



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: *Labas Consulting, LLC*

Doing Business As, if applicable:

Business Address: *369 Hubbard Rd. Higganum CT 06641*

Business Phone: *860.345.3338*

Business email: *Labasgl@southernct.edu*

Funding Source & Acct # including location code: *State Bilingual Grant Funding
Acct # 2518-5184-56694-0412*

Principal or Supervisor: *Pedro Mendia*

Agreement Effective Dates: *From 01/23/24 To 06/30/24.*

Hourly rate or per session rate or per day rate.

Total amount: *\$50,000 session*

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

Labas Consulting, LLC will be providing consulting services specifically to formally evaluate and analyze multilingual programs and design. In addition, technical support and professional development will be provided to address a specific area.

Submitted by: Pedro Mendia

Phone: 475.220.1135



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Pedro Mendia
Date: 1/3/24
Re: Labas Consulting, LLC

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:** *Labas Consulting, LLC*
2. **Description of Service:** *Labas Consulting, LLC will be providing consulting services specifically to formally evaluate and analyze multilingual programs and design. In addition, technical support and professional development will be provided to address a specific area.*
3. **Amount** of Agreement and hourly or session cost: *\$50,000*
4. **Funding Source** and account number: *State Bilingual Grant Funding 2518-5184-56694-0412*
5. Approximate number of staff served through this program or service: *150*
6. Approximate number of students served through this program or service: *0*
7. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? If yes, by how much? *N/A*
 - b. What would an alternative contractor cost: *\$63,000 or \$125,590*
 - c. If this is a continuation, when was the last time alternative quotes were requested? *New service and quotes were requested around December*
 - d. For new or continuation: is this a service existing staff could provide. If no, why not? *This service cannot be provided by staff at this time due to recommended guidelines and expertise when doing program reviews.*
8. **Type of Service:**
Answer all questions:
 - a. Professional Development? *Yes*

- i. If this is a professional development program, can the service be provided by existing staff? If no, why not? *Not at this time because it will be part of the program review findings.*
- 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? *Yes*
- b. Is the Contractor Local? *No, but within our state*
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national? *No*
- d. Is the Contractor a public corporation? *No*
- e. Is this a renewal/continuation Agreement or a new service? *New Service*
- 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, administrators and coaches will deepen their understanding about the outcomes of our multilingual learners programs and how it can be optimize to provide effective student's instructional outcomes. It will also assist the staff by minimizing any potential challenges that will affect student's academic outcomes.*

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: *(see attached)*
This service provider offers a wealth of knowledge and experience in the field of English as a second language, Dual language education and doing program reviews to assess the needs for any changes. Additionally, it offers a comprehensive insight into programming and data that will support positive students' outcomes.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department? *Quotes*
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected? *Yes, contractor is the lowest bid.*
- d. Who were the members of the selection committee that scored bid applications? *ML team*
- 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? *Labas Consulting, LLC offers consultation, technical assistance coaching, professional growth,*

and a wealth of knowledge and expertise in the field of English as a Second Language and Dual language programming. Additionally, this consulting LLC conducts through program evaluations to meet the diverse academic needs of ML students.

- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness. *New service*
 - c. How is this service aligned to the District Continuous Improvement Plan? *This service is aligned to the District Continuous Improvement Plan because it supports the needs of multilingual learners in our district and academic instruction. According to the NHPS Strategic plan, goal 2 and 5 focus on high achievement for all learners and unwavering commitment to equity, growth and progress. As a result, having Labas Consulting, LLC will allow us to grow and make academic progress.*
12. Why do you believe this Agreement is fiscally sound? *This agreement is fiscally sound because without the program review and technical support needed; we will not be able to address specific needs in our ML programming.*
13. What are the implications of not approving this Agreement? *If agreement is not approved the department will not be able to identify areas that are crucial for the learning of our students. Additionally, the instructional outcomes of ML students are not as effective and can remain stagnant.*



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT

By And Between

The New Haven Board of Education

AND

Labas Consulting, LLC

FOR DEPARTMENT/PROGRAM:

Department of Multilingual Learners Programs

This Agreement entered into on the 16th day of January 2024, effective (*no sooner than the day after Board of Education Approval*), the 23rd day of January, 2024, by and between the New Haven Board of Education (herein referred to as the “Board” and, Labas Consulting, LLC located at, 369 Hubbard Rd. Higganum CT 06641 (herein referred to as the “Contractor”) **Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$50,000 per day, hour or session, for a total of 6 sessions.

The maximum amount the contractor shall be paid under this agreement: (\$50,000). 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 State Bilingual Grant **Program** of the New Haven Board of Education, **Account Number:** 2518 -5184 -5664 **Location Code:** 0412

This agreement shall remain in effect from 1/23/24 to 6/30/24.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

Phase 1: Baseline Data Collection and Evaluation Plan

- Quantitative Data
- Qualitative Data

Phase 2: Formative Assessment

- Focus groups
- School Visits
- Parents Focus groups

Phase 3 Implementation and Monitoring

- Implementation of intervention
- Professional Development as needed with administrators

Phase 4 Summative Evaluation

- Analysis and comparisons
- professional Development

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*. Contactors 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.

