

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Office of Student Supports  
Bureau of Health/Nutrition and Family Services



**Parent Trust Fund  
Request for Proposals (RFP 824)**

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 (Connecticut General Statutes Section 10-4u).

**Issue Date: August 25, 2025**

**Due Date: September 30, 2025**

**Connecticut State Department of Education**

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

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# Description of Funding Opportunity

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## 1. Purpose and Goals

Connecticut General Statutes Section 10-4u established the Parent Trust Fund as a family civics initiative 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 Connecticut State Department of Education (CSDE) makes grants to eligible applicants to support leadership training for parents using evidence-based curricula.

The goals of the Parent Trust Fund Grant are to:

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

## 2. Funding Priorities

### **Absolute Priority (Required) – Parent Leadership Training**

This funding opportunity supports organizations in delivering two high-quality parent leadership training cohorts—one in each fiscal year (FY 2025-26 and FY 2026-27)—utilizing either the same or different training models. Programs must equip parents with the skills, confidence, and knowledge to take on leadership roles influencing decisions affecting children, families, and communities. Trainings should be inclusive, culturally responsive, and accessible, with emphasis on engaging under-represented voices. Applicants should collaborate with community partners to create and sustain opportunities for trained parents to participate in decision-making and ongoing civic engagement.

### **Invitational Priority (Optional) – Engaging Teen Parents and Their Families**

This invitational priority encourages applicants to recruit and develop leadership among teen parents, parents and caregivers of teen parents, and grandparents raising grandchildren who are the children of teen parents. Proposals should show how the Parent Leadership Training program will build the confidence, skills, and networks of these families, preparing them for decision-making roles in schools, communities, and systems affecting their lives. Applicants are encouraged to partner with schools, health providers, youth-serving organizations, and other community entities to engage these families in meaningful leadership opportunities.

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<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 (see [Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement](#), 2018).

### **3. Funding and Grant Award Period**

#### **State Budget Allocation**

The Connecticut biennial state budget allocated \$267,193 for FY 2025-26 and \$350,000 for FY 2026-27. The number of grants awarded will depend on the number of applicants, the quality of proposals, the size of requests, and the availability of funds.

#### **Grant Award Period**

The initial year of the grant award period will occur during FY 2025-26 and will be specified in the grant award letter. Funding is anticipated to continue through FY 2026-27, contingent upon available resources and grantee performance. A continuation plan and budget will be required, and awards will be considered based on the demonstrated successful implementation of the grant terms in the prior year and the fulfillment of established performance standards.

#### **Matching Funds Requirement**

Applicants must provide a minimum of 25 percent in matching funds for each grant period. 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.

#### **CSDE In-Kind Resource**

During the grant period, the CSDE may provide capacity-building training and technical assistance to grantees and their identified community partners to assist in the development of a sustainability plan for parent leadership in their community as an in-kind grant of services to grantees. If this is offered, grantees will be so informed. This resource may be provided as a supplement to a grant award and does not affect the matching funds obligation.

### **4. 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 fiscal responsibility.

The following entities are eligible applicants:

- all school districts and public school systems, endowed academies, college-affiliated school districts; and charter schools;
- Regional Educational Service Centers (RESCs);
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other non-profit organizations (See Appendix 1 for required documents for CBO and FBO applicants);
- municipalities; and
- consortia of two or more of the above-mentioned agencies, organizations, or entities.

To optimize the utilization of limited grant resources, organizations currently operating programs through FY 2024-25 carryover grants are ineligible to apply for additional funding for FY 2025-26.

## 5. Eligible Parent Leadership Training Models

The Parent Trust Fund supports parent leadership training models that have been evaluated and have demonstrated successful civic outcomes.

### Approved Parent Leadership Curriculum Models

The training models listed below have been evaluated and are eligible to be considered for funding. A Memorandum of Understanding (MOU) with the sponsoring organization is required for use of these curricula. See Appendix 2 for more information about these programs.

- [Parent Leadership Training Institute \(PLTI\)](#), which may include the Children's Leadership Training Institute. Sponsor: Commission on Women, Children, Seniors, Equity & Opportunity.
- [Parents Supporting Educational Excellence \(Parents SEE\)](#). Sponsor: Partners for Educational Leadership.
- [UConn People Empowering People \(PEP\) Communities \(English and Spanish\)](#). Sponsor: University of Connecticut Extension.

