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
      o First Quarter Financial Report as of September 30, 2017
   3. Committee Reports
      o Family & Community Engagement
      o Policy Committee
      o School Choice & Facilities Committee
      o Teaching & Learning Committee
      o Finance & Audit Committee
   4. Student Report

VI. Business Agenda

A. Items in Order of Importance
   1. Contract Approval: Imaj Associates $77,300 (Supt et al.)

This contract addendum supports the continuation of multiple communications projects aligned with the Hartford Public Schools district improvement plan. This contract is fully funded by supplemental funds to the District Level Systems Change (DLSC) grant from the Nellie Mae Education Foundation (NMEF). The funds support communications and engagement work associated with implementing the HPS Strategic Operating Plan, specifically putting students at the center of their learning and family and community partnerships. Through this funding, NMEF provides the professional communications supports and services of Imaj Associates to create family and community learning modules
and webinars, student-centered learning communications materials, translations, and planning and development services for the Hartford Public Schools.

As specified in the grant, Imaj Associates was awarded the contract as the technical assistant through a Request for Qualification (RFQ) bid by the Nellie Mae Education Foundation.

That the Hartford Board of Education authorizes the Superintendent to execute a contract addendum with Imaj Associates according to the agreed upon grant guidelines, ending June 30, 2018 at a cost not to exceed $77,300.

2. Second Reading and Adoption: Wellness Policy 6142.101 (Policy Committee)

That the Hartford Board of Education accepts the second reading and adopts Wellness Policy 6142.101.

B. Consent Agenda

3. Acceptance of Funds: Connecticut State Department of Education for Hartford Adult Education Programs $1,755,405 (Supt et al.)

This grant provides funding for state mandated educational services to adult learners in pursuit of English Language proficiency, secondary education completion, adult basic education, the acquisition of skills needed for postsecondary opportunities, and citizenship.

That the Hartford Board of Education authorizes the Superintendent to accept a total of $1,755,405 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.

4. Acceptance of Funds: Connecticut State Department of Education Cooperating Eligible Entity (CEE) Grant -- Adult Education Programs $170,555 (Supt et al.)

The Cooperating Eligible Entity Grant provides mandated adult education services through a collaborative relationship between the Adult Education Center in Hartford and two Cooperating Eligible Entities: Literacy Volunteers of Greater Hartford and Urban League of Greater Hartford. This grant supplements existing adult education services through enhanced activities such as services to special populations, specific literacy education and additional support services.

That the Board of Education authorizes the Superintendent to accept a total of $170,555 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.

5. Approval of School Construction Projects as Complete and Submittal of ED049F Forms (Supt et al.)

The State Department of Administrative Services, Office of School Construction Grants & Review (OSCGR) requires that the School Building Committee and Board of
Education certify that they accept school construction projects as complete prior to OSCGR approving the final payment and sending the project to audit.

The Hartford School Building Committee (HSBC), working through Arcadis/O&G/C&R Program Management, has confirmed completion of the work and received approval of the work by the Department of Buildings & Grounds at the following schools:

- International Baccalaureate Academy at Quirk – State Project #064-0294
- Journalism Media Academy at Barbour – State Project #064-0296
- Asian Studies Academy at Bellizzi School – State Project #064-0298
- MD Fox School – State Project #064-0299
- West Middle School – State Project #064-0304

That the Hartford Board of Education accepts the International Baccalaureate Academy at Quirk (State Project #064-0294), Journalism Media Academy at Barbour (State Project #064-0296), Asian Studies Academy at Bellizzi School (State Project #064-0298), MD Fox School (State Project #064-0299) and the West Middle School (State Project: #064-0304), as complete.

Furthermore, that the Board of Education approves the request for final payment and submittal of the ED-049F form to the Office of School Construction Grants for the audit to commence.

C. Workshop Session (District Model (Part I): HPS Reimagined)

VII. Adjournment
"This page [is] intentionally left blank."
TO: Dr. Leslie Torres-Rodriguez, Superintendent of Schools
FROM: Paula Alfieri, Chief Financial Officer
DATE: October 26, 2017
SUBJECT: FY 17-18 - 1st Quarterly Financial Report

General Budget:

For the three-month period ending September 30, 2017 we have expended a total of $37.5 million or 13.2% of the 2017-18 General Fund Budget of $284.0 million. Total encumbrances amount to $33.2 million and represent 11.7% of the General Fund Budget.

We are presently forecasting the following variances;

- A forecasted negative variance in Fringe and Insurance of $639,955, or 1.6% of fringe and insurance budgets. The variance is attributable;
  - A negative forecasted variance of $639,955 in Employee Health Insurance based on health insurance claims submitted through the first quarter.

