

Connecticut State Department of Education
Office of Strategic Planning and Partnerships &
Performance Office

**American Rescue Plan
Act of 2021 (ARPA)
Dual Credit Expansion
Grant Program**

July 1, 2023 - September 30, 2024*

The Connecticut State Department of Education (CSDE) reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

Release Date: April 2023

Due Date: July 17, 2023 at 5:00 PM EDT

THIS DOCUMENT IS FOR INFORMATION ONLY
The grant application must be completed on-line
through the CSDE website.
No paper or email applications will be accepted.

RFP # 842

**Extensions possible in some cases.*



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Charlene M. Russell-Tucker
Commissioner of Education

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I. Dual Credit Expansion Grant Program Overview

Connecticut General Statutes [10-221x](#) (*Challenging curriculum policy*) seeks to ensure all students enroll in advanced courses or programs allowing them to earn college credit prior to graduation. The Dual Credit Expansion Grant Program will provide funding for public school districts for start-up costs associated with increasing the number and types of dual credit courses offered in partnership with Connecticut's institutions of higher education (IHE). These courses can be part of traditional college pathways or career-oriented pathways leading to industry-recognized credentials. Dual credit courses include dual enrollment (taken on a college campus) and concurrent enrollment courses (taken on the high school campus). The goal of these expansion efforts is to increase the number of students earning non-remedial college credit while enrolled in high school and increase the number of college credits students earn prior to high school graduation. Additional statutes that are pertinent to advanced course participation include [10-220g](#) (*Policy on calculation of students' grade point averages*) and challenging curriculum policy [10-221w](#) (*Policy regarding eligibility criteria for enrollment in advanced course or program*).

Questions about the Dual Credit Expansion Grant Program should be directed to Renee Savoie at renee.savoie@ct.gov.

II. Rationale and Purpose

Dual credit coursework is an evidence-based strategy with documented positive impacts on high school and college outcomes. The What Works Clearinghouse (WWC) at the U.S. Department of Education – a central and trusted source of rigorous scientific evidence on education programs, products, practices, and policies – affirms there is evidence showing that [dual credit programs have positive effects](#) on students' college degree attainment, college access and enrollment, college credit accumulation, and completing high school, and general academic achievement in high school.

In 2021-22, the CSDE updated its Next Generation Accountability measure of Postsecondary Readiness (Indicator 6) to include earning three or more college credits prior to high school graduation. The data show that in 2021-22, 22.3 percent of Grade 11 and 12 students statewide earned three or more college credits during high school, but there is a tremendous range across districts, from less than 5 percent to nearly 80 percent achieving the three-credit standard (see [Postsecondary Readiness Report](#)). When the data are disaggregated by student group, the report reveals stark differences between groups. For example, while 22.3 percent of Grade 11 and 12 students in 2021-22 earned three or more college credits, only 12.8 percent of students with high needs met the same standard. This grant program is designed to address these disparities by increasing course offerings that will be accessible, appeal to more students, and be aligned with students' academic and career plans. The 2021-22 data will serve as the

baseline against which progress toward our goal will be measured. By 2025-26, the goal is to see a 10 percentage point increase in the percentage of students earning three or more college credits prior to graduation and to see a corresponding decrease in disproportionality among student groups.

Increasing dual credit opportunities in all districts also will maximize the affordability of higher education for Connecticut students. Students who successfully complete dual credit courses can leave high school with a semester or more of college credits on their transcript. Graduates who choose to matriculate to a community college program can continue their credit-based pathway at the college for no-cost through Connecticut's free community college program called Pledge to Advance CT ([PACT](#)). Students can use PACT funding to pursue credit-bearing certificate programs, and even attend part-time (6+ credits/ semester). For high school graduates who enter the workforce directly – either by choice or necessity – more of them will have had opportunities to complete career-focused dual credit courses leading to industry-recognized credentials, which are highly valued by employers. These students enter the workforce with marketable skills while simultaneously having earned college credits applicable to a future degree that may be paid using job earnings or in some cases directly by the employer.

III. Eligible Applicants

All local education agencies (LEAs) serving high school students are eligible to apply. This includes:

- Local or regional boards of education;
- Charter school districts;
- Endowed Academies;
- Regional Educational Service Centers (RESCs);
- College affiliated school districts;
- The Connecticut Technical Education and Career System; and
- State Agency Facilities.

