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. Contract Approval: Education Resource Strategies $515,000 (Supt et al.)

   Hartford Public Schools (HPS) is at a critical point, navigating through a set of very challenging conditions and confined to strategies that may no longer meet system-wide needs. The district’s Equity 2020 report identified an over-abundance of facilities with significant inequity in resource use, capacity utilization and building conditions; furthermore, the Office of the Child Advocate’s report found “serious failings in the district’s procedures, practices and culture” relating to suspected child abuse and neglect, however could be applied to many other aspects of our organization.

   In the spring and summer of 2017, HPS partnered with Education Resource Strategies (ERS) to help identify specific areas of opportunity to better align its resources with strategic priorities, including creating a financially and educationally sustainable network of schools, and in conjunction with network master planning, redesign the school funding formula to minimize unintended variation. ERS is a non-profit organization dedicated to transforming how urban school systems organize resources—people, time, and money—so that every school succeeds for every student.

   This work will be funded primarily through the Nellie Mae Education Foundation (NMEF) District Level Systems Change (DLSC) Grant.
That the Hartford Board of Education authorizes the Superintendent to execute a contract with Education Resource Strategies for the term delineated in the contract ending August 31, 2018, at a cost not to exceed $515,000.

2. Contract Continuation Approval: Hartford Performs $314,000 (Supt et al.)

Hartford Performs began delivering programs to six Hartford Public Schools in the 2010-11 school year and has added schools each year. They now serve all 32 of the district’s PreK-Grade 8 neighborhood and magnet schools.

During the 2017-18 school year, Hartford Performs will provide arts-integration programs during the school day to all students in all 32 of Hartford’s PreK-Grade 8 schools. In addition, they will provide professional-learning services to the district’s early literacy teachers to enable them to use arts techniques in the classroom to build their students’ reading, comprehension and expression abilities.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Performs for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $314,000.

3. First Reading: Bylaws of the Board: Board Committees (The Board)

That the Hartford Board of Education accepts the first reading of the Board Committees Bylaw.

B. Consent Agenda

4. Contract Continuation Approval: Schlagheck Solutions, LLC $70,000 (Supt et al.)

Schlagheck Solutions, LLC has contracted with the Hartford Public Schools to run, manage and coordinate the internship program at Pathways Academy of Technology & Design for the 2017-2018 School Year. The consultant works to identify, secure and prepare students for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help Pathways students with making career choices, college/career decisions and transitioning into the workplace setting.

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Schlagheck Solutions, LLC for the term delineated in the contract ending June 30, 2018, at an amount not to exceed $70,000.

5. Acceptance of Funds: USDA Farm to School Implementation Grant $93,384 (Supt et al.)

Hartford Public Schools was one of hundreds of applicants across the country competing for the 2017 Farm to School Implementation Grant. The United States Department of Agriculture (USDA) and Food and Nutrition Services has awarded
Hartford this as HPS has shown strong experience and readiness to conduct farm to school initiatives.

That the Hartford Board of Education accepts the funds from the United States Department of Agriculture in the amount of $93,384.

6. Certified Staff Layoff Due to Position Elimination (Supt. et al)

That the Hartford Board of Education layoff and terminate the employment of the certified staff member listed on Exhibit A effective June 30, 2017, for the reason that their positions have been eliminated or lost to other certified staff with greater seniority and there is no other available position for which they are qualified.

VII. Adjournment
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AGENDA
ITEM # 1

NEW BUSINESS

CONTRACT APPROVAL:
EDUCATION RESOURCE STRATEGIES

AMOUNT
$515,000

AUGUST 15, 2017

DR. TORRES-RODRIGUEZ
MS. TAVERA

FUNDING SOURCE
NELLIE MAE EDUCATION
FOUNDATION

BACKGROUND

Hartford Public Schools (HPS) is at a critical point, navigating through a set of very challenging conditions and confined to strategies that may no longer meet system-wide needs. The district’s Equity 2020 report identified an over-abundance of facilities with significant inequity in resource use, capacity utilization and building conditions; furthermore, the Office of the Child Advocate’s report found “serious failings in the district’s procedures, practices and culture” relating to suspected child abuse and neglect, however could be applied to many other aspects of our organization.

In the spring and summer of 2017, HPS partnered with Education Resource Strategies (ERS) to help identify specific areas of opportunity to better align its resources with strategic priorities, including creating a financially and educationally sustainable network of schools, and in conjunction with network master planning, redesign the school funding formula to minimize unintended variation. ERS is a non-profit organization dedicated to transforming how urban school systems organize resources—people, time, and money—so that every school succeeds for every student.

This work will be funded primarily through the Nellie Mae Education Foundation (NMEF) District Level Systems Change (DLSC) Grant.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Education Resource Strategies for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $515,000.
1. **Context/Overview**

   In the spring and summer of 2017, HPS partnered with Education Resource Strategies (ERS) to help identify specific areas of opportunity to better align its resources with strategic priorities, including creating a financially and educationally sustainable network of schools, and in conjunction with network master planning, redesign the school funding formula to minimize unintended variation. ERS is a non-profit organization dedicated to transforming how urban school systems organize resources—people, time, and money—so that every school succeeds for every student.

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

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| Total                                                       | $515,000 |

*Every student and every school thrives*
3. Targeted populations to be served
   All staff and students

4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)
   Aligns with priority areas: Operational Effectiveness and Systemic Accountability

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

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

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

"Every student and every school thrives"
Ensuring Equitable Access to High-Quality Schools in Hartford Public Schools

Re-Aligning Resources to Drive Transformation at a Crucial Moment for HPS

The Hartford Opportunity

Hartford Public Schools is at a critical juncture. New Superintendent Dr. Leslie Torres-Rodriguez is charged with leading the 21,000-student system through a set of very challenging conditions, including eight years of flat funding, a possible bankruptcy for the city, and a resource allocation strategy (Weighted Student Funding) that may no longer meet system-wide needs. The district’s Equity 2020 report identified an over-abundance of facilities with significant inequity in resource use, capacity utilization and building conditions, although proposals for addressing these challenges have not yet gained traction with local stakeholders. The district also continues to wrestle with unintended consequences of the Sheff v. O’Neill decision, including enrollment decline in traditional schools and disparity in school funding and needs.

These resource constraints are the context for stark performance challenges: On the most recent Smarter Balanced Assessment, 26.8% of HPS students met or exceeded standards in ELA and 14.2% did so in math.

These long-term challenges have been brought into sharp relief by the recent release of the Office of the Child Advocate report, which found “serious failings in the district’s procedures, practices and culture regarding mandatory reporting of suspected child abuse and neglect.” While the report focused specifically on policies and practices regarding child abuse and neglect, district leaders recognize that the issues highlighted in the OCA report could just as easily apply to many other aspects of system operations.

With these challenges as a backdrop, HPS has redoubled efforts to drive system improvement through four areas of priority: operational effectiveness, teaching & learning, family & community engagement, and systemic accountability. In the spring and summer of 2017, HPS partnered with Education Resource Strategies (ERS) to help identify specific areas of opportunity to better align its resources with these strategic priorities:

1. Create a financially and educationally sustainable network of schools for HPS’ entire network that emphasizes equity and eliminates barriers to strategic school design
2. In conjunction with network master planning, redesign the school funding formula to minimize unintended variation
3. Clarify and help principals use resource flexibilities to re-imagine how their schools work, made possible through a coherent, network-based school support strategy
4. Take advantage of enabling conditions to make connected professional learning a centerpiece for improving the quality of instruction in HPS’ schools

5. Redesign the teacher hiring and onboarding process to take place earlier and draw from a central pool of high-quality applicants

Given its breadth of opportunities, HPS must now define a course of action that supports its long-term aspirations for change, addresses urgent challenges in the short-term, demonstrates clear evidence of progress to the community, and builds HPS’ organizational capacity to execute effectively and drive system-wide improvement.

About ERS

ERS is a non-profit organization dedicated to transforming how urban school systems organize resources—people, time, and money—so that every school succeeds for every student.

Since 2004, we have worked hand-in-hand with the leaders of over 30 school systems and several states on topics such as funding equity, budget development, central office support, teacher compensation and career path, and strategic school design. We also share research and practical tools based on our extensive dataset, and we collaborate with others to create the conditions for change in education.

In all of our work, we focus on the larger picture—how resources work together to create high-performing systems. Our non-profit status enables a different kind of partnership with districts and states: one where we participate in the transformation struggle, create insights together, and share lessons with others.

We believe that for every school to succeed for every student, schools must look very different from today. School and district leaders must identify the resource shifts required to protect the most important instructional investments that support student outcome goals while ensuring fiscal sustainability. Most schools will only get there if school systems leverage data to understand resource use and redesign their central office to provide schools with what they need to succeed.

Examples of our partnerships with school district leaders, including a detailed description of our long-term impact working in partnership with leaders in the Cleveland Metropolitan School District, are included at the end of this proposal.

Proposed Scope of Work

ERS proposes building on the progress HPS has made this year with support on three, inter-related fronts over the next nine months.