- A forecasted negative variance in Contingency of $1.97 million. This variance is attributable to the placeholder credit in the 2017-18 adopted budget resulting from the uncertainty of education aid from the State and/or the necessity and identification of further reductions.

Special Funds:

For the three-month period ending September 30, 2017 we have expended a total of $28.9 million, or 22.0% of the 2017-18 Special Funds Budget of $131.7 million. Total encumbrances amount to $14.6 million and represent 11.1% of the Special Funds Budget.

Given the early stage of the fiscal year, revenue and expenditure forecasts will be adjusted as official student enrollment, expenditures trends, and State education aid become well defined. We will continue to monitor our fiscal position and will provide updated forecasts as they are available.

Should you have any questions or require additional information, please do not hesitate to contact me.

Thank You.
<table>
<thead>
<tr>
<th>Description</th>
<th>FY 2017-18 Adopted Budget</th>
<th>FY 2017-18 Adjusted Budget</th>
<th>Year To Date Expenditures</th>
<th>Year To Date Encumb/Commitment</th>
<th>To Be Expended</th>
<th>Year End Expenditure Forecast</th>
<th>Difference (Amended less Forecast)</th>
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<td>Contingency</td>
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<td>(1,970,346)</td>
<td>-</td>
<td>(1,970,346)</td>
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<td>Indirect</td>
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<td>(1,740,465)</td>
<td>(1,740,465)</td>
<td>(1,740,465)</td>
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<td>27,814,998</td>
<td>41,213,263</td>
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Fund 1063 General Budget Total: 284,008,187 (13.3%) 284,008,187 (11.7%) 37,535,824 (33,181,164) 215,501,500 (266,618,488) (2,610,301)
### SPECIAL FUNDS
Financial Position Report as of September 30, 2017

<table>
<thead>
<tr>
<th>Grant Name</th>
<th>2017-18</th>
<th>2017-18 Adjusted</th>
<th>Year To Date</th>
<th>Year To Date</th>
<th>Balance</th>
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<td></td>
<td>Adopted Budget</td>
<td>Budget</td>
<td>Expenditures</td>
<td>Encumb/Commitment</td>
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<td>11,728,623</td>
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<td>Title I Part D Neglected &amp; Delinquent</td>
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<td>4,515,666</td>
<td>789,957</td>
<td>141,674</td>
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| TOTAL | 133,925,300 | 131,737,800 | 28,947,886 | 14,603,927 | 88,186,087 |

|       | 22.0% | 11.1% |
# Hartford Board of Education - Fringe Benefits Analysis
## Fiscal Year 2017 - 2018

### Summary

<table>
<thead>
<tr>
<th></th>
<th>FY 2017-18 Budget</th>
<th>FY 2017-18 Actuals As of 9/30/2017</th>
<th>FY 2017-18 Year-End Forecast</th>
<th>FY 2017-18 Budget to Year-end Forecast</th>
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<tbody>
<tr>
<td><strong>Total Revenue - Surplus(Deficit)</strong></td>
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<td><strong>Total Expense - Surplus(Deficit)</strong></td>
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<td><strong>Total Surplus(Deficit)</strong></td>
<td>-</td>
<td>23,081</td>
<td>(639,955)</td>
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</table>

### Revenue

**Contributions and Reimbursements**

- **Employee/Retiree**: 15,749,035
- **State Subsidy - Retirees**: 877,029
- **CVS Caremark Reimbursements**: 1,795,300
- **OPEB Trust Reimbursements**: 1,505,306
- **Other Contributions**: 2,586,743
- **Contributions from HPS**: 62,317,132

**Total Revenue**: 84,830,545

### Expenses

- **Employee Insurance**: 62,255,688
- **Pension Costs**: 6,447,499
- **Worker’s Compensation**: 3,575,181
- **Social Security - Employer Share**: 7,569,563
- **Unemployment Compensation**: 1,000,000
- **Property and Liability Insurance**: 3,117,008
- **Professional Improvements/Other Benefits**: 865,606

**Total BOE Expenses**: 84,830,545

**Year End Balance - Surplus (Deficit)**: -23,081
AGENDA

ITEM # 1

NEW BUSINESS

CONTRACT APPROVAL:
IMAJ ASSOCIATES

NOVEMBER 21, 2017

DR. TORRES-RODRIGUEZ
DR. PUHLICK

AMOUNT
$77,300

FUNDING SOURCE
SPECIAL FUNDS: NELLIE MAE
EDUCATION FOUNDATION

BACKGROUND

This contract addendum supports the continuation of multiple communications projects aligned with the HPS district improvement plan. This contract is fully funded by supplemental funds to the District Level Systems Change (DLSC) grant. The funds support communications and engagement work associated with implementing the HPS Strategic Operating Plan, specifically putting students at the center of their learning and family and community partnerships. Through this funding, Nellie Mae Education Foundation provides the professional communications supports and services of Imaj Associates to create family and community learning modules and webinars, student-centered learning communications materials, translations, and planning and development services for the Hartford Public Schools.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to execute a contract addendum with Imaj Associates according to the agreed upon grant guidelines, ending June 30, 2018 at a cost not to exceed $77,300.
1. Context/Overview

