

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES
AND ADULT EDUCATION**

Request for Proposals (RFP)

Parent Trust Fund

2019–20

Purpose: To support programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs.

Pursuant to Connecticut General Statutes Section 10-4u

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

Application Due Date: October 1, 2019

RFP #824



Dr. Miguel A. Cardona
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
450 Columbus Boulevard, Suite 607
Hartford, CT 06103-1841
860-807-2101
Levy.Gillespie@ct.gov

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OVERVIEW AND APPLICATION GUIDANCE

A. Purpose and Goals

The Parent Trust Fund is a Connecticut family civics initiative established through legislation passed in 2001. The purpose of the Parent Trust Fund is to support programs aimed at improving the health, safety and education of children by training parents¹ in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs.

The goals of the Parent Trust Fund Grant are:

- to use culturally responsive practices² to promote diverse leadership that is representative of the population in communities throughout Connecticut;
- to increase awareness of the issues that matter to families and the important role families can play as advocates and change agents;
- to encourage communities to expand the range of parent leadership training opportunities in their continuum of services;
- to expand the number of communities offering parent leadership training; and
- to enhance collaboration and linkages among parent leadership training sponsors to create an integrated system of sustainable civic involvement within communities and across the state.

Grants are provided to eligible applicants, on a competitive basis, to provide leadership training to parents using evidence-based curricula.

B. Eligible Applicants

Proposals will be considered from public and non-profit organizations that demonstrate the financial and administrative capability to implement the grant. Organizations may partner with another non-profit organization. One organization must be designated as the lead applicant and assume financial responsibility.

The following entities are eligible applicants:

- all local education agencies (LEAs), endowed academies, charter and magnet schools;
- Regional Educational Service Centers (RESCs);
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other non-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code;
- municipalities; and
- a consortium of two or more of the above-mentioned agencies, organizations or entities.

C. Intent to Submit a Proposal and Bidders Meeting

Applicants are **strongly encouraged** to complete the Intent to Submit a Proposal form. This form is nonbinding and does not commit the organization to submit a final proposal. Those that do not submit the form may still apply. The information will be used to help CSDE plan the review process. Please complete [the on-line form at shorturl.at/fmFK8](http://shorturl.at/fmFK8) no later than **September 12, 2019, by 4:00 p.m.**

¹ The terms family/ies and parent/s are used in this document to represent any adult caretakers who have responsibility for the well-being of a child or children. This includes, for example, biological parents, foster care providers, grandparents, aunts and uncles, siblings, or fictive kin.

² Culturally responsive practices use “the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse learners to make learning encounters more relevant and effective for them” (Gay, 2013).

A meeting will be held for prospective applicants on **September 11, 2019, from 1:30 p.m. to 3:00 p.m.** It will take place at the Graustein Memorial Fund located at 2319 Whitney Avenue, Suite 2B in Hamden. The Bidders Meeting will provide an overview of the information presented in the RFP and an opportunity for applicants to ask questions. Attendance at the Bidders Meeting is recommended but not mandatory.

D. Grant Duration and Funding

The grant period is November 1, 2019, through June 30, 2020. The number of grant awards will depend on the number of applicants, size of requests and the availability of state funds.

Applicants must provide a minimum of 25 percent in matching funds. Matching funds may include cash contributions from another source expended to support the parent leadership training program. Matching funds may also come from in-kind contributions, typically in the form of the value of personnel, goods and services aligned to the parent leadership training program. Please see Appendices 11–14 for sample budgets.

Note: Applicants may apply for only one training curriculum model/cycle.

E. Eligible Activities

Activities supported by the Parent Trust Fund must align with the statutory purpose of improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs. Parent leadership training models that have been evaluated and have demonstrated successful civic outcomes consistent with the statute will be considered for funding within available appropriations.

The training models listed below have been evaluated and are eligible for funding. In order to use these programs, a Memorandum of Understanding (MOU) with the organization that authorizes the program is required (except where noted).

- Parent Leadership Training Institute (PLTI): A MOU is required with the Commission on Women, Children Seniors, Equity and Opportunity.
- Parent Leadership Training Institute/Children’s Leadership Training Institute (PLTI/CLTI): A MOU is required with the Commission on Women, Children Seniors, Equity and Opportunity.
- Parents Supporting Educational Excellence (Parents SEE): A MOU is required with the Center for School Change.
- People Empowering People (PEP): A MOU is required with University of Connecticut Extension.
- People Empowering People (PEP) Spanish): A MOU is required with University of Connecticut Extension.
- ASPIRA Parents for Excellence (APEX): No MOU required.

If a MOU is required, it must be submitted with the application, signed and dated by the grantee and the authorizing organization, and cover the 2019–20 grant period. See Appendix 10 for more information about these programs and how to secure a MOU.

Note: If a required MOU is not submitted with the proposal, the proposal will not be considered.

Proposals for other models may also be considered and must include a rationale for selecting the model; a curriculum description and learning objectives; an outline of the topics, activities and materials; qualifications of the author(s) of the curriculum and the trainer(s)/facilitator(s) who will conduct the program; and results from evaluations of the effectiveness of the model.

