



**ESCAMBIA**  
**CHILDREN'S TRUST**

Our Children. Our Community. Our Future.

# **ANNUAL REPORT**

**2024-2025**







The Escambia Children’s Trust (ECT) submits this annual report to the Board of County Commissioners of Escambia County in fulfillment of statutory requirements to summarize goals, activities, and community investments for fiscal year 2024–2025.

The programs, objectives, and activities of The Escambia Children’s Trust align with the intent of Section 125.901, Florida Statutes, to:

- Provide and maintain preventive, developmental, and other services that promote the general welfare of children.
- Collect information and statistical data and conduct research to inform the identification of children’s needs in Escambia County; and
- Consult and coordinate with public and private agencies dedicated to the welfare of children to avoid duplication of services and address critical service gaps.

With continued strategic direction and fiscal oversight from its Board of Directors, ECT has sustained and expanded programming across its primary investment areas. During fiscal year 2024–2025, community investments were made through 43 contracts with local organizations serving children and families in areas of greatest need throughout the county (see funded service provider list and map).

This fiscal year also reflected continued progress in leveraging grant funding to strengthen community impact. ECT launched its first one-time CARES (Community, Access, Resilience, Empowerment) grant to address emerging and ongoing family needs, including community violence prevention and workforce and youth development initiatives. New partnerships were established with the National Flight Academy to provide week-long camps that engage students in STEM-related career pathways. In addition, ECT advanced student well-being through Healthy Schools Escambia funding, supporting four of the county’s most challenged elementary schools. Fiscal year 2024–2025 also marked the renewal of mental health and out-of-school time contracts for their third and final year, underscoring ECT’s commitment to continuity, stability, and measurable outcomes for children and families.



Significant resources continued to support the Social Service Navigator program operating in 34 Title I schools across Escambia County, assisting students and families with access to basic needs and services to reduce chronic absenteeism. Additional investments included renewed after-school and out-of-school time programming, Help Me Grow, sole-source initiatives such as Pine Forest Community Partnership School (which concluded its investment this year) and Legal Services of North Florida, as well as a matching grant with the Early Learning Coalition. In total, more than \$20 million dollars in funding has been awarded in local contracts serving our local children.

Throughout the year, the ECT team strengthened support for contracted organizations through ongoing professional development, monthly collaboration meetings, targeted workshops, and the launch of a computer lab designed to enhance provider capacity and financial sustainability. New processes were implemented to assess program effectiveness and promote collaborative approaches that support providers in achieving targeted outcomes. All fiscal and programmatic reporting is now integrated into ECT's SAMIS system, enhancing transparency, efficiency, and evaluation of collective impact.

ECT's communications and outreach efforts further increased community awareness of available services through local media, social media, newsletters, and participation in community events. The ECT website was updated to improve accessibility, including direct links to the Family Resource Guide and an integrated, current provider directory that more easily connects families to services.

As ECT moves forward, the Trust remains focused on strengthening systems, sustaining proven programs, and ensuring that children, families, and taxpayers can rely on high-quality, accountable services that contribute to positive outcomes for Escambia County's children.





# LETTER FROM THE EXECUTIVE DIRECTOR

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As we reflect on the past year, it is my pleasure to share the Escambia Children's Trust Annual Report. Each page represents the collective efforts of our partners, providers, Board, staff, and community members who believe—deeply—that every child in Escambia County deserves the opportunity to grow, learn, and thrive. This report offers a transparent view of our financial stewardship and highlights the outcomes and successes of the programs we are honored to support.

This year marked a period of tremendous growth and meaningful progress. We doubled the number of contracts under management, significantly expanding our reach and strengthening the network of services available to children and families across the county. Alongside this growth, several new initiatives took root:

- Healthy Schools Escambia, a collaborative partnership now serving four elementary schools with critical health supports, mentoring, and academic enrichment.
- The National Flight Academy, which provided middle and high school students with a unique, weeklong immersive experience aboard a simulated aircraft carrier—designed to spark interest in STEM, aviation, and military career pathways.
- Community, Access, Resilience, and Empowerment (CARES) Micro-Grants, which empowered 14 local partners to expand essential supports, including backpack programs, mentorship, educational enrichment, and enhanced prenatal home visiting. These investments created new opportunities for young people in aviation, STEAM, athletics, and beyond.

Another major milestone this year was reaching a collaborative agreement with Escambia County to expand the Summer Youth Employment Program. This partnership opens new doors for young



**Lindsey Cannon**

EXECUTIVE DIRECTOR



## LETTER FROM THE EXECUTIVE DIRECTOR (CONT.)

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people to build confidence, develop real-world skills, and earn income that supports their personal and academic goals. It reflects the heart of our mission—investing in experiences that create lasting, positive change.

We were also excited to launch our new website, [www.escambiachildrenstrust.org](http://www.escambiachildrenstrust.org), designed to make information easier to locate and navigate for both families seeking services and the taxpayers who invest in this work. This enhanced digital presence reflects our ongoing commitment to transparency, accessibility, and accountability.

In addition, Escambia Children's Trust continues to publish our annual Community Resource Guide, which has become an essential tool for local schools, nonprofit organizations, and the broader community. By connecting families and professionals to critical services and supports, the guide strengthens collaboration and ensures help is accessible when and where it is needed.

As you read through this report, I hope you feel the same sense of pride and purpose that I do. Every initiative highlighted here represents a thoughtful investment of public dollars—guided by data, accountability, and a shared commitment to improving outcomes for children and families in Escambia County. This work is made possible through the collaboration of partners, providers, and community leaders who ensure resources are used responsibly and effectively.

Thank you for your continued support and for your trust in Escambia Children's Trust. This year, we successfully completed our annual independent audit with no findings, reaffirming our commitment to strong financial controls and responsible stewardship of taxpayer dollars. We remain dedicated to transparency, measurable results, and long-term impact. Together, we are building a healthier, stronger future for our children—and for the community that invests in them.

Warmly,  
Lindsey Cannon  
Executive Director  
Escambia Children's Trust



**ESCAMBIA**  
**CHILDREN'S TRUST**  
Our Children. Our Community. Our Future.



# LETTER FROM THE BOARD CHAIR

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**Dr. Rex Northup**

**BOARD CHAIRMAN**

As I complete my fifth year serving on the Escambia Children's Trust Board and my first year as Board Chair, I am deeply honored to continue this work on behalf of our community. My career as a pediatrician in Escambia County has long shown me that the needs of children and families consistently exceed available resources, and that reality is what makes the work of ECT so vital. Throughout my time on the Board, I have seen how ECT's investments, partnerships, and commitment to data-driven decision-making help bridge that gap and strengthen outcomes for children. This year reaffirmed that there is no single or simple solution to serving children, families, or communities, but through collaboration, accountability, and continuous learning, meaningful progress is possible. I am proud of the stewardship demonstrated by our Board, staff, and providers. With every decision, we remain mindful of the voters, taxpayers, and most importantly, the children we serve. This responsibility is one we take seriously and remain committed to honoring as we move forward together.



# BOARD OF DIRECTORS



**Dr. Rex Northup**  
Chair  
Retired Pediatrician



**Stephanie White**  
Vice Chair  
Adoption Attorney



**Tori Woods**  
Treasurer  
Marketing and Outreach  
Specialist



**Keith Leonard**  
Escambia County  
Public Schools  
Superintendent



**Dr. David Williams**  
Escambia County  
School Board



**Commissioner  
Lumon May**  
Escambia County  
Commissioner

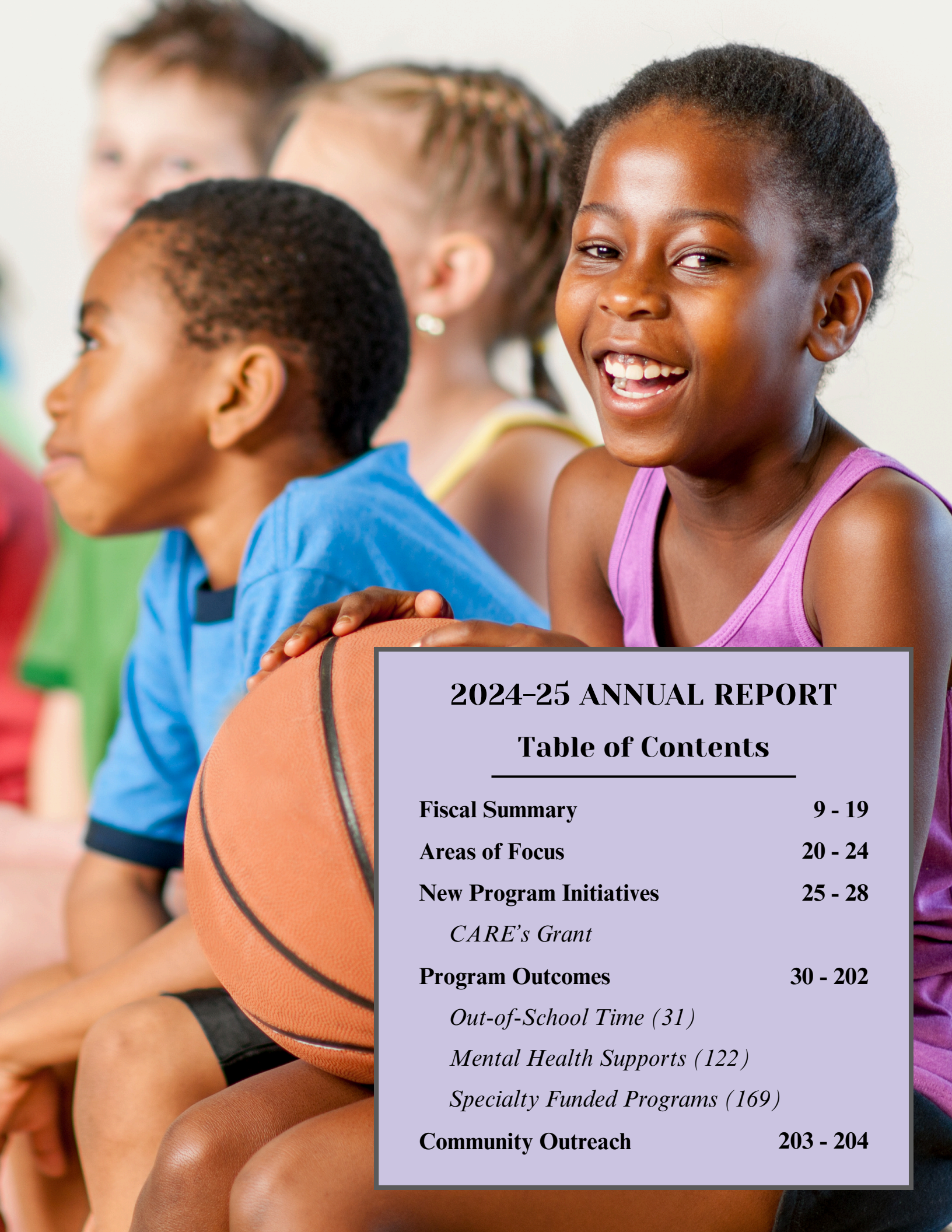


**Hon. Thomas H.  
Williams**  
Circuit Judge



**Tina Cain**  
Family Well-Being  
Director





## 2024-25 ANNUAL REPORT

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# FISCAL SUMMARY

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## **ANNUAL REPORT – 2025**

***Submitted to the Escambia County Board of County  
Commissioners December 23 , 2025***

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The Escambia Children's Trust (ECT) is proud to submit its annual report for fiscal year 2025, pursuant to Florida Statute 125.901(5), which must be provided by January 1 each year to the governing body of the county, the Board of County Commissioners of Escambia County, Florida. As provided by § 125.901, the annual report must include the following:

- a) Information on the effectiveness of activities, services, and programs offered by the council, including cost-effectiveness.***

ECT serves as our county's children's services council, governed by a ten-member board. The ECT Board met regularly on the second Tuesday of each month during 2025 and convened working committees as needed to guide and inform the work of ECT. ECT distributed \$11,471,144.72 in funding to forty-five community programs including Escambia County and the City of Pensacola. This funding was divided across seven major focus areas. A graph detailing how funding was distributed is included as an attachment to this report.

Some of the major activities of ECT are as follows.

The agency is housed on the Pensacola campus of Pensacola State College at a rental rate of \$10 per square foot which results in a great cost savings to the taxpayers of Escambia County and demonstrates ECT's commitment to being accountable stewards of citizens' dollars. ECT completed the fiscal year with 8.3% administrative expenses and 91.7% of expenses being program related

ECT published a comprehensive Family Resource Guide and distributed 50,000 copies to local families through community providers and the Escambia County School District. The guide was made available in digital and print formats and will be updated and reprinted annually.



ECT spent its fourth year of operations monitoring funded programs, and refining its policies and procedures to safeguard public dollars and facilitate full transparency. Procedures were developed to aid in the monitoring of programs and staff are in the process of developing a standardized set of outcomes that will be used for future funded programs.

***b) A detailed anticipated budget for continuation of activities, services, and programs offered by the council, and a list of all sources of requested funding, both public and private.***

The board-approved budgets for ECT for FY2024-2025 and FY2025-2026 are attached for your reference. These budgets include all anticipated line items needed for effective continuation of activities, services, and programs offered by the council. There were no additional sources of requested funding, public or private, in 2025.

**c) Procedures used for early identification of at-risk children who need additional or continued services and methods for ensuring that the additional or continued services are received.**

Providers funded by ECT are required to explain how they will identify children who are at-risk and in need of additional or continued services. Funded programs must be designed to ensure that these services are available and accessible to all children in the target areas. ECT staff periodically monitor funded agencies to ensure that their programs are being implemented with fidelity and that they are following best practices and engaging in ongoing quality improvement.

**d) A description of the degree to which the council's objectives and activities are consistent with the goals of this section.**

ECT is dedicated to investing in children's services that are based on evidence and follow best practices. Each funded organization is required to propose anticipated outcomes and metrics against which their success will be measured and reported. All programs supported by ECT will provide "preventive, developmental, treatment, and rehabilitative services" for the children in Escambia County in accordance with § 125.901(2)(a)(1).

*e) Detailed information on the various programs, services, and activities available to participants and the degree to which the programs, services, and activities have been successfully used by children.*

Thirty-two agencies received ECT funds in fiscal year 2024/2025. Programs funded fell into 7 categories matching core indicators identified as priorities for funding. ECT funded programming includes one program with match funds, four Sole Source programs, one Help me Grow program, fifteen out of school time programs, five mental health support programs, and one healthy school program, and 14 CARES programs. Details on each individual program can be located on the following pages.

**f) Information on programs, services, and activities that should be eliminated; programs, services, and activities that should be continued; and programs, services, and activities that should be added to the basic format of the children's services council.**

As ECT evaluated the renewal applications for the out-of-school time year three, it was determined that all 14 funded programs would move forward with year three renewals, since then one programs contract has terminated. Three sole source programs were renewed for another year and one additional sole source program entered into contract. The matching grant was renewed for another year. Mental Health supports concluded it's second year of programming. All five providers were recommended for year three renewal contract. One healthy schools contract and 14 CARES contracts were entered into. Annual evaluations of each program funded through ECT for this fiscal year are attached for easy reference. ECT will continue supporting school readiness, health/mental health services, out-of-school time programming that supports positive youth development and academic achievement, community schools, and legal representation for children in the dependency system.



We look forward to a continued partnership with Escambia County and to working together to make our children's lives better. If you have any questions or would like any additional information, please do not hesitate to contact Lindsey Cannon, Executive Director, at [lcannon@escambiachildrenstrust.org](mailto:lcannon@escambiachildrenstrust.org) or (850) 475-4981. Thank you for your ongoing support of Escambia Children's Trust.

Attachments:

- Amended Budget for FY 2024-2025
- Original Budget for FY 2025-2026
- Balance sheet as of 9/30/25
- Revenue and Expense statement 2024-2025
- Obligated Cash as of 9/30/25
- Out-of-school time program report
- Mental Health program report
- Matching, Sole Source and Special Community Initiatives Report

**Escambia Children's Trust**  
**FY 2024-2025**  
**October 1, 2024 - September 30, 2025**  
**Summary Budget amendment 1**

<b>Estimated Revenues</b>	<b>24/25 Amendment 1</b>	<b>24/25 Original budget</b>	<b>Difference</b>	<b>Percent of total</b>
Ad Valorem Taxes Millage rate of .04043 (at 96% to allow for uncollectable)	\$11,933,727	\$11,933,727.00	\$ -	92.27%
Interest income	\$1,000,000	\$1,000,000.00	\$ -	7.73%
<b>Total Revenues</b>	<b>\$12,933,727</b>	<b>\$12,933,727.00</b>	<b>\$ -</b>	<b>100.00%</b>

**Expenditures**

Financial and Administrative

Tax Collector Fee @ 2.5% of taxes collected	\$298,343	\$298,343.00	\$ 0	
Accounting & Auditing	\$26,984	\$23,448.00	\$ 3,536	
Special District Fees	\$175	\$175.00	\$ -	
TIFF Fees	\$0	\$480,000.00	\$ (480,000)	
Bank Fees	\$17,880	\$12,768.00	\$ 5,112	
<b>Total Financial and Administrative</b>	<b>\$343,382</b>	<b>\$814,734.00</b>	<b>\$ (471,352)</b>	<b>2.65%</b>

Operating Expenditures

Employee Salaries and Benefits	\$667,416	\$ 667,316.00	\$ 100	
Contracted Professional Services	\$180,500	\$ 175,000.00	\$ 5,500	
Occupancy	\$40,006	\$ 40,006.00	\$ -	
Insurance	\$24,602	\$ 20,000.00	\$ 4,602	
Software & Apps	\$100,000	\$ 115,000.00	\$ (15,000)	
Other Operating	\$136,680.00	\$ 156,530.00	\$ (19,850)	
<b>Total Operating Expenditures</b>	<b>\$1,149,204</b>	<b>\$ 1,173,852.00</b>	<b>(\$24,648)</b>	<b>8.89%</b>

Grants and Aids

Program Funding	\$10,844,455	\$ 10,348,455.00	\$ 496,000	
<b>Total Grants and Aids</b>	<b>\$ 10,844,455.00</b>	<b>\$ 10,348,455.00</b>	<b>\$ 496,000.00</b>	<b>83.85%</b>

<b>Total Expenditures</b>	<b>\$12,337,041</b>	<b>\$12,337,041</b>	<b>\$ -</b>	
Reserves (5% of taxes collected)	\$596,686	\$ 596,686.00	\$ -	4.61%
<b>Total Expenditures, Reserves, and Fund Balance</b>	<b>\$12,933,727</b>	<b>\$ 12,933,727.00</b>	<b>\$ -</b>	<b>100.00%</b>

\$0

Budget Breakdown	<b>% of Total budget amendment</b>	<b>% of budget Amendment before reserves</b>
Tax collector fees	2.31%	2.42%
Tiff Fees	0.00%	0.00%
Administrative operations	5.94%	6.23%
Program	87.14%	91.35%
Reserves	4.61%	
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>



**Escambia Children's Trust**  
**FY 2025-2026**  
**October 1, 2025 - September 30, 2026**  
**Final Budget Summary**

<b>Estimated Revenues</b>	<b>25/26 Final Budget</b>	<b>24/25 Amended budget</b>	<b>Difference</b>	<b>Percent of total</b>
Ad Valorem Taxes Millage rate of .3798 (at 96% to allow for uncollectable)	\$12,075,709	\$11,933,727.00	\$ 141,982	92.35%
Interest income	\$1,000,000	\$1,000,000.00	\$ -	7.65%
<b>Total Revenues</b>	<b>\$13,075,709</b>	<b>\$12,933,727.00</b>	<b>\$ 141,982</b>	<b>100.00%</b>
<b>Expenditures</b>				
<u>Financial and Administrative</u>				
Tax Collector Fee @ 2.5% of taxes collected	\$301,893	\$298,343.00	\$ 3,550	
Accounting & Auditing	\$28,239	\$26,984.00	\$ 1,255	
Special District Fees	\$175	\$175.00	\$ -	
Bank Fees	\$24,000	\$17,880.00	\$ 6,120	
Total Financial and Administrative	\$354,307	\$343,382.00	\$ 10,925	2.71%
<u>Operating Expenditures</u>				
Employee Salaries and Benefits	\$698,515	\$ 667,416.00	\$ 31,099	
Contracted Professional Services	\$160,500	\$ 180,500.00	\$ (20,000)	
Occupancy	\$41,205	\$ 40,006.00	\$ 1,199	
Insurance	\$21,808	\$ 24,602.00	\$ (2,794)	
Software & Apps	\$88,093	\$ 100,000.00	\$ (11,907)	
Other Operating	\$232,330.00	\$ 156,530.00	\$ 75,800	
Total Operating Expenditures	\$1,242,451	\$ 1,173,852.00	\$ 73,397	9.50%
<u>Grants and Aids</u>				
Program Funding	\$10,875,166	\$ 10,844,455.00	\$ 30,711	
Total Grants and Aids	\$ 10,875,166.00	\$ 10,348,455.00	\$ 30,711.00	83.17%
 Total Expenditures	 \$12,471,924	 \$12,337,041	 \$ 134,883	
 Reserves (5% of taxes collected)	 \$603,785	 \$ 596,686.00	 \$ 7,099	 4.62%
Total Expenditures, Reserves, and Fund Balance	\$13,075,709	\$ 12,933,727.00	\$ 141,982	100.00%
	\$0			

Budget Breakdown	% of Total budget	% of budget before reserves
Tax collector fees	2.31%	2.42%
Administrative operations	5.86%	6.15%
Program	87.21%	91.43%
Reserves	4.62%	
Total	100.00%	100.00%

**Escambia Children's Trust**  
Balance Sheet As of 9/30/2025

	<u>Current Year</u>
<b>Assets</b>	
Cash and Cash Equivalents	
Cash in Bank:Hancock Whitney General Fund	22,636,455.65
Cash in Bank:Hancock Whitney Reserve Account	<u>2,405,643.31</u>
Total Cash and Cash Equivalents	25,042,098.96
Receivables	
Accounts Receivable - Customers	<u>66,315.36</u>
Total Receivables	<u>66,315.36</u>
Total Assets	<u><u>25,108,414.32</u></u>
<b>Liabilities</b>	
Accounts Payable and Accrued Expenses	
Accounts Payable (A/P)	1,833,989.51
CRA TAX Payable - City of Pensacola	<u>1,856,421.90</u>
Total Accounts Payable and Accrued Expenses	3,690,411.41
Accrued Salaries and Wages	
Compensated Absences	35,606.47
Accrued Salaries and Wages Payable	11,968.82
Accrued Life and Health Insurance Payable	853.62
Accrued Retirement payments	6,806.16
Accrued Taxes Payable	<u>3,822.44</u>
Total Accrued Salaries and Wages	<u>59,057.51</u>
Total Liabilities	<u><u>3,749,468.92</u></u>
<b>Net Assets</b>	
Beginning Net Assets	
	<u>21,042,775.78</u>
Total Beginning Net Assets	21,042,775.78
Change in Net Assets	
	<u>316,169.62</u>
Total Change in Net Assets	<u>316,169.62</u>
Total Net Assets	<u><u>21,358,945.40</u></u>
<b>Total Liabilities and Net Assets</b>	<u><u>25,108,414.32</u></u>



**Escambia Children's Trust**  
Statement of Revenues and Expenditures -  
From 10/1/2024 Through 9/30/2025

		Total Budget - Revised	Current Period Actual	Current Year Actual	Total Budget Variance - Revised	Percent Total Budget Remaining - Revised
<b>Revenue</b>						
4000	Property Taxes					
311	Ad Valorem Taxes					
30	Operating					
3110	Ad Valorem Taxes	11,933,727.00	11,987,906.31	11,987,906.31	54,179.31	0.45%
	Total Operating	11,933,727.00	11,987,906.31	11,987,906.31	54,179.31	0.45%
361	Interest					
30	Operating					
3610	Interest income	1,000,000.00	1,053,938.51	1,053,938.51	53,938.51	5.39%
	Total Operating	1,000,000.00	1,053,938.51	1,053,938.51	53,938.51	5.39%
369	Other Miscellaneous Revenue					
30	Operating					
3699	Other Miscellaneous Revenue	0.00	52,682.14	52,682.14	52,682.14	0.00%
	Total Operating	0.00	52,682.14	52,682.14	52,682.14	0.00%
	Total Revenue	12,933,727.00	13,094,526.96	13,094,526.96	160,799.96	1.24%
<b>Expenses</b>						
4000	Property Taxes					
513	Financial and Administrative					
30	Operating					
5201	Accounting and Auditing	26,984.00	26,582.85	26,582.85	401.15	1.49%
5900	Tax Collector Fees	298,343.00	175,812.33	175,812.33	122,530.67	41.07%
5910	Bank Fees	17,880.00	15,241.10	15,241.10	2,638.90	14.76%
5940	Special District Fees	175.00	175.00	175.00	0.00	0.00%
	Total Operating	343,382.00	217,811.28	217,811.28	125,570.72	36.57%
564	Human Services					
10	Personnel Services					
5000	Executive Salaries	130,000.00	129,173.15	129,173.15	826.85	0.64%
5010	Regular Salaries and Wages	436,261.00	475,379.76	475,379.76	(39,118.76)	(8.97)%
5100	FICA Taxes	43,319.00	46,346.90	46,346.90	(3,027.90)	(6.99)%
5101	Retirement Contributions	28,313.00	28,736.41	28,736.41	(423.41)	(1.50)%
5102	Life and Health Insurance	28,251.00	29,049.20	29,049.20	(798.20)	(2.83)%
5103	Workers' compensation insurance	1,272.00	1,034.49	1,034.49	237.51	18.67%
	Total Personnel Services	667,416.00	709,719.91	709,719.91	(42,303.91)	(6.34)%
30	Operating					
5200	Legal Services	80,000.00	78,812.50	78,812.50	1,187.50	1.48%
5202	Information Technology	18,000.00	15,270.14	15,270.14	2,729.86	15.17%

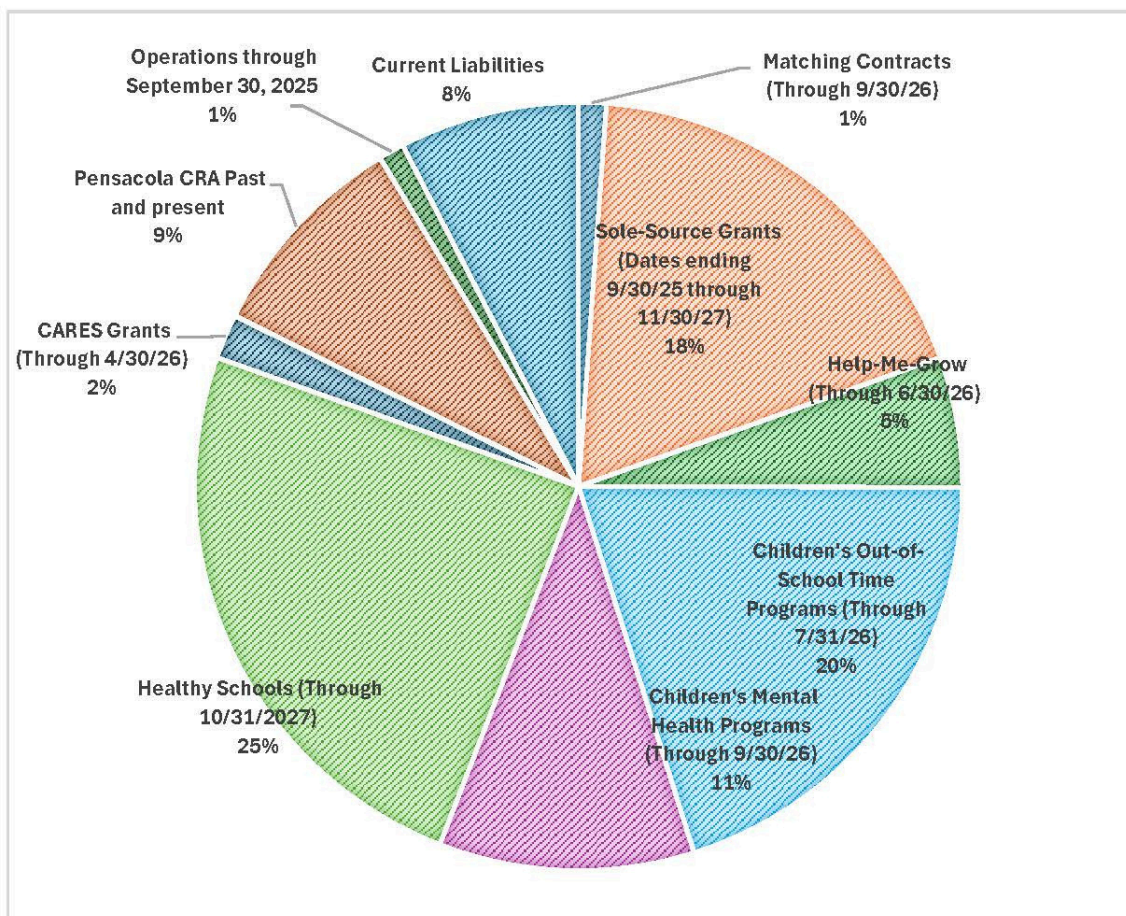
# Escambia Children's Trust

Statement of Revenues and Expenditures  
From 10/1/2024 Through 9/30/2025

	Total Budget - Revised	Current Period Actual	Current Year Actual	Total Budget Variance - Revised	Percent Total Budget Remaining - Revised
5203 Other Professional Services	82,500.00	48,509.02	48,509.02	33,990.98	41.20%
5300 Travel:Car Allowance	3,900.00	3,825.00	3,825.00	75.00	1.92%
5301 Travel:Other Travel	24,000.00	15,056.04	15,056.04	8,943.96	37.27%
5401 Telephone Expense	6,180.00	5,652.73	5,652.73	527.27	8.53%
5402 Website Administration	1,500.00	1,295.16	1,295.16	204.84	13.66%
5500 Freight & Postage Services	1,500.00	3,371.21	3,371.21	(1,871.21)	(124.75)%
5600 Rent & Utilities:Rent	40,006.00	40,365.20	40,365.20	(359.20)	(0.90)%
5700 Directors & officers Insurance	12,500.00	12,466.65	12,466.65	33.35	0.27%
5701 Liability Insurance	11,002.00	8,220.00	8,220.00	2,782.00	25.29%
5703 Surety Bond	1,100.00	0.00	0.00	1,100.00	100.00%
5800 Printing & binding	5,000.00	2,328.20	2,328.20	2,671.80	53.44%
5810 Promotional Activities	22,000.00	10,989.15	10,989.15	11,010.85	50.05%
5820 Other Current Charges	600.00	60.00	60.00	540.00	90.00%
5830 Office Supplies Expense	9,500.00	6,384.08	6,384.08	3,115.92	32.80%
5841 Software & Apps	100,000.00	90,770.60	90,770.60	9,229.40	9.23%
5843 Books, Publications, Subscriptions, & Memberships	31,000.00	21,684.87	21,684.87	9,315.13	30.05%
5850 Training - ECT Internal	15,000.00	7,116.99	7,116.99	7,883.01	52.55%
5851 Training - External	10,000.00	3,627.02	3,627.02	6,372.98	63.73%
6000 Capital Outlay - Machinery and Equipment	6,500.00	3,876.87	3,876.87	2,623.13	40.36%
80 Total Operating	481,788.00	379,681.43	379,681.43	102,106.57	21.19%
7000 Grants and Aids					
Grants and Aids:Aids to Private Organizations	10,844,455.00	11,471,144.72	11,471,144.72	(626,689.72)	(5.78)%
Total Grants and Aids	10,844,455.00	11,471,144.72	11,471,144.72	(626,689.72)	(5.78)%
Total Expenses	12,337,041.00	12,778,357.34	12,778,357.34	(441,316.34)	(3.58)%
Net Income (Loss)	596,686.00	316,169.62	316,169.62	(280,516.38)	(47.01)%



Escambia Children's Trust Obligated Cash	
September 30, 2025	
Operating Account Cash Balance	\$ 22,636,455.65
<b>Less Current Contracts/liabilities</b>	
Matching Contracts (Through 9/30/26)	\$ 238,875.00
Sole-Source Grants (Dates ending 9/30/25 through 11/30/27)	\$ 3,788,682.52
Help-Me-Grow (Through 6/30/26)	\$ 1,130,359.63
Children's Out-of-School Time Programs (Through 7/31/26)	\$ 4,140,516.99
Children's Mental Health Programs (Through 9/30/26)	\$ 2,214,777.00
Healthy Schools (Through 10/31/2027)	\$ 5,060,077.72
CARES Grants (Through 4/30/26)	\$ 388,026.33
Pensacola CRA Past and present	\$ 1,856,421.90
Operations through September 30, 2025	\$ 221,397.20
Current Liabilities	\$ 1,562,093.39
Operating Account Balance (Future Contracts)	\$ 2,035,227.97



# AREAS OF FOCUS

The 2022 Needs Assessment conducted by Escambia Children’s Trust (ECT) identified 4 thematic areas of focus, subdivided into 24 indicators (as seen in the chart below). These themes serve as a roadmap to determine priority areas of funding across the County. During the 2024-25 reporting period, ECT funded 43 programs, taking aim at meeting community needs. This section categorizes the 43 funded programs by the themes they were addressing.

## 24 CORE INDICATORS

Children Are Healthy Theme 1	Children Are Ready to Succeed in School and Life Theme 2	Children Are Safe and Protected From Abuse and Neglect Theme 3	Children Have Supports to Help Them Avoid Risky Behaviors Theme 4
Infant mortality	VPK participation	Substance-exposed newborns	Childhood hunger
Low birthweight babies	Quality child care	Foster care placements	Youth arrests
Prenatal care	Kindergarten readiness	Children with verified maltreatment	School suspensions
Teen pregnancy	Chronic absence	Domestic violence	School arrests & referrals to law enforcement
Oral health	3rd-grade reading		Youth mental health
Childhood obesity	Middle-grade math		Hospitalizations from mental disorders
Bacterial STD rate among children 0-18	High school graduation		



**Theme 1 - Children Are Healthy**

**CARE's Programs**

G.I.R.L.S. Incorporated - My Selfie Needs No Filter  
Golden Elite Track and Field Club - GOLDen Dreams  
Healthy Start Coalition - Enhanced Prenatal Home Visiting Access Through Technology

**Mental Health Supports Programs**

Boys and Girls Club of the Emerald Coast - Mind Time  
New World Believers - H.O.O.P.S.

**Out-of-School Time Programs**

Boys and Girls Club of the Emerald Coast - Great Futures in Escambia County  
Children's Home Society of Florida - SAIL at Weis  
Epps Christian Center - Steps to Success  
James B. Washington Education and Sports - JBWES  
SALT Ministry - Excellence on Your Level - Be You

**Specialty Funded Programs**

Children's Home Society of Florida - Pine Forest Community Partnership School  
Children's Home Society of Florida - Escambia County Navigators  
Early Learning Coalition Escambia County - School Readiness Program  
The Arc Gateway - Help Me Grow  
United Way of West Florida - Healthy Schools Escambia

**Theme 2- Children Are Ready to Succeed in School and Life**

**CARE's Programs**

Be Ready Alliance Coordinating for Emergencies (BRACE) - Disaster Defenders  
Children's Home Society of Florida - Eagles Beyond the Bell  
CMB Visions Unlimited - Beyond the Bell Mentorship Program  
Dixon School of Arts and Sciences - Dixon STEAM Explorer Academy  
General Daniel Chappie James Flight Academy - Chappie Programming  
G.I.R.L.S. Incorporated - My Selfie Needs No Filter  
Golden Elite Track and Field Club - GOLDen Dreams  
James B Washington Education and Sports - STEAM Future Leaders of Northwest Florida  
ReadyKids! - Building Bright Futures  
Youths Left Behind Corp - CARE-a-Van: Driving Hope

**Theme 2- Children Are Ready to Succeed in School and Life**

**Mental Health Supports Programs**

Lamplighter Academic and Mentoring Program - Project PRIDE

New World Believers - H.O.O.P.S.

Youths Left Behind Corp. - After-School Peer Empowerment

**Out-of-School Time Programs**

Boys and Girls Club of the Emerald Coast - Great Futures in Escambia County

Central Gulf Coast Freedom Schools - Expanding Summer School

Chain Reaction Pensacola's Promise - Chain Reaction After School

Children's Home Society of Florida - SAIL at Weis

City of Pensacola Parks and Recreation - PPRD Free After School

CMB Visions Unlimited - Be a Success in School

Dixon School of Arts and Sciences - Dixon After Dark

Epps Christian Center - Steps to Success

James B. Washington Education and Sports - JBWES

Lamplighter Academic and Mentoring Program - Project Ignite

Pensacola Children's Chorus - Sing to Succeed

Pensacola Little Theatre - Character Building Through Building Characters

Pensacola MESS Hall - Science After School

SALT Ministry - Excellence on Your Level - Be You

YMCA of Northwest Florida - YREADS

**Specialty Funded Programs**

Children's Home Society of Florida - Pine Forest Community Partnership School

Children's Home Society of Florida - Escambia County Navigators

Early Learning Coalition Escambia County - School Readiness Program

Legal Services of North Florida - Expanding Representation for Children in Need

National Aviation Museum Foundation - National Flight Academy

United Way of West Florida - Healthy Schools Escambia

**Theme 3- Children Are Safe and Protected from Abuse and Neglect**

**CARE's Programs**

Gulf Coast Kid's House - Child Abuse Prevention Education

Youths Left Behind Corp - CARE-a-Van: Driving Hope



**Theme 3- Children Are Safe and Protected from Abuse and Neglect**

**Mental Health Supports Programs**

New World Believers - H.O.O.P.S.

**Specialty Funded Programs**

Children's Home Society of Florida - Pine Forest Community Partnership School  
Children's Home Society of Florida - Escambia County Navigators  
Early Learning Coalition Escambia County - School Readiness Program  
Legal Services of North Florida - Expanding Representation for Children in Need  
United Way of West Florida - Healthy Schools Escambia

**Theme 4- Children Have Supports to Help Them Avoid Risky Behaviors**

**CARE's Programs**

CMB Visions Unlimited - Beyond the Bell Mentorship Program  
General Daniel Chappie James Flight Academy - Chappie Programming  
G.I.R.L.S. Incorporated - My Selfie Needs No Filter  
Golden Elite Track and Field Club - GOLDen Dreams  
Hope Above Fear - Choose Your Story and Youth Advocacy  
James B Washington Education and Sports - STEAM Future Leaders of Northwest Florida  
Rosa Verde Foundation - Child Hunger Initiative  
Youths Left Behind Corp - CARE-a-Van: Driving Hope

**Mental Health Supports Programs**

Boys and Girls Club of the Emerald Coast - Mind Time  
Lamplighter Academic and Mentoring Program - Project PRIDE  
New World Believers - H.O.O.P.S.  
Twin Oaks Juvenile Development, Inc. - Escambia Connects  
Youths Left Behind Corp. - After-School Peer Empowerment

**Out-of-School Time Programs**

Boys and Girls Club of the Emerald Coast - Great Futures in Escambia County  
Central Gulf Coast Freedom Schools - Expanding Summer School  
Chain Reaction Pensacola's Promise - Chain Reaction After School  
Children's Home Society of Florida - SAIL at Weis  
Covenant Hospice Foundation - Camp Monarch Grief Camp  
Dixon School of Arts and Sciences - Dixon After Dark

## Theme 4- Children Have Supports to Help Them Avoid Risky Behaviors

### Out-of-School Time Programs (cont.)

Epps Christian Center - Steps to Success  
James B. Washington Education and Sports - JBWES  
Lamplighter Academic and Mentoring Program - Project Ignite  
Pensacola Little Theatre - Character Building Through Building Characters  
SALT Ministry - Excellence on Your Level - Be You  
YMCA of Northwest Florida - YREADS

### Specialty Funded Programs

Children's Home Society of Florida - Pine Forest Community Partnership School  
Children's Home Society of Florida - Escambia County Navigators  
Early Learning Coalition Escambia County - School Readiness Program  
Legal Services of North Florida - Expanding Representation for Children in Need  
United Way of West Florida - Healthy Schools Escambia



*Joining forces within the community to  
uplift and improve the quality of life in  
Escambia County*



# NEW PROGRAM INITIATIVES

## Escambia Children's Trust Community Engagement and Outreach Grants

### CARE's Introduction

The Escambia Children's Trust (ECT) invests in community-based programs that strengthen outcomes for children and families through the Community, Access, Resilience, and Empowerment (CAREs) Micro-Grant initiative. CAREs funding supports local organizations delivering direct services, expanding access to critical resources, and building protective factors for children across Escambia County.

At the time of this report, CAREs grant recipients are within the first six months of program implementation. While services are actively underway, programs have not yet had sufficient time to produce fully realized, long-term measurable outcomes tied to all selected goals and objectives.

This report provides an overview of funded programs, the ECT Core Indicators they are designed to impact, and the anticipated outcomes expected from the direct services being delivered. Future reports will incorporate outcome data as programs mature and performance measures are fully realized.

### How to Read This Report

- **Program Descriptions** outline the purpose, target population, and services delivered by each CAREs-funded initiative.
- **ECT Core Indicators** identify the specific child and family outcomes each program is designed to address, based on ECT's 24 Core Indicators framework.
- **Anticipated Outcomes** describe the measurable changes programs expect to achieve as implementation progresses. These outcomes reflect approved performance measures but may not yet be fully realized due to the early stage of implementation.

This report should be viewed as a baseline and implementation update, with future reporting periods providing deeper analysis of progress and impact.

### **CARE's Grants**

- Community Engagement and Outreach grants were available to provide community partners with an opportunity to seek funding for existing programs, advocacy efforts, or events and activities that supported children and families in Escambia County. Under this grant opportunity, awarded on May 1, 2025, Escambia Children's Trust invested a total of \$655,000 into the community by awarding 14 agencies grants of up to \$50,000 each. The grant period runs through April 30, 2026.
- The CARE framework for community grants was applied across various sectors, including health, education, and environmental sustainability, to help orchestrate transformative outcomes that benefit the future of our community. By focusing on these core areas, the one-time, mini-grant funding supported efforts to foster more inclusive, resilient, and empowered communities.

### **Scope of Services/Scope of Work**

- On October 16, 2024, ECT convened a Community Violence Focus Group with local non-profits leaders, school partners, law enforcement, community leaders and community advocates to have meaningful discussion related to the increase in violent crimes involving youth in our local communities.
- The ECT Staff met with organizations who voiced concerns about areas within the community that have not yet been served, would benefit from additional programs and services, have barriers that require program enhancements, or need equipment to provide access to additional opportunities. Micro-grants were established to address the gaps in a variety of existing services, as well as provide a competitive process to develop program/services/projects that will promote long-term impact and sustainability.
- The 12-month project period was initiated on May 1, 2025, and will end no later than April 30, 2026. This CARE framework for community grants can be applied across various sectors, from health and education to environmental sustainability and orchestrating transformative outcomes that benefit the future of our community. By focusing on these core areas, the mini-grant, one-time funding options can help foster resilient, and empowered communities to support young people.

### **CARE's Categories**

#### **Community**

**Purpose:** Strengthen and support local communities by fostering unity and collaboration.

#### **Areas of Focus:**

- Programs that promote community engagement, civic participation, and positive relationships with law enforcement



## NEW PROGRAM INITIATIVES (CONT.)

### *Community's Areas of Focus (cont.)*

- Support for local groups organizing community events centered around the betterment of children and family engagement
- Building a sense of community through neighborhood engagement opportunities

### **Access**

**Purpose:** Increase access to essential services, resources, and opportunities for underserved or marginalized populations.

#### **Areas of Focus:**

- Initiatives that enhance existing program access to healthcare, education, and physical/safety factors
- Funding for projects that build or enhance accessible transportation and technology for youth in vital local programming
- Enhancing existing community programs, and/or collaborative projects that provide direct services to children and young people
- Offer participant performance incentives to address academic performance, chronic absenteeism/truancy, or increase positive behavior

### **Resilience**

**Purpose:** Build resilience in communities to withstand social, economic, and environmental challenges.

#### **Areas of Focus:**

- Projects focused on sustainable community practices, which may include evidence-based practices, evidence informed practices or innovative programming that supports a targeted population
- Support projects that focus on mental wellness, domestic violence awareness, human trafficking, reduction in youth delinquency and/or promote resiliency

### **Empowerment**

**Purpose:** Empower individuals and communities to take control of their own futures.

#### **Areas of Focus:**

- Initiatives that provide leadership training, youth mentorship, or capacity-building opportunities
- Funding for advocacy groups or initiatives that promote the safety and well-being of children and youth in the community
- Supporting programs that encourage youth engagement, community violence prevention activities, and/or the development of collaboratives providing mentorship through lived experiences

### Targeting Community Priorities

General areas have emerged based on critical needs and service gaps in Escambia County. These areas are not listed in order of importance. Final funding decisions would be made by the Trust governing board with public input.

1. Children are Healthy
2. Children are Ready to Succeed in School and Life
3. Children are Safe and Protected from Abuse and Neglect
4. Children Have Supports to Help Them to Avoid Risky Behaviors

The data presented in this indicator report card represents an important update to the Needs Assessment published by the Escambia Children's Trust in September 2022. An indicator report card tracks and reports on key metrics related to child wellbeing and the effectiveness of programs and initiatives aimed at improving outcomes for children and families in our community. Here's why that matters:

- **Accountability:** An indicator report card holds the Escambia Children's Trust and partner organizations accountable to the community for achieving results and making a positive impact. By transparently tracking and sharing outcomes data, we are demonstrating our commitment to continuous improvement and responsible stewardship of resources.
- **Identifying Gaps and Needs:** Comparing indicators to baselines and benchmarks helps identify areas where additional support or different approaches may be needed to address ongoing disparities and gaps in child wellbeing. This guides strategic planning and resource allocation.
- **Measuring Progress:** Tracking indicators over time reveals trends and whether initiatives are moving the needle on improving child and family outcomes. This feedback guides course corrections and enhancements to programs and services.
- **Informing the Community:** Sharing indicator data keeps the community informed about the wellbeing of our children and efforts underway to support them. This awareness is important for maintaining public trust and support.



**Percent of  
Escambia County  
Families at  
Less Than 125% of the  
Federal Poverty Level**

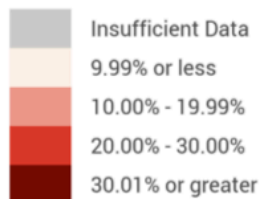
*Census Tract Level Data*

The data found in this map  
was used to calculate the  
percent of ECT funded  
households residing in high  
federal poverty census tracts

Percent Families at < 125% of Poverty

Source: Census

Year: 2018-2022



Shaded by: Census Tract, 2022



# PROGRAM OUTCOMES

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**OUT-OF-SCHOOL TIME**

**MENTAL HEALTH SUPPORTS**

**SPECIALTY FUNDED PROGRAMS**





# Out-of-School Time Programs

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**Participant Summary / Program Locations** 32 - 35

**Traditional After-School Programming** 36 - 66

*Boys and Girls Club of the Emerald Coast (37)*

*Children's Home Society (44)*

*City of Pensacola Parks and Recreation (49)*

*CMB Visions (56)*

*Dixon School of Arts and Sciences (59)*

*James B. Washington Education & Sports (63)*

**OST Specialty Programming** 67 - 97

*Chain Reaction (68)*

*Covenant Care (75)*

*Epps Christian Center (79)*

*Omega Lamplighters (82)*

*Pensacola Children's Chorus (86)*

*Pensacola Little Theatre (90)*

*SALT Ministry (92)*

**Overlay Educational Services** 98 - 117

*Pensacola MESS Hall (99)*

*YMCA of Northwest Florida (108)*

**Summer-Specific Programming** 118 - 121

*Gulf Coast Freedom School (119)*

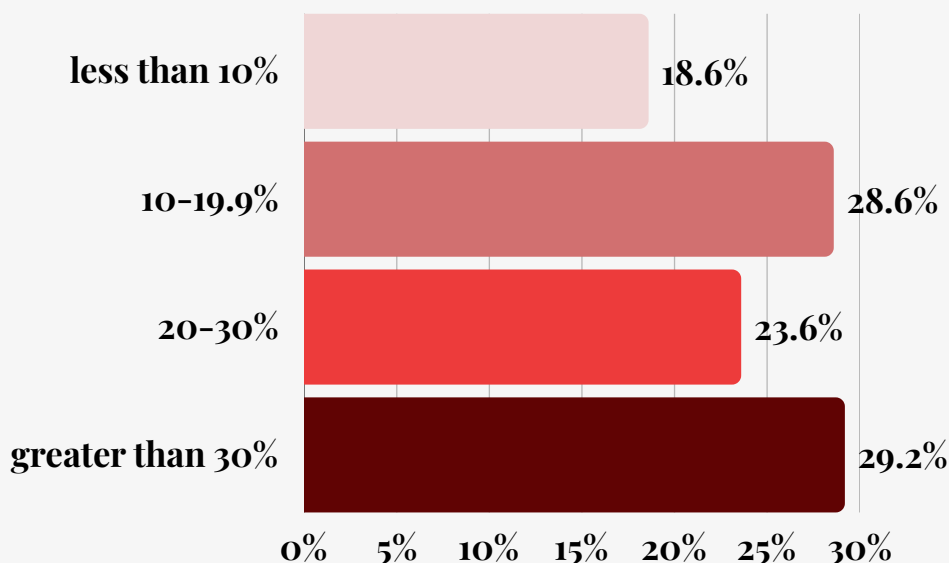


# Year 2 Out-of-School Time *Participant Summary*



*Over 2300 children participated in and benefited from Out-of-School Time Programming.*

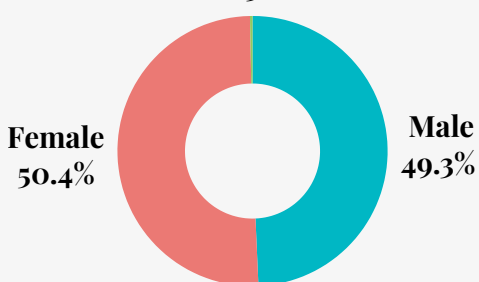
**Percent of Participants Living in High Poverty Census Tracts**



*A majority (57%) of Out-of-School Time participants are from single-parent households.*

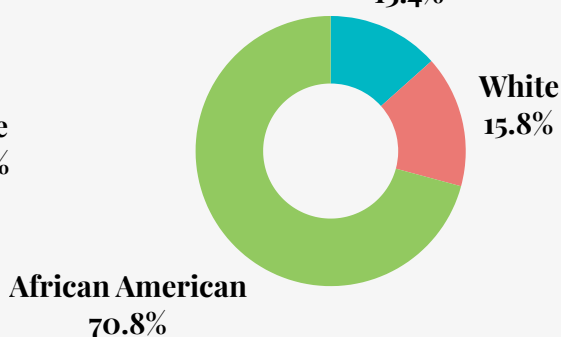
**Gender**

Non-Binary  
0.3%



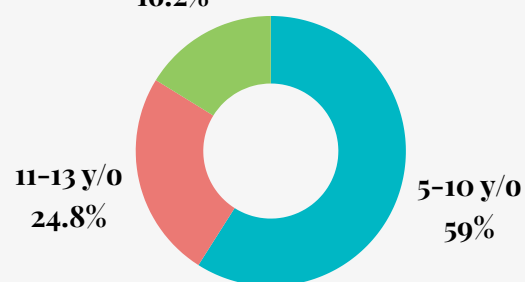
**Race**

Other  
13.4%



**Age Range**

14-18 y/o  
16.2%





# Out-of-School Time Program Locations

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## **Boys and Girls Club of the Emerald Coast**

*Englewood Center / Montclair Elementary*

## **Chain Reaction Pensacola's Promise**

*Chain Reaction Club PSC / Escambia High School / Pensacola High School*

## **Children's Home Society of Florida**

*Weis Elementary School*

## **City of Pensacola Parks and Recreation**

*E.S. Cobb Community Center / Fricker Community Center / Gull Point Resource Center /  
Woodand Heights Resource Center*

## **CMB Visions Unlimited**

*CMB Creighton Rd Center / St Johns Divine Missionary Baptist Church*

## **Covenant Hospice Foundation**

*Nonie's Place / Weis Elementary School*

## **Dixon School of Arts and Sciences**

*Dixon School of Arts and Sciences*

## **Epps Christian Center**

*Epps Christian Center*

## **James B. Washington Education and Sports**

*JBWES Palafox Tutoring Center (Main Programming Center) /  
Programming also takes place at different churches and centers throughout the county*

## **Lamplighter Academic and Mentoring Program**

*Pensacola High School*

## **Pensacola Children's Chorus**

*First Presbyterian Church*

## **Pensacola Little Theatre**

*Pensacola Little Theatre*

## **Pensacola MESS Hall**

*E.S. Cobb Community Center / Fricker Community Center / Global Learning Academy  
Holm Elementary / Vickrey Center / Woodland Heights Resource Center*

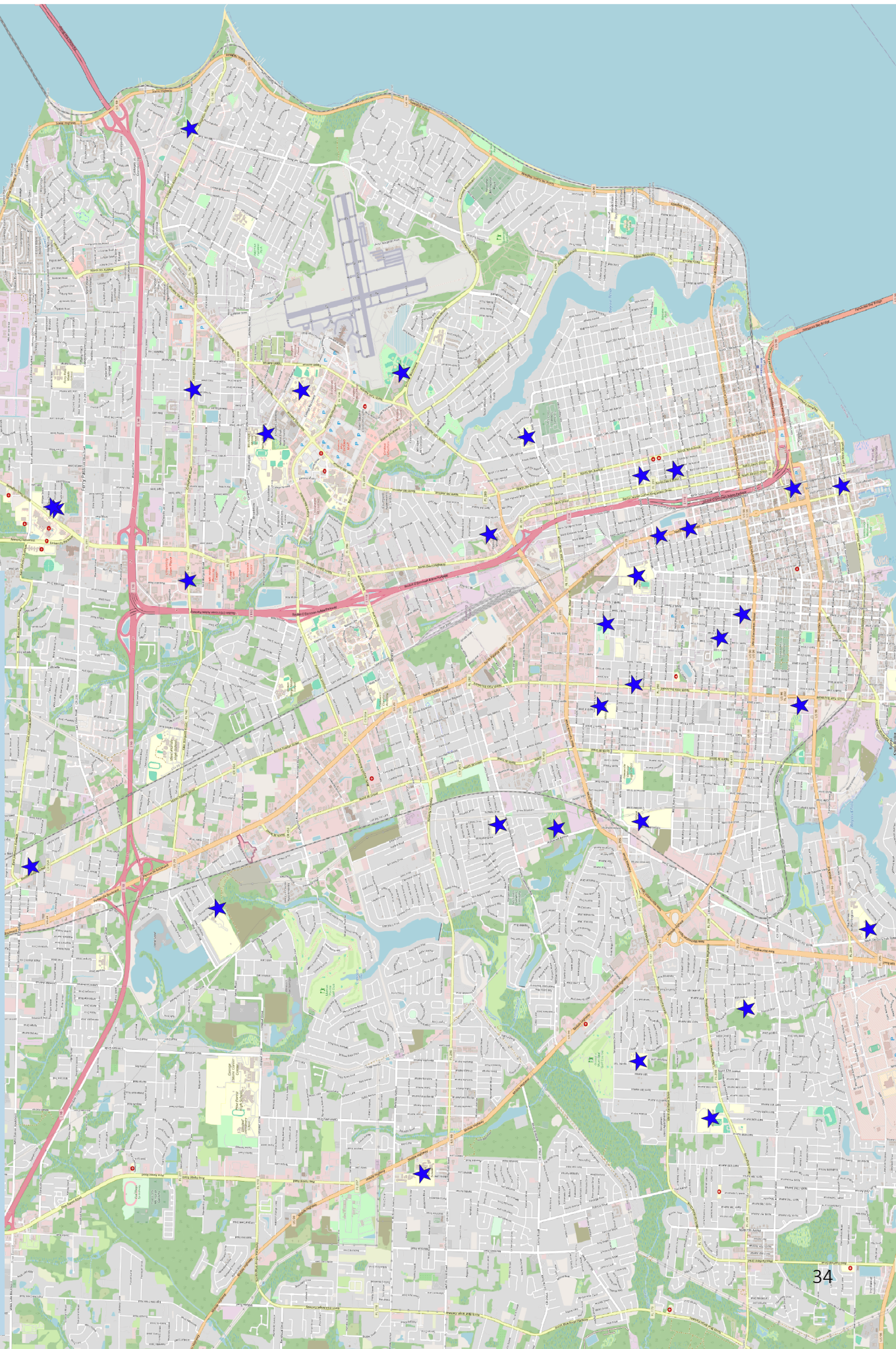
## **SALT Ministry**

*Bellview Middle School / SALT LEADS Academy / Silurian Pond Apartments*

## **YMCA of Northwest Florida**

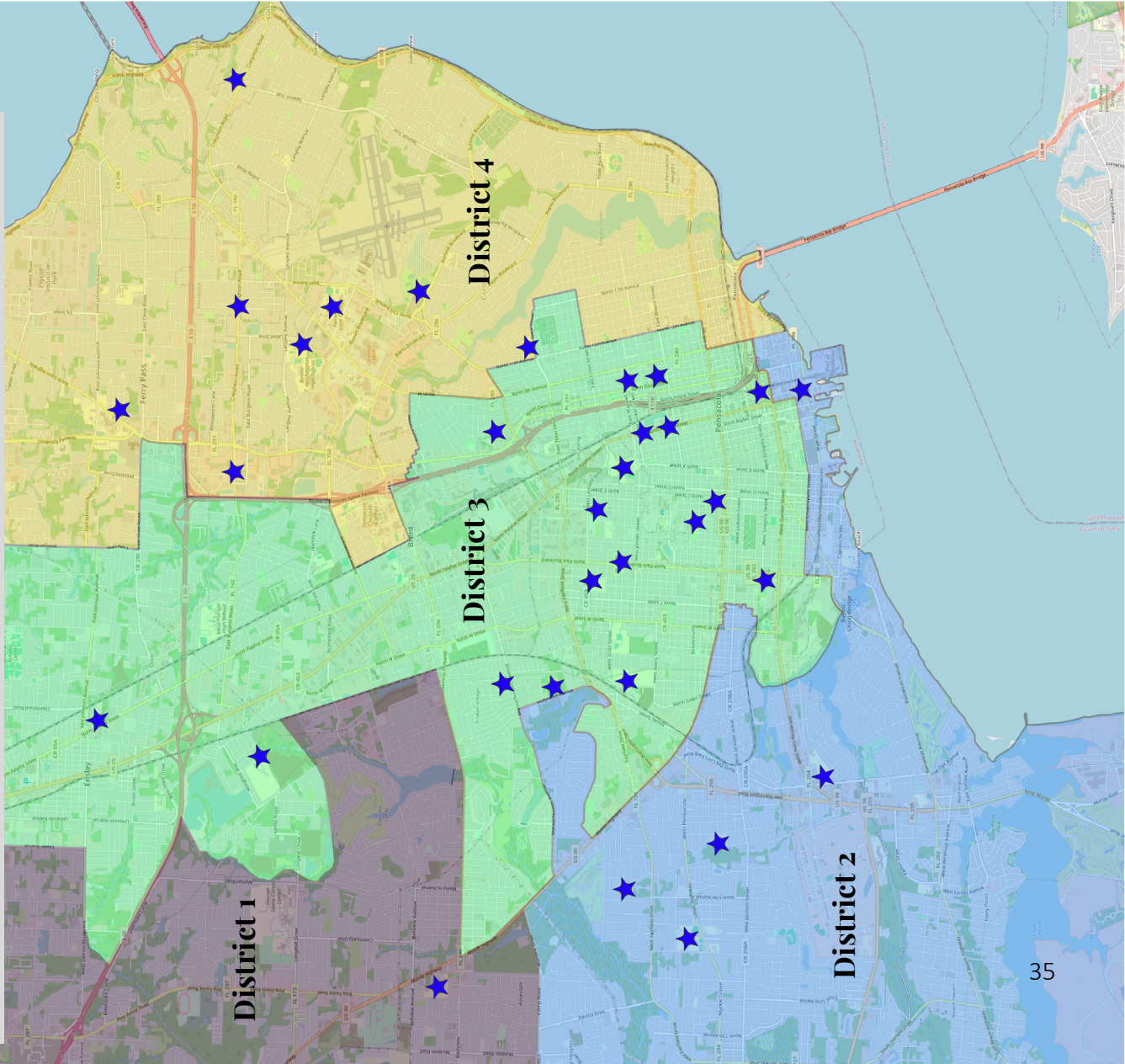
*Ferry Pass Elementary School / Global Learning Academy / Montclair Elementary School  
O.J. Semmes Elementary School / Oakcrest Elementary School / Sherwood Elementary School  
Vickrey Center / West Pensacola Elementary School*

