

CONNECTICUT STATE DEPARTMENT OF EDUCATION

BUREAU OF EDUCATIONAL EQUITY

REQUEST FOR PROPOSAL

**INTERDISTRICT COOPERATIVE GRANT PROGRAM
2007-2009**

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.

Section 10-74d of the Connecticut General Statutes

Applications Due: March 23, 2007

Published: January 11, 2007

RFP #001

CONNECTICUT STATE DEPARTMENT OF EDUCATION

George Coleman
Interim Commissioner of Education

IT IS THE POLICY OF THE CONNECTICUT STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DICRIMINATED AGAINST UNDER ANY PROGRAM INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, NATIONAL ORIGIN, ANCESTRY, MARITAL STATUS, SEXUAL ORIENTATION, MENTAL RETARDATION AND PAST/PRESENT HISTORY OF MENTAL DISORDER, LEARNING DISABILITY AND PHYSICAL DISABILITY.

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I. Purpose

The interdistrict cooperative grant program established under section 10-74d of the Connecticut General Statutes provides state funding to local and regional school districts, Regional Educational Service Centers (RESC) and nonsectarian nonprofit organizations approved by the Commissioner of Education to support interdistrict programs that are designed to reduce racial, ethnic and economic isolation, to increase student achievement and to increase career opportunities among Connecticut's public school students. Such programs may include programs pursuant to section 10-266bb, 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 10-264i.

This year, the State Department of Education is expanding the program in an important way. In addition to the kinds of programs that have been funded in the past, the State Department of Education is seeking applicants for programs, particularly those serving Hartford students, which will provide intensive long-term opportunities for career and educational programs which are aligned to state workforce needs. The department is also seeking programs with a focus on high level mathematics and/or science, and after school and summer language immersion or enrichment programs. These programs may offer high school or college credit to participating students whose districts agree to accept them. These programs may be offered by any eligible applicant; however applications from groups able to offer long-term career or educational programs that will assist students in being able to join the workforce or participate in higher educational opportunities will be especially welcome.

The program requires the participation of two or more local or regional school districts, regional educational service centers or a nonsectarian, nonprofit organization and two or more local or regional school districts that together provide a program to a diverse student body. The target population for these programs are school districts that: 1) have the greatest student isolation; or 2) are at a significant distance from other school districts with student populations that are racially, ethnically or economically different.

The State Department of Education strongly encourages districts to establish interdistrict cooperative programs. These include programs where urban, suburban and rural districts combine voluntarily to reduce the isolation of students and create settings where students can assemble, interact and learn; that promote a greater understanding and appreciation of cultural diversity and that advance student achievement. These include programs that operate during the regular school year, summer or a combination of both. **The department is also encouraging long term, intensive career oriented programs and high level mathematics and science programs for middle school and high school students.**

This is a competitive grant program. Awards will be based upon the strength of the project proposal in reducing racial, ethnic and economic isolation and improving student achievement. For middle school and high school programs additional attention will be focused on proposals that provide intensive long-term opportunities for career and educational programs which are aligned to state workforce needs.

II. Eligibility

Eligible applicants are local and regional boards of education, regional educational service centers (RESCs) and nonsectarian nonprofit organizations approved by the Commissioner of Education. Each application shall be submitted:

1. pursuant to a written cooperative arrangement on behalf of two or more local or regional boards of education; or

2. by a regional education service center solely or pursuant to a cooperative arrangement with two or more local or regional boards of education; or
3. by a nonsectarian nonprofit organization pursuant to a cooperative arrangement with two or more local or regional boards of education:
 - a. The application shall include evidence of the organization's nonsectarian nonprofit status. Evidence may include items such as the organization's charter and filings with the Secretary of State.
 - b. The organization must supply, as part of the application, and the schools agree to use, instructional units that:
 1. include knowledge and application of knowledge related to racial, ethnic and economic diversity and
 2. include specific goals that outline what students should know and be able to do at the conclusion of the program.

III. Funding Range

When preparing the budget, the following parameters should be used as **general guidelines** in determining the appropriate amount of funding to request:

Summer or Yearlong

<i>Funding Range</i>	<i>\$10,000-\$40,000</i>	<i>\$41,000-\$80,000</i>	<i>\$81,000-\$120,000</i>	<i>\$121,000-\$150,000</i>
<i>Minimum Number of Participating Students*</i>	50	150	250	400
<i>Minimum Number of Contacts Between Students</i>	1 to 2 weeks or 5 to 10 meetings	3 to 5 weeks or 15-25 meetings	6 weeks or 30 meetings	10 weeks or 50 meetings throughout the summer and school year.