Note: If an MOU is required for the use of a curriculum, it must be submitted with the application, signed, and dated by the applicant and the authorizing organization, and cover the grant period. Applications that do not include a required MOU may be excluded from consideration for funding.

### Curriculum Models Not Previously Approved for Parent Trust Fund Grants

Applicants may propose to utilize parent leadership training curriculum models that have not yet been approved for use with Parent Trust Fund grant funds. Additional information must be provided in conjunction with the grant proposal. The information below should be compiled into a single PDF document, properly labeled, and submitted along with the applicant's proposal:

- 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; and
- MOU, if required.

### Ineligible Training and Activities

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

- for-profit organizations;
- religious organizations for sectarian purposes;
- single-issue political causes and activities;
- parent education training or classes (e.g., 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 when not a component of a parent leadership program.

## 6. Preparation and Submission of a Grant Proposal

### Project Plan and Grant Award Periods

Project plans should span FY 2025-26 and FY 2026-27. The project budget and narrative should address only FY 2025-26. Funding is anticipated to continue through FY 2026-27, contingent upon available resources and grantee performance. A continuation plan and budget will be required for FY 2026-27 funds.

### Proposal Length and Formatting Instructions

Proposals must:

- be written in the design and format as requested;
- be formatted using 11-point, single-spaced Calibri font with 1-inch margins on an 8.5-by-11-inch layout;
- be free of typos, highlighted sections, and internal program comments;
- include numbered pages;
- must not exceed more than 5 pages total for the narrative section, excluding the executive summary and budget sections; and
- be submitted as a PDF via email to [judy.carson@ct.gov](mailto:judy.carson@ct.gov) with the Subject Line: PTF Proposal <Insert Organization Name> (e.g., PTF Proposal Springfield Public Schools).

Attachments, if required, should be submitted concurrently with the proposal in separate PDF files with descriptive labels identifying the contents.

### Proposal Submission

***All proposals in response to this RFP are due by 4:00 p.m. on Tuesday, September 30, 2025.***

Only proposals with signatures will be accepted as timely filed. A complete proposal packet should be sent as a PDF to Dr. Judy Carson, Program Manager for School-Family-Community Partnerships, via email at [judy.carson@ct.gov](mailto:judy.carson@ct.gov) with the Subject Line: PTF Proposal <Insert Organization Name> (e.g., PTF Proposal Springfield Public Schools).

## 7. Proposal Review and Scoring

Only proposals that meet the application requirements will be reviewed for award. Proposals that do not meet minimum requirements upon submission will be deemed unresponsive to the RFP and ineligible for further review or consideration.

To be eligible for review, a proposal must be submitted by an eligible applicant and include:

- signed Cover Sheet authorizing submission of the proposal on behalf of the applicant;
- executive summary and project narrative;
- project budget forms and narrative; and
- signed Standard Statement of Assurances.

If a Memorandum of Understanding is required for use of a proposed training curriculum, it must be included with the application, signed and dated by the authorizing organization, and cover the grant period.

The CSDE will convene a panel to review all eligible applications received by the due date. Applications will be rated according to the criteria provided in this RFP. Reviews will be limited to the required documents only. Information submitted that is not requested will not be reviewed.

## 8. Grant Award Decisions and Disposition of Proposals

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 CSDE 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.

All awards are subject to the availability of funds. Applicants should not commit such funds until an official grant award letter is received.

Once approved by CSDE, each grantee must enter their grant budget in the eGrants Management System (eGMS) and complete the required certifications and assurances by the applicant's authorized official.

The CSDE reserves the right to award in part, to reject a proposal 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 grant proposals, the CSDE reserves the right not to award all funds, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet the [Connecticut State Board of Education's priorities](#). Further, the CSDE reserves the right to withhold funds and/or rescind funds if required reporting documentation and fiscal management are not performed in a timely fashion after the award notification.

The CSDE may make grant awards under this program without discussion with the applicants. Therefore, proposals should present the project in the most favorable light from both technical and cost standpoints.

## 9. Grantmaking Schedule and Bidders Meeting

The following table provides a schedule for issuing the RFP through contract finalization and approval. CSDE reserves the right to amend this schedule at its sole discretion and at any time.