**Out-of-School Time Program Locations**  
*16 OST Programs were executed across 32 site locations*

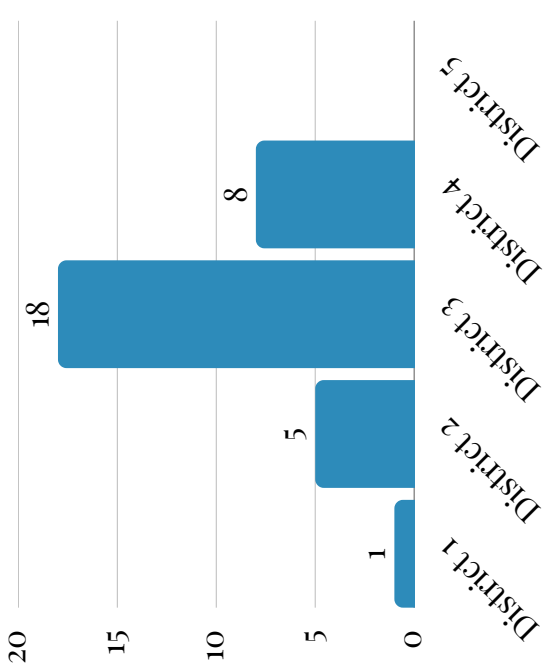




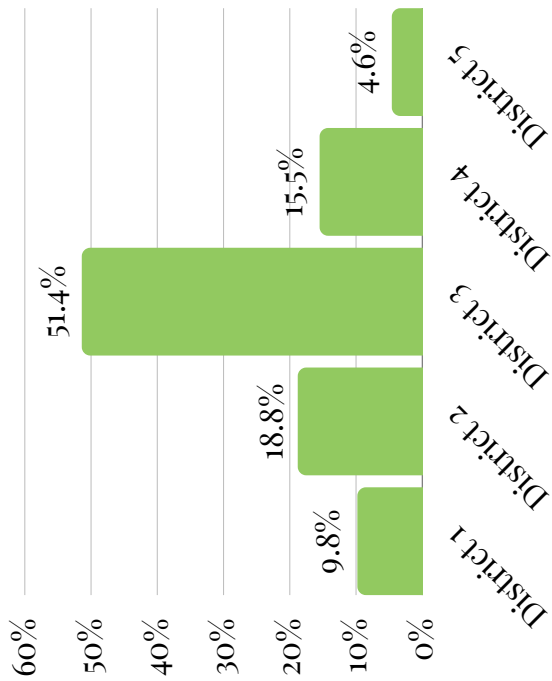
# Out-of-School Time Program Locations in Relation to Escambia County Commission Districts



Number of Program Sites Located in each Escambia County Commission District



Percent of OST Participants Residing in each Escambia County Commission District







## ***Traditional After-School Programming***

- Operates 5 or more days a week
- Provides consistent academic support, meaningful engagement, and recreational activities
- Outcomes focus on improved school-day attendance, increased homework completion, and a stronger connection to school and peers

## ***Programs***

Boys and Girls Club of the Emerald Coast

Children's Home Society

City of Pensacola Parks and Recreation

CMB Visions

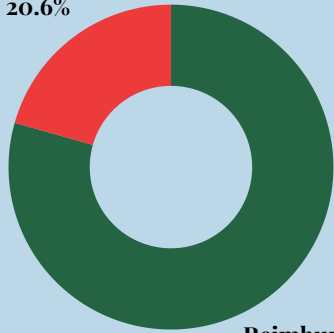
Dixon School of Arts and Sciences

James B. Washington Education and Sports

# Boys and Girls Clubs of the Emerald Coast

*Great Futures in Escambia County*

Residual  
20.6%



Reimbursed  
79.4%

**Program Budget**  
**\$630,088.00**

**Total Expenditures**  
**\$500,070.08**

**Number Served**  
(Proposed vs Actual)

**130 / 233**

**Projected Amount Per Participant**

**\$4,846.83**

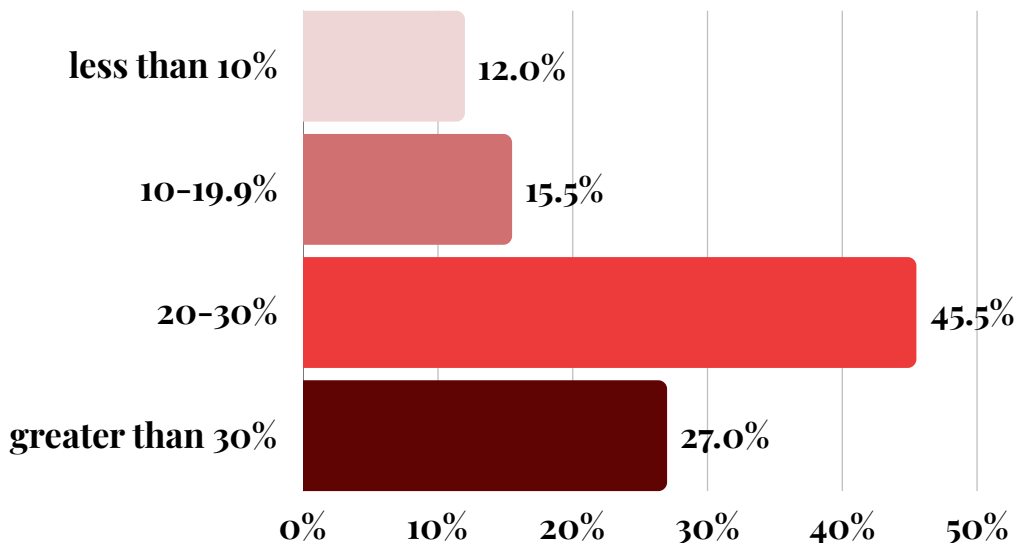
**Actual Amount Per Participant**

**\$2,146.22**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts

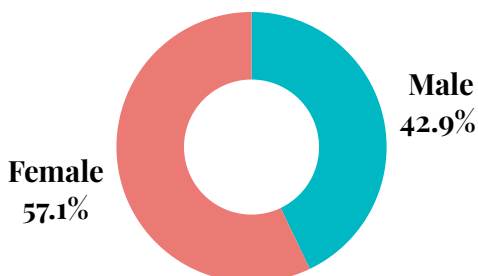


*Most Participants Reside in Commission Districts 2 and 3*

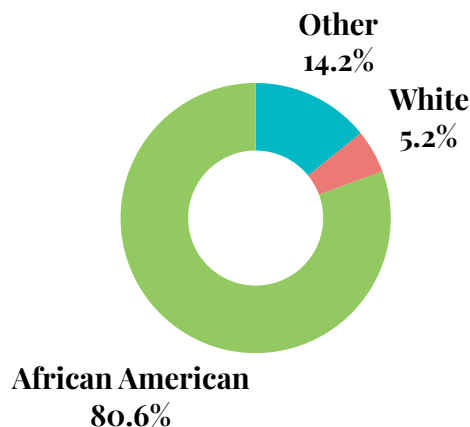
*D3 = 71.7%*

*D2 = 15.9%*

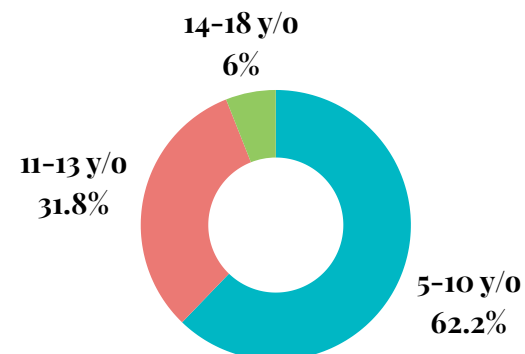
## Gender



## Race

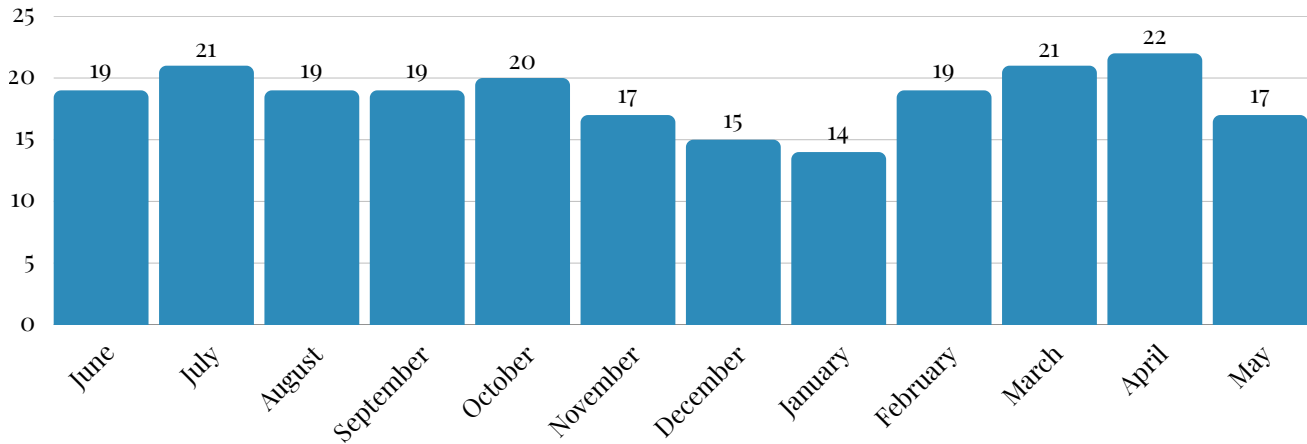


## Age Range

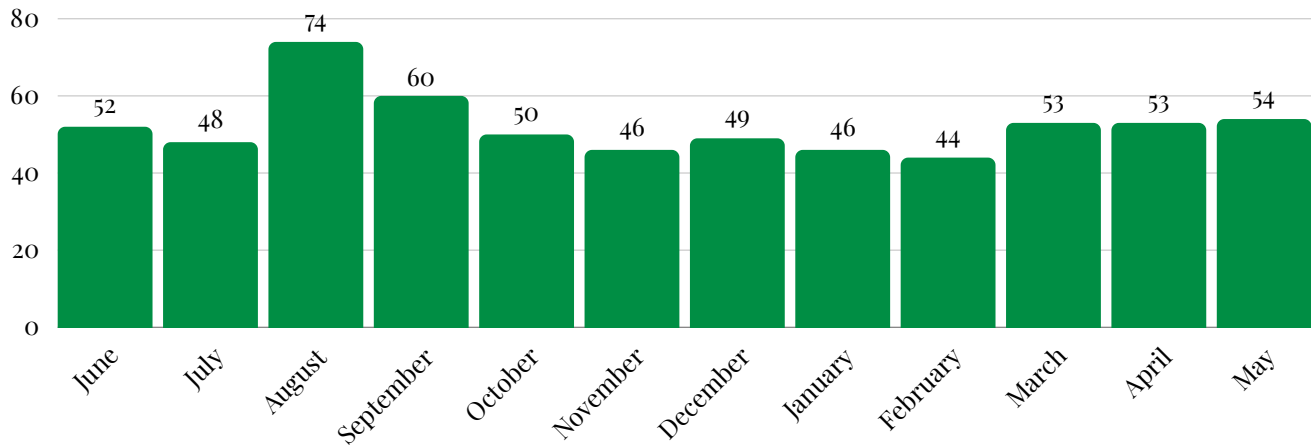


## **Program Location - Englewood Center**

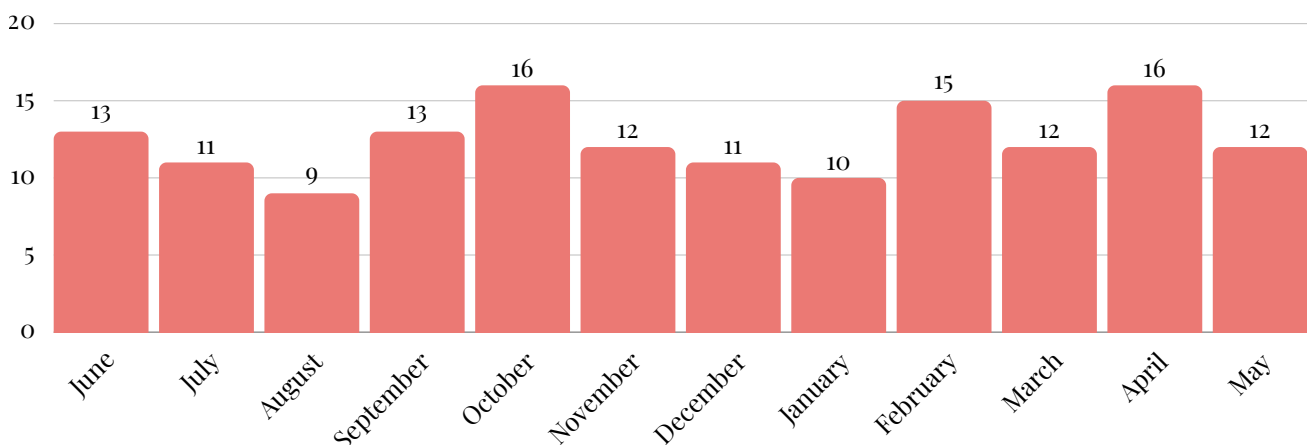
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



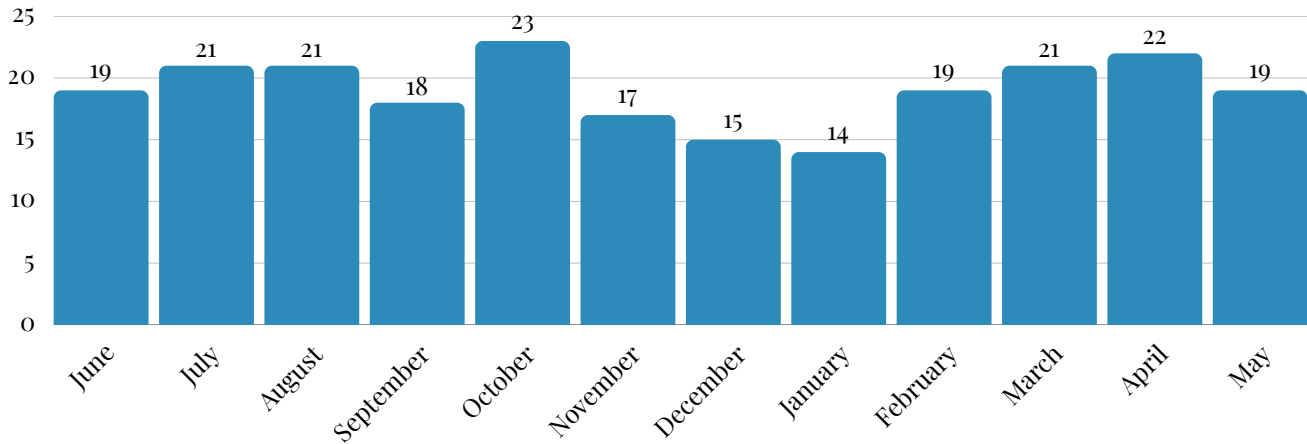
*Average Number of Days Participants Attend Each Month*



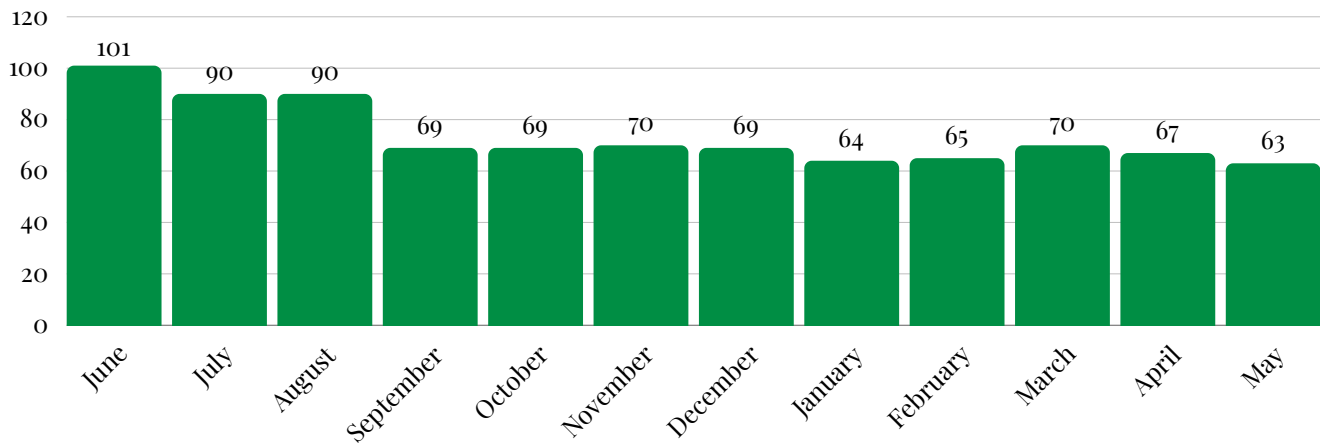


## **Program Location - Montclair Elementary**

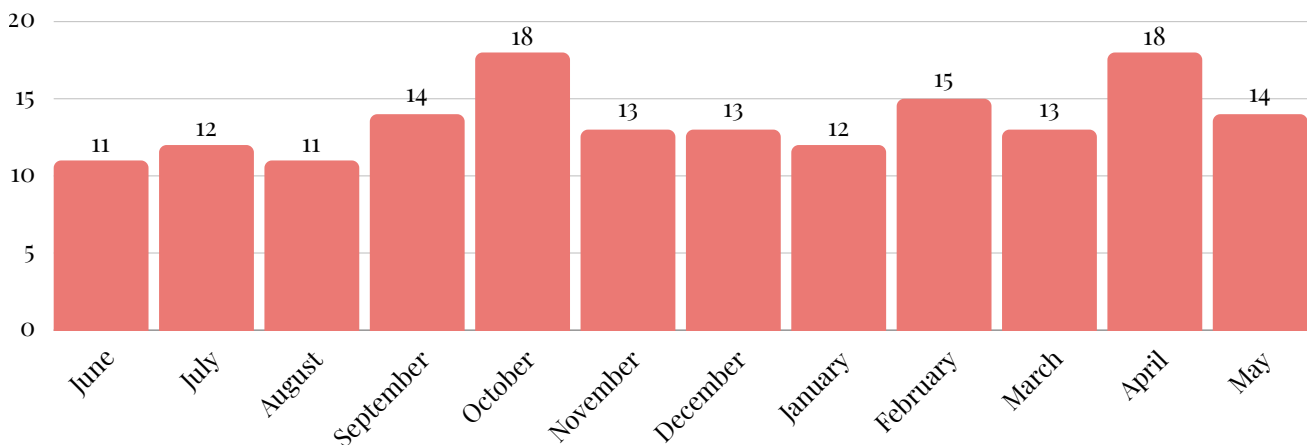
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*



# Boys and Girls Clubs of the Emerald Coast

## *24/25 Performance Measure Report*

**Goal 1: Participants will achieve Academic Success which equates to improving members attitudes towards learning, youth making academic gains, on-time grade progression and graduating from high school with a plan for the future.**

Objective 1.1 – Participants will maintain a consistent pattern of school day attendance.

### ***2022/23 School Year***

55% of regularly attending participants maintained a consistent pattern of school attendance

### ***2023/24 School Year***

66.4% of regularly attending participants maintained a consistent pattern of school attendance

### ***2024/25 School Year***

77% of regularly attending participants maintained a consistent pattern of school attendance

*\*Data from year 1 has some bias due to the grant award being initiated in the 2nd semester of 2022/23 school year*

Objective 1.2 – Youth will understand the benefits and demonstrate a healthy opinion about academic achievement.

### ***2024 Summer Survey Results***

89% believe learning is not boring and is not a waste of time

84% thought getting honor roll was extremely important

71% feel it is extremely important to try their best in school

91% feel learning as much as possible is a high priority

### ***2024/25 Afterschool Survey Results***

93% believe learning is not boring and is not a waste of time

86% understand that learning does not stop when you graduate High School

71% believe it is “extremely important” to try their best in school

**Goal 2: Youth will be empowered to support and influence their club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities.**

Objective 2.1 - Youth will understand and use decision making and critical thinking skills needed to make positive choices.

**Program is in the initial stages of data collection via a new tracking system MyClubHub. The following data point were collected the end of year 1, January 2024 and the beginning of year 2, March 2024 to December 2024. The additional data point covers reports collected January 1, 2025 to June 2025(last 6 months).**

***Baseline***

166 behavioral incidents between both club sites from January to June 2024

724 behavioral incidents for the entire year, 2024, between both sites

***Year 2***

78 behavioral incidents between both sites from January to June 2025

Analysis of the first 6 months in 2024 and 2025 indicates a 47% decrease in behavior issues in the sites thus far

*Disclaimer: A large number of incidents tracked in the last 6 months of 2024 is due to all staff finally following organization policy of inputting all incidents into the electronic tracking. There is likely untrack incidents that occurred from Jan to June 2024.*

Objective 2.2 - Youth will understand social and emotional skills to develop and maintain positive relationships.

***Englewood Center 2024***

26% of youth feel they have been bullied at the Boys & Girls Club

63% of youth who felt bullied at the Boys & Girls Club, did tell an adult about it

Compared to other places, 83% of youth served feel safe when they are at the Club

*Note: Per instructions from organization's corporate office, Montclair Club had to halt NYOI survey dissemination in 2024 due to restrictions of gender affirming questions on survey. Organization is still awaiting 2025 data from Boys & Girls Clubs of America. Report will be revised/updated once data is received.*



Objective 2.3 - Youth will understand the benefits and demonstrate a healthy opinion about self and others.

***Englewood Center 2024***

96% of youth think about what might happen before making a decision

93% of youth believe they are good at making friends

93% of youth know they want to help when they see someone having a problem

*Note: Per instructions from organization's corporate office, Montclair Club had to halt NYOI survey dissemination in 2024 due to restrictions of gender affirming questions on survey. Organization is still awaiting 2025 data from Boys & Girls Clubs of America. Report will be revised/updated once data is received.*

**Goal 3: Youth will increase knowledge of the practice of healthy lifestyle choices and fitness. They will also improve and increase their attitudes about making a commitment to make responsible decisions concerning their health with confidence.**

Objective 3.1 - Youth will understand the benefits of physical fitness and improve physical ability.

**Survey data for the afterschool 2022/2023 versus 2024/2025 indicated:**

***Englewood Center***

25% regression in the number of "push-ups" completed

61% regression in the number of "sit-ups" completed

12% regression in the number of "jumping jacks" completed

regression in the time needed to complete a "20-yard dash" by 3.42 seconds

***Montclair Elementary***

25% improvement in the number of "push-ups" completed

15% regression in the number of "sit-ups" completed

10% regression in the number of "jumping jacks" completed

improvement in the time needed to complete a "20-yard dash" by 1.24 seconds



Objective 3.2 - Participating youth will understand and develop skill that build wellness.

***2024/25 Afterschool Program***

75% of teen-aged youth choose to eat vegetables sometimes at every meal, every day  
75% of teen-aged youth sometimes choose to eat fruit or vegetables as a snack even when others  
around them are eating a sweet snack  
50% of teen-aged youth encourage others to make healthier food choices

***2024/25 K through 6<sup>th</sup> Afterschool Program***

40% of youth know 60 minutes of physical activity should be completed daily  
80% of young members understand basic food groups  
88% of participating youth know vegetables provide your body with vitamins and minerals  
74% of youth demonstrate an understanding of “portions”

**Goal 4: Increase number of youth served annually.**

Objective 4.1 - Program sites will be appropriately staffed.

**Program was always able to adequately and safely staff program according to ratio**

27 of the 31 staff persons were recruited.  
1 vacancy was left to be filled at the Englewood Center  
3 vacancies are left to be filled at Montclair Elementary

*Note: Consideration should be taken regarding the cycle of human resource management. Staffing numbers fluctuate throughout the year.*

Objective 4.2 - Youth served starting in August 2023 will increase.

**From January 2023 to May 2025**

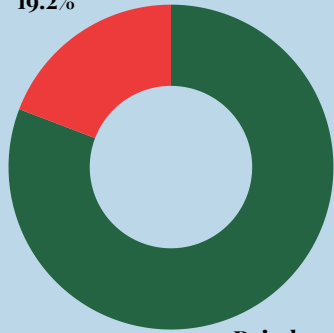
Montclair Elementary - 76% increase in youth gaining access to a quality programming  
Englewood Center - 60% increase in youth gaining access to a quality programming



# Children's Home Society

*SAIL Academy at C.A. Weis*

Residual  
19.2%



Reimbursed  
80.8%

**Program Budget**  
**\$249,906.00**

**Total Expenditures**  
**\$202,021.94**

**Number Served**  
(Proposed vs Actual)

**100 / 168**

**Projected Amount Per Participant**

**\$2,499.06**

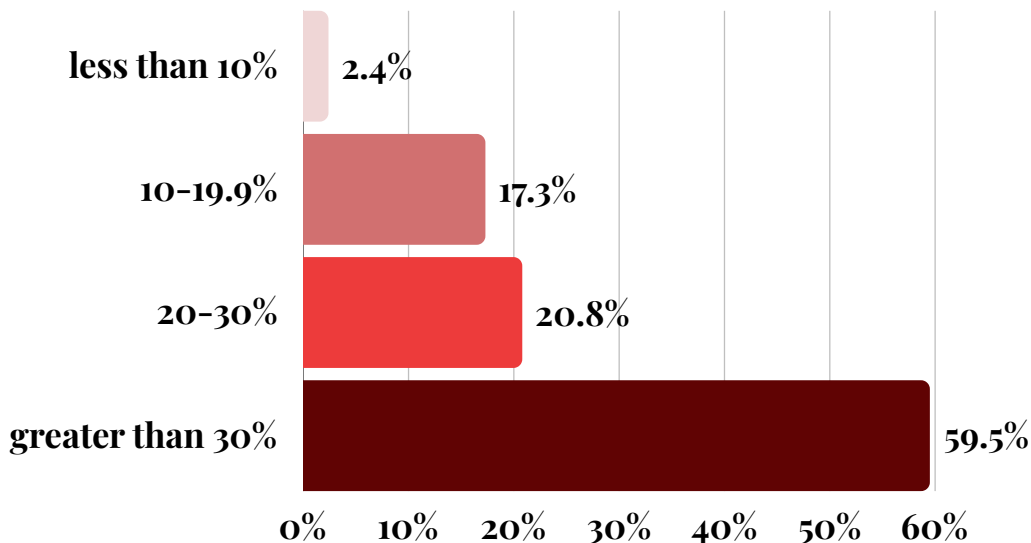
**Actual Amount Per Participant**

**\$1,202.51**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 2 and 3*

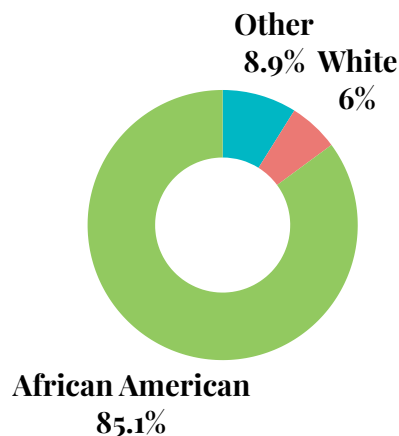
*D3 = 87.5%*

*D2 = 8.9%*

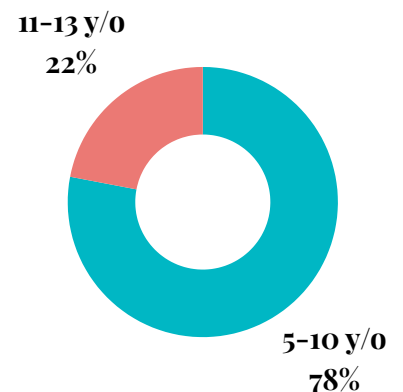
## Gender



## Race



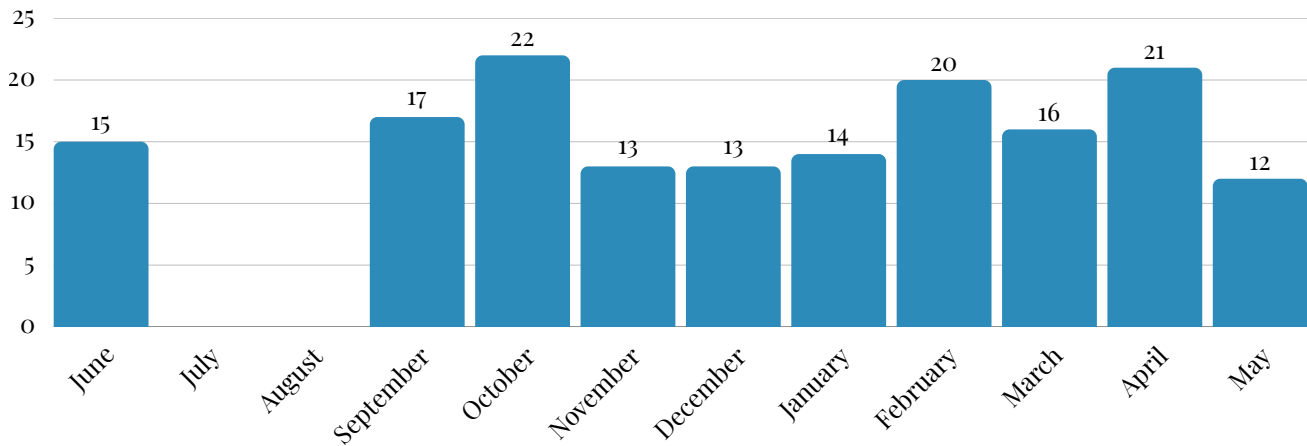
## Age Range



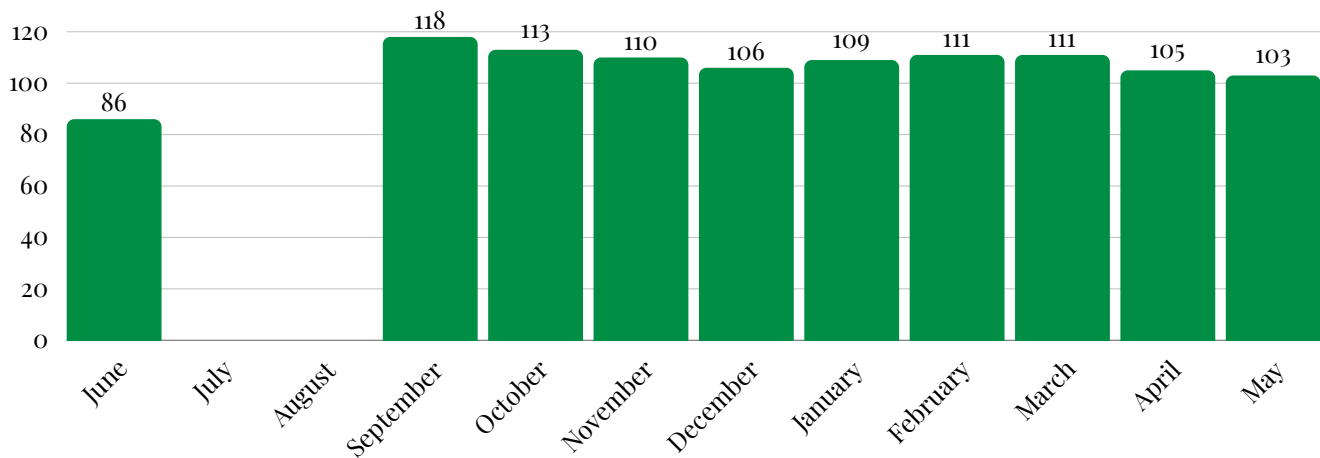


## **Program Location - C.A. Weis Elementary**

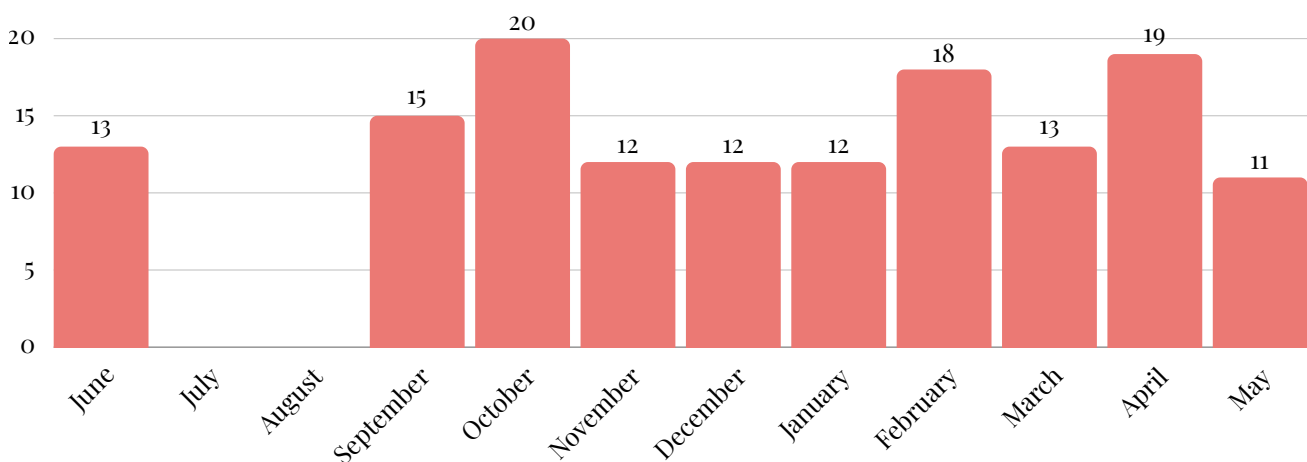
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





# Children's Home Society

## *24/25 Performance Measure Report*

**Goal 1: Expand the SAIL Academy to meet the academic needs of 100 at-risk youth annually.**

Objective 1.1 - SAIL will have the ability to serve an additional 25 students annually from neighboring communities.

Goal: Maintain an average of 100 students  
Result: SAIL's Monthly average turned out to be 94.5

**Goal 2: Participants will gain opportunities to practice positively engaging with their peers and adults. Participants will engage in activities and engage with staff who model self-confidence and self-worth.**

Objective 2.1 - SAIL will maintain a minimum of 10 different enrichment activity providers per month.

SAIL offered 15 enrichment activities: Step Team, Drumline, Elegant Ambassadors, Elite Ambassadors, Gymnastics, Basketball, Pen-Arts Musical Theater/Dance, Art, (Food Wellness) YUM, Math Intervention, Science, Breaking Barriers, Kindergarten Success, Crafting, Reading tutoring

Objective 2.2 - SAIL will maintain 3 enrichment activities per school day—one for each group of students.

SAIL had at a minimum 3 different enrichment activities offered daily

### ***Subsequent Goal 2 Outcomes***

Between the 23/24 and 24/25 school years, Weis saw significant improvements in student behavior and discipline outcomes. Total office discipline referrals dropped sharply from 172 to 58, and the number of students with referrals fell from 131 to 58. Repeat offenders also decreased, with students receiving two or more referrals declining from 28 to 16. In-school suspensions were eliminated entirely, down from 15 the previous year, while out-of-school suspensions fell from 89 students to 33, with those receiving two or more suspensions dropping from 30 to 8. Serious SESIR incidents also declined from 9 to 2. Overall, these reductions reflect a strong, positive shift toward improved school climate and student behavior.

**Goal 3: Participants will achieve the required academic proficiency in the areas of ELA, math, and science to be promoted to the next grade.**

Objective 3.1 - 47% of participants in grades 3, 4, and 5 will be proficient on FAST ELA Assessment, defined as Achievement Level 3.

45 % of participants in grades 3, 4, and 5 demonstrated proficiency on FAST ELA Assessment

Objective 3.2 51% of students in grades 3, 4, and 5 will be proficient on FAST MATH assessment, defined as Achievement Level 3.

51% of participants in grades 3, 4, and 5 demonstrated proficiency on FAST MATH Assessment

Objective 3.3 55% of students in kindergarten will be proficient on STAR Early Literacy defined as Achievement Level 3.

80% of participants in kindergarten demonstrated proficiency on STAR Early Literacy Assessment

Objective 3.4 50% of students in First Grade will be proficient on STAR Early Literacy defined as Achievement Level 3.

38% of participants in First Grade demonstrated proficiency on STAR Early Literacy Assessment

Objective 3.5 50% of students in Second Grade will be proficient on STAR Reading, defined as Achievement Level 3.

33% of participants in Second Grade demonstrated proficiency on STAR Reading Assessment

Objective 3.6 50% of students in First Grade will be proficient on the STAR Math Assessment.

46% of participants in First Grade demonstrated proficiency on the STAR Math Assessment

Objective 3.7 45% of students in Second Grade will be proficient on the STAR Math.

40% of participants in Second Grade demonstrated proficiency on the STAR Math



### ***Goal 3 Outcomes Explanation***

#### **First Grade**

Did not reach the 50% proficiency target in either ELA or math.

This shortfall is attributed to students' prior-year performance in Kindergarten, as well as instructional disruptions caused by having two long-term substitute teachers.

These students had specifically been selected for the SAIL program to boost overall proficiency.

#### **Second Grade**

Fell short of the 50% proficiency goal in both subjects.

Contributing factors included the departure of a key academic teacher and a significant decline in STAR 360 scale scores from the previous year.

Students were also tested on content they had not yet been exposed to, as STAR 360 included field-test items during PM3 for both ELA and math.

#### **Third to Fifth Grades**

Overall, ELA proficiency reached 45%, missing the 50% goal.

Several close-to-proficient students—within 1 or 2 points—highlighted how narrowly the target was missed.

Fourth grade did not have a dedicated ELA teacher during the first and second quarters.

Fifth grade was led by a brand-new teacher with a background in secondary ELA, which may have impacted grade-level alignment and outcomes.



**C.A. WEIS  
ELEMENTARY  
A COMMUNITY  
PARTNERSHIP  
SCHOOL**

**Community Partnership  
School of the Year  
2024/2025**

**Our Community Partnership School Partners:**



**community health  
northwest florida**



**Escambia County School District**  
Escambia County, Florida



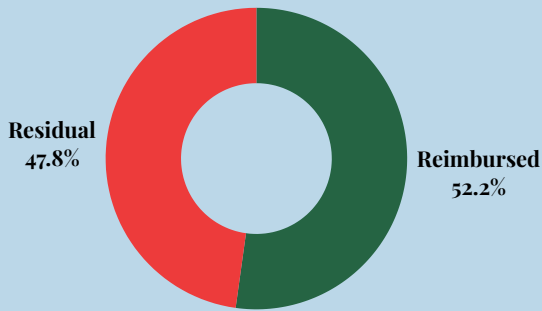
**UNIVERSITY of  
WEST FLORIDA**



**ESCAMBIA  
CHILDREN'S TRUST**  
Our Children. Our Community. Our Future.

# City of Pensacola Parks and Recreation

*PPRD Free After-School*



**Program Budget**

**\$540,041.00**

**Total Expenditures**

**\$281,862.05**

**Number Served**

**(Proposed vs Actual)**

**235 / 229**

**Projected Amount Per Participant**

**\$2,298.05**

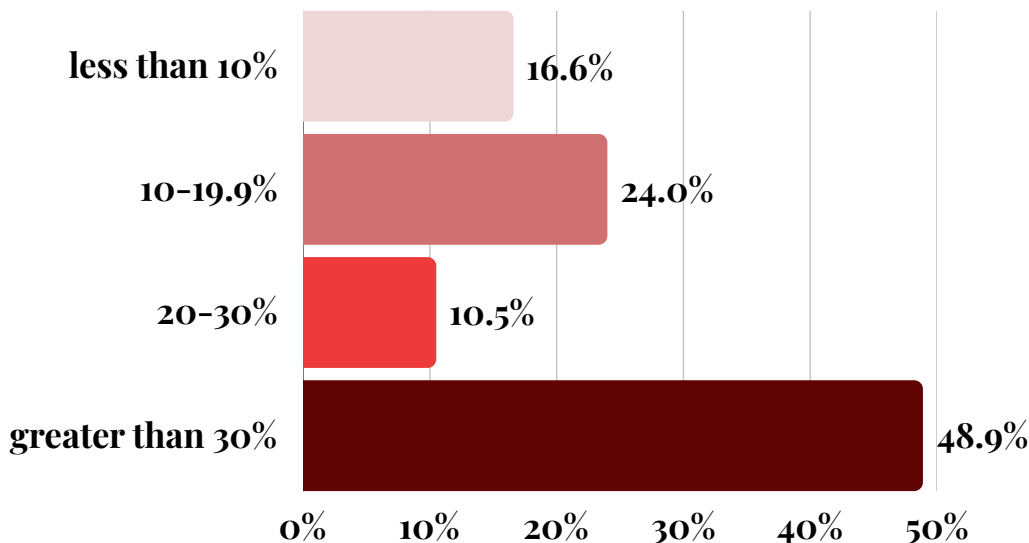
**Actual Amount Per Participant**

**\$1,230.84**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 3 and 4*

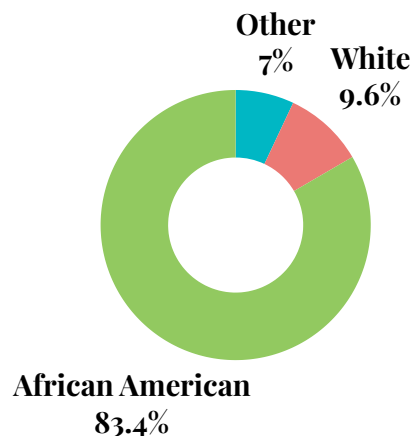
*D3 = 65.1%*

*D4 = 17.5%*

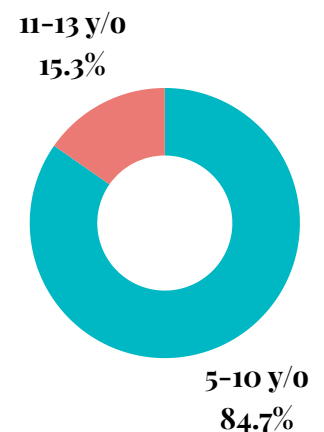
## Gender



## Race

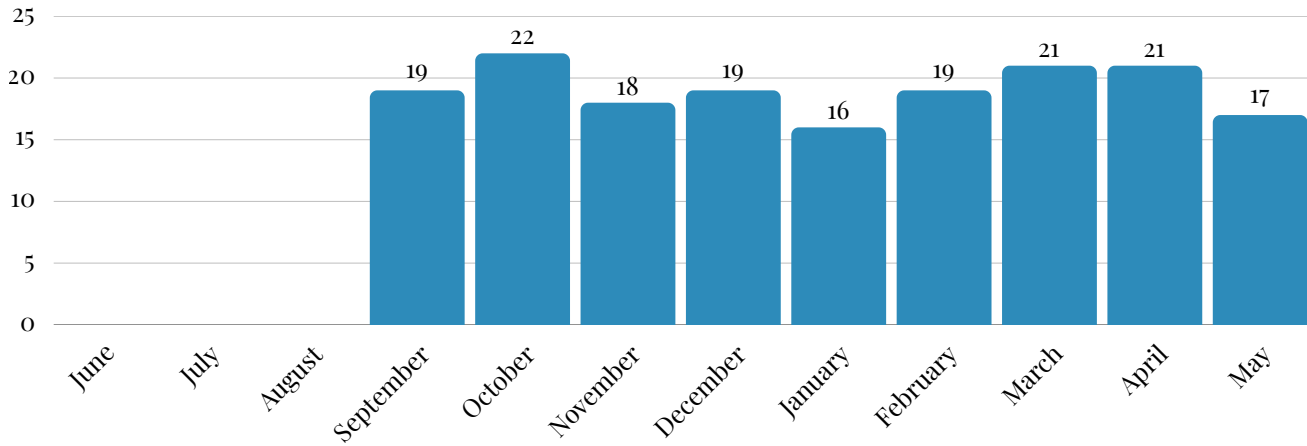


## Age Range

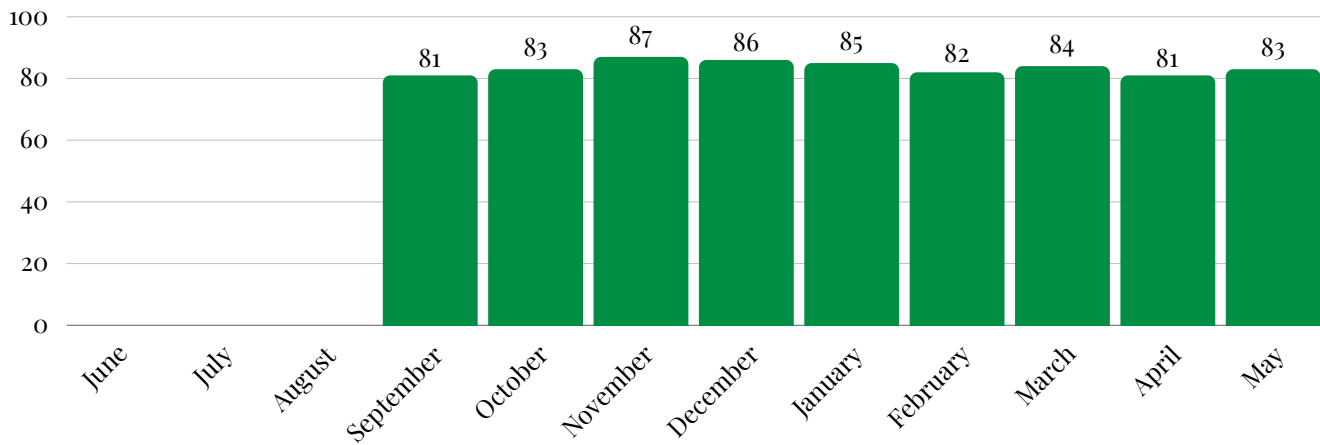


## **Program Location - E.S. Cobb Community Center**

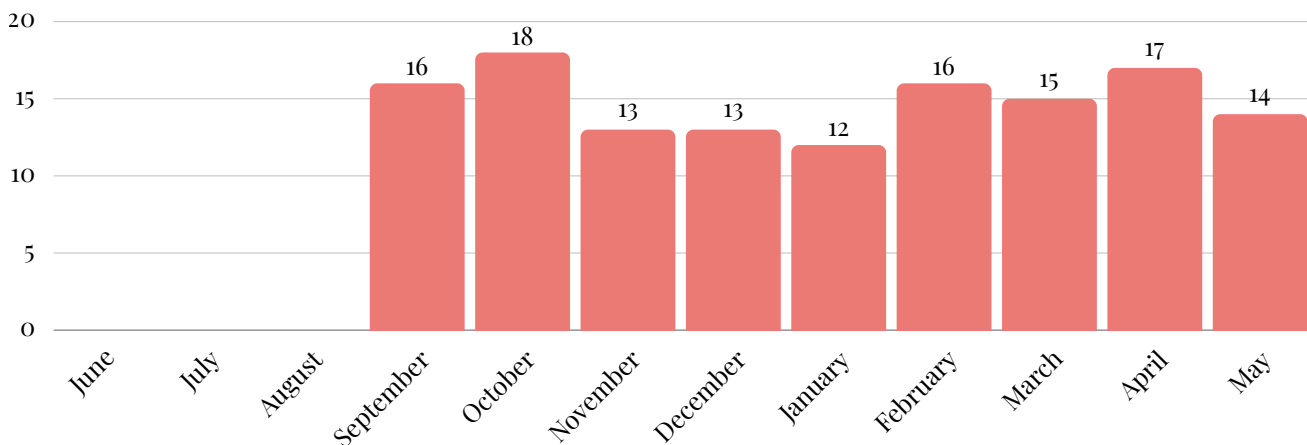
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



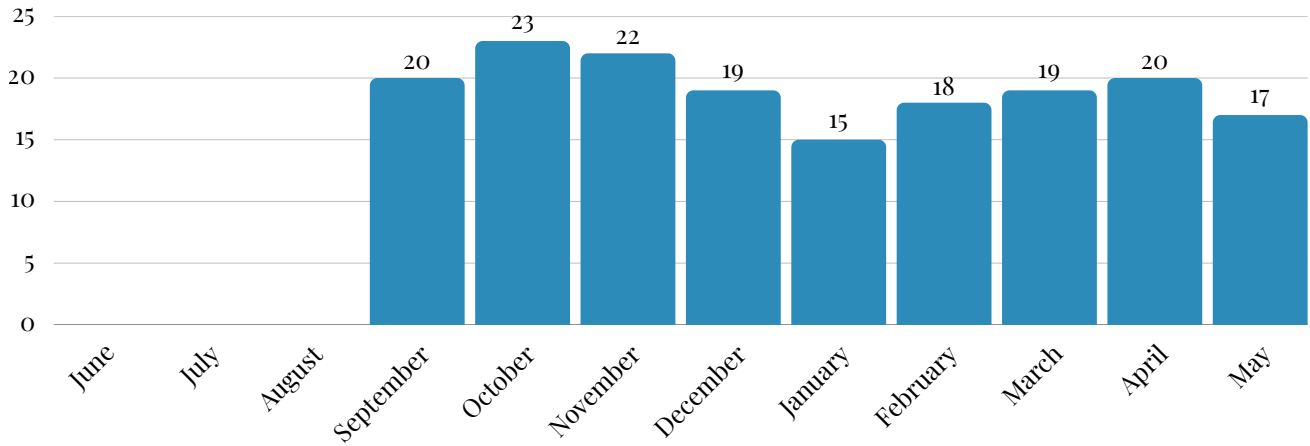
*Average Number of Days Participants Attend Each Month*



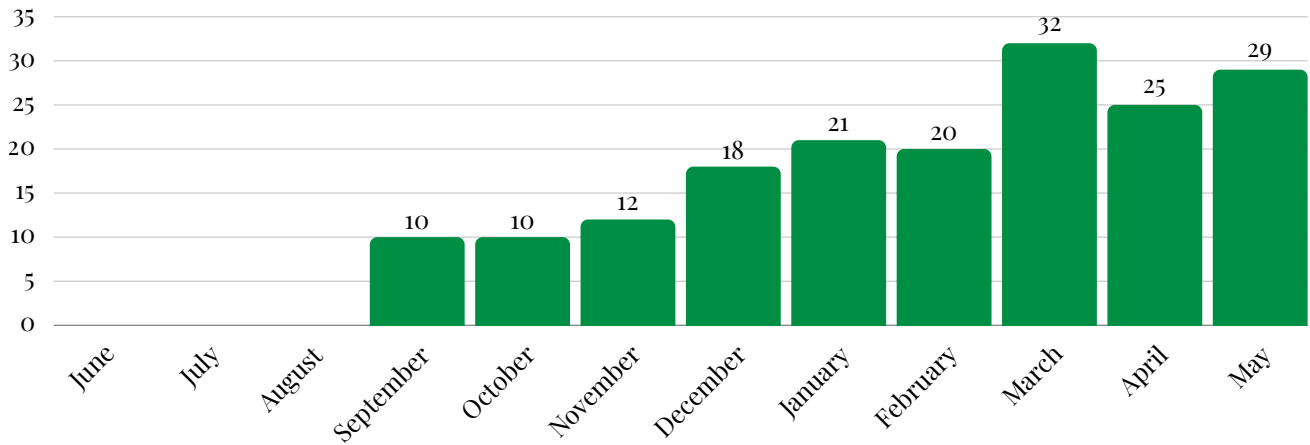


## **Program Location - Fricker Community Center**

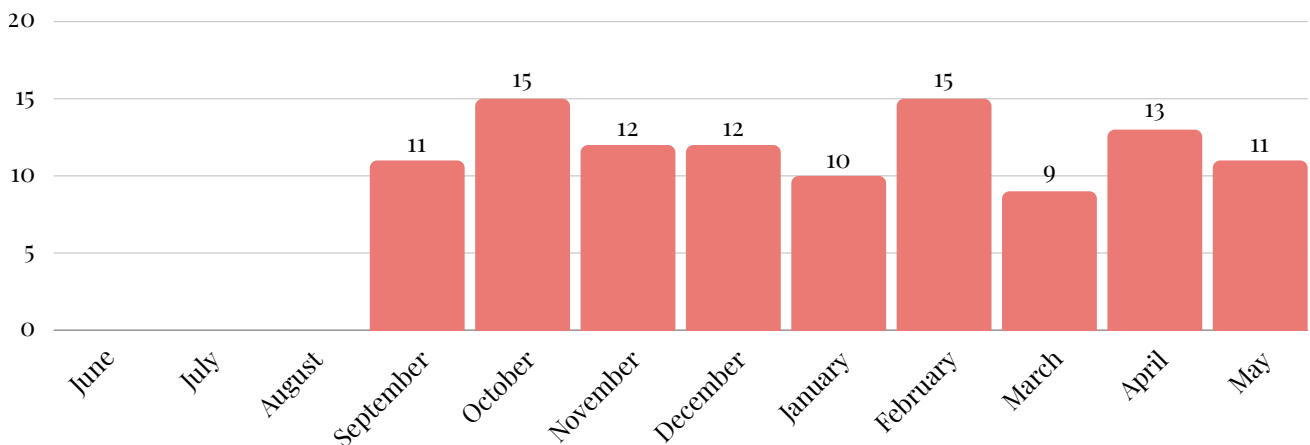
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

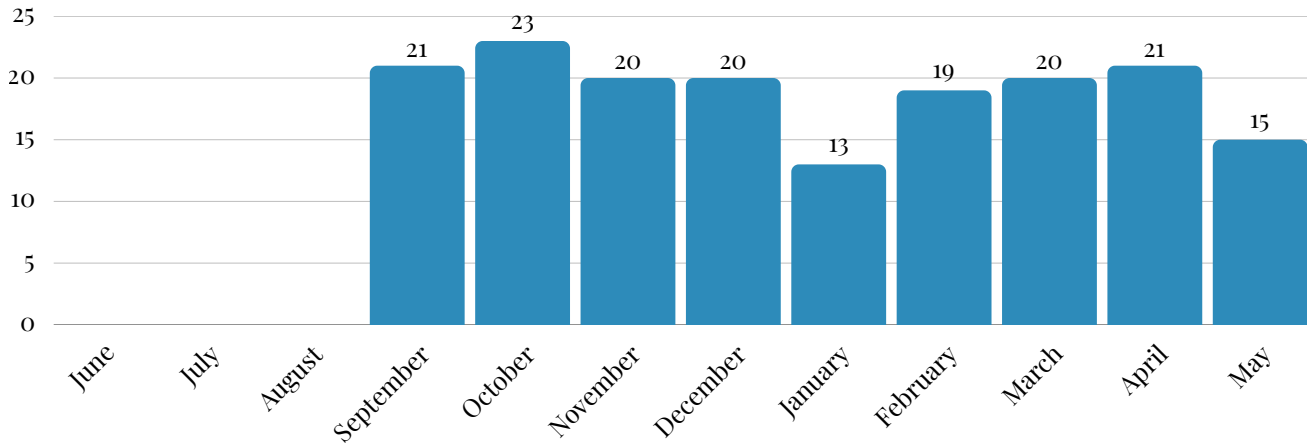


*Average Number of Days Participants Attend Each Month*

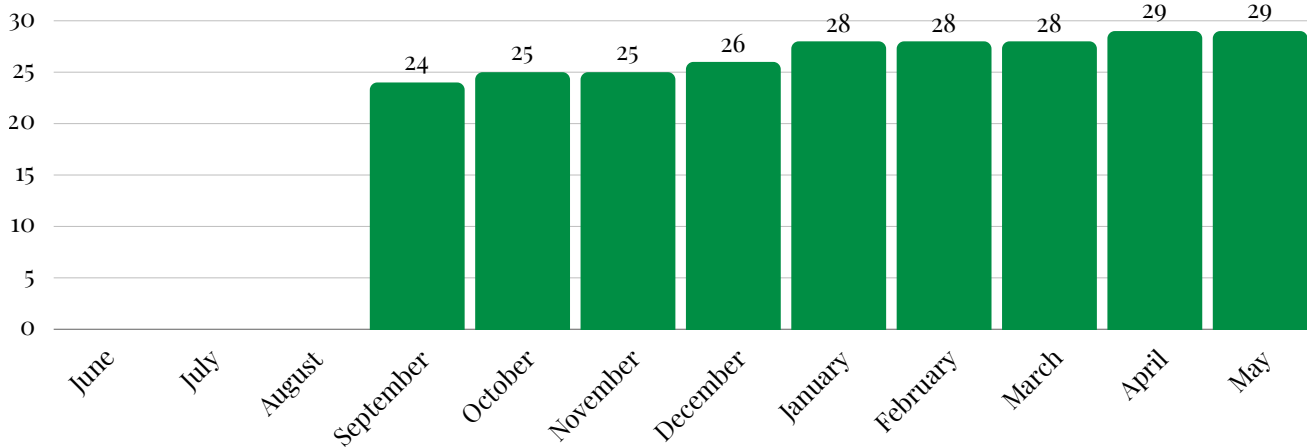


## **Program Location - Gull Point Resource Center**

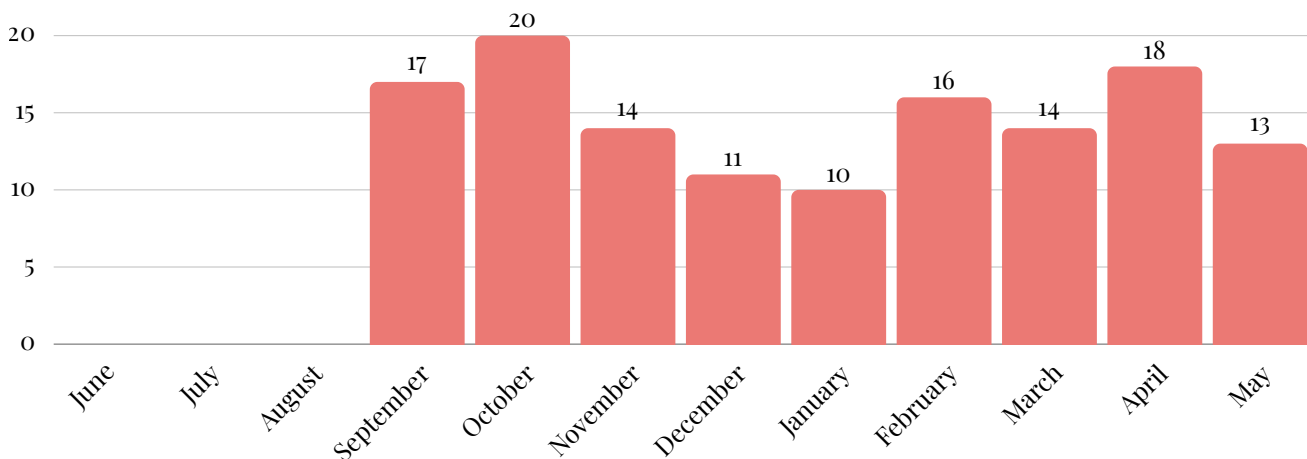
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

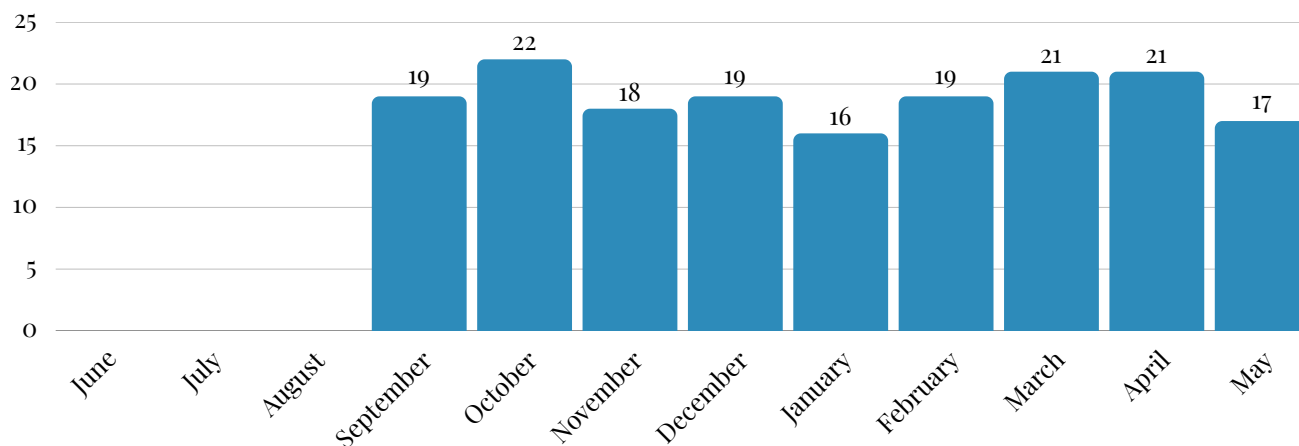


*Average Number of Days Participants Attend Each Month*

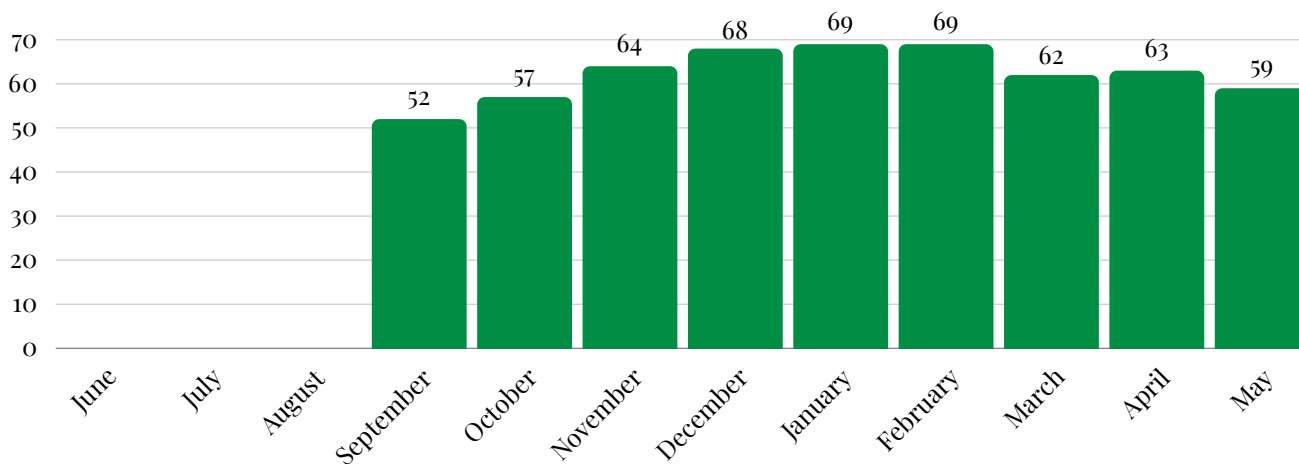


## **Program Location - Woodland Heights Resource Center**

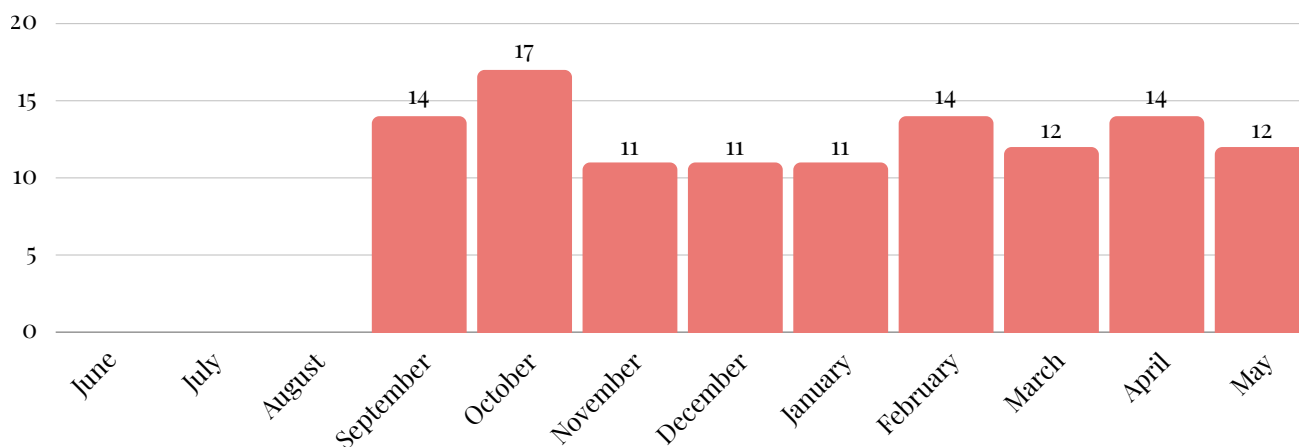
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*







# City of Pensacola Parks and Recreation

## *24/25 Performance Measure Report*

**Goal 1: Provide equitable access to quality after-school programming for students in Escambia County.**

Objective 1.1 - Enrollment increases for families meeting free and reduced lunch income guidelines.

52% increase bringing enrollment up by 111 participants, totaling 229 in year 2

Objective 1.2 - Retention of students enrolled in year 1 of free after-school program through year 2.

202 participants were retained from June 2024 to May 2025

**Goal 2: Exposure to performing arts, outdoor education, STEM, and behavioral interventions increasing children's knowledge and appreciation in focus areas.**

Objective 2.1 - Participants increase their knowledge in Goal 2's subject areas.

### ***Pensacola Children's Chorus***

83% believe they contribute to Pensacola Sings

56% feel the skills they develop in Pensacola Sing helps in school

61% feel they experience less anxiety, depression, and/or loneliness

94% of participants' school grades have improved or remained in good standing

### ***Pensacola MESS Hall***

93% of participants rated MESS Hall activities as fun or really fun

Most participants showed an increase in STEM skills after completing the program

92% of participants have a positive feeling about the subject of science

after taking part in MESS Hall programming

**Goal 3: Improve student behavior and socialization by reinforcing healthy problem solving and adversity coping skills.**

Objective 3.1 – Participants improve behavioral and interpersonal skills.

### **CDAC PATTS Boost Program Survey Data**

70% of participants reported an increase in their ability to resolve interpersonal issues  
100% of parents indicated their child benefited from their participation. Parents noticed gains in their child's prosocial behavior and conflict resolution skills.

### ***Student Comments***

“I learned to manage my friendships.”

“I learned how to keep trying hard even when things get hard”

“I learned about consequences and good behavior.”

“I learned it is okay to tell people how I feel.”

### ***Parent Comments***

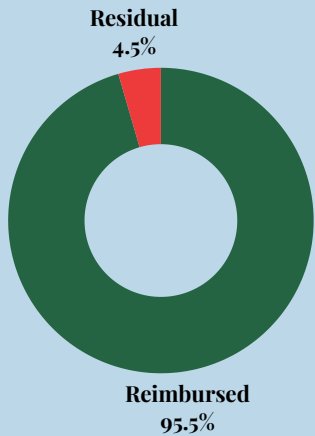
“He loves this program and has learned new skills, and his behavior has improved. I appreciate you.”

“My child is better able to express themselves, calm down, and accept things.”



# CMB Visions

*Be a Success in School (B.A.S.I.S.)*



**Program Budget**

**\$396,817.00**

**Total Expenditures**

**\$379,123.65**

**Number Served**

(Proposed vs Actual)

**60 / 100**

**Projected Amount Per Participant**

**\$6,613.62**

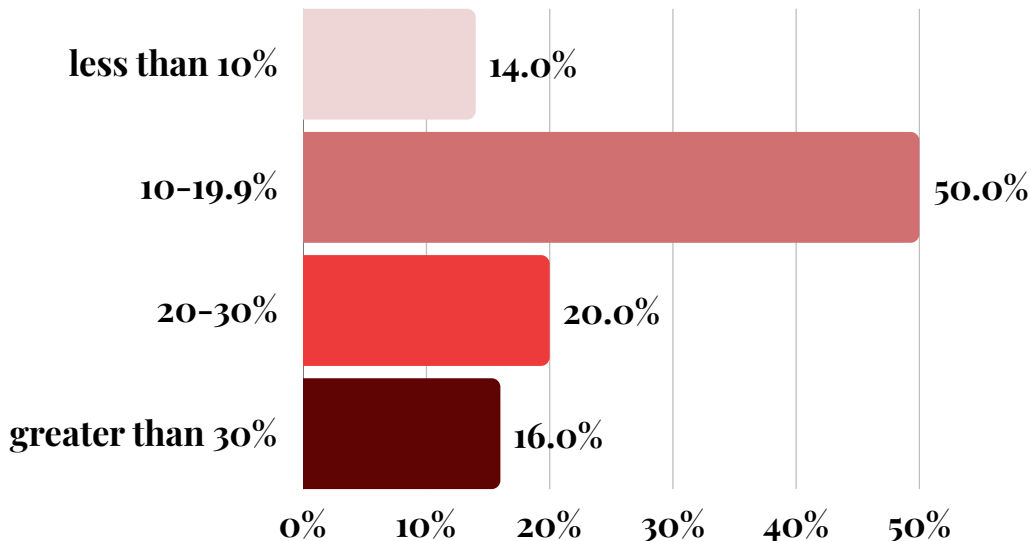
**Actual Amount Per Participant**

**\$3,791.24**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 3 and 4*

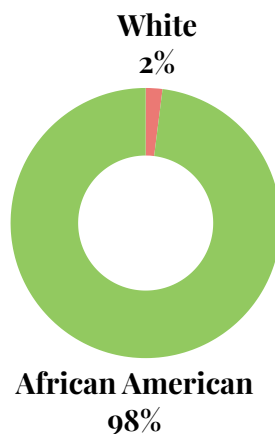
*D3 = 40%*

*D4 = 38%*

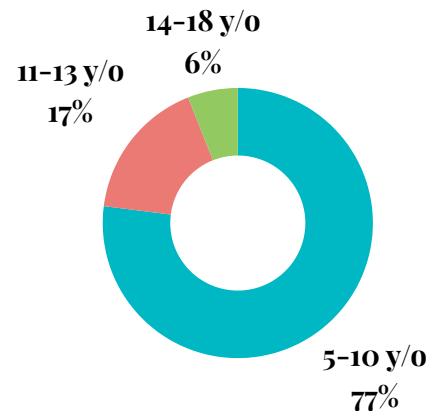
## Gender



## Race



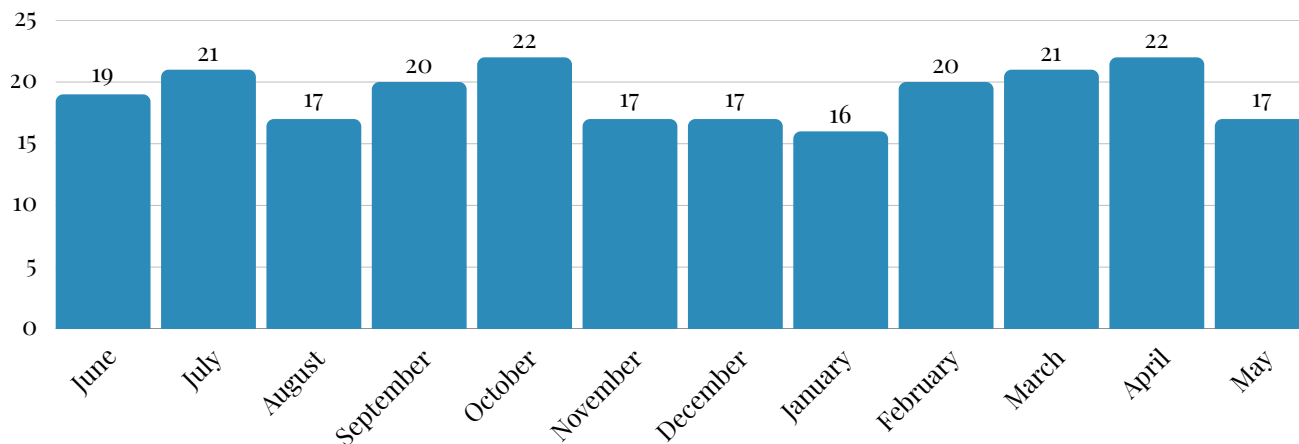
## Age Range



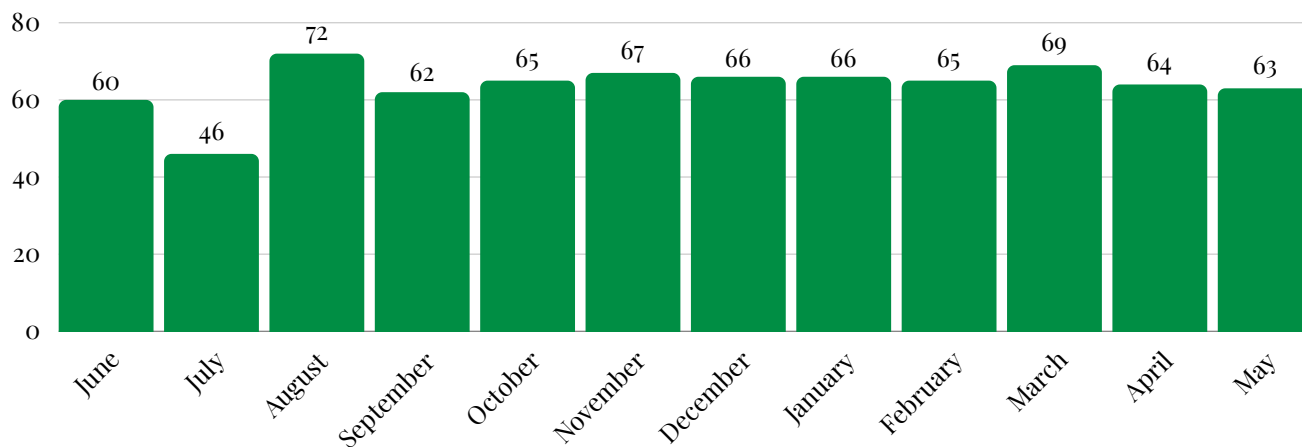


## **Program Location – St. Johns Divine Missionary Baptist Church**

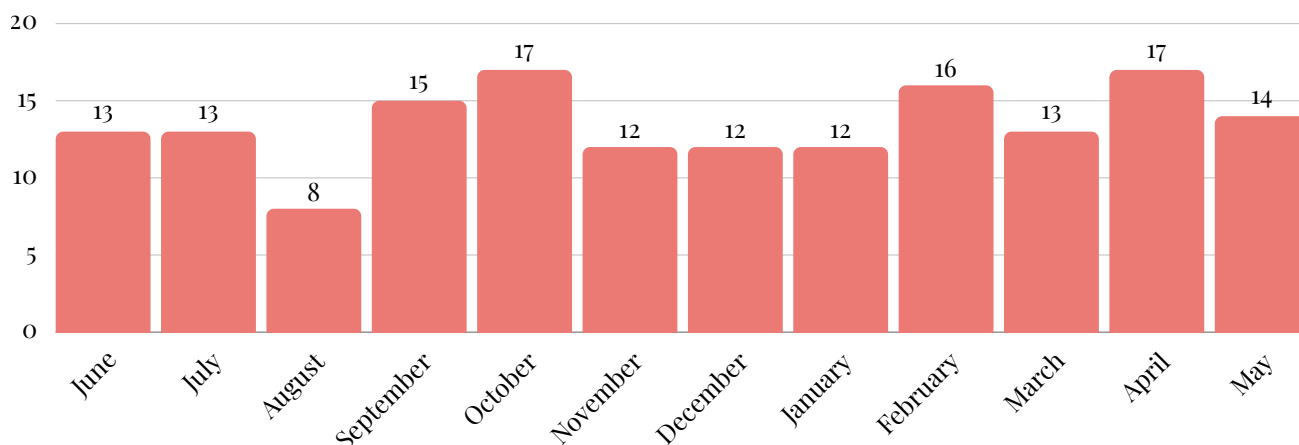
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*



# CMB Visions

## *24/25 Performance Measure Report*

### **Goal 1: Participants will improve their literacy skills.**

Objective 1.1 – Participants demonstrate an improvement in literacy skills over the course of the school year.

44% of participants showed improvement in literacy skills

47% of participants maintained their established literacy skills with no indication of decline

### **Goal 2: Participants will increase their student engagement.**

Objective 2.1 – Participants demonstrate an increase in school engagement over the school year.

88% of participants showed improvement in school engagement from pre to post test

### ***CMB Performance Measures Supplemental Data***

#### **First Grade**

Out of 9 students assessed, 4, (44%), maintained their grade, 3, (33%) dropped in grades, 2 (22%) improved in Language Arts, and improved in Math,

#### **Second Grade**

Out of 8 Students assessed, 4 (50%) maintained their grade, 1 (11%) improved in Language Arts and 3 (37%) in both Language Arts and Math.

#### **Third Grade**

Out of 14 students assessed, 7 (50%) maintained their grade, 5 (36%) showed gains in Language Arts, 1 (7%) showed a gain in math and 1 (7%) showed a gain in both math and Language Arts.

#### **Fourth Grade**

Out of 9 students assessed, 3 (33%) maintained their grade, 3 (33%) showed gains in Language arts and 3(33%) in Math.

#### **Fifth Grade**

Out of 3 students assessed, 2 (67%) maintained their grades and 1 (33%) went down in math.

# Dixon School of Arts and Sciences

## *Dixon After Hours*



Reimbursed  
100%

**Program Budget**  
**\$295,000.00**

**Total Expenditures**  
**\$295,000.00**

**Number Served**  
(Proposed vs Actual)

**75 / 212**

**Projected Amount Per Participant**

**\$3,933.33**

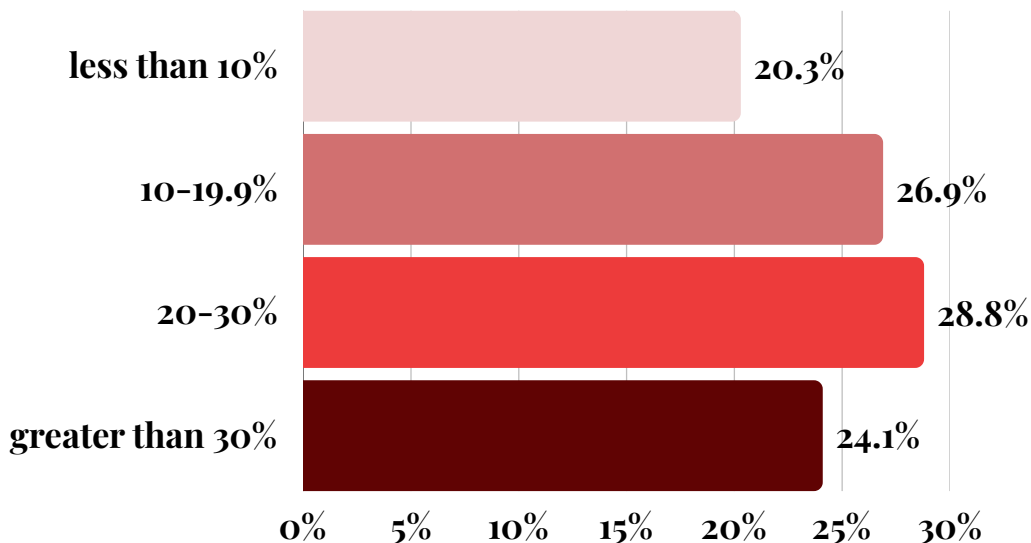
**Actual Amount Per Participant**

**\$1,391.51**

**Program Met Dosage Goal**

**Yes**

### **Percent of Participants Living in High Poverty Census Tracts**

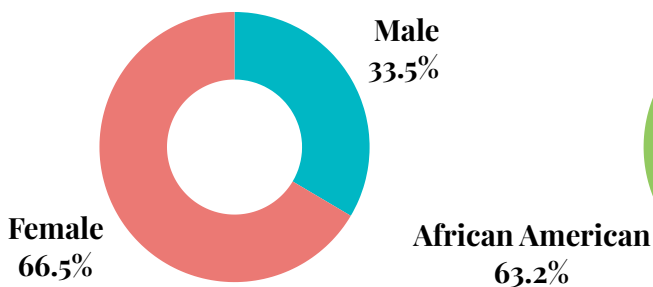


*Most Participants Reside in Commission Districts 2 and 3*

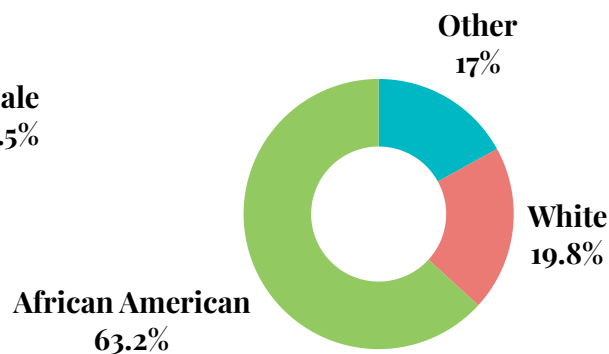
*D3 = 46.7%*

*D2 = 29.2%*

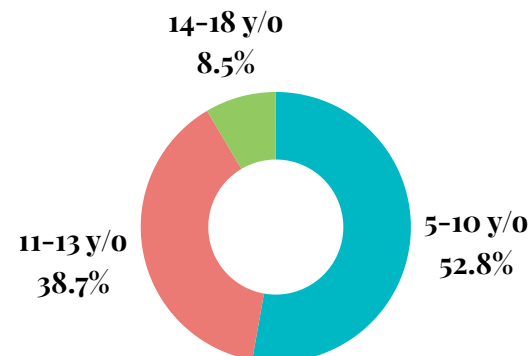
### **Gender**



### **Race**



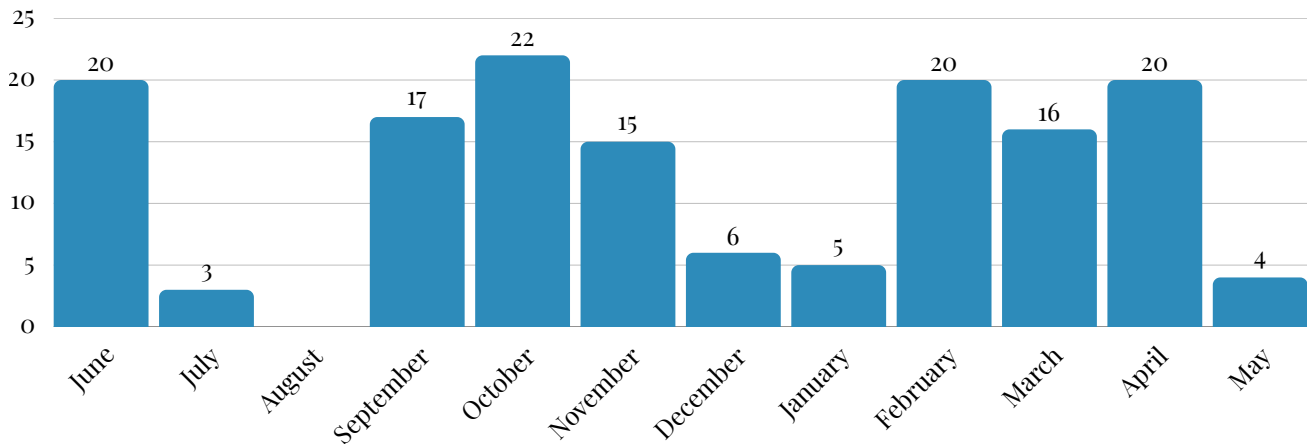
### **Age Range**



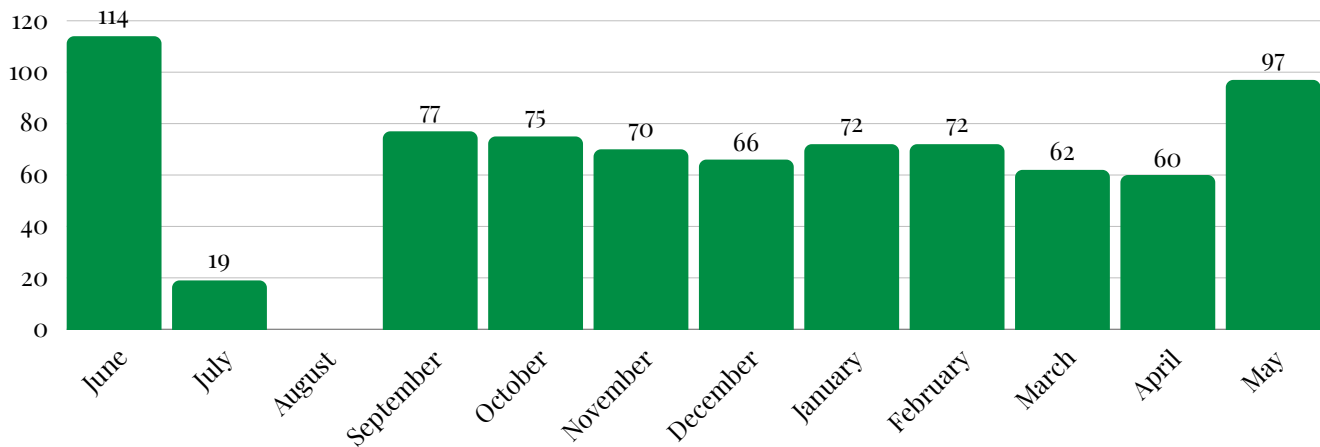


## **Program Location - Dixon School of Arts and Sciences**

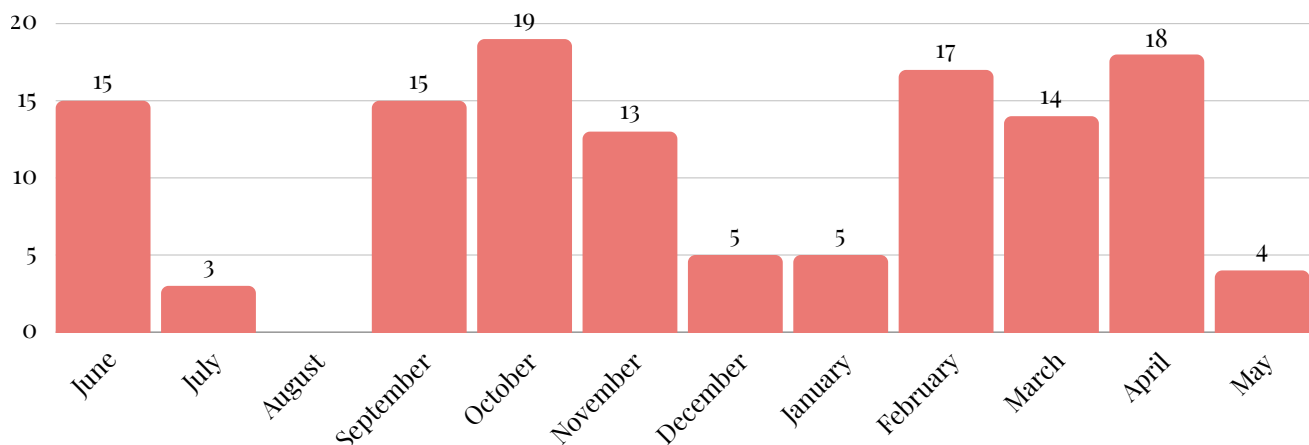
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*



A decorative header image showing stage lights and a spotlight on a dark background.

# Dixon School of Arts and Sciences

## *24/25 Performance Measure Report*

**Goal 1: Students will enhance their oral, reading, and written language skills; evidenced by increased literacy / reading assessments.**

Objective 1.1 – Participants will engage in formal verbal linguistic practice with program staff. Staff will note increases in overall, verbal linguistic development.

86% reported they are now comfortable speaking in front of an audience

86% reported Dixon Afterhours has helped them with reading and memorizing lines

Students had an 8% increase in formal and informal linguistic assessments.

64% of students ages 10 and older saw improved linguistic skills.

Objective 1.2 – Reading achievement, comprehension, and fluency will increase by learning and memorizing their character's lines and overall character development.

### ***NWEA Map Reading Test Scores***

76% of students showed an improvement in reading

**Goal 2: Resulting from each participant's involvement in the program, they will develop an increased interest and engagement concerning school functions during the regular school day.**

Objective 2.1 – Attendance in school will increase as interest and attendance in after hours increases.

DAH students had an average attendance rate of 90% with an average increase in attendance of 1.69% each quarter of the school year.

Objective 2.2 - The program will grow in interest as students and families see the value and relation to overall academic achievement and social emotional growth.

75% of parents surveyed confidently describe the value this program has on their child  
100 % of parent surveyed felt child had improved confidence along with  
stage performing abilities after completing Dixon Afterhours

### ***Student Accomplishments/Achievements***

Out of 81 students surveyed, 48 were on the Honor Roll, 8 received the Citizenship Award  
and 29 student received Special Awards in both Arts and Academics.

Objective 2.3 - Students and staff will develop a greater understanding of individual students' learning styles and more confidence in their knowledge of how the arts can transform learning.

75% of students surveyed identified new means of communicating and showing  
confidence in oral and written language through use of reflective journaling,  
line memorization, public speaking, working collaboratively, and  
overall engagement with varied modalities of learning.

100% of parents surveyed reported a positive impact on their  
child's self-confidence and public speaking.

### ***Staff Observations***

This year, staff observed social growth in after hours participants with their ability to be flexible,  
work with others they typically would not work with, go out of their comfort zone, take risks, and  
problem-solve. Students in the program showed leadership skills when called  
upon to showcase the role they were fulfilling in the musical.

Public speaking skills increase as students engage in the acting process. Oration and memorization  
(retention) increases as well. These modalities of literacy (oral and written language) all increase as  
students engage in the performing arts processes.



# James B. Washington Education and Sports

*JBWES*



Reimbursed  
100%

**Program Budget**  
**\$295,000.00**

**Total Expenditures**  
**\$295,000.00**

**Number Served**  
(Proposed vs Actual)

**120 / 172**

**Projected Amount Per Participant**

**\$2,458.33**

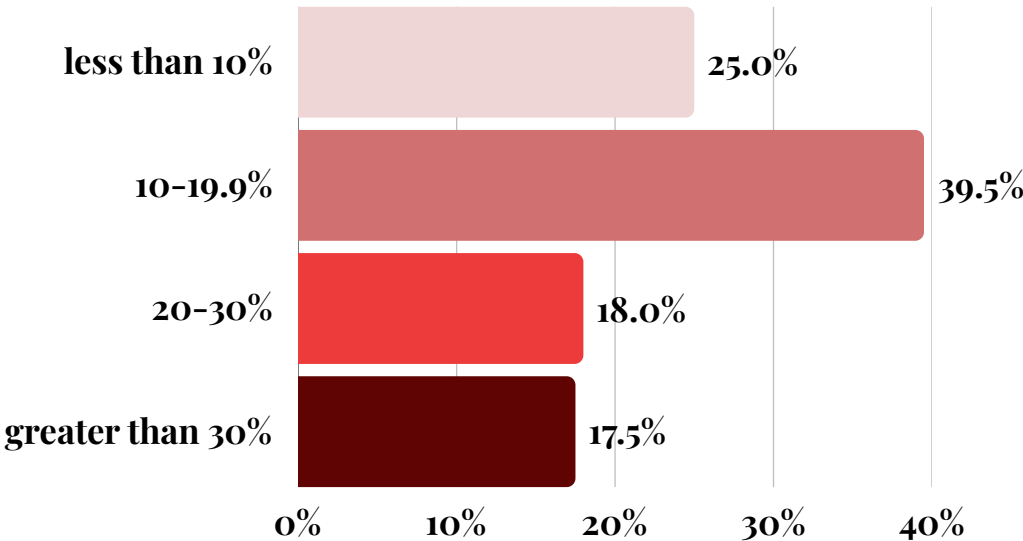
**Actual Amount Per Participant**

**\$1,715.12**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts

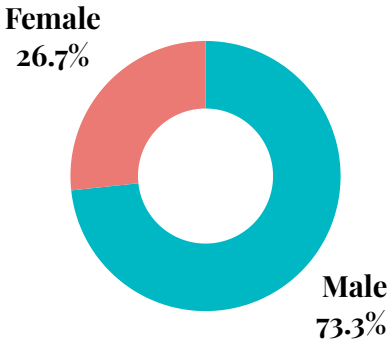


*Most Participants Reside in Commission Districts 3 and 4*

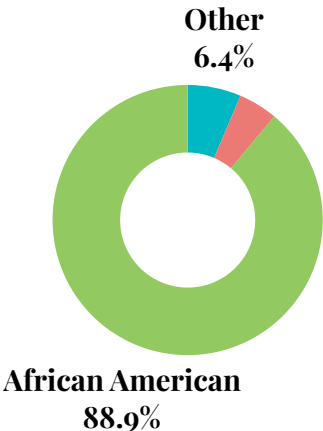
*D3 = 44.8%*

*D4 = 18.6%*

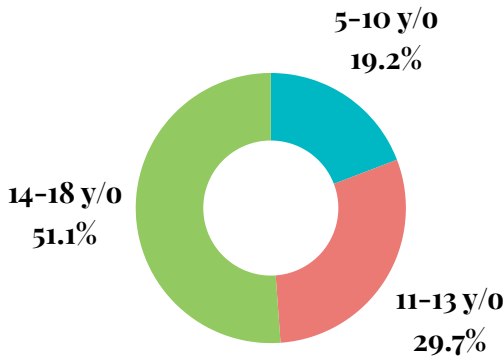
## Gender



## Race



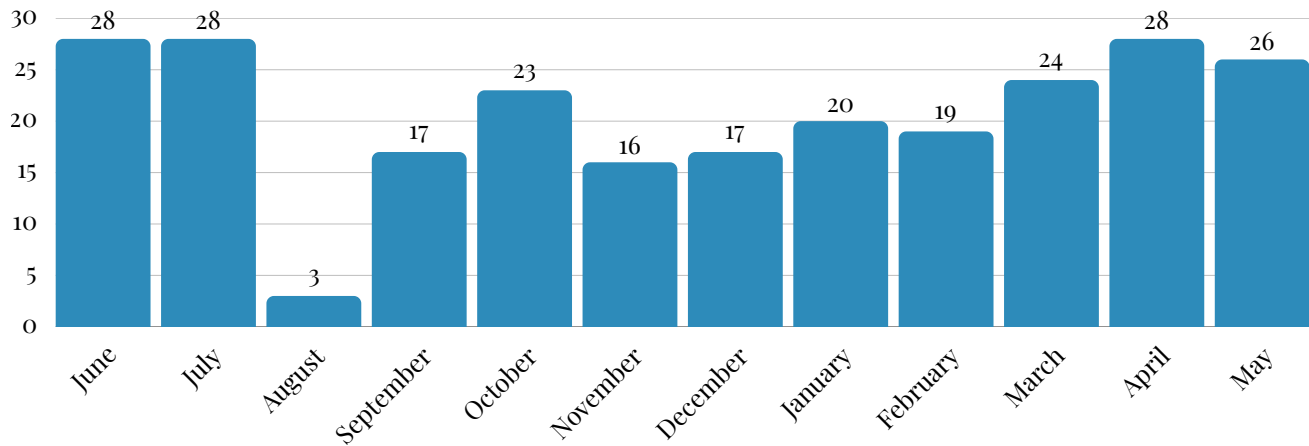
## Age Range



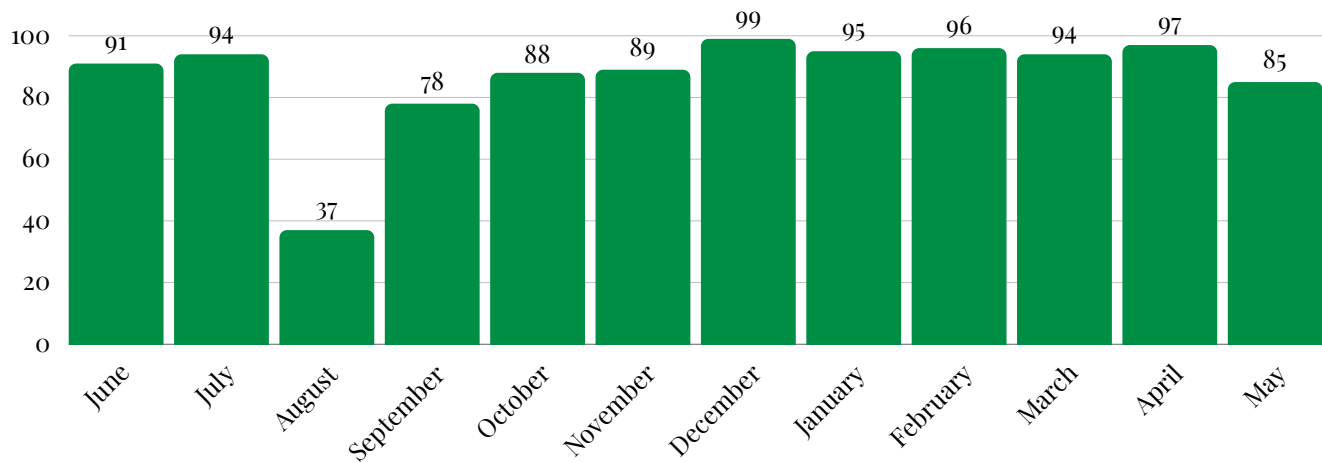


## Program Location - JBWES Palafox Tutoring Center

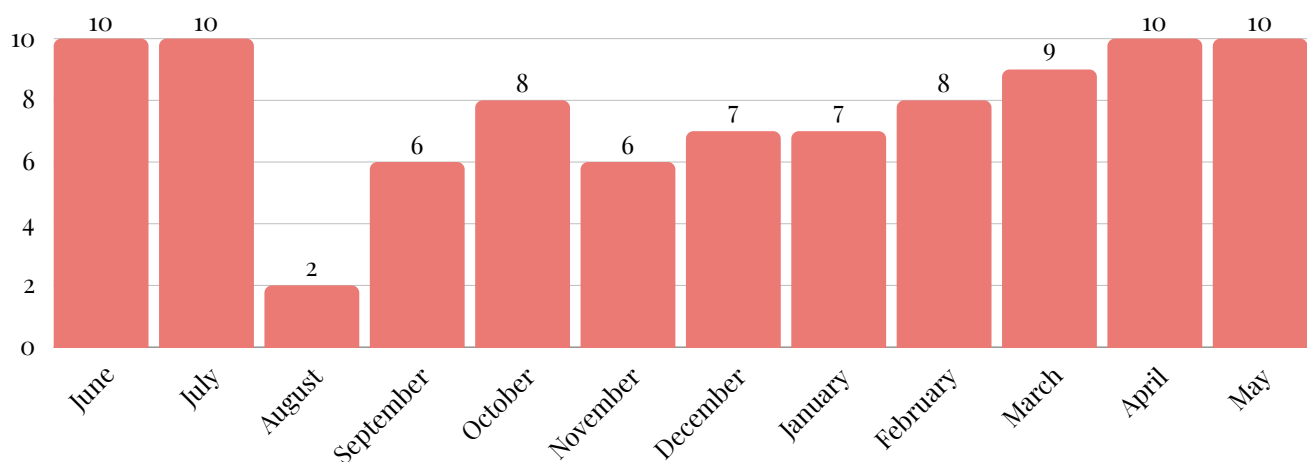
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





# James B. Washington Education and Sports

## *24/25 Performance Measure Report*

**Goal 1: Participants will improve skills and strive for proficiency in English / Language Arts.**

Objective 1.1 - Participants will meet or exceed academic achievement standards in English Language Arts

Objective 1.2 - Increase the average score of JBWES participants on state standardized testing by 15% in year 1.

### ***FAST Reading ELA Assessment***

72% scored higher than their previous assessment

11% had not change in scores

17% scored lower than their previous assessment

**Goal 2: Participants will meet or exceed academic achievement standards in Mathematics courses.**

Objective 2.1 - Participants will meet or exceed academic achievement standards in Mathematics courses.

Objective 2.2 - Increase the average scale score by 20% on the FAST Mathematics Assessment.

### ***FAST Mathematics Assessment***

67% scored higher than their previous assessment

10% had no change in scores

23% scored lower than their previous assessment

**Goal 3: Participants will improve their attendance at school.**

Objective 3.1 - Participants will be enrolled for at least 30-45 days in the programs, where they will be encouraged to attend school regularly, which will have a positive impact on grades.

In Year 2, 96 participants consistently attended JBWES for 30 or more days

Objective 3.2 - Participants will improve school attendance after 30-45 days in the program.

80% maintained regular school attendance  
Of the remaining participants, 13% achieved a decrease in school absences

**Goal 4: Participants will improve their conduct and behavior at school.**

Objective 4.1 - Participants will be enrolled for at least 30-45 days in the program, where they will be given structure, counsel on conflict resolution, and be referred to counseling for grief, trauma, etc. if necessary.

Objective 4.2 - Participants will improve school behavior 30-45 days in the program.

67% demonstrated appropriate school behavior  
Of the remaining participants, 25% achieved a decrease in school referrals

**Goal 5: Participants will make learning gains in core subjects.**

Objective 5.1 - The average quarterly core subject GPA of participants will increase after enrollment for 30+ days.

Objective 5.2 - Participants will increase their quarterly individual GPA in core subjects to a minimum of 2.0.

By the end of the school year, 96 participants who regularly attended JBWES  
(30 days or more) had an average core GPA of 2.72

67% of those participants, met or exceeded the target GPA of 2.75,  
while 33% are still working towards that goal





## ***OST Specialty Programming***

- Operates 2 or more days a week
- Programs offer opportunities in visual and performing arts, mentoring, leadership development, and cultural enrichment
- Programs foster student voice, identity, and creativity, while also promoting skill development in communication, collaboration, and self-confidence

### ***Programs***

Chain Reaction

Covenant Care

Epps Christian Center

Omega Lamplighters

Pensacola Children's Chorus

Pensacola Little Theatre

SALT Ministry



# Chain Reaction

## Chain Reaction After-School Program



Reimbursed  
100%

Program Budget

**\$158,730.00**

Total Expenditures

**\$158,730.00**

Number Served  
(Proposed vs Actual)

**80 / 121**

Projected Amount Per  
Participant

**\$1,984.13**

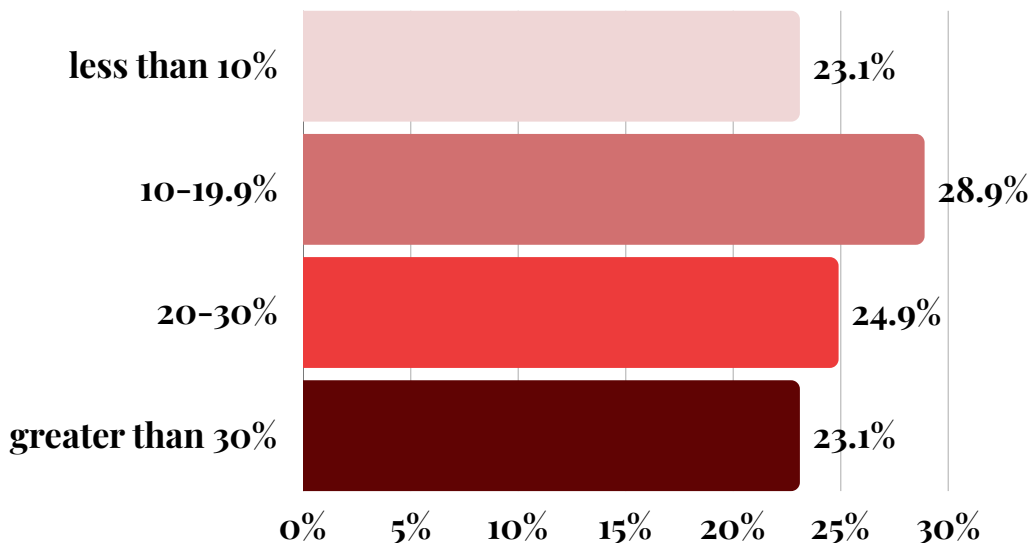
Actual Amount Per  
Participant

**\$1,311.82**

Program Met Dosage  
Goal

**Yes**

### Percent of Participants Living in High Poverty Census Tracts

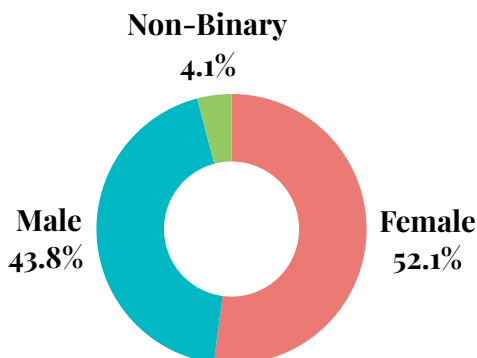


*Most Participants Reside  
in Commission  
Districts 2 and 3*

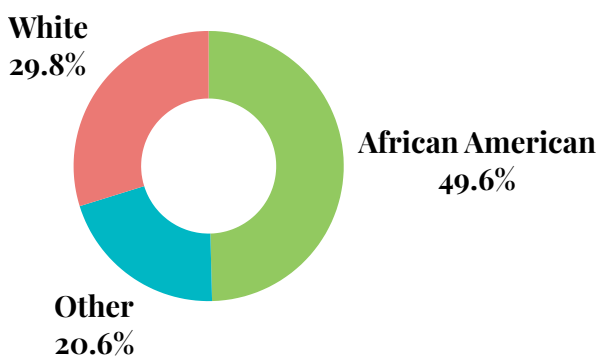
*D3 = 41.3%*

*D2 = 34.7%*

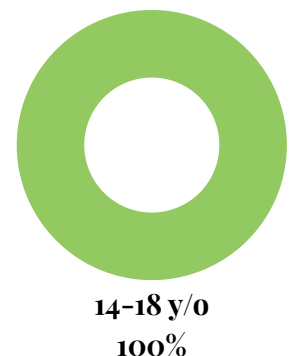
### Gender



### Race

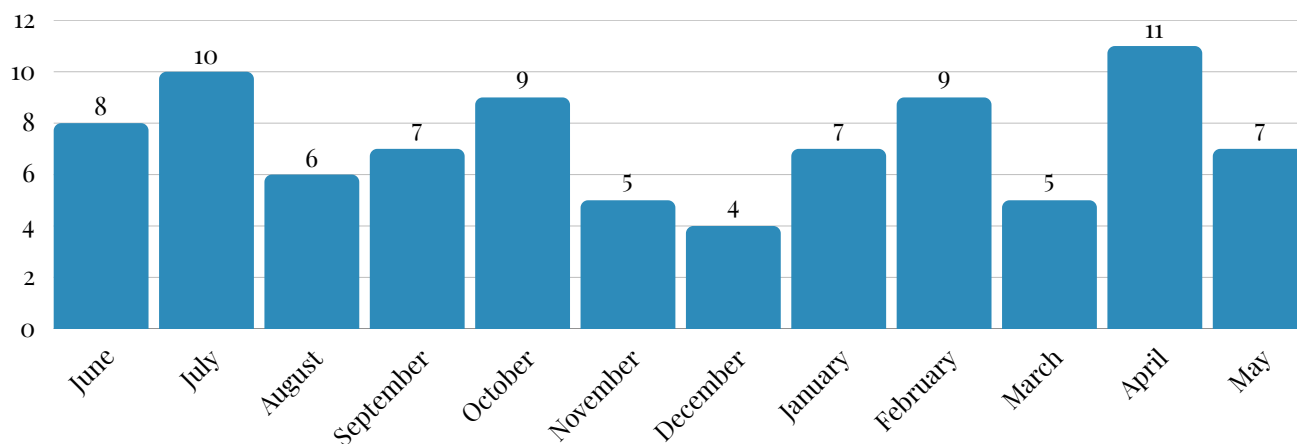


### Age Range

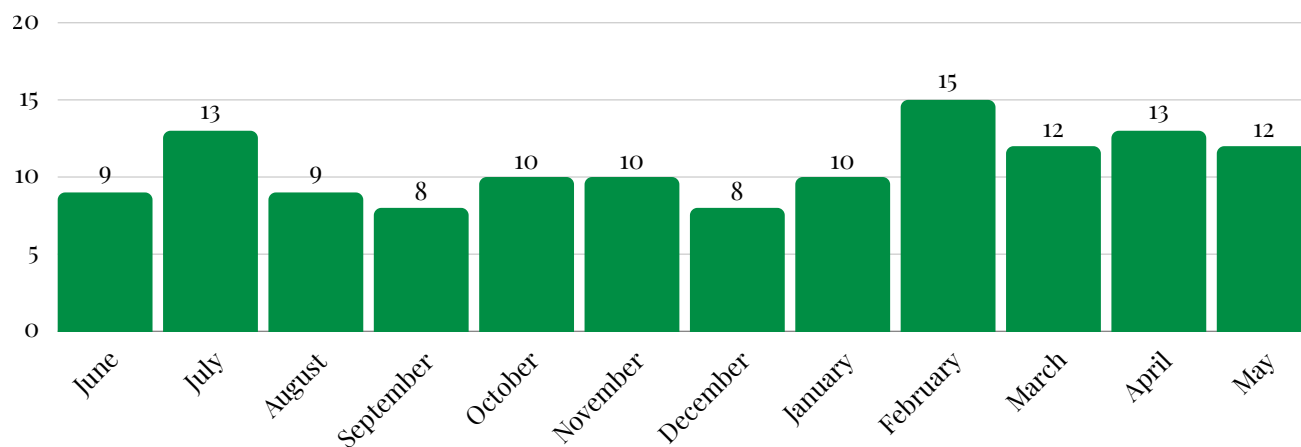


## **Program Location - Chain Reaction Club PSC**

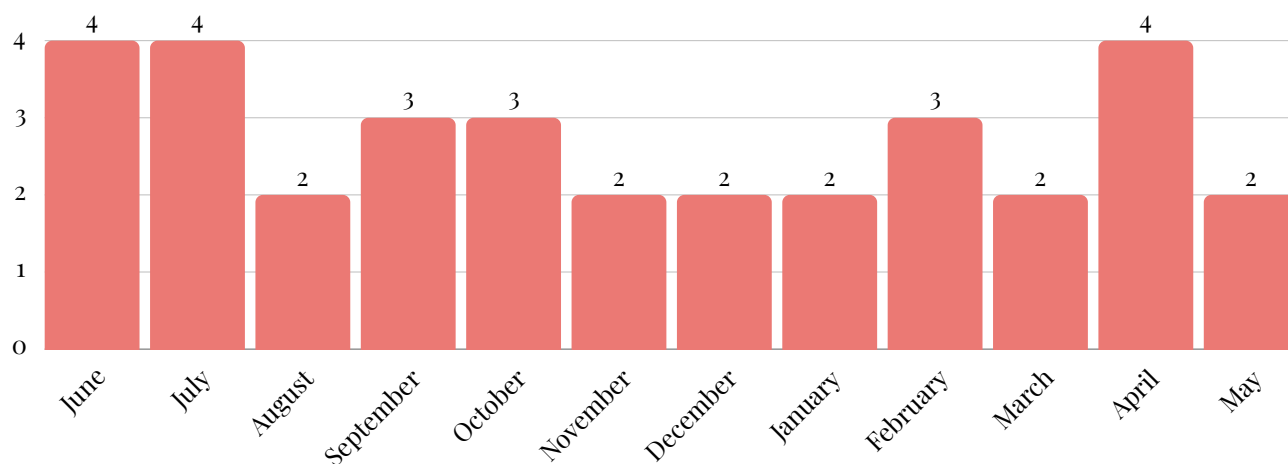
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

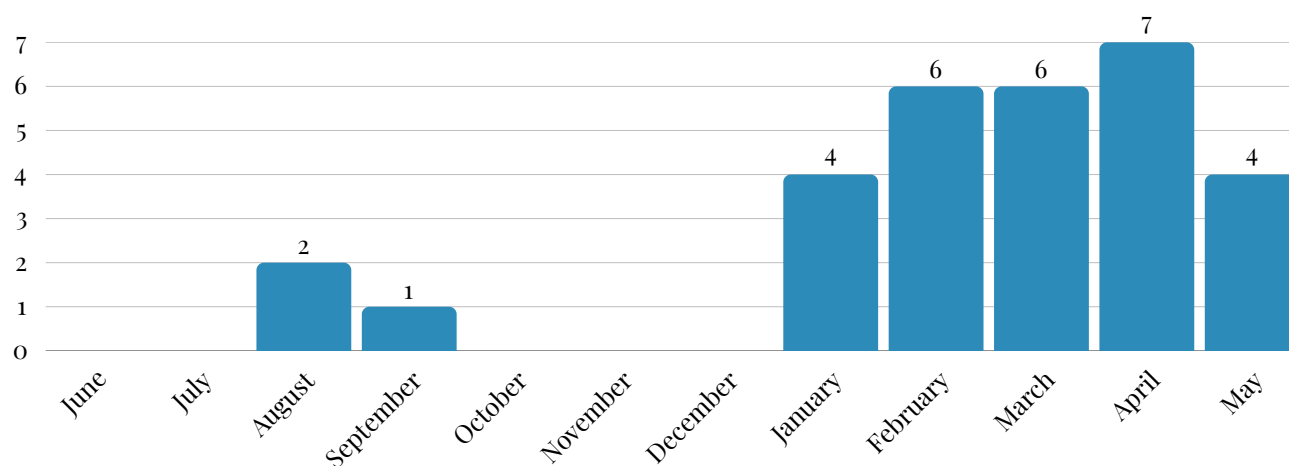


*Average Number of Days Participants Attend Each Month*

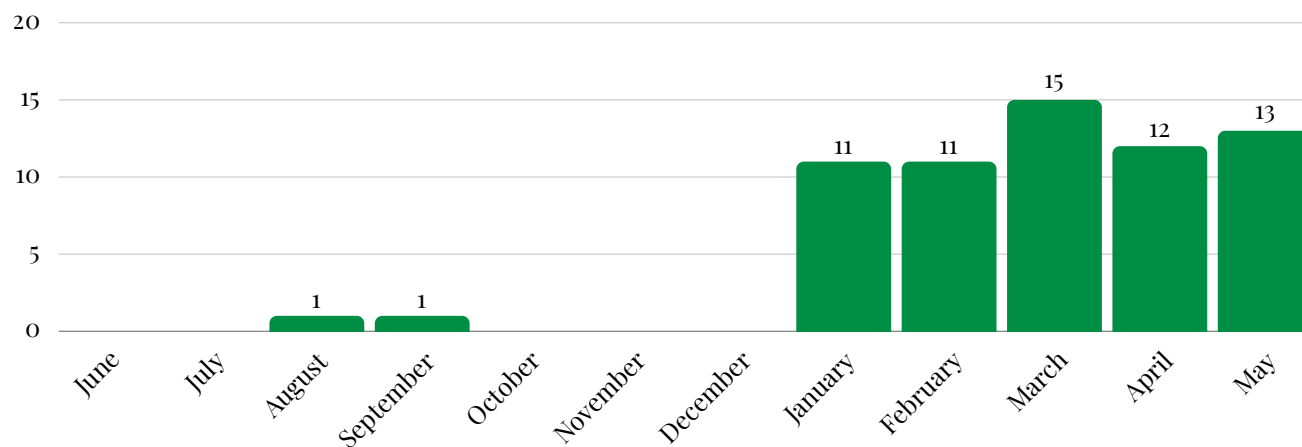


## **Program Location - Escambia High School**

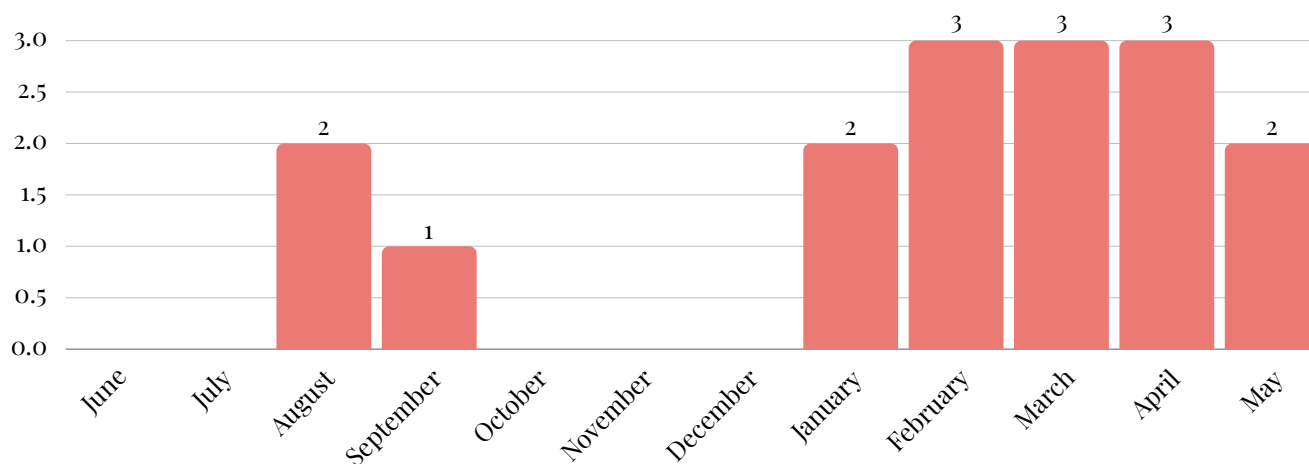
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

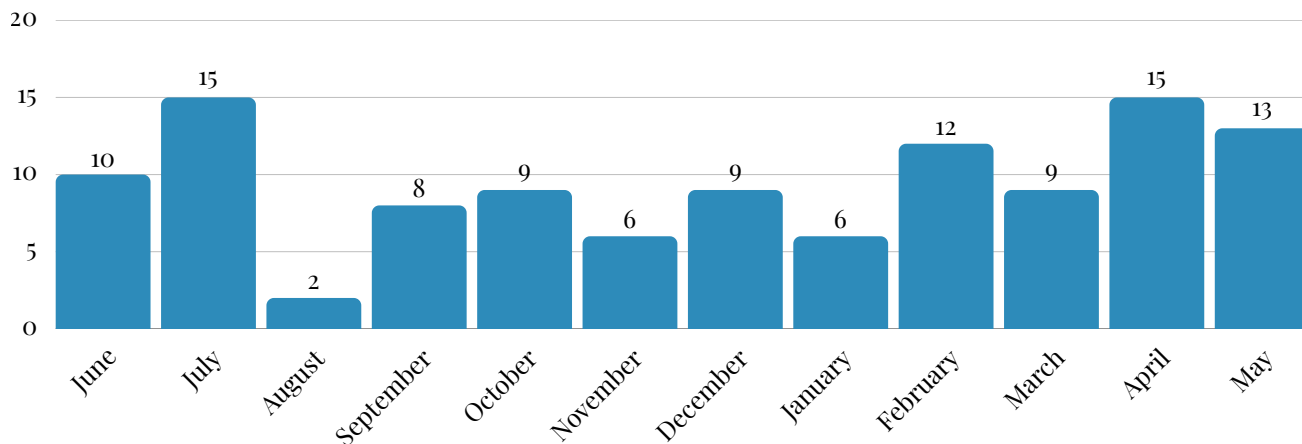


*Average Number of Days Participants Attend Each Month*

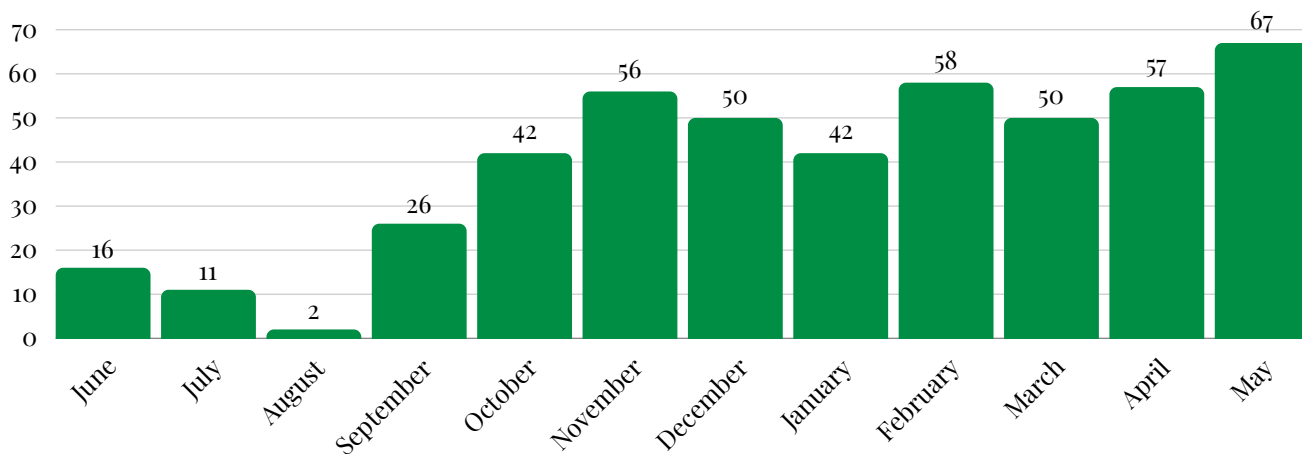


## **Program Location - Pensacola High School**

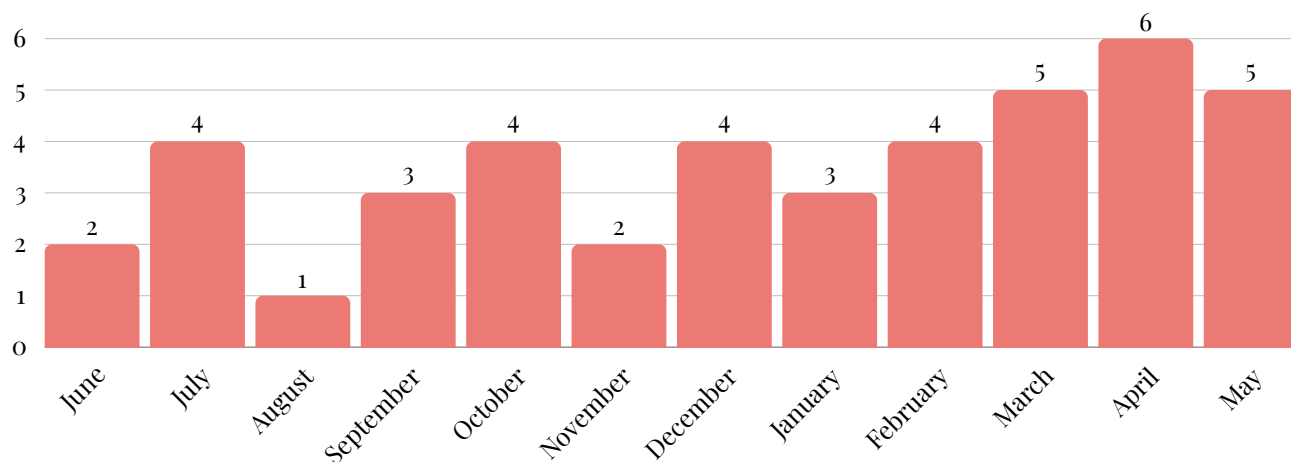
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*







# Chain Reaction

## *24/25 Performance Measure Report*

**Goal 1: After 3 years a minimum of 240 teens will gain personal and social responsibility through service that qualifies them for college scholarships.**

Objective 1.1 - 80 high school students will sign up as CR members tracked on the CR portal per year

117 participants completed the Chain Reaction program in year 2

29 participants were retained from the previous year

In year 2, a total of 285 sessions were offered to Chain Reaction participants

Objective 1.2 - 10 to 17 high school interns will oversee service projects each year.

