Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC 126.204 (a) New Award, Renewals, Waive Technical Defects, Price Increases, NTE Increases.

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Request approval to utilize the third and final renewal option for Services for Children, Youth, and their Families for 43 contracts per the attached Exhibit 1 (highlighted in yellow). Total award amount for this renewal not to exceed $7,890,646.60. The revised maximum indebtedness not to exceed $ 39,174,857.60. Period of service is from June 1, 2026 through May 31, 2027. The remaining eligible contracts will be submitted for renewal when all required documentation has been received.

Upon approval of this request contract amendments will be executed by the Office of General Counsel.

Additional Funding String: 10901.181001.582001.000000.00001824 Amount: $3,217,370.00

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	MN/A
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract ADM #:**	Multiple
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	2

Federally Funded:	No	**JSEB Rec:**	Encouragement
Licenses Verified:	N/A	**JSEB %:**	0
Bonds Required:	No	**Bonds Waived Pursuant To:**	N/A

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000459	$ 1,327,630.30
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000458	$ 1,508,007.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000457	$ 1,837,639.30

New NTE/GMP:	$ 39,174,857.60	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE OF THE DIRECTOR		
Concurrence:	Signed by: 0CADDD038BB54E3...	**Title:**	KHA - INTERIM CHIEF EXECUTIVE OFFICER 5/21/2026
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive 4547B2180AE148...	**Chief of Procurement:**	Signed by: B10F1D517352456... 5/26/2026
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:		**Action:**	
Members who disapprove:		**Signature:**	
Date:		**Date:**	

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

PAF Instructions
Part 1 (using agency)

Form Type: This form will be used for both Administrative Awards and JPAC Requests. Select type from dropdown options.

Goods and/or Services: Enter a brief description of the types of goods and services included in the request.

Requested Action and Justification: Enter a brief description of the requested action or authority being sought. i.e.; *Request permission to award the lowest, responsive responsible bidder for an ITB or award the highest ranked supplier for an RFP.* This block should also be used for additional information such as additional 4th account strings, or other information essential for contract execution.

Supplier: Enter awarded supplier name**.** If multiple, include in "Requested Action and Justification" box.

Basis of Award: Select from Lowest Price Technical Acceptable (LPTA), Highest Price Technical Acceptable (HPTA) or N/A.

Bid Opening Date: The date bids were unsealed by Procurement.

POA #: This is your 1Cloud generated Agreement number. Select Type, Enter Number.

PO #: Enter the PO number or agreement release number.

Change Order #: Provide the applicable change order number represented by this request.

Solicitation #: Select Prefix type, Enter Number, and Year.

Contract #: This number should be the same as your POA number (unless procured prior to 2020)

Contract Amendment #: Provide the applicable amendment number represented by this request.

Term: Select the Period of Performance or Term for the initial period.

Options: Period of time for each renewal or option.

Options Used: Prior to this request, enter how many options were already used.

Federally Funded: Select yes or no from dropdown if Federal Funds will be used.

JSEB Rec: Select Encouragement or JSEB Set Aside Option.

JESB %: If JSEB Participation, enter the percentage.

Bonds Waived Pursuant to: Select option from Drop down.

Funding Sources: Fund/Center/Account/Project/Activity, all fields are required even if zeros.

New NTE/GMP: Enter the new total not to exceed amount. Note, this should match the contract maximum indebtedness, if applicable**.**

Contingent Amount: If your agency requests an allowance for unforeseen additional expenses, then specify the amount of your requested increase and new NTE that represents the contingency allowance. This is over and above any quote.

DMP/ODPO Account: Enter the Direct Materials Purchase/Owner Direct Purchase Order Account. Used mainly for CIP (Capital Improvement/Construction) Projects

Using Agency/BU: Select one from the dropdown list.

Concurrence: Using Agency internal routing requirements for Electronic Signatures (follow Proc Manual for threshold requirements)

Title: Title of person electronically signing form.

Attachments: Included any supplemental information to the Procurement Award Form. i.e.; *Scope of work, previous awards*.

**Any field where there is no data available, or no entry is required, either leave it blank or enter N/A. Any fields where there is known data, include for informational purposes. Any changes to an original award should contain the data that is being changed and any other relevant data required for JPAC review and approval.*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

MEMORANDUM

TO: Dustin Freeman, Chief of Procurement

FROM: Dr. Dana Kriznar, Interim Chief Executive Officer
Kids Hope Alliance (KHA)

CC: Kenneth Darity, Chief Administrative Officer

SUBJECT: Request to amend BID # ESC-0351-23, Services for Children, Youth, and their Families - $7,890,646.60.

DATE: May 21, 2026

Kids Hope Alliance, a public body acting on behalf of the City of Jacksonville, a consolidated political subdivision and municipal corporation existing under the laws of the State of Florida ("KHA") respectfully requests the following:

1. Request to amend the Award for BID # ESC-0351-23, Services for Children, Youth, and their Families, to utilize the third and final renewal option for 43 contracts per the attached Exhibit 1 (highlighted in yellow), for an increase in the amount of $ 7,890,646.60 for the term of June 1, 2026 through May 31, 2027. The remaining eligible contracts on this BID will be submitted for renewal when all required documentation has been received.

   The revised maximum indebtedness not to exceed for BID # ESC-0351-23 shall be $ 39,174,857.60.

Upon approval of this request, contract amendments will be executed by the City of Jacksonville Office of General Counsel.

KHA anticipates funding as follows:

Account Name	Fund	Center	Account	Project	Activity	Interfund	Future	Amount
ESP - Special Needs	10901	181001	582001	000000	00000459	00000	0000000	$ 1,327,630.30
ESP - Early Learning	10901	181001	582001	000000	00000458	00000	000000	$ 1,508,007.00
ESP - Juvenile Justice	10901	181001	582001	000000	00000457	00000	0000000	$ 1,837,639.30
ESP – Pre-Teen/Teen	10901	181001	582001	000000	00001824	00000	0000000	$ 3,217,370.00
							TOTAL:	**$ 7,890,646.60**

Total Funding: **$ 7,890,646.60**

Attachment(s): Exhibit 1, Funding Recommendations FY26-27 Dated 5/21/26
Letter of Intent and Scope for each Provider
Board Action Items Dated 2/22/23 and 3/25/26
Previous Award Dated 1/12/26

For additional information, please contact Kenneth Darity at (904) 255-4422 or KDarity@coj.net.

Cc: Olive Wallace Cohen, Analyst
Jessica Pitts, Director, Finance
Joyce Watson, Director, Administration, Contracts, and Purchasing
Katoia Wilkins, Director, Contract Management

1095 A. Philip Randolph Blvd., Jacksonville, FL 32206 | (904) 255-4400 | Fax: (904) 255-4502

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Exhibit 1
FY 2026-2027
Funding Recommendations
ESC-0351-23 Services for Children, Youth and their Families

Contract #	Agency	Program Name	Program	2026-2027 Amount	Revised Maximum Indebtedness
70694-23 (3)	Goodwill Industries of North Florida, Inc.	Out East Programs and Services	Pre-Teen/Teen -- College & Career	$ 235,000.00	$ 660,000.00
70684-23 (3)	2nd Mile Ministries, Inc.	Youth Leadership Development Pathway	Pre-Teen/Teen -- College & Career	$ 49,600.00	$ 181,869.00
70693-23 (4)	AnnieRuth Foundation, Inc.	AnnieRuth	Pre-Teen/Teen -- College & Career	$ 130,083.00	$ 498,573.00
70691-23 (3)	Boys' and Girls' Clubs of Northeast Florida, Inc.	Printing Program	Pre-Teen/Teen -- College & Career	$ 149,998.00	$ 574,994.00
70685-23 (3)	Big Brothers Big Sisters of Northeast Florida, Inc.	Beyond School Walls	Pre-Teen/Teen -- College & Career	$ 165,000.00	$ 605,012.00
70683-23 (3)	The Carpenter's Shop Center, Inc.	Ready for Success Teen Program	Pre-Teen/Teen -- College & Career	$ 150,000.00	$ 575,002.00
70704-23 (3)	Children's International Summer Villages, Inc.	FACES of Jacksonville (Summer Camp)	Pre-Teen/Teen -- College & Career	$ 70,000.00	$ 254,970.00
70689-23 (3)	City Year, Inc.	AmeriCorps Member Leadership Development	Pre-Teen/Teen -- College & Career	$ 259,364.00	$ 985,198.00
70692-23 (3)	Families of Slain Children of Jacksonville, Florida, Inc.	Dove Outreach Center Inc.	Pre-Teen/Teen -- College & Career	$ 150,000.00	$ 575,000.00
70687-23 (3)	I'm a STAR Foundation, Inc.	GEAR-Up for Greatness	Pre-Teen/Teen -- College & Career	$ 150,028.00	$ 575,028.00
70695-23 (5)	Read USA, Inc.	Read USA	Pre-Teen/Teen -- College & Career	$ 1,200,000.00	$ 4,700,000.00
70690-23 (3)	The Foundation Academy Studio School, Inc.	Life Skills Program	Pre-Teen/Teen -- College & Career	$ 126,185.00	$ 483,699.00
70686-23 (3)	The Performers Academy, Inc.	Opportunity Project	Pre-Teen/Teen -- College & Career		$ 425,000.00
70698-23 (4)	Jacksonville Urban League, Inc.	Champion4Change Youth Leadership	Pre-Teen/Teen -- College & Career		$ 380,000.00
70688-23 (3)	Teen Leaders of America, Inc., formerly known as U-Turns, Inc.	Teen Leaders	Pre-Teen/Teen -- College & Career		$ 2,152,072.00
70754-23 (4)	Wealth Watchers, Inc.	C.O.F.F.E.E. Project	Pre-Teen/Teen -- College & Career	$ 150,000.00	$ 575,000.00
70696-23 (3)	The Young Men's Christian Association of Florida's First Coast, Inc.	The Inner Prize Program - Johnson Center	Pre-Teen/Teen -- College & Career		$ 303,526.00
70697-23 (3)	The Jacksonville Zoological Society, Inc.	W.I.L.D. Program	Pre-Teen/Teen -- College & Career	$ 232,112.00	$ 889,762.00
71627-25 (2)	Krumpin' 4 Success, Inc.	Krumpin' 4 Success	Pre-Teen/Teen -- College & Career	$ -	$ 175,000.00
71628-25 (2)	Operation Save Our Sons, Inc.	LevelUp	Pre-Teen/Teen -- College & Career		$ 250,000.00
71626-25 (2)	Police Athletic League of Jacksonville, Incorporated	Teen Leadership	Pre-Teen/Teen -- College & Career		$ 250,000.00
			Subtotal	*$ 3,217,370.00*	*$ 16,069,705.00*
70662-23 (4)	Cathedral Arts Project, Inc.	Art Ignite	Early Learning/Child Development	$ 218,062.00	$ 835,900.00
70663-23 (4)	Girl Scouts of Gateway Council, Inc.	Community Development Troop Program	Early Learning/Child Development	$ 89,340.00	$ 350,448.00
70652-23 (3)	Jacksonville Speech & Hearing Center, Inc.	Tiny Talkers Program	Early Learning/Child Development	$ 387,662.00	$ 1,485,994.00
70665-23 (3)	New Heights of Northeast Florida, Inc.	New Heights	Early Learning/Child Development	$ 123,750.00	$ 474,338.00
70711-23 (3)	University of North Florida Board of Trustees	UNF	Early Learning/Child Development	$ 105,052.00	$ 420,208.00
70661-23 (3)	Youth Crisis Center, Inc. (New POA # 70772-23)	BRIGHT Beginnings	Early Learning/Child Development	$ 355,000.00	$ 1,302,853.00
70664-23 (4)	WJCT, Inc.	WJCT Family & Community Learning	Early Learning/Child Development	$ 132,060.00	$ 506,176.00
71517-24 (2)	I.M. Sulzbacher Center for the Homeless, Inc.	Sulzbacher Village / Crawford Early Learning Center	Early Learning/Child Development	$ 97,081.00	$ 291,243.00
			Subtotal	*$ 1,508,007.00*	*$ 5,667,160.00*
70669-23 (4)	Managed Access to Child Health, Inc.	Hope Court	Juvenile Justice	$ 165,000.00	$ 705,000.00
70672-23 (3)	Big Brothers Big Sisters of Northeast Florida, Inc.	Community Based Mentoring	Juvenile Justice	$ 82,500.00	$ 302,500.00
70675-23 (3)	Center for Children's Rights, Inc.	HOPE Pipeline Project	Juvenile Justice	$ 356,400.00	$ 1,365,000.00
70680-23 (3)	Fresh Ministries, Inc.	Fresh Path	Juvenile Justice	$ 282,989.00	$ 1,084,572.00
70681-23 (3)	Hope at Hand, Inc.	Hope at Hand	Juvenile Justice	$ 130,000.00	$ 498,334.00
70671-23 (3)	Hope Haven Association, Inc.	Hope Haven	Juvenile Justice	$ -	$ 425,000.00
70668-23 (4)	The LJD Jewish Family and Community Services, Inc.	At Hope Youth & Family Advocacy Program	Juvenile Justice	$ 210,004.20	$ 870,302.20
70673-23 (3)	Pearls of Perfection, Inc.	Pearls of Perfection	Juvenile Justice	$ 150,000.00	$ 531,414.00
70682-23 (3)	The Performers Academy, Inc.	Performers Prevention Project	Juvenile Justice		$ 368,418.00
70678-23 (3)	True Youth Association Inc	R.E.A.C.H. Program	Juvenile Justice	$ 90,059.00	$ 360,177.00
70667-23 (3)	Twin Oaks Juvenile Development, Inc.	Project Connect	Juvenile Justice	$ 156,979.00	$ 601,757.00
70670-23 (4)	Wayman Community Development Corporation	The S.K.Y. Mentoring Program	Juvenile Justice	$ -	$ 254,060.00
70679-23 (3)	Made A Way Foundation, Inc.	Ready to WIN	Juvenile Justice	$ -	$ 342,334.00
71559-25 (2)	AMIkids Duval, Inc.	AMIkids Duval	Juvenile Justice	$ 100,000.00	$ 283,333.00

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

3/20/2026

Exhibit 1
FY 2026-2027
Funding Recommendations
ESC-0351-23 Services for Children, Youth and their Families

Contract #	Agency	Program Name	Program	2026-2027 Amount	Revised Maximum Indebtedness
71518-24 (3)	Us and Our Children, Inc. (Kash Kids)	Kash Kids	Juvenile Justice	$ 113,708.10	$ 304,579.10
71625-25	Krumpin' 4 Success, Inc.	Krumpin' 4 Success	Juvenile Justice	$ -	$ 100,000.00
			Subtotal	*$ 1,837,639.30*	*$ 8,396,780.30*
70657-23 (3)	I.M. Sulzbacher Center for the Homeless, Inc.	Sulzbacher Village	Special Needs -- Family Stability	$ 72,620.00	$ 290,480.00
70660-23 (3)	Boys' and Girls' Clubs of Northeast Florida, Inc.	Culinary Program	Special Needs -- Family Stability	$ 149,999.00	$ 574,997.00
70654-23 (3)	The Children's Home Society of Florida	CHS	Special Needs -- Family Stability	$ 150,040.00	$ 575,120.00
70659-23 (3)	Families of Slain Children of Jacksonville, Florida, Inc.	Families of Slain Children	Special Needs -- Family Stability	$ 150,000.00	$ 575,000.00
70655-23 (4)	Family Support Services of North Florida, Inc.	FSS	Special Needs -- Family Stability	$ 165,000.00	$ 605,000.00
70656-23 (3)	Hubbard House, Inc.	Hubbard House	Special Needs -- Family Stability	$ 62,350.20	$ 258,180.20
70658-23 (4)	Jacksonville Public Education Fund, Inc.	Parents Who Lead	Special Needs -- Family Stability		$ 200,000.00
70653-23 (3)	Daniel Memorial, Inc.	Project Prepare	Special Needs -- Family Stability	$ 104,732.10	$ 374,496.10
70648-23 (3)	Cathedral Arts Project, Inc.	Sensory Arts/Music Therapy/Art Counseling	Mental Health/Special Needs		$ 1,382,558.00
70650-23 (3)	Cornerstone Special Education Alliance	Cornerstone	Mental Health/Special Needs	$ 47,700.00	$ 190,786.00
70649-23 (3)	Developmental Learning Center, Inc.	DLC	Mental Health/Special Needs		$ 1,527,276.00
70677-23 (3)	Step-by-Step for Help Foundation, Inc.	Step-by-Step	Mental Health/Special Needs	$ 130,000.00	$ 498,334.00
70666-23 (3)	The Performers Academy, Inc.	Squad Goals	Mental Health/Special Needs		$ 789,292.00
70651-23 (3)	Police Athletic League of Jacksonville, Incorporated	Jax PAL	Mental Health/Special Needs	$ 295,189.00	$ 1,199,693.00
			Subtotal	*$ 1,327,630.30*	*$ 9,041,212.30*
			TOTAL:	**$ 7,890,646.60**	**$ 39,174,857.60**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70662-23	Cathedral Arts Project

(Insert Agency Logo)	
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Luisa Reis, Vice President of Programs
(Agency Name)	Cathedral Arts Project
(Address)(Street, City, State &Zip)	207 N. Laura St. Jacksonville, FL 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	CAP - Arts Ignite
Site Location(s)(Separate by (;)	Abess Park Elementary – 12731 Abess Blvd. 32225 Beauclerc Elementary – 4555 Craven Rd. W. 32257 Brookview Elementary - 10450 Theresa Dr. 32246 Cathedral Arts Project – 207 N Laura Street 32202 Central Riverside Elementary – 2555 Gilmore St. 32204 Chaffee Trail Elementary - 11400 Sam Caruso Way, 32221 Chimney Lakes Elem. – 9353 Staples Mill Dr. Jax, FL 32244 Crown Point Elementary – 3800 Crown Point Rd. 32257 Crystal Springs Elementary – 1200 Hammond Blvd. 32221 Enterprise Learning Acad. - 8085 Old Middleburg Rd. S., 32222 Hendricks Avenue Baptist Church – 4001 Hendricks Ave. Jacksonville, FL 32207 Highlands Estates Acad.-1000 Depaul Dr, Jacksonville, FL 32218Hyde Park Elementary School – 5300 Park St. 32205 John E. Ford K-8 - 1137 Cleveland St Jacksonville, FL 32209 John Love ELC - 1531 Winthrop St. Jacksonville, FL 32206 Longbranch Elementary – 3723 Franklin St. Jax, FL 32206 Ortega Elementary School – 4010 Baltic St. 32210 Parkwood Heights Elem. – 1709 Lansdowne Dr. Jax, FL 32211 San Jose Elementary - 5805 St Augustine Rd. 32207 Spring Park Elementary School – 2250 Spring Park Rd. 32207 Springfield Middle School – 2034 Hubbard St. 32206 Tiger Academy – 6079 Bagley Rd. 32209 Timucuan Elementary - 5429 110th St Jacksonville, FL 32244
Program Start Date	8/1/2026
Program End Date	5/1/2027
Contract Amount (12month budget)	218,062.00

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Number of Proposed Children/Youth 26-27:	350

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Luisa Reis
(Phone)	904-338-4936
(Email Address)	luisa@capkids.org
(Title)	Vice President of Programs
***Must be the authorized signer for the agency**	
Approved by:	Kimberly L. Hyatt
Date:	4/16/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Cathedral Arts Project
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	218,062.00
Number of Proposed Children/Youth 26-27:	350

Please copy and paste your approved scope from last year in the box below.

Luisa@capkids.org

Exhibit A
Scope of Services

Provider: Cathedral Arts Project
Program: *Services for Children, Youth, and their Families*

Arts Ignite 12 Month

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. **Program Design Requirements:**

CAP's Arts Ignite program fits within KHA's child development program component, specifically increasing children's motivation, reducing behavioral problems, improving social-emotional development, promoting success in school and preparing children for success in life.
CAP uses education in the arts to help children discover and develop their unique skills and strengths. We remove barriers to access that often prevent children from engaging with the arts by delivering programs through schools and community partners. CAP is an established and

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

innovative nonprofit that consistently delivers measurable, positive impacts for children and the community at large. For over 33 years, we have focused on reaching under-resourced sites to bring the arts to the kids who need arts education the most but have the least access to it. Through Arts Ignite, CAP will provide a variety of
standards-based programs in dance, music, theatre and the visual arts during the **school day and afterschool** hours. These programs will foster academic, communication, and social-emotional competencies that equip them for long-term success in school, post-secondary studies, on the job, and in life. Our Arts Ignite program provides rigorous and stimulating weekly classes with a low student-to-teacher ratio, in which students learn the various elements of a chosen discipline, participate in character and self-esteem-building exercises, and learn effective means of communication and critical thinking. Highly qualified teaching artists mentor students, building their skills over the course of a school year and enhancing their creative capacity.
A string intensive summer program will take place for three sessions in a CAP classroom space. Students may sign up for individual sessions or a combination. A new CAP theatre camp will take place ensuring students have continuous access to high quality arts education programs.

Academic and Personal Enrichment:
Academic and personal enrichment activities advance student academic, behavioral and emotional achievement in the following categories:

- Arts and music **educational** activities in dance, music, theatre and visual arts

The specific purposes of the program are to:

(1) Introduce students to the elements of art and principles of design, which are the building blocks of creating a work of art. At the same time, students are introduced to various media and production skills and are encouraged to think critically and creatively.

(2) Introduce students to the basic concepts of theatre arts. They will use creative theatre techniques to build confidence and trust and stimulate their imaginations with role-play. Students will also be introduced to improv techniques, which teach problem-solving skills and critical thinking.

(3) Introduce students to the basic elements of dance and explore the fundamentals of different styles, including ballet, hip-hop, jazz, and modern dance. They will engage in creative problem-solving, connect with others, and have fun learning the history of these dance forms, their pioneers, and current artists. Students will explore and create choreography within each style as they strengthen their bodies and brains through guided movement explorations focused on different dance styles.

(4) Students in our music program will focus their learning on either choral singing or how to play a string or percussion instrument. In chorus, students will learn to use their vocal instrument to sing correctly and beautifully. In addition to learning proper vocal production and technique, students will also learn to read music and sight-sing, as well as hone their performance skills. The strings program is designed for students of all experience levels who are interested in playing the violin, viola, cello or double bass. Students will learn and review basic instrument care and techniques. Once these are mastered, they will be taught more advanced techniques involving the bow and music theory that will broaden their knowledge of music literature. World drumming helps students explore and play with sound as a means of personal expression, to connect with the musical traditions of other cultures, and understand what it means to be part of a musical ensemble.

PERFORMANCE MEASURES

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

DESIRED RESULT: Foster academic, communication, and social-emotional competencies that equip them for long-term success in school, and in life.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	80%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	80%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	80%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who obtained workforce certification (Microsoft Certification, ServSafe Certification, etc.)	NA	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	% of youth maintaining or increasing school attendance during program participation	NA	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	% of youth who maintain or increase at least a 2.0 Grade Point Average.	NA	SAMIS Data	Report cards and/or FOCUS

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staffing Requirements:
Teaching Artist Fellows (9)
Part time teaching artists (14)
Part time teaching assistants (23)

Number of Students Served:
School Year
# of students enrolled: 350
Youth must be from ages 4 to 19
At least 80% of children/youth attend 80% of the sessions offered

Term of Agreement and Service Time:
June 1, 2026 - May 31, 2027

All Arts Ignite programs will facilitate 736 units of service (one hour sessions).

Location(s):
Listed in the table above

2. Program Fees and Program Income
No fee

3. Safety Requirements:
The safety of students is CAP's priority. We utilize DCPS emergency procedures for each site and contact information for site administrators.
Student medical information is collected through enrollment papers.

4. Parent Engagement Requirements/Adult Family Member Services
CAP works with school administration, teaching artists and families to secure maximum enrollment for each program. Attendance at school open house, marketing materials for each school, including robocall, social media and web templates, flyers and CAP's website are all used to ensure classes. CAP will host a family day for our Visual Arts programs as well as a Performing Arts Showcase and Visual Arts Showcase to encompass all of our programs.

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan
CAP provides each school site with a comprehensive electronic folder containing communication information about CAP and it's programs to be shared with families, students and other stakeholders. CAP provides, electronic messages, web banners, social media templates, as well as physical posters, yard signs and more to promote our program within the community.
CAP uses electronic social media outlets to promote our programs as well as our partnership with KHA as possible.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative
Please see the 12-month budget.

Budget by Units of Service

Approved by: **Date:**

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70663-23	Girl Scouts of Gateway Council

(Insert Agency Logo)	girl scouts of gateway council
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Wendy Dordel, CEO
(Agency Name)	Girl Scouts of Gateway Council
(Address)(Street, City, State &Zip)	7077 Bonneval Road Suite 420 Jacksonville FL, 32216

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Girl Scouts Community Development Troops
Site Location(s)(Separate by (;)	PAL Monument; PAL East; PAL West; Sulzbacher Village; The Bridge BGC; Victory Pointe; McKenzie's Beaches BGC; Anchor Academy Elementary; Andrew Robinson Elementary; Arlington Heights Elementary; Arlington Elementary; Fort Caroline Elementary; George Washington Carver Elementary; Hyde Park Elementary; Northshore Elementary; Reynolds Lane Elementary; RL Brown Elementary; RH Pearson Elementary; SA Hull Elementary; Sallye B Mathis Elementary; Westview K-8; Alfred Dupont Middle; Bridge to Success Middle; Chaffee Trail Middle; Fort Caroline Middle; Highlands Middle; Matthew Gilbert Middle; Ribault Middle; Young Men's and Women's Leadership Academy
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$89,340
Number of Proposed Children/Youth 26-27:	153

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(First and Last Name)	Wendy Dordel
(Phone)	(877) 764-5237
(Email Address)	wdordel@gsgateway.org
(Title)	CEO
*Must be the authorized signer for the agency	
Approved by:	Wendy Dordel Wendy Dordel
Date:	4/15/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Girl Scouts of Gateway Council
FY26-27 Contract Year:	June 1, 2026- May 31, 2027
Funding Approved for FY26-27:	$89,340
Number of Proposed Children/Youth 26-27:	153

Please copy and paste your approved scope from last year in the box below.

The Community Development Troop program is a gender-specific, strengths-based, year round prevention and intervention program designed for girls, grades K- 12. Through small group sessions, guest speakers, and high-impact leadership experiences, the goal of Community Development Troops is to support girls and young women in Title 1 Schools, HUD housing, and community sites as they develop the socio-emotional skills and knowledge they need to thrive as healthy, resilient, and productive young women. The progressive development of positive leadership skills, healthy nurturing relationships with mentors/troop facilitators, and a strong peer support system work to divert girls and young women from engagement in high-risk behaviors and juvenile delinquency. Most girls and young women in our program live in low-income and/or crime-impacted neighborhoods. This year, we are excited to partner with our military impacted schools to support girls from military families temporarily station the North Florida area as well as the Sulzbacher Village.

Girls will meet bi-weekly for troop meetings in program partner sites led by a council staff troop facilitator. Troop facilitators are specifically trained and uniquely qualified to deliver programs to girls in these communities. Community Development Troops differ from traditional Girl Scout troops in that adult leadership, direct program services, financial resources, transportation, and staff involvement is offered at levels significantly greater than most troops. Parents, family members, and community volunteers participate in many activities, but to ensure the specific challenges faced by low-income families are not a barrier to girl participation and success, paid staff facilitate the program providing guaranteed continuity and stability as well as ongoing connection to the partner site staff and parents.

Our program utilizes an evidence-based curriculum developed by Girl Scouts of the USA, that covers our four national program pillars:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- STEM-programs on space science, computer programming, robotics and more aimed to build a girl's confidence in STEM and to spark an interest in STEM career paths.
- Outdoors- girls learn about the environment, conservation, and outdoor recreation. Outdoor programming includes a trip to Camp Kateri where girls gain appreciation for the outdoors and learn to feel confident in new challenges and taking healthy risks.
- Life skills- includes developing healthy relationships and boundaries, communication skills building, mental and physical well-being, smart choices, community service, and civic engagement.
- Entrepreneurship and Financial Literacy - programming includes money management, goal setting, healthy spending habits, and equipping girls with the skills to break the cycle of poverty.

Programming is girl-led, cooperative, and hands-on, guided by a supportive adult including the troop facilitators.

Girls are welcome to join at any point throughout the school year and into the summer depending on the location. There is no waitlist, and girls are included in all activities and programs regardless of program placement.

Troop meetings are held in HUD housing complexes, in after school programs at Title I schools, and at partner community locations so that girls can attend easily and safely, removing transportation as a potential barrier for participation. Routine program expenses for membership dues, uniforms, badges, and activity fees are provided at no cost to the families, as well as bus or van transportation to campouts and field trips are all provided by Girl Scouts at no cost to the girls or their families. At the beginning of the school year, focus is placed on soft skill building such as conflict resolution, anti-bullying strategies, communication, self-esteem building and character development. We then work on financial literacy and goal setting, moving to STEM activities and experiments, and then outdoor and environmentally focused programs, including summer camp. The meeting structure includes: the Girl Scout Promise and Law, an ice breaker activity, planned programmatic learning activity, healthy snack, and a Girl Scout tradition closing activity such as a song or friendship circle.

The typical plan of action for Community Development Girl Scout Troops are:

1. Establish and maintain relationships with site/agency representatives, tenant associations and community partners.

2. Hold membership invitation events and ongoing invitations to new members, specifically outreach to girls site directors or schools identify as a girl in need of the program.

3. Training for adults: Girl Scouting 101, Troop Pathways, Crisis Intervention, Youth Mental Health First

Aid, and monthly meetings with GSGC.

4. Administration of pre-program surveys within first 3 sessions attended

5. Implement weekly or biweekly activities that accomplish program objectives.

Meetings take place at their school, public housing, or community centers one day a week for one hour, Monday-Friday between 3:30-6:30 p.m., depending on the needs of the community partner

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Program runs year-round and will be broken down into four semesters:

- August - October: Program will focus on development of life skills
- November - January: Curriculum will center on financial literacy
- February - April: Girls will participate in STEM activities
- May - July: Girls attend summer camp to experience outdoor and environmental programming

6. Post-program surveys and analysis of all collected program data in May/ June.

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70652-23	Jacksonville Speech & Hearing Center, Inc.

(Insert Agency Logo)	
(Insert Today's Date)	04/13/2026
(First and Last Name, Title)	Chandra Manning, President & CEO
(Agency Name)	Jacksonville Speech & Hearing Center, Inc.
(Address)(Street, City, State &Zip)	1010 N. Davis Street, Suite 101, Jacksonville, FL 32209

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Tiny Talkers
Site Location(s)(Separate by (;)	1010 N. Davis Street, Jacksonville, FL 32209
Program Start Date	6/1/2026
Program End Date	6/30/2027
Contract Amount (12month budget)	$387,662.00
Number of Proposed Children/Youth 26-27:	800 Screenings; 300 Evaluations; 3786 Therapies

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Chandra Manning
(Phone)	904-355-3403
(Email Address)	cmanning@shcjax.org
(Title)	President & CEO

***Must be the authorized signer for the agency**

Approved by:	Chandra Manning
Date:	04/13/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	Click or tap here to enter text.
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$387,662.00
Number of Proposed Children/Youth 26-27:	800 Screenings; 300 Evaluations; 3786 Therapies

Please copy and paste your approved scope from last year in the box below.

Scope of Services

Provider: Jacksonville Speech & Hearing Center – Tiny Talkers Program

Program:
The Tiny Talkers Program will run the entire course of the contract period and is designed to address Early Intervention and Child Development. Our target population is children 2-6 years of age in families with low income, no insurance, or insurance that doesn't cover speech-language therapy. During this time, we will distribute informational materials about the Tiny Talkers Program, obtain parental consent to test eligible preschoolers and schedule on-site screenings at each respective preschool or daycare.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

Program Design Requirements:
The Tiny Talkers Program will run the entire course of the contract period and is designed to address Early Intervention and Child Development. To address childhood communication disorders, we plan to provide early intervention to children between the ages of 2-6. We will start by conducting screenings at all our partner childcare centers, providing each screened child's family with test results indicating whether or not their child requires further treatment. If the child requires further treatment, we will work to provide a speech-language evaluation to better identify the causes and characteristics of their communication disorders. Following an evaluation, our clinicians will develop custom-tailored therapy regimens for each child.

A two-generation educational component will be administered throughout the contract term in the form of workshops led by a Speech-Language Pathologist. Family and caregivers of patients enrolled in the Tiny Talkers Program will receive an official invitation to the workshops along with the patient's screening results.

Academic and Personal Enrichment
Screenings and evaluations will measure a child's current communication skills using standardized assessment tools like the Preschool Language Scales, Fifth Edition (PLS-5) and the Goldman-Fristoe Test of Articulation 3 (GFTA-3). The PLS-5 provides a comprehensive development language assessment for children from ages birth to 7. It assesses nine major areas of auditory comprehension and expressive communication: (1) attention, (2) play, (3) gesture, (4) vocal development, (5) social communication, (6) semantics, (7) language structure, (8) integrative language skills, and (9) emergent literacy skills. The GFTA-3 obtains accurate diagnostic information about an individual's ability to articulate consonant

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

sounds in single words and connected speech. It assesses three major areas of articulation: (1) sounds in words, (2) sounds in sentences, and (3) stimulability.

The specific purposes of the program are to:

(1) First, it will improve literacy for all at-hope children and youth by providing essential early intervention speech-language services to low-income preschoolers who may otherwise have undiagnosed communication disorders. By providing speech-language screenings, evaluations, and treatment, our therapist will help patients cultivate speech and language skills that are on grade level with their peers. Due to the symbiotic relationship between spoken and written language, this increased skill set will play a significant role in helping students to increase their literacy. Children with spoken language problems frequently have difficulty learning to read and write, and vice versa. However, research clearly indicates that instruction in spoken language results in growth in written language comprehension. When children are able to communicate at the same level as their peers, they are confident, more likely to engage, and more comfortable expressing their needs.

(2) The Tiny Talkers Program will also improve family and community engagement for all at-hope children and youth through its two-generational approach. Our educational workshops will serve a dual purpose when meeting this objective. It will provide children's families and caregivers with resources to foster better communication practices between enrolled children and their adult figures, and it will provide a safe space for adult family members and caregivers to collaborate on ways to better facilitate their children's speech-language development in a community setting. Furthermore, we anticipate that the benefits of healthy communication skills community partners learn through our workshops will not be restricted to children enrolled in our program, but that adults will also pass the information they have learned along to their friends as well as use these skills when communicating with other children in their lives. Through this practice, we suspect that our program will not only be able to improve family and community engagement for those in our program but amplify it through the lessons each adult participant learns and may potentially share.

(3) Finally, our Tiny Talkers Program will improve employability and college readiness for all at-hope children by providing them with the communication skills needed to thrive in all areas of their lives. A child's ability to effectively speak and understand language deeply impacts their capacity to comprehend and apply everything that is taught to them in the classroom—ranging from math, science, the arts, and basic social skills. A child with untreated speech-language disorder will experience impediments in sharing their answers with the class, raising questions about lessons, and interacting with other classmates during group work, putting them behind on a path towards college readiness.

Staffing Requirements:

All clinicians must have a minimum of a Bachelor's degree in Communication Sciences and Disorders or a Bachelor's degree in Health Sciences or Public Health with a concentration on Communication Sciences and Disorders. One of these clinicians must qualify as a supervising clinician, requiring a Master's degree in Speech-Language Pathology, the successful completion of a Clinical Fellowship year, Certification of Clinical Competency from ASHA, a minimum of 9 months of practice experience post certification, and the successful completion of an additional professional development class for supervisors through ASHA.

In addition to the clinicians, administrative support is needed. There are no educational requirements for administrative staff; however, these staff members have extensive relevant experience.

Number of Students Served:

- *800 Screenings*
- *300 Evaluations*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- *3786 Therapies*

Term of Agreement and Service Time:
August 1, 2026- May 31, 2027

Days of the Week: Monday – Friday based on availability of each preschool being served

Location(s):
Duval County preschools.

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income
No fees are charged to the recipients or their families for this program. If insurance can be used, patients are seen outside of this program.

3. Safety Requirements:
We ensure the safety of the patients we see by running standard background checks on all staff members, along with level 2 screenings for our therapists. Additionally, our clinicians are educated and trained in best practices, including having health history information, emergency contact information for parents and caregivers at their fingertips, understanding the emergency protocols for the facilities they visit, and immediate access through text, MS Teams, or a phone call to a supervisor should additional guidance be needed. Clinicians work on sites where there is always a CPR-certified staff member if they themselves are not CPR-certified, and they get to know the safety protocols of each location.

4. Parent Engagement Requirements/Adult Family Member Services
Caregivers, parents, and childcare facility staff are encouraged to participate in training modules that help them to better identify, understand, and address speech-language challenges. Incentives are given like certificates for completing all of the modules and toys designed specifically for working on speech-language development outside of therapy. This provides participants additional reinforcement at home and in childcare facilities because caregivers, parents, and childcare facility staff have the tools readily available to easily engage children in a variety of settings. This accommodation is an important part of removing the burden of trying to come up with speech-language activities for the caregivers, parents, and childcare facility staff, making them more likely to provide continuity and improve participant gains.

5. Dissemination Plan
Successful efforts to educate others about the Tiny Talkers Program and establish agreements beneficial to community stakeholders will rely on our organization mobilizing current partnerships, developing new partnerships, and organizing coordinated outreach efforts.

Through our current early intervention initiatives, we have established strong relationships with preschools, early learning centers, and daycare directors throughout Duval County, which we hope to deepen through the Tiny Talkers Program. Following notification of program funding, we will begin contacting our connections from our early intervention initiatives to provide them with information about the Tiny Talkers Program and work to identify students eligible for the program. We will additionally contact nonprofit peers housed in the Jessie Ball duPont Center such as

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

United Way, Baptist Health, Special Olympics, and Family Foundations that serve demographics similar to Tiny Talker's target population and provide them with information about the program. Together, we will ascertain ways that our Tiny Talkers Program can supplement services that these nonprofit organizations already provide and identify clients of theirs that we can further serve through Tiny Talkers.

We are members of the Nonprofit Center of Northeast Florida, which is a support network for local nonprofits that provides services, programs, and information resources for their members. As a member, we will leverage the Nonprofit Center's extensive regional network to reach a plethora of nonprofits, of which we may otherwise be unaware, with information about the Tiny Talkers Program. We will also use the Nonprofit Center's advocacy support and coalition-building resources to maximize our success.

We are also an official community partner of the Early Learning Coalition (ELC) of Duval and are listed in their Community Resource Guide. The ELC of Duval works to lead and support the early learning community by building the best foundation for children from birth to five, our target population for the Tiny Talkers Program. As the "one-stop resource about early learning experiences in Jacksonville and Duval County," the ELC of Duval is an invaluable resource that can connect us with various preschools and daycares in Duval County eligible for our Tiny Talkers Program as part of its Child & Family Resources Program.

These mobilization efforts will be complemented by a proactive outreach campaign to understand the services other Kids Hope Alliance recipients provide and how we might align our services. For example, Hope Street, Inc. has been a wonderful partner in providing trauma-informed care training to our staff and clinicians.

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70665-23	New Heights of Northeast Florida

(Insert Agency Logo)	
(Insert Today's Date)	4/22/2026
(First and Last Name, Title)	Sue Driscoll, CEO
(Agency Name)	New Heights of Northeast Florid
(Address)(Street, City, State &Zip)	3311 Beach Blvd. Jacksonville, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Click or tap here to enter text.
Site Location(s)(Separate by (;)	All Services are provided in the child's natural environment(i.e. home, daycare)
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$123,750.00
Number of Proposed Children/Youth 26-27:	100

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Sue Driscoll
(Phone)	904-228-0481
(Email Address)	sue.driscoll@newheightsnefl.org
(Title)	President/CEO
***Must be the authorized signer for the agency**	
Approved by:	Sue Driscoll
Date:	4/22/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	New Heights of Northeast Florida
FY26-27 Contract Year:	June 1, 2026-May 31, 2027
Funding Approved for FY26-27:	$123,750.00
Number of Proposed Children/Youth 26-27:	100

Please copy and paste your approved scope from last year in the box below.

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: FY25-26

ESC 0351-23	**Contract # 70665-23**	**New Heights of Northeast Florida**

new Heights
turning disabilities into capabilities

May 8, 2025
Sue Driscoll, President and CEO
New Heights of Northeast Florida
3311 Beach Blvd,
Jacksonville, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of **New Heights of Northeast Florida** intent to continue services for the FY2025-26 Contract Year at the following:

Program Location(s) (Please list all locations)	All Services are provided in the child's natural environment (i.e. home, daycare)
Program Start Date	06/01/2025
Program End Date	05/31/2026
Contract Amount (12month budget)	$123,750.00

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Sincerely,

Sue Driscoll
904-415-6866
sue.driscoll@newheightsnefl.org
President and CEO

***Must be the authorized signer for the agency**

Approved by: Date:

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70711-23	University of North Florida

(Insert Agency Logo)	UNF
(Insert Today's Date)	4/24/2026
(First and Last Name, Title)	Cheresa Boston, Ed.D., Assistant Vice President for Research
(Agency Name)	University of North Florida
(Address)(Street, City, State &Zip)	1 UNF Dr., Jacksonville, FL 32224

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	STEM Toolkit Program
Site Location(s)(Separate by (;)	John E. Ford and West Riverside Elementary
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$105,052
Number of Proposed Children/Youth 26-27:	630

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Cheresa Boston
(Phone)	(904) 620-2444
(Email Address)	cheresa.boston@unf.edu
(Title)	Assistant Vice President for Research
***Must be the authorized signer for the agency**	
Approved by:	Cheresa Boston Digitally signed by Cheresa Boston Date: 2026.04.23 22:59:23 -04'00'
Date:	4/23/26

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	University of North Florida
FY26-27 Contract Year:	June 1, 2026 -May 31, 2027
Funding Approved for FY26-27:	$105,052
Number of Proposed Children/Youth 26-27:	630

Please copy and paste your approved scope from last year in the box below.

1. **Program Design Requirements:**

The STEM Toolkit Program is an initiative developed by the Silverfield College of Education and Human Services (COEHS) at the University of North Florida (UNF). The program seeks to expose children in pre-K through 2nd grade, and their families, to STEM. Schools will send home the toolkits with every student in the participating grades. The purpose of this initiative is to facilitate early childhood students' STEM learning and exposure, promote parent-child collaboration in STEM, as well as to foster relationships between home, school, and between families.
This program is currently running in collaboration with a couple urban schools in Duval County and given its success in engaging families in early STEM learning it seeks to continue its services. Through Early Intervention and Child Development, the program aims to continue collaborating with two public Duval schools and Title I institutions, John E. Ford (JEF) in the Fall of 2025 and West Riverside Elementary (WRE) in the Spring of 2026.

State the Purpose(s) of Your Program
This program creates an opportunity for students to develop STEM-related skills, as they are important for children's future. The STEM Toolkit Program offers an opportunity for academic enrichment by providing students and their families with a guide to STEM activities and the materials to complete them. The activities are designed according to each grade level, resulting in different toolkits for pre-K, kindergarten, 1st grade, and 2nd grade which are adapted to be developmentally appropriate.
The program's implementation dates are coordinated with the participating schools, according to their needs, plans, and schedules, and the dates are set at the beginning of the fall and spring school terms. These activities will set the base or advance (depending on grade level) understanding of STEM-related concepts and skills that are useful in all areas of STEM. The partnership with the schools provides the opportunity to ensure the toolkits are delivered to every child who is eligible for participation. The program is implemented once a year during the period of four consecutive weeks. Each week families are presented with 5 activities that is art, sensory, building, and outdoor activities, plus a dramatic play designed around the week's focus:

- Observation
- Measurement
- Prediction
- Recording

The specific purposes of the program are to:

- Develop STEM skills as children today will need them as professional requirements and a necessity for everyday life as they will face the challenges of navigating societies driven by science and technology.
- Positively affect school readiness and later school achievement by introducing early development of STEM knowledge and skills. Early STEM interventions have a considerable effect on readiness and achievement.
- Foster parental engagement, which has a positive impact on student learning by:
    - Leveraging social media to create a direct communication channel with families.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- Create and support an online community gathered to support children's STEM learning.
- Provide modeling of different ways to engage in the program through the role of parent ambassadors.

Staffing Requirements:

- Since this project has been running since the spring of 2021, it is fully operational. Therefore, most positions (please refer to the staffing chart in the original application) have been filled and have received the necessary training, except for Parent Ambassadors and Student Assistants for both sites.
- Parent Ambassador – the aim is to select two parent ambassadors per class to lead interactions in the social media space. Candidates can be nominated or nominate themselves via an online form. Parent Ambassadors are parents of students participating in the STEM Toolkit Program that help the program in supporting other parents and serve as liaisons between the program and other families. They actively interact in the program's closed Facebook group and model different forms of engagement with the toolkits to other families. Their selection and training occur at the start of the program for each school. Parent ambassadors will only be in direct contact with their own children. In their training parents learn about their duties and responsibilities and how to safely share content online.
- Student Assistants – will not interact with schools, students, and or families. Their duties are to print educational material, toolkit assembly and supplies inventory. Their onboarding training includes an overview of the program and a description of tasks.
- Program Support Coordinator – do not have contact with the schools or families, and they solely work with the Project Manager.
- A signed affidavit declaring that a Level 2 Screening has been completed and is current for all covered Persons (as defined in its contract with the KHA)

Number of Students Served:

# of students enrolled: The number of students enrolled is the same as students registered for preschool, kindergarten, 1st grade, and 2nd grade in both sites, as every student attending those schools will receive 4 toolkits each year.

Youth must be from ages: 3 to 8 (Preschool through 2nd grade).

Number of Children to be Served: 630

The number of students is calculated on the 2025-2026 enrollment for preschool, kindergarten, 1st grade, and 2nd grade for both sites, West Riverside Elementary, and John E. Ford. As every student will receive free STEM toolkits, which will be sent home to their families via the participants' schools, an estimated total of 630 students will participate in the program. West Riverside Elementary reported close to 220 students, with approximately 40 students in pre-K, 60, in kindergarten, 64 in 1st grade, and 56 in 2nd grade. John E. Ford reported 400 students, with to 63 students in pre-k, 152 in kindergarten, 95 in 1st grade, and 90 in 2nd grade. John E. Ford already advanced their intention of increasing their intake for pre-K. Therefore, to allow room for an increase in enrollment at the time of application, we have estimated that West Riverside Elementary will serve close to 225 students, and John E. Ford will serve close to 405.

Confirmation or changes to the estimated number of registrations for both John E. Ford and West Riverside Elementary will be obtained at the end of the summer 2026 and the end of the year, respectively.

For future iterations of this program, fluctuation in the estimated number of students served may occur as it is dependent on the school registration numbers.

1. 100% (#630) of the children will have timely access to the offered resources, in this case, the toolkits which include the materials to engage with the proposed STEM activities.
2. 100% (#630) will have the opportunity to develop STEM skills that derive from scientific methods, as they observe, measure, predict, and record.

Term of Agreement and Service Time:

June 1, 2026 - May 31, 2027, with renewal options

Days of the Week: Every day from the beginning of implementation until the end of the program. Four toolkits per child will be delivered weekly during the month of the program implementation. Children and their families engage with the toolkits at home, at the time and date the family deems convenient, therefore having access 24/7 to the materials to participate in the program. Additionally, they can interact with the closed Facebook group, where the program offers support every day.

Times scheduling will be available to serve participants: Students will receive 4 toolkits one each

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

week during a whole month. A month prior to starting the program implementation parents receive notification via the school of the date the program kicks off and its duration. Also
indicating when each week, with its pertinent focus starts (observation, measurement, etc.).

Location(s):

The STEM Toolkit Program is designed so that student and family participation happens at home. Therefore, the program does not engage with the students at any physical facility. The engagement with the program happens at home with the toolkits and in a closed Facebook group (one per school). The program's team (except Parent Ambassadors) operates out of Building 57, 1 UNF Drive, Jacksonville, FL 32224. The school's involvement is limited to the distribution of toolkits to the students.

The participating schools' details are as follows:

- John E. Ford Pre K-8 School - 1137 Cleveland St. Jacksonville, FL 32209 - Tel. 904-630- 6540
- West Riverside Elementary - 2801 Herschel St. Jacksonville, FL 32205 – Tel. 904-381-3900

2. Program Fees and Program Income

The program is free of charge to all students and their families to ensure access to the learning material provided. Please see the Program budget for further details

3. Safety Requirements:

This program is designed so families can work together at home and, therefore, will be supervised by their own parents and no other facility will be used by the program to interact and serve the students. The online closed Facebook group, where parents come together to receive support and share their experiences, is constantly monitored for civil behavior. When parents join the group, they have to agree to the terms and conditions of use abiding by the rules of civility and kindness. Additionally, parents receive in the first toolkit information on how to safely share content about what their families are interacting with the toolkits.

4. Parent Engagement Requirements/Adult Family Member Services

This program engages the family and parents/guardians will be involved by interacting with their children and the toolkits at home. Additionally, parents/guardians will be encouraged to participate in the closed Facebook group dedicated to each school. Parent Ambassador, will have specific requirements to their role:

- Promote the Take-home Family STEM Toolkit Program, inviting (in person and online) other parents to join the Facebook group and interact with the toolkits.
- Ambassadors should engage with the toolkits materials and frequently share their experiences in the Facebook group.

Ambassadors are also expected to Interact with other parents' posts and comments, encouraging others to join the conversation.

5. Budget

A Modified Budget is provided separately to agree with the negotiated budget allocation provided by KHA.

If applicable, please paste any specific changes to the scope of services below.

The number of students to be served was updated according to the number of students enrolled in both sites during the 25/26 school year. The enrollment in both schools was higher than expected for the 25/26 school year and is projected to be similar for the 26/27 school year.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	POA #70661-23	Youth Crisis Center

(Insert Agency Logo)	
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Kim Sirdevan, President and CEO
(Agency Name)	Youth CrisisCenter, Inc.
(Address)(Street, City, State &Zip)	3015 Parental Home Rd Jacksonville, FL 32216

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Bright Beginnings
Site Location(s)(Separate by (;)	3015 Parental Home Rd. (school sites TBD)
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$355,000
Number of Proposed Children/Youth 26-27:	150

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Kim Sirdevan
(Phone)	904-446-4982
(Email Address)	kim@ycc.org
(Title)	President and CEO
***Must be the authorized signer for the agency**	
Approved by:	Please sign here.
Date:	Click or tap to enter a date.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Youth Crisis Center, Inc.
FY26-27 Contract Year:	06/30/2026-05/31/2027
Funding Approved for FY26-27:	$355,000
Number of Proposed Children/Youth 26-27:	150

Please copy and paste your approved scope from last year in the box below.

Program: Bright Beginnings
A project's Scope of Work is the blueprint for work to be accomplished. The section provides details for implementing the project and give specific examples for how work is going to be accomplished.

Program Design Requirements

- Designed to offer immediate mental health intervention and support in the classroom while giving teachers and students the tools, resources and support needed to develop an effective classroom setting for learning and healthy prosocial skills
- Youth and families will receive counseling services as requested by the family
- Case management and advocacy for the family
- YCC will serve identified Head Start and Early Head Start students and families who require mental health services. This partnership provides an opportunity for the two agencies to work together to improve the system that identifies children and provides services for eligible children. The partners will maximize the use of resources due to the increased contacts that facilitate communication and the coordination of planning and service delivery. In addition to specifying the roles and responsibilities of participating Agencies, this agreement provides guidance for implementation as well as a framework for the enhancement of local collaborative agreements. YCC will provide evaluation, assessment, service planning, mental health services, health and wellness screening, and training to children and families of Head Start. Additionally, YCC will provide training and mental health consultation services to the Head Start staff.
- YCC also has a contract with a local child and adolescent psychiatrist, who serves as our Medical Director and provides direct supervision to our Psychiatric Mental Health Nurse Practitioner- Board Certified provider. We also have agreements with First Coast Interpreting Services that we utilize in our other programs. As Head Start has identified language as a barrier to care, we anticipate this being a major need in the Head Start schools, thus we will continue this partnership to ensure services are delivered in the client's native language.
- YCC provides a vast variety of services that are important to consider for direct impact on the client's proposed for BRIGHT Beginnings. With YCC's current therapy services beginning at age three in our outpatient program and through our partnership with the Florida Network of Youth and Families, YCC can coordinate a system of care that offers other services depending on their individual level of need. These existing programs have the ability to serve parents/guardians and siblings in a variety of settings through YCC's continuum of care model and may involve individual or group therapy in outpatient care, group-centered model, and/or short or long-term residential programs.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Program Operations

- 150 children will be served in the classroom during the contract year (12-month contract)

Outcome:

YCC will utilize the population goal of "Duval Children and Youth are Physically and Mentally Healthy and Safe" from Table A, Row 1. YCC will utilize the performance measures pertaining to (1b) Children with special needs and their families have timely access to available resources for assessment and services; (1c) Children and youth receive the knowledge, support and access to resources necessary to live a healthy lifestyle; and (1e) Children, youth and their families have access to continuous physical and mental health services and utilize them in lieu of emergency services.

➢ **How Well:**

1. YCC will screen 100% of referrals submitted for program services as well as external services and record timeliness of accessing resources.
2. YCC will provide 100% of families with material regarding such referrals and the need for care so they are more resourceful and knowledgeable with community assistance.
3. YCC will educate 100% of families on the importance of routine well-checks with pediatricians and assist families in linking with a medical provider.

➢ **How Much:**

1. YCC will serve 150 children during the contract year. (12-month contract)

➢ **Is Anyone Better Off**

1. 85% of children served in therapy will improve their overall social, emotional, and role functioning as evidenced by a decreased score from the Children's Functional Assessment Rating Scale (CFARS) and the reduction in score from the ASQ-SE.
2. 85% of children served will decrease their behavioral infractions at Head Start as evidenced by disciplinary records reported from Head Start records and/or observations from the therapist in the classroom.
3. 88% of children served in therapy will successfully complete the program by meeting their treatment outcomes as reported in their individualized treatment plan.

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Cost Reimbursement Budget attached.

If applicable, please paste any specific changes to the scope of services below.

No proposed changes.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70664-23	WJCT, Inc.

(Insert Agency Logo)	wjct
(Insert Today's Date)	4/16/2026
(First and Last Name, Title)	Geri Cirillo, Interim President/CEO
(Agency Name)	WJCT, Inc.
(Address)(Street, City, State &Zip)	100 Festival Park Ave, Jacksonville, FL 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Family & Community Learning
Site Location(s)(Separate by (;)	n/a
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$132,060.00
Number of Proposed Children/Youth 26-27:	80 plus families

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Geri Cirillo
(Phone)	904.358.6327
(Email Address)	gcirillo@wjct.org
(Title)	Interim President/CEO
***Must be the authorized signer for the agency**	
Approved by:	Please sign here. Geri Cirillo
Date:	4/16/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	WJCT, Inc.
FY26-27 Contract Year:	2026-2027
Funding Approved for FY26-27:	$132,060.00
Number of Proposed Children/Youth 26-27:	80 plus families

Please copy and paste your approved scope from last year in the box below.

- **Program Design Requirements:**

WJCT will conduct 12 one-hour Family & Community Learning sequenced workshops for up to nine early learning sites in Duval County, reaching up to 80 3-5 year old children and their families. Family & Community Learning workshop is a model for multi-generational hands-on family engagement designed to support social-emotional, science, and literacy development among children ages 3-5 and their families. This program includes multi-session sequenced experiences that promote creative play and exploration (two strategies recommended by the What Works Clearinghouse's *Preparing Young Children for School*), as well as model best practices in media usage for young children. Each session also includes a family meal. All of our PBS KIDS resources come packed with full activity plans, supporting materials for facilitators, links to related PBS KIDS digital media (visuals as a recommendation by the What Works Clearinghouse), and additional take-home materials to support ongoing family engagement.

Academic and Personal Enrichment

The WJCT Family & Community Learning workshops leverage the trusted PBS KIDS brand and beloved characters and help young children become kinder, smarter, and stronger. The learning focus covers:

- **Learn & Grow Together** (Social-Emotional Learning) sessions use our PBS KIDS media from DANIEL TIGER'S NEIGHBORHOOD, DONKEY HODIE, SESAME STREET, to cover self-awareness, self-regulation and impulse control, self-confidence, compassion and empathy, friendship, responsibility, courage, perseverance and task persistence, and gratitude.
- **Play & Learn Science** (Early Learning STEM) dives into the world of science inquiry and the engineering design process through the PBS KIDS PLAY & LEARN SCIENCE app.
- **Sesame Street in Communities** (Social-Emotional Learning) uses the muppets from SESAME STREET to help little children tackle big challenges like divorce, parental addiction, incarceration, and trauma.

