, advertising, promotion, marketing, and/or public relations. Member waives any right to royalties or other compensation arising or related to the use of such images and recordings. Member represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

11. DISPUTES

11.1 Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled as follows: Members of the senior management of both Parties shall meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties shall meet for one (1) day with an impartial mediator. The costs and expenses of the mediator shall be shared equally by the parties. If the dispute is not resolved by mediation, the dispute shall be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and Procedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator shall be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator shall have no power to award damages inconsistent with this Agreement. No discovery shall be permitted in connection with the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration shall be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party shall give written notice to all other parties and shall afford such parties a reasonable opportunity to protect their interests. The result of the arbitration shall bind the Parties, and judgment on the arbitrator’s award may be entered in any court having jurisdiction. Each Party shall bear its own costs of the arbitration. The fees and expenses of the arbitrator shall be shared equally by the Parties.

12. GENERAL

12.1 Relationship. Nothing in this Agreement shall be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

12.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting Section Error! Reference source not found. of this Agreement, each of the Parties hereby irrevocably and unconditionally consents to submit to the sole and exclusive jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts (the “Massachusetts Courts”) for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 12.9.

12.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Member, sublicense any of the rights granted herein, in each case
without the prior written consent of the other Party, provided, however, that either Party (the “Assigning Party”) may assign this Agreement without the written consent of other Party (the “Non-Assigning Party”) to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof shall be null and void. Subject to the foregoing, this Agreement shall be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

12.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

12.5 Force Majeure. ANet shall not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, labor controversy, civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

12.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

12.7 Notices. All notices under or related to this Agreement will be in writing and will reference this Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 12.7.

12.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained in printed forms submitted with purchase orders, sales acknowledgments or quotations.

12.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality), 1.5 (Ownership) and 9 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party’s proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations hereunder, the other Party shall, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a Party need not invoke the procedures set forth in Section 11.1 in order to seek injunctive or declaratory relief.
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AGENDA

ITEM # 6

OLD BUSINESS

SECOND READING AND ADOPTION:
VARIOUS REVISED
HARTFORD PUBLIC SCHOOLS POLICIES

THE BOARD

JULY 28, 2015

BACKGROUND

• The proposed revised policy updates the current policies.
• Changes to the current policies are highlighted and underlined.

The following policies have been updated to reflect changes in federal and state law:

2. Policy No. 4112.8 – Nepotism: Employment of Relatives
3. Policy No. 4118.1 - Nondiscrimination

RECOMMENDATION

That the Hartford Board of Education accepts the second reading and adopts the revised policies on Affirmative Action: Equal Employment Opportunity; Nepotism: Employment of Relatives, and Nondiscrimination.
Personnel -- Certified/Non-Certified

Affirmative Action: Equal Employment Opportunity

The Board of Education will provide equal employment opportunities for all persons without regard to race, gender, color, religious creed, national origin, religion, age, veteran status, sex, sexual orientation, gender identity or expression, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to the performance of the duties of the position. The Board of Education directs the Administration to set as a goal the recruitment, selection and employment of qualified people among all racial and ethnic groups.

The Board of Education requests an annual report from the Superintendent concerning the extent to which the above mentioned Affirmative Action Program goals are being achieved.

No advertisement of employment opportunities may by intent or design restrict employment based upon discrimination as defined by law.

Legal Reference:

Connecticut General Statutes
46a-80 Discriminatory employment practices prohibited.
10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
46a-81a Discrimination on the basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
The Uniformed Services Employment and Reemployment Rights Act, 20 CFR 1002.19
Title II of the Genetic Information Nondiscrimination Act of 2008
Personnel - Certified/Non-Certified

Nepotism: Employment of Relatives

Board of Education members and school administrators in order to avoid both the reality and appearance of nepotism will make public any relationship the Board members or administrators have with any possible candidate for a position for which the Board member or administrator must give approval or has influence in such appointment.

