

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## *BUREAU OF CHOICE PROGRAMS*



### *INTERDISTRICT COOPERATIVE GRANT PROGRAM 2018 – 2019*

#### **Section 10-74d of the Connecticut General Statutes**

#### ***PURPOSE***

To maintain a competitive grant program for the purpose of assisting local and regional boards of education, regional educational service centers and nonsectarian, nonprofit organizations with the establishment of interdistrict cooperative programs that increase student achievement and reduce racial, ethnic and economic isolation.

**The Connecticut State Department of Education reserves the right to make necessary policy changes after the proposals are submitted.**

**Applications Due:** February 23, 2018

**Published:** January 2018

**RFP #001**



# CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Dianna R. Wentzell  
Commissioner of Education**

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Levy Gillespie  
Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator  
Connecticut State Department of Education  
450 Columbus Boulevard, Suite 607  
Hartford, CT 06103  
860-807-2071  
Levy.Gillespie@ct.gov

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

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NOTE: Prospective and current Interdistrict Cooperative Grant Program (IDCG) grantees are **strongly encouraged** to thoroughly review the IDCG:

- Go to the Connecticut State Department of Education's (CSDE) Web site at [2017 Request for Proposals](#).
- Under "Choice Programs" click on Interdistrict Cooperative Grants.

### ***PURPOSE AND BACKGROUND***

For many years, Connecticut has enjoyed a reputation as an outstanding place to educate children. The state has long led the nation in many measures of educational achievement. However, Connecticut also has a large achievement gap between white students and students of color. In addition, all students must be prepared to enter a global workforce. The education of students must prepare them to compete for jobs in the global economy. Becoming aware of one's own culture and developing awareness of a variety of other cultures is one of the steps to becoming a world-class citizen.

Many students in Connecticut grow up attending school with students of the same race, ethnicity and social class. They have limited exposure to students who are members of different races, ethnicities, or socioeconomic groups from themselves. IDCG programs should provide innovative opportunities for students to gain exposure to other students from different backgrounds in meaningful ways.

The CSDE is seeking applicants to establish interdistrict cooperative programs, particularly those serving Hartford elementary and secondary students. In determining whether an application shall be approved and funds awarded, the CSDE shall consider the following factors as well as other factors as set forth in this application:

1. **Reducing Racial, Ethnic and Economic Isolation** – significant, meaningful, well-articulated programs and activities based on sound research;
2. **Increasing High Academic Achievement of All Students in Reading, Writing, Mathematics or Science** – programs that are aligned with current Connecticut Standards and frameworks in K-12 English Language Arts and Mathematics, with academically sound enrichment activities as a significant component. Programs and activities must be designed to lead to observable and measurable improvement in student learning and academic achievement;
3. **Objectives and Description** of the proposed program;
4. **Cost of the Program;** and
5. **Number of school districts and students that will benefit.** The Commissioner shall not award a grant for a program, other than a lighthouse school, in which more than 80 percent of the students are from one school district.

These programs should support urban, suburban and rural districts working voluntarily together to reduce the racial, ethnic and economic isolation of students and create settings where students can assemble, interact and learn. These programs should also promote a greater understanding and appreciation of cultural diversity and must advance student achievement.

### ***APPLICATION FORMAT***

The grant application must be single-spaced on white paper and stapled, not bound and with no insertions. The size of the font must be set at Times New Roman 12-point. A total proposal must not exceed 35 one-sided pages, excluding the following pages: Affirmative Action Plan, Statement of Assurances, and Superintendent Sign-off pages. A proposal must also include the following completed grant sections in order to be considered:

- signed Application Cover Page
- participating Superintendent or his/her designee, Regional Educational Service Center (RES-C) Director Signature Page(s);
- abstract and Program Description (two pages);
- completed Planned Student Enrollment and Planned Staff Race Ethnicity Data;
- completed Outline of Program Goals, Objectives, Activities and Evaluation;
- completed Program Cost Effectiveness;
- budget ED 114 and Budget Narratives (FY19);
- signed and Dated Certification That A Current Affirmative Action Plan Is On File; and
- signed and Dated Statement of Assurances.

### ***ELIGIBILITY***

This is a competitive grant program. **ONE APPLICATION SHALL BE ALLOWED PER APPLICANT WITH A MAXIMUM AWARD REQUEST OF \$100,000.** The CSDE shall base its grant awards on the strength of the project proposal in meeting the five critical goals detailed under "Purpose and Background." The CSDE also reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet the State Board of Education's priorities. The IDCG established under Section 10-74d of the Connecticut General Statutes (C.G.S.) provides state funding to local and regional school districts, RESCs, and nonsectarian, nonprofit organizations approved by the Commissioner of Education.