Final workshop topics will be selected in collaboration with the sites based on their community needs.

The specific purposes of the program are to:

- Children and youth remain engaged and successfully complete each grade.
- Children enter Kindergarten ready to succeed.
- Children and youth have access to available high-quality supplemental education and enrichment services.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

PERFORMANCE MEASURES				
Pre & post evaluations for participants				
DESIRED RESULT: support at-home youth that improves social-emotional development, promotes children's school success, and prepares them for life.				
Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:				
Key Question	**Performance**	**KHA Goal***	**Evaluation Tool**	**Admin Schedule**
How Much Did We Do?	% of contracted youth actually served.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	early learning center attendance rate of participants	80%	SAMIS Case Closure Reason	Program Completion
	workshop attendance rate of participants	80%	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	pre and post-program assessment of children	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	pre and post-program assessment of caregivers and staff of early learning centers	Output only	SAMIS Data	Report cards and/or FOCUS

Staffing Requirements:

In consideration of staff training and the preparation of staff to deal with a diverse population with unique strengths and challenges, WJCT will require workshop facilitators and the education

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

coordinator to complete the self-paced **PBS KIDS Learn and Grow Together Facilitator Training** (**https://teach.pbskids.org/learning-paths/learn-and-grow-together-facilitator-training**)

Hired workshop facilitators will go through extensive training with project manager including 1-hour sessions (workshops x 1-hour training per workshop). The goal of these training sessions will be to empower facilitators with the skills and knowledge needed to replicate the workshop for a diverse audience at the selected Duval County early learning centers. The training, along with the professionally developed and produced facilitator materials, will ensure a consistent and high-quality program at each early learning center.

Number of Students Served:
The Family & Community Learning workshops will serve up to 80 children ages 3-5 and their families. We anticipate serving:

- 80 children ages 3-5 (approximately 10 children from up to 8 centers)
- 80 caregivers (attending along with their child)
- Up to 120 additional children (approximately 1.5 additional older/younger siblings per child)
- Up to 9 early learning/Head Start center directors
- Up to 9 early learning center staff members/teachers

Term of Agreement and Service Time:
June 1, 2026 -May 31, 2027 with Schedule to be determined by participating early learning centers.

Location(s):
Family & Community Learning workshops will be held at early learning centers in Duval County and/or community centers, to be determined, and considering the availability of locations we have worked with in the past year.

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income
Not applicable.

3. Safety Requirements
Will abide by the safety requirements where we are rendering services.

4. Parent Engagement Requirements/Adult Family Member Services
Family learning experiences will include:

- Video co-viewing
- Challenge game play
- STEM and litearcy circle routine
- Guided book reading

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan

WJCT will release a pre and post grant press release explaining the activities and results of the workshop.

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	71517-24	I.M. Sulzbacher/Crawford Early Learning Center

(Insert Agency Logo)	
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Soarve' O'Neal, Director of Early Learning/School Programs
(Agency Name)	I.M. Sulzbacher/Crawford Early Learning Center
(Address)(Street, City, State &Zip)	5455 Springfield Blvd Jacksonville, FL 32208

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	I.M. Sulzbacher/Crawford Early Learning Center
Site Location(s)(Separate by (;)	5455 Springfield Blvd. Jacksonville, FL 32208
Program Start Date	8/10/2026
Program End Date	5/29/2027
Contract Amount (12month budget)	97,081.00
Number of Proposed Children/Youth 26-27:	60

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Soarve' O'Neal, Drector of Early Learning/School Programs
(Phone)	904-319-6646
(Email Address)	soarveoneal@sulzbacherjax.org
(Title)	Director of Early Learning/School Programs
***Must be the authorized signer for the agency**	
Approved by:	Please sign here.
Date:	Click or tap to enter a date.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	I.M. Sulzbacher/Crawford Early Learning Center
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	97,081.00
Number of Proposed Children/Youth 26-27:	60

Please copy and paste your approved scope from last year in the box below.

PROGRAM DESIGN:

1. Identify the program components (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction) the organization will address and describe in detail the services the organization will implement to address the proposed program component(s) including the use of subcontractors.

For homeless children, the trauma of extreme poverty, frequent moves, insecure parental relationships, and domestic violence, lead to developmental delays, learning disabilities, behavioral and emotional problems, and ultimately… failure. Effective, trauma-informed, early learning intervention can greatly improve these potential negative outcomes and help ensure a child's success later in life.

Findings from early brain research and child development highlight the impact of a child's physical, social, and emotional environment on brain architecture, development, learning potential, and behavior (Shonkoff, J. & Phillips, D. (Eds), Committee on Integrating the Science of Early Childhood Development. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, DC: National Academies Press).

In partnership with the Florida Institute of Education at the University of North Florida, the Crawford Early Learning Center at Sulzbacher will present a trauma-informed, two-generation approach to early childhood education that improves children's learning success and achievement. The Crawford Early Learning Center is the only trauma-informed early learning program for homeless children in the region and one of the first in the nation.

Program participants are primarily comprised of children and families residing at the program location, the Sulzbacher Village for Women and Families, although children and families from the surrounding neighborhood are welcomed as well. The Sulzbacher Village offers families the stability of housing, meals, health care (the only pediatric clinic offering primary health, dental,

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

vision and behavioral health in the region that caters to this population) and economic opportunities including job skills and placement, at a single

FY26-27 Contract Year:

Funding Approved for FY25-26:

Number of Proposed Children/Youth 26-27:

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

PROGRAM DESIGN:

1. Identify the program components (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction) the organization will address and describe in detail the services the organization will implement to address the proposed program component(s) including the use of subcontractors.

For homeless children, the trauma of extreme poverty, frequent moves, insecure parental relationships, and domestic violence, lead to developmental delays, learning disabilities, behavioral and emotional problems, and ultimately... failure. Effective, trauma-informed, early learning intervention can greatly improve these potential negative outcomes and help ensure a child's success later in life.

Findings from early brain research and child development highlight the impact of a child's physical, social, and emotional environment on brain architecture, development, learning potential, and behavior (Shonkoff, J. & Phillips, D. (Eds), Committee on Integrating the Science of Early Childhood Development. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, DC: National Academies Press).

In partnership with the Florida Institute of Education at the University of North Florida, the Crawford Early Learning Center at Sulzbacher will present a trauma-informed, two-generation approach to early childhood education that improves children's learning success and achievement. The Crawford Early Learning Center is the only trauma-informed early learning program for homeless children in the region and one of the first in the nation.

Program participants are primarily comprised of children and families residing at the program location, the Sulzbacher Village for Women and Families, although children and families from the surrounding neighborhood are welcomed as well. The Sulzbacher Village offers families the stability of housing, meals, health care (the only pediatric clinic offering primary health, dental, vision and behavioral health in the region that caters to this population) and economic opportunities including job skills and placement, at a single location. Program elements include other services offered through therapeutic daycare and after-school and children's programs.

2. Provide the number of participants Contractor proposes to serve annually for the identified program component (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction). Describe how the number to be served was determined.

There will be 60 children enrolled in the Early Intervention program. This will include infants, toddlers, and preschoolers. The numbers are determined by classroom capacity, Lutheran Services Florida, and DCF requirements. The Early Intervention program works extremely hard to stay in compliance with these requirements. In addition, entity practices inclusion by way of special needs students and special accommodation

3. Participant engagement and retention is a strong indicator of success. Describe the plan to engage and retain children in the program. It is expected that children and youth will maintain an average daily attendance rate of 80% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices the program will implement to ensure consistent and long-term participation.

Crawford ELC/ Sulzbacher Jax is a year-round program that closes for national holidays only. Early Head Start, the preschool program, and Success by Six requires the children to attend daycare at least 80% of the school year. Families have been compliant with attendance. The plan to retain the children in the program is by meeting the children's social and emotional needs daily and providing updates to families. After any assessment parental conferences will be set to ensure that all data and information is conveyed in a timely manner. This constant communication will ensure parents feel secure in continuing the participation and enrollment of each child in the early intervention program.

4. Describe Contractor's plan to engage the community, identify/address community needs, while empowering and equipping community members to become advocates for necessary, sustainable, and systematic at-hope youth service's needs.

Sulzbacher' s focus is to help children and families overcome the trauma of homelessness. This is accomplished through offering programs and services addressing housing, healthcare, and economic opportunities. Our "community" is primarily homeless families with children residing at the Sulzbacher Village for Women and Families. The systemic impact of former homeless families becoming self-sustaining members of the community at large cannot be measured but it is, at the very least, multi-generational and substantial.

Sulzbacher has employed the services of a marketing firm to assist in making the surrounding community aware of the Sulzbacher Village Pediatric Medical Clinic and its availability to the general public. It is hoped that as that effort gains momentum, additional Sulzbacher services such as daycare, after-school and out-of-school programming will be taken advantage of as well.

5. Explain Contractor's procedures to ensure the safety and security of participants while participating in the program. Include methods of emergency communication with staff at program site locations, emergency communication with parents/families (if applicable), Contractor's safety, and security plan to keep unauthorized people from having contact with participants, and Contractor's guidelines for completing accident and incident reports.

The program is located within the Sulzbacher Village for Women and Children. The entrance and exits are through a front door checkpoint staffed by security 24/7. Interior program areas are behind locked doors requiring a key for entrance. Additionally, all common areas are under video

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

surveillance and monitored by a security guard 24/7. Outdoor play areas are fenced and monitored by staff. Participant contact information is notated with program registration. Keep in mind, program participants reside on-site. They do not have to leave the building to participate in the program.

6.What must participants accomplish to have successfully complete the program? Please include the guidelines, requirements, and timeframes Contractor will use to determine successful completion.

Transitional parents, those in short-term emergency housing, must complete a 5-week parenting course (Please see #8 Program Design above) which teaches them the importance of child school attendance, good performance, and behavior. They will also learn how to navigate school administration for teacher conferences, screenings, evaluations, and magnet programs. Also, the parents will become knowledgeable of the Duval County Public School System. In addition, A Families In Transition Specialist will work with the parents on how to use technology, communicate with teachers, ask about grades, and schedule conferences

PERFORMANCE MEASURES AND DATA MANAGEMENT

7.Describe the methods Contractor intends to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur?

The process for sharing and distributing information is an integral part of the data driven performance management system. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of the continuous improvement, monthly conferences will be held with the Program Director, the behavior specialist, and any staff wishing to participate. Data trends and operations will be reviewed with a focus on program improvement, refinement, and alignment with Kid Hope Alliance and early intervention standards. The Program Director and teachers will utilize data during weekly meetings to help tailor program offerings to the needs and progress of individual students. A debriefing will be held monthly to: (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback. The program director will provide all necessary data to complete the evaluation and reporting to Kids Hope Alliance. The *Sulzbacher/Crawford ELC early intervention program will submit data which includes student grades, test scores, and diagnostic results. The Program Director will collect and provide teacher surveys on student progress, program-specific teacher surveys, parent surveys, student surveys, and staff surveys on program implementation.*

8.Planning is required to measure participant progress and program impact. Explain the steps Contractor will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained, and test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results?

Deliverable	Brief Description

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Formative Reports	Formative evaluation reports will provide a snapshot of the program's performance. The findings from descriptive analysis will determine if any amendments to the program's existing protocols are warranted.
Summative Reports	Summative evaluation reports will provide information on the program's annual performance. The findings from the quarterly reports, programmatic monitoring, and summary of focus groups will inform/improve efforts for the coming year.
Create Database	The program director will develop a database to compile all outcome data, including student-level data parent and student survey data, and focus group data, along with assessment data this will allow data from a myriad of sources to be merged for analysis.
Data Entry	The program director will be responsible for entering all data and maintaining the database to ensure compliance with Kids Hope Alliance Reporting Outcomes. This includes preparing and labeling data files, timely data entry, and data cleaning/preparation of data for formal analysis.
Data Analysis	The Therapist will perform ASQ-SE 2 on every child in the daycare. If the child scores in the low range, therapist will follow up with the family with appropriate services to address the child's needs such as Early Steps, Child Find, and/or therapy. This will allow the data to be processed and dispersed in the appropriate manner.
Develop Student and Parent Surveys	The program director will convert existing student and parent surveys that assess the early intervention Program Evaluation outcomes into data documents.
Focus Groups with Parents and Students	The program director will conduct focus groups with parents and students to obtain program feedback. Focus groups will provide qualitative data that will inform the program's afterschool staff's continuous quality improvement efforts.

If applicable, please paste any specific changes to the scope of services below.

No Changes to note

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: FY26-27

ESC – 0351-23	Contract #70669-23	Managed Access to Child Health

February 23, 2026

Vicki Waytowich, Executive Director
Managed Access to Child Health
225 Water Street Ste. 1290. Jacksonville, Florida 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of **Managed Access to Child Health, Inc.** intent to continue services for the FY2026-27 Contract Year at the following:

Program Location(s) (Please list all locations)	1095 A. Philip Randolph Blvd, Jacksonville, FL. 32206 501 W. Adams St., Jacksonville, FL 32202 7596 Centurion Parkway, Ste. 100, Jacksonville, FL 32256
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$165,000

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Vicki L. Waytowich

Vicki Waytowich, Ed.D.
(904) 255-4428
vickiw@pchjax.org
Executive Director

***Must be the authorized signer for the agency**

Approved by: Vicki L Waytowich Date: 2/23/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC– 0351-23	**Managed Access to Child Health**

FY26-27 Contract Year: June 1, 2026 – May 31, 2027

Funding Approved for FY26-27: $165,000

Number of Proposed Children/Youth 26-27: 50

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

Exhibit A
Scope of Services

Provider: Partnership for Child Health

Program: ***Hope Court- a component of the Duval Diversion System of Care***
A project's Scope of Work is the blueprint for work to be accomplished. The section provides details for implementing the project and gives specific examples for how work is going to be accomplished.

The contract with the providers to operate the program will follow the guidelines of the program priorities outlined below.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. **Program Design Requirements:**

The purpose of HOPE Court is to focus on individualized treatment, rather than punishment alone. This effective strategy helps youth avoid future involvement in the juvenile justice system.

Youth who participate in HOPE Court will be diverted from the traditional juvenile justice system and referred to appropriate services within the community whenever possible and appropriate, consistent with public safety concerns.

To be eligible for the program the youth must meet the following criteria:

- The must be between the ages 11 and 17 and have an active/open Juvenile Justice case so that at disposition, the youth **may be** court ordered into the H.O.P.E Court program **if deemed necessary.**
- Have been diagnosed with one or more of the following: mental health disorder or identified as having a mental health need (the youth may be diagnosed during the screening process); substance abuse disorder; or meet the criteria of having trauma.
- Voluntarily agree to participate in H.O.P.E Court
- Have no current or historical felony gun charges that resulted in the use of the firearm during the event of the crime (i.e. Armed Carjacking, Armed Robbery, Discharging a Firearm, etc.) **unless approved by the SAO**. Misdemeanor gun charges and any other felony gun charges that are not disqualified will be considered on a case-by-case basis.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Once established and approved by the HOPE Court Team (HOPE Court Coordinator, Department of Juvenile Justice, the State Attorney's Office, Public Defender's Office, or the court) the juvenile may be transferred to the JMHC Division for treatment and services. The program will use a multidisciplinary approach to service delivery, working with community-based stakeholders serving the youth throughout the community. Each youth who is admitted into the program **may** be provided with a case plan in the form of either a Walker Plan or a Probation Disposition Order that will list the requirements that the youth will need to complete to finish the program. Once the youth has met all requirements, the HOPE Court team will recommend that the youth graduate from the program.

Academic and Personal Enrichment

The Center for Children Rights (CCR) provides educational-legal advocacy for **eligible** Duval County Diversion System of Care participants. When a new participant is admitted, a referral for an educational-legal assessment is submitted to CCR if the participant has an educational need. CCR will provide advocacy and advisory support on behalf of the youth, family, parents, guardians, and local school district to ensure appropriate formalized educational support is obtained.

Educational-Legal Advocacy including education-legal assessments and comprehensive educational records reviews; advocacy and advisory supports on behalf of youth with disabilities; assisting with re-enrollment, advocating for appropriate placement, engaging the youth, family, parents, guardians, and local school district to identify educational needs and ensure appropriate formalized educational supports are obtained.

The specific purposes of the program are to:

(1) supports the development of justice involved young people (11-17) with a mental health diagnosis through a multidisciplinary approach to service delivery, working with all community-based stakeholders serving the youth throughout the community.

(2) seek to reduce recidivism by connecting youth experiencing mental illness to supportive services and appropriate treatment as an alternative to further involvement in the Juvenile system by utilizing a multidisciplinary approach.

(3) increasing youth access to support and services in the academic setting.

(4) offer opportunities for literacy and related educational development to families of students served.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Reduce juvenile delinquent behavior.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	80%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who had no re-offenses post program completion (6 and 12 months)	80%	SAMIS	Quarterly
	% of youth who had no new law violation during program participation	80%	SAMIS Data	Program completion
	% of youth maintaining or increasing school attendance during program participation	75%	SAMIS	Program Completion (based on school attendance pulled monthly)

Staffing Requirements:

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Number of Students Served:
# of students enrolled: 50
Youth must be from ages _11__ to _18__

Term of Agreement and Service Time:
June 1, 2026 - May 31, 2027, with 2 renewal options

Days of the Week: Monday – Friday
Number of Days in Program: 6-9 months

Location(s):
Duval County Courthouse
1095 A. Philip Randolph
DJJ Offices - Baymeadows

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income
There are no program fees or income generated

3. Safety Requirements:
The safety of students and their families participating in the program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff on- and off-site. Facilities must comply with federal, state, and local health and safety standards.

4. Parent Engagement Requirements/Adult Family Member Services
The provider will offer families of actively participating students the opportunity for literacy and related educational development. In particular, programs should ***provide family involvement services*** *designed to increase the involvement of adult family members in their child's education and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning.*

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

All providers are required to disseminate understandable and accessible information about the program to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this program. Display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on provider's website and on any printed promotional material paid for using KHA funds including stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on provider's website must include hyperlinks to KHA's website, www.kidshopealliance.org

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

Budget by Deliverables

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70672-23	Big Brothers Big Sisters of Northeast Florida

(Insert Agency Logo)	Big Brothers Big Sisters. OF NORTHEAST FLORIDA
(Insert Today's Date)	4/20/2026
(First and Last Name, Title)	Sara Alford, Chief Executive Officer
(Agency Name)	Big Brothers Big Sisters of Northeast Florida
(Address)(Street, City, State &Zip)	40 E. Adams St., Suite 220, Jacksonville, FL 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Community Based Mentoring
Site Location(s)(Separate by (;)	Click or tap here to enter text.
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$82,500
Number of Proposed Children/Youth 26-27:	50

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Sara Alford
(Phone)	(904) 727-9797 x 1129
(Email Address)	salford@bbbsnefl.org
(Title)	Chief Executive Officer

***Must be the authorized signer for the agency**

Approved by:	Please sign here

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Date:	4/20/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Big Brothers Big Sisters of Northeast Florida
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$82,500
Number of Proposed Children/Youth 26-27:	50

Please copy and paste your approved scope from last year in the box below.

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

1. **Program Design Requirements and Frequency:**

BBBSNEFL fully utilizes the BBBS National Service Delivery Model in our mode of operation, which incorporates, and often exceeds, the Elements of Effective Practice Framework for mentoring outlined by Mentor.org in 2005, including: mentor recruitment, screening, training, matching and initiating, monitoring and supporting, and processes around match closure. In addition, since 2006, BBBSNEFL has fully adopted the utilization of online agency information management systems. Matchforce, our online database, facilitates accurate real-time reporting and specialized reporting designed around specific parameters. All program details are inputted, tracked, and monitored through our Matchforce database system. Through Matchforce we are successfully able to track all program participants throughout the continuum of services, for ease of program reporting.

Once matched, Mentors and mentees work in concert with the youth's parent/guardian to set mentoring sessions which occur on average 4-7 hours per month, though variations occur, at various locations in the community, any day of the week, during afterschool hours, and on the weekends. Session activities are determined by the match participants and cover a variety of experiences from learning life's basic skills, to working on academic work, touring a job site, eating at fine restaurants, preparing a path for post-secondary opportunities, or just simply taking in the sites Jacksonville has to offer, to name a few.

Workshops Activities:

BBBSNEFL hosts routine BIGS' Roundtable gatherings/trainings (on average 3-4 roundtables are hosted per project year). The trainings vary from quarter to quarter and cover a variety of topics such as child abuse prevention, suicide prevention, cultural competency trainings, trauma informed approaches to mentoring, asthma awareness, compassion fatigue, and resource awareness to disrupt the digital divide, to name a few.

Additionally, mentors have access to a network of on-going, online, trainings hosted through BBBS of America's (BBBSA) The Learning Exchange (TLE) portal, which offers tailored training for mentors

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

working with specific populations, such as youth with family histories of incarceration, histories of trauma/trauma informed approach, and youth known to have gang associations, etc.

Enrichment Activities:

In addition to on-going, routine, match support contacts, the MSS also maintain frequent communication with mentors through electronic means such as e-newsletters and announcements made in aps adopted by the agency. Routine communication with CB program participants, such as through e-newsletters and ap posts, serve as a tool to enhance participant experience and help keep mentors informed of opportunities to engage with their student, BBBSNEFL, and the community of Jacksonville.

In addition, agency sponsored events and activities, as well as access to ticketed events, including a rotating schedule of cultural, educational, recreational, and service-learning opportunities, are provided monthly for CB matches as a means to enhance the individual mentoring sessions and further reiterate the learn, play, work model and ensure increased engagement leading to greater match strength and longevity. These sponsored enrichment activities are offered on varying days of the week, at varying times, so to afford as many participants as possible the opportunity to participate and engage which leads to enhanced match strength and longevity.

Family Engagement:

At BBBSNEFL we pride ourselves on our comprehensive approach to the mentoring model that allows us to tailor fit the mentoring experience to each youth, family, and mentor who comes to be a member of our BBBSNEFL family.

Parent/guardians identify youth for program participation. The referring entity collaborates with the Intake personnel to recognize and designate areas of both strengths and weaknesses, and identify how the youth's strengths and weaknesses apply to their personal and academic performance. In-person interviews with the youth and parent/guardian are conducted to determine the youth's interest, personality, personal preferences, and individual needs for effective matching with a mentor.

Once a youth and mentor have been identified for a match, agency staff conducts a pre-match conference to share general information about the match participants, including common interest and preferences, etc., allowing all match participants to confirm or decline interest in their identified partner before ever meeting. If both match parties agree, an in-person match meeting is scheduled and conducted by agency staff. During the match meeting, agency rules, expectations, and child safety guidelines are reviewed and signed off on by each match participant (parent/guardian, child, and Mentor) and the match is officially activated in our online program management system, Matchforce.

Once matched, A Match Support Specialist (MSS) then works with the volunteer, youth, and parent(s)/guardian(s), in accordance with agency guidelines, to create an individualized Youth Outcome Development Plan (YODP) for the youth, incorporating goals and experiences that align with the concepts of the learn, play, work model, and supports the match for the duration of the mentoring relationship through a comprehensive, robust schedule of routine, and frequent, supportive contacts and annual surveys to insure a safe and mutually rewarding relationship.

Mentors and mentees work in concert with the youth's parent/guardian to set mentoring sessions which occur on average 4-7 hours per month, though variations occur, at various locations in the community, any day of the week, during afterschool hours, and on the weekends.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

In recognition that mentoring is one facet of the solution, BBBSNEFL employs an Education Support Specialist (ESS) to help identify and link children and families with resources beyond mentoring. BBBSNEFL partners with other agencies to provide additional comprehensive services, including linkage with financial, legal, or work placement assistance as well as mental health, trauma, and substance abuse counseling, food pantries, etc. to participating children and families

College/Career Readiness:

BBBSNEFL supports post-secondary planning; the ESS works with each student individually, during their senior year, to ensure they are on track for graduation and financial/placement applications as applicable. Additionally, access to paid internship opportunities, scholarship opportunities, and various career/college fairs are routinely shared with the students and participation is encouraged.

1. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
2	Match Support Specialist	Bachelor's degree or equivalent experience in social services	n/a	75-100 caseload, monthly reporting, match support	25%
4	Enrollment Match Specialist	Bachelor's degree or equivalent experience in social services	n/a	Train, screening, interview, and match participants for both the community and site based mentoring programs	10%
1	Director of Recruitment, Intake & Enrollment	Bachelor's degree or equivalent experience in social services	12 years	Recruit, train, and oversee the screening/interview process for both the community and site based mentoring programs	10%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Vice President of Programs	Bachelor's degree or equivalent experience in social services	30 years	Facilitates grant implementation, documentation and reporting, no caseload	10%
1	Director of QA & Compliance	Bachelor's degree or equivalent experience in social services	12 years	Facilitates grant implementation, documentation and reporting, quality assurance, no caseload	10%
1	Quality Assurance Specialist	Bachelor's degree or equivalent experience in social services	5 years	Facilitate quality assurance process and case review	n/a In-kind support
1	Chief Executive Officer	Bachelor's degree or equivalent experience in social services	18 years	Management of all staff and agency development; facilitate grant training, implementation, documentation, and reporting, no caseload	n/a In-kind support
1	Chief Financial Officer	Bachelor's degree or equivalent experience in Accounting and Finance	22 years	Facilitate grant financial documentation and reporting	n/a In-kind support
1	Education Support Specialist	Bachelor's degree or equivalent experience in social services	12 years	Create linkage with community resources to support academic success and help youth achieve	n/a In-kind support

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
				post-secondary planning	
1	Director of Communication & Outreach	Bachelor's degree or equivalent experience in social services	11 years	Recruitment (mentor and mentee) materials creation; presentation facilitation, social media;	n/a In-kinds support

2. **Number of Students Served - Requirements:**
   - Number of Children Served: 50
   - Must be from ages: 5-18 years

Priority populations served are youth 5-18 years of age (currently BBBSNEFL is assessing expansion of elective mentoring services post – high school) and may include those attending a title 1 school, who live in the Florida Chamber Path to Prosperity Zip codes, and/or those at-risk of delinquency due to low socio-economic standings, challenged familial dynamics, minority representation, and/or family histories of incarceration. Youth, are identified for program participation through interagency collaboration and self-referral. There are no fees for program involvement.

3. **Service Time and Period Requirements:**
   - Service Period:

Though we ask for a commitment of at least 1 year, we have had matches that last from 1st grade thru the completion of high school.

   - Days of Week:

With intention, BBBSNEFL tailor fits the mentoring experience to the needs, objectives, and abilities of each mentoring partnership so as to best position the collaborative partnership for long-term sustainability. Programmatic elements such as mentoring frequency, duration, and participation in agency sponsored activities, are customizable to fit the participants at hand.

Mentors and mentees work in concert with the youth's parent/guardian to set mentoring sessions which occur on average 4-7 hours per month, though variations occur, at various locations in the community, any day of the week, during afterschool hours, and on the weekends. Session activities are determined by the match participants and cover a variety of experiences from learning life's basic skills, to working on academic work, touring a job site, eating at fine restaurants, preparing a path for post-secondary opportunities, or just simply taking in the sites Jacksonville has to offer, to name a few.

CB matches also benefit from an average of thirty minutes of support and supervision from BBBSNEFL staff per month and a minimum of monthly activities and Roundtable trainings offered.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The proposed performance measures for the Kids Hope Alliance CB project are as follows:

Performance Measures

2). Duval Children and Youth Succeed in School

2c). Children and youth remain engaged and successfully complete each grade.

3). Duval Youth Fully Transition to Adulthood

3c). Every youth will have access to the guidance of a caring adult.

3e). Youth will avoid the criminal justice system through prevention programs

If applicable, please paste any specific changes to the scope of services below.

None.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70675-23	CCR (Center for Children's Rights, Inc.)

(Insert Agency Logo)	CCR
(Insert Today's Date)	4/17/2026
(First and Last Name, Title)	Betsy Dobbins, Executive Director
(Agency Name)	Center for Children's Rights, Inc. dba CCR
(Address)(Street, City, State &Zip)	40 East Adams St, Suite LL45, Jacksonville, FL, 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Hope Pipeline Project
Site Location(s)(Separate by (;)	2nd Mile Minestries; Police Athletic League (Westside, Eastside, Monument, Northside); Sanctuary on 8th Street; Builders of the Faith; Academy of Scholars; Inspire to Rise; Gateway; Grand Park Education Center; Duval Regional Detention Center
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	356,400
Number of Proposed Children/Youth 26-27:	450

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Betsy Dobbins
(Phone)	904-242-6936
(Email Address)	bdobbins@jaxccr.org
(Title)	Executive Director

***Must be the authorized signer for the agency**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Approved by:	Please sign here. 7426BB729A1C4EE...
Date:	5/13/2026 Click or tap to enter a date.

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Center for Children's Rights, Inc. dba CCR
FY26-27 Contract Year:	06/01/2026-05/31/2027
Funding Approved for FY26-27:	$356,400.00
Number of Proposed Children/Youth 26-27:	450

Please copy and paste your approved scope from last year in the box below.

See attached scope.

If applicable, please paste any specific changes to the scope of services below.

One prior provider closed: America's Little Leaders

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Scope of Services

Provider: Center for Children's Rights, Inc. dba CCR

Program: Hope Pipeline Project

A project's Scope of Work is the blueprint for work to be accomplished. The section provides details for implementing the project and give specific examples for how work is going to be accomplished.

The contract with the providers to operate the Hope Pipeline Project program will follow the guidelines of the program priorities outlined below.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. Program Design Requirements:

_____ *The purpose of the program is to* deliver a continuum of restorative justice practices at school and in the community for at-hope youth in first grade through 19 years of age at risk of or involved with the juvenile justice system. The HOPE Pipeline Project program teaches communication, nonviolent conflict resolution skills, and cultivates empathy and civic engagement at school and in the community.

The HOPE Pipeline Project creates a consistent set of practices and approaches to engage at-hope youth through a framework that promotes healthy outcomes from positive childhood experiences (HOPE).[1] The HOPE framework focuses on facilitating positive, healthy relationships; cultivating safe, equitable, and stable environments; promoting social and civic engagement for youth; and creating opportunities for emotional growth. The HOPE Pipeline Project provides connection circles, community conferences, RYSE circles, and Expansion Circles. It also provides educational empowerment supports for students and training for adults working with youth.

Academic and Personal Enrichment

Academic and personal enrichment activities advance student academic achievement, may include the following categories:

- *Drug and violence prevention and/or social emotional learning (SEL) activities*

The specific purposes of the program are to:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(1) provide opportunities for Duval children and youth to be physical and mentally healthy and safe
(2) offer youth a broad array of additional services, programs, and activities so Duval youth successfully transition to adulthood.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Reduce juvenile delinquent behavior.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who obtained workforce certification (Microsoft Certification, ServSafe Certification, etc.)	80%	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	% of youth maintaining or increasing school attendance during program participation	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	% of youth who maintain or increase at least a 2.0 Grade Point Average.	Output only	SAMIS Data	Report cards and/or FOCUS

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staffing Requirements:

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

Number of Students Served:

# of students enrolled:
Youth must be from ages _5_____to ____21_____
Number of Children Served:

- *450 youth*

Term of Agreement and Service Time:

June 1, 2025 - May 31, 2026 with 2 renewal options

Days of the Week: Monday through Friday Number of Days Summer: 30-45
Number of Days Afterschool School: 220-240 Number of Hours Summer:
Number of Hours Afterschool:

Location(s):

Supports are provided in the community, at schools, and at afterschool youth-serving organization.

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income

Provider must report any income and/or fees/charges from the program.

3. Safety Requirements:

The safety of students and their families participating in the program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff on- and off-site. Facilities must comply with federal, state, and local health and safety standards.

4. Parent Engagement Requirements/Adult Family Member Services

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

_____*The provider will offer families of actively participating students the opportunity to connect to literacy and other related educational development.*

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan

_ *All providers are required to disseminate understandable and accessible information about the program to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this program. Display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on provider's website and on any printed promotional material paid for using KHA funds including stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on provider's website must include hyperlinks to KHA's website, www.kidshopealliance.org*

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70680-23	FreshMinistries

(Insert Agency Logo)	FRESHMINISTRIES
(Insert Today's Date)	4/20/2026
(First and Last Name, Title)	Michelle Harcourt, Executive Director
(Agency Name)	FreshMinistries
(Address)(Street, City, State &Zip)	616 A. Philip Randolph Blvd. Jacksonville, FL 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	FreshPath Youth Program
Site Location(s)(Separate by (;)	616 A. Philip Randolph
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	282,989.00
Number of Proposed Children/Youth 26-27:	80

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Michelle Harcourt
(Phone)	904-738-0739
(Email Address)	mharcourt@freshministries.org
(Title)	Executive Director, Weaver Community center
***Must be the authorized signer for the agency**	
Approved by:	Michelle M. Harcourt
Date:	4/20/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	FreshMinistries
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	$282,989
Number of Proposed Children/Youth 26-27:	80

Please copy and paste your approved scope from last year in the box below.

EXHIBIT A

SCOPE OF SERVICES

Provider: FreshMinistries

Program: FreshPath Youth Program

Program Address: 616 A. Philip Randolph Blvd., Jacksonville FL 32202

In addition to any services stipulated by Provider in RFP Response, the Provider shall perform the following services:

Program Design Requirements:

FreshPath will serve 80 program clients throughout the program year, ages 10-21, and offer 2 different tracks. The length of time in the program will depend on the enrolled student. Ideally, they stay enrolled for the entire program year. Minimum 3 months needed for court-involved and court-referred youth.

Track 1: Youth, Ages 10-15

Program Services, Activities and Other Related Assistance	Who, What, and/or How
Background of Participants	Youth who are currently involved in the Juvenile Justice System (no adult or violent offenses), or considered "at risk". Risk factors are assessed through the FreshPath Program Application. Individual ACE's (Adverse Childhood Experiences) and PCE (Positive Childhood Experiences) are captured in the application and determines level of care upon program enrollment.
Case Management Services	Students will receive individual case management services while enrolled in the Fresh Path Program. This includes assistance with probation requirements as needed by the participants. This also

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	includes individual and/or family counseling led by a Master's Level Licensed Clinician (LMHC, LCSW and RHMCI).
Tutoring, Academic Counseling, ESL	Tutoring services, led by certified teachers, will be available four (4) days per week, based on student participation trends and program needs. Academic Counseling will provide drop-out prevention activities for those at-risk. Assistance to re-enrolling will be provided for those who enroll into Fresh Path and who are not currently attending school.
College or Career Readiness (Life After High School) Affirmation	Youth enrolled in the program will explore careers and in-demand industries for Jacksonville. Youth will complete career pathway plans to help map out steps needed to get to their future career. Youth will also be exposed to college readiness workshops and provided tours at local colleges. Youth will have a plan and goals in place affirming college or career readiness.
Work Readiness Training and/or Career Coaching	Youth will participate in activities that will help prepare them for their future: soft skill development, identifying and mapping out next steps to their future careers. Professional Technical Development opportunities will be provided by way of training and/or certifications.
Life Skills Training and Counseling	Workshops focused on problem solving, critical thinking, communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy and coping with stress skills. Also, Financial Literacy (budgeting, credit, stock market, making major purchases) and other trainings as called upon by the youth.
Leadership Development	Students participate in activities and presentations designed to help them understand the issues facing our community, our successes at addressing issues and opportunities for involvement in all aspects of the community. This component, using a positive youth development strategy, addresses the critical skills needed to be a community leader. Project-based learning opportunities will be provided to help students have an increased awareness of our community needs, opportunities, problems and resources.
Service Learning/Community Service	Youth will be given opportunities to engage in community service projects around Jacksonville.
Mentoring	Community professionals, industry experts and other mentors will come together to help our youth realize their potential by providing them with support, advice, encouragement and friendship.
Nutrition Access and/or Nutrition Education	Using the *Focus on Food* curriculum, youth will gain an awareness of general nutrition recommendations, while allowing them to discover connections between these recommendations and the importance of nutrition. All activities in the *Focus on Food* curriculum were designed using learner-centered methods, including experimental and inquiry-based learning.
Record Sealing and Expungement Services	As required by the participant, record sealing and expungement services will be provided throughout the program year in partnership with Jacksonville Area Legal Aid. We are unable to assist with adult or violent crimes.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Track 2: Young Adults, Ages 16-21 (Emerging Adulthood)

Program Services, Activities and Other Related Assistance	Who, What, and/or How
Background of Participants	Young Adults who are currently involved in the Juvenile Justice System (no adult or violent offenses), or "at risk". Risk factors are assessed through the FreshPath Program Application. Individual ACE's (Adverse Childhood Experiences) and PCE (Positive Childhood Experiences) are captured in the application and determines level of care upon program enrollment.
Case Management Services	Students will receive individual case management services while enrolled in the Fresh Path Program. This includes assistance with probation requirements as needed by the participants. This also includes individual and/or family counseling led by a Master's Level Licensed Clinician (LMHC, LCSW and RHMCI).
Tutoring, Academic Counseling, ESL	Tutoring services, led by certified teachers, will be available four (4) days per week, based on student participation trends and program needs. Academic Counseling will provide drop-out prevention activities for those at-risk. Assistance to re-enrolling will be provided for those who enroll into Fresh Path and who are not currently attending school. If a student has already graduated High School with their diploma or GED, they will focus on post-secondary opportunities.
College or Career Readiness (Life After High School) Affirmation	Young Adults enrolled in the program will explore careers and in-demand industries for Jacksonville. Students will complete career pathway plans to help map out steps needed to get to their future career. Students will also be exposed to college readiness workshops and provided tours at local colleges. Students will have a plan and goals in place affirming college or career readiness.
Work Readiness Training and/or Career Coaching	Young Adults will participate in activities that will help prepare them for their future: soft skill development, identifying and mapping out next steps to their future careers. Professional Technical Development opportunities will be provided by way of training and/or certifications.
Internship or Apprenticeship	Eligible students will have the opportunity to engage in internships and apprenticeships. These opportunities will be directly tied to skill levels and career pathway plans; and, will consist of no more than 120 hours.
Life Skills Training and Counseling	Workshops focused on problem solving, critical thinking, communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy and coping with stress skills. Also, Financial Literacy (budgeting, credit, stock market, making major purchases) and other trainings as called upon by the youth.
Leadership Development	Students participate in activities and presentations designed to help them understand the issues facing our community, our successes at

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	addressing issues and opportunities for involvement in all aspects of the community. This component, using a positive youth development strategy, addresses the critical skills needed to be a community leader. Project-based learning opportunities will be provided to help students have an increased awareness of our community needs, opportunities, problems and resources.
Service Learning/Community Service	Youth will be given opportunities to engage in community service projects around Jacksonville.
Mentoring	Community professionals, industry experts and other mentors will come together to help our youth realize their potential by providing them with support, advice, encouragement and friendship.
Nutrition Access and/or Nutrition Education	Using the *Focus on Food* curriculum, youth will gain an awareness of general nutrition recommendations, while allowing them to discover connections between these recommendations and the importance of nutrition. All activities in the *Focus on Food* curriculum were designed using learner-centered methods, including experimental and inquiry-based learning.
Record Sealing and Expungement Services	As required by the participant, record sealing and expungement services will be provided throughout the program year in partnership with Jacksonville Area Legal Aid. We are unable to assist with adult or violent crimes.

FreshPath Adult Family Member Services & Events

Every family is unique, but all families share a bond that can be used to support one another. FreshMinistries will provide events and workshops throughout the year to offer support and resources to family members and the community. This includes, but is not limited to:

- Literacy Activities: encouraging book exchanges, reading clubs, sharing family reading tips/tricks, etc. Connecting adult family members to community resources as needed.
- Workshops focused on parental involvement, 7 Habits of Successful Families.
- Community engagement events supporting and encouraging our community: Annual Neighborhood Christmas Party, Fall Fest, Thanksgiving Basket Distributions, Spring Events, etc.

Number of Youth Served:

80 program youth, ages 10-21.

120 family members (parents, guardians, adult family members, siblings).

200 total impacted.

Performance Measures:

Please see the attached FreshPath Objectives Page.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staffing Requirements:

- Program staff are prescreened through a Level 2 background screening, sexual predator search, and drug screening
- A signed affidavit declaring that a Level 2 Screening has been completed and is current for all covered Persons (as defined in its contract with the KHA)
- Program staff hold a minimum of a four-year degree from an accredited educational institution
- *See the contract/RFP for further details*

Safety Requirements:

- Emergency Preparedness Plan is reviewed and updated annually.
- Fire Extinguishers are placed in and around program areas.

Additional Program Services Provided by Agency:

- *See Program Proposal for further details*

Term of Agreement:

- June 1, 2026 through May 31, 2027

If applicable, please paste any specific changes to the scope of services below.

No requested changes

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70681-23	Hope at Hand, Inc.

(Insert Agency Logo)	
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Steffani Fletcher, CEO
(Agency Name)	Hope at Hand, Inc.
(Address)(Street, City, State &Zip)	3886 Atlantic Blvd. | Jax, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Write Track
Site Location(s)(Separate by (;)	*Daniel Foundation *Youth Crisis Center *Girls Inc/multiple lelementary school locations *Montgomery Correctional Center/Juvenile House Arrest Program *Hubbard House Domestic Violence Shelter *Lone Warrior Foundation *MaliVai Washington Youth Foundation *Police Athletic League/multiple locations *Sanctuary on 8th *Sk8hers Girls *Sulzbacher Center for the Homeless *DCPS/multiple schools *Jacksonville Public Library/multiple locations. ****Hope at Hand provides poetry programming for the above partner organizations. While most are long-term, stable partnerships, some organizations vary from year to year. As in past years, we cannot guarantee the locations above or number of students since we are dependent on them for access to youth. Our programming expands each year, and our goal is to always add new partner organizations annually to support struggling youth populations.
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$130,000
Number of Proposed Children/Youth 26-27:	6000

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Steffani Fletcher
(Phone)	904-934-3700
(Email Address)	Steffani@HopeAtHand.org
(Title)	CEO
***Must be the authorized signer for the agency**	
Approved by:	steffanihfletcher
Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	ESC 0351-23 - 70681-23 - Juvenile Justice
FY26-27 Contract Year:	June 1, 2026-May 31, 2027
Funding Approved for FY26-27:	$130,000
Number of Proposed Children/Youth 26-27:	6000

Please copy and paste your approved scope from last year in the box below.

FY26-27 Contract Year: June 1, 2026 -May 31, 2027
Funding Approved for FY26-27: $130,000
Number of Proposed Children/Youth 26/27: 6,000

Program Design Requirements: Hope at Hand partners with K-12 youth-based organizations and social service organizations as a direct service provider to provide art and poetry sessions to vulnerable and at-hope youth. This program is focused on Juvenile Delinquency Prevention and Intervention/Crime Safety Reduction by incorporating life skills training, substance abuse intervention and education enhancement into the curriculum. The poetry lessons also support College and Career Development and Workforce Development goals. Before in-house or outreach programming begins, Hope at Hand meets with partner agencies to identify specific goals for the organizations' youth.

Partner Organizations: (organizations vary slightly from year to year)
In House Organizations – Provide transportation and support staff to assist with youth supervision:
-Sulzbacher Center for the Homeless
-Children's Home Society
-Sanctuary on 8th Street

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

-Malivia Washington Youth Foundation
-Sk8hers Girls
-Lone Warrior Foundation
-Montgomery Correctional Center/Juvenile House Arrest Program
-Big Brothers/Big Sisters
-new youth-based organizations

Outreach Organizations – (organiztaions vary slightly from year to year)
Provide classroom space and additional supervision as required by their protocols:
-Daniel Kids
-Youth Crisis Center
-Pretrial Detention Facility
-Duval County's Teen Court
-Girls Inc. /multiple locations
-Duval Regional Detention Center
-Police Athletic League/multiple locations
-Hubbard House Domestic Violence Center
-Duval County Public Schools/multiple locations
-new youth-based organizations

*some partner organizations receive both in-house and outreach programming

• Develops curriculum to meet the needs of participants
• Weekly poetry and creative expression programming
• 60-minute sessions, using a variety of methods to introduce poems and poetry formats 3
• Sessions are provided either in-house at the Hope at Hand Poetry Center or at the partner organization's location
• All sessions end with a final product that combines art and poetry
• Surveys participants, partner agencies, and staff to track participation, retention, and impact of services

Services will be provided for 6,000 K-12 youth annually Performance Measures:
• Children and youth have access to available high quality supplemental educational and enrichment services • Youth will have access to information about potential career and educational pathways • Every youth will have access to the guidance of a caring adult
• Program staff are prescreened through a Level 2 background screening, sexual predator search, and drug screening • A signed affidavit declaring that a Level 2 Screening has been completed and is current for all covered Persons • See the contract/RFP for further details
• Safety Requirements: All in-house and outreach programming requires that a member of the partner agency stays with the children or youth during the duration of sessions.

If applicable, please paste any specific changes to the scope of services below.

Does not apply

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70668-23	The LJD Jewish Family & Community Services

(Insert Agency Logo)	The LJD JFCS JEWISH FAMILY & COMMUNITY SERVICES
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Lindsey Hackford, Program Director
(Agency Name)	The LJD Jewish Family & Community Services
(Address)(Street, City, State &Zip)	8540 Baycenter Rd. Jacksonville, Fl. 32256

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	At Hope Youth & Family Advocacy
Site Location(s)(Separate by (;)	8540 Baycenter Rd. Jacksonville, Fl.
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$210,004.20
Number of Proposed Children/Youth 26-27:	250

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Colleen Rodriguez
(Phone)	(904) 394-5752
(Email Address)	crodriguez@jfcsjax.org
(Title)	CEO
***Must be the authorized signer for the agency**	
Approved by:	Please sign here. Colleen L. Rodriguez
Date:	Click or tap to enter a date. 4-17-26

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	The LJD Jewish Family & Community Services
FY26-27 Contract Year:	June 1, 2026- May 31, 2027
Funding Approved for FY26-27:	$210,004.20
Number of Proposed Children/Youth 26-27:	250

Please copy and paste your approved scope from last year in the box below.

1. Program Design Requirements and Frequency: Family Advocates will meet with students in the home and at their perspective schools
   Workshops Activities: N/A
   Enrichment Activities: Referrals to community agencies Family Engagement: Parents will participate in sessions in the home with Family Advocates
   College/Career Readiness: Families will be provided literature on admission requirements and assist families with completing the necessary documents.

2. Staffing Requirements:
   • Site Director & Program Staff (based on the number of youths registered, not to exceed youth)

3. Number of Students Served - Requirements:
   • Number of Children Served: 250 youth

4. Service Time and Period Requirements: The population served by the At-Hope Youth & Family Advocacy Program will be limited to Duval County youth under age 18, who have either been arrested but not sent to a commitment program, youth who have received civil citations, "crossover" youth who have dual Juvenile Justice and Child Welfare Dependency involvement, youth at-risk of becoming crossover youth in our Child Welfare Prevention programs, and youth in Duval County Public Schools who are at-risk of Juvenile Justice involvement based on high-risk behaviors.

   JFCS plans to serve 250 youth annually. Each FA (3) will serve 83 youth for 3-4 months, with new youth rotating in as other youth exit. Projected numbers are based on baselines of youth served by the At-Hope Youth & Family Advocacy Program (135 in FY 21-22, 110 FY 22-23 and 60 FYTD 23-24) as well as potential youth in the Child Welfare program who may be eligible.

   Specific goals and performance measurements:
   • Goal 2. Duval Children and Youth Success in School: 2 (e) (2e) Children and youth have access to available high quality supplemental educational and enrichment services. 4 Measured by monthly review of DCPS FOCUS to monitor progress (tutoring, TEAM Up, Mentoring).

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

• Goal 3. Duval Youth Successful Transition Adulthood: 3 (c) Every youth will have access to the guidance of a caring adult. Measured by monthly review of SAMIS notes and signed Consent for Treatment form.

• Goal 4. Duval Children, Youth and Their Families have Access to the Services They Need: 4 (e) Families have access to holistic, comprehensive services within their community that are timely and convenient. Measured by monthly review of SAMIS notes and reports from referral community agencies.

Specific measures related to Table B data include:

• 6 (a) Participants never involved with the Juvenile Justice system. Measured by monthly SAMIS and JJIS review.

• 6 (b) Prior JJ-involved youth recidivating during program. Measured by monthly review of Teen Court reports, JJIS data and JPO (Juvenile Probation Officer), DCPS School Administrators/Resource Officer feedback,

• Custom measure: At least 95% of families will have enhanced capacity to provide for youth needs, as measured by self-report on the JFCS written satisfaction survey completed upon program exit. Reported on monthly, as completed surveys are available.

If applicable, please paste any specific changes to the scope of services below.

N/A

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: FY26-27

ESC	Contract #	Agency
FY26-27 ESC-0351-23		Pearls of Perfection

PEARLS of Perfection

April 17, 2026

Ta'Vianna Sanders
Pearls of Perfection
6837 Misty View Dr.
Jacksonville, FL 32210

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of Pearls of Perfection's intent to continue services for the FY2025-26 Contract Year at the following:

Program Location(s) (Please list all locations)	Andrew Robinson Elementary (101 W. 12th St. Jax. FL 32206) Arlington Elementary (1201 University Blvd. Jax. FL 32211) Biscayne Elementary (12230 Biscayne Blvd. Jax. FL 32218) Bridge to Success (5443 Moncrief Rd. Jax. FL 32209) Chaffee Trail Middle School (11400 Sam Caruso Way Jax. FL 32221) Duval Charter at Mandarin (5209 Shad Rd. Jax, Fl 32257) Ed White High (1700 Old Middleburg Rd. N Jax. FL 32210) Garden City Elementary (2814 Dunn Ave. Jax. FL 32218) Highlands Elementary (1000 DePaul Dr. Jax. FL 32218) Highlands Middle School (10913 Pine Estates Rd E. Jax. FL 32218) Jean Ribault Middle (3610 Ribault Scenic Dr. Jax FL 32208)

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	Jean Ribault High (3701 Winton Dr. Jax. FL 32208) John E. Ford Pre K-8 (1137 Cleveland St. Jax. FL 32209) Lavilla School of the Arts (501 N Davis St. Jax. FL 32202) Long Branch Elementary School (3723 Franklin St. Jax. FL 32206) Mandarin Middle (5100 Hood Rd. Jax FL 32257) North Florida Education Institute (580 Lawton Ave. Jax. FL 32208) North Shore Elementary (570 Silver Plaza Jax. FL 32208) Rutledge Pearson Elementary (4346 Roanoke Blvd. Jax. FL 32208) San Jose Elementary (5805 St. Augustine Rd. Jax. FL 32207) Springfield Middle (2034 Hubbard St. Jax. FL 32206) William M. Raines (3663 Raines Ave. Jax. FL 32209) Young Women's Leadership Academy (900 Acorn St. Jax., FL 32209)
Program Start Date	June 1, 2026
Program End Date	May 30, 2027
Contract Amount (12month budget)	$150,000

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).

Sincerely,

Ta'Vianna Sanders
904-418-1227
tsanders@pearlsofperfection.org
President

***Must be the authorized signer for the agency**

Approved by: Date:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
FY26-27 ESC-0351-23	Pearls of Perfection

FY26-27 Contract Year: June 1, 2026 -May 31, 2027

Funding Approved for FY26-27: $150,000

Number of Proposed Children/Youth 26/27: 175

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

1. **Program Design Requirements:**

Pearls of Perfection will address the Juvenile Delinquency Prevention and Intervention/Crime and Safety Program component through mentoring, life skills training and educational enhancements. Pearls of Perfection will partner with school leaders to identify at-hope female participants at each site. Comprehensive research-based program services and replication of effective practices include opportunities for program participants to participate in small group mentoring with assigned volunteer mentors; enrichment activities; supportive social and academic services such as, ACT and SAT preparation; community service projects; cultural events; virtual and in person college tours; career exploration including job shadows; scholarship, and financial aid sessions; and family engagement activities.

Academic and Personal Enrichment

The specific purposes of the program are to:

- Mentoring - Pearls of Perfection participants will be assigned mentors that commits to mentoring the participants for one year. Participants will be assigned a mentor through an interest survey and interview process. Mentors will provide guidance, emotional support and role modeling. The mentor will also assist with career exploration, goal setting and identifying resources.
- Life Skills Training - the enrichment teacher will facilitate sessions using the evidence-based curriculums. The enrichment teacher will invite community organizations to host leadership and financial literacy training, speak about their professional experiences and serve as role models for effective communication and interpersonal/social skills that are necessary to have a successful career and life.
- Educational Enhancements- Smart Girls and Girls in Real Life Situations curriculums are designed to focus on the personal and interpersonal leadership capacity of students that is proven to equip youth with the essential skills they need to succeed.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

DESIRED RESULT: *Reduce juvenile delinquent behavior.*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	90%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi- Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth maintaining or increasing school attendance during program participation	80%	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	% of youth promoted to the next grade level	90%	SAMIS Data	Report cards and/or FOCUS

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70678-23	T.R.U.E. Youth Association

(Insert Agency Logo)	T.R.U.E.
(Insert Today's Date)	4/17/2026
(First and Last Name, Title)	Charla DeVoe, Program Manager
(Agency Name)	T.R.U.E. Youth Association
(Address)(Street, City, State &Zip)	7055 Blanding Blvd, #440603, Jacksonville, FL 32222

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Recreational Enrichment and Academic Challenge for Hope (R.E.A.C.H)
Site Location(s)(Separate by (;)	6400 Atlantic Blvd,
Program Start Date	6/8/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	90,059.00
Number of Proposed Children/Youth 26-27:	45 per year

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Charla DeVoe
(Phone)	904-370-3556
(Email Address)	charladevoe@trueyouthfl.org
(Title)	Program Manager

***Must be the authorized signer for the agency**

Approved by:	Charla DeVoe

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Date:	4/17/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	T.R.U.E. Youth Association Inc
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	90,059.00
Number of Proposed Children/Youth 26-27:	45 per year

Please copy and paste your approved scope from last year in the box below.

The purpose of the program is to combine recreational sports and academic programs, we aim to impact young individuals' lives and reduce delinquent behaviors positively.

We will offer two recreational programs to address this component: basketball and cheer. Each program will be grouped by age and skill level to ensure appropriate training and development. As participants progress through the skill levels, they will be taught more advanced offensive and defensive strategies, leadership skills, and perseverance techniques. Instructors will closely observe each participant's skills and recommend advancement as their abilities progress.

Our homework support and tutoring program will be conducted by a certified teacher,

maintaining a small student-to-teacher ratio of 1:15. Homework support is open to all students of Duval County and not just enrolled in our recreation program. We will offer assistance that ensuring that participants receive personalized attention and support in their academic endeavors.

Staffing Requirements:

This information is Acceptable and Requirements of the Program: The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening before working in the program and shall maintain a current background screening during employment. Staff will receive training but not limited to Concussion, Sports-Specific, CPR, and First Aid.

Number of Students Served:
# of students enrolled: 26
Youth must be from ages 5 to 14.
Number of Children to be Served: 45 per year

1. 80% (#36) of the children will have timely access to available high-quality supplemental educational services

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

2. 100% (#45) of children and youth will have access to safe and available places to play and build relationships
3. Youth will avoid the criminal justice system through prevention programs.
4. 100% #(45) of children and youth will be able to access to caring adult.

Term of Agreement and Service Time:
June 8, 2026 - May 31, 2027, with 3 renewal options
Days of the Week: Monday – Sunday
Times scheduling will be available to serve participants: Homework Assistance 3:30-4:30; Basketball Practice 6:00p-8:00p, Cheer 3:30p-5:30p Time varies on Saturday and Sunday.

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70667-23	Twin Oaks Juvenile Development, Inc.

(Insert Agency Logo)	TWIN OAKS JUVENILE DEVELOPMENT, INC.
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Tony Read, Executive Director
(Agency Name)	Twin Oaks Juvenile Development, Inc.
(Address)(Street, City, State &Zip)	2930 Kerry Forest Parkway, Suite 101, Tallahassee, FL 32309

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Project Connect – KHA
Site Location(s)(Separate by (;)	7901 Bay Meadows Way, Suite 2, Jacksonville, FL 32254
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$156,979.00
Number of Proposed Children/Youth 26-27:	50

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Tony Read
(Phone)	850-832-8611
(Email Address)	tony.read@twinoaksfl.org
(Title)	Executive Director

***Must be the authorized signer for the agency**

Approved by:	Tony Read
Date:	4/14/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Twin Oaks Juvenile Development, Inc.
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$156,979.00
Number of Proposed Children/Youth 26-27:	50

Please copy and paste your approved scope from last year in the box below.

