



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: *SERC (State Education Resource Center)*

Doing Business As, if applicable:

Business Address: *175 Union Street, Waterbury, CT 06706*

Business Phone: *860.632.1485*

Business email: *diamantis@ctserc.org*

Funding Source & Acct # including location code: *Title III English Language Learners Acquisition Grant C/O 2518-5713-56694-0412*

Principal or Supervisor: *Pedro Mendia*

Agreement Effective Dates: *From 09/12/23. To 6/30/24*

Hourly rate or per session rate or per day rate.

Total amount: *\$30,800 (\$1,400 per session- total of 22 sessions)*

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached." SERC will provide a unique training about sheltered content strategies, writing portfolios, translanguaging for novice content area teachers to improve students' academic outcomes. Additionally, SERC will provide coaching strategies to build school-based capacity and improve multilingual learners' academic outcomes in the district.*

Submitted by: Pedro Mendia.

Phone: 475.220.1131



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Pedro Mendia
Date: 8/11/23
Re: SERC- State Education Resource Center

Please **answer all questions and attach any required documentation as indicated below.** Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** *State Education Resource Center (SERC)*
2. **Description of Service:** *SERC will provide in person professional learning, technical assistance, and coaching on supporting equitable learning and engagement of Multilingual Learners. These will be aligned to the implementation of sheltered and translanguaging strategies for novice content area teachers in the district. In addition, integrating the use the CELP standards descriptors and students' portfolio to measure ML's content and language growth.*
3. **Amount** of Agreement and hourly or session cost: \$30,800 (\$1,400 per session-total 22 sessions)
4. **Funding Source** and account number: *Title III English Language Learners Acquisition Grant/CO 2518-5713-56694-0412*
5. Approximate number of staff served through this program or service: 200
6. Approximate number of students served through this program or service: 0
7. Continuation or new Agreement? Renewal
Answer all of the questions
 - a. If continuation/renewal, has the cost increased? If yes, by how much? *Renewal*
 - b. What would an alternative contractor cost: *N/A*
 - c. If this is a continuation, when was the last time alternative quotes were requested? *N/A*
 - d. For new or continuation: is this a service existing staff could provide. If no, why not? *Not at this time , because we need to provide our content level teachers strategies focusing on translanguaging and sheltered content strategies. Currently, we do not have anyone to provide this professional development in this unique area of translanguaging and integration of writing portfolios and CELP Standards..*

8. Type of Service:

Answer all questions:

- a. Professional Development?
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not? *Not at this time. This professional development program is unique to translanguaging and sheltered strategies specifically to content area teachers (i.e math, science, English and Social Studies) who work with multilingual learners who are in the country for less than 30 months .In addition, the ML department would like to build capacity in the district by conducting coaching sessions so that these teachers can build capacity at their schools.*
- b. After School or Extended Hours Program? *No*
- c. School Readiness or Head Start Programs? *No*
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business? *No*
- b. Is the Contractor Local? *No*
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? *No*
- d. Is the Contractor a public corporation? *Yes*
- e. Is this a renewal/continuation Agreement or a new service? *Renewal*
- f. If it is a renewal/continuation has cost increased? If yes, by how much? *N/A*
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain: *Yes, teachers and coaches will gain a deeper comprehension of sheltered content and translanguaging, enabling them to acquire unique strategies. Consequently, they can then disseminate this knowledge and these strategies among their colleagues. Moreover, selected teachers and district coaches will participate in coaching sessions aimed at enhancing the district's capacity to foster successful educational outcomes for Multilingual learners.*

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company: *SERC is a quasi- public agency and provides professional development to educators utilizing the best practices and research that supports all learners.
Website: <https://ctserc.org/>*
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? *This quasi-public agency addresses the needs of our programming specifically to Multilingual Learners and content teachers. Furthermore, in the previous academic year, SERC collaborated with the ML teachers, and the survey results indicated a positive outcome.*
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? *N/A*
- d. Who were the members of the selection committee that scored bid applications? *N/A*

- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department. *N/A*

11. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met? *SERC will offer strategies that focus specifically on translanguaging, sheltered strategies, and the use of writing portfolios, as outlined in the department's improvement plan. Additionally, we will administer a survey to teachers to ensure that their individual needs have been addressed.*
 - b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. *See attached.*
 - c. How is this service aligned to the District Continuous Improvement Plan? *This is aligned to the district under the priority areas overview- talented educators. NHPS educators should be receiving professional development to meet student's academic needs and continue to develop their skills specifically in the different areas so that multilingual learners receive effective education.*
 - d. Why do you believe this Agreement is fiscally sound? *It is fiscally sound because without professional development our teachers will not be able to implement effective strategies specifically in translanguaging, sheltered content and writing portfolios. The district has experienced a 26% rise in newcomers, prompting the ML department's efforts to enhance capacity in order to improve positive student outcomes.*
12. What are the implications of not approving this Agreement? *If the agreement is not approved, teachers will be unable to acquire a deeper understanding of utilizing translanguaging, sheltered content, and writing portfolios strategies for our multilingual learners in the classroom.*



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(SERC- State Education Resource Center)

FOR DEPARTMENT/PROGRAM:

(Department of Multilingual Learners Programs)

This Agreement entered into on the 11th day of September 2023, effective (no sooner than the day after Board of Education Approval), the 12th day of September, 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, SERC, located at, 175 Union St. Waterbury CT 06706, herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 30,800 for a total of 22 sessions at \$1,400 each for 3.5 hours.

The maximum amount the contractor shall be paid under this agreement: (\$30,800). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by Title 3 English Language Learners Acquisition Grant C/O Program of the New Haven Board of Education, **Account Number:** 2518-5713-56694.

Location Code: 0412

This agreement shall remain in effect from 09/12/2023 to 6/30/24.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided. SERC will provide the following scope of service:*

- *Professional Learning & Technical Assistance:*
- *Professional Learning: Overview of key concepts (Coaching for Language Equity) & ‘Look fors’ (Select SIOP Components/Features that align with ML Department priorities)*
- *Coaching Tools & practice Coaching Plan. TA/Walkthrough Protocol and debrief, next steps*
- *Professional Learning: Language Objectives & CELP Standards and Writing Portfolios*
- *Language Objectives, Goal Setting, Translanguaging Lens.*
- *Refresher/Remix: Sheltered Strategies,*
- *Coaching sessions to build district capacity*

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contractors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Ingrid M. Canady, Ed. D.
Ingrid M. Canady, Ed. D. (Aug 17, 2023 12:12 EDT)

Contractor Signature

President
New Haven Board of Education

08/17/2023
Date

Date

Ingrid M. Canady, Ed. D.
Executive Director

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student-generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.



STATE EDUCATION RESOURCE CENTER

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PROPOSAL OF SERVICES

2023-2024

New Haven Public Schools, New Haven, CT

Goal: In person professional learning, technical assistance, and coaching on supporting equitable learning and engagement of Multilingual Learners in alignment with the District Quality Indicators of Teaching & Learning for MLs #s 1, 2, 8, 9, 10.

Objectives: Participants will be able to:

1. Use the CELP Standards Proficiency Descriptors to develop and differentiate Language Objectives
2. Use Portfolios to monitor and measure MLs' content and language growth
3. Implement Sheltered strategies and Translanguaging spaces in the content area classroom to support MLs' development of reading, writing, speaking, and listening skills for academic purposes.
4. Build knowledge and skill in how to recognize, incorporate, and extend students' full repertoire of language in activities for learning.
5. Use coaching strategies and practices (language equity focus) to build school-based capacity to support teacher and ML student outcomes

SERC will:

- Provide research, training materials, and supplementary resources to support and extend learning applications and sustainability in practice.
- Conduct professional learning and capacity building for District Coaches, teachers as outlined in the services below

District/School will:

- Prepare staff for site visits in advance, including: coordinating coverage, securing conducive learning space, reminding staff to bring personal devices and ensure completion of intersession activities between visits.
- Maintain communication with SERC Consultants between site visits regarding successes, challenges, and updates.

SERVICES 2023-2024	AUDIENCE	# OF DAYS/SESSIONS	FEE
Professional Learning & Technical Assistance: 1. Professional Learning: Overview of key concepts (Coaching for Language Equity) & 'Look fors' (Select SIOP Components/Features that align with ML Department priorities) 2. Coaching Tools & practice Coaching Plan 3. TA/Walkthrough Protocol and debrief, next steps	ML Coaches (5-6 coaches)	5 sessions (3-hour sessions) Dates TBD	\$7,000.00

Respectfully Submitted by: Sophia Diamantis and Paquita Jarman-Smith

Revised

Aug 16, 2023



STATE EDUCATION RESOURCE CENTER

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4. TA and share out of Coaching Visits, Assessing student progress 5. Troubleshooting, check-in, next steps			
Professional Learning: 1. Language Objectives & CELP Standards 2. Writing & Portfolios	ESL Teachers K-8 (CIA)	2 sessions (3-hour sessions) Dates TBD	\$2,800.00
Professional Learning: 1. Language Objectives & CELP Standards 2. Writing & Portfolios	ESL Teachers 9-12 (CIA)	2 sessions (3-hour sessions) Dates TBD	\$2,800.00
Professional Learning: 1. Refresher/Remix: Sheltered strategies, Translanguaging Lens & Goal Setting 2. New: Language Objectives & CELP Standards	HS Sheltered Content Teachers	2 sessions (3-hour sessions): Hillhouse, TBD Wilbur Cross, TBD Dates TBD	\$2,800.00
Professional Learning: 11 sessions of Sheltered Content Strategies with a Translanguaging Lens	Elem, Middle & HS Teachers	11 sessions (3-hour) TBD	\$15,400.00
TOTAL			\$30,800

Respectfully Submitted by: Sophia Diamantis and Paquita Jarman-Smith

Revised

Aug 16, 2023

SERC (State Educational Resource Center)

22-23 Professional Development Evaluation results and recommendation from SERC


Evaluation Key

4: Very Satisfied

3: Satisfied

2: Not Satisfied

1: Did not meet my expectations




III SERC
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Sophia Diamantis & Paquita Jarman-Smith
June 9, 2023

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1



ISERC
STATE EDUCATION RESOURCE CENTER

Agenda

- Overview of what we noticed SY2022-2023
- Recommendations for Next steps

2

Sheltered Instruction & *Translanguaging*

Foundational Second Language Acquisition Principles & Practices

**Comprehensible/Accessible
Input**

Build/Activate Background Knowledge *Using Home Language(s)*

**Equitable Opportunities for
Output
(Language Production &
Interaction)**

**Create Frequent and Meaningful *and Multilingual* Opportunities
for Student Voice (Verbal)**

3

Check-in

What have you seen, noticed and/or heard about...

- Sheltered Strategies
- Translanguaging
 - Building background knowledge in language students know best
 - Multilingual collaborative work

4

Survey Themes

- Generally very positive
- Helped teachers be more thoughtful about where their students are, their needs, and the value of students' full language repertoire
- Relevant examples provided
- **Request for more about translanguageing**

5

Student Focus Groups

Themes:

- Climate for MLs
- Lesson Delivery (pacing, chunking, active engagement)
- Students want more opportunities for getting help in class
- Students want more **interactive** classes
- Students want their teachers to know that they have work and family responsibilities outside of school
- Newcomer students want to their teachers to know how hard it is to **participate** whole group (& why)

6

Walk-throughs

Themes:

- Sheltered strategies: visuals, word walls*
- Less student (to student) **discourse**
- Didn't consistently see objectives posted

7

Wonders

- What has been taken up?
- What are the district expectations and support for PD?
 - Are these communicated to the teachers?
 - When do teachers have time to work together and collaborate?

