

Children's Services Council of Leon County (CSC Leon)
Program Services Committee
Thursday, April 6, 2023, 5:00 p.m.
CSC Leon Training Room
2002 Old St. Augustine Rd., Ste. A-50, Tallahassee, FL 32301

Members of the public can view the meeting via live stream, when available, on this YouTube channel:
<https://www.youtube.com/channel/UCc74A9evhLxbHlrH63-clbQ>.

AGENDA
(REVISED)

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. General Public Comment
- V. High Quality Early Learning Services
 - A. Rebound & Recovery Project Proposal (page 3)
 - B. Update on High Quality Early Learning Strategic Framework
- VI. Strategic Framework Program Procurement Approval Process (page 13)
 - A. Presentation of Draft Process
 - B. Public Comment
 - C. Formulation of Recommendation to full Council on Strategic Framework Program Procurement Process
- VII. Small Investments for Program Success (SIPS) Funding Category (page 15)
 - A. Presentation of Draft SIPS Funding Category
 - B. Public Comment
 - C. Formulation of Recommendation to full Council on SIPS Funding Category
- VIII. Presentation of Community Investments Spending Plan (handout)
- IX. Next Meeting Date
 - A. May 4, 2023, 5:00 p.m.
- X. Next Meeting Agenda
 - A. Finalize High Quality Early Learning Strategic Framework
 - B. Pre/Postnatal Support Services Framework
- XI. Member Comments
- XII. Adjourn

LETTER OF INQUIRY

March 29, 2023

TO: Children's Services Council of Leon County
FROM: Ellen Piekalkiewicz, Director, Center for Communities, Families, and Children
RE: Rebound and Recovery Project

The Center for Communities, Families, and Children (CFC Center) is proposing, in this letter of inquiry, a cognitive behavioral resiliency program for pre-K through 2nd-grade students in selected Leon County Schools that will increase student understanding of and capacity to regulate their emotions. A direct correlation exists between children's ability to regulate and understand their emotions and thoughts and academic achievements from preschool to college.

The estimated cost of one year of implementation and evaluation is \$340,000 at a cost per student of \$280. This includes serving over 1,200 students at 4 Leon County Schools Pre-K to 2nd-grade classrooms, development, and implementation of modified Rebound & Recovery (R&R) for the Second Chance program at Pineview Elementary, over 50 teacher certifications, teacher incentives, coaching for teachers and staff, parent engagement, student and teacher assessments and evaluations, implementation support, and monthly reports to the Children's Services Council of Leon County (CSC).

The estimated cost for years 2-5, which includes continued implementation of R&R and a longitudinal evaluation, is \$1,055,000 – Year 2, \$316,666; Year 3, \$316,666; Year 4, \$316,668 and Year 5, \$105,000. The total cost of the five-year project is \$1,395,000.

If the Children Services Council requests a full proposal, the proposal will include a detailed budget and budget narrative, project timeline, and implementation plan. The budget will include the Council's indirect approved rate of 18%. This full proposal, if requested, will be submitted by FSU's Sponsored Research Administration Office, and must be approved by the Dean of the College of Social Work, Dr. Craig Stanley. The SRA office requires three days to complete its review and approval process.

The total amount for the project for Year 1 is \$240,000, and we are requesting the payments be divided into two equal parts, one to be paid at the start of the project on July 1, 2023, and the other after the six-month progress report has been submitted on or before January 1, 2024. A full timeline of the deliverables will be included in the fixed-price contract. Please note that FSU is governed by accounting procedures subject to both state and federal policies and procedures. These policies and procedures are designed to ensure that accounting practices are consistent, transparent, and compliant with state and federal laws and regulations.

Rebound and Recovery Program Overview

Rebound & Recovery (R&R) is a cognitive behavioral resiliency program composed of professional certifications and curricula focusing on early childhood. R&R has a three-prong approach: building teacher skills in the classroom, providing support for caregivers at home, and strengthening the child's resiliency using cognitive behavioral skills to regulate their thoughts, emotions, and actions while empowering them to self-advocate for their well-being and academic success.