Provider: Twin Oaks Juvenile Development, Inc.

Program: Project Connect – KHA

1. Program Design Requirements:
Twin Oaks will meet KHA's Juvenile Delinquency Prevention and Intervention/Crime and Safety Reduction service element. In the Project Connect – KHA program, youth are connected to educational and vocational opportunities, grow their participation and performance in those education/vocational programs, participate in life, social and employability skills training, obtain proper identification necessary for employment, are connected to pro-social activities, are afforded connectivity to substance abuse counseling (as needed), are given the opportunity to participate, along with their parents, in financial literacy training, are supported in gaining purposeful employment that leads to a career, are afforded group mentoring opportunities and they and their families are afforded restorative justice-based family reintegration services, all under the guidance of a caring and engaged adult role model specifically trained to deliver on time, hands on, professional services that empower the youth to become active participants in their future.

Youth are referred by DJJ Circuit 4 Juvenile Probation Officers (JPO) and will reside in the City of Jacksonville, Duval County. With the support of Project Connect – KHA Transition Coordinators, Transition Specialists, mentors, and community leaders, youth will aim at upward mobility through achievement of personal goals that address mentoring, academic assistance, life skills training, family engagement, education enhancement, career exploration and planning, skillbuilding and other services that prevent recidivism. Each youth is administered a Juvenile Inventory for Functioning (JIFF) assessment to identify and prioritize needs for individualized service plan development and service coordination. The JIFF assessment covers 10 life domains, represented in the 10 subscales. It is used to assess youth, evaluate outcomes, and assist with service coordination. Key results, such as risk behaviors and mental health concerns, are instantaneously displayed as well as a chart showing the extent of the youth's needs across the 10 domains.

The youth's progress is tracked over time when the JIFF is re-administered within 30 days of discharge. Comparison of JIFF pre and post assessments provides a measurement that will demonstrate an improvement in overall functioning after completing treatment, as assessed by a decrease in the JIFF identified risk factors in the 10 domains. All youth receive an Individualized Service Plan (ISP) which is a direct result of the outcome of the service needs assessment process. Goals incorporated into the ISP span the core services of the Project Connect model to address education, vocation, transportation, mentoring and family engagement, but emphasis is placed on the youth's immediate needs to facilitate successful transition and desistance from delinquent behaviors. Project Connect – KHA is designed to

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

allow youth to define their meaning of success and helps them chart a step-by-step path to reach it. Each core service area is addressed, and individual goals are written to achieve a results-based outcome for the youth. All goals are specific, measurable, attainable, relevant, and timely (SMART) to ensure maximum effectiveness. The ultimate goal is to take the at-hope youth referred to us and, with the help of indigenous community systems, facilitate their transformation into a healthy, positive, resilient, confident, crime-free young adult who understands how to navigate the educational, vocational, employment, and pro-social systems in their specific community in order to achieve their definition of success.

Successful Completion of the Project Connect – KHA program is defined by completion of all goals on each youth's Individualized Service Plan (ISP).

Project Connect – KHA will serve 50 total youth in this FY, a combination of Probation status and Intake status youth, all referred for services by the Circuit 4 Juvenile Probation Office.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Reduce juvenile delinquent behavior.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	90%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	90%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	Per KHA Contract Monitoring Schedule
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	6b. Juvenile Justice-involved youth not recidivating during program.	75%	Juvenile Justice Information System (JJIS)	Program Completion
	7a. All Juvenile Justice-involved youth will be afforded an Individualized Service Plan (ISP) that's unique to the youth's needs and goals.	90%	Youth Case File and/or Project Connect Database	Program Completion

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	7b. All Juvenile Justice-involved youth will exhibit social competencies.	80%	Juvenile Inventory for Functioning Pre and Post-Assessment or DJJ's Community Assessment Tool	Program Completion
	3b. Youth complete the necessary steps and obtain the skills to achieve their career.	90%	Completion of Power Source - Taking Charge of Your Life curriculum and workbook	Program Completion
	3c. Every youth will have access to the guidance of a caring adult.	95%	Youth Case File and/or Project Connect Database	Program Completion
	3d. Youth will receive opportunities to be civically engaged in their community.	90%	Youth Case File and/or Project Connect Database	Program Completion

Staffing Requirements:

As an existing KHA provider for the services described in detail in this proposal, the staff for the Project Connect – KHA program proposed already exists within the current program staffing construct, are fully qualified in regard to background screening and position eligibility qualifications, and are fully trained per the training plans and curriculum provided in this RFP response. Each of them has well over 5 years of experience not only in the juvenile justice field of work but have significant experience specifically in transition and desistance services. It is their area of expertise. Therefore, this program will be ready to operate on Day 1 of the contract.

Project Connect employees shall complete a minimum of 26 hours of In-Service Training each calendar year. In-service training plans are reviewed and signed by the employee each year and maintained in the employee's training file.

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
2	Transition Specialist	Bachelor's Degree	2 Years	Field case management and direct service	100%
1	Transition Coordinator	Bachelor's Degree	2 Years	Coordination and initiation of all transition services	20%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Number of Students Served:

In order to create increased community juvenile delinquency desistance in youth on community probation supervision or juvenile court intake status that are at risk of going deeper into the juvenile justice system, Twin Oaks proposes serving 50 youth annually from these population groups. This will result in juvenile desistance programming through KHA's Juvenile Delinquency Prevention and Intervention/Crime and Safety Reduction program components to serve the community's crime prevention, intervention and reduction goals. In total, Project Connect – KHA will continue operating this community-based intervention model of service delivery with a total of 50 youth annually who reside in the City of Jacksonville.

Term of Agreement and Service Time:

August 1, 2023 - May 31, 2024 with 3 annual renewal options. As this program operates in the community, at street level, service times will vary, include weekends and evenings, and highly depend on the availability of the youth and families.

Location(s):

Program Office Location:

7901 Bay Meadows Way

Suite 2

Jacksonville, Florida 32254

Administrative Office Location:

2930 Kerry Forest Parkway

Suite 101

Tallahassee, FL 32309

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income

None, N/A.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

3. Safety Requirements:

Due to the crimes involved in youth being placed under the supervision of DJJ, there are often times victims and co-defendants of these crimes that youth should be sheltered from and gang affiliations that can compromise their safety and the safety of staff as well. The possibility of bullying (being the bully or being bullied) and risks present in the youth's home life also must be considered. All of these things should be taken into account when considering individual youth safety. Therefore, it is most important that program staff are regularly trained on how to identify the symptoms of child abuse and, as required reporters, maintain the contact information for the Florida Child Abuse Hotline and the Suicide Prevention Assistance Hotline. As youth served in this program are under the legal supervision of DJJ, staff also know how to meet the 2-hour reporting requirements to DJJ's Central Communications Center (CCC) for critical incidents identified in Florida Administrative Code Rule 63F-11.

To emphasize safety to the youth and family right up front, a youth handbook is provided to all youth at program intake which includes how to get help for abuse and neglect, services for runaways and the contact number for the Florida Child Abuse Hotline. It provides detailed information about the youth's rights in the program as well as grievance procedures and a grievance form. All youth and their family sign a transportation consent form to ensure that rules are followed for safe transport of youth by Transition Specialists.

Due to the nature of the services provided, Project Connect – KHA is a true community-based program that meets the needs of juvenile justice-involved youth in their community, on the street level, with boots on the ground. Therefore, communication is of vital importance in this endeavor to maintain staff and youth safety. This is why all Project Connect – KHA staff are equipped for and have ongoing and continuous phone, text and email communication with DJJ JPOs assigned to each youth we serve. These communications are both formal and informal and documented in the youth's individual case file for consistent and periodic review by the program director. JPOs gain intelligence from law enforcement and various organizations including the local gang task force and keep Project Connect – KHA staff informed to help maintain youth and staff safety. Communication with parents/legal guardians is continuous and ongoing, as it is another critical influence on program success and is a required element when serving a juvenile population. Program staff communicate weekly with parents in their preferred mode of communication, usually phone or face to face, to provide informal updates and plan scheduled contacts. Monthly Community Action Team meetings are more formal face to face meetings usually conducted in the youth's home and include the JPO in order to review the status of the youth's individualized service plan and communicate needs going forward to ensure success.

4. Parent Engagement Requirements/Adult Family Member Services

All clients of this program are under the supervision of the Florida Department of Juvenile Justice. As such, the requirements for parental approvals, notifications and participation remain the same as they are for DJJ. Privacy restrictions, youth rights to include grievance procedures, program overview, etc. are all explained to youth and parents at in-take and acknowledgement of program policies is signed.

Although this program focuses on the desistance of recidivism in Juvenile Justice-involved youth, often times there are needs within the family unit that affect our efforts. Therefore, program staff conduct an assessment of need and strive to connect parents and adult siblings of clients to appropriate medical, mental health, sustenance, housing, clothing, etc. service organizations to support their needs as well.

5. Dissemination Plan

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Twin Oaks will display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on our website and on any printed promotional material paid for using KHA funds to include stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on our website will include hyperlinks to KHA's website.

If applicable, please paste any specific changes to the scope of services below.

None

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	71559-25	AMIkids Duval, Inc.

(Insert Agency Logo)	AMI KIDS
(Insert Today's Date)	4/22/2026
(First and Last Name, Title)	Elizabeth Hernandez, Director of Workforce Development
(Agency Name)	AMIkids, Inc.
(Address)(Street, City, State &Zip)	5915 Benjamin Center Drive, Tampa, FL 33634

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	AMIkids Duval, Inc.
Site Location(s)(Separate by (;)	5115 San Juan Ave. Jacksonville, Fl 32210; 9430 Lem Turner Road, Jacksonville, Florida 32208; 5443 Moncrief Road, Jacksonville, Florida 32209
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	100,000
Number of Proposed Children/Youth 26-27:	74

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Elizabeth Hernandez
(Phone)	904-476-7145
(Email Address)	ehernandez@amikids.org
(Title)	Director of Workforce Development

***Must be the authorized signer for the agency**

Approved by:	Please sign here. Elizabeth Hernandez

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Date:	Click or tap to enter a date. May 7, 2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	AMIkids Duval, Inc.
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	100,000
Number of Proposed Children/Youth 26-27:	74

Please copy and paste your approved scope from last year in the box below.

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

For more than 50 years, AMIkids, Inc. has been contracting, coordinating, and providing juvenile justice services around the country for youth and families and has served over 150,000 youth and families. AMIkids, Inc. has overseen the successful operations, education, mental health, substance abuse, medical, and financial needs of Residential, Day Treatment, Foster Care/Group Home, Family Services (FFT), and Alternative Education programs. In the last 50 years, AMIkids, Inc. has worked with state and federal agencies to adapt its models in a changing Juvenile Justice atmosphere to improve services and oversight, and to meet the diverse needs of the state, youth, and families served.

AMIkids Duval opened in 2019 due to an identified need by Duval County Schools to provide prevention services to youth with high-risk indicators. AMIkids Duval provides youth a positive, safe, family-centered environment while encouraging them to expand their horizons and grow into strong, positive role models through the evidence-based AMIkids Personal Growth Model (PGM)®. The PGM incorporates Education & Workforce Development, Behavioral & Skills Training, and Treatment into a holistic model of youth-centered care.

An emotionally safe AMIkids environment is predictable, mutually respectful, supportive, characterized by teamwork, camaraderie, inclusiveness; youth and staff offer encouragement, affirmations, or support to others. Young people feel the culture of belonging at AMIkids, and staff do their part to ensure youth experience an inclusive place that is free from judgment and bullying. Staff create a safe space for young people to share and provide youth with specific guidance on both program/learning activities and what being a safe AMIkids space means. Finally, AMIkids staff refrain from bias when working with young people, showing respect for young people's identities and views by creating a culture of acceptance and inclusion.

AMIkids Duval also recognizes the inequities that exist in the justice and education system that feed the school-to-prison pipeline for many groups of youth, particularly youth of color. We serve approximately 95% BIPOC youth each year and are very deliberate in integrating a racial equity lens in every aspect of AMIkids, from organizational values, to services provided to youth, to board and staff composition, to specific community partnerships and initiatives.

Diversity has always been one of the 12 Core Values that makes AMIkids a strong and sustainable organization. Our Diversity Core Value is: "AMIkids strives for the understanding that we have more similarities than differences and recognizing that our differences strengthen us." Our staff members mirror the ethnicities of our students, and we understand the importance of having positive role models that look like

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

our students and come from similar backgrounds. We also practice non-discrimination in our hiring practices and do not discriminate on the basis of race, color, religion, gender, national origin, age, sexual orientation, disability, or other classifications protected by law.

Regarding the programming and services offered to youth and their families, all aspects of our programming are shaped by the unique needs of BIPOC youth and families, particularly the role of social determinants on mental health, and the complex relationship between BIPOC and law enforcement and BIPOC's experience of the justice system.

3. **Describe Contractor's history of successful community collaboration, including Contractor's participation in any other work groups, or community efforts serving this population including DCPS and system building efforts serving the target population(s). Be sure to articulate the role Contractor played in helping to improve or enhance the overall system of youth services for the desired population.** ***(Maximum 12 – approx. ½ page)***

AMIkids Duval considers itself part of a continuum of care for youth, in which many elements of the Duval community are involved in the thriving and well-being of each youth and his family members. Community organizations and nonprofits are frequently engaged as referral partners when youth and family members have needs that are outside the scope of what AMIkids directly provides, such as needs in regard to healthcare, transportation, childcare, family counseling, employment assistance, and basic needs.

AMIkids Duval has collaborated closely with Duval County Public Schools since 2019, when the program came into existence to address an unmet need in the community. We work with those youth that have been identified by DCPS as having an additional need for services. These youth need additional time and resources in order to be successful, and when this resource is provided through the caring staff of AMIkids Duval, our kids thrive in this environment and address the obstacles that have held them back from being successful in a typical school setting. Without this intervention, these youth would not have access to the services they need – including, crucially, mental health support.

AMIkids Duval has successfully partnered with multiple agencies within the community to enhance the opportunities available to our students. Through a comprehensive intake process, staff evaluate the individual needs of every student. These needs are used to determine which community collaboration would benefit our students the most. During the 2022-2023 school year, AMIkids Duval has partnered with the agencies listed below:

- The Performer's Academy: Weekly workshops conducted for high-risk youth that use poetry and other creative writing to guide the young voice towards its own empowerment. Through this partnership, our students were able to publish a collaborative book.

- Live the Life, True North Project: Monthly sessions on various topics that include financial literacy, leadership skills, and communication skills.

- Clara White Mission, White Harvest Farms: Students participate in community service opportunities at the farm that cultivates food for those in need.

- University of North Florida, Florida State Community at Jacksonville and Edwards Waters University: College settings that have provided detailed tours and tickets to sports events for our students. Promoting the importance of future education and the variety of options.

- Florida Recovery Schools: Provides individual mental health counseling, addresses bullying/harassment, provides education on anger and stress management.

- U.S. Attorney's Office: Provides monthly sessions that tailor to different topics in the criminal justice realm. Guest speakers includes representatives from Florida Department of Corrections, Florida Department of Juvenile Justice, State Attorney's Office, Jacksonville Sherriff's Office, and the Department of Homeland Security.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

4. KHA is committed to promoting the coordination of services in Duval County. Describe any clearly defined, meaningful agreements that the Contractor already has or will form with other Contractors that are cost effective and provide a direct impact on participants served. (Maximum 15 points- approx. ½ page)

AMIkids Duval partners with Duval County Public Schools to deliver workforce development services to students who have historically become disengaged from school or are working toward credit recovery. We collaborate closely with the school district to ensure our programs are aligned with the needs of students who require additional support to succeed academically and transition into the workforce. These services include workforce development, academic support, behavioral skill-building, and targeted treatment programs. Our approach is designed to be cost-effective by integrating multiple services into a coordinated model that aligns with other community providers, including local agencies and nonprofit organizations.

To enhance hands-on learning opportunities, we partner with Construction Ready, which supplies building materials that support practical classroom instruction. In addition, our collaboration with Florida Masonry allows us to offer a Masonry Club that introduces students to the trade through experiential learning, helping them determine their interest in pursuing a formal apprenticeship.

We also maintain partnerships with various employers who provide job opportunities for our students. Through ongoing follow-up services, we monitor student progress and support their success in meeting workplace expectations. Additionally, we partner with Frank Surface Marine to provide scholarships to students pursuing college pathways, particularly for expenses not covered by FAFSA.

Furthermore, we engage with community organizations such as Feeding North Florida, the Humane Society, Giving Closet, and Clara White Mission to provide students with consistent opportunities for community service, fostering civic responsibility and personal growth.

5. STAFFING CHART

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. *Include positions that may be subcontracted or in-kind match.* Chart positions must match positions in the proposed budget. *(Maximum 15 points-approx. 1 page)*

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Director of Workforce Services	Bachelor's degree required; Master's degree preferred in workforce development, education, or related field	Seven (7) years of relevant experience, including at least three (3) years in a senior leadership role	Provides strategic oversight of workforce programs across Florida. Ensures compliance with all state and local funding requirements, grant regulations, and performance standards. Supervises Executive Directors, including direct oversight of the AMIkids Duval Executive Director. Guides program development, monitors outcomes, ensures quality assurance, and builds partnerships with	25%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

				workforce agencies and employers.	
1	Executive Director	Bachelor's degree; Master's degree preferred	Five (5) years of relevant experience, including at least two (2) years in a leadership role supervising staff	Provides vision, leadership, and overall management of program resources to achieve the organization's mission and goals. Oversees program operations, financial performance, compliance, and community relations. Reports directly to the Director of Workforce Services.	100%
1	Workforce Participant Coordinator	High school diploma or equivalent required; Associate or Bachelor's degree preferred in human services or related field	Two (2) years of experience working with youth or in workforce development programs	Provides case management and direct support to participants enrolled in workforce programs. Assesses participant needs, develops individual service plans, tracks progress, and ensures engagement in educational and vocational activities. Coordinates supportive services, maintains documentation for compliance, and serves as a liaison between participants, staff, employers, and community partners.	100%
1	Job Placement Coordinator	Associates degree, Bachelor's preferred	Three (3) years of experience in recruitment and community engagement preferred	Builds and maintains relationships with local and national employers to secure job opportunities for participants. Supports workforce placement efforts and assists with vocational certification pathways.	100%
1	Career and Technical Instructor	High school diploma or higher	Two (2) years of experience in an educational or youth service setting	Instructs, motivates, and guides youth toward successful completion of industry-recognized vocational certifications through hands-on training and skill development.	100%

STAFF INFORMATION

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

6. **Provide a timeline for hiring and training of staff to be fully operational no later than 30 days after the effective date of the contract.** ***(Maximum 12 points - approx. ½ page)***

The Director of Workforce Development, Executive Director, Job Placement Coordinator, and Career and Technical Instructor are currently in place. The Executive Director, in coordination with the Director of Workforce Development, will oversee the hiring process for remaining positions. Interviews will be conducted during April and May 2026, with an anticipated start date of June 1, 2026.

7. **Consider the initial and ongoing staff training requirements, staff supervision, and costs associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery.** ***(Maximum 12 points - approx. 1 page)***

Staff receive training in communication skills and counseling techniques to assist youth in identifying problems and gaining insights into the relationship between their attitudes and their behavior, gaining control over their behavior, developing social skills, and understanding the harmful consequences of their negative behavior. Included in this training is Motivational Interviewing, a counseling method that helps people resolve ambivalent feelings and insecurities to find the internal motivation they need to change their behavior. Trauma Responsive training is provided to staff to effectively reinforce non-confrontational interactions between youth and staff to teach and understand the risk factors and trauma triggers related to physical and/or sexual abuse, domestic violence, PTSD symptoms and exploitation.

Due to the nature of AMIkids contract requirements and services provided to the youth, proper supervision and the required Team Member to Youth ratio is critical for the protection and success of youth and Team Members. Students enrolled in the program are to remain in direct supervision by a staff member while participating in the program.

8. **Consistency is important to the success of services. Explain what efforts Contractor will make to maintain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include historical staff turnover information. Describe current staff recruitment and retention efforts.** ***(Maximum 12 points-approx. ½ page)***

AMIkids Duval opened in 2019. While we had high turnover for the 2019-2020 and 2020-2021 school years, this is primarily due to the impacts and effects of the pandemic and associated shutdowns and lockdowns. The past two years have been much improved. Our turnover rate for the 2021-2022 school year was 18.2%; our turnover rate for the 2022-2023 school year was 13.3%.

We offer ongoing opportunities to all staff for career development, certifications, and other educational training opportunities. Our staff are our greatest resource, and they have the most direct impact on the youth we serve. It is a key part of our values as an organization to instill a culture of staff appreciation, recognition, and ongoing feedback and open communication. We also offer a significant package of benefits to our staff in order to recruit and retain the most talented individuals.

AMIkids has recently implemented a "staff voice" survey across the company to ensure all staff members have a platform to voice their experiences. This data is used to enhance the skills of the leader to promote an environment of respect and growth.

Staff appreciation is shown in multiple ways, including staff of the month awards, celebrating staff appreciation week and teacher appreciation week. Our educational staff also receives a yearly teacher retention bonus based on evaluation scores. The primary goal of this bonus is to ensure teachers are rewarded for their dedication to the youth in our program.

We take pride in being able to send our staff to participate in yearly training conferences across cities to develop their skills within their area of expertise. Along with training, staff enjoy the opportunities afforded to participate in experiential trips. These trips produce lasting memories for staff and students alike. Trips, such as deep-sea fishing on a charter boat, floating classroom activities on a boat and the diving trip in the Florida Keys are highlights for many of our staff members.

PROGRAM DESIGN

9. Identify the program components (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Prevention and Intervention/ Crime and Safety Reduction) the organization will address and describe in detail the services the organization will implement to address the proposed program component(s) including the use of subcontractors. *(Maximum 15 points –approx. 1 page)*

AMIkids Duval's Workforce Development programming addresses the components of College and Career Readiness and Workforce Education and Training.
AMIkids Duval is a dynamic workforce development program designed to equip at-risk youth with the skills and knowledge they need to thrive in today's job market. We combine industry-aligned training with academic support and personal guidance to prepare young people with the skills they need to gain employment. We take a holistic approach to treating the youth in our care by using the AMIkids evidence-based Personal Growth Model (PGM) and the AMIkids Day Treatment Model which offer a seamless continuum of care encompassing education, vocational training and behavior modification.
All programming is individualized based on initial and ongoing assessments, learning style and educational status and individualized goals. The key to our program's success is our ability to integrate experiential learning and positive reinforcement for student progress.

The PGM is designed to: 1) reduce risk factors that sustain delinquent behavior and academic failure, 2) lower recidivism, 3) improve completion rates, 4) facilitate educational gains, and 5) promote supportive environments that foster personal growth. AMIkids blends Education & Workforce Development, Behavioral & Skills Training, and Treatment within a strengths-based framework to serve the specific needs of adolescents. Programs provide opportunities for employability skills development, vocational skills training, academic support and individualized goal setting. Our program aims to impart values, life skills, and confidence to youth to help them make positive and productive decisions that prevent them from becoming involved in or return to the juvenile and criminal justice systems.

10. **Provide the number of participants Contractor proposes to serve annually for the identified program component (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction). Describe how the number to be served was determined.** ***(Maximum 15 points - approx. ½ page)***

AMIkids Duval plans to serve approximately 74 youth per year and the average length of stay in the program is 3-5 months. Our program addresses the identified program components of College and Career Development and Workforce Development.

11. **Participant engagement and retention is a strong indicator of success. Describe the plan to engage and retain children in the program. It is expected that children and youth will maintain an average daily attendance rate of 80% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices the program will implement in order to ensure consistent and long-term participation.** ***(Maximum 15 points- approx. ½ page)***

Youth are referred to us from the school system based on our partnership with Duval County Schools. Participants are also recruited throughout the community. We use a variety of strategies to keep youth engaged throughout the program including educational strategies that highlight hands-on experiential learning, genuine encouraging relationships based on mutual respect between student and staff, inclusion of the youth and family members in goal development and planning, and a behavioral system of positive reinforcement for student progress toward goals.

One of the most impactful elements of the AMIkids program is the focus on experiential, hands-on learning. Experiential education is a crucial piece of learning for youth that has a wide range of benefits and is crucial to classroom engagement, especially for youth with a history of poor academic performance, focus, and attendance. Integrating experiential education into the classroom curriculum has been shown to contribute to increases in standardized test performance, reduced discipline problems, and increases in motivation to learn (Breunig et al., 2008; Fagerstam, 2014; Garst et al, 2001; Scott et al, 2013).

Unfortunately, most youth in the United States are not receiving experiential education, not at school and not in the community. The Council on Environmental Quality reports that the average child spends 7 hours daily consuming media, but only 30 minutes of time outdoors all week. Given the known benefits of experiential

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

education, the decline in active hands-on learning may explain widespread disengagement with school. A survey of 600,000 adolescents in grades 6 to 12 reports that 45% of students say they are disengaged with school-based learning (Blad, 20114).

Kids who struggle to learn in the classroom become more engaged with learning hands-on. This is why experiential education has always been an important part of our model for serving youth. Not only do we aim to enhance the learning taking place within the classroom, but this program will also offer youth an incentive to reach their goals. Additionally, developing healthy recreation and leisure activities keeps youth engaged in productive, positive social activities, leaving less time for delinquency.

One of the keyways that we utilize experiential learning to keep kids engaged is through the AMIkids Challenge Events, which are designed to usher youth into the mindset of learning and exploring new things. The Challenge Events provide youth and families with an opportunity to develop interest in positive leisure activities. In addition to the daily activities, counseling, and academic interventions, Challenge activities and daily experiential education programming (e.g., low ropes course activities, hands-on learning, trust activities, and games) are used to develop self confidence and trust skills.

The Challenge Events include Summer and Winter Challenge Events which include academic, life skills, and athletic competitions to promote the development of pro-social skills and goal attainment. The Capitol Classroom Event: This annual activity brings the classroom to the state's Capitol to expose students to the activities and practices which constitute state and federal government. Students get the opportunity to meet their local legislators, state government officials, and to tour the Capitol Building as part of a set of standards-based learning objectives. The Presidential Dive Challenge: AMIkids trains selected, qualified students from SCUBA diving; this is a major incentive for youth as well as a vocational training opportunity, opening doors to career paths in the marine industry.

In addition to our focus on experiential learning, the AMIkids Targeted Behavioral Interventions™ system is a critical component of the PGM that is designed to sustain consistent and long-term youth engagement in the program. Youth progress through a structured and integrated level (rank) system based on the attainment of individualized goals from treatment, education, and behavior as identified in the youths' Individualized Treatment Plan. Progression through the level system is one of the contingencies for graduation from the program.

Complimentary to the level system, AMIkids employs a positive skill building system utilizing a structured point card and tokens designed to reward appropriate behavior while discouraging inappropriate choices. Point cards utilize a positive skill building system with tokens, incentives, and social reinforcers to provide immediate positive reinforcement for youth who meet specific small goals. Through this process, we are working to shape new behaviors that should generalize into the community/school setting (e.g., home, work, classroom, etc.) once a youth successfully completes our program.

The Point Card System is designed to address youth behavior in terms of the youth following programmatic expectations for behaviors. In specific intervals throughout the day, youth receive numeric feedback on how well they have met, or not met, the programmatic expectations. The earning, or subsequent not earning of points, provides them with access to specific privileges. At this level, positive behavioral expectations are taught to promote pro-social skills.
The Positive Skill Building System with use of token, activity and/or social incentives is designed to provide immediate positive reinforcement for youth meeting targeted individualized goals related to their Individualized Service Plan. The goals on the plan are divided into smaller goals, or successive approximations, that lead to the youth displaying the desired behavior. Participants will have between one and three goals they are working on in any given week. All staff members are aware of the goals and provide tokens for proper display of the behavior. Once the behavior has occurred at an acceptable rate or frequency, a new goal is established, and the process is repeated until the end result is obtained. The tokens the boys earn can be exchanged for a variety of items such as special privileges or items from the program store such as special hygiene/personal items, games, gifts for family members (especially around holidays), specialty snacks, etc.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

12. **Describe Contractor's plan to engage the community, identify/address community needs, while empowering and equipping community members to become advocates for necessary, sustainable, and systematic at-hope youth service's needs.** ***(Maximum 15 points - approx. 1 page)***

AMIkids Duval opened in 2019 due to an identified need by Duval County Schools to provide prevention services to youth with high-risk indicators. The needs of the community are considered and integrated in our program model at every level of its design. The AMIkids Personal Growth Model was initially developed (and undergoes constant evolution as a result of feedback from youth, parents, staff, and community members) out of a demonstrated need to prevent at-risk youth from entering the juvenile justice system. We have worked closely with the Department of Juvenile Justice to determine these needs and respond to growing needs as communities change and evolve, especially in recent years. We have systematically gathered feedback and survey results from youth, parents, staff, community organizations, and local employers in order to determine their needs and ensure that our program is responsive to those needs. For example, employer engagement and feedback are vital to our vocational services program, because it is vital that we are training our youth for the right jobs and that they are gaining the needed skills and experience to meet the needs of the labor market in Duval County.

The voice of the community, and everyone that we serve is also at the heart of our programming. Based on individualized assessments, we create a unique client picture and individualized treatment pathway. Level of risk and needs identified during the individualized assessment directs the nature, intensity, and duration of interventions. AMIkids' mental health philosophy, aligned with the principles of restorative justice, is inclusive and based in the belief that to effect change the entire family system and community must be addressed to ensure a safe successful return into the community.

In addition, we utilize a Multidisciplinary Team approach, involving the youth, family, and community members in all service planning decisions. This team consists of youth, family members, and AMIkids staff members, as well as others that can include the youth's community mentor or representatives from other agencies. This team creates an initial individualized plan that includes a summary of strengths, abilities, preferences, and needs and how they are incorporated into treatment plan goals and objectives. This team meets on at least a monthly basis to assess each youth's progress, make modifications to the plan, celebrate success, and plan for the future, including the youth's transition out of the program.

AMIkids Duval also considers itself part of a continuum of care for youth, in which many elements of the Duval community are involved in the thriving and well-being of each youth and his family members. Community organizations and nonprofits are frequently engaged as referral partners when youth and family members have needs that are outside the scope of what AMIkids directly provides, such as needs in regard to healthcare, transportation, child care, family counseling, employment assistance, and basic needs.

Finally, each youth that we serve is a member of the greater community, with the potential to speak for, advocate for, and empower his community. We strongly encourage and facilitate civic engagement and community involvement for each of our youth, strengthening their self-confidence, leadership skills, and self-determination. We hope that each of them will feel empowered to use their voice in the community, tell their story, and impact other youth and families in their community for years to come.

13. **Explain Contractor's procedures to ensure the safety and security of participants while participating in the program. Include methods of emergency communication with staff at program site locations, emergency communication with parents/families (if applicable), Contractor's safety, and security plan to keep unauthorized people from having contact with participants, and Contractor's guidelines for completing accident and incident reports.** ***(Maximum 15 points - approx. 1 page)***

Our AMIkids Safety Vision is meant to establish "safe operations" throughout the AMIkids program network through execution of our safety policies, training, and culture. Our leaders are responsible for providing our staff and students with a safe working and learning environment; everyone is responsible to act safely. This leadership, staff, and student partnership creates a safety culture where everyone is actively engaged, and no one walks past an at-risk behavior or condition without correcting the person or removing the hazard. Central tenets that characterize AMIkids safety efforts are as follows:

• Team Members and Leaders enjoy a safe and healthy work environment free from recognized hazards which allow them to leave work in the same or better physical condition in which they arrived.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

• Leaders ensure the safe condition of the physical environment, enforce safe behaviors of their direct reports as well as student, and aggressively track deficiencies to resolution;
• Visual aids, practical training and error-proofing of processes improve the work environment and increase the impact staff members have on kids assigned to each program.

In order to ensure the safety of all AMIkids staff and students, leaders continuously:

• Assess the risk of injury and take all necessary actions to safeguard Team Members, Students, visitors, contractors, and fellow Leaders.
• Commit to preserving the safety of their staff and students.
• Set time aside each day to talk to at least one team member about their safety concerns.
• Set the example for safe work practices, strictly enforce health and safety requirements, and ensure that required training precedes any task.
Staff members are consulted on matters affecting their health and safety via the Safety Committees and Safety Communication Board, and through programs aimed at soliciting concerns, feedback, and suggestions for improvement. Staff are encouraged to report their safety concerns to Leadership and shall do so without fear of reprisal.
The organization's over-riding concern is the safety and well-being of the youth we serve and that of our staff members. In the unfortunate eventuality that one of our employees or youth is injured, it is the intention that every effort is made to ensure the injured person gets the care and medical attention required.
An overview of the policy regarding staff incident reporting is as follows: Regardless of severity, the injured employee must report any work injury IMMEDIATELY to his/her direct supervisor, Executive Director, Director of Operations, or Business Manager. Upon notification of an injury, the supervisor must investigate the claim and gather all pertinent information including witness statements and photos, if necessary. We have an online Accident/Injury Report form (risk management website) to gather this information. The AMIkids Risk Management Department will report the incident to the insurance company in a timely manner following the submission of the online report from the AMIkids Program; claim information will be communicated back to the Executive Director and Business Manager.

14. **What must participants accomplish to have successfully completed the program? Please include the guidelines, requirements, and timeframes Contractor will use to determine successful completion.** ***(Maximum 15 points - approx. ½ page)***

AMIkids Duval relies on all facets of the PGM to produce positive long-term impacts on the whole child. While in the program, students will focus on individualized educational, vocational, behavioral, and treatment goals. Students will rank up through the program as they successfully make progress on their goals. Our behavior modification aspect of the program includes the students relying heavily on their point card and token sheet. A student receives feedback on their behavior and progress during each session utilizing their point card. These points are then added up at the end of the week to determine if the student made a white, blue or gold card. The color of the card they receive will determine the activities they can participate in. Blue and gold cards are essential for students to be eligible for rank board to rank up through our program. Along with point cards, students will have their individualized goals evaluated during each session through their token sheets. Token sheets include three individualized goals that are updated monthly during Induvial Service Plan meetings. These meetings consist of the youth, family members, and AMIkids staff members, as well as others that can include the youth's community mentor or representatives from other agencies. During this meeting, the students' progress is evaluated, and goals are decided on as a group. Token sheets are essential for maintaining our token economy, which allows students to buy items out of the token store.

PERFORMANCE MEASURES AND DATA MANAGEMENT

15. **Describe the methods Contractor intends to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur?** ***(Maximum 12 points - approx. ½ page)***

AMIkids prides itself on taking a data-driven approach to continuous quality improvement. AMIkids administers two core share measurement tools at all of its programs: the AMIkids Youth Satisfaction Survey

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(YSS) and the AMIkids Youth Outcomes Survey (AYOS). The YSS is administered to all youth on a quarterly basis to obtain feedback from youth on the community conditions/climate and program quality. This data is analyzed and reviewed regularly to improve service delivery and overall operations.
Through the AMIkids PGM™ and individualized care planning, AMIkids positively impacts education and career readiness, social and emotional well-being, and behavior by increasing skills, building relationships, increasing protective factors, and decreasing risk factors – all of which contribute to successful program completion and brighter futures. The AYOS measures the short-term outcomes that lead to long-term success such as increased school connectedness, educational expectations, emotion regulation, goal setting, coping skills, and helping alliances. This survey consists of externally validated scales and is administered at enrollment, quarterly, and prior to leaving the program to assess the impact of the program over time. Since this survey is administered at all AMIkids programs, annual averages can be used as a benchmark for individual programs.
To obtain feedback from staff and organizational stakeholders, the AMIkids Stakeholder Satisfaction Survey is administered by the national office at its annual Executive Director and Board of Trustees meetings and is available all year round. Targeted data collection is also gathered at various points of the year in communities served. This data is analyzed twice a year and reviewed by leadership to better understand gaps in services and areas for improvement. Regular organizational and staff climate surveys are also administered regularly.
AMIkids Duval will be able to collect and share aggregated data each month with the City of Jacksonville. The program would not be able to share individual or unaggregated data unless they went through our data sharing process and received approval.
The RBA metrics AMIkids Duval will use are identified below:
How much did we do?

- How many students were served?
- How many hours of workforce training, job readiness, and/or career readiness instruction were delivered
- How many students engaged in mentorship or career exploration opportunities
- How many industry- recognized certifications or credential were made available through your program

How well did we it?

- What is the percentage of participant completed workforce development training or credentialing
- What percentage of participants completed all the program milestones?
- What percentage of students completed the CCR curriculum?
- What feedback did participants and parents provide about the program quality and effectiveness?
- What percentage of students successfully submitted FAFSA applications or college admissions materials?

Is anyone better off?

- What percentage of students gained employment within six months of completing the program?
- What percentage of participants transitioned to higher education or further training opportunities?
- What percentage of participants were accepted into post-secondary education or career training programs?

The certifications AMIkids Duval will offer and count towards the yearly goal of 148 certifications for the year include, but are not limited, to the following:
ServSafe Food Handlers, First Aid/CPR, OSHA-10, Babysitting Certification, Lifeguarding Certification, AMIKids Career Prep Certification, NCCER, Forklift.

16. **Planning is required to measure participant progress and program impact. Explain the steps Contractor will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained, and test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to administer performance measure tools, collect data regularly, and meaningfully use the results?** ***(Maximum 15 points - approx. ½ page)***

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Youth data is collected and managed in two centralized, web-based data management systems: K.I.D.S and Lauris. The Kids Information Data System (K.I.D.S.) allows for tracking all youth program enrollments across the organization from intake to termination to follow-up. Lauris is a case management and counseling system that AMIkids programs use to enter and track mental health and behavioral data for the youth served. These systems work together to securely house real-time data and information on all of the youth served each year, tracking youth goals and outcomes and supporting overall organizational reporting.

The AMIkids Data & Research team has established validation processes set in place to ensure the accuracy and integrity of the data collected in our centralized data management systems. Furthermore, on a quarterly basis, the team pulls data and reviews data collection efforts at the programs using the Program Data Quality Assessment tool. This tool is designed to assess the quality of data being collected at each program and identify areas of improvement for data integrity. Each area is assessed based on criteria determined by contractual requirements or expectations set during training for optimal reliable and accurate data for reporting. It is meant to be a resource for leaders to identify areas of improvement and recognize strengths of their program as it relates to data.

Specifically in regard to tracking attendance data, we have attached the form used to track attendance daily. This information is then entered into our internal database at least weekly by program staff. This information is then verified by supervisory staff to ensure accuracy.

BUDGET

17. **Include a line-item budget for cost reimbursement contracts. Download the Budget – Price Sheet – Form 1 from the Kids Hope Alliance website.**

When completing the budget narrative, describe each expense/item requested in detail, and ensure that Contractor's method of calculation is clearly indicated (*e.g., 5 staff background screenings at $81.00 per screening*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs. Ensure that any costs associated with performance measures or learning outcome tools are included in Contractor's budget.
(Maximum 15 points - Budget chart not included in page limit.)

The Budget – Price Sheet is included separately.

18. **Fiscal Sustainability: Describe the agency's funding portfolio, i.e., operations cost of the agency as compared to the funding requested from KHA, the funding diversification for the program which you are proposing to support the fiscal stability of your agency which will demonstrate the level of competency for the organization to fulfill the terms of the contract. *(Maximum 15 points - approx. ½ page)***

We are primarily funded through the Department of Education. The funding request of $100,000 represents approximately 21% of our operating budget which includes all expenses of the entire program such as overhead, salaries, program expenses, etc.

If applicable, please paste any specific changes to the scope of services below.

The proposed changes reflect updates to both program partnerships and organizational structure. AMIkids Duval has strengthened its collaboration with Duval County Public Schools to provide coordinated workforce development, academic support, and vocational services for students who are disengaged from school or pursuing credit recovery. Additional partnerships with community organizations and employers continue to support hands-on training, job placement, scholarships, and community engagement opportunities.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The staffing structure has also been updated to include a Director of Workforce Development position. This change reflects the organization's shift to a regional workforce model, with the Director providing oversight of workforce programs, supervising leadership staff, ensuring compliance, and strengthening employer and workforce partnerships across the region.

4. KHA is committed to promoting the coordination of services in Duval County. Describe any clearly defined, meaningful agreements that the Contractor already has or will form with other Contractors that are cost effective and provide a direct impact on participants served.

AMIkids Duval partners with Duval County Public Schools to deliver workforce development services to students who have historically become disengaged from school or are working toward credit recovery. We collaborate closely with the school district to ensure our programs are aligned with the needs of students who require additional support to succeed academically and transition into the workforce. These services include workforce development, academic support, behavioral skill-building, and targeted treatment programs. Our approach is designed to be cost-effective by integrating multiple services into a coordinated model that aligns with other community providers, including local agencies and nonprofit organizations.

To enhance hands-on learning opportunities, we partner with Construction Ready, which supplies building materials that support practical classroom instruction. In addition, our collaboration with Florida Masonry allows us to offer a Masonry Club that introduces students to the trade through experiential learning, helping them determine their interest in pursuing a formal apprenticeship.

We also maintain partnerships with various employers who provide job opportunities for our students. Through ongoing follow-up services, we monitor student progress and support their success in meeting workplace expectations. Additionally, we partner with Frank Surface Marine to provide scholarships to students pursuing college pathways, particularly for expenses not covered by FAFSA.

Furthermore, we engage with community organizations such as Feeding North Florida, the Humane Society, Giving Closet, and Clara White Mission to provide students with consistent opportunities for community service, fostering civic responsibility and personal growth.

6. <u>STAFFING CHART</u>

Describe how the program will be staffed. In the chart below, list all positions that will be providing direct services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. *Include positions that may be subcontracted or in-kind match.* Chart positions must match positions in the proposed budget. *(Maximum 15 points-approx. 1 page)*

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Director of Workforce Services	Bachelor's degree required; Master's degree preferred in workforce development,	Seven (7) years of relevant experience, including at least three (3) years in a	Provides strategic oversight of workforce programs across Florida. Ensures compliance with all state and local funding requirements, grant	25%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

		education, or related field	senior leadership role	regulations, and performance standards. Supervises Executive Directors, including direct oversight of the AMIkids Duval Executive Director. Guides program development, monitors outcomes, ensures quality assurance, and builds partnerships with workforce agencies and employers.	
1	Executive Director	Bachelor's degree; Master's degree preferred	Five (5) years of relevant experience, including at least two (2) years in a leadership role supervising staff	Provides vision, leadership, and overall management of program resources to achieve the organization's mission and goals. Oversees program operations, financial performance, compliance, and community relations. Reports directly to the Director of Workforce Services.	100%
1	Workforce Participant Coordinator	High school diploma or equivalent required; Associate or Bachelor's degree preferred in human services or related field	Two (2) years of experience working with youth or in workforce development programs	Provides case management and direct support to participants enrolled in workforce programs. Assesses participant needs, develops individual service plans, tracks progress, and ensures engagement in educational and vocational activities. Coordinates supportive services, maintains documentation for compliance, and serves as a liaison between participants, staff, employers, and community partners.	100%
1	Job Placement Coordinator	Associates degree, Bachelor's preferred	Three (3) years of experience in recruitment and community engagement preferred	Builds and maintains relationships with local and national employers to secure job opportunities for participants. Supports workforce placement efforts and assists with vocational certification pathways.	100%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

1	Career and Technical Instructor	High school diploma or higher	Two (2) years of experience in an educational or youth service setting	Instructs, motivates, and guides youth toward successful completion of industry-recognized vocational certifications through hands-on training and skill development.	100%

STAFF INFORMATION

Provide a timeline for hiring and training of staff to be fully operational no later than 30 days after the effective date of the contract. ***(Maximum 12 points - approx. ½ page)***

The Director of Workforce Development, Executive Director, Job Placement Coordinator, and Career and Technical Instructor are currently in place. The Executive Director, in coordination with the Director of Workforce Development, will oversee the hiring process for remaining positions. Interviews will be conducted during April and May 2026, with an anticipated start date of June 1, 2026.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	Click or tap here to enter text.	Kash Kids (Us And Our Children, Inc.)

(Insert Agency Logo)	KASH KIDS
(Insert Today's Date)	4/28/2026
(First and Last Name, Title)	Twyla Prindle, Founder
(Agency Name)	Kash Kids (Us And Our Children, Inc.)
(Address)(Street, City, State &Zip)	4720 Salisbury Road, Jacksonville, FL 32256

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Kash Kids
Site Location(s)(Separate by (;)	Andrew Robinson, Rufus E. Payne, Landmark Middle, Southside Estates, Sandalwood High School, Cedar Hills Elementary, MAI Leadership Academy, Springfield Middle School
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$113,708.10
Number of Proposed Children/Youth 26-27:	125

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Twyla Prindle
(Phone)	904-710-6529
(Email Address)	Twyla@kashkids.org

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(Title)	Executive Director
*Must be the authorized signer for the agency	
Approved by:	Twyla Prindle
Date:	4/28/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Kash Kids (Us And Our Children)
FY26-27 Contract Year:	2026-2027
Funding Approved for FY26-27:	$113, 708.10
Number of Proposed Children/Youth 26-27:	125

Please copy and paste your approved scope from last year in the box below.

Contractor Detail

Us and Our Children (Kash Kids) became a 501(c)(3) nonprofit organization in Jacksonville, FL in 2014. Our mission is to teach K-12 students to master money skills early so they can lead struggle-free lives. Kash Kids' unique approach to financial education has proven successful, quadrupling our program reach since inception. We engaged over 1,000 youth in the 2023-2024 school year. We offer three main courses: The Money Book Battle (K-2), Kash Kids Camp (3-8), and Adulting 101 (9-12).

Kash Kids has a robust team including a consultant responsible for overall strategy, a director overseeing program operations, team leads for each grade group, and financial education instructors. Partnerships with financial institutions and businesses, such as United Way and Fidelity Investments, enrich our students' learning experiences. Some partners provide financial literacy kits, snack packs, and contract us for specialized work with teens.

Our programs focus on budgeting, saving, investment, taxes, banking, and credit, using experiential learning techniques. Our mission ensures that students receive the best financial literacy education.

Program Locations:

Andrew Robinson Elementary School

Rufus E. Payne Elementary School

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Cedar Hills Elementary School

MAI Leadership Academy K-12

Southside Estates Elementary School

Landmark Middle School

Sandalwood High School

Springfield Middle School

Direct Supervision:

Twyla Prindle will oversee staff for this project.

Organizational Capability

Kash Kids believes all students should have equal access to financial literacy education regardless of their background. Our programs are tailored to individual needs, using strategies to retain a diverse population and create an inclusive learning environment.

We incorporate various cultural holidays and traditions, celebrate achievements, and reach out to families to understand financial concerns. Our use of technology, personalized support, and diverse classroom activities foster engagement and understanding.

To ensure retention, we offer continued support through virtual and augmented reality classrooms. We believe in education's power to bridge gaps and create financially secure futures for all participants.

Community Collaboration

Kash Kids actively collaborates with local organizations and efforts. We are in DCPS classrooms daily and have partnered with Truist Bank, United Way, Fidelity, Baptist Health, Partnership for Children's Health, Publix, Kathryn McQuade Foundation, Full Service Schools, Urban Awareness, Urban Geoponics, and My Village Project. We hold annual volunteer events, especially during Financial Literacy Month. We also partnered with KHA and the Jacksonville Public Library to publish "Explorers of Imagination," featuring stories by local 4th and 5th graders.

Our students benefit from these partnerships through various financial literacy activities and practical learning experiences.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Service Coordination

Kash Kids promotes service coordination in Duval County by forming meaningful partnerships with other contractors. We collaborate with Partnership for Children's Health, the Jacksonville Public Library, Publix, and Full Service Schools. These partnerships are cost-effective and impactful, providing financial literacy classes, resources, and support for our participants.

Our collaborations are facilitated by United Way, which helps us connect with more organizations through email marketing and direct contact. These partnerships foster an environment for students to reach their full potential.

Staffing Chart

# of Staff	Position/Job Title	Education/Training	Experience	Primary Duties	% of Time Devoted to Program
3	Elementary Instructors	Bachelor's Degree preferred	3 years	Teach K-5 financial literacy	70%
1	Middle School Instructor	Bachelor's or Financial Cert	2 years	Teach 6-8 financial literacy	80%
1	High School Instructor	Bachelor's or Financial Cert	2 years	Teach 9-12 financial literacy	80%
1	Administrator	N/A	1 year	Data management, attendance	5%
1	Email Marketer	N/A	2 years	Craft/send emails, campaigns	10%

Hiring and Training Timeline

First Week:

Complete recruitment and hiring of instructors

Orientation and onboarding materials provided

Following Two Weeks:

20 hours of intensive training through Online Professional Development programs

20 hours of classroom shadowing

30 Days:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staff fully operational

We ensure timely hiring and training to maintain high instructional standards.

Staff Training and Supervision

Kash Kids provides comprehensive training and supervision to ensure staff can effectively work with diverse populations. Our training includes topics such as money management, financial literacy, budgeting, and cultural competence. Weekly staff meetings review progress and provide guidance.

Training sessions include creating culturally sensitive environments, understanding different cultures' financial needs, reaching out to families, using technology, building trust-focused environments, and promoting diversity.

Staff Retention

Kash Kids offers competitive salaries, positive work environments, and incentives such as Employee of the Month awards. We support staff with ongoing training and seminars. Our comprehensive communication systems ensure staff feel supported. We have a good retention history, having only lost one instructor to entrepreneurship.

Program Components

Kash Kids addresses Juvenile Delinquency Prevention and Intervention/Crime and Safety Reduction through evidence-based programs, classroom instruction, community outreach, and mentorship. Our programs teach financial literacy, decision-making skills, and the legal repercussions of criminal activities.

We provide interactive teaching strategies, field trips to banks, investment firms, and businesses, and pre- and post-tests to measure progress.

Participant Numbers

Kash Kids proposes to serve 125 students annually in Juvenile Delinquency Prevention and Intervention/Crime and Safety Reduction. This number is based on our research and discussions with school principals about the number of students who would benefit from our program.

Participant Engagement and Retention

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

We ensure consistent attendance through an attendance tracking system, individualized attendance goals, and incentives. We engage students with interactive games, discussions, and activities. Regular communication with parents and providing transportation and snacks for after-school participants also help maintain high attendance rates.

Community Engagement

Kash Kids engages the community through forums, email marketing, and quarterly training sessions for parents, teachers, and community members. These sessions cover topics such as financial literacy, decision making, and crisis prevention. We also foster relationships with community organizations and businesses to provide additional support and resources.

Safety and Security

Kash Kids ensures participant safety with an emergency communication system, guidelines to keep unauthorized people from contacting participants, and a standardized accident and incident report system. We have a comprehensive safety plan and train staff and participants on emergency procedures.

Program Completion

Participants must meet certain requirements to complete the program:

K-2: Attend 70% of sessions, recognize coins, add and subtract money, complete money games

3-8: Attend 70% of sessions, engage in activities, complete a personal budget, score 70% or better on the final quiz

9-12: Attend 70% of sessions, engage in activities, complete a personal budget, score 70% or better on the final quiz

Performance Measures and Data Management

Kash Kids uses online surveys, point-in-time assessments, and data analysis to measure performance and inform service delivery. Participant and staff feedback is collected regularly through focus groups and surveys to inform improvements.

Planning and Data Integrity

Kash Kids ensures data integrity through supervisor oversight, data report analysis, and an internal tracking system. Staff are trained and motivated to collect and meaningfully utilize performance measure data. This approach ensures positive participant outcomes.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Budget

A line-item budget and detailed budget narrative are included, showing how expenses relate to the program proposal and ensuring reasonable costs. Costs associated with performance measures and learning outcome tools are included.

Fiscal Sustainability

Kash Kids is a not-for-profit organization dedicated to providing life skills education and financial literacy to low-income and underserved youth. In order to ensure the sustainability of our work, we need to secure consistent and reliable funding sources to cover our operational costs.

At Kash Kids, we have established a diverse funding portfolio, which includes individual donations, corporate donations, grants, products, fee for service, and contracts. We also receive in-kind donations from volunteers and supporters. Our current funding portfolio is comprised of 50% grants, 30% corporate donations and fee for service, 15% product sales, agreements and contracts, and 5% individual donations. Received funding (not including pending funds) this year has come from Full Service Schools, Walmart, DCPS, Partnership for Children's Health, Oriental Trading, and Tires Express.

We believe that our diverse funding portfolio and our ability to secure contracts and agreements demonstrate our competency to successfully fulfill the terms of the contract. Additionally, our commitment to financial literacy and our efforts to secure diverse and reliable funding sources demonstrate our responsibility to our communities and our determination to ensure the sustainability of our organization.

If applicable, please paste any specific changes to the scope of services below.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70657-23	I.M. Sulzbacher Center For The Homeless

(Insert Agency Logo)	30th SULZBACHER
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Maxine Engram, Children's Program Manager
(Agency Name)	I.M. SULZBACHER CENTER FOR THE HOMELESS
(Address)(Street, City, State &Zip)	611 E. Adams Street 32208

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Upward Youth Services
Site Location(s)(Separate by (;)	5455 Springfield Blvd. Jax Fl 32208
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$72,620.00
Number of Proposed Children/Youth 26-27:	10-12 Teens

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Cindy Funkhouser
(Phone)	(904) 923-0433
(Email Address)	cindyfunkhouser@sulzbacherjax.org
(Title)	President and CEO
***Must be the authorized signer for the agency**	
Approved by:	Cindy Funkhouser
Date:	4/15/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	I.M. SULZBACHER FOR THE HOMELESS
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$72,620.00
Number of Proposed Children/Youth 26-27:	10-12 Teens

Please copy and paste your approved scope from last year in the box below.

Provider: I.M. Sulzbacher Center for the Homeless

Program: Family Stability

Program Design Requirements:

Sulzbacher's Family Stability Program participants are primarily comprised of children and families residing at the program location, the Sulzbacher Village for Women and Families, although children and families from the surrounding neighborhood are welcomed as well. The Sulzbacher Village offers families the stability of housing, meals, health care (the only pediatric clinic offering primary health, dental, vision and behavioral health in the region that caters to this population) and economic opportunities including job skills and placement, at a single location. Other services offered include therapeutic daycare and after-school and children's programs.

Academic and Personal Enrichment

Program elements include:

A. Tutoring

The Program will offer tutoring services for 20 school-age children for 90 minutes on Tuesdays and Thursdays from 5-6:30 pm in the Computer Lab. This program will align with the DCPS homework requirements to ensure academic excellence in a school setting. The goal of the tutoring program is to improve study skills, self-esteem and prepare for tests and exams.

B: Parent Engagement

The parenting program is offered on Wednesdays from 5-6pm. in the multi-Purpose Room. The class is designed to service school-aged children's parents with an emphasis on parent participation in their children's school-life. The class will assist parents in how to give their children an edge in school. This is a 5-week mandatory course for Families in transition.

Week 1: Challenge Behaviors/Positive Behavior Support

Week 2: Student Performances below Grade Level/ Chronic Attendance

Week 3: Communications Skills for Conferences, Referrals and evaluations

Week 4: How to Access Magnet Programs and Discussions from the DCPS Families in Transition Manager.

Week 5: Technology and DCPS: Knowing how to access teachers through the Class DOJO system for Elementary and Remind.com for High Schools.

C: Life Skills

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The purpose of the Life Skills element is to build positive relationships with family engagement for such activities as celebrating holidays, birthdays, and off-campus field trips.