19 participants became interns in year 2

Objective 1.3 - Students will reflect daily on soft skills using the 3:1 method.

Pre/Post test data shows that most participants made gains in soft skills\*

*\*Soft skill test results can be found on the next page*

**Goal 2: Teens and underserved teen populations will build a growth mindset and grit by completing a yearly resume learning plan that leads to graduating on time and enrollment in post-secondary.**

Objective 2.1 - Create satellite campuses at 2 schools.

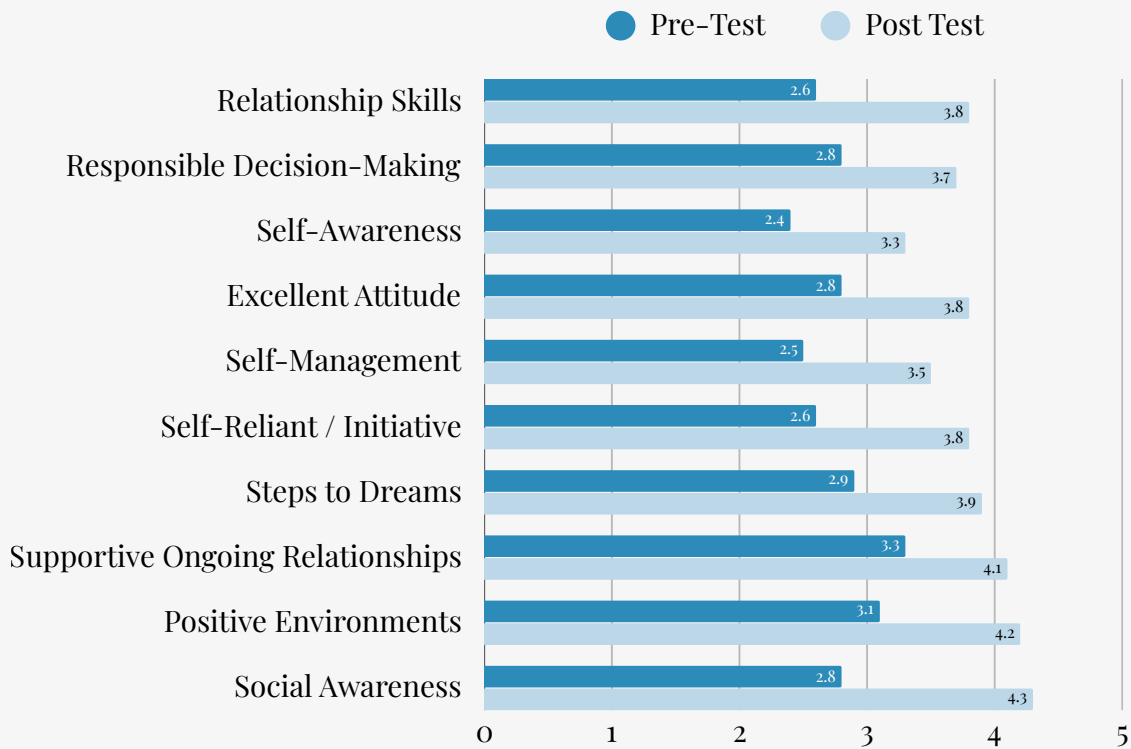
Satellite campuses were operational at Pensacola and Escambia High School

Objective 2.2 - Teens will create a resume learning plan.

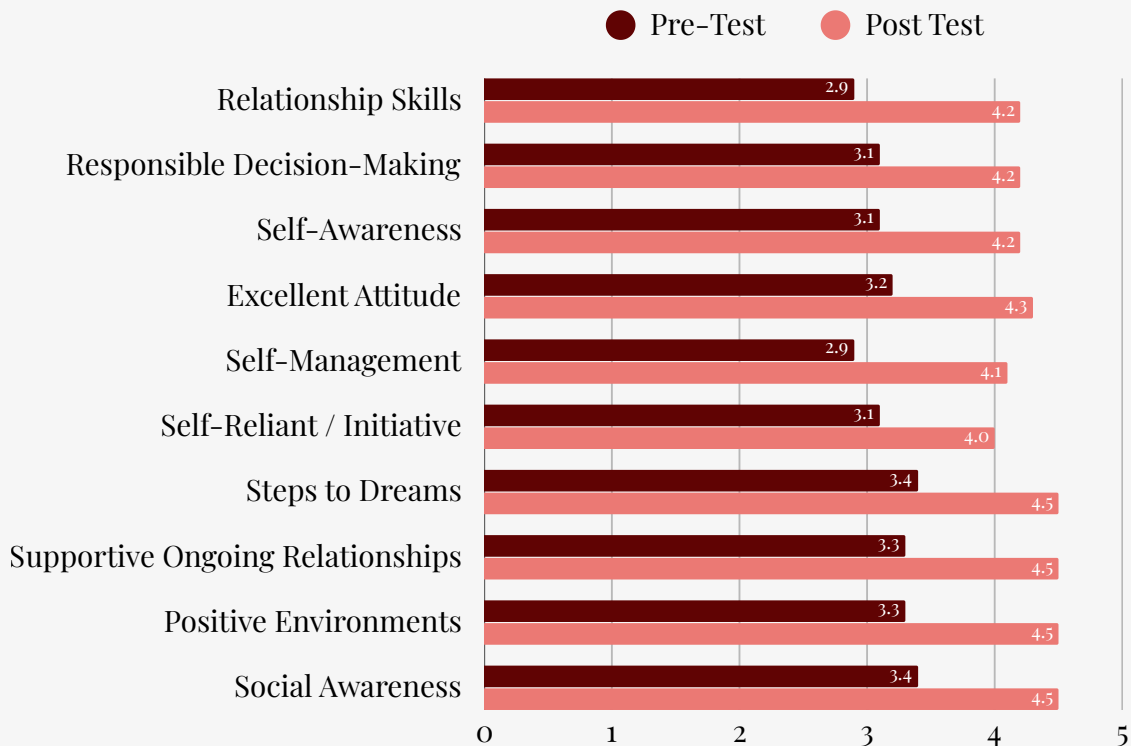
80% of participants created a resume in year 2

Objective 2.3 - Teens will report a gain in self-confidence, outlook, and understanding of soft skills.

*Escambia High School Soft Skills Assessment Scores*



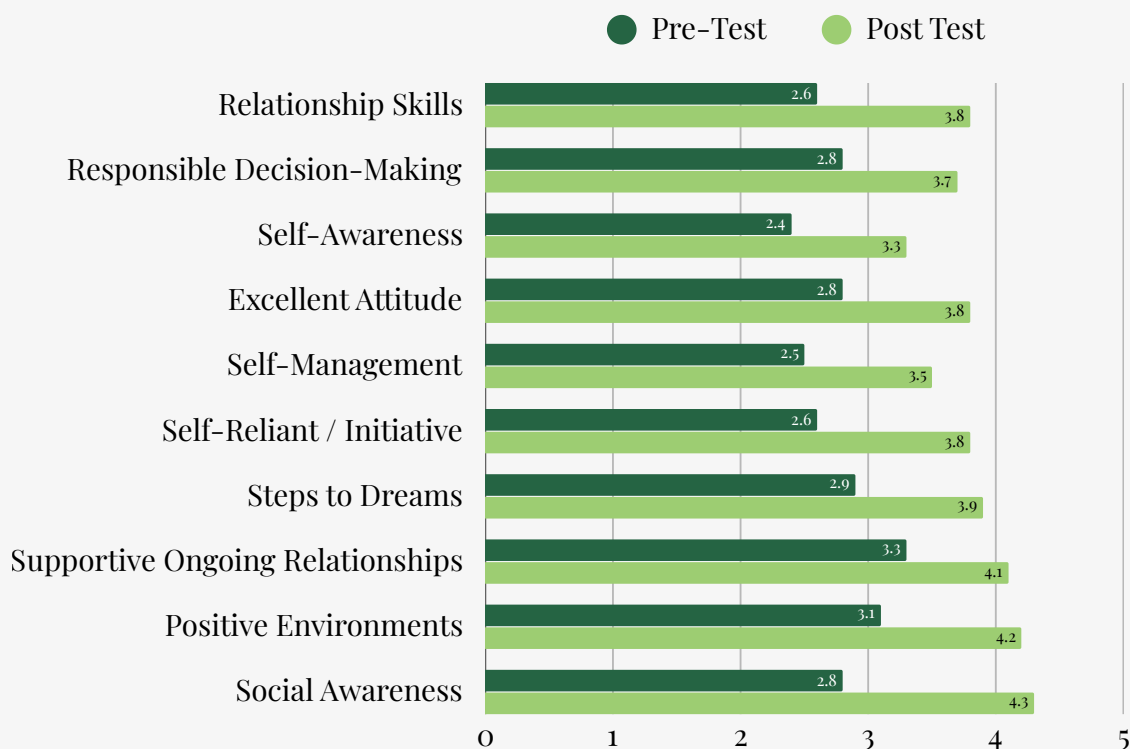
*Pensacola High School Soft Skills Assessment Scores*



## 24/25 Performance Measure Report

Objective 2.3 - Teens will report a gain in self-confidence, outlook, and understanding of soft skills.

### *Chain Reaction Club PSC Soft Skills Assessment Scores*



### ***Academic Achievements***

#### **GPA 24/25 Academic Year**

GPA Increases: 14 students

GPA Decreases: 2 students

No GPA comparison: 3 (due to 8th grade or missing data)

Average GPA Increase (among improved): ~0.35

#### **Post-Secondary Outcomes**

Total Students Tracked: 27

Students Who Applied: 20 (74%)

Students Who Enrolled: 17 (63%)

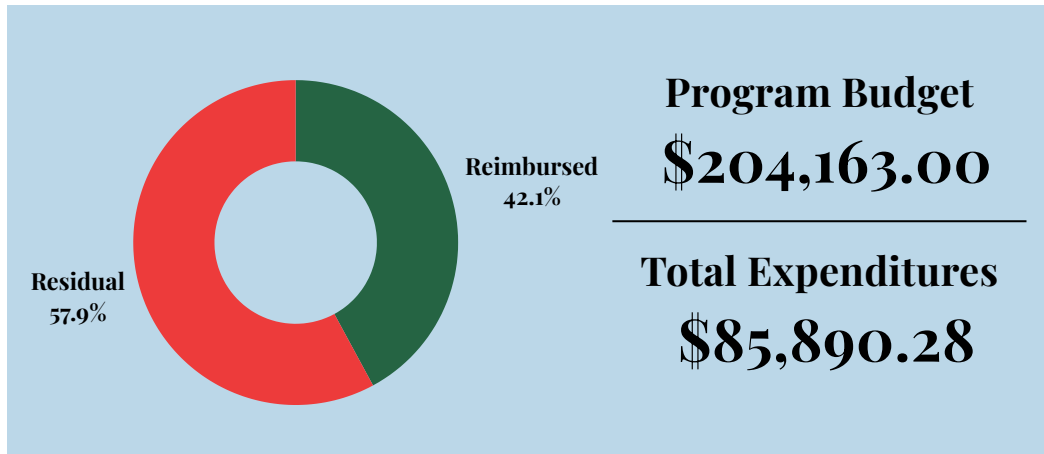
Pensacola High School: 13 applied, 10 enrolled (mostly PSC; 2 Air Force; 3 undecided/unknown)

Escambia High School: 3 applied and enrolled (Troy, UCF, PSC)

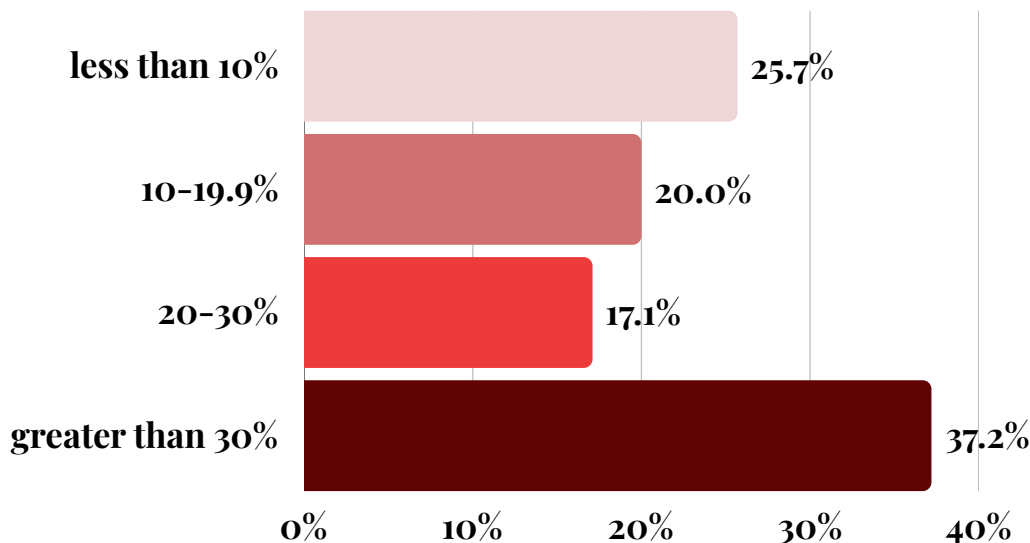
Chain Reaction Club PSC: 4 applied and enrolled (UF, USA, UCF, FSCJ)

# Covenant Care

*Camp Monarch Grief Camp*



## Percent of Participants Living in High Poverty Census Tracts



**Number Served**  
(Proposed vs Actual)

**75 / 35**

**Projected Amount Per Participant**

**\$2,722.17**

**Actual Amount Per Participant**

**\$2,454.01**

**Program Met Dosage Goal**

**No**

*Most Participants Reside in Commission Districts 1 and 3*

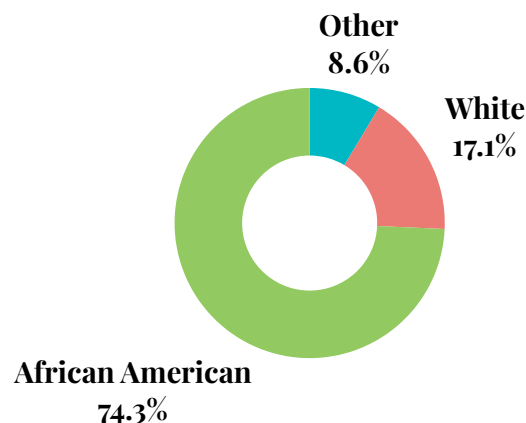
*D3 = 45.7%*

*D1 = 22.9%*

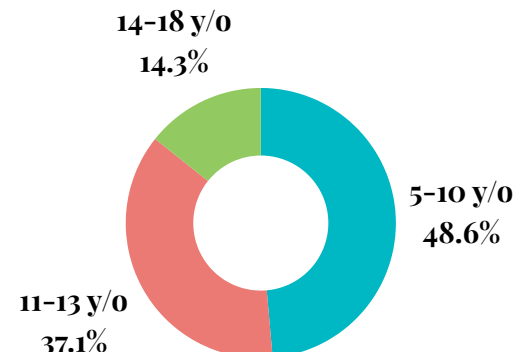
## Gender



## Race



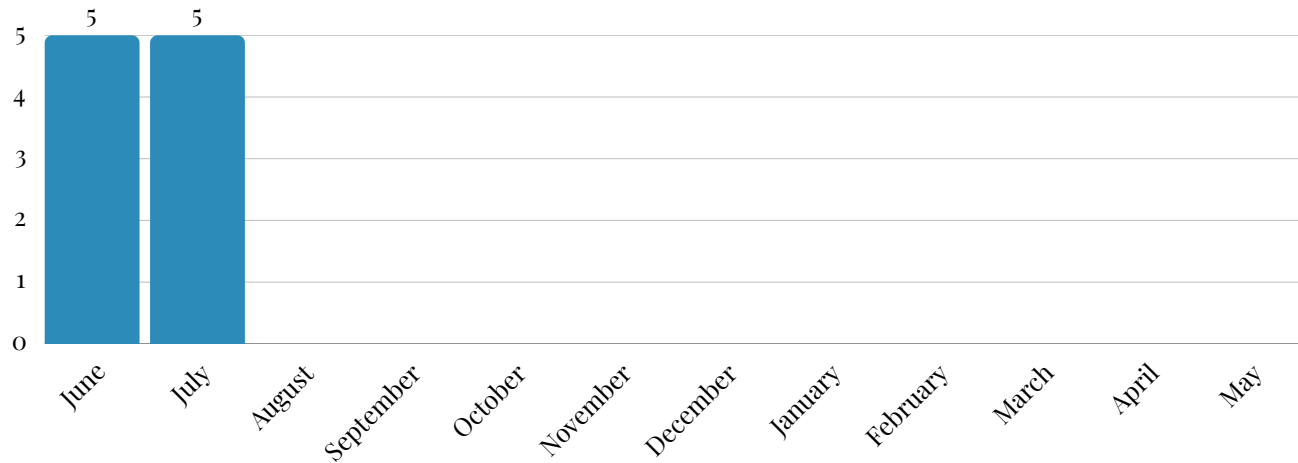
## Age Range



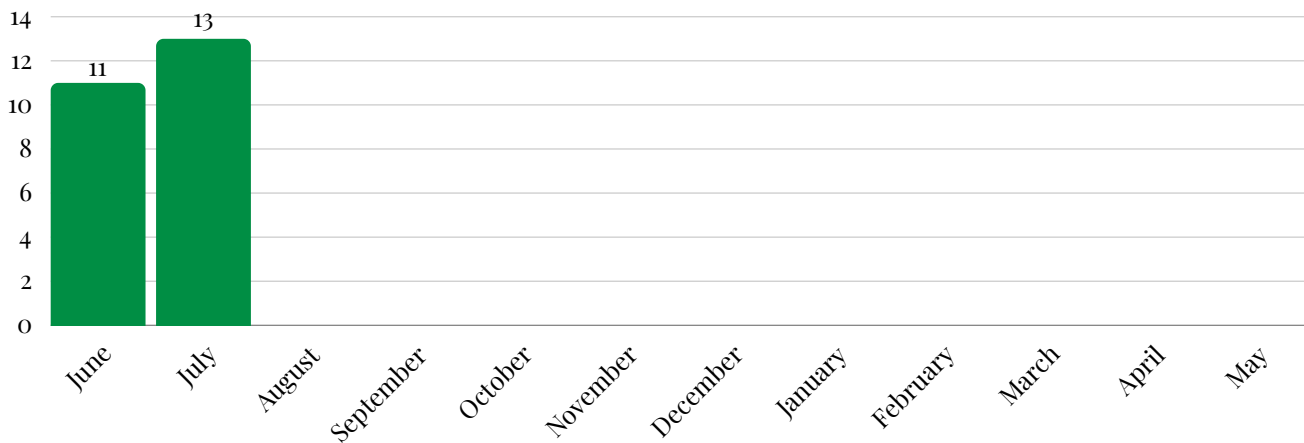


## **Program Location - Nonie's Place**

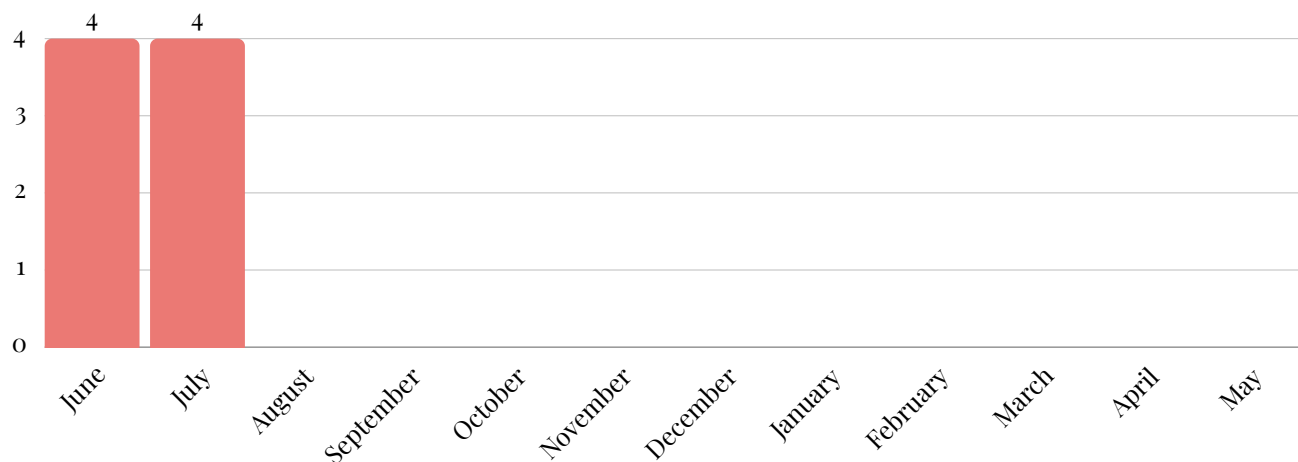
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

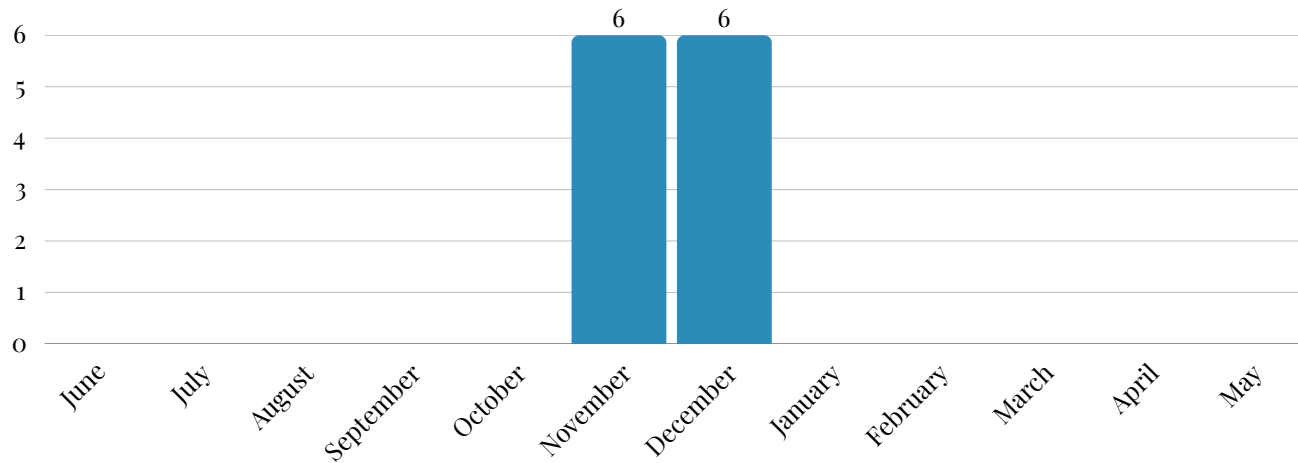


*Average Number of Days Participants Attend Each Month*

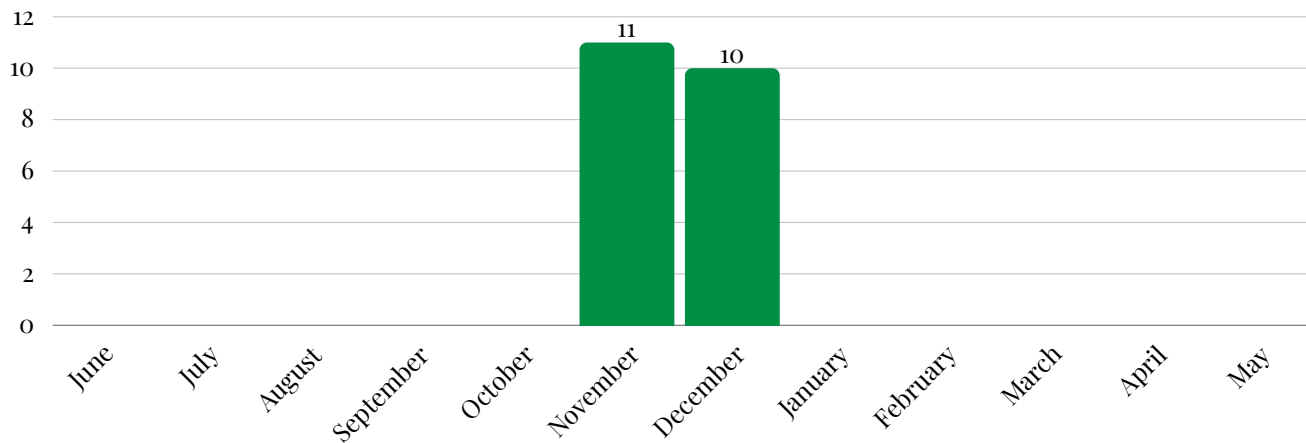


## **Program Location - C.A. Weis Elementary**

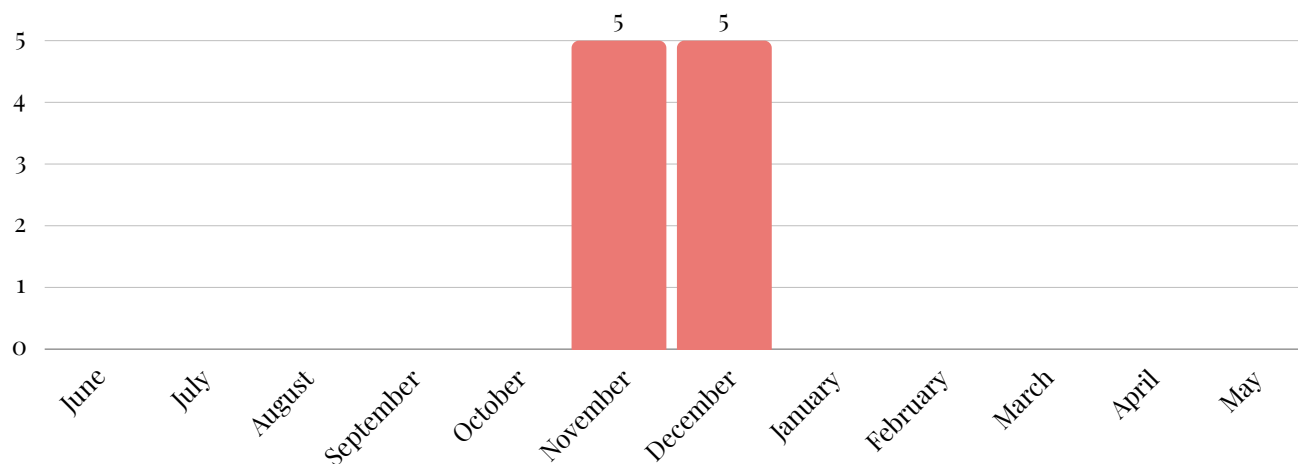
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





# Covenant Care

## *24/25 Performance Measure Report*

**Goal 1: Campers will develop understanding of emotional reactions related to grief and loss, as well as how child/ teen reactions to death differ from adults.**

Objective 1.1 - Campers will show an increase in grief education after completing the Camp Monarch grief camp.

91% of participants agreed they are now more prepared to handle their grief  
100% of parents/caregivers stated their child shared with them what they are learning

Objective 1.2 - Campers will report feeling more confident/able to verbalize their feelings with others.

63% of participants acknowledged that they now know how to talk about their feelings\*  
84% of participants acknowledged that they now know who they can talk with about their feelings

*\*21% of participants felt they were already comfortable talking about their feeling before attending camp*

Objective 1.3 - Campers will report learning tools to help cope with challenges in the future.

79% of participants acknowledged that they now know what to do when they are feeling sad  
88% of participants acknowledged that they now know what to do when they are feeling angry  
81% of participants agree that they now feel more pride in what they can do

**Goal 2: Campers will have a decrease in any maladaptive coping such as skipping school, fighting, self-harm, substance use, and behavioral issues at school, as a means to cope with their loss.**

Objective 2.1 - Parent Feedback survey will report increased positive behavior at school.

Most parents/caregivers reported noticing an improvement in their child's behavior

Objective 2.2 - Campers will report using positive coping skills and self-care techniques taught at camp to better cope with their challenges. **Please refer to Objective 1.3**

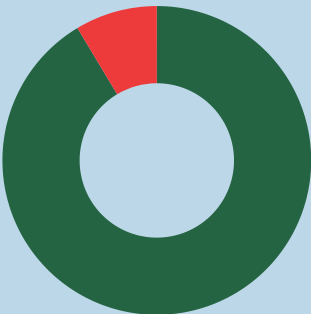
Objective 2.3 - Campers identified as self-harming or engaging in substance use will receive additional support services.

100% of participants did not need more intensive services

# Epps Christian Center

*Steps to Success*

Residual  
8.6%



Reimbursed  
91.4%

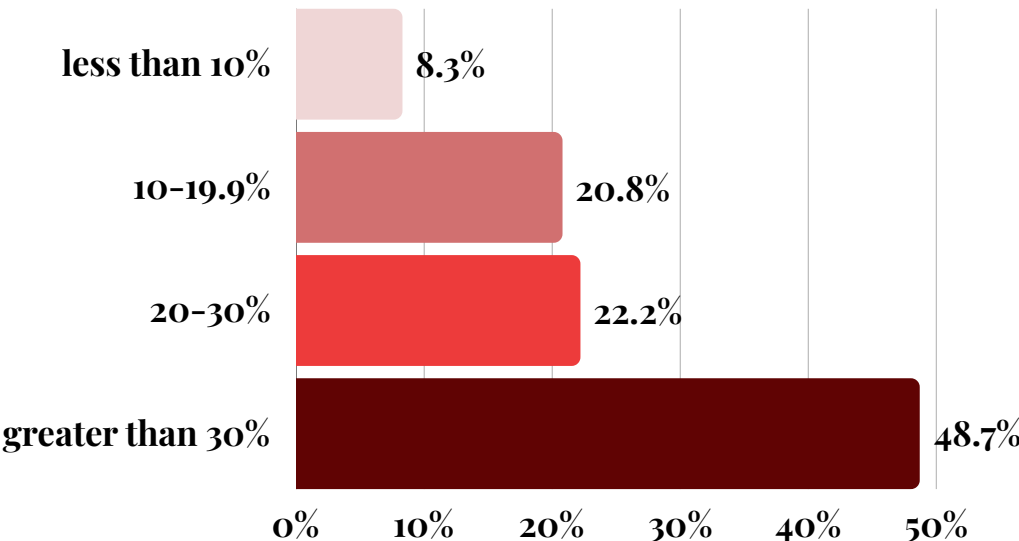
**Program Budget**

**\$221,450.00**

**Total Expenditures**

**\$202,336.65**

## Percent of Participants Living in High Poverty Census Tracts



**Number Served**  
(Proposed vs Actual)

**40 / 72**

**Projected Amount Per  
Participant**

**\$5,536.25**

**Actual Amount Per  
Participant**

**\$2,810.23**

**Program Met Dosage  
Goal**

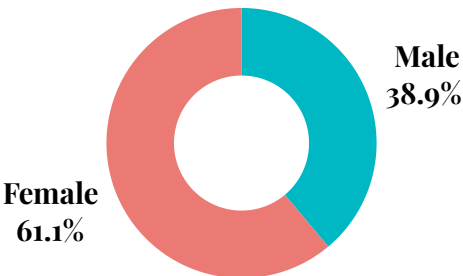
**Yes**

*Most Participants Reside  
in Commission  
Districts 2 and 3*

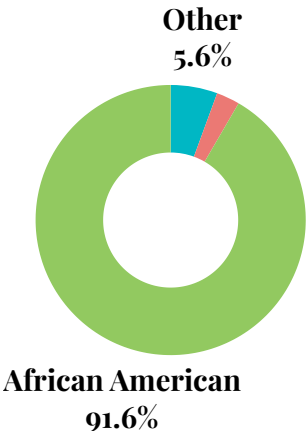
*D3 = 47.2%*

*D2 = 45.8%*

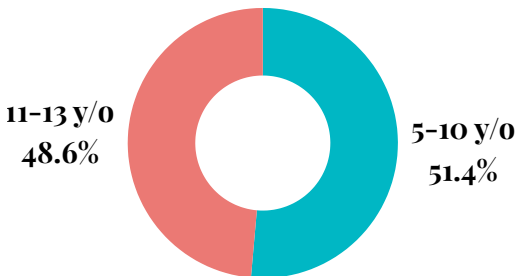
## Gender



## Race



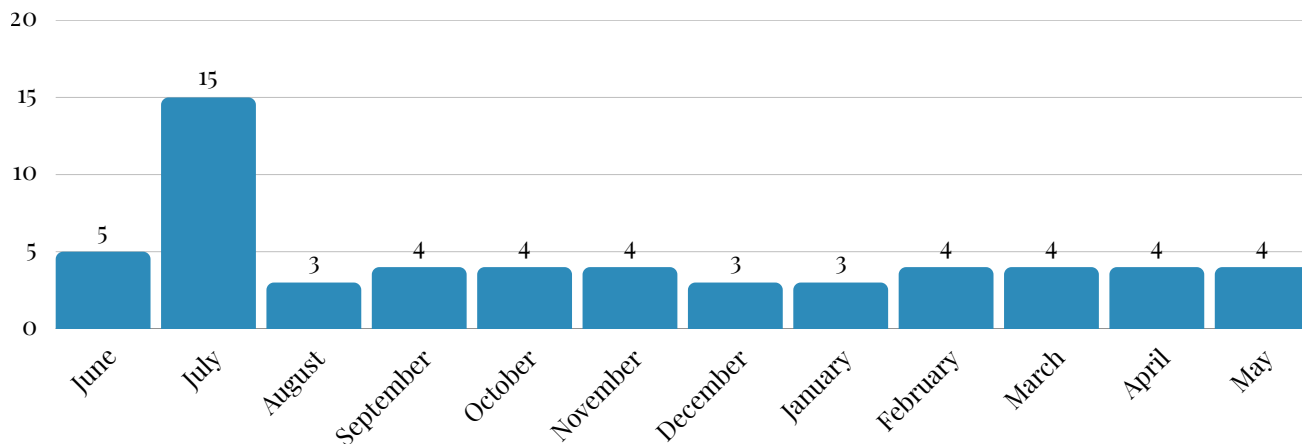
## Age Range



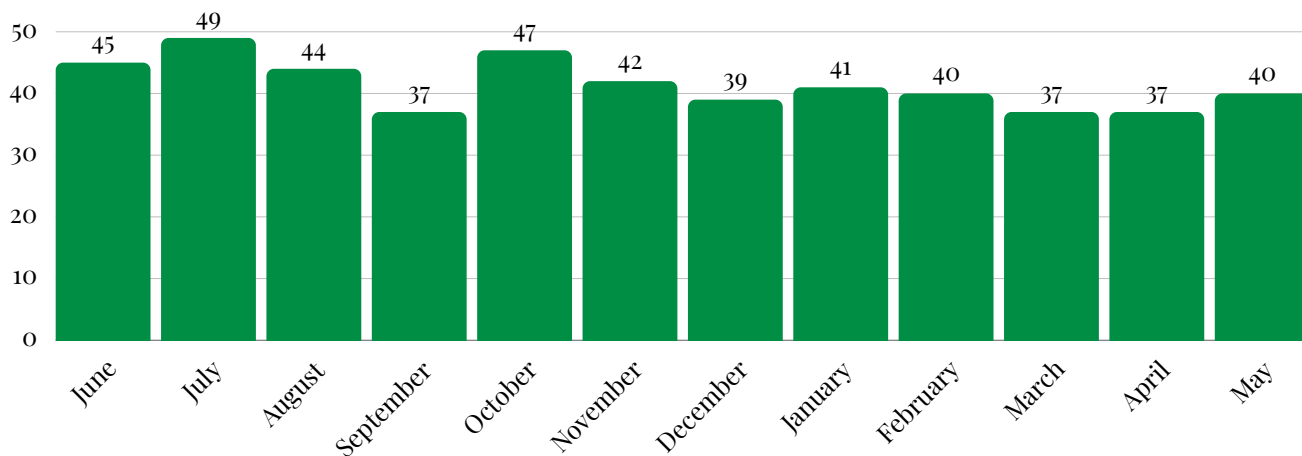


## **Program Location - Epps Christian Center**

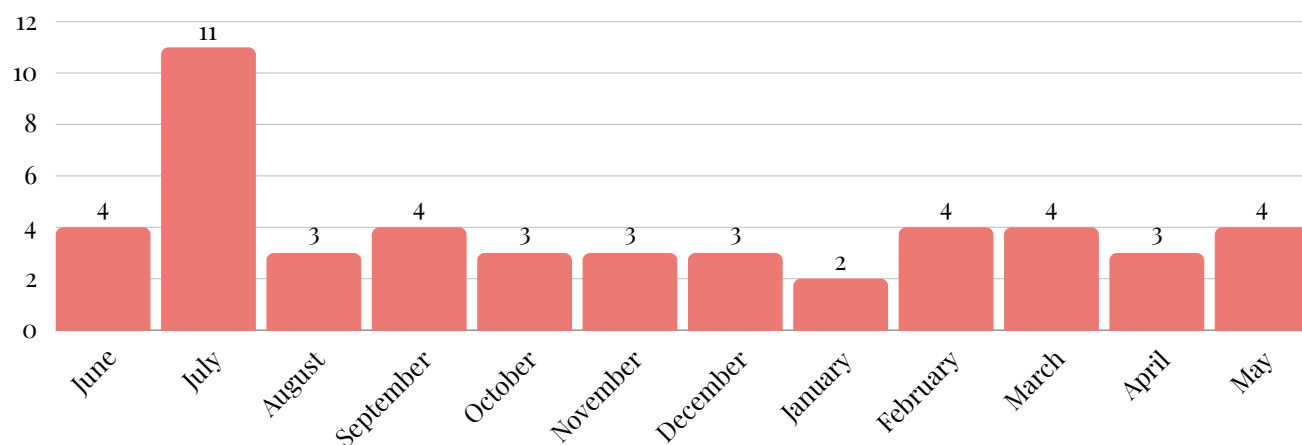
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





# Epps Christian Center

## *24/25 Performance Measure Report*

### **Goal 1: Improve Academic Performance of Students.**

Objective 1.1 - Regularly participating students will show reading learning gains.

Objective 1.2 - Regularly participating students will show mathematics learning gains.

	<u>Positive Gains</u>	<u>Neutral</u>	<u>Negative Gains</u>
Language Arts Report Card	87%	4%	9%
FAST PM ELA Data	89%	4%	7%
Mathematics Report Card	51%	49%	0%
FAST PM 3 Math Data	45%	55%	0%

### **Goal 2: Improve student chronic absenteeism.**

Objective 2.1 - Regularly participating students will show a decrease in absentee rates from the previous school year.

	<u>Positive Gains</u>	<u>Neutral</u>	<u>Negative Gains</u>
School Attendance Records	80%	4%	16%

### **Goal 3: Increase student's self-awareness, sense of responsibility, and empathy for others.**

Objective 3.1 - Regularly participating students will show improvement in CASEL competencies.

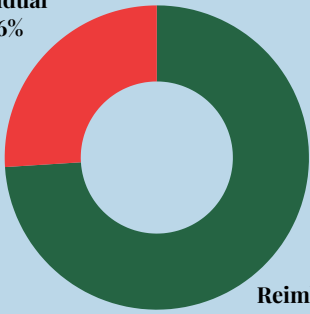
	<u>Positive Gains</u>	<u>Neutral</u>	<u>Negative Gains</u>
Citizenship Report Card Data	49%	36%	15%
School Behavior Records	13%	67%	20%

*\*Baseline data for gains was based on 23/24 school year data*

# Omega Lamplighters

## *Project Ignite*

Residual  
26%



Reimbursed  
74%

### Program Budget

**\$156,975.00**

### Total Expenditures

**\$115,637.12**

### Number Served

(Proposed vs Actual)

**42 / 108**

### Projected Amount Per Participant

**\$3,737.50**

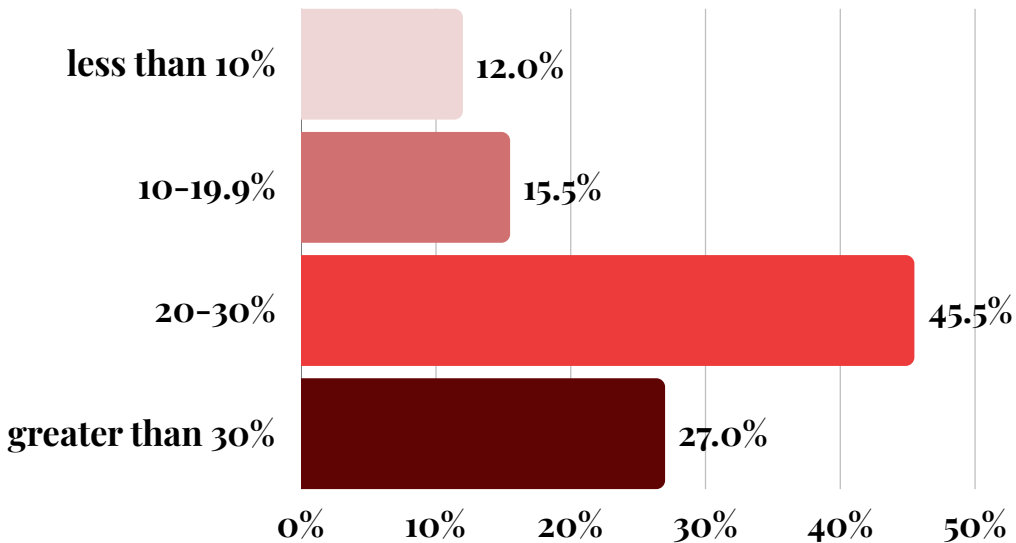
### Actual Amount Per Participant

**\$1,070.71**

### Program Met Dosage Goal

**Yes**

### Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 2 and 3*

*D3 = 31.5%*

*D2 = 15.7%*

### Gender



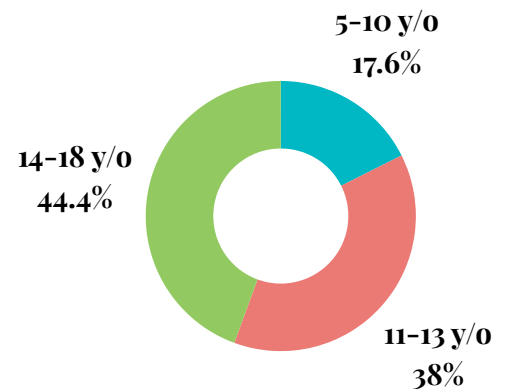
Male  
100%

### Race



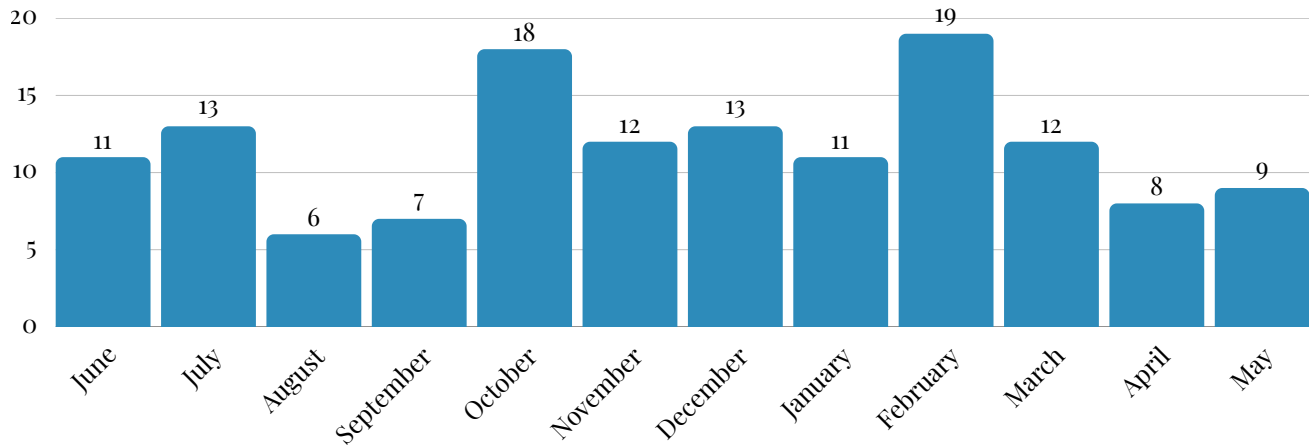
African American  
100%

### Age Range

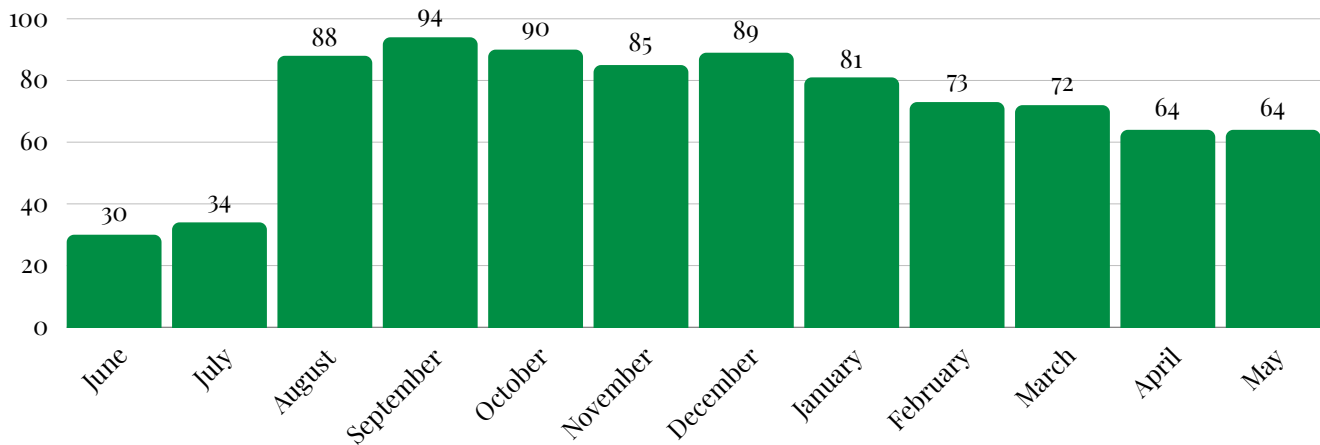


## **Program Location - Pensacola High School**

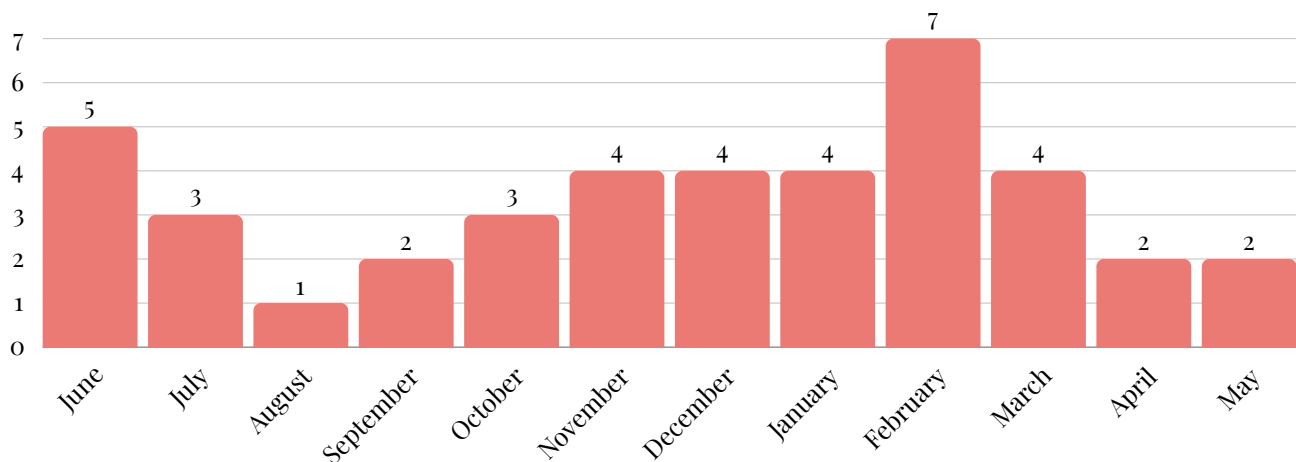
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*







# Omega Lamplighters

## *24/25 Performance Measure Report*

### **Goal 1: Increase Graduation Rate of Seniors and Grade-Level Promotion.**

Objective 1.1 - Increase high school graduation and grade promotion rates for program participants.

100% of enrolled seniors graduated with a high school diploma and are enrolled in college  
100% of underclassmen met grade-level promotion requirements and advanced to the next grade.

### **Goal 2: Increase satisfaction ratings on workshops and activities offered to youth and parents.**

Objective 2.1 - Parents/Guardians indicate Lamplighter workshops/activities are engaging and interesting to their children.

#### *Percentage of parents/guardians who agree with each statement*

My child feels connected to his Lamp brothers, the staff, and the program overall	89%
I have seen an improvement in my child's confidence, conduct, and character	97%
There are program activities tailored to my child's interests and/or needs	93%
The adults in the program handle my child as their own	93%
My family is properly informed of updates and changes	89%

### **Goal 3: Increase the number of youths served and the number of youths retained in the program.**

Objective 3.1 - Increase enrollment by 25 students in 2023–2024 and by an additional 20 in 2024–2025.

2022–2023: 50 participants  
2023–2024: 85 participants (+35)  
2024–2025: 108 participants (+23)

## **Key Factors Contributing to the Achievement of Lamplighter Goals**

### ***Academic Intervention and Tutoring***

Certified Support: Tutors focused on math and reading helped students raise GPAs and standardized testing scores.

Personalized Plans: Targeted academic plans were developed for each at-risk student, resulting in measurable academic gains.

Lamp Camp Academic Readiness Sessions: Held in July, these sessions prepared students for the school year with academic refreshers in core subjects.

### ***Bonding and Brotherhood Activities***

Events such as team-building challenges, community service outings, and social gatherings were used to foster identity, discipline, and peer accountability.

Optional Bonding Days: Hosted by different teams including JLL, OLL, and the Lamp Academy, fostering cross-cohort relationships and emotional intelligence.

Participation in City Events: Such as the MLK Parade and Making Strides Walk, connecting civic responsibility to brotherhood.

### ***Character & Leadership Development***

Sunday Character Workshops: Hosted over 18 sessions featuring academic check-ins, guest speakers, and bonding activities.

Mentor Pairing: Continued refinement of Ignite's mentorship model, including mentor training workshops and cohort-based support systems.

Signature Events: Included the LIGHT Team Tryouts, Fall Open House, and the annual Village Christmas Party, which reinforced both leadership identity and family engagement.