Event	Date
RFP Released	August 25, 2025
RFP Bidders Meeting (virtual)	September 3, 2025, 3:30-4:30 p.m.
Proposal Submission Deadline	September 30, 2025, 4:00 p.m.
Proposal Screening, Review, and Approval	October 1-24, 2025
CSDE Announces Grant Recipients	End of October (estimated)

A virtual Bidders Meeting will review the RFP and an opportunity for question. Registration is required; attendance is recommended but not mandatory.

**All applicants are encouraged to register even if unable to attend.** The registration list will be used to share a link to join the Bidders Meeting live, the recording, and any updates regarding the application process. **Use this link to register:** <https://forms.office.com/g/VXtwaAd8fj>



## **10. Data Collection and Reporting Requirements**

Grantees are required to maintain data that tracks services, activities, participant information, and the deliverables and outcomes identified in their proposal. They will be expected to submit participant and program data at the beginning and end of a training cohort and a final program report at the conclusion of the grant.

Participant data include, but are not limited to, participant demographics, attendance, completion, civic projects, and follow-up or alumni activities. 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.

The CSDE may, after award notification, request additional information or clarification. Failure to provide the required documentation could affect fund disbursement. Past program performance and compliance with data collection and reporting requirements may be considered in making grant awards for applicant organizations that received funding through the Parent Trust Fund grant in the past five years.

## **11. Standard Application Requirements**

### **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.

### **Freedom of Information Act**

All the information contained in any proposal submitted in response to this RFP is subject to the provisions of the Connecticut Freedom of Information Act (FOIA), C.G.S. Sections 1-200 et seq. The FOIA states that, except as provided by Federal or State law, records maintained by any public agency (as defined in FOIA) are public records, and every person has the right to inspect and request a copy of such records.

### **Assurances**

Each application must include a Statement of Assurances for Grant Programs signed by the authorized official of the district.

# Proposal Application Packet: Contents and Forms

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## 1. Proposal Checklist

All responses to this RFP must include this checklist and all required contents, each clearly labeled in the proposal, to be considered complete.

### Required Contents

Confirm that the required contents are included in the applicant's proposal. Submit proposal contents as one PDF file.

Contents	Included
1. Proposal Checklist	<input type="checkbox"/>
2. Cover Page and Authorization	<input type="checkbox"/>
3. Selection of Parent Leadership Training Models	<input type="checkbox"/>
4. Executive Summary	<input type="checkbox"/>
5. Problem Statement and Target Population	<input type="checkbox"/>
6. Goal and Objectives	<input type="checkbox"/>
7. Project Activities and Work Plan	<input type="checkbox"/>
8. Evaluation Methods and Criteria for Success	<input type="checkbox"/>
9. Potential Problems and Anticipated Solutions	<input type="checkbox"/>
10. Best Practices, Innovations, or Unusual Features	<input type="checkbox"/>
11. Organizational Capacity and Sustainability Plan	<input type="checkbox"/>
12. Project Budget Forms and Narrative	<input type="checkbox"/>
13. Standard Statement of Assurances for Grant Programs	<input type="checkbox"/>

### Attachments (as applicable)

Confirm that all required attachments are included in the applicant's proposal, each as a separate PDF labeled appropriately, and submit them together with the proposal.

Contents	Included
Fiscal Stability Documents for Nonprofit Community-Based Organizations	<input type="checkbox"/>
Information required for use of curriculum models not previously approved	<input type="checkbox"/>

## 2. Cover Page and Authorization

The cover page must contain all the required information, including a signature of the authorized official of the submitting agency.

### Applicant Organization

Organization Name \_\_\_\_\_

Address \_\_\_\_\_

### Applicant Eligibility

Check the category that best describes the applicant organization's status:

- ☐ School district, public school system, endowed academy, college-affiliated school district, charter school, or Regional Educational Service Center (RESC)
- ☐ Community-based organization (CBO), including faith-based organizations (FBOs) and other nonprofit organizations (see Appendix 1 for required documents for CBO and FBO applicants)
- ☐ Municipality
- ☐ Consortia of two or more of the above-mentioned agencies, organizations, or entities

### Funding Request

Grant funds must represent less than 75% of the total project budget. Local matching must make up at least 25% of the total project budget.