20 children will participate in Life Skills classes. These classes will increase self-worth, and cultural awareness. Life Skills will promote activities such as, a study of the Environment, Health and Wellness, Black History, Higher Education, Arts, and Wellbeing. These activities will be offered monthly.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

DESIRED RESULT: Empower at-risk students the opportunity to achieve.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	65%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	100%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	100%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	65%	Attendance sign-in sheets	July 2024
	% of youth who you attended college tours/readiness programs	65%	Attendance sign-in sheets	Quarterly
	% of youth attending life skills, financial literacy classes	65%	Attendance sign-in sheets, completion certificates	Attendance at each session.
	% of youth who participate in academic tutoring.	65%	SAMIS Data	Attendance sign-in sheets/School report cards

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staffing Requirements:

The Sulzbacher Upward Youth program is managed by the Children's Program Manager, Ms. Engram, with 38 years of working with disadvantaged students. The children served through the program are impacted by trauma, grinding poverty and domestic violence. This program is under the supervision of Mr. Brian Snow, President of Hope at the Sulzbacher Village. The fiscal operations are under the supervision of Tyler Metz, Accountant II Division. All employees of Sulzbacher are required to pass a Level II background screening

Number of Students Served: 20

# of students enrolled: 10

Youth must be from ages _12_____ to ____16____

Number of Children Served: 10

- *At least 80% of children/youth attend 30 days or more*
- *At least 70% children/youth attend 60 days or more*

Term of Agreement and Service Time:

August 1, 2026- May 31, 2027, with 3 renewal options

Days of the Week: Monday – Thursday

Number of Days Summer: 30

Number of Days Afterschool School: 180

Number of Hours Summer: 8 hours per day

Number of Hours Afterschool: 1 1/2 hours per day (Tuesday/Thursday)

1 hour per day (Monday/Wednesday)

Location(s):

Sulzbacher Village
5455 Springfield Blvd.
Jacksonville FL 32208

2. Program Fees and Program Income

There are no fees for this program.

3. Safety Requirements:

The program is located within the Sulzbacher Village for Women and Families building. Entrance and egress is through a front door checkpoint staffed by security 24/7. Interior program areas are behind locked doors requiring a key for entrance. Additionally, all common areas are under video surveillance and monitored by a security guard 24/7. Outdoor play areas are fenced and monitored by staff. Participant contact information is notated at program registration. Keep in mind, program participants reside on-site. They do not have to leave the building to participate in the program.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

4. Parent Engagement Requirements/Adult Family Member Services

20-30 parents will participate in the program.

The parenting program is offered on Wednesdays from 5-6pm. in the multi-Purpose Room. The class is designed to service school-aged children's parents with an emphasis on parent participation in their children's school-life. The class will assist parents in how to give their children an edge in school. This is a 5-week mandatory course for Families in transition.

Week 1: Challenge Behaviors/Positive Behavior Support

Week 2: Student Performances below Grade Level/ Chronic Attendance

Week 3: Communications Skills for Conferences, Referrals and evaluations

Week 4: How to Access Magnet Programs and Discussions from the DCPS Families in Transition Manager.

Week 5: Technology and DCPS: Knowing how to access teachers through the Class DOJO system for Elementary and Remind.com for High Schools.

5. Dissemination Plan

Sulzbacher's focus is to help children and families overcome the trauma of homelessness. This is accomplished through offering programs and services addressing housing, healthcare, and economic opportunities. Our "community" is primarily homeless families with children residing at the Sulzbacher Village for Women and Families. The systemic impact of formerly homeless families becoming self-sustaining members of the community at large cannot be measured but it is, at the very least, multi-generational and substantial.

Sulzbacher has employed the services of a marketing firm to assist in making the surrounding community aware of the Sulzbacher Village's Duval Family Health Center and its availability to the general public. It is hoped that as that effort gains momentum, additional Sulzbacher services such as daycare, and afterschool programming will be taken advantage of as well.

Budget

Budget Correlates with Narrative

Techniques to be used to retain children and parents in the program:

1. Teaching how to make technology a tool and not a distraction.
2. Include apps, software, and online resources as part of tutoring.
3. Arrange group discussions based on feedback from children.
4. Student reflection sessions on the results of grades, participation in the program.
5. Measure student engagement by sign-in/sign-out sheets.
6. Fun activities such as exercise, birthday parties, and holiday events.
7. Field trips geared towards parent/child participation.

If applicable, please paste any specific changes to the scope of services below.

N/A

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70660-23	Boys & Girls Clubs of Northeast Florida

(Insert Agency Logo)	BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA
(Insert Today's Date)	4/13/2026
(First and Last Name, Title)	Greg Hayes Chief Finance Officer
(Agency Name)	Boys and Girls Clubs of Northeast Florida
(Address)(Street, City, State &Zip)	10 S Newnan St. Jacksonville Florida 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Springfield Teen Center - Culinary Workforce Development
Site Location(s)(Separate by (;)	313 E 10th Street Jacksonville Fl 32206
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$149,999.00
Number of Proposed Children/Youth 26-27:	25

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Greg Hayes
(Phone)	904-502-6232
(Email Address)	ghayes@bgcnf.org
(Title)	Chief Financial Officer

***Must be the authorized signer for the agency**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Approved by:	
Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Boys & Girls Clubs of Northeast Florida
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$149,999.00
Number of Proposed Children/Youth 26-27:	25

Please copy and paste your approved scope from last year in the box below.

FY26-26 Contract Year: June 1, 2026 -May 31, 2027

Scope of Work:

Funding Approved for FY26-27: $149,998.20

Number of Proposed Children/Youth 26/27: 25

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

PROGRAM DESIGN

Identify the program components (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction) the organization will address and describe in detail the services the organization will implement to address the proposed program component(s) including the use of subcontractors.

About BGCNF's Culinary Arts Workforce Program

BGCNF's Culinary Arts Workforce Program is committed to providing high-quality, accessible education. In partnership with the hospitality industry, the program opens fulfilling career paths to a broader demographic, providing new opportunities, the means to a livable wage and economic mobility to students.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

In today's world, an increasing number of students are looking beyond traditional four-year college programs toward alternatives that equip them for the job market with occupational skillsets. At the same time, the hospitality industry has been facing a shortage in the availability of qualified job candidates. In response to these circumstances, BGCNF will provide valuable opportunities for students while filling the need for trained employees.

From training and ongoing support for instructors to utilizing ProStart, an industry-backed culinary arts and restaurant management program for high school students, the Culinary Arts Workforce Program is a comprehensive and customizable program.

Appropriate for students, 6th-12th grade, this program gives graduates core concepts and command of culinary and hospitality skills culminating in job-search guidance and help with placement, it gives BGCNF the ability to offer students a path to gainful employment

Instructors will utilize the ProStart curriculum, activities, worksheets and assessments, including resource materials (modifications can be made as needed to meet desired outcomes). Technical experts from ProStart will be available to provide ongoing remote support for instructors.

Instructor Training

Instructor training takes place at a BGCNF Citi Center facility, where culinary chef experts lead training on the curriculum and equipment. Instructors will also receive an overview of the industry, with a discussion of its past, present and outlook.

Professional Development

Instructors will have the opportunity to become Culinary Arts Workforce Program Specialists. They will also have access to webinars, hands-on experience and mentorship to help them lead their students.

A fully designed program

Club members participated in well-rounded culinary and hospitality courses throughout the program. BGCNF's chef instructors will deliver the ProStart curriculum in a way that is engaging and fun. The ProStart curriculum can be modified to accommodate learning needs and goals.

Citi Teen Center Culinary Arts Workforce Program

Components

College and Career Development and Workforce Development

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	Essential Tasks	Culminating Events
Culinary Part 1	***Skills*** 1. Basic Culinary 2. Food Preparation 3. Kitchen 4. Food Service & Delivery	Club members prepare, cook, serve, and clean up for designated programs and events hosted for their peers, parents or community hosted at the Citi Teen Center
Workforce Engagement	***Engagement*** 1. Chef Presentations 2. Engagement with the National Restaurant Assoc. Local Chapter 3. Restaurant & Banquet Facility Tours 4. Volunteer at Key Community & Culinary Events 5. Engagement with Technology and AV Hosoitalitv Businesses	Club members select presenters, tour locations and volunteer opportunities. Engagement activities and outcomes are shared to key stakeholders via BGCNF social media and e-News. Club members are actively engaged in the local restaurant, hotel and banquet facility industry.

	Essential Tasks	Culminating Events
Culinary **Part 2**	***Skills*** 1. Advanced Culinary and 2.	Club members are actively engaged i Culinary Part II
	Food Preparation 3. Restaurant Management Principles 4. Employability Skills 5. Certification Preparation 6. Workforce Integration	lessons associated with the ProStart program and are well on their way to choosing Culinary Arts for their career pathway. Club members participating in the Culinary Part 2 program are recruiting other members to be engaged and are leaders at key culinary enqaqement events

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Workforce Engagement	***Engagement*** 1. Job Shadowing 2. Internships 3. Volunteerism	Citi Teen Center Culinary Arts Program Club members are actively engaged in the local restaurant, hotel and banquet facility industry. They become the qo-to source for skilled youth
	Essential Tasks	**Culminating Events**
Certifications	***Certifications*** - SafeStaff - Food Handler Certification	Certifications are passed and award celebrations are held for all passing Club members.
FSCJ or other Culinary Programs Articulation	***Articulation*** Articulation into the Florida State at Jacksonville (FSCJ) Culinary Management or Hospitality and Tourism Management Programs or other pertinent Culinary and/or technical programs	Articulation agreements are signed, and award celebrations are held for all students articulating into FSCJ's or other culinary/technology programs

BGCNF's Culinary Arts Workforce Program Instructors will provide the program participants with the following as they complete their semesters:

Job Search Support

The Culinary Arts Workforce Program produces trained specialists (Club members) who can be productive on their first day on a job. The chef instructors will assist in job-search support to help the students match with interested employers. An annual Culinary Arts Career fair will be held to introduce credentialed students to local and regional education programs focusing on hospitality, restaurants, banquet facilities and hotels.

BGCNF Career Guidance

The Citi Teen Center offers multiple programs for other workforce programs like BGCNF's Culinary Arts Workforce Program and other programs including robotics, hair and beauty, computer, audio and video, dance and more to come. BGCNF's team members integrate job search skills to support gainful employment. Proficient communications skills, along with mastery of the tools and best practices of the trade, will give students professional confidence as they transition from education to career. Individual instructors will be responsible for delivering this training, with help from industry partners. The program includes instruction in:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

6. Resume writing
7. Cover letter writing
8. Interview practice
9. Communication skills

In addition, students may hear guest speakers and subject-matter experts from industry employers and have opportunities for volunteer work to build experience.

Job interviews

BGCNF is supported by businesses across all industries, upon successful completion of the program's requirements, Culinary Arts Program graduates are offered the chance to interview with these organizations.

Provide the number of participants Contractor proposes to serve annually for the identified program component (College and Career Development and Workforce development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction). Describe how the number to be served was determined.

Citi Teen Center Culinary Arts Workforce Program will use ProStart, and industry-backed culinary arts and restaurant management program for high school students. BGCNF proposes to serve 25 Club members each year in the program. The number was derived based on the average daily attendance for 2022 at the current site. All Club members/ students grade 8 through 12 are eligible to participate in the Culinary Arts Workforce Program after they have completed two (2) introductory courses where levels of leadership, commitment, teamwork, and discipline are assessed. Students who want to pursue culinary arts as a career path are selected to participate in the program where they can ultimately achieve a minimum ServSafe certification and/or college credits toward an associate degree or another industry credential like certified restaurant professional. There are positions available in each cycle: August through February and March through September. The modified curriculum can be completed in six (6) months.

Participation of the Culinary Arts Workforce Program will provide job skills training for high need, high skill, high wage career opportunities in the culinary and hospitality industry. By participating in this vocational training track, Club members will be well on their way to obtaining industry specific credentials and credits that will help pave the way for future employment and career opportunity. The ServSafe certification that all participants will earn provides each recipient a jumpstart in any

Competitive hiring situation. The Citi Teen Center's state of the art Commercial Kitchen and Catering Hall provides job training in a real-world environment while allowing BGCNF to serve our Springfield community as we host family gatherings, business meetings and other community events. We anticipate this to be a steady

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

source of training and opportunity for our teens as well as a source of funding for BGCNF's Citi Teen Center Boys & Girls Club and Culinary Arts Program. Club members will have the unique learning opportunity for hands-on experiences in a variety of functions associated with the Hospitality industry including cooking, prepping, hosting, serving, event coordination.

Participant engagement and retention is a strong indicator of success. Describe the plan to engage and retain children in the program. It is expected that children and youth will maintain an average daily attendance rate of 80% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices the program will implement in order to ensure consistent and long-term participation.

Citi Teen Center programs include daily instruction in academic subjects by certified teachers and evidence-based enrichment activities and project-based learning activities that are fun, engaging, and challenging, which help to increase overall student success. The Citi Teen Center has a unique incentive plan that rewards members for school performance, Club attendance and good behavior, citizenship, and program participation. For example, every month at each site, a "Youth of the Month" is selected. Each year, all sites select one candidate each for the national BGCA Youth of the Year Awards. Participants take part in Club sports, robotics teams, field trips, college and career exploration, virtual learning platforms, video games, participation in the arts, community service projects, and other activities that provide a safe, fun, exciting Club experience, which keep our participants coming back.

Involved parents play an important role in participant engagement and retention. Program staff

engenders trust within the ranks of our adult-family members, assuring that their child will learn,

have fun and establish positive relationships in a safe environment. BGCNF strategies that help

improve student retention include providing high-yield activities that promote autonomy and opportunities to connect with caring adults; offering targeted programs that engage club members in challenge areas, staying connected through pulse check, and check-ins assessing the emotional state of members, and by providing platforms and venues to foster member voice. Listening to what they are passionate about in their unique style of delivery is a level of engagement that is unparallel. Many families have participated in BGCNF programs for generations and for many the legacy continues. Because programs offer transportation (at some sites), meals, snacks and a positive learning environment, parents make sure their children attend daily and encourage other families to become members of the BGCNF family.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The Citi Teen Center unit director and executive chef instructor partner with public and private businesses within the community. These partnerships provide unique and intriguing

opportunities for participants to engage in project-based and experiential learning. For example,

besides culinary programming, BGCNF works with STEM2Hub to provide Club members the

opportunity to build robots, fly drones, code, program and compete with other robotics teams in the area through our partnership with First Coast Lego League.

Describe Contractor's plan to engage the community, identify/address community needs, while empowering and equipping community members to become advocates for necessary, sustainable, and systematic at-hope youth service's needs.

BGCNF's main objective of the Culinary Arts Workforce Program is to train youth in culinary skills and provide them opportunities through catered events to put their training into practice under the supervision of chef instructors. This program provides employment and internship opportunities for young people in local restaurants which connects employment gaps in the community.

The implementation of the Culinary Arts Workforce Program will provide job skills training for high need, high skill, high wage career opportunities in the Culinary and Hospitality industry. By participating in this vocational training track, Club members will be well on their way to obtaining industry specific credentials and college credits that will help pave the way for future employment and careers. The onsite Commercial Kitchen and Catering Hall will support the program by providing job training in a real-world environment while allowing us to serve the local Springfield and broader Jacksonville community as BGCNF hosts family gatherings, business meetings and other community events. Club members will have the opportunity for hands-on experience in a variety of functions associated with the hospitality industry including cooking, prepping, hosting, serving, event coordinating, catering, and management. This program will fill a growing need for occupations in the Culinary Industry. All occupations listed in the chart below are growing faster than the national average (5%) for all occupations from 2021-2031.

ROLE	Degree	Ave Salary	
Chefs/Head Cooks	Bachelor's Degree, High School plus experience	$50,160	15%
Sous Chef	Bachelor's Degree, High School plus experience	$42.500	15%
Cooks	High School or equivalent	$29,120	16%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Event Coordinator Food Manager	Bachelor's Degree, High School plus experience	49,470	18%
Waiters/Waitresses	No formal education needed	$26,000	10%
Hostess	High School or equivalent	$27,720	6%

Hospitality

The priority of BGCNF is the physical and emotional safety of its members, staff, and volunteers. All Club activities and program spaces are under continuous supervision by sight or sound (for restroom supervision) by an appropriate adult staff (18 or over). To ensure appropriate supervision, staff, and volunteers must abide by the BGCNF policies and procedures that foster safety. The following Safety precautions include, but are not limited to, the following safeguards: Staff members are prohibited from

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Success Indicators for Citi Teen Center Culinary Arts Program

	Essential Tasks	How Will Club Member Success be Measured in Year1?	Culminating Events
Culinary Part 1	***Skills*** 1. Basic Culinary 2. Food Preparation 3. Kitchen 4. Food Service & Delivery	**Measure:** 70% of Culinary members will participate in at least two of four of the four (4) essential Skill sessions **How:** Participation Logs	Club members prepare, cook, serve, and clean ulp for designated programs and events hosted for their peers, parents or community hosted at the Citi Teen Center
Technology Part 1	***Skills*** Basic Technology/ Audio-Visual (AV)	**Measure:** 70% Culinary members will participate in the essential Skill session **How:** Participation Loas	Club members use and understand the basics o1 technology and AV and are supporting culinary and caterina hall events.
Workforce Engagement	***Engagement*** 1. Chef Presentations 2. Engagement with the National Restaurant Assoc. Local Chapter 3. Restaurant & Banquet Facility Tours 4. Volunteer at Key Community & Culinary Events 5. Engagement with Technology and AV Hospitality Businesses	**Measure:** 50% of Culinary members will participate in at least two of five (5) Workforce Engagement opportunities for culinary and/or technology programs **How:** Participation Logs and Learning Assessments	Club members select presenters, tour locations and volunteer opportunities. Engagement activities and outcomes are shared to key stakeholders via BGCNF social media and e-News. Club members are actively engaged in the local restaurant, hotel I and banquet facility industry.
	Essential Tasks	**How Will Club Member Participation Success be Measured Beyond Year 1?**	**Culminating Events**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Culinary Part 2	***Skills*** Advanced Culinary and 2. Food Preparation Restaurant Management Principles Employability Skills Certification Preparation Workforce Integration	**Measure:50%** of culinary members who have expressed an interest in further developing their culinary skills will participate in at least three (3) of the first (4) essential Skills sessions associated with the ProStart curriculum **How:** Participation, Logs and Learning Assessments	Club members are actively engaged in Culinary Part II lessons associated with the ProStart program and are well on their way to choos|ng Culinary Arts f1ir their career pathway. Club members participating in the Culinary Part 2 program are recruiting other members to be engaged and are leaders at key culinary engagement events
Technology Part 2	***Skills*** 1. Advanced Technology/ Audio- Visual (AV)	**Measure:** 25% of Culinary Club members who have expressed an interest in	Club members are actively engaged in the Technology Part 2 lesson s

Staff and volunteers must immediately report and document (in a BGCNF incident report) all safety incidents that might affect staff, volunteers, members, and others who visit Club sites. The following information shall be included on an Incident Report: Date and location, incident details, witnesses and contact information, names of all involved (youth and staff if applicable), all notifications made (first responders, parents, leadership, etc.).

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Safety incidents that occur during Club programs, on Club premises, and during a Club affiliated program or trip must be reported. Incident reports are submitted to Human Resources and are dealt with according to Organizational Policies and Safety procedures. Examples of safety incidents include, but are not limited to: Inappropriate activity between adults (18 and over) and youth; Inappropriate activity between multiple youth; Allegations of abuse; Bullying behavior; Inappropriate electronic communications between adults (18 or over) and youth; Minor and major medical emergencies; Accidents, including slips and falls; Threats made by or against staff, volunteers and/or members; Physical assaults and injuries, including fights; Missing children; Criminal activity, including theft and robbery; and other incidents deemed appropriate by Club leadership. The BGCNF Safety committee, comprised of Area Directors, Unit Directors, Site coordinators, and other interested staff, meets monthly to assess safety and security needs of the program.

What must participants accomplish to have successfully complete the program? Please include the guidelines, requirements, and timeframes Contractor will use to determine successful completion.

If applicable, please paste any specific changes to the scope of services below.

We have requested to include 6th to 12 graders as part of the reimbursement. Culinary has about six 6th and 7th graders interested in joining our class

I have added it into the Scope

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: 0784A02B-4F83-8A28-822F-3C85516D8964

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70662-23	The Children's Home Society of Florida

(Insert Agency Logo)	chs
(Insert Today's Date)	4/17/2026
(First and Last Name, Title)	Robin Neese, Director of Family Development Programs
(Agency Name)	The Children's Home Society of Florida
(Address)(Street, City, State &Zip)	Physical: 5768 S. Semoran Boulevard, Orlando, Florida 32822, Mailing: 10401 Post Office Blvd. W FL 3 #1147, Orladno, FL 32862

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Family Life Education
Site Location(s)(Separate by (;)	3027 San Diego Rd Jacksonville, FL 32207
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$150,040
Number of Proposed Children/Youth 26-27:	90

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Tara Hormell
(Phone)	(407) 233-6024
(Email Address)	Tara.Hormell@chsfl.org
(Title)	Chief Program Officer

***Must be the authorized signer for the agency**

Approved by:	Please sign here: Tara Hormell AC888CFF47B0498...

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 0784A02B-4F83-8A28-822F-3C85516D8964

Date:	Click or tap to enter a date. 4/16/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	The Children's Home Society of Florida
FY26-27 Contract Year:	6/1/26 - 5/31/27
Funding Approved for FY26-27:	$150,040
Number of Proposed Children/Youth 26-27:	90

Please copy and paste your approved scope from last year in the box below.

Program Design Requirements:
The Family Life Education program strengthens, reunites, and stabilizes families. At the core of CHS's approach to providing services through our Family Life Education program is our commitment to building bridges and creating pathways to success for children and families. Our guiding values of caring with integrity, respect, commitment, leadership, and excellence. underpin all our work, and we strive to embody these values in our interactions with families. CHS uses evidence-based practices to provide a structured, safe, and supportive environment that is tailored to the unique needs of each family. By delivering trauma-informed, culturally competent services, CHS therapeutically assesses families to support them in moving towards positive outcomes of developmental milestones, parenting skill development, reunification, permanency, and strengthening family bonds. We recognize that providing these services are essential for promoting positive interactions between children and their parents, and for supporting families in achieving their goals.
Purpose: Family Life Education Program services include supervised visitation, parenting education, and parent support groups. Through these services, CHS aims to provide a safe and supportive environment for families to grow and develop with their children.
Program Design: The Family Life Education program is designed to strengthen, reunite, and stabilize families in need. We achieve this through the three core components of our program: supervised visitation, parent education, and parent support groups. Kids Hope Alliance funding will focus on the parent education and parent support group portion of this program.
Parent education: This program component includes workshops, classes, and individualized coaching to equip parents with essential knowledge and skills needed to navigate the complexities of parenting. These educational services focus on effective communication techniques, positive discipline strategies, and conflict resolution skills. By empowering parents with these tools, we enhance their confidence, improve their parenting abilities, and promote a positive and stable family environment. The program utilizes multiple evidence-based curriculums such as Active Parenting, Positive Behavior Management (of Teens), Nurturing Parenting, Infant and Toddler Development, and Arise Sprouts. Each curriculum provides valuable tools, strategies, and insights to equip parents with the knowledge and skills necessary to navigate the challenges and joys of parenting. To ensure that the program addresses the specific needs of each family, we begin by assessing parents for their strengths and areas of improvement. This strength-based assessment helps us identify the existing assets and opportunities for growth within each family and a tailored plan is co-created with the family to address their unique needs and goals.
Parent support groups: Parent support groups offered through the Family Life Education program create a nurturing and understanding environment where parents can connect, share experiences, and receive emotional support. These groups foster a sense of community and empathy, reducing feelings of isolation and creating a network of individuals who can relate to each other's challenges and successes. Through participation in these groups, parents gain encouragement, practical advice, and the necessary emotional support to navigate the difficulties of parenting. Among the support groups offered are:
Families in Recovery: Designed to assist families who are on the journey of recovery from substance abuse. It provides a safe and understanding space for parents to share their experiences, receive support, and learn valuable strategies for maintaining sobriety while navigating the challenges of parenting.
Circle of Security: Centered on the evidence-based Circle of Security parenting program. It aims to enhance the bond between parents and their children, providing a secure base from which children can explore the world. The group offers a safe and supportive space for parents to explore their own attachment styles, strengthen their parenting skills, and receive guidance on building healthy parent-child relationships.
The specific purposes of the program are to:
1) Provide opportunities through education and support to strengthen parenting skills.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 0784A02B-4F83-8A28-822F-3C85516D8964

2) Promote positive parent/child interaction and family stability.
PERFORMANCE MEASURES:
The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.
DESIRED RESULT: Strengthening parenting skill and family stability.

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted parents actually served. (90)	95%	SAMIS Data	Analyzed on Quarterly Schedule
	% of sessions provided goal of 576 (80% of 90 parents 72 x 8 sessions)	95%	SAMIS Data	Analyzed on Quarterly Schedule
How Well Did We Do It?	Participant Satisfaction Surveys demonstrate positive growth and satisfaction among participants.	95%	Satisfaction Survey data uploaded to SAMIS documentation library	Analyzed on a Semi-Annual Schedule.
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Quarterly Schedule
Is Anybody Better Off?	% of families served who successfully completed the program (10 sessions for Parent Education or 7 sessions for Parent	80%	SAMIS Data/Attendance Records	Program Completion

If applicable, please paste any specific changes to the scope of services below.

none

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: 0784A02B-4F83-8A28-822F-3C85516D8964

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: FY26-27

ESC	Contract #	Agency
0351-23	70659-23	FOSCI

February 9, 2026
Beverly J. McClain, CEO
Families of Slain Children, Inc. (FOSCI)
2212 N. Myrtle Ave., Jacksonville, FL. 32205

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of **(FOSCI)** intent to continue services for the FY 2026-27 Contract Year at the following:

Program Location(s)	2212 N. Myrtle Ave., Jacksonville, FL. 32209
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$150,000

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Beverly J. McClain
9044248755
admin@fosci.org
CEO

Approved by: Date:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC – 0351-23	**Agency**
70659-23	FOSCI

FY26-27 Contract Year:

Funding Approved for FY26-27: $150,000

Number of Proposed Children/Youth 26-27: 15 Adults (Family)

SCOPE: FAMILIES OF SLAIN CHILDREN (FOSCI) - FAMILY STABILITY

FAMILY STABILITY: CONTRACT PERIOD: June 1, 2026 – May 31, 2027

12 -MONTH PROPOSED NUMBER OF ADULTS SERVED: 15

1. Adults will participate in the following:
   a. Mental & Emotional Health Assessment/Training
   b. The following education development courses:
      i. Workforce Readiness
      ii. CHAMPs Experience
      iii. Trauma/Grief Support
   c. Therapeutic sessions (Grief Share): 4-10

12- MONTH: PROPOSED NUMBER FAMILIES (PARENTS AND CHILDREN)

1 Adult and Family will have access to the following:

a. Tutoring and homework assistance is available for youth of parents attending the program. M —F 3:00pm (Excluding Wednesdays/Holidays) Does this have an end time
b. Meal for Adult participants on Program evenings
c. Drop-In services for: Hygiene Products, Clothing, Shoes, Household Items (During specified hours)
d. Family Referrals to Community Assistance
e. Victims of Crime Compensation Application Assistance
f. Family Community Events, Health Fairs, and Screenings

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Successful PROGRAM Participation :

Adult clients successfully participate in FOSCI's program in the following areas:

1. Mental and Emotional Health Trainings (Assessments)
2. Four (4-10) Therapeutic sessions. (Grief Share)
3. Completion of three: CHAMPs, Trauma/Grief Support, Workforce Readiness, New Employment Applications, School or Trade Enrollment

Number of Families Served: 15

Term of Agreement and Service Times:

Contract Term: June 1, 2026 – May 31, 2027

Days of Week:

Wednesdays (Excluding Holidays)

PROGRAM PARTICIPANT HOURS:

6:00 – 8:30PM

Office Admin Hours:

Monday – Friday : 10am – 5PM

Location Address of Program Services:

FOSCI

2212 N. Myrtle Ave., Jacksonville, FL. 32209

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

GOALS AND PERFORMANCE MEASURES.

TABLE A:

(4a) Families requiring services will be able to access those services without difficulty.

(4c) Youth and families have access to financial education and services.

(4d) Family members have opportunities for purposeful interaction.

TABLE B.

(7a) 80% of adult participants will access at least two services provided.

(7b) 75% of homicide victim's family will receive emotional peer support for 4 sessions.

(7c) 100% of adult participants will receive a meal.

(7d) 100% of youth participants will receive a meal.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70655-23	Family Support Services of North Florida, Inc.

(Insert Agency Logo)	
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Alice Sosinsky, Grants Administrator
(Agency Name)	Family Support Services of North Florida, Inc.
(Address)(Street, City, State &Zip)	1300 Riverside Blvd. Suite 700, Jacksonville, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Preserving Families and Protecting Children
Site Location(s)(Separate by (;)	Same as agency address
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$165,000
Number of Proposed Children/Youth 26-27:	110

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Jenn Petion
(Phone)	904.314.4193
(Email Address)	jenn.petion@fssnf.org
(Title)	President & CEO

***Must be the authorized signer for the agency**

Approved by:	Jenn Petion
Date:	4/16/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Family Support Services of North Florida, Inc.
FY26-27 Contract Year:	06/01/2026 – 05/31/2027
Funding Approved for FY26-27:	$165,000
Number of Proposed Children/Youth 26-27:	110

Please copy and paste your approved scope from last year in the box below.

The Preserving Families and Protecting Children (PFPC) program augments FSSNF' voluntary, non-judicial Family Assessment Support Team (FAST) program by integrating enhanced services including health care coordination and Family Advocates to increase parent engagement/retention in services, strengthen parent-child relationships, and increase family functioning. The service delivery model uses guiding principles of the Strengthening Families Approach to provide family-centered services that recognize individual needs, build on family strengths and protective factors, promote optimal child development, and reduce the likelihood of child abuse and neglect.

Family Advocates provide education, advocacy, and support to help children and their families become more informed consumers of services offered; move more quickly through their concerns, frustrations, and anger with the system; develop good working relationships with their case manager; more quickly engage in, and complete, services; improve parenting skills, and; increase family functioning. Family Advocates assess families' strengths and needs and make service referrals as needed, enhance family functioning by building trusting relationships, teach problem solving skills, provide information and improve the families' support system, assess parenting and communication skills, provide weekly parenting education using the Nurturing Parent Program, help parents and children identify non-punitive methods of interacting, and model and practice positive interaction. The Adult Adolescent Parenting Inventory (AAPI) is used to assess the parenting and child rearing attitudes of adolescents and adult parent and pre-parent populations. Screening is completed at program admission, with follow up screening every 90 days, while enrolled in the program.

Additionally, Family Advocates provide in-home education and support services to families/children with multiple risk factors engaged in FAST to improve outcomes related to child development (knowledge of child and youth development, and social and emotional competence of children) and child/caregiver health.

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70656-23	Hubbard House, Inc.

(Insert Agency Logo)	Hubbard House
(Insert Today's Date)	4/16/2026
(First and Last Name, Title)	Dr. Gail A. Patin, Chief Executive Officer
(Agency Name)	Hubbard House, Inc.
(Address)(Street, City, State &Zip)	P.O. Box 4909, Jacksonville, Florida 32201

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Hubbard House, Inc. Children Services Program
Site Location(s)(Separate by (;)	Per Florida State statute, the shelter location is confidential and cannot be disclosed.
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	62,350.20
Number of Proposed Children/Youth 26-27:	40

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Dr. Gail A. Patin
(Phone)	904-354-0076
(Email Address)	ceo@hubbardhouse.org
(Title)	Chief Executive Officer
***Must be the authorized signer for the agency**	
Approved by:	Please sign here.
Date:	4/17/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Hubbard House, Inc.
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$62,350.20
Number of Proposed Children/Youth 26-27:	40

Please copy and paste your approved scope from last year in the box below.

FY26-27 Contract Year: June 1, 2026 – May 31, 2027

Funding Approved for FY24-25: $62,350.20

Number of Proposed Children/Youth 26/27: 40

Hubbard House's Children Services Program anticipates the following goals will be achieved for the Family Stability program component:

- 40 children served
- 4230 Child Contact Hours, which are services provided directly to children (Birth-17) in individual, family, or group settings. Although the majority of Child Contact Hours are provided in-person, there may be occasions where contact is provided via the phone and/or through an internet/virtual platform. Child Contact Hours are provided by staff (that do not have another identified funding source) and/or qualified volunteers. Child Contact Hours are measured in fifteen, half-hour, and one-hour increments. Child Contact Hours are counted per individual child and may include: Childcare/Daycare hours, Children Supervision hours (if different from childcare/daycare), Children Intake hours, Children Assessment hours, Children Development Support hours, Group Children's Activities hours, Youth Educational activities hours, Childcare Individual activities hours, Education/Tutoring Support hours, Therapeutic Curriculum hours, Individual Counseling hours, Group Counseling hours, Children Service Plan/Goal Setting hours, Children Treatment Plan hours, Basic Needs Assessment hours, Crisis Intervention hours, Crisis Counseling hours, Advocacy hours, Safety Planning hours, Follow-Up Contact hours, Information & Referrals discussion hours.

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

Along with the safe, secure and confidential emergency shelter facility we offer, the Children Services Program provides children with crisis intervention, safety planning, counseling, case management, behavioral management, experiential learning opportunities, assessments to determine child's level of development and effectiveness of intervention, elementary and middle school on site, food, clothing, hygiene products and referrals to other local service provider. Through Hubbard House's Children Services Program and the Children and Youth Learning Center, children and youth who have experienced domestic violence are able to heal, grow and experience a sense of normalcy.

While in shelter, each child receives an initial needs assessment and children 3 years old and up participate in safety planning. Needs assessments are utilized to evaluate the abuse children have been exposed to and identify their developmental and emotional needs. Staff then meet individually with children and their parent on a regular basis to provide on-going assessments, follow-up, education

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

assistance, individual counseling, and age appropriate psycho-educational groups for the children. In meeting with the parent, issues the child may be facing are explored and a service plan is developed. Support is also provided for parents to help them understand their children's goals, help their children cope with the violence they have experienced, and assist the parent in furthering their relationship with their children. Sometimes, family counseling (with the child and non-offending parent) is utilized to address these aspects. Additionally, children in our outreach programs are also provided with similar services.

Although this proposal focuses on funding a portion of the Children Services budget, including a Child Advocate in the Children and Youth Learning Center, all parents and children in the Children Services Program have access to a variety of services.

As a child enters the Hubbard House shelter, their parent can select the following options for their child:

- Children and Youth Learning Center with child advocates.
- School, grades kindergarten through eight – a unique offering provided by only one other domestic violence center in the state
- Family advocates, focused on trauma-informed care, developmental needs, life-skills, experiential learning and group counseling
- Children's Counselor, provides one-on-one and group counseling
- HARK (Happy And Resilient Kids) program – a unique intervention and prevention program designed to empower children and provide them and their families with immediate and long- term safety strategies
- Primary Prevention through programs like the WAVE (Working Against Violence Everyday) program. WAVE provides a multi-session primary prevention curriculum designed to teach grade school aged children about topics such as healthy relationships, anger management, gender stereotypes, conflict resolution and bullying. Hubbard House also provides college- aged primary prevention.

Specifically, the Children Services program:

- Where age appropriate and parent receptive, place children in age-appropriate groups or meet one-on-one with a counselor
- Works with parents and children to develop safety plans
- Offers group and individual counseling activities designed to educate children on the dynamics of domestic violence, assist them in understanding and dealing with their emotions and practice new life skills in experiential learning opportunities
- Hosts classes weekly in various locations, that are generally at the same time and place as support groups for the victimized parent.
- Provides individual case management for each child's individualized plan of care.
- Conducts face-to-face assessments of each child to assess for trauma symptoms, child abuse and determine level of functioning in the home and in the community.
- Establishes rapport with the child and the parent to monitor the child's progress and provides referrals for other services.
- Utilizes pre and post tests to measure the effectiveness of the intervention.
- Holds case management meetings to review child's progress and to make recommendations for follow-up services.
- Works in schools to educate students about healthy relationships and prevent future intimate partner violence in our community.
- Teaches anger management, non-violent conflict resolution, and respect for others.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

If applicable, please paste any specific changes to the scope of services below.

4230 Child Contact Hours

Although this proposal focuses on funding a portion of the Children Services budget, including a Child Advocate in the Children and Youth Learning Center, all parents and children in the Children Services Program have access to a variety of services.

- Children and Youth Learning Center with child advocates.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70653-23	Daniel Memorial, Inc.

(Insert Agency Logo)	daniel — Improving the odds for kids — SINCE 1884
(Insert Today's Date)	4/9/2026
(First and Last Name, Title)	Lesley Wells, CEO
(Agency Name)	Daniel Memorial, Inc.
(Address)(Street, City, State &Zip)	4203 Southpoint Boulevard Jacksonville, FL 32216

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Project Prepare
Site Location(s)(Separate by (;)	1526 Parental Home Road Jacksonville, FL 32216
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$104,732.10
Number of Proposed Children/Youth 26-27:	30

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Lesley Wells
(Phone)	904-296-1055
(Email Address)	lwells@danielkids.org
(Title)	CEO
	***Must be the authorized signer for the agency**
Approved by:	Please sign here
Date:	4/9/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Daniel Memorial, Inc.
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	104,732.10
Number of Proposed Children/Youth 26-27:	30

Please copy and paste your approved scope from last year in the box below.

FY 25-26 Scope of Services	
ESC Project Prepare	**Agency: Daniel Memorial, Inc.**
FY25-26 Contract Year: **Funding Approved for FY25-26:** $95,211 **Number of Proposed Children/Youth 25-26:** 30 **Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.**	

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The key components of the program include comprehensive assessment, intensive case management, residence, education and employment support, counseling, and aftercare. All activities contribute collectively to Family Stability objectives by definition because the primary goal is to stabilize teens that are facing housing and resource instability. Secondly, services also address Juvenile Delinquency Prevention and Intervention/Crime and Safety Reduction through the alleviation or prevention of known risk factors for unlawful behavior, including lack of school engagement, including dropping out or failure, unemployment, mental health issues, and exposure to traumatic events such as abuse, neglect and abandonment. Further, targeted interventions address College and Career Development and Workforce Development, including school support, career planning, job readiness instruction and job placement.

The following describes specific program components:

Screening and Admissions Process

Screening and admission to Project Prepare is necessarily "low barrier." Determination of eligibility is based on only four factors:

1. Minimum age of 16 and maximum age of 17.
2. Demonstrate income that is below the state median income level for Duval County.
3. Developmentally able to live independently.
4. Expression of a desire to improve their lives through participation in skills training, social skills development, substance abuse treatment (if applicable), and participation in an academic or training program and/or the workforce.

Referrals are received by the program director (via phone, email, in person) and are assigned to a case manager within 24 hours.

Intensive Case Management

The purpose of the case management component is to facilitate coordination of all support services necessary to help participants alleviate barriers to independence and to ensure access to community services, the workforce, educational programs, healthcare and substance abuse treatment. The dedicated case manager coordinates housing placement, assessments, life skills workshops, healthcare, volunteer service, academic placement and support and works with the job coach for job readiness and placement.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

As a part of case management, financial assistance is provided for food and clothing subsidies, fund the transition to community housing or emergency funding to maintain current housing, transportation expense and educational costs.

Healthcare consideration: Each youth receives a routine physical health exam and are referred for other health services include family planning services (birth control), treatment for sexually transmitted diseases, gender-specific care, ongoing care of chronic conditions, treatment for minor health problems and serious health conditions as warranted.

Residence

Transitional housing is available at the Independent Living Village, a 11-unit studio apartment complex. The complex, situated on a two-acre, tree-filled lot, also features a common living area for socializing and group activities, a fully-equipped kitchen for cooking lessons, a resident business center for job search, homework and recreational purposes, a laundry room and ample outdoor space. The facility is located on a quiet residential street less than one block from a resource-rich, mixed use area on the southside of Duval County. A JTA bus stop that services the 20-mile Beach Blvd. corridor is adjacent to the parcel.

New residents, sometimes arriving with only the clothes on their backs, are provided with start-up items including clothes, shoes, bedding, bath products, cooking utensils, cleaning supplies, food subsidies, computer and phone access. Length of stay is determined on a case by case basis. Youth under the age of 18, as an example, are permitted long-term stays of up to 24 months as they complete full-time educational goals such as high school, a GED program, or vocational school.

Job Preparation and Placement

All participants are expected to be gainfully employed within the shortest time frame possible. Specifically, the following services are offered related to employment:

- ✓ Assistance with obtaining proper identification (state I.D., social security, birth certificate, immigration documentation, if relevant).
- ✓ Instruction on sources for identifying job openings including the internet, employment services, networking, job fair attendance, cold calling and the hidden job market.
- ✓ Career assessments are completed to identify strengths and interest, as well as corresponding career options. A career and advanced education/vocational training plan is then developed as a guide.
- ✓ Training and assistance in preparing a marketable resume. Computer access is available at the shared, on-site business center.
- ✓ Training and practice for a winning presentation during the interview process.
- ✓ Training with real world examples for understanding job responsibility/expectations – positive attitudes and peer/supervisor relationships, timeliness, modeling appropriate behavior, ensuring job longevity and upward mobility.

Education and Career Planning

The high value placed on education-related activities as the key to achieving independence involves helping participants return and stay in school and subsequently enter college or a vocational program. The community is resource-rich in academic and vocation programs for this population including many "drop back in" programs through Duval County Schools, three four-year public colleges/universities, and numerous private colleges and vocational programs. Program staff advocate and facilitate entrance and financial assistance for all participants. Each participant completes the career assessment on line tool, ONet and My Next Move. These are free resources that are widely used with other organizations. The sites are very reputable and house a

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

multitude of resources for our target population. For exposure to career options, the Project Prepare staff offer tours of a variety of businesses and vocational programs. Volunteers from these businesses are honored to discuss their careers and educational/skill requirements.

Life Skills Instruction

The baseline life skills knowledge for each youth is measured using the Daniel Independent Living Assessment, a tool developed at Daniel and used throughout the country. Case managers and volunteers provide life skills instruction in the areas of job readiness and career planning, educational planning, health, family planning, financial management, housekeeping, transportation, community resources, personal appearance, the legal system, safety, leisure activities, food preparation/shopping, and community service. Program staff also collaborate with outside community resources to assist with facilitation of instruction, groups, workshops and other forums.

Youth are instructed both individually and via scheduled, weekly group classes. Schedules are flexible to meet the needs of each individual participant and are often "hands on" and field based. Impromptu moments to teach are frequent. For example, a staff member may accompany a teen on a trip to the grocery store to teach and model comparative shopping, and selection of nutritional items.

A monthly calendar lists independent living skills training classes, therapy groups and social activities for the participants, both in person and online. The calendar is posted on site, electronically sent to all participants and posted on the Project Prepare Facebook page. Last year, community volunteers provided a variety of training topics for the program. Guest speakers have included Wells Fargo, Fidelity, Junior Achievement, Ascension Health Care, JASMYN, First Florida Credit Union and Chase Bank, area credit unions, church groups, and FSCJ. To grow leadership skills, a new opportunity was created to allow program participants to lead training based on their own selected topics.

Therapy and Social Skill Development

Individual, group and family counseling designed to help address issues impeding healthy personal growth is offered. Coping skills groups are provided to facilitate an environment in which youth work together to address issues, concerns, common problems, and most importantly, solutions. Subject areas include anger management, conflict resolutions, self- esteem building and peer relations.

Trauma-informed Cognitive Behavioral Therapy/Treatment (CBT) serves as the theoretical foundation for individual mental health and behavioral counseling services. This is a problem-focused approach designed to help participants identify and change their dysfunctional beliefs, thoughts and patterns of behavior that contribute to their problems. The modality problem-focused, goal-directed, and measurable. CBT emphasizes the present, concentrating on the problem and specific steps for alleviation. Specific strategies are utilized to address and mitigate specific problems related to traumatic events.

Family counseling is encouraged when agreed upon by all parties. Youth participating in therapy participate in weekly 45-minute sessions with the staff therapist. More often, the bond established between the therapist and youth is the strongest of all program relationships. Youth rely on the therapist to help them process feelings of anger, hopelessness, and despair and convert them to happiness, hopefulness, and resilience.

Substance Abuse Counseling

Project Prepare recognizes that substance abuse, or even the casual use of illicit drugs and/or alcohol, can be a major barrier for youth striving towards independence. Further, Project Prepare recognizes that exposure to drugs while a youth is homeless is very likely. Therefore, services are designed to recognize substance abuse problems early in the process. The health component of the life skills curriculum addresses the natural consequences of substance use including health, mental health, and legal related. The majority of youth served have had at least some exposure to drug and alcohol use. More often than not, substances have been used as "self-medication" for emotional and behavioral disorders.

Aftercare Services

Aftercare planning is critical to ensure longevity and permanence of stability for each participant who has resided at the Independent Living Village. The relationship between the case manager and other program staff

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

are expected to become permanent adult bonds. Follow-up includes outreach at the 3, 5, 8 and 12th month points following their transition back to the community. It is important to note that youth funded by the KHA can transition seamlessly to the adult homeless program, Project Launch, at age of 18 for an additional year to ensure continued progress towards self-sufficiency. During aftercare, participants continue to be assisted with maintaining employment, progressing in academic/vocational endeavors, and housing (advocacy, consultation regarding leases, etc.).

PERFORMANCE MEASURES

The primary goal of the program is to ensure that participants acquire safe housing, obtain employment, pursue academic/vocational goals, and maintain lawful behavior. Baseline information is critical to determine specific service needs and service plan for each applicant to achieve their respective goals. Each has unique needs, strengths, weaknesses, and life experiences and all suffer from some level of trauma. Information regarding family, life, school, work, legal, and health history is self-reported by the applicant during the admissions process and recorded on the Initial Assessment by the program case manager. This initial interview also includes interests, other life experiences and available or potential support systems. The conditions that lead to housing instability is also reported.

To measure incremental success, the following S.M.A.R.T. metrics have been established. A master spread sheet listing all participants and results for each objective is prepared each month and all activities and individual outcomes are documented in each respective client case file.

Quantity: How much?

1. **30 homeless teenagers will be provided intensive case management services, academic and employment support, life skills instruction, career exploration and counseling (10,000 units of service).**

Measure: All student information will be entered into SAMIS including required demographic information start and stop dates and documentation of "units."

2. **Program staff and participants will participate in a minimum of 75 networking events.**

Measure: All networking activities are recorded including location, participants and persons reached.

How Well are Services Provided?

1. **90% of participants will obtain and maintain stable housing.**

Significance: The first and most important task is to provide or facilitate safe housing for participants. Each must have a safe, nurturing environment where stressors of homelessness can be minimized, healing of trauma can begin, critical life skills can be learned including job readiness, and connections can be made in the workforce and trade/academic arena. The strategy for obtaining this goal is to provide on-site housing at the Independent Village, facilitating housing with existing resources or subsidizing community placements.

Measurement: Verification through executed leases/rental agreements at designated periods. Residence at the Independent Living Village as well as in community homes is verified and documented.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

2. **85% of participants will obtain employment.**

Significance: Obtaining a secure and permanent revenue source is critical to independence. Without income, participants may be more likely to engage in criminal behavior, substance use as a result of entering the drug trade. Unlawful behavior, in turn, will result in the failure to obtain future employment and subsequent self-sufficiency. Two years ago, the agency effectively improved this outcome through the addition of a PSG-funded employment specialist position tasked with job readiness, exploration, placement, and coaching and development of business partners to work with this population and job retention activities.

Measurement: On-going verification of employment is in the form of pay stubs and documented visits, when feasible, to work sites. All activities are documented each month in each participant's respective service file.

3. **85% of participants will participate in an education/vocational training program (if not completed).**

Significance: To ensure upward mobility, all youth are required to participate in an academic or vocational course of study. Examples include standard and specialized Duval County School programs (such as drop out prevention or GED programs).

Measurement: On-going verification is provided by the respective school or program personnel and through grade and progress reports. All activities are documented each month in each participant's respective service file.

Client Benefits: Is anyone any better off?

1. **95% of participants will maintain lawful behavior**

Significance: This goal is especially important because of the effect that a criminal record has on employment options. Also, participants cannot be working toward financial independence in the workforce if they are incarcerated. Strategies include education regarding the negative, long term consequences of criminal behavior and support within all program facets that give hope to participants so that lawful behavior becomes a feasible, attainable goal.

Measurement: Participants self-report arrests, which are documented in each respective case file. Generally, in the rare case that a participant is arrested, the first contact made from the jail is to the program to obtain legal information.

2. **90% of participants will maintain stability as evidenced by stable housing a minimum of four months prior to discharge.**

Significance: As the ultimate measure of "is anyone better off," this metric demonstrates that the young person is no longer residing in unsafe conditions with exposure to negative influences. When youth have a safe place to live, they are able to continue with educational plans as well as maintained employment, both critical to reaching long-term career goals.

Measurement: Verification through executed leases/rental agreements at designated periods. Residence at the Independent Living Village as well as in community homes is verified and documented.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staffing Requirements:

All staff working in the program shall pass a Level 2 background screening prior to working in the program and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

# of staff	Job Title	Education/ Training	Years Exp.	Primary Duties	% of time devoted to program
1	Program Director	Master's Degree, Psychology or Social Services, Independent Living Certification	5	Oversees day-to-day operations, supervises all program staff directly, acts as liaison with community providers and child advocacy consortiums and ensures continuous quality improvement and contract compliance. Provides overflow case management and therapy services as needed. Supervises both teen and young adult homeless programs.	100 (34 KHA)
2	Case Manager One FTE funded by KHA	Bachelor's Degree, Psychology, Criminal Justice or Social Services, Independent Living Certification	5	Coordinates all participant activities including intake, assessment, life skills instruction, counseling, volunteer work, job and school placement and referral to community programs. Acts as advocates to alleviate barriers to service access.	100 (100 KHA)
1	Therapist One PTE funded by KHA	Master's Degree, Psychology or Social Services License-Eligible	5	Provides trauma-focused cognitive behavioral therapy and other modalities (DBT, EMDR) to address mental health issues that have been barriers to success.	100 (25 KHA)
1	Employment Specialist (PT) Not funded by KHA	Bachelor's Degree, Independent Living Certification	5	Provides job readiness and career planning instruction. Develops relationships with local businesses to provide gainful employment for participants. Assists with aftercare.	100
2	Residential Coach Not funded by KHA	Bachelor's Degree, Independent Living Certification	2	Provides supervision of residents, facilitation of activities including life skills instruction.	100

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The Project Prepare program (ages 16-17) works in conjunction with the Project Launch program (ages 18-21). KHA funded positions are one case manager, and a portion of the therapist and director positions. Other funders support the dedicated adult case manager, the job coach, residential coaches (supervision of facility) and a portion of the therapist and director positions. Funding sources are described in the budget section. These programs are distinct because of funder requirements.

Additionally, services are maximized through use of community volunteers. It is important to include the important work of the many community members that dedicate time and energy to the success of the program. Volunteer activities include the following:

- Career planning is enhanced through employment and career education groups provided individual volunteers who provide lesson plans and practice related to job readiness, job maintenance, career options, resume building, social media and proper etiquette.
- Financial literacy workshops are provided by area financial institutes, including Wells Fargo, Chase Bank, and Navy Federal, Vystar Credit Union, Community First and 1:1 Financial credit unions.
- Individual volunteers provide interpersonal, social skills, goal-setting, and other topics.
- Female-specific programming is provided through our Walking into Womanhood program facilitated by volunteers. The program includes motivating activities for girls such as cooking classes, CPR, self-defense, and making healthy choices.
- Volunteers time and talent to our "Man Cave," a gender-specific support group created to educate young men regarding relevant issues such as health, positive relationships, and setting goals.
- Each year, corporate sponsors and individuals ensure that all participants are remembered during the holiday periods through donations of gift cards, clothing, and funding for holiday parties. Additionally, donors often provide "start-up" supplies such as linens and housewares.

Program Fees and Program Income:

The Project Prepare Program charges no fees for participation in the program and receives no income. The program is funded through cost reimbursement.

Safety Requirements:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The safety and security of participants, staff, and visitors is a priority. The following describes strategies have been implemented at the program facility at 1526 Parental Home Road in Jacksonville, FL.

- In addition to housing staff offices, the facility is supervised by residential coaches during the evening through the early morning hours and weekend hours through funding by the Jim Moran Foundation.
- The program facility installed security cameras in public areas that are monitored both on site and remotely by the program director and director of facilities. Signs are clearly posted to make note of the use of cameras. Additional cameras were installed after receiving requests from residents.
- Program rules disallow substance use including drugs and alcohol, smoking, vaping, unauthorized guests (daytime and evening), and any other activities that are deemed unsafe for all residents.
- All client apartments are inspected at least twice during each shift for the purpose of ensuring compliance with drug policies, fire safety, and personal safety. Inspections also are effective at preventing the presence of unauthorized guests and to ensure the property is in good repair with no safety concerns. The youth are instructed to report any repairs or safety issues.
- By request, Zone 3 Jacksonville Sheriff's Office officers drive through the property and park on site periodically as needed to help the youth feel safe, especially if unsafe incidents have occurred in the surrounding neighborhood or when traffickers and drug dealers have been identified.
- The program parcel also comprises two additional programs, including a foster care visitation center with evening and weekend hours and the Community Based Wraparound Case Management program. Staff for these programs are cognizant of the need to report suspicious activity for the Independent Living Village apartments as well as respond to emergencies.
- Emergency communication is made possible for staff through agency issued cell phones as well as facility land lines in offices. All youth have personnel cell phones and are able to access staff assistance 24 hours per day, 7 days per week. Life skills instruction includes safety training to ensure residents know how to contact first responders and/or staff members in the event of an emergency. All youth are provided the case managers' and program director's cell phone numbers to contact in case of emergency. The program director's cell phone number is posted on the program's private Facebook page and at various locations at the Independent Living Village.
- All staff have CPR/First Aid Certifications to address injuries immediately while waiting for first responders for serious injury.
- The agency has a comprehensive disaster and emergency plan to address serious weather events. The plan includes procedure for contacting participant family members and providing alternative housing for residents. All the residents at the Independent Living Village have an *In Case of Emergency* form with their picture contained in a binder and accessible electronically. The director of facilities conducts unannounced fire drills at all program sites per the requirements of Jacksonville Fire and Safety Department regulations.

Parent Engagement Requirements/Adult Family Member Services:

The parents/legal guardian or other designated family member will be involved in the case management process regarding referrals to services. The case manager maintains an ongoing list with community supportive services and will refer family members for the support they need (rental/utility assistance, substance abuse/mental health services, etc.) to stabilize the home environment. The program also provides in-house family support clinical services, as well, to strengthen the family relationship.

Dissemination Plan:

The program staff engage in community outreach and networking to inform the community of the services provided by the program. The outreach/networking goal is at least 12 per quarter. A program description and contact information is included in all outreach/networking materials. A backpack with snacks, water and a program description and a list of relevant community support services is provided to youth during community outreach. The Daniel web site is prominent in web searches which helps the community access the program description and contact information. Daniel social media sites (Face Book, Instagram) also advertise the program to the community.

Budget:

See Below for the 12-Month Budget

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

If applicable, please paste any specific changes to the scope of services below.

None

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70650-23	Cornerstone Special Education Alliance

(Insert Agency Logo)	CORNERSTONE SPECIAL EDUCATION ALLIANCE ADVOCATE · EDUCATE · ACHIEVE
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Terri Hargett-George CEO
(Agency Name)	Cornerstone Special Education Alliance
(Address)(Street, City, State &Zip)	2709 Art Museum Drive Jax, Fl 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Cornerstone Special Education Alliance
Site Location(s)(Separate by (;)	Cornerstone Special Education Alliance
Program Start Date	6/1/2026
Program End Date	5/31/2026
Contract Amount (12month budget)	$47,700
Number of Proposed Children/Youth 26-27:	30

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Terri Hargett-George
(Phone)	904-703-4102
(Email Address)	terri@specialeducationsolutions.net
(Title)	CEO

***Must be the authorized signer for the agency**

Approved by:	

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	Click or tap here to enter text.
FY26-27 Contract Year:	06/01/2026-05/31/2026
Funding Approved for FY26-27:	$47,700
Number of Proposed Children/Youth 26-27:	30

Please copy and paste your approved scope from last year in the box below.

Exhibit A
Scope of Services
Provider: Cornerstone Special Education Alliance

Program: Cornerstone Special Education Alliance (CSEA) is a nonprofit family-centered agency that provides special education advocacy services to parents and students while they are enrolled in the public school system. CSEA believes that all people, regardless of ethnicity, gender, socioeconomic status, or disability type have the right to quality treatment that promotes lifelong learning and inclusion.

Since February of 2015, CSEA has assisted over 768 families, in over 178 different public-school settings, within 5 different counties in Northeast Florida. Duval County alone accounts for over 57% of the families served. The proposed program will operate in Duval County and direct supervision of program staff members will be the responsibility of Terri Hargett-George.

Our mission is to ensure that students with disabilities are getting the tools, opportunities, skills, and support they need while in public school, to discover their purpose and pursue a meaningful and fulfilling life.