### ***College and Career Exposure***

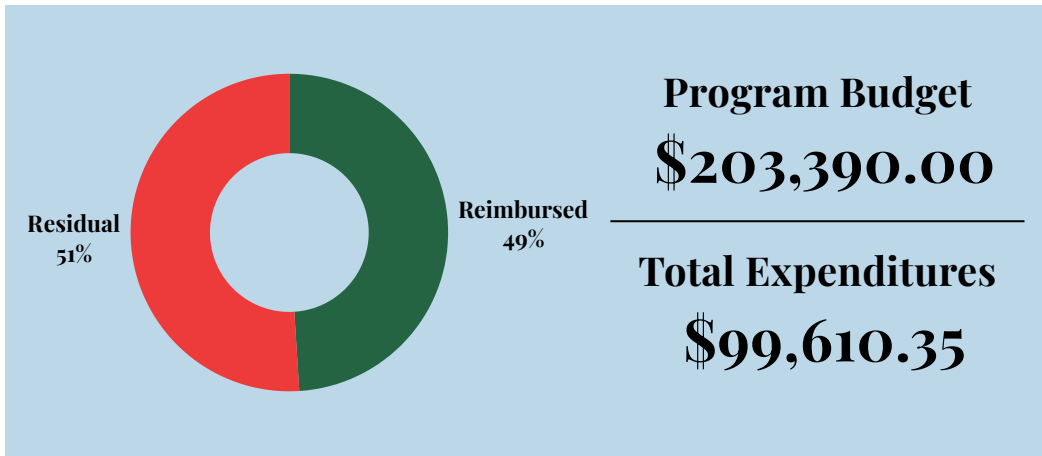
Campus Visits: Students visited three colleges across the Southeast region.

Career Panels & Pen Air Workshops



# Pensacola Children's Chorus

*Sing to Succeed*



**Number Served**  
(Proposed vs Actual)

**35 / 53**

**Projected Amount Per Participant**

**\$5,811.14**

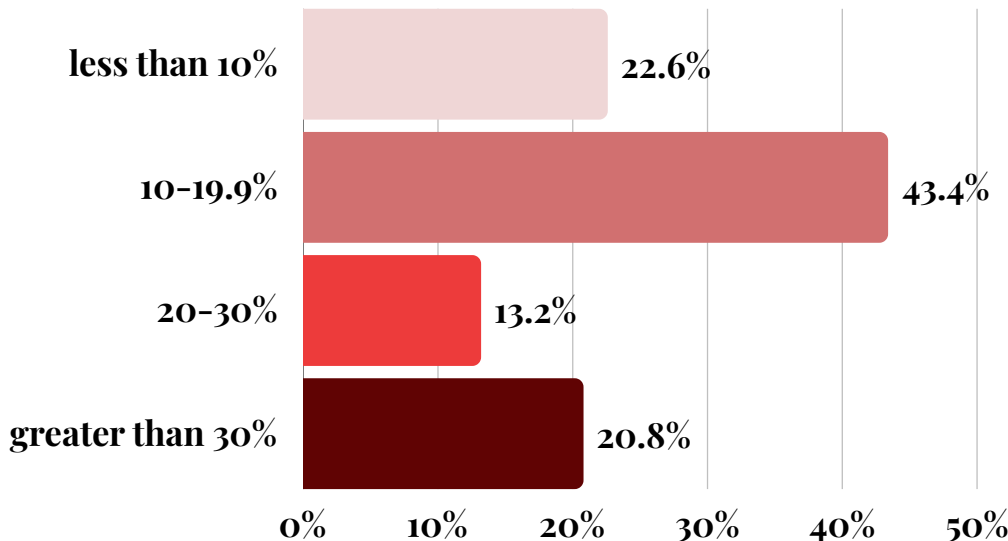
**Actual Amount Per Participant**

**\$1,879.44**

**Program Met Dosage Goal**

**Yes**

**Percent of Participants Living in High Poverty Census Tracts**

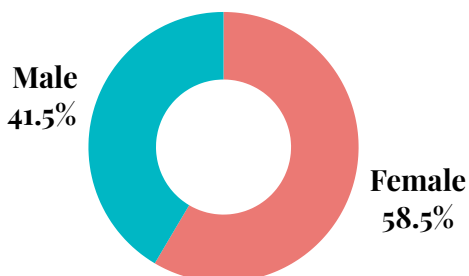


*Most Participants Reside in Commission Districts 2 and 3*

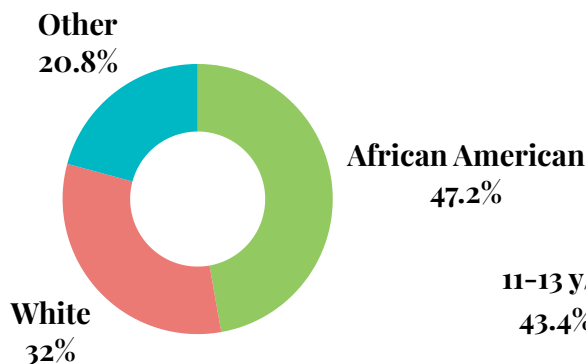
*D3 = 41.5%*

*D2 = 32.1%*

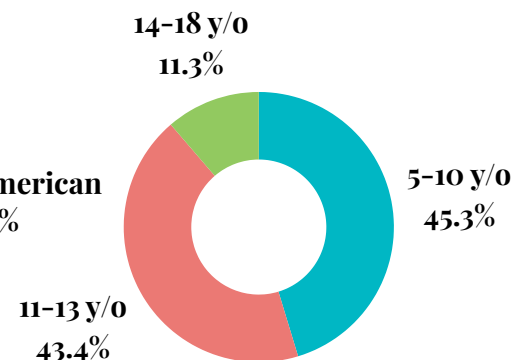
**Gender**



**Race**

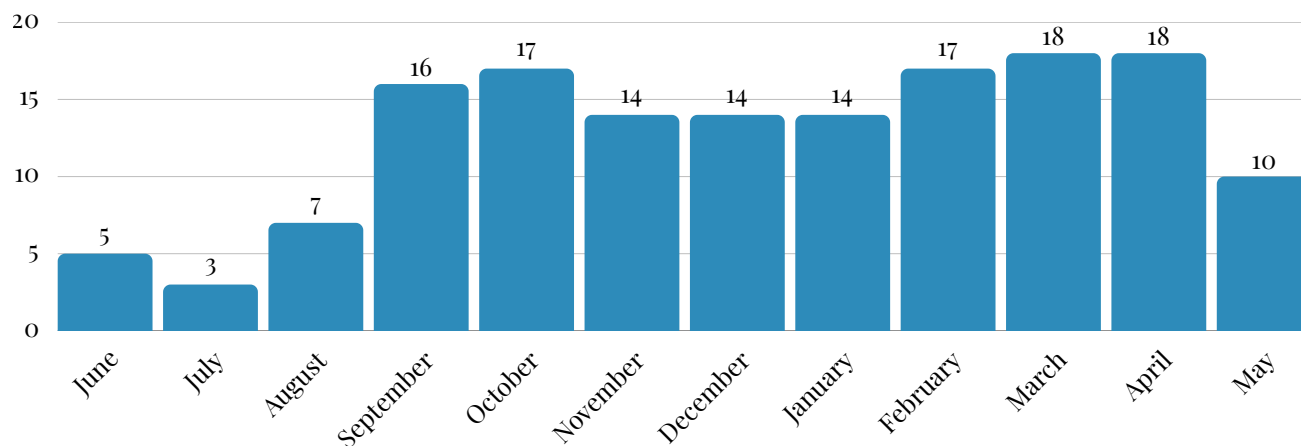


**Age Range**

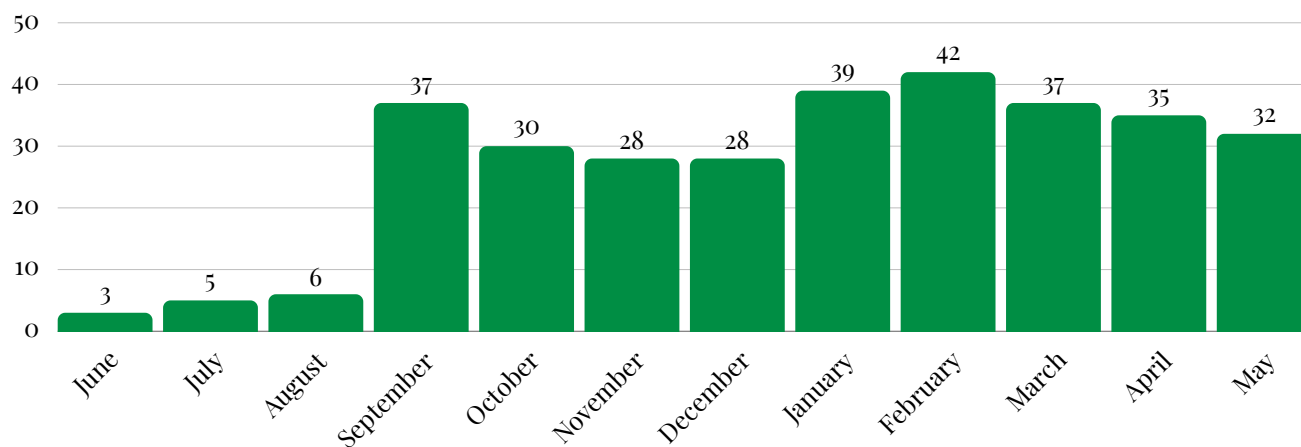


## **Program Location - First Presbyterian Church**

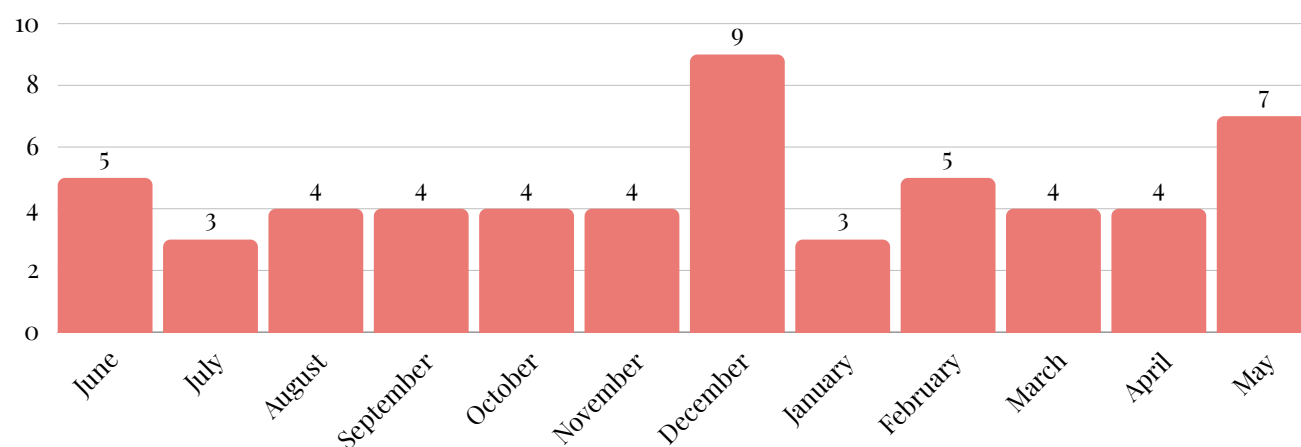
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





# Pensacola Children's Chorus

## *24/25 Performance Measure Report*

**Goal 1: Develop social and emotional skills among participants through the study of music and movement.**

Objective 1.1 – Conduct a program emphasizing the casual relationship between music and social/emotional learning.

	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
I feel like I belong at PCC.	90%	10%	–
I feel that I can be my true self at PCC.	80%	17%	3%
I enjoy being a member of PCC.	94%	6%	–
Since joining PCC, I am better at making friends.	65%	16%	19%
PCC inspires me to do well in school.	73%	20%	7%
Since joining PCC, I am able to read with less difficulty.	58%	29%	13%
Since joining PCC, I am a more confident speaker.	80%	7%	13%
Since joining PCC, I am more in control of my emotions.	68%	23%	9%
Since joining PCC, I have a greater respect and understanding of people who are different than me.	81%	13%	6%
Since joining PCC, I feel more equipped to manage anxiety and stress.	74%	16%	10%
Since joining PCC, I feel better about myself.	84%	6%	10%

**Objective 1.2** – Quantify a singer’s growth through formal and informal evaluation tools.

	<u>Positive Gains</u>	<u>Neutral</u>	<u>Negative Gains</u>
Participant can sing in tune.	54%	32%	14%
Participant can recall a prescribed musical pattern without the assistance of another singer or the piano.	57%	39%	4%
Participant can perform rhythmic patterns correctly.	57%	36%	7%
Participant can sing an independent vocal part while other musical sounds are present.	39%	43%	18%
Participant can perform melodic patterns correctly.	65%	14%	21%

**Goal 2: Develop confidence and self-esteem among singers by presenting quality performances.**

**Objective 2.1** – Mount highly dynamic, engaging, and enjoyable performances.

Participants performed in 31 performances over the course of year 2

**Objective 2.2** – Quantify a singer’s growth through formal evaluation tools.

	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
I feel good about how I performed.	90%	10%	-
I performed with confidence.	87%	10%	3%
I sang my part correctly.	97%	3%	-
I did my dances correctly.	91%	3%	6%

**Goal 3: To remove access barriers to programs that historically impact low income youth.**

**Objective 3.1** – Craft specialized recruitment campaign to reach target population.

PCC has exceeded their enrollment goal for year 2

**Objective 3.2** – Address historic barriers of transportation and tuition.

All PCC singers with transportation barriers received a personalized transportation plan  
For those that qualified, Sing to Succeed was tuition free

# Pensacola Little Theatre

*Character Building Through Building Characters*

## Program Budget

**\$85,000.00**

### Total Expenditures

**\$80,287.24**

### Total Adjusted Expenditures

**\$67,337.69\***

*\*Expenditure adjustments were made in August 2025*

## Number Served

(Proposed vs Actual)

**125 / 173**

## Projected Amount Per Participant

**\$680.00**

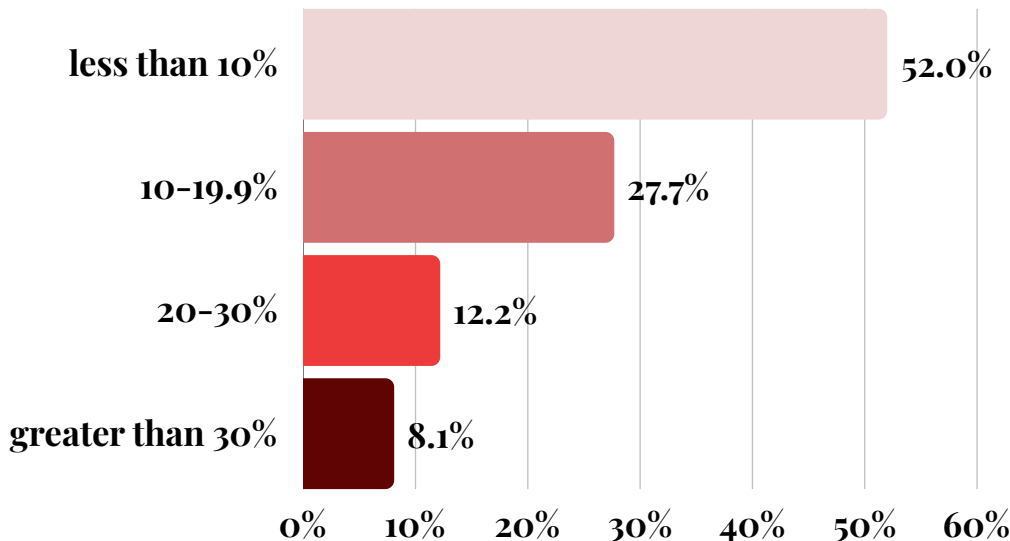
## Actual Amount Per Participant

**\$464.09 / \$389.24\***

## Program Met Dosage Goal

**No**

## Percent of Participants Living in High Poverty Census Tracts

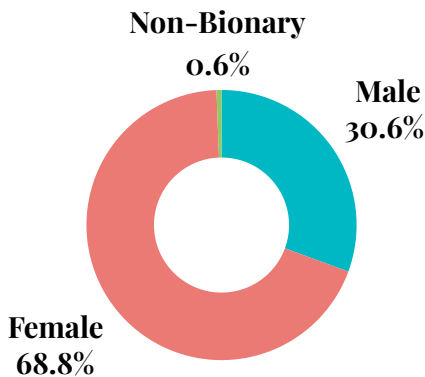


*Most Participants Reside in Commission Districts 3 and 4*

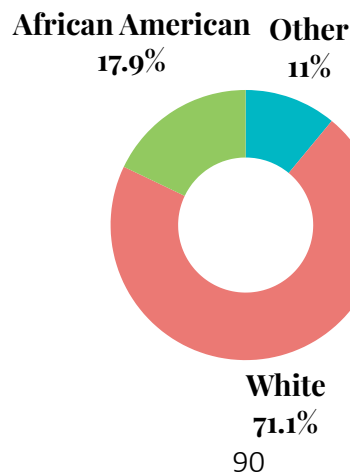
*D4 = 39.9%*

*D3 = 19.7%*

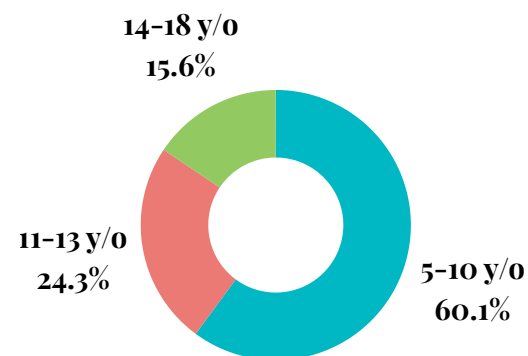
## Gender



## Race

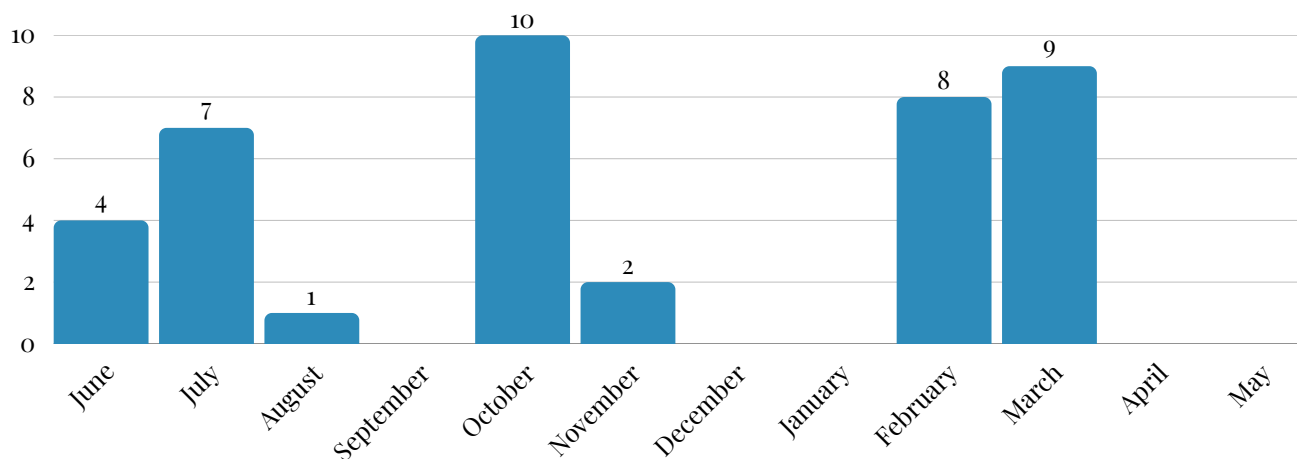


## Age Range

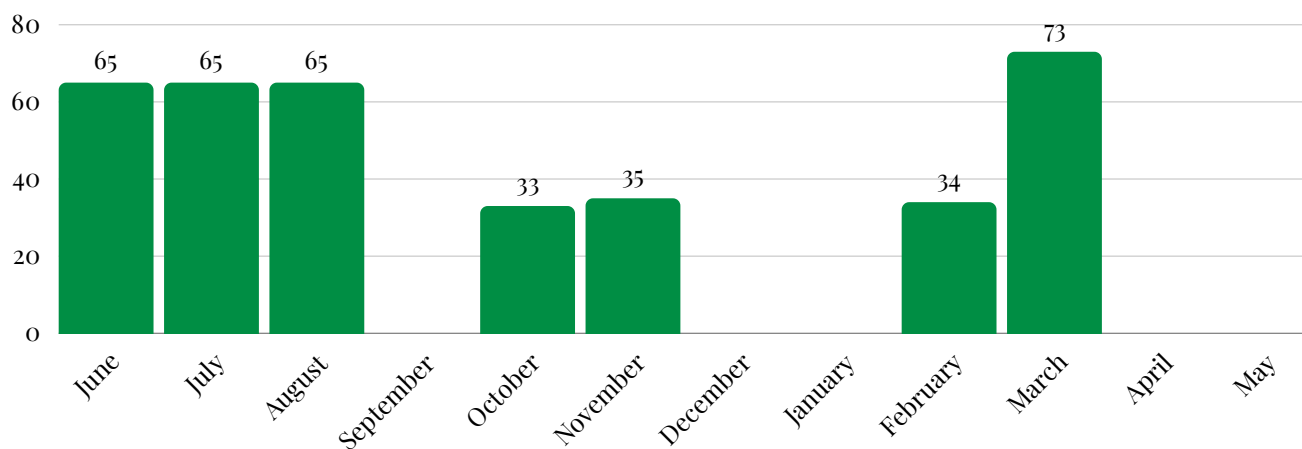


## **Program Location - Pensacola Little Theatre**

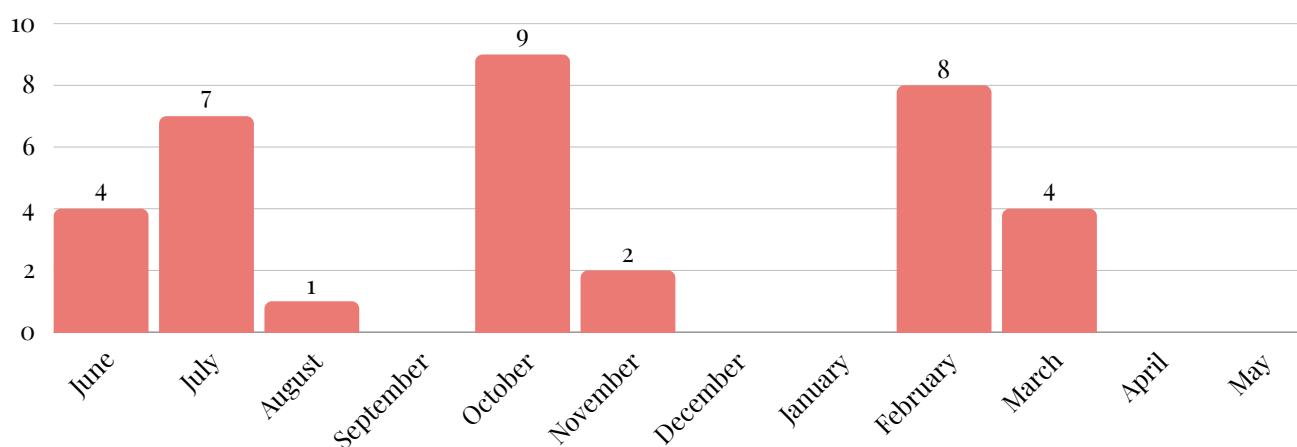
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



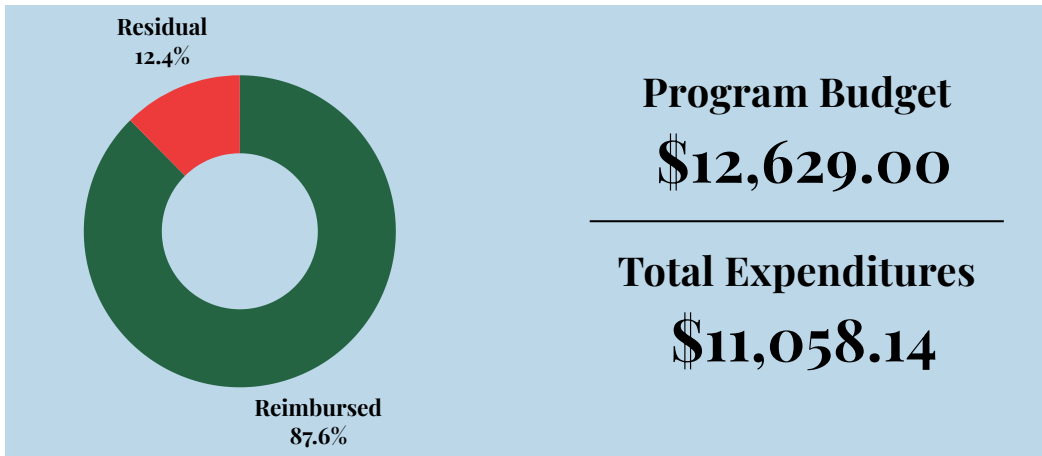
*Average Number of Days Participants Attend Each Month*





# SALT Ministry

*Excellence on Your Level - Be You!*



**Number Served**  
(Proposed vs Actual)

**36 / 50**

**Projected Amount Per Participant**

**\$350.81**

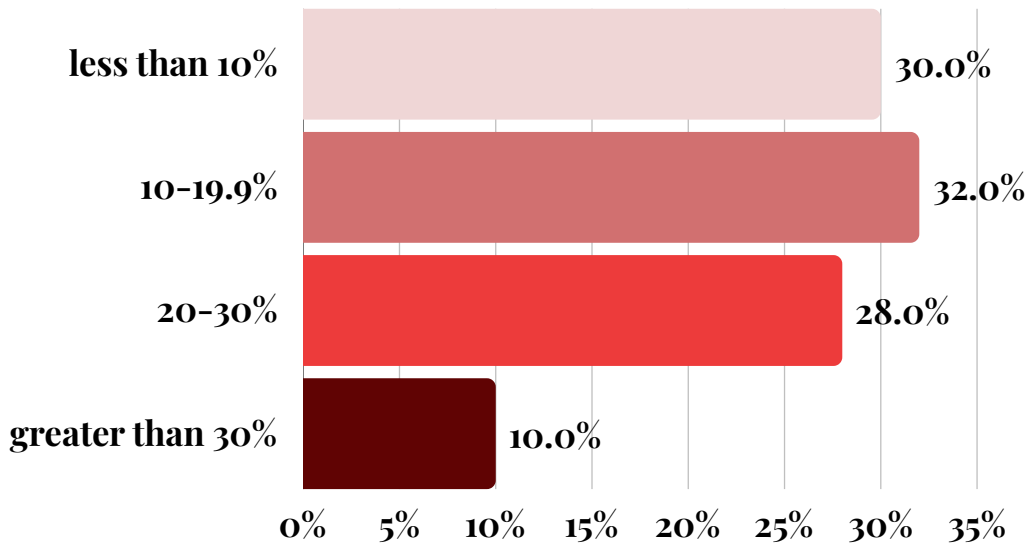
**Actual Amount Per Participant**

**\$221.16**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts

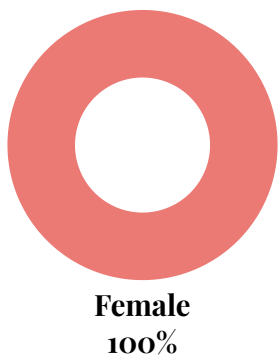


*Most Participants Reside in Commission Districts 1 and 3*

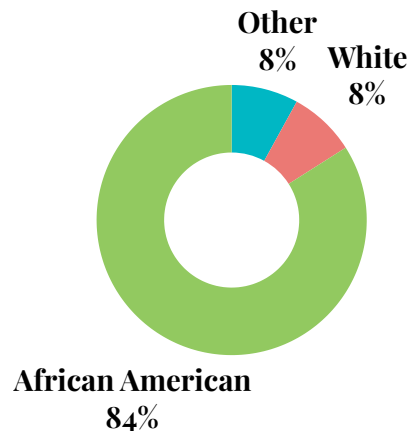
*D3 = 46%*

*D1 = 32%*

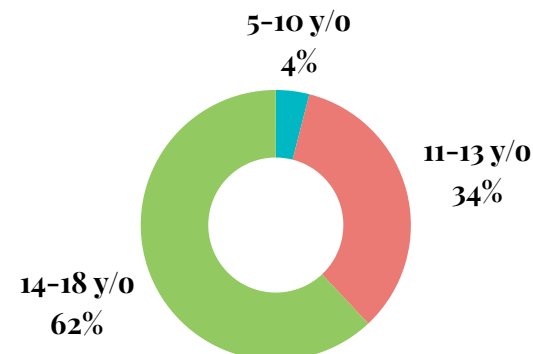
## Gender



## Race

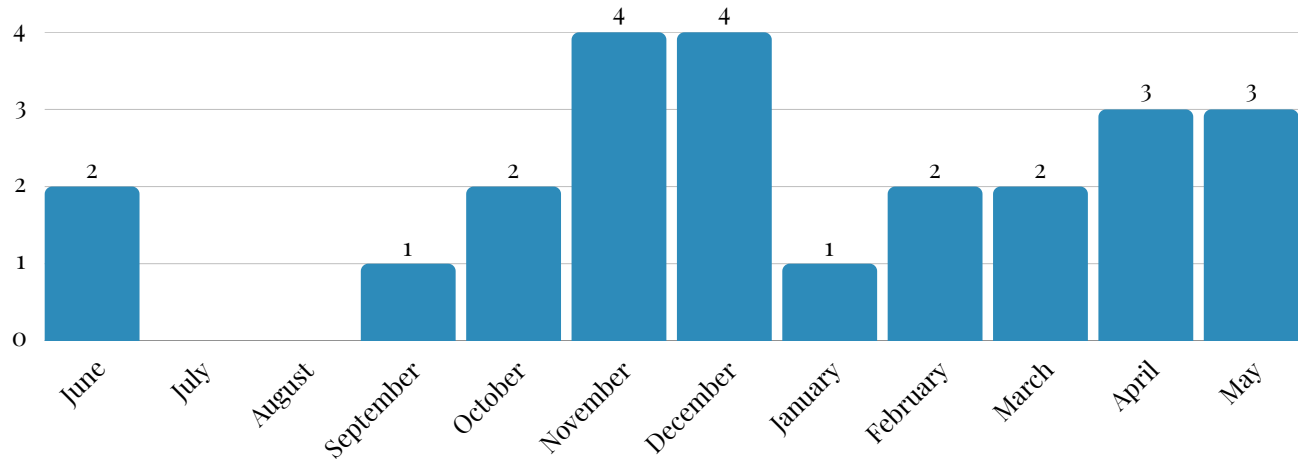


## Age Range

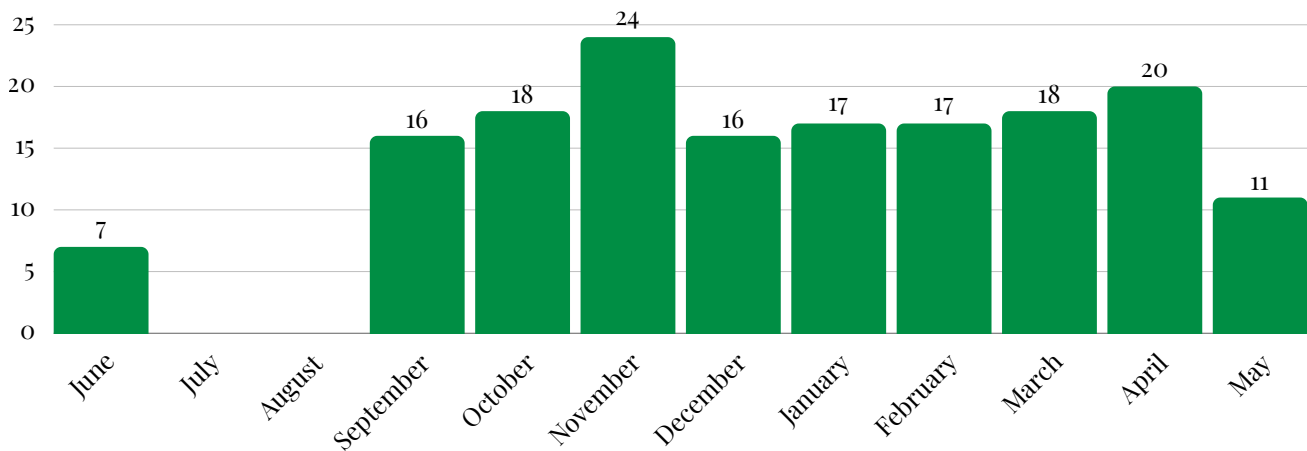


## **Program Location – Bellview Middle School**

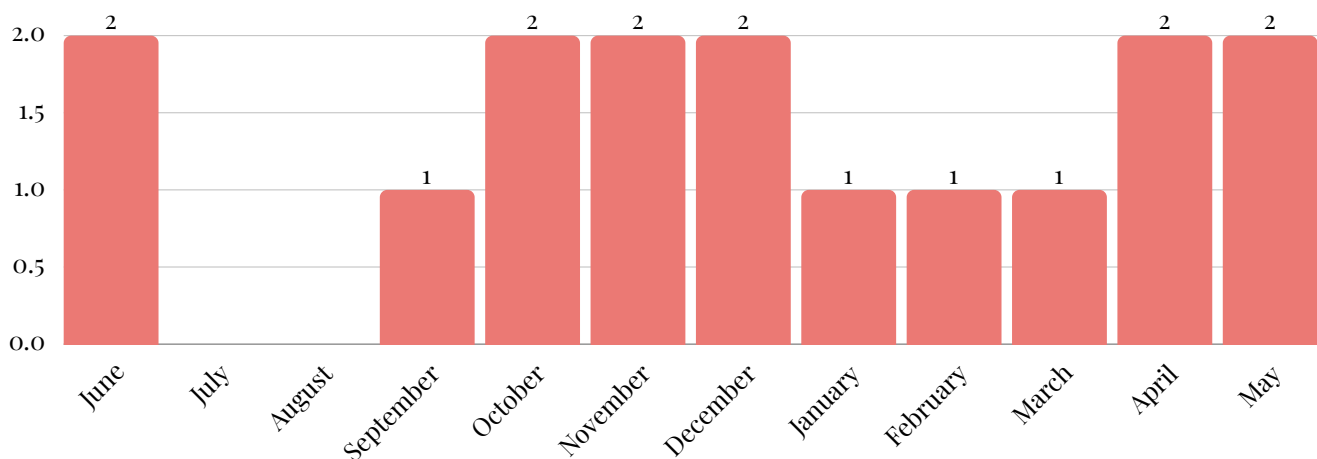
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

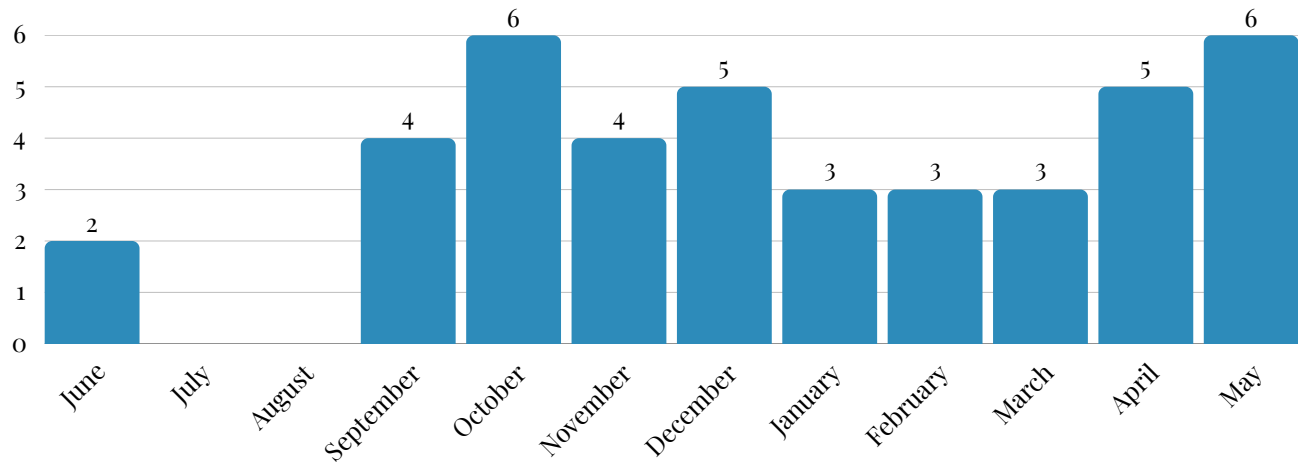


*Average Number of Days Participants Attend Each Month*

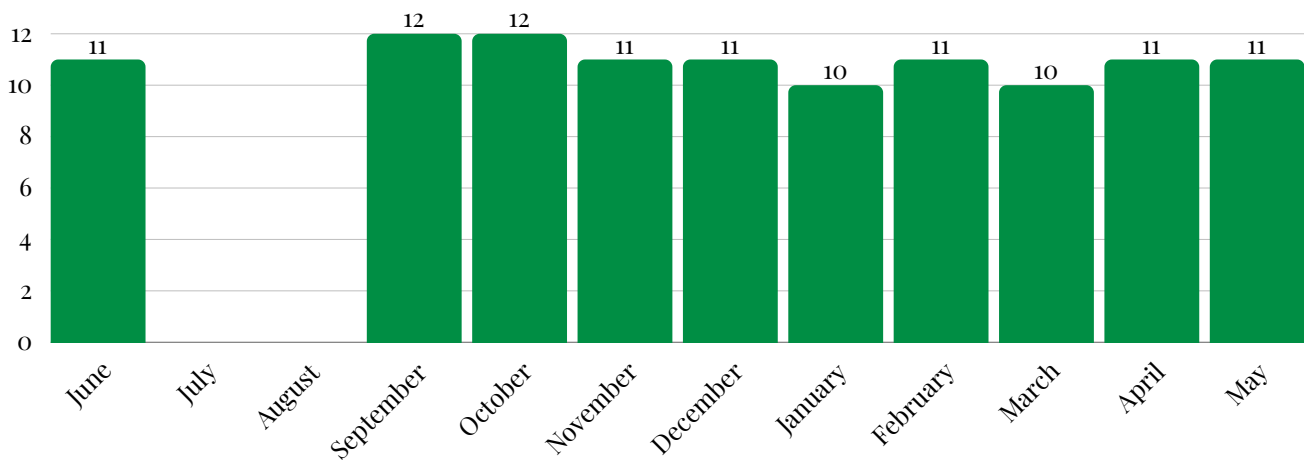


## **Program Location – SALT LEADS Academy**

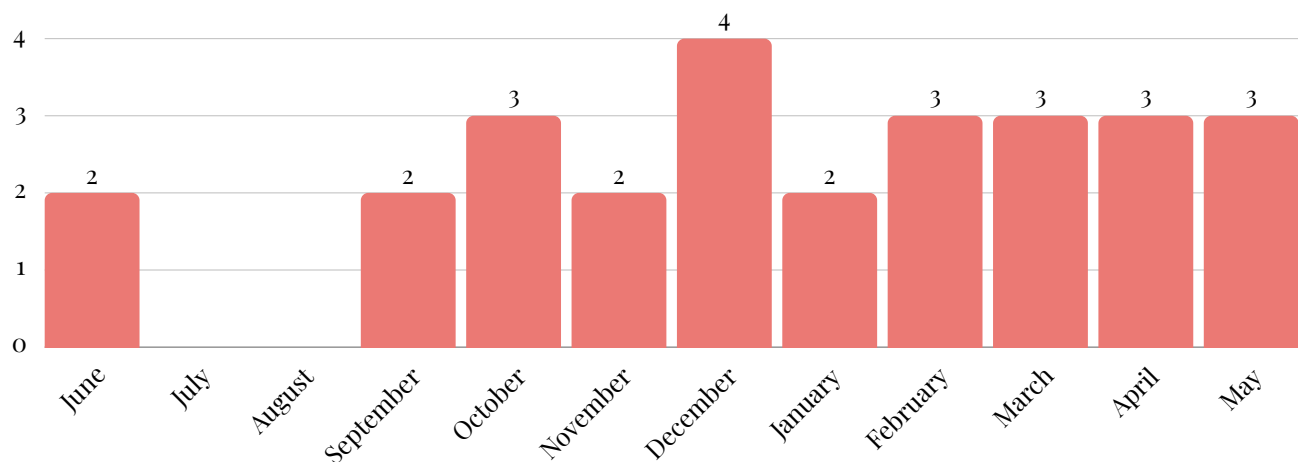
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

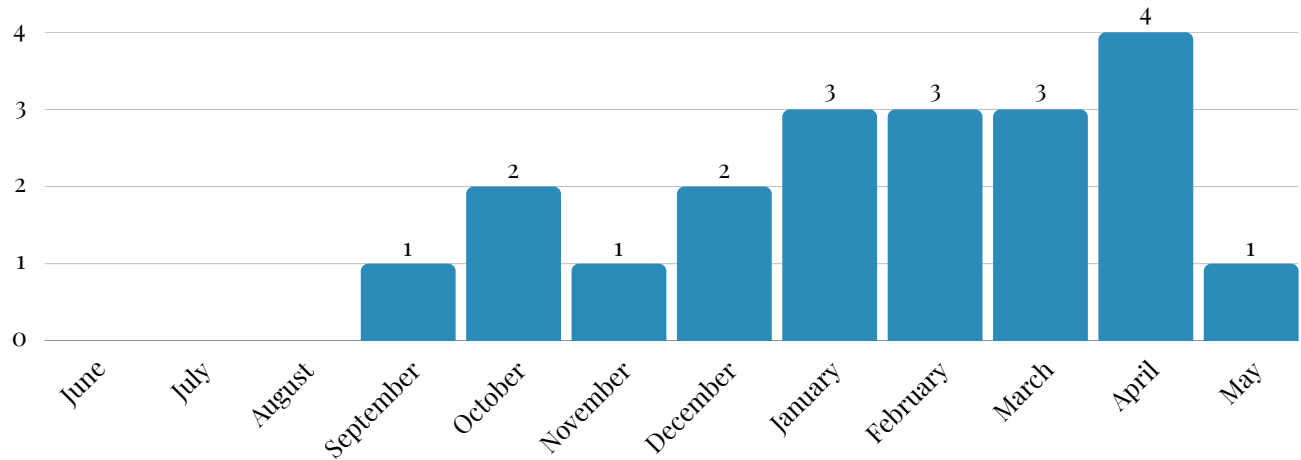


*Average Number of Days Participants Attend Each Month*

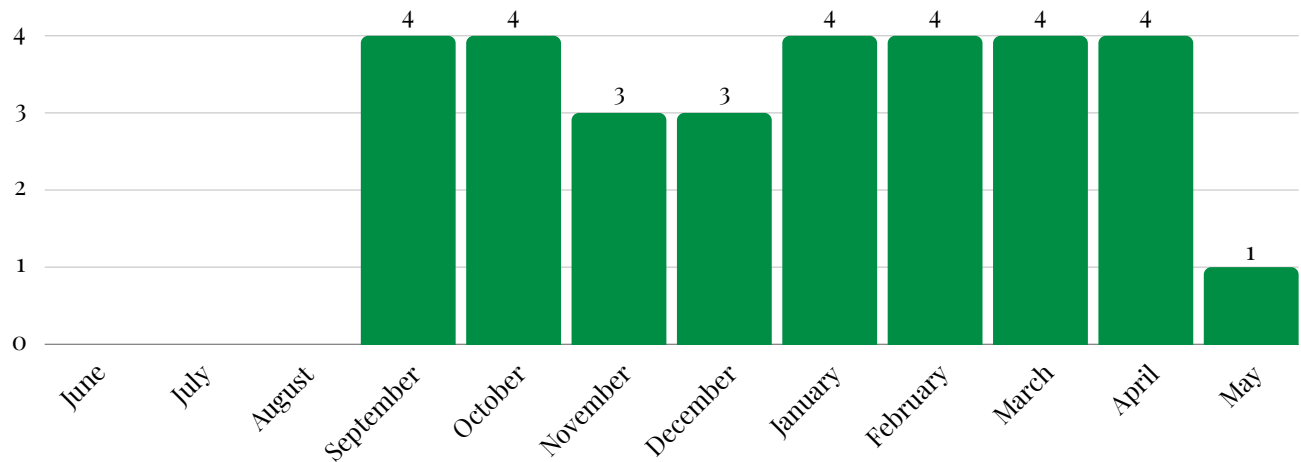


## **Program Location – Silurian Pond Apartments**

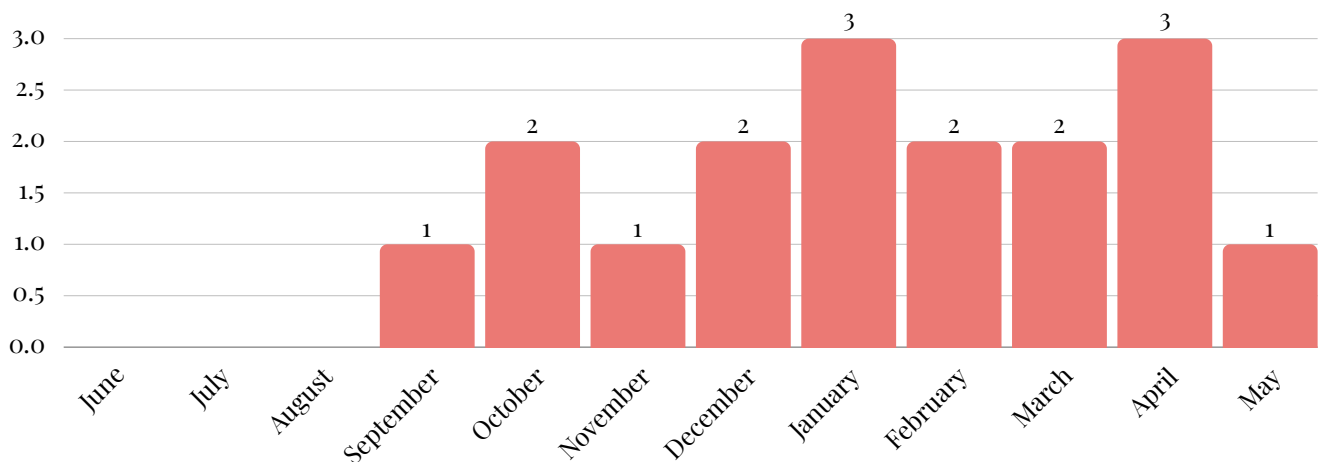
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*







# SALT Ministry

## *24/25 Performance Measure Report*

### **Goal 1: Deter participants from engaging in criminal activity and substance abuse.**

Objective 1.1 - Participants will gain a better understanding of what is considered criminal behavior and will make every effort not to engage in it.

100% of participants have no reports of engaging in criminal behavior/activities

Objective 1.2 - Encourage participants to live a drugfree life because of their understanding of how substance abuse, including drugs, alcohol, and vaping, can negatively affect their lives.

98% of participants have no reports of engaging in drug, alcohol, or vaping use

Objective 1.3 - Participants will develop a rapport with their mentors enabling them to feel comfortable discussing personal, school-related, or community issues.

90% of participants have improved communication and developed relationships with mentors

### **Goal 2: Prevent pregnancies and sexually transmitted diseases amongst participants.**

Objective 2.1 - Participants will be educated on the benefits of choosing to abstain from sex.

85% of participants engaged in a presentation on abstaining from sexual activity  
and maintaining good personal hygiene practices

All participants demonstrated an improved understanding of the topics discussed

Objective 2.2 - Participants will acknowledge the use of safe sex measures and birth control pills to prevent the instance of unplanned pregnancies or sexual transmitted diseases.

Of age participants engaged in discussions and reported a greater understanding of the body  
anatomy, contraception options, and the consequences of unprotected sex

**Goal 3: Reduce classroom incivilities amongst participants.**

Objective 3.1 - Participants will learn what constitutes incivilities in the classroom and how it affects the teaching and learning environment.

90% of participants classroom behavior improved according to teacher/parent surveys  
10% maintained appropriate classroom behavior

Objective 3.2 - Mentors will speak with and encourage participants to make good decisions in the classroom and all other areas of their lives.

90% of mentors actively engaged during scheduled meetings and continued communication outside of formal sessions to monitor and support participants' progress related to classroom behavior and other personal goals

**Goal 4: Increase high school graduation rates among participants.**

Objective 4.1 - Increase high school graduation and grade promotion rates for program participants.

100% of participants graduated or were promoted to the next grade level

Objective 4.2 - Encourage participants to enroll in a dual enrollment program between their high school and Pensacola State College.

2% of mentees were enrolled in dual enrollment programs during the reporting period

Objective 4.3 - Increase college enrollment amongst participants.

2 high school seniors participated in SALT's program during year 2  
They will be attending Pensacola State College in the Fall





## ***Overlay Educational Services***

- Services are integrated into existing after-school, weekend, and summer programs
- Overlay services consist of 2 different enrichment-based pathways
  1. STEAM programming (Science, Technology, Engineering, Arts, and Mathematics) designed to develop critical 21<sup>st</sup> century skills, sparking interest in future college and career pathways
  2. Early intervention programming designed to bring young readers up to grade level, focusing on skills such as phonics, vocabulary, and reading comprehension

## ***Programs***

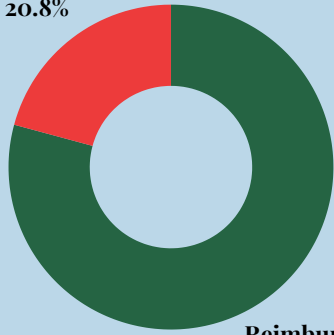
Pensacola MESS Hall

YMCA of Northwest Florida

# Pensacola MESS Hall

*Science After-School*

Residual  
20.8%



Reimbursed  
79.2%

**Program Budget**

**\$59,924.00**

**Total Expenditures**

**\$47,445.71**

**Number Served**

(Proposed vs Actual)

**100 / 165**

**Projected Amount Per Participant**

**\$599.24**

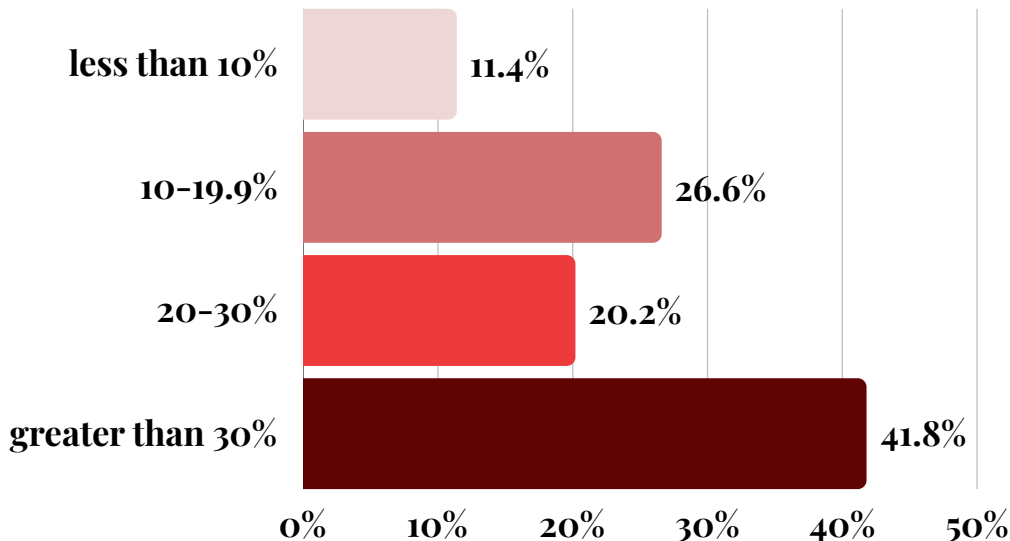
**Actual Amount Per Participant**

**\$287.55**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



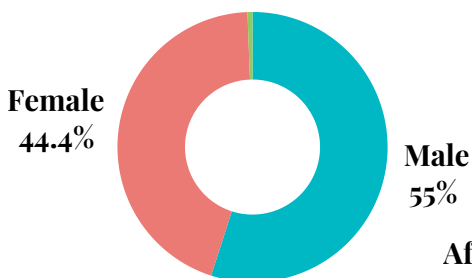
*Most Participants Reside in Commission Districts 2 and 3*

*D3 = 66.5%*

*D2 = 13.9%*

## Gender

Non-Binary  
0.6%



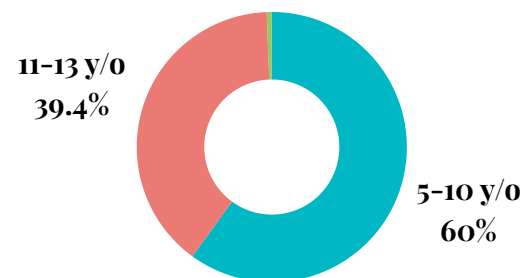
## Race

Other  
20.3%



## Age Range

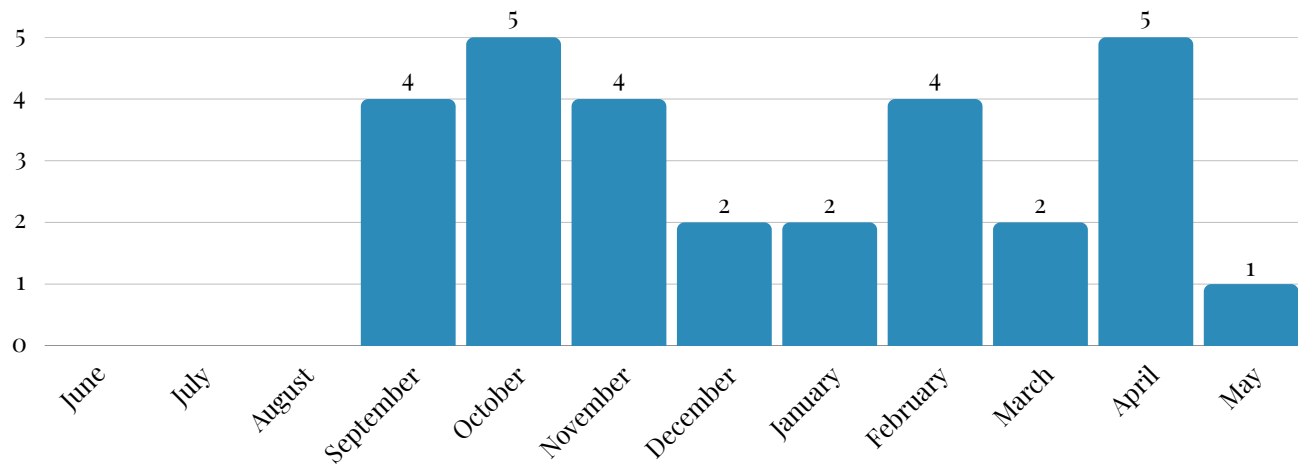
14-18 y/o  
0.6%



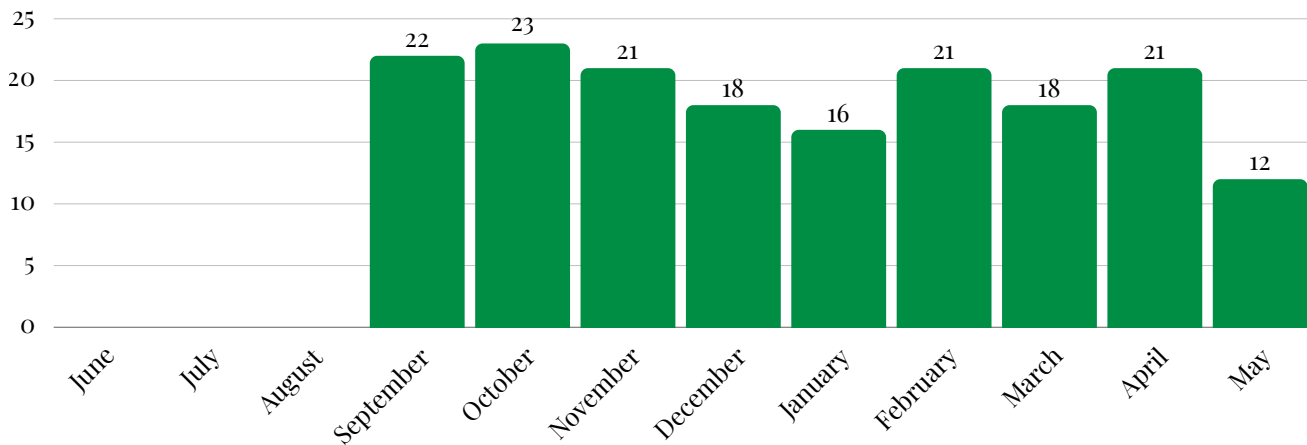


## **Program Location - E.S. Cobb Community Center**

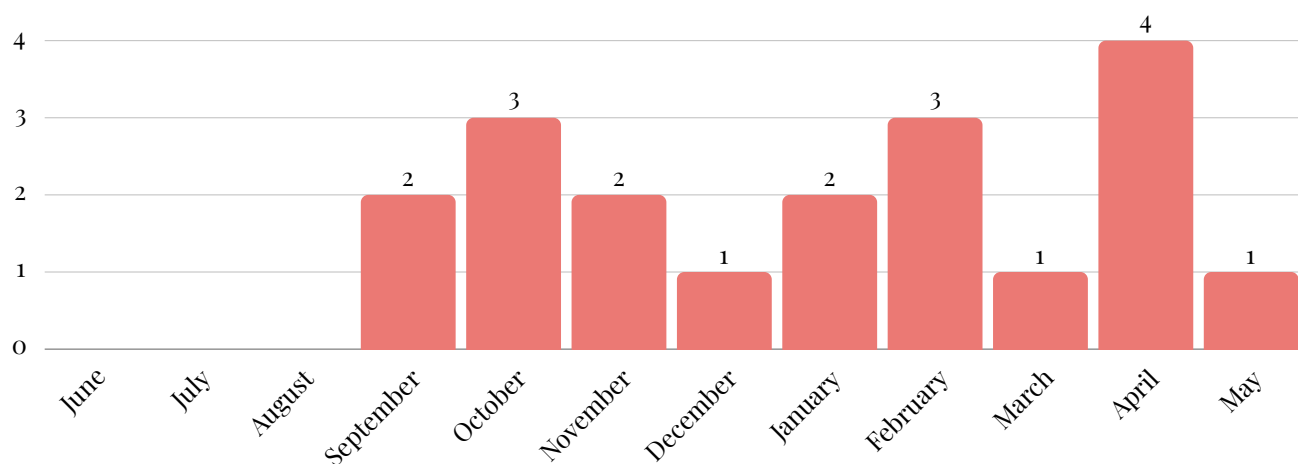
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

