Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

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: Read Jax Literacy Collaboration Pilot

Requested Action and Justification:

Request approval to utilize the third and final renewal option with the providers listed below, per the attached unit of service budgets. Period of service is from June 1, 2026 through May 31, 2027. Total revised annual expenditure will be $4,043,632.72, for a new total expenditure not to exceed $15,168,712.28.

a. Contract # 70581-23, Amendment 9, Boys' and Girls' Clubs of Northeast Florida, Inc. increase in the amount of $1,969,108.72. The total revised maximum indebtedness amount for POA-70581-23 shall be $7,478,050.88.
b. Contract # 70583-23, Amendment 7, for Communities in Schools of Jacksonville, Inc. increase in the amount of $2,074,524.00. The total revised maximum indebtedness for POA-70583-23 shall be $7,690,661.40.

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:**	05/17/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	N/A
Solicitation #:	RFP-NONCON ESC_0354 23	**Contract #:**	Multiple	**Contract ADM #:**	9 & 7
Term:	1 year	**Options:**	3, 1-year	**Options Used:**	2

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

Fund:	10901	**Center:**	181001	**Acct:**	582001	**Proj:**	000000	**Activity:**	00000455	$ 4,043,632.72
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 15,168,712.28	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE OF THE DIRECTOR		
Concurrence:	Signed by: Krieger, Dana 66F0674D01C042C...	**Title:**	KHA - INTERIM CHIEF EXECUTIVE OFFICER 4/30/2026
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive 4517B2180AE148...	**Chief of Procurement:**	Signed by: 5/5/2026 B10F1D517352456...
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: CB99FC6B-ED57-4438-AB86-3817CDA56163

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: CB99FC6B-ED57-4438-AB86-3817CDA56163

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-0354-23, Read Jax Literacy Collaboration Pilot -- $4,043,632.72

DATE: April 30, 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-0354-23, Read Jax Literacy Collaboration Pilot, to utilize the third and final renewal option, per the attached two unit of service budgets, in the amount of $ 4,043,632.72 for the term of June 1, 2026 through May 31, 2027.
   a. Contract # 70581-23, Amendment 9, Boys' and Girls' Clubs of Northeast Florida, Inc. increase in the amount of $ 1,969,108.72. The total revised maximum indebtedness amount for POA-70581-23 shall be $7,478,050.88.
   b. Contract # 70583-23, Amendment 7, for Communities in Schools of Jacksonville, Inc. increase in the amount of $2,074,524.00. The total revised maximum indebtedness for POA-70583-23 shall be $7,690,661.40.

2. The total expenditure amount not to exceed for BID # ESC-0354-23 shall be $15,168,712.28.

	Contract # / Amendment #	Provider Name	Proposed Funding 2025-2026	Revised Max. Indebtedness
1	70581-23 (9)	Boys' and Girls' Clubs of Northeast Florida, Inc.	$ 1,969,108.72	$ 7,478,050.88
2	70583-23 (7)	Communities in Schools of Jacksonville, Inc.	$ 2,074,524.00	$ 7,690,661.40
		TOTALS:	**$ 4,043,632.72**	**$15,168,712.28**

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
ESP – Out of School Time	10901	181001	582001	000000	00000455	00000	0000000

Total Funding **$ 4,043,632.72**

Attachment(s): LOIs and Scopes
Unit of Service Budgets FY 26-27
Board Action Item Dated 3/25/26
Previous Award Dated 9/18/25

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
Tyrica Young, Director, Literacy

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

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

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

ESC/Bid #	Contract #	Agency
ESC 0354-23	70581-23	Boys & Girls Clubs of Northeast Florida

(Insert Agency Logo)	BOYS & GIRLS CLUBS OF NORTHEAST FLORIDA
(Insert Today's Date)	4/17/2026
(First and Last Name, Title)	Wyatt Parlette Chief Operations Officer
(Agency Name)	Boys & Girls Clubs of Northeast Florida
(Address)(Street, City, State &Zip)	10 South Newnan StreetJacksonville, 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	READ Jax Literacy Pilot
Site Location(s)(Separate by (;)	Highlands Elem; Arlington Elem; Arlington Heights Elem; Northwestern Legends Elem
Program Start Date	6/15/2026
Program End Date	5/31/2027
Contract Amount (12month budget)	$1,969,108.72
Number of Proposed Children/Youth 26-27:	620

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)	Wyatt Parlette
(Phone)	904-514-5565
(Email Address)	Wyattp@bgcnf.org
(Title)	Chief Operations Officer
***Must be the authorized signer for the agency**	
Approved by:	Please sign here.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Date:	4/17/2026

FY 26-27 Scope of Services	
ESC	**Agency**
ESC 0354-23	Boys & Girls Clubs of Northeast Florida
FY26-27 Contract Year:	6/15/26-5/31/27
Funding Approved for FY26-27:	$1,969,108.72
Number of Proposed Children/Youth 26-27:	620

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

CONTRACTOR DETAIL

1. **Provide a concise description of the Contractor, including history, years of operation, general service mission, and primary services provided. Include a copy of the organizational chart and indicate where the proposed program would report. Clearly note the position responsible for the direct supervision of program staff members. If the proposal includes partnerships with other agencies to provide one or more services, describe the roles of each partner and the areas of expertise that they contribute to the proposed program.** ***(Maximum 15 points-approx. ½ page)***

Boys & Girls Clubs of Northeast Florida (BGCNF) was established 60 years ago as a 501(c)(3) organization to provide afterschool and summer programs to underserved children and youth in neighborhoods of need in Jacksonville. Our mission is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens. BGCNF serves 43,456 youth annually through its afterschool, summer and food programs in Duval and surrounding counties. Our vision is to ensure that every child graduates from high school on time, with a plan for their future, leads a healthy lifestyle and demonstrates good character and leadership.

BGCNF has successfully administered numerous federal, state, and local operational grants since the organization's inception. Examples of grant funding include the Department of Juvenile Justice (DJJ) and Department of Education (DOE) programs that we have successfully operated for the past 21 years via annual contract renewals; 21st Century Learning Communities that now operate at 15 sites in four (4) counties; Kids Hope Alliance, grants through the Office of Juvenile Justice, prior HUD Community Development Block Grants (CDBG) and a host of corporate and private foundation grants. BGCNF administers a total of $22 million annually which demonstrates the agency's capacity to successfully execute all grant requirements.

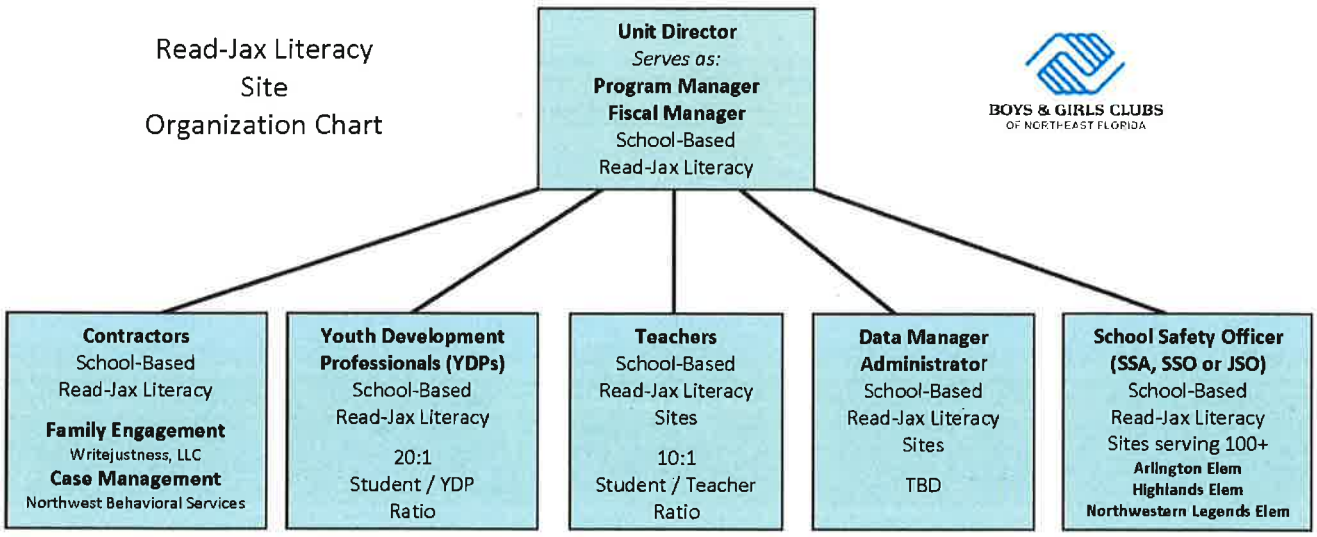
BGCNF is an affiliate of Boys & Girls Clubs of America (BGCA), the nation's #1 most effective youth development organization. Through this affiliate membership, we are granted access to academic and project, research and evidence-based literacy programs, instructional curriculum, and training and assessments.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Wyatt Parlette is vice president of Operations for the Boys & Girls Clubs of Northeast Florida and is responsible for administering the operations team comprised of three (3) Senior Directors, six (6) Area Directors and 48 Unit Directors. He is uniquely positioned to discharge the duties of VP for over his eight (8) year tenure, he has served in every position on the organizational chart starting at Youth Development Professional (YDP) to his current position.