A. **Master planning for network redesign:** ERS supports HPS in deeply understanding the nature of resource use across its current school network, designing a sustainable plan for redesign that meets community priorities, and enabling high-quality engagement with members of the community;

B. **Enabling conditions for strategic school design:** ERS supports HPS in assessing the existence of critical enabling conditions for optimal organization of each school in service of student learning, with particular focus on enabling high-quality connected professional learning for all teachers and identifying opportunities to improve the annual school planning and budgeting process;

C. **Kickstarting efforts to design schools that work:** ERS supports HPS in applying understanding of current resource use patterns and best practice to create proof points at one or two HPS schools or
campuses, while simultaneously building capacity of school supervisors and other district leaders to scale change across the system.

A. Master Planning for Network Redesign

Through this area of support, HPS and ERS would focus on the following objectives, leveraging the significant work that HPS has already undertaken to understand, quantify and develop potential paths forward for school portfolio planning:

- Define a consistent set of priorities for the redesign of HPS’ network of schools, anchored in data and input from Community Conversations held in Spring and Summer 2017
- Establish a common fact base about the current nature of HPS’ network of schools, including student enrollment patterns, student transportation, community access to programs, and school funding
- Identify a set of strategies and tactics HPS can adopt in the short- and long-term to enact its redesign priorities given its fiscal constraints
- Design a set of metrics that the district should monitor over the long-term to understand the ongoing efficacy of its districtwide redesign process
- Inform stakeholders: communications, including proposal/s to the HPS’ board in December or January

Support and analytics for this effort would include:

1. **School site and enrollment analysis:** ERS conducts an analysis of school sites and enrollment, integrating existing analysis and connecting to school funding analysis outlined below:
   - How is student need and school quality distributed across communities, neighborhoods and schools?
   - What are the current gateways and barriers to equitable community access? How school zones organized to ensure equity across the district?
   - How is school enrollment changing over time? How do shifting demographics and student needs impact school-level decision-making?
   - What effect have state magnet policies had on enrollment and distribution of need?

2. **District financial and equity analysis:** ERS conducts an analysis of overall district spending to identify major areas of opportunity, with a specific emphasis on districtwide school redesign:
   - Based on benchmarks from peer districts across the country, how does HPS invest resources in service of student learning and achievement? What opportunities does HPS have to reallocate resources at the system level to better support student achievement?
   - To what extent do current resource use patterns support conditions of a healthy school choice system (e.g. transportation, family outreach, etc.)? Where opportunities exist to realign system resources with the district’s priorities around portfolio re-design, operational effectiveness and excellent teaching and learning?
   - How equitably does HPS currently allocate resources across different types of students and schools? To what extent does variation in need-adjusted resource levels align with deliberate and effective strategy, and what does this imply for policy and practice in the system?

3. **School reconfiguration planning & modeling:** With the fact base provided from HPS’ internal analysis and the two workstreams described above, ERS works with HPS to model a set of potential scenarios for districtwide school redesign, detailing the trade-offs and implications for key outcomes:
What are the costs, challenges and opportunities that schools of different sizes and grade configurations face in organizing resources strategically? What school and grade configurations maximize opportunities for strategic realignment of resources to support improved student outcomes? How does this match up with current and project distribution of students overall and considering student need?

Which schools in HPS are candidates for strategic reconfiguration? What formal criteria should HPS use to identify these candidates, now and in the future?

What options does HPS have for school reconfiguration (e.g. restart, relocation, grade reconfiguration, merger) and what impact would each option have on funding, staffing, school design and community access?

4. Support for sharing and gathering community input on network master planning: ERS will work with select members of the HPS team to ensure that analysis conducted in 1–3 above effectively articulate the rationale and potential path forward for network master planning.

B. Enabling Conditions for Strategic School Design

Armed with a plan for reconfiguring the school network, we propose turning to the crucial work of ensuring that every school is organized to give every student the best possible opportunity to succeed. We call this “Strategic School Design.”

Today, despite significant changes in what it means to be “college or career-ready,” resource use in schools – including those in Hartford – looks very much the same as it did 50 years ago. Students are divided into classrooms of 20 to 30 students, and they study a particular subject for a set period of time — usually about 50 minutes per day for 180 days — instructed by one teacher. Teachers have roughly the same set of responsibilities on day one of their job as they will have on the last day of their career. And they usually work alone to plan and deliver instruction, rather than as part of a highly functioning team.

As a field, we are learning how organize schools in new ways for high performance. We see it happening in isolated cases, but are now figuring out how to bring those learnings to scale.

At ERS, we are passionate about clarifying the most urgent student needs in a school building and then – based on a deep understanding of current resource practices – supporting schools and systems to make the step-function changes in how people, time, and money are used to support high-quality, personalized and creative approaches to educating all children.

We understand that many schools need break-the-mold school designs to achieve the impact they desire. But we also know that those kinds of designs often won’t work in the first year of a change effort at a school with low teacher expertise, for example. We help school and district leaders move sequentially toward change without losing sight of their ultimate vision. Our perspective and approach to this effort is described more fully in Designing Schools that Work.

Through this area of support, HPS and ERS would focus on the following objectives:

- Establish a common fact base about the use of people, time and money in HPS schools, given their diverse array of student needs, with particular focus on supporting high-quality professional learning.
that contributes to recurring cycles of instructional improvement that in turn drive student achievement;

- Identify areas where current district policy and system conditions, including the annual planning and budgeting process, could be changed to better promote strategic school designs districtwide.

Support and analytics would be organized into the following strands of work:

1. **School level resource use analysis**, which looks at school staffing plans and master schedules to document how schools are organized for student success, including how they deploy staff and use student and teacher time. Specific analyses will focus on how HPS schools are organizing resources to invest in factors that contribute to:
   - Teaching effectiveness, such as teaming, collaborative planning time, expert support and use of formative assessments;
   - Individual attention by subject, lesson type and student need, considering factors such as teacher load, flexible grouping and tutoring;
   - Maximize student time, considering time spent on subject by student type and performance level.

The insights generated in this workstream will inform proposals for how HPS could adjust policy, practice, capacity and decision processes to improve the effectiveness of school level resource use and ROI of HPS’ investments in its schools.

2. **Conditions for high-quality professional learning.** ERS will support HPS school and district leaders in assessing the critical conditions for enabling high-impact connected professional learning. As outlined in the recently released paper, *Igniting the Learning Engine*, these include:
   - Rigorous, high-quality curriculum, instructional materials and assessments;
   - Expert-led collaboration among teachers who teach similar content;
   - Ongoing cycles of observation and feedback by highly effective practitioner-coaches.

3. **Assessment and re-design of annual planning and budgeting process.** Based on interviews with HPS district and school leaders and our work with large urban districts around the country, ERS will work with HPS leaders to identify opportunities to improve the annual school planning and budgeting process to enable more effective and strategic resource use in HPS schools. This workstream will result in a clear, comprehensive mapping of the current HPS process and proposed process for the following year, highlighting critical shifts in practice and policy and the path to implementing them.

C. **Kickstarting Efforts to Design Schools that Work**

Through this area of support, HPS and ERS would focus on the following objectives:

- Facilitating targeted shifts in resource use and practice at one HPS school or campus, based on findings from school-level resource analysis and district priorities. This campus would also serve as an initial “proof point” for how Hartford school and district leaders can enable more strategic use of school-level resources to drive improvements in student learning;
- Strengthening capacity among school supervisors and other key district staff around principles and building blocks of strategic school design, to support more effective use of existing resources in HPS schools;
• Creating a venue to develop and practice improvements in operational effectiveness among district and school leaders.

Support would be organized into the following strands of work:

1. **Building capacity for strategic school design.** ERS leads HPS leadership and network teams in a review of strategic school design principles and building blocks, with a particular focus on aspects of strategic school design that are most closely aligned with district need and strategy. As a result, HPS leaders will be better equipped to:
   - Support school leaders in making targeted adjustments in school-level resource use for the 2018-19 school year;
   - Prepare to provide deeper school design support during the annual planning process beginning in fall 2018.

2. **Application of strategic school design principles to drive significant change in one “proof point” HPS school or campus.** ERS facilitates a process with the school leadership team and supporting district leaders to design and implement a full-scale initial design (for a new campus, such as King-Milner) or re-design (for an existing school or campus), grounded in research-backed strategies that will strengthen educators’ ability to foster higher levels of student achievement. To support HPS’ efforts to scale strategic school design thinking and practice across the system, the school or campus selected should be representative of the challenges and opportunities that face many HPS schools.

3. **Progress monitoring metrics.** ERS will work with HPS to determine a set of metrics that the district should monitor over the long-term to understand changes and improvements in strategic school design – considering both the design process and implementation of resource shifts in schools - and to inform its support strategy for principals.

**Proposed Timeline & Cost**

As with our partnership to date, timeline and cost estimates are based on our best understanding of district context and grounded in the scope outlined above. Cost and duration are predicated on timely provision of data by district staff and ongoing engagement from a district staff member over the course of the project. Cost estimates include ERS team travel and other out-of-pocket costs, as well as a $50,000 CAPS database fee to support our ability to provide in-depth analytics and benchmarks from our database of regionally and nationally comparable peer districts.

As a non-profit, we are very proud of our relatively low daily blended rate, which our analysis suggests are less than a third the cost of for-profit consulting firms who provide consultation to school districts.