Following the pandemic, education professionals reported an increase in students experiencing emotional distress without emotional regulation skills, resulting in classroom disruptions and loss of time for academic instruction. This clearly demonstrates an increased need for cognitive behavioral programs like R&R. With R&R, current issues like kindergarten readiness, 21st-century skills preparation, school attendance, and classroom disruptions are addressed by helping students understand themselves and their needs and be advocates for their well-being.

The R&R program is uniquely designed to meet key standards that other programs still need to address adequately. Primary among these is student accessibility. Given that the R&R is designed to be delivered by the teacher and according to Florida school benchmarks, it incorporates age-appropriate practices. Furthermore, it has been made available through the Florida Division of Early Learning and the Florida Preschool Development Grant to provide stipends, making it cost-efficient, as well.

R&R is provided in the student's natural classroom environment by their teacher, who has an established relationship with the students and caregivers. R&R is age-level appropriate for children in preschool to second grade with adaptations to the shared book reading and activities built in. Unlike other programs, R&R comes with implementation support. Teachers will have access to program coaching and guidance as they strategize how to use the curriculum in the classroom to match the needs and time frame of the class and students. The implementation support also provides ongoing coaching sessions to problem-solve and develop strategies that meet the teacher's and student's needs.

R&R was developed and designed in Florida for children and educators. Using the Florida Department of Education's benchmarks and statutes, the team at the CFC Center partnered with researchers from Florida State University College of Education and the College of Social Work for development.

Rebound and Recovery Outcomes to Date

With input from educators across the state, R&R is a universally designed program for children's mental health, improving their well-being and academic outcomes. Outcomes to date demonstrate that children using R&R improve their development of emotional knowledge, identification, and regulation abilities.

Using the Cognitive Behavioral Identification Assessment, the data showed a 34.6% increase in key areas from an average pretest of 67.9% to 91.4%. Educators using R&R scored the program

a 10 out of 10 for the likelihood of continued use and 10 out of 10 for observed positive impact on children.

Targeted Leon County Programs

Many educators express the need for more funding to support these types of programs, particularly in low-income areas. As such, the CFC team used the following criteria to select the proposed schools:

- Zip code of the school to be served,
- prior association with the program
- existence of a volunteer preschool located at the school.

Using these criteria:

- Hartsfield Elementary was selected for 32301.
 - 2 VPK classrooms
 - 3 Kindergarten classrooms
 - 3 First-grade classrooms
 - 3 Second-grade classrooms
 - The potential to serve 250 students, 11 educators, and additional staff.
- Ruediger Elementary was selected for 32303.
 - 3 VPK classrooms
 - 4 Kindergarten classrooms
 - 4 First-grade classrooms
 - 4 Second-grade classrooms
 - The potential to serve 375 students, 15 educators, and additional staff.
- Oak Ridge Elementary was selected for 32305.
 - 3 VPK classrooms
 - 4 Kindergarten classrooms
 - 4 First-grade classrooms
 - 4 Second-grade classrooms
 - The potential to serve 375 students, 15 educators, and additional staff.
- Pineview Elementary was selected for 32310.
 - 3 VPK classrooms
 - 4 Kindergarten classrooms
 - 4 First-grade classrooms
 - 4 Second-grade classrooms
 - The potential to serve 375 students, 15 educators, and additional staff.
- Pineview Second Chance Program
 - 2 ESC Teachers
 - Behavioral Health Care Specialist
 - 2 Paraprofessionals

Based on the schools selected, the CFC proposes that over 1,200 students and their families would be served, including more than 50 teachers, support staff, and administrators receiving training, coaching, and support. We will gain university human subjects approval prior to the start of the study from the FSU Institutional Review Boards.