Partner Agency	Role / Expertise	MOU or Partner Letter Received
Writejustness, LLC	Family Engagement Contractor	Yes
Northwest Behavioral Health Services, Inc.	Contractor will provide case management with a minimum of (75:1) Ratio. Case manager will work proactively with parents to overcome any identified obstacles to their students excelling in schools and will maintain documentation of family records, as required by KHA.	Yes
Girl Scouts of Gateway Council	Structured afterschool program for young women	Yes
FDOH CCFP and FDACS Summer BreakSpot **Food Programs**	Warm meals and healthy snacks to all children	Yes
STEM2 Hub	Robotics and drone programming Support	Yes

Boys & Girls Clubs of Northeast Florida Read-Jax Literacy Site **Organizational Chart is shown below** and BGCNF's **Organizational Chart** including our **Executive and Administration Staff** is located in the Required Forms and Document Section #13.



Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

ORGANIZATIONAL CAPABILITY

2. **Describe Contractor's experience in working with diverse populations and how Contractor will implement services that address all participants. Strategies must address retention efforts that demonstrate an understanding of diverse populations. Describe how the Contractor's proposed services align with those practices. Discuss Contractor's commitment to a diverse responsive system of care.** ***(Maximum 15 points--approx. 1 page)***

BGCNF enlists the support of parents, teachers, community organizations, business partners, and sororities and fraternities to increase awareness and appreciation for cultural differences. With the help of site-based advisory boards and leadership committees, parents and Club members provide valuable input that impacts how programming is delivered from their cultural perspective. Program staff deliver themed lessons and plan field trips that provide exposure to art, music, languages, traditional and non-traditional careers, and postsecondary opportunities. We use various learning platforms (virtual, hybrid, and traditional) to address the different student learning modalities (visual, kinesthetic, and auditory) and learning styles, which can be delivered in English and Spanish.

Program staff engage members in research-based strategies to facilitate learning for all students that included mentoring, assessing students according to their strengths, provide challenging hands-on activities so they can apply new skills, and make learning meaningful using images, books, games, music, and other artifacts that represent diverse cultures.

Community experts, from all walks of life, share their personal and professional experiences and skills with participants, encouraging them to explore and inspiring them to dream. Community youth groups from churches and other non-profits perform spoken-word, mini-concerts and engage Club members in real-life discussions. Through service-learning projects, participants become aware of their different strengths and propensities and get a sense of how valuable they are to their communities.

BGCNF staff engage in diversity training as part of the onboarding process, participate in webinars, and attend face-to-face training throughout the year. The services, strategies, and interventions provided not only promote cultural sensitivity and relevance, but establish a path to cultural responsiveness, which allows our staff to make necessary changes to meet the academic, social, and recreational needs of Club members.

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, DCF Child Care Licensing 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 care for the desired population.** ***(Maximum 12—approx. ½ page)***

BGCNF maintains long-standing public-private, community, and faith-based collaborations that have enabled us to broaden the Club experience for members and their families. Our local partners include the Office of the Sheriff, Duval County Public Schools, Dept. of Children and Families, local colleges and universities, sororities and fraternities, local churches and non-profits, and other youth development programs. Additionally, as an affiliate of Boys & Girls Clubs of America, we participate in the Corporate and Cause Partnership Program, where national corporations partner with BGCNF Clubs at the local

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

level. Some of our partners include Buffalo Wild Wings, Dicks Sporting Goods, Anthem Insurance, Old Navy, and T-Mobile. Each corporate partner provides goods, services and/or volunteers throughout the year to help achieve our mission.

Unit Directors maintain a cadre of partners at all sites to reflect their unique neighborhoods. Through our various community and public-private partnerships, BGCNF staff enriches and enhances the overall system of care for Club members which emphasize our five core areas: Education, Health and Wellness, Sports and Recreation, Leadership and Service, The Arts. These well-established collaborations help to increase social capital for Club members and their families by establishing and expanding networks, providing unique educational and social experiences; increasing exposure to diverse art and cultures; and providing opportunities for college and career exploration and service learning.

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)***

BGCNF is contracting with Writejustness, LLC, a female minority-owned contractor to provide family engagement activities and Northwest Behavioral Services for case management services.

Writejustness, LLC (Family Engagement Contractor) will administer the family engagement component of the KHA - Read Jax literacy Collaboration and agrees to the provide services to -the Boys & Girls Clubs: Arlington, Arlington Heights, Highlands, and Northwestern Legends Elementary Schools. Writejustness, LLC's CEO, Tia Leathers, is a Diversity, Equity, and Inclusion expert who will utilize her network and experience working in local non-profit organizations in Duval County and five(5) years' experience as Duval County Public School's Executive Director of Family and Community Engagement, to enhance the family programming at the aforementioned schools.

Contractor will:

a) Implement family engagement practices at the school-wide level, with a focus on students in the case management and/or after-school programs;

b) Carryout all tasks related to the family engagement components of the KHA - Read Jax literacy Collaboration such as event announcements and coordination, family outreach and relationship management, communications, and resource-sharing;

c) Use any applicable grant funds solely for the above-mentioned project as outlined in the grant application;

d) Operate the project in a manner consistent with the Fiscal Agent's tax-exempt status. No changes in the activities of the Project shall be made without prior written permission of the Fiscal Agent, nor shall the Sponsored Organization carry on activities or use funds in any way that jeopardizes the Fiscal Agent's tax-exempt status; and

e) Provide all information and prepare all reports, including final report, required by the funding organization(s) with the Fiscal Agent's assistance and final approval.

f) Conduct special events at each location or virtual throughout the year.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Northwest Behavioral Health Services (NWBH), Inc. (Case Management Contractor) is a private, not-for-profit corporation, chartered by the State of Florida and granted 501(c)3 status by the Internal Revenue Service in April 1992. Accredited by the Accreditation Commission on Rehabilitative Facilities (CARF). Additionally, NWBH is a state certified mental health agency and is licensed by the Department of Children and Families as a provider for substance abuse treatment.

Northwest Behavioral Health Services shall have the following responsibilities for qualified Club members:

a) Provide individual and group outpatient mental health counseling, Psychiatric Evaluations, Medication Management, Targeted Case Management, 24/7 Trauma Hotline and Mobile Services (Duval County), Psychosocial Rehabilitation, Substance Abuse Prevention, Therapeutic Behavioral Modification, and Integrated Health Services to the following target populations:

- Children, teens and adults with severe and persistent mental illness
- Children, teens and adults with mental health problems
- Children, teens and adults with co-occurring substance use and mental disorders

b) Provide members and their families immediate crisis intervention services through our 24/7 Trauma Hotline and Mobile Services (Duval County).

- Children and adolescents with severe and persistent mental illness
- Children and adolescents with mental health problems
- Children and adolescents with co-occurring substance use and mental disorders

c) Refer eligible clients to the Boys & Girls Club for activities that focus on character building, sports, education, and workforce readiness and other offered services.

d) Evaluate members for eligibility for additional agency services such as, but not limited to emergency financial assistance, food pantry, primary health care services, housing, and other community social support services.

e) Ensure services are funded by the Florida State Managed Care Health Plans, Lutheran Services Florida for qualified uninsured members, Fee for Services (based on Sliding Fee Scale) and other funding, as available.

f) Ensure that members are eligible for services and provide any report or information required by state SAMH and LSF program offices concerning services provided.

g) Ensure that all services provided are culturally sensitive to the greatest extent possible.

h) Provide referral/follow-up information to the Boys & Girls Club on member(s) being referred, as requested.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

To augment afterschool programming listed in this RFP response, BGCNF will collaborate with Girl Scouts of Gateway Council to provide Community Troops programming for young girls at the schools and STEM2 Hub to offer STEM support with technology learning including robotics and drones.