For the purpose of this policy, relationship is defined as a member of the immediate family which means the mother, father, grandmother, grandfather, or a grandchild of the Board member or administrator, or of the spouse of the Board member or administrator, and the spouse, son, stepson, son-in-law, daughter, stepdaughter, daughter-in-law, brother, sister, or any relative living in the immediate household of the board member or administrator, or other close friendships or business relationships that could be construed as possibly causing a bias or loss of objectivity on the part of the Board member or administrator.

A Board member or administrator who has such relationship with any employee of the school system as of the effective date of this policy shall declare such relationship immediately. So far as possible, no administrator shall have supervisory relationship to any member of his/ her family.

Legal Reference: Connecticut General Statutes

46a-60—Discriminatory unfair employment practices
prohibited

7-479 Conflicts of interest

46b-38rr Merger of civil union into marriage by default. Exception.
Personnel – Certified/Non-Certified

Nondiscrimination

The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, gender identity or expression, color, religious creed, national origin, age, sex, sexual orientation, veterans’ status, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to the performance of the duties of the position. The Board of Education seeks to extend the advantages of public education with full equality of educational opportunity to all students and personnel. The board, any employee or any other person may not aid or compel the performance of an unfair labor practice as defined by law.

The Board will not make employment decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and terminations on the basis of race, color, religion, age, sex, gender identity or expression, marital status, sexual orientation, veterans’ status, national origin, ancestry, disability or genetic information, except in the case of a bonafide occupational qualification.

For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
46a-81a Discrimination on the basis of sexual orientation; Definitions
Connecticut General Statutes § 46a-81c Sexual orientation
discrimination; Employment.
Title IX of the Education Amendments of 1972, 20 USCS § 1681, et seq.
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
The Uniformed Services Employment and Reemployment Rights Act, 20 CFR 1002.18
Title II of the Genetic Information Nondiscrimination Act of 2008

Policy adopted: July 6, 1999
Policy updated: November 1, 2005
Policy revised: May 21, 2013

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
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AGENDA

ITEM # 7

NEW BUSINESS

FIRST READING: VARIOUS POLICIES  

THE BOARD

JULY 28, 2015

BACKGROUND

- The following polices are mandated by law, that the Hartford Public Schools currently does not have;
- Also, revisions to the Curricular Exemption Policy.

  a. Chemical Health for Student Athletes
  b. IDEA Alternative Assessments
  c. Curricular Exemptions Policy

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the policies listed above.
Students

Chemical Health Policy for Student Athletes

The Board participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Legal References:  Connecticut General Statutes:
Section 10-154a
Section 10-212a
Section 10-221
Section 21a-240
Section 21a-243
Section 21a-408a through 408q

Policy Adopted: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Instruction

Individuals with Disabilities Education Act – Alternative Assessments for Students with Disabilities for Statewide and District-wide Assessments

The Board will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. The Board directs the Superintendent or designee to, in accordance with state and federal law, develop procedures that indicate how district staff shall determine when a student with a disability eligible for special education and related services under the IDEA shall partake in alternative assessment(s) to particular statewide or district-wide assessments of student achievement. Such procedures shall include, among other things, a requirement that all decisions for alternative assessments be made by the particular student’s planning and placement team.

Legal References: Individuals with Disabilities Education Act, 42 U.S.C. § 1400, et seq. (IDEA)
34 C.F.R. § 300.320

Policy adopted: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
Instruction

Curricular Exemptions

The Hartford Board of Education shall permit curricular exemptions as required by law. Specifically, upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS; or
4. Sexual abuse and assault awareness and prevention program.

Legal References:


Policy adopted: HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut
AGENDA

ITEM # 8

NEW BUSINESS

JULY 28, 2015

ACTING SCHOOL
ADMINISTRATIVE APPOINTMENTS

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 individuals to the positions indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Colon</td>
<td>$136,400</td>
<td>Acting Principal, Law and Government Academy @ HPHS</td>
<td>July 1, 2015</td>
</tr>
<tr>
<td>Katherine Leonard</td>
<td>$119,262</td>
<td>Acting Principal, Breakthrough North</td>
<td>August 5, 2015</td>
</tr>
<tr>
<td>Christine McCarthy</td>
<td>$119,262</td>
<td>Acting Principal, Expeditionary Learning Academy @ Moylan</td>
<td>July 1, 2015</td>
</tr>
</tbody>
</table>
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AGENDA