	Grant Funds	Local Match	FY Total
FY 2026 (through 6/30/26)	\$ _____	\$ _____	\$ _____
FY 2027 (7/1/26-6/30/27)	\$ _____	\$ _____	\$ _____

### Applicant Contact Person

Name \_\_\_\_\_

Title \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

### Partner Organization and Contact Person (if applicable)

Name \_\_\_\_\_

Organization \_\_\_\_\_

Title \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

### Authorization

*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. In addition, funds obtained through this source will be used solely to support the purpose, goals, and objectives as stated herein.*

Signature of Authorized Official \_\_\_\_\_ Date \_\_\_\_\_

Name (typed) \_\_\_\_\_ Title \_\_\_\_\_

### 3. Selection of Parent Leadership Training Models

This funding opportunity will support organizations to implement two parent leadership training programs—one during FY 2025–26 and one during FY 2026–27. Identify the parent leadership curriculum models that the project will use for each year.

Curriculum Model(s) Proposed	FY 2025-26 (select 1)	FY 2026-27 (select 1)	MOU Attached
Parent Leadership Training Institute (PLTI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Leadership Training Institute/Children’s Leadership Training Institute (PLTI/CLTI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents Supporting Educational Excellence (Parents SEE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UConn People Empowering People (PEP) Communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other* _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Attach documentation required for curriculum models not previously approved for Parent Trust Fund Grants. See Description of Funding Opportunity section.

### 4. Executive Summary (Limit 1500 characters with spaces; about 200 words. Use box below.)

Provide a concise overview of the proposed project. The Executive Summary must be no longer than 200 words (1500 characters with spaces) and should clearly and persuasively communicate the essential points of your proposal. Include the specific problem that the project solves; primary goal, objectives, target population, and geographic area served; summary of major activities, including any innovative features; expected outcomes and impact; brief description of the organization’s relevant qualifications, experience, and resources; and funding request summary, including matching contributions.

**Note: Sections 5 through 11 of the project narrative must not exceed 5 pages in total, using 11-point, single-spaced Calibri font with 1-inch margins on an 8.5-by-11-inch layout.**

**5. Problem Statement and Target Population** (Limit 2500 characters with spaces; about 350 words. Use the subtitles below to identify each topic clearly.)

Critical Relevant Need or Problem Requiring Solution: What is the specific, critical community need or problem that this project will address?

Background and Significance: Provide supporting evidence of the problem's scope and impact. Explain why the problem needs to be addressed now and why parent leadership training is an appropriate solution.

Target Audience: Describe the specific audience or population that will directly benefit from and/or use the project outcome(s) or deliverable(s). Describe the key barriers, hardships, or service gaps this population faces.

Equitable Services: How will this project advance equitable services, programs, and access to families historically underserved, marginalized, and adversely affected by poverty and inequality? How will the project ensure that the participants reflect the demographic diversity of the community?

Involvement in Proposal Development: Describe how members of the target population (or those who directly serve them) contributed to the program design and proposal development.

**6. Goal and Objectives** (Limit 1500 characters with spaces; about 200 words. Use table below.)

Project Goal: The project goal is a general statement describing what the project will achieve to improve the current community condition. The goal should relate to the project's problem statement.

Problem Statement: Briefly restate the problem statement identified above.

Objectives: Identify major objectives that will be implemented to achieve the project's goal. The major objectives represent the core areas of the project and define the results the project will deliver. Objectives should be specific, measurable, achievable, relevant, results-oriented, and time-bound (SMART). Applicants may propose up to three major objectives.

<b>Project Goal</b>	
<b>Problem Statement</b>	
<b>Objective 1:</b>	
<b>Objective 2:</b>	
<b>Objective 3:</b>	

## 7. Project Activities and Work Plan (Limit 2 pages. Use table below.)

Detail the sequence of activities and expected deliverables, responsible individuals or organizations, and timelines for each objective identified in the Program Plan.

Include, relevant data on participant demographics, attendance, completion, civic projects, and follow-up or alumni activities.

- **Activities:** List the key activities that are necessary to accomplish each major objective. The activity description should be specific (what service will be provided, who will deliver and/or receive the service; if applicable, when and where the service will be provided). The description should quantify the amount of service to be provided when applicable.
- **Deliverables:** Describe the tangible products or services resulting directly from the activities. The description should quantify the amount of service to be provided when applicable. These immediate deliverables show the project's progress and demonstrate that activities are being implemented as planned.
- **Responsible Persons(s):** Identify, by position, the individuals responsible for oversight and completing key activities and tasks. Partners from other entities should be included, as appropriate.
- **Start and End Dates:** Identify realistic time periods to complete each activity.