To be eligible for classification as a Summer Program, 90% of the program's costs must be accrued during the summer months: July - August

Note: Proposals to create a long-term, intensive program that exceeds the examples given above must indicate the number, frequency and duration of interdistrict student contacts, and a budget showing anticipated costs.

Residential Summer Programs

The submission of summer residential programs is encouraged. These programs should include a minimum of four weeks of residence for a *minimum* 50 students from more than one school district. High school or college credit may be offered, pursuant to C.G.S. Section 10-221a for the program; however, it is up to the receiving district to determine whether the credit will be awarded.

<i>Funding Range</i>	<i>\$150,000-\$170,000</i>	<i>\$171,000-\$200,000</i>	<i>\$201,000-\$250,000</i>
<i>Minimum Number of Participating Students* from more than one school district</i>	50	100	250
<i>Minimum Number of Weeks of Residence</i>	4 weeks	5 to 6 weeks or 15-25 meetings	6 to 9 weeks or 30-45 meetings

Distance Learning

The State Department of Education will accept proposals that employ distance learning as a method of bringing together students from portions of the state that are racially isolated. The course content of the program must be multicultural in nature. Please bear in mind that the purpose of this grant is to facilitate the quality interaction between students; it is not a technology grant. Distance Learning proposals should not include substantial requests for hardware.

<i>Funding Range</i>	<i>\$5,000-\$10,000</i>	<i>\$11,000-\$20,000</i>	<i>\$21,000-\$40,000</i>
<i>Minimum Number of Urban Districts with substantial minority population</i>	1	2	3
<i>Minimum Number of racially isolated districts</i>	2	3	4
<i>Minimum Number of Participating Students*</i>	50	100	200
<i>Minimum Number of Face-to-Face Contacts</i>	3 times	5 times	7 times

* **A participating student is defined as a student who participates in all aspects of each program in which she/he is enrolled.**

IV. Allowable Costs

- Teachers/Providers;
- Clerical assistance;
- Recruitment and admission procedures;
- Instructional supplies, materials and equipment;
- Staff development appropriate to the project (up to five 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 \$300); and
- Food that is part of the program (cooking classes, overnight stays, etc.).

V. Grant Period

Grants will be awarded for two consecutive one-year periods beginning on July 1, 2007 and concluding on June 30, 2009. Approved funded programs will be required to submit a request for the continuation of the project in May 2008. Budgets and budget narratives for each program year 2007-2008 and 2008-2009 must be included with this submission. *Grantees must not assume automatic renewal of their grant in the second year. Funding is dependent upon available funds, successful site reviews, submission of acceptable and complete interim and final reports and other factors affecting the quality or delivery of services.*

VI. Submission Requirements

1. A completed application (original and three copies) whose content and format can be found in Appendix B, IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received by 4:00 p.m. on Friday, March 23, 2007. EXTENSIONS WILL NOT BE GRANTED. Facsimile copies of the application will not be accepted.

2. Mail or hand-deliver applications to:

Hand-Delivered	Mail
Bureau of Educational Equity Connecticut State Department of Education 165 Capitol Avenue, Room 360 Hartford, Connecticut 06106	Bureau of Educational Equity Connecticut State Department of Education P.O. Box 2219 Hartford, Connecticut 06145-2219

VII. Review of Proposals and Grant Awards

Two bidder's conferences will be held to review the parameters of the grant.

1. January 29, 2007, at EASTCONN, Hampton
2. January 31, 2007, at ACES, North Haven

The State Department of education will conduct a one-day reading session on **April 11, 2007**, with review committees to review and rate proposals according to the criteria presented in Appendix C of this RFP. Review committees may include members from any of the six RESC regions. Proposals will be randomly assigned to reviewers. Proposal reviewers will not be region-specific in terms of the proposals they are assigned to review. A training session will precede the reading to ensure fairness and consistency.

The State Department of Education reserves the right to make grant awards under this program without discussion with the applicants. Proposals should be submitted in the most favorable terms from both technical and cost standpoints. *All awards are subject to the availability of funds.*

VIII. Accountability Plan

Each applicant must participate in the accountability plan for interdistrict cooperative grants. This plan requires the submission of interim and final reports which will include both student and program evaluations. The format for the interim and final reports can be found in Appendix C.