To the extent that ERS and HPS deem it appropriate based on evolutions to scope, ERS would work with HPS to assess progress against goals as well as actual costs to ensure the sustainability of the project and delivery of the highest-value results for HPS.
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AGENDA

ITEM # 2

NEW BUSINESS

CONTRACT APPROVAL: HARTFORD PERFORMS

AMOUNT $314,000

AUGUST 15, 2017

DR. TORRES-RODRIGUEZ
MS. ENGLAND

FUNDING SOURCE
PRIORITY SCHOOLS GRANT
TITLE II

BACKGROUND

Hartford Performs evolved out of the 2009 Hartford Public Schools Task Force on the State of the Arts. The resulting course of action put into motion by the Hartford Board of Education was to develop a partnership in which the school district and the arts community work in concert to use the arts to propel student achievement throughout the city’s schools. Hartford Performs was created at the behest of the HBOE to be the public/private partnership through which that work would happen. Hartford Performs aggregates and focuses the region’s extensive cultural resources and puts them to work for Hartford Public School students. We also attract private sector supporters to magnify the Hartford Public School district’s investment in this work. Hartford Performs’ model emphasizes equity and equal access to ensure that ALL Hartford students have planned, sequential, standards-based, high-quality arts experiences that support their academic learning as well as their social/emotional development and connection to community.

Hartford Performs began delivering programs to six Hartford Public Schools in the 2010-11 school year and has added schools each year, so that we now serve all 32 of the district’s PreK-Grade 8 neighborhood and magnet schools.

During the 2017-18 school year, Hartford Performs will provide arts-integration programs during the school day to all students in all 32 of Hartford’s PreK-Grade 8 neighborhood and magnet schools. In addition, we will provide professional-learning services to the district’s early literacy teachers to enable them to use arts techniques in the classroom to build their students’ reading, comprehension and expression abilities.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Hartford Performs for the term delineated in the contract ending June 30, 2018, at a cost not to exceed $314,000.
1. Context/Overview

Reinstatement of the Hartford Performs contract with HPS for the 17-18 school year.

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

Hartford Performs connects all Hartford Public School students to quality arts experiences that advance student learning and deepen engagement in community. The purpose of this contract is to ensure that Hartford Performs and Hartford Public Schools together work towards the goals in the district SOP, putting students at the center of their learning and developing leaders to lead for learning.

- First contract (2011-12, 2012-13, 2013-14) was for $400,000/yr.
- Second contract (2014-15, 2015-16, 2016-17) was for $500,000/yr.
- Current contract is for $314,000 (a 37% reduction).

- Services remaining unchanged for 2017-18:
  - $20 per student for grade-level programs in each of HPS’s PreK-Grade 8 schools.
  - At least 2 programs per student, and often 3-5 programs per student.
  - 6 half-day teacher workshops over 3 district-based PD days
  - 9 classroom demonstrations following 2 of the district PD days

- Services reduced for 2017-18:
  - Programs for arts classrooms
  - Previously: all music, visual arts, theater, media arts, Latino Studies and other “specials” teachers received 2 programs each for 2 classrooms (292 classes last year, ranging from 4 classes per school to 20 classes per school)
  - Now: Two teachers receive 1 program each for 2 classrooms at each school (capped at 124 total classes)

In light of the State’s financial crisis, and knowing they, HPS and other nonprofits would be adversely affected, Hartford Performs extensively fundraised, and were able to secure private funding donations.

"Every student and every school thrives"
• Services that would have been eliminated if not for private funding for 2017-18:
  • Programs for PE classrooms: 2 programs each for 2 classrooms (143 classrooms last year, with an average of 4.5 classes per school)

• Services eliminated for 2017-18 (despite fundraising efforts)
  • Summer Arts Literacy program for 18 classes in 15 schools for 275 middle school students
  • 9 half-day teacher workshops on school-based PD days
  • 3 classroom demonstrations following the PD days

**TOTAL EXPENSES (includes private funds and HPS funds)**

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student programs</td>
<td>$377,170</td>
</tr>
<tr>
<td>Professional learning - teachers</td>
<td>$14,993</td>
</tr>
<tr>
<td>Educator events</td>
<td>$7,525</td>
</tr>
<tr>
<td>Professional learning - arts providers</td>
<td>$4,400</td>
</tr>
<tr>
<td>Evaluation</td>
<td>$7,720</td>
</tr>
<tr>
<td>Program Database</td>
<td>$11,490</td>
</tr>
<tr>
<td>Staffing costs associated with student programs &amp; professional learning</td>
<td>$232,653</td>
</tr>
<tr>
<td>Other costs associated with student programs &amp; professional learning</td>
<td>$58,249</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$694,200</strong></td>
</tr>
</tbody>
</table>

**HPS PORTION WILL GO TOWARDS:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student programs</td>
<td>$238,000</td>
</tr>
<tr>
<td>Professional learning - teachers</td>
<td>$14,000</td>
</tr>
<tr>
<td>Educator events</td>
<td>$-</td>
</tr>
<tr>
<td>Professional learning - arts providers</td>
<td>$-</td>
</tr>
<tr>
<td>Evaluation</td>
<td>$-</td>
</tr>
<tr>
<td>Program Database</td>
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<tr>
<td>Staffing costs associated with student programs &amp; professional learning</td>
<td>$60,000</td>
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<tr>
<td>Other costs associated with student programs &amp; professional learning</td>
<td>$-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$314,000</strong></td>
</tr>
</tbody>
</table>

3. Targeted populations to be served

All PK-8 students and teachers.

"Every student and every school thrives"
4. Expected outcomes and benefits (Include goal alignment with SOP & HPS programs)

   Developing leaders to lead for learning - Professional Learning sessions in arts integration techniques for teachers and principals.

   Putting students at the center of their learning - Providing arts education programs to every PK-8 Hartford Public School student through arts integration and in-school arts instruction.

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

   None

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

   Success will be evaluated through program evaluation data, teacher surveys, and professional development evaluation tools.

   Current progress report is attached

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?

      This is a sole source vendor because there is not another organization similar to Hartford Performs in the state of CT. Hartford Performs' sole mission is to provide unique and meaningful arts experiences for the students in Hartford Public Schools.

   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 for Hartford Public Schools
2017-2018 school year

Background
Hartford Performs evolved out of the 2009 Hartford Public Schools Task Force on the State of the Arts. The resulting course of action put into motion by the Hartford Board of Education was to develop a partnership in which the school district and the arts community work in concert to use the arts to propel student achievement throughout the city’s schools. Hartford Performs was created at the behest of HBOE to be the public/private partnership through which that work would happen. Hartford Performs aggregates and focuses the region’s extensive cultural resources and puts them to work for Hartford Public School students. We also attract private-sector supporters to magnify the Hartford Public School district’s investment in this work.

Hartford Performs’ model emphasizes equity and equal access to ensure that ALL Hartford students have planned, sequential, standards-based, high-quality arts experiences that support their academic learning as well as their social/emotional development and connection to community.

Hartford Performs began delivering programs to six Hartford Public Schools in the 2010-11 school year and has added schools each year, so that we now serve all 32 of the district’s PreK-Grade 8 neighborhood and magnet schools.

Statement of Work
During the 2017-18 school year, Hartford Performs will provide arts-integration programs during the school day to all students in all 32 of Hartford’s PreK-Grade 8 neighborhood and magnet schools. In addition, we will provide professional-learning services to the district’s early literacy teachers to enable them to use arts techniques in the classroom to build their students’ reading, comprehension and expression abilities.

Deliverables
1. Student programs
Hartford Performs will deliver short-term arts-integration experiences, each of which will align with both Common Core State Standards and National Core Arts Standards and be tailored to the participating grade level. Programs are delivered by approximately 130 community artists and arts organizations thoroughly vetted by Hartford Performs staff, as well as a panel consisting of certified Hartford Public School teachers.
Each program combines at least one art form (dance, music, theater or visual arts) with one curriculum area (English language arts, math, science or social studies) to help students approach the curriculum subject in a creative and engaging way.
Programs range from a single 45-minute session to as many as five one-hour sessions. While most programs take place at the school, several are held in the region’s museums and theaters so that Hartford students experience the arts in professional settings and are made to feel welcome in these venues.

Most program supplies are provided by the teaching artists. Many programs also include study guides or other materials for teachers to use in preparing for or extending the lesson.

Hartford Performs provides an online, searchable catalogue of approximately 200 programs from which Hartford Public Schools grade-level teams may select programs for their students. To aid teachers in choosing programs, the catalogue is searchable by grade level, curriculum focus, art form and program format. Each program description provides extensive information, ranging from logistics to specific academic standards addressed for each grade level.

Hartford Performs staff also provides in-person assistance to each grade-level team to help teachers select programs for their students. We also provide an online system to expedite scheduling and communication between the teachers and arts providers.

Hartford Performs apportions programs to students on a per capita basis, with each student receiving at least two programs per school year. On average, students receive 3.92 programs per year.

During the 2017-18 school year, Hartford Performs expects to provide approximately 800 programs to the 13,800 students in 32 PreK-Grade 8 schools.

Hartford Performs staff prepares its teaching artists and arts providers to work in the Hartford Public School system through professional-development opportunities on topics such as classroom management and curriculum alignment. Hartford Performs also ensures that teaching artists meet the school district’s requirements regarding background checks and mandated reporter training.

2. Professional learning for Hartford Public School educators

Hartford Performs will provide a series of professional-learning sessions to at least 50 early literacy teachers throughout the district. The sessions are designed to help classroom teachers use theater techniques (simple props, role play, voice and movement, for example) to build student comprehension, reading and presentation skills.

