

**CONNECTICUT STATE
DEPARTMENT OF EDUCATION**
Charlene M. Russell-Tucker
Commissioner of Education

Office of Strategic Planning and Partnerships



**INTERDISTRICT COOPERATIVE GRANT PROGRAM
2023 – 2024**

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: January 27, 2023

Published: November 2022

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons. The CSDE does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex, including but not limited to pregnancy or sexual harassment, sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the CSDE's nondiscrimination policies should be directed to:

Louis Todisco
CSDE
450 Columbus Boulevard Hartford, CT 06103
860-713-6594
Louis.Todisco@ct.gov

The CSDE is an affirmative action/equal opportunity employer.

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NOTE:

THE CSDE SHALL REJECT APPLICATIONS IF PROGRAMS:

- are less than 45 operating hours; or
- have less than 30 hours of face-to-face or virtual contact time among students from the cooperating districts.

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.

As 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. The Interdistrict Cooperative Grant (IDCG) program provides innovative opportunities for students to gain exposure to other students from different backgrounds.

The CSDE is seeking applicants to establish interdistrict cooperative programs, particularly ones 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 request for applications:

1. **Reducing Racial, Ethnic and Economic Isolation** – activities and programs that are significant, meaningful, and well-articulated and based on sound research that will reduce racial, ethnic and economic isolation;
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** – a description of the elements of the proposed program as well as clearly defined program objectives;
4. **Cost of the Program** – a budget breakdown that supports the program (up to \$100,000);
5. **Number of school districts and students that will benefit** – interdistrict opportunities for students to engage with students from other towns, cultures and backgrounds. 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.

6. Relative of the participating school districts

GENERAL INFORMATION

Applicant program goals 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 increase student achievement and include approaches to promote a greater understanding and appreciation of cultural diversity.

LEGAL AUTHORITY

Section 10-74d of the Connecticut General Statutes (C.G.S.), *Grants for Interdistrict Cooperative Programs*, states that the CSDE shall, within available appropriations and after payments made pursuant to Section 10-266j and for purposes of Subsection (d) of Section 10-266aa, maintain a competitive grant program for the purpose of assisting local and regional boards of education, regional educational service centers and nonsectarian nonprofit organizations approved by the Commissioner of Education with the establishment and operation of interdistrict cooperative programs. Such programs may include programs pursuant to Section 10-266bb, lighthouse schools, as defined in Section 10-266cc, and programs conducted by interdistrict magnet schools, provided such magnet school programs (1) are conducted at the magnet school, (2) primarily serve children not enrolled in the magnet school, and (3) are not programs for which a local or regional board of education or a regional educational service center receives funds pursuant to section 10-264h or 10-264l.

APPLICATION FORMAT

The grant application must be single-spaced. The size of the font must be set at Times New Roman 12-point. A complete proposal must include the grant sections referenced in the list below as well as a copy of the assessment instrument. Do not submit copies of the Sample Scoring Rubric and Final Outcome Report Information, as those appendices are for information only.

- Signed Application Cover Page;
- Participating Superintendent or his/her designee, Regional Educational Service Center (RESC) 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;
- 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 AN AWARD REQUEST UP TO \$100,000.** The CSDE shall base its grant awards on the strength of the project proposal in meeting the six critical factors 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 (CSBE) priorities. The IDCG established under C.G.S. § 10-74d of provides state funding to local and regional school districts, RESCs, and nonsectarian, nonprofit organizations approved by the Commissioner of Education. Based on the statutory requirements, the program requires one of the following to be funded under the grant:

1. the participation of two or more local or regional school districts;
2. a RESC solely or pursuant to a cooperative arrangement with one or more local or regional boards of education; or
3. 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.

Such programs as listed above, for local and regional boards of education and RESCs, may include programs funded pursuant to C.G.S. § 10-266bb and interdistrict magnet school programs that meet the following criteria: 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 C.G.S. §§ 10-264h or 10-264l.

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 or virtual 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.

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.

INSURANCE

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.

ALLOWABLE COSTS

Allowable costs for this grant are identified in the list below. Please note that the CSDE will require selected applicants to provide a detailed breakout of these costs in the CSDE grant system (eGMS) if funded.

- Teachers/providers
- School social workers, counselors, psychologists
- Clerical assistance
- Recruitment and admission costs
- Instructional supplies, materials and equipment
- Staff development appropriate to the project (up to 5 percent of the award)
- Pupil transportation
- Costs of administering and evaluating the program impact and outcomes, and preparing the final report (up to 10 percent of the award)
- 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
 - 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, 2023, and concluding on June 30, 2024.

SUBMISSION REQUIREMENTS

1. A completed application, the content and format of which appears in Appendix A. The completed application must be received electronically by 4 p.m. on January 27, 2023.
2. EXTENSIONS WILL NOT BE GRANTED.
3. Please e-mail applications to: janet.foster@ct.gov.