ITEM # 9

NEW BUSINESS

JULY 28, 2015

DR. SCHIAVINO-NARVAEZ

MS. ENGLAND

CONTRACT CONTINUATION APPROVAL:
AREA COOPERATIVE EDUCATIONAL SERVICES

AMOUNT
$95,000

FUNDING SOURCE
SPECIAL FUNDS

BACKGROUND

Area Cooperative Educational Services (ACES) has developed an Alternative Route to Certification to Teach English Language Learners (ARCTELL) program in consultation with a committee of bilingual and TESOL practitioners which has been approved by the Connecticut State Board of Education and allows certified teachers to attain a cross-certification endorsement in bilingual education and TESOL. ACES has successfully conducted the ARCTELL program for three cohorts of teachers since 2012 and is currently conducting the program for a fourth cohort.

ARCTELL provides an opportunity for selected participants to take advantage of an accelerated, meaningful, relevant and hands-on learning experience designed to help them meet state and national competencies as well as state requirement to add TESOL and Bilingual endorsement to their current CT teaching certifications. These professionals will help fill district vacancies and act as advocates for our ELL students.

Bilingual education and ESL teachers need strong competencies in the areas of language acquisition; culture and cross-cultural communication; assessing students’ learning needs and planning ESL instruction in all four skill areas with a wide variety of strategies. This program will continue to provide a solid pedagogical basis upon which to build these additional competencies since it will be our second year working with ACES in the ARCTELL program.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with ACES at an amount not to exceed $95,000 for the term delineated in the contract ending June 30, 2016.
Area Cooperative Education Services (ACES) - ARCTELL Program

Executive Form

1. Context/Overview

Area Cooperative Educational Services (ACES) allows certified teachers to attain a cross-certification endorsement in bilingual education and TESOL to fill our District vacancy needs.

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

ACES will operate its 2nd year cohort of the ARCTELL program for Hartford Public Schools certified teachers who are interested in obtaining a TESOL and/or bilingual certification cross-endorsement. ACES will provide fiscal management of the program: payment for instructors, faculty advisory board, program coordinator, facilities, supplies, instructional and other program costs as outlined in the contract.

3. Targeted populations to be served

The cohort will consist of current Hartford certified teachers.

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

- One of the district's priorities is to close the achievement gap for ELLs.
- Quality Instruction is a strategy in the district's SOP.
- The ARCTELL program will provide our teachers with strong competencies in the areas of language acquisition; culture and cross-cultural communication; assessing students' learning needs and planning ESL instruction in all four skill areas with a wide variety of strategies.

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

None

"The Hartford Public Schools is the State Capital's Portfolio District of Excellence"
6. Performance/Measurement: progress, success & next steps

In order to obtain a cross-certification, teachers will need to successfully pass the Praxis (state assessment). ACES has successfully conducted the ARCTELL program for three cohorts. After one year, Hartford Public Schools would have an increase of teachers certified to teach our English Language Learners.

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
ADDENDUM A

Alternative Route Certification for Teacher of English Language Learners (ARCTELL)
Program Responsibilities

ACES Program Manager
- Is a member of the Advisory Board and attends all meetings
- Coordinates fiscal administration of program in conjunction with ACES PDSI Budget Coordinator
- Coordinates with CT State Department of Education regarding certification and accreditation
- Works with Program Coordinator and Advisory Board to ensure the curriculum centers on teaching and learning and is aligned with TESOL, NCATE and iNACOL standards
- Works with ACES Support Staff to complete essential administrative tasks
- May provide professional development as needed to cohort
- Administers and maintains ACES-owned digital space for program, including training of cohort instructors and participants on usage
- Monitors data collection/input