IX. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 through 1-242, inclusive). 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.

X. Management Control of the Program and Grant Consultation Role of SDE Personnel

The grantee has complete management control of this grant. While SDE 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.

XI. Acknowledgment of Cooperation

We ask that every participant in an interdistrict program secure board of education approval. For the purpose of this RFP, we will not require the submission of each individual board resolution for the project. We accept the signature of the superintendent of schools, a regional education service center 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 on the application are officially participating in this interdistrict project. **We will require the signature of an authorized representative of any nonsectarian non-profit agency together with a corporate resolution authorizing participation.**

XII. 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-1 et seq. of the Regulations of Connecticut State Agencies.

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

XIII. Interdistrict Cooperative Grant Timelines

Bidders Conferences: To review the parameters of the grant. The conferences will include review of diversity criteria.

Bidders Conferences		
Date	Location	Time
January 29, 2007	EASTCONN, Hampton Office	9am – 12pm
January 31, 2007	ACES, Hamden Office	9am – 12pm
Proposal Review		
April 11, 2007	Central Connecticut State University Institute of Technology and Business Development, The Conference Center	8am – 5pm

Applications Due	March 23, 2007
Grant Award Notification: Summer Programs	May 2007
Summer Grantee Mandatory Meeting	June 2007
Grant Award Notification: Full Year Programs	July 2007
Full Year Grantee Mandatory Meeting	August 2007

XIV. APPENDICES

A. Application Packet

- Cover Page
- Abstract/Catalogue Description
- Student Achievement and Isolation Data
- Goals, Objectives, Activities, Evaluation
- Supplemental Information
- Cost Effectiveness
- ED114 Budget Form
- Budget Narrative
- Certification: Affirmative Action
- Standard Statement of Assurance

B. Scoring Rubric

C. Reporting Format

Appendix A
Application Packet

APPENDIX A

Project No. _____
For State Use Only

COVER PAGE
CT State Department of Education
Bureau of Educational Equity
Hartford, Connecticut
GRANT APPLICATION FY 2007-2009
INTERDISTRICT COOPERATIVE GRANT

_____ **New Program** _____ **Renewal Request**

Check the appropriate sponsor type (i.e. School District, Regional Educational Service Center or Nonsectarian Nonprofit):

Check the appropriate application type:

Complete anticipated figures:

_____ ACES _____ CES _____ CREC _____ EASTCONN	_____ LEARN _____ EDUCATION CONNECTION _____ LOCAL OR REGIONAL SCHOOL DISTRICT _____ NONSECTARIAN NONPROFIT	<p align="center">Type of Application</p> _____ Summer _____ Academic Year _____ State-wide and Residency _____ Distance Learning _____ Nonsectarian Nonprofit	_____ # of participating students _____ # of times students will meet
Project Title: _____			
Fiscal Agent: _____			
Contact Person's Name and Title: _____ Address: _____ City, State, Zip Code: _____ Phone: _____ FAX: _____ E-mail: _____			

3. Funds Requested:

Year 2007-2008 _____

Year 2008-2009 _____

4. Names of participating school districts:

Signature of Superintendent/Director:

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

Signature of Superintendent of Schools/Director
Fiscal Agent or signature of authorized agent

Date

Sample Abstract/Catalogue Description

Project No. _____
For State Use Only

The State Department of Education maintains a public catalogue for all interdistrict cooperative programs. Using the format below (Microsoft Word), provide a hard copy with the application and e-mail catalogue description upon grant approval to: Eileen Alvarado at eileen.alvarado@ct.gov. The Department will add the project identification number and the grant award amount. This abstract will be reproduced verbatim in the Interdistrict Cooperative brochure.