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.*

KHA recognizes contractors may not be able to provide all the services required therefore 25% of allocated funding must be designated to a subcontractor who specialize in the contracted service (i.e., case management, family engagement, etc.) *(Maximum 15 points-approx. 1 page)*

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	**Senior Director** Oversees 2-3 Area Directors	Bachelor's degree from an accredited college or university	Considerable knowledge of the mission, vision, objectives, policies, processes, and procedures of the Boys & Girls Clubs programming	Program implementation, budget oversite, supervision of area director, program evaluation, reporting and training	100%
1	**Area Director (AD)** Oversees 8-10 Unit Directors	Bachelor's degree from an accredited college or university	Knowledge of Boys & Girls Clubs program modules; ability to manage multiple tasks to solve problems with little supervision.	Oversees operation of sites / Clubs; staff development; program development and implementation; facilities; and budget.	100%
1	**Unit Director (UD)** *Roles:* Program Manager Fiscal Manager	3-5 Years experience in developing and implementing youth programs	Ability to plan and implement quality youth development programs; management skills and proven ability to supervise staff	Ensures that the Literacy Director, Teachers, YDPs; Data Coordinator and School Resource Officers are implementing their assigned duties. Provide quality assurance over contractor performance to ensure family engagement and case	100%

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

				management services are properly rendered.	
10:1 Ratio	**Lead Teacher** 1 per site	Bachelor's degree from an accredited college or university State of Florida Teaching Certificate	Ability to plan and implement quality academic programs specific to academic development; management and supervision; knowledge of youth development	Creates grade-appropriate academic lesson plans; oversees all teachers to implement program; oversees all teachers; interfaces with school staff to benchmark student opportunities and grades	100%
10:1 Ratio	**Read-Jax** **Literacy Director** Full-Time	Bachelor's degree from an accredited college or university State of Florida Teaching Certificate Reading Endorsement Preferred	Ability to plan and implement quality literacy programs specific to academic development; management and supervision; knowledge of youth development	This position will oversee the Read Jax Literacy Pilot program to ensure students are receiving the appropriate literacy services. Collaborates with Unit Director, teachers and YDPs to implement the program; Benchmarks student opportunities and grades	100%
10:1 Ratio	**Teacher(s)** For example: 80 Students = 4 Teachers. YDPs support teachers to maintain 10:1 Student to Teacher Ratio	Bachelor's degree from an accredited college or university State of Florida Teaching Certificate	Ability to plan and implement quality programs specific to academic development; management and supervision; knowledge of youth development	Plan, supervise and implement tutoring programs, homework, assistance; and math, science, and reading enrichment. Monitors student report card grades and behavior and recommends opportunities to improve student performance.	100%

20:1 Ratio	**Youth Development Professionals (YDPs)** *Role:* Enrichment Staff For example: 80 Students = 4 YDPs to maintain 20:1 Student to YDP Ratio	High School Diploma or GED Experience in YDP area of excellence: > Academic Literacy > Health > Sport > Arts > Career Development	Must be dependable, adaptable, and accountable. Be organized; proficient with technology; provide youth guidance and support; and possess excellent customer service to parents, members ,and volunteers	Responsible for ensuring youth development principles are incorporated into all programs and activities. Work with students on life skills, social emotional learning and/or character development. Ensure a safe and positive environment for youth	100%
1	**Data Manager (Admin)**	High School Diploma or GED	Must be dependable, adaptable, and accountable. Be organized; proficient with technology; provide youth guidance and support; and possess excellent customer service to parents and youth	Provide clerical and administrative support for the Club. Provides informative communication to parents; exemplifies professionalism. Proficient with data collection and reporting	100%
1 for 100+ Students	**School Safety Officer** (SSO, SSA, JSO)	Contracted Position – High school diploma or GED	Must be trained with proper security credentials. Previous security experience working with youth is preferred	Must be trained with proper security credentials; maintains calm, deters crime ,and ensures the safety of everyone in the Club	100%

BGCNF is designating 49% of the budget to two (2) subcontractors who specialize in Family Engagement and Case Management.

Subcontractor / Service Provided	Contractor Role	MOU Received	Annual Contract	Percentage of Budget
Writejustness, LLC	Family Engagement Support	Yes	$24,200	15%

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Minority – Woman Owned				
Northwest Behavioral Health Services, Inc. Minority – Owned	Case Management Support	Yes	$52,800	34%
Contractors: % of Budget Totals:				**49%**

STAFF INFORMATION

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)***

Employees:

BGCNF Human Resources (HR) Department recruits, screens and vets qualified candidates.

Once an offer is made:

- It takes 10-14 days for E-Verify screening and fingerprinting up to 21 days, if assigned to a school-based sites. The screenings include state, federal and DCPS vetting.
- Once cleared through the vetting process, the candidate undergoes a brief HR orientation within 24-48 hours. Orientation covers:
  - Payroll
  - Employment best practices
  - Review of the Employee Handbook
- Site Assignment and Documentation collection
- Once cleared by HR, the Area Director and Unit Director are notified. The Unit Director reaches out and assigns a start date.
- The Unit Director then begins onsite trainings. All Youth Development Professionals (YDPs) are guided through the YDP Onboarding Guide which details the timeline for Spillett (BGCA) trainings and expectations. Please refer to the BGCNF Staff Training Chart in Question six (6) for details.

Contractors:

Upon contractual award, BGCNF Human Resources (HR) Department will work with identified contractors to ensure that they and their teams meet the required background screening requirements.

- It takes 10-14 days for E-Verify screening and fingerprinting up to 21 days, if assigned to a school-based sites. The screenings include state, federal and DCPS vetting.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

- Once cleared, the site unit director will work with BGCNF leadership to enter into a formal contractual service agreement. The goal will be to officially begin the programs within 2-3 weeks of the start of school allowing time to collaborate with school staff and families.

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)***

Strategies to educate staff on behavior management and inclusion practices:

Behavior Management

Team members learn to:

- Outline clear, simple rules and expectations that are consistent and applied fairly.
- Ensure that daily routines (transitions, mealtime, activity cues, bathroom breaks) are followed so that they are predictable and provide structure to members and staff.
- Offer positive reinforcement (verbal and non-verbal) to members and team members often.

Inclusion

Team members learn to:

- Offer all Club members an opportunity to respond and participate in the academic/enrichment activities.
- Create an inclusive environment that celebrates diversity, highlights strengths, and creates a sense of belonging.

How staff and contractors will be supervised to ensure quality service delivery:

All BGCNF site teams are required to implement the Program Quality Assessment (PQA) in their daily schedule. Twice a month, the Unit Director will meet with staff and contractors who are focused on literacy, case management and family engagement; data and outcomes will be reviewed, and process improvements will be made to set Club members up for success. Twice a year, staff and directors conduct a program self-assessment. The school-age PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self-assessment can help directors and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for the children served.

According to PQA outline, Strategies used should consist of the following:

- Selecting and training a self-assessment team
- Preparing for data collection
- Obtaining qualitative data through observation and note taking.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

- Adjusting programs to ensure goals are achieved

BGCNF Staff Training Chart		
Training	**Strategies to be Addressed**	**Cost**
Mental Health First Aid Training *Read Jax Literacy and Unit Directors will attend.*	Training will help staff understand the widespread impact of trauma and understand paths for recovery; Recognize the signs and symptoms of trauma in patients, families, and staff; Integrate knowledge about trauma into policies, procedures, and practices; and. Actively avoid re-traumatization. This training covers Safe and Positive Environment, Program Planning and Management, Staff Development and Supervision and Leadership	Free
Club Directors Academy (CDA)	CDA is a professional development three-day program for Club directors and/or management professionals who are responsible for overseeing a Club site or sites.	Transportation: $1096.54 Hotel & Registration: $800 per 8 Unit Directors
Management Professional Learning Opportunity	This training covers Safe and Positive Environment, Program Planning and Management, Staff Development and Supervision and Leadership	Free
Spillett Leadership University	A comprehensive training site dedicated to enabling Clubs to have the most impact as possible on youth by strengthening the leadership capabilities of staff at every organizational level. Every 30 days there are required trainings for YDPs.	Free
CPR/First Aid		$50 per 100 staff
PQA Basics (Program Quality Assessment)	Program Quality Assessment (PQA) is a validated instrument designed to measure the quality of youth programs and identify staff training needs. This hands-on workshop prepares participants to conduct program self-assessment.	Free
FERPA (Family Educational Rights & Privacy Act)	This FERPA training course is intended to train school administrators, faculty and staff to understand and carry out their responsibilities under FERPA to protect	Free

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

	student privacy and avoid jeopardizing the receipt of federal funding.	
Staff Orientation Club Level	Club Level training includes a week of orientation and shadowing. The following topics are covered: Mission, Goals, Core Beliefs & Values, Diversity and Inclusion, Establishing strong family partnerships, PQA Basics, Academics and Enrichment Clubs, Inventory, Daily Routines & Schedules	$200.00
Summer Academy Training	This training consists of team-building exercises, discussion on policies and procedures, creating schedules, and most importantly, prioritizing the campers.	Booklets: $500 Lunch: $3,000 (covering 2 Saturdays) Approx. 150 people
DCPS Lead Teacher Training	The purpose of the Lead Teacher Training is to foster positive relationships between program participants and staff and to: • Provide supportive and frequent interactions with non-parental adults. • Build positive relationships among program participants.	Free
SAMIS/COMET Training	SAMIS and COMET (Soon to be My Club-Hub) is the software system used by BGC and staff to provide training to track the race, gender, age, and income status of every participant. It also monitors the overall effectiveness and performance of each funded program.	Free
NYOI Training	National Youth Outcomes Initiative (NYOI), a system grounded in the Formula for Impact and built to measure the impact of Clubs using a common set of research informed indicators of our priority outcomes.	Free
TBRI	Trust Based Relational Intervention hosted by Hope Street is a training provided to all full time and part time staff to support staff understanding for trauma informed care principals.	Free
Internal Unit Director Training	BGCNF's Training Committee conducts monthly training to support operational protocols, safety assessments, and program quality.	Free