This contract addendum supports the continuation of multiple communications projects aligned with the HPS district improvement plan. This contract is fully funded by supplemental funds to the District Level Systems Change (DLSC) grant. The funds support communications and engagement work associated with implementing the HPS Strategic Operating Plan, specifically putting students at the center of their learning and family and community partnerships. Imaj Associates is the sole TA provider for communications support to Nellie Mae Education Foundation’s District Level Systems Change (DLSC) grantees, including the Hartford Public School district. The contract to Imaj Associates was awarded through a competitive request for qualifications process.

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

The purpose of the contract is to support ongoing district communications work in alignment with district priorities including the continued development of family and community learning modules and webinars, student-centered learning communications materials, translations, and planning and development services for the Hartford Public Schools.

3. Targeted populations to be served

Communications materials and resources are developed for all internal and external stakeholders.

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

The contract with Imaj Associates will develop communications resources for all stakeholders including schools, students, families, and the community aimed at building understanding and engagement in putting students at the center of their learning.

"Every student and every school thrives"
5. Alternative options (alternative sources, best priced solutions, etc.)

NA

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

The project includes a work plan and regular required reporting. The DLSC grant includes a comprehensive public engagement and internal data collection process. In addition, NMEF has contracted with an outside consultant to partner with grantees to evaluate progress and inform work plan revisions.

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?

Imaj Associates is the sole TA provider for communications support to Nellie Mae Education Foundation’s District Level Systems Change (DLSC) grantees, including the Hartford Public School district. The contract to Imaj Associates was awarded through a competitive request for qualifications process.

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"
11/1/17

Client: Hartford Public Schools (HPS)
Re: Scope of Projects: Workplace Learning Module, Part II, Education Comps, Social Media Plan/Campaign, Graphic Design
Contact: Michelle Puhlick, HPS
Imaj Contact: Jami Ouellette, Patti Melalogno

IMAJ ASSOCIATES SCOPE OF SERVICES

Continued Development and Build-out of Student Centered Modules:
Workplace Learning

The HPS workshop modules will enable turnkey training on core areas related to Student-Centered Learning in order to reach a broader audience over a longer period of time. The modules will be able to be used by schools who want to share information with teachers, parents and staff and by community organizations and employers working with youth in Hartford who may also want to take advantage of them as a professional development opportunity with their staff. This approach helps to expand public understanding and sustain continued deeper understandings of SCL in alignment with the HPS Strategic Operating Plan.

Topic:
- Workplace Learning Experiences as an Anywhere, Anytime Approach to College & Career Readiness (Focus on high-quality, skill-based internships with caring adult mentor)

Potential Audiences:
- Community based provider partners and their constituents
- Parents/ parent groups
- Students
- Teachers and faculty
- Community members
- Hartford Region Employers

Specific Scope of Part II of the Module
Module Build and Content Development

Components:
Internal creation of a web portal that provides access to resources including:
Module Session Agenda
Facilitator Notes and workbook (created internally using file created by Imaj for previous module as guide)
PowerPoint with talking points (created internally using PPT created by Imaj for previous module as guide)
Animation showing overlay of internship framework, SCL and workplace learning and describing SCL value of internships
Multiple Optional Activities to for facilitators to choose from
Video Links
Ncte-catcher

Total Part II Workplace learning module finding request..............................$17,500

Module Opeds and Blogs

Module Opeds (2) and Blogs (Building Site, writing/Editing – 5 blogs)

Total Module Opeds and Blogs............................................................................ $6,000

Social Media Launch and Planning

Assistance in developing a social media plan, and support developing and launching initial tactics and communications. Use of social media as a communications and engagement strategy was identified within the HPS Strategic Communications Plan as a high-leverage strategy, but their current practice only employs sporadic, non-strategic use of limited social media platforms.

Initial focus will be on building a district planning social media approach
- Help build out a strategy including the use of a content delivery tool such as Medium and a social media management tool such as Hootsuite.
- Provide guidance and support creating a post plan that integrates with communications plan for greatest impact on a systems level.