Example:

Project No:	Academy For Young Writers	Award: \$
Applicant	Bloomfield Public Schools	
Participating School Districts	Avon, Bloomfield, Canton, Hartford, Simsbury, West Hartford	
Summer/School-Year Program		
Total Number of Students	40	
Contact Person	Joan M. Hofmann	
Telephone	(860) 232-4571, Ext. 340	
Fax	(860) 231-1691	
E-mail Address		
Description The Academy for Young Writers (AYW) provides a multifaceted learning experience for aspiring authors to explore writing, computer literacy and interpersonal relationships. AYW fosters the development of youngsters' skills and interests in writing; students' increased writing productivity; publication and promotion of student writing; and increased communication among youngsters from the various participating towns. Fifth, sixth and seventh grade students from diverse cultural, socioeconomic and ethnic backgrounds come together to collaborate, share and support each other's writing efforts in an atmosphere of encouragement and acceptance. With new friends, each child works toward the completion of one or more writing pieces under the supervision of teacher consultants, including Aetna Fellows from the Connecticut Writing Project (UConn-Storrs), an affiliate of the National Writing Project. Forty participants are involved in both a week-long summer experience devoted to individual, small-group and large-group experiences, and sessions during the fall and winter of the following year (September – March). Participating districts include Avon, Bloomfield, Canton, Hartford, Simsbury and West Hartford. The summer and fall sessions are held at St. Joseph College in West Hartford, while the winter sessions are hosted at Avon Middle School and at Carmen Arace Middle School in Bloomfield.		

A. Student Information and Isolation Data

1. Complete the following chart outlining economic and race/ethnicity data for participating districts. Certain district demographic data is contained in the Strategic School Profiles which are available on State Department of Education’s website at: www.state.ct.us/sde.

Table 1

Economic and Race/Ethnicity Data

Participating School Districts		% of Students receiving Free or Reduced Lunch	American Indian or Alaskan Native	Asian/Pacific Islander	Black (Not of Hispanic Origin)	Hispanic	White	Other	Total
			# of Students	# of Students	# of Students	# of Students	# of Students	# of Students	# of Students
	District Enrollment								
	Anticipated Participants								
	District Enrollment								
	Anticipated Participants								
	District Enrollment								
	Anticipated Participants								
	District Enrollment								
	Anticipated Participants								
Total									

Total Students Anticipated to enroll in this program _____

B. Goals and Objectives, Activities, Curriculum Framework and Evaluation

Goals

The State Department of Education has provided four major state goals for this program (see page A-5). All objectives must be aligned to the program goals. The activities must support each objective. Narrative may also be provided to supplement descriptions of program goals, objectives and activities.

Student Outcome/Objectives

For each goal, you must provide a list of specific student outcome objectives for the project. Each objective should be stated in measurable terms, including descriptions of:

1. the estimated number of participating students from each school district;
2. the skills to be mastered and services to be offered; and
3. the time frame in which the services will be offered.

Example: *By September 30, 2006, 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.*

Activities

Describe each of the major project activities that will be conducted to meet each objective.

Example: *Students will receive five sessions of keyboarding skills and apply the skills in a report on the Amistad.*

Evaluation

1. Attach pre-and post-student assessment document; and
2. Attach student end-of-program evaluation document

Table 2: Program Goals, Objectives, Activities and Evaluation

Program Goals	Student Outcomes and Objectives	Curriculum Frameworks / Common Core of Learning*	Activities	Pre and Post Student Assessment and End-of-Year Program Evaluation
State Goal 1 Reduce racial, ethnic and economic isolation	1.			
	2.			
	3.			
	4.			
State Goal 2 Increase Student Achievement	1.			
	2.			
	3.			
	4.			
State Goal 3 Promote multi-racial multicultural understanding	1.			
	2.			
	3.			
	4.			
State Goal 4 Build positive meaningful relations among students	1.			
	2.			
	3.			
	4.			

*The Connecticut Curriculum Frameworks are currently being revised, however for the purposes of this application please utilize the 1998 Curriculum Frameworks and the Common Core of Learning which are available on the Connecticut State Department of Education website: www.state.ct.us/sde.

C. Supplemental Information

1. 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.
2. Describe how the program will inform parents about the availability of the program and how it will recruit students regionally.
3. Describe how the activity/program will be staffed. Include the race and number of teachers.
4. Describe the plan to expand this program to other stakeholders in the participating districts.
5. Describe the isolation issues affecting students in participating districts and how this grant will address these needs (refer to Table 1).
6. Describe education needs of students in participating districts and how this grant will address these needs.

D. Cost Effectiveness

	2007-2008	2008-2009
1. Total cost of operating this project. (total grant request)		
2. The average cost per student for this program.		
3. If a tuition is being charged to students for participation in this program, tuition per student.		