The grant size is based on the number of Grade 11 and 12 students enrolled in 2022-23 as of September 30, 2022. Maximum allowable amounts for each eligible LEA are listed in Appendix A. Applicants should apply only for the amount that they are certain they will be able to spend efficiently during the grant period. The CSDE reserves the right to award a grant less than the total amount requested.

The number of grants awarded will depend on the number of applicants, the quality of the proposals, and the amount of funds available.

IV. Time Period, Grant Amount, Eligible Activities, and Allowable Expenses

This one-time grant opportunity is designed to fund start-up costs to develop/establish and expand dual credit course offerings. However, it is not designed to support the annual operating expenses of offering the courses. Districts may pool their resources to collaborate in the design, development, and delivery of new dual credit course offerings. However, each district seeking funds under this grant must apply for their own grant.

Time Period: All applications must be received by the CSDE by Monday, July 17, 2023 at 5:00 PM, to be considered. The grant award is intended for activities to be conducted in the 2023-24 and 2024-25 school years. Those activities will result in expanded dual credit offerings for students no later than the 2025-26 school year.

Grant Amounts: The CSDE will award grants based on the number of students enrolled in Grades 11 and 12 in 2022-23 as specified in the table below. The table provides the maximum allowable amounts by enrollment range. Specific eligibility amount for each district that operates at least one high school/program that serves students in Grades 11 and 12 is listed in Appendix A. Applicants should apply only for the amount that they are certain they will be able to spend efficiently and effectively during the grant period, not to exceed the maximum allowable amount for the district.

Grade 11/12 Enrollment	Grants Up to:
<100	\$5,000
100-199	\$10,000
200-299	\$20,000
300-399	\$30,000
400-499	\$40,000
500-599	\$50,000
600-699	\$60,000
700-799	\$70,000
800-899	\$80,000
900+	\$90,000

A. Eligible Grant Activities

- Create new dual credit course articulations in partnership with one or more Connecticut IHEs;
- Provide curriculum development stipends for teachers and college faculty to modify high school course content to align with college expectations so that successful completion of the course will result in students earning college credit;
- Provide financial support for current teachers who need additional coursework in order to qualify as instructors for concurrent enrollment courses; and

- Develop strategies to inform students and their families of the benefits of earning college credit during high school.

B. Eligible Activities Spending Categories

- Stipends for teachers and college faculty to work together to develop/modify curriculum to credit expectations at both IHEs and high schools.
- Tuition reimbursement for high school teachers completing requirements necessary to serve as concurrent enrollment instructors.
- Specialized equipment or materials for concurrent enrollment courses

C. Ineligible Spending Categories

- Salaries for educators teaching dual credit courses
- Student fees for dual credit coursework

V. Grant Application Requirements

Applications must be received by the CSDE no later than July 17, 2023 at 5:00 PM. The grant application must be completed on the CSDE website. No paper or email applications will be accepted. Questions may be directed to Renee.Savoie@ct.gov.

The [online application](#) includes the following sections and instructions. Applicants are strongly encouraged to prepare their responses to all the questions in a separate document and copy/paste them into the [online application](#) prior to submission:

A. Current Dual Credit Programming and Partnerships (maximum length 400 words)

- Describe any current partnerships the district has with Connecticut IHEs and include a list of current dual credit courses available to students.
- If there are multiple high schools in the district, explain any differences existing across high schools with regard to these partnerships and course offerings.
- If there are concurrent enrollment (courses taken on the high school campus) partnerships and dual enrollment (courses taken at a college or university) partnerships, provide separate explanations for each.
- In the descriptions, explain how career clusters/pathways for students are related to the district's dual credit course offerings.
- Use data from the [Postsecondary Readiness Report](#) for 2021-22 to briefly describe the current extent of disproportionality in terms of student participation in dual credit courses in the district. If applicable, hypothesize as to why that disproportionality might exist.