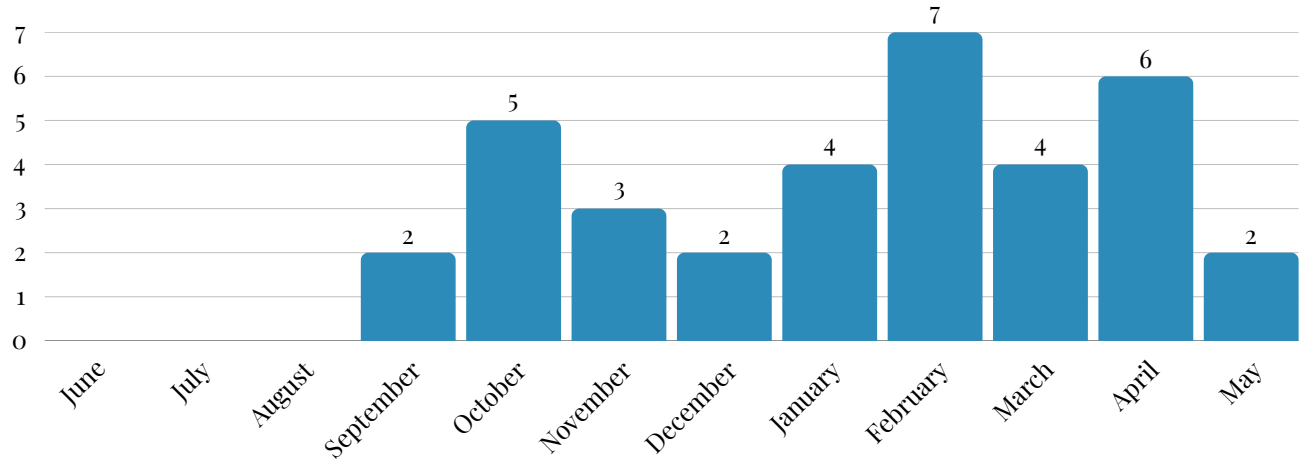


*Average Number of Days Participants Attend Each Month*

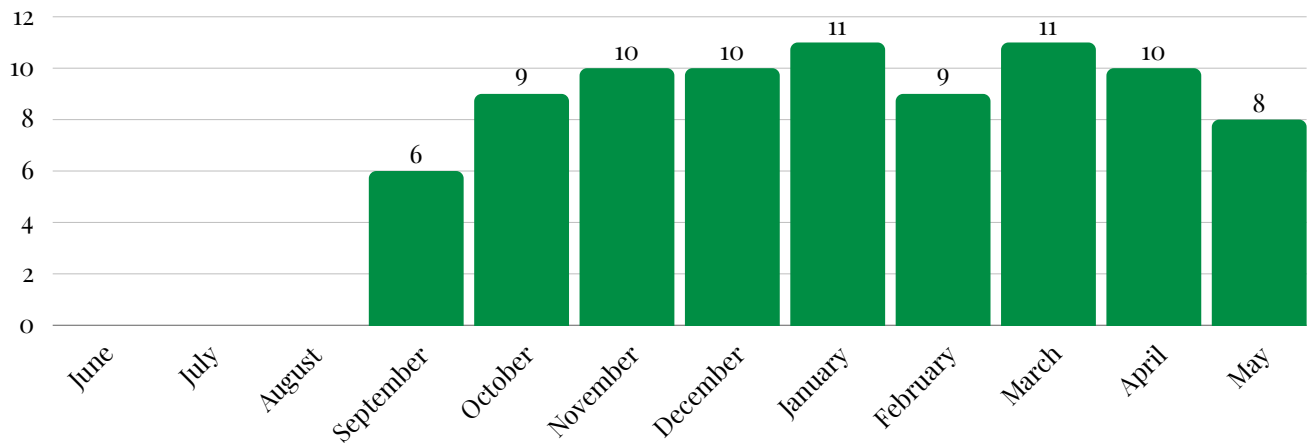


## **Program Location - Fricker Community Center**

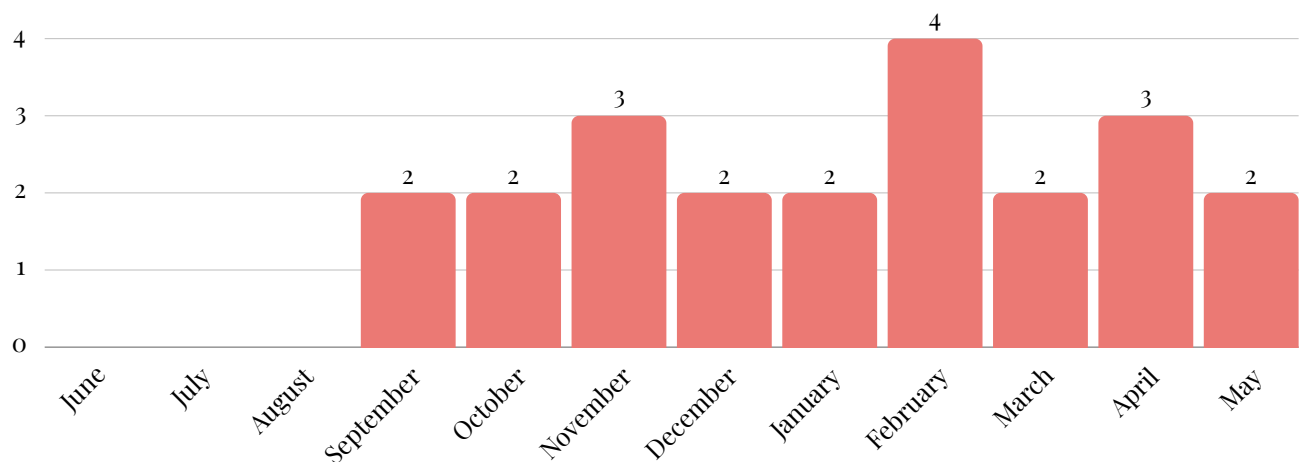
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

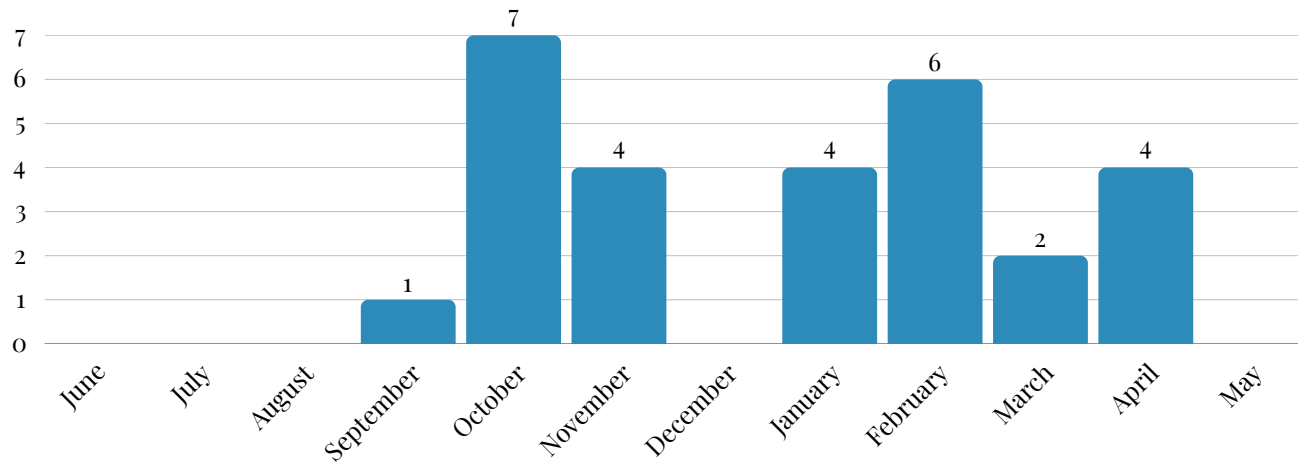


*Average Number of Days Participants Attend Each Month*

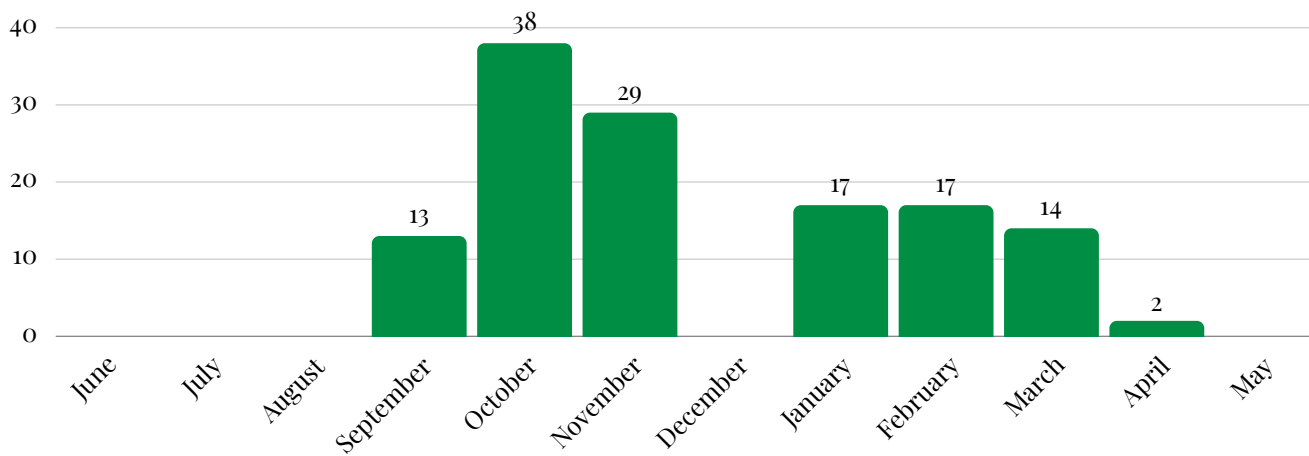


## **Program Location - Global Learning Academy**

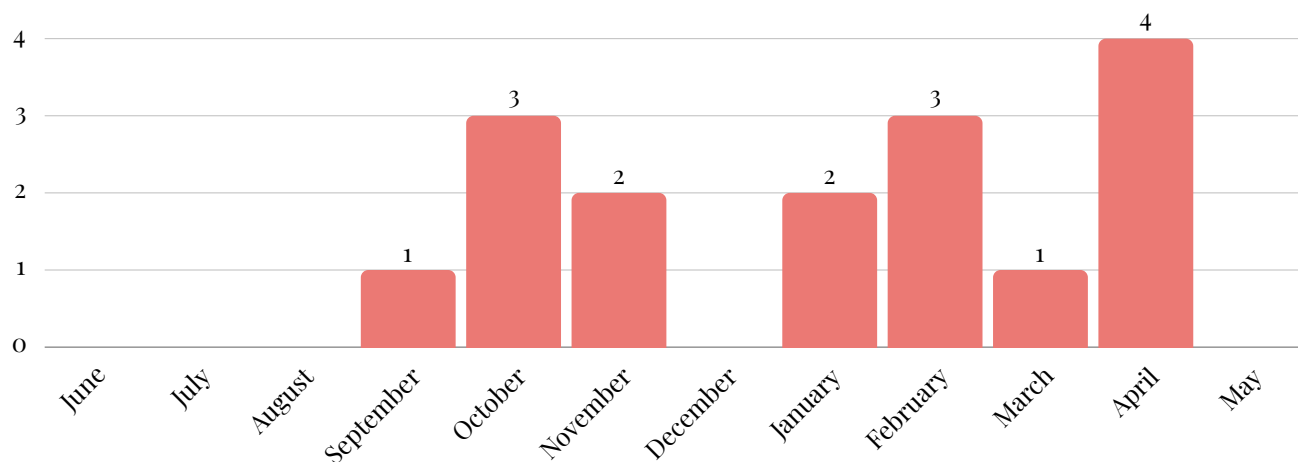
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

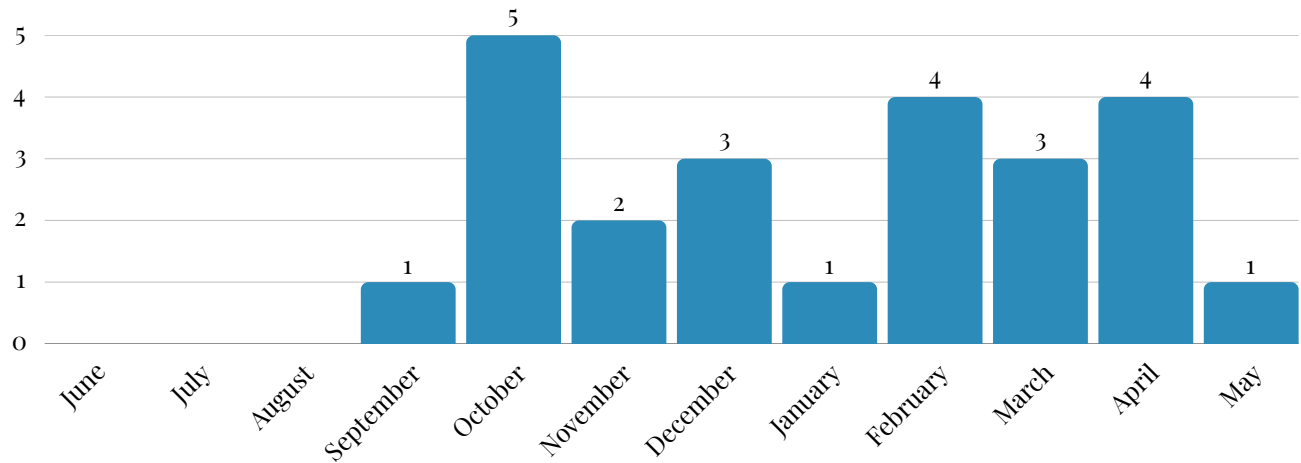


*Average Number of Days Participants Attend Each Month*

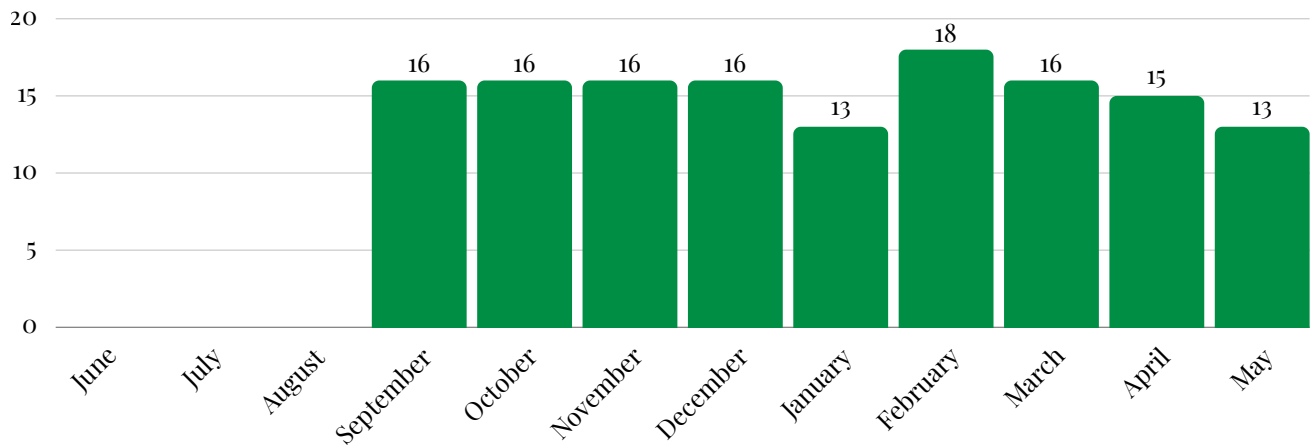


## **Program Location - Holm Elementary**

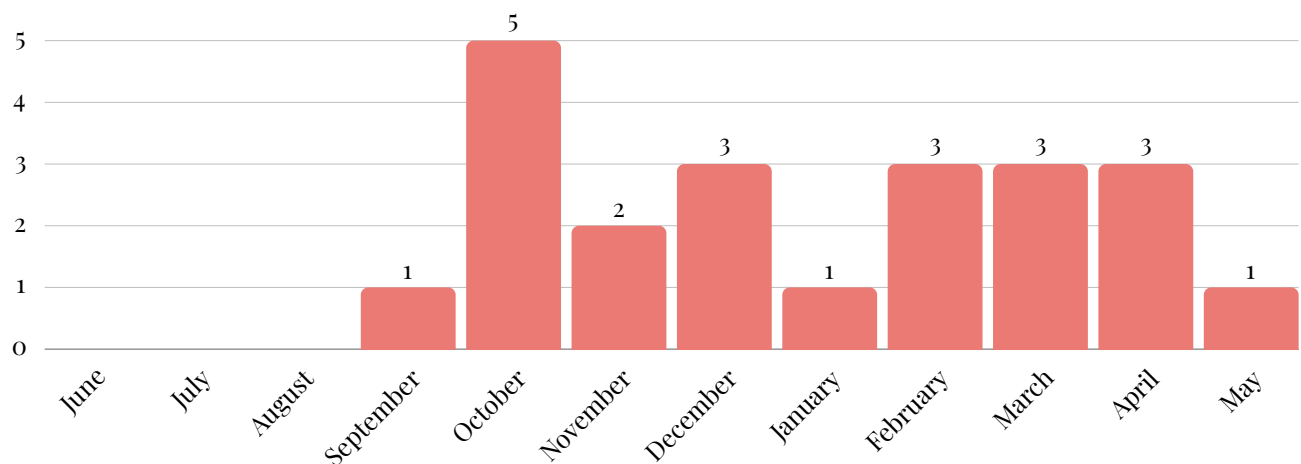
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

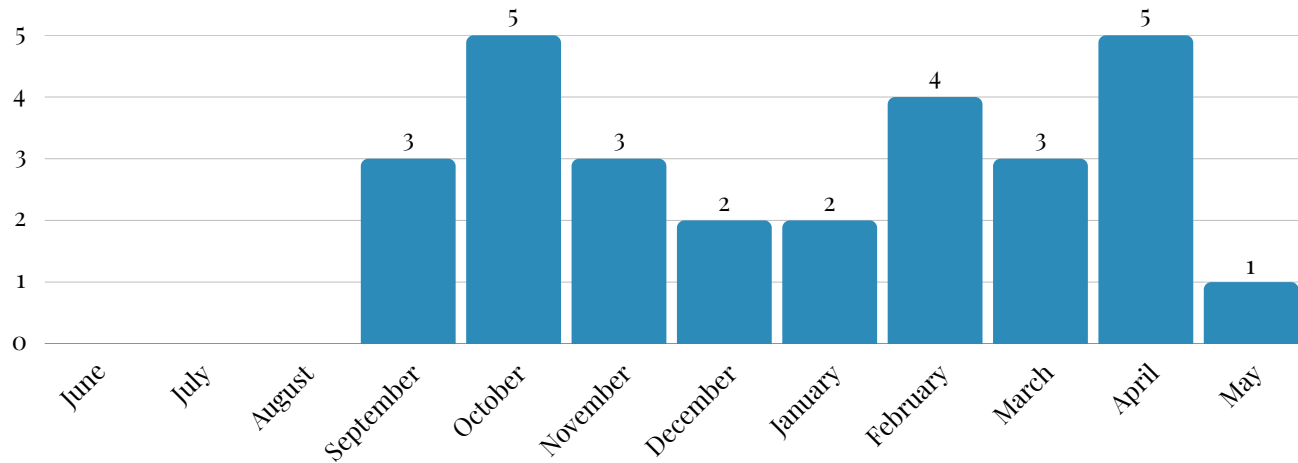


*Average Number of Days Participants Attend Each Month*

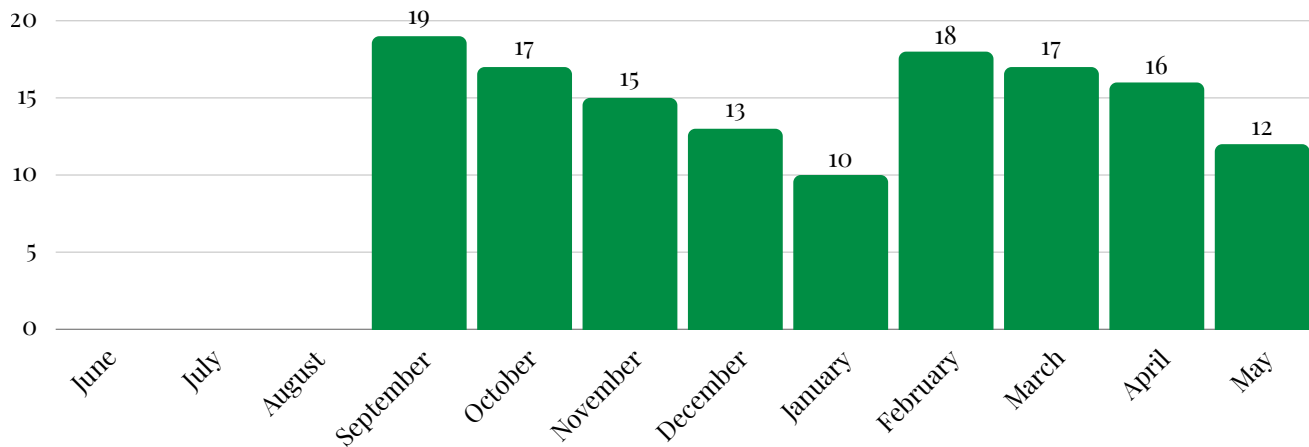


## **Program Location - Vickrey Center**

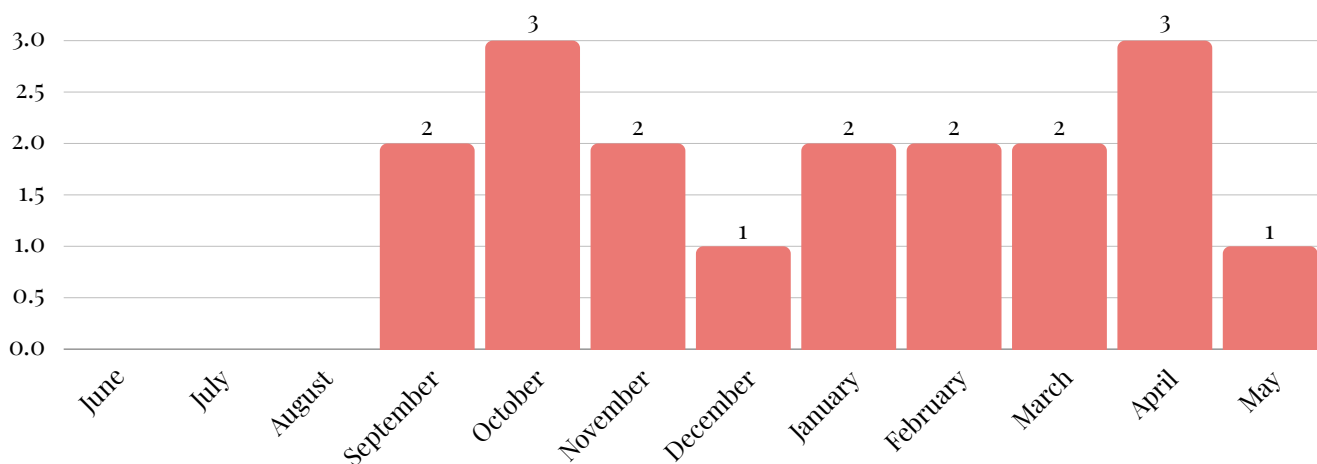
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



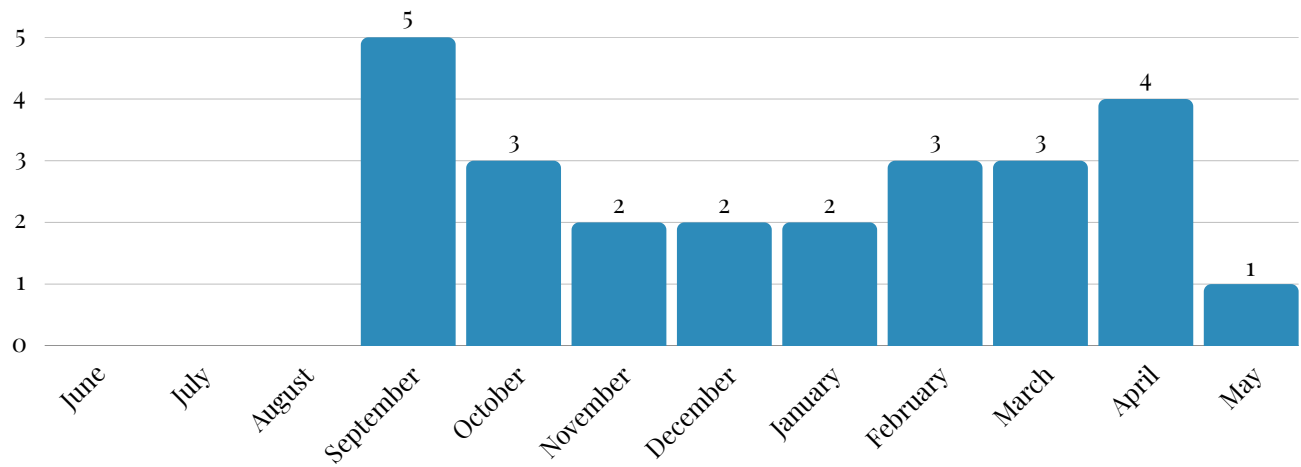
*Average Number of Days Participants Attend Each Month*



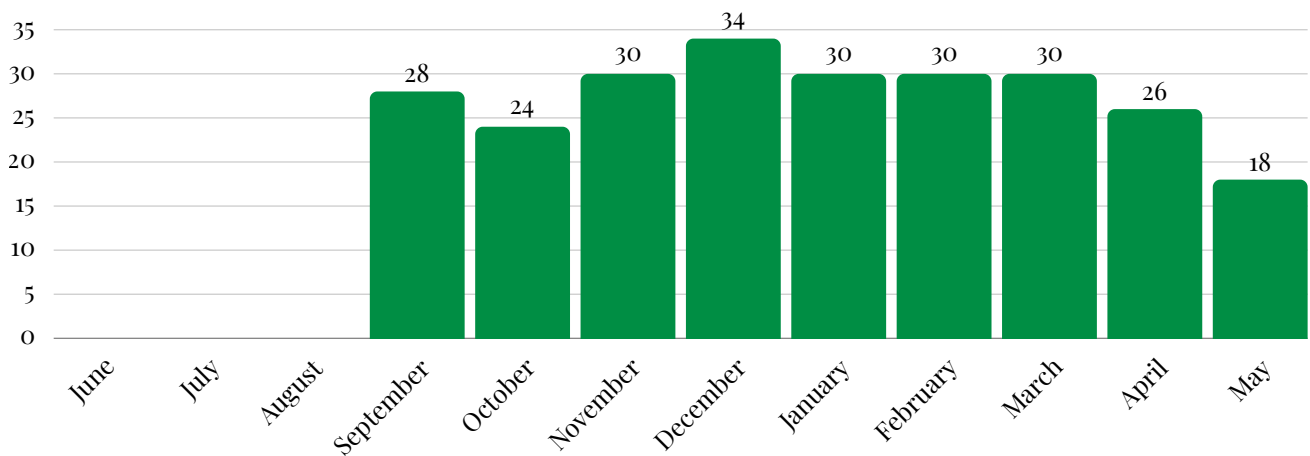


## **Program Location - Woodland Heights Resource Center**

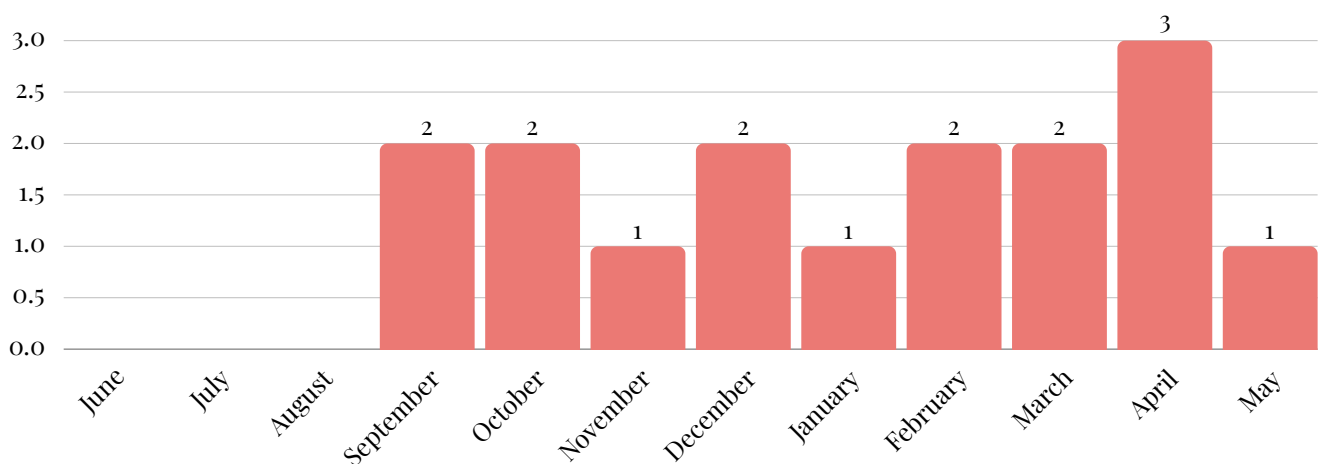
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*



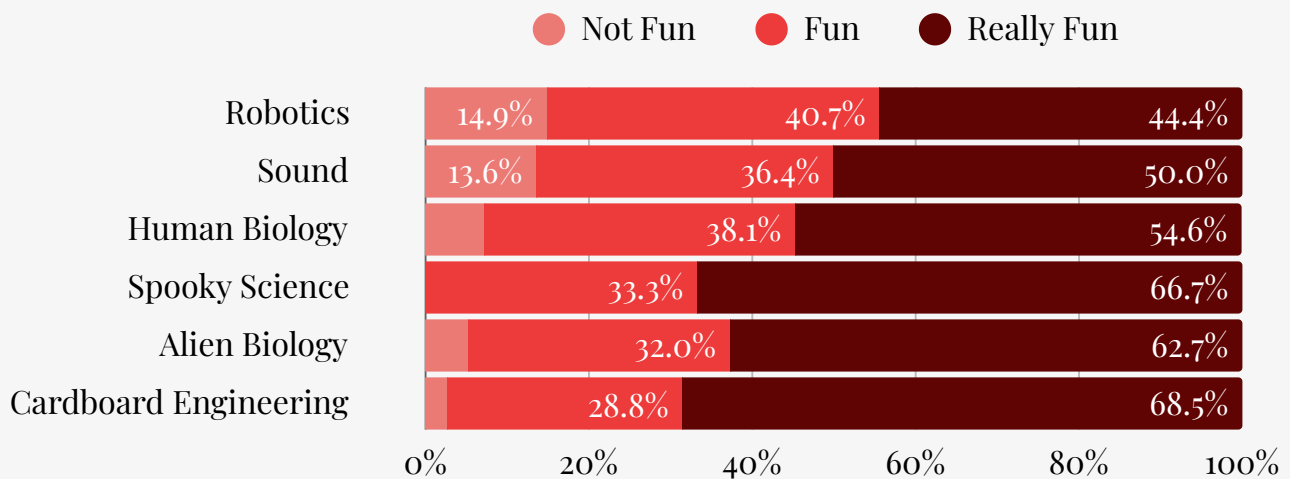
# Pensacola MESS Hall

## *24/25 Performance Measure Report*

**Goal 1: Students gain knowledge in subject areas as well as the nature of science and mathematical reasoning. Students exhibit science sense making and science interest.**

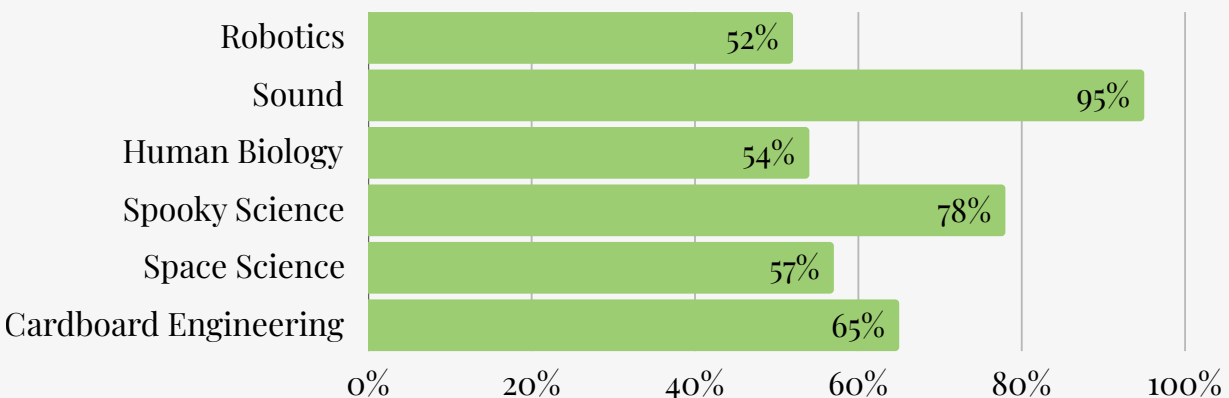
Objective 1.1 – Students will have positive experiences with activities.

*Percent of Participants Who Found Educational Lessons Fun*



Objective 1.2 – Students will gain knowledge of a specific content.

*Percent of Participants Who Achieved a Score of 70 or Higher on the Post-Lesson Activity*

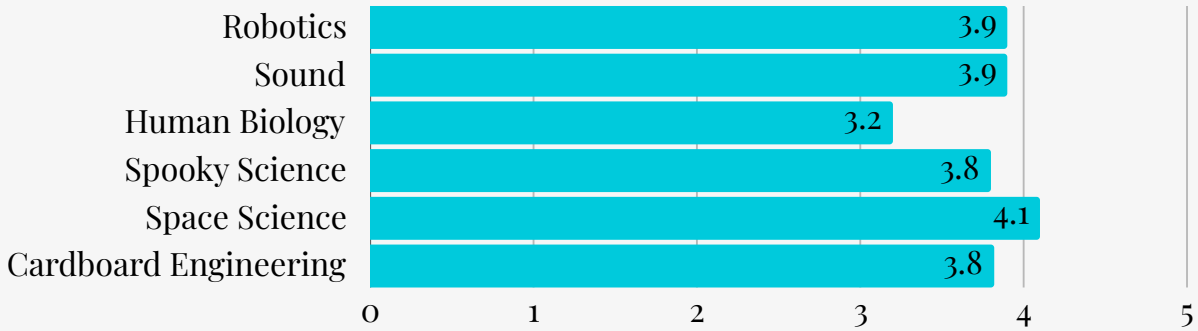


*These lessons introduced new concepts, like neurobiology, brain anatomy, specialized life forms, and astronomy terms. The participants' ability to answer some of the questions reflects the newness of these topics.*

**Objective 1.2** – Students will gain knowledge of a specific content.

Both the curriculum designer and the instructional staff worked to integrate more math activities and tools into year 2 activities. The data below show the average reported recognition of the use of math skills out of a list of **9 possible skills**.

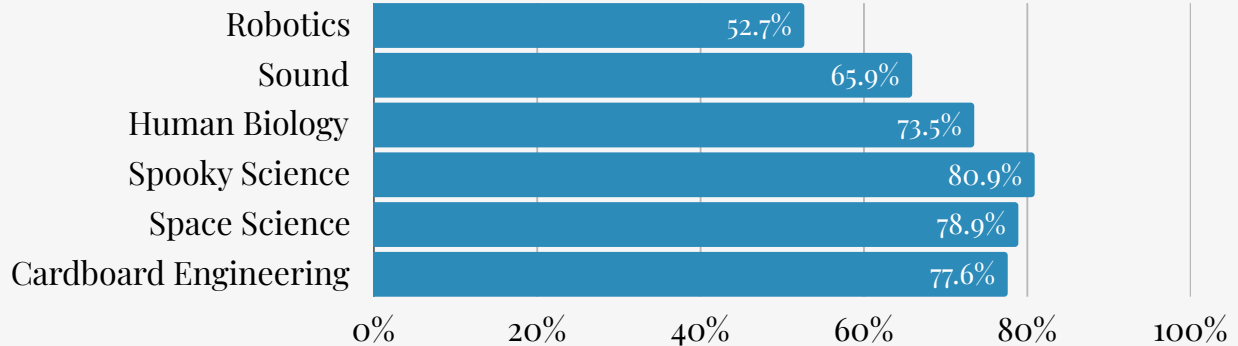
*Average Number of Math Skills Checked on the Post-Lesson Activity*



**Goal 2: Students demonstrate confidence in their science/math skills and value their science/math knowledge.**

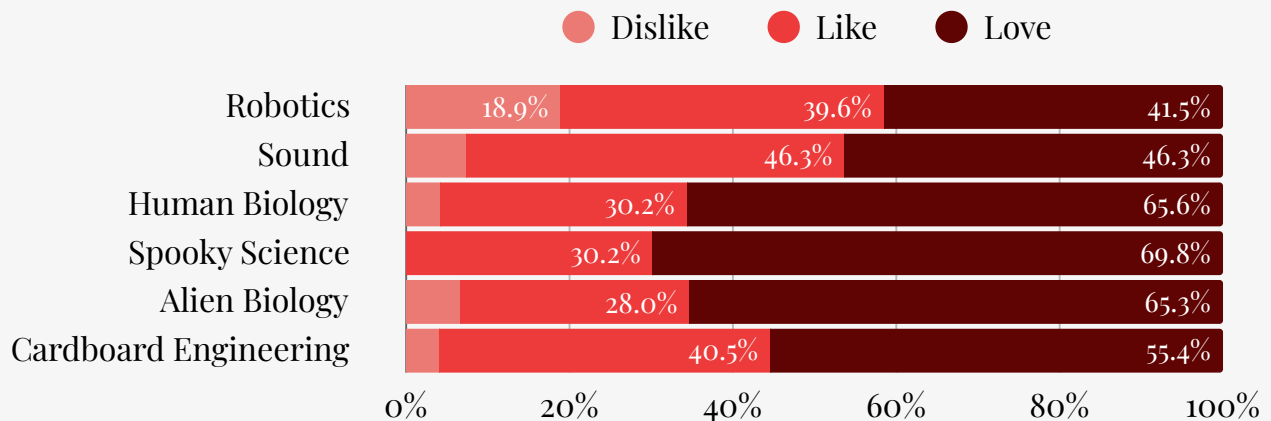
**Objective 2.1** – Students will share what they learn with their family.

*Percent of Participants Who Shared What They Learned With Their Family and/or Friends*



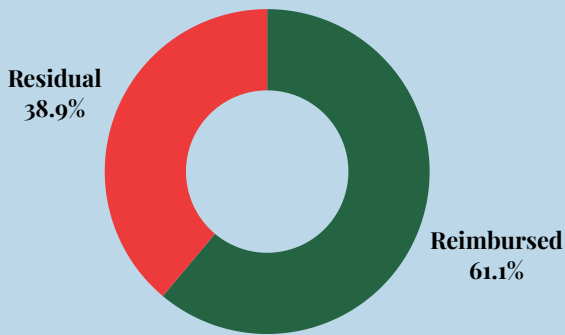
**Objective 2.2** – Students will have an increased interest in science/math.

*Percent of Participants Who Indicated They had an Increased Enthusiasm in a STEM Subject Area*



# YMCA of Northwest Florida

YREADS



**Program Budget**  
**\$906,560.00**

**Total Expenditures**  
**\$554,084.44**

**Number Served**  
(Proposed vs Actual)

**160 / 374**

**Projected Amount Per Participant**

**\$5,666.00**

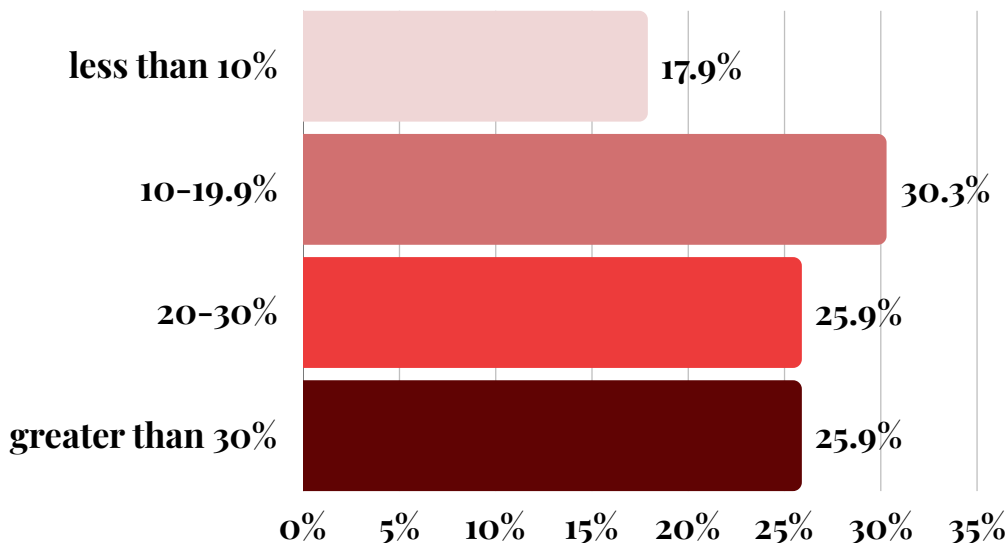
**Actual Amount Per Participant**

**\$1,481.51**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 2 and 3*

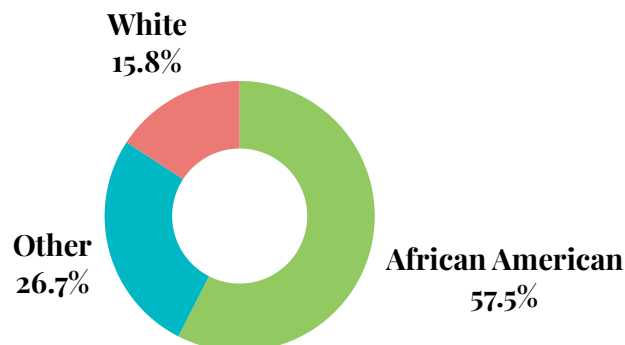
*D3 = 42.8%*

*D2 = 29.9%*

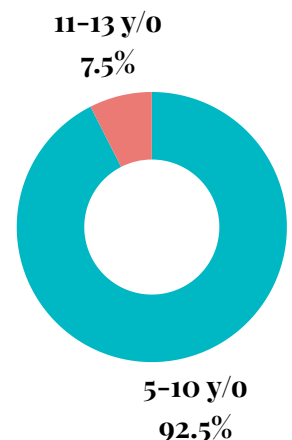
## Gender



## Race

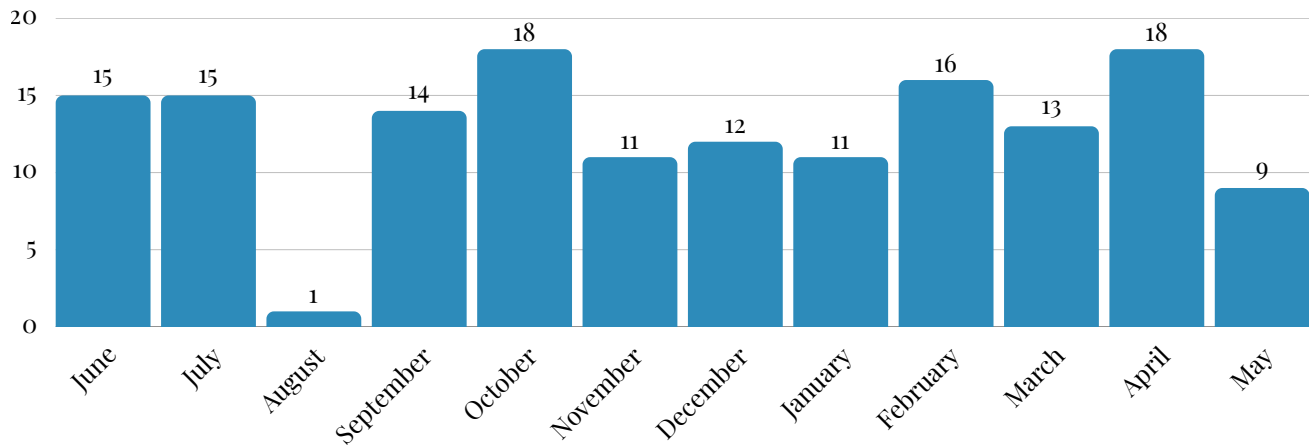


## Age Range

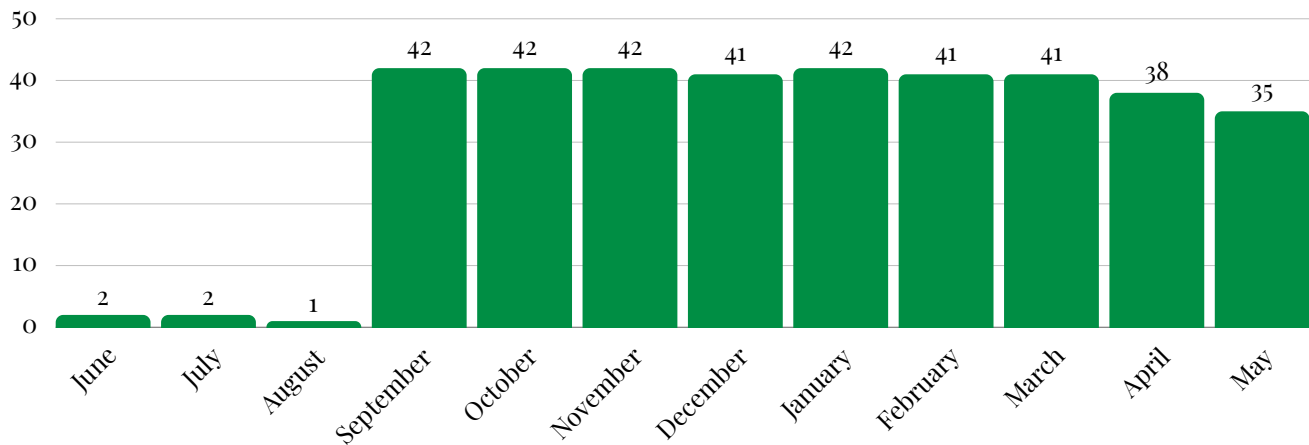


## Program Location - Ferry Pass Elementary School

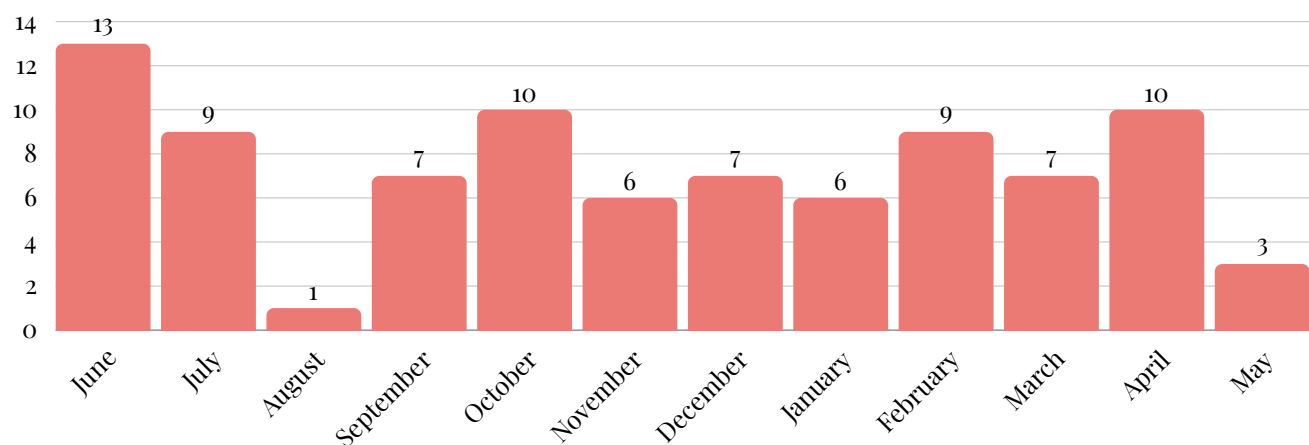
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



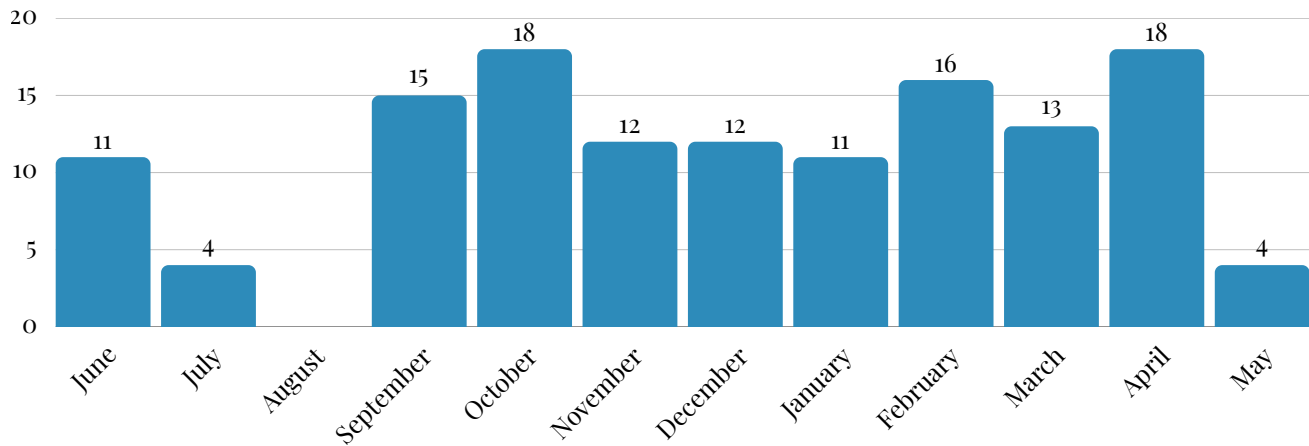
*Average Number of Days Participants Attend Each Month*



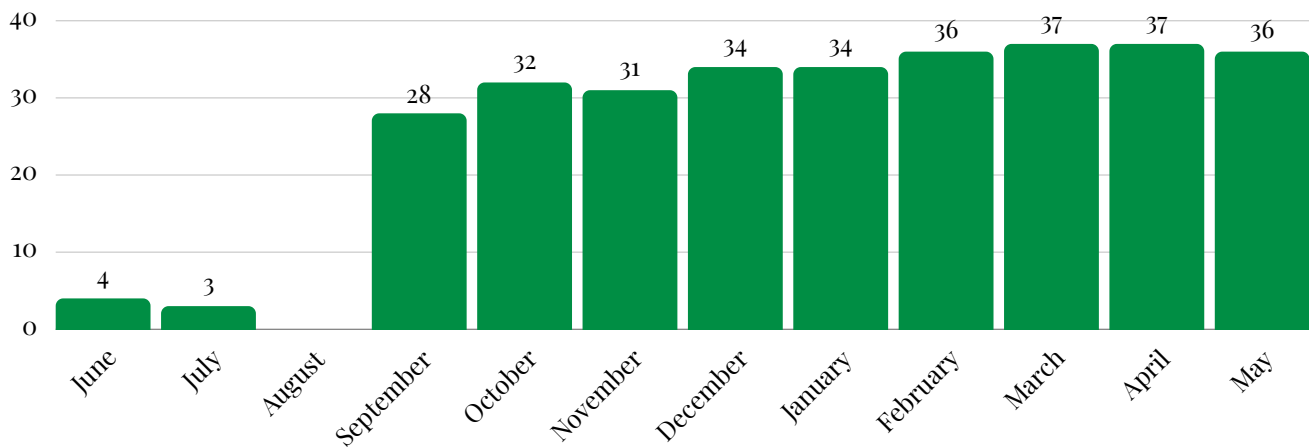


## **Program Location - Global Learning Academy**

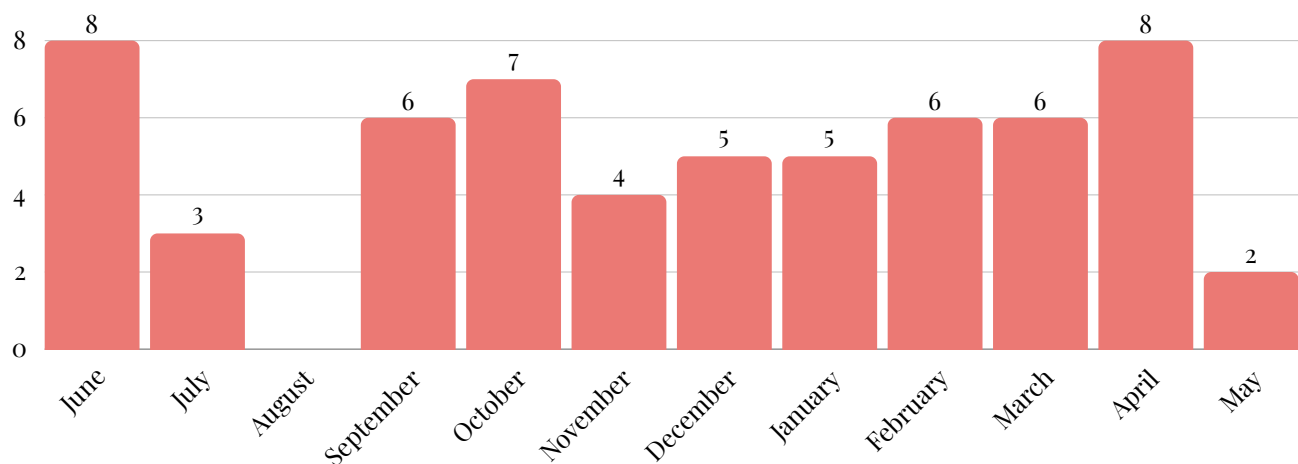
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

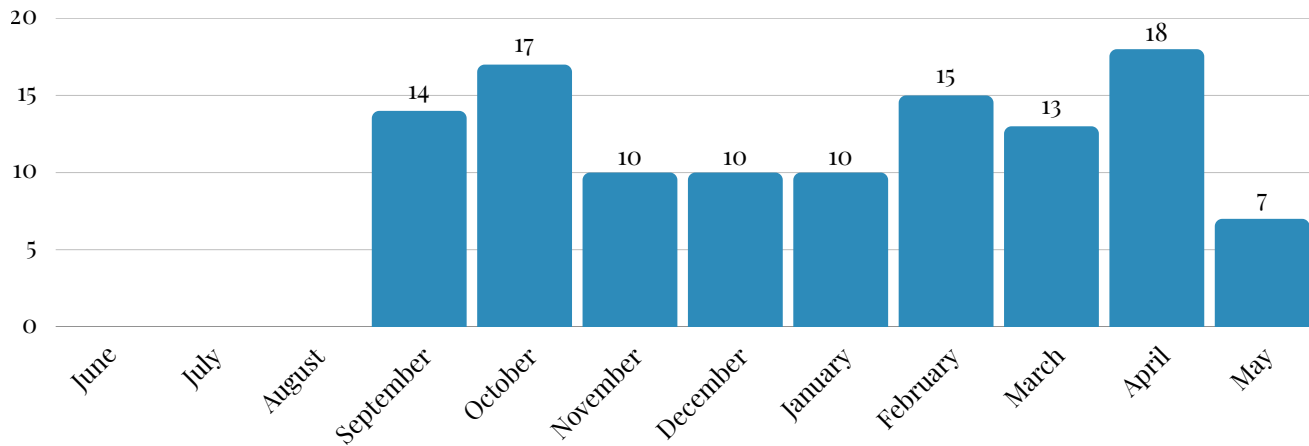


*Average Number of Days Participants Attend Each Month*

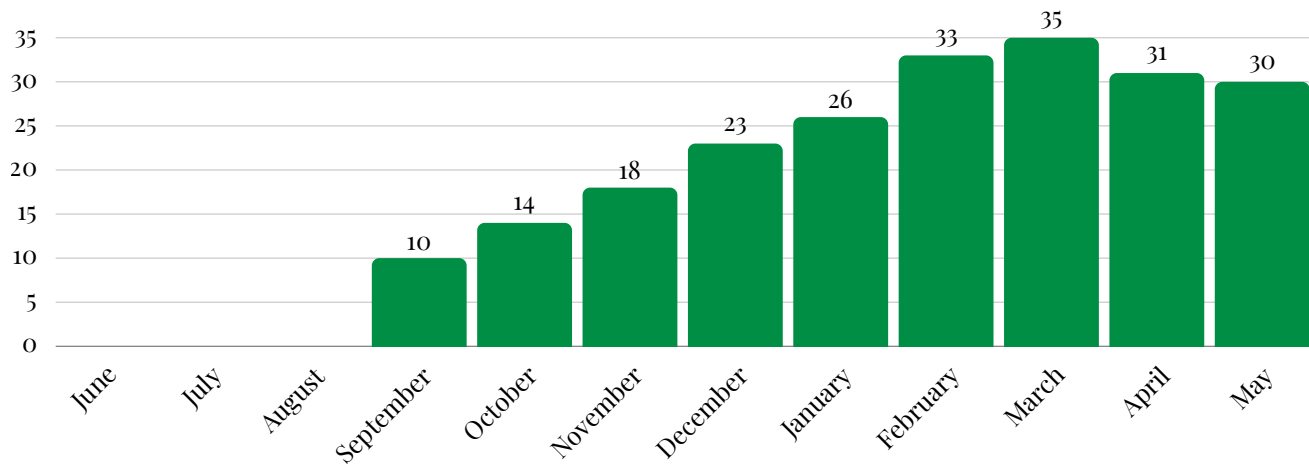


## **Program Location - Montclair Elementary School**

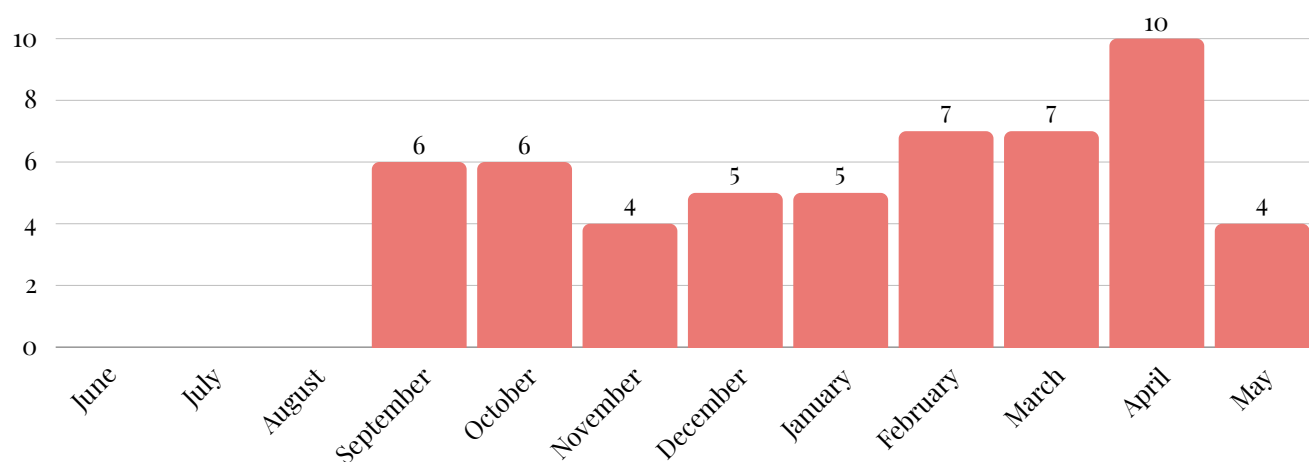
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