The sessions will be led by a highly experienced and nationally renowned teaching artist from the John F. Kennedy Center for the Performing Arts’ Partners in Education program.

The series will include three half-day workshops offered on HPS District Professional Learning Days. (Each of these workshops will be offered twice to accommodate more teachers.)
Following two of these workshops, the teaching artist will demonstrate the techniques by delivering programs to students in the early literacy teachers’ classrooms. Multiple teachers are encouraged to observe each classroom demonstration to maximize the learning. A debriefing session will follow each demonstration so that teachers may reflect on student reactions and discuss how best to incorporate the techniques into their lesson plans.

Six classroom demonstrations will be provided.

Participating teachers also will receive extensive workshop materials, including suggested lesson plans, step-by-step processes, activity suggestions and templates for student handouts.

3. Evaluation
Throughout the school year, Hartford Performs staff will monitor program delivery throughout the district to ensure that students receive the programs to which they are entitled and that schools are satisfied with the delivery system.

Hartford Performs also will collect and analyze detailed teacher feedback to assess the degree to which programs are helping students achieve desired academic and developmental objectives. An external evaluator will be retained to oversee the process.

Expected Outcomes
Based on previous years’ evaluation results, Hartford Performs expects that at least 90% of responding teachers will report that programs helped students:

- Develop/enhance vocabulary
- Express themselves verbally
- Retain information
- Develop/enhance active listening skills
- Think creatively
- Try new things.

At least 80% of responding teachers are expected to report that Hartford Performs programs helped students:

- Work collaboratively with other students
- Develop/enhance problem-solving skills
- Develop/enhance critical evaluation skills.

Approximately two-thirds of responding teachers are expected to report that Hartford Performs programs helped students express themselves in writing.

Regarding the professional learning programs, Hartford Performs expects that at least two-thirds of responding teachers will report that they have used the techniques learned in their teaching and that doing so enhanced student outcomes.
Deliverable Schedule
1. Student programs
September: Hartford Performs staff will meet with each of approximately 250 grade-
level teams in 32 schools to assist teachers in selecting programs for the
school year provide information about scheduling and program delivery.
Mid-September – Early November: All programs will be scheduled.
Mid-September – Early June: Approximately 800 student programs will be delivered. Hartford
Performs staff will monitor program delivery and collect and analyze
teacher feedback.
July: Hartford Performs will complete an annual evaluation report.

2. Professional learning for Hartford Public School educators
August 24: Two half-day workshops for early literacy teachers.
November 7: Two half-day workshops for early literacy teachers.
November 8: Three classroom demonstrations of techniques used in November 7
workshop, followed by debriefing sessions.
February 20: Two half-day workshops for early literacy teachers.
February 21: Three classroom demonstrations of techniques used in February 20
workshops, followed by debriefing sessions.

Invoice Schedule

<table>
<thead>
<tr>
<th>Date (due net 30)</th>
<th>Amount due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon execution</td>
<td>$40,000</td>
</tr>
<tr>
<td>October 15, 2017</td>
<td>$39,000</td>
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<td>November 15, 2017</td>
<td>$35,000</td>
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<td>January 15, 2018</td>
<td>$34,000</td>
</tr>
<tr>
<td>February 15, 2018</td>
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</tr>
<tr>
<td>March 15, 2018</td>
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</tr>
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<td>April 15, 2018</td>
<td>$33,000</td>
</tr>
<tr>
<td>May 15, 2018</td>
<td>$33,000</td>
</tr>
</tbody>
</table>
Building Evaluation Capacity Program

Report on Classroom Outcomes
2015-16 and 2016-17 school years
Table of Contents

Overview 2

Program Information 2

Questions and Data Collection 4

Key Findings 5

Teacher Responses 5

Arts Provider Responses 12

Next Steps for Program 16

Next Steps for Evaluation 16

Survey Instruments

Program Response Form 17

Arts Provider Reflection 20
Overview

Hartford Performs’ mission is to connect all Hartford Public School students to quality arts experiences that advance student learning and deepen engagement in community. The organization evolved out of the recommendations of the 2009 Hartford Public Schools Task Force on the State of the Arts. The course of action endorsed and put into motion by the Hartford Board of Education was to develop a community partnership in which the school district and the arts community work in concert to infuse arts education throughout the city’s schools. Hartford Performs was created as the cost-effective public/private partnership through which that work would happen. The organization aggregates and focuses the region’s rich cultural resources and puts them to work for Hartford Public School students. It also attracts private-sector supporters to magnify the Hartford Public School district’s investment in this work.

Hartford Performs’ model emphasizes equity and equal access to ensure that ALL Hartford students have planned, sequential, standards-based, high-quality arts experiences that support their academic learning as well as their social/emotional development.

The subject of this report is Hartford Performs’ Arts Integration program, which delivers short-term arts experiences that align with Common Core State Standards and National Core Art Standards. These are provided by community artists and arts organizations thoroughly vetted by Hartford Performs. Students receive a minimum of two arts integration experiences annually, selected by their classroom teachers to deepen students’ understanding of key curriculum being taught. The idea is that when students learn to dance like molecules, drum mathematical progressions or act out a scene from history, they learn those lessons more personally and more deeply. Specific grade levels also receive off-site programs in order to ensure that, by the time every Hartford student reaches high school, he or she will have experienced professional productions in four art forms: dance, music, visual arts and theater. This also fosters a sense of belonging and ownership by students of the region’s cultural assets. During the 2016-17 school year, Hartford Performs is providing approximately 850 programs to nearly 14,000 children in all 32 of Hartford’s Pre-K-Grade 8 neighborhood and magnet schools.

Program Information

During the 2015-16 and 2016-17 school years, Hartford Performs provided programs to 32 public elementary and middle schools. Arts-based learning experiences were delivered by more than 100 arts providers (teaching artists and arts organizations) in collaboration with hundreds of teachers, principals and other educational staff. Programs used dance, music, theater and visual arts in multiple formats, including in-school workshops and performances, artist residencies, and offsite workshops, performances and tours. In addition to the art form, all programs address another curriculum subject: English, math, science or social studies. The programs are designed to help students learn about new topics, develop and enhance vocabulary, express themselves artistically, verbally and in writing, as well as think creatively, try new things and work collaboratively.

All schools participated in multiple program offerings during the 2015-16 and 2016-17 school years. Tables 1a and 1b show the number of programs booked by art form and curriculum area, respectively, for the 2015-16 and 2016-17 school years.
More than 13,500 students participated in Hartford Performs each year, all receiving more than one program.

Approximately 200 different programs were delivered, each employing either dance, music, theatre or visual arts. The type of art form selected by teachers remained essentially constant: in both school years. About a quarter of the booked programs focused on music, about a third on theatre, slightly less than a third on visual arts, and 14% on dance.

Students had opportunities to learn about the arts themselves and to use the arts as a vehicle of exploring curricular areas. Many programs covered several curricular areas. By far the most widely selected were those focusing on English (66% in 2015-16 and 60% in 2016-17). Programs featuring social studies comprised 26% of bookings in 2015-16 and 35% in 2016-17. Science programs made up 19% of bookings in 2015-16 and 27% in 2016-17. Math programs accounted for 16% of bookings in 2015-16 and 12% in 2016-17.

Table 1a: Number of booked programs by art form

<table>
<thead>
<tr>
<th>ART FORM</th>
<th># Booked Programs 2015-16</th>
<th>%</th>
<th># Booked Programs 2016-17</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>118</td>
<td>14%</td>
<td>118</td>
<td>14%</td>
</tr>
<tr>
<td>Music</td>
<td>195</td>
<td>24%</td>
<td>199</td>
<td>24%</td>
</tr>
<tr>
<td>Theatre</td>
<td>262</td>
<td>32%</td>
<td>279</td>
<td>34%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>241</td>
<td>30%</td>
<td>233</td>
<td>28%</td>
</tr>
</tbody>
</table>

Table 1b: Number of booked programs by curriculum area

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th># Booked Programs 2015-16</th>
<th>%</th>
<th># Booked Programs 2016-17</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>539</td>
<td>66%</td>
<td>498</td>
<td>60%</td>
</tr>
<tr>
<td>Math</td>
<td>132</td>
<td>16%</td>
<td>96</td>
<td>12%</td>
</tr>
<tr>
<td>Science</td>
<td>159</td>
<td>19%</td>
<td>222</td>
<td>27%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>214</td>
<td>26%</td>
<td>292</td>
<td>35%</td>
</tr>
</tbody>
</table>

Note: Many programs touch on multiple curriculum areas.
Questions and Data Collection

This evaluation was designed to assess outcomes for students as a result of these programs. The two key questions the evaluation was designed to answer were:

1. **How and to what extent are programs helping students?** Are programs supporting learning in the specified content areas? Are they enhancing the development of other skills, such as active listening, creative thinking and expression, problem solving, critical evaluation, collaboration and social skills?

2. **Are programs being delivered as expected?** Are programs delivered as described in the program descriptions prepared by the artist? Do artists encounter unanticipated situations in the classroom that alter how a program is delivered?

To answer these questions, program data from Hartford Performs’ Arts Integration Program Database were analyzed and surveys were conducted during the spring of 2016 (for the 2015-16 school year) and from October 2016 through June 2017. In 2015-16 surveys were administered only to teachers. In 2016-17, surveys were administered to both teachers and arts providers. Available survey data for this evaluation report are described in Table 2.