Total Social Media.........................................................................................$10,800

Educator Competencies Project Documentation and Reporting

The purpose the of the educator competencies work is to build capacity of leaders and teachers through a systematic and intensive series of professional learning experiences that target the staff members who have direct impact on the ongoing development of teachers – instructional
coaches, school leaders and specific central office staff, particularly direct principal supervisors, who play a major role in school improvement in HPS. The SCL Educator Competencies serve as the framework for the district-wide Coaching Academy. Throughout the project, documentation of activities, discussions, agendas, notes and other artifacts will promote sustainability and widespread dissemination and allow challenges and questions to be surfaced. These records will be compiled in a final summary and report on the project that will serve as a guide for future activities. Artifacts will also be shared broadly through internal and external communications.

Documentation and Reporting: Project consultant to document artifacts, agendas, notes, lessons learned, etc. from the year's process in order to codify the approach for future use by Hartford and/or other districts.
- Attend training sessions and participate in virtual coaching and planning sessions to capture learnings
- Provide suggestions for communications opportunities and assist with content development and design
- Produce a final report that summarizes key learnings and recommendations

Technical Assistance: Provide planning and technical assistance related to personalized professional learning.

**Total Ed Comps Documentation and Reporting** ......................................................... $38,000

**Graphic Design**

As part of the DLSC Grant work focused on building a systemic approach to putting students at the center of their learning, provide graphic design services for communications materials in support of district priorities, district planning, and engagement efforts.

**Total Graphic Design** ................................................................................................. $5,000

**Total Services** .............................................................................................................. $77,300

**Timeline: December 2017 – June 2018**
AGENDA

ITEM # 2

NEW BUSINESS

SECOND READING & ADOPTION:
6142.101 WELLNESS POLICY

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 second reading and adopts Wellness Policy, #6142.101.
Instruction

Wellness

Policy Intent / Rationale

Hartford Public Schools recognizes that wellness is a multidimensional concept. **Overall student wellness is at the core of student learning and success in school.** Achieving wellness requires balancing the various aspects of the whole person, including physical, social, and emotional well-being. These aspects are physical, emotional, intellectual, social, occupational, and spiritual and are closely interconnected. Hartford Public Schools promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment and modeling positive wellness practices, good nutrition, and regular physical activity as part of a well-balanced learning environment. The District supports a healthy environment where children learn and participate in positive nutritional and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and increased physical activity. Improved health optimizes student performance potential and helps to ensure that no child is left behind while developing positive lifelong healthy behaviors. **Hartford Public Schools is dedicated to optimizing student performance potential by continuously improving our wellness model to ensure that our students develop healthy behaviors that will carry them through and beyond their years in school.**

Nutrition Education and Promotion

A comprehensive health education program implemented sequentially will insure that nutrition education is taught at all grade levels in an appropriate manner, delivering key concepts and honing on the skills necessary to develop the functional, nutritionally literate student for life.

Administration will plan for students to receive adequate instruction and training in nutrition education. The goal of the schools will be to teach healthy and safe food choices. Schools will plan interdisciplinary instruction, with the goal of increasing nutrition education instruction.

Nutrition Education shall:
- It is recommended that:
  - A comprehensive health education program implemented sequentially will ensure that nutrition education is taught at all grade levels in an appropriate manner, delivering key concepts and honing on the skills necessary to develop the functional, nutritionally literate student for life.
  - Administration will plan for students to receive adequate instruction and training in nutrition education. The goal of the schools will be to teach healthy and safe food choices.
  - Schools will plan interdisciplinary instruction, with the goal of increasing nutrition education instruction in core curricula.
- Provide a Standards-Based Sequential Nutrition Education curriculum, developed with the guidance of the Health Education Assessment Project (HEAP) and/or the Health Education Curriculum Analysis Tool (HECAT). The curriculum should emphasize education strategies most likely to promote lifelong habits for good health with developmentally appropriate and culturally relevant activities.

- Be infused into core subjects such as math, science, social studies, language arts, social studies, and consumer and family sciences to complement and enhance sequential nutrition education lessons within the comprehensive school health education curriculum.

- Encourage schools to seek enhancement of nutrition education through the many opportunities that exist within the school and in the community. Examples could include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs and nutrition promotions, events and initiatives such as school/community health fairs and school gardens.

- The nutrition education program will be linked to school meal programs, school gardens, cafeteria nutrition promotion, after-school programs, and farm-to-school programs.

- Be taught by state-certified health education teachers or nutritionists and teachers of other disciplines or other qualified school staff.

- Provide all school personnel with opportunities to attain updates of scientifically accurate and evidence-based health information.

- Involve sharing consistent and reinforcing health information with families and the broader community to positively impact students and the health of the community.
Instruction

Wellness

Physical Education (moved here from section below, see edits below)
It is recommended that:

- Provide all-school personnel with opportunities to attain updates of scientifically-accurate and evidence-based health information. This will augment positive modeling and health messages in the school environment with the awareness of the importance of nutrition, physical activity, and positive lifestyle behaviors for student and school achievement.
- Involve sharing consistent and reinforcing health information with families and the broader community to positively impact students and the health of the community.