Once schools are selected, data collection and analysis will begin focusing on two primary goals:

1. Confirmation of school selection and
2. Establishing a baseline of behavior support strategies in the classroom.

Using a self-report survey completed by administrative staff and classroom teachers, we propose assessing Pre-k to 2nd-grade classrooms and teachers' behavioral strategies before the training as a baseline.

R&R Outcomes

With the implementation of R&R in Leon County preschool to second-grade classrooms, the following outcomes are anticipated:

- Potential impacts on the cognitive and emotional skills of students.
- Potential impacts on student attitudes toward self and others
- Potential impacts on positive behavior and regulation abilities of students
- Potential impact on student conduct problems and classroom disruptions
- Potential impact on episodes of emotional distress
- Potential impact on academic performance
- Potential impacts on educators' knowledge and skills about the importance of relationship building to impact the self-regulation and academic outcomes of their students.

One-Year Implementation and Evaluation Plan

The one-year implementation and evaluation plan for R&R will focus on the three-prong approach of R&R by training the classroom teachers, providing the ten lessons to each classroom, and introducing caregivers of students to cognitive behavior techniques and how to use those in their home.

The one-year program would consist of the following:

- Pre-implementation data collection,
- Teacher training and coaching support,
- Implementation plan and support,
- Online caregiver workshops (accessible on computers and cell phones), and
- Post-implementation evaluations.

The evaluations for the one-year implementation and evaluation plan would consist of using the R&R Cognitive Behavioral Identification Assessment, the Child Behavioral Checklist (Achenbach, 1991), behavioral referrals, student grades, and student assessments; focused on kindergarten readiness using the Florida Kindergarten Readiness Screener (FLKRS) and Florida's Assessment of Student Thinking (FAST). These evaluations will take a snapshot in-time view of the program but will not provide enough data for the predicted outcomes.

Pineview Second Chance Program

The R&R team would work one-on-one with the Pineview Second Chance staff to develop a modification of R&R that meets the needs of the students in the program. This would include a detailed implementation of the program that incorporates a tiered level approach to support the students, educators, and staff that meets the time limitation of the program. Goal development and IEP modifications will be incorporated into the program to help meet programmatic needs and expectations of the student's time. The Second Chance program will be part of the one-year and five-year implementation and evaluation plans.

Five-Year Implementation and Longitudinal Evaluation Plan

The five-year longitudinal study will cover the three-prong approach to R&R by providing teacher training, student supports with the ten lessons, as well as caregiver workshops. The five-year plan will enmesh the program into the classroom culture by providing continuous programmatic support for three years after the initial year. Tier 2 and Tier 3 levels of teacher support will be used in training and coaching sessions to ensure that the program is used to its full potential. Each teacher will have an opportunity to engage in one-on-one implementation development sessions supported by CFC project staff. Fidelity checks will be conducted to ensure the program is being used with reliability within the classroom. Extensive evaluations and assessments will be undertaken to capture progress on the six predicted outcomes of R&R and make programmatic adjustments to meet the needs of the students and teachers being served. The fifth year of the project is intended to focus on longitudinal data collection and analysis, as outlined below.

Longitudinal Measurement

In years 2-5, cognitive and emotional skills will be assessed to measure student progress, including:

- Attitudes and feelings about themselves
- Perspectives of their classrooms,
- Demonstrated behavior and conduct, and
- Academic performance.

Students will be assessed using evaluations that focus on their ability to identify emotions, how they can calm their responses to emotional situations and stress, and how they perceive their relationship with their friends and teachers that impact their overall well-being.

The evaluation of academic improvement will come from standardized testing schools that the students participate in annually as part of their school year. Teacher assessments will consist of surveys that provide support for teaching R&R and observations of behaviors in the classroom. Caregivers of children will participate in the feedback with surveys that assess their observations of their child's behavior, emotions, and well-being. Assessments will focus on six key areas:

Impacts on cognitive and emotional skills.