Such programs for local and regional boards of education and RESCs may include programs funded pursuant to Section 10-266bb of the C.G.S. and interdistrict magnet school programs that meet the following criteria. Such programs: 1) must be conducted at the magnet school; 2) must serve primarily children who are not enrolled in the magnet school; and 3) cannot be programs for which a local or regional board of education or a RESC receives funds pursuant to Sections 10-264h or 10-264l of the C.G.S.

To be funded under this grant, the program requires: the participation of two or more local or regional school districts; RESCs solely or pursuant to a cooperative arrangement with one or more local or regional boards of education; and a nonsectarian, nonprofit organization approved by the Commissioner of Education serving two or more local or regional school districts, that together provide a program to a diverse student body, or in the case of a lighthouse school, by a local or regional board of education or RESC. Programs may operate during the regular school

year, during the summer or a combination of both. Summer residential programs are also an option.

**Programs shall be no less than 45 operating hours, of which at least 30 hours must be face-to-face contact time among students** from the cooperating districts. The CSDE will not consider time spent transporting the students as face-to-face contact time.

**NOTE: When writing the application, applicants are encouraged to seek assistance of district-level curriculum professionals.**

First time nonsectarian nonprofit applicants must provide evidence of the organization’s nonsectarian nonprofit status to the Commissioner of Education for approval **prior** to the Request for Proposals (RFP) submission deadline. Such evidence may include the organization’s charter and filings with the Office of the Secretary of State.

Below is the CSDE’s stance on liability insurance for the IDCG Program:

*If a nonprofit corporation does not hold insurance liability coverage for an IDCG program and believes the district sending students to its program is obligated for such coverage, the nonprofit entity should request such documentation from the district. Otherwise, the nonprofit should hold such coverage.*

### **FUNDING OPTIONS**

When preparing the budget, review the **general guidelines** in Tables 1 through 3. These general guidelines are designed to assist applicants in determining the appropriate amount of funding to request.

<b><u>Table 1 – Summer Only Program Data – 2017-2018</u></b>	
Number of funded programs	No summer program was funded
Number of students served (total)	
Average number of students per program	
Average cost per student	
Range of grant awards	
<b><u>Table 2 – Academic Year Only Program Data – 2017-2018</u></b>	
Number of funded programs	9
Number of students served (total)	4,787
Average number of students per program	478
Average cost per student	236
Range of grant awards	12,367-411,310
<b><u>Table 3 – Summer and Academic Year Program Data – 2017-2018</u></b>	
Number of funded programs	5
Number of students served (total)	1600
Average number of students per program	320
Average cost per student	1,271
Range of grant awards	60,931-92,923

As defined in the guidelines above, proposals for IDCG programs that exceed the average costs per student should provide detailed justification in the information provided under - IDCG Program Cost Effectiveness (refer to page 18).

**Summer Programs** – To be eligible for classification as a summer program, 90 percent of the program’s costs must be incurred during July and August.

**Residential Summer Programs** – The CSDE encourages the submission of summer residential program applications. These programs should include a *minimum* of four weeks of residence for a *minimum of* 40 students from more than one school district.

### ***ALLOWABLE COSTS (SEE ED 114 - PAGES 19-21)***

Allowable costs for this grant include:

- teachers/providers;
- school social workers, counselors, psychologists;
- clerical assistance;
- recruitment and admission procedures;
- instructional supplies, materials and equipment;
- staff development appropriate to the project (up to 5 percent of the award);
- pupil transportation;
- up to 10 percent of the award to defray the costs of administering and evaluating the program impact and outcomes, and preparing the final report;
- development of instructional units;
- parent activities (up to \$1,000);
- food that is part of the program (cooking classes, overnight stays, etc.);
- food for snacks; and
- food that is necessary as meals for residential programs, weekend academies and all day field trips.

### ***GRANT PERIOD***

The CSDE shall award grants annually beginning on July 1, 2018, and concluding on June 30, 2019.