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Site Level Staff Meetings	Area directors ensure each site is hosting and documenting weekly or biweekly staff meetings to ensure service staff are trained, supported, and knowledgeable of current club practices.	Free

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)***

Recruiting and retaining top talent is essential to the success of the Boys & Girls Clubs of Northeast Florida. Our strategies to maintain staff and reduce turn-over of trained and experienced staff include:

- Expanded Human Resource (HR) Services – BGCNF Human Resource staffing numbers have recently expanded to offer more services and support to employees and leadership,
- Employee Surveys – As part of our national member survey, program employees are also given an opportunity to provide feedback on their experience and work environment.
- Exit Interviews – BGCNF has initiated exit interviews for full-time and part-time employees who leave our organization voluntarily providing important feedback used to improve employee retention.
- Annual Awards: Employee of the Quarter / Employee Referral Reward

Current Staff Recruitment and Retention Efforts

Hire Right – It's important to hire the best candidate for each position. We recently re-evaluated program job descriptions and revised them to be more specific to the programs we offer. Hiring an individual with specific experience and background creates a better opportunity for member and employee engagement. We will also be developing a "target hire" recruiting strategy to assist us in recruiting efforts.

Onboarding – We have initiated electronic and automated recruiting and onboarding. This provides candidates with a better experience and a more streamlined hiring process, while allowing them to get up to speed more quickly.

Employee Development and Succession Planning – One key goal is to develop a more formal employee training and development program. This will support retention efforts by giving employees opportunities for growth within the organization. Training will include specific learning paths, leadership training, mentoring, stretch goals, and intra-departmental training to understand organization wide connections better, just to name a few.

Top Benefits Include:

- BGCNF paying 30% of 401K match
- BGCNF pays 80% of employee health coverage

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

- Flexibility – Hybrid work schedule
- Competitive PTO Plan
- Competitive Compensation Plan

Turnover Information

Due to the nature of our service model, we will always have seasonal turnover related to increased staffing for Spring Break and Summer Academy. In addition, eighty percent (80%) of our staff are part-time employees, which market research shows higher turnover with that position type. We have also supported headcount growth on average of twenty percent (20%) each year for the past three years as we opened more Clubs. Our average employee tenure is 2.5 years for full-time and 2.3 years for part-time.

PROGRAM DESIGN

9. **Identify schools Contractor propose to service under this RFP (maximum is up to 4 schools).**
   - **Attach Principal Authorization Letters (Form 5) for each site.**
   - **A current copy of Child Care License or Letter of Exemption from DCF Child Care Licensing and Enforcement for each school year proposed. This documentation must be submitted before a contract will be signed. *(Maximum 12 points - approx. ½ page)***

BGCNF proposes to serve the following Schools:

1. Arlington Elementary School
2. Arlington Heights Elementary School
3. Highlands Elementary School
4. Northwestern Legends Elementary School

Principal Authorization (Support) Letters are located in Required Forms and Documents Section #10.

BGCNF's DCF Exemption Letters are located in Required Documents and Forms, Section #11.

10. **Describe how Contractor will coordinate program recruitment strategies to targeted, eligible participants. *(Maximum 15 points- approx. 1 page)***

The BGCNF team identifies eligible participants at school open houses, parent, church, and community events, and through referrals. At each event the team provides flyers with QR codes to make online registration convenient. Through the BGCNF.org website, social media platforms, and word of mouth interested parents and students can find more information about programming and membership benefits. BGCNF provides transportation from various schools to Club sites for afterschool programming. In partnership with DCPS transportation department, bus stops to BGCNF sites have been added for some schools. Bus stops can be easily added to existing routes through a request to DCPS.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Recruitment Strategies

- Club staff will reach out to adult-family members of students served in our Clubs and will ask them to tell their friends and family members about the Club and programs.
- Have staff recruit potential students directly through events, relationships, and unique entry points to reach students in the schools.
- Encourage students to recruit their fellow student friends.
- Create recruitment activities designed to target potential students that align with Club programming.
- Ask teachers and the principal to give referrals for the program.
- Secure a list of school events and have BGCNF Club staff members attend.
- Based on test scores released in summer 2023, identify and target specific students and their families, using personal invitations and contacts.

Retention Strategies

- Conduct Club member surveys to secure feedback and preferences for enrichment.
- Create excitement around Club programming to engage students.
- Inquire with parents about student absences of more than two days in the program and help to solve attendance barriers.
- Routinely share information about the BGCNF programs to parents as they pick up their children and integrate information to keep their children engaged as part of our adult-family member program activities.
- Work directly with school administration to improve Club member retention.
- Ensure that support is given to members with different learning styles.

BGNCF takes the safety and security of our members very seriously. In most cases Boys & Girls community-based Club sites are strategically located within walking distance for our Club members but transportation from schools to the Club sometimes poses a problem for parents.

Subsequently, some of our Club sites utilize buses and vans from our fleet of vehicles to transport members from area schools. BGCNF's vehicle fleet is routinely maintained, licensed, and insured. Staff and bus drivers are required to comply with BGCNF's safe driving requirements inclusive of the proper training, employment screenings, a safe driving record, good customer service skills and being certified with a CDL when required.

Parents must complete a transportation pick up form allowing BGCNF to pick their child up from school. The Club maintains a list of members who ride the bus from each school and utilizes that list to ensure successful member pick up at each school location. Additionally, the Club utilizes a sign in and sign out procedure for its members and requires that a parent or guardian sign out their child each day when

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

they are picked up. Should a parent or guardian not be available to pick their child up, we require that the parent sign a release form allowing the child to sign themselves out. This policy is utilized on a very limited basis as parents are encouraged to pick up their children from the Club. All BGCNF vehicles and routes are coordinated with the Director of Transportation. Unit Directors coordinate bus drop offs with the School System.

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. 1 page)***

Each site delivers 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. Each site also 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, 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 fun, and establish positive relationships in a safe environment. 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.

Each site partners 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, we work 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.

12. **Explain how the program will provide school-wide Case Management to ensure participants are provided with well-coordinated services** ***(Maximum 15 points- approx. 1 page)***

Staffing, expertise, time, skills, education, requirements

Northwest Behavioral Services will provide five full-time Bachelor level Targeted Case Managers (TCM) from an accredited college or university with emphasis in a recognized human service field and at least two years' experience in mental health or related field. Must complete the State required Targeted Case Management Course with a Medicaid Provider Number and Must be certified as State ADM Case Manager.

Case manager(s) role in ensuring family stability

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

*Case Management Comprehensive Services:

Case Managers will provide direct assistance to students and their parents or guardians who have identified medical, social, educational, or other supportive service needs. This support includes at least monthly contact through phone calls and in-person visits conducted at the school, in the home or within the community to ensure continuity of care and service coordination.They will assess the needs of each student and develop and implement a goal-oriented service plan to stabilize the students in school as well as in the community environment. They will link the student to necessary mental health services (e.g., therapy, psychiatric and medication management, trauma, substance abuse) and monitor those services while advocating for participant needs. Case Managers will support the clinical treatment recommendations that meet the students' mental and physical health disabilities. They will serve as participant advocates, developing, implementing and monitoring treatment plans, monthly. Case managers will assess options and services on behalf of the students.

*Case Managers Wraparound Services:

Case Managers will also provide wraparound services that focus on the entire family by assessing a family's various needs and collaborating with each member as they work towards everyone's identified goals. The Case Managers will coordinate services, link the family to community resources, support, and access available funding, as needed, for expenses necessary to increase a family's quality of life and stability. Additionally, the Case Managers will monitor each family plan of services, its implementation and its effectiveness, monthly.

*Case Managers Facilitating Behavioral Support Groups:

Provide after-school support services by directly facilitating emotional and behavioral support groups with students. These interactive sessions offer a safe space for students to express themselves, develop social skills, and practice positive coping strategies. Through ongoing engagement in a consistent school environment, Case Managers reinforce healthy routines, increase student participation, and build trusting relationships that contribute to the students' overall emotional well-being.