- Impacts on cognitive and emotional skills will be evaluated using the pre- and post-cognitive behavioral identification assessment, caregiver observation of cognitive and emotional skills survey, and a pre- and post-classroom cognitive and emotional skills survey for educators. During teacher coaching sessions, data will also be collected on teacher observation and perceptions of skills development.

Impact on attitudes toward self and others.

- Student attitudes towards school as their environment are essential to their sense of self and relationship with the teacher and peers. This translates into better classroom behaviors, performance, and lack of absences. This will be assessed using self-reported student evaluations and the short form of the Student-Teacher Relationship scale.

Impacts on positive behavior and regulation ability.

- Impacts on positive behaviors and regulation abilities will be assessed using classroom reports on daily behavior and children's ability to use regulation skills in the classroom. This will be evaluated using pre- and post-Cognitive Behavioral Identification assessment for R&R, an adapted version of Elliott and Gresham's Social Skills Rating Scale (Elliott, Gresham, Freeman, & McCloskey, 1988), and the Child Behavior Checklist (Achenbach, 1991).

Impacts on conduct problems and classroom disruptions.

- Impacts on conduct problems will use pre- and post-Cognitive Behavioral Identification assessment for R&R, an adapted version of Elliott and Gresham's Social Skills Rating Scale (Elliott, Gresham, Freeman, & McCloskey, 1988), and the Child Behavior Checklist (Achenbach, 1991) to assess disruptive class behavior, noncompliance, aggression, bullying, and off-task behaviors. These measures, such as the Child Behavior Checklist (Achenbach, 1991). Data will also be collected during coaching sessions and focus groups on teacher observation and perceptions of classroom behaviors.

Impact on episodes of emotional distress.

- A child's ability to self-regulate plays a critical role in their ability to stay on task and potentially minimize classroom disruptions. Emotional deregulation and distress levels will be evaluated using the Emotion Regulation Strategies Scale, which incorporates the Children's Anger Management Scale (CAMS) and the 10-item Children's Worry Management Scale (CWMS). This category consisted of measures of internalized mental health issues. Depending on the scores provided by the emotion Regulation Strategies scale, an additional scale, Children's Manifest Anxiety Scale (Kitano, 1960), will be used for referrals for additional services if needed when reviewed by a licensed clinical social worker.

Impact on Academic performance.

- Standardized tests to assess impacts on academic performance will be used. This evaluation will focus on kindergarten readiness using the Florida Kindergarten Readiness Screener (FLKRS) (Florida Department of Education, 2023) and Florida's Assessment of Student Thinking (FAST) (Florida Department of Education, 2023a). For the longitudinal study, improvement will be assessed using a comparative analysis of previous test scores with FLKRS, FAST, and third-grade standard assessment scores.

The outcomes are dependent on educator and student motivation, implementation feasibility, program fidelity, and the level of support provided to teachers. Thus, measures will also assess the following:

- Educator motivation will be assessed using a self-reported survey designed by the research team to determine the relationship between teachers':
 1. Self-efficacy
 2. Perceived relationships with students in their classrooms
 3. Stress
 4. Priorities and beliefs about behavior, teaching practices, and children
 5. R&R implementation fidelity
- Implementation feasibility will be assessed after training and during coaching sessions using feedback from a self-reported survey designed by the research team to determine teachers perceive the feasibility and acceptability of the Rebound and Recovery in their classroom contexts at each training tier and after each coaching session.
- Program fidelity will be assessed using a self-reported survey designed by the research team to determine to what extent teachers with high or low implementation fidelity report changes in Self-efficacy,
 1. Perceived relationships with students in their classrooms,
 2. Stress, and
 3. Priorities and beliefs about behavior, teaching practices, and children.(A procedural checklist will also be provided to the teachers to assess delivery fidelity and inform decisions on the need for additional training and the level of coaching support needed.
- Teacher support will be assessed using a self-reported survey designed by the research team to determine the effects of the individual training tiers (Tier 1 = Training; Tier 2 = self-coaching with emailed performance feedback; Tier 3 = in person practice-based coaching with feedback) on teacher implementation of the Rebound and Recovery curriculum. Results will guide coaching support provided to the teachers and support staff using R&R in the classroom. After each training and coaching session level of perceived support will be assessed using a self-reported feedback survey.