Gladys Labas
Contractor Signature

President
New Haven Board of Education

1/3/2024
Date

Date

Gladys Labas, Ph.D Consultant
Contractor Printed Name & Title

Revised: 8/2021



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.

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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.

Program Review Proposal Labas Consulting, LLC

Date: November 30th, 2023

Prepared for: Pedro Mendia- Multilingual Learners Programs, New Haven CT

Prepared by: Labas Consulting, LLC

Re: Proposal to formally evaluate and analyze multilingual programs and design and deliver professional development opportunities to administrators and teachers serving multilingual learners in the New Haven Public Schools

Preamble

Our goal in this document is to sketch some initial ideas for the New Haven Public Schools in which we will focused on the development of a structure based on data collection and analysis for enabling professional development (PD) among educators serving multilingual learners. Based on our discussions in recent weeks, it seems appropriate to involve a representative cross-section of bilingual schools including comprehensive high schools, (to be identified in collaboration with the district central office) in the initial project, with possible extension to other schools in the districts depending on the outcomes for educators and students in these (number) schools.

Thus, the present proposal focuses on data collection and PD that I would coordinate in collaboration both with educators in the initial schools, and state and district administrators.

I. Introduction

Studies of effective schools consistently and conclusively demonstrate that high-quality Bilingual programs have a cohesive school-wide shared vision; a set of goals that define their expectations for achievement; and an instructional focus and commitment to achievement and high expectations that are shared by students, parents, teachers, and administrators (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Calderón, Slavin, & Sánchez, 2011; Corallo & McDonald, 2002; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary & Genesee, 2010; Marzano, 2003; Parrish et al., 2006; Slavin & Calderón, 2001).

- A clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence has been demonstrated in studies and advocated by dual language education teachers and administrators (Berman et al., 1995; de Jong, 2011; Genesee et al., 2006; Lindholm-Leary, 2001; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002).
- Research on effective schools has also shown that successful outcomes result from a program model that is grounded in sound theory and best practices associated with an enriched—not remedial—instructional model (e.g., Genesee et al., 2006; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002).
- It is important to note that English learners who participate in a mix of different programs demonstrate the lowest outcomes of all (Lindholm-Leary & Borsato, 2006; Menken, Kleyn, & Chae, 2012). Thus, a consistent, sustained program of dual language education is crucial, ideally one with a preK–12 pathway.

II. Work plan description

1. Briefly describe tasks to be completed

District Level

- Assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the CELF and Common Core standards and conduct review of program effectiveness;
- Provide additional English language support services for students who are not making progress toward meeting standards
- Develop a partnership between the district and the parents of students that provides for two-way communication that fosters educational support for the students and their parents;
- Provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively.
- Provide administrators, teachers and staff with ongoing research-based professional development including instructional practices for in second language acquisition, sheltered content instruction and culturally responsive instruction;
- Ensure that all students are administered a language assessment exam (Common Formative Assessment)
Links annually to assess language proficiency and progress in English language

acquisition, maintain accurate record keeping and documentation, and report results to the LEA;

- Ensure that all high school students have access to advanced content area courses adjusting instruction according to the student's English language acquisition level and provide them the opportunities to interact with college-level curriculum materials

Building Level

Provide time for bilingual teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction School Wide Data Team and Instructional Data Team;

- Implement a system of support for all students that includes supplemental and intensive Bilingual interventions;
- Provide and implement high quality professional development programs on second language acquisition research and effective strategies that will enable teachers to plan purposefully so all student achieves high standards of learning and development;
- Encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of language learning and

2. List the expected short-term and long-term results

Short term results

- A. Developing and implementing District's program model
- B. Implement language standards to informed curriculum and assessment

Long Term

- A. Creating and sustaining a data driven decision making
- B. Successfully attract and engage exceptional students and parents
- C. Increase student growth and achievement in English
- D. Continue to engage universities, business and industries

Professional Development Plan

The framework for organizing the PD will draw from several sources. One of these is the 2020 book *Transforming Sanchez School: Shared Leadership, Equity and Evidence*, which I co-authored with Dr. Raymond Isola, former principal of Sanchez elementary school in the Mission District of San Francisco. The other major resource for discussion with educators is the framework I developed for analyzing sources of potential underachievement among multilingual learners and evidence-based instructional

strategies that respond to these ‘opportunity gaps’ (e.g., Cummins, 2020; Cummins & Early, 2015; see Appendix).

In line with the collaborative philosophy and orientation underlying the PD project, I conceive of this framework as a starting point for discussion of the issues. I envisage that participants, both administrators and teachers, will bring their own insights and resources to the process, with the result that what emerges over the course of the PD will go beyond the initial framework to connect in very specific ways to the experiences of educators working with multilingual learners in the three schools as well as to the realities of the lives of students and families in the district.