**Connecticut State Department of Education
Bureau of Educational Equity
Interdistrict Cooperative Grant Program**

ED 114

Fiscal Year 2008

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:		
GRANT TITLE: INTERDISTRICT COOPERATIVE PROJECT TITLE: CORE-CT CLASSIFICATION: FUND: 11000 SPID: 17045 PROGRAM: 82 ____ BUDGET REFERENCE: 2008 CHARTFILED 1: CHARTFILED 2: SDE _____		
GRANT PERIOD: 7/01/07 – 6/30/08		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE: LOCAL BALANCE: \$		CURRENT DUE: \$ CARRY-OVER DUE: \$
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	
940	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 Educational Equity
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 and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services, which by their nature can be performed only 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 Educational Equity
Interdistrict Cooperative Grant Program**

CODE	OBJECT	AMOUNT
700	PROPERTY: Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement or equipment.	
800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	
940	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	



**Connecticut State Department of Education
Bureau of Educational Equity
Interdistrict Cooperative Grant Program**

ED 114 Fiscal Year 2009 BUDGET FORM FUNDING STATUS:

GRANTEE NAME:		
GRANT TITLE: INTERDISTRICT COOPERATIVE PROJECT TITLE: CORE-CT CLASSIFICATION: FUND: 11000 SPID: 17045 PROGRAM: 82 ____ BUDGET REFERENCE: 2009 CHARTFIELD 1: CHARTFILED 2: SDE _____		
GRANT PERIOD: 7/01/08 – 6/30/09		AUTHORIZED AMOUNT: \$
AUTHORIZED AMOUNT by SOURCE: LOCAL BALANCE: \$		CURRENT DUE: \$ CARRY-OVER DUE: \$
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	
940	Indirect Costs	
	TOTAL	

_____ ORIGINAL REQUEST DATE _____ DEPARTMENT OF EDUCATION _____ DATE OF APPROVAL
 PROGRAM MANAGER AUTHORIZATION
 _____ REVISED REQUEST DATE



**Connecticut State Department of Education
Bureau of Educational Equity
Interdistrict Cooperative Grant Program**

BUDGET INSTRUCTIONS AND GUIDELINES (ED 114)

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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 and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services, which by their nature can be performed only 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
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 Interdistrict Cooperative Grant Program**

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800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	
940	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		

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION
PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current affirmative packet for [local school district name] is on file with the Connecticut State Department of Education. The Affirmative Action Plan is, by reference, part of this application.

Name of Authorized Official

Title

Signature of Authorized Official

Date

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS**

PROJECT TITLE: Interdistrict Cooperative Grant Program

July 1, 2007 – June 30, 2009

THE APPLICANT _____ **HEREBY ASSURES THAT:**
(Insert Agency/School 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 Connecticut State Board of Education and the 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 State Department of Education, including information relating to the project records and access thereto as the 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 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 State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- K. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.

- L. 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.

M. Required Language:

- 1) For purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section, "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: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Conn. Gen. Statute Section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

For purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the general statutes.

- 2) 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, mental retardation 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. If the contract is for a public works project, 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 project. 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, mental retardation, 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; (b) 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; (c) 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, advising the labor union or worker's 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; (d) the contractor agrees to comply with each provision of this section and Conn. Gen. Stat. Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive, and with each regulation or relevant order issued by said Commission pursuant to said sections; (e) 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 section 46a-56.

- 3) 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.
- 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.
- 5) The contractor shall include the provisions of subsection (2) 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 this section and Conn. Gen. Statute Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; 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.
- 6) 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.
- 7) 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 matter prohibited by the laws of the United States or of the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to section 46a-56 of the general statutes; (d) 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 section 46a-56 of the general statutes.
- 8) The contractor shall include the provisions of subsection (7) 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 section 46a-56 of the general statutes; 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.

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

Signature _____

Name (typed) _____

Title (typed) _____

Date _____

Rev. 8/06

Appendix B

Scoring Rubric

APPENDIX B

SCORING RUBRIC

Applicant Name: _____

Reviewed by _____

Category: _____

Date: _____

Existing programs funded in 2005-2007 will be evaluated separately from new grant proposals.