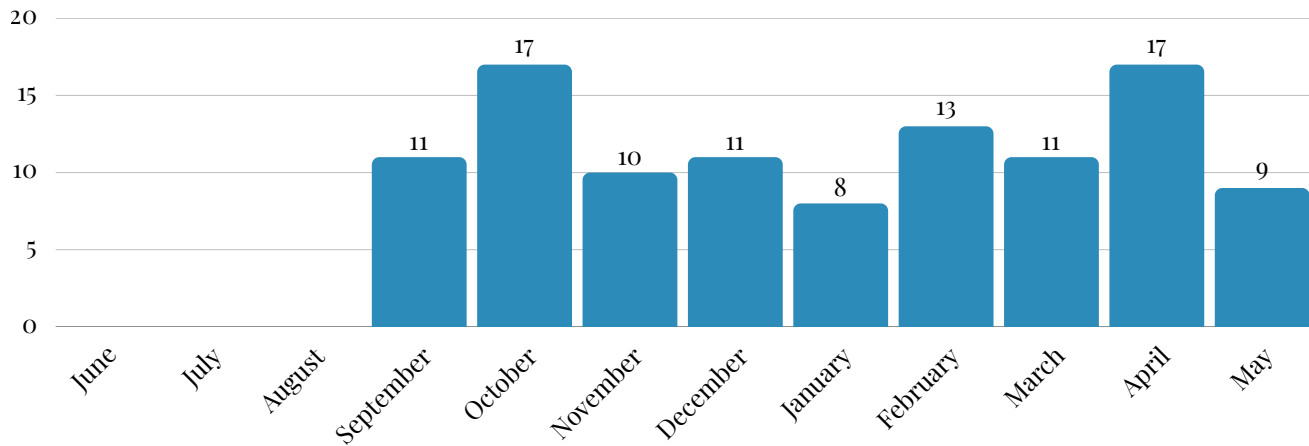


*Average Number of Days Participants Attend Each Month*

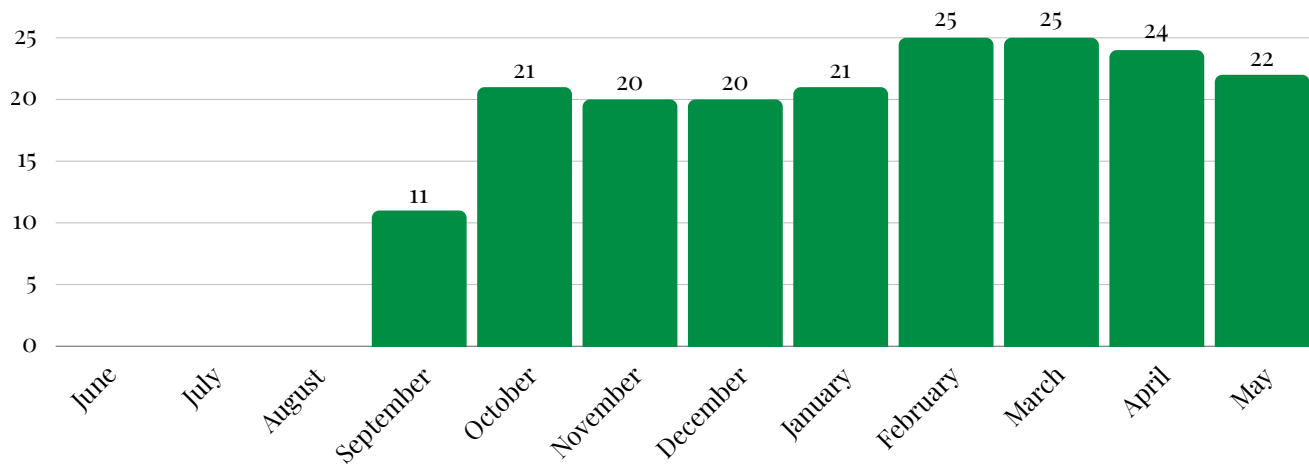


## **Program Location - O.J. Semmes Elementary School**

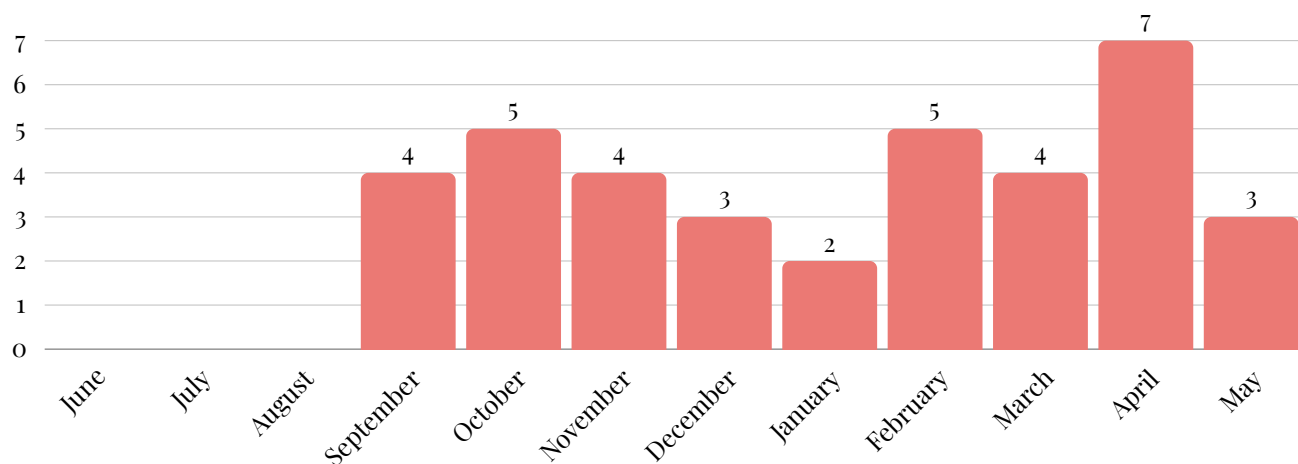
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

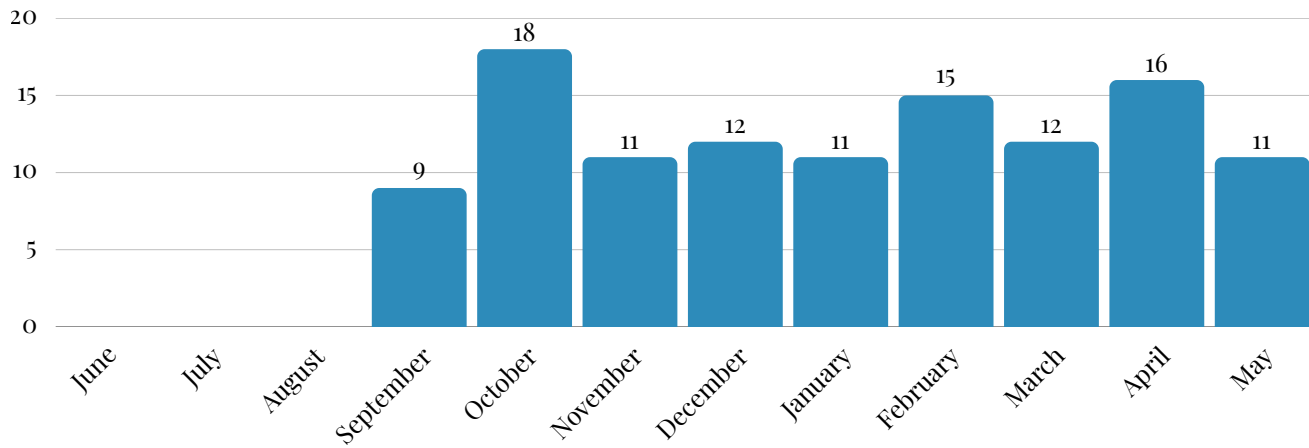


*Average Number of Days Participants Attend Each Month*

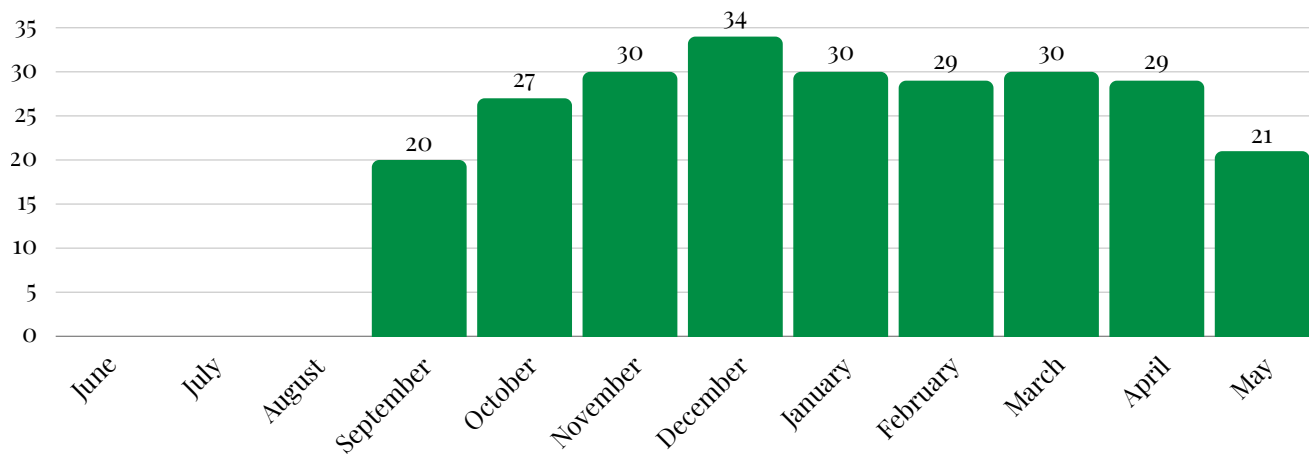


## **Program Location - Oakcrest Elementary School**

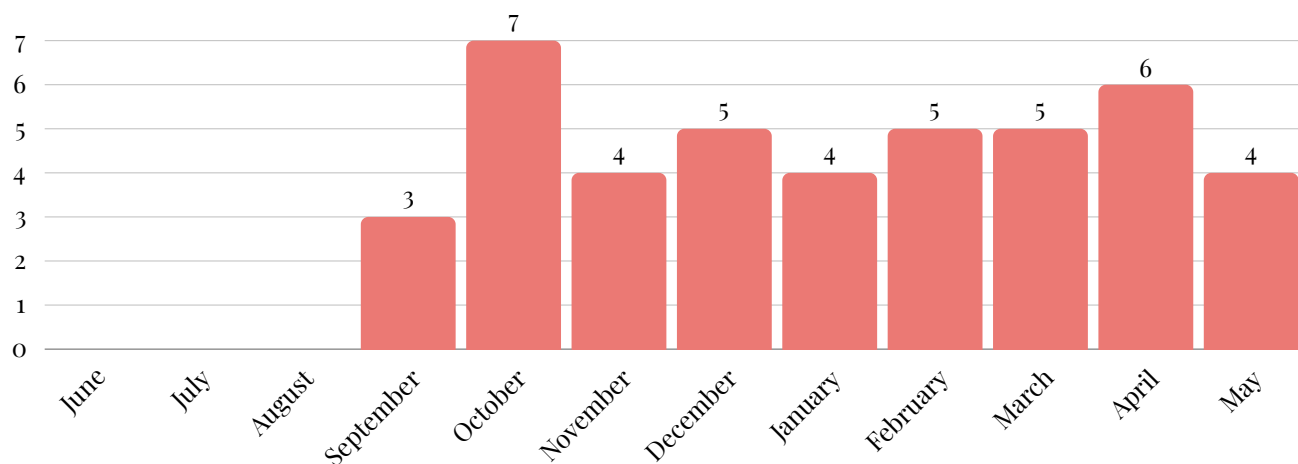
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

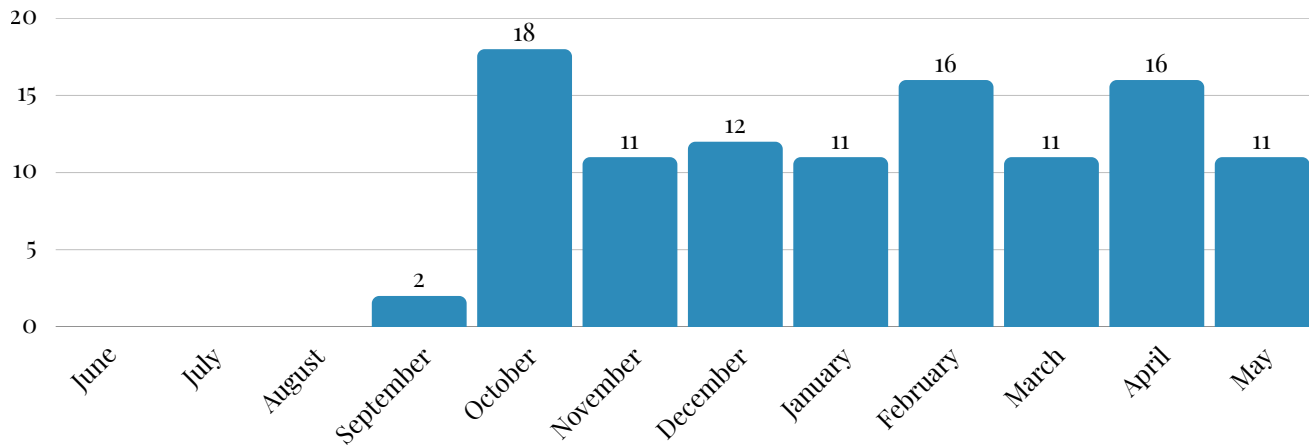


*Average Number of Days Participants Attend Each Month*

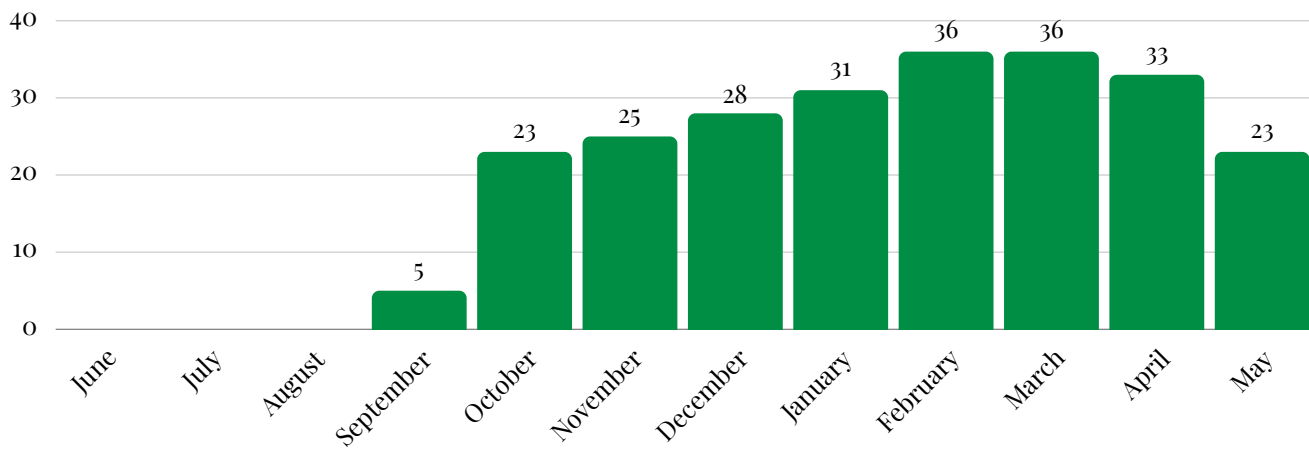


## **Program Location - Sherwood Elementary School**

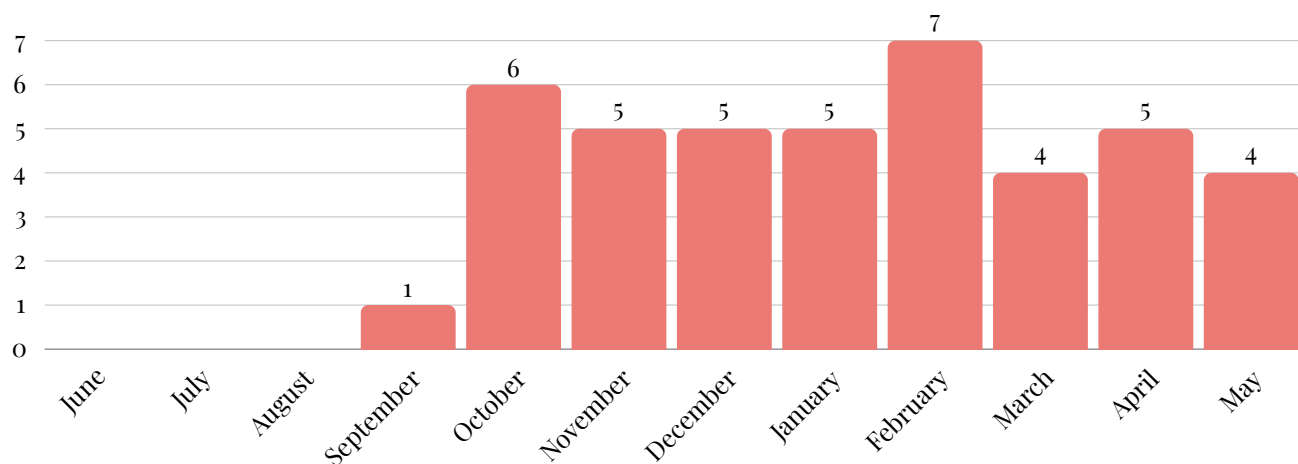
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



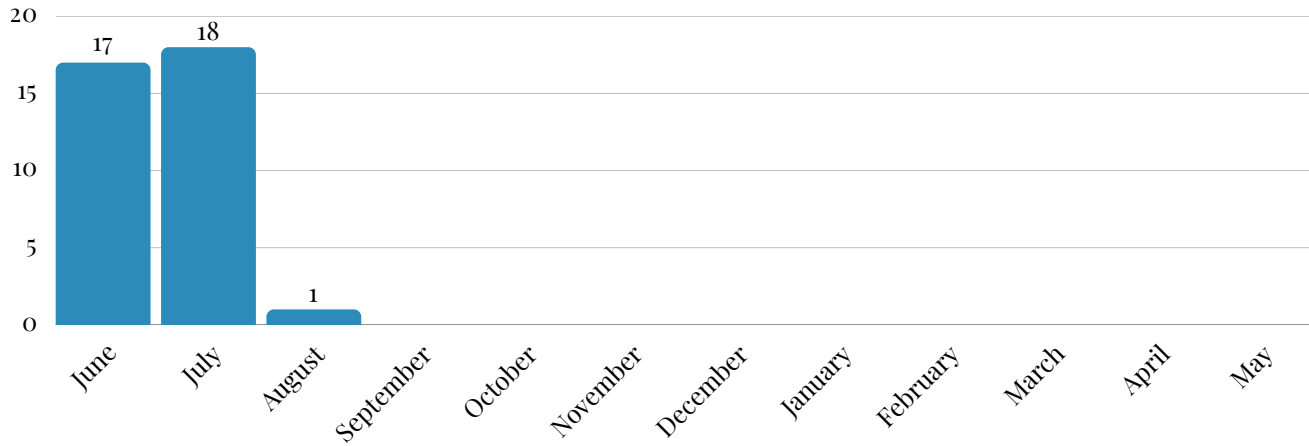
*Average Number of Days Participants Attend Each Month*



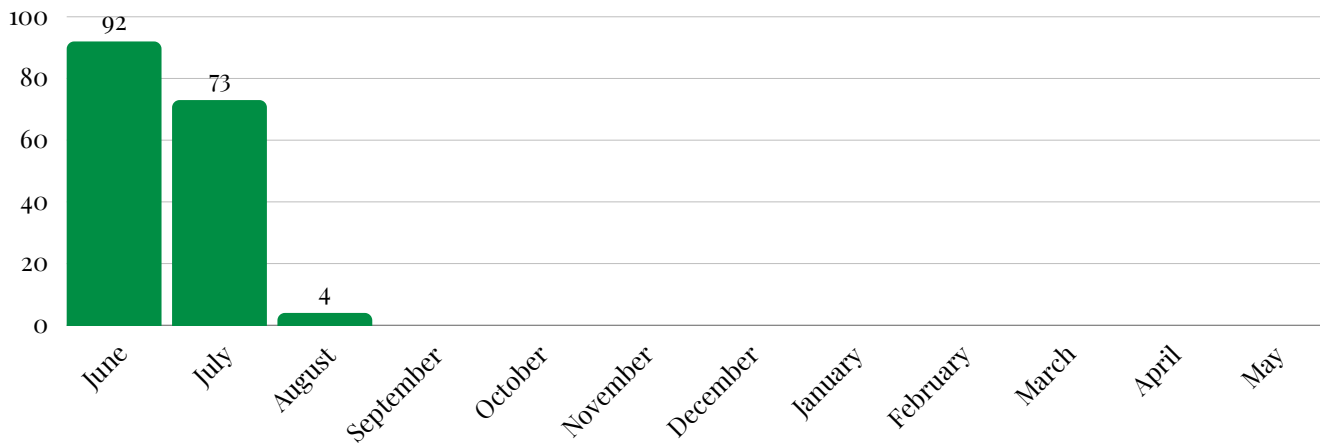


## **Program Location - Vickrey Center**

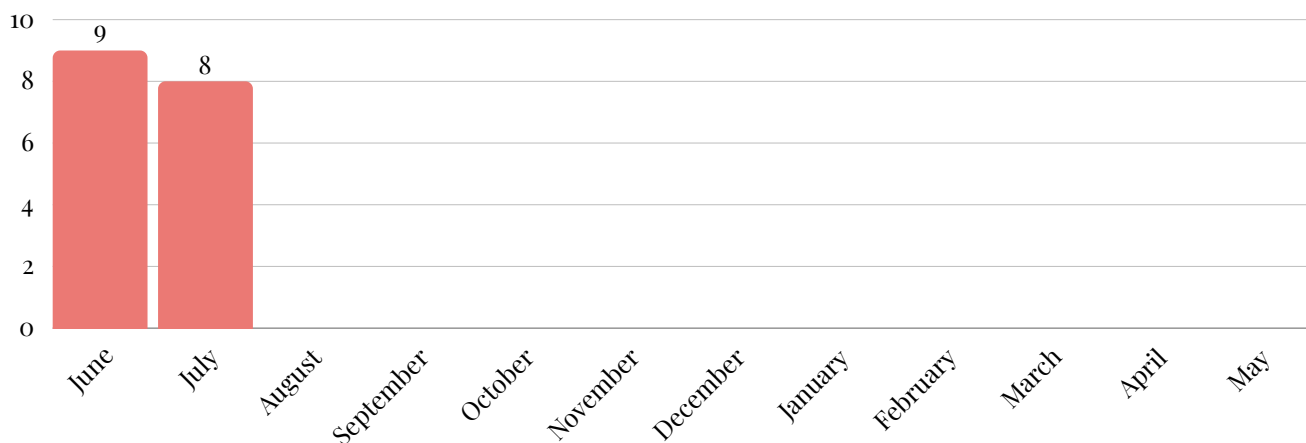
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

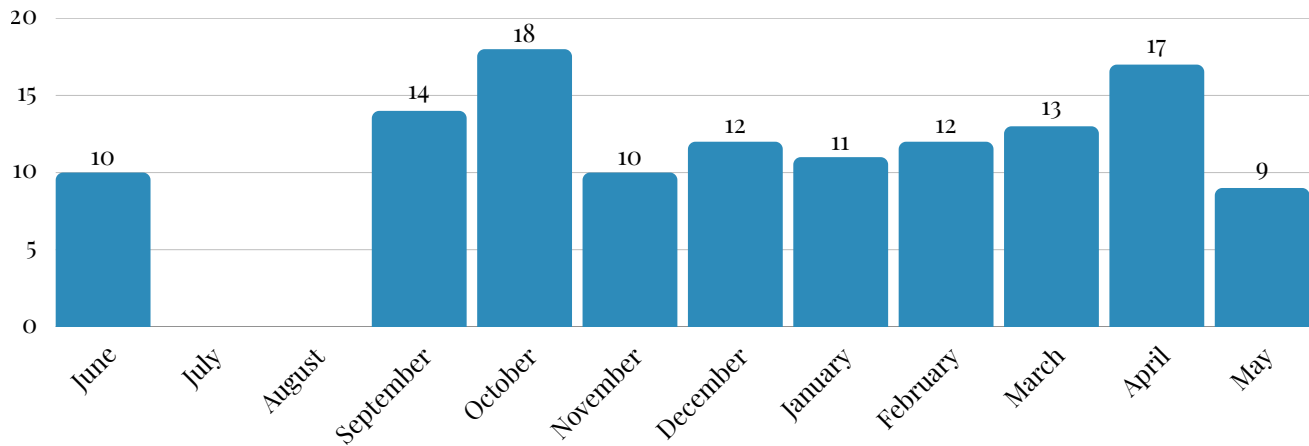


*Average Number of Days Participants Attend Each Month*

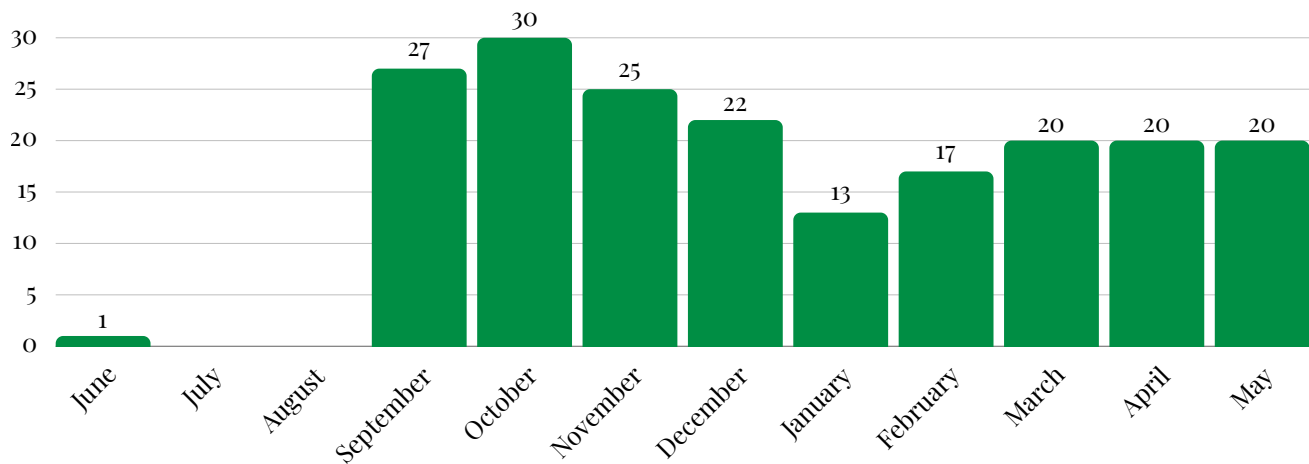


## **Program Location - West Pensacola Elementary School**

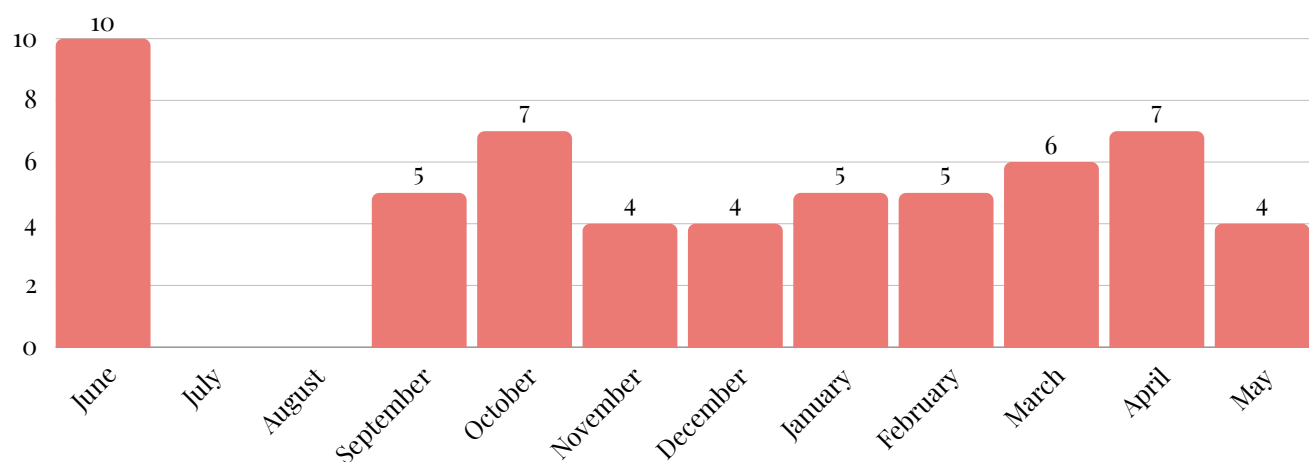
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*



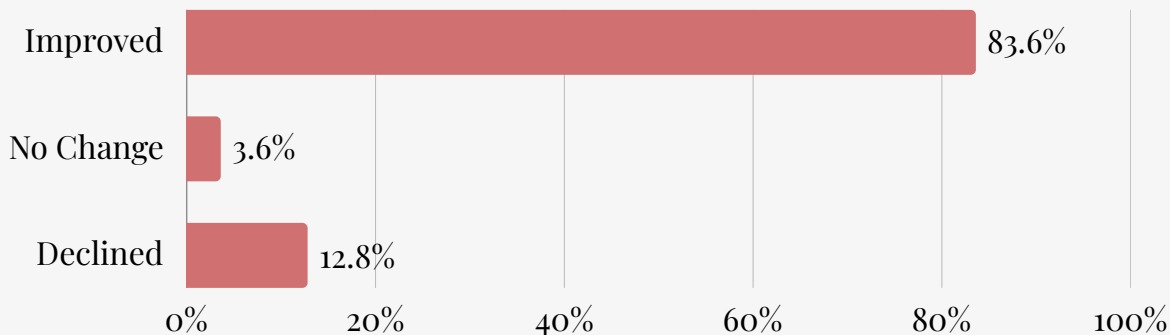
# YMCA of Northwest Florida

## *24/25 Performance Measure Report*

**Goal 1: Participants will improve their reading skills.**

Objective 1.1 -Participants will show improvement in their STAR and FAST reading assessment.

*Participants STAR and FAST Reading Scores Status Upon Completion of Year 1*



Objective 1.2 - Participants will show progress in the SIPPS curriculum.

93% of participants passed the SIPPS mastery test.

Objective 1.3 - Participants will show an increased rate of promotion to the next grade level.

92% of participants were promoted to the next grade level.

**Goal 2: Participants will attain and maintain satisfactory school behavior.**

Objective 2.1 -Participants will attain or maintain satisfactory school behavior.

### *Parents Survey*

81% of parents whose child's behavior has been a problem at school,  
noticed a behavioral improvement since entering the program

### *Teachers Survey*

84% of teachers indicated YREADS students' behavior is acceptable in the classroom



## ***Summer-Specific Programming***

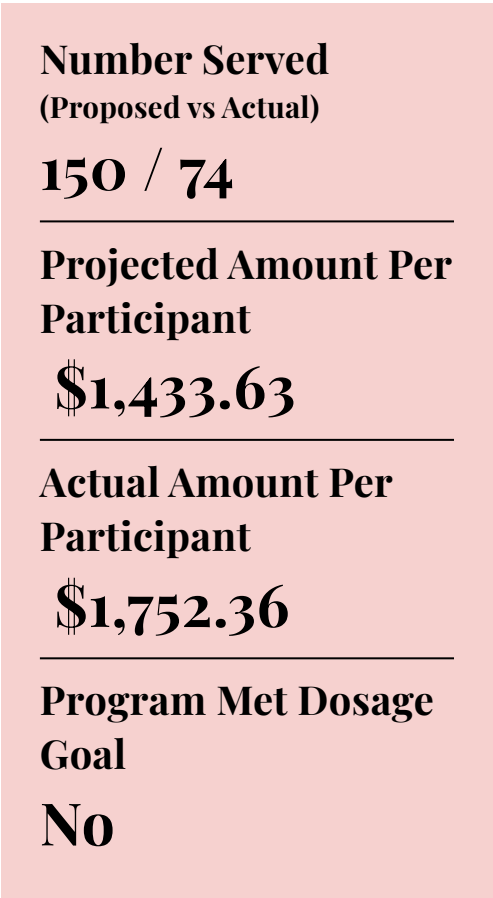
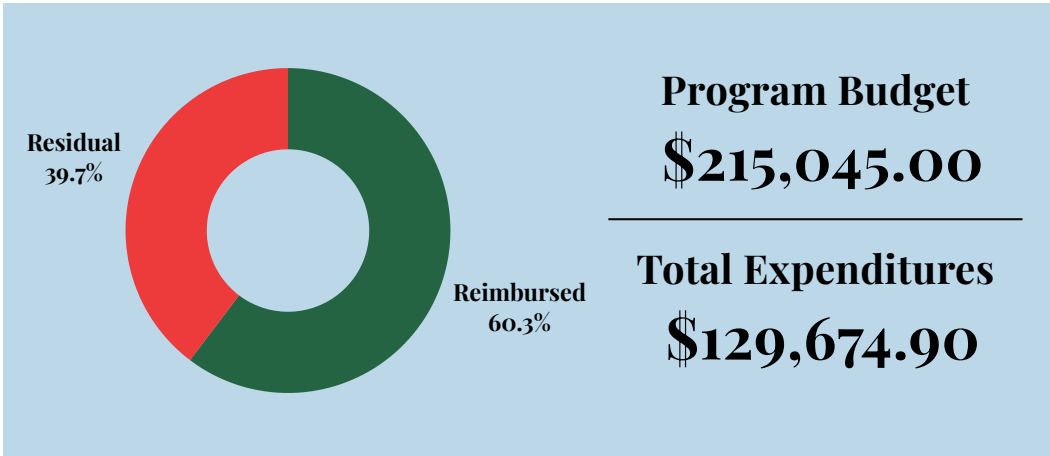
- Services address the critical need of preventing summer learning loss while also supporting social, emotional, and physical well-being
- Feature a blend of academic reinforcement, experimental learning, and recreational activities
- Meals, transportation, and access to additional supports ensure services remain inclusive and accessible

## ***Programs***

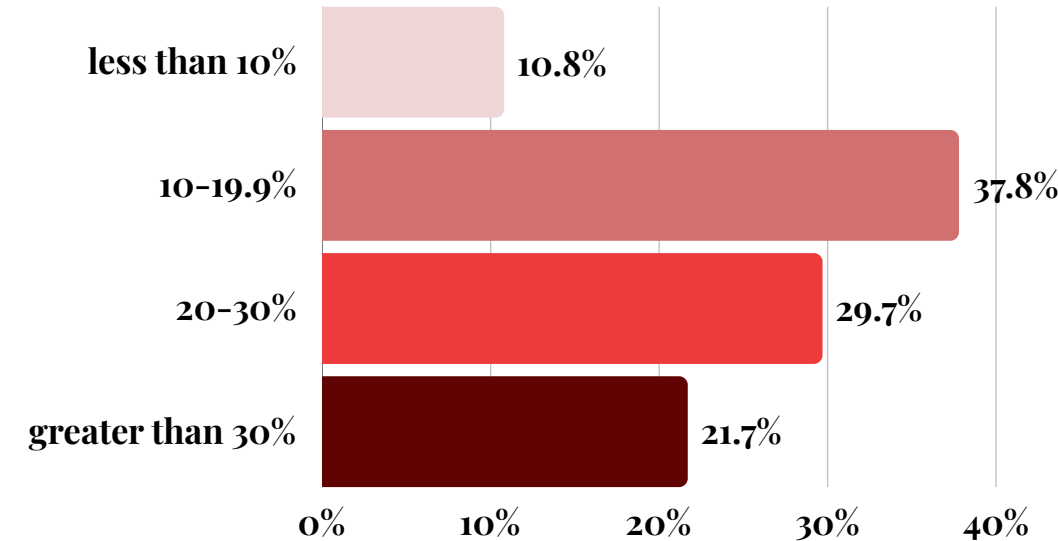
Gulf Coast Freedom School

# Gulf Coast Freedom Schools

## Expanding Summer School



### Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 3 and 4*

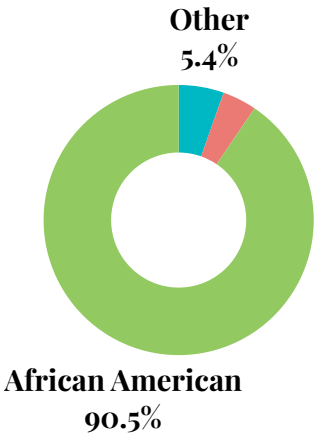
*D3 = 45.9%*

*D2 = 20.3%*

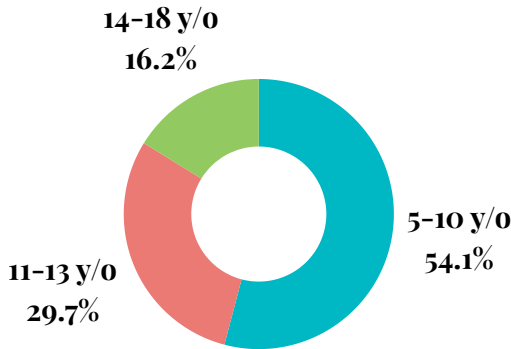
### Gender



### Race



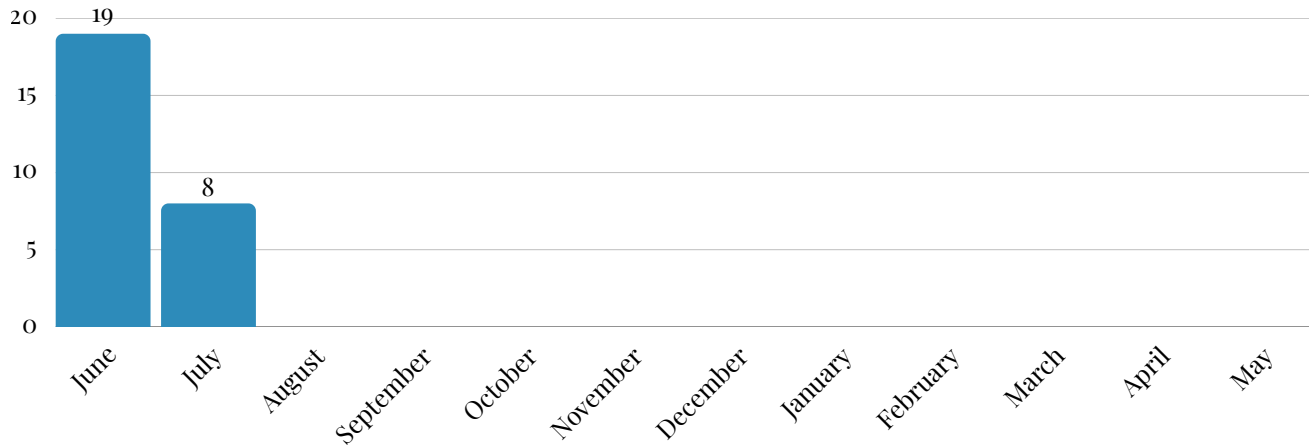
### Age Range



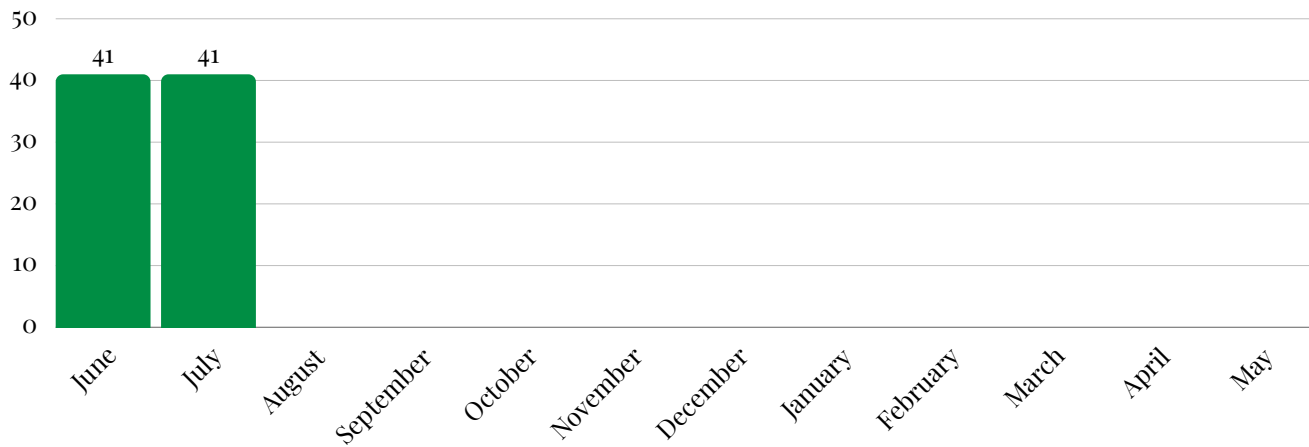


## **Program Location - Ferry Pass Elementary**

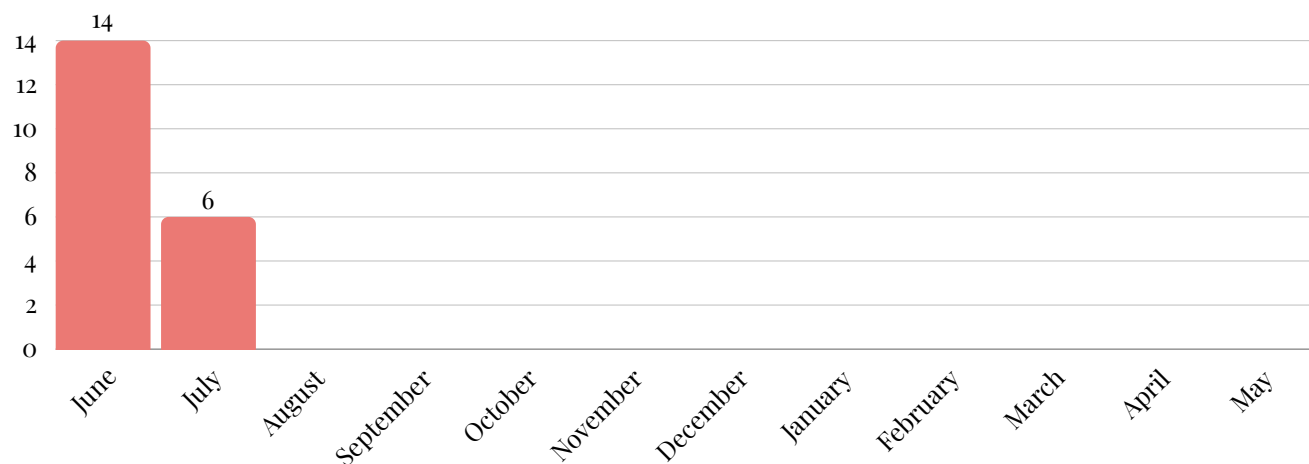
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*

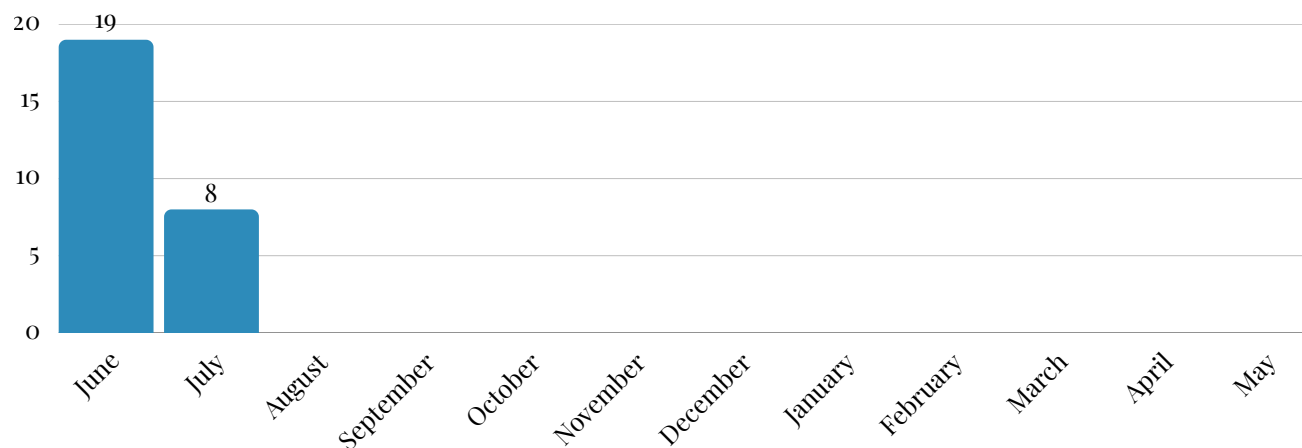


*Average Number of Days Participants Attend Each Month*

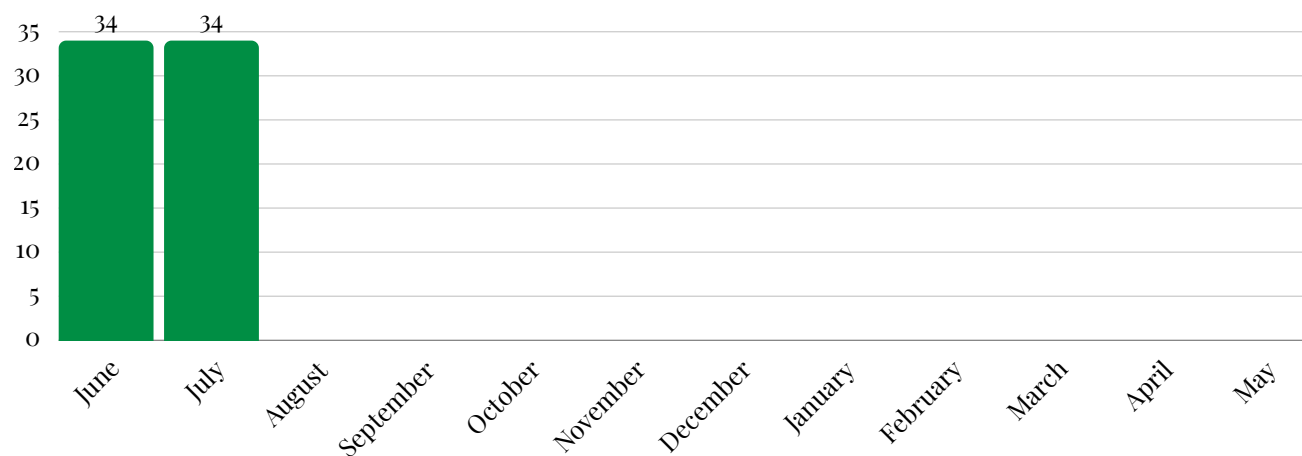


## **Program Location – Warrington Preparatory Academy**

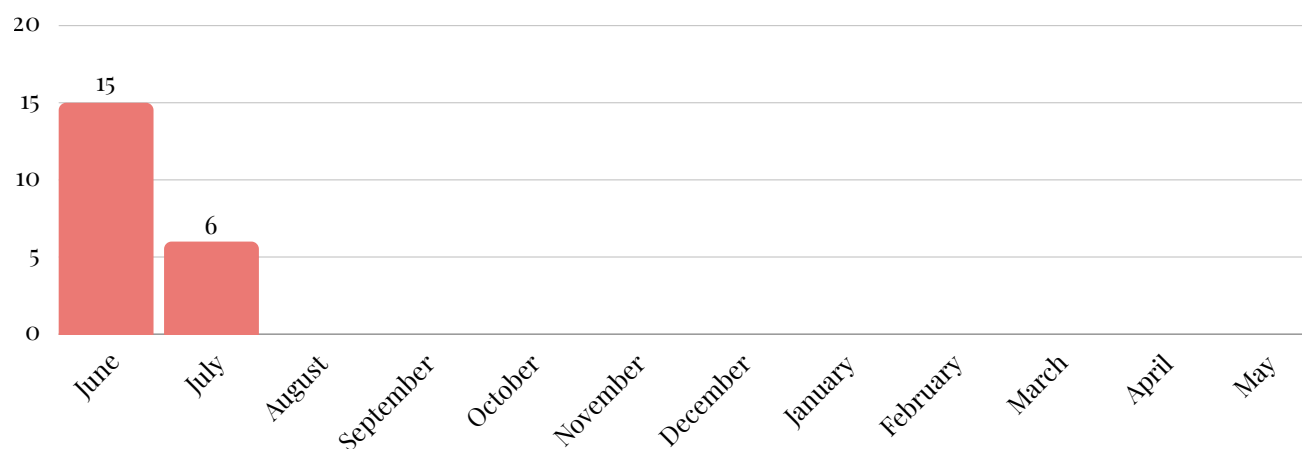
*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*



*Average Number of Days Participants Attend Each Month*





## Mental Health Supports Programs

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<b>Participant Summary / Program Locations</b>	<b>123</b>
<b>Boys and Girls Club of the Emerald Coast</b>	<b>126</b>
<i>Mind Time</i>	
<b>Lamplighter Academic and Mentoring Program</b>	<b>135</b>
<i>Project PRIDE</i>	
<b>New World Believers</b>	<b>143</b>
<i>H.O.O.P.S.</i>	
<b>Twin Oaks Juvenile Development</b>	<b>152</b>
<i>Escambia Connects</i>	
<b>Youths Left Behind</b>	<b>165</b>
<i>After-School Peer Empowerment Program</i>	

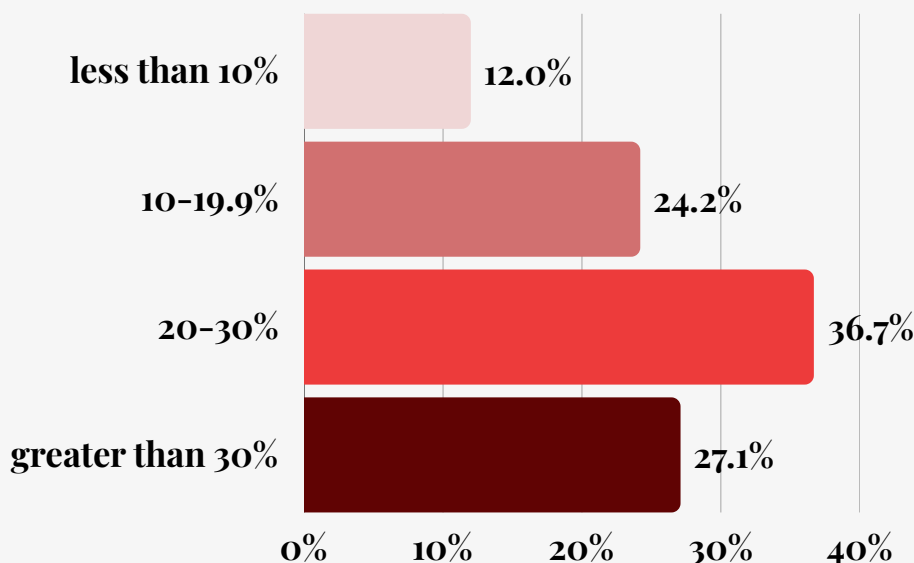
# Year 2 Mental Health Supports

## *Participant Summary*



*Over 950 children participated in and benefited from Mental Health Supports Programming.*

**Percent of Participants Living in High Poverty Census Tracts**



*Most Participants Reside in Commission Districts 2 and 3*

*D1 = 7.1%*

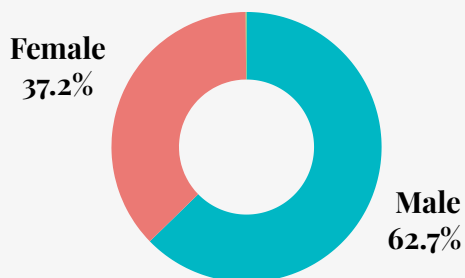
*D2 = 18.2%*

*D3 = 68%*

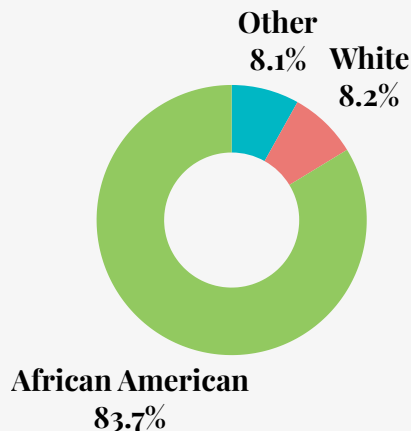
*D4 = 4%*

*D5 = 2.7%*

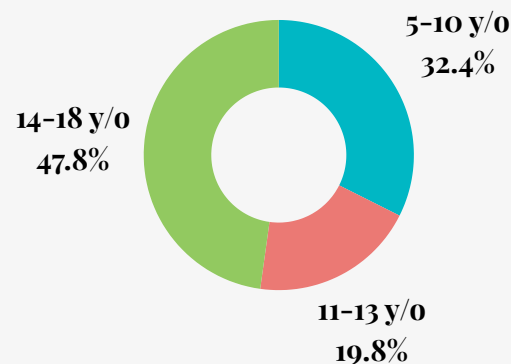
**Gender**



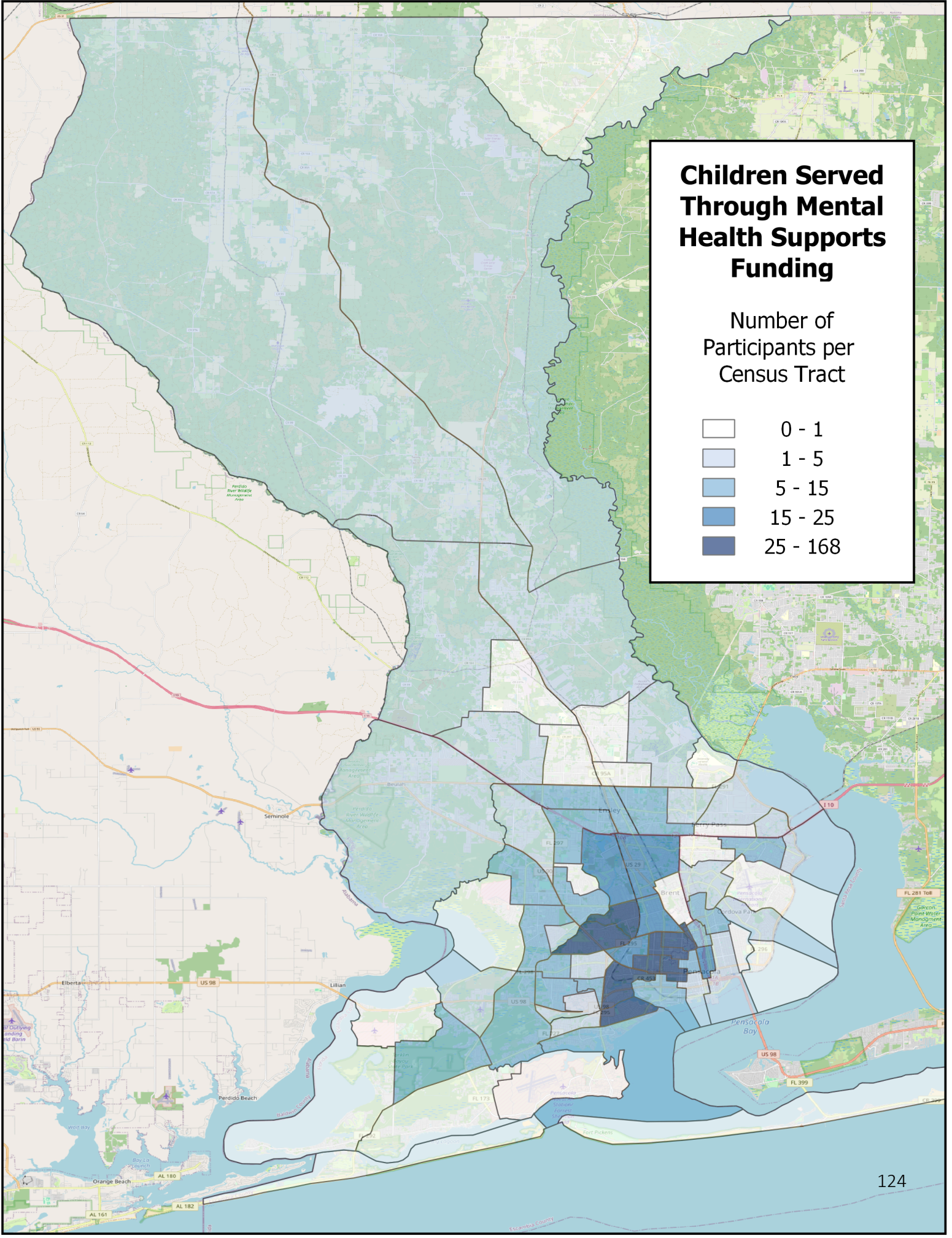
**Race**



**Age Range**







**Children Served Through Mental Health Supports Funding**

Number of Participants per Census Tract

[White Box]	0 - 1
[Light Blue Box]	1 - 5
[Medium Blue Box]	5 - 15
[Dark Blue Box]	15 - 25
[Darkest Blue Box]	25 - 168



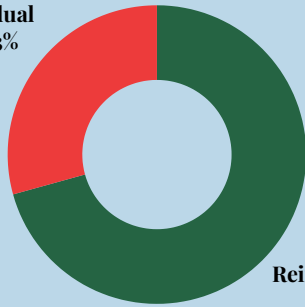
## Mental Health Supports Program Locations

Though Mental Health Supports programs are based at a designated site, they reach across the county to deliver essential services and support to children wherever they're needed most.