*Case Managers Supporting Facilitator-Led Workshops:

In addition to group sessions led by Case Managers, students also participate in topic-specific workshops led by designated facilitators (non-Case Managers). These workshops focus on behavioral and social-emotional development and are designed to complement the individualized work being done by Case Managers. While facilitators lead the sessions, Case Managers will monitor how workshop participation supports each student's progress. As part of a coordinated service model, these workshops extend and reinforce case management goals by enhancing engagement, promoting positive behaviors and supporting overall student development.

*Case Managers Collaborating with Therapists:

Case Managers will collaborate closely with the designated Therapist assigned to support BNGC students/members to ensure that each participant's mental and emotional health needs are effectively addressed within their overall service plan. This partnership involves sharing observations, coordinating

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

schedules, and aligning therapeutic goals with case management objectives. By working together, Case Managers and Therapists can track progress, reinforce

strategies across school, home, and community settings, and maintain consistent, integrated care. This collaborative approach enhances communication among service providers and supports improved outcomes for both students and their families.

*Case Managers Connecting Families to Crisis Services:

Case Managers will ensure that all students and families have access to our free Trauma Crisis Hotline and Mobile Specialist services (1-833-987-2862), Monday – Friday (8a to 11p) and 24/7 Weekends. Trauma Responders answer all calls immediately and respond to the site (e.g., home, school, community, etc.) within 60 seconds (determined by phone call assessment) of the call to provide immediate intervention, deescalate crisis and determine level of care.

Case manager management of records

TCM's follow HIPAA Guidelines, comply with state regulations and use an electronic health record system (Notenetic) as a safeguard and encryption. Additionally, TCM's store confidential information in locked file cabinets.

13. **Describe the use of innovative, research-based literacy instructional practices that will be used to guide and transform struggling readers. Explain how the required one (1) hour a day for literacy instruction will be provided.** ***(Maximum 15 points- approx. 1 page)***

Describe the use of innovative, research-based literacy instructional practices that will be used to guide and transform struggling readers. Explain how the required one (1) hour a day for literacy instruction will be provided. (Maximum 15 points- approx. 1 page)

The Boys & Girls Clubs of Northeast Florida are committed to using innovative literacy instructional practices to guide and transform struggling readers. We recognize the critical importance of literacy skills in academic success and overall development. Here is an outline of how the organization will implement these practices and provide the required one hour of daily literacy instruction:

1. **Qualified Instructors and Staff:** BGCNF will employ a full-time Literacy Director. The Literacy Director will lead a team of certified teachers. They will also ensure that teachers responsible for delivering literacy instruction are qualified and trained in instructional practices. The Director and Teachers will receive ongoing professional development and support to enhance their skills and knowledge in literacy instruction ensuring that students receive high-quality, effective instruction from knowledgeable educators.

2. **Individualized Instruction:** Recognizing that struggling readers have unique needs; we will provide individualized instruction to address each child's specific challenges and strengths. Teachers will conduct assessments to identify areas of improvement, determine reading levels, and develop personalized literacy plans for each student. This personalized approach allows instructors to address specific gaps and accelerate progress.

3. **Structured Literacy Time:** During the hour of structured literacy time students will participate in individualized instruction inclusive of three differentiated small reading groups. Small group placement will be determined by the Fountas & Pinnell Benchmark Assessment System or

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Lexile scores. Small groups will be homogeneous and consist of three rotations, lead by certified teachers.

Rotation 1: Teacher-Lead using the Leveled Literacy Intervention curriculum or standards-based instruction. The standards that are coved will align to the DCPS curriculum guide or focus calendar created by the Literacy Director and the school-based Reading Interventionist

Rotation 2: Computer-based using instruction through Renaissance Learning / Freakle

Rotation 3: Independent Reading with text-based comprehension questions or a weekly standard-based assessment

4. **Monitoring and Progress Tracking:** All participants will be assessed at the being of the program year using Fountas & Pinnell Benchmark Assessment Systems (BAS) to determine their independent and instructional reading levels according to the F&P Text Level Gradient. It will also be used throughout the program to progress monitor. Fountas & Pinnell Benchmark Assessment Systems (BAS) will be administered three times during the year, August, December, and May to monitor growth. Growth will be determined through the change in a student's ability to read and comprehend a higher level of text. Additionally, i-Ready (K-2), Achieve 3000 (3-5) and Florida Assessment of Student Thinking (FAST) data will be triangulated as another tool for tracking participants' progress. These assessments are also administered three times a year.

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress

14. **Demonstrate how Project Based Learning (PBL) will be incorporated into the summer program. Describe a plan for one-week outlining a sample of a PBL theme from start to finish and how it would be implemented in your program. Explain how the required two hours (2) for summer literacy and/or supplemental activities will be provided.** ***(Maximum 15 points- approx. 1 page)***

Project Based Learning (PBL) actively engages members in real-world and personally meaningful projects. All PBL activities introduce and reinforce numeracy and literacy concepts to prepare members for the next school year and helps prevent summer brain drain. This project inspires members to create a unique sandwich, a song, bots that make life convenient, beauty from destruction or a Climbing wall memory, Members reflect on experiences through journaling and other writing exercises. The required

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

two hours of literacy programming in the summer will be delivered in the weekly themed projects. For example, members at all levels will engage in poetry writing, and the Spelling Bee across PBL activities.

The weekly plan below outlines the PBL activity, **Let's CREATE – Music, STEAM, and Exercise Week** Additional summer literacy activities and supplemental activities are outlined in the chart that follows.

Summer Project Based Learning - Sample Week *Let's CREATE – Music, STEAM, and Exercise Week*	
Time	**Activity (Monday-Thursday)**
8 a.m. to 9 a.m.	Sign-In and Low Organized Activities
9 a.m. to 10 a.m.	Enrichment Block 1 –***Music Makers*** – This program brings together basic instrument instruction, collaborative playing and imagination to show members that everyone can make music. Some members may want to go further and learn how to play a particular instrument with a measure of expertise. Some members may just delight in realizing that making music is within their reach. At the very least, members will have fun together. They will learn to relate to themselves and others as they share and make music together. Those are lessons that will last a lifetime.
10 a.m. to 11 a.m.	Enrichment Block 2 – ***Healthy Habits*** – Programs include Six Lessons themed "Food IRL" which allows students to learn about the origins of their favorite foods, such as their favorite sandwich which includes research on sandwich shops and where they came from. These lessons encourage teamwork, critical thinking and learning to care about where food comes from. The Healthy habits program helps create a positive and intentional relationship with food.
11 a.m. to Noon	Enrichment Block 3 – ***DIY STEM*** – Club Members use materials to create science-based projects such as an art bot, motorized vehicle, or the "world's smallest slide". Members must follow directions and work as a team to use the materials provided to successfully build the project at hand. Teachers will incorporate research and reading into the daily activities associated with this track of learning.
Noon to 1 p.m.	Lunch
1 p.m. to 20 p.m.	Enrichment Block 4 - **Summer Brain Gain** lessons themed Around the world – starting with "Let's visit Brazil". Club Members are introduced to the geographical location of Brazil through a game about continents and countries. Club Members explore the differences in culture of Brazilians.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

2 p.m. to 3 p.m.	Enrichment Block 5 – **Youth Arts** allows club members to engage their imagination by creating different hands- on art projects. An example is a lesson called "Destroy to Create" where club members are prompted to tear up paper and use the fragments to create a new image.
3 p.m. to 4 p.m.	Enrichment Block 6 – ***Triple Play*** Daily Challenges – These challenges allow club members to do physical activities that build movement skill and positive attitudes toward physical movement.
4 p.m. to 5 p.m.	Snack & Dismissal
Time	**Activity (Friday)**
10:00 a.m. to 4:00 p.m. Includes Nutrition / Lunch Break	**Field Trip: Rock Climbing Gym** Club members learn that building confidence is built by doing. Before the field trip, members build confidence? by being allowed to safely explore outside their comfort zone. Rock climbing gives them the opportunity to make choices and decisions in the process of physical activity in a safe environment. Club members learn from the choices they make and understand which ones give them confidence in their independence and decision-making skills, promoting self-esteem.

BGCNF Summer Literacy/Supplemental activities
In addition to Poetry Writing, and the Spelling bee, Club members the following fun and exciting activities designed to improve literacy skills: • Journaling encourages members to express themselves through written word capturing their Club experiences throughout the week. • Drama Matters encourages members to engage in hands-on performing arts activities helping to improve reading achievement. • Reader's Theatre involves members ages 6 to 12 reading orally through parts in scripts which increases reading fluency, phonemic awareness, presentation skills and self-confidence. • STEM activities help members develop and apply literacy and numeracy skills in the disciplines of science, technology, engineering, and mathematics by reading instructions, following outlined plans and blueprints, and notetaking. Club Members learn basic coding skills and apply learned skills in all academic areas.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

15. ***Describe Contractor's plan to engage families, identify/address needs, while empowering and equipping family members to engage more substantively in their children's learning. Describe two (2) or more family engagement opportunities that will be offered and how they will help children and families develop strong connections with their community. (Maximum 15 points - approx.1 page)***

The Boys & Girls Clubs of Northeast Florida recognizes the importance of family engagement in promoting positive outcomes for young people. The organization has developed a plan to engage families, identify and address their needs, and empower and equip family members to play an active role in their children's learning and development. The importance of family engagement is immense and because of this BGCNF will contract with Writejustine, LLC (Contractor).