Students' achievement is tempered, in part, by individual levels of health and well-being. Therefore, the district administration will provide methods for promoting physical activity both during and after the school day.

Physical Activity
It is recommended that:

- Physical activity will be integrated across curricula and throughout the school day. Physical activity will be integrated as part of science, math, social studies and language arts as designed by curriculum specialists.
- All schools shall provide a daily recess period, which is not used as a punishment or a reward. Schools shall consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Elementary school students (PK-5) shall have at least twenty (20) minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity.
- Physical activity participation will take into consideration the “balancing equation” of food intake and physical activity.
- Children should have several opportunities for physical activity during the school day. It is recommended that children 5-12 years of age have 60 minutes of daily physical activity, especially during the daytime hours.
- Physical activity facilities on school grounds will be safe.
- The schools shall provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Information will be provided to families to help them incorporate physical activity into their students' lives.
- Schools are encouraged to provide community access to promote students' and community members' use of the school's physical activity facilities outside of the normal school day.
- Schools shall encourage families and community members to institute programs that support physical activity, such as a walk-to-school program.
• Middle and high schools shall incorporate physical activity through the physical education and health curriculums that focus on and promote physical, social, and emotional wellness of students.

• Hartford Public Schools provide parent education programs about the importance of physical activity and encourage adults to model healthy behavior by participating in wellness programs, and in physical activity programs with their children or students.

• Hartford Public Schools will encourage community partners and families to provide structured physical activity programs and opportunities for unstructured physical activities for students outside of school.

Other School-Based Activities

• After-school programs will encourage physical activity and healthy habit formation.

• Local wellness policy goals will be given priority in planning all school-based activities (such as school events, field trips, dances, and assemblies).
Instruction

Wellness

- Support for the health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children's health insurance programs.
- Schools shall organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.

Physical Education (moved to section above Physical Activity section)

The administration shall insure the curriculum implementation of Physical Education as it relates to the wellness policy and state regulatory statutes.

Physical Education instruction shall:

- Be taught by state-certified physical education teachers.
- Be aligned with national, state and local standards-based curriculum.
- Have a student/teacher ratio similar to other classes.
- Have time allotted for physical education that is consistent with state standards/guidelines.
- Be the Provide an environment where students learn, practice and are assessed on developmentally appropriate motor skills, movement patterns, social skills and knowledge needed to perform a variety of physical activities.
- Include the instruction of individual and cooperative fitness activities as well as competitive and non-competitive sport forms to encourage life-long physical activity.
- Have adequate equipment available for all students to participate in physical education.
- Provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Provide information to families to help them incorporate physical activity into their students' daily lives.
- Encourage families and community members to institute programs that support physical activity, such as a walk to school program.

School Meals (moved from section below see edits below)

Nutrition Standards for School Foods and Beverages

Hartford Public Schools will provide students with nutritious and appealing foods that meet students' health and nutrition needs and accommodate ethnic and cultural food preferences to help develop lifelong healthy eating habits.

The district shall follow all federal and state regulations in regards to foods and beverages available during the school day. In addition the following shall be implemented.
• All sources of food and beverage sales to students at school must comply with the Connecticut Nutrition Standards (CNS). This applies to all sources of food sales on school premises at all times including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises.

• All beverages sold in school must meet the state statute (C.G.S. Section 10-221q). This applies to all beverages sold as part of school meals and separately from school meals, from all sources including school cafeterias, school stores, vending machines, fundraising activities on school premises, and any other sources of beverage sales to students.

• It is encouraged that foods and beverages served at school celebrations shall meet the Connecticut Nutrition Standards and the beverage requirements of state statute.

• School meals shall be served in clean and pleasant settings. The cafeteria environment will have adequate space to eat and students will have adequate time to eat. All full day students shall be provided with a daily lunch period of not less than 20 minutes.
Wellness

School-Meals (moved to section above Nutrition Standards for School Foods and Beverages)

- School meals shall offer varied and nutritious food choices that are consistent with USDA nutrition standards and the Dietary Guidelines. meet the U.S. Department of Agriculture’s nutrition standards and requirements for the National School Lunch Program and School Breakfast Program, and all applicable state statutes and regulations.

- Emphasis will be placed on foods that are nutrient-rich such as fresh fruits and vegetables, whole grains, low fat dairy, lean meats, legumes, and seeds.

- A variety of fruits and vegetables will be offered daily in school meals.

- Only low-fat milk and other low-fat dairy products will be served in school meals.

- Whole grain foods when possible will be incorporated into school meals.