### ***SUBMISSION REQUIREMENTS***

1. An original, completed application plus two copies, the content and format of which appears in Appendix A, IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received by 4 p.m. on **February 23, 2018**.
2. Applicants must also submit an electronic version of the **Abstract** in Microsoft Word to [Irma.Francis@ct.gov](mailto:Irma.Francis@ct.gov) by 4 p.m. on **February 23, 2018**.

3. EXTENSIONS WILL NOT BE GRANTED. The CSDE will not accept facsimile copies of the application.
4. Please mail applications to:

<p>Janet Foster Bureau of Choice Programs Connecticut State Department of Education 450 Columbus Boulevard, Suite 506 Hartford, CT 06103-1841</p>
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## ***REVIEW OF PROPOSALS AND GRANT AWARDS***

Applications will be mailed to teams to review and rate proposals by application type and according to the criteria presented in Appendix B of this RFP. Teams of reviewers may include members from any of the six RESC regions. Proposal assignment shall be selective to ensure that applicants are not reviewing their own application.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. All proposals submitted become the property of the CSDE and a part of the public domain. Applicants should submit proposals in the most favorable terms from both technical and cost standpoints. **The CSDE reserves the right to award grants to applicants that will assist in achieving court-ordered goals in the stipulated agreement in the case of Milo Sheff, et al. v. William A. O'Neill, et al., HHD-X07-CV89-4026240-S (April 30, 2013).** *All awards are subject to the availability of funds and the passage of the state budget.*

### ***ACCOUNTABILITY PLAN***

Each applicant must participate in the accountability plan for interdistrict cooperative grants. This plan requires the submission of online final reports, which will include both student and program evaluations.

### ***FREEDOM OF INFORMATION ACT***

All the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act (FOIA), and Section 1-200 et seq. of the C.G.S. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

### ***MANAGEMENT CONTROL OF THE PROGRAM AND GRANT CONSULTATION ROLE OF CSDE PERSONNEL***

The grantee has complete management control of this grant. While CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

### ***ACKNOWLEDGEMENT OF COOPERATION***

The CSDE shall accept the signature of the superintendent of schools/or designee, a RESC director or director of a cooperative arrangement on behalf of two or more local or regional boards of education, as acknowledging the fact that the school districts listed in the application are officially participating in this interdistrict project. **The CSDE will require the signature of an authorized representative of any nonsectarian, nonprofit agency.**

### ***OBLIGATION OF GRANTEES***

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Sections 4a-60 and 4a-60a of the C.G.S. and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and at such time as may be prescribed by the Commission on Human Rights and Opportunities.

Interdistrict Cooperative Grants  
Application Packet

Connecticut State Department of Education  
Bureau of Choice Programs, Hartford, Connecticut

**COVER PAGE**

**APPLICATION FY 2018-2019  
INTERDISTRICT COOPERATIVE GRANT**

**PROPOSAL MUST NOT EXCEED 35 PAGES (ONE SIDED) Excluding (Affirmative Action Plan; Statement of Assurances and Superintendent Sign-off pages) AND NO MORE THAN ONE APPLICATION PER APPLICANT**

Program Title		
Name of Applicant District/Agency		
Town Code		
Check the Appropriate Sponsor Type (i.e., School Boards, RESCs or Nonsectarian, Nonprofit)	<input type="checkbox"/> ACES <input type="checkbox"/> CES <input type="checkbox"/> CREC <input type="checkbox"/> EASTCONN <input type="checkbox"/> LEARN <input type="checkbox"/> EdAdvance	<input type="checkbox"/> Cooperative Arrangement between two or more local or regional school boards <input type="checkbox"/> Cooperative Arrangement between a RESC and two or more local or regional school boards <input type="checkbox"/> Nonsectarian Nonprofit
Application Type (select only one)	<input type="checkbox"/> Summer – months ___ days ___ hours ___ <input type="checkbox"/> Summer and Residential – months ___ days ___ hours ___ <input type="checkbox"/> Academic Year – months ___ days ___ hours ___ <input type="checkbox"/> Summer and Academic Year – months ___ days ___ hours ___ <input type="checkbox"/> Residential and Academic Year – months ___ days ___ hours ___	
Projected Number of Students Who Will Participate		
Program Length (entire duration of program)	# Days =      #Hours =      (must be at least 45 operating hours)	
Average Number of Contact Hours per Student	(must be at least 30 hours)	
Fiscal Agent (if other than applicant)		
Contact Person's Name and Title		

Agency Name and Address	
Phone	
Fax	
E-mail	
Year 2018-2019 Funds Requested (must match the ED 114)	
Names of participating School Districts ( <b>see next page(s) for Superintendent or his/her designee/Director Sign-off Forms; make additional copies of form as needed</b> )	1.
	2.
	3.
	4.
	5.
	6.
Name of Superintendent/Director	

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.	Date
Signature:	
Signature of Superintendent of Schools/Director, Fiscal Agent or Signature of Authorized Agent or Designee.	