Project Staff and Budget Overview

To implement the one-year or five-year program, a team of professionals from Florida State University College of Social Work will partner with the Florida Agricultural and Mechanical University Social Work program, and Florida State University's College of Education will oversee the implementation, assessment, and evaluation of Rebound and Recovery in the targeted schools and programs. The goal is for this to be a model that is replicated throughout Leon County, improving child well-being and academic success as well as improving teacher retention. The team from FSU and FAMU would consist of the R&R Assistant Director, Director of Quality Assurance, Subject Matter Experts, Ph.D. students, and social work interns.

The estimated cost of one year of implementation and evaluation is \$340,000 at a cost per student of \$200, which includes teacher certifications and incentives, teacher coaching, parent engagement, implementation support, and monthly reports to the CSC to serve 1,200 students while implementing a modified R&R for the Second Chance program at Pineview Elementary.

The estimated cost for years 2-5, which includes continued implementation of R&R and a longitudinal evaluation, is \$1,055,000.

TOTAL 5-Year Estimated Costs

- Year 1 \$340,000
- Year 2, \$316,666
- Year 3, \$316,666
- Year 4, \$316,668
- Year 5, \$105,000

TOTAL \$1,395,000

References

- Achenbach, T., & Rescorla, L. (2001). *Manual for ASEBA School Age Forms & Profiles*. University of Vermont Research Center for Children, Youth and Families.
- Elliott, S. N., Gresham, F. M., Freeman, T., & McCloskey, G. (1988). Teacher and Observer Ratings of Children's Social Skills: Validation of the Social Skills Rating Scales. *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/073428298800600206>
- Florida Department of Education. (2023a). *FAST Assessments*. <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>
- Florida Department of Education. (2023b). *Florida Kindergarten Readiness Screener Historical*. <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/archive/flkrs/>
- Kitano, H. H. L. (1960). Validity of the Children's Manifest Anxiety Scale and the Modified Revised California Inventory. *Child Development*, 31(1), 67. <https://doi.org/10.2307/1126383>



**Program Services Committee
Strategic Framework
Program Procurement Approval Process**

The following process will be used to approve program procurements for the Children's Services Council of Leon County (CSC Leon), in accordance with the FY 2023-25 Strategic Framework.

Step 1. Staff provides to the Program Services Committee a strategic framework category (see below) that includes a listing of the specific strategies (proposed programming) for their review, discussion, vetting and finalizing for presentation to the full Council at its next meeting.

Strategic Framework Categories FY 2023-25

- a. High-Quality Early Learning
- b. Summer Bridge Programs
- c. Family Support Services
- d. Prenatal/Postnatal Supports
- e. Youth Gun Violence Prevention
- f. Youth Homelessness
- g. Apprenticeships/Mentoring

Step 2. Final draft of a strategic framework category and its corresponding strategies is presented to the full Council at its next meeting; the Council will review and discuss (allowing for any revisions), and then finalize the framework. The Council will then approve the framework.

Step 3. CSC Leon staff then develops the scopes of work (SOWs) for the framework's approved strategies to provide to the Program Service Committee members for review, discussion, and finalization. The Program Services Committee then approves the SOWs.

Step 4. The Committee directs staff to move forward with with issuing the procurement(s).