Contractor's experience includes:

- Leading top-rated public and private after-school programming
- Inaugural Director for Duval County Public Schools' Parent Academy. (www.duvalschools.org/ParentAcademy), hosted and mentored seven (7) additional counties in implementing Parent Academies in their districts. Ms. Leathers intends to implement some of the key elements of this program into the programs offered under the Read Jax Literacy Pilot.
- Co-created the "Parent's Who Lead" program, while with DCPS, in partnership the Jacksonville Public Education Fund and Kids Hope Alliance
- Ms. Leathers is a lifelong resident of Jacksonville, who grew up in Health Zone 1 (32209) therefore, she understand the needs of youth and parents in our region's communities of need.

Writejustness, LLC will implement various strategies, including regular communication through newsletters, emails, phone calls, and social media platforms to engage families. The contractor will host family engagement events and workshops, partnership with Duval County Public Schools' Parent Academy, that provide opportunities for parents and caregivers to connect with each other, club staff, and community resources. Ms. Leathers will identify one of her team members to be responsible for making sure families have a voice in decision-making processes and program planning.

Writejustness, LLC will conduct regular assessments and surveys to gather feedback and insights to identify and address the needs of families. Team members will collaborate with community partners to provide resources and services that meet the unique needs of families, such as parenting workshops, counseling services, and access to health and wellness programs.

Writejustness staff will offer training and support programs to empower and equip family members. These programs may include workshops on parenting skills, financial literacy, career development, and accessing community resources. They will also provide opportunities for families to participate in skill-building activities together, such as cooking classes, technology workshops, or arts and crafts sessions.

Two examples of family engagement opportunities that help children and families develop strong connections with their community are:

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

1) **Back to the Dinner Table:**

BGCNF will organize an electronics-free Club wide dinner. This will take place in November. The Club will provide a healthy meal and talking points throughout the meal service. The event will provide families with the opportunity to disconnect from the modern plugged-in lifestyle and reconnect with their community.

2) **Financial Literacy and Tax Preparation Event:**

BGCNF will organize a financial literacy and tax preparation event. The event will take place during tax season. The goal of the event would be to educate and provide support for families filing taxes. Best practices and digital tools from industry professionals will be shared.

Through these family engagement opportunities, we will facilitate meaningful connections between families, children, and the community. By empowering families and addressing their needs, the organization aims to create a supportive and collaborative environment that maximizes the potential for children's growth, learning, and success.

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

Success Indicators for BGCNF Programs		
Successful Program Completion Goals	**Program Objectives** **Members will:**	**Timeframes**
Academic Achievement	Receive passing grades for all nine weeks of the school year. If a grade is lower than passing the member will work with staff to increase the grade.	Quarterly
Graduation/Promotion	Graduate from high school on time. Are promoted to the next grade level.	End of School Year
Club attendance	Attend 80 percent of annual program days.	Year-Round
Program Attendance: Power Hour	Attend 90 percent of Power Hour classes during days present. Power Hour is the BGCNF academic hour and designed to increase grade level learning.	Year-Round
Program Attendance: Enrichment	Attend 80 percent of enrichment programming while at the Club, which includes programming the five core program areas. The Arts, Sports & Recreation,	Year-Round

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

	Education, Character & Leadership, and Health & Wellness.	
Program Participation: Mentoring	Attend 80 percent of mentoring programs while at the Club. This includes peer to peer, group, and enrichment-based mentoring.	Year-Round
Program Assessment: Pre & Post Program Surveys	Complete Pre and Post surveys for enrichment programming they attend.	Quarterly
National Youth Outcomes Initiative	Complete the National Youth Outcomes Initiative survey.	Annually

17.* Explain how fun, age-appropriate physical fitness activities will be provided. *(Maximum 15 points - approx. ½ page)

BGCNF offers two signature programs and swimming lessons to all Club members during the summer, that promote safe, fun, age-appropriate physical activities.

1. **Camp Deep Pond: The Ultimate Outdoor Classroom-Signature Program**

Camp Deep Pond is the only experiential outdoor program serving Duval County and surrounding areas. BGCNF offers this unique outdoor experience for Club members to spend two (2) days in the summer and during the week of the DCPS spring break. Members will engage in water sports and ride bicycles, fish, and kayak; launch rockets as part of the STEM curriculum; and learn the basics of ecology and conservation, through The ***Ultimate Journey*** curriculum. Club members will make new friends, connect with caring adults, and gain an appreciation for the outdoors in a safe environment.

2. **BE GREAT Olympics – Signature Program**

Members participate in the BE GREAT Olympics every summer. Clubs get together and compete in traditional Olympic style games against members from other Clubs. A medal ceremony and recognition help with self-esteem and recognize accomplishments in athletics.

3. **Free Swimming Lessons for ALL Club Members**

Through a partnership with The Bolles School, YMCA, and the City of Jacksonville Parks and Recreation and a BGCNF Board Member, all BGCNF Club members will receive swimming lessons by trained lifeguards for free.

Additionally, Club members will engage in ***Triple Play*** daily challenges through outdoor games, cooperative activities, team sports basketball, baseball, tennis, and field trips that engage Club members in physical activity like Urban Air and Velocity, (activity parks with trampolines), to help them become more physically fit while developing and improving athletic skills.

***18.* Explain how your program will meet the nutritional needs of the children (afterschool and summer). Describe how nutrition education will be delivered using creative methodologies**

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

to educate children about the importance of proper nutrition and a balanced diet. ***(Maximum 12 points - approx. ½ page)***

BGCNF is a sponsor of the FDACS Summer BreakSpot food program. Under this program, BGCNF will provide warm meals and healthy snacks to all children in our community-based sites during the Summer, see partner letter attached. BGCN will continue working with Duval County Public Schools to provide healthy meals and snacks for all children in our school-based sites. This site will provide the required catered meal and snacks from 8 a.m. and 5 p.m. All meals and snacks served are USDA certified to meet the nutritional requirements for this site's age groups. During this time staff will discuss subjects like recycling, the importance of choosing healthy snacks, and the risk of eating too much sugar, fat, and processed foods. Staff members will challenge Club members to make gradual dietary changes that will benefit them and their families.

As nutrition education champions, Club members create a plan to improve eating habits focusing on issues that are relevant to them, like drinking water as opposed to sugary juices and sodas. Staff create lesson plans that help members understand the importance of taking ownership of their own health. As part of the lesson, Club members are prompted to think about how they feel physically and mentally when they eat certain foods or drink certain beverages. They begin to understand the mind-body connection, helping them to make better nutritional choices for optimal health. BGCNF staff find that Club members are especially teachable in the meal setting. During this time staff will discuss subjects like recycling, the importance of choosing healthy snacks, and the risk of eating too much sugar, fat, and processed foods.

In addition, BGCNF staff use the following creative methodologies in the afterschool program to improve overall well-being:

- ***Healthy Habits,*** the "Mind" component of the ***Triple Play*** program, focuses on making choices that support a healthy eating pattern and physical wellness. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence, and motivation to eat healthy for life.

- Club members will **create a plan** to improve eating habits focusing on issues that are relevant to them, like drinking water as opposed to sugary juices and sodas. Staff create lesson plans that help members understand the importance of taking ownership of their own health. As part of the lesson, Club members are prompted to think about how they feel physically and mentally when they eat certain foods or drink certain beverages. They begin to understand the mind-body connection and make better nutritional choices for better health.

19. **Describe how the specific curriculum will be used in a creative and meaningful way to enhance social emotional learning.** ***(Maximum 15 points - approx. 1 page)***

The Health and Wellness YDP integrates social emotional learning concepts throughout all programs and services. Club staff facilitate activities that foster resiliency, self-confidence, coping skills, self-respect, respect for others and relationship building. The evidence based BCGA ***SMART*** program curriculum provides lesson plans, pacing guides, training components and assessment tools to provide meaningful, positive experiences for Club members of all ages.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

The SMART Moves family of programs assist Club members in resisting alcohol, tobacco and other drugs and premature sexual activity and to overcome obstacles that impede their development in leading successful lives and achieving their goals. The ***SMART*** programs are outlined below describing programming according to age.