# Boys and Girls Clubs of the Emerald Coast

*Mind Time*

Residual  
29.3%



Reimbursed  
70.7%

**Program Budget**

**\$102,859.00**

**Total Expenditures**

**\$72,707.59**

**Number Served**  
(Proposed vs Actual)

**350 / 369**

**Projected Amount Per Participant**

**\$293.88**

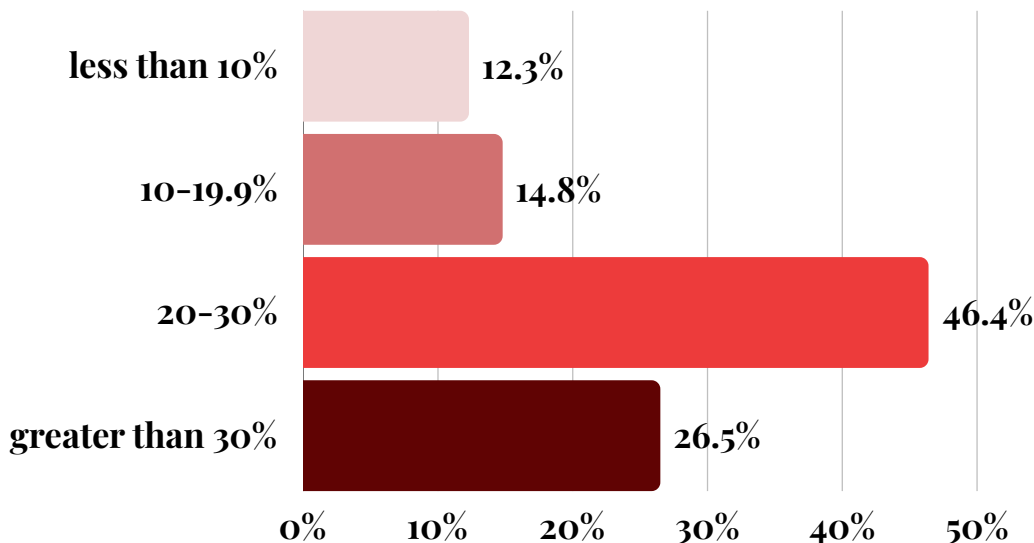
**Actual Amount Per Participant**

**\$197.04**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



*Most Participants Reside in Commission Districts 2 and 3*

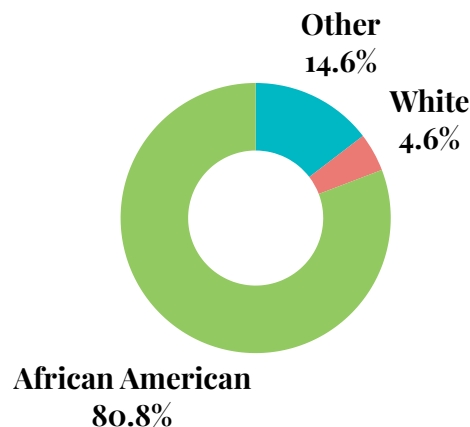
*D3 = 78.1%*

*D2 = 10.4%*

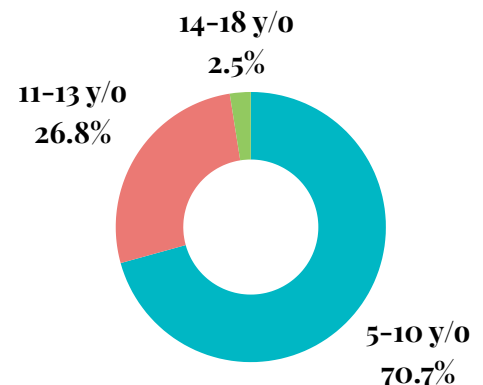
## Gender



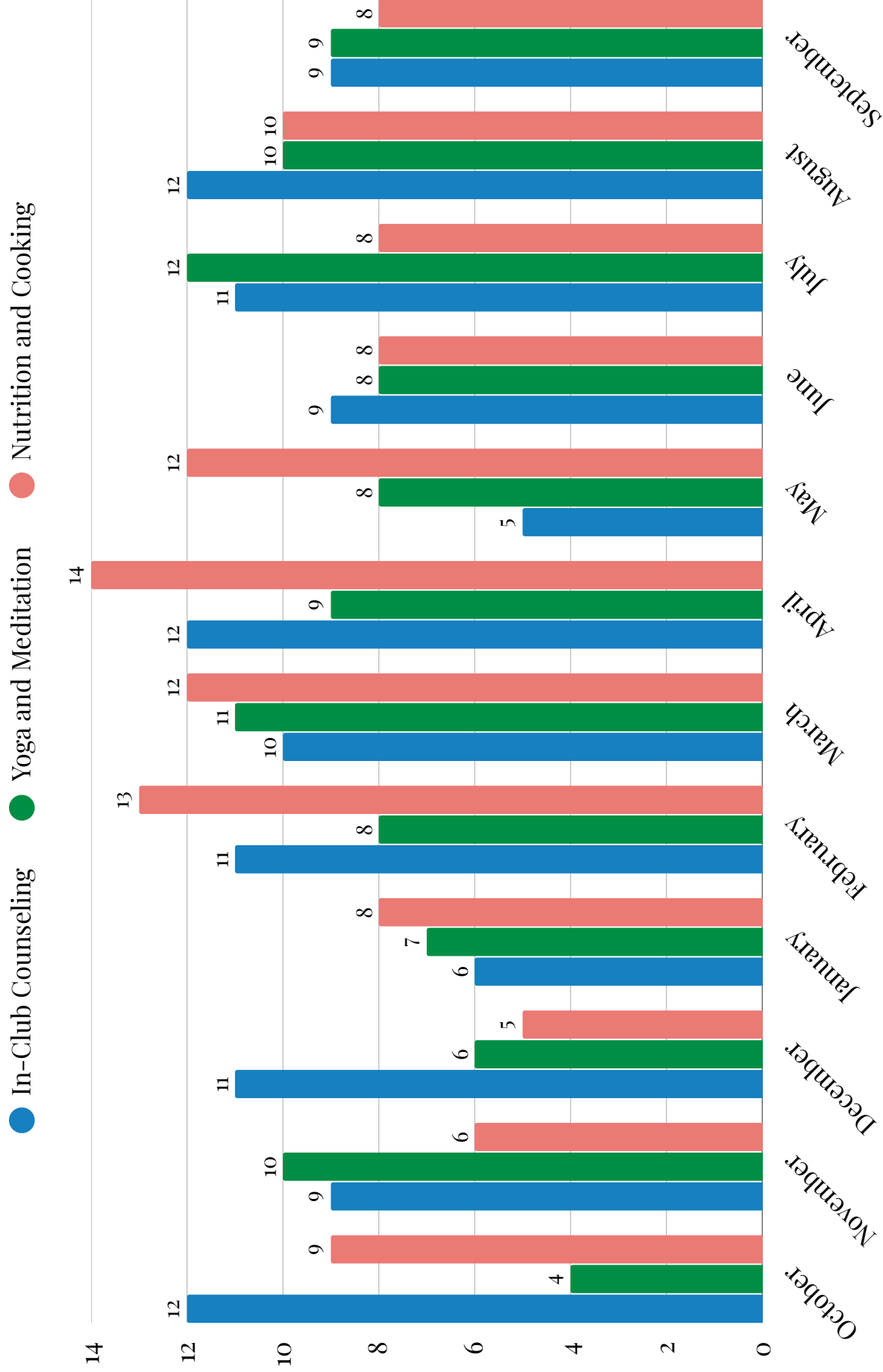
## Race



## Age Range

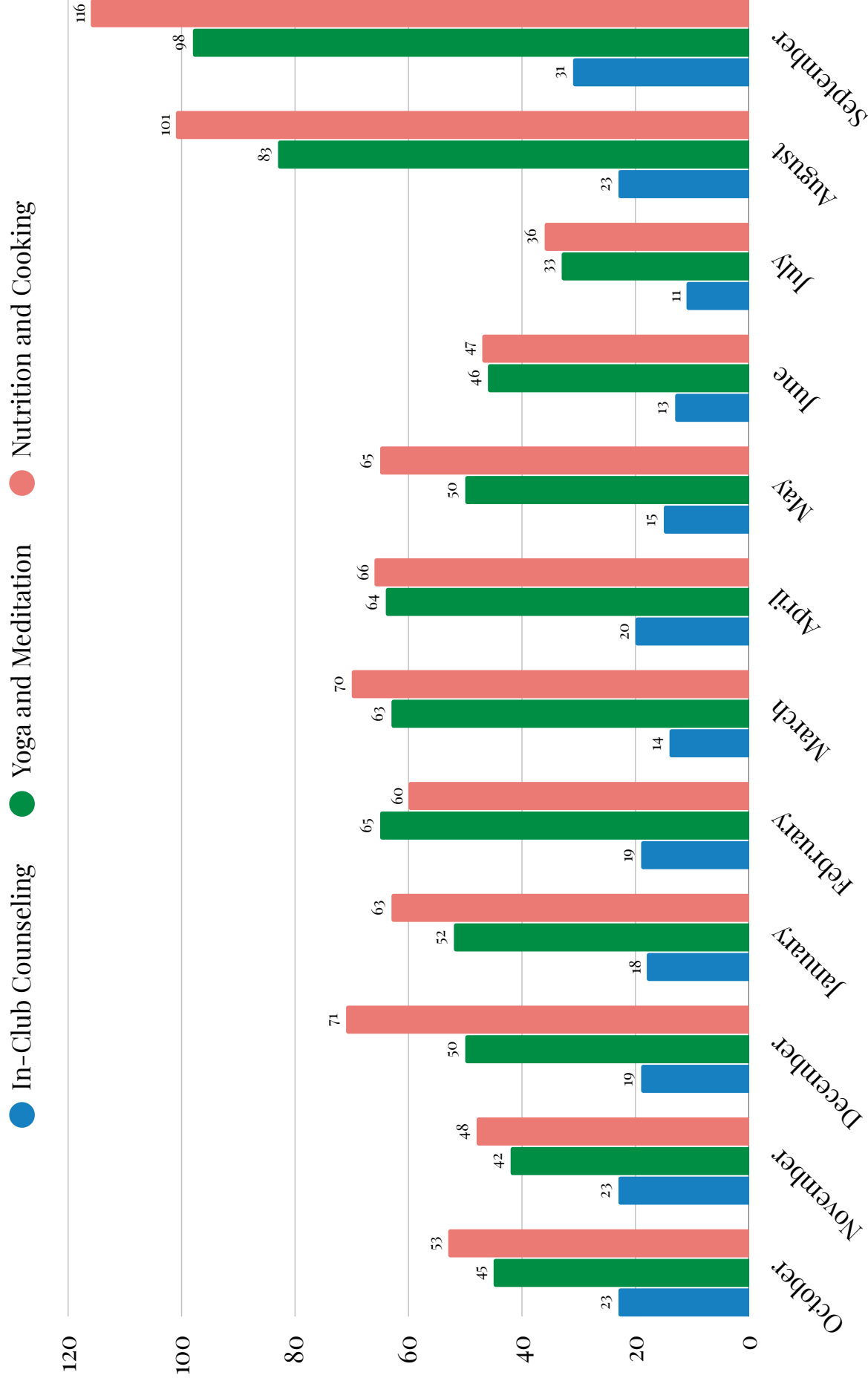


*Number of Days Program Services are Offered Monthly*



**Mind Time - Englewood Center**

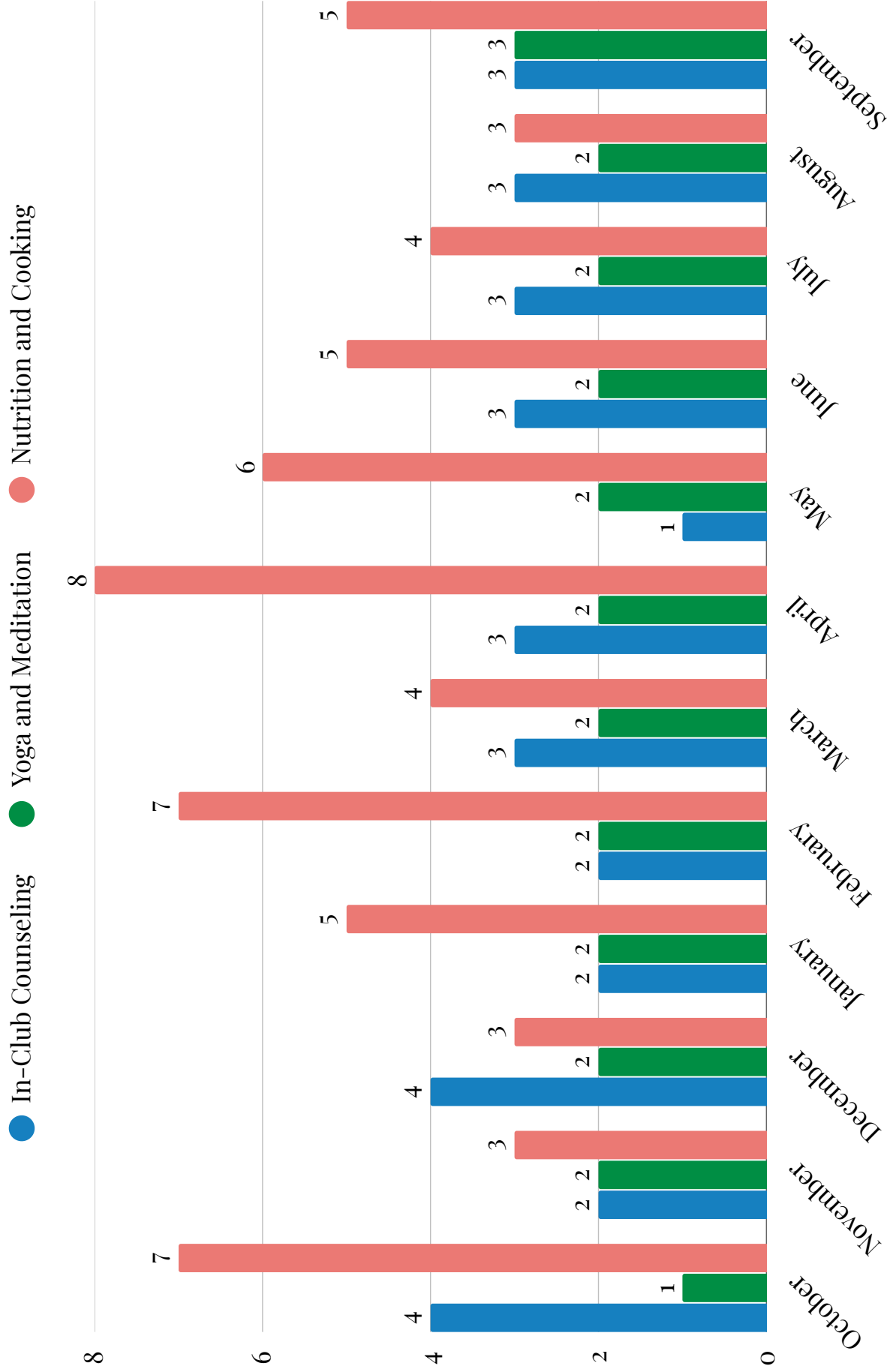
*Number of Participants Attending Program Services Monthly*



**Mind Time - Englewood Center**



*Average Number of Times Participants Attended Each Program Service Monthly*

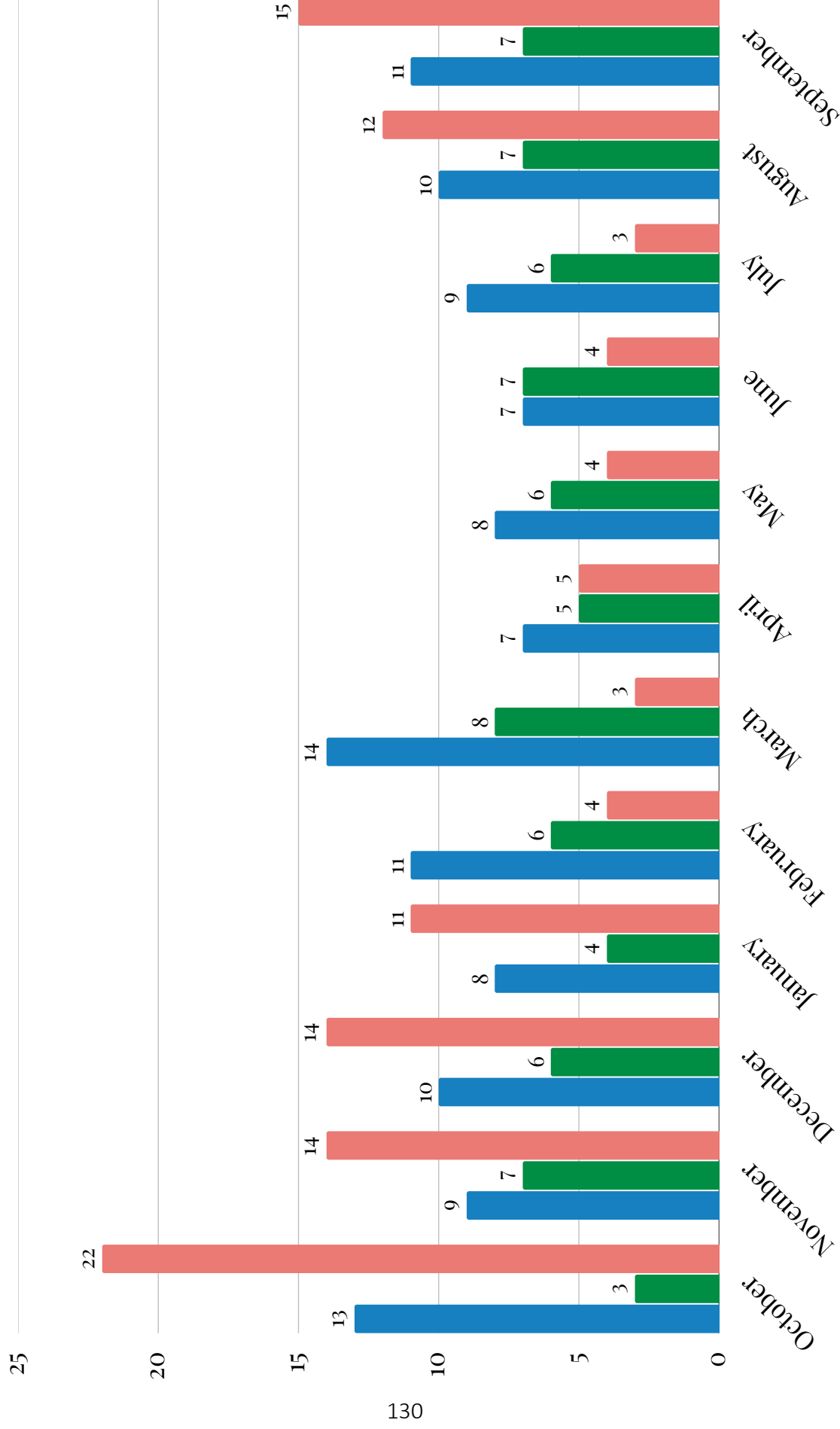


**Mind Time - Englewood Center**



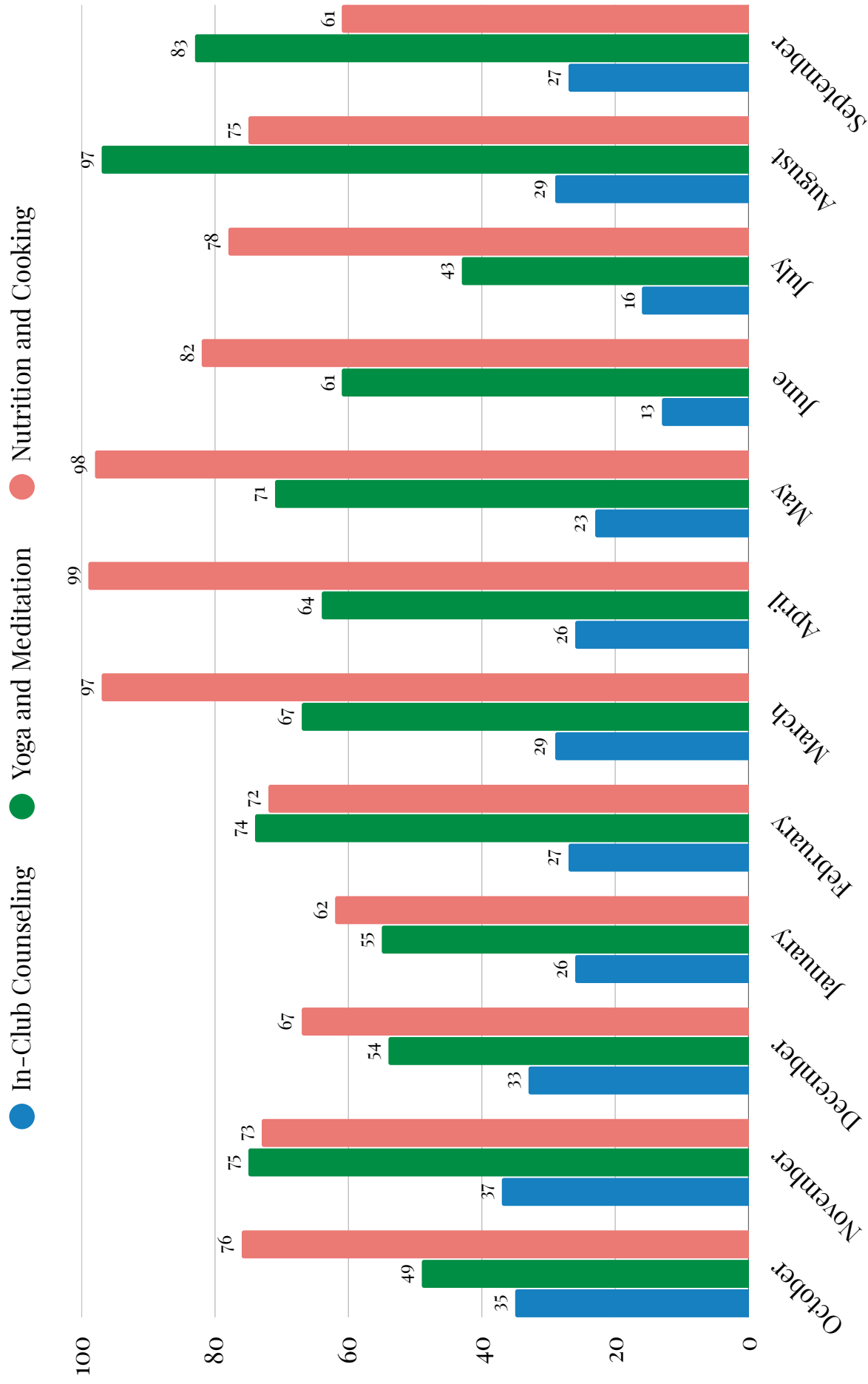
*Number of Days Program Services are Offered Monthly*

● In-Club Counseling   ● Yoga and Meditation   ● Nutrition and Cooking



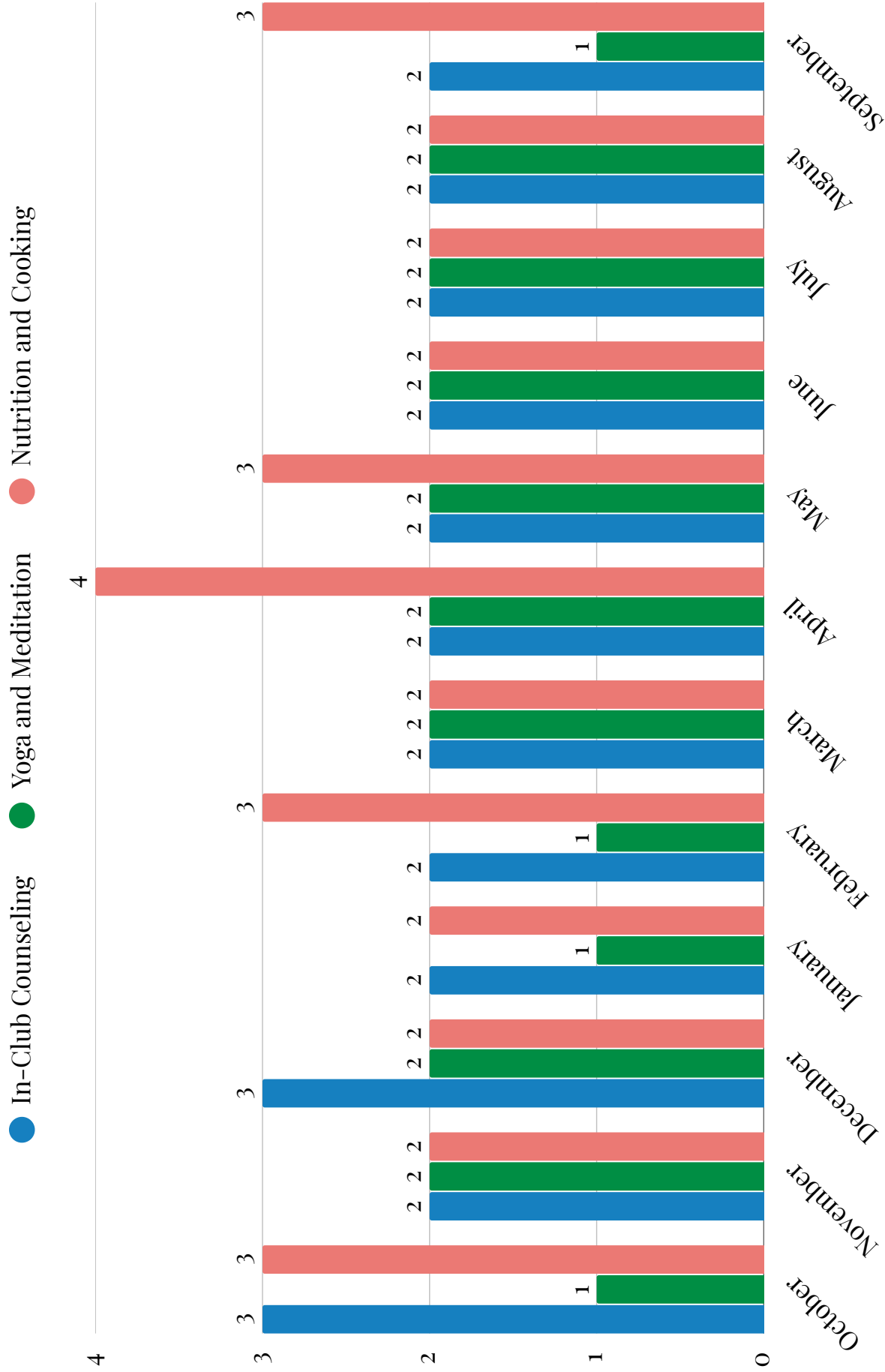
**Mind Time - Montclair Elementary School**

*Number of Participants Attending Program Services Monthly*



**Mind Time - Montclair Elementary School**

*Average Number of Times Participants Attended Each Program Service Monthly*



**Mind Time - Montclair Elementary School**



# Boys and Girls Clubs of the Emerald Coast

## *24/25 Performance Measure Report*

**Goal 1: Increasing the availability of preventive and proactive supports that children, youth, or families can use for mental health and well-being.**

Objective 1.1 - Youth will understand the benefits and demonstrate yoga techniques.

Objective 1.2 - Youth will understand the benefits and demonstrate meditation techniques.

64% increase in yoga participation over the previous year.

100% of participants learned and were able to demonstrate at least 1 yoga technique or pose.

100% of participating youth were successfully able to implement coping strategies learned from the practice yoga.

**Goal 2: Increasing early intervention so children and youth with, or at high risk for, behavioral health conditions can access services before conditions escalate and require higher-level care.**

Objective 2.1 - Youth will understand social and emotional skills to effectively manage challenges and conflicts.

100% youths grade 3<sup>rd</sup> -5<sup>th</sup> understand the definition of emotions, that emotions are temporary and do change over time.

90% of those same youth know that a strong emotion takes over your ability to think clearly.

100% of these same youth know that talking with friends and family is a healthy coping mechanism.

80% of youth know ways to calm themselves down.

Objective 2.2 - Youth will understand the benefits of counseling and demonstrate a healthy opinion about self and others.

76% of youth surveyed stated they care about people's feelings.

90% of those same youth stated they can also understand how other people "feel".

89% of those youth stated that they set goals for themselves.

Objective 2.3 – Youth will learn, identify and implement effective coping strategies from a mental health professional.

91% of youth understood that hitting someone who made you mad is unhealthy.

83% of youth understand that a healthy person does not intend to hurt themselves.

85% indicated, I can deal with how I feel, when I am upset.

100% of the teen youth noted they abstained from alcohol and illicit drug use.

86% of those same teenaged youth said they abstained from sexual activity.

**Goal 3: Increasing early intervention so children and youth with, or at high risk for, behavioral health conditions can access services before conditions escalate and require higher-level care.**

Objective 3.1 – Youth will understand the benefits of nutritious meal preparation and build wellness.

79% of youth ages 6 to 12 years demonstrated a clear understanding of food groups and nutrition.

76% of youth served ages 6 to 12 years, understand healthy snacking and its nutritional benefits.

88% of the young participants know that fruits and vegetables provide beneficial vitamins and minerals to their bodies.

93% of participants understand the benefits of proper hydration.

90% of youth indicated eating healthy is important to them.

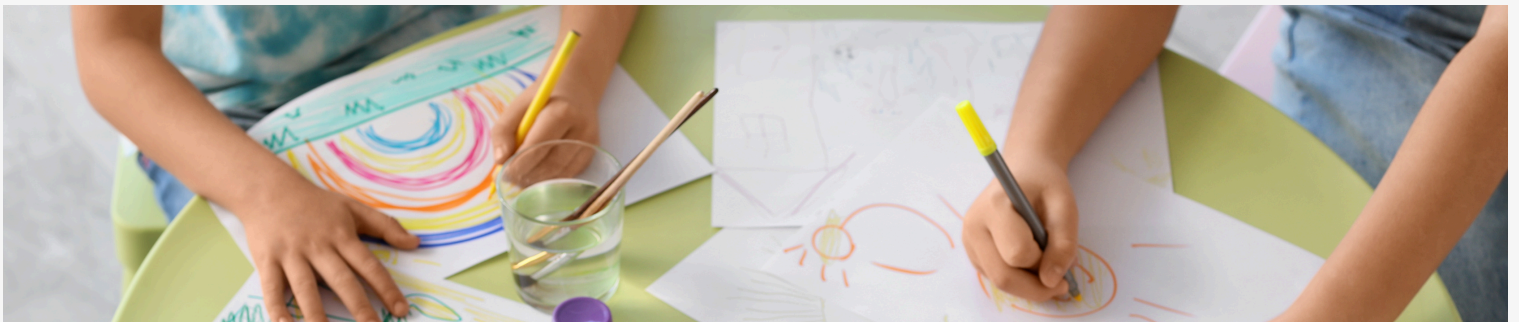
98% of the youth indicated they enjoy various forms of physical activity.

Objective 3.2 – Youth will understand the benefits and demonstrate sound therapy techniques.

76% of youth surveyed stated they care about people's feelings.

No Pensacola Club youth surveyed indicated participation in physical altercations during 2025.

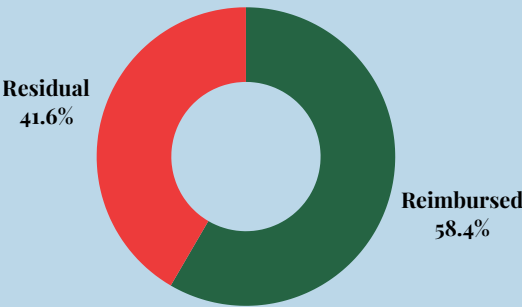
67% of youth stated when they have problems with other people their age, they talk to an adult about it.





# Lamplighter Academic and Mentoring Program

*Project PRIDE*



**Program Budget**  
**\$258,635.00**

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**Total Expenditures**  
**\$150,937.20**

**Number Served**  
(Proposed vs Actual)

**100 / 98**

**Projected Amount Per Participant**

**\$2,586.35**

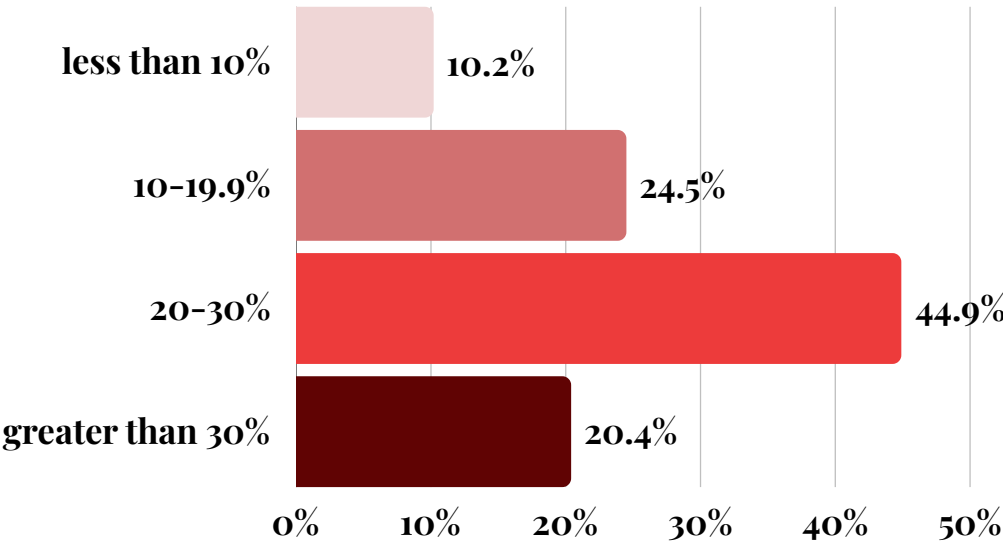
**Actual Amount Per Participant**

**\$1,540.18**

**Program Met Dosage Goal**

**Yes**

**Percent of Participants Living in High Poverty Census Tracts**



*Most Participants Reside in Commission Districts 2 and 3*

*D3 = 61.2%*

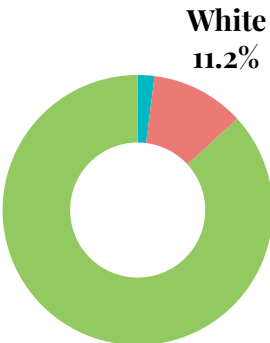
*D2 = 25.5%*

**Gender**



**Male**  
**100%**

**Race**



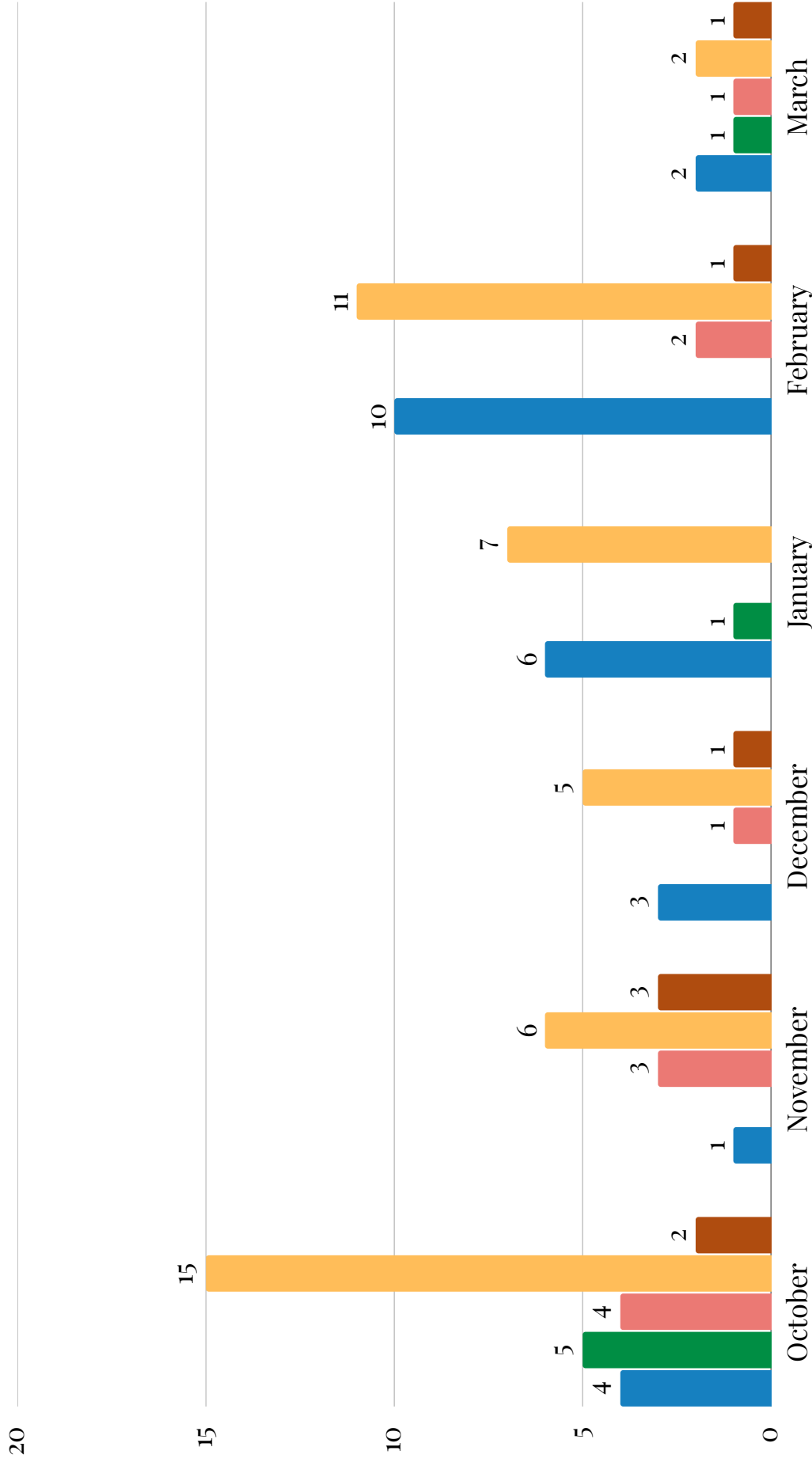
**African American**  
**86.8%**

**Age Range**



**14-18 y/o**  
**100%**

*Number of Days Program Services are Offered Monthly*

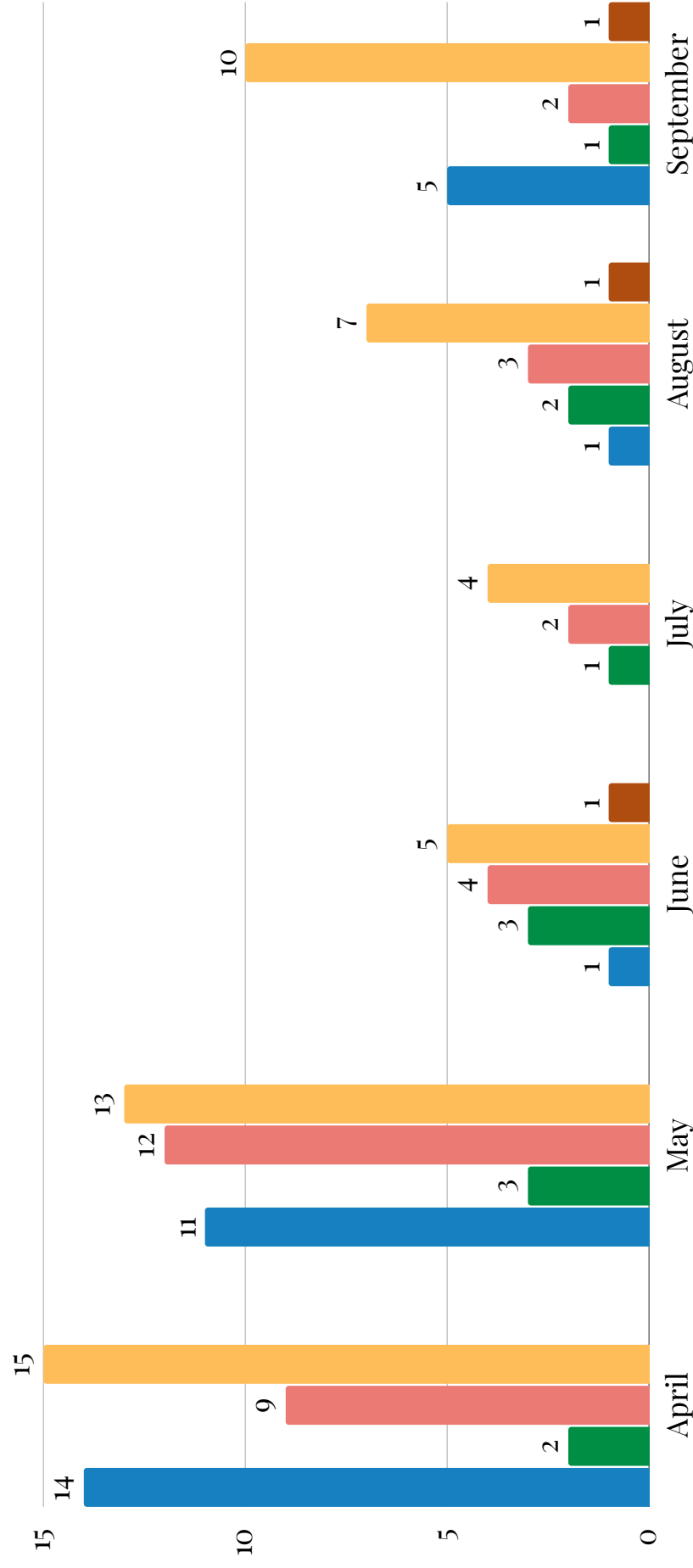


## Project PRIDE – Pensacola High School

*Number of Days Program Services are Offered Monthly*

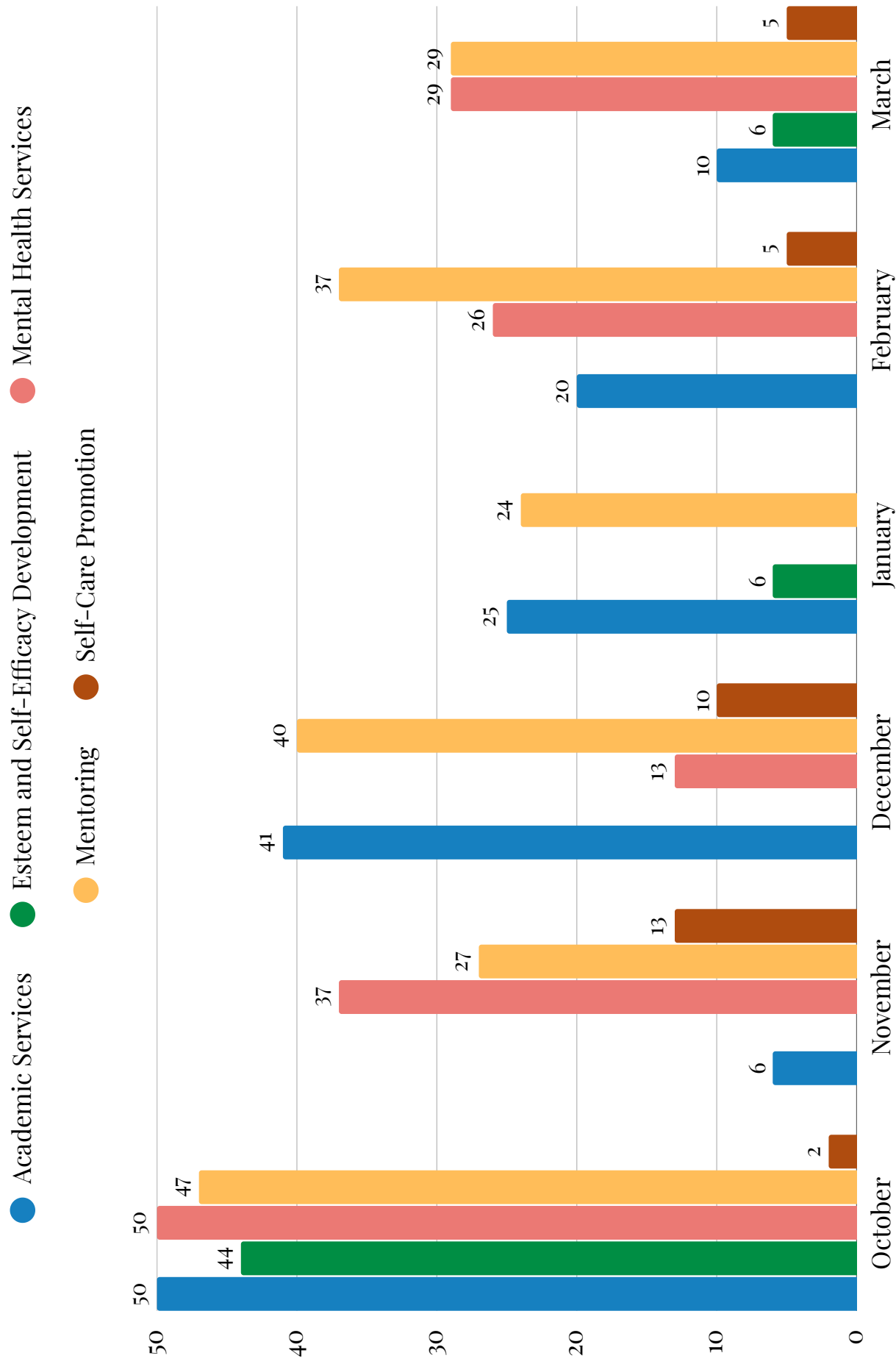


20



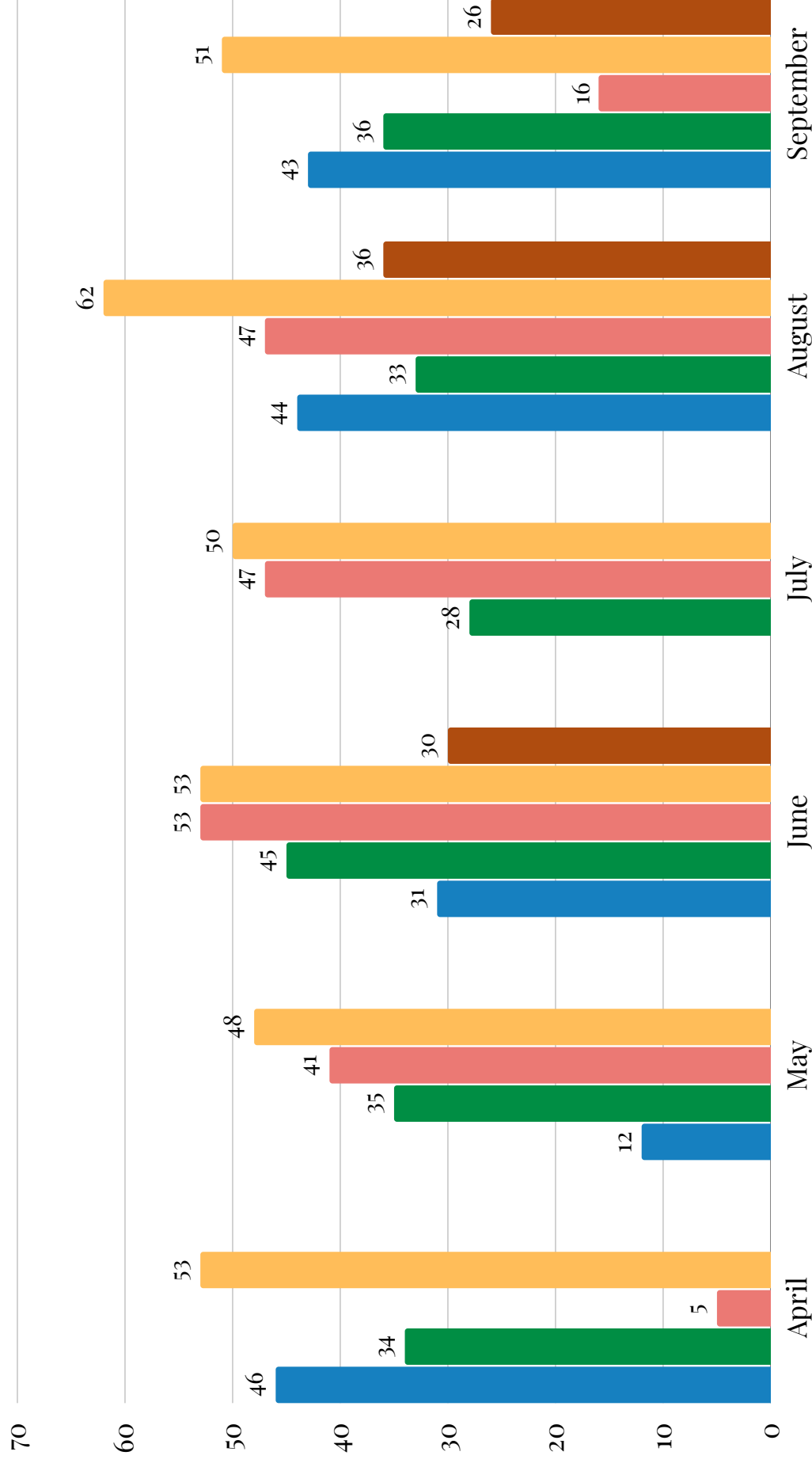
## Project PRIDE – Pensacola High School

*Number of Participants Attending Program Services Monthly*



## Project PRIDE - Pensacola High School

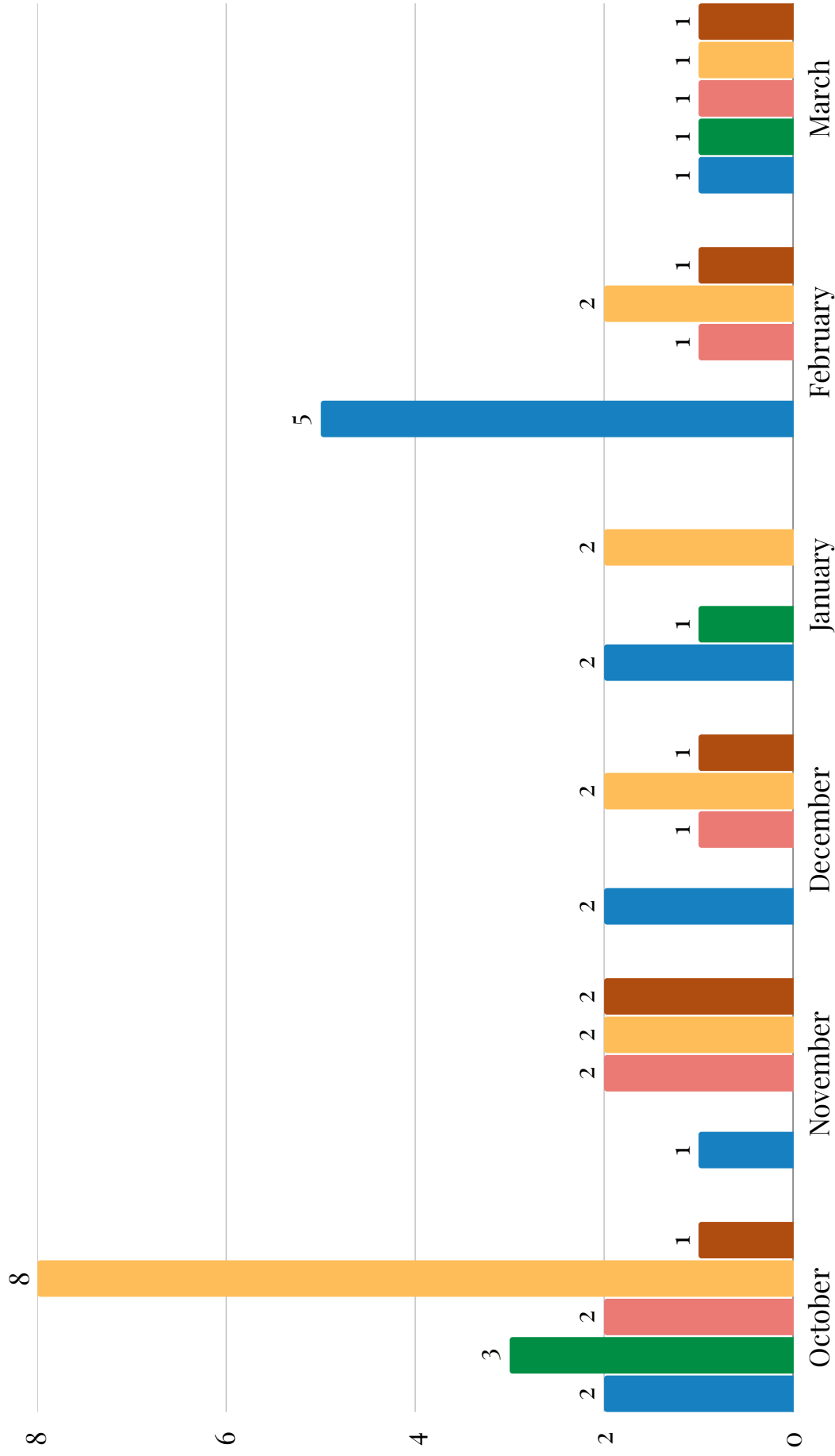
*Number of Participants Attending Program Services Monthly*



## Project PRIDE – Pensacola High School

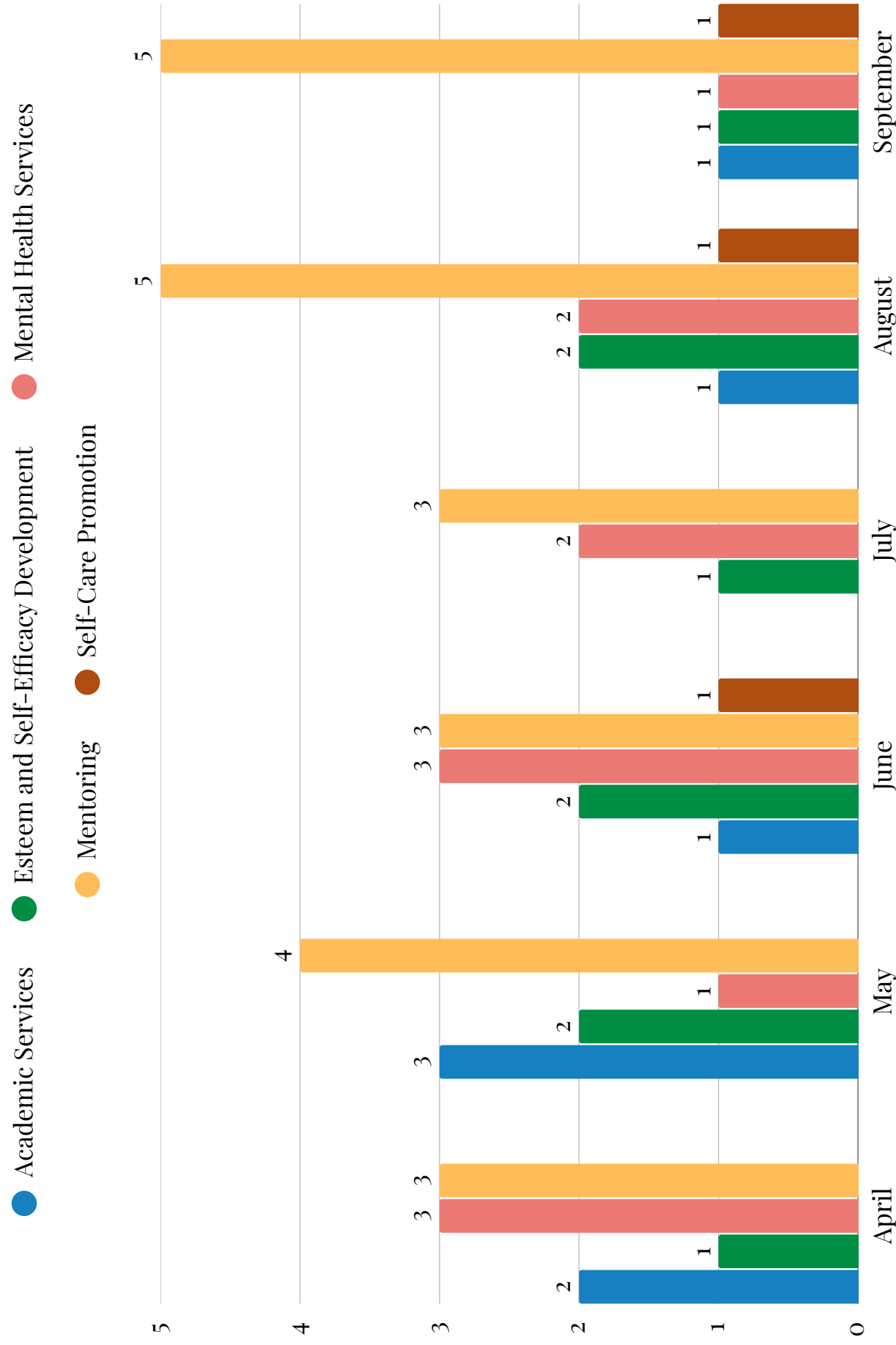


*Average Number of Times Participants Attended Each Program Service Monthly*



**Project PRIDE - Pensacola High School**

*Average Number of Times Participants Attended Each Program Service Monthly*



## Project PRIDE - Pensacola High School



# Omega Lamplighters

## *24/25 Performance Measure Report*

**Goal 1: Support school-based efforts to graduate project participants with their graduation cohort as evidenced by school-based administrative surveys after each project year.**

Objective 1.1 – Program staff are properly trained on graduation requirements and focus monitor during sessions.

Objective 1.2 – Mentors are assigned to specific youth to assist in progress monitoring toward graduation.

Objective 1.3 – One-on-one academic counseling from college and career coach.

Objective 1.4 – Youth attend daily/weekly tutoring or remedial sessions.

Objective 1.5 – Families must complete a monthly graduation check with the program coordinator.

Objective 1.6 – The project leader will meet with school-based stakeholders to progress monitor graduation progression.

100% were assigned a dedicated mentor.

100% met state testing requirements.

100% were on track to meet GPA requirements.

100% were on track to meet online course requirements.

Post-secondary plans were not finalized at the time of reporting.

**Goal 2: Satisfactory survey results on student self-assessments that will measure self-esteem, self-efficacy, and resiliency throughout the project cycle.**

Objective 2.1 – Survey data collected each quarter will indicate improvement in youth mental health capacity through activities and programs.

Objective 2.2 – To provide targeted education presentation on various mental health issues relate to self-esteem, self-efficacy, and resiliency.

91% reported increased confidence, motivation, and goal-setting skills

100% reported improved emotional control and coping strategies

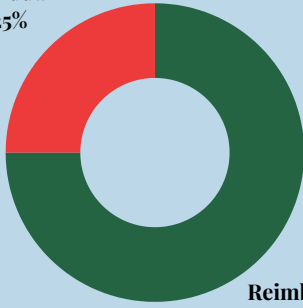
91% reported stronger teamwork skills and a greater sense of belonging

82% reported improved self-care habits and balance

# New World Believers

*H.O.O.P.S.*

Residual  
25%



Reimbursed  
75%

**Program Budget**

**\$570,235.00**

**Total Expenditures**

**\$427,898.85**

**Number Served**

(Proposed vs Actual)

**160 / 170**

**Projected Amount Per Participant**

**\$3,563.97**