Program No. \_\_\_\_\_ [For State Use Only]

***ABSTRACT AND PROGRAM DESCRIPTION***

The CSDE maintains a public catalogue on the state's Web site for all interdistrict cooperative programs. The CSDE will add the program identification number and the grant award amount and shall include the abstract below. Please ensure that all e-mail addresses are working. The CSDE will not accept **applications with incomplete abstracts or abstracts over the five-hundred (500) word count or a proposal that exceeds the 35-page limit.**

Title of Program	
Applicant or Grantee	
Town or City Where Program is Located	
Complete Address of Program Site	
Months of Operation	
Days of Week and Hours of Operation	
Age Ranges of Students	
Participating School Districts	
Indicate: a) Summer b) Summer Residential c) Academic Year d) Summer and Academic Year e) Residential and Academic Year	
Total Number of Students	
Contact Person	
Telephone	
Fax	
E-mail Address	
Award Amount	

**Abstract (Description of the Program) - Maximum of five-hundred (500) typed words using Times New Roman Font Size = 12:**

Word Count =

To access staff and student race ethnicity data from the CSDE, direct your internet browser to [www.sde.ct.gov](http://www.sde.ct.gov) and then click:  on the left side of the page.

**Complete the following Planned Student Enrollment and Planned Staff Race Ethnicity Data.**

<b><u>Planned Student Enrollment</u></b>															
<b>Participating School Districts</b>	% of Students Receiving Free or Reduced Priced Lunch	American Indian/Alaska Native		Asian		Black or African American		Hispanic or Latino		White		Two or More Races		Total	
		M	F	M	F	M	F	M	F	M	F	M	F		
<b>Total</b>															

Total anticipated to be enrolled in this program.

Percentage of students of color anticipated to participate in this program.

<b><u>Planned Program Data for Staff Race and Ethnicity</u></b>														
	American Indian/Alaska Native		Asian		Black or African American		Hispanic or Latino		White		Two or More Races		Total	
	M	F	M	F	M	F	M	F	M	F	M	F		
<b>Total</b>														

Total staff anticipated to work in this program.

Percentage of staff of color anticipated to work in this program.

## ***OUTLINE OF PROGRAM GOALS, OBJECTIVES, ACTIVITIES AND EVALUATION***

**Goal 1:** Reduce Racial, Ethnic and Economic Isolation.

**Student Recruitment and Composition** – Describe how the project brings urban, suburban and rural or economically isolated students together voluntarily for the purpose of reducing racial isolation and enhancing student achievement. The program should have significant diversity among its student participants. The program should describe an effective plan to recruit and retain students from various diverse racial and ethnic groups. What is the anticipated percentage of diverse students?

Objectives:

Activities:

Outcomes:

**Staff Recruitment and Composition** – Describe in detail how the program will recruit and retain a diverse staff from various racial and ethnic groups. What is the anticipated percentage of diverse staff?

Objectives:

Activities:

Outcomes:

**Parent Involvement** – Describe how the program will involve parents from diverse ethnic and cultural groups in program activities and planning.

Objectives:

Activities:

Outcomes:

**Goal 2: High Academic Achievement of All Students**

**Curriculum Design** – Describe how the program and activities support, in meaningful ways, efforts to:

(a) *reduce racial, ethnic and economic isolation; and*

(b) *increase student achievement.*

**Teaching Strategies** – Describe how the program utilizes culturally responsive teaching strategies in order to support student achievement.

**Supportive Services** – Describe the program’s academic support.

**Student Assessment** – How will the grantee measure student academic achievement? (A copy of the assessment instrument must be included with application.)

**Pre- and Post-Student Assessment** – Describe pre- and post-assessment measures and outcomes. (A copy of the assessment instrument must be included with application.)

**Program Evaluation** – Program must be able to assess the strengths and weaknesses of the program.

*Describe how the program will measure its strengths and weaknesses. (A copy of the assessment instrument must be included with application.)*

## ***DEFINITION AND EXAMPLES OF PROGRAM GOALS, OBJECTIVES, ACTIVITIES AND EVALUATION***

**Goals** – Pursuant to statute, the two major goals for this program are: a) reducing racial, ethnic and economic isolation; and b) high academic achievement of all students. All objectives must align with the program goals. The activities must support each objective.