- School meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal, cultural norms and preferences and student acceptability to help develop lifelong healthy eating habits.

- Hartford Public Schools encourages all students to eat a healthy breakfast.

- A School Breakfast Program will operate in every school and students are encouraged to eat a health breakfast.

- With appropriate medical documentation, efforts will be made to modify meals prepared for students with food allergies or other special nutritional needs.

- Menus and allergen information will be distributed to schools and posted on district web site.

Policy Recommendations for Other Foods and Beverages

- Food and beverages sold a la carte by the Food Services Program shall meet the Connecticut’s Healthy Snack Standards as published by The Connecticut State Department of Education to include the following:
  - Limit portion sizes of all beverages, except water, to no more than 12 ounces.
  - Have available only 100% fruit or vegetable juice.
  - Encourage the availability of whole grains and foods containing fiber.
  - Use only single-serving portion sizes or portions.

- All beverages sold in school vending machines and/or school stores or school sponsored events during the school day shall follow state of Connecticut general statutes.

- It is strongly encouraged that all foods sold in school vending machines and/or school stores or school sponsored events during the school day shall also follow Connecticut’s healthy snack standards.
It is strongly encouraged that school fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet Connecticut's Healthy Snack Standards.

It is encouraged that classroom snacks shall feature healthy choices that meet Connecticut's Healthy Snack Standards.

It is encouraged that foods and beverages served at school celebrations shall meet Connecticut's Healthy Snack Standards.

Other School-Based Activities to Promote Student Wellness

It is recommended that:

School meals shall be served in clean and pleasant settings. The cafeteria environment will have adequate space to eat and students will have adequate time to eat.

School staff members will be discouraged from using food as a reward or punishment.
Instruction

Wellness

- Schools shall make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free or reduced-price school meals.
- When qualified schools will participate in the Provision 2 universal meal program providing all students a meal at no cost.
- Schools in which Summer School is being held shall sponsor the Summer Food Service Program.
- The School Food Services Program shall aim to be financially self-supporting and will be administered using sound financial and accounting practices.
- Qualified nutrition professionals shall administer the school meal programs.
- The School Food Services Program shall comply with state and local food safety and sanitation regulations.
- A Qualified Food Operator (QFO) shall be in each school as required by state and local regulations.
- Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies or other special nutritional needs of students.
- Maintain updated information on HPS website with links to important public health messages and guidance for staff, parents and children.
- Ensure compliance with Connecticut State mandated physicals, immunizations, and health screenings at state determined grade levels.
- Hartford Public Schools Dental Department to provide dental screenings and routine dental care and procedures to students enrolled in program, allowing students to promote and maintain dental health with the understanding that student dental health is linked to overall student health.
- Local wellness policy goals be given priority in planning all school-based activities such as school events, field trips, dances, and assemblies.
- After-school programs during the school year and during the summer will encourage physical activity and other healthy habit formation.
- Support for health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.
- Schools shall organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.

Staff Wellness

It is recommended that:

- The district plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle.
- The district shall build awareness among administrators, teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Communication and Promotion

It is recommended that:

Hartford Public Schools will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits.

- The Coordinator of Health Services and the Medical Director provide wellness and health communication for students and families within the district. Communication strategies include but are not limited to: monthly health and wellness newsletter, updating district website with most current health-related information, relevant links, and community resources for families and Hartford Public School personnel.

- Hartford Public Schools use a coordinated school health approach to wellness through interdepartmental collaboration and teamwork to promote the healthiest environment possible for students to enhance their academic, social, emotional, and physical development.

- Hartford Public Schools will promote clear and consistent messages that explain and reinforce healthy eating and physical activity habits.

- Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment.

- Hartford Public Schools will encourage family involvement to support and promote healthy eating and physical activity habits.

- Schools shall consider student needs in planning for healthy school nutrition environments.

- Schools shall partner with community organizations to provide consistent health messages.

- School-based marketing shall be consistent with nutrition education and health promotion.

Social and Emotional Wellness

It is recommended that:

Cognizant of the negative impact of stress on school performance and the overall quality of life of students, families and school personnel, the Hartford Public Schools is committed to the creation and maintenance of a stress-free school environment.

- Hartford Public Schools create and maintain a stress free school environment for the overall quality of life of students, families, and school personnel.

- Mental health counseling services shall be available for all students.

- Confidential Employee Assistance Programs will be well publicized throughout the district.

- Confidential screening for stress, depression, and other mental health conditions shall be available for all students.
Instruction

Wellness

Measurement and Evaluation

- The superintendent or designee shall ensure compliance with the established district-wide Wellness Policy.

- Wellness Policy Leadership shall consist of Director of Arts and Wellness and Senior Director for Food & Child Nutrition Services.