Program Coordinator
- Is a member of the Advisory Board and attends all meetings
- Designs program curriculum, ensuring cohesion and consistency of curriculum design and delivery
- Develops course syllabus, including schedule and due dates for assessments and assignments
- Works with ACES Project Manager and Advisory Board to ensure the curriculum centers on teaching and learning and is aligned with TESOL, NCATE and iNACOL standards
- Selects cohort instructors for approval by ACES
- Supervises cohort instructors and facilitates regular instructor meetings to ensure consistency of instruction across all cohorts
- Along with instructors, assesses and scores candidate dispositions after each program phase
- Provides update of candidate assessment data and progress to Advisory Board at each meeting
- Approves instructional materials to be purchased, based on curriculum and budget
- Works with Advisory Board to review instructional materials and lesson plans prior to their delivery
- Provides guidance to Advisory Board members regarding issues which may come up with cohort participants
- Uses appropriate online collaborative tools (i.e. Schoology, Google Apps)

Instructor
- Attends regular instructor meetings facilitated by the Program Coordinator
- Develops lessons, teaches classes, reads and assesses all assigned work
• Works with Program Coordinator to ensure that instruction and assessment are aligned with TESOL, NCATE and iNACOL standards
• Submits lessons to be approved by Program Coordinator
• Maintains and submits candidate assessment data by set deadlines
• Along with Program Coordinator, assesses and scores candidate dispositions after each program phase
• Uses appropriate online collaborative tools (i.e. Schoology, Google Apps)

ACES Support Staff
• Coordinates application process (marketing, brochures, web presence, screening, interview schedules, notification of acceptance and other necessary correspondence)
• Coordinates funding sources and tuition
• Develops schedule in collaboration with the Program Coordinator
• Orders supplies/materials for programs, including food if necessary
• Maintains attendance records for cohort
• Develops agenda for Advisory Board meetings
• Coordinates submission of certification documentation
• Assists ACES Project Manager in completing essential administrative tasks

Advisory Board
• Attends and participates in all Advisory Board meetings
• Performs chairperson and recording duties on a rotating basis
• Participates in the review of applications
• Interviews and selects cohort participants
• Reviews program curriculum and conceptual framework
• Works with ACES Project Manager and Program Coordinator to ensure the curriculum centers on teaching and learning and is aligned with TESOL, NCATE and iNACOL standards
• Advises on the selection of program instructors and guest presenters
• Reviews program and student policies and procedures
• Provides guidance and oversight in resolving grievances or conflicts with cohort participants
# ADDENDUM B

## HARTFORD ARCTELL COHORT BUDGET - with 11 to 25 participants

<table>
<thead>
<tr>
<th>Line Totals</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory Board</strong>: paid members</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Program Coordinator</strong></td>
<td>$5,550</td>
</tr>
<tr>
<td><strong>Instructors</strong>: 150 instructional hours, plus planning/meeting time</td>
<td>$15,660</td>
</tr>
<tr>
<td><strong>ACES Administrator/Supervisor</strong></td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>ACES Program Manager</strong>: 31 days</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>ACES Support Staff</strong>: 52 days</td>
<td>$10,300</td>
</tr>
<tr>
<td><strong>Benefits</strong>: ACES Supervisor/Program Manager/Clerical/Advisory Board/Coordinator/Instructors</td>
<td>$10,137</td>
</tr>
<tr>
<td><strong>Guest Speakers/Instructors</strong>: 8 instructional hours @ $90/hour</td>
<td>$720</td>
</tr>
<tr>
<td><strong>ACES Management Fee</strong>: 6.59% of direct costs</td>
<td>$5,873</td>
</tr>
<tr>
<td><strong>Evaluation</strong>: 3 days @ $700/day</td>
<td>$2,100</td>
</tr>
<tr>
<td><strong>Communications</strong>: copying/phone/postage</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>ACES Staff Travel</strong></td>
<td>$620</td>
</tr>
<tr>
<td><strong>Instructional Supplies and Materials</strong></td>
<td>$11,475</td>
</tr>
<tr>
<td><strong>Advisory Board Meeting Costs</strong>: 10 evening meetings @ ACES</td>
<td>$765</td>
</tr>
<tr>
<td><strong>Computer Software/Licenses</strong>: Schoology</td>
<td>$2,300</td>
</tr>
<tr>
<td><strong>Administrative and Other Supplies</strong></td>
<td>$3,500</td>
</tr>
<tr>
<td><strong>Certification Processing</strong></td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>TOTAL PROJECTED EXPENSES</strong></td>
<td><strong>$95,000</strong></td>
</tr>
</tbody>
</table>
ADDENDUM C