**Table 2: Number of respondents to each feedback survey by timing**

<table>
<thead>
<tr>
<th></th>
<th>Program Response Form</th>
<th>Arts Provider Program/Performance Reflection</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 school year</td>
<td>184</td>
<td>-</td>
<td>184</td>
</tr>
<tr>
<td>2016-17 school year</td>
<td>221</td>
<td>281</td>
<td>693</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>405</strong></td>
<td><strong>281</strong></td>
<td><strong>686</strong></td>
</tr>
</tbody>
</table>

As shown, 686 surveys were analyzed. The surveys allowed for collection of different but related information, including direct, open-ended responses. This resulted in rich and extensive data to inform ongoing Hartford Performs practices.

- A total of 405 Program Response Forms were analyzed. The Program Response Form is completed by teachers and keyed to specific programs during the school years. This survey provides insights into both program delivery and multiple items about student outcomes.
- A total of 281 Arts Provider Program/Performance Reflection Forms were analyzed. Art Provider Reflections collect information primarily about program delivery and student and teacher engagement.

Taken together, these responses comprise substantial and broadly representative feedback from key Hartford Performs stakeholders.
**Key Findings**

Results of data analyses showed that, with few exceptions, Hartford Performs programs are contributing in important ways to student outcomes. Findings also show that Hartford Performs programs are being delivered as expected.

Key findings are presented below and additional discussion and details are provided in the remainder of this section of the report.

With few exceptions, the results for the 2015-16 and 2016-17 school years are very consistent across all categories.

Regarding specific outcomes reported on, it should be noted that not all programs are intended to deliver all outcomes. For instance, many programs do not involve a writing component, some do not call for students to work collaboratively, etc. The universal survey instrument used in this evaluation effort (see page 17) did not make allowances for the differences in program types.

**Teacher responses**

- A total of 96% of the teachers concurred that Hartford Performs is positively contributing to every key program outcome. This included having a positive impact on students’ confidence, meeting learning goals for the grade level, engaging students, and increasing students’ knowledge about and interest in the subject matter. The teachers also indicated that the programs were age appropriate and met teacher expectations.
  - The vast majority of teacher respondents agreed/strongly agreed that Hartford Performs programs helped participating students achieve the targeted student outcomes.
    - More than 95% agreed/strongly agreed that Hartford Performs programs helped students try new things, develop or enhance active-listening skills, and to think creatively.
    - More than 90% agreed/strongly agreed that Hartford Performs programs helped students retain information, express themselves artistically, develop/enhance vocabulary, and develop/enhance social skills.
    - More than 80% agreed/strongly agreed that Hartford Performs programs helped students work collaboratively with other students, develop/enhance problem-solving and critical thinking skills.
    - A total of 67% agreed/strongly agreed that Hartford Performs programs helped students express themselves in writing.

- Some 79% of teacher respondents rated their students’ overall experience with the program they received as “excellent,” and another 18% rated it as “good.”

- Nearly all teacher respondents agreed or strongly agreed that their experience with Hartford Performs was positive.
  - A total of 99% said the arts provider was approachable for both teachers and students, and that the communication style with teachers was professional.
  - A total of 98% said the handouts and other materials were relevant to students, the program description was accurate, and the length of the program was appropriate for the students.
  - A total of 97% said the arts provider came well prepared and that scheduling the program was easy.
  - A total of 96% said the classroom was well managed throughout the program.
While teachers were generally very pleased with the programs their students received, 20% of respondents said that there were areas of the program that could have been strengthened in some way. Most provided specific suggestions for improvement.

Overall teacher satisfaction was evidenced by the fact that 96% of teacher respondents said that they would select the same program again.

Table 3: Percent of responding teachers who agreed/strongly agreed that Hartford Performs arts providers helped participating students (n=402)

<table>
<thead>
<tr>
<th>Hartford Performs Programs helped students . . .</th>
<th>2015-16</th>
<th>2016-17</th>
<th>TOTAL AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try new things</td>
<td>99%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Develop/enhance their active listening skills</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Think creatively</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>With retention of information</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Develop/enhance vocabulary</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Express themselves artistically</td>
<td>91%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Develop/enhance social skills</td>
<td>89%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Express themselves verbally</td>
<td>88%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>Work collaboratively with other students</td>
<td>86%</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>Develop/enhance their critical evaluation skills</td>
<td>81%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>Develop/enhance their problem-solving skills</td>
<td>75%</td>
<td>87%</td>
<td>82%</td>
</tr>
<tr>
<td>Express themselves in writing</td>
<td>65%</td>
<td>67%</td>
<td>67%</td>
</tr>
</tbody>
</table>

When asked to elaborate on their answers to the above questions, teachers provided a number specific examples of how Hartford Performs programs helped students build skills. Several teacher comments are noted below.

"The session so inspired my students that I no longer hear their reluctance at being asked to write. They willingly write in their journals and on assessments."

"Students who struggle with comprehending multiplication connect with this program so well because it offers an alternative learning method that is music based and very engaging!!!!"
“Students learned why they should not bully and what to do if they or a friend is getting bullied, which I thought was great.”

“For some of the students the nursery rhymes was a brand new concept for other students the nursery rhymes was a review of what they have learned at home and school. It was nice to see the nursery rhymes come to life with the puppets and other props.”

“The students were very into this program and it provided a lot of one-on-one or small group activities that allowed students to use and develop their vocabulary and thinking skills.”

“Students gained knowledge and vocabulary that will be useful to them moving through this unit of studying Colonial America.”

As shown in Table 4 and Figure 1, some 96% of teacher respondents rated their students’ overall experience with Hartford Performs programs as either good or excellent, with “excellent” receiving by far the most responses.

Table 4: Teacher ratings of students’ overall experience with Hartford Performs programs

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>184</td>
<td>218</td>
<td>402</td>
</tr>
<tr>
<td>Poor</td>
<td>1%</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Fair</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Good</td>
<td>26%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Excellent</td>
<td>70%</td>
<td>79%</td>
<td>74%</td>
</tr>
</tbody>
</table>
Figure 1: Teacher ratings of students’ overall experience with Hartford Performs programs

What follows are teacher responses when asked what aspects of the program they found most valuable for their students.

"The allowance for student creativity with mathematics."

"It's a more in depth exploration of an area in art that I can only touch more briefly upon during our regular art curriculum. The provider brought knowledge and materials and shared ideas more in depth than I am able to do."

"The one thing that resonated for me was how [the teaching artist] infused my students with a new love for writing. He reinforced the values I was teaching -- that writing is an important way to share your thinking -- and helped to get students to understand that writing is fun."

"The connection to their reading unit was most valuable, in addition to performing with their puppets. Most students have had little to no experience on stage."

"Reinforcement of nouns, verbs, adjectives, adverbs while creating a piece of art work.

"Learning choreography, meeting an artist they can connect to and gaining global perspective and knowledge about life in Senegal in comparison to life in the United States."
“My students ... enjoyed learning about and seeing the different animals brought in for them to enjoy and sculpt. I loved watching my students work to think outside the box to sculpt and create replicas of the animals in front of them.”

“The most important aspect of the program we valued was how the students’ vocabulary was enhanced through the nursery rhymes. The puppets and props helped the students make meaningful connections.”

“The program got students thinking and talking about inclusion and becoming more aware of students with special needs.”

“The thinking skills involved in developing the patterns and putting them together to make their final product were valuable. They had to visually interpret information so they could create their combinations and final pieces.”
Teachers who responded to the survey also indicated a high level of satisfaction with how the arts providers they selected worked with them and their students. As seen in Table 5, teachers almost universally found scheduling easy, that the programs were delivered as promised, that the arts providers were professional, prepared and able to manage the classroom.

**Table 5: Percent of responding teachers who agreed/strongly agreed their experience with Hartford Performs was positive (n=404)**

<table>
<thead>
<tr>
<th></th>
<th>Total Agree 2015-16</th>
<th>Total Agree 2016-17</th>
<th>TOTAL AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling with the provider was easy.</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>Length of the program was appropriate for the selected students.</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>The program description in the database accurately described the program content.</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>The Arts Provider’s communication style with <strong>teachers</strong> was professional.</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>The Arts Provider’s communication style with <strong>students</strong> was professional.</td>
<td>96%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Teachers</strong> found the Arts Provider approachable.</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Students</strong> found the Arts Provider approachable.</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Handouts/materials provided by the Arts Provider were relevant to students.</td>
<td>97%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>Handouts/materials provided by the Arts Provider were useful to teachers.</td>
<td>94%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>The classroom was well managed for the duration of the program.</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>The Arts Provider arrived on time.</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>The Arts Provider came well prepared.</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>The Arts Provider came with adequate materials as promised.</td>
<td>98%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>
Teachers were asked both if they thought the program they experienced could be strengthened and whether they would select it again. As shown in Table 6, while one-quarter of respondents said that the program could be strengthened in some way, 94% said they would select the same program again for their students.

Table 6: Percent of responding teachers who agreed/strongly agreed with the following statements about Hartford Performs programs (n=402)

<table>
<thead>
<tr>
<th>Hartford Performs Programs . . .</th>
<th>% 2015-16</th>
<th>% 2016-17</th>
<th>TOTAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were areas of the programs that could be strengthened</td>
<td>30%</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Respondent would select the same Hartford Performs program they selected again</td>
<td>91%</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Figure 2: Teachers who would select the same program again
**Arts Provider responses**

To gain a broader understanding of how programs are being delivered in the classroom, during the 2016-17 school year, Hartford Performs began asking arts providers for their impressions of how successful their programs were in the classroom.