**Objectives** – For each goal, applicants must provide a list of specific student outcome objectives for the project. Applicants should state each objective in measurable terms, including the following:

- the estimated number of participating students from each school district;
- the skills to be mastered and services to be offered; and
- the timeframe in which the services will be offered.

Examples:

- By September 30, 2014, 450 students from the five participating school districts will demonstrate ability to use the Internet to access information for use in a report on the Amistad shipbuilding project.*
- By the completion of the program, each student will complete a one-page chart outlining the history of civil rights laws in the United States.*

**Activities** – Describe each of the major project activities that applicants will conduct to meet each objective.

*Example: Students will receive five sessions on effective study skills and apply the knowledge and skills in a 30-minute tutoring session for a younger student.*

*Example: Students will conduct a 60-minute interview of a veteran using five interview questions that they have written. Students shall submit a 500-word report for a book, which the program shall publish.*

**Evaluation** – The CSDE expects all grantees to evaluate their project according to the two critical themes for this program: 1) reducing racial, ethnic and economic isolation; and 2) high academic achievement of all students.

- attach the pre- and post-student assessment document; and
- attach the student end-of-program evaluation document.

**IDCG PROGRAM COST EFFECTIVENESS**

2018-2019

1. Total cost of operating this program (total grant request).
2. The *average costs* per student for this program.
3. If the applicant will charge tuition to participating students, indicate the amount of tuition per student.  
**Note:** Programs may charge a nominal tuition to recover fees. Applicants must justify such fees and applicants must not deny admission due to economic hardship.

**COST EFFECTIVENESS JUSTIFICATION** – Applications that exceed the *average costs per student* in the historical Tables 1 through 3 should provide a detailed explanation here.



**Connecticut State Department of Education  
Bureau of Choice Programs  
Interdistrict Cooperative Grant Program**

ED 114

Fiscal Year 2019

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:		
GRANT TITLE: INTERDISTRICT COOPERATIVE		
PROJECT TITLE:		
CORE-CT CLASSIFICATION:	FUND: 11000	SPID: 17045
BUDGET REFERENCE: 2019		PROGRAM: _ _ _ _
		CHARTFIELD 1: _ _ _ _
		CHARTFIELD 2: SDE _ _ _ _
--		
GRANT PERIOD: 7/01/18 – 6/30/19		AUTHORIZED AMOUNT: \$
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services/Salaries	
200	Personal Services/Employee Benefits	
300	Purchased Professional & Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
917	Indirect Costs	
	TOTAL	

\_\_\_\_\_ ORIGINAL REQUEST DATE \_\_\_\_\_

DEPARTMENT OF  
EDUCATION  
PROGRAM MANAGER  
AUTHORIZATION

DATE OF  
APPROVAL

\_\_\_\_\_ REVISED REQUEST DATE \_\_\_\_\_



**Connecticut State Department of Education  
Bureau of Choice Programs  
Interdistrict Cooperative Grant Program**

***BUDGET INSTRUCTIONS AND GUIDELINES (ED 114)***

CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES-SALARIES: Amounts paid to both permanent and temporary grantee employee, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments. While not paid directly to employees, these payments are nevertheless a part of the cost of personal services.	
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services, which by their nature, can only be performed by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	
400	PURCHASED PROPERTY SERVICES: Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
500	OTHER PURCHASED SERVICES: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
600	SUPPLIES: Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	



**Connecticut State Department of Education  
Bureau of Choice Programs  
Interdistrict Cooperative Grant Program**

CODE	OBJECT	AMOUNT
700	PROPERTY: In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year. Also included in this category is data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years.	
800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	
917	INDIRECT COSTS: Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim.	
TOTAL AMOUNT		

## ***FINAL ONLINE REPORT INFORMATION***

To access the Interdistrict Cooperative Grant Database, go to the CSDE Web site at [www.csde.state.ct.us](http://www.csde.state.ct.us) using your state issued log-in name and password. For password and log-in names or technical assistance, please contact:

*David Williamson at 860-713-6615 or [david.williamson@ct.gov](mailto:david.williamson@ct.gov).*

Reports for Summer Programs must be completed on or before **December 3, 2018**.

Reports for All Year Programs must be completed on or before **June 30, 2019**.