Structure and Goals of the PD

As every successful educator knows, learning is much more profound and meaningful when learners are actively engaged in generating knowledge and shaping their own insights than when they are reduced to a passive role in the learning process. To this end, I envisage that participating educators in each of the biliteracy schools will engage in a collaborative process of developing, through their instructional practice, an **action plan for language and literacy development among multilingual learners**. This ‘action plan’ would not be a document that gathers dust on shelves but rather a web-based multimodal documentation of instructional initiatives undertaken both individually and collaboratively by teachers and administrators in the participating schools.

The format for this documentation can be worked out in the early stages of the project but would likely use whatever web-based structures are currently being used in the school district that can accommodate video, print and spoken observations/data and permit the user to decide what aspects are for sharing with others and what aspects remain private (e.g., personal reflections on issues or classroom events).

With respect to **the number of participants from each school**, my preference would be to extend an invitation to all the teachers and administrators in each school, in order to ensure that no teacher feels excluded from the project. However, there are obvious trade-offs that need to be considered with respect to the organizational challenges involved in starting a project (particularly an online project) with a large number of participants and the more effective and satisfying communication that is possible when working with a smaller number of participants.

From the perspective of effective communication and planning, **about 12 participants from each school would be ideal**. However, I am certainly willing to work with a larger number of participants depending on the interest level and support available within

each school. In order to ensure coordination within each school, **there would need to be at least one 'point person' who would coordinate the activities within the school.** If more than 12 participants from each school are involved, it would likely be necessary to have additional coordination with the school (e.g., one 'point person' for primary grade teachers and one for junior grade teachers).

Organization and Schedule

The basic structure I envisage is a **focus in spring 2024 on understanding the issues and discussing evidence-based instructional strategies**, taking into account both what has been implemented elsewhere and sharing relevant experiences of participating educators in the three schools. These goals would be achieved through two 90-minute meetings/webinars with each of the (how many schools) schools in October and November. Communication with administrators in the three schools in order to plan these meetings would take place in late (August and September.)

From February through the end of May 2024, the focus would be on teachers both individually and collectively, implementing instructional strategies with their multilingual learners (and obviously all students in their classrooms) that are inspired by the readings, dialogues, and videos that were discussed in the fall. For each of the three schools, there would be one 90-minute online meeting in each of January, February, March, April, and May.

The frequency of these meetings can be adjusted depending on organizational considerations within the district and schools (e.g., teacher release time for participating in the project).

Outcomes

The following outcomes are envisaged:

- Increase in professional knowledge and successful instructional experience among participating teachers and administrators;
- An active 'archive' of online video and print documentation of successful classroom interventions with multilingual learners, including examples of student work/projects/writing and parental engagement;
- The opportunity for participating teachers to assume leadership roles within their schools in 2024/2025 and beyond to extend the instructional inquiry in which they have participated to other teachers in their schools;
- Publication of the initiatives in academic, professional, and popular media outlets in ways that raise the profile of the schools and educators involved; the work of Professor Ofelia Garcia and colleagues in New York CUNY provides an excellent

example of how initiatives surrounding what she and others have termed 'translanguaging' can generate fruitful discussion both within schools and in the policy arena. I would be very happy to participate with teachers and administrators in some of these publication initiatives.

Evaluation Plan and Design

The purpose of the evaluation will be document, monitor and evaluate the intervention developed by Dr. Gladys Labas, in collaboration with NHPS staff, to improve bilingual programs, related program activities, and related student outcomes, in the New Haven Public Schools.

The evaluation questions that will be addressed include:

1. What are the main baseline features of the Bilingual Programs in the New Haven Public Schools, (NHPS) including their strengths and weaknesses?
2. What are the baseline performance profiles of bilingual students in the New Haven Public Schools (NHPS) measured by scores on English Proficiency, General Academic Performance and School Attendance.
3. What the key components of the Labas-led intervention to improve bilingual programs and their effectiveness in the New Haven Public Schools. (NHPS)
4. What are the effects of the Labas-led intervention on the quality and implementation of bilingual programs in the NHPS
5. What are the effects of the Labas-led Bilingual Program Intervention on students' English Proficiency, General Achievement and School Attendance, in the NHPS?

The evaluation plan will be designed as a multiphase., mixed-methods, staggered intervention design. Multiphase means that the evaluation will occur in a number of stages over time. Mixed methods means that both quantitative data, such as student performance data, including test scores, and qualitative data, such as information from interviews and focus groups with staff, parents and students, will be used. Staggered intervention means that baseline data will be collected for all schools with bilingual programs, and that the intervention will be introduced to sets of three schools at a time, on a staggered basis..