B. Plans for Grant Funds (maximum length 500 words)

- Explain how the grant funds will be used to expand existing partnerships or establish new partnerships with Connecticut IHEs. **Partnership with at least one Connecticut IHE is required in this grant.**
- If there will be differences across multiple high schools within a district, please explain in detail.
- Clearly specify if the new courses will be concurrent enrollment (taken on the high school campus) and/or dual enrollment (taken at a Connecticut IHE). Note: LEAs are not required to have both.
- In the description, explain, if applicable, how career clusters/pathways for students will be enhanced through this grant award.
- Explain how the activities will help reduce disproportionality in student participation in non-remedial (i.e. 100-level or higher) dual credit courses in the district.

C. Outcomes (maximum length 400 words)

- Provide a narrative summary of the anticipated outcomes based on the use of the grant funds requested through this application. In this summary, describe any new criteria/processes that may be institutionalized in the district/school(s) so that more students are recommended for non-remedial dual credit courses.
- Describe how the district/school will integrate the CSDE's annual [rigorous coursework letters](#) into its decision-making instead of requiring *additional* standardized testing to allow more students to access dual credit courses.
- Use your district's results in the [Postsecondary Readiness Report](#) for 2021-22, to explain how this grant will increase the percentage of students earning three or more college credits before high school graduation by at least 10 percentage points and decrease the disproportionality between student groups.

D. Budget

Each grantee must provide a detailed explanation justifying each line item of expenditures proposed on the Budget Form. The budget details should apply specifically to the activities described in the application. The application must demonstrate that the total resources are adequate to achieve the stated goals and that costs are reasonable in relation to predicted outcomes.

The total budget can span two school years (2023-24 and 2024-25). Districts requesting \$40,000 or less in this grant application must expend/liquidate all their grant funds by September 30, 2024. All other districts are encouraged to expend/liquidate all their grant funds by September 30, 2024, but may request more time, if necessary, to expend/liquidate their funds. The application requires the applicant to indicate whether funds will be expended/liquidated by September 30, 2024, or if the district will need time beyond September 30, 2024 to expend/liquidate funds.

Applicants who confirm they intend to expend/liquidate all funds by September 30, 2024, and are selected for funding will be funded using ARP ESSER funds. Applicants seeking to expend/liquidate grant funds beyond September 30, 2024, and are selected for funding will be funded using ARPA funds.

Additionally, all applicants must confirm that the funds requested through this grant application will not be used to supplant other federal/state/local funds that might have been previously allocated by the district for the activities outlined in the application. The district also must confirm that all of its ESSER funds are on track to be fully obligated and expended by their respective deadlines.

Example of a Detailed Budget

Budget Code	Description of Funded Activity	Cost
100 Personal Services – Employee Salary	<p>Teacher stipend to work with college faculty to revise existing arts course to meet IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.</p> <p>Teacher stipend to work with college faculty to revise existing mathematics course to meet IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.</p>	\$6,400
200 Personal Services – Employee Benefits	<p>Unemployment Insurance: \$6,400 x 8.3%, totaling \$531.20</p> <p>Workers Compensation Insurance: \$6,400 x 3.2%, totaling \$204.80</p>	\$736.00
300 Purchased Professional and Technical Services	<p>IHE faculty stipend to work with school staff to revise existing arts course to meet IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.</p> <p>IHE faculty stipend to work with school staff to revise existing math course to meet IHE requirements for college credit. \$40 per hour for 80 hours, totaling \$3200.</p>	\$6,400
400 Purchased Property Services	N/A	\$0
500 Other Purchased Services	Tuition paid to IHE for science instructor to complete concurrent enrollment instructor requirements. Estimated cost for one course is \$2400. \$2400 x 2 = \$4800	\$4800
600 Supplies	N/A	\$0
700 Property	N/A	\$0
Total Grant Request		\$18,336

VI. Data Collection, Monitoring, and Program Implementation

In accepting this grant, applicants agree to:

- participate in a Dual Credit Community of Practice (CoP) that will meet monthly to share ideas, pose questions, and learn from each other;
- participate in any data collection that is required by the state or federal government for the use of this funding; and
- provide an annual progress report, in such format provided by the CSDE.

VII. Review Process and Criteria

The CSDE will convene a panel to review and score all completed applications received by the due date and time. Grant awards will be negotiated and accepted, with modifications at the discretion of the CSDE, in time for final award. Each application will be rated according to the criteria provided in the scoring rubric in Appendix B.

The CSDE will notify applicants via email of the acceptance or rejection of their proposals by August 21, 2023. If a proposal is selected for funding, the CSDE will initiate a grant award letter.