REVIEW OF PROPOSALS AND GRANT AWARDS

Applications and scoring rubrics will be sent electronically to teams of reviewers, to review and rate proposals by application type and according to the criteria presented in Appendix D of this RFP. Teams of reviewers may include members from any of the six RESC regions. Proposal assignment shall be selective to ensure that reviewers are not reviewing their own application or applications from the same region.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Applicants should submit proposals in the most favorable terms from both technical and cost standpoints. ***All awards are subject to the availability of funds and the passage of the state budget.***

ACCOUNTABILITY PLAN

Each applicant that is awarded a grant 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), Sections 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 APPLICANTS

All applicants 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 (RCSA).

Furthermore, the applicant 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 GRANT TIMELINES

November 2022	Release Date
January 27, 2023	Application Due
July 2023	Notification of Awards

Interdistrict Cooperative Grants

Application Packet

Connecticut State Department of Education
Office of Strategic Planning and Partnerships

COVER PAGE

**APPLICATION GRANT YEAR 2023-2024
INTERDISTRICT COOPERATIVE GRANT**

ONE APPLICATION SHALL BE ALLOWED PER LEAD APPLICANT WITH AN AWARD REQUEST UP TO \$100,000.

Program Title																	
Name of Applicant District/Agency																	
Town Code																	
Check the Appropriate Sponsor Type (i.e., School Boards, RESCs or Nonsectarian, Nonprofit)	RESC: <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															
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><input type="checkbox"/> Summer</td> <td style="width: 20%;">From:</td> <td style="width: 20%;">To:</td> </tr> <tr> <td><input type="checkbox"/> Summer Residential</td> <td>From:</td> <td>To:</td> </tr> <tr> <td><input type="checkbox"/> Summer and Academic Year</td> <td>From:</td> <td>To:</td> </tr> <tr> <td><input type="checkbox"/> Academic Year</td> <td>From:</td> <td>To:</td> </tr> <tr> <td><input type="checkbox"/> Academic Year and Residential</td> <td>From:</td> <td>To:</td> </tr> </table>			<input type="checkbox"/> Summer	From:	To:	<input type="checkbox"/> Summer Residential	From:	To:	<input type="checkbox"/> Summer and Academic Year	From:	To:	<input type="checkbox"/> Academic Year	From:	To:	<input type="checkbox"/> Academic Year and Residential	From:
<input type="checkbox"/> Summer	From:	To:															
<input type="checkbox"/> Summer Residential	From:	To:															
<input type="checkbox"/> Summer and Academic Year	From:	To:															
<input type="checkbox"/> Academic Year	From:	To:															
<input type="checkbox"/> Academic Year and Residential	From:	To:															
Application Type (select only one) and provide dates (mm/dd/yy)																	
Projected Number of Students Who Will Participate																	
Program Length (entire duration of program)	#Hours = (must be at least 45 operating hours)																
Average Number of Contact Hours per Student	#Hours = (must be at least 30 hours)																
Fiscal Agent (if other than applicant)																	
Fiscal Agent Name																	
Fiscal Agent Email:																	
Fiscal Agent Phone:																	
Program Contact Person's																	

Name and Title	
----------------	--

Agency Name and Address	
Phone	
E-mail	
Names of participating School Districts (see next page(s) for Superintendent or his/her designee/Director Sign-off Forms; make additional copies of form as needed)	1.
	2.
	3.
	4.
	5.
	6.
Name of Superintendent/Director /Designee	

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief. Signature:	Date
--	------


Signature of Superintendent of Schools/Director or Designee.
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ABSTRACT AND PROGRAM DESCRIPTION

The CSDE maintains a public catalogue on the state’s website 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.**

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 Projected Students	
Program Contact Person	
Telephone	
E-mail Address	
Award Amount	

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

To access district level staff and student race ethnicity data from the CSDE, direct your internet browser to 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.

<u>Planned Student Enrollment</u>									
Participating School Districts	% of Students Who Qualify for Free or Reduced Priced Lunch	Pacific Islander	American Indian/Alaska Native	Asian	Black or African American	Hispanic or Latino of Any Race	White	Two or More Races	Total
Total									

	Total anticipated to be enrolled in this program.
--	---

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

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

	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, ethnic and economic 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 by race and ethnicity?

Objectives:

Activities:

Intended 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 by race and ethnicity?

Objectives:

Activities:

Intended Outcomes:

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

Objectives:

Activities:

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

Program Cost – In the Proposed Budget table below, describe how the grant funds will be expended to implement services for students in order to meet the goals of the program. (Please note that CSDE will also require selected applicants to provide a detailed breakdown of these costs in the eGMS if funded.)

If the applicant plans to charge tuition as part of the program to participating students, indicate the amount of tuition per student and justify the need for tuition fees in order to assure that participants are not denied admission due to economic hardship.