The Parent Trust Fund grant does **not** provide funding for the following (list is not exhaustive):

- for-profit organizations;
- individuals;
- religious organizations for sectarian purposes;
- capital campaigns;
- single-issue political causes and activities;
- parent education training or classes (e.g., how to be a better parent, how to communicate with your children, etc.);
- replication of untested new curricula;
- translation of existing curricula into alternative languages;
- scholarships; and
- youth or teen leadership training that is not a component of a parent leadership training program.

F. Preparing the Narrative Section (maximum 6 pages)

This section is limited to **six pages, double-spaced and set at 12-point font**. Other forms and required materials (e.g., budget forms and assurances are not counted in the page limit for the narrative section).

Pages must be numbered consecutively. Use the headings 1 through 8 below (and 9 if applicable) to organize the narrative. To help clarify information, visual presentations, such as charts and graphs, may be included when appropriate.

1. Curriculum Model (no points)

Indicate the curriculum model being proposed. Use of some curricula require a Memorandum of Understanding (MOU) with the organization that oversees the curriculum. See Section E above.

2. Target Population (maximum 10 points)

Provide a thorough description of the target population for whom the training will be offered including demographic information (e.g., age, race, gender, income, etc.) and provide evidence this population is likely to participate.

3. Planning (maximum 10 points)

A. Describe how parents were engaged in the decision-making and planning process for this project. Provide a list of planning group members with names, titles/roles and note the number of alumni who are part of this group.

B. Provide a rationale for the choice of the particular training curriculum model and why it is a good fit with the target population (please be as specific as possible).

4. Strategies for Recruitment and Retention (maximum 10 points)
 - A. Describe multiple strategies for recruitment and why these strategies are likely to be successful. If the applicant organization had a previous grant that failed to meet the recruitment goal, describe how your recruitment efforts will change for this project.
 - B. Describe retention strategies and ongoing supports that will be provided to help parents participate continuously in the training.

5. Achievable Timeline that Corresponds to Key Activities (maximum 5 points)
 Provide an achievable timeline that corresponds to key activities (including recruitment, training, graduation and alumni support) with meaningful benchmarks of success (please be specific and include anticipated starting and ending dates).

6. Organizational Capacity to Implement Project (maximum 20 Points)
 - A. Please state the applicant organization's mission and describe how the proposed parent leadership training aligns with this mission.
 - B. Describe the staffing and leadership that will oversee the project.
 - C. Describe the operational and fiscal management for the project.
 - D. Describe the applicant organization's record of accomplishment for implementing trainings such as the one proposed. Responses should include information about the applicant organization's history with the target population, experience delivering similar trainings and activities, and non-personnel organization resources such as facilities, equipment, materials, etc., that contribute to the organization's success.

For CBO(s) applying as the lead applicant, fiscal health and financial policies must be documented by providing all of the following information as attachments (these documents are not counted in the page limit):

- A. Copy of IRS determination letter supporting exemption from taxation under Section 501(c)(3) of the Internal Revenue Code;
- B. Organizational chart; and
- C. Organization's most recent financial statements (audited, if available) and management letter (if available).

Please note that applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that the proposed program is accessible to persons with disabilities.

7. Ability to Leverage Financial, Human and Technical Resources Leading to Greater Impact (maximum 15 Points)
 - A. Provide a list of collaborative partners that share ownership and decision-making, and indicate the contributions of each to this project (including in-kind contributions).
 - B. Describe how this training program will build upon and enhance existing parent leadership efforts already in the community(ies).
 - C. Describe how the parent leadership training is integrated with the following programs, as appropriate: School Readiness Councils, School Governance Councils, family engagement committees and/or other advocacy trainings.

8. Impact, Outcomes and Sustainability (maximum 20 Points)
 - A. All programs must report on **five** performance indicators. Indicators one through four below are required of all programs.

- B. Applicants also must select one additional indicator from the list of optional indicators below *or* elect to design an appropriate performance indicator of their own that is aligned with the model proposed.

Applicants should reproduce and complete Table 1 in their grant narrative.

Table 1	
Required Performance Indicators (all four are required)	Targets for Program Success
1. Number, ethnicity and income level of parents enrolled	
2. Number and percentage of parents meeting program completion requirements	
3. Type and number of civic skills acquired	
4. Type and number of follow-up activities the organization plans to use to sustain family engagement after completion of the program	
Optional Performance Indicators (pick one)	Targets for Program Success
5. Type and number of civic projects completed	
6. Type and quantity of the long-term civic impact of parent leadership training in the community	
7. Proposer-designed indicator (specify below)	

- C. Describe the plan to sustain parent leadership development efforts, as well as the civic involvement of program graduates in your community, including anticipated challenges and strategies to overcome those challenges.

9. Applicants Proposing A Curriculum Model Not Previously Approved
 Additional information is required for use of a curriculum model other than those listed in Section E above. Please provide the following information (these documents are not counted in the page limit):
- A. Rationale for selecting the model;
 - B. Curriculum description and learning objectives;
 - C. Outline of topics, activities and materials;
 - D. Qualifications of the author(s) of the curriculum and the trainer(s)/facilitator(s) who will conduct the program; and
 - E. Results from evaluations of the effectiveness of the model.

G. Preparing the Budget Section (maximum 10 points)

Applicants are allowed to apply for one training curriculum model/cycle depending on the training model chosen. The maximum amount that the Parent Trust Fund grant can support is 75 percent of the total program cost. The remaining 25 percent must come from local matching contributions (cash or in-kind). Please complete the Grant Budget Form and Grant Budget Narrative for both state and matching funds (See Appendices 3, 5 and 6).

1. Grant Budget Form (Appendix 3)

Clearly and accurately show how the funding will be used to support parent leadership training. Show all costs for the training program and how the applicant organization will allocate the grant funding to expenses (e.g., food, transportation, costs related to child care, program materials, curriculum, alumni activities, etc.). Also, indicate the total amount of local matching contributions. A description of each budget line item can be found in Appendix 4.

2. Direct Costs

Funds provided under this grant may only be used for direct costs associated with grant activities. Indirect costs cannot be supported by grant funds or matching funds.

3. Administrative Costs

Administrative costs are limited to no more than 5 percent of the total cost of the project. Administrative costs include such items as administrator/supervisor salaries (i.e., amounts to be paid to administrative employees of the grantee not involved in providing direct services to pupils/clients), fringe benefit costs, payroll taxes and space. If requesting grant funds to cover administrative costs, please be explicit when explaining how the administrative functions and related costs are necessary to conduct proposed grant activities.

4. Matching Funds

The Parent Trust Fund will provide no more than 75 percent of the total cost for a parent leadership training program, regardless of the curriculum model chosen. The applicant organization is responsible for securing the remaining 25 percent matching requirement, in cash and/or in-kind support, to fully implement the parent leadership training model being proposed and for any follow-up alumni activities.

Matching funds may include cash contributions from another source expended to support the parent leadership training program. Matching funds may also come from in-kind contributions, typically in the form of the value of personnel, goods and services aligned to the parent leadership training program.

Communities have acquired matching contributions from a variety of sources, including but not limited to, school district support using federal Title I grant funds for parent involvement, community foundations, private grants, local fund-raising efforts, grocery stores and other local merchants.

Please be sure to clearly identify the sources of the required matching funds, additional community partners' in-kind support and internal program support (e.g., conference room, food, transportation, etc.).

5. Budget Narrative (Appendices 5 and 6)

Please use the Grant Budget Narrative Forms to provide a rationale explaining each line item expense on the Budget Form. Be sure to clearly identify the sources of the required 25 percent matching funds (both cash and in-kind).

6. Grant Period

The grant period for this Parent Trust Fund Grant Award is from November 1, 2019, through June 30, 2020 (extensions will not be granted).

Please note: Proposals lacking the required budget information will not be considered.

H. Funding History and Experience (to be completed by CSDE)

This section is only for applicants who have a funding history with the Parent Trust Fund Grant. Programs can lose up to 6 points in this section based on past performance.

The CSDE program manager will assess the performance data for any applicant organization that received Parent Trust Fund Grant funding in any year since 2015. This assessment will be based on the following criteria:

1. Program operations followed the grant proposal, including program duration and quality of implementation.
2. The program met goals for participant recruitment, diversity, attendance and graduation.
3. The program met expectations for submitting programmatic and budget reports.

I. Funding Reservations

The CSDE reserves the right to:

- modify awards pending the availability of funds;
- determine how funds will be distributed, including limiting the number of programs and cycles of training provided;
- set aside up to 30 percent of the total resources for awards to new applicants and/or innovative programs, depending on the applications received;
- withhold funds and/or rescind funds if the required reporting documentation and fiscal management are not performed in a timely fashion after the award notification; and
- consider geographic and demographic distribution of proposals in award decisions.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints. All awards are subject to the availability of funds. Applicants should not commit such funds until an official grant award letter is received.

J. Data Collection and Reporting Requirements

Grantees are required to maintain data that track services, activities and participant information. Program data include, but are not limited to, details of activities offered such as start and end dates, program location(s) and type of activity. Participant data include, but are not limited to, demographics, program attendance, completion and information collected from participant surveys.

The CSDE reserves the right, after the award notification, to withhold funds and/or rescind funds if the required reporting documentation has not been submitted according to established reporting requirements.

K. Components of a High-Quality Project

Successful projects will demonstrate how parent leadership training will:

- increase and sustain the motivation, ability and opportunity for parents who represent the diversity of the community to engage in the civic life of schools, communities and/or the state;
- include plans for increased dialogue about equity and the impact it has on children and families, as well as strategies for solving inequities that exist within communities and schools;
- increase the visibility and involvement of parents representing all racial and ethnic groups and income levels in addressing their concerns regarding children and families through the advocacy skills learned in the training;
- include a strong civics and advocacy skills component; and
- include plans for increased and sustained family engagement in schools and/or communities.

L. Proposal Review and Scoring

The CSDE will convene a panel to review all completed applications received by the due date. Applications will be rated according to the criteria provided in the Application Rating Form found in Appendix 9. Reviews will be limited to required documents. Information submitted that is not requested will not be reviewed.

M. Management Control of the Program and Grant Consultation Role of State Department of Education Personnel

The grantee must have complete management control of this grant and the associated funding. While CSDE staff may be consulted for their expertise, the Department will not be directly responsible for the selection of sub-grantees or vendors or be directly involved in the expenditure and payment of funds obligated by the grantee.

N. Grant Award Decisions and Disposition of Proposals

The CSDE reserves the right to award in part, to reject all proposals, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet the State Board of Education's priorities.

All applicants (awarded and not awarded) will be notified regarding the outcome of the proposal review process. If a proposal is selected for funding, the Bureau of Health/Nutrition, Family Services and Adult Education will initiate a grant award letter. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

O. 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 14 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 to 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.

P. Affirmative Action Obligations of Grantees

In accordance with the regulations established by the Commission on Human Rights and Opportunities (CHRO), each applicant is required to have a complete Affirmative Action Plan on file with the CSDE. Applicant organizations that have an Affirmative Action Plan on file with the CSDE should complete and submit the Affirmative Action Certification Form in Appendix 8 with their application.

Applicant organizations that do not have an Affirmative Action Plan on file with the CSDE must complete and submit the Affirmative Action Compliance Report with their application. That form is available at https://www.ct.gov/chro/lib/chro/Notification_to_Bidders.pdf. All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Section 4a-60 and Section 4a-60a of the Connecticut General Statutes and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time as may be prescribed by the CHRO.

Q. Grant Timeline

The following timetable has been established for the Parent Trust Fund Grant application process. Every effort will be made to adhere to this schedule; however, dates are subject to change.

RFP Issued/Posted on CSDE Website	August 29, 2019
Bidders Meeting Graustein Memorial Fund 2319 Whitney Avenue, Suite 2B, Hamden	September 11, 2019, 1:30 p.m. to 3:00 p.m.
Intent to Submit Proposal (Strongly Encouraged) Complete the on-line form at shorturl.at/fmFK8	September 12, 2019, by 4:00 p.m.
Proposal Deadline	October 1, 2019, by 4:00 p.m.
Screening and Review of Proposals	October 1–October 15, 2019
Anticipated Announcement of Awards	November 1, 2019
Grant Period	November 1, 2019–June 30, 2020

R. Due Date and Application Submission

Proposals (original plus three copies) must be received by 4:00 p.m. on October 1, 2019, irrespective of the postmark date and means of transmittal. Extensions shall not be given.

The original proposal must bear an original signature of the authorized representative of the applicant organization. An original signature must also be included on the Standard Statement of Assurances and the Affirmative Action forms, which are components of the proposal.

Delivery of Applications:

<p>Mailing Address: Connecticut State Department of Education Bureau of Health/Nutrition, Family Services and Adult Education P.O. Box 2219 Hartford, CT 06145-2219 Attn: Judy Carson</p>	<p>Delivery Address: Connecticut State Department of Education Bureau of Health/Nutrition, Family Services and Adult Education 450 Columbus Boulevard, Suite 504 Hartford, CT 06103-1841 Attn: Judy Carson</p>
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APPENDICES

Appendix 1: Cover Page and Authorization

Office of Student Supports and Organizational Effectiveness
Bureau of Health/Nutrition, Family Services and Adult Education

PARENT TRUST FUND GRANT

Community(ies) To Be Served: Curriculum Model:	Program Budget: Grant Funds: \$ _____ Local Match: \$ _____ TOTAL: \$ _____
Lead Applicant: (Organization name and address)	Partner Applicant, if applicable: (Organization name and address)
Lead Applicant Contact Person: (Name, phone and e-mail)	Partner Applicant Contact Person: (Name, phone and e-mail)
Previous Grantees: If applicable, please list previous Parent Trust Fund grants that the lead or partner organization received since 2015. Also, list the curriculum model(s) that was used. If any funds were returned, list the amount and an explanation for returning the funds.	

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required:

Lead Applicant Signature (Chief Administrative Official): _____
Name (typed): _____ Date: _____

Appendix 2: Proposal Submission Checklist

Please carefully review and check off the following boxes to ensure the proposal submission package is complete. Submit one signed original and three copies of the proposal.

Required materials for all applications:

- Proposal Submission Checklist
- Cover Page
- Narrative Section (This section is limited to six pages, double-spaced and set at 12-point font. Other forms and required materials are not counted in this page limit.)
- Budget Form
- Budget Narrative: State Funds
- Budget Narrative: Matching
- Standard Statement of Assurances for Grant Programs
- Affirmative Action Certification or Affirmative Action Compliance Report

Additional materials required for CBO(s) applying as lead applicant:

- Copy of IRS determination letter supporting exemption from taxation under Section 501(c)(3) of the Internal Revenue Code
- Organizational chart
- Organization's most recent financial statements (audited, if available) and management letter (if available)

Additional material required for those applicants proposing to use PLTI, Parents SEE or PEP:

- Fully executed (signed and dated) Memorandum of Understanding

Additional material required for those applicants proposing to use a curriculum model other than those listed in Section E above:

- Rationale for selecting the model
- Curriculum description and learning objectives
- Outline of topics, activities and materials
- Qualifications of the author(s) of the curriculum and the trainer(s)/facilitator(s) who will conduct the program
- Results from evaluations of the effectiveness of the model

Appendix 3: Budget Form

ED114 Form: Fiscal Year 2020

See Appendix 4 for a description of budget codes.

GRANTEE NAME:		VENDOR CODE:	
GRANT TITLE:	Parent Trust Fund		
CURRICULUM MODEL:			
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 12506 YEAR: 2020 PROG: 82158 CF1: 170079 CF2:			
GRANT PERIOD: 11/01/2019 – 06/30/2020		AMOUNT REQUESTED: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
100	Personal Services – Salaries		
200	Personal Services - Employee Benefits		
300	Purchased Professional and Technical Services		
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
	Total Grant Funds (must not be more than 75% of total cost)		
	Local Matching Amount (must be at least 25% of total cost)		
	TOTAL PROJECT BUDGET (grant funds plus local matching)		

Appendix 4: Budget Code Descriptions

CODE DESCRIPTION

100 **Personal Services - Salaries.** Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

Costs for individuals whose services are acquired through a contract are not included in this category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this category; however, a person who is paid a fee with no grantee obligation for employee benefits is not.

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 part of the cost of personal services.

300 **Purchased Professional and 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 service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

This category includes costs for facilitators, presenters, training fees and child care.

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.

This category includes costs for renting space for program classes and events.

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.

This category includes costs for travel, communications and advertising.

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.

This category includes costs for curriculum materials, books, administrative supplies and food.

Appendix 5: Budget Narrative - State Grant Funds

The applicant must complete the following Budget Narrative and provide a detailed explanation justifying each line item of expenditures proposed on the Budget Form.

For personnel paid with grant funds, provide a clear explanation of the role of each staff person and the functions (s)he will perform in support of the program. Provide detailed information used for calculating cost (for example, 2 program facilitators @ \$50 per hour for 30 hours totaling \$3,000).

See Appendix 4 for a description of budget codes. Use additional pages as needed.

Note: Line item codes and amounts MUST match those listed on the Budget Form (Appendix 3).

Grantee Name:	Total State Grant Amount Requested: \$
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Code:	Description:	Line Item Amount:
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Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount:
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Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount:
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Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount:
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Detailed explanation of the use of funds for this line item:

Appendix 6: Budget Narrative - Local Matching

Grantees must provide at least 25 percent of the total program cost from local sources. Provide a clear explanation of the source and use of matching funds. Describe both cash and in-kind contributions.

Some possible sources of in-kind support are administrative costs, supplies and curriculum materials, and space for classes and events.

Note: The total amount MUST be the same as the local matching amount on the Budget Form (Appendix 3).

Appendix 7: Standard Statement of Assurances for Grant Programs

CONNECTICUT STATE DEPARTMENT OF EDUCATION

PROJECT TITLE: Parent Trust Fund

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State

Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- i. “Commission” means the Commission on Human Rights and Opportunities;
- ii. “Contract” and “contract” include any extension or modification of the Contract or contract;
- iii. “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. “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.
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. “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;
- vii. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- viii. “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;
- ix. “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
- x. “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).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and 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.
- (c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and 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 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.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to 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.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with 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 Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Signature of Authorized Official: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

Appendix 8: Affirmative Action Certification Form

This certification below should be completed by those applicant organizations that have an Affirmative Action Plan on File with the CSDE.

Applicant organizations that do not have an Affirmative Action Plan on file with the CSDE must complete and submit the Affirmative Action Compliance Report with their application. That form is available at https://www.ct.gov/chro/lib/chro/Notification_to_Bidders.pdf.

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 9: Application Rating Form

This form will be used to evaluate proposal for their alignment with the statutory purpose of the Parent Trust Fund, which is to support programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs.

PARENT TRUST FUND GRANT

Lead Applicant Agency _____

Reader No. _____

Required Materials
<p>If any of the materials below are not submitted with the application, the application will not be reviewed or considered for funding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cover page with original signature of lead applicant <input type="checkbox"/> Standard Statement of Assurances <input type="checkbox"/> Affirmative Action Certification Form OR Affirmative Action Compliance Report <input type="checkbox"/> Memorandum of Understanding, if required for use of proposed curricula (PLTI, Parents SEE, PEP) <input type="checkbox"/> If applicant is a CBO, evidence of nonprofit status and fiscal health: IRS determination letter, organizational chart, and most recent audited financial statement

1. Curriculum Model			
<input type="checkbox"/> Parent Leadership Training Institute (PLTI)	Is MOU attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No *
<input type="checkbox"/> Parent Leadership Training Institute/Children's Leadership Training Institute (PLTI/CLTI)	Is MOU attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No *
<input type="checkbox"/> Parents Supporting Educational Excellence (Parents SEE)	Is MOU attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No *
<input type="checkbox"/> People Empowering People (PEP)	Is MOU attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No *
<input type="checkbox"/> People Empowering People (PEP) Spanish	Is MOU attached?	<input type="checkbox"/> Yes	<input type="checkbox"/> No *
<input type="checkbox"/> ASPIRA/APEX			
<input type="checkbox"/> Other: _____			

* If a required MOU is not submitted with the proposal, the proposal will not be reviewed.