- District Wellness Committee shall be comprised of individuals from the following groups including but not limited to: Parents, Teachers, Students, School and District Administration, Food Service Director and staff, Registered Dietitian, Board of Education, Health Services, and Health and Physical Education Staff, and any other interested district community member interested in participating in the Wellness Policy process.

- Committee will meet biannually. Meeting dates and times will be posted on the district website and open to the public.

- In each school building the principal or designee shall ensure compliance with the Wellness Policy and shall report on their school’s compliance to the Wellness Policy Committee annually.

- The Hartford Public Schools Wellness Committee will monitor, review, and revise as necessary the Wellness Policy using tools such as the WellSat 2.0 on-line evaluation too. Any changes or updates to the policy will be communicated to schools.

- The Hartford Public Schools Wellness Committee will provide an evaluation report annually to the Hartford Board of Education and post the report on the district web site.

Legal Reference: Child Nutrition and WIC Reauthorization Act of 2004 (Public Act 108-265) An Act Concerning Healthy Food and Beverages in Schools (State of Connecticut PA No. 06-63)

CGS Section 10-215f
CGS Section 10-221u
CGS Section 10-221p
CGS Section 10-221q
NEW BUSINESS

ACCEPTANCE OF FUNDS:
ADULT EDUCATION PROGRAMS

AMOUNT
$1,755,405

FUNDING SOURCE
CT STATE DEPARTMENT OF EDUCATION

AGENDA
ITEM # 3

NOVEMBER 21, 2017

DR. TORRES-RODRIGUEZ
MR. SWAN

BACKGROUND

Section 10-69 of the Connecticut General Statutes requires that each local and regional board of education must provide adult education services in: American and United States citizenship; English for adults with limited English proficiency; elementary basic skills; and secondary school completion programs or classes. In order to meet this requirement, Hartford Public Schools provides its own program.

Each year, on or before April 15, the Adult Education Center in Hartford, on the behalf of Hartford Public Schools, submits a proposal (ED244) to the Connecticut State Department of Education for funding of the mandated adult education program.

The Adult Education Center in Hartford provides the various state mandated educational services to adult learners in pursuit of English Language proficiency, secondary education completion, adult basic education and the acquisition of skills needed for postsecondary opportunities. Three sessions are offered throughout the day and evening, Monday through Friday. Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL) and Citizenship programs are offered at the main site, 110 Washington St. and at various satellites throughout Hartford. The National External Diploma Program (NEDP) offers high school completion credit for work and life achievements.

The Adult Education Center in Hartford serves approximately 1100 students yearly for an average enrollment of approximately 3,200 (Program Profile 2017). On an average, the Adult Education Center in Hartford graduates approximately 50 students yearly, which includes GED and NEDP.

RECOMMENDATION

That the Hartford Board of Education authorizes the Superintendent to accept a total of $1,755,405 from the State of Connecticut Adult Education Program for the Adult Education Center in Hartford.
State Adult Education – Provider Grant

Executive Form

1. Context/Overview

Section 10-69 of the Connecticut General Statutes requires that each local and regional board of education must provide adult education services in: United States citizenship; English for adults with limited English proficiency; elementary basic skills; and secondary school completion. In order to meet this requirement, Hartford Public Schools provides its own program.

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

The Adult Education Center in Hartford provides various programs to assist adult learners in their pursuit of English language proficiency, secondary education completion, and the acquisition of skills needed for postsecondary opportunities and/or the workforce. The programs offered by Adult Education are:

- Adult Basic Education
- English as a Second Language
- General Education Development
- Citizenship Program
- National External Diploma Program

3. Targeted populations to be served

The Adult Education Center in Hartford provides educational services to individuals 17 years or older.

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

Adult students will make progress toward earning a high school diploma, and/or improving English language proficiency, in order to become college and career ready.

"Every student and every school thrives"
5. Alternative options (alternative sources, best priced solutions, etc.)

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

All data is entered into the Connecticut Adult Reporting System (CARS). Progress on multiple indicators is updated daily.

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

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

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

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

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

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

ITEM # 4

NEW BUSINESS

ACCEPTANCE OF FUNDS:
COOPERATING ELIGIBLE ENTITY (CEE) GRANT

AMOUNT
$170,555

NOVEMBER 21, 2017

DR. TORRES-RODRIGUEZ

MR. SWAN

FUNDING SOURCE
ADULT EDUCATION
COOPERATING ELIGIBLE ENTITY (CEE) GRANT

BACKGROUND

According to Connecticut General Statutes Section 10-71(3)(b), a Cooperating Eligible Entity (CEE) may apply for State Adult Education dollars by submitting an application through a local or regional board of education or a regional educational service center which provides adult education services.