VIII. Program Assurances

- Failure to comply with all Assurances and Certifications in this application, all relevant provisions and requirements of ARPA, Public Law 117-2, enacted on March 11, 2021, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Office in 2 CFR part 3485; and 18 USC § 1001, as appropriate;
- The sub-grantee, contractor, subcontractor, successor, transferee, and assignee shall comply with Title VI of the Civil Rights Act of 1964, which prohibits recipients of federal financial assistance from excluding from a program or activity, denying benefits of, or otherwise discriminating against a person on the basis of race, color, or national origin (42 U.S.C. § 2000d et seq.), as implemented by the Department of the Treasury's Title VI regulations, 31 CFR Part 22, which are herein incorporated by reference and made a part of this contract (or agreement). Title VI also includes protection to persons with "Limited English Proficiency" in any program or activity receiving federal financial assistance, 42 U.S.C. § 2000d et seq., as implemented by the Department of the Treasury's Title VI regulations, 31 CFR Part 22, and herein incorporated by reference and made a part of this contract or agreement;

- Utilize funds only for activities allowable under section 2001 of ARPA. No funds shall be used to subsidize or offset executive salaries or benefits of individuals who are not employees of the applicant or engaged partners or for expenditures related to state or local teacher or faculty unions or associations;
- Provide reports as may be required by the CSDE which could include but are not limited to: the methodology used to provide services or assistance to students and staff; the uses of funds (by the applicant organization and/or other entities) and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations;
- All requests for payment shall be based upon allowable purposes and made in accordance with cash management principles;
- Cooperate with any examination of records with respect to such ARPA funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority;
- Comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D-Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E-Cost Principles (2 CFR §§200.400-475), which states that funds must be used for purposes that are reasonable, necessary, and allocable under ARPA;
- Comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474;
- Each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
- Control of funds and property acquired using program funds will be maintained and administered by the appropriate organization;
- Fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
- The organization will make reports to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under each program, and each organization will maintain records (as required in Section 443) and provide access to those records as the state board or agency Secretary deems necessary to carry out their responsibilities;

- The organization will provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
- Applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
- Facilities constructed under any program will be consistent with overall state construction plans and standards and with the requirements of Section 504 of the Rehabilitation Act of 1973 in order to ensure that the facilities are accessible to and usable by individuals with disabilities;
- The organization has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program;
- None of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees;
- Our organization has discussed this grant application with other stakeholders in our community including the school district to ensure we are enhancing and not duplicating services.

IX. Management Control of the Program

The grantee has complete management responsibility for this grant. While the CSDE staff may be consulted for their expertise following grant award notifications, 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.

X. Grant Award Decisions

The CSDE reserves the right to award in part, to reject a proposal in its entirety or in part, and/or to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE 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 federal or state requirements or the State Board of Education's priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet federal or state guidelines for grant awards.

All awards are subject to availability of federal funds. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XI. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract

compliance requirements, as set forth in Connecticut General Statutes Sections 4a-60 and 4a-60a and Sections 4a-68j-l 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 in such time, as may be prescribed by the Commission on Human Rights and Opportunities.

XII. 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), Connecticut General Statutes Sections 1- 200 et seq. 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.

XIII. Application Deadline

The [online application](#) available on the CSDE website must be received by July 17, 2023 at 5:00 PM.

XIV. Budget and Budget Object Codes

CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services - Salaries	
200	Personal Services – Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
Total Grant Request		

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Stipends

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes stipends for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance.

300 Purchased Professional and Technical Services

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rental-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. Please refer to the Allowable Expenses section of the application for details. The review of the budget justification should reveal the existence of any unallowable item.

500 Other Purchased Services

Expenses for services rendered by organizations that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

600 Supplies

Expenses for items that are consumed, worn out or deteriorated through use and have an expected useful life of less than one year.

700 Property

Expenditures for acquiring fixed assets, including land, or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. 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 \$5,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.

Appendix A: Maximum Grant Requests by District

Note: Districts not listed are not eligible for this grant program.