Tuition charged per student (if applicable):	
<i>Justification:</i>	

PROPOSED BUDGET	AMOUNT
PERSONAL SERVICES-SALARIES	
<i>Description:</i>	
PERSONAL SERVICES-EMPLOYEE BENEFITS	
<i>Description:</i>	

PURCHASED PROFESSIONAL/TECHNICAL SERVICES	
<i>Description:</i>	
OTHER PURCHASED SERVICES	
<i>Description:</i>	
SUPPLIES AND EDUCATIONAL TECHNOLOGY	
<i>Description:</i>	
OTHER OBJECTS	
<i>Description:</i>	
TOTAL AMOUNT	

FINAL ONLINE REPORT INFORMATION
(DO NOT SUBMIT WITH APPLICATION – INFORMATION ONLY)

To access the Interdistrict Cooperative Grant Database, go to the CSDE website at 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.

Reports for Summer Programs must be completed on or before **December 8, 2023**.

Reports for All Year Programs must be completed on or before **June 28, 2024**.

Appendix A

Connecticut State Department of Education
Office of Strategic Planning and Partnerships
Hartford, Connecticut

***GRANT APPLICATION GRANT YEAR 2023-2024
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 acknowledging participation	

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

Standard Statement of Assurances for Grant Programs

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Project Title:	
Applicant:	

The Applicant hereby assures the Connecticut State Department of Education that:

- 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 C.G.S., 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. NONDISCRIMINATION

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

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "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.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "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;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "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;
- i. "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 C.G.S. § 32-9n; and
- j. "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, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- k. 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, status as a veteran, 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 ensure 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, status as a veteran, 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 C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; 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 C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.

- 2) 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.
- 3) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 4) 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 in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. §46a-56, as amended; 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 regarding the State contract, 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.
- 5) 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.
- 6) (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 C.G.S. § 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 C.G.S. § 46a-56.

7) 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 C.G.S. § 46a-56, as amended; 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 regarding a State contract, 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 C.G.S. 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.

Signature of Authorized Official:	
Name: <i>(typed)</i>	
Title: <i>(typed)</i>	
Date:	

Appendix D

Sample Scoring Rubric **(DO NOT SUBMIT WITH APPLICATION)**

Applicant Name				
Check One Box				
Summer Program <input type="checkbox"/>	Summer Residential <input type="checkbox"/>	Summer and Academic Year <input type="checkbox"/>	Academic Year <input type="checkbox"/>	Academic Year and Residential <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 or virtual contact time among students from the cooperating districts.

Points Summary

1. Reducing Racial, Ethnic and Economic Isolation		
Student Recruitment and Composition		20
Staff Recruitment and Composition		10
Parental Involvement		5
2. High Academic Achievement of All Students		
Curriculum Design		10
Teaching Strategies		10
Supportive Services		5
Student Assessment		12
Program Evaluation		10
3. IDCG Goals – Overall Program Design		20
4. Program Cost		5
TOTAL Points		107

Total Score _____ (maximum 107 points)

Student Recruitment and Composition					
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.	>=40% 15 points	30-39% 10 points	20-29% 6 points	10-19% 2 points	< 10% 0 points
Total	<input type="text"/>	Maximum 20 Points (please total 1 and 2)			
Comments:					

Staff Recruitment and Composition					
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. Planned percentage of staff diversity.	>=40% 5 points	30-39% 4 points	20-29% 3 points	10-19% 2 points	< 10% 0 points
Total	<input type="text"/>	Maximum 10 Points (please total 1 and 2)			
Comments:					

Parental Involvement					
The program involves parents from diverse racial, 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	<input type="text"/>	Maximum 5 Points			
Comments:					

Curriculum Design			
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 is unclear or 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	<input type="text"/>	Maximum 10 Points (please total 1-5)	
Comments:			

Teaching Strategies			
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 is unclear or 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.			
Total <input type="text"/> Maximum 10 Points (please total 1-5)			
Comments:			

Supportive Services		
Does the program provide a variety of academic support services?	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.		
Total <input type="text"/> Maximum 5 Points (please total 1-5)		
Comments:		

Student Assessment			
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 is unclear or 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.			
6. Assessment tool is included			
Total	<input type="text"/>	Maximum 12 Points (please total 1-6)	
Comments:			

Program Evaluation			
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 is unclear or 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.			
Total	<input style="width: 40px; height: 20px;" type="text"/>	Maximum 10 Points (please total 1-5)	
Comments:			

IDCG Goals – Overall Program Design			
	Excellent 2 points (well-conceived and thoroughly developed)	Good 1 point (clear and complete)	Inadequate 0 points (information is unclear or not provided)
1. The Program Description is included (clear, concise, no typos, within required word count).			
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.			

Total **Maximum 20 Points (please total 1-10)**

Comments:

Program Cost			
	Excellent 5 points (well-conceived and thoroughly developed)	Good 2 point (clear and complete)	Inadequate 0 points (information is unclear or not provided)
The program cost supports the program goals and objectives, is reasonable, and is calculated correctly.			

Total **Maximum 5 points**

Comments: