

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

**Request for Proposals (RFP)**

**Parent Trust Fund**  
**July 1, 2022–June 30, 2023**

**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: August 8, 2022**

RFP #824

Applications must be submitted in the  
[CT Electronic Grant Management System \(eGMS\)](#)

**Bidders Meeting**  
**July 11, 1:30-3:00 p.m.**

An online Bidders Meeting will be held for prospective applicants. The 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. The meeting will be recorded. To attend the meeting, or to receive a link to the recording after the meeting, please register below.

**Pre-registration is required:** [https://crec.zoom.us/meeting/register/tJYpc-ytpjMpHNK\\_wNnfo0jUVk07TlcBjw3m](https://crec.zoom.us/meeting/register/tJYpc-ytpjMpHNK_wNnfo0jUVk07TlcBjw3m)

**Questions:** Judy Carson at [judy.carson@ct.gov](mailto:judy.carson@ct.gov)



**Charlene M. Russell-Tucker  
Commissioner of Education**

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

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Louis Todisco, Connecticut State Department of Education, 450 Columbus Boulevard, Hartford, CT 06103, 860-713-6594, [Louis.Todisco@ct.gov](mailto:Louis.Todisco@ct.gov).

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

## TABLE OF CONTENTS

### General Information

A. Purpose and Goals	1
B. Eligible Applicants	1
C. Grant Duration and Funding	2
D. Matching Funds	2
E. Eligible Activities	2
F. Components of a High-Quality Project	3
G. Proposal Review and Scoring	3
H. Funding Reservations	3
I. Data Collection and Reporting Requirements	4
J. Grant Award Decisions and Disposition of Proposals	4
K. Management Control of the Program and Grant Consultation Role of the State Department of Education Personnel	4
L. Freedom of Information Act	4
M. Affirmative Action Obligations of Grantees	5
N. Proposal Submission	5

### Proposal Guidelines and Requirements

O. Cover Page and Authorization	6
P. Project Plan	7
Q. Project Budget	9
R. Standard Statement of Assurances for Grant Programs	13
S. Affirmative Action Certification Form	18

### Appendices

1. Examples of Parent Leadership Models and Contact Information	19
2. Proposal Review Form	21

## GENERAL INFORMATION

### A. Purpose and Goals

The Parent Trust Fund is a Connecticut family civics initiative established through Connecticut General Statutes (C.G.S.) Section 10-4u 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 parents<sup>1</sup> 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 practices<sup>2</sup> 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 eligible 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 schools and college-affiliated school districts;
- Regional Educational Service Centers (RESCs);
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other non-profit organizations that can demonstrate they are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code;
- municipalities; and
- consortia of two or more of the above-mentioned agencies, organizations or entities.

---

<sup>1</sup> 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, and other guardians ([Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement](#), 2018).

<sup>2</sup> 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).

### C. Grant Duration and Funding

The grant period is July 1, 2022, through June 30, 2023. A total of \$467,193 is available to support qualifying proposals. The number of grant awards will depend on the number of applicants, quality of proposals, size of requests and the availability of funds.

### D. Matching 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.

### 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.

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

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 & Opportunity.
- Parent Leadership Training Institute/Children's Leadership Training Institute (PLTI/CLTI): A MOU is required with the Commission on Women, Children, Seniors, Equity & Opportunity.
- [Parents Supporting Educational Excellence \(Parents SEE\)](#): A MOU is required with Partners for Educational Leadership (formerly the Center for School Change).
- [UConn People Empowering People \(PEP\) Communities \(English and Spanish\)](#): A MOU is required with University of Connecticut Extension.

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 grant period. See Appendix 1 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 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. 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.

#### **G. Proposal Review and Scoring**

The Connecticut State Department of Education (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 (Appendix 2). Reviews will be limited to required documents only. Information submitted that is not requested will not be reviewed.

#### **H. 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.

#### **I. 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 may, after the award notification, withhold funds and/or rescind funds if the required reporting documentation has not been submitted according to established reporting requirements.

The Application Rating Form (Appendix 2) includes a section for scoring past program performance, and compliance with data collection and reporting requirements for current applicant organizations that received funding through the Parent Trust Fund grant in the past five years.

#### **J. Grant Award Decisions and Disposition of Proposals**

The CSDE reserves the right to award in part, to reject proposals in 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 funds.

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.

#### **K. 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 the CSDE staff may be consulted for their expertise, they 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.

#### **L. 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 C.G.S. (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.

### **M. 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 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://portal.ct.gov/-/media/CHRO/NotificationtoBidderspdf.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 C.G.S. and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

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

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.

### **N. Proposal Submission**

The grant proposal must be submitted, in total, in the [CT Electronic Grant Management System \(eGMS\)](#) on or before the due date.

If the applicant organization has not used eGMS previously, the organization must establish a new account in order to submit a proposal. To establish user access, applicant organizations must submit a help desk ticket using the “Request Help” button on the home page of the eGMS system. New users are advised to allow sufficient time to establish a new account in eGMS prior to the due date for proposals.

Instructions for using eGMS can be found on the eGMS home page in the section entitled “Training and Video Links.”



## PROPOSAL GUIDELINES AND REQUIREMENTS

This section includes guidelines and requirements for developing a proposal.

### O. Cover Page and Authorization

The cover page must contain all the required information including an original signature of the authorized official of the submitting agency. A template for the cover page is provided.

<b>PARENT TRUST FUND GRANT Cover Page</b>	
<b>Community(ies) To Be Served:</b>  <b>Curriculum Model:</b> <small>Applicants may apply for only <u>one</u> training curriculum model/cycle.</small>	<b>Program Budget:</b> Grant Funds: \$ _____ Local Match: \$ _____ TOTAL: \$ _____
<b>Lead Applicant Organization:</b> (Organization name and address)	<b>Partner Applicant Organization, if applicable:</b> (Organization name and address)
<b>Lead Applicant Contact Person:</b> (Name, phone and e-mail)	<b>Partner Applicant Contact Person:</b> (Name, phone and e-mail)
<b>Previous Grantees:</b> If applicable, please list previous Parent Trust Fund grants that the lead or partner organization received in the past five years. Also, list the curriculum model(s) that was used. If any funds were returned, list the amount and an explanation for returning the funds.	
<b>Authorization:</b> <i>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 herein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.</i>  <i>In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signature is required:</i>  Lead Applicant Signature (Chief Administrative Official): _____  Name (typed): _____ Date: _____	

**P. Project Plan (maximum 90 points)**

1. 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 that this population is likely to participate.
2. 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).
3. Strategies for Recruitment and Retention (maximum 20 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.
4. 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).
5. Organizational Capacity to Implement Project (maximum 10 Points)
  - A. State the applicant organization's mission and describe how the proposed parent leadership training aligns with this mission. 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.
  - B. Describe the staffing and leadership that will oversee the project and the operational and fiscal management for the project.

For CBO(s) applying as the lead applicant, fiscal stability and financial policies must be documented by providing all of the following information as attachments:

- 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).
6. 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.
7. Impact, Outcomes and Sustainability (maximum 20 Points)  
 All programs must report on **five** performance indicators.
- A. 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.

<b>Performance Indicators</b>	
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 projects completed	
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 quantity of the long-term civic impact of parent leadership training in the community	
6. Proposer-designed indicator (specify below)	

- C. Describe the plan to sustain parent leadership development efforts and the civic involvement of program graduates in your community, including anticipated challenges and strategies to overcome those challenges. Give at least one example that demonstrates the grantee has had success sustaining grant-funded projects in the past.
8. Applicants Proposing A Curriculum Model Not Previously Approved (no points)  
 Additional information is required for use of a curriculum model other than those listed in Section E above. Please provide the following information:
- 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.

**Q. Project Budget (maximum 10 points)**

Applicants may apply for only **one** training curriculum model/cycle. The maximum amount that the 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 the grant and matching funds.

1. Grant Budget Form

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 is provided below.

2. Grant Budget Narrative

The applicant must 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).

3. Budget Restrictions

- Indirect Costs

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

- 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. Budget Code Line Item Descriptions

- 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.

**Grant Budget Form**

**ED114 Form – Fiscal Year 2023**

GRANTEE NAME:		GRANTEE CODE:	
GRANT TITLE:	<b>Parent Trust Fund</b>		
GRANT PERIOD: <b>7/1/22–6/30/23</b>	AMOUNT REQUESTED: \$		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 12506 YEAR: 2023 PROG: 82158 CF1: 170079 CF2			
<b>CODE</b>	<b>OBJECT</b>	<b>DETAILED EXPLANATION</b>	<b>AMOUNT</b>
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		
	<b>Total Grant Funds (must not be more than 75% of total cost)</b>		
	Local Matching Amount (must be at least 25% of total cost)		
	<b>TOTAL PROJECT BUDGET (grant funds plus local matching)</b>		

5. Local 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 program 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 identify the sources of matching funds, whether the source is external (e.g., donations from community partners) or internal (e.g., staff time, transportation, etc.) in the Detailed Explanation of the Local Matching Funds budget.