A CEE grant provides mandated adult education services through a collaborative relationship between an eligible organization and the local educational agency which provides adult education programs. The CEE supplements existing adult education services through enhanced activities such as services to special populations, specific literacy education, additional support services or a unique academic curriculum.

Hartford Public School’s Adult Education collaborates with two Cooperating Eligible Entities: Literacy Volunteers of Greater Hartford and Urban League of Greater Hartford, Inc.

Literacy Volunteers of Greater Hartford

- Literacy Volunteers of Greater Hartford (LVGH) will provide small group Adult Basic Education (ABE) instruction to 125-150 students, small group ESOL instruction to 225-250 students, and small group Citizenship instruction to 10-12 students at the Hartford Literacy Center. LVGH will also provide a pre-NEDP program, collaborating with the Adult Education Center in Hartford (AECH), to serve as a feeder for AECH’s NEDP program. LVGH Digital Literacy tutors will also assist students with online job searches, job applications, and resume development. LVGH Career Pathways will provide career and college counseling, job readiness, job training and placement services.

Together, these collaborative services provide educational opportunities not otherwise available to students. LVGH specializes in teaching adults who perform at the lowest levels, and in providing individualized support to prepare students for the more rigorous AECH curriculum.
Urban League of Greater of Hartford, Inc.

- The Adult Education Center in Hartford (AECH) and the Urban League of Greater Hartford's adult education program have worked together both formally and informally for a number of years. The Urban League of Greater Hartford (ULGH) offers GED and ABE classes to students not served by AECH. Students applying to ULGH who need GED in Spanish, English as a Second Language, and an external diploma program are referred to Hartford Adult Education for classes. AECH and ULGH propose to continue this collaboration.

Together, these collaborative services provide educational opportunities not otherwise available to students.

RECOMMENDATION

That the Board of Education authorizes the Superintendent to accept a total of $170,555 from the State of Connecticut Cooperating Eligible Entity Grant for the supplemental Adult Education programs described above.
Cooperating Eligible Entities Grant

Executive Form

1. Context/Overview

According to Connecticut General Statutes Section IO-71(3)(b), a Cooperating Eligible Entity (CEE) may apply for State Adult Education dollars by submitting an application through a local or regional board of education or a regional educational service center which provides adult education services. The majority of CEE funds are allocated towards teacher salaries.

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

A CEE grant provides mandated adult education services through a collaborative relationship between an eligible organization and the local educational agency which provides adult education programs. The CEE supplements existing adult education services through enhanced activities; such as, services to special populations, specific literacy education, additional support services or a unique academic curriculum.

3. Targeted populations to be served

Students identified as needing special literacy services offered by the CEE programs.

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

Adult students will make progress toward earning a high school diploma, and/or improving English language proficiency, in order to become college and career ready.

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

"Every student and every school thrives"
6. Performance/Measurement: progress, success & next steps (current progress report and/or evaluation/monitoring plan.)

All data is entered into the Connecticut Adult Reporting System (CARS). Progress on multiple indicators is updated daily.

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

   Hartford Public Schools Adult Education collaborates with two Cooperating Eligible Entities: Literacy Volunteers of Greater Hartford, and Urban League of Greater Hartford, Inc.

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

ITEM # 5

NEW BUSINESS

APPROVAL OF SCHOOL CONSTRUCTION PROJECTS AS COMPLETE AND SUBMITTAL OF EDU49F FORMS

NOVEMBER 21, 2017

DR. TORRES-RODRIGUEZ
DR. COLON-RIVAS

BACKGROUND

The State Department of Administrative Services, Office of School Construction Grants & Review (OSCGR) requires that the School Building Committee and Board of Education certify that they accept school construction projects as complete prior to OSCGR approving the final payment and sending the project to audit.

The Hartford School Building Committee (HSBC), working through Arcadis/O&G/C&R Program Management, has confirmed completion of the work and received approval of the work by the Department of Buildings & Grounds at the following schools:

- International Baccalaureate Academy at Quirk – State Project #064-0294
- Journalism Media Academy at Barbour – State Project #064-0296
- Asian Studies Academy at Bellizzi School – State Project #064-0298
- MD Fox School – State Project #064-0299
- West Middle School – State Project #064-0304

At this time, acceptance of the work by the Board of Education is requested.

RECOMMENDATION

That the Hartford Board of Education accepts the International Baccalaureate Academy at Quirk (State Project #064-C294), Journalism Media Academy at Barbour (State Project #064-0296), Asian Studies Academy at Bellizzi School (State Project #064-0298), MD Fox School (State Project #064-0299) and the West Middle School (State Project #064-0304), as complete.

Furthermore, that the Board of Education approves the request for final payment and submittal of the ED-049F form to the Office of School Construction Grants for the audit to commence.