- ***SMART Moves*** provides Club members the knowledge, skills, and self-esteem to help them make healthy choices and practice responsible behaviors.
- The ***SMART Kid*** module is for members ages 6-9 helping them understand how risky behavior (drugs, alcohol, gangs) can impact their future.
- ***Star SMART*** reaches members ages 10-12 with the same message as ***SMART Kid*** but includes discussions on illegal substances and sexual abstinence.

Below are two examples of program activities used to enhance social- emotional learning throughout the 170 days in the Afterschool program:

Good Things - a small group game that validates a member's ability to set a positive atmosphere with a caring tone of voice. Members are encouraged to share one good thing that happened to them "today." Club members volunteer to share with the group and the group responds in celebration, affirming the members courage to share. All members get involved with the game and each day a new member is given an opportunity to share their "GOOD THING".

The Write Around - This activity gives members a chance to silently appreciate one another while building writing fluency. Each member writes his/her name on a blank sheet of paper. The papers are collected and then randomly passed out. Members are then asked to write something kind about the person whose name they received. This is repeated several rounds and then those papers are handed back to the original owner who reads the results aloud.

20. **Demonstrate how your program shall provide a diversity of cultural arts and enrichment activities to the children they serve. Describe the types of activities you intend to provide and how the children will benefit from the activities, as well as any previous experience you have had in this area. Discuss the number of field trips that will be offered and a sample of the types of trips. *(Maximum 15 points - approx. ½ page)***

BGCNF sites offer research-based programs through BGCA that offer opportunities to provide a diversity of cultural arts and enrichment activities. One of the five core programs is a focus on The Arts. Programming in The Arts allows Club members to explore their talents and interests, understand the value of other cultures (languages, food, rituals, celebrations, and music) and participate in performing, visual, and creative writing arts. In addition to BGCNF programs that foster cultural arts enrichment, Club members go on field trips, and learn from guest speakers and subject matter experts to enrich the cultural experience with stories, mural making, and historical accounts helping members to value similarities and differences between cultures.

Additional examples of program activities that BGCNF may use to provide a diversity of cultural arts and enrichment activities throughout the 170 days in the afterschool program:

Youth for Unity: This Activity engages members and parents in activities designed to promote diversity and combat prejudice, bigotry, and discrimination. As our nation becomes increasingly diverse, our Club

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

members need the knowledge and skills to thrive in a globally connected society and world. ***Youth for Unity*** consists of a comprehensive, broad-based set of programmatic interventions that build the capacity of local Clubs to help their Club members appreciate themselves as well as unique and special individuals and to recognize bias and unfairness.

Black History Month: Clubs do a variety of activities and events that educate members about the accomplishments of African Americans during Black History month. Activities include Reading poetry and other work by Black authors, recreating Artwork by Black artists, and highlighting other influential African Americans in their community.

Benefits for Club members:

As Club members engage in cultural arts and enrichment activities on a regular basis creativity and self-expression is stimulated, and literacy, and problem-solving skills improve. These activities help establish connections to the community and help members gain an appreciation for cultural differences.

PERFORMANCE MEASURES AND DATA MANAGEMENT

21. **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)***

Each month, Area Directors conduct a walk-through of each of their Club sites, completing a standards rubric that addresses safety, program implementation and tracking, staffing, and deliverables. The site supervisor uses the results of the rubric to set goals and plan training that are aligned with the quality measures that need improvement.

All curriculum for evidence based, BGCA national programs, include diagnostic assessments, qualitative surveys, and pre and post-tests. Through our partnership with Duval County Public schools, Club staff can access One View, to retrieve report cards, progress reports, discipline referrals, and teacher comments. Club staff will use collected data to improve our Club members' academic performance or to improve behavior. Club staff ensure that all attendance sheets are completed daily. Club member participation is gathered daily for academic, cultural, social, and emotional and enrichment programs. BGCA requires annual survey data from Club members, staff, and parents to enhance programming and improve the Club experience.

Population Goals

1. Duval Children and Youth are Physically and Mentally Healthy and Safe

(a) Children and youth have access to safe and available places to play and build

relationships

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

(c) Children and youth receive the knowledge, support, and access to resources to live a healthy lifestyle.

2. Duval Children and Youth Succeed in School

(e) Children and youth have access to available high quality supplemental education and enrichment

3. Duval Youth Successfully Transition to Adulthood

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

Performance Measures

Duval County Public Schools Data Provided by KHA

5(a) School attendance rate of participation

5(b) Number of Behavioral infractions for participants

5(e) Promoted Students

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

Click or tap here to enter text.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

JR Approved

EXHIBIT B-1-4 (4/17/26)
Boys' and Girls' Clubs of Northeast Florida, Inc.
READ Jax Literacy Collaboration Pilot
Unit of Service by Programs

A.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 14.41	170	80 students	$ 195,976.00
			Subtotal	**$ 195,976.00**
Case Management	$ 35.44		per unit	$ 85,064.13
Literacy Tutoring	$ 29.34		per unit	$ 84,520.55
Family Engagement	$ 13.42		per unit	$ 32,210.00
			Subtotal	**$ 201,794.68**
Out-of-School Time (Summer)	$ 25.00	28	60 students	$ 42,000.00
Total			**1 Site***	**$ 439,770.68**

***Arlington Elementary School**

B.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 14.41	170	80 students	$ 195,976.00
			Subtotal	**$ 195,976.00**
Case Management	$ 35.44		per unit	$ 85,064.13
Literacy Tutoring	$ 29.34		per unit	$ 84,520.55
Family Engagement	$ 13.42		per unit	$ 32,210.00
			Subtotal	**$ 201,794.68**
Out-of-School Time (Summer)	$ 25.00	0	0 students	$ 0
Total			**1 Site***	**$ 397,770.68**

***Arlington Heights Elementary School**

C.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 14.41	170	160 students	$ 391,952.00
			Subtotal	**$ 391,952.00**
Case Management	$ 35.44		per unit	$ 85,064.13
Literacy Tutoring	$ 29.34		per unit	$ 84,520.55
Family Engagement	$ 13.42		per unit	$ 32,210.00
			Subtotal	**$ 201,794.68**
Security (Afterschool)	$ 28,050.00		per unit	$ 28,050.00
Out-of-School Time (Summer)	$ 25.00	28	100 students	$ 70,000.00
Total			**1 Site***	**$ 691,796.68**

*** Highlands Elementary School**

D.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 14.41	170	80 students	$ 195,976.00
			Subtotal	**$ 195,976.00**
Case Management	$ 35.44		per unit	$ 85,064.13
Literacy Tutoring	$ 29.34		per unit	$ 84,520.55
Family Engagement	$ 13.42		per unit	$ 32,210.00
			Subtotal	**$ 201, 794.68**
Out-of-School Time (Summer)	$ 25.00	28	60 Students	$ 42,000
Total			**1 Site***	**$ 439,770.68**

***Northwestern Legends Elementary School**

E.

Section A. Total	**$ 439,770.68**
Section B. Total	**$ 397,770.68**
Section C. Total	**$ 691,796.68**
Section D. Total	**$ 439,770.68**
Program Total	**$1,969,108.72**

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

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

Letter of Intent
Agency Award Information: FY26-27

ESC	Contract #	Agency
ESC-0354-23	70583-23	Communities In Schools of Jacksonville

2026-02-12
Jerome Baltazar, Chief Financial and Operations Officer
Communities In Schools of Jacksonville
532 Riverside Ave. Ste. 3OH
Jacksonville, FL 32202
RE: Letter of Intent
Dear Kids Hope Alliance Contract Manager:

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

Program Location(s) (Please list all locations)	Read Jax Literacy Collaboration Pilot Pinedale Elementary School 4229 Edison Avenue, 32254 Reynolds Lane Elementary School 840 Reynolds Lane, 32254 Woodland Acres Elementary School 328 Bowlan Street, 32211 Rufus E Payne Elementary School 6725 Hema Road, 32209
Program Start Date	June 1, 2026
Program End Date	May 31, 2027
Contract Amount (12month budget)	$2,074,524

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

Jerome Baltazar
(904)344-3900
jbaltazar@cisjax.org
Chief Financial and Operations Officer

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

Approved by: Signed by: Jerome Baltazar E5581B04B8AB4B7... **Date:** 4/7/2026

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

FY 26-27 Scope of Services	
ESC	**Agency**
ESC-0354-23	Communities In Schools of Jacksonville

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

Funding Approved for FY26-27: $2,074,524

Number of Proposed Children/Youth 26/27: AS 420 Summer 240

Scope of Services:
The contract allows CIS to provide case management, academic assistance, literacy tutoring, enrichment activities, and family engagement after school to 4 elementary schools.

CIS Case Managers check in with families to ensure they have the support they need to be successful. By taking a holistic approach of checking in with the family we can address challenges the student may have due to home situations. Our staff have assisted families that were homeless or facing homelessness, food insecurity, in need of clothing and bus transportation and struggling by linking them to resources to assist them and at times directly providing emergency housing and food assistance.