A. Student Isolation Data

Requested Grant amount is consistent with funding range listed in Section III

Student isolation form is completed Total 10 points

B. State Goals, Objectives, Activities, and Evaluation

Criteria	Maximum 35 points	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
1. Each objective is stated in measurable terms with student outcomes listed.						
2. Diversity objectives are aligned with the program goals.						
3. Activities are aligned and listed for each objective.						
4. The proposal specifies a measurement tool or strategy that will provide a quantitative measurement of program success.						
5. Activities, objectives, assessments are aligned and listed for each objective.						
6. Pre - "and" - post assessment instrument matches objectives.						
7. Student end-of-year program evaluation instrument is included.						
Sub Total						

C. Supplemental Information

Criteria	Maximum 30 points	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
1.	The project brings urban, suburban (or rural) students together voluntarily for the purpose of reducing isolation and enhancing student achievement.					
2.	The proposal describes how the program will inform parents about the availability of the program and how it will recruit students regionally.					
3.	The proposal describes how the activity/program will be staffed. Includes the race and number of teachers.					
4.	The proposal describes the plan to expand this program to other stakeholders in the participating districts.					
5.	The proposal describes the isolation issues affecting students in participating districts and how this grant will address these issues.					
6.	The proposal describes educational needs of students in participating districts and how this grant will address these needs.					
Sub Total						

D. Cost Effectiveness

Criteria	Maximum 5 points	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
1.	The anticipated expenditures support the objectives and activities and are cost effective.					
Sub Total						

E. Program Type

Criteria	Maximum 10 Points	YES	NO
1.	Program has been previously funded and has provided indicators of success. <u> </u> (Yes = 10 points)		
2.	The program is a career oriented program or has a focus on high level math and/or science. (10 points for “Yes” to any one of the options)		
Sub Total			

| Total Score _____ (Maximum for existing programs = 90 / for new proposals = 90)

- recommended for funding
- not recommended for funding

COMMENTS: (If the program appears to have exceptional value and/or potential.)

Appendix C

Interim and Final Report Format

APPENDIX C

INTERIM AND FINAL REPORT FORMAT

Narrative

School Program

1. Program Abstract - a description of the program offered to students
2. Marketing strategies for student recruitment
3. Identification of the participating school districts
4. Location of the program
5. Grade and age level served by this program
6. Number of days the program operated
7. Instructional hours per day
8. Number of actual contact hours (face-to-face interaction or distance learning class time).

Student and Staff Information

1. Number of students enrolled by district and listed by race, ethnicity and gender
2. Number of staff members listed by race, ethnicity and gender
3. Number of applications received (if applicable)
4. Number of applications rejected
5. Number of students (rejected) listed by race and home district (if applicable).

Student Performance Objectives

1. Measurement of student performance in activities designed to increase skills
2. Student performance on standardized tests
3. Other evaluation techniques:
 - a) measurement of student attitudes
 - b) teacher observations - anecdotal comments
 - c) student portfolios

Parent Involvement

1. Descriptive information regarding the extent of parental involvement in this program
2. Attitudinal survey of parent attitudes and satisfaction with the educational program.

Financial Information

1. ED114 budget document
2. Budget narrative
3. Tuition charged to students attending the program
4. Tuition or other fees charged to school districts for student attendance
5. Additional funds, state, federal or local, used to support this program.

Table 1

Programs	Objectives	Pre-Test # students achieving mastery/total participating students	Date	Interim Post Test # students achieving mastery/total participating students	Date	Final Post Test # students achieving mastery/total participating students	Date
Goal 1 Reduce racial, ethnic and economic isolation (List curriculum framework and Common Core of Learning content standards)	1. 2. 3. 4.						
Goal 2 Increase student achievement (List curriculum framework and content standards)	1. 2. 3. 4.						
Goal 3 Build positive meaningful relations among students (List curriculum framework and Common Core of Learning content standards)	1. 2. 3. 4.						
Goal 4 Promote multi-racial, multi- cultural understanding (List curriculum framework and Common Core of Learning content standards)	1. 2. 3. 4.						

Table 2

Check one:
 interim
 final

For each participating school district indicate the number of students that were enrolled in this program.

**Race, Ethnicity and Gender of Participating Students
Presented by District**

School Districts	Column A		Column B		Column C		Column D		Column E		Sub Total
	Asian/Pacific Islander		Black (not of Hispanic origin)		Hispanic		American Indian/Alaskan Native		White		
	M	F	M	F	M	F	M	F	M	F	
Total Students											

For each participating school district indicate the number of staff enrolled in this program.

School Districts	Column A		Column B		Column C		Column D		Column E		Sub Total
	Asian/Pacific Islander		Black (not of Hispanic origin)		Hispanic		American Indian/Alaskan Native		White		
	M	F	M	F	M	F	M	F	M	F	
Total Staff											