Evaluation Phases

The evaluation plan will be conducted in four related phases:

1. Baseline Data Collection
2. Formative Assessment,
3. Implementation and Monitoring
4. Summarize Evaluation.

Phase 1: Baseline Data Collection Phase

Quantitative Data

During the baseline data collection phase, quantitative data will be collected on the expected outcome variables to establish the baseline measures against which to gauge changes and improvements as a result of the interventions. These outcome data will include measures of bilingual students' demonstration of English Language Proficiency, and students' overall academic achievement and school attendance. These data will be retrieved from district databases. The data will be examined for all schools with bilingual programs, to allow for comparisons between schools receiving the intervention, and schools not receiving the intervention at two yearly intervals

Qualitative Data

In addition to the quantitative outcome data, baseline qualitative data will be collected from documents and interviews on the bilingual programs in each school where at least one bilingual program exists. These qualitative data will provide descriptions of programs, including staffing, student and parent participation curricula, purpose, goals and expected student outcomes. It is expected that an analysis of this qualitative dataset will be used to inform development of the intervention.

Phase 2: Formative Assessment

During the formative assessment phase of the evaluation, the intervention will be pilot tested, in one school, and qualitative data in the form of narrative responses from interviews and focus groups, will be collected, among key stakeholders, including school and district level staff, parents, and students. The qualitative information will be used to adjust, adapt and strengthen the intervention for intervention in the set #1 intervention schools. The pilot school will be selected on the basis of recommendations by central office staff.

Phase 3: Implementation and Monitoring

The adjusted, adapted and strengthened intervention, will be implemented first in three set 1 schools with bilingual programs during year 1 and then in another three set 2 schools in year 2 with continued implementation in set 3 intervention schools. Therefore at the end of year 2, the intervention will be introduced to six study schools. The implementation will be closely monitored and an implementation fidelity scale will be administered as well interviews conducted to determine implementation fidelity and strength.

Phase 4: Summative Evaluation

Staggering the intervention will allow for changes in quantitative and qualitative data the initial three intervention schools to be compared with changes in the non-intervention schools at the end of the first year, The intervention will then be introduced to the second set of schools in the second year, and at the end of the second year, the first set of intervention schools will be compared with the second set of intervention. Schools in terms of both quantitative student outcome data and qualitative programmatic and context data. The Hypotheses will be that at the end of the first year, the intervention schools will show significantly greater student growth and stronger context and programmatic changes than the non-intervention schools and at the end of the second year, both sets of intervention schools will show significant student growth and stronger contextual and programmatic features than before.

Snapshot of Staggered Design:

- January 2024 Collect and Analyze Student Performance Data and Programmatic and Contextual for all Bilingual Program Schools
- February 2024 Begin Intervention in Set 1 Schools
- May 2024 Collect Followup Data in all Bilingual schools
- June 2024 Analyze and Compare Follow up Data for Set 1 Intervention Schools and for Non-

Intervention Schools

- July 2024: Prepare and Disseminate First Report
- September 2024 Intervention Continues in Sei 1 schools and Begins in Set 2 Schools
- May 2025 Student Performance Data Collected in set 1 intervention schools and in set 2 intervention schools.,
- June 2025 Analyze and Compare Followup Data for Set 1 Intervention Schools and for Set 2 Intervention Schools

July to August 2025 Prepare and Disseminate Second Report

Timeline

- Develop district document on Multi-lingual Learners program models ,services provided

Fee:

- \$50,000

Appendix

Two documents are appended:

- A framework for inquiry into (a) potential causes of underachievement among multilingual learners that takes account of the linguistic challenges involved in learning through a second language, the effects of social disadvantage, and the effects of marginalized status within the broader society, and (b) evidence-based instructional initiatives that respond effectively to these opportunity gaps
- A template for pedagogical inquiry among educators within schools that identifies the current status of the school with respect to components of effective instruction, the directions that educators would envisage pursuing to create more effective instructional environments, and steps that can be taken at this point to move in these directions.

References

Cummins, J. (2020). *"I Can Show You that I Am Something."* The deep structure of effective multilingual education. *Multilingual Educator*, 5-7 and 53-54. Available at https://www.gocabe.org/wp-content/uploads/2020/03/ME_2020_Online_Version.pdf

Cummins, J., & Early, M. (2015). *Big ideas for expanding minds: Teaching English language learners across the curriculum*. Toronto: Rubicon Press/Pearson Canada.

Isola, R. R., & Cummins, J. (2020). *Transforming Sanchez School: Shared leadership, equity, and evidence*. Philadelphia, PA: Caslon Publishing.

Gladys Barbosa Labas

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Higganum, Ct 06441
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Labasgl@southernct.edu

I. Academic Appointments and Professional Experience

- A. Connecticut State Department of Education Director of Equity and Language (2019 –present)
- B. Southern Connecticut State University, New Haven, CT. (2003-present)
Associate Professor, advise the Sixth Year and Doctoral students, conduct research and service, direct the NCATE assessment and the Sixth Year intern program, and teach in the Sixth Year and Doctoral program and Doctoral Coordinator and Department chair that oversaw the school leadership and superintendent programs
- C. Connecticut Association of School (2003-present)
Coaching for School Leaders
- D. Meriden Public Schools (1975-present)
Consultant (2006- present)
Associate Superintendent (1997-1999)
12 elementary schools, (k-5)2 middle schools (6-8) and 2 high schools (9-12)
Principal of Francis T. Maloney High School (1990-2003)
(9-12), 1,200 students and 230 teachers
Associate Principal of Francis T. Maloney High School (1987-1990)
Associate Principal of Washington Middle School (1983-1987)
District Supervisor of all Grants Program (1978-1987)
Special Education Teacher k-12 (1976-1978)
Bilingual Teacher k-12 (1973-1978)
- E. Hartford Public School (1970-1972)
Bilingual Teacher K-5
- F. New Britain Public Schools (1972-present)
Consultant k-12
Bilingual Teacher K-3

- F. University of Connecticut (1985-2000)
Adjunct Professor in the Area of specialization: English as Second Language, Bilingual Education, Special Education and Leadership and Policy.
- G. University of Hartford (1985-1997)
Coordinate the Graduate program on Second Language teaching
Adjunct Professor

11. ACADEMIC PREPARATION

Ph.D. University of Connecticut, Connecticut, Teacher Education (Major), Second Language, Bilingual Education and Linguistics (1987).

Dissertation: Stylistic Code-Switching among Puerto Rican Children
Advisor: Dr. Liliana Minaya-Rowe

M.A. University of Connecticut, Education, Special Education (major) (1976)

B.S. University of Puerto Rico, Recinto de Rio Piedras, Education (major)
In English and Spanish (1967)

Certifications in Connecticut: Bilingual, English as Second Language, Special Education, Spanish (6-12) and Intermediate Administrator and Supervisor.

III. AWARDS

Connecticut Association of Latinos Administrators and Superintendents recognition award for service to the Latino community (2017).

The Outstanding Leadership and Service Award, Southern Connecticut State University (2013).

The Women in Leadership Award Western Connecticut State University (2003)

New England Association of Schools and Colleges Recognition Award (2001)

Connecticut Principal of the Year (2001)

Connecticut Association of Schools Recognition Award (1996)

Milken National Leadership Award (1992)

University of Connecticut Outstanding Graduate Student Award (1990)

IV. PROFESSIONAL ORGANIZATIONS

Connecticut Association of Latinos Administrators and Superintendents (2015-present)

Governor's Task Force for Juvenile Justice: Member, appointed by the governor to evaluate and secure grants for community programs for adolescent (2000-present).

Connecticut Association of Schools (1998-present)

New England Association of Schools and Colleges: Past Board Member and chair of accreditation for high schools (1997-present).

National Association of Secondary School Principal- member (1987-present).

Association of Supervision and Curriculum Development: member (1987-Present).

Connecticut Association of Supervision and Curriculum Development (1987-present).

Casa Boricua: Board Member, a community agency that served the Hispanic community in Meriden CT. (1990-1995).

National Association of Bilingual Education: Member (1987-present)

Connecticut Association of Bilingual Education: President and member (1985-1990).

Meriden Federation of School Administrator (1989-1990)

National Milken Foundation: Member (1987-present)

V. RESEARCH AND SCHOLARSHIP

Publications:

Labas, G.B and Haynes, N. (2014) *Leading In A Linguistic Diverse Schools*. Pearson Press.

Labas.G.B (2013) *Coaching Leaders for Academic Achievement*, Pearson Press

Labas. G.B (2013) *Coaching Literacy for English Language Learners*, Pearson Press

Labas, G.B. and Minaya-Rowe. L (2010) School Districts-University Partnerships: A College-Readiness Program. Approved for Publication by ERIC Digital Library.

Labas, G.B. (2002) Trainer of Trainers Teaching Modules: Federal Government Title V11.

Labas, G.B. (1993) School and Culture: Myth, Rhetoric and Reality. Connecticut State Department of Education.

Presentations:

Yavuz, O., Labas, G., Arafeh, S., Verdi, T. (April, 2016). Building a College Going Culture through High-Quality PD Model. College Board, Prepárate: Educating Latinos for the Future of America Annual Conference. New York, NY.

Yavuz, O., Labas, G., Arafeh, S., Verdi, T. (April, 2016). *Improving Student Success through Building a Community-Wide Leadership Team*. New England Educational Research Organization (NEERO) 2016 Annual Conference. Portsmouth, New Hampshire.

Connecticut Association Schools. Common Core State Standard. 2012

Connecticut Association Schools. A Viable Curriculum. 2012

Eli Whitney High School. A Theory of Action for School Improvement. 2012

Eli Whitney High School. How to Conduct Walk-Thru. 2011

International presentation at the 3rd Paris International Conference on Education - Rappel Conference Internationale Education. Re-thinking University - District Partnerships. July, 2010.

Arizona State University National Alliance for Equity: Developing a Collaborative Action Research Plan. February, 2010.

American Education Research Association. Challenging the Poverty of Learning with School Districts-University Partnerships: A College-Readiness Program, May, 2010.

Connecticut Association Reading Conference. Literacy and English Language Learners. November, 2009.

Waterbury Public Schools: Teaching Content to Second Language Learners (2004-2008)
University Research Forum: Balanced Curriculum (2005).

Meriden Public Schools: Puerto Rican Culture (2000-2008)

Southern Connecticut State University, Faculty Development: Folktales: Literacy
Development for Second Language Learners (2004).

Bridgeport Public Schools: School Leadership and Reform (2005)

Hartford Public Schools: Bilingualism and Second Language Acquisition National
Nursing Foundation: Health Issues of Puerto Ricans in Connecticut (1997).

University of Connecticut: Round Table Discussion, Second Language Learners (2000,
2004).

Milken National Foundation: School Leadership and Academic Achievement (1994)

Labas, G. Vocational Education Program for Second Language Learners
Connecticut State Department of Education, (1982).

Grants

Olcay Yavuz, Sousan Arafeh, Gladys Labas Connecticut State Department of Education
(CSDE) Grant to Transform Professional Learning Systems, *Improving Student Success
through Building a Community-Wide Leadership Team*. \$50,000.00 grant fund on hold
due to CSDE's unexpected budgetary restrictions. (2016).

Labas, G. Title V11 Transitional Bilingual Education: Two new grant proposals,
submitted, approved and funded by the U.S. Department of Education (1979 and 1980)

Labas, G. Chapter 1 English as Second Language Pull-out Grant, approved and funded
(1980).

Labas, G. Migratory Program Grant submitted and funded. (1980)

Presentation with Doctoral Student:

E. Macri and G. Labas (2015): The Behavior of the leader in the Instructional Data Team
Process and How It Affects Instructional Practices. American Education Research
Association.

M. Mongillo and G. Labas. Teacher Efficacy (2012) American Education Research
Association.

Journal Reviewer

Journal of Latinos and Education (2012 to present)

American Education Research Association (2012-present)

VI. UNIVERSITY TEACHING

Teaching Interests:

My teaching interests are in Second Language Acquisition and Educational Leadership and Policy and dissertation seminar. I believe it is essential to engage students in critical inquiry, analysis, and reflection, assist them to demonstrate competence (building a higher synthesis of knowledge, skill, and reason).

Teaching Record:**Southern Connecticut State University:**

Department Chair (2015- present)

Curriculum Development (2006- present)

Supervision and Staff Development 2006- present)

Dissertation Advising (EDL 709) Fall, 2005 & 2006

Dissertation Preparation (2005- present)

Doctoral Coordination (2006-2010)

Curriculum Development (EDL 685), Summer1, 2004 & 2005

Internship (EDL688) Fall 2003, 2004 & 2005

Supervision and Staff Development (EDL 683) fall and spring 2004, 2005

School Reform (EDL 708) Doctoral Level, Summer111 (2005)

Learning Theories (EDL 684) spring, 2004

Leadership Perspectives (EDL 680). Summer, 2002 & fall 2003

University of Connecticut:

Ph.D. Program

Bilingualism EDCI. (409). spring and fall, 1990, 1991, 1995

Designs for Bilingual and TESOL Education Spring and fall 1995

Curriculum Development Spring and fall 1996

Superintendent and Leadership 1998

Teaching Reading to second Language Learners Spring and fall 1998

University of Hartford:

Assessment and Second Language Fall and spring 1997

Special Education and Second Language Learners Fall and Spring1998

Curriculum Development Fall and spring 1999

Quotes

1. Multistate Association for Bilingual Education
2. Center for Applied Linguistics -CAL



Multistate Association for Bilingual Education – Northeast, Inc
An educational nonprofit promoting multilingualism, equity and social justice in communities

PROFESSIONAL DEVELOPMENT SERVICES PROPOSAL

Date: November 28, 2023

Prepared for: Rosalyn Diaz-Ortiz, Multilingual Learner Programs, Supervisor, New Haven Public Schools, and Pedro Mendia, Multilingual Learner Programs, Director, New Haven Public Schools, New Haven, CT.

Prepared by: Phyllis Hardy, Executive Director, MABE

Project Title: [Dual Language Education \(DLE\) Program Assessment](#)

Program Assessment Purpose: To determine the foundational strength of the various DLE programs in seven New Haven Public Schools. The results and recommendations of the DLE program assessment will support the DLE Program Improvement Plan. The DLE program assessment will be based on the research-based [Guiding Principles for Dual Language Education](#). The specific dual language strands to more closely assess include Program Structure, Instruction, Assessment, Staff Quality and Professional Learning. This proposal will assess and analyze evidence to provide insight into the following essential questions:

- What are the instructional goals, areas of achievement, and challenges in the each of the different DLE programs/schools?
- What are recommendations for improving the current dual language education programs in the each of the different DLE programs/schools and at the district level?