Overall, *arts providers reported that their programs went as expected and that both students and teachers were engaged in the program as they delivered it.*

As shown in Figure 3, of the 281 respondents, 80% said their programs had gone as expected.

**Figure 3: Arts providers who said their program went as expected**

Of those who said that programs didn’t go as expected, 64% said it was better than expected, 11% that it was worse than expected, and 25% that it was “just different,” with many elaborating on specific events and outcomes. See Table 8 and Figure 4.

**Table 8: Percent of responding how the program did not go as expected**

<table>
<thead>
<tr>
<th>If the program didn’t go as expected, was it...</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better than expected</td>
<td>59</td>
<td>64%</td>
</tr>
<tr>
<td>Worse than expected</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Just different</td>
<td>23</td>
<td>25%</td>
</tr>
</tbody>
</table>
Figure 4: Arts providers responding how the program did not go as expected. (N=92)

As asked to comment on unexpected events or outcomes from their program, arts providers cited a number of positive and negative items. Challenges noted generally centered on scheduling changes, changes in room assignment, different numbers of students than anticipated, classroom management issues, and miscommunication between themselves and the school. However, most comments were positive, praising teachers for their preparation, cooperation and classroom management. Many also noted their enjoyment of working with the students.

As seen in Table 9 and Figure 5, arts providers perceived a high level of engagement by both teachers and students for their programs, with 93% of respondents saying that students were actively engaged, and 89% saying that teachers were engaged for the duration of the program.

Table 9: Percent of responding arts providers who agreed/strongly agreed that students and teachers were actively engaged throughout their program.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were actively engaged for the duration of my program</td>
<td>250</td>
<td>93%</td>
</tr>
<tr>
<td>Teachers were actively engaged for the duration of my program</td>
<td>241</td>
<td>89%</td>
</tr>
</tbody>
</table>
Figure 5: Arts provider ratings of student and teacher engagement during program

Most of the arts providers’ comments in the open-ended question about engagement revolved around student behavior and attention spans, as well as the level of teacher participation in their program. Many remarked on turn-arounds in student behavior or learning over the course of the program.

Below are some of the arts providers’ comments.

“One student who was not particularly cooperative was actively participating and using creative thinking skills by the 2nd day. He was actively engaged on the third day!”

“I loved that some student wanted to share ideas during the show. They were so excited. They almost couldn’t contain themselves.”

“It was most effective to sing soft animal songs that engaged the students and helped them focus.”

“A very quiet child during the reading took her time making her…puppet that it displayed such a vibrant personality. It was great to see her express her interest through strong colors.”

“Teachers are very positive, supportive, encouraging, and in control very respectful. Greater discovery and learning happening.”

“Kids were very helpful wanted to participate: gave up recess to complete project.”

“One student who normally worked at his own station totally lit up with the knowledge and fun shared in this program. His smile was vibrant by the end!”
“Three students who during the class, began - and insisted- ‘I can’t do it.’ - ended up able to stay ‘I got it!’ -And ‘I can.’”

“Today, all four groups wanted to perform first! The students asked for the teacher to have a ‘turn to show his moves.”

“One of the students charged the stage to participate and as I was explaining a detail he said, ‘I’m waiting!’ He was so excited to participate.”

“One of the most distracted students became the most supportive during the final activity and a got a round of applause from his peers.”
Next Steps for Program

In response to these findings, Hartford Performs plans to take the following action steps:

1. Continue working with all arts providers in the current cadre and identify new providers and programs needed.
2. Continue providing multi-disciplinary arts-based programming for Hartford Public Schools using strategies identified as effective through this evaluation and other assessments.
3. Identify which programs score the lowest in regard to program delivery and achieving key objectives and reach out to those arts providers to provide additional support to help improve programs.

Although the findings regarding classroom management and teacher engagement were positive, a careful review of comments by arts providers indicated that the following steps also would be in order.

4. Develop additional classroom-management professional-learning programs to help arts providers deal with behavioral issues they find challenging in the classroom.
5. Reinforce to classroom teachers the need for them to participate actively in the programs to encourage student engagement.

Next Steps for Evaluation

Regarding evaluation, Hartford Performs plans to take the following action steps:

1. Continue monitoring student outcomes.
2. Continue monitoring program delivery.
3. Modify Program Response Form to accommodate differences in types of outcomes sought.
4. Change Arts Provider survey from handwritten to electronic format to aid data analysis.
5. Align teacher feedback with artist feedback to compare impressions of programs between the two groups.
6. For future evaluation, Hartford Performs will measure programs based on arts integration level (access, alignment, integration), because expected outcomes differ based on these variables.

To assist in monitoring program delivery, teacher attitudes and student engagement, Hartford Performs also has developed a Program Observation Protocol. This tool will be used by Hartford Performs staff in the 2017-18 school year to provide another point of view (different from the teachers’ and arts providers’) about whether programs are being delivered as articulated in the program description, the amount of time spent on instruction vs student participation, how the arts provider interacted with students and teachers, teachers’ roles during the program, and the degree to which students and teachers were engaged in the program.
Program Response Form – Questions
Online survey administered through Survey Monkey, prompted by email invitations to classroom teachers once a program has been completed.

1. **What is the name of your school?**
   Answered via check-off list of 32 participating schools

2. **What grade level(s) did you teach this year? (Mark all that apply.)**
   Answered via check-off list of 10 participating grades

3. **What subject(s) did you teach this year? (Mark all that apply.)**
   - Dance
   - Drama/Theatre
   - English/Language Arts
   - Foreign Language
   - Math
   - Media Specialist/Librarian
   - Music
   - Physical Education
   - Science
   - Social Studies
   - Special Education
   - Visual Arts
   - Other (please specify)

4. **Have you participated in Hartford Performs programs in the past?**
   - This was my first year participating in Hartford Performs programs with my students.
   - I have participated in Hartford Performs programs with my students in the past.

5. **Name of the Program.**
   Answered via open response.

6. **Name of the Arts Provider.**
   Answered via open response.

7. **What grade level(s) participated in this program? (Mark all that apply.)**
   Answered via check-off list of 10 participating grades.

8. **Why did you select the program? (Mark all that apply.)**
   - I’ve experienced it before.
   - It fit with specific lessons I planned.
   - The topic interested me.
   - The topic interested my students.
   - I expected it to help my students develop academic skills (such as active listening, vocabulary development or others).
   - I expected it to help my students develop other key skills (such as collaboration, art appreciation, or others).
   - I liked the particular Arts Provider.
   - Other (please specify).

9. **Please indicate how much you disagree or agree with the following statements about your experience with this Hartford Performs program this year.**
   Scale: Strongly disagree, Disagree, Agree, Strongly Agree, NA
   - Scheduling with the provider was easy.
   - Length of the program was appropriate for the selected students.
The program description in the database accurately described the program content.
The Arts Provider’s communication style with teachers was professional.
The Arts Provider’s communication style with students was professional.
Teachers found the Arts Provider approachable.
Students found the Arts Provider approachable.
Handouts/materials provided by the Arts Provider were relevant to students.
Handouts/materials provided by the Arts Provider were useful to me.
The classroom was well managed for the duration of the program.
The Arts Provider arrived on time.
The Arts Provider came well prepared.
The Arts Provider came with adequate materials as promised.

10. Please indicate how much you disagree or agree with the following statements about the contribution of this Hartford Performs program to student learning. The Program...
Scale: Strongly disagree, Disagree, Agree, Strongly Agree
- was age appropriate.
- met learning goals for the grade level.
- engaged students.
- increased students’ knowledge of the subject matter.
- increased students’ interest in the subject matter.
- had a positive impact on students’ confidence.
- met my expectations.

11. Please indicate how much you disagree or agree with the following statements. The Program helped participating students...
Scale: Strongly disagree, Disagree, Agree, Strongly Agree
- develop/enhance their active listening skills.
- with retention of information.
- develop/enhance vocabulary.
- think creatively.
- express themselves in writing.
- express themselves verbally.
- express themselves artistically.
- develop/enhance their problem-solving skills.
- develop/enhance their critical evaluation skills.
- develop/enhance social skills.
- work collaboratively with other students.
- try new things.

12. Please provide any additional comments or feedback regarding your responses to the questions above about students’ academic, artistic, or other skill development.
Answered via open response.

13. How would you rate your students’ overall experience with this program?
- Poor
- Fair
- Good
- Excellent
14. What aspects of the program did you find to be the most valuable for your students? 
Answered via open response.

15. Were there areas of the program that could be strengthened? 
   - No 
   - Yes

16. What area(s) of the program could have been strengthened? 
   Answered via open response.

17. Would you select this program again? 
   - No 
   - Yes

18. Why wouldn’t you select this program again? 
   Answered via open response.

19. Now that you have participated in this program, will you do anything differently in your classroom? 
   - No 
   - Yes

20. What will you do differently in your classroom? 
   Answered via open response.

21. Please provide any additional comments about this Hartford Performs program or arts integration that you would like to share. 
   Answered via open response.