***Appendix A***

Connecticut State Department of Education  
Bureau of Choice Programs  
Hartford, Connecticut

***GRANT APPLICATION FY 2018-2019  
INTERDISTRICT COOPERATIVE GRANT***

*Participating Superintendent or his/her designee, RESC Director Signature Page  
(Please make copies as necessary)*

Name of Applicant District/Agency	
Project Title	
Name of Participating School District	
Signature of Superintendent or his/ her designee/RESC Director	

## ***Appendix B***

### ***AFFIRMATIVE ACTION CERTIFICATE***

#### **CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE**

*According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.***

**I, the undersigned authorized official, hereby certify that the applying organization/agency: \_\_\_\_\_, has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.**

**Signature of Authorized Official: \_\_\_\_\_ Date: \_\_\_\_\_**

**Name and Title: \_\_\_\_\_**

# Appendix C

## STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**THE APPLICANT:**

HEREBY ASSURES THAT:

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(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical

Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this

Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the

Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D

## Sample Scoring Rubric

Applicant Name				
Check One Box				
Summer Program <input type="checkbox"/>	Academic Year <input type="checkbox"/>	Summer and Academic Year <input type="checkbox"/>	Summer Residential <input type="checkbox"/>	Residential and Academic Year <input type="checkbox"/>
Reviewer Name (Printed)				
Reviewer Name (Signature)				
Date Reviewed				

NOTE: THE CSDE SHALL REJECT APPLICATIONS (AND WILL NOT SCORE THEM) IF:  
 Programs are less than 45 operating hours in total or have less than 30 hours of face-to-face contact time among students from the cooperating districts or exceeds the 35-page limit. **(Please confer with your team members for consensus before rejecting an application).**

### Points Summary

<b>1. Reducing Racial, Ethnic and Economic Isolation.</b>		
Student Recruitment and Composition		20
Staff Recruitment and Composition		10
Parental Involvement		5
<b>2. High Academic Achievement of All Students.</b>		
Curriculum Design		10
Teaching Strategies		10
Supportive Services		5
Student Assessment		10
Program Evaluation		10
<b>3. IDCG Goals – Overall Program Design.</b>		20
<b>4. Cost Effectiveness.</b>		5
	TOTAL Points	105

Total Score \_\_\_\_\_ (maximum 105 points)

Please give reasons for “weak,” or “inadequate” scores on the “Comments” lines.

<b>Student Recruitment and Composition (refer to page 14)</b>					
1. Program describes an effective plan to recruit and retain students from various diverse racial and ethnic groups.	Excellent 5 points (well-conceived and thoroughly developed)	Good 4 points (clear and complete)	Fair 3 points (requires additional clarification)	Weak 2 points (lacks sufficient information)	Inadequate 0 point (information not provided)
2. Planned percentage of student diversity (refer to page 13).	>=40% 15 points	30-39% 10 points	20-29% 6 points	10-19% 2 points	< 10% 0 points
Total		Maximum 20 Points (please total 1 and 2)			

Comments:

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<b>Staff Recruitment and Composition (refer to page 14)</b>					
1. Program describes an effective plan to recruit and retain staff made up of individuals from various racial and ethnic groups.	Excellent 5 points (well-conceived and thoroughly developed)	Good 4 points (clear and complete)	Fair 3 points (requires additional clarification)	Weak 2 points (lacks sufficient information)	Inadequate 0 point (information not provided)
2. Percentage of staff diversity (refer to page 13).	>=40% 5 points	30-39% 4 points	20-29% 3 points	10-19% 2 points	< 10% 0 points
Total		Maximum 10 Points (please total 1 and 2)			

Comments:

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<b>Parental Involvement (refer to page14)</b>					
The program involves parents from diverse ethnic and cultural groups in program activities and planning.	Excellent 5 points (well-conceived and thoroughly developed)	Good 4 points (clear and complete)	Fair 3 points (requires additional clarification)	Weak 2 points (lacks sufficient information)	Inadequate 0 point (information not provided)

Total  Maximum 5 Points

Comments:

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<b>Curriculum Design (refer to page 15)</b>			
Program activities support, in meaningful ways, efforts to reduce racial, ethnic and economic isolation and increase student achievement.	Excellent 2 points (well-conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information not provided)
1. Increasing student achievement is a key program component focus.			
2. The acquisition of cultural competence is a key program component.			
3. Efforts to reduce racial, ethnic and economic isolation are embedded into the program plans rather than being supplementary or additive.			
4. Program cultivates strong interpersonal relationships among students of different race, ethnicity and economic backgrounds.			
5. The curriculum helps students develop decision-making abilities and social participation skills in the context of increasing student achievement.			