2. Target Population	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. A thorough description of the target population is provided, including demographic information (e.g., age, race, gender, income, etc.).	5	4	3	2	0
B. Evidence is provided to show that this population is likely to participate.	5	4	3	2	0
SUBTOTAL SCORE			(maximum 10 points) _____		
COMMENTS					

3. Planning	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. A description of how parents were engaged in the decision-making and planning process for this project is included. Applicant should provide a list of planning group member with names, titles/roles and identification of alumni who were part of this group.	5	4	3	2	0
B. A rationale is provided for the choice of the particular training curriculum model and how it fits with the target population.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 10 points) _____
COMMENTS					

4. Strategies for Recruitment and Retention	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. Multiple strategies are described for recruitment and a rationale is provided for why these strategies are likely to be successful.	5	4	3	2	0
B. Retention strategies and on-going support efforts are described and likely to help parents participate continuously in the trainings.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 10 points) _____
COMMENTS					

5. Achievable Timeline that Corresponds to Key Activities	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. An achievable timeline corresponding to the key activities is described (including recruitment, training, graduation and alumni support) with meaningful benchmarks of success.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 5 points) _____
COMMENTS					

6. Organizational Capacity to Implement the Project	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. The proposed parent leadership training aligns with the applicant organization's mission.	5	4	3	2	0
B. A description of staffing and leadership that will oversee the project is provided.	5	4	3	2	0
C. A description of operational and fiscal management for the project is provided.	5	4	3	2	0
D. A description of organization's track record for implementing trainings such as the one proposed is provided. This should include information about the history with the target population, experience delivering similar trainings/activities and non-personnel organization resources such as facilities, equipment, materials, etc. that contribute to your success.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 20 points) _____
COMMENTS					

7. Ability to Leverage Financial, Human and Technical Resources for Greater Impact	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. A list of collaborative partners is provided and demonstrates shared ownership and decision-making, and the contributions of each partner to this project (including in-kind contributions).	5	4	3	2	0
B. A description of how this training program will build upon and enhance existing parent leadership efforts already in the community(ies) is provided.	5	4	3	2	0
C. A description is provided for how the parent leadership training is integrated with the following programs, as appropriate: School Readiness Councils, School Governance Councils, family engagement committees and/or other advocacy trainings.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 15 points) _____
COMMENTS					

8. Impact, Outcomes and Sustainability	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. Targets identified for the four required performance indicators show ambitious but achievable outcomes.	10	8	6	4	0
B. The additional performance indicator is appropriate to the project, measurable and meaningful.	5	4	3	2	0
C. A description is provided of a plan to sustain parent leadership development efforts, civic involvement of program graduates in the community, anticipated challenges and strategies to overcome those challenges.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 20 points) _____
COMMENTS					

9. Budget	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (incomplete or inappropriate to the question)	INADEQUATE (information not provided)
A. The Budget Form and Budget Narratives provide detailed costs that are necessary, reasonable and appropriate for the model proposed. (Note: administration may not be more than 5 percent and indirect costs are not allowed.)	5	4	3	2	0
B. The budget shows that in-kind sources and amounts are reasonable and represent at least 25 percent of the total cost.	5	4	3	2	0
SUBTOTAL SCORE					(maximum 10 points) _____
COMMENTS					

10. Summary of Scores	Points
2. Target Population (maximum 10 points)	
3. Planning (maximum 10 points)	
4. Strategies for Recruitment and Retention (maximum 10 points)	
5. Achievable Timeline that Corresponds to Key Activities (maximum 5 points)	
6. Organizational Capacity to Implement Project (maximum 20 points)	
7. Ability to Leverage Financial, Human and Technical Resources Leading to Greater Impact (maximum 15 points)	
8. Impact, Outcomes and Sustainability (Maximum 20 points)	
9. Budget (Maximum 10 points)	
Subtotal (maximum 100 points)	

11. Overall Recommendation
Please check one box: <input type="checkbox"/> Proposal should be funded <input type="checkbox"/> Proposal should be funded with adjustments (explain below) <input type="checkbox"/> Proposal should not be funded
COMMENTS

12. Funding History and Experience (maximum loss of 6 points)		FOR CSDE USE ONLY	
Use for those applicants that received a Parent Trust Grant since 2015.			
	Data fully supports	Data partially supports	Data does not support
Program operations followed the grant proposal, including program duration and quality of implementation.	0	-1	-2
Program met goals for participant recruitment, diversity, attendance and graduation.	0	-1	-2
Program met expectations for submitting programmatic and budget reports.	0	-1	-2

TOTAL SCORE

Appendix 10: Examples of Parent Leadership Models and Contact Information

The following parent leadership training models have been evaluated and shown to align with the statutory purpose of the Parent Trust Fund to support programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained and quality parental engagement in community affairs.

To propose use of a model that requires a Memorandum of Understanding (MOU), the program coordinator listed below must be contacted prior to submitting a proposal. The program coordinators can also assist applicants with creative scheduling solutions for the limited period of this grant cycle.