22. Date you are completing this survey. 
   - School year 2016-17 
   - School year 2015-16
Arts Provider Program/Performance Reflection – Questions

*Paper survey printed on the reverse side of program payment vouchers. Completed via handwritten answers and then entered into Survey Monkey for analysis.*

1. **Voucher Number**
   - Answered via open response.

2. **School Visited**
   - Answered via check-off list of 32 participating schools.

3. **Program Name**
   - Answered via open response.

4. **Arts Provider**
   - Answered via open response.

5. **Program booked as**
   - Grade Level Program
   - Arts/PE Program

6. **Program booked by**
   - Answered via check-off list of 10 participating grades

7. **Did today’s program go as expected?**
   - Yes
   - No

8. **Was it:**
   - Better than expected
   - Worse than expected
   - Just different

9. **Please describe any unexpected events/outcomes of today’s program:**
   - Answered via open response.

10. **Is there anything you will do differently next time?**
    - Yes
    - No

11. **Please describe what you will do differently next time.**
    - Answered via open response.

12. **Please rate your level of agreement with the following statements:**
    - Scale: Strongly Disagree, Disagree, Agree, Strongly Agree
    - Students were actively engaged for the duration of my program.
    - Teachers were actively engaged for the duration of my program.
13. Use this space to expand on your answers above.
   Answered via open response.

14. (Optional) Feel free to share a program highlight with us!
   Answered via open response.
AGENDA

ITEM # 3

NEW BUSINESS

FIRST READING: BYLAWS OF THE BOARD: 9321 BOARD COMMITTEES

BACKGROUND

As part of ongoing policy review and development, the Board has been working to update and revise the committee functions, to reflect strategic priorities.

RECOMMENDATION

That the Hartford Board of Education accepts the first reading of the Board Committees Bylaws 9321.
Bylaws of the Board

Board Committees

Committee of the Whole

Committees of the Whole are posted workshops of the Board. The Board shall meet periodically as a Committee of the Whole to review intergovernmental and legislative matters including developing an annual legislative agenda. This committee will also review board processes, including all issues relating to board meetings, workshops, committees, legislative matters, constituent service, and other issues related to how the Board does its work. Actions taken at these meetings, which must be posted and open per state laws, will come as committee recommendations to the Board for consideration in regular business meetings.

Ad Hoc Committee / Task Force

Ad hoc committees and Task Forces may be created by the Chairperson or the board.

The duties of the committee or task force shall be outlined at the time of appointment, and the committee or task force shall dissolve and issue a final report within six months or later, if timeline is extended.

All committees or task forces of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

Standing Committees of the Board

The Chairperson of the Board of Education shall appoint the committee chairs and members by filing a list thereof with the Superintendent's office as soon as possible following the annual meeting. The Chairperson's designation shall be made public at the first board meeting subsequent to its filing.

The following will be standing committees:

1. Finance and Audit Committee
   This committee will deal with matters pertaining to the development and recommendation of the school system budget to the Board, review and maintenance of a five-year financial forecast, and monitoring of financial affairs of the Board of Education. The Committee will recommend to the Board budget modifications, adhering to board policy, based on financial analyses and the needs of the system, review contracting practices, ensure that budget allocations & expenditures reflect the system's priorities as informed by the strategic operating plan, oversee and review the school system audit, and serve as an advocacy body on behalf of the district at the local and state level.
Bylaws of the Board

Board Committees (continued)

2. Family and Community Engagement Committee
   The committee will review and assess indicators of parent and community engagement practices, review the results of an annual customer satisfaction survey, and review and assess constituent service reports – so as to make recommendations to the Board and the Superintendent. Additionally, the committee will work closely with the appropriate staff to monitor the functioning of school governance councils, as well as establish and monitor policies and processes that promote more effective engagement that is linked to teaching and learning between families, schools, students, the Board, and the system. This committee also informs planning strategies, topics, timelines, and other matters related to Board and community dialogues as pertaining to the Board's outreach to stakeholders and the district's partnerships with families and communities.

3. School Choice and Facilities Committee
   The School Choice and Facilities Committee will focus on topics in the areas of: facilities master planning, school (re)design, construction and maintenance, public use of facilities, attendance area studies, transportation, and state/federal legislation that impact school facilities, enrollment and equity. This committee will review and assess data related to the development and operation of School Choice; review and make recommendations about policies related to the implementing of School Choice; and, review educational design specifications for new incubated, redesigned, consolidated, co-located and magnet schools. The committee will also review proposals regarding facility usage and building location of the aforementioned schools, and the annually updated Capital Improvement Plan, prior to submission to the City of Hartford.

4. Policy Committee
   This committee is responsible for the biannual review of all policies and recommendations or revisions for Board of Education Policies. In addition this committee addresses matters pertaining to the development and recommendation of policies for the Board and its bylaws. The committee monitors the implementation of Board policies, and continuously stays abreast local, state and federal laws and regulations to determine and apply implications for Hartford Public Schools' policy development and revisions. The committee works closely with the appropriate staff to draft new or refined policies, processes and protocols that are brought to the full Board and Superintendent for any formal action to be conducted. On an as-needed basis, the committee shall advise the Board of Education on matters directly affecting employees of the school system. Issues and referrals related to human resources come primarily from the superintendent of schools, and include the adoption and implementation of policies and practices to recruit, develop and retain a diverse, cultural competent and highly effective staff—in order to ensure equity and excellence in achieving Board and system goals and objectives.

5. Teaching & Learning Committee
   The committee shall advise the Board of Education on matters relating to teaching and learning, including the instructional programs used in the district’s schools and their relevance and alignment to the local contexts. Specific responsibilities of the committee shall be: to work cooperatively with the superintendent and appropriate staff to monitor and assess instructional programs and professional learning that are aligned with student needs and achievement—in order to ensure equity and excellence; and, to
monitor as needed progress, outcomes, and the effectiveness of the curriculum and teaching and learning practices in achieving Board and system goals and objectives, as articulated by the district’s strategic operating plan.

Each committee shall have, as near as can be; the same number of members, provided that each member of the Board serves on two (2) committees.

The duties of each committee shall be determined or revised as the committee is formed.

Each committee chair, with the assistance of the Superintendent, will establish a schedule of committee meetings.

The agenda for each committee shall include any matter referred to that committee as well as any item submitted to the Superintendent by any member of the committee at least 72 hours in advance of the committee meeting. The Board committee agenda setting protocol must be adhered to for item submission guidelines.

Committee reports shall be prepared at the direction of the committee chair and shall faithfully reflect the discussion and the votes taken. Committee reports from meetings shall be shared with all members of the Board and the Superintendent.

No committee shall have power other than to recommend to the Board unless specially authorized.

All committees of the Board shall follow the provisions of the Freedom of Information Act as required by statute.

Legal Reference: Connecticut General Statutes
1-7 through 1-21k Freedom of Information Act.
1-18a Definitions.
1-21a Meetings of government agencies to be public.

Bylaw adopted: April 22, 2008
Revised: March 16, 2010
AGENDA
ITEM # 4

NEW BUSINESS

CONTRACT CONTINUATION APPROVAL:
SCHLAGHECK SOLUTIONS LLC.

AMOUNT
70,000

FUNDING SOURCE
TRAVELERS GRANT

AUGUST 15, 2017

DR. TORRES-RODRIGUEZ
MR. SWAN

BACKGROUND

Schlagheck Solutions, LLC has contracted with the Hartford Public Schools to run, manage and coordinate the internship program at Pathways Academy of Technology & Design for the 2017-2018 School Year. She has worked three years servicing our students. The consultant works to identify, secure and prepare students for paid internship opportunities where our students will gain work experience and hands-on experience by working in local businesses. The experience gained will help Pathways students with making career choices, college/career decisions and transitioning into the workplace setting. In addition, to the internships themselves, Ms. Schlagheck is responsible for planning and implementing a wide array of work-based learning events and programming including Career Days (where dozens of companies present to freshmen at our school); Job Shadow Days (where all the Sophomores go to professional job sites); Industry Panels; and many other smaller events targeted to engage various sub-populations in the internship process. In her three years at Pathways she has nearly doubled the size of the program and engaged a group of students that reflects Pathways overall school population. Pathways, under Ms Schlagheck’s leadership, has developed best practices that the district is emulating in its efforts to expand internships district-wide. Pathways has secured a grant from Travelers to fund this contract.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract with Schlagheck Solutions, LLC for the term delineated in the contract ending June 30, 2018, at an amount not to exceed $70,000.
1. Context/Overview

The consultant runs, manages and coordinates the internship and work-based learning program at Pathways Academy of Technology and Design. She has been with us since the 2014-2015 school year.

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

The consultant’s $70,000.00 contract is used entirely to support pay for Mrs. Schlaghecks’ time and insurance. As a contractor she receives no benefits of any kind.

3. Targeted populations to be served

424 students at Pathways Academy will be served directly. The internship opportunities are made available all school year and during the summer. The entire district benefits from the model program her work supports.

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

Our students get professional workplace experience applying skills they learn in the classroom and engaging with the working world. The experience gained will help with their college/career choices and will help them transition into the professional work environment.

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

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

The consultant provides weekly summaries of her work plans and outcomes. The most important outcome is the number of students who engage in paid

"Every student and every school thrives"
technology-related internships. Students submit their timesheets with evaluations. Attached you will find a summary of the continuous progress the consultant has made with goals set and outcomes.

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?