Small Investment for Program Success (SIPS)

The Children's Services Council of Leon County (CSC Leon) has created Small Investment for Program Success (SIPS) funding opportunity to allow eligible community organizations to receive investments outside of established priority funding cycles. If approved, an organization may be awarded up to \$15,000 in SIPS funding in one of four categories:

1. Program Funding
2. Developmental Funding
3. Match Funding; or
4. Sponsorships.

The CSC Leon staff will review applications for (1) alignment with Council priorities, (2) eligibility to received funding, and (3) amount of funding requested. All eligible applications for the quarter will be presented to the Council for final review and approval. Approved applications will be notified via email and must complete the funding agreement. It is the intent of CSC Leon to disburse the full funding amount requested by the end of the quarter in which an application is submitted and approved. Awarded SIPS funding must be spent within the 6 months following the award.

Entities wanting to apply for SIPS funding must meet the following minimum eligibility criteria:

- A. Entity must be legally authorized to conduct business in the State of Florida.
- B. Entity's total operational budget must be at or below \$100,000 for the current fiscal year.
- C. Entities currently receiving funding from other community funding partners are eligible to apply for SIPS funds. Awarded funds may be used to initiate or expand services for new or existing programs or projects but may not use CSC Leon funding to supplant or duplicate funding used for existing services.
- D. Entity must be a 501(c)(3) nonprofit as determined by the IRS (IRS Nonprofit Status Determination Letter must be provided).
- E. Funding request must be in direct alignment with the goals and strategies of CSC Leon's mission, vision and/or Strategic Framework.
- F. SIPS funding may only be received once in a fiscal year and is non-renewable; entities that are awarded funding in at least one (1) of the Priority Funding Cycles are not eligible to apply for SIPS funds.
- G. Entity must not be in default on any contract with CSC Leon, which means all reporting and financial obligations must be satisfied prior to the entity applying for SIPS funding.

SIPS Funding Categories:

Category 1 – Program Funding

1. An eligible entity may request up to \$15,000 in Program Funding to support a single existing program in achieving specific outcomes/objectives aligned with the goals and strategies of CSC Leon's mission, vision and/or Strategic Framework.
2. Requested funding must be no more than 50% of the program's total budget.
 - a. Example: If a program's total budget is \$25,000, the SIPS funding request cannot exceed \$12,500.

Category 2 – Developmental Funding

1. An eligible entity may request up to \$15,000 in Developmental Funding to support a new or rising program/project in Leon County aligned with the goals and strategies of CSC Leon's mission, vision and/or Strategic Framework.
2. Requested funding must be no more than 50% of the program or project's total budget.
 - a. Example: If a program/project has a total budget of \$25,000, the SIPS funding request cannot exceed \$12,500.

Category 3 – Match Funding

CSC Leon supports the use of its funds as a financial match for leveraging funds from other sources. These are typically, but not necessarily limited to, state or national sources that require a local match.

1. An eligible entity may request up to \$15,000 in Match Funding to leverage funds from other sources for a program/project in Leon County aligned with the goals and strategies of CSC Leon's mission, vision and/or Strategic Framework.
2. Entities awarded Match Funding must submit documentation from the primary funding source(s) indicating its financial commitment to the program/project, including (a) the funding amount, and (b) the term to which the funds will apply.

4 – Sponsorships

CSC Leon supports the use of its funds to provide financial backing for a program/project activity, event, initiative, etc., to benefit children, youth and families residing in Leon County.

1. An eligible entity may request up to \$5,000 in Sponsorship Funding to support a program/project, event, festival, initiative, etc., to benefit children, youth and families in Leon County so long as it is aligned with the goals and strategies of CSC Leon's mission, vision.
2. CSC Leon branding guidelines must be used in any event materials, including, broadcast or online.