The Parent Leadership Training Institute (PLTI)

- Parent leadership from an assets-based community development/social policy perspective with alumni activities and mentoring.
- Full-day retreat followed by 20 three-hour weekly classes in diversity, political infrastructures, communication skills, public speaking, problem solving, action planning, the legislative process and community civics projects.
- Class size ranges from 18-25 participants with sessions held at night, with a minimum of 15 people graduating.
- Meals, transportation and child care are provided.
- The Children's Leadership Training Institute (CLTI), which provides age-appropriate leadership materials matching the adult curriculum topics, may be offered in lieu of child care for kids aged 3-12.
- Memorandum of Understanding with the Commission on Women, Children, Seniors, Equity and Opportunity is required for use of curriculum.

For more information, visit <https://ctcwcs.com/parent-leadership-training-institute> or contact: Melvette Hill at (860) 240-8442 or Melvette.hill@cga.ct.gov

Parents Supporting Educational Excellence (Parents SEE)

Parent leadership in education.

- Retreat (3- or 5-hour options) followed by 12 three-hour weekly sessions offered at night focusing on effective school practices, how schools function, the achievement gap, understanding education policy and parent leadership in schools.
- Class size range is 15-25, with a minimum of 12 people graduating. Optimum class size is 18-20.
- Meals, transportation and child care are provided.
- Parents SEE "Lite" is also an option available for applicants. This is a 6-session training of Parents SEE, as opposed to the 13-session training. Participants in the Parents SEE "Lite" trainings do not participate in graduation.
- Memorandum of Understanding with the Center for School Change is required for use of the model.

For more information, visit www.ctschoolchange.org or contact Patrice Nelson at (860) 586-2340 or pnelson@ctschoolchange.org

People Empowering People (PEP)/People Empowering People Spanish (PEP Spanish)

- Parent involvement/parent leadership from a community perspective.
- Meets two hours a week on values, communication skills, problem solving, action planning, community assessment and related topics.
- May be targeted to “high need” populations.
- Small class sizes (8-10) allow for individualized attention, with a minimum of 8 people graduating.
- Individual or group community projects.
- Weekly or bimonthly support meetings for two to four months following completion of class.
- Meals, transportation and child care are provided.
- Curriculum available in English and Spanish and in a format appropriate for youth.
- Memorandum of Understanding with the PEP program at the University of Connecticut Extension Program is required for use of curriculum.

For more information, visit <https://pep.extension.uconn.edu/> or contact Cathleen Love at (860) 486-9081 or Cathleen.love@uconn.edu

Other Models of Parent Leadership

Other parent leadership training models that have been evaluated and have demonstrated successful family engagement and civic outcomes are welcomed through this application and will be added to this list as they are identified.

Appendix 11: Sample Budget for Parent Leadership Training Institute (PLTI)/Children’s Leadership Training Institute (PLTI/CLTI)

A. Parent Leadership Training Institute

This sample budget includes costs for the Saturday retreat (Class 1, 8 hours), Classes 2-20, graduation expenses and alumni support.

CODE	DESCRIPTION	AMOUNT
100	Coordinator/Staffing: An average of 15 hrs./week @ \$25/hr. for 40 weeks. No fringe benefits.	\$15,000
300	Facilitators: Facilitators are budgeted @ \$50/hr.	\$ 7,700
	3 Facilitators for Retreat (Class 1) @ \$50/hr. for 8 hrs.	\$ 1,200
	2 Phase I Facilitators @ \$50/hr. for 40 hrs. (Classes 2-10 and one power session for project help) = 10 weeks for 4 hrs./class)	\$4,000
	1 Phase II Facilitator @ \$50/hr. for 48 hrs. (Classes 5, 10-20 = 12 weeks for 4 hrs./class)	\$2,200
	3 facilitators @ \$50/hr. for 2 hrs. for Local Graduation	\$ 300
300	Child Care: Based on 25 children, 2 groups of 10 children ages 3-12 on-site and 5 children age 0-3 in home-based care	\$ 4,700
	2 child care teachers @ \$20/hr. for 4hrs./night for 20 nights	\$3,200
	In-home child care stipends @ \$15/night for 5 children for 20 nights	\$1,500
300	Events/Alumni Meetings: Includes costs for speakers, materials, food,	\$ 1,000
600	Supplies/Materials: For recruitment, classroom materials and local graduation	\$ 2,000
600	Supplies: Includes breakfast and lunch for Retreat (Class 1), meals for Classes 2-19 and local graduation @ \$7/person for 40 parents/kids/facilitators/guests and child care staff (\$280 x 21 meals)	\$ 5,880
	Total Program Costs with Child Care	\$36,280*

B. Parent Leadership Training Institute/Children’s Leadership Training Institute (PLTI/CLTI)

The Children’s Leadership Training Institute (CLTI) may be substituted for the child care component for children aged 3-12 at additional expense.

Additional cost for CLTI teacher training, CLTI books and additional curriculum materials for 25 children		\$3,500
Total Program Costs with CLTI		\$39,780*

** The maximum amount that the Parent Trust Fund grant can support is 75 percent of the total program cost. The remaining 25 percent must come from local matching funds (cash or in-kind).*

Appendix 12: Sample Budget – Parents Seeking Educational Excellence (Parents SEE)

This sample budget offers an estimate of the basic costs associated with implementation of Parents SEE. It is based on feedback from a number of sites that have completed trainings in their communities. Actual costs will vary because of participant numbers, child care, transportation needs, recruiting logistics and alumni activities. This budget assumes 18-20 parents, 15 children, and 20 additional visitors at the Café and graduation.