    Mrs. Schlagheck has run our program for three years and built relationships and knowledge that would be very costly for us to rebuild.

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

    Travelers funds 100% of this contract.

b. Please attach a copy of the grant abstract and other applicable documents
"This page [is] intentionally left blank."
AGENDA

ITEM # 5

NEW BUSINESS

ACCEPTANCE OF FUNDS: USDA FARM TO SCHOOL IMPLEMENTATION GRANT

AUGUST 15, 2017

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

AMOUNT
$93,384

BACKGROUND

The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) has selected Hartford Public Schools to receive the Fiscal Year 2017 Farm to School Implementation Grant in the funding amount of $93,384.00. The award is effective June 26, 2017, and ends on September 30, 2019. The goal with the continued implementation of the district’s farm-to-school programs is to provide local, culturally appropriate, and nutritious foods to every student in the district and to teach them how to eat well. This is made possible through procurement, promotion, experiential learning/school gardens, and curricular integration.

RECOMMENDATION

That the Hartford Board of Education accepts the funds from the United States Department of Agriculture in the amount of $93,384.
USDA 2017 Farm to School Implementation Grant

Executive Form

1. Context/Overview

Continued implementation of the Farm to School program at Hartford Public Schools with the financial support of the United States Department of Agriculture 2017 grant.

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

Hartford Public School will match funds from the USDA Farm to School Implementation Grant to utilize procurement strategies to incorporate higher volumes of local food into the school menu. Grant funds will allow HPS to install new processing equipment to establish an enhanced "central production kitchen" at the Journalism and Media Academy that will allow for the processing, packaging, and distribution of local foods to a network of eighteen schools. The USDA Farm to School Implementation Grant will also further strengthen HPS’s partnership with FoodCorps by increasing the number of Service Members in the district from two to three, which will more deeply integrate HPS’s farm-to-school programs in both the cafeteria and the classroom.

3. Targeted populations to be served

Eighteen schools in the city of Hartford (50% located in Hartford’s high-poverty Promise Zone, 50% serving children in Pre-K settings, and 72% participating in school-based Summer Food Service Program).

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

By August 2017, develop and expand the JMA kitchen as a “central production kitchen” facility serving a network of eighteen schools in the HPS district and over 9,200 students total, as well as establish and fill two additional FoodCorps service sites opportunities to promote farm-to-school district-wide. This should result in providing nutrition promotion and gardens education to at least 1,500 students to FoodCorps service site schools in Hartford’s Promise Zone. Also, to introduce new...
prepped and packaged local ingredients into the school meal program by July 1, 2019 which increases the HPS local food procurement by at least $400,000 from the FY2016 baseline assessment to total more than $1,444,000.

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

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

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

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

8. **For grants only:**
   a. Identify partnerships and their financial commitment included in the grant
      
      1. **Community Solutions** – Supports HPS by connecting the farm-to-school steering committee with promising new community partners and leads for new local vendors.
      2. **NE Dairy & Food Council** – Providing a funded collaboration with HPS to install commercial kitchen equipment that leverages USDA grant funding for the JMA central production kitchen space.
      3. **Arnold’s Meats** – Performs supply chain logistics coordination for HPS’s local products, including local produce aggregation.
      4. **Scott’s Jamaican Bakery** – Works with the Food & Child Nutrition Department to develop customized products for school meals, such as Jamaican Beef Patties, whole grain Coco Rolls, and catered, fresh sandwiches.
      5. **Joe Czajkowski Farms & Karl Christian Farms** – Supplies local fresh fruits and vegetables, as well as local value-added products.
      6. **Hartford Public Library** – Co-organizing internships with HPS in the JMA central production kitchen and other HPS school kitchens for Hartford

"Every student and every school thrives"

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immigrants. The internships will also serve as a recruitment tool to connect the schools with high quality applicants for positions within the HPS Food & Child Nutrition Department.

b. Please attach a copy of the grant abstract and other applicable documents
June 12, 2017

Ms. Lornie Burt
Hartford Public Schools
960 Main Street
Hartford, CT 06103-1234

Dear Ms. Burt:

Congratulations! The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) has selected Hartford Public Schools to receive a Fiscal Year 2017 Farm to School Implementation Grant.

Hundreds of applicants across the country competed for a limited amount of funding. The overwhelming interest in this round of USDA Farm to School Grants excited us, but also made the selection process extremely difficult. Your application stood out because it demonstrated your strong experience and readiness to conduct farm to school initiatives; showed that you are thinking critically about opportunities and challenges; outlined goals that are closely aligned with ours; proposed a reasonable scope and budget; and gave us confidence that your farm to school program will be implemented with or without continued Federal support.

Attached please find the FNS-529 Grant/Cooperative Agreement form which provides funding for the above-referenced project, as detailed below:

- Funding Amount: $93,384.00
- Award Start Date: June 26, 2017
- Award End Date: September 30, 2019

In addition, attached is a copy of the FNS Grant Terms and Conditions for this award. These Terms and Conditions will remain in full force and effect throughout the agreement period. Please note the following, as detailed in the Terms and Conditions:

- All expenditures paid for with funds provided under this award must be incurred within the period authorized above, and be in accordance with the tasks, project deliverables, and guidelines outlined in the Grant Terms and Conditions.
- Only actual costs for work completed, rather than the estimates described in your grant application, may be charged to the award.
- If you establish sub-awards to carry out any of the work on your project, it is important that subgrantees also abide by these award terms. It is your responsibility to monitor the work and expenditures of your subgrantees.

Please plan to attend an introductory webinar for all grantees on June 28, 2017 at 3:00 pm EDT or June 29, 2017 at 3:00 pm EDT. Both webinars will provide the same content so please attend the one that works best for you and your team’s
schedule. We will follow-up via e-mail with additional details regarding how to register for the webinar. If you are unable to attend either webinar live, please plan to watch the recording by **July 14, 2017**. After the webinar, we will be in touch to schedule an initial check-in call to discuss details and answer questions. In the meantime, please move forward on hiring contractors, formalizing partnerships, and preparing to fully engage in your farm to school project beginning **June 26, 2017**.

Please have the appropriate authorizing official sign the FNS-529 (in **BLUE INK**) and it then should be scanned and emailed to Anna Arrowsmith, at anna.arrowsmith@fns.usda.gov no later than **June 19, 2017**. If scanning is not an option, mail a copy of the requested materials signed as noted above to Anna Arrowsmith at the below address:

Anna Arrowsmith, Grants Officer  
USDA/FNS/FM/Grants and Fiscal Policy Division  
3101 Park Center Drive, Suite 744  
Alexandria, VA  22302

Lastly, included as an attachment is the ASAP.gov Information Request form. This form is necessary to begin the enrollment process in the online payment system, ASAP.gov, to set up the Letter of Credit by which your grant funds will be made available to you. **Use only if you do not have an account established with FNS.** For additional information on ASAP.gov please visit:  

Once we have received your signed FNS-529 form, we will sign and return one copy of the fully executed agreement to you. Please note that your fully executed FNS-529 agreement, signed by both FNS and your agency, serves as the “official grant agreement” and should be maintained in your files.

USDA will make a public announcement regarding this grant award on June 12, 2017. **We ask that you refrain from any local or regional announcements until after the official USDA announcement is made.** To assist you in making your own announcement, we have included a sample press release. Once the USDA announcement is made, you are encouraged to share the news with local and regional media.

To summarize, please take the following actions:

- Save the date and participate in the introductory webinar on June 28, 2017 at 3:00 pm EDT OR June 29, 2017 at 3:00 pm EDT.
- Sign and return the FNS 529 agreement and the ASAP.gov Information Request Form by **June 19, 2017**.
- Share news of the award with local and regional media (after the official USDA announcement is made on June 12, 2017). Feel free to use the attached press release template.
If you have any questions or need assistance with amendments or financial matters, please contact your Grants Officer, Anna Arrowsmith, at 703-305-2998 or anna.arrowsmith@fns.usda.gov. For assistance with programmatic matters, contact Danielle Fleury, at 617-565-1604 or danielle.fleury@fns.usda.gov.

Once again, congratulations on your grant award. We look forward to working with you and your staff on your FNS grant.

Sincerely,

Lael J. Lubing
Director
FNS Grants and Fiscal Policy Division

Erin Healy
Director
FNS Office of Community Food Systems

Enclosures

cc: Micka Sanderson
    Anna Arrowsmith
    Danielle Fleury
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AGENDA
ITEM # 6

NEW BUSINESS

CERTIFIED STAFF LAYOFF

AUGUST 15, 2017

DR. TORRES-RODRIGUEZ
MR. PETER DART

BACKGROUND

On May 2, 2017, a tenured certified staff member was notified of their layoff because their position was eliminated or lost to another certified staff with greater seniority, and there is no other available position for which they are qualified.

The certified staff member affected was advised of their right to request an evidentiary hearing concerning the matter and of their recall rights under applicable collective bargaining agreements. The certified staff member was also advised that if they did not request an evidentiary hearing within the time allowed to do so, the Superintendent of Schools would recommend that the Board of Education layoff the staff member without such a hearing.

The staff member listed on Exhibit A did not request an evidentiary hearing.

RECOMMENDATION

That the Hartford Board of Education layoff and terminate the employment of the certified staff members listed on Exhibit A effective June 30, 2017.
EXHIBIT A

Tenured
Lesinski, Kathleen