CSEA's primary service is to fully engage parents and students with disabilities through direct advocacy and representation in school meetings concerning the student's IEP, 504 Plan or need for evaluation. This includes training parents on their rights concerning their child's educational interventions available that assist with reducing behavioral and academic gaps, preparing parents and students for school-based meetings, discussing parental concerns, establishing goals, and reviewing data and draft documents. CSEA along with the parents and students work in a collaborative effort with the public school to also shrink academic, behavioral, social, and emotional gaps. CSEA directly assists parents and students by performing a full educational analysis and a holistic approach based on the students' cumulative file to identify trends, gaps, strengths, challenges, and needs of the student. CSEA advocates work one on one directly with parents to identify the needs, assist in qualifying, and navigate special education services available within the school system.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

CSEA has developed relationships and partenerships with local parents support groups and other educational organizations such as the Down Syndrome Association of Jacksonville, The North Florida School of Special Education, DCPS preschool disabilities department, DCPS exceptional student education department; to identify families in need of assistance. We continue to search for families of typically underserved populations.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall offer the following services, delivery will vary by individual needs:

1. Program Design Requirements:

CSEA Program works specifically with Youth and their Families with Disabilities along with youth who potentially have disabilities and need special education services to succeed in school. Our services address the specific needs of an individual in the academic setting.

- PHASE 1
- Initial contact and intake information with demographic data
- Interview consultation (phone, zoom, in person, etc.) to gather concerns.
- Letter writing to request data from school under FERPA
- Parent/Guardian involved data collection of school cumulative file, previous IEPs or 504 Plans, test scores, therapy logs, evaluations, diagnosis, service providers, student history.

- PHASE 2
- Educational analysis performed by an advocate from data collected to find trends, strengths, weaknesses, areas of neglect, behavior patterns, talents, gifts, abilities, etc.
- One on one consultation to review advocate's findings and gather more personal information about student, including a student interview when appropriate.
- Development of an action plan and prioritize concerns and expectations determining the next steps.
- Explanation of the Procedural Safeguards of parental rights under IDEA

- PHASE 3
- Meeting preparation and document review with parent/guardian to prepare for meeting with school.
- Parent/Guardian contacts school to schedule a meeting in which both the advocate and parent attend to address the issues and begin adding research-based interventions and SMART goals to accommodate the student to gain an appropriate education and increase overall literacy.
- Progress monitoring throughout the school year, if needed, with parent/guardian, and student to ensure goals are being met and services being administered with fidelity.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

A customized approach for the targeted population may also include:

- Requesting in written form for a full psycho-educational evaluation to be performed by the school at no cost to parents to determine if there is a learning disability.
- Requests for supplemental evaluations the advocate deems necessary that could be useful in the determination of a learning disability.
- Requesting a Functional Behavior Assessment to help decrease behavioral issues.
- Participating in the request for evaluation meeting to determine what will be evaluated and tested and to accept or challenge those determinations.
- Participating in the evaluation process with input and observation
- Review of the evaluation before a determination of eligibility meeting to explain the findings and prepare any questions before the meeting with the family.
- Attending and participating in the Determination of Eligibility meeting and accepting or challenging the findings of a learning disability being present and how it adversely affects the student's ability to gain an appropriate education.
- Request appropriate research-based interventions to increase literacy skills
- Attending a meeting after determining a disability is present to develop an Individual Education Plan (IEP) or 504 Plan complete with proper accommodations, SMART goals, and a Positive Behavior Intervention Plan (PBIP) if needed, is put in place, and employed by all school staff.
- Progress monitoring and accountability throughout the school year to ensure behaviors are decreasing and making gains in literacy.

Referrals can be made to other providers to address issues the youth and family may face including mental health services, full-service schools, and after school programs through the Duval County Public Schools.

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70677-23	Step-by-Step 4 Help Foundation

(Insert Agency Logo)	STEP-BY-STEP 4 HELP FOUNDATION
(Insert Today's Date)	4/21/2026
(First and Last Name, Title)	Desiree C. Jones, CEO
(Agency Name)	Step-by-Step 4 Help Foundation, Inc.
(Address)(Street, City, State &Zip)	1760 Shadwoood Lane #406 Jacksonville, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Step-by-Step 4 Help Foundation
Site Location(s)(Separate by (;)	1760 Shadowood Lane #406 Jacksonville, FL 32207; Andrew Robinson Elementary School 101 W. 12th Street Jacksonville, FL 32206; Matthew W. Gilbert Middle School 1424 Franklin Street Jacksonville, FL 32206
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	130,000.00
Number of Proposed Children/Youth 26-27:	60

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Desiree Jones
(Phone)	904-408-9288
(Email Address)	desireej@stepbystep4help.com

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(Title)	Chief Executive Officer
***Must be the authorized signer for the agency**	
Approved by:	Desiree C. Jones
Date:	4/21/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Step-by-Step 4 Help Foundation, Inc.
FY26-27 Contract Year:	June 1, 2026 to May 31, 2027
Funding Approved for FY26-27:	130,000.00
Number of Proposed Children/Youth 26-27:	60

Please copy and paste your approved scope from last year in the box below.

1.

FY25-26 Contract Year: June 1, 2026 -May 31, 2027

Funding Approved for FY25-26: $130,000

Number of Proposed Children/Youth 25/26: 60

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

1. **Program Design Requirements:**

The purpose of the program is to provide at-hope students with access to comprehensive behavioral and mental health services, including individual therapy, life skills, and consistent mentoring. These services are designed to foster emotional growth, resilience, and success.
In addition to supporting students, the program actively engages their families to build stronger home-school-community connections. Through outreach efforts, the program equips families with tools and resources to better support their children's emotional and behavioral well-being.
By offering services in homes, schools, and various community settings, the program creates safe, supportive environments where at-hope youth can express emotions and build life skills, and have access essential resources.
This initiative not only transforms individual lives but also strengthens the broader community by promoting mental health awareness, reducing stigma, and enhancing collective well-being through outreach.

Behavioral and Mental Health Activities – Step-by-Step 4 Help
Step-by-Step 4 Help offers supportive services to help youth understand mental health, build life skills, and grow emotionally and socially.

- **Counseling** – Individual and/or group counseling helps youth manage emotions, cope with trauma, and improve behavior in a safe, supportive space.
- **Life Skills** – Youth learn essential skills like communication, decision-making, conflict resolution, time management, and goal setting to support personal growth and future success.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- **Mentoring** – Trained mentors provide guidance, emotional support, and help youth set goals, explore careers, and connect to resources.
- **Community Outreach/Impact**-The program also partners with families and the community to raise mental health awareness and create strong, supportive environments for youth.

The specific purposes of the program are to:

2. Provide support, guidance, and treatment for individuals experiencing mental health challenges through counseling, skill-building, and therapeutic services.
3. Help individuals develop and improve social competencies, interactions, and relationships by offering guidance, support, and opportunities to enhance social skills, communication, and interpersonal development.
4. Create safe and supportive environments where youth can express emotions, build coping strategies, and access community resources for academic, social, and emotional success.
5. Engage families and the community to reduce stigma, increase mental health awareness, and build strong support networks that promote long-term wellness and resilience.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

DESIRED RESULT: The program aims to improve youth emotional and behavioral health, increase consistent participation, strengthen social and life skills, promote goal setting, enhance family and community support, and reduce stigma around mental health through accessible, community-based services.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	At least 90% of participants attend 30 days or more	90%	Sign in sheets	Analyzed on Semi-Annual Schedule
	95% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi- Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	80% of youth who successfully completed the program.	80%	Discharge Summaries	Program Completion

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

If applicable, please paste any specific changes to the scope of services below.

Mental Health and Wellness Van was added to community outreach/impact.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: FY26-27

ESC	Contract #	Agency
0351-23	70651-23	Police Athletic League of Jacksonville, Inc.

P·A·L

April 15, 2026
Brandy Stronko, Chief Program Officer
Police Athletic League of Jacksonville, Inc.
3450 Monument Road

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of **Police Athletic League of Jacksonville, Inc.** intent to continue services for the FY2026-27 Contract Year at the following:

Program Location(s) (Please list all locations)	**Alden Road ESC Team Up** 11780 Alden Road Jacksonville, FL 32246 **Palm Avenue ESC Team Up** 1301 W Palm Avenue Jacksonville, FL 32254
Program Start Date	August 10, 2026
Program End Date	May 31, 2027
Contract Amount (10 month budget)	$295, 189

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Brandi Stronko
(904) 254-0566
Brandy.stronko@jaxpal.com
Chief Program Officer
***Must be the authorized signer for the agency**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

Approved by: Signed by: Brandy Stronko 65F6B56022684EB **Date:** 5/19/2026

FY 26-27 Scope of Services

ESC	Agency
0351-23	70651-23

Provider: Police Athletic League of Jacksonville, Inc.
Program Name: Alden Road Exceptional Student Center
Program Address: 11780 Alden Rd, Jacksonville, FL 32246

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

1. **Program Design Requirements and Frequency:**

Workshops Activities:

- Alden Road offers a school-based enterprises program. The goal is to engage students in real world activities that better prepare our students for living as independently as possible. The enterprises provide vocational and employability skills training through on-going assembly projects.
- Transitional Services, Preparation for Adult Living, is a program which enables students to acquire the knowledge and skills needed for post school adult living.

Enrichment Activities:

- Students will participate in a variety of activities throughout the school year which includes: participating in Jaguars Honor Rows program, Special Olympics Florida Duval County, Cathedral Arts Program, Yoga 4 Change. Music, dance, etiquette, agriculture and gardening.

- Youth and Police Relations – JSO officers serve as positive role models and mentors and provide safety and crime prevention education training for students

Family Engagement:

- Foster strong working relationships with Alden Road staff, teachers, parents, and the community via Parent Meetings, Open House, Lights on Afterschool, Family Fun Nights, Fashion Show and Prom.

College/Career Readiness:

- Students are prepared for their transition into adulthood by participating in either Community Based Vocational Education or Community Based Instruction. CBVE is the term used to define vocational education and training provided to students with disabilities in community work settings. CBI helps students develop age-appropriate
  skills for functioning outside the school environment. It will ultimately prepare them for successful transition to adulthood after graduation and help them to live independently, thus enhancing their quality of life.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

2. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.
   - Shall require Level 2 Screening as a condition of employment and continued employment of all Covered Persons. Provider shall repeat the Level 2 Screening at least every 5 years from the date of the initial Level 2 screening or re-screening.
   - Provider shall submit a signed affidavit declaring that a Level 2 Screening has been completed and is current for all Covered Persons at least annually
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.

3. **Number of Students Served - Requirements:**
   - **Number of Children Served: 20-25**
   - Must be from ages 12 yrs to 22 yrs. (middle to high)

4. **Service Time and Period Requirements:**
   - Service Period: August 2026 – May 2027
   - Days of Week: Monday, Tuesday, Thursday
   - 2 hours (2:30p – 4:30p) following DCPS calendar year.

Provider: Police Athletic League of Jacksonville, Inc.
Program Name: Palm Avenue Exceptional Student Center
Program Address: 1301 West Palm, Jacksonville, FL 32254

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

5. **Program Design Requirements and Frequency:**

Workshops Activities:
- Business Enterprise programs such as The Helping Hands Special Grown and Wood Cutters and more are designed for students to acquire skills necessary for successful functioning in a competitive employment setting.
- Transitional Services, Preparation for Adult Living, is a program which enables students to acquire the knowledge and skills needed for post school adult living.

Enrichment Activities:
- Students will participate in a variety of activities throughout the school year which includes: participating in Jaguars Honor Rows program, Special Olympics Florida Duval County, Cathedral Arts Program, Yoga 4 Change. Music, dance, etiquette, agriculture and gardening.
- Youth and Police Relations – JSO officers serve as positive role models and mentors and provide safety and crime prevention education training for students

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

Family Engagement:

- Foster strong working relationships with Palm Avenue staff, teachers, parents, and the community via Parent Meetings, Open House, Lights on Afterschool, Family Fun Nights, Fashion Show and Prom.

College/Career Readiness:

- Students are prepared for their transition into adulthood by participating in either Community Based Vocational Education or Community Based Instruction. CBVE is the term used to define vocational education and training provided to students with disabilities in community work settings. CBI helps students develop age-appropriate skills for functioning outside the school environment. It will ultimately prepare them for successful transition to adulthood after graduation and help them to live independently, thus, enhancing their quality of life.

6. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.
   - Shall require Level 2 Screening as a condition of employment and continued employment of all Covered Persons. Provider shall repeat the Level 2 Screening at least every 5 years from the date of the initial Level 2 screening or re-screening.
   - Provider shall submit a signed affidavit declaring that a Level 2 Screening has been completed and is current for all Covered Persons at least annually
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.

7. **Number of Students Served - Requirements:**
   - Number of Children Served: 40
   - Must be from ages 12 yrs. to 22 yrs. (middle to high)

8. **Service Time and Period Requirements:**
   - Service Period: August 2026 – May 2027
   - Days of Week: Monday, Tuesday, Thursday, 2 hours (2:30p – 4:30p) following DCPS calendar year.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

KIDS HOPE ALLIANCE

SCOPE OF SERVICES

Provider: Police Athletic League of Jacksonville, Inc.
Program Name: Alden Road Exceptional Center
Program Address: 11780 Alden Rd, Jacksonville, FL 32246

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

1. **Program Design Requirements and Frequency:**

Workshops Activities:

- Alden Road offers a school-based enterprises program. The goal is to engage students in real world activities that better prepare our students for living as independently as possible. The enterprises provide vocational and employability skills training through on-going assembly projects.
- Transitional Services, Preparation for Adult Living, is a program which enables students to acquire the knowledge and skills needed for post school adult living.

Enrichment Activities:

- Students will participate in a variety of activities throughout the school year which includes: participating in Jaguars Honor Rows program, Special Olympics Florida Duval County, Cathedral Arts Program, Yoga 4 Change. Music, dance, etiquette, agriculture and gardening.

- Youth and Police Relations – JSO officers serve as positive role models and mentors and provide safety and crime prevention education training for students

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

Family Engagement:

- Foster strong working relationships with Alden Road staff, teachers, parents, and the community via Parent Meetings, Open House, Lights on Afterschool, Family Fun Nights, Fashion Show and Prom.

College/Career Readiness:

- Students are prepared for their transition into adulthood by participating in either Community Based Vocational Education or Community Based Instruction. CBVE is the term used to define vocational education and training provided to students with disabilities in community work settings. CBI helps students develop age-appropriate skills for functioning outside the school environment. It will ultimately prepare them for successful transition to adulthood after graduation and help them to live independently, thus enhancing their quality of life.

2. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.
   - Shall require Level 2 Screening as a condition of employment and continued employment of all Covered Persons. Provider shall repeat the Level 2 Screening at least every 5 years from the date of the initial Level 2 screening or re-screening.
   - Provider shall submit a signed affidavit declaring that a Level 2 Screening has been completed and is current for all Covered Persons at least annually
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.

3. **Number of Students Served - Requirements:**
   - **Number of Children Served: Services will be provided to 20-25 youth living with various exceptionalities and disabilities.**
   - Must be from ages 12 yrs to 22 yrs. (middle to high)

4. **Service Time and Period Requirements:**
   - Service Period: August 2026 – May 2027
   - Days of Week: Monday, Tuesday, Thursday
   - 2 hours (2:30p – 4:30p) following DCPS calendar year.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

SCOPE OF SERVICES

Provider: Police Athletic League of Jacksonville, Inc.
Program Name: Palm Avenue Exceptional Center
Program Address: 1301 West Palm, Jacksonville, FL 32254

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

1. **Program Design Requirements and Frequency:**

Workshops Activities:

- Business Enterprise programs such as The Helping Hands Special Grown and Wood Cutters and more are designed for students to acquire skills necessary for successful functioning in a competitive employment setting.
- Transitional Services, Preparation for Adult Living, is a program which enables students to acquire the knowledge and skills needed for post school adult living.

Enrichment Activities:

- Students will participate in a variety of activities throughout the school year which includes: participating in Jaguars Honor Rows program, Special Olympics Florida Duval County, Cathedral Arts Program, Yoga 4 Change. Music, dance, etiquette, agriculture and gardening.
- Youth and Police Relations – JSO officers serve as positive role models and mentors and provide safety and crime prevention education training for students

Family Engagement:

- Foster strong working relationships with Palm Avenue staff, teachers, parents, and the community via Parent Meetings, Open House, Lights on Afterschool, Family Fun Nights, Fashion Show and Prom.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: BA39EC01-CDD5-85DD-8376-70C39EB07A62

College/Career Readiness:

- Students are prepared for their transition into adulthood by participating in either Community Based Vocational Education or Community Based Instruction. CBVE is the term used to define vocational education and training provided to students with disabilities in community work settings. CBI helps students develop age-appropriate skills for functioning outside the school environment. It will ultimately prepare them for successful transition to adulthood after graduation and help them to live independently, thus enhancing their quality of life.

2. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.
   - Shall require Level 2 Screening as a condition of employment and continued employment of all Covered Persons. Provider shall repeat the Level 2 Screening at least every 5 years from the date of the initial Level 2 screening or re-screening.
   - Provider shall submit a signed affidavit declaring that a Level 2 Screening has been completed and is current for all Covered Persons at least annually
   - The program is comprised of an educational director, program manager, certified teachers, a lead teacher, a registered nurse, paraprofessionals, volunteers, and community partners.

3. **Number of Students Served - Requirements:**
   - Number of Children Served: 40
   - Must be from ages 12 yrs, to 22 yrs. (middle to high)

4. **Service Time and Period Requirements:**
   - Service Period: August 2026 – May 2027
   - Days of Week: Monday, Tuesday, Thursday, 2 hours (2:30p – 4:30p) following DCPS calendar year.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
		Goodwill Industries of North Florida

(Insert Agency Logo)	
(Insert Today's Date)	April 13, 2026
(First and Last Name, Title)	Rachael Mueller, Chief Fund Development Officer
(Agency Name)	Goodwill Industries of North Florida
(Address)(Street, City, State &Zip)	5150 Timuquana Road, Suite 15, Jacksonville, FL 32259

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Take Stock in Children Duval County
Site Location(s)(Separate by (;)	A. Phillip Randolph Career Academies 1157 Golfair Blvd, Jacksonville, FL 32209; Andrew Jackson HS 3816 N Main St, Jacksonville, FL 32206; DOUGLAS ANDERSON SCHOOL OF THE ARTS 2445 San Diego Rd, Jacksonville, FL 32207; Ed White HS 1700 Old Middleburg Rd N, Jacksonville, FL 32210; Englewood HS 4412 Barnes Rd S, Jacksonville, FL 32207; First Coast HS 590 Duval Station Rd, Jacksonville, FL 32218; Fletcher HS 700 Seagate Ave, Neptune Beach, FL 32266; Fort Caroline MS 3787 University Club Blvd, Jacksonville, FL 32277; FRANK H. PETERSON ACADEMIES 7450 Wilson Blvd, Jacksonville, FL 32210; Global Outreach Charter School 1252 Fromage Way, Jacksonville, FL 32225; Highlands MS 10913 Pine Estates Rd E, Jacksonville, FL 32218; James Weldon Johnson College Prep MS3276 Norman E Thagard Blvd, Jacksonville, FL 32254; Jean Ribault HS 3701 Winton Dr, Jacksonville, FL 32208; John E. Ford Pre K-8 School 1137 Cleveland St, Jacksonville, FL 32209;

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	Julia Landon College Prep MS 1819 Thacker Ave, Jacksonville, FL 32207; KIPP Bessie Coleman Academy 2525 W 1st St, Jacksonville, FL 32254; KIPP Bold City High School 1440 N McDuff Ave, Jacksonville, FL 32254; KIPP VOICE Academy 813 Golfair Blvd, Jacksonville, FL 32209; Lake Shore MS 2519 Bayview Rd, Jacksonville, FL 32210; LaVilla MS 501 N Davis St, Jacksonville, FL 32202; Mandarin HS 4831 Greenland Rd, Jacksonville, FL 32258; Matthew Gilbert MS 1424 Franklin St, Jacksonville, FL 32206; Mayport Coastal Sciences MS 2600 Mayport Rd, Atlantic Beach, FL 32233; Paxon School for Advanced Studies 3239 Norman E Thagard Blvd, Jacksonville, FL 32254; Ribault MS 1157 Golfair Blvd, Jacksonville, FL 32209; RIVER CITY SCIENCE ACADEMY 7565 Beach Blvd, Jacksonville, FL 32216; Riverside HS 1200 McDuff Ave S, Jacksonville, FL 32205; Sandalwood HS 2750 John Promenade Blvd, Jacksonville, FL 32246; SOS Academy 6974 Wilson Blvd, Jacksonville, FL 32210; Springfield MS 2034 Hubbard St, Jacksonville, FL 32206; Terry Parker HS 7301 Parker School Rd, Jacksonville, FL 32211; William M Raines HS 3663 Raines Ave, Jacksonville, FL 32209; Wolfson HS 7000 Powers Ave, Jacksonville, FL 32217;
Program Start Date	June 1, 2026
Program End Date	May 30, 2027
Contract Amount (12month budget)	235,000
Number of Proposed Children/Youth 26-27:	468

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Rachael Mueller, CFDO, May 8, 2026

(First and Last Name)	Rachael Mueller
(Phone)	904-747-0397
(Email Address)	rmueller@goodwillnorthfl.org
(Title)	Chief Fund Development Officer
***Must be the authorized signer for the agency**	
Approved by:	Rachael Mueller
Date:	April 13, 2026

FY 26-27 Scope of Services	
ESC	**Agency**
	Goodwill Industries of North Florida
FY26-27 Contract Year:	June 1, 2026 - May 30, 2027
Funding Approved for FY26-27:	235,000
Number of Proposed Children/Youth 26-27:	468

Please copy and paste your approved scope from last year in the box below.

FY 25-26 Scope of Services	
Contract #SS-16182-25	**Agency Goodwill Industries of North Florida**

FY25-26 Contract Year: August 1, 2025- May 31, 2026

Funding Approved for FY25-26: 85,000

Number of Proposed Children/Youth 25-26: 374

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

Provider: Goodwill Industries of North Florida/Take Stock in Children (Duval)

Program: Take Stock in Children (Duval)

Take Stock In Children (TSIC) Duval operates under the auspices of Goodwill Industries of North Florida, Inc. and currently serves over 360 students in grades 6 thru 12 within the Duval County Public School district (see Exhibit A). One hundred percent (100%) of enrolled students live in a household whose income falls below the federal poverty guidelines and the majority will be first-generation college students. TSIC currently works with a broad population of students including those who are living in Habitat for Humanity housing, foster care, homes where parent(s) are incarcerated, single-parent households, and non-English speaking homes. Unlike many scholarship programs, TSIC does not exclusively seek out high performing students (those with a 3.0 GPA and above). The average student in our program has a 2.7 GPA and may graduate high school, but will benefit from ongoing support to not only enroll in college but be able to persist to overcome multiple barriers. Even when funds are available through the Pell Grant program, this population needs help to understand the process of going to college, including the ability to seek financial aid and other funding supports. TSIC ensures that 100% of graduating high school seniors will have completed their Free Application for Federal Student Aid (FAFSA) prior to graduation.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

1. Program Design Requirements:

TSIC Scholars are recruited from Duval County public middle and high schools. Attention is given to schools where the need for services is the greatest. Students are referred by school staff, parents, grandparents, guardians, and other child-serving agencies.

The project goal is to ensure all TSIC students are progressing towards high school graduation and are prepared to transition into post-secondary education. The program focuses on serving underserved youth by providing comprehensive services focused on college readiness by using these methods:

- Mentoring: TSIC recruits, trains and utilizes volunteer mentors who commit to one year of mentoring. Mentors serve as listeners and friends to the student, guiding them towards high school graduation and college enrollment.
- College Success Coaching: Students receive in-school support from a College Success Coach (CSC) who monitors grades, behavior, and attendance. The CSC ensures that each student is on track for high school graduation. When intervention is needed, the CSC works in concert with school personnel, parent/guardian, and mentor to develop and establish expectations and specific strategies for improvement.
- College Scholarship: What makes TSIC unique is the guarantee of a Florida Prepaid tuition college scholarship (up to 60 credit hours) for each youth who fulfills the requirements of the program. Most TSIC students will not earn an academic scholarship, these funds ensure students complete college with minimum or no debt loads.

Staffing Requirements:

TSIC staff members occupy office space at Goodwill Headquarters located at 5150 Timuquana Road, Suite 15, Jacksonville FL 32210. The Program Manager, Mentor Coordinator and Data Specialist all utilize this office space on a full-time basis.

KHA funding provides support for program leadership and covers partial salary for two College Success Coaches to work directly with students.

All Take Stock staff pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment.

Number of Students Served:

TSIC Duval currently serves over 360 students in 47 middle and high schools in Duval County. TSIC staff and volunteers meet with students between the hours of 8:30am and 5pm in the schools. Due to COVID, the TSIC State approved the use of the TSIC Mentor App which is monitored by staff. Staff work after hours and weekends as needed.

OUTPUT	OUTCOME
Mentor Sessions	>= 95% of active students will have a mentor match at contract signing >= 85% of active students average 2 or more mentor sessions per month
College Success Coaching	>= 85% of active students meet college coaching requirements (2 or more visits for underclassmen and 4 or more visits for juniors/seniors)

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

College Readiness	5 college readiness events held throughout the school year
FAFSA	100% FAFSA completion rate
Senior Reviews	100% of graduating seniors will meet with the College Success Coach for graduation requirement review/evaluation

Term of Agreement and Service Time:

August 1, 2025 - May 31, 2026

TSIC is a year-round project. Student engagement is throughout the school year for students in grades 6-12; however, high school graduates continue to work with their CSC or the College Navigator throughout the summer to ensure that they are enrolled in college, attend college orientation, and TSIC Scholarship is activated.

FREQUENCY	ACTIVITY
Daily	• Set up Mentor match meetings • Hold student sessions and write case-notes • Update data • Support school staff and faculty • Monitor mentor sessions
Weekly	• Review mentor sessions to ensure that the mentor-mentee relationship is being maintained
Monthly	• Review match rates • Follow-up with mentors who stop out • Document all meetings with students
Quarterly	• Maintain scholarship inventory to ensure that the newly purchased scholarships are uploaded and assigned to students in the most effective manner possible • Deliver college readiness workshops and events
Annually	• Follow-up with mentors to confirm that they will stay with their students through another school year • Match unassigned students and newly enrolled students to mentors • Complete background checks and sexual predator check on mentors and staff in accordance with Duval County Public Schools and state TSIC requirements • Plan workshops and college readiness events • Review scholarships being utilized and reassigned as needed • Purchase new scholarships, as funds allow • Implement annual state-wide surveys and reports and distributed to mentors, parents and students, where appropriate

Location:

Goodwill of North Florida
5150 Timuquana Road, Suite 15
Jacksonville, FL. 32210

2. Program Fees and Program Income

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

TSIC is funded through a combination of state funding and community partner donors. The program does not generate any specific participant income. Community and employer partners provide donations to support the program operational costs, as well as cover the cost of scholarships. However, no fees are ever charged to TSIC participants.

3. Safety Requirements:

TSIC Duval adheres to safety protocols as directed by both Take Stock in Children Florida, as well as those of Duval County Public Schools. All volunteer mentors must go through DCPS volunteer screening and they are not allowed to meet with mentees outside of school grounds. All participants may take part in sanctioned events and utilize approved virtual tools for mentor sessions. The TSIC App is equipped with a keyword tracking system to alert local staff in the event of any concerns. All staff and mentors regularly complete required training sessions and scheduled screenings to ensure compliance at the highest level. Staff working in the schools have all passed Level II screening and have been granted ID badges for secure access.

4. Parent Engagement Requirements/Adult Family Member Services

Parents are required to play an active role in their child's academic success. Parents are invited to various TSIC events such as the Family Dinner and College Expo.

The program schedules annual college tours visiting various campuses such as: Sante Fe Community College and UF, FSU and FAMU, Daytona State College and UCF as well as UNF and FSCJ. College tours are organized by TSIC staff to help build a vision of college for students who may not have been exposed to higher education before. Students who have an opportunity to walk on a college campus have a better sense of seeing themselves attending and the likelihood of enrollment increases.

In addition, parents or eligible family members of TSIC scholars can take advantage of a unique program called "A-STEP" offered by Goodwill. Academic Support Through the Employment Process (A-STEP) is a workforce development program for adults who need assistance with overcoming the barriers that prevent them from moving into sustainable wages—whether due to lack of work history or due to a felony background. Goodwill's vision is to break the cycles of poverty by impacting multiple generations in a single family. Several current A-STEP candidates have children enrolled in TSIC, offering support for two generations within the same family.

5. Dissemination Plan

TSIC believes that "it takes a village" and regularly partners with other youth serving organizations, such as The Malivai Washington Youth Foundation, Big Brothers Big Sisters, Communities In Schools, The YMCA, The Boys and Girls Club, KIPP Schools, The Scheidel Prep Club, and Sulzbacher Villages. TSIC serves as the college readiness and scholarship providers to students dual enrolled in each. Several of the agencies meet bi-annually with TSIC College Success Coaches to review student progress.

The TSIC staff has more than 40 years of combined experience serving youth across the socio-economic spectrum in a large, culturally diverse urban school district. This experience has brought expertise to the program and fostered solid working relationships

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

throughout the community and amongst the alliance of family-driven, youth-guided agencies.

Lastly, the program would not be successful without mentor participation from the community. Recruiting mentors is a year-round endeavor. TSIC has built strong relationships with both the business sectors as well as private faith-based partners who promote changing the life of a student through the gift of time. Corporate partners allow staff time off during the week to meet with students.

6. Budget

The annual budget for the Take Stock in Children Duval school year serving over 450 students requires a budget of $755,023. The $755,023 total budget includes the purchase of scholarships for $433,200. The $235,000 request for operations makes up 31% of a diversified operations budget. Take Stock works to secure diverse funding streams to best leverage investment into the program.

90% of the $85,000 of operational funds requested through the Kids Hope Alliance will be directed to augment and sustain the very heart of the program, the professionals who dedicate their lives to the students they serve. Two full time College Success Coaches will be funded directly through the KHA award. As the statewide program strives to serve additional students, the allocated dollars awarded each affiliate through the Department of Education grant erodes. The Duval program strives to find matching dollars to ensure the highest quality of services remains intact. The remaining budget items including rent, utilities, supplies, printing, marketing and travel are covered through unrestricted dollars. Goodwill applies for additional funding through corporate and private grants and receives funding from EverBank, The Macquarie Group, The PLAYERS Championship and private donors.

If applicable, please paste any specific changes to the scope of services below.

Please see all changes in red below.

FY 25-26 Scope of Services	
Contract #SS-16182-25	**Agency Goodwill Industries of North Florida**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY26-27 Contract Year: June 1, 2026- May 31, 2027

Funding Approved for FY25-26: 235,000

Number of Proposed Children/Youth 26-27: 468

Provider: Goodwill Industries of North Florida/Take Stock in Children (Duval)

Program: Take Stock in Children (Duval)

Take Stock In Children (TSIC) Duval operates under the auspices of Goodwill Industries of North Florida, Inc. and currently serves over 468 students in grades 6 thru 12 within the Duval County Public School district (see Exhibit A). One hundred percent (100%) of enrolled students live in a household whose income falls below the federal poverty guidelines and the majority will be first-generation college students. TSIC currently works with a broad population of students including those who are living in Habitat for Humanity housing, foster care, homes where parent(s) are incarcerated, single-parent households, and non-English speaking homes. Unlike many scholarship programs, TSIC does not exclusively seek out high performing students (those with a 3.0 GPA and above). The average student in our program has a 2.7 GPA and may graduate high school, but will benefit from ongoing support to not only enroll in college but be able to persist to overcome multiple barriers. Even when funds are available through the Pell Grant program, this population needs help to understand the process of going to college, including the ability to seek financial aid and other funding supports. TSIC ensures that 100% of graduating high school seniors will have completed their Free Application for Federal Student Aid (FAFSA) prior to graduation.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. Program Design Requirements:

TSIC Scholars are recruited from Duval County public middle and high schools. Attention is given to schools where the need for services is the greatest. Students are referred by school staff, parents, grandparents, guardians, and other child-serving agencies.

The project goal is to ensure all TSIC students are progressing towards high school graduation and are prepared to transition into post-secondary education. The program focuses on serving underserved youth by providing comprehensive services focused on college readiness by using these methods:

- Mentoring: TSIC recruits, trains and utilizes volunteer mentors who commit to one year of mentoring. Mentors serve as listeners and friends to the student, guiding them towards high school graduation and college enrollment.
- College Success Coaching: Students receive in-school support from a College Success Coach (CSC) who monitors grades, behavior, and attendance. The CSC ensures that each student is on track for high school graduation. When intervention is needed, the CSC works in concert with school personnel, parent/guardian, and

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

mentor to develop and establish expectations and specific strategies for improvement.

- College Scholarship: What makes TSIC unique is the guarantee of a Florida Prepaid tuition college scholarship (up to 60 credit hours) for each youth who fulfills the requirements of the program. Most TSIC students will not earn an academic scholarship, these funds ensure students complete college with minimum or no debt loads.

Staffing Requirements:

TSIC staff members occupy office space at Goodwill Headquarters located at 5150 Timuquana Road, Suite 15, Jacksonville FL 32210. The Program Manager, Mentor Coordinator and Data Specialist all utilize this office space on a full-time basis.

KHA funding provides support for program leadership and covers partial salary for two College Success Coaches to work directly with students.

All Take Stock staff pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment.

Number of Students Served:

TSIC Duval currently serves over 360 students in 47 middle and high schools in Duval County. TSIC staff and volunteers meet with students between the hours of 8:30am and 5pm in the schools. Due to COVID, the TSIC State approved the use of the TSIC Mentor App which is monitored by staff. Staff work after hours and weekends as needed.

OUTPUT	OUTCOME
Mentor Sessions	>= 95% of active students will have a mentor match at contract signing >= 85% of active students average 2 or more mentor sessions per month
College Success Coaching	>= 85% of active students meet college coaching requirements (2 or more visits for underclassmen and 4 or more visits for juniors/seniors)
College Readiness	5 college readiness events held throughout the school year
FAFSA	100% FAFSA completion rate
Senior Reviews	100% of graduating seniors will meet with the College Success Coach for graduation requirement review/evaluation

Term of Agreement and Service Time:

June 1, 2026 - May 31, 2027

TSIC is a year-round project. Student engagement is throughout the school year for students in grades 6-12; however, high school graduates continue to work with their CSC or the College Navigator throughout the summer to ensure that they are enrolled in college, attend college orientation, and TSIC Scholarship is activated.

FREQUENCY	ACTIVITY
Daily	• Set up Mentor match meetings • Hold student sessions and write case-notes • Update data • Support school staff and faculty

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	• Monitor mentor sessions
Weekly	• Review mentor sessions to ensure that the mentor-mentee relationship is being maintained
Monthly	• Review match rates • Follow-up with mentors who stop out • Document all meetings with students
Quarterly	• Maintain scholarship inventory to ensure that the newly purchased scholarships are uploaded and assigned to students in the most effective manner possible • Deliver college readiness workshops and events
Annually	• Follow-up with mentors to confirm that they will stay with their students through another school year • Match unassigned students and newly enrolled students to mentors • Complete background checks and sexual predator check on mentors and staff in accordance with Duval County Public Schools and state TSIC requirements • Plan workshops and college readiness events • Review scholarships being utilized and reassigned as needed • Purchase new scholarships, as funds allow • Implement annual state-wide surveys and reports and distributed to mentors, parents and students, where appropriate

Location:
Goodwill of North Florida
5150 Timuquana Road, Suite 15
Jacksonville, FL. 32210

2. Program Fees and Program Income

TSIC is funded through a combination of state funding and community partner donors. The program does not generate any specific participant income. Community and employer partners provide donations to support the program operational costs, as well as cover the cost of scholarships. However, no fees are ever charged to TSIC participants.

3. Safety Requirements:

TSIC Duval adheres to safety protocols as directed by both Take Stock in Children Florida, as well as those of Duval County Public Schools. All volunteer mentors must go through DCPS volunteer screening and they are not allowed to meet with mentees outside of school grounds. All participants may take part in sanctioned events and utilize approved virtual tools for mentor sessions. The TSIC App is equipped with a keyword tracking system to alert local staff in the event of any concerns. All staff and mentors regularly complete required training sessions and scheduled screenings to ensure compliance at the highest level. Staff working in the schools have all passed Level II screening and have been granted ID badges for secure access.

4. Parent Engagement Requirements/Adult Family Member Services

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Parents are required to play an active role in their child's academic success. Parents are invited to various TSIC events such as the Family Dinner and College Expo.

The program schedules annual college tours visiting various campuses such as: Sante Fe Community College and UF, FSU and FAMU, Daytona State College and UCF as well as UNF and FSCJ. College tours are organized by TSIC staff to help build a vision of college for students who may not have been exposed to higher education before. Students who have an opportunity to walk on a college campus have a better sense of seeing themselves attending and the likelihood of enrollment increases.

In addition, parents or eligible family members of TSIC scholars can take advantage of a unique program called "A-STEP" offered by Goodwill. Academic Support Through the Employment Process (A-STEP) is a workforce development program for adults who need assistance with overcoming the barriers that prevent them from moving into sustainable wages—whether due to lack of work history or due to a felony background. Goodwill's vision is to break the cycles of poverty by impacting multiple generations in a single family. Several current A-STEP candidates have children enrolled in TSIC, offering support for two generations within the same family.

5. Dissemination Plan

TSIC believes that "it takes a village" and regularly partners with other youth serving organizations, such as The Malivai Washington Youth Foundation, Big Brothers Big Sisters, Communities In Schools, The YMCA, The Boys and Girls Club, KIPP Schools, The Scheidel Prep Club, and Sulzbacher Villages. TSIC serves as the college readiness and scholarship providers to students dual enrolled in each. Several of the agencies meet bi-annually with TSIC College Success Coaches to review student progress.

The TSIC staff has more than 40 years of combined experience serving youth across the socio-economic spectrum in a large, culturally diverse urban school district. This experience has brought expertise to the program and fostered solid working relationships throughout the community and amongst the alliance of family-driven, youth-guided agencies.

Lastly, the program would not be successful without mentor participation from the community. Recruiting mentors is a year-round endeavor. TSIC has built strong relationships with both the business sectors as well as private faith-based partners who promote changing the life of a student through the gift of time. Corporate partners allow staff time off during the week to meet with students.

6. Budget

The annual budget for the Take Stock in Children Duval school year serving over 450 students requires a budget of $755,023. The $235,000 total budget includes the purchase of scholarships for $433,200. The $235,000 request for operations makes up 31% of a diversified operations budget. Take Stock works to secure diverse funding streams to best leverage investment into the program.

90% of the $235,000 of operational funds requested through the Kids Hope Alliance will be directed to augment and sustain the very heart of the program, the professionals who

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

dedicate their lives to the students they serve. Two full time College Success Coaches will be funded directly through the KHA award. As the statewide program strives to serve additional students, the allocated dollars awarded each affiliate through the Department of Education grant erodes. The Duval program strives to find matching dollars to ensure the highest quality of services remains intact. The remaining budget items including rent, utilities, supplies, printing, marketing and travel are covered through unrestricted dollars. Goodwill applies for additional funding through corporate and private grants.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: FY26-27

ESC	Contract #	Agency
ESC-0351-23	70684-23	2nd Mile Ministries

2nd Mile

2/7/2024
Marc Nettleton, Executive Director
2nd Mile Ministries
1650 Margaret Street Suite 302 #339
Jacksonville FL 32204 (mailing address)

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of 2nd Mile Ministries intent to continue services for the FY2026-27 Contract Year at the following:

Program Location(s) (Please list all locations)	4003 N Pearl Street, Jacksonville FL 32206
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$49,600

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Marc Nettleton
904-803-5639
marc@2ndmilejax.com
Executive Director

***Must be the authorized signer for the agency**

Approved by: **Date:** 4/13/26

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC ESC-0351-23	**Agency 2nd Mile Ministries**

FY26-27 Contract Year: June 1, 2026 -May 31, 2027

Funding Approved for FY24-25: $49,600

Number of Proposed Children/Youth 26/27: 57

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

SCOPE OF SERVICES

Provider: 2nd Mile Ministries

Program: Leadership Development Pathway

Program Address: 4003 N Pearl Street Jacksonville FL 32206

- Across all program elements
  - STEM activities – at least twelve per year
  - Use of SSIS SEH CIP emotional health curriculum and lessons – at least 25 lessons completed
  - Neighborhood Asset Mapping and Community Development Lessons – at least four per year
  - Career Presentations – at least 9 per year
  - Role modeling with trusted adults – daily program occurrence
  - Student goal achievement celebration – twice per year
  - Leadership Journals – 4 times per year
  - Financial Literacy – 3 times per year
- two:fiftytwo Elementary Program
  - Operates four days per week for at least 2 hours per day.
  - Tutoring, literacy, and academic support – each program day
  - Professions program with applications, interviews, banking, and more – twice per program year
  - Talking Circles – at least 20 occurrences
  - Goal setting and tracking – twice per program year
- BLOCK Middle and High School
  - Operates one day per week for at least 2 hours
  - Personality and career assessments – at least 2
  - Goal setting and tracking – once per program year
  - Student Planning and Evaluation for Family Fall Festival – 2 times per year
- Trailblazers Youth Leadership Experience
  - Operates 7 weeks per summer, 5 days per week, 5 hours per day
  - High school internships – 2 months of work
  - Intern evaluations and performance review – twice per session
  - Summer Reading Program – 7 occurrences

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- Talking Circles – at least 5 occurrences
- Intensive leadership training – 10 occurrences
- Goal setting and tracking – once per summer

Number of Youth Served:

57 youth in total (15 through two:fiftytwo Elementary, 35 in Trailblazers summer program, 7 in BLOCK)

Performance Measures:

- Key Metrics from RFP:
  - Student promotion data via FOCUS (Goal: 95%)
  - Parent and Youth Satisfaction and Impact Surveys
  - Youth Leadership Life Skills Development Survey: Mean score of 2.0 or greater.
- Additional metrics tracked
  - Increase in attendance at Family Fall Festival (baseline: 600)
  - Percentage of students who transition "up" by age group from two:fiftytwo to BLOCK program or TYLE to BLOCK. (Goal 100%)
  - Goal setting completion percentages (Goal: 75%)
  - Number of participants and attendance
  - Youth retention rate
  - Number of total lessons
  - Days of program operation
  - Focus group anecdotal, qualitative data collection
  - Number of completed community activities

Staffing Requirements:

- **Program staff are prescreened through a Level 2 background screening, sexual predator search, and drug screening**
- **A signed affidavit declaring that a Level 2 Screening has been completed and is current for all covered Persons (as defined in its contract with the KHA)**
- Funder mandated trainings
- Organizational Orientation
- Cultural Competency and Responsiveness Training
- Sexual Abuse Prevention Training
- Community Development training
- Additional staff trainings by focused topics

Safety Requirements:

- Comprehensive Safety Plan in place and reviewed monthly
- Confirm evacuation route are posted (quarterly)
- Program rosters and emergency contact information is up to date (monthly)

Additional Program Services Provided by Agency:

- Additional Special Events
  - Brentwood Neighbors Forum – meets 8 times per year
  - Community Action Days – minimum four times per year
  - Family Fall Festival – once annually
  - Parent Nights – at least twice per year
  - Open Court – At least 9 times per year

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- Nutritional Garden Wellness Events: at least one per year
- Parent and Community Engagement Elements
  - Direct communication to parents of students – each program day
  - Parent satisfaction surveys – three times per year
  - Newsletters – at least three times per year

Term of Agreement:

- June 1, 2026 - May 31, 2027

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
Choose an item.	70693-23	AnnieRuth Foundation

(Insert Agency Logo)	ANNIERUTH FOUNDATION
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Dee Wilcox, CEO
(Agency Name)	AnnieRuth Foundation
(Address)(Street, City, State &Zip)	10326 Interstate Center Drive, Jacksonville, FL 32218

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Summer Internship Program
Site Location(s)(Separate by (;)	10326 Interstate Center Drive, Jacksonville, FL 32218
Program Start Date	6/8/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	130,083
Number of Proposed Children/Youth 26-27:	150

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Dee Wilcox
(Phone)	904-200-7202
(Email Address)	dee@sowingseeds.today
(Title)	CEO

***Must be the authorized signer for the agency**

Approved by:	Dee Wilcox
Date:	4/14/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	AnnieRuth Foundation
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	130,083
Number of Proposed Children/Youth 26-27:	150

Please copy and paste your approved scope from last year in the box below.

Program:

Scope of Services

A project's Scope of Work is the blueprint for work to be accomplished. The section provides details for implementing the project and gives specific examples for how work is going to be accomplished. A contract with a provider to operate the *Summer Internship Program* will follow the guidelines of the program priorities as outlined below.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

Program Design Requirements:

The Summer Internship Program is a one year, points-based program for high school juniors and

seniors (primarily at-hope youth). The program enables participants to develop personal, academic, and workforce development skills. The program is hybrid in nature in that during the first half, students receive instruction via a virtual platform and during the second half, students complete their internship experience in person. The program includes:

Youth Employment/Internship

Mentoring

Job training

Career Counseling

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

State the Purpose(s) of Your Program

The purpose of the summer internship program is to provide a platform for students to develop personal, academic, and workforce readiness skills so that they are better positioned to make a more informed decision about their career prior to declaring a college major. Services will include:

☐ RIASEC Assessment – an assessment that asks a series of questions that results in participants understanding which career fields align with their likes, dislikes, personality, etc.

☐ O-NET- an on-line platform that contains millions of job titles and job descriptions. Participants are taught how to use the platform so that they can have access to educational requirements, salary, prerequisites, etc., all related to their desired career field.

☐ Interview Skills – Human Resources professionals facilitate interview skills training sessions with program participants.

☐ Resume Development Skills – provided by Human Resources professionals.

☐ Dress for Success–HumanResourcesprofessionalsfacilitateworkshopsonhowtodress in a professional setting.

☐ Mock Interviews – Human Resources professionals facilitate interview skills training sessions with program participants.

☐ Business Interviews – after thoroughly preparing participants, the provider brings in Human Resource professionals to conduct real business interviews with participants – participant performance equates to program points.

☐ Communication Skills – subject matter experts facilitate workshops on both written, verbal, and non-verbal communication skills.

☐ Internship Experience – participants will complete an internship experience in a safe, professional environment that aligns with their career aspiration. While there, participants will receive:

- o Hands-on experience
- o Adult mentor
- o Paycheck

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The specific purposes of the program are to:

(1) provide opportunities for personal development, academic enrichment, workforce development.

(2) provide program participants with knowledge, skills, and resources to position them to be positive contributors of society.

(3) continue to create collaborative opportunities to engage community partners within all industries; medical, law, business, IT/Engineering, and creatives.

Staffing Requirements

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

Staff who work directly with program participants will pass a Level II background screening. Additionally, staff will receive training that includes but is not limited to HIPAA, CPR and First Aid, crisis planning, treatment planning, incident reporting, cultural diversity, CFARS assessments.

If applicable, please paste any specific changes to the scope of services below.

No changes

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70691-23	Boys & Girls Clubs of Northeast Florida

(Insert Agency Logo)	BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA
(Insert Today's Date)	4/13/2026
(First and Last Name, Title)	Greg Hayes Chief Financial Officer
(Agency Name)	Boys & Girls Clubs of Northeast Florida
(Address)(Street, City, State &Zip)	10 S Newnan St. Jacksonville Florida 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Springfield Teen Center – TEAM Print Workforce Development
Site Location(s)(Separate by (;)	313 E 10th Street Jacksonville Fl 32206
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$149,998.00
Number of Proposed Children/Youth 26-27:	20

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Greg Hayes
(Phone)	904-502-6232
(Email Address)	ghayes@bgcnf.org
(Title)	Chief Financial Officer

***Must be the authorized signer for the agency**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Approved by:	
Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0354-23	Boys & Girls Clubs of Northeast Florida
FY26-27 Contract Year:	June 1, 2026 – May 31, 20
Funding Approved for FY26-27:	$149,998.20
Number of Proposed Children/Youth 26-27:	20

Please copy and paste your approved scope from last year in the box below.

FY26-27 Contract Year: June I, 2026 -May 31, 2027

Funding Approved for FY26-27: $149,998 Number of Proposed Children/Youth 26/27: 20

Please copy and paste your approved scope from last year below. If any changes are madet please highlight the changes.

PROGRAM DESIGN

Identify the program components (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction) the organization will address and describe in detail the services the organization will implement to address the proposed program component{s) including the use of subcontractors.

The number of students looking beyond traditional four-year college programs toward alternatives that equip them for the job market with occupational skillsets is growing. At the same time, the print industry is facing a shortage of qualified job candidates to fill the growing need. In response to this need, Boys & Girls Club of Northeast Florida (BGCNF) will introduce TEAM (Team. Educate. Advise. Mentor) Print Workforce Program, to provide services that support the College and Career

Development and Workforce Development component to provide training (formal and informal),

externship and employment opportunities, in partnership industry.

About TEAM Print

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Train Educate Advise Mentor (TEAM)

BGCNF's TEAM Print Workforce Program is committed

with the local northeast Florida print

to providing high-quality, accessible

education. In partnership with the print industry, the program opens fulfilling career paths to a broader demographic, providing new opportunities. the means to a livable wage and economic mobility to students.

In today's world, an increasing number of students are looking beyond traditional four-year college programs toward alternatives that equip them for the job market with occupational skillsets. At the same time, the print industry has been facing a shortage in the availability of qualified job candidates. In response to these circumstances, Boys and Girls Club of Northeast Florida (BGCNF) will provide valuable opportunities for students while filling the need for trained specialists.

From training and ongoing support for instructors to course materials for students, this will be a comprehensive and customizable program.

Appropriate for students, 6th-12th grade, this program will give graduates core concepts and command of technical skills to produce on-demand print products. Culminating in job-search guidance and help with placement, it gives BGCNF the ability to offer students a path to gainful employment.

Complete Courses

Instructors will receive an "out-of-the-box" curriculum, including resource materials (modifications can be made as needed to meet desired outcomes). Technical experts will be available to provide ongoing remote support for instructors.

Instructor training

Instructor training takes place at a BGCNF Citi Center facility, where print experts lead training on the curriculum and equipment. Instructors will also receive an overview of the industry, with a discussion of its past, present and outlook.

Professional development

Instructors will have the opportunity to become TEAM Production Specialists. They will also have access to webinars, hands-on experience and mentorship to help them lead their students.

A fully designed program

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Well-rounded courses comprise five practice areas (design, workflow and printers, finishing, product and business management) to prepare each student to enter the print industry. BGCNF instructors will deliver the curriculum, with ongoing support from equipment manufacturers. The curriculum can be modified to accommodate learning needs and goals.

Hands-on practice

Students will not only learn important ideas in print but will also become familiar with key hardware and software. TEAM thoroughly grounds students in crucial aspects of the creation of complex print products, incorporating both theory and hands-on training into its curriculum. The program empowers graduates with practical competencies and the skillset to earn a livable wage while making a positive contribution to the printing industry.

The chart below outlines the program components for semesters 1-5 for a total of 360 hours. After 90 hours the student will have achieved TEAM Production Specialist (TPS) -Level 1; after 295 hours, TPS Level II, and after 360 hours, TPS Level Ill. The chart further outlines what a student is qualified to perform at the corresponding levels. Therefore, by semester 3 the student will have achieved TPS Level II.

To achieve certiflcation participants must satisfactorily complete all assignments, maintain an 80% average on all competency assessments, and successfully complete practical lab experience. The TEAM Print Workforce Certification signifies that graduates have the necessary technical and professional skills and education to work effectively in the commercial printing and graphics industry.

Program Components-Graphic Design and Digital Printing - TEAM Print Workforce Program

SEMESTERS PROGRAM COMPONENT I I DESCRIPTION ILECTUREI HOURS LAB I HOURS TOTAL HOURS

Semester 1 Shop walk-through, Adobe®

Design for Wide Format software (Illustrator, Photoshop,

& T-Shirt Printing lnDesign, Bridge and Acrobat)

and specialty software (e.g.,

Color-Logic®). I 23 I 671 90

Semester 2 Raster Image Process (RIPs) I

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Workflow and Print (Nesting, tiling, color setup and

management, crop and cut

marks, variable data, automation

with hot folders and quick sets),

flatbed, roll-to-roll and hybrid. 25 I 110 I 135

Semester 3 Laminating, cutting, routing, I

Finishing folding and creasing, grommets,

hemming, welding and

weeding/masking. 10 I 60 I 70

Semester4 Regulatory signage, media and I

Products substrates, ADA compliance,

packaging, vehicle graphics and

installation. 51 251 30

Semester 5 Receiving and taking orders, I

Business Management starting work and holding

production meetings, site

surveys, outsourcing and vendor

partnerships, sales and marketing

collateral, media and substrates

2.0, inventory and scheduling. 30 I 51 35

Total Hours*: 360

BGCNF's TEAM Print Workforce Program Instructors will provide the program participants

with the following as they complete their semesters:

Job search support

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Trained specialists who can be productive on their first day in the shop are highly sought after, and

TEAM has job-search support to help the students match with interested employers.

BGCNF Career guidance

The Citi Teen Center offers multiple programs for Culinary Arts, Robotics, Hair and Beauty,

Computer programs, Audio and Video, Dance and more to come We will integrate job search skills

to support gainful employment. Proficient communications skills, along with mastery of the tools

and best practices of the trade, will give students professional confidence as the_y transition from

education to career. Individual instructors will be responsible for delivering this training, with help from industry partners. The program includes instruction in:

• Resume writing

• Cover letter writing

• Interview practice

• Communication skills

• Professional skills

In addition, students may hear guest speakers and subject-matter experts from industry employers and have opportunities for volunteer work to build experience.

Job interviews

BGCNF is supported by businesses across all industries, upon successful completion of the program's requirements, TEAM Print Workforce Program graduates are offered the chance to interview with these organizations.

Provide the number of participants Contractor proposes to serve annually for the Identified program component (College and Career Development and Workforce Development, Children and Youth with Disabilities, Early Intervention and Child Development, Family Stability, and Juvenile Delinquency Prevention and Intervention/ Crime and Safety Reduction). Describe how the number to be served was determined.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The TEAM Print Workforce Program will serve 20 students over each annual funding cycle. The number of students is determined on the following two factors: 1) Safe space availability in the print shop and 2) Student to instructor ratios 10:1 in each rotation Students are selected through Club staff observations, assessments, and reviews of student records. Parents can provide valuable insight into their child's learning needs and preferences. It is important to involve parents in the decision-making process and consider their input when selecting students for this print program. The student is then referred to the TEAM Print Workforce program for orientation followed by an assessment, where the student's learning needs and abilities are evaluated for program fit.

Once a student has been deemed a good fit, an education plan is developed with the input of BGCNF's TEAM Print instructors, the student and parent(s). The student begins course and lab work. The effectiveness of the print program is reviewed regularly, and adjustments are made as needed to ensure the student is making progress towards their goals.

Participant engagement and retention Is a strong Indicator of success. Describe the plan to engage and retain children in the program. It is expected that children and youth will maintain an average daily attendance rate of 80% or higher during the school year and summer components. Different dally attendance rates must be explained. Identify specific techniques and practices the program will implement in order to ensure consistent and long-term partfclpation.