ARCTELL FREQUENTLY ASKED QUESTIONS

WHAT ARE THE QUALIFICATIONS FOR ADMISSION?
To be considered for admission, applicants must:
- Hold a valid Connecticut teaching certificate;
- Be concurrently employed by a Connecticut district during the course of study;
- Verify proficiency in a language other than English as determined by ACTFL for certification as a Bilingual teacher (Bilingual-only candidates);

WHAT IS THE TIME COMMITMENT?
During the program year, participants attend 150 hours of classroom instruction, must complete 20 hours of professional development opportunities and engage 100 hours of field work related to teaching English Language Learners. They must also apply strategies to 45 hours in a job-embedded assignment.

WHEN ARE CLASSES HELD?
All classes will be held in locations chosen by Hartford BOE. While exact dates have not yet been determined, classes are held on one weekday evening per week (except for school vacation weeks) and on Saturdays as needed. Class times may be determined based upon the needs of the cohort, but all instructional hours must be completed by June 30th. Additional Saturdays may be used to make up snow dates if necessary.

WHAT TOPICS WILL BE ADDRESSED?
Topics addressed are aligned with the NCATE/TESOL Standards for the Recognition of Initial TESOL Program in P-12 ESL Teacher Education and include Language, Culture, Planning, Instruction, Assessment, and Professionalism.

To view the full NCATE/TESOL Standards, please follow the link:

WHO ARE THE INSTRUCTORS?
Faculty includes exemplary TESOL and Bilingual Education teachers, as well as program and technical support from ACES Education Specialists. The program is advised by former and current ELL administrators from CT school districts, as well as ELL consultants on both the regional and state level.

WHAT ARE THE ADDITIONAL CT STATE DEPARTMENT OF EDUCATION REQUIREMENTS?
In addition to successfully completing the ARCTELL program of instruction, the CT State Department of Education Bureau of Educator Standards and Certification requires a passing score of 146 on the TESOL Praxis II (ETS 5361) to earn the TESOL cross-endorsement.
For more information on required assessments for CT teaching certifications, visit: www.sde.ct.gov/sde/lib/sde/PDF/Certguides/assess_for_cert.pdf.

HOW DO I OBTAIN THE BILINGUAL CROSS-ENDORSEMENT?
ARCTELL completers who hold a CT teaching certification in Elementary, Middle or a secondary certificate in English, Math, Science or History/Social Studies can apply for a bilingual cross-endorsement in the same area. Bilingual candidates who successfully complete the program are eligible for both the Bilingual and TESOL endorsements, as the program of instruction is the same.

In addition to successfully completing the ARCTELL program of instruction, Bilingual candidates must also meet American Council on the Teaching of Foreign Languages (ACTFL) proficiency requirements, including the ACTFL Oral Proficiency Interview (OPI) in English, and the ACTFL-OPI and Writing Proficiency Test (ACTFL-WPT) in the native language of instruction. Candidates interested in obtaining their Bilingual cross-endorsement only, and not the TESOL, need to submit passing results on these tests prior to entry in the program.

For more information regarding ACTFL language proficiency requirements, visit http://languagetesting.com.

For more information regarding CT certifications, visit http://www.sde.ct.gov/sde.

ARE THERE UNIVERSITY CREDITS AVAILABLE TOWARDS A DEGREE?
Through an articulation agreement, ARCTELL completers could receive 6 transfer credits towards a Master’s Degree in Education at Eastern CT State University. Further details are available upon request.

WILL THERE BE AN INTERVIEW?
Interviews are part of the admission process. Following selection of applicants by Hartford BOE, a personal interview will be conducted with each applicant by ARCTELL Advisory Board members for final determination of admittance to the program.
and are not included in this budget.

Please note: Per contract, Hartford DOE will provide location(s) for cohort classes. Any costs for use of these facilities, such as security and custodial services, will be the responsibility of Hartford DOE.