Description of Program Assessment Design and Process:

Phase I Data Collection

- Collection and Review of Key Documents
- Interviews of School leaders from each of the 7 schools
- Interviews of District leaders (Organizational Chart of District Leadership – to be forwarded by district)

Phase II School Visits & Focus Groups

- School Visits with the intent to visit each classroom at each school
- Teacher Focus Groups
- Parent Focus Groups

Phase III Data Review and Report

Schools with DLE Programs: Clinton Avenue, Fair Haven, Family Academy of Multilingual Exploration (FAME), Hill Central, John S. Martinez Sea & Sky STEM Magnet School, John C. Daniels Interdistrict Magnet School of International Communication, Barack H. Obama Magnet University School, and Truman School. (See Program details page 2)

Financials: \$63,000.00

All questions concerning this Proposal should be directed to:

Phyllis Hardy; Executive Director
MABE, PO Box 281, Ashland, MA 01721
Email: PhyllisHardy@mabene.org
Cell: 508-934-6317
Website: www.mabene.org

Schools with DLE Programs

| | | | | | |
|------------------|---|---------|----------------------|----------------------|--------------|
| <i>New Haven</i> | Clinton Avenue | Spanish | OWI Spanish-dominant | K - 5 | Strand |
| | Fair Haven School | Spanish | TWI | K - 7 (growing to 8) | Strand |
| | Family Academy of Multilingual Exploration (FAME) (formerly Christopher Columbus Family Academy) | Spanish | TWI | K - 8 | Whole School |
| | Hill Central | Spanish | OWI Spanish-dominant | K - 3 | Strand |
| | John S. Martinez Sea & Sky STEM Magnet School | Spanish | OWI Spanish-dominant | K - 4 | Strand |
| | John C. Daniels Interdistrict Magnet School of International Communication | Spanish | TWI | K - 8 | Whole School |
| | Barack H. Obama Magnet University School (University Lab with SCSU) | Spanish | OWI Spanish-dominant | K - 4 | Strand |
| | Truman School | Spanish | OWI Spanish-dominant | K - 7 (growing to 8) | Strand |



CENTER FOR APPLIED LINGUISTICS

4646 40TH STREET NW • WASHINGTON DC 20016-1859 • (202) 382-0700 • fax (202) 382-3740 • www.cal.org

December 21, 2023

Pedro Mendia-Landa
Director
Office of Multilingual Learner Services
New Haven Public Schools
Gateway Center
54 Meadow Street, 8th Floor
New Haven, CT 06519
pedro.mendia@new-haven.k12.ct.us

Dear Dr., Mendia-Landa,

The Center for Applied Linguistics (CAL) is pleased to provide this proposal to New Haven Public Schools (NHPS) for a review of programs for effectively educating multilingual learners (MLs) across program models in grades K-12.

CAL will collect information about the programs and provide a description of current policies and practices and recommendations for improvement. The report will be used to inform district strategic planning. The study will be primarily qualitative in design (employing observation and listening session protocols) but will include a quantitative analysis of academic and language performance outcomes for multilingual students in dual language and other multilingual programs using de-identified student data.

Primary Research Questions

- Are the policies and practices for serving multilingual learners (in DL and other programs) representative of research-based, effective practices, and are the policies and practices implemented appropriately?
- Given de-identified student performance data, how are ML students in DL and ML programs performing academically and linguistically, and in comparison, by program type?
- What do staff and stakeholders believe is working well and what needs improvement? What are their recommendations for improvement?

CAL's Principles of Effective Instruction for English Learners (CAL, 2013) will be used as the theoretical framework guiding the evaluation for multilingual learners in English as a second language programs, and the *Guiding Principles for Dual Language Education, 3rd Edition* (Howard, et al. 2018) will be used as the foundation for the review of dual language programs.

The following areas will be investigated through the lens of equity and inclusion:

- Identification, placement, exiting, and monitoring procedures
- Program models and staffing
- Provision of special education services to ELs
- Standards and curriculum
- Instructional methods
- Professional development for teachers
- Family and community outreach and engagement
- Support and resources

CAL has developed listening-session protocols and classroom observation instruments that are aligned with its *Principles* documents and with other research-based, best practices for language-and-content teaching and learning. These instruments will be tailored for the context of the programs and research questions in NHPS.

Procedure

CAL staff will speak with appropriate NHPS staff to agree upon the academic and language performance data that will be made available to the CAL quantitative researcher. Tasks for the analysis and presentation of findings will include:

- Data ingestion, review, cleaning
- Research question review and refinement post data receipt
- Data analysis (code development, statistical analysis, compile results)
- Development of data visualizations
- Integration of visualizations in the report with descriptive narrative
- Revisions as requested post review by NHPS

*Task requests outside of this list will incur an additional fee

CAL staff will schedule five full days of remote listening sessions with staff serving MLs and representing the following positions: school administrators, ML teachers and classroom and resource teachers, school counselors and special education teachers, and central administrators. The project schools and staff will be chosen by NHPS, and the schedules will be developed by the District with parameters set by CAL.