**Note: The total amount MUST be the same as the local matching amount on the Grant Budget Form.**

Local Matching Funds			
Code	Object	Detailed Explanation	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		
	<b>Total Matching Amount (must be at least 25% of total cost)</b>		

**R. Standard Statement of Assurances for Grant Programs**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**PROJECT TITLE:** Parent Trust Fund

**THE APPLICANT:** \_\_\_\_\_ **HEREBY ASSURES THAT:**

\_\_\_\_\_  
(insert Agency/LEA/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 C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. NONDISCRIMINATION**

A. For purposes of this Section, the following terms are defined as follows:

1. "Commission" means the Commission on Human Rights and Opportunities;
2. "Contract" and "contract" include any extension or modification of the Charter;
3. "Contractor" and "contractor" include any successors or assigns of the Charter Board;
4. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
5. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
6. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
7. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
8. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
9. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
10. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, 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. The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and 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 the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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 C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Signature of Authorized Official: \_\_\_\_\_

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

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

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

**S. Affirmative Action Certification Form**

The 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://portal.ct.gov/-/media/CHRO/NotificationtoBidderspdf.pdf>.

<b>Affirmative Action Certification Form</b>
<p>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.</p> <p><i>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.</i></p> <p>Signature of Authorized Official: _____ Date: _____</p> <p>Name and Title: _____</p>

## APPENDICES

### Appendix 1: 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 associated with each model must be contacted prior to submitting a proposal. The program coordinators can provide detailed sample budgets and assist with planning for programs to take place in different formats such as online, in-person and hybrid.

#### **The Parent Leadership Training Institute (PLTI) (English and Spanish)**

Parent leadership from an asset-based community development/social policy perspective with alumni activities and mentoring.

- Full-day retreat followed by 20 three-hour weekly classes addressing racial equity and working across differences, understanding self, family and community connectedness, networking, political infrastructures, communication skills, public speaking, problem analysis, action planning, the legislative process and community civics projects.
- Class size ranges from 18-25 participants, with a goal of at least 15 people graduating.
- Sessions held at night; meals 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 & Opportunity is required for use of curriculum.
- Cost for a PLTI program is approximately \$36,000 and approximately \$40,000 for a PLTI/CLTI program (25% of those costs must come from local matching sources).
- Virtual and hybrid curriculum options are also available at similar cost.

For more information: <https://ctcwcs.com/parent-leadership-training-institute>

Program Coordinator: Melvette Hill at [Melvette.hill@cga.ct.gov](mailto:Melvette.hill@cga.ct.gov) or (860) 240-8442 or (959) 900-5804.

#### **Parents Supporting Educational Excellence (Parents SEE)**

Parent leadership in education.

- 13 three-hour weekly sessions offered at night (virtually or in-person) with the goal of growing the skills and understandings of parent leaders to lead and partner with schools to ensure each and every student achieves at high levels and meets high standards.
- During each of the 13 sessions, participants actively explore questions at the heart of equity, effective school practices, how schools function, change, education policy, and parent leadership and partnership in schools.

- Option for in-person first session (*Getting Started*) is a five-hour session that includes more opportunities for building community and interaction with alumni, and school and community leaders.
- Class size range is 15-25, with a goal of at least 12 people graduating. Optimum class size is 18-20.
- For in-person sessions, meals and child care are provided and transportation is provided on a site-by-site basis. For virtual sessions, meals and child care are determined on a site-by-site basis.
- Memorandum of Understanding with Partners for Educational Leadership (formerly the Center for School Change) is required for use of the model.
- Cost for in-person Parents SEE training is approximately \$26,000 (25% of that cost must come from local matching sources).
- Virtual and hybrid curriculum options are also available. Costs vary depending on meals and child care.

For more information: <https://partnersforel.org>

Program Coordinator: Patrice Nelson at [pnelson@partnersforel.org](mailto:pnelson@partnersforel.org) or (860) 586-2340.

### **UConn People Empowering People (PEP) Communities (English and Spanish)**

Parent involvement/parent leadership from a community perspective.