Total  Maximum 10 Points (please total 1-5)

Comments:

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<b>Teaching Strategies (refer to page 15)</b>			
Program activities support, in meaningful ways, efforts to reduce racial, ethnic and economic isolation and increase student achievement.	Excellent 2 points (well-conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information not provided)
1. Staff utilizes a variety of culturally responsive teaching strategies.			
2. The influence of culture on learning is a strong program consideration.			
3. Program focuses on creating an atmosphere reflecting an acceptance of and respect for ethnic and cultural differences.			
4. The instructional program represents perspectives of the various ethnic and cultural groups.			
5. Students have meaningful, active participation in the program.			
<b>Total</b>	<input type="text"/>	<input type="text"/>	<b>Maximum 10 Points (please total 1-5)</b>

Comments:

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<b>Supportive Services (refer to page 15)</b>		
Does the program provide a variety of academic support services? For example:	1 point (evident)	0 points (not evident)
1. Academic tutoring.		
2. Individual and group counseling services.		
3. Significant assistance with study skills and homework completion.		
4. Assistance in test taking skills.		
5. A process for accessing English learner (EL), special education and other support services.		
<b>Total</b>	<input type="text"/>	<input type="text"/>
<b>Maximum 5 Points (please total 1-5)</b>		

Comments:

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<b>Student Assessment (refer to page 15)</b>			
Program describes how student assessment measures academic achievement and the effect of the reduction of racial, ethnic and economic isolation:	Excellent 2 points (well-conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information not provided)
1. Student academic achievement will increase.			
2. Student attitudes and behaviors about race, ethnicity and economic isolation will improve.			
3. Teachers will use a variety of assessment procedures that reflect the ethnic and cultural diversity of students.			
4. Teachers' day-to-day assessment techniques will take into account the ethnic and cultural diversity of their students.			
5. The student end-of-year program evaluation instrument is included.			
<b>Total</b>			<b>Maximum 10 Points (please total 1-5)</b>

Comments:

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<b>Program Evaluation (refer to page 16)</b>			
Program must be able to assess the strengths and weaknesses of the program.	Excellent 2 points (well-conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information not provided)
1. Program demonstrates how it will conduct ongoing, systematic evaluations of the goals, methods, and instructional materials used in reducing racial, ethnic and economic isolation.			
2. Program demonstrates how it supports high academic achievement in reading, writing, mathematics or science.			
3. Assessments are aligned and listed for each goal.			
4. The proposal specifies a measurement tool or strategy that will provide a quantitative measurement of program success.			
5. The Pre- and Post- assessment instrument measures progress toward achievement of each goal.			
<b>Total</b>			<b>Maximum 10 Points (please total 1-5)</b>

Comments:

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<b>IDCG Goals – Overall Program Design</b>			
	Excellent 2 points (well- conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information not provided)
1. The Program Description is included (clear, concise, no typos, within required word count) (refer to page 11).			
2. Objectives align with the two program goals.			
3. Objectives are stated in measurable terms with student outcomes listed.			
4. Activities are aligned and listed for each objective.			
5. Activities support each objective.			
6. The project brings urban, suburban and rural students together voluntarily for the purpose of reducing isolation and enhancing student achievement.			
7. The proposal describes how the grantee will inform parents about the availability of the program and how it will recruit students regionally.			
8. The proposal describes the plan to expand this program to other stakeholders in the participating districts.			
9. The proposal describes the isolation issues affecting students in participating districts and how this grant will address these issues.			
10. The proposal describes educational needs of students in participating districts and how this grant will address these needs.			
<b>Total</b>			<b>Maximum 20 Points (please total 1-10)</b>

Comments:

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<b>Cost Effectiveness (from IDCG Program Cost Effectiveness (refer to page 18))</b>					
The budget supports the program goals and objectives and is calculated correctly.	Excellent 5 points (well-conceived and thoroughly developed)	Good 4 points (clear and complete)	Fair 3 points (requires additional clarification)	Weak 2 points (lacks sufficient information)	Inadequate 0 point (information not provided)
<b>Total</b>	<input type="text"/>	<b>Maximum 5 Points</b>			

Comments:

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