<table>
<thead>
<tr>
<th>000</th>
<th>TOTAL PROJECTED EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>$95,000</td>
<td>Certification Process Fee</td>
</tr>
<tr>
<td>$1,000</td>
<td>Administration and Other Supplies</td>
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<tr>
<td>$3,900</td>
<td>Computer Software/License/Scadows</td>
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<tr>
<td>$2,700</td>
<td>Faculty Advisor Board meeting costs: 10 evening meetings</td>
</tr>
<tr>
<td>$2,700</td>
<td>Institutional Supplies 27 (25 participants/1 ACES set) Instructional set x $425</td>
</tr>
<tr>
<td>$620</td>
<td>Staff Travel</td>
</tr>
<tr>
<td>$1,400</td>
<td>Communication: Copy/photostate</td>
</tr>
<tr>
<td>$2,100</td>
<td>Program Assessment</td>
</tr>
<tr>
<td>$3,873</td>
<td>ACES Management Fee: 6.99% of direct costs</td>
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<tr>
<td>$220</td>
<td>Guest Speakers/Instructors</td>
</tr>
<tr>
<td>$10,136.13</td>
<td>Board/Coordination/Instructors</td>
</tr>
<tr>
<td>$2,000</td>
<td>Benefits: ACES Support Staff/Faculty/Clerical/Faculty Advisory</td>
</tr>
<tr>
<td>$18,000</td>
<td>ACES Support Staff: 22 days</td>
</tr>
<tr>
<td>$2,500</td>
<td>ACES Program Manager: 31 days</td>
</tr>
<tr>
<td>$3,000</td>
<td>ACES Administration/Supervisor</td>
</tr>
<tr>
<td>$1,500</td>
<td>Instructional/Adult Education hours: Planning time</td>
</tr>
<tr>
<td>$2,550</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>$6,000</td>
<td>Faculty Advisory Board: PAB members</td>
</tr>
</tbody>
</table>

Line Totals: Hartford ACES Cohort Budget: With 11 to 25 participants
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AGENDA

ITEM # 10

NEW BUSINESS

USDA COMMUNITY ELIGIBILITY PROVISION EXPANSION

JULY 28, 2015

DR. SCHIAVINO-NARVAEZ

DR. SLATER

BACKGROUND

USDA Community Eligibility Provision (CEP) provides districts and schools in low-income areas an alternative approach for operating school meal programs. In lieu of collecting individual applications for free and reduced-price meals, the Community Eligibility Provision allows districts and schools meeting the eligibility requirements to use information from other means-tested programs including SNAP (formally food stamp) or Temporary Assistance Programs for Needy Families (TANF), to determine the level of Federal funding for school meal programs. The Community Eligibility Provision reduces the administrative burden of processing and maintaining the meal applications and allows for all students to receive meals at no cost which will result in more students participating in the meal program.

Currently 35 Hartford Public Schools are eligible and participate in the USDA Community Eligibility Provision program. The Department of Social Services made significant improvements and access to the electronic reporting system from State and Federal agencies resulting in higher percentages of students being identified eligible for the school free breakfast and lunch program. The increase of identified students has allowed for an expansion of the USDA Community Eligibility Provision to all schools in the district.

State and Federal agencies require the Board of Education approve a status change for the Community Eligibility Provision program in Hartford Public Schools.

RECOMMENDATION

That the Hartford Board of Education authorized the expansion of the USDA Community Eligibility Provision program currently being used for meal accountability and reimbursements at 35 schools to all schools in the district.
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AGENDA

ITEM # 11

NEW BUSINESS

JULY 28, 2015

GRANT SUBMISSION / ACCEPTANCE OF FUNDS:
EDUCATION FOR HOMELESS
CHILDREN AND YOUTH

DR. SCHIAVINO-NARVAEZ
MS. TAVERA

FUNDING SOURCE
STATE DEPARTMENT OF EDUCATION
MCKINNEY- VENTO HOMELESS
ASSISTANCE ACT

AMOUNT
$40,000 / 3 YEARS

BACKGROUND

The Connecticut State Department of Education requires all local Boards of Education to submit a letter that verifies Board of Education approval for the submission of an application for the Education for Homeless Children and Youth Grant.