<b>Activities</b> (quantify the amount of service to be provided when applicable)	<b>Deliverables</b> (tangible products or services resulting directly from activities)	<b>Responsible Person(s)</b> (by position)	<b>Start</b> Month/Year	<b>End</b> Month/Year
<b>Objective 1:</b>				
1.1				
1.2				
<b>Objective 2:</b>				
2.1				
2.2				
<b>Objective 3:</b>				
3.1				
3.2				
<i>Insert additional rows as needed. Limit of 10 Activities per Objective.</i>				

## 8. Evaluation Methods and Criteria for Success (Limit 1 page. Use table below.)

Explain the strategy for evaluating the outcomes and impacts of this project for each objective identified in the Program Plan.

- Outcomes: Describe the key outcomes that will reflect the most important benefits or positive changes experienced by the primary audience from achieving the project's objectives. The outcomes should highlight the clear, measurable improvements expected during the project's duration and should directly support the overall project goal.
- Key Indicators: Describe the key indicators and criteria that will be used to evaluate the project's success in meeting the outcomes associated with each objective.
- Methods: Identify the methods, data sources, measures, and tools that will be used to collect and analyze information on project outcomes and impacts.

<b>Outcomes</b> (change or difference project will make)	<b>Key Indicators</b> (evidence the outcome is happening)	<b>Methods</b> (how to collect information about the indicator)
<b>Objective 1:</b>		
<b>Objective 2:</b>		
<b>Objective 3:</b>		

**9. Potential Problems and Anticipated Solutions** (Limit 750 characters with spaces; about 100 words.)

Describe any factors that may negatively impact the project (potential problems) and how these factors might be mitigated to reduce risks (anticipated solutions). Be sure to address any situations that may cause a delay in the project schedule, resulting in objectives not being completed in the proposed period of performance.

**10. Best Practices, Innovations, or Unusual Features** (Limit 750 characters with spaces; about 100 words.)

Describe any of these that may apply: (1) How the proposed approach aligns with best practices, standards, or guidelines that will assure high quality results; (2) How the proposed approach is novel or innovative; and/or, (3) Any unusual features of the project, such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvements.

**11. Organizational Capacity and Sustainability Plan** (Limit 2500 characters with spaces; about 350 words. Use the subtitles below to address each topic clearly.)

**Describe why your organization is well-positioned to deliver the proposed parent leadership training to the identified population(s).**

- Include your mission and explain how the project aligns with it.
- Summarize relevant experience delivering parent leadership trainings or activities, particularly those serving the target population, and highlight past accomplishments that demonstrate readiness to succeed.
- Provide information on organizational resources, staffing, and leadership that will support project implementation, as well as evidence of operational and fiscal management capacity.

**How does the organization engage parent leaders in decision-making roles?**

- Describe how the applicant organization prioritizes parent leadership and amplifies their voices within programs, leadership, and governing body.
- Is there an expressed commitment to involve parent leaders in key decision-making roles within the organization?
- How are parent leaders' roles represented in the program policies and operations of the organization?

**Sustainability Plan**

How will the applicant ensure that parents trained through this grant have meaningful opportunities to lead and influence decisions in their communities? Describe the plan to sustain parent leadership development efforts and the civic involvement of program graduates in the community, including anticipated challenges and strategies to overcome those challenges. Provide at least 3 to 5 attainable strategies the organization will implement in the project period to help sustain parent leadership in the community.

**Collaborating Organizations**

- Identify any significant partnerships or collaborations that will contribute to the success



- of the project.
- Explain the nature of the partnership and why the organization was chosen.
- Describe how these relationships enhance your project's potential impact.

## 12. Project Budget Forms and Narrative

### Grant Budget And Matching Funds

Complete the Grant Budget Form, Grant Budget Narrative Form, and the Local Matching Funds Narrative. Ensure that the budget aligns with the activities described in the project narrative and adheres to the Parent Trust Fund's specific requirements regarding eligible costs and funding limitations. A description of each budget line item is provided below.

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

- Grant Budget Form: Present a detailed and itemized budget outlining all anticipated expenses associated with grant funds and local matching sources.
- Grant Budget Narrative Form: Provide a clear justification for each expense, explaining its necessity and connection to the project's activities and goal. Provide detailed information used for calculating cost (for example, two program facilitators at \$50 per hour for 30 hours, totaling \$3,000).
- Local Matching Funds Narrative: Include information about the source of cash and in-kind contributions and explain how their value was calculated. 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.