Training will be held at the Citi Teen Center where participants will receive daily instruction according to the Curriculum (Intermediate, Advanced, or Expert) by Trained instructors. They will also engage in evidence-based enrichment activities in addition to the course and lab work in the TEAM Print Workforce Program. Enrichment activities that are fun, engaging, and challenging, supporting and reinforcing concepts learned in TEAM increasing overall student success. A unique incentive plan rewards members for school performance, Club attendance and good behavior

citizenship, and TEAM Print Workforce Program participation. Completion of the Printing program with an industry credential, a supportive team of caring adults, and the opportunity to earn a living wage is the ultimate retention and engagement strategy. For example, every month at each site, "a Youth of the Month" is selected. Each year, all sites select one candidate each for the national BGCA Youth of the Year Awards. Participants take part in Club sports, robotics teams, field trips, college and career exploration, virtual learning platforms, video games, participation in the arts, community service projects, and other activities that provide a safe, fun, exciting Club experience, that keep our participants coming back. Involved parents play an important role in participant engagement and retention. Program staff engenders trust within the ranks of our adult-family members, assuring that their child will learn, have

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

fun, and establish positive relationships in a safe environment. Parents serve as advocates helping to solicit potential partners within their own networks to support the TEAM Print Workforce Program. Describe Contractor's plan to engage the community, identify/address community needs, while empowering and equipping community members to become advocates for necessary, sustainable, and systematic at-hope youth service's needs. Program participants and their families reside in underserved, undervalued neighborhoods, where crime abounds, food desserts are common, low-performing schools are the only choice and positive role models are scarce. BGCNF's Graphic Arts and Digital Printing Program -TEAM Print Workforce Program, will provide an avenue to address family and community need providing training, extemships and employment opportunities and preparation for higher education. The Citi Teen Center hosts a Parent Advisory committee comprised of parents, community advocates, and students to help guide programming so that it is culturally relevant and responsive. Considering current data from the Bureau of Labor Statistics, approximately 364,000 people are employed within the print industry. The areas with the highest growth potential are within digital print and sign fabrication occupations. The mean annual wage in the print industry is $40,030. The TEAM Print Workforce Program curriculum prepares students with the knowledge and skills for more highly paid entry-level jobs. After completing the TEAM Print Workforce Program, students can go on to fill several positions in print environments and are prepared to continue their education at the postsecondary level to fill positions that require higher skill levels. The chart below reflects the growth of the listed occupations in the Graphic art and Design Industry. The national average for job growth of all occupations was 5% for 2021. Note that the growth of almost all the listed occupations in the print industry are expected to outpace the national average. The projected growth rate applies to increases between 2021-2031.

If applicable, please paste any specific changes to the scope of services below.

We would like to include 6th to 12th graders in the class and be reimbursed for all grades. We have five students in 6th and 7th that would like to attened. It has been added to the scope.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70685-3	Big Brothers Big Sisters of Northeast Florida

(Insert Agency Logo)	
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Sara Alford, Chief Executive Officer
(Agency Name)	Big Brothers Big Sisters of Northeas Florida
(Address)(Street, City, State &Zip)	40 E. Adams St., Suite 220, Jacksonville, FL 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Beyond School Walls
Site Location(s)(Separate by (;)	Availity; Baptist Downtown; Florida Blue; River Restaurant Group; and other corporate partner and school sites as available.
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$165,000
Number of Proposed Children/Youth 26-27:	82

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Sara Alford
(Phone)	(904) 727-9797 x 1129
(Email Address)	salford@bbbsnefl.org
(Title)	Chief Executive Officer

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

*Must be the authorized signer for the agency	
Approved by:	Please sign here.
Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Big Brothers Big Sisters of Northeast Florida
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$165,000
Number of Proposed Children/Youth 26-27:	82

Please copy and paste your approved scope from last year in the box below.

In addition to any services stipulated by Provider in the Application, the Provider shall perform the following services:

1. **Program Design Requirements and Frequency:**

BBBSNEFL fully utilizes the BBBS National Service Delivery Model in our mode of operation, which incorporates, and often exceeds, the Elements of Effective Practice Framework for mentoring outlined by Mentor.org in 2005, including: mentor recruitment, screening, training, matching and initiating, monitoring and supporting, and processes around match closure. In addition, since 2006, BBBSNEFL has fully adopted the utilization of online agency information management systems. Matchforce, our online database, facilitates accurate real time reporting and specialized reporting designed around specific parameters. All program details are inputted, tracked, and monitored through our Matchforce database system. Through Matchforce we are successfully able to track all program participants throughout the continuum of services, for ease of program reporting.

Once matched, youth benefit from monthly mentoring sessions on site at the corporate partner location (or via virtual platforms as needed). Monthly mentoring sessions last approximately 3-4 hours, and include training on a variety of topic, including but not limited to, soft and employability skills, industry specific information, and college and career readiness, job shadowing, and traditional mentoring time spent over a meal (usually lunch).

In alignment with our service delivery, Strength of Relationship (SOR) and Youth Outcome (YOS) surveys are administered throughout the course of the match relationship to ensure the mentoring experience, monthly mentoring sessions, quarterly BIGS' Roundtable trainings, and programs are participant-driven and youth guided.

Workshops Activities:

Youth benefit from trainings on various topics each mentoring session. Training including but not limited to, soft and employability skills, industry specific information, and college and career readiness, job shadowing, and traditional mentoring time spent over a meal (usually lunch).

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

BBBSNEFL hosts routine BIGS' Roundtable gatherings/trainings (on average 3-4 roundtables are hosted per project year). The trainings vary from quarter to quarter and cover a variety of topics such as child abuse prevention, suicide prevention, cultural competency trainings, trauma informed approaches to mentoring, asthma awareness, compassion fatigue, and resource awareness to disrupt the digital divide, to name a few.

Additionally, mentors have access to a network of on-going, online, trainings hosted through BBBS of America's (BBBSA) Learning Exchange (TLE) portal, which offers tailored training for mentors working with specific populations, such as youth in the family histories or incarceration, histories of trauma/trauma informed approach, and youth known to have gang associations, etc.

Enrichment Activities:

In addition to on-going, routine, match support contacts, the MSS also maintain frequent communication with mentors through electronic means such as e-newsletters and announcements made in aps adopted by the agency. Routine communication with BSW program participants, such as through e-newsletters and ap posts, serve as a tool to enhance participant experience and help keep mentors informed of opportunities to engage with their student, BBBSNEFL, and the community of Jacksonville.

In addition, agency sponsored events and activities (when staff supervised), as well as access to ticketed events, as appropriate, are provided as a means to enhance the individual mentoring experience and further reiterate the learn, play, work model and ensure increased engagement leading to greater match strength and longevity. These sponsored enrichment activities are offered on varying days of the week, at varying times, so to afford as many participants as possible the opportunity to participate and engage which leads to enhanced match strength and longevity.

Family Engagement:

At BBBSNEFL we pride ourselves on our comprehensive approach to the mentoring model that allows us to tailor fit the mentoring experience.

During the enrollment process, parent/guardians confirm program participation and have the opportunity to lend voice to help recognize and designate areas of both strengths and weaknesses, and identify how the youth's strengths and weaknesses apply to their personal and academic performance. Additionally, parents/guardians are able to indicate personal preferences and individual needs for effective matching with a mentor.

Once a youth and mentor have been identified for a match, agency staff conducts a pre-match conference to share general information about the match participants, including common interest and preferences, etc., During the match meeting, agency rules, expectations, and child safety guidelines are reviewed and signed off on by each match participant (Mentor and Student), the match is officially activated in our online program management system, Matchforce, and a letter sent home informing the parent.

A Match Support Specialist (MSS) then works with the volunteer, youth, and parent(s)/guardian(s), in accordance with agency guidelines, to create an individualized Youth Outcome Development Plan (YODP) for the youth, incorporating goals and experiences that align with the specific partnership/program and

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

supports the match for the duration of the mentoring relationship through a comprehensive, robust schedule of routine, and frequent, supportive contacts and annual surveys to insure a safe and mutually rewarding relationship.

In recognition that mentoring is one facet of the solution, BBBSNEFL employs an Education Support Specialist (ESS) to help identify and link children and families with resources beyond mentoring. BBBSNEFL partners with other agencies to provide additional comprehensive services, including linkage with financial, legal, or work placement assistance as well as mental health, trauma, and substance abuse counseling, food pantries, etc. to participating children and families

College/Career Readiness:

BSW cultivates collaborative workplace-mentoring opportunities, creating intentional and consistent partnerships that enrich the education and preparation of high school aged, career academy/pathway students, or others served in additional supportive programs, by providing meaningful, consistent, and relevant experiences, training, and mentorship on site at the partnering company and/or virtually. Through strategic multi-year exposure, BSW affords participating youth the opportunity to see the real world of industries they have identified a passion for and, supported by their mentor and the agency, begin to envision and set educational and career paths that lead to academic and career success and/or allow youth to see themselves in those partner agencies as potential career employees.

Youth are identified for participation via their school teachers/administration based on personal or academic risks, and/or participation/enrollment in an aligned career academy/pathway program or alternate supportive program (JROTC, AVID, GEAR UP, etc.) in accordance with the corporate mentors available. Youth are then interviewed to assess needs, interest, and aid in match-ability.

Targeted business cultivation, based on shared values and informed by the JAX Chamber growth focus industries, informs the corporate partners recruited and cultivated for participation in the BSW mentoring programs. Participating mentors include representatives from various partnering corporations and are recruited at the specific partner site for engagement in mentoring of specific youth cohorts.

Additionally, BBBSNEFL supports post-secondary planning via the ESS who works with each student individually, during their senior year, to ensure they are on track for graduation and financial/placement applications as applicable. Additionally, access to paid internship opportunities, scholarship opportunities, and various career/college fairs are routinely shared with the students and participation is encouraged.

1. **Staffing Requirements:**
   - Site Director & Program Staff (based on the number of youths registered, not to exceed youth)

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
3	Match Support Specialist	Bachelor's degree or equivalent	n/a	75-125 caseload, monthly reporting, match support	25%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
		experience in social services			
4	Enrollment Match Specialist	Bachelor's degree or equivalent experience in social services	n/a	Train, screening, interview, and match participants for both the community and site based mentoring programs	10%
1	Director of Recruitment, Intake & Enrollment	Bachelor's degree or equivalent experience in social services	12 years	Recruit, train, and oversee the screening/interview process for both the community and site based mentoring programs	20%
1	Vice President of Programs	Bachelor's degree or equivalent experience in social services	30 years	Facilitates grant implementation, documentation and reporting, no caseload	20%
1	Director of QA & Compliance	Bachelor's degree or equivalent experience in social services	12 years	Facilitates grant implementation, documentation and reporting, quality assurance, no caseload	20%
1	Chief Executive Officer	Bachelor's degree or equivalent experience in social services	18 years	Management of all staff and agency development; facilitate grant training, implementation, documentation, and reporting, no caseload	10%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Chief Financial Officer	Bachelor's degree or equivalent experience in Accounting and Finance.	22 years	Facilitate grant financial documentation and reporting	10%
1	Quality Assurance Specialist	Bachelor's degree or equivalent experience in social services	5 years	Facilitate quality assurance process and case review	n/a In-kind support
1	Education Support Specialist	Bachelor's degree or equivalent experience in social services	12 years	Create linkage with community resources to support academic success and help youth achieve post-secondary planning	n/a In-kind support
1	Director of Communication & Outreach	Bachelor's degree or equivalent experience in social services	11 years	Recruitment (mentor and mentee) materials creation; presentation facilitation, social media;	n/a In-kinds support

2. **Number of Students Served - Requirements**:
   - Number of Children Served: 82
   - Must be from ages: 14-18 years

Consistent with previous years of implementation, priority populations, and majority representation, in the BSW program are high school aged youth and may include those graduating from a title 1 school, those first generation in their family to consider college, and/or those at-risk due to low socio-economic standings, challenged familial dynamics, minority representation (specifically Black and Hispanic) and/or family histories of incarceration residing in Duval County. Youth are identified for participation via their school teachers/administration based on personal or academic risks, and/or participation/enrollment in an aligned career academy/pathway program or alternate supportive program (JROTC, AVID, GEAR UP, etc.) in accordance with alignment criteria for the corporate mentors available.

3. **Service Time and Period Requirements**:
   - Service Period:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Each business is asked to make a two-year commitment (minimum) to assure that the mentors and students stay together until graduation from high school, though some partners have routinely asked to begin their mentoring cohorts in the first year of high school and have stayed with their cohort through graduation.

- Days of Week:

Once matched, youth benefit from monthly mentoring sessions on site at the corporate partner location (or via virtual platforms as needed). Monthly mentoring sessions last approximately 3-4 hours, and include training on a variety of topic, including but not limited to, soft and employability skills, industry specific information, and college and career readiness, job shadowing, and traditional mentoring time spent over a meal (usually lunch).

Mentoring sessions occur during the school day, during the months of the school year, some variations may apply. Each mentoring session is chaperoned for the full duration by agency and school staff who conduct observation and monitoring of the youth and matches while on site at the BSW partnering locations. This professional on campus oversight informs monitoring of the match participants to ensure rules and procedures are appropriately implemented and serves to prevent unwarranted access to the participating youth. Additionally youth complete reflection prompts after each mentoring session which serves as a documentation and check in tool.

BSW matches also benefit from an average of thirty minutes of support and supervision from BBBSNEFL staff per month and Roundtable trainings offered.

The proposed performance measures for the Kids Hope Alliance BSW project are as follows:

Performance Measures

2). Duval Children and Youth Succeed in School

2c). Children and youth remain engaged and successfully complete each grade.

3). Duval Youth Fully Transition to Adulthood

3a). Youth will have access to information about potential career and educational pathways.

3c). Every youth will have access to the guidance of a caring adult.

If applicable, please paste any specific changes to the scope of services below.

None.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70683-23	The Carpenter's Shop Center, Inc.

April 10, 2026	
Dr. Cheryl Wilder, CEO	
The Carpenter's Shop Center, Inc.	
1601 University Blvd. North Jacksonville, Florida 32211	

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Ready for Success Teen Program
Site Location(s)(Separate by (;)	1601 University Blvd. North Jacksonville, Florida 32211
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$150,000
Number of Proposed Children/Youth 26-27:	40 Students

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).

Sincerely, Dr. Cheryl Wilder

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(First and Last Name)	Dr. Cheryl Wilder
(Phone)	904-245-9772
(Email Address)	Cheryldwilder@gmail.com
(Title)	CEO
*Must be the authorized signer for the agency	
Approved by:	Dr. Cheryl Wilder
Date:	April 10, 2026

FY 26-27 Scope of Services	
ESC 0351-23	Agency- The Carpenter's Shop Center, Inc.
FY26-27 Contract Year:	2026-2027
Funding Approved for FY26-27:	$150,000
Number of Proposed Children/Youth 26-27:	40

Please copy and paste your approved scope from last year in the box below.

Click or tap here to enter text.

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC 70683-23	Agency The Carpenter's Shop Center, Inc.

FY26-27 Contract Year: June 1, 2026 - May 31, 2027

Funding Approved for FY26-27 $150,000

Number of Proposed Children/Youth 26-27 40

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

Scope of Services

Provider: The Carpenter's Shop Center, Inc.

Program: Ready for Success Teen Program

College and Career Development and Workforce Development

Services are delivered year round via after school and summer learning programs. Certified teachers lead and facilitate classes daily.

Here at TCSC, we 'get our students' ready by giving them the building blocks they will need for a productive, responsible life. We create a strong foundation where our youth have the opportunity to experience their first employment. TCSC programming promotes youth's healthy development, improves academic success, encourages leadership, and actively supports and strengthens families. The goal of TCSC *Ready for Success Program* is to train, develop and sustain essential career skills.

TCSC employs teens throughout the school year (bi-weekly stipend) from several local public and private high schools after they complete the training course, which is a great incentive. Summer employment programming is also available through a six week paid work experience. forming positive mindsets and habits. Teens interview for positions such as executive assistant, teacher assistant, tutors, graphic design and social media assistants.

Over the course of five (5) months, students engage in monthly workforce training and financial literacy sessions. The professional development series allows space for teen apprentices to identify strengths, weaknesses and challenges. Students receive key strategies for optimal growth and development in the workplace. During the financial literacy series, teens learn about money management, budgeting, saving, credit, and opening their first bank account.

1. Educate youth - Applied knowledge: Including applied academic knowledge (transfer of academic knowledge to work) and critical thinking (analyze, reason, solve problems).

2. Engage youth – Effective relationships: Including interpersonal skills (collaboration, communication, positive attitude, teamwork) and personal qualities (responsibility, self-discipline, flexibility, integrity, initiative, professionalism, self-concept, sense of responsibility for self),

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

meaningful relationships are critical between teens and community partners as this agency connects teens with internship opportunities and summer jobs.

3. **Equip youth** – Workplace skills, communication strategies, managing time and resources, use of technology in the workplace. TCSC believes all youth should have the opportunity to explore their options – whether vocational training, skilled certification, Junior College, or a four-year University and beyond. Teens are taught how to turn their passions into careers.

One unique feature of this program, utilizes a **tiered approach model, starting in middle school**. The strategy of exposing pre-adolescents to TCSC rich curriculum in college and careers, social emotional learning and financial literacy education, creates an environment of engagement, productivity and excellence as students transition to high school. This first stage is where many classes and coaching begin.

This tiered approach model, integrating the workforce curriculum in middle school (ladder of support) is one of the reasons TCSC has been so successful with the *Ready for Success Program* since January of 2022. Research suggests with the at hope population we serve, programs are more effective if students can be reached at a younger age, even though national youth employment programs typically target youth between the ages of 16 to 24.

Middle School Program Design: This program provides the building blocks, the foundational classes in financial literacy education, social emotional learning, emphasis on academic success, as well as college and career classes. Attention to these critical classes during the middle school years prepares the students for the workforce when they enter high school.

High School Program Design: Intake – Students register. Assessment is taken of each student which identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes and support service needs. This career assessment helps youth understand how a variety of their personal attributes (interests, values, preferences, motivation, aptitude and skills), affect their potential success and satisfaction with different career options and work environments. This assessment is used to develop the individual work plan.

Individual Work Plan – Identifies the employment goals and educational objectives of students.

Pre-orientation – Youth participate in the professional workshop series and the fundamentals for employment (mock interviews, resume writing, dress code, job shadowing and more).

Orientation- Teens complete necessary paperwork and are provided with an overview of program, available jobs, roles and responsibilities.

Shadow Training – A period of modeling and hands on training.

Activation – Ready for work and "activated" within TCSC as support staff.

Career Coaching – Certified youth teachers and the job coach, assist youth in making informed choices and successfully completing the program. Support may be provided on an individual or group basis and career coaching principles and methods are incorporated throughout the program design. The Workforce Development Manager is assigned to follow the progress of each youth from enrollment to program exit, including follow-up services. Documentation of all services and activities is recorded on the youth's individual work plan.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

meaningful relationships are critical between teens and community partners as this agency connects teens with internship opportunities and summer jobs.

3. **Equip youth** – Workplace skills, communication strategies, managing time and resources, use of technology in the workplace. TCSC believes all youth should have the opportunity to explore their options – whether vocational training, skilled certification, Junior College, or a four-year University and beyond. Teens are taught how to turn their passions into careers.

One unique feature of this program, utilizes a **tiered approach model, starting in middle school.** The strategy of exposing pre-adolescents to TCSC rich curriculum in college and careers, social emotional learning and financial literacy education, creates an environment of engagement, productivity and excellence as students transition to high school. This first stage is where many classes and coaching begin.

This tiered approach model, integrating the workforce curriculum in middle school (ladder of support) is one of the reasons TCSC has been so successful with the *Ready for Success Program* since January of 2022. Research suggests with the at hope population we serve, programs are more effective if students can be reached at a younger age, even though national youth employment programs typically target youth between the ages of 16 to 24.

Middle School Program Design: This program provides the building blocks, the foundational classes in financial literacy education, social emotional learning, emphasis on academic success, as well as college and career classes. Attention to these critical classes during the middle school years prepares the students for the workforce when they enter high school.

High School Program Design: Intake – Students register. Assessment is taken of each student which identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes and support service needs. This career assessment helps youth understand how a variety of their personal attributes (interests, values, preferences, motivation, aptitude and skills), affect their potential success and satisfaction with different career options and work environments. This assessment is used to develop the individual work plan.

Individual Work Plan – Identifies the employment goals and educational objectives of students.

Pre-orientation – Youth participate in the professional workshop series and the fundamentals for employment (mock interviews, resume writing, dress code, job shadowing and more).

Orientation- Teens complete necessary paperwork and are provided with an overview of program, available jobs, roles and responsibilities.

Shadow Training – A period of modeling and hands on training.

Activation – Ready for work and "activated" within TCSC as support staff.

Career Coaching – Certified youth teachers and the job coach, assist youth in making informed choices and successfully completing the program. Support may be provided on an individual or group basis and career coaching principles and methods are incorporated throughout the program design. The Workforce Development Manager is assigned to follow the progress of each youth from enrollment to program exit, including follow-up services. Documentation of all services and activities is recorded on the youth's individual work plan.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

This program expands job training and workforce activities for youth, including soft-skill development, career exploration, job readiness and certification, summer jobs, year-round job opportunities and apprenticeships in out-of-school time organizations.

Academic and Personal Enrichment

This agency utilizes a well-developed SEL curriculum. Self-awareness, self-management, social awareness, relationship skills and responsible decision making are some of the components that make up the teen SEL class.

The specific purposes of the program are to:

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.

(2) offer students a broad array of additional services, programs, and activities—such as youth development activities, drug and violence prevention programs; counseling, art, music, and recreation programs; technology education programs; and character education programs—that are designed to reinforce and complement the regular academic program of participating students.

(3) offer opportunities for literacy and related educational development to families of students served by community learning centers.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

DESIRED RESULT: *Reduce juvenile delinquent behavior.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

How Much Did We Do?	% of contracted youth actually served	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who obtained workforce certification (Microsoft Certification, ServSafe Certification, etc.)	80%	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	% of youth maintaining or increasing school attendance during program participation	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	% of youth who maintain or increase at least a 2.0 Grade Point Average	Output only	SAMIS Data	Report cards and or FOCUS

Staffing Requirements:

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

This agency follows all professional development requirements and required annual trainings.

As per Attachment J regarding staff orientation and preservice training, staff members will receive training before the start date of services for 2023 fiscal year. **ALL staff participate in orientation training and review the RFP to ensure that the goals and objectives of the program are understood and delivered to the students. This agency has met and will continue to meet all KHA (Attachment J), DCF and TCSC training requirements to include First Aid/CPR** (including (AED) training, **Trauma Informed Care/** Youth Mental Health First Aid and **SAMIS Program and Finance Manager Training.**

Number of Students Served: 40

# of students enrolled 40

Youth must be from ages 12 to 18

Number of Children Served:

- *At least 80% of children/youth attend 30 days or more*
- *At least 70% children/youth attend 60 days or more*

Term of Agreement and Service Time:

June 1, 2026 May 31, 2027

Days of the Week: Monday – Friday

Number of Days Summer: 28

Number of Days Afterschool School: 180

Number of Hours Summer: 8 hours per day

Number of Hours Afterschool: 3 hours per day

This program requires 6th -10th grade to attend a minimum of (4) days a week; 11th and 12th graders - 3 days a week (due to their work schedules, extra-curricular activities). Youth will maintain an average daily attendance rate of 80% or higher during the school and summer programming.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Envelope ID: 84131DBB-0DCE-453C-BB08-D0F8C9FCDEEF

Location(s):

The Carpenter's Shop Center

1601 University Blvd. North

Jacksonville, Florida 32211

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income

Provider must report any income and/or fees/charges from the program.

There are field trip fees for this program.

3. Safety Requirements:

The safety of students and their families participating in the program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff on- and off-site. Facilities must comply with federal, state, and local health and safety standards.

The program documents the daily arrival and departure of individual students. Students are released only to authorized persons designated by parent(s) or guardian(s) in writing and must show a picture id for TCSC to release the student into their care.

All staff are certified in CPR and First Aid and are available and accessible to students at all times.

Staff are aware of allergic, asthmatic and any other pertinent medical information of each student. Fire extinguishers are inspected and renewed yearly.

Appropriate emergency procedures and supplies are in place. Written emergency procedures, such as fire exits are posted in plain view in every room. At least one complete first-aid kit is accessible and visible from the program space. TCSC meets all fire code requirements as well as DCF's stringent requirements to include fire drills and training of all staff concerning safety and emergency protocol. List of emergency numbers to include poison control, fire, police, ambulance, and others are on the wall at the front desk.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Every student application has on the outside folder, the main emergency number, highlighted which is updated every six (6) months to remain current. **Accident reports** are accessible to every teacher and are filled out for any type of injury

TCSC follows all KHA and city of Jacksonville recommendations for severe weather, to include extreme heat. During the summer camp months, students remain inside and play games in the warehouse during extreme heat events. Students have access to water fountains at all times to ensure they remain properly hydrated. Local fire and police stations are within minutes of the facility.

4. Parent Engagement Requirements/Adult Family Member Services

_____*The provider will offer families of actively participating students the opportunity for literacy and related educational development. In particular, programs should* ***provide family involvement services*** *designed to increase the involvement of adult family members in their child's education and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning.*

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

Families attend parent meetings, financial literacy classes, mental health classes, as well as volunteer for field trips and bringing in needed supplies.

Families have the opportunity to participate in workforce development opportunities through our extensive social services referral system.

5. Dissemination Plan

All providers are required to disseminate understandable and accessible information about the program to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this program. Display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on provider's website and on any printed promotional material paid for using KHA funds including stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on provider's website must include hyperlinks to KHA's website, www.kidshopealliance.org

6. Budget

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

Budget by Deliverables

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
Choose an item.	Click or tap here to enter text.	CISV Jacksonville

CISV USA
Jacksonville
Building global friendship

Monday, April 20, 2026

Reggie Lynn Agulto
Executive Director / Camp Director
CISV Jacksonville

1050 Riverside Ave Suite C
Jacksonville, FL 32204

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Faces of Jacksonville, CISV Jacksonville
Site Location(s)(Separate by (;)	The Riverside House - Summer Camp The Bolles School - Monthly Activities / Meetings Riverside Presbyterian Day School - Overnight Activities Riverside Presbyterian Day School - Trainings Downtown Vision Inc - Trainings / Retreats
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$70,000
Number of Proposed Children/Youth 26-27:	50 youth

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Reggie Lynn Agulto
(Phone)	904-903-1578
(Email Address)	gigiagulto@gmail.com OR cisvjax@gmail.com

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(Title)	Executive Director and Camp Director
*Must be the authorized signer for the agency	
Approved by:	Reggie Lynn Agulto
Date:	April 24, 2026

FY 26-27 Scope of Services	
ESC	**Agency**
	CISV Jacksonville
FY26-27 Contract Year:	June 1, 2026 - May 31, 2027
Funding Approved for FY26-27:	$70,000
Number of Proposed Children/Youth 26-27:	50 youth

Please copy and paste your approved scope from last year in the box below.

Exhibit A
Scope of Services

Provider: Childrens International Summer Villages, Inc.

Program: **FACES of Jacksonville**

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. **Program Design Requirements:**

FACES camp will deliver the College and Career Development and Workforce Development program component.

The educational goals of FACES camp are based on the educational goals of CISV's international Village program begun more than 60 years ago:

To become more aware of ourselves, other people and cultures, and the wider world	• Aware of and care for oneself • Willing to have a positive attitudes towards others • Able to respect oneself, others, and our differences • Understand the educational content and its connection to oneself and others

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

To be willing to be a responsible and active member of our communities	• Aware of one's own responsibilities • Willing to actively participate in the community • Able to cooperate and build trust with others • Understands how to contribute to a peaceful and inclusive community
To be able to take action for positive social change within our communities	• Aware of emotions in oneself and others and their impact • Willing to listen and communicate respectfully with others • Able to analyze and solve problems creatively • Understands how to resolve conflict peacefully with others
To understand peace, non-violent action, and social justice	• Aware of the topics and its connection to peace and social justice • Willing to learn new ideas, concepts, and worldviews • Able to be open minded and think critically about new ideas • Understand the topics on a local, national, and global level

These are important attitudes, skills and knowledge that youth need for their school and work careers. FACES program instills important experiences to help youth be successful in managing themselves, creating positive relationships and working collaboratively on a team.

FACES will mix youth from different socio-economic and cultural groups, including at-hope children, in a free, full-filling, memorable experience with activities that have been tested over the years at multiple international camps. It provides hands-on, evidence-based practices, conveying basic skills, and community-based learning activities should be designed to help students develop essential skills needed to prepare for, and succeed in, their future.

To support ongoing engagement, FACES families will be encouraged to participate in CISV chapter events before and after FACES camp and campers will be encouraged to stay engaged in ongoing local monthly activities offered by CISV's Junior Branch, the part of our chapter run by the youth who are likewise continuing to build their leadership skills. Community engagement and service projects are a key element of Junior Branch activities.

Participating in FACES will improve employability and college-readiness for all at-hope children and youth, improve family and community engagement for at-hope children that participate, increase access to and knowledge of college and career opportunities and strategies for success and increase civic engagement or any other appropriate activity.

The 4th and 5th graders participating in FACES camp are the main focus of the camp experience. In addition, there are also 6 junior counselors, age 16 and 17, that will also be important beneficiaries of the CISV experience. The junior counselors are often the most popular people at camp and this is their first role as "adult" authority figures. The junior counselors are integral to planning camp activities, keeping the campers engaged, fostering meaningful friendships and kick-starting discussions. Junior counselors are responsible for being inclusive, helping all the participants, never showing favoritism, and being a positive role model. Many past CISV Junior Counselors found serving in this capacity to be a formative experience in their leadership journey. In CISV, we believe that being able to offer the older youth of the chapter the opportunity to serve as junior counselors and the young adults of the chapter, age 18+, the opportunity to serve as FACES leaders to be an extremely valuable reason for our chapter to devote the time and resources to host FACES camp.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Reduce juvenile delinquent behavior.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who obtained workforce certification (Microsoft Certification, ServSafe Certification, etc.)	80%	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	% of youth maintaining or increasing school attendance during program participation	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	% of youth who maintain or increase at least a 2.0 Grade Point Average.	Output only	SAMIS Data	Report cards and/or FOCUS

Activity Debrief: The key to achieving CISV's educational goals are the facilitated debrief discussions immediately after many camp activities. This gives camp participants the opportunity to reflect on what they are experiencing and learning and to hear what their fellow participants are experiencing and learning. CISV also does fun quick ratings from the campers for shorter games.

Program Directors' Planning and Evaluation Form (PDPEF). The almost daily review of activities and children's demonstration of achievement of the program's educational goals through the PDPEF enables staff and leaders to evaluate the effectiveness of activities and make adjustments during camp.

Incident Report Forms. All reports are read by the International Risk Manager and are either filed or receive follow up through the Regional Risk Managers or as appropriate. Regular reviews seek to identify opportunities for improvement in programming or procedures through the development of policy or the delivery of training.

Feedback from the Parent Survey and Camp Debrief: Chapter leadership volunteers evaluate suggestions and feedback from parent surveys and camp debriefs with youth and parents to make adjustments to aspects of the program, including youth and leader interview and selection process, play date activities, parent and youth orientation, and camp activities and logistics.

Based on the performance measures described above, the following goals in Form 3 most closely align to 2(e), 3(c) and 3(d) from Table A and 5(a), 5(b) and 5(e) from Table B.

Staffing Requirements:

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Program Coordinator	Bachelor's degree or equivalent experience	3 Years	Record-keeping and reporting for KHA grant. Building ties with cultural groups, recruiting youth and adult	15 hours a week per month

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
				participants, securing hosting location and resources	
~~1~~	~~FACES planner~~	~~Chapter volunteer - CISV hosted camp planner training~~	~~Has led a CISV program or had children who participated~~	~~Building ties with cultural groups, recruiting youth and adult participants, securing hosting location and resources~~	~~15 hours a month for 12 months~~
1	FACES Camp Director	Bachelor's degree – must attend CISV local and national staff training[1]; preferably a current teacher or with education background	Prior CISV camp experience	Leading delivery of the camp and supervising all camp counselors and campers	10 hours a month before FACES; Full time during camp
2	FACES Camp Staff	High school graduate - must attend CISV local and national staff training	Prior CISV camp experience	Overseeing aspects of camp functioning such as meals, clean up time, risk incident reporting, first aid) assist FACES camp director	Full time during camp, attend two weekends of training, plan and lead play dates to select participants
6	FACES Leaders	High school graduate – age 18+ - must attend CISV local and national staff training	Prior CISV experience or youth care-taking	Oversee groups of 6 kids, plan & lead camp activities	Full time during camp, attend two weekends of training, plan and lead play dates to select participants
5	FACES Junior Counselor	Current high school student 15-17 years old - must attend CISV local and national staff training	Prior CISV experience and / or current member of the organization's junior board	Plan and lead camp activities alongside leaders	Full time during camp, attend two weekends of training, plan and lead play dates to select participants

FACES of Jacksonville camp would occur each summer between June and August. The FACES camp director, FACES planner, and program coordinator would be identified and engaged by November 31 of the prior year. CISV USA provides training for hosted camp planners generally in September or October of the year. Staff, leaders and junior counselors would be engaged by April of the year of the program so they could attend local and national CISV training to be held in the spring of the year of the program. For example, in 2022, CISV local leader training occurred on April 15 and CISV national leader training occurred on May 6. Any turnover or shortfalls in personnel would be addressed by make-up local and national training before the FACES camp begins. All individuals engaged to directly deliver the program are background checked, interviewed in person, attend activities before camp, attend 2 days of training and take CISV International's online child protection training.

Number of Students Served:

# of students enrolled: 35 youth participants

Youth must be from ages 9-11 years old: 30 youth in 4th & 5th grades and 5 youth ages 16 and 17

Number of Children Served:

- *At least 80% of children/youth attend 30 days or more*
- *At least 70% children/youth attend 60 days or more*

1

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Term of Agreement and Service Time:
August 1, 2023 - May 31, 2024 with 3 renewal options

Number of Days Summer Camp: 2 weeks
Location(s):

1050 Riverside Avenue
Suite C
Jacksonville, FL 32204

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income
Provider must report any income and/or fees/charges from the program.

3. Safety Requirements:

CISV International has an International Risk Manager who works with the CISV International Secretary General and the Governing Board. Each NA and Chapter must also have a risk manager. Details of their responsibilities are found in InfoFile **U-14 Model Role Profile - NA or Chapter Risk Manager**. However, risk managers are not the only ones responsible for risk management in the organization. Every CISVer has some level of responsibility for risk management and has further responsibility for notifying their risk manager of any concerns they may have or incidents they may have witnessed.

The Chapter Risk Manager must assess the site where the program is delivered and report on its suitability to the National Risk Manager, using the **Risk Management Checklist – All Camp Programmes**. The site must be clean, safe, meet local health and safety requirements and must be adequately insured. The chapter will also

- follow
  - the CISV International Risk Management Policies and Procedures,
  - the Public Relations Policy and Guide and
  - the Crisis Communication Guide,
- adopt a Crisis Communication Plan
- establish a list of emergency numbers.

Leaders and staff, including are background checked, interviewed in person, attend planning and selection events, and participate in local and national training. In most cases, they are known to our chapter from prior CISV activities.

CISV Jacksonville seeks exclusive use of the physical facility during FACES to keep unauthorized people from having contact with participants.

Leaders and staff are trained to complete Incident Report Forms. More information about incident reporting protocols are available at https://cisv.org/resources/risk-management-safeguarding/incident-report-forms-faq/. Incident Report Forms will be routed to the National Risk Manager and then to the International Risk Manager depending on the nature and severity of the incident.

All participants including the youth are required to review and agree to comply with CISV R-7 Positive Behaviour Policy.

Here are important policies and practices to be followed as appropriate during FACES:

- Village Programme Guide
- Behaviour Policy
- Behaviour Policy FAQ
- Child Protection Policy
- Crisis Communications Guide
- CISV's Approach to Risk Management

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- CISV International Mental Health Guide

Unlike CISV's international camps where it is difficult for a parent who likely lives in a different country, CISV FACES will contact parents by mobile phone in the event of an accident or emergency during FACES.

4. Parent Engagement Requirements/Adult Family Member Services

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan

6. Budget

YEAR 2, 3, 4 – 12 months (June – May)

Monthly Deliverables (June 2025 - May 2026)

- *Attendance rosters of students participating in the program or attendance at community/school events with demographic information (full name, student identification number, gender, race/ethnicity, etc.)*
- *Community/School engagement event flyers*
- *Monthly including measurable outcomes associated with the listed goals, detailed narrative of activities/trainings, events, partnerships and/or outreach*
- *Monthly calendar of events*
- *Agenda*
- *Photos from events*
- *Spreadsheet with Campers and Youth Counselor names attending summer camp*
- *Reports:*
    - *Incident log – non-emergencies or emergency log*
    - *Staffing Requirements Form Completed*
    - *Affidavit (letter) outlining screening of all staff and volunteers*
    - *Precamps sent to parents of youth confirmed to attend summer camp*

Services (UOS Budget for the June 2025 - May 2026 grant year)

- *Camp - 35 students x 10 days of camp = 350 total session*
    - *350 total sessions x $30 unit = $10,500*
- *Planning - 15 students x 7 days of planning = 105 total session*
    - *105 total sessions x $64 unit = $6,720*
- *Meeting / Activities - 49 meetings x $975 unit = $47,775*

If applicable, please paste any specific changes to the scope of services below.

With the increased funding, we intend to:

- Increase in virtual meetings to supplement youth activity planning time leading up to various events and camp. This helps maximize student availability especially for those who rely on others for transportation, as well as, during months when youth have committed multiple weekends to CISV programming.
- Expand support for youth-led service projects throughout the year, allowing high school participants to carry out more community projects such as the annual picnic table build and mural initiatives.
- Support the launch and sustainability of additional CISV school clubs by providing startup materials, advisor guidance, and activity resources. Building on this year's successful club at Paxon School for Advanced Studies, we aim to strengthen youth-led engagement in school settings.
- Increase student assistance funding so more young people can participate in local mini camps, leadership weekends, and national opportunities, reducing financial barriers to year-round involvement.
- Expand staffing capacity through an additional contracted support role to meet growing outreach, program coordination, and youth engagement demands.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- Strengthen outreach efforts that continue building visibility and participation as organizational growth increases.

Staffing Requirements:

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Program Coordinator	Bachelor's degree or equivalent experience	3 Years	Record-keeping and reporting for KHA grant. Building ties with cultural groups, recruiting youth and adult participants, securing hosting location and resources	15 hours a week per month
~~1~~	~~FACES planner~~	~~Chapter volunteer – CISV hosted camp planner training~~	~~Has led a CISV program or had children who participated~~	~~Building ties with cultural groups, recruiting youth and adult participants, securing hosting location and resources~~	~~15 hours a month for 12 months~~
1	FACES Camp Director	Bachelor's degree – must attend CISV local and national staff training[2]; preferably a current teacher or with education background	Prior CISV camp experience	Leading delivery of the camp and supervising all camp counselors and campers	10 hours a month before FACES; Full time during camp
2	FACES Camp Staff	High school graduate - must attend CISV local and national staff training	Prior CISV camp experience	Overseeing aspects of camp functioning such as meals, clean up time, risk incident reporting, first aid) assist FACES camp director	Full time during camp, attend two weekends of training, plan and lead play dates to select participants
6	FACES Leaders	High school graduate – age 18+ - must attend CISV local and national staff training	Prior CISV experience or youth care-taking	Oversee groups of 6 kids, plan & lead camp activities	Full time during camp, attend two weekends of training, plan and lead play dates to select participants
5	FACES Junior Counselor	Current high school student 15-17 years old - must attend CISV local and national staff training	Prior CISV experience and / or current member of the organization's junior board	Plan and lead camp activities alongside leaders	Full time during camp, attend two weekends of training, plan and lead play dates to select participants
5	Youth Volunteers	Middle school and high school students who want to volunteer at camp.	Prior CISV experience		This will vary per youth.

2

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
		These youth are too old to be campers, too young to be counselors, and/or not able to commit to the entire 2 weeks of camp.			

Monthly Deliverables (June 2026 - May 2027)

- *Attendance rosters of students participating in the program or attendance at community/school events with demographic information (full name, student identification number, gender, race/ethnicity, etc.)*
- *Community/School engagement event flyers*
- *Monthly including measurable outcomes associated with the listed goals, detailed narrative of activities/trainings, events, partnerships and/or outreach*
- *Monthly calendar of events*
- *Agenda*
- *Photos from events*
- *Spreadsheet with Campers and Youth Counselor names attending summer camp*
- *Reports:*
    - *Incident log – non-emergencies or emergency log*
    - *Staffing Requirements Form Completed*
    - *Affidavit (letter) outlining screening of all staff and volunteers*
    - *Precamps sent to parents of youth confirmed to attend summer camp*

Services (UOS Budget for the June 2026 - May 2027 grant year)

- *Camp*
    - *40 students x 10 days of camp= 400 total session*
    - *400 total session x $36 unit= $14,400*
- *Planning*
    - *15 students x 7 days of planning= 105 total session*
    - *105 total session x $65unit= $6,825*
- *Meeting/Activities*
    - *50 Meetings x $ 975 unit= $48,750*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: 07F946B6-6010-4F4F-8F6C-C024193DB230

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70689-23	City Year Inc.

(Insert Agency Logo)	
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Dawn Emerick, Executive Director
(Agency Name)	City Year
(Address)(Street, City, State &Zip)	40 East Adams St. Ste. LL15 Jacksonville, FL, 32202

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	City Year
Site Location(s)(Separate by (;)	40 East Adams St. Ste. LL15 Jacksonville, FL, 32202
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$259,364
Number of Proposed Children/Youth 26-27:	70

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	George Chu
(Phone)	617-927-2572
(Email Address)	Gchu1@cityyear.org
(Title)	CFO

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: 07F946B6-6010-4F4F-8F6C-C024193DB230

*Must be the authorized signer for the agency		
Approved by:	Please sign here.	George Chu D3206F28E9CC40D
Date:	Click or tap to enter a date.	4/16/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	City Year Jacksonville
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	$259,364
Number of Proposed Children/Youth 26-27:	70

Please copy and paste your approved scope from last year in the box below.

Overview of College and Career Development and Workforce Development Services: City Year Jacksonville will align with the KHA program component College and Career Development and Workforce Development. City Year Jacksonville will recruit its corps from partner high schools in Duval County, targeting 70 At-Hope Students for enrollment in City Year, as full-time AmeriCorps members. (City Year will not require subcontractors to deliver these services).

This full-time program for City Year AmeriCorps members begins in July with a Training Academy and continues throughout the year with classroom practicum experiences, a midyear summit and twice monthly professional development; it ends in June after completing 1,700 service hours.

Informed by skillsets identified for success in the workforce, the program emphasizes coaching, reflection, and self-directed learning. In total, the corps receives 300 dedicated hours in career guidance, employment services and leadership development and 860 hours of direct classroom experience in instructional, student engagement, and project management practices. All of this is supported by a well-organized network of City Year Impact staff, who lead supervision, professional development, quality assurance, coaching, and observation, and who support participants to secure employment or education once they complete their year of service.

In the 2018 Deloitte Global Human Trends report, 86% of surveyed Human Resource professionals and business leaders cited leadership development of their employees as their biggest challenge.

Employers are demanding new skills and abilities for today's rapidly diversifying workforce, including collaboration, communication, adaptability, and self-awareness. In today's workplaces, there is a significant gap between the skills employees have and what organizations need to thrive. By leveraging national service, City Year's Workforce program delivers diverse (City Year Jacksonville's corps is 90% people of color) and highly capable young adults who have acquired and practiced these competencies and are ready to excel in the workforce.

Just as we develop the corps for future careers, this training program is key to our ability to advance educational equity for students who are furthest from opportunity. With the support of KHA's

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B
Docusign Envelope ID: 07F946B6-6010-4F4F-8F6C-C024193DB230

investment, City Year Jacksonville can train more young adults with the skills necessary to become civic, business and education leaders in our community - all while giving 1,000 + students the relationships, supports and learning environments they need to flourish and graduate.

The City Year Jacksonville AmeriCorps Member Workforce Development Program is anchored in a belief that providing positive relationships, community, and learning experiences leads to transformational change for AmeriCorps members across their lives and careers.

Throughout their service year, City Year Jacksonville creates spaces and opportunities that help members develop and strengthen traits that are unique to a proximate, formative experience in diverse teams through national service. These traits include:

(1) Durable skills development (self-management, problem-solving, relationship building);

(2) Agency (advocate, belief in ability to succeed); and

(3) Identity formation (know themselves as leaders, leveraging strengths to create impact). Likewise, AmeriCorps members attest to the valuable competencies they build while serving in local schools as part of a dedicated, diverse team — from "hard" skills, such as data analysis and project management, tO interpersonal skills in high demand by employers, such as learning how to collaborate with people rrom diverse backgrounds, problem-solving, and relationship development. These in-demand skills help to prepare City Year alumni for future career opportunities

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: FY26-27

ESC -0351- 23	Contract # 70692-23	Agency FOSCI

February 9, 2026
Beverly J. McClain, CEO
Families of Slain Children, Inc. (FOSCI)
2212 N. Myrtle Ave., Jacksonville, FL. 32209

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of FOSCI's intent to continue services for the FY 2026-27 Contract Year at the following:

Program Location(s)	2212 N. Myrtle Ave., Jacksonville, FL. 32209
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$150,000

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

Beverly J. McClain
9044248755
admin@fosci.org
CEO

Approved by: Date:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC 0351 -23	**Agency**
70692-23	FOSCI

FY26-27 Contract Year:

Funding Approved for FY26-27: $150,000

Number of Proposed Children/Youth 26-27: 18

Please copy and paste your approved scope from last year below. If any changes are made, please highlight the changes.

SCOPE: FAMILIES OF SLAIN CHILDREN, INC. (FOSCI)
COLLEGE AND CAREER DEVELOPMENT
12- MONTH: PROPOSED NUMBER SERVED: 18

1. TEENS (13-18) will have access to education and training in the areas of:
   a. Homework Assistance/Tests Preparation/ Workforce Development
   b. CHAMPs Experience
   c. Mentoring
   d. College Tour & Trade Expo
   e. Job Readiness & Shadowing
2. FOSCI will look to coordinate the following:
   a. Edward Waters University Tour
   b. Vocation and Trade Expo
   c. One Other College/University Tour (16-18 year old enrolled students)
3. Mental health services will be provided by a licensed mental health therapist. (Upon Referral)
4. Families will have access to hygiene products, clothing, shoes, household items, and furniture. Hot and packaged meals will be served and/or distributed daily to youth in after-school programing.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

PROGRAM COMPLETION

Program duration is 12 months of instructions to include Job Shadowing and Employment Opportunities.

Teens successfully participate in College and Career Development/Workforce Development training after having participated in the following:

a. Pre-assessment Surveys
b. A Group Mental Health Counseling Session
c. Workforce Development Training
d. CHAMPs Experience
e. College Tours (HBCU)*
f. Trades Expo*
g. Community Project
h. Job shadowing*
i. Personal Development Follow-up
j. Post Assessment Surveys

Number of Students Served:
# of students: 18
Youth enrolled must be from ages 13 to 18 (having not completed High School):

Term of Agreement and Service Time:
Contract Terms : June 2026 - May 2027

PROGRAM PARTICIPANT HOURS - After School::

Monday through Friday (Excluding Wednesdays and Holidays)
Afterschool: 3:00 pm — 6:00pm

PROGRAM PARTICIPANT HOURS - Summer:
Tuesday, Thursday, and Friday Summer: 1:00 pm — 4:00 pm

EVENTS: Wednesdays/Fridays (TBD) or Saturdays 12:00 – 2:00pm

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Legend:

*...Upon availability

GOALS AND PERFORMANCE MEASURES: TABLE A:

(3a) Youth will have access to information about potential career and educational pathways.

(3b) Youth complete the necessary steps and obtain the skills to achieve their career.

(3d) Youth will receive opportunities to be civically engaged in their community.

TABLE B:

(7a) 80% of teens will complete mental and emotional health training.

(7b) 80% of teens will complete CHAMPs Experience.

(7c) 75% of teens will complete a community service volunteer project

OFFICE ADMIN HOURS:

Monday through Friday— 10:00 am — 5:00 pm

Location address of Program Services:

Families of Slain Children, Inc.
2212 N. Myrtle Avenue
Jacksonville, FL 32209

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70687	I'M A STAR FOUNDATION

(Insert Agency Logo)	
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Betty Burney, Chief Executive Officer
(Agency Name)	I'm A STAR Foundation
(Address)(Street, City, State &Zip)	3909 Soutel Drive, Jacksonville, Florida 32208

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Gearing Up for Greatness
Site Location(s)(Separate by (;)	**Westside High School 5530 Firestone Road Jacksonville, Florida 32244; First Coast High School 590 Duval Station Road Jacksonville, Florida 32218; William Raines High School,3663 Raines Avenue Jacksonville, Florida 32209; Jean Ribault High School 3610 Ribault Scenic Drive Jacksonville, Florida 32208; Riverside High School 1200 McDuff Avenue South Jacksonville, Florida 32205; Englewood High School 4412 Barnes Rd. Jacksonville, Florida 32207; Terry Parker 7301 Parker School Rd. Jacksonville, Florida 32211**
Program Start Date	6/1/2026
Program End Date	5/31/2026
Contract Amount (12month budget)	$150,028.00
Number of Proposed Children/Youth 26-27:	225

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Betty Burney
(Phone)	(904) 924-0756

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(Email Address)	Bburney@imastarfoundation.org
(Title)	Chief Executive Officer
***Must be the authorized signer for the agency**	
Approved by:	Betty Burney
Date:	4/14/2026

FY 26-27 Scope of Services	
ESC	**Agency**
Choose an item.	I'M A STAR FOUNDATION
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$150,028.00
Number of Proposed Children/Youth 26-27:	225

Please copy and paste your approved scope from last year in the box below.

Scope of Services

Provider: I'm A Star Foundation

Program:

The "Gearing Up For Greatness" program provides underrepresented students with wrap around services to prepare students for academic achievement and postsecondary success. I'm A Star Foundation partners with Duval County Public Schools to provide wraparound services for 450 students in the district's GEAR Up 'B' program. Gear Up 'B' started in 2021 and is a 7-year grant that will end in 2028. GEAR UP is a matching grant and I'm A Star's portion of the match is listed at $170,800. I'm A Star provides 4 areas of Wrap-around services designed to achieve the overarching goal of preparing potential first generation college co-eds. While IAS services are comprehensive, there is a gap in service that needs to be filled and can make a tremendous difference in the lives of participants. I'm A Star provides the following services: Going To College Curriculum, Service Learning, Mentoring and Parent Empowerment. Unfortunately, due to funding, students in our cohort can participate in only one of these service offerings throughout the year. IAS believes that although students had high levels of success during their middle school years as Gear-Up students they are transitioning to high school and could greatly benefit academically, socially and emotionally if students are able to receive the entire experience.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

IAS recognizes that "Gearing Up for Greatness" is a tremendous opportunity to prepare America's next generation of leaders for lifelong success. To accomplish this, IAS proposes the following:

IAS will provide a cohort of 225 from the following schools: Westside High School, First Coast High School, William Raines High School, Jean Ribault High School, Riverside High School, Englewood High School and Terry Parker High School. During the months of August and September, the school district will assign students to the IAS cohort for wrap-around services during the 2026-2027 school year. I'm A Star will then assign students to one of three service areas: Going To College Curriculum, Service Learning, Mentoring. Under the 'Gearing Up For Greatness' proposal, students in each of the schools listed will be assigned to participate in two additional service opportunities: thereby receiving a richer experience of Gear Up. Only at-hope youth will be selected.

The contract with the providers to operate the program will follow the guidelines of the program priorities outlined below.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. Program Design Requirements:

The purpose of the program is to establish or expand programs that provide at-hope students with opportunities for academic enrichment and personal enrichment and complement students' standard academic programs. The programs will also engage adult family members of actively participating students through educational and personal development opportunities.

The mission of the program is to provide underrepresented students with the full experience of I'm A Star Gearing up for Greatness services including: the Going To College Curriculum, Service Learning, Mentoring and Parent Empowerment.

The program provides safe environments for students ***during non-school hours and school hours*** *and has one or multiple centers/sites which are located in schools, community facilities, and/or faith-based facilities. The centers/ sites provide a range of high-quality services to support student learning and development, including, but not limited to tutoring and mentoring, academic enrichment (e.g., reading/language arts, math, science, and technology programs), homework assistance, music, art, service learning, character education, physical education and recreational activities, and dropout prevention.*

Academic and Personal Enrichment

Academic and personal enrichment activities advance student academic achievement, may include the following categories:

- *Mathematics and science educational activities*
- *Language Art and Reading educational activities.*

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- *Remedial education activities and academic enrichment learning programs, including providing additional assistance to students which allows them to improve their academic achievement.*
- *Physical education and recreation activities*
- *Arts and music **educational** activities (**not arts and crafts**)*
- *Drug and violence prevention and/or social emotional learning (SEL) activities*

The specific purposes of the program are to:

I'm A Star will address the **College and Career Development and Workforce Development** component to provide services for student participants in the GEAR-UP 'B' program that will be entitled:

Geared Up For Greatness Program

Services will be rendered as follows:

GOING TO COLLEGE CURRICULUM (LEVEL UP: Getting College Ready)

Participants will receive an interactive experience of what students should do to prepare for college. Activities will include:

- The types of classes to take in core academic subjects (Core classes, Advanced Placement, Honors and dual enrollment)
- Students will take a career placement test and learn how to march careers to their skills, talents and aptitudes.
- Interactive money management sessions
- Knowledge of the "College Scorecard to see what types of schools interest them (i.e., Big or small? Close to home or far away, HBCU's, PWI's)
- College Tours
- Understanding financial aid (Each student will begin applying for scholarships)
- Getting to know your Guidance Counselor

SERVICE LEARNING: (Impact 28)

Students have opportunities to impact their school or community through community service and service-learning opportunities. Students will participate in 3 major service projects and will earn up to 50 community service credit hours towards bright futures scholarship:

- Sub-contracting Service: Customizing combat boots to honor veterans for their service. IAS will utilize the services of Project LEAD to teach students the skill of revitalizing and customization. The boots will be presented on Veterans Day to veterans who were deployed during their tenure of service.
- Sub-contracting Service 2: Students will customize shoes for children in Wolfson Children's hospital to uplift their spirits when they return to school after extended hospital stays.
- **Students will be taught business principles, life lessons and entrepreneurial skills. This newly learned skill, combined with the opportunity to give service to veterans and hospitalized children will offer priceless life lessons and an invaluable skill.**
- **Community Service Project 3: Participants will help plan and produce the "Let's Move Jacksonville" event – designed to help Jacksonville become a**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

healthier city.

The D.O.M.E. (Don't Offer Me Excuses)

Students will be invited to 'enter the DOME' Mentoring initiative to receive one on one and small group mentoring to address concerns or issues they may be experiencing.

Sub-contracting opportunity: Students will be taught interviewing skills and place their newfound knowledge to work at a college fair / career fair.

FAMILY EMPOWERMENT

Monthly meetings will be designed to inform, empower, motive and inspire families so that they can be the true 'village' for their child in the GEAR UP program.

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Gearing Up for Greatness participants will successfully transition to the next grade level at the end of the school year*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served. 90% of Gearing Up For Greatness participants will successfully transition to the next grade level at the end of the school	95%	SAMIS Data	Analyzed on Semi-Annual Schedule

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	year. (report cards)			
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring 100% of participants will have access to information about potential careers and educational pathways. At the end of the school year (surveys, career assessment) 90/% of youth will complete the necessary steps and obtain the skills to achieve academically (Pre/ Post test) 100% of youth will receive opportunities to be civically engaged in their community (Service-Learning Flyer)	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	85% of participants will participate in the opportunities to be civically engaged In their community (Service-Learning Sign in Sheets)			
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program. Participants will have an 85% attendance rate/participation rate at the end of the school year. (Sign in Sheets) 90% of the students will be on track for graduation (report cards) 85% of students will take SAT/ACT prep courses or exam during the school year before graduation (Sign in Sheets)	80%	SAMIS Case Closure Reason	Program Completion
	% of youth maintaining or increasing school attendance during program participation	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	(Flag Attendance and call to parent Sign in sheets) Participant and staff feedback through monthly surveys Quarterly focus group sessions with staff alone, with students alone and/or a combined group.			
	% of youth who maintain or increase at least a 2.0 Grade Point Average.	Output only	SAMIS Data	Report cards and/or FOCUS

Staffing Requirements:

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment. All staff must complete a minimum of twenty (20) hours of professional development related to youth services.

In an effort to maintain an average daily attendance of 80% or higher the first recourse is to hire qualified, passionate staff. A well trained and knowledgeable staff that is enthusiastic about their role can motivate students to learn and stay engaged in our program. In essence, IAS' leadership team has to be laser focused on ensuring that staff members not only understand their role, but also monitors to ensure that staff members are displaying to students that they care about and are invested in their future success.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Number of Students Served:
# of students enrolled: 225

Youth must be from ages 12 to 18.

Number of Children Served:

- *At least 80% of children/youth attend for 30 days or more.*
- *At least 70% of children/youth attend 60 days or more.*

Term of Agreement and Service Time:
August 1, 2023- May 31, 2024 with 3 renewal options

Location(s):
Westside High School

5530 Firestone Road

Jacksonville, Florida 32244

First Coast High School

590 Duval Station Road

Jacksonville, Florida 32218

William Raines High School

3663 Raines Avenue

Jacksonville, Florida 32209

Jean Ribault High School

3610 Ribault Scenic Drive

Jacksonville, Florida 32208

Riverside High School

1200 McDuff Avenue South

Jacksonville, Florida 32205

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Englewood High School

4412 Barnes Rd.

Jacksonville, Florida 32207

Terry Parker

7301 Parker School Rd.

Jacksonville, Florida 32211

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regard to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income

The program does not have program fees or additional program income.