Through this grant, the district will continue to coordinate services to facilitate the provision of educational services to students identified as high risk and homeless children and youth. The major strategies incorporated in Hartford's program are an intake system designed to identify the specific needs of students and families identified as homeless and to ensure that they are quickly enrolled and receive transportation assistance as well as other resources such as uniforms and school supplies; a network of school staff in Central Office, the schools, and community partners to provide needed services; a district liaison who coordinates training and communication activities to inform school staff of laws, procedures and guidelines; a tutoring program for children in Hartford shelters and educational, career and personal development training for parents; and ongoing collaborations with community partners who provide services and resources.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to submit the grant application and to accept funds in the amount of $40,000 annually from the Connecticut State Department of Education / Education for Homeless Children and Youth Grant for the period of July 1, 2015 through June 30, 2018.
GRANT SUBMISSION / ACCEPTANCE OF FUNDS:  
EDUCATION FOR HOMELESS CHILDREN AND YOUTH 

Executive Form

1. Context/Overview

The Connecticut State Department of Education requires all local Boards of Education to submit a letter that verifies Board of Education approval for the submission of an application for the Education for Homeless Children and Youth Grant.

Through this grant, the district will continue to coordinate services to facilitate the provision of educational services to students identified as high risk and homeless children and youth. The major strategies incorporated in Hartford’s program are an intake system designed to identify the specific needs of students and families identified as homeless and to ensure that they are quickly enrolled and receive transportation assistance as well as other resources such as uniforms and school supplies; a network of school staff in Central Office, the schools, and community partners to provide needed services; a district liaison who coordinates training and communication activities to inform school staff of laws, procedures and guidelines; a tutoring program for children in Hartford shelters and educational, career and personal development training for parents; and ongoing collaborations with community partners who provide services and resources.

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

The purpose of the McKinney-Vento Education of Homeless Children and Youth (EHCY) funding is to facilitate the enrollment, attendance, and success in school of homeless children and youth. In order to accomplish this mission, it is necessary to offer educational and related services to homeless children and youth to supplement the traditional classroom experiences. The Grant will provide a portion of the salary for the homeless coordinator, and will provide funding for tangible goods and services, (toiletries, tokens, school supplies, uniform support, bus transportation) tutoring and refreshments for parent trainings and workshops.

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
3. Targeted populations to be served

Homeless Children and Youth District Wide.
The term "homeless children and youth" is defined as: children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; who are abandoned in hospitals; or are awaiting foster care placement; Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings; Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above. In 2015, 313 homeless children and youth were or are being served through the program.

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

The goals for Hartford's program are:
- To ensure that all homeless students and families receive the rights to which they are entitled.
- To promote student success in school through support for academics, behavior, attendance, and social-emotional needs.
- To continuously improve the school system's capacity to serve homeless children and youth effectively.

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

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

Program evaluation will be linked to the McKinney-Vento Standards and Indicators. Evaluation data will be reviewed at each of the biannual review meetings in order to track progress in achieving the objectives, identify issues and gaps, and recommend adjustments for program improvement.

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

"Every student and every school thrives"

960 Main Street Hartford CT 06103 • www.hartfordschools.org
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

The district program benefits from a rich web of partners, beginning at the state level with the Department of Education and the Department of Children and Families. The community-based agencies that are available to support our program and our families through their services include shelters and transitional living facilities in Hartford, Catholic Charities, the Village for Families and Children, YWCA, Urban League, Compass, CT Children’s Medical Center, Children’s Center at St. Francis, the Children’s Advocacy Center, Wadsworth Atheneum, Hispanic Health Council, Hartford Hospital, Social Security Administration, Community Renewal Team, Hartford Public Library, CT Science Center, and many others. Many of these agencies and organizations provide services to children and families through referrals, and others contribute through discounted or free tickets to exhibitions and events. Matching funds of $47,652 will be provided out of the district’s Title I allocation.

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

"Every student and every school thrives"