8

Our Recommendations for Next Steps

9

What We Suggest as Possible Next Steps

- On the next slide is what we did last year and how we suggest building on that
- We can develop PD to fit district needs & priorities

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Sheltered Instruction & Translanguaging

Foundational Second Language Acquisition Principles & Practices

Comprehensible/Accessible Input	Build/Activate Background Knowledge <i>Using Home Language(s)</i> Identify & State Clear Content & Language Objectives (CELP Standards with Proficiency Descriptors) ←
Equitable Opportunities for Output (Language Production & Interaction)	Create Frequent and Meaningful <i>and Multilingual</i> Opportunities for Student Voice (Verbal Communication) Create Frequent and Meaningful <i>and Multilingual and Multimodal</i> Opportunities for Student Voice (<u>Written</u> Communication) ←

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Our Recommendations for Next Steps

- Teachers of MLs
 - **Training 1:** PD Refresher/Remix w/Content Specific examples
 - **Training 2:** New PD, Writing focus & CELP as a tool for differentiation
 - **Coaching** on practices and strategies
 - **Technical Assistance:** Groups organized by Guided Practice, Collaborative Practice, Independent Practice
- ML Coaches:
 - **Coaching for the coaches**
- Book group suggestion:
 - **Humanizing Education for Immigrant and Refugee Youth: 20 STRATEGIES for the CLASSROOM and BEYOND (2023)** <https://www.tpress.com/humanizing-education-for-immigrant-and-refugee-youth-9780807767061>

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Sophia Diamantis
diamantis@ctserc.org
(860) 632-1485 x 382

Paquita Jarman-Smith
jarmansmith@ctserc.org
(860) 632-1485 x 313

4-digit Eval id	timestamp	Event Title	Subtitle	Date	Presenter	Location	As a result of this session, I have increased my knowledge and skills.	information was useful and relevant and will assist with informing my practice.	The facilitators were prepared, knowledgeable, and organized.	facilitators were respectful of multiple perspectives throughout the presentation.
NH18										
10763	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
10764	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
10765	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	4	4
10766	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
10767	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
10768	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
10769	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	4	3	3
10770	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	4	3	3
10771	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
10772	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
10773	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	4	3

	10774	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	4	4
	10775	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
	10776	11/18/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	4	3
	10873	12/7/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	3	4	4
	10938	12/16/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
	10958	12/19/2022	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
	10959	12/19/2022	Translangu				NHPS	3	3	2	2
	10960	12/19/2022	Translangu		11/18/2022	Sophia Dial	NHPS	2	3	3	4
	10961	12/19/2022	Translangu		11/18/2022	Sophia Dial	NHPS	3	3	3	3
	11033	1/12/2023	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
	11034	1/12/2023	Translangu	Translangu	11/18/2022	Sophia Dial	NHPS	3	3	4	4
	11035	1/12/2023	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
	11036	1/12/2023	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4
	11037	1/12/2023	Translangu		11/18/2022	Sophia Dial	NHPS	4	4	4	4

timestamp	Date	As a result of this session, I have increased my knowledge and skills.	The information was useful and relevant and will assist with my practice.	The facilitators were prepared, knowledgeable, and organized.	The facilitators were respectful of multiple perspectives throughout the presentation.	Based on your biggest take-away, what is your immediate next step to improve student outcomes?	What further or additional professional learning topics and/or resources would interest you?	Please provide any comments/testimony regarding your experience.
11/18/2022	11/18/2022	4	4	4	4			
11/18/2022	11/18/2022	3	3	3	3			
11/18/2022	11/18/2022	3	3	4	4			
11/18/2022	11/18/2022	3	3	3	3			
11/18/2022	11/18/2022	4	4	4	4			
11/18/2022	11/18/2022	4	4	4	4	Flexibility with language use	Additional time to apply the strategies to current units and lessons	

11/18/2022	11/18/2022	3	4	3	3	To be sure to consider students' use of multiple languages and to allow students to use them flexibly	None at this time		
11/18/2022	11/18/2022	3	4	3	3	Sharing information with classroom teachers.			I believe teachers are mostly insecure about this topic...assessing while the student is speaking a language the teacher doesn't know.

11/18/2022	11/18/2022	4	4	4	4	I will turn key the information with my leadership team to determine when we can share with staff.		
11/18/2022	11/18/2022	3	3	3	3	using pictures to make connections, students use their L1 and L2 within different situations to help them understand		