### Budget Restrictions

- Indirect Costs: Indirect costs cannot be supported by grant funds or qualify as 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.

### 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, are nevertheless 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 2026			
Grantee Name:		Grantee Code:	
Grant Title:	Parent Trust Fund		
Grant Period: <b>10/1/25–6/30/26</b>		Amount Requested: \$	
Accounting Classification: FUND: 11000 SPID: 12506 YEAR: 2026 PROG: 82158 CF1: 170079 CF2			
Code	Description	Grant Amount*	Local Matching**
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		
	Percent of Total		
	<b>Total Project Budget (Grant Funds Plus Local Matching)</b>		

\*Grant funds must be less than 75% of the total project budget.

\*\*Local matching must be at least 25% of the total project budget.

Grant Budget Narrative		
CODE	OBJECT	AMOUNT
100	Personal Services- Salaries	
200	Personal Services- Employee Benefits	
300	Purchased Professional/Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
TOTAL GRANT FUNDS		

Local Matching Funds Narrative		
CODE	OBJECT	AMOUNT
100	Personal Services- Salaries	
200	Personal Services- Employee Benefits	
300	Purchased Professional/Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
TOTAL GRANT FUNDS		

### 13. Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	Parent Trust Fund
Applicant:	

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

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

- L. Nondiscrimination
- 1) For purposes of this Section, the following terms are defined as follows:
    - a. "Commission" means the Commission on Human Rights and Opportunities;
    - b. "Contract" and "contract" means this grant;
    - c. "Contractor" and "contractor" means the applicant and any successors or assigns;
    - d. "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
    - e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
    - f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
    - g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
    - h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
    - i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
    - j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
  - 2) For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (a) 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, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
  - 3) (a) 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, status as a victim of domestic violence, 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, status as a victim of domestic violence, 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; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which 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; (d) 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 (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and 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.

- 4) 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.
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 6) The Contractor shall include the provisions of subsection (3) 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.
- 7) 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.
- 8) (a) 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; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding



and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this Section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this Section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.

- 9) 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.
  - 10) Nondiscrimination Certification. Pursuant to subsection (c) of Section 4a-60 and subsection (b) of Section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this Section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such Sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

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

## Appendices

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### **Appendix 1: Fiscal Stability Documents for Nonprofit Community-Based Organizations**

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

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

Documents should be combined in one PDF and submitted concurrently with the proposal, though in separate PDFs.

## Appendix 2: 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)**

PLTI develops parent leadership from an asset-based community development/social policy perspective with alumni activities and mentoring. Program elements are listed below.

- 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.
- Virtual and hybrid curriculum options are also available.

For more information: [https://wp.cga.ct.gov/cwcseo/sub\\_commission/parent-leadership/](https://wp.cga.ct.gov/cwcseo/sub_commission/parent-leadership/)

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)**

Parents SEE develops parent leadership in education. Program elements are listed below.

- The goal is to grow 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.
- Thirteen 3-hour weekly sessions offered at night as virtual, in-person, or hybrid options. In-person sessions are 3.5 hours, with an additional 30 minutes for dinner.
- During each of the 13 sessions, participants actively explore questions at the heart of how schools function and the role of parent leadership and partnership in schools. Topics include equity, characteristics of effective school change, education policy and practices, roles and relationships in school systems, and data.
- The first session (*Getting Started*) can either be a three- or a five-hour session, depending on the preferences of the sponsoring agency and attending parents. The five-hour session 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.

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

Program Coordinator: Patrice Nelson at [pnelson@partnersforel.org](mailto:pnelson@partnersforel.org) or (959) 777-6812

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

PEP develops parent involvement/parent leadership from a community perspective. Program elements are listed below.

- 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.