3. Safety Requirements:

The safety of students and their families participating in the program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff on- and off-site. Facilities must comply with federal, state, and local health and safety standards.

4. Parent Engagement Requirements/Adult Family Member Services

The Program will offer monthly events with families of actively participating students *the opportunity for literacy and related educational development. The* monthly meetings will be designed to inform, empower, motive and inspire families so that they can be the true 'village' for their child. *The program will* ***provide family involvement services*** *designed to increase the involvement of adult family members to be supportive of the child's learning.*

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

5. Dissemination Plan

The provider will disseminate understandable and accessible information about the program to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this program. The program will display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on provider's website and on any printed promotional material paid for using KHA funds including stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on provider's website must include hyperlinks to KHA's website, www.kidshopealliance.org

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

Budget by Units of Service

If applicable, please paste any specific changes to the scope of services below.

Click or tap here to enter text.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70695-23	READ USA Inc

(Insert Agency Logo)	READ USA
(Insert Today's Date)	4/16/2026
(First and Last Name, Title)	Robert H. Kelly Jr., President and CEO
(Agency Name)	READ USA
(Address)(Street, City, State &Zip)	4019 Boulevard Center Drive, Jacksonville, FL 32207

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	READ USA
Site Location(s)(Separate by (;)	Anchor Academy, 555 Wonderwood Dr, Jacksonville, FL 32233; Beauclerc Elementary, 4555 Craven Rd W, Jacksonville, FL 32257; Cedar Hills Elementary, 6534 Ish Brant Rd., Jacksonville, FL 32210; Hogan-Spring Glen Elementary, 3831 Forest Blvd, Jacksonville, FL 32246; Hyde Park Elementary, 5300 Park Street, Jacksonville, FL 32205; Lake Lucina Elementary, 6527 Merrill Rd, Jacksonville, FL 32277; Twin Lakes Academy Elementary, 8000 Point Meadows Dr, Jacksonville, FL 32256
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$1,200,000
Number of Proposed Children/Youth 26-27:	73

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Robert H. Kelly, Jr.
(Phone)	904-732-3872
(Email Address)	rob@readusainc.com

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

(Title)	President and CEO
*Must be the authorized signer for the agency	
Approved by:	Please sign here:
Date:	Click or tap to enter a date: 4/17/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	READ USA
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$1,200,000
Number of Proposed Children/Youth 26-27:	73

Please copy and paste your approved scope from last year in the box below.

FY26-27 Contract Year:

Funding Approved for FY26-27: $1,200.000

Number of Proposed Children/Youth 26-27: 73

READ USA's literacy tutoring program is designed as a one-to-one tutoring partnership between a trained and qualified teen and an elementary student.
The teen tutors gain valuable professional experience as they participate in an interview process, training, customer service, and development of workforce skills that transfer to any career path they choose.
The elementary students receive daily, intensive one-to-one tutoring focusing on reading fluency, phonemic awareness, and comprehension skills to prevent the summer slide and to set them up for success when the school year starts again.
Both the elementary students and the teen tutors complete pre- and post-assessments that show reading gains across both the teens and the elementary students they lead, as verified by an independent analysis by Jacksonville University's Education Department.
The content intensive training READ USA provides prepares the teens to read with and alongside an elementary student assigned to them. The elementary student can choose a book of interest and practice interest-based book choice. The student exercises interest-driven reading on their own instructional level, creating an environment of accountability and exploration. During the reading process, teens are taught to monitor understanding and progress, make instructional decisions to differentiate instruction for the child's specific needs, and encourage healthy struggle and daily growth.
Teacher training is specific to necessary content for maximum growth during this peer-to-peer partnership. We have learned that teachers are hungry for high-quality professional development they can take back and use in their own classrooms. At READ USA we create professional development based on the needs of the teachers. READ USA develops training based on observations from the assessment and our classroom walk-throughs. In turn, READ USA exhibits the ability to ramp up teachers as lifelong learners.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Another group we train is the READ USA assessment team. The assessment team works separately from our school teams to ensure no conflict of interest in data and research. These assessors are bachelor's level or higher professionals who have a passion for understanding the reading process.

Finally, READ USA trains and develops a specialized group of tutor ambassadors. These are tutors that are highly recommended by their teachers and tutor coordinators. Ambassadors are trained to assist children with special needs, children with developmental delays, and children with additional challenges. Tutor ambassadors are also trained as tutor mentors and peer leaders in the program.

READ USA is the sole source, local nonprofit to recruit, hire, train, and continually develop teens from high schools and colleges in Duval County. The teens are trained to mentor and tutor elementary students of various ages in third through fifth grade. All tutors and students are seated in a one-to-one ratio and are allotted 35 minutes of instruction on tutoring days. With this approach, READ USA has successfully increased the literacy rate of the recruited teens, as well as the students they teach. The training for the teen tutors is alongside READ USA teachers to practice, inquire, and apply strategies using best practices of reading instruction. READ USA's training and professional development qualifies these teens to implement instructional expertise in reading and writing lessons with daily guidance from certificated teachers. READ USA is achieving high-quality educational outcomes through this workforce development experience.

READ USA removes a common barrier found in communities: transportation to and from the worksite. READ USA funds rides to/from work with Z-Trip and JTA for teens who demonstrate a reasonable need. Over half of the hired tutors utilize this service. This unique aspect of our program also improves attendance and reduces attrition.

Another unique aspect of our tutoring program is the coaching model implemented by teachers at each school site. Teachers take part in professional development provided by READ USA to equip them to coach teens in instructional decision making, reading strategy implementation, and fidelity of the lesson plan. Not only does the coaching model provide daily structured support for the tutor, but also increases the knowledge, leadership, and quality of instruction the teachers use in their own classrooms.

A new and exciting aspect of READ USA's tutoring program is the leadership initiative we have executed with supervisor endorsed teens that are highly trained and proven leaders amongst peers as a cohort of teen ambassadors. These teen ambassadors are the lead tutors at each school site and take part in more extensive training, complete a pinning ceremony, and serve as the first-tier mentor to new tutors in the program.

With all the aspects of development and service we have implemented, READ USA tutoring ensures maximum growth and program effectiveness producing tremendously positive academic growth, workforce skills, and purposeful and professional outcomes during our times of service in Duval elementary schools.

The annual service goal for the Workforce Development program is displayed on the chart below. The number to be served was determined based on the population demographic of the school. Each tutor will work with 3 students daily on each tutoring day. Students will not rotate between tutors. Each tutor will maintain the schedule with the elementary students assigned to them for the semester. Based on the model proposed, teens will serve 30, 45, or 60 students per school each semester, depending upon number of tutors assigned to each school.

School	***Number of teens assigned***	***Number of elementary students Semester A***	***Number of elementary students Semester A***
Anchor Academy	***9***	***27***	***27***

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Beauclerc Elementary	*13*	*39*	*39*
Cedar Hills Elementary	*9*	*27*	*27*
Hogan-Spring Glen Academy	*10*	*27*	*27*
Hyde Park Elementary	*9*	*27*	*27*
Lake Lucina Elementary	*10*	*27*	*27*
Twin Lakes Academy Elementary	*13*	*239*	*239*

Workforce Development

Academic and personal enrichment activities advance student academic achievement, may include the following categories:

• *Language Arts and Reading education.*

• *Remedial education and academic enrichment learning programs, including provision of additional assistance to students which allows them to improve their academic achievement.*

The specific purposes of the program are to:

• Obtain skills to achieve career path readiness. The teen tutors gain valuable professional experience as they participate in an interview process, training, customer service, and development of workforce skills that transfer to any career path they choose.

• Provide access to information about potential career and educational pathways.

• Teens monitor reading progress, make instructional decisions to differentiate instruction for a child's specific needs and encourage healthy struggle and daily growth.

To discover what the teens already know, tutors will be given a pre-assessment (GMRT).

READ USA teen tutors will also have access to O*NET's Career Exploration Tools to match their skills with the job needs of the local community. Teens will sit down for a mock interview to practice what they've learned so far and what other modules are needed to bridge the knowledge gap.

READ USA is partnering with the University of North Florida to develop and deliver a READ USA/UNF Preview Day this fall. READ USA hopes to partner with FSCJ for a similar program in the spring. There will be a survey directly after each preview day to determine what went well, and what needs improvement before the next opportunity.

At the end of each semester, teens will be given the opportunity to fill out an evaluation on their supervising teachers and specialist. Likewise, teachers and specialists will be given the chance to evaluate their teen tutors. These evaluations will be reviewed, and placements at tutoring sites adjusted if needed.

Reading proficiency and growth will be both pre and post assessed using the GMRT. The GMRT, administered to teen-tutors, measures silent reading comprehension and vocabulary. The Chief Operations Officer will manage the training and scheduling of assessors who will administer the GMRT. The Data and Research Director will enter and analyze the assessment results before sending the data to Ohio State University for an independent evaluation. The results of the independent program evaluation will be reviewed by the CEO, the Chief Programs Officer, and the Data and Research Director and inform any programmatic changes and highlight the growth of the participants.

Three performance measures from Table A:

• (3a)- Youth will have access to information about potential career and educational pathways.

• (3b)- Youth complete the necessary steps and obtain the skills to achieve their career.

• (3c)- Every youth will have access to the guidance of a caring adult.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Three performance measures from Table B:
• (6a)- Participants never involved with the Juvenile Justice System
• (7a)- Participants completing a work ready resume
• (7b)- Participation in workforce development training courses

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are
attached.

DESIRED RESULT:

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	% of contracted youth actually served.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually
	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	% of youth who obtained workforce certification (Microsoft Certification, ServSafe Certification, etc.)	80%	Appropriate tool to be mutually agreed upon with Contractor	Workforce Certification for participants
	% of youth maintaining or increasing school attendance during program participation	Output only	SAMIS Data	Program Completion (based on school attendance pulled monthly)
	% of youth who maintain or increase at least a 2.0 Grade Point Average.	Output only	SAMIS Data	Report cards and/or FOCUS

Staffing Requirements:

The provider must ensure the services will be provided by trained professional staff. All staff working in the program shall pass a Level II background screening prior to working in the program and shall maintain a current background screening during employment.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
2	Tutoring Program Director	Bachelor's degree. Work experience in a youth services setting.	2 years	Direct the daily operations of the Tutor Program	20%
3	Workforce Development Director	Master's Degree. Work experience in a workforce development position	2 years	Direct all workforce development initiatives.	20%
1	Programs Supervisor	Bachelor's degree. Work experience in nonprofit.	2 years	Support daily operations of tutoring program	20%
3	Content Coach	Bachelor's degree and experience, Current or Expired Educator's Certificate, and classroom experience.	2 years	Oversee the delivery of the Tutor Program Content	20%
3	Program Coach	Bachelor's degree and experience, Current or Expired Educator's Certificate, and classroom experience.	2 years	Oversee the delivery of the Tutor Program logistics and operations	20%

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

6	Transportation and Logistics Supervisor	Some college preferred	1 year	Responsible for all transportation needs of the Tutor Program and maintain inventories for the Tutor Program	20%
9	Teachers	Bachelor's degree and experience, Current or Expired Educator's Certificate, and classroom experience.	2 years	Responsible for daily monitoring, coaching, and operations of tutoring program at various tutoring sites	20%
22	Assessors	Bachelor's degree and experience	2 years	Administer standardized assessments to	20%
		administering standardized assessments		elementary students and teen tutors	
4	Aftercare Teacher	High School Graduate/Some college preferred	2 years	Responsible for daily enrichment and physical movement activities.	20%

Number of Students Served:

# of students enrolled: 200-300 (as students enter/exit program within school year)

Youth must be from ages 16 to 21

 # Tutors (Youth): 73

 # elementary students served by tutors: varies (program is not being paid for students served)

Number of Tutors (Youth) Serving: 73

- *At least 80% of tutors (youth) serve 30 days or more*
- *At least 70% of tutors (youth) serve 60 days or more*

Term of Agreement and Service Time:

Contract Service Dates

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

June 1, 2026 - May 31, 2027

Program Service Dates

Days of the Week: After school tutoring takes place on Tuesdays, Wednesdays, and Thursdays. Workforce development and training may be scheduled on any day of the week, according to availability.

Number of Days Summer: 3

Number of Days Afterschool: 99

Number of Hours Summer: 21

Number of Hours Afterschool: 3 hours per day / 297 hours total

The provider will be expected to follow the same guidelines set forth by The Florida Department of Children and Families in regards to childcare licensure or exemption in addition to the requirements in the Kids Hope Alliance contract. Technical assistance is available.

Note: The information provided here is aligned with what is requested in the budget and outlined in the application narrative.

2. Program Fees and Program Income

READ USA does not collect fees or charges required for participants in this program.

3. Safety Requirements:

The safety of students and their families participating in the program is of the highest priority. Students must participate in structured activities in a safe environment supervised by well-trained and caring staff on- and off-site. Facilities must comply with federal, state, and local health and safety standards.

The safety and security of students in the after-school program is of utmost importance to the READ USA team. To have an effective and stimulating program, it is important to safeguard the health and wellbeing of children, staff and others. All staff will be taught to respond appropriately in the event of illness, medical issues and/or emergencies.

A *Safety and Security Procedures Manual* will be maintained at each school site which contains details on the following: Incidents and Hazards, Logistics of program location, Limitations and Hazard Analysis Summary, Implementation of READ USA system of response aligned closely

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

with DCPS safety and response, Incident supervision requirements, 9-1-1 procedures, communications with first responders, communication tools, Human-caused Hazards/Intruder procedures, preventing unauthorized access, awareness of surroundings, controlling access, dismissal, digital security, visitor protocols, and reminders.

Accidents and Incidents

READ USA will utilize the Florida Department of Health's *Student Injury Report* form to track the occurrence of school-related injuries. After-school staff will be trained to use the form when: (1). A minor injury occurs; (2). The student needs medical attention (health care provider office, urgent care center, emergency department). (3). EMS 9-1-1 is called.

Our staff will review and use the information collected on the form to influence local policies and procedures as needed to remedy hazards. The *Student Injury Report* form is comprehensive and will provide a detailed description of the incident, witnesses to the event, any staff members who were present and will list any suggestions for what might prevent this type of incident in the future. Signed forms will be routed to the Area Coordinator for review/signature and filed according to policy.

4. Parent Engagement Requirements/Adult Family Member Services

The provider will offer families of actively participating students the opportunity for literacy and related educational development. In particular, programs should ***provide family involvement services*** *designed to increase the involvement of adult family members in their child's education and/or to develop literacy or related educational skills that will enable adult family members to be supportive of the child's learning.*

The providers will be required to provide necessary information to the funder in an accurate and timely manner to meet deadlines set by the Kids Hope Alliance (KHA). The providers will need to enter data into, local, state and federal data collection systems with assistance from the KHA. Failure to follow the reporting outcomes may delay reimbursement of contracts invoices, corrective action, probation and/or termination of contract.

5. Dissemination Plan

All providers are required to disseminate understandable and accessible information about the

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

program to the community, such as the location of services and proposed activities. The purpose of information dissemination must not be focused on recruiting students into the program, but rather to inform the community and stakeholders about the importance and promise of this program. Display KHA's logo according to the guidelines at www.kidshopealliance.org/comms on provider's website and on any printed promotional material paid for using KHA funds including stationary, brochures, flyers, posters, PDF's, emails, online/digital campaigns, etc., describing or referring to a program or service funded by the KHA. The logo on provider's website must include hyperlinks to KHA's website, www.kidshopealliance.org

6. Budget

NOTE: Funds received under this program must be used to provide student and family member services, and cannot be applied retroactively to pay for pre-award planning activities related to the proposal.

Budget Correlates with Narrative

Applicants must be able to demonstrate the extent to which the costs are reasonable and *necessary in relation to the number of students and adults to be served and the correlation to the anticipated results and benefits. All items included in the budget must clearly relate to activities described in the program design section of the application.* ***No item should be identified in a budget that has not been explained in the program narrative.*** *The budget narrative must detail the proposed use of funds in relation to the objectives, design, and scope of project activities. The budget narrative must also address the necessity and rationale of proposed costs.*

If applicable, please paste any specific changes to the scope of services below.

Program Service Dates

Days of the Week: After school tutoring takes place on Tuesdays, Wednesdays, and Thursdays. Workforce development and training may be scheduled on any day of the week, according to availability.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70690-23	The Foundation Academy Studio School

(Insert Agency Logo)	TFA STUDIO SCHOOL
(Insert Today's Date)	4/13/2026
(First and Last Name, Title)	Courtney Amaro, Area Director
(Agency Name)	TFA Studio School
(Address)(Street, City, State &Zip)	3675 San Pablo Rd S, Jacksonville, FL 32224

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	Life Skills
Site Location(s)(Separate by (;)	3675 San Pablo Road So., Jacksonville, FL 32224The Foundation Academy School
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$126,185.00
Number of Proposed Children/Youth 26-27:	156

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Courtney Amaro
(Phone)	9044937300
(Email Address)	Camaro@foundationacademy.com
(Title)	Area Manager

***Must be the authorized signer for the agency**

Approved by:	Nadia Hionides, President Nadia Hionides
Date:	4/14/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	The Foundation Academy
FY26-27 Contract Year:	2026-2027
Funding Approved for FY26-27:	126,185.00
Number of Proposed Children/Youth 26-27:	156

Please copy and paste your approved scope from last year in the box below.

Provider: The Foundation Academy Studio School

Program:

Our primary service, TFA Studio School Life Skills Program, allows students to participate in activities that build their knowledge of themselves with a focus on preparing students for "life after high school." Instructors use the RIASAC Exam and/or other career assessments for identifying student strengths and their areas of interest. Course work includes, but isn't limited to, goal setting, financial literacy, job applications, resume writing, conflict resolution, internship assignment, and team building. Student training includes Microsoft 365 applications that include Power Point, Excel, Word, Outlook, One Note, Quick Books, and other applicable software. TFA Studio School Life Skills Program works with students from all over the city of Jacksonville. It is a mainstream program that supports the inclusion of all learners (gifted, exceptional, etc.) TFA Studio School Life Skills Program implements culturally competent services using Project Inquiry-Based Learning (PIBL) - a student driven collaborative learning experience that is accessible for all learners. Using PIBL promotes the examinations of diverse patterns of thinking, social interaction, and cognitive strategies that must be understood through its teaching of civics/history, mathematical thinking, and scientific arguments that are wrapped up in cultural and financial literacy. Understanding begins by addressing the hidden rules of the class in which a family is raised. Learning the hidden rules and norms of mainstream business, career success and family values serves as a bridge to the necessary resources to sustain a student's future career and family success.

In addition to any services stipulated by the Provider in the Proposal. The Provider shall perform the following services:

1. **Program Design Requirements:**

The TFA Studio School Life Skills program is designed for College and Career Development and Workforce Development. The TFA SS instructors provide student-driven class instruction and activities that use the PIBL methodology - students learn by actively engaging in real-world and personally meaningful collaborative projects - that builds literacy and mathematics into all skills through interest-based student driven projects. Instructors are trained in integrated learning approach through PIBL. Training includes using Rubrics that describe the expectations and are a clear Measurement of progress. The rubric is a tool that is clear for the student as well as the facilitator

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

that is used to adjust activities to support students when they do not reach the mastery for the expectation which is clearly described in the outcomes of the Rubric. Instructors along with the students engage community members that relate to student- driven career interests by inviting facilitating guest speakers to facilitate workshops. This increases relationships in our community to increase internship opportunities and visits/tours with local business and vendors, as well as implement "practice" workforce employment on campus.

All students are required to participate in Foundations Life Skills, an advisory course that tailor's instruction to the student needs and requirements for "life after graduation". Students will have the opportunity to select from a variety of work labs that align to their interests. These work-labs are offered weekly 1:30-3:30pm on Monday, Tuesday, Thursday, and Friday. Students are evaluated using a matrix known as "workplace standards". These standards include punctuality, attendance, work ethic, positive attitude, team collaboration, organizational and communication skills.

Summer Camp Internship: Students can apply for the following internship (s): Counselor-In-Training, Office internship, Program office intern for students aged 12-18 and will learn essential life skills such as: completing the job application process, filling out a tax withholding form, money management, adhering to job criteria/expectations, punching in/out a time clock, working under a direct supervisor, etc.

Academic and Personal Enrichment

The following enrichments are included in the TFA SS Life Skills program:

Intro to HVAC/ Construction/Electrical Course
Art/ Digital Art
Intro to Automotive Care
Intro to Marketing/Business Design
Intro Multi-Media Communications/ Photography
Intro to Robotics/Computer Science
College Placement/Vocational Readiness exams/Academic Support/Dual Enrollment
H.O.P.E (Incorporate Science of Cooking)/ Fitness
Clothing construction and design (Fiber Arts)
Life Skills Seminar/Advisory

*Additional courses *could* include Stage Tech/Lighting, Stage Set Design, foreign language, musical theater/chorus, Dance, ceramics/2D drawing, etc.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The specific purposes of the program are to:

1. The TFA Studio School Life Skills program is designed for College and Career Development and Workforce Development. The TFA SS instructors provide student-driven class instruction and activities that use the PIBL methodology - students learn by actively engaging in real-world and personally meaningful collaborative projects.

2. Students who participate in The Foundation Academy Studio School Life Skills Program must complete the following requirements to successfully complete the program:

All Senior high school students must complete the TFA Studio School campus internship interest survey/application.

   a. (Minimum 40) students 15 years and older must complete the FLDMV drug and alcohol course and/or receive their driver's license/permit.

   b. All students must complete a The Foundations for Life/Life Skills class with a "B" average or higher to ensure competency in basic life skills (budgeting/financial planning, housing applications, resume writing, basic car maintenance, etc.)

   c. Every Life Skills advisory must take at least 1 bus trip per year.

   d. All Junior and Senior High School students must take 1 of the following postsecondary education tests: PERT, ASVAB, Accuplacer, SAT, ACT, etc)

   e. All students must submit their post-high school plan for postsecondary education (collegiate or vocational)

   f. All students will visit several college campuses and receive support on their college application.

   g. All students must obtain a minimum of 100 volunteer hours before graduation.

3. Courses within the TFA SS Life Skills Program:

   a. 8-9th-Career exploration,

   b. Life Skills I 10th-11th- exploration,

   c. Life Skills II, Pre-Apprenticeship, 12th' -college and Career, apprenticeships, direct to work, mastery of life skills, and additional exploration.

If applicable, please paste any specific changes to the scope of services below.

No changes have been made.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70754-23	WEALTH WATCHERS INC

(Insert Agency Logo)	Wealth Watchers
(Insert Today's Date)	4/14/2026
(First and Last Name, Title)	Carrie Davis, CEO
(Agency Name)	Wealth Watchers Inc
(Address)(Street, City, State &Zip)	5310 Lenox Ave, Suite 4, Jacksonville, FL 32205

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	C.O.F.F.E.E. Project
Site Location(s)(Separate by (;)	1055 E. 1st St, Jacksonville, FL 32206, 5310 Lenox Ave, Suite 4, Jacksonville, FL 32205,
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$150,000
Number of Proposed Children/Youth 26-27:	20

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Carrie Davis
(Phone)	904-265-4736
(Email Address)	carriedavis@wealthwatchersfl.com
(Title)	CEO
***Must be the authorized signer for the agency**	
Approved by:	Please sign here.
Date:	4/14/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Wealth Watchers Inc
FY26-27 Contract Year:	Click or tap here to enter text.
Funding Approved for FY26-27:	150,000
Number of Proposed Children/Youth 26-27:	20

Please copy and paste your approved scope from last year in the box below.

Provider: Wealth Watchers, FL

Program: C.O.F.F.E.E. Project

Program Address: 5310 Lenox Ave, Jacksonville, FL 32205

In addition to any services stipulated by Provider in RFP Response, the Provider shall perform the following services:

Program Design Requirements:

Provide training on the following modules (Paid Hourly-Stipends).

1. Workplace Ethics (soft skills)
2. Pre-Apprenticeship Construction
3. Financial Literacy
4. Entrepreneur

In addition,

- Work experience conducted by professional contractors on-site and by Wealth Watchers staff.
- Workforce Development – Resume building, Mock interviews, job search.

Students will be able to obtain the following training

- Construction industry credential HAZWOPER40 and OSHA30

Number of Youth Served: 20.

10 - 12-week cohorts. 5 students per cohort

Performance Measures: Duval Youth successfully transitions to adulthood,

- (3a) Youth will have access to information about potential careers and educational pathways
- (3b) Youth complete the necessary steps and obtain the skills to achieve their career.
- (3f) Youth involved with the justice system will successfully reintegrate into society through intervention.

If applicable, please paste any specific changes to the scope of services below.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

KIDS HOPE ALLIANCE
The Jacksonville Partnership for Children, Youth & Families

Letter of Intent
Agency Award Information: Fiscal Year 2026-2027

ESC/Bid #	Contract #	Agency
ESC 0351-23	70697-23	Jacksonville Zoo and Botanical Gardens

(Insert Agency Logo)	jacksonville zoo and botanical gardens
(Insert Today's Date)	4/15/2026
(First and Last Name, Title)	Jamie Lankenau, Community Engagement Supervisor
(Agency Name)	Jacksonville Zoo and Botanical Gardens
(Address)(Street, City, State &Zip)	370 Zoo Parkway, Jacksonville, FL 32218

RE: Letter of Intent

Dear Kids Hope Alliance Contract Manager:

Please accept this letter as notice of intent to continue services for the FY2026-27 Contract Year at the following:

Program Name	W.I.L.D. (Wildlife, Inclusion and Leadership Development) Program
Site Location(s)(Separate by (;)	Jacksonville Zoo
Program Start Date	6/1/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$232,112.00
Number of Proposed Children/Youth 26-27:	20

We appreciate the opportunity to be a program provider for another year and look forward to working with the Kids Hope Alliance (KHA).
Sincerely,

(First and Last Name)	Dr. Jeff Ettling
(Phone)	904-757-4463 x105
(Email Address)	ettlingj@jacksonvillezoo.org
(Title)	President and CEO

***Must be the authorized signer for the agency**

Approved by:	Please sign here.
Date:	Click or tap to enter a date.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0351-23	Jacksonville Zoo and Botanical Gardens
FY26-27 Contract Year:	June 1, 2026 – May 31, 2027
Funding Approved for FY26-27:	$232,112.00
Number of Proposed Children/Youth 26-27:	20

Please copy and paste your approved scope from last year in the box below.

Program Design Requirements:

In a teen survey conducted by the city's Jacksonville Journey anti-crime initiative in 2016, "working at a job for pay" was ranked of highest interest for teens. "Earning money" was ranked second only to "hanging out with my friends" as the top choice for an afterschool or weekend program. With this and other data collected, the Jacksonville Zoo and Gardens joined in the cause and created Wildlife Immersion and Leadership Development, updated in 2022 to Wildlife, Inclusion and Leadership Development (W.I.L.D.), a program designed to fill out-of-school time.

The program, now in its seventh year, has amazing outcomes which include a nearly 100% high school graduation rate and college acceptance or military forces enlistment. The program has received global, national, and regional awards ranging from Trailblazing in Environmental Education and Academic Success to Mental Health Awareness and Juvenile Justice Reform. The program continues to evolve and adapt to shifting leadership roles and feedback from teen alums and evaluations from current staff to assure the teens are always served in the most meaningful and effective way. The program provides a positive outlet to relieve economic burdens for families in Duval County. These factors have resulted in one of the most attractive programs for teens in the city.

The W.I.L.D. Program has become the Zoo's innovative approach to youth engagement, community advocacy, environmental literacy, career readiness and cultural representation and inclusion. The program employs teens 14-18 years of age who are identified for the program through a collaboration with the Duval County Public Schools (DCPS) district and other community organizations, such as Boys and Girls Club, Fresh Ministries, and other community outreach partners and advertisement to school counselors. There is an additional specific effort to target teens that are "at hope" and who are in school or are residents of the following zip codes: 32202, 32205, 32206, 32208, 32209, 32210, 32211, 32218, 32244, and 32254. Throughout the program, teens develop leadership abilities, self-discipline, emotional intelligence, and a desire to create a pathway for higher education, while also benefitting from a targeted program that provides income and professional development and training. W.I.L.D. introduces participants to wildlife, nature, and life skills, while simultaneously preparing them for a career of their choice.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Initially, W.I.L.D. was developed to address the community needs stated by the Jacksonville Journey initiative for out-of-school time programming, mentorship, jobs, leadership, life skills training, and hard skills training for the target age group. Today, the program addresses those needs, while incorporating soft skills, literacy, and conservation. Teens are hired on the team with the expectation that they will stay on the team for the entirety of their high school career, whether they are hired on as freshmen or seniors. When they first join the team, they are WILD Stewards in Training as they orient to the Zoo, having a job and navigating the team dynamic and expectations. After 6 months on the team, which they will remain as until they apply to be a WILD Lead. They interview or are otherwise nominated as a team lead, which includes deepened leadership skills, commitment and responsibility. The team will work together on various tasks and additional responsibilities will be given to those students as they show growth in the program. The program aims to develop every teen into a WILD Lead and allows them to work toward this goal with sustained supervisory support and on a personalized timeline.

In it's tenth year, W.I.L.D. employs up to 20 teens earning competitive pay the in JZG's Education Department as outreach educators. By the time participants graduate from the program, they have acquired new skills, gained meaningful work experience, and overall, improved their lives. Through the employment commitment, teens are tasked with delivering engaging educational interactions, assisting zoo employees in various roles that interest them, learning live animal handling skills, and creating educational programming for various age groups both onsite and in the community. This is accomplished through:

Public Speaking:

Use of literacy and interpretive skills to deliver effective messages

Engage in conservation talks

Serve as Jacksonville Zoo and Gardens ambassadors

Develop and present educational programs

Leadership Development:

Establish an inclusive culture

Determine leadership strengths and most effective collaborative style

Environmental Literacy:

Understand the role of Zoos and Aquariums in conservation of wildlife and wild places

Understand and engage in the accessibility of public lands through nature immersion trips such as kayaking, fishing, and beach cleanups

Become aware of community environmental justice and conservation efforts

Program Development:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Learning about team structure and functionality through decision-making and personal strengths and weakness evaluation through dynamic group work

Understand basic program budgeting, including material costs and return on investment

Conduct various levels of evaluation

Each year there is an emphasis on improving literacy, deepening civic community engagement, further developing leadership skills and establishing a more intimate connection to nature; all of which have various proven benefits associated with children and teens.

The program directly aligns with the Zoo's mission of "Connecting communities with wildlife and wild places".

Academic and Personal Enrichment:

The award-winning program focuses on youth engagement, leadership development, literacy, team-building, community advocacy, environmental literacy, cultural representation, and inclusion. It also incorporates other necessary tools and strategies and resources needed to promote student achievement, a safe environment for students during out-of-school time and the advancement of soft skills and competencies. Additionally, teens are setting aside constructive time during these key developmental years to learn about what they want to do after high school and utilize the resources of support from Jacksonville Zoo and Gardens including trusted adults, various formal and informal lessons and exposure to career paths. These are all benefits of the program to teens, allowing them to utilize their new skills and competencies to help renew and reinvigorate the communities in which they live.

The W.I.L.D. Program is an out-of-school employment program for teens, grades 9 through 12 in Duval County, Florida. Since its inception, the program has aimed to recruit and hire teens that are "at-hope" and are in school or residents of identified low-income zip codes within Duval County. The teens are employed at the Jacksonville Zoo and Gardens as part time education employees. Through the program, teens develop leadership abilities, self-discipline, emotional intelligence, and a desire to create a pathway for higher education, while also benefitting from a targeted program that provides income and professional development and training. W.I.L.D. introduces participants to wildlife, nature, and life skills, while simultaneously preparing them for a career of their choice. Teens participate in active learning through interpretation training and activities related to the managed animal and plant collection at Jacksonville Zoo and Gardens.

The program has gone through various iterations as it has grown, and leadership has discovered what works and most benefits the teens. The award-winning education program has a multi-faceted approach to community building, focusing on directly engaging teens that are employed in the program as well as indirectly through teens' families and youth in the community. Partnership-building with organizations that similarly provide programming for "at-hope" youth, as well as organizations that can introduce the

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

teens in a variety of ways to science, art and immersion in nature, the teens are given the opportunity to explore new outlets for knowledge building, creativity and potential higher-education and career goals.

Teens that are selected to be on the W.I.L.D. team are expected to stay on the team for the entirety of their time in high school and are prepared for life after high school. Hiring is targeted at younger students but will occasionally hire juniors or seniors who apply, and qualify as well as leadership agrees will benefit from a short time in the program. In addition to this expectation that is shared at the beginning of their time in the program, the teens are also expected to adhere to a schedule, a work uniform and a behavior code of conduct to additionally learn responsibility, professionalism and time management skills. The goal for every teen in the program is to gain leadership skills through intentional leadership skill building as well as the opportunity to become a "team lead" which includes a pay raise. The program also offers opportunities for alumni to be hired on, after at least 1 year graduated from and removed from the program, to return and work as a paid WILD Assistant Intern over the summer months when students work up to 35 hours each week.

An added benefit is that the program serves as an economic relief for many of the families involved. Teens commit to working 12 weeks over the summer and school breaks, up to 35 hours per week. Teens stay in the program throughout the school year, during which they will commit to working for 8 hours per week for a minimum of 35 weeks. Teens in the program are paid a competitive rate starting at $14/hour for a year-round job with available pay raises capping out at $15/hour.

Teens will work with Education staff to develop informal and formal education programs to share with community partners, guests at Jacksonville Zoo and Gardens and other community members. They will design their own outreach program with a limited budget and deliver the program free-of-charge to organizations that serve low-income children and families in need. A goal of 1,500 people in the community will be served through various outreaches. The goal is to bridge the accessibility gap of JZG to community members that come to the Zoo and have access to quality conservation education programs.

Teens will learn and develop leadership styles through monthly topics during the school year. A few examples include: Time Management, Stress Management, and Interpersonal Skills. Teens will learn and develop environmental literacy through monthly units during the school year. A few examples include: Conservation, River & Water Education, and Environmental Advocacy.

First 6 months in program - 'WILD Steward-in-Training' defines teens becoming oriented to the program, the Zoo, their team and accompanying requirements. These 6 months identify leadership personality, civic connections, developing an understanding of nature and the introduction of life skills and job training.

WILD Steward-in-Training – Primary responsibility is to focus on developing or refining adolescent life skills and shaping their leadership personalities.

Training includes: Customer Service Training, Presentation and Public Speaking Skills, Interpretation Skills, Literacy of Zoo Industry, Animal and Nature Literacy, Environmental Literacy and Outdoor Preparedness, Social Emotional Learning and Growth, Teammate Building and Professional Relationship Building.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

6 months in program and beyond – 'WILD Steward' showcases a 6-month commitment to the team as well as familiarity with JZG, understanding job duties and knowledge gained.

WILD Steward – Further develops relationships, leadership strengths, and professional development. Primary responsibilities include mentorship, college and career readiness, and professional development.

Training includes: Animal Care, Resume Building, Budgeting and Financial Literacy, Curriculum/Educational Program Development, Advanced Interpretation and Public Speaking,

Career Investigations consist of hands-on training and multi-day experience with the Zoo and Community Partners. Areas of focus include:

Science and Research, Community Partners and JZG, Animal Care and Conservation, JZG Animal Programs, Other Regional Animal Care facilities, Communications/Educational Leadership, Youth education programming, Peer community building and leading, Event planning

Other: Student suggests and explores personal interests

Eg; Fashion, Engineering, Art, Finance, Marketing etc....

Personal Development Training Includes: Mentorship, Resume and Interview Development, Interpersonal Communication and Networking.

'WILD Team Lead' consists of nominated or applications from WILD Stewards that showcase exceptional personal and leadership growth, commitment to the team, and enthusiasm/passion to lead others.

WILD Team Lead – Primary responsibility is to develop the next program leader. Individual focuses on exercising personal leadership style and skills through extra responsibility of leading and delegating tasks for teammates both onsite and offsite. Individual takes responsibility of showcasing maturity, commitment and communication with team and supervisors.

Beyond the WILD Program-Graduated W.I.L.D. Teens and Family Members

Upon completion of high school, in addition to high school accomplishments, teens will be celebrated at a ceremony for a W.I.L.D. team graduation at JZG. Parents, counselors, coaches, family members and friends are all invited to attend. KHA Staff, community partners and JZG staff that have worked with the teens are also invited to attend and show their support. Teens are celebrated as graduating this program in addition to school. Students have a chance to speak and share words of wisdom with their successors and fellow teammates.

Primary responsibility is to acknowledge their growth due to their time in the program and feel empowered and confident with the leadership, teamwork, responsibility, and professional skills they have gained.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The W.I.L.D. Program also actively supports and engages the families of youth in the program through activities catered to them, as well as availability as needed. The youth host Zoo tours and W.I.L.D. Showcases twice yearly, which let their families see what they've learned as well as give them an opportunity for free environmental education and zoo access. WILD Program staff also stays in touch with parents/guardians of teens via email and meetings or phone calls as necessary.

Data-driven Performance Measures.

The Jacksonville Zoo's Education Department evaluates all of its educational programming. Through a paid subscription to Hello Insight software, the WILD Program of paid WILD Stewards (in addition to the organization's ZooTeens! volunteer program) are evaluated on social and emotional learning (SEL) growth as well as how outdoor learning and environmental education can foster positive youth development for each student that is involved in teen education at the Zoo. The WILD Stewards take a quiz on their first day at the Zoo, then take a "check-in" quiz at the end of summer and a post-quiz at the end of each school year. Hello Insight software collects the data in online portal and shares analytics based on the students' answers. The Hello Insight online portal is managed by the Community Engagement Supervisor and data is shared with the WILD Program Coordinator and WILD Program Assistant as it is received.

The WILD Stewards also receive 1-on-1 evaluations with the WILD Program Coordinator and Program Assistant six months into the start of the new year (winter break) as well as over the summer. These meetings help the program leadership make sure each teen is given space to share details about their experience and help leadership identify specific opportunities for youth based on their various interests. By meeting 1-on-1 with each teen every six months, leadership can see if their interests are changing and how to best support them as they develop as a young person in the program as well as in school.

By viewing long-term qualitative data analytics, the leadership staff can work together to identify areas of success in the program, as well as areas the youth may need more attention on.

By meeting 1-on-1 with the teens consistently throughout their time in the program, leadership staff can form closer bonds with each student and identify activities and community partnerships that will benefit them and allow them to explore their interests.

Duval Youth Successfully Transition to Adulthood

The WILD Program woks to assure that all the youth served are learning appropriate life skills to transition to life after high school, inclusive of how that may look for each unique child served, whether their goals be college/high education, joining the workforce, or joining the military.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

- Students learn responsibility and have access to information about potential career and educational pathways.
- The youth will receive direct support and guidance from program staff and introduced to other potential mentors in the larger Jacksonville Zoo and Gardens team
- Program youth will receive opportunities to be civically engaged in their community through working with community partners that may have a pathway they are interested in.

To assure program youth are successfully transitioning to adulthood, W.I.L.D. Program staff will track the following data

- School attendance rate of participants
- Number of behavioral infractions for participants
- Graduating students

PERFORMANCE MEASURES

The Contractor will be required to submit client performance measure data, in the SAMIS Performance Measure (PM) Module, within the time frames specified by KHA. The Contractor shall also report any barriers experienced in performance measure achievement, as required. The report should also include any noteworthy activities that have occurred during the term of this Agreement, as requested. Contractors will use the KHA Data Quality Assurance Report to ensure administration points are completed and service components are attached.

***DESIRED RESULT**: Youth Successfully Transition to Adulthood.*

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	KHA Goal*	Evaluation Tool	Admin Schedule
How Much Did We Do?	100% of contracted youth served.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	95% of funded allocation utilized.	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring	Meets Expectations	Monitoring and Site Visits	1st Year – Quarterly 2nd & 3rd Year – Bi-Annually

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

	Data Integrity	95%	SAMIS Quality Assurance Report	Analyzed on Semi-Annual Schedule
Is Anybody Better Off?	100% of youth who successfully completed the program.	80%	SAMIS Case Closure Reason	Program Completion
	100% of youth demonstrate improved responsibility and have access to information about potential career and educational pathways.	80%	Qualitative data collected throughout the year and at twice yearly meeting with student about their improvement	Analyzed twice yearly
	100% of youth maintain school attendance during program participation	Output only	SAMIS Data	Analyzed each semester
	100% of youth maintain at least B's in each course	Output only	SAMIS Data	Report cards and/or FOCUS

Staffing Requirements:

The W.I.L.D. program will be housed in the Zoo's Education Department. The department includes four divisions: Education Engagement, Interpretive Engagement, Community Engagement and Volunteer Engagement. The Director of Education (now titled Director of Learning and Conservation Engagement) oversees each of the divisions with the assistance of support staff. Each staff and volunteer that works on the education campus and interacts with students undergoes a Level 2 screening background check prior to their first day of employment.

The W.I.L.D program is a community education program and is overseen by the Community Engagement Division and is directly supported by the Community Engagement Supervisor. This division is responsible for:

W.I.L.D. program

A.I.P. (Advanced Inquiry Program) a graduate degree program

Other higher education and adult learning and community engagement

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Staff employed in the Community Engagement Division work closely with the three other divisions (Education, Interpretation and Volunteers) and includes the Youth Program Specialist (who oversees day to day function and supervision of W.I.L.D. Teens) W.I.L.D team members and the Adult Program Specialist (who coordinates day to day function of adult community programs).

The Director of Learning and Conservation Engagement position is currently held by Leanne White. (Previously Director of Education).

The Community Engagement Supervisor position is currently held by Jamie Lynn Lankenau.

The Youth Program Specialist position is currently held by Alex Hopf.

The Adult Program Specialist position is currently held by Sharon Spencer.

The Community Engagement Assistant position is currently held by Kayla Chard.

Seasonal-WILD Program Summer Assistant position is currently vacant.

Primary program staff will consist of the Youth Program Specialist, Alex Hopf and Community Engagement Assistant, vacant; Community Engagement Supervisor Jamie Lankenau and the Director of Learning and Conservation Engagement (Formerly the Director of Education), Leanne White.

All program staff has completed Youth Mental Health First Aid training, and other various professional development to contribute to 20 hours of professional development related to youth services per staff member. Program staff will commit to extra professional development as it contributes to their better mentoring of youth, understanding youth and forming connections with program youth.

Community Engagement and the Education division work cohesively when training W.I.L.D. program team members to deliver engaging effective education programs.

Zoo training includes: Presentation and Interpretation Skills, Basic Program Development, Animal Care and Handling, Basic Program Evaluation, Program Marketing, Public Relations, Zoo Conservation and Basic Budgeting.

Personal and Leadership Development Training includes: Self Discovery, Effective Communication, Mentoring, Team Building, and other aspects of Social Emotional Learning.

In addition to Zoo employees, the W.I.L.D. program also receives the support of the Jacksonville Zoo and Garden's Education Committee. This committee includes multiple board members and educational

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

advocates. Two of those members are current or prior Duval County School Board personnel and retain certification in multiple areas, including middle school content areas, with the Florida Department of Education. Paula Renfro, Executive Director with Duval County Public Schools, serves as a liaison between the Zoo and the school district to ensure that the program is closely aligned to the work being done at the school setting. Additionally, Dr. Kelly Coker-Daniels, current vice chairwoman of the DCPS school board and retired Assistant Superintendent, continues to assist with ensuring metrics and program goals are met as well as supplement training during a year. KHA also holds an advisor seat on the Education Committee.

Number of Students Served:

# of students enrolled: 20

Youth must be from ages _14_ to _19__

Number of Children Served:

- *At least 80% of children/youth attend 30 days or more*
- *At least 70% children/youth attend 60 days or more*

Term of Agreement and Service Time:

August 1, 2022- May 31, 2024 with 3 renewal options

Days of the Week: Saturday during school year/ Tuesday-Saturday during DCPS summer break, winter break and spring breaks.

Number of Days Summer: 50-60

Number of Days Afterschool School: 1 or 2 days as needed

Number of Hours Summer: Up to 35 hours weekly

Number of Hours Afterschool: Thursdays or Fridays as needed

Location(s):

Jacksonville Zoo and Gardens

370 Zoo Parkway

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

The W.I.L.D. Program is a combination of time spent onsite at the Jacksonville Zoo and Gardens and in the community of Duval County, and beyond in Northeast Florida and Southeast Georgia. Travel of the team offsite from JZG and in various communities is crucial to community-centered programming and events and partners located in counties outside of Duval.

Travel outside of Northeast Florida/Southeast Georgia may take place for teens to attend and present at conferences, explore colleges or other opportunities related to the program.

2. Program Fees and Program Income

The W.I.L.D. Program does not charge any fees to teen participants or family members. When teen employees are onboarded, their onboarding processing fees are covered by JZG as reflected in the grant budget. The W.I.L.D. Program also does not charge community members for programming or any related fees, and provides free educational programming for all community partners.

Fees of the program are reflected in the grant budget and narrative, including teen salaries, some program staff wages, as well as program supplies and resources as reflected in the budget.

3. Safety Requirements:

Safety is the number one priority at the Zoo. From the time youth arrive at the Zoo until they leave, they are in the care of the Zoo's Education staff, as well as the safety and security team including a newly appointed Emergency Mangement Coordinator who is a trained emergency service paramedic. Each WILD Steward, in the care of the program staff, is treated within the same protocol and safety precautions the Zoo utilizes with all youth onsite for educational programming. Each staff and volunteer working on the education campus or interacting with students undergoes a Level II background screening prior to their first day of employment or assignment. There is constant supervision from the program staff with additional adult supervision as needed. All WILD Program staff and education staff are First Aid, AED and CPR certified as well as undergo regular training in safety protocols at the zoo.

The WILD program leases a portable classroom that is stationed behind the scenes near the Zoo's security outpost. The classroom is adjacent to the Education campus, which remains locked and inaccessible by anyone except for employees and volunteers with key access. The WILD portable lease is calculated in the budget as a monthly fee and is used to house the program's daily functioning as well as act as the office of the WILD Program Coordinator and WILD Program Assistant. The classroom setting is a dedicated space for the WILD youth with cubbies for personal items.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Since the program functions as a job, teens receive a lunch break. They are free to get lunch with classmates or eat at an outdoor location on Zoo property. The full-time security staff at the Zoo are trained to recognize the Zoo WILD staff via distinctive uniforms both out in the Zoo and behind the scenes and are aware they are teens. They know the Program Coordinator and how to communicate if they see a WILD Steward alone or somewhere they should not be. The WILD Stewards do have a strict "rule of 3" when on lunch break. The Zoo security is aware of the WILD teen's schedule onsite and the team also utilizes an attendance board by the front door of the WILD portable.

When offsite, the program's leadership staff are required to have a backpack with important medical first aid kit materials, including ice packs for nature immersion days. A folder with emergency contact information for each WILD Steward's guardian and allergy action plans are kept in the backpack. WILD Stewards are required to take their provided reusable water bottles when leaving the Zoo and are provided cooling towels during the summer. They have weather-appropriate uniform tee shirts, sweatshirts and hats.

4. Parent Engagement Requirements/Adult Family Member Services

Parents, Guardians and Adult Family Members of W.I.L.D. teens are encouraged to stay involved with their teens learning and growth in the program. Communication with guardians is established at the start of their time in the program.

Youth orientation for the program is scheduled the same day the program leadership staff hosts a parent/guardian orientation. This allows staff to form relationships with the parents and guardians of the WILD stewards. We also use this time to clearly communicate what will be expected of the youth, and important information guardians are to understand and agree to.

WILD program staff regularly communicates with guardians via email for important information throughout the school year and summer months. WILD Stewards must share their grades with program staff, as well as program staff gain access to WILD teens online school grades. This allows for communication from program staff to youth parents if needed to arrange for tutoring or further support of teen as a student.

The WILD Program offers Zoo Tours and Program Showcases to the families, aimed at reaching the adults in their life, so that the teens can showcase what they've learned in the program, as well as offer zoo tours to the family of staff. Not only does this allow teens to show what they've learned, but it also allows them to directly teach their families what they have learned and offers an educational component to the adults of WILD youth.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

5. Dissemination Plan

The W.I.L.D. Program will continue to be a part of Jacksonville Zoo and Garden's Community Engagement Division within the Education Department, which naturally puts the program out in the community through Zoo events both onsite and offsite. The W.I.L.D. Program has its own page on the website, describing the program and offering photos as well as KHA information and logo.

New promotional materials will be printed and shared with the community, so that other at-hope community members can utilize the program for conservation education. This information will be spread through DCPS connections including counselors, teachers and district-level positions.

The WILD Team will attend up to 25 community events each year, where guests will organically hear from the teens and learn about the program as well as obtain free conservation education. The WILD Program will also be represented by Jacksonville Zoo and Garden staff at up to 10 community events each year, including community, career and education fairs.

Perhaps the best way to share information about the program will be through the regular exposure of the program in action to guests visiting the Zoo and Gardens, as well as viewing the Zoo's social media accounts, website and learning about the teen program through other Zoo events where the teens are involved.

6. Budget

Budget Correlates with Narrative

The budget is attached separately, and program costs are defined in the budget line items. All budget line items allow this program to function, reach performance goals and implement the program design.

If applicable, please paste any specific changes to the scope of services below.

Pay rates were raised from $13 per hour starting to $14 per hour starting and cap out at $15 per hour for leads.

We have also filled the Community Engagement Assistant position.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Requesting approval to increase the award to Krumpin' 4 Success, Inc. by $75,000.00 for Services for Children, Youth, and their Families (Contract # 71627-25, Amendment 2) for the term ending May 31, 2026. Total revised expenditure amount is $175,000.00, for a new total not to exceed $31,284,211.00.

Upon approval of this request, a contract amendment will be executed by the Office of General Counsel.

Supplier:	Krumpin' 4 Success, Inc.	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	71627-25	**PO #:**	697308-25	**Change Order #:**	0
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	71627-23	**Contract ADM #:**	2
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	1

Federally Funded:	No	**JSEB Rec:**	Encouragement
Licenses Verified:	N/A	**JSEB %:**	0
Bonds Required:	No	**Bonds Waived Pursuant To:**	N/A

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00001824	$ 75,000.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 31,284,211.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE OF THE DIRECTOR		
Concurrence:	Signed by: Darity, Kenneth 2FF105CECF4548B...	**Title:**	KHA - CHIEF ADMINISTRATIVE OFFICER 12/11/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive 4547B2180AE148B...	**Chief of Procurement:**	Signed by: B19F1D517362458... 12/16/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Signed by: kelli O'Leary 92A2898FE95E4AC...
Date:	1/12/2026	**Date:**	1/12/2026

Signed by:

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

BOARD ACTION ITEM: REQUEST FOR PROPOSALS:

READ JAX LITERACY COLLABORATION PILOT

AFTERSCHOOL AND SUMMER PROGRAMMING: ELEMENTARY THROUGH HIGH SCHOOL

ADVANCED YOUTH DEVELOPMENT SERVICES

GOVERNANCE AND PROGRAMS MEETING DATE: 2/17/2023

FINANCE MEETING DATE: 2/21/2023

BOARD OF DIRECTORS MEETING: 2/22/2023

TO: KIDS HOPE ALLIANCE BOARD OF DIRECTORS

FROM: MIKE WEINSTEIN, CHIEF EXECUTIVE OFFICER

REQUESTED ACTIONS:

The Board is asked to authorize the following actions:

1) Approve the issuance of the following Request for Proposals (RFP) with the minimum qualifications, scope of services, evaluation criteria and performance metrics substantially in the form presented to the Board with such minor changes as deemed appropriate by KHA staff, the Office of General Counsel, and City af Jacksonville Procurement:
    - Read Jax Literacy Collaboration Pilot
    - Afterschool and Summer Programming: Elementary Through High School
    - Services for Children, Youth and Families

2) Authorize the CEO of Kids Hope Alliance to execute contracts with the selected bidder(s) under the RFP as awarded in accordance with the City of Jacksonville's Procurement Code.

NARRATIVE:

Successful applicants under these RFPs will provide programming in all essential service categories including but not limited to the following areas: Afterschool and Summer Programming, Literacy, Career Readiness, Family Engagement, Case Management, College Readiness, Early Learning, Delinquency Intervention & Prevention, Basic Needs, Mental and Physical Health, Mentoring, Tutoring and Character Development.

The initial term of contracts awarded under the RFPs will be August 1, 2023, through May 31, 2024, with options to renew, at the discretion of KHA, for three additional full one-year terms.

FISCAL IMPACT:

Up to $24,400,000 in funding from all five essential service categories is being made available for the proposed RFPs and will be appropriated to each based on the breadth of applications received.

GOVERNANCE IMPACT:

This action requires Board approval. The RFP and the Award of the contract are also subject to approval of the City's Competitive Sealed Evaluation Committee.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

OPTIONS:

1. Vote to approve staff recommendations.
2. Decline to approve staff recommendations.

STAFF RECOMMENDATION:

Staff recommends approval.

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

BOARD ACTION ITEM:	**FY2026-27 CONTRACT RENEWALS**
BOARD ACTION NUMBER:	**26-008**
CATEGORY:	**ALL**
☐ **GOVERNANCE MEETING:**	**March 18, 2026**
☐ **FINANCE MEETING:**	**March 18, 2026**
☐ **BOARD MEETING:**	**March 25, 2026**

TO: **KIDS HOPE ALLIANCE BOARD OF DIRECTORS**

FROM: **DR. DANA KRIZNAR, INTERIM CHIEF EXECUTIVE OFFICER**

REQUESTED ACTION:

The Board is asked to:

1.) Approve FY2026-27 contract renewal funding recommendations as stated in Exhibit 1.

2.) Authorize the CEO of Kids Hope Alliance to take the necessary actions to execute renewal contracts referenced in (1) above with up to a 10% variance.

NARRATIVE:

Kids Hope Alliance staff conducted a comprehensive review of existing provider contracts to determine recommended renewal funding levels for FY 2026–2027. Recommendations were developed based on program performance, service delivery outcomes, and contract compliance.

The recommended renewals support the continuation of services that advance KHA's strategic goals of ensuring Duval County children and youth are healthy and safe, succeed in school, successfully transition to adulthood, and have access to needed services. Approval of these renewals will allow KHA to maintain continuity of critical services for children, youth, and families while ensuring accountability and program effectiveness.

Staff recommend approval of the contract renewals as outlined in Exhibit 1 and authorization for the CEO to execute the necessary agreements.

STRATEGIC GOALS:

- Duval Children and Youth are physically and mentally healthy and safe
- Duval Children and youth Succeed in School
- Duval Children and Youth Transition to Adulthood
- Duval Children, Youth and their Families have access to the services they need

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

FISCAL IMPACT:
Funding for contract renewals, as stated in Exhibit 1

OPTIONS:

- ☑ Vote to approve action item.
- ☐ Decline to approve action item.
- ☐ Vote to approve action item with amendments. If checked, the following amendment to the item is approved.

Board Secretary's Signature: _____
(In the event the Board Secretary is not present, the Board Chair may sign, and authority shall pass down accordingly.)