SIPS Funding and Reporting Requirements

- Funding approved by CSC Leon is based on both programmatic and financial considerations.
- Disbursements should only be used for the intended and approved request and may not be transferred to any other program/project of the funded entity.
- Unspent SIPS funds must be returned to CSC Leon by no later than two (2) weeks from the agreement end date.
- SIPS funding applications must include the following:
 - The entities full operating budget; and
 - The program/project's expense budget detailing all actual and anticipated expenses for planned implementation.
- SIPS funding recipients will be expected to submit a final report and return unspent funds to CSC Leon in accordance with the schedule below. Documentation of how the awarded funds were spent can include the following:
 - Expense detail (receipt/invoice) – full description of item(s) purchased, cost of said item(s), date purchased, vendor, form of payment, etc.
 - Proof of Payment (Check/ACH) – payment must show the community partner, or its designated staff person paid for the expense, receipts, invoices, bills, credit card statements, cleared check and bank statement, etc., that coincide with the reported expense.
- For Sponsorships – proof that the sponsored event occurred, with collateral materials showing CSC Leon as a sponsor (i.e., event program, ads, brochures, pamphlets, etc.)

Data Reporting:

Entities selected to receive SIPS funding are required to collect and report the following information:

- Number of clients, participants, families, etc., served by the program, activity, or project.
- Zip code(s) where the program, activity or project was held.
- Demographic data, where available, to help CSC Leon better understand the types of individuals accessing services or participating in the event/program/project, including age/grade of participant, race, gender.

SIPS FUNDING AND APPLICATION SCHEDULE

Request for Funding schedule timeline	Qtr. 1 Oct. 1 – Dec. 31	Qtr. 2 Jan. 1 – Mar. 31	Qtr. 3 Apr. 1 – Jun. 30	Qtr. 4 Jul. 1 – Sept. 30
Application opens 9:00 a.m.	Oct. 1*	Jan. 1*	Apr. 1*	Jul. 1 *
Application closes 6:00 p.m.	Oct. 31*	Jan. 31*	Apr. 30*	Jul. 31*
CSC Leon reviews applications	Nov. 1 – 15*	Feb. 1 – 15*	May 1 – 15*	Aug. 1 – 15*
Award recommendation to full Council	Dec. (or subsequent meeting)	Mar. (or subsequent meeting)	Jun. (or subsequent meeting)	Sept. (or subsequent meeting)
Awarded funding spending deadline (w/in 6 months of award)	by Jun. 30	By Sept. 30	By Dec. 31	By Mar. 31
Deadline to submit final report and return unspent funds	Jul. 15	Oct. 15	Jan. 15	Apr. 15

** or following business day if this date falls on a weekend or holiday*

Example of information that will be submitted through the SIPS portal:

1. Organization's name, proposed program or service name, contact information (i.e., contact person's name, e-mail address, telephone number, and mailing address).
2. Description of the proposed program or service and the target population.
3. Anticipated timeline of implementation for the program or service.
4. Verification if the proposed program is currently operational in Leon County, or elsewhere, and for how long to include duration of program if operational and current or proposed site locations.
5. Description of how the proposed program is in direct alignment with the goals and strategies of CSC Leon's Mission, Vision and/or Strategic Framework.
6. Name of collaborative partners (if applicable) that will contribute with the operation and or funding of the program or service.
7. Funding amount requested from CSC Leon under SIPS funding.
8. Proposed program or service total annual budget.
9. Description of how SIPS funding will be utilized to implement the program and/or service.

While the above criteria will used to assist the Council in making SIPS funding decisions, CSC Leon may consider additional factors, such as the provider's ability to implement the proposed program, the soundness of the program methodology, or the administrative and fiscal capability of the provider, among other things.

For the Committee to consider:

1. Timeframe in which awarded funding should be expended.
2. Allowable CSC Leon budget allocation under SIPS funding category.
3. Allowable number of requests funded per quarter or fiscal year.
 - Specific number of applications funded
 - Total allocated SIPS funding split equally per quarter
4. Priority for approval of SIPS funding request as established by the Strategic Framework
 - High Quality Early Learning
 - Family Supports
 - Pre/Post Natal
5. SIPS funding request cap on Sponsorship award.
6. Inclusion of CSC Leon in SIPS funding Certificate of Insurance (COI)