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 3: Parent Trust Fund Grant – Reader Scoring Form

Applicant Organization: \_\_\_\_\_

Reviewer Name/ID: \_\_\_\_\_ Points \_\_\_\_\_/100

### Section Weights Summary

Section	Max Score	Weight	Max Points
Section 1 – Executive Summary	5	x 1	5
Section 2 – Problem Statement & Target Population	5	x 3	15
Section 3 – Goal & Objectives	5	x 2	10
Section 4 – Project Activities & Work Plan	5	x 4	20
Section 5 – Evaluation Methods & Criteria for Success	5	x 2	10
Section 6 – Potential Problems & Solutions	5	x 1	5
Section 7 – Best Practices, Innovations, or Unusual Features	5	x 1	5
Section 8 – Organizational Capacity & Sustainability Plan	5	x 4	20
Section 9 – Project Budget & Narrative	5	x 2	10
Total Possible Points			100

### SCORING SCALE – Use for all 1–5 scores

Score	Descriptor	Guidance / Characteristics
5 – Excellent	Outstanding, exceeds requirements	Fully addresses all elements with exceptional clarity, completeness, and persuasiveness. Strong alignment to RFP priorities. No major weaknesses.
4 – Strong	Meets all requirements well	Addresses all required elements clearly and effectively. Minor gaps do not reduce overall quality. Strong alignment to priorities.
3 – Adequate	Meets minimum requirements	Addresses most required elements, but may be general, lack detail, or need clarification. Some gaps in alignment with priorities.
2 – Weak	Partially meets requirements	Significant omissions, vague responses, or unclear connections to priorities. Lacks sufficient detail or evidence.
1 – Poor	Does not meet requirements	Fails to address critical elements, lacks clarity, or is non-responsive. Weak or no alignment to priorities.

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**Section 1 – Executive Summary (5%)****Section Score: \_\_\_\_ / 5****Criteria**

Summarizes essential elements clearly and persuasively  
Includes all required elements  
Within word limit & well written

Strengths:

Weaknesses:

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**Section 2 – Problem Statement & Target Population (15%)****Section Score: \_\_\_\_ / 5****Criteria**

Critical need/problem clearly defined and supported by data  
Target audience described with clarity, including barriers/gaps  
Addresses equitable services & diversity  
Evidence of target population involvement in design  
Problem linked to need for parent leadership training

Strengths:

Weaknesses:

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**Section 3 – Goal & Objectives (10%)****Section Score: \_\_\_\_ / 5****Criteria**

Clear, relevant goal tied to problem  
Objectives are SMART & measurable  
Objectives feasible within project period

Strengths:

Weaknesses:

---

**Section 4 – Project Activities & Work Plan (20%)****Section Score: \_\_\_\_ / 5****Criteria**

Activities are specific, realistic, and aligned to objectives  
Deliverables are measurable and linked to activities  
Responsibilities are clearly assigned  
Timeline is realistic for proposed work

Strengths:

Weaknesses:

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**Section 5 – Evaluation Methods & Criteria for Success (10%)****Section Score: \_\_\_\_ / 5****Criteria**

Outcomes clearly stated & measurable  
Indicators match outcomes & objectives  
Evaluation methods are appropriate & feasible

Strengths:

Weaknesses:

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**Section 6 – Potential Problems & Solutions (5%)****Section Score: \_\_\_\_ / 5****Criteria**

Potential problems identified  
Solutions are realistic & appropriate

Strengths:

Weaknesses:

---

**Section 7 – Best Practices, Innovations, or Unusual Features (5%)****Section Score: \_\_\_\_ / 5****Criteria**

Aligns with best practices or standards  
Demonstrates innovation or unique features

Strengths:

Weaknesses:

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**Section 8 – Organizational Capacity & Sustainability Plan (20%)****Section Score: \_\_\_\_ / 5****Criteria**

Organization has relevant experience & capacity  
Parent leadership embedded in governance & program  
Sustainability plan is realistic & detailed  
Partnerships enhance project success

Strengths:

Weaknesses:

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**Section 9 – Project Budget & Narrative (10%)****Section Score: \_\_\_\_ / 5****Criteria**

Budget is reasonable & cost-effective  
Budget aligns with project activities & priorities  
Meets 25% local match requirement  
Narrative clearly justifies expenses

Strengths:

Weaknesses:

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**Funding Priorities (No points – required for consideration)**

Absolute Priority – Parent Leadership Training:

Yes ☐ No (If “No,” proposal is ineligible)

Invitational Priority – Engaging Teen Parents and Families:

☐ Fully addresses ☐ Partially addresses ☐ Does not address

Note any proposed activities to engage teen parents, parents/caregivers of teen parents, and grandparents raising grandchildren:

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**Overall Comments & Recommendation**

Overall Score: \_\_\_\_ / 100

Summary of Strengths:

Summary of Weaknesses:

**Recommendation:** ☐ Fund ☐ Fund with Revisions ☐ Do Not Fund