Print Name and Title: Meredith Frisch

Date: 3/25/26

Afterschool

Agency	Program Name	Contract Amount FY 25-26	2026-27 Students School Year	# of Days: School-Year	School-Year Rate	2026-27 Funding School Year	School Year Security	2026-27 Students Summer	# of Days: Summer	Summer Rate	2026-2027 Summer Funding	Summer 2026 Security	Contract Amount FY 26-27	Difference
A life for a life International	A Life for Life international	$58,500	0	170	$14.41	$0		60	39	$25.00	$58,500		$58,500	$0
Abyssinia Missionary Baptist Church	Abyssinia Missionary Baptist Church	$205,482	60	170	$14.41	$146,982		60	39	$25.00	$58,500		$205,482	$0
America's Little Leaders	America's Little Leaders	$48,994	0	170	$14.41	$0		0	28	$25.00	$0		$0	($48,994)
Boys and Girls Club of NE FL	Annie R. Morgan Elementary School	$ -	0	170	$14.41	$0		0	28	$25.00	$0		$0	$0
Boys and Girls Club of NE FL	Arlington Middle School	$174,982	60	170	$14.41	$146,982		40	28	$25.00	$28,000		$174,982	$0
Boys and Girls Club of NE FL	Baxter E. Luther Boys &Girls Club	$251,976	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$0
Boys and Girls Club of NE FL	Biltmore Elementary School	$97,988	40	170	$14.41	$97,988		0	28	$25.00	$0		$97,988	$0
Boys and Girls Club of NE FL	Biscayne Elementary School	$518,002	160	170	$14.41	$420,002	$28,050	140	28	$25.00	$98,000		$518,002	$0
Boys and Girls Club of NE FL	Bridge to Success Academy Middle	$125,988	40	170	$14.41	$97,988		40	28	$25.00	$28,000		$125,988	$0
Boys and Girls Club of NE FL	Celebration	$174,982	60	170	$14.41	$146,982		40	28	$25.00	$28,000		$174,982	$0
Boys and Girls Club of NE FL	Chaffee Trail	$188,982	60	170	$14.41	$146,982		60	28	$25.00	$42,000		$188,982	$0
Boys and Girls Club of NE FL	Cti Teen Center	$412,958	140	170	$14.41	$342,958		100	28	$25.00	$70,000		$412,958	$0
Boys and Girls Club of NE FL	Clanzel T. Brown	$202,982	60	170	$14.41	$146,982		80	28	$25.00	$56,000		$202,982	$0
Boys and Girls Club of NE FL	Clanzel T. Brown Teen Center	$167,982	60	170	$14.41	$146,982		30	28	$25.00	$21,000		$167,982	$0
Boys and Girls Club of NE FL	Edward H. White High School	$244,970	100	170	$14.41	$244,970		0	28	$25.00	$0		$244,970	$0
Boys and Girls Club of NE FL	Fort Caroline Elementary School	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Boys and Girls Club of NE FL	Fort Caroline Middle School	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Boys and Girls Club of NE FL	Gail Baker Community Center	$125,988	40	170	$14.41	$97,988		40	28	$25.00	$28,000		$125,988	$0
Boys and Girls Club of NE FL	Garden City Elementary	$250,296	80	170	$14.41	$195,976		60	28	$25.00	$54,320	$ 12,320.00	$250,296	$0
Boys and Girls Club of NE FL	Gregory Drive Elementary	$370,970	100	170	$14.41	$244,970		180	28	$25.00	$126,000		$370,970	$0
Boys and Girls Club of NE FL	Hyde Grove Elementary School	$146,982	60	170	$14.41	$146,982		0	28	$25.00	$0		$146,982	$0
Boys and Girls Club of NE FL	Jacksonville Heights Elementary School	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$195,976	$0
Boys and Girls Club of NE FL	Jordan Park Community Center	$139,988	40	170	$14.41	$97,988		60	28	$25.00	$42,000		$139,988	$0
Boys and Girls Club of NE FL	Long Branch Elementary School s	$237,976	80	170	$14.41	$195,976		60	28	$25.00	$42,000		$237,976	$0
Boys and Girls Club of NE FL	Matthew W. Gilbert Middle School	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Boys and Girls Club of NE FL	McKenzie's Beaches	$251,976	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$0
Boys and Girls Club of NE FL	NFL Youth Education Town (YET)	$489,952	160	170	$14.41	$391,952		140	28	$25.00	$98,000		$489,952	$0
Boys and Girls Club of NE FL	North Shore Elementary School	$391,964	120	170	$14.41	$293,964		140	28	$25.00	$98,000		$391,964	$0
Boys and Girls Club of NE FL	Ramona Elementary School	$265,976	80	170	$14.41	$195,976		100	28	$25.00	$70,000		$265,976	$0
Boys and Girls Club of NE FL	River City Science Academy Elementary	$573,940	200	170	$14.41	$489,940		120	28	$25.00	$84,000		$573,940	$0
Boys and Girls Club of NE FL	River City Science Academy Middle School	$335,964	120	170	$14.41	$293,964		60	28	$25.00	$42,000		$335,964	$0
Boys and Girls Club of NE FL	Russell Cook Jr. Community Center	$139,988	40	170	$14.41	$97,988		60	28	$25.00	$42,000		$139,988	$0
Boys and Girls Club of NE FL	Rutledge H. Pearson Elementary School	$579,316	180	170	$14.41	$468,996	$28,050	140	28	$25.00	$110,320	$ 12,320.00	$579,316	$0
Boys and Girls Club of NE FL	S.P. Livingston Elementary School	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$195,976	$0
Boys and Girls Club of NE FL	Samuel A. Hull Elementary School	$188,982	60	170	$14.41	$146,982		60	28	$25.00	$42,000		$188,982	$0
Boys and Girls Club of NE FL	Southwind Villas	$139,988	40	170	$14.41	$97,988		60	28	$25.00	$42,000		$139,988	$0
Boys and Girls Club of NE FL	Susie E. Tolbert Elementary School	$ -	0	170	$14.41	$0		0	28	$25.00	$0		$0	$0
Boys and Girls Club of NE FL	The Bridge Learning Center	$265,976	80	170	$14.41	$195,976		100	28	$25.00	$70,000		$265,976	$0
Boys and Girls Club of NE FL	Victory Pointe	$237,976	80	170	$14.41	$195,976		60	28	$25.00	$42,000		$237,976	$0
Boys and Girls Club of NE FL	Windy Hill Community Center	$139,988	40	170	$14.41	$97,988		60	28	$25.00	$42,000		$139,988	$0
Boys and Girls Club of NE FL	Windy Hill Elementary School	$ -	0	170	$14.41	$0		0	28	$25.00	$0		$0	$0
Boys and Girls Club of NE FL	Young Men's & Women's Leadership Acad.	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Boys and Girls Club of NE FL	Oceanway Middle	$195,976	80	170	$14.41	$195,976							$195,976	
Boys and Girls Club of NE FL	Oceanway Elem.	$97,988	40	170	$14.41	$97,988							$97,988	
Boys and Girls Club of NE FL	Hyde Park Elem.	$97,988	40	170	$14.41	$97,988							$97,988	
Subtotal		**$ 9,515,786.00**				**$7,846,146**	**$ 56,100.00**				**$1,669,640**	**$ 24,640.00**	**$9,515,786**	**$0**
Communities in Schools of Jax	Alfred Dupont MS	$237,976	80	170	$14.41	$195,976		60	28	$25.00	$42,000		$237,976	$0
Communities in Schools of Jax	Andrew A Robinson ES	$328,970	100	170	$14.41	$244,970		120	28	$25.00	$84,000		$328,970	$0
Communities in Schools of Jax	Andrew Jackson HS	$75,121	30	109	$14.41	$47,121		40	28	$25.00	$28,000		$75,121	($0)
Communities in Schools of Jax	George W Carver ES	$314,970	100	170	$14.41	$244,970		100	28	$25.00	$70,000		$314,970	$0
Communities in Schools of Jax	Highlands MS	$402,461	130	170	$14.41	$318,461		120	28	$25.00	$84,000		$402,461	$0
Communities in Schools of Jax	Joseph Stilwell MS	$199,479	70	170	$14.41	$171,479		40	28	$25.00	$28,000		$199,479	$0
Communities in Schools of Jax	Lake Shore MS	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$195,976	$0
Communities in Schools of Jax	Mayport MS	$321,964	120	170	$14.41	$293,964		40	28	$25.00	$28,000		$321,964	$0
Communities in Schools of Jax	Normandy Village ES	$328,970	100	170	$14.41	$244,970		120	28	$25.00	$84,000		$328,970	$0
Communities in Schools of Jax	Pickett ES	$ -	0	170	$14.41	$0		0	28	$25.00	$0		$0	$0
Communities in Schools of Jax	Ribault MS	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$195,976	$0
Communities in Schools of Jax	Riverside HS	$90,828	40	109	$14.41	$62,828		40	28	$25.00	$28,000		$90,828	($0)
Communities in Schools of Jax	Sadie T Tillis ES	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$195,976	$0
Communities in Schools of Jax	Sallye B Mathis ES	$314,970	100	170	$14.41	$244,970		100	28	$25.00	$70,000		$314,970	$0
Communities in Schools of Jax	Southside Estates	$220,473	90	170	$14.41	$220,473		0	28	$25.00	$0		$220,473	$0
Communities in Schools of Jax	Southside MS	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Communities in Schools of Jax	Terry Parker HS	$90,828	40	109	$14.41	$62,828		40	28	$25.00	$28,000		$90,828	($0)
Communities in Schools of Jax	Westside HS	$90,828	40	109	$14.41	$62,828		40	28	$25.00	$28,000		$90,828	($0)
Communities in Schools of Jax	Westside MS	$451,455	150	170	$14.41	$367,455		120	28	$25.00	$84,000		$451,455	$0
Subtotal		**$4,281,197**				**$3,567,196**					**$714,000**		**$4,281,196**	**$0**
Cornerstone of Jacksonville	Cornerstone of Jacksonville	$187,752	40	180	$14.41	$103,752		120	28	$25.00	$84,000		$187,752	$0
Dayspring Baptist Church, Inc.	Dayspring Outreach Ministries	$95,000	0		$14.41	$0		110	38	$25.00	$104,500		$104,500	$9,500
Don't Miss A Beat	DMAB Community Art Center	$191,982	60	170	$14.41	$146,982		60	30	$25.00	$45,000		$191,982	$0
Fresh Word Ministries (Team Nitro)	Impact Christian Church	$223,156	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$28,820
Hope Haven	Hope Haven	$445,500	0	180	$75.00	$0		0	39	$150.00	$0		$0	($445,500)
I.M. Sulzbacher Center for the Homeless	Sulzbacher	$51,876	20	180	$14.41	$51,876		0			$0		$51,876	$0
I'm a Star Foundation, Inc.	Parkwood Heights	$223,976	80	170	$14.41	$195,976		40	28	$25.00	$28,000		$223,976	$0
Jacksonville Arts & Music Inc.	Jacksonville Arts & Music School Inc.	$265,504	90	180	$14.41	$233,442		80	29	$25.00	$58,000		$291,442	$25,938
Joshua Christian Academy	Joshua Christian Academy	$331,970	110	170	$14.41	$269,467		120	29	$25.00	$87,000		$356,467	$24,497
Keepsafe Learning Inc.	Mitchell Community Center	$62,994	20	170	$14.41	$48,994		30	28	$25.00	$21,000		$69,994	$7,000
KIPP Jacksonville , Inc.	KIPP Jacksonville , Inc.	$31,126	20	108	$14.41	$31,126		0	28	$25.00	$0		$31,126	($0)
Kreative Success Academy	Kreative Success Academy	$142,988	50	170	$14.41	$122,485		60	30	$25.00	$45,000		$167,485	$24,497
MalIVai Washington Kids Foundation	MNYF Teen Center	$223,976	90	170	$14.41	$220,473		40	28	$25.00	$28,000		$248,473	$24,497
MalIVai Washington Kids Foundation	MNYF Youth Center	$342,970	100	170	$14.41	$244,970		150	28	$25.00	$105,000		$349,970	$7,000
Subtotal		**$566,946**				**$465,443**					**$133,000**		**$598,443**	**$31,497**
Masters of Education	Oxford Prep Arlington	$114,000	0		$14.41	$0		120	38	$25.00	$114,000		$114,000	$0
Masters of Education	Oxford Prep Southside	$57,000	0		$14.41	$0		60	38	$25.00	$57,000		$57,000	$0
Subtotal		**$171,000**				**$0**					**$171,000**		**$171,000**	**$0**
Minds of the Future	Minds of the Future Academy	$222,982	60	170	$14.41	$146,982		80	38	$25.00	$76,000		$222,982	$0
Minds of the Future	Minds of the Future Learning Center	$47,500	0		$14.41	$0		50	38	$25.00	$47,500		$47,500	$0
Subtotal		**$270,482**				**$146,982**					**$123,500**		**$270,482**	**$0**
North Florida Educational Institute	NFEI North Campus	$42,000	0		$14.41	$0		60	28	$25.00	$42,000		$42,000	$0
North Florida Educational Institute	NFEI West Campus	$251,976	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$0
Subtotal		**$293,976**				**$195,976**					**$98,000**		**$293,976**	**$0**
Poise, Inc.	Poise	$126,488	40	170	$14.41	$97,988		30	38	$25.00	$28,500		$126,488	$0
Police Athletic League of Jacksonville	Eastside	$131,752	40	180	$14.41	$103,752		40	28	$25.00	$28,000		$131,752	$0
Police Athletic League of Jacksonville	Monument	$263,504	80	180	$14.41	$207,504		80	28	$25.00	$56,000		$263,504	$0
Police Athletic League of Jacksonville	Northside	$263,504	80	180	$14.41	$207,504		80	28	$25.00	$56,000		$263,504	$0
Police Athletic League of Jacksonville	Westside	$131,752	40	180	$14.41	$103,752		40	28	$25.00	$28,000		$131,752	$0
Subtotal		**$917,000**				**$720,500**					**$196,500**		**$917,000**	**$0**
Sanctuary of Northeast Florida Inc.	Sanctuary on 8th Street	$180,336	70	170	$14.41	$171,479		60	28	$25.00	$42,000		$213,479	$33,143
Taylor Belle Foundation	Taylor Belle Foundation	$159,738	30	170	$14.41	$73,491		60	38	$25.00	$57,000		$130,491	($29,247)
The Carpenters Shop	The Carpenter's Shop Inc.	$447,132	120	180	$14.41	$311,256		120	28	$25.00	$84,000		$395,256	($51,876)
The Chosen of God	TCOG Destined for Greatness	$ -	0	170	$14.41	$0		0			$0		$0	$0
The Foundation Academy Studio School	The Foundation Academy	$304,473	90	170	$14.41	$220,473		120	28	$25.00	$84,000		$304,473	$0
The Potter's House Christian Fellowship	The Potter's House Christian Fellowship	$315,380	100	180	$14.41	$259,380		80	28	$25.00	$56,000		$315,380	$0
Tiphne DarShay Hollis Foundation	Tiphne DarShay Hollis 3-5	$209,479	70	170	$14.41	$171,479		40	38	$25.00	$38,000		$209,479	$0
Tiphne DarShay Hollis Foundation	Tiphne Darshay Hollis 6-12	$228,479	70	170	$14.41	$171,479		60	38	$25.00	$57,000		$228,479	$0
Tiphne DarShay Hollis Foundation	Tiphne DarShay Hollis K-2	$184,982	60	170	$14.41	$146,982		40	38	$25.00	$38,000		$184,982	$0
Subtotal		**$938,320**				**$749,320**					**$189,000**		**$938,320**	**$0**

True Youth	Jacksonville Classical East	$49,500				$0		60	33	$25.00	$49,500		$49,500	$0		
True Youth	Jacksonville Classical West	$82,500				$0		100	33	$25.00	$82,500		$82,500	$0		
Subtotal		**$132,000**				**$0**					**$132,000**		**$132,000**	**$0**		
U Turns Inc dba Teen Leaders of America	Sandalwood/Andrew Jackson	$121,870	40	175	$14.41	$100,870		30	28	$25.00	$21,000		$121,870	$0		
U Turns Inc dba Teen Leaders of America	The Social /Community Site	$65,876	20	180	$14.41	$51,876		20	28	$25.00	$14,000		$65,876	$0		
Subtotal		**$187,746**				**$152,746**					**$35,000**		**$187,746**	**$0**		
Visionary Dreamers of Today's Foundation	Visionary Dreamers of Today's Foundation	$87,491	0	170	$14.41	$0		0	28	$25.00	$0		$0	($87,491)		
Wayman CDC	Bayview Elementary	$283,473	90	170	$14.41	$220,473		90	28	$25.00	$63,000		$283,473	$0		
Wayman CDC	Becoming Collegiate Academy	$251,976	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$0		
Wayman CDC	Spring Park	$332,467	110	170	$14.41	$269,467		90	28	$25.00	$63,000		$332,467	$0		
Wayman CDC	Wayman Academy of the Arts	$192,485	50	170	$14.41	$122,485		100	28	$25.00	$70,000		$192,485	$0		
Wayman CDC	Wayman Temple-South	$28,000				$0		40	28	$25.00	$28,000		$28,000	$0		
Wayman CDC	Westview K-8	$171,479	70	170	$14.41	$171,479		0	28	$25.00	$0		$171,479	$0		
Subtotal		**$1,259,880**				**$979,880**					**$280,000**		**$1,259,880**	**$0**		
West Jacksonville Restoration Center	West Jacksonville Restoration Center Inc.	$195,976	0	170	$14.41	$0		0	28	$25.00	$0		$0	($195,976)		
Yohannas Performing Arts Company	Westbrook Community Center	$76,994	0	170	$14.41	$0		0	28	$25.00	$0		$0	($76,994)		
Young Men's Christian Association	Beauclerc Elementary School	$171,479	70	170	$14.41	$171,479		0	28	$25.00	$0		$171,479	$0		
Young Men's Christian Association	Brookview Elementary School	$251,976	80	170	$14.41	$195,976		80	28	$25.00	$56,000		$251,976	$0		
Young Men's Christian Association	Greenfield Elementary School	$244,970	100	170	$14.41	$244,970		0	28	$25.00	$0		$244,970	$0		
Young Men's Christian Association	Kings Trail Elementary School	$-				$0		0	28	$25.00	$0		$0	$0		
Young Men's Christian Association	Love Grove Elementary School	$213,479	70	170	$14.41	$171,479		60	28	$25.00	$42,000		$213,479	$0		
Young Men's Christian Association	Tiger Academy	$314,970	100	170	$14.41	$244,970		100	28	$25.00	$70,000		$314,970	$0		
Young Men's Christian Association	Whitehouse Elementary School	$231,032	60	170	$14.41	$175,032	$ 28,050.00	80	28	$25.00	$56,000		$231,032	$0		
Subtotal		**$1,427,906**				**$1,203,906**	**28,050.00**				**$224,000**		**$1,427,906**	**$0**		
Literacy Enhanced Afterschool Pilot															**Additional Funding**	**Total Contract Amount**
Boys and Girls Club of NE FL	Arlington Elementary	$237,976	80	170	$14.41	$195,976		60	28	$25.00	$42,000		$439,771	$201,795	$ 201,794.68	
Boys and Girls Club of NE FL	Arlington Heights Elementary	$237,976	80	170	$14.41	$195,976		60	28	$25.00	$42,000		$439,771	$201,795	$ 201,794.68	
Boys and Girls Club of NE FL	Highlands Elementary	$490,002	160	170	$14.41	$420,002	$ 28,050.00	100	28	$25.00	$70,000		$691,797	$201,795	$ 201,794.68	
Boys and Girls Club of NE FL	NW Legends	$195,976	80	170	$14.41	$195,976		0	28	$25.00	$0		$397,771	$201,795	$ 201,794.68	
Subtotal		**$1,161,930**				**$1,007,930**	**$ 28,050.00**				**$154,000**		**$1,969,109**		**$ 807,178.72**	**$ 1,969,109**
Communities in Schools of Jax	Pinedale Elementary	$342,970	100	170	$14.41	$244,970		140	28	$25.00	$98,000		$555,370	$212,400	$ 212,400.00	
Communities in Schools of Jax	Raynolds Lane	$342,958	140	170	$14.41	$342,958		0	28	$25.00	$0		$555,358	$212,400	$ 212,400.00	
Communities in Schools of Jax	Rufus Payne	$265,976	80	170	$14.41	$195,976		100	28	$25.00	$70,000		$478,376	$212,400	$ 212,400.00	
Communities in Schools of Jax	Woodland Acres	$273,020	100	170	$14.41	$273,020	$ 28,050.00	0	28	$25.00	$0		$485,420	$212,400	$ 212,400.00	
Subtotal		**$1,224,924**				**$1,056,924**	**$28,050.00**				**$168,000**		**$2,074,524**		**$ 849,600.00**	**$1,224,924**
	Total	**$28,024,812**											**$27,273,624**	**($751,186)**		

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

ESC Funding Category	Agency Name	Program Name	Contract End Date	Contract Amount FY 25-26
Early Learning	Cathedral Arts	Art Ignite	5/31/2026	$ 218,062.00
Early Learning	Girl Scouts	Comm Dev. Troops	5/31/2026	$ 89,340.00
Early Learning	IM Sulzbacher	Trauma informed early int	5/31/2026	$ 97,081.00
Early Learning	Jacksonville Speech & Hearing	Tiny Talkers	5/31/2026	$ 387,662.00
Early Learning	New Heights of Northeast FL	Dev. delayed infants/toddlers	5/31/2026	$ 123,750.00
Early Learning	FERST Readers	Book Club	5/31/2026	$ 200,000.00
Early Learning	UNF	Take home STEM toolkits	5/31/2026	$ 105,052.00
Early Learning	WJCT	Family & Comm Learning	5/31/2026	$ 132,060.00
Early Learning	Youth Crisis Center	Bright Beginnings	5/31/2026	$ 355,000.00
			Totals:	**$ 1,708,007.00**
JUMP	Fresh Ministries	FreshFoundations	5/31/2026	$ 100,000.00
JUMP	Goodwill Industries	A-STEP	5/31/2026	$ 82,500.00
JUMP	JAMS	What a Leader	9/30/2026	$ 100,000.00
JUMP	Krumpin 4 Success	Breakin da Cycle	5/31/2026	$ 99,900.00
JUMP	Lutheran Social Services	Steps 2 Success	5/31/2026	$ 149,940.00
JUMP	Pearls of Perfection	POP Workforce Development	5/31/2026	$ 100,000.00
			Totals:	**$ 632,340.00**
Juvenile Justice	AMI Kids	At risk boys 11-16	5/31/2026	$ 100,000.00
Juvenile Justice	Big Brothers Big Sisters	Comm. Based Mentoring	5/31/2026	$ 82,500.00
Juvenile Justice	Center for Children's Rights	HOPE Pipeline Project	5/31/2026	$ 356,400.00
Juvenile Justice	Fresh Ministries	Fresh Path	5/31/2026	$ 282,989.00
Juvenile Justice	Hope at Hand	Art & Poetry-various sites	5/31/2026	$ 130,000.00
Juvenile Justice	Hope Haven	Psychoeducation evals	5/31/2026	$ 150,000.00
Juvenile Justice	JFCS	Youth & Family Advocacy	5/31/2026	$ 233,338.00
Juvenile Justice	Made a Way	Ready to WIN	5/31/2026	$ 104,000.00
Juvenile Justice	Managed Access to Child Health	Hope Court	5/31/2026	$ 165,000.00
Juvenile Justice	Pearls of Perfection	mentoring/tutoring/life skills	5/31/2026	$ 143,008.00
Juvenile Justice	RFP	Diversion	5/31/2026	$ 1,400,000.00
Juvenile Justice	The Performers Academy	Prevention Project	5/31/2026	$ 130,030.00

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

ESC Funding Category	Agency Name	Program Name	Contract End Date	Contract Amount FY 25-26
Juvenile Justice	True Youth Association	REACH	5/31/2026	$ 90,059.00
Juvenile Justice	Twin Oaks-Juvenile Development	Project Connect	5/31/2026	$ 156,979.00
Juvenile Justice	US and Our Children	Kash Kids	5/31/2026	$ 103,371.00
Juvenile Justice	Wayman Community Dev. Corp.	SKY Mentoring	5/31/2026	$ 75,000.00
			Totals:	**$ 3,702,674.00**
KHA Trust Fund/Emerging Providers	Cleaning up Today's Society	Martial Arts/Mentoring	5/31/2026	$ 45,000.00
KHA Trust Fund/Emerging Providers	First Coast Esports Alliance	Esports and Gaming Program	5/31/2026	$ 45,000.00
KHA Trust Fund/Emerging Providers	Fostering Connections	Career Read-foster care youth	5/31/2026	$ 45,000.00
KHA Trust Fund/Emerging Providers	Jax Gent Services	Uplifting lives of young men	5/31/2026	$ 25,000.00
KHA Trust Fund/Emerging Providers	Level the Playing Field	Horizons	5/31/2026	$ 45,000.00
			Totals:	**$ 205,000.00**
Mental Health/Special Needs	Born to Excel	Case Management/IEP	5/31/2026	$ 35,000.00
Mental Health/Special Needs	Boys & Girls Club	Culinary	5/31/2026	$ 149,999.00
Mental Health/Special Needs	Cathedral Arts	Sensory Arts/Music Therapy	5/31/2026	$ 487,966.00
Mental Health/Special Needs	Children's Home Society	Family Life Education	5/31/2026	$ 150,040.00
Mental Health/Special Needs	Cornerstone Special Ed. Alliance	Youth with SN	5/31/2026	$ 47,700.00
Mental Health/Special Needs	Daniel	Project Prepare	5/31/2026	$ 95,211.00
Mental Health/Special Needs	DLC	Education/ nursing/therapy	5/31/2026	$ 539,039.00
Mental Health/Special Needs	Empowerment Resources	JIW program for girls	5/31/2026	$ 35,000.00
Mental Health/Special Needs	Families of Slain Children	Family Sessions	5/31/2026	$ 150,000.00
Mental Health/Special Needs	Family Support Services	Preserving Families	5/31/2026	$ 165,000.00
Mental Health/Special Needs	Hubbard House	Children's Services PG	5/31/2026	$ 69,278.00
Mental Health/Special Needs	IM Sulzbacher	Tutoring, parent eng; life skills	5/31/2026	$ 72,620.00
Mental Health/Special Needs	JPEF	Parents Who Lead	5/31/2026	$ 68,000.00
Mental Health/Special Needs	Little Hands, Big Hearts	Little People's Service Org	5/31/2026	$ 35,000.00
Mental Health/Special Needs	PAL	Alden Road/Palm Ave	5/31/2026	$ 295,189.00
Mental Health/Special Needs	Step by Step 4 Help Foundation	mental health/mentoring/ life skills	5/31/2026	$ 130,000.00
Mental Health/Special Needs	The Performers Academy	Squad Goals	5/31/2026	$ 278,607.00
Mental Health/Special Needs	The Soyini Circle Girl's Corp.	Self esteem/STEM/Mental Health	5/31/2026	$ 44,999.00

ESC Funding Category	Agency Name	Program Name	Contract End Date	Contract Amount FY 25-26
Mental Health/Special Needs	Youth Giving Back	Sports Mentor Program	5/31/2026	$ 35,000.00
			Totals:	**$ 2,883,648.00**
Pre Teen/Teen	2nd Mile Ministries	Youth Lead Dev Pathway	5/31/2026	$ 49,600.00
Pre Teen/Teen	Annie Ruth Foundation	1/2 virtual; 1/2 internship	5/31/2026	$ 130,083.00
Pre Teen/Teen	Big Brothers Big Sisters	Beyond School Walls	5/31/2026	$ 165,000.00
Pre Teen/Teen	Boys & Girls Club	Printing	5/31/2026	$ 149,998.00
Pre Teen/Teen	Children's Int'l Summer Villages	FACES	5/31/2026	$ 65,000.00
Pre Teen/Teen	City Year	AmeriCorps	5/31/2026	$ 259,364.00
Pre Teen/Teen	Families of Slain Children	Dove Outreach Center	5/31/2026	$ 150,000.00
Pre Teen/Teen	Goodwill	Out East	5/31/2026	$ 150,000.00
Pre Teen/Teen	Goodwill	Mayor's Youth at Work Partnership	5/31/2026	$ 1,400,000.00
Pre Teen/Teen	Goodwill	Council	5/31/2026	$ 135,000.00
Pre Teen/Teen	I'm A Star	GEAR Up For Greatness	5/31/2026	$ 150,028.00
Pre Teen/Teen	Jax Urban League	Youth Leadership	5/31/2026	$ 105,000.00
Pre Teen/Teen	One Team One Dream	College & Career Training	5/31/2026	$ 35,000.00
Pre Teen/Teen	Operation Save our Sons	Enrichment services	5/31/2026	$ 150,000.00
Pre Teen/Teen	PAL	Teen Program	5/31/2026	$ 150,000.00
Pre Teen/Teen	READ USA	Tutoring	5/31/2026	$ 1,230,000.00
Pre Teen/Teen	The Carpenter's Shop	Teen Program	5/31/2026	$ 150,000.00
Pre Teen/Teen	The Center, One Foundation	College/Post Secondary Ed	5/31/2026	$ 45,000.00
Pre Teen/Teen	The Foundation Academy	Life Skills Program	5/31/2026	$ 126,185.00

Direct Funded

ESC Funding Category	Agency Name	Program Name	Contract End Date	Contract Amount FY 25-26	Staff Recommendations FY26-27	Difference
Early Learning	ELC	Early Learning Programming	6/30/2026	$ 3,545,000.00	$ 3,545,000.00	$ -
Early Learning	JPEF	Grade Level Reading	6/30/2026	$ 75,000.00	$ 100,000.00	$ 25,000.00
Early Learning	BLI	National Accreditation	6/30/2026	$ 175,000.00	$ 175,000.00	$ -
Early Learning	BLI	Master Class	6/30/2026	$ 35,000.00	$ 35,000.00	$ -
Early Learning	LSF	EduCare	4/30/2026	$ 200,000.00	$ 200,000.00	$ -
Juvenile Justice	Fourth Judicial Circuit Court	Teen Court	5/31/2026	$ 140,000.00	$ 140,000.00	$ -
Juvenile Justice	FSCJ	Teen Violence Prevention Acad.	5/31/2026	$ 290,000.00	$ 290,000.00	$ -
Pre Teen/Teen	100 Black Men	STEM	7/31/2026	$ 200,000.00	$ 200,000.00	$ -
Pre Teen/Teen	Goodwill	Take Stock in Children	5/31/2026	$ 85,000.00	$ -	$ (85,000.00)
Pre Teen/Teen	I'm a Star	STEM	7/31/2026	$ 200,000.00	$ 200,000.00	$ -
Mental Health/Special Needs	Angels for Allison	Burial Cost Reimbursement	6/30/2026	$ 88,000.00	$ 96,800.00	$ 8,800.00
Mental Health/Special Needs	Angel Kids	Children's Initiative	1/31/2026	$ 50,000.00	$ 50,000.00	$ -
Mental Health/Special Needs	Children's Home Society	Healthy Families	6/30/2026	$ 702,420.00	$ 702,420.00	$ -
Mental Health/Special Needs	Family Support Services	Child Abuse Prevention	6/30/2026	$ 285,000.00	$ 285,000.00	$ -
Mental Health/Special Needs	Hope Street	TRBI Training	5/31/2026	$ 275,000.00	$ 275,000.00	$ -
Mental Health/Special Needs	United Way	Full Service Schools	6/30/2026	$ 3,403,000.00	$ 3,403,000.00	$ -
Mental Health/Special Needs	United Way	211	5/31/2026	$ 64,000.00	$ 64,000.00	$ -
Mental Health/Special Needs	United Way	Achievers for Life	5/31/2026	$ 750,000.00	$ 750,000.00	$ -
Mental Health/Special Needs	Youth Crisis Center	Residential Care	5/31/2026	$ 175,000.00	$ 175,000.00	$ -
OST	Boys and Girls Club of NE FL	Nutrition	5/31/2026	$ 573,750.00	$ 573,750.00	$ -
OST	Duval County Fair Association	AgVentures	7/31/2026	$ 62,350.00	$ 62,350.00	$ -
OST	PAL	Harmony in the Streets	4/30/2026	$ 55,120.00	$ 55,120.00	$ -
OST	Parks and Recreation	Various Sites - Summer Camp	5/31/2026	$ 105,000.00	$ 105,000.00	$ -
				$ 11,533,640.00	**$ 11,377,440.00**	**$ (51,200.00)**

Legend
Exemptions
Single Source

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Journey Forward

Funding Category	Agency Name	Program Name	Contract End Date	Contract Amount FY 25-26	Jax Journey FWD Recommendations FY26-27	Difference
Early Learning	University of North Florida	SOARS	9/30/2026	$ 700,000.00	$ 700,000.00	$ -
Special Needs	Family Support Service	Center of Hope	9/30/2026	$ 350,000.00	$ 350,000.00	$ -
Juvenile Justice	Managed Access	Hope Court	9/30/2026	$ 300,000.00	$ 300,000.00	$ -
Special Needs	Youth Crisis Center	Residential Crisis Center	9/30/2026	$ 310,000.00	$ 310,000.00	$ -
Other Professional Services	NLP Logix	Needs Assessment and Gap Analysis	9/30/2026	$ 240,000.00	$ 120,000.00	$ (120,000.00)
				$ 1,900,000.00	**$ 1,780,000.00**	**$ (120,000.00)**

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: A60C77D4-7356-4F52-8328-E80BBCA4EB31

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Requesting approval to increase the award to Krumpin' 4 Success, Inc. by $75,000.00 for Services for Children, Youth, and their Families (Contract # 71627-25, Amendment 2) for the term ending May 31, 2026. Total revised expenditure amount is $175,000.00, for a new total not to exceed $31,284,211.00.

Upon approval of this request, a contract amendment will be executed by the Office of General Counsel.

Supplier:	Krumpin' 4 Success, Inc.	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	71627-25	**PO #:**	697308-25	**Change Order #:**	0
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	71627-23	**Contract ADM #:**	2
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	1

Federally Funded:	No	**JSEB Rec:**	Encouragement
Licenses Verified:	N/A	**JSEB %:**	0
Bonds Required:	No	**Bonds Waived Pursuant To:**	N/A

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00001824	$ 75,000.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 31,284,211.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE OF THE DIRECTOR		
Concurrence:	Signed by: Randy Kenneth	**Title:**	KHA - CHIEF ADMINISTRATIVE OFFICER 12/11/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive	**Chief of Procurement:**	Signed by: 12/16/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Signed by: kelli O'Leary
Date:	1/12/2026	**Date:**	1/12/2026

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: D862E780-DE11-4420-ABD2-7812ED58E2B4

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Requesting approval to increase the award to Girls Scouts of Gateway Council, Inc. by $10,000.00 (Contract # 70663-23, Amendment 3) per Ordinance 2025-468-E for the term ending May 31, 2026, bringing the FY 25-26 total to $99,340.00. The revised total expenditure amount not to exceed $31,209,211.00.

Upon approval of this request, a contract amendment will be executed by the Office of General Counsel.

Supplier:	Girls Scouts of Gateway Council	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	70663-23	**PO #:**	696784-25	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	70663-23	**Contract Amd #:**	3
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	2

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00001824	$ 10,000.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 31,209,211.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	Signed by: Sandy Rose	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 10/6/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive	**Chief of Procurement:**	Signed by: 10/14/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Signed by: kelli O'Leary
Date:	10/16/2025	**Date:**	10/16/2025

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 6342E5A4-4C05-46EE-A99B-B447BA2CDAF8

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Request to amend the award to increase the following three (3) Contracts:

a. Contract # 70655-23, AMD #3 - Family Support Services of Northeast Florida, Inc. increase in the amount of $15,000.00, bringing the FY 25-26 total to $165,000.00.

b. Contract # 70669-23, AMD #3 - Managed Access to Child Health, Inc. increase in the amount of $100,000.00, bringing the FY 25-26 total to $265,000.00.

c. Contract # 70695-23, AMD #4 - Read USA, Inc. increase in the amount of $30,000.00, bringing the FY 25-26 total to $1,260,000.00.

Total increase not to exceed $145,000.00 for a revised total expenditure amount not to exceed shall be $31,199,211.00.
Upon approval of this request, contract amendments will be executed by the Office of General Counsel.

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract Amd #:**	11
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	2

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000459	$ 15,000.00
Fund:	00131	**Center:**	101005	**Acct:**	534100	**Proj:**	000000	**Activity:**	00000000	$ 130,000.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 31,199,211.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	Sandra Jones	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 7/30/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Wallace Colien, Olive	**Chief of Procurement:**	8/5/2025
Name:	Wallace Colien, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Karen Bowling
Date:	8/8/2025	**Date:**	8/8/2025

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: FC58F248-AFFF-48D0-8B16-8CCA478A195E

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Request approval to amend the award for Services for Children, Youth, and their Families, to correct the NTE amount. The Award Amendment Dated 10/30/23 in the amount of $196,166.00 was not included in the NTE of subsequent amendments and the overall NTE needs to be reconciled. The revised total expenditure amount NTE shall be $31,054,211.00.

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract Amd #:**	10
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	2

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	00000	**Center:**	000000	**Acct:**	000000	**Proj:**	000000	**Activity:**	00000000	$ 0.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 31,054,211.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	Sadye Jones	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 7/14/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Wallace Cohen, Olive	**Chief of Procurement:**	7/15/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Karen Bowling Chief Administrative Officer For: Mayor Donna Deegan Under Authority Of: Executive Order No: 2023-02
Date:	7/17/2025	**Date:**	7/30/2025

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 37B69B62-FF0E-4BD3-94DF-0BA7408E0955

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Requesting approval to make retroactive from June 1, 2025 to date of award.

Requesting approval to exercise the second (2) of three (3) one-year renewal for Services for Children, Youth, and their Families, with the remaining 24 Providers as outlined in the attached Exhibit 1 in the amount of $4,641,753.00. Thirty-one (31) of the Providers were previously renewed on the Awards Dated 6/5/25 and 6/12/25.

Period of service is from date of award through May 31, 2026 for a total FY25-26 expenditure for all vendors being $11,073,399.00. The new total expenditure not to exceed $30,859,045.00.

Upon approval of this request, contract amendments will be executed by the Office of General Counsel.

Additional Funding Source: 10901.181001.582001.00000.00001824 - $1,987,762.00

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract Amd #:**	Multiple
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	1

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000459	$ 1,429,762.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000458	$ 473,872.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000457	$ 750,357.00

New NTE/GMP:	$ 30,859,045.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD OFFICE_OF_THE_DIRECTOR		
Concurrence:	Karen Bowling	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 6/18/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Wallace Cohen, Olive	**Chief of Procurement:**	6/24/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Karen Bowling
Date:	6/26/2025	**Date:**	6/26/2025

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No. 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 4891CD10-90F8-4779-A7A0-CD77CFCE781B

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Request approval to ratify the period of service from June 1, 2025 to date of executed contract. Request approval to exercise the second of three (3) one-year renewal options with 10 of the 56 Providers in the amount of $2,742,485.00 as outlined in the attached Exhibit 1. Twenty-one (21) of the Providers were previously renewed on the Award Dated 6/5/25.

Request to amend the Award to Youth Crisis, Inc., to correct and increase the amount of Contract #70661-23, AMD 2, by $180,000.00. The total funding amount for FY 25-26 should be $355,000.00 and not $175,000.00 as previously awarded.

Period of service is from date of executed contract through May 31, 2026 for a total of $6,431,646.00 for FY 25-26. The revised total expenditure amount not to exceed shall be $26,217,292.00.

Contract amendment to be executed through the Office of General Counsel and encumbered by POA Releases.

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract Amd #:**	Multiple
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	1

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000458	$ 672,714.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000457	$ 849,771.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00001824	$ 1,400,000.00

New NTE/GMP:	$ 26,217,292.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	Lucy Mann	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 6/5/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Wallace Colleen, Olive	**Chief of Procurement:**	Robert Wuerzberg, for Dustin Freeman 6/10/2025
Name:	Wallace Colleen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Karen Bowling
Date:	6/12/2025	**Date:**	6/12/2025

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: 4759FD1E-CEDF-4EF1-A029-98F860FEC6D9

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1 – Form Type: JPAC Award Request: Renewals, Extensions, and Unit Price Increases

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action and Justification:

Requesting approval to exercise the second of three (3) one-year renewals with 21 of the 56 providers outlined in the attached Exhibit 1. These providers had the necessary documentation to submit for renewal. The others will be renewed at a later time. Ratify period of service from June 1, 2025 through May 31, 2026 for a total expenditure amount of $3,509,161.00. The new total expenditure not to exceed $23,294,807.00.

Upon approval of this request, contract amendments will be executed by the Office of General Counsel.

Additional funding source:
10901.181001.582001.000000.00001824.00000.0000000 - $1,191,299.00

Supplier:	Multiple	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/24/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0351 23	**Contract #:**	Multiple	**Contract Amd #:**	Multiple
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	1

Federally Funded:	N/A	**JSEB Rec:**	Encouragement	**Bonds Waived Pursuant To:**	N/A
Licenses Verified:	N/A	**JSEB %:**	0		

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000459	$ 1,253,903.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000458	$ 361,421.00
Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000457	$ 702,538.00

New NTE/GMP:	$ 23,294,807.00	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	Sandra Moore	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 5/30/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Wallace Cohen, Olive	**Chief of Procurement:**	Robert Warmsburg for Dustin Freeman 6/3/2025
Name:	Wallace Cohen, Olive	**Name:**	Dustin L. Freeman

Part 2 – JPAC Action: All award actions subject to lawfully appropriated funds.		**Part 3 – Final Awarding Authority Action:**	
Members who approve:	3	**Action:**	Approved
Members who disapprove:	0	**Signature:**	Karen Bowling
Date:	6/5/2025	**Date:**	6/5/2025

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: F343CB0F-C88E-436D-B17F-A466182A6335

City of Jacksonville, Florida
Procurement Award Form (PAF)

Part 1: Form Type JPAC Award Request and Administrative Details

Goods and/or Services: Request to amend BID # ESC-0351-23, Services for Children, Youth, and their Families - $400,000.00.

Requested Action/Authority:

Request to make retroactive from October 1, 2024 through date of award; Request to increase the maximum indebtedness for BID # ESC-0351-23, Services for Children, Youth, and their Families, by $400,000.00 to fund four additional applicants per Ordinance 2024-424-E.

Justification/Explanation:

These four applicants: Krumpin' 4 Success, Inc., for Juvenile Justice, Krumpin' 4 Success, Inc. for College and Career, Operation Save Our Sons, Inc. for College and Career, and Police Athletic League of Jacksonville, Incorporated for College and Career, were the next highest scoring within the KHA goal area indicated within their applications (see Exhibit 1).

Legal Contract #:	N/A	Contract Date:	10/01/2024	Change Order/AMD #:	5	
PO/Release #:	N/A	Bid Date:	05/24/2023	Awarded Supplier:	Multiple	
Licenses Verified:	N/A	Effective Date:	11/07/2024	Basis of Award:	Highest Evaluated	
Federally Funded:	N/A	No. Invited:	245	Responses Received:	N/A	Attachments:
Solicitation:	RFP-NONCON 0351 - 23			Procurement Contract #:	N/A - N/A	
Executed By:	N/A					

PoP:Base:	1 year	Options:	two (2) one-year renewal options	Extension(s):	N/A
JSEB Rec.:	Encouragement	%:	0	Bonds Waived Pursuant To:	N/A

Fund:	10901	Center:	181001	Acct:	582001	Proj:	000000	Activity:	00000457	$	100,000.00
Fund:	10901	Center:	181001	Acct:	582001	Proj:	000000	Activity:	00001824	$	300,000.00
Fund:		Center:		Acct:		Proj:		Activity:		$	

New NTE/GMP:	$ 19,785,646.00	Contingent Amount:	$ 0.00	DMP/ODPO Amount:	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR			
Concurrence:	Stephanie Lepes	Title:	KHA - ASSISTANT DIRECTOR OF CONTRACTS AND PURCHASING	10/31/2024
Concurrence:	Lesley Ross	Title:	KHA - CHIEF EXECUTIVE OFFICER	10/31/2024
Concurrence:		Title:		
Concurrence:		Title:		

Procurement Analyst/Buyer:	Wallace Cohen, Olive	Chief of Procurement:		11/4/2024
Name:	Wallace Cohen, Olive	Name:	Dustin L. Freeman	

Part 2: JPAC Actions on Above Requests/Recommendations
All Award Actions Subject to Lawfully Appropriated Funds

Members Who Approve:	3
Members Who Disapprove:	0
Other Action:	N/A

Date: 11/7/2024

Part 3: Final Awarding Authority Action

Action: Approved

Date: 11/11/2024

Signature: karen bowling

DS
Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023 02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: A9E6A016-6321-4C8D-A9C3-F1B14887EF5C

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1: Form Type JPAC Award Request and Administrative Details

Goods and/or Services: Services for Children, Youth, and their Families

Requested Action/Authority:

Request to increase the maximum indebtedness for BID # ESC-0351-23, Services for Children, Youth, and their Families, by $267,914.00 to award the following for the term of 8/1/24 through 5/31/25 with two (2) one (1) year renewal options: I.M. Sulzbacher Center for the Homeless, Inc. for $97,081.00; Us and Our Children, Inc. (Kash Kids)for $87,500.00; AMIkids Duval for $83,333.00.

Justification/Explanation:

Fund three additional applicants per Ordinance 2024-424-E that were the next highest scoring within the KHA goal area indicated within their applications (see Exhibit 1), and had the necessary documentation required to proceed with a contract.
The change order/AMD # is also revised from the previous award approved 8/19/24 from 2 to 3.

Legal Contract #:	N/A	Contract Date:		Change Order/AMD #:	4	
PO/Release #:	N/A	Bid Date:	05/24/2023	Awarded Supplier:	Multiple	
Licenses Verified:	N/A	Effective Date:	08/01/2024	Basis of Award:	Highest Evaluated	
Federally Funded:	N/A	No. Invited:	N/A	Responses Received:	N/A	Attachments:
Solicitation:	N/A - ESC-0351 - 23			Procurement Contract #:	N/A - N/A	
Executed By:	N/A					

PoP:Base:	1 year	Options:	two one-year renewals	Extension(s):	N/A
JSEB Rec.:	Encouragement	%:	0	Bonds Waived Pursuant To:	N/A

Fund:	10901	Center:	181001	Acct:	582001	Proj:	000000	Activity:	00000457	$	170,833.00
Fund:	10901	Center:	181001	Acct:	582001	Proj:	000000	Activity:	00000458	$	97,081.00
Fund:		Center:		Acct:		Proj:		Activity:		$	

New NTE/GMP:	$ 19,385,646.00	Contingent Amount:	$ 0.00	DMP/ODPO Amount:	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR			
Concurrence:		Title:	KHA - CHIEF EXECUTIVE OFFICER	8/27/2024
Concurrence:		Title:		
Concurrence:		Title:		
Concurrence:		Title:		

Procurement Analyst/Buyer:	Olivia Wallace Cohen	Chief of Procurement:	8/29/2024
Name:	Olivia Wallace Cohen	Name:	Dustin L. Freeman

Part 2: JPAC Actions on Above Requests/Recommendations
All Award Actions Subject to Lawfully Appropriated Funds

Members Who Approve:	3
Members Who Disapprove:	0
Other Action:	N/A

Date: 9/5/2024

Part 3: Final Awarding Authority Action

Action: Approved

Date: 9/5/2024

Signature: Karen Bowling

DS
Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

Docusign Envelope ID: EC8AE6C0-274E-40B5-A146-848D3EE7119D

City of Jacksonville, Florida

Procurement Award Form (PAF)

Part 1: Form Type JPAC Award Request and Administrative Details

Goods and/or Services: Request to amend BID # ESC-0351-23, Services for Children, Youth, and their Families

Requested Action/Authority:

Request to increase the award with Jacksonville Public Education Fund, Inc. (JPEF) by $4,000.00 for the period of June 1, 2024 through May 31, 2025. The revised funding for this contract for FY 24-25 shall be $68,000.00. The revised total maximum indebtedness for Contract #70658-23 shall be $132,000.00.

Justification/Explanation:

The revised maximum indebtedness for FY 24-25 shall be $10,360,501.00. The revised total maximum indebtedness not to exceed $19,117,732.00.

Legal Contract #:	70568-23	Contract Date:	06/01/2024	Change Order/AMD #:	2	
PO/Release #:	N/A	Bid Date:	05/24/2023	Awarded Supplier:	Jacksonville Public Education Fund	
Licenses Verified:	N/A	Effective Date:	06/01/2024	Basis of Award:	N/A	
Federally Funded:	N/A	No. Invited:	N/A	Responses Received:	N/A	Attachments:
Solicitation:	RFP-NONCON ESC-0351 - 23			Procurement Contract #:	POA - 70568-23	
Executed By:	Office of General Counsel					

PoP:Base:	1 year	Options:	2 of 3 annual renewal options remaining	Extension(s):	N/A
JSEB Rec.:	N/A	%:	N/A	Bonds Waived Pursuant To:	N/A

Fund:	10901	Center:	181001	Acct:	582001	Proj:	000000	Activity:	00000459	$ 4,000.00
Fund:		Center:		Acct:		Proj:		Activity:		$
Fund:		Center:		Acct:		Proj:		Activity:		$

New NTE/GMP:	$ 19,117,732.00	Contingent Amount:	$ 0.00	DMP/ODPO Amount:	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR			
Concurrence:	Stephanie Keynes	Title:	KHA - ASSISTANT DIRECTOR OF CONTRACTS AND PURCHASING	8/16/2024
Concurrence:	Sandra Reese	Title:	KHA - CHIEF EXECUTIVE OFFICER	8/16/2024
Concurrence:		Title:		
Concurrence:		Title:		
Procurement Analyst/Buyer:	Olivia Wallace Cohen	Chief of Procurement:		8/19/2024
Name:	Olivia Wallace Cohen	Name:	Dustin L. Freeman	

Part 2: JPAC Actions on Above Requests/Recommendations
All Award Actions Subject to Lawfully Appropriated Funds

Members Who Approve:	3
Members Who Disapprove:	0
Other Action:	n/a

Date: 8/23/2024

Part 3: Final Awarding Authority Action

Action: Approved

Date: 8/23/2024

Signature: Karen Bowling

DS
Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of
Executive Order No: 2023 02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

SUBJECT: SERVICES FOR CHILDREN, YOUTH, AND THEIR FAMILIES

BID #: ESC-0351-23 **OPEN DATE: 5/24/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2024 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 245 NUMBER RECEIVED: 56 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to amend and increase award to the following vendors:

a. Wayman Community Development Corporation (Contract/POA #70670-23, AMD #1) as the original award did not include start-up costs. The Scope of Services remains unchanged.

Juvenile Justice Program	
Initial Award Amount	$77,500.00
Revised Amount	$86,000.00
Increase Amount	**$ 8,500.00**

b. Read USA, Inc. (Contract/POA #70695-23, AMD #1) as the original award did not include the full cost for this 10-month program. The Scope of Services remains unchanged.

College and Career Program	
Initial Award Amount	$ 933,334.00
Revised Amount	$1,120,000.00
Increase Amount	**$ 186,666.00**

Total increase is a not-to-exceed $195,166.00. Total revised award expenditure is not-to-exceed $8,952,397.00.

Funding Sources:
ESP- Special Needs: 10901.181001.582001.000000.00000459.00000.0000000. $2,422,140.00
ESP- Early Learning: 10901.181001.582001.000000.00001824.00000.0000000. $1,073,827.00
ESP- Juvenile Justice: 10901.181001.582001.000000.00000457.00000.0000000. $1,777,736.00
ESP- Pre-Teen/Teen: 10901.181001.582001.000000.00000458.00000.0000000. $3,678,694.00
To be executed by formal contract amendment through the Office of General Counsel and process by purchase order releases

Attachments: Recommendation Memo, Revised Exhibit 1, Previous Awards

ANALYST: Olive Wallace-Cohen **RESPECTFULLY SUBMITTED** RW
DUSTIN FREEMAN, CHIEF
PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING 0 DATE: 10/26/2023

OTHER: _____

ACTION OF AWARDING AUTHORITY DATE 10/30/2023

APPROVED ✓ DISAPPROVED _____

OTHER _____

Ketti O'Leary
Deputy Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-04

SIGNATURE OF AUTHENTICATION _____

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

SUBJECT: SERVICES FOR CHILDREN, YOUTH, AND THEIR FAMILIES

BID #: ESC-0351-23 **OPEN DATE: 5/24/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2024 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 245 **NUMBER RECEIVED:** 56 **OTHER:** 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to amend award to The Performance Academy, Inc. due to calculation errors on the initial award dated 7.28.23:

a. Contract/POA #70666-23

Early Learning	10-Month (8/1/23 – 5/31/24)
Initial Award dated Amount 7/28/23	$125,000.00
Revised Amount	$232,085.00
Increase Amount	$107,085.00

b. Contract/POA #70686-23

Pre-Teen/Teen	10-Month (8/1/23 – 5/31/24)
Initial Award Amount dated 7/28/23	$210,986.00
Revised Amount	$125,000.00
Decrease Amount	$85,986.00

The revised total award expenditure for the initial period is not-to-exceed $8,757,231.00, an overall increase of $21,099.00 (see revised Exhibit 1). Period of service will be for 10 months from August 1, 2023 through May 31, 2024, with three (3) one (1) year renewal options.

Funding Sources:
ESP- Special Needs: 10901.181001.582001.000000.00000459.00000.0000000. $2,422,140.00
ESP- Early Learning: 10901.181001.582001.000000.00000458.00000.0000000. $1,073,827.00
ESP- Juvenile Justice: 10901.181001.582001.000000.00000457.00000.0000000. $1,769,236.00
ESP- Pre-Teen/Teen: 10901.181001.582001.000000.00001824.00000.0000000. $3,492,028.00
To be executed by formal contract amendment through the Office of General Counsel and process by purchase order releases

Attachments: Recommendation Memo, Revised Exhibit 1, Previous Awards

ANALYST: Olive Wallace-Cohen **RESPECTFULLY SUBMITTED** DUSTIN FREEMAN, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Michael Weinstein, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING 0 DATE: 9/14/2023

OTHER:

ACTION OF AWARDING AUTHORITY DATE 9/18/23

APPROVED ✓ DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

3

SUBJECT: SERVICES FOR CHILDREN, YOUTH, AND THEIR FAMILIES

BID #: ESC-0351-23 **OPEN DATE: 5/24/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2024 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 245 NUMBER RECEIVED: 56 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval of award to the highest scoring responsive, responsible providers listed in Exhibit 1, as a result of negotiations for the Services for Children, Youth, and their Families. Period of service will be for 10 months from August 1, 2023 through May 31, 2024, with three (3) one (1) year renewal options. The total award expenditure for the initial period is not-to-exceed $8,736,132.00.

All applicants received the minimum score of 70%, however, due to funding constraints, only contractors who received a score above 89% are being offered funding at this time. If additional funding becomes available, applicants scoring below 89% may be considered for future funding. Also, Boys and Girls Club of Northeast Florida responded to the incorrect RFP and will not be funded.

Funding Sources:

ESP- Special Needs:	10901.181001.582001.000000.00000459.00000.0000000.	$2,422,140.00
ESP- Early Learning:	10901.181001.582001.000000.00000458.00000.0000000.	$966,742.00
ESP- Juvenile Justice:	10901.181001.582001.000000.00000457.00000.0000000.	$1,769,236.00
ESP- Pre-Teen/Teen:	10901.181001.582001.000000.00001824.00000.0000000.	$3,578,014.00

To be executed by formal contract through the Office of General Counsel and process by purchase order releases

Attachments: Recommendation Memo, Exhibit 1, Previous Award

ANALYST: Olive Wallace-Cohen **RESPECTFULLY SUBMITTED** DUSTIN FREEMAN, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Michael Weinstein, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING 0 DATE: 7/27/2023

OTHER:

ACTION OF AWARDING AUTHORITY DATE 7/28/23

APPROVED ✓ DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION Karen E. Bowling

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: 3E8FA44F-63E1-4ED0-AFD7-08A752862E4B

SUBJECT: SERVICES FOR CHILDREN, YOUTH, AND THEIR FAMILIES

BID #: ESC-0351-23 **OPEN DATE: 5/24/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2024 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 245 **NUMBER RECEIVED: 56** **OTHER: 0**

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to utilize the first of three (3) renewal options with the providers as listed in Exhibit 1. Period of service is from June 1, 2024 through May 31, 2025 with two (2) one (1) year renewal options remaining. Total award expenditure not-to-exceed $10,356,501.00. Total revised award expenditure is not-to-exceed $19,113,732.00.

Funding Sources:

ESP- Special Needs:	10901.181001.582001.000000.00000459.00000.0000000.	$2,401,100.00
ESP- Early Learning:	10901.181001.582001.000000.00000458.00000.0000000.	$1,657,915.00
ESP- Juvenile Justice:	10901.181001.582001.000000.00000455.00000.0000000.	$2,107,906.00
ESP- Pre-Teen/Teen:	10901.181001.582001.000000.00001824.00000.0000000.	$4,189,580.00

To be executed by formal contract amendment through the Office of General Counsel and process by purchase order releases

Attachments: Recommendation Memo, Revised Exhibit 1, Letters of Intent, Previous Awards

ANALYST: Olive Wallace-Cohen **RESPECTFULLY SUBMITTED** DUSTIN FREEMAN, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING 0 DATE: 5/9/2024

OTHER:

ACTION OF AWARDING AUTHORITY DATE 5/10/24

APPROVED ✓ DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION Karen Bowling
Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02