CAL staff will also conduct four listening sessions with parents with children in the Dual Language and non-Dual Languages programs and with children at various grade levels. There

will be up to eight parents per session. Listening sessions with parents may be facilitated remotely or in person during the site visit. The District will be responsible for recruiting the participation of parents and for providing interpretation as needed.

During a 5-day site visit, three CAL evaluators will visit a sampling of the elementary, middle, and high school programs serving MLs to observe instruction. As stated above, the project schools will be chosen by the district and the amount of time in each school will be determined by the number of MLs at each school (at a minimum a half day per school). While in the schools, the CAL evaluator will observe classroom instruction in either English only, or in both English and Spanish in Dual Language programs, in a sampling of classrooms across grade levels.

In advance, a site-visit schedule will be developed by the District for the CAL 5-day visit based on parameters provided by CAL. This will include detailed schedules for the school visits.

Information from listening sessions, classroom observations, and student linguistic and academic performance reports will be analyzed, and a draft report will be provided to the District. The District will review for clarity and accuracy. Once returned, CAL will make any needed revisions to the report and submit the final report.

Project Activities

The evaluation as described above will include the following tasks:

- Start-up project meeting
- Management meetings held as needed to ensure review activities are well organized
- CAL receives extant description of programs and de-identified student data
- CAL tailors listening session protocols for the local context
- Zoom listening sessions are conducted with central office, school staff, and parents (in-person option for the latter)
- Three CAL evaluators on site for 5 days to collect data (school climate, classroom instruction, and family listening sessions, as needed)
- Analysis of listening session responses, school and classroom observations, performance data information.
- Development of draft report
- Review of draft report by district
- Revision of report based on review
- Submission of Final Report describing current practices and recommendations for improvement

Task Timeline to be confirmed during the start-up meeting once the contract is finalized.

| Task | Tentative Dates of Completion TBD |
|---|-----------------------------------|
| *Start-up project | |
| CAL receives extant de-identified outcome data and any other helpful documentation as discussed at start-up meeting | |
| CAL tailors listening sessions protocols for the local context | |
| CAL conducts 4 days of remote listening sessions (parent listening sessions can be done onsite, if needed) | |
| CAL conducts Site visit to District by three consultants for 5 days | |
| Analysis of listening session responses, classroom observations, student performance data and documentation | |
| Submission of draft report | |
| Review of draft report by district | |
| Submission of Final Report | |

*Management meetings will be conducted at agreed-upon intervals following the start-up meeting

CAL Capabilities Statement

The Center for Applied Linguistics (CAL) is a private, non-profit organization involved in the study of language and the application of linguistics to educational, cultural, and social concerns. CAL's mission is to improve education through better understanding of language and culture. Established in 1959, CAL has earned an international reputation for the quality of its work in language-related information collection, analysis, and dissemination; linguistic research that addresses the needs of the classroom; direct technical services to language programs; professional development; and needs assessments and program evaluations. For current information about CAL projects and products, visit our Web site at <https://www.cal.org/>

CAL Project Staff

- Lisa Tabaku, Director, Dual Language and Multilingual Education, will serve as the project director.
- CAL will engage research assistance and data analysis expert
- Ali Alahmadi, Business Coordinator, will assist with business management related to the project.

Fee

The firm, fixed price of the evaluation for all of the tasks described above: \$ \$150,590.

Total *without* the analysis of the de-identified student data (district will provide data reports that reflect need for change): \$125,590.

With secondary student listening groups (up to five groups of approx. six students): add an additional \$6,255.

With CAL-developed PPT and presentation: add an additional \$10,290.

The fees cover all professional services required for the management, development and delivery of the evaluation report and include travel expenses for the site visit to District.

Payment

District agrees to pay the Center for Applied Linguistics for services received as follows:

CAL will invoice District in four equal payments of TBD.

- 1) After completion of the remote listening sessions
- 2) After completion of the site visit
- 3) After delivery of the draft report
- 4) After delivery of the final report (and/or, as determined, the PPT and presentation)

Invoices are payable within 30 days of receipt of an invoice from CAL. Please send payment to:

Accounts Receivable
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016

This contract will be in effect from the date when the contract is signed through August 31, 2024.

Copyright

CAL is the owner and copyright holder of all materials developed by CAL staff and consultants for use in delivery of services under this Agreement. Conversion of the CAL materials to on-line products is not permitted without the express permission of CAL.

We appreciate your potential selection of CAL for professional services, and we look forward to hearing back from you.

Sincerely,

Lisa Tabaku
Director, Dual Language and Multilingual Education
Center for Applied Linguistics
Email: ltabaku@cal.org
Telephone: 202-355-1547
Web: www.cal.org/solutions