

<b>Organization Name:</b>	
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**1. CURRICULUM MODEL 1 (20 Points Maximum, each section B-D is a maximum of 5 points each)**

**Section A: Name of Parent Leadership Training Model**

*Below, please score only Curriculum Model 1, sections B through E. If an additional curriculum model is being proposed, please proceed to section 1.1 CURRICULUM MODEL 2. If only one curriculum model is being proposed, proceed directly to question 2 (page 2 of scoring form).*

PLTI	PLTI/CLTI	PSEE	PEP
PEP (Spanish)	ASPIRA/APEX	VFF	Other:

<b>Section B: Target Population</b>	<b>Total Points:</b> <b>(0-5)</b>
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A thorough description of the target population is provided, including demographic information (e.g., age, race, gender, income, etc.) and evidence is provided to show that this population is likely to participate.

<b>Section C: Planning</b>	<b>Total Points:</b> <b>(0-5)</b>
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1. Description of how parents were engaged in the decision-making and planning process for this project. Applicant should provide a list of planning group members: name, title/role (including the # of alumni that are part of this group).  
2. A rationale is provided for the choice of the particular training curriculum model and how it fits with the target population.

<b>Section D: Strategies for Recruitment and Retention</b>	<b>Total Points:</b> <b>(0-5)</b>
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1. Multiple strategies are described for recruitment and why these strategies are likely to be successful. If they have not met had previous recruitment goals, they describe how your recruitment efforts will change to meet it in this grant cycle.  
2. Retention strategies and on-going support strategies are described for parents who sign up to participate in the trainings.

<b>Section E: Achievable Timeline that Corresponds to Key Activities</b>	<b>Total Points:</b> <b>(0-5)</b>
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An achievable timeline corresponding to the key activities is described (including recruitment, training, graduation and alumni support) with meaningful benchmarks of success.

<b>Q. 1</b>	<b>TOTAL SCORE (From sections B-D):</b>
<b>STRENGTHS:</b>	
<b>WEAKNESSES:</b>	

**2. Organizational Capacity to Implement Project (10 Points for Sections A-C)**

<p><b>Section A</b>-Description of staffing and leadership that will oversee the project is provided. An achievable timeline corresponding to the key activities is described (including recruitment, training, graduation and alumni support) with meaningful benchmarks of success.</p>
<p><b>Section B</b>-Description of operational and fiscal management for the project is provided.</p>
<p><b>Section C</b>-Complete description of organizations track record for implementing trainings such as the one(s) proposed. This should include information about the history with the target population; experience delivering similar trainings/activities and non-personnel organization resources such as facilities, equipment, materials, etc. that contribute to your success.</p>

<b>Q. 2</b>	TOTAL SCORE (Sections A-D):
STRENGTHS:	
WEAKNESSES:	

**3. Ability to Leverage Financial, Human and Technical Resources Leading to Greater Impact (10 Points for Sections A-C)**

<p><b>Section A.</b> A list of collaborative partners is provided. These collaborative partnerships should share ownership and decision making, and the contributions of each to this project (including in-kind contributions).</p>
<p><b>Section B.</b> Description of how this model supports those collaborative partnerships.</p>
<p><b>Section C.</b> Description of how the parent leadership training is integrated with the following programs, as appropriate: Discovery Communities, School Governance Councils, Family engagement committees and/or other advocacy trainings.</p>

<b>Q. 3</b>	TOTAL SCORE (Sections A-D):
STRENGTHS:	
WEAKNESSES:	

**4. Impact, Outcomes and Sustainability (10 Points Maximum for Sections A-D)**

<p><b>Section A.</b> This section should include <b>Five</b> required indicators (and a different or proposer designed indicator may be selected for each curriculum model). The table should be completed for required indicators #1-4, then one additional performance indicator should be selected from the list below (a or b) or they may elect to design one appropriate performance indicator (c) aligned with the model(s) proposed.</p> <p>a. Type and number of civic projects completed;</p> <p>b. Type and quantity of the long-term civic impact of parent leadership training in the community; or</p> <p>c. Proposer-designed indicator.</p>
<p><b>Section B.</b> Should describe how this training program will build upon and enhances existing parent leadership efforts already in the community(ies).</p>
<p><b>Section C.</b> Describes the plan to sustain parent leadership development efforts as well as the civic involvement of program graduates in your community, including anticipated challenges and strategies to overcome those challenges</p>

<b>Q. 4</b>	TOTAL SCORE (Sections A-D):
STRENGTHS:	
WEAKNESSES:	

**1. CURRICULUM MODEL 1.1 (20 Points Maximum, each section B-D is a maximum of 5 points each)**

**Section A: Name of Parent Leadership Training Model**

	PLTI		PLTI/CLTI		PSEE		PEP
	PEP (Spanish)		ASPIRA/APEX		VFF		Other:

<b>Section B: Target Population</b>	<b>Total Points: (0-5)</b>
A thorough description of the target population is provided, including demographic information (e.g., age, race, gender, income, etc.) and evidence is provided to show that this population is likely to participate.	

<b>Section C: Planning</b>	<b>Total Points: (0-5)</b>
1. Description of how parents were engaged in the decision-making and planning process for this project. Applicant should provide a list of planning group members: name, title/role (including the # of alumni that are part of this group). 2. A rationale is provided for the choice of the particular training curriculum model and how it fits with the target population.	

<b>Section D: Strategies for Recruitment and Retention</b>	<b>Total Points: (0-5)</b>
1. Multiple strategies are described for recruitment and why these strategies are likely to be successful. If they have not met had previous recruitment goals, they describe how your recruitment efforts will change to meet it in this grant cycle. 2. Retention strategies and on-going support strategies are described for parents who sign up to participate in the trainings.	

<b>Section E: Achievable Timeline that Corresponds to Key Activities</b>	<b>Total Points: (0-5)</b>
An achievable timeline corresponding to the key activities is described (including recruitment, training, graduation and alumni support) with meaningful benchmarks of success.	

<b>Q. 1.1</b>	<b>TOTAL SCORE (From sections B-D):</b>
STRENGTHS:	
WEAKNESSES:	

**Overall Proposal Recommendation**  
**(Please check one box below)**

Proposal should be funded	Proposal should be funded with adjustments	Proposal should not be funded
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Please provide an explanation of recommendation:

Total Points Attempted:	Total Points Awarded from ALL Questions:
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Reminder:

- 1 curriculum model = 50 points maximum
- 2 curriculum models = 70 points maximum

Scorers Name:	Organization Name (if applicable)
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Please submit all completed Scoring Forms to:  
[vitale@ctserc.org](mailto:vitale@ctserc.org)