District	2022-23 Enrollment in Grades 11 and 12	Maximum Grant Request
Achievement First Bridgeport Academy District	114	\$10,000
Achievement First Hartford Academy District	136	\$10,000
Amistad Academy District	136	\$10,000
Ansonia School District	280	\$20,000
Area Cooperative Educational Services	197	\$10,000
Avon School District	469	\$40,000
Berlin School District	462	\$40,000
Bethel School District	517	\$50,000
Bloomfield School District	287	\$20,000
Bolton School District	122	\$10,000
Branford School District	435	\$40,000
Bridgeport School District	2292	\$90,000
Bristol School District	1263	\$90,000
Brookfield School District	448	\$40,000
Canton School District	244	\$20,000
Capital Preparatory Harbor School District	99	\$5,000
Capitol Region Education Council	1050	\$90,000
Cheshire School District	648	\$60,000
Clinton School District	282	\$20,000
Colchester School District	344	\$30,000
Common Ground High School District	91	\$5,000
Connecticut Technical Education and Career System	5288	\$90,000
Cooperative Educational Services	117	\$10,000
Coventry School District	213	\$20,000
Cromwell School District	296	\$20,000
Danbury School District	1540	\$90,000
Darien School District	684	\$60,000
Derby School District	165	\$10,000
East Granby School District	127	\$10,000
East Haddam School District	132	\$10,000
East Hampton School District	279	\$20,000
East Hartford School District	962	\$90,000
East Haven School District	428	\$40,000
East Lyme School District	528	\$50,000
East Windsor School District	147	\$10,000

District	2022-23 Enrollment in Grades 11 and 12	Maximum Grant Request
Eastern CT Regional Educational Service Center	179	\$10,000
EdAdvance	49	\$5,000
Ellington School District	393	\$30,000
Elm City College Preparatory School District	98	\$5,000
Enfield School District	769	\$70,000
Explorations District	50	\$5,000
Fairfield School District	1600	\$90,000
Farmington School District	609	\$60,000
Glastonbury School District	953	\$90,000
Goodwin University Educational Services (GUES)	228	\$20,000
Granby School District	272	\$20,000
Great Oaks Charter School District	144	\$10,000
Greenwich School District	1352	\$90,000
Griswold School District	244	\$20,000
Groton School District	493	\$40,000
Guilford School District	571	\$50,000
Hamden School District	906	\$90,000
Hartford School District	2193	\$90,000
Highville Charter School District	28	\$5,000
Jumoke Academy District	7	\$5,000
Killingly School District	355	\$30,000
Learn	222	\$20,000
Lebanon School District	155	\$10,000
Ledyard School District	382	\$30,000
Litchfield School District	121	\$10,000
Madison School District	441	\$40,000
Manchester School District	862	\$80,000
Meriden School District	1230	\$90,000
Middletown School District	635	\$60,000
Milford School District	850	\$80,000
Monroe School District	520	\$50,000
Montville School District	237	\$20,000
Naugatuck School District	693	\$60,000
New Britain School District	1032	\$90,000
New Canaan School District	655	\$60,000
New Fairfield School District	344	\$30,000
New Haven School District	2644	\$90,000
New London School District	318	\$30,000

District	2022-23 Enrollment in Grades 11 and 12	Maximum Grant Request
New Milford School District	642	\$60,000
Newington School District	668	\$60,000
Newtown School District	716	\$70,000
North Branford School District	232	\$20,000
North Haven School District	464	\$40,000
North Stonington School District	106	\$10,000
Norwalk School District	1931	\$90,000
Norwich Free Academy District	1049	\$90,000
Norwich School District	50	\$5,000
Old Saybrook School District	187	\$10,000
Oxford School District	279	\$20,000
Plainfield School District	281	\$20,000
Plainville School District	331	\$30,000
Plymouth School District	202	\$20,000
Portland School District	157	\$10,000
Putnam School District	121	\$10,000
Regional School District 01	143	\$10,000
Regional School District 04	289	\$20,000
Regional School District 05	690	\$60,000
Regional School District 06	197	\$10,000
Regional School District 07	327	\$30,000
Regional School District 08	431	\$40,000
Regional School District 09	408	\$40,000
Regional School District 10	320	\$30,000
Regional School District 11	71	\$5,000
Regional School District 12	150	\$10,000
Regional School District 13	225	\$20,000
Regional School District 14	331	\$30,000
Regional School District 15	578	\$50,000
Regional School District 16	309	\$30,000
Regional School District 17	292	\$20,000
Regional School District 18	220	\$20,000
Regional School District 19	573	\$50,000
Ridgefield School District	788	\$70,000
Rocky Hill School District	374	\$30,000
Seymour School District	279	\$20,000
Shelton School District	635	\$60,000
Simsbury School District	649	\$60,000