The optimum size for a Parents SEE class is 18 to 20 (25 to 30 parents should be recruited). A class with 12 actively participating and graduating members is viable (15-20 parents should be recruited). Should a community choose to target a smaller number of participants, **a reasonable per-person estimate is \$1200.**

Note: Some costs are fixed and are required regardless of class size as indicated below.

CODE	DESCRIPTION	AMOUNT
100	Coordinator/Staffing: 300 hrs. @ \$25/hr. Coordinator costs include planning, program administration, recruitment and follow-up for 15 hrs./week for 20 weeks	\$7,500
300	Facilitators (Fixed Cost): 2 facilitators @ \$50/hr. for 124 hrs. Cost for each facilitator covers six hours for the facilitation of a Retreat held on Saturday, 4.5 hours for facilitation of Sessions 1 through 12 and up to 2 hours for participation in a Parents SEE graduation scheduled outside regular program meeting time	\$6,200
300	Statewide Coordination/Training and Program Support (Fixed Cost): Includes support to on-site coordinator and Design Team for planning and implementation of the training, regular site-visits, data collection, ongoing feedback and problem-solving	\$2,500
300	Child Care:	\$3,055
	104 hrs. @ \$20/hr. Estimate is based on 2 child-care providers for 13 sessions, 4 hrs./session	\$2,080
	Home-based child care: Stipends estimated for 3 children at \$25/session for 13 sessions	\$975
300	Events/Alumni Meetings: Includes costs for materials, food, speakers etc.	\$1,000
500	Transportation: Estimate may vary, depending on the need for taxi service, bus tokens, etc.	\$325
600	Supplies/Materials (Some Fixed Cost): Includes costs for recruitment, session supplies and graduation. Required materials are journals (\$3.65/participant); posters (\$45); graduation materials (\$12.50/graduate)	\$1,000 <i>(Required materials = \$368 for 20 students)</i>
600	Supplies: 520 meals @ \$8/meal.	\$4,160
	Total Program Cost	~\$25,740*

* The maximum amount that the Parent Trust Fund grant can support is 75 percent of the total program cost. The remaining 25 percent must come from local matching funds (cash or in-kind).

Appendix 13: Sample Budget – People Empowering People (PEP)/People Empowering People Spanish (PEP Spanish)

This sample budget includes costs for the 10-class training cycle, four weeks for recruitment and reporting functions and up to four class sessions to complete the class project (a total of 18 weeks) for 8-12 people, meals and child care.

CODE	DESCRIPTION	AMOUNT
100	Coordinator/Staffing: 5 percent of total	\$456
300	Facilitators: Includes training, recruitment and coordination functions	\$5,400
	1 @ \$50/hr. for 6 hrs./wk. for 4 weeks for recruitment and reporting	\$1,200
	1 @ \$50/hr. for 6 hrs./wk. for 14 weeks for classes	\$4,200
300	Child Care: for PEP Participants (10-20 children)	\$840
	2 staff @ \$15/hr. for 2 hrs. for 14 weeks	
300	Training: 2 day PEP Facilitator Training through UConn Extension (includes curriculum)	\$250
500	Mileage: To attend Facilitator Training	\$50
600	Supplies/Materials: Curriculum materials, supplies, copying, etc.	\$200
600	Supplies: Meals for participants, children and staff	\$2,380
	20 people @ \$6/person for 14 weeks	\$1,680
	Graduation supplies and refreshments	\$700
	Total Program Costs	\$9,576*

** The maximum amount that the Parent Trust Fund grant can support is 75 percent of the total program cost. The remaining 25 percent must come from local matching funds (cash or in-kind).*

Appendix 14: Comparison of Costs and Program Requirements for Curriculum Models

A. Budget Comparison

CODE	DESCRIPTION	PLTI	PLTI/ CLTI	Parents SEE	PEP/PEP Spanish
100	Coordinator/Staffing	15,000	15,000	7,500	456
100	Facilitators	7,700	7,000	6,200	5,400
300	Training Fee/Program Support	N/A	N/A	2,500	250
300	Child care (in home or on-site)	4,700	4,700	3,055	840
300	Alumni Meetings, Events, Community Projects, Recruitment	1,000	1,000	1,000	N/A
300	CLTI		3,500		
500	Transportation/Travel	additional	additional	325	50
600	Supplies: Curriculum and administrative materials	2,000	2,000	1,000	200
600	Supplies: Meals for classes and graduation	5,880	5,880	4,160	2380
	Total Cost (100%)	36,280	39,780	25,740	9,576
	Required Local Matching Funds (25%)	9,070	9,945	6,435	2,394
	Maximum Parent Trust Fund Grant Amount (75%)	\$27,210	\$29,835	\$19,305	\$7,182

B. Comparison of Program Requirements

Program Element	PLTI	PLTI/ CLTI	Parents SEE	PEP/PEP Spanish
Hours per class session	4	4	4	2
Retreat hours	6	6	6	0
Graduation hours	2	2	2	2
Weeks	20	20	12	10
Classes for participant projects	N/A	N/A	N/A	4
Total Hours	88	88	56	26