- Meets two hours a week for 10 weeks. Sessions focus on values, power, goal setting, empowerment, communication skills, problem solving, parenting, child development, action planning, community assessment and leadership, culminating in individual or group project(s).
- May be targeted to “underserved” populations.
- Small class sizes (8-12) allow for individualized attention, with a goal of at least 8 people graduating.
- Follow up alumni meetings.
- Meals, transportation and child care are provided.
- Curriculum available in English and Spanish.
- Memorandum of Understanding (MOU) with UConn Extension PEP program is required for use of curriculum.
- Cost for the UConn People Empowering People (PEP) Communities program is approximately \$13,000 (25% of that cost must come from local matching sources). Communities new to UConn PEP are encouraged to send two people, when possible, for facilitator training to help in launching the program.

For more information: <https://pep.extension.uconn.edu>

Program Coordinator: Faye Griffiths-Smith at [PEP@uconn.edu](mailto:PEP@uconn.edu) or the UConn People Empowering People (PEP) Communities Line (203) 407-3410.

### **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 2: Proposal Review Form

This form will be used to evaluate proposals for 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.

<b>PARENT TRUST FUND GRANT REVIEW FORM</b>	
Applicant Agency _____	Reader No. _____

<b>Required Materials</b>
<p>If any of the materials below are not submitted with the application, <b>the application will not be reviewed or considered for funding.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover page with original signature of lead applicant</li> <li><input type="checkbox"/> Standard Statement of Assurances</li> <li><input type="checkbox"/> Affirmative Action Certification Form OR Affirmative Action Compliance Report</li> <li><input type="checkbox"/> Memorandum of Understanding, if required, for use of proposed curricula (PLTI, Parents SEE, PEP)</li> <li><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</li> </ul>

Curriculum Model	Required Attachments
<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"/> UConn People Empowering People (PEP) Communities	Is MOU attached? <input type="checkbox"/> Yes <input type="checkbox"/> No *
<input type="checkbox"/> Other: _____	Is required evidence for model attached? <input type="checkbox"/> Yes <input type="checkbox"/> No *

\* If required information is not submitted with the proposal, the proposal will not be reviewed.

1. Target Population	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
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
----------



<b>2. Planning</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
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					

<b>3. Strategies for Recruitment and Retention</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
A. Multiple strategies are described for recruitment and a rationale is provided for why these strategies are likely to be successful.	10	8	6	4	0
B. Retention strategies and on-going support efforts are described and likely to help parents participate continuously in the trainings.	10	8	6	4	0
SUBTOTAL SCORE (maximum 20 points) _____					
COMMENTS					

<b>4. Achievable Timeline that Corresponds to Key Activities</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
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					

<b>5. Organizational Capacity to Implement the Project</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
A. The proposed parent leadership training aligns with the applicant organization’s mission, experience and capacity. A description of organization’s track record for implementing trainings such as the one proposed is provided. This should include information about history with the target population, experience delivering similar trainings/activities and non-personnel organization resources such as facilities, equipment, materials, etc.	5	4	3	2	0
B. A description of leadership, staffing, oversight and fiscal management for this project is provided.	5	4	3	2	0
SUBTOTAL SCORE (maximum 10 points) _____					
COMMENTS					

<b>6. Ability to Leverage Financial, Human and Technical Resources for Greater Impact</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
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					

<b>7. Impact, Outcomes and Sustainability</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
A. Targets identified for the four required performance indicators show ambitious but achievable outcomes.	5	4	3	2	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.	10	8	6	4	0
SUBTOTAL SCORE (maximum 20 points) _____					
COMMENTS					

<b>8. Budget</b>	EXCELLENT (well-conceived and comprehensive)	GOOD (clear and complete)	MARGINAL (requires minor clarification)	WEAK (substantially incomplete)	MISSING (not provided or inappropriate to the question)
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					

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

<b>10. Overall Recommendation</b>
Please check one box: <input type="checkbox"/> Proposal should be funded <input type="checkbox"/> Proposal should be funded with <b>minor</b> adjustments (explain below) <input type="checkbox"/> Proposal should not be funded
COMMENTS

**11. Funding History and Experience (maximum loss of 6 points)****FOR CSDE USE ONLY**

This section is only for applicants who have a funding history with the Parent Trust Fund Grant. The CSDE program manager will assess the performance data for any applicant organization that received Parent Trust Fund Grant funding in the past five years.

	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**