District	2022-23 Enrollment in Grades 11 and 12	Maximum Grant Request
Somers School District	209	\$20,000
South Windsor School District	672	\$60,000
Southington School District	1041	\$90,000
Stafford School District	201	\$20,000
Stamford School District	2188	\$90,000
Stonington School District	285	\$20,000
Stratford School District	1144	\$90,000
Suffield School District	362	\$30,000
The Bridge Academy District	80	\$5,000
The Gilbert School District	128	\$10,000
The Woodstock Academy District	567	\$50,000
Thomaston School District	111	\$10,000
Thompson School District	119	\$10,000
Tolland School District	381	\$30,000
Torrington School District	469	\$40,000
Trumbull School District	1075	\$90,000
Unified School District #1	54	\$5,000
Unified School District #2	22	\$5,000
Vernon School District	477	\$40,000
Wallingford School District	830	\$80,000
Waterbury School District	2364	\$90,000
Waterford School District	377	\$30,000
Watertown School District	400	\$40,000
West Hartford School District	1526	\$90,000
West Haven School District	892	\$80,000
Westbrook School District	123	\$10,000
Weston School District	369	\$30,000
Westport School District	878	\$80,000
Wethersfield School District	576	\$50,000
Wilton School District	668	\$60,000
Windham School District	265	\$20,000
Windsor Locks School District	233	\$20,000
Windsor School District	580	\$50,000
Wolcott School District	339	\$30,000

Appendix B: Dual Credit Expansion Grant Proposal Scoring Guide

Connecticut State Department of Education

Office of Strategic Planning & Partnerships and the Performance Office Total Score: ____/20

District Name: _____

Evaluator: _____

Date Reviewed: _____

Essential Elements	Dimension	Points Circle One
Plan	The plan is clear and comprehensive, providing supporting details to explain how the grant funds will be used to expand dual credit options in the district. The plan describes the proposed partnership with a Connecticut IHE and clearly delineates the roles of the IHE and district staff.	9
	Plan is mostly clear and provides satisfactory supporting details to explain how the grant funds will be used to expand dual credit options in the district. The plan mentions the proposed partnership with a Connecticut IHE but does not adequately delineate the roles of the IHE and district staff.	6
	Plan lacks clarity and includes limited supporting details to explain how the grant funds will be used to expand dual credit options in the district. The plan mentions the Connecticut IHE and provides a minimal description of the partnership.	2
	Plan is difficult to understand and lacks supporting details to explain how the grant funds will be used to expand dual credit options in the district. The plan does not reference a Connecticut IHE.	0

Essential Elements	Dimension	Points Circle One
Predicted Outcomes	Predicted outcomes are clearly stated and reasonable given the plan presented. The proposal includes a direct explanation of how the grant funds will be used to improve results and address the disproportionality between student groups when considering the percentage of students earning three or more college credits before high school graduation.	9
	Predicted outcomes are provided and may be possible given the plan presented. The proposal attempts to include an explanation of how the grant funds will be used to improve results and address the disproportionality between student groups when considering the percentage of students earning three or more college credits before high school graduation.	6
	Predicted outcomes are somewhat vague. The proposal attempts to include an explanation of how the grant funds will be used to improve results for students overall but does not adequately address the disproportionality between student groups when considering the percentage of students earning three or more college credits before high school graduation.	2
	Predicted outcomes are vague and connections to the plan are uncertain. The proposal does not adequately explain how grant funds will be used to improve results for students and ignores disproportionality between student groups when considering the percentage of students earning three or more college credits before high school graduation.	0
Budget Worksheet	Budget Worksheet is reasonable, accurate, appropriate, and complete.	2
	Budget Worksheet is mostly reasonable, accurate, appropriate and/or complete.	1
	Budget Worksheet includes elements that are unreasonable, inaccurate, inappropriate and/or incomplete.	0

COMMENTS:

Total Points: _____ /20