Academic assistance provided under careful supervision of our certified teachers in coordination with the school principal, students can enhance their literacy skills, complete their homework assignments, and stay on track with their studies.

To address the literacy, need our AmeriCorps tutors serve students reading below grade level during the day and in the AfterSchool Program. AmeriCorps members use a curriculum pre-pared by the University of Florida Literacy Institute (UFLI), which is an ongoing effort by UF faculty to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development.

Exciting enrichment activities our Afterschool program also creates a dynamic space where kids can forge meaningful connections with their peers through engaging activities like sports, dance, cheerleading, symphony, robotics, literacy enhancement, and more. Our highly qualified after-school staff members and partners nurture every interest. To deepen the enrichment experience we have an extensive range of partners that come in to provide exposure to life experiences that many are not accustomed to. A few of these partners are (Cornbread, Knots4Kids, Operation Save Our Sons, Stem2Hub, WildEDU, Yoga4Change, etc.)

Family Engagement is provided by I'm a Star Foundation. They coordinate family engagement events in line with the schools' needs and initiatives. By age there are 2 family engagement opportunities offered per month.

Program Impact:
Through the Afterschool program, we have seen a rise in students' grades in literacy and math through the first two quarters. Attendance for those students participating in our programs have increased to fewer unexcused absences. Also, parent involvement has elevated through the schools and our program.

Our literacy services, utilizing the UFLI (University of Florida Literacy Institute) curriculum, have significantly improved students' reading proficiency. By providing explicit and structured lessons, we help

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

students strengthen their decoding skills, improve reading fluency, and expand their vocabulary. Overall, the UFLI curriculum equips students with the foundational skills necessary for long-term academic achievement.

Program Outcomes:
Behavior has been great with those students who do are in the program

- Better Parent Involvement through our partnership with the Administration in the school building, as well as with our partners.
- Increased literacy scores by working with the school principal identifies a literacy staff/administrator to train CIS tutors. In addition, DCPS and UFLI provide ongoing training during the school year for our CIS tutors.

Obstacles:
Sustaining quality Enrichment staff to have in front of our students. The funding that was received allowed us to raise the rate of pay to keep those individuals in front of the students.
Delays in reimbursements due to KHA review delays of submitted deliverables.

Proposed changes, additions, deletions, or general improvement:
To secure additional funding for placing additional AmeriCorps members and case managers in our programs that need those extra services. Case Management at all 11 elementary sites and AmeriCorps at our middle school sites.

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

EXHIBIT B

Communities in Schools of Jacksonville, Inc.

READ Jax Literacy Collaboration Pilot

Unit of Service by Programs

A.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$14.41	170	100 students	$244,970.00
Case Management	$28.00		per unit	$80,640.00
Literacy Tutoring	$22.60		per unit	$81,360.00
Family Engagement	$28.00		per unit	$50,400.00
			Subtotal	$457,370.00
Out-of-School Time (Summer)	$25.00	28	80 students	$56,000.00
Total			**1 Site***	**$513,370.00**

***Pinedale Elementary School**

B.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$14.41	170	140 students	$342,958.00
Case Management	$28.00		per unit	$80,640.00
Literacy Tutoring	$22.60		per unit	$81,360.00
Family Engagement	$28.00		per unit	$50,400.00
			Subtotal	$555,358.00
Out-of-School Time (Summer)	$25.00	28	80 students	$56,000.00
Total			**1 Site***	**$611,358.00**

***Reynolds Lane Elementary School**

C.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$14.41	170	80 students	$195,976.00
Case Management	$28.00		per unit	$80,640.00
Literacy Tutoring	$22.60		per unit	$81,360.00
Family Engagement	$28.00		per unit	$50,400.00
Security			per unit	
			Subtotal	$408,376.00
Out-of-School Time (Summer)	$25.00			
Total			**1 Sites***	**$408,376.00**

*** Rufus Payne Elementary School**

D.

Description	Cost	Service Days	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$14.41	170	100 students	$244,970.00
Case Management	$28.00		per unit	$80,640.00
Literacy Tutoring	$22.60		per unit	$81,360.00
Family Engagement	$28.00		per unit	$50,400.00
Security	$28,050		per unit	$28,050.00
			Subtotal	$485,420.00
Out-of-School Time (Summer)	$25.00		80 students	$56,000.00
Total			**1 Site***	**$541,420.00**

***Woodland Acres Elementary School**

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

E.

Section A. Total	$513,370.00
Section B. Total	$611,358.00
Section C. Total	$408,376.00
Section D Total	$541,420.00
Program Total	**$2,074,524.00**

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

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: CB99FC6B-ED57-4438-AB86-3817CDA56163

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

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

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: Read Jax Literacy Collaboration Pilot

Requested Action and Justification:

Requesting approval to amend the award to the below referenced vendors for the Read Jax Literacy Collaboration Pilot, to increase by $56,100.00 for additional afterschool security at two sites per the attached Unit of Service Budgets.

a. Contract # 70581-23, AMD #8, Boys' and Girls' Clubs of Northeast Florida, Inc. increase in the amount of $28,050.00 for afterschool security at Highlands Elementary School. The total revised maximum indebtedness amount shall be $5,508,942.16.

b. Contract # 70583-23, AMD #6, for Communities in Schools of Jacksonville, Inc. increase in the amount of $28,050.00 for afterschool security at Woodland Acres Elementary School. The total revised maximum indebtedness shall be $5,616,137.40.

Total expenditure amount not to exceed $11,125,079.56.

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:**	05/17/2023

POA #:	Multiple	**PO #:**	Multiple	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0354 23	**Contract #:**	Multiple	**Contract Amd #:**	8 & 6
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:**	00000455	$ 56,100.00
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 11,125,079.56	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE_OF_THE_DIRECTOR		
Concurrence:	DocuSigned by: Sandra Moss E35E806A4AF9438...	**Title:**	KHA - CHIEF EXECUTIVE OFFICER 9/8/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Signed by: Wallace Cohen, Olive 4A7B2218A4E49...	**Chief of Procurement:**	Signed by: B19F1D517352458... 9/16/2025
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:**	DocuSigned by: Karen Bowling 1C34E1215562481...
Date:	9/18/2025	**Date:**	9/18/2025

Karen Bowling
Chief Administrative Officer
For: Mayor Donna Deegan
Under Authority Of:
Executive Order No: 2023-02

Docusign Envelope ID: CB99FC6B-ED57-4438-AB86-3817CDA56163

Docusign Envelope ID: 8AF06A76-82A8-4CBF-AAA8-3260D884203F

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: Read Jax Literacy Collaboration Pilot

Requested Action and Justification:

Request approval to ratify the period of service from June 1, 2025 through date of executed contract. Request approval to utilize the second (2) of three (3) one (1) year renewal options with Boys' and Girls' Clubs of Northeast Florida, Inc., as outlined in the attached Exhibit 3, Unit of Service Budget. There were delays in renewal submission due to scope and budget negotiations with the Provider. Period of service will be date of executed contract through May 31, 2026 with an expenditure amount of $1,899,058.72. The total not to exceed expenditure is $11,026,979.56.

a. Contract # 70581-23, Amd 6, Boys' and Girls' Clubs of Northeast Florida, Inc. - $1,899,058.72; NTE $5,438,892.16.
b. Contract # 70583-23, Amd 5, Communities in Schools of Jacksonville, Inc., was previously renewed on the Award dated 6/5/25.

Upon approval of this request, a contract amendment will be executed by the Office of General Counsel

Supplier:	Boys' and Girls' Clubs of Northeast	**Basis of Award:**	Highest Evaluated	**BID Opening Date:**	05/17/2023

POA #:	70581-23	**PO #:**	681463-24	**Change Order #:**	
Solicitation #:	RFP-NONCON ESC-0354 23	**Contract #:**	70581-23	**Contract Amd #:**	6
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:**	00000455	$ 1,899,058.72
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$
Fund:		**Center:**		**Acct:**		**Proj:**		**Activity:**		$

New NTE/GMP:	$ 11,026,979.56	**Contingent Amt:**	$ 0.00	**DMP/ODPO Amt:**	$ 0.00

Using Agency/BU:	JCOD:OFFICE OF THE DIRECTOR		
Concurrence:		**Title:**	KHA - CHIEF EXECUTIVE OFFICER 6/26/2025
Concurrence:		**Title:**	
Concurrence:		**Title:**	
Concurrence:		**Title:**	

Procurement Analyst/Buyer:	Simpson, Sandy	**Chief of Procurement:**	7/8/2025
Name:	Simpson, Sandy	**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 DS Karen Bowling Chief Administrative Officer For Mayor Donna Deegan Under Authority Of Executive Order No. 2023-02
Date:	7/10/2025	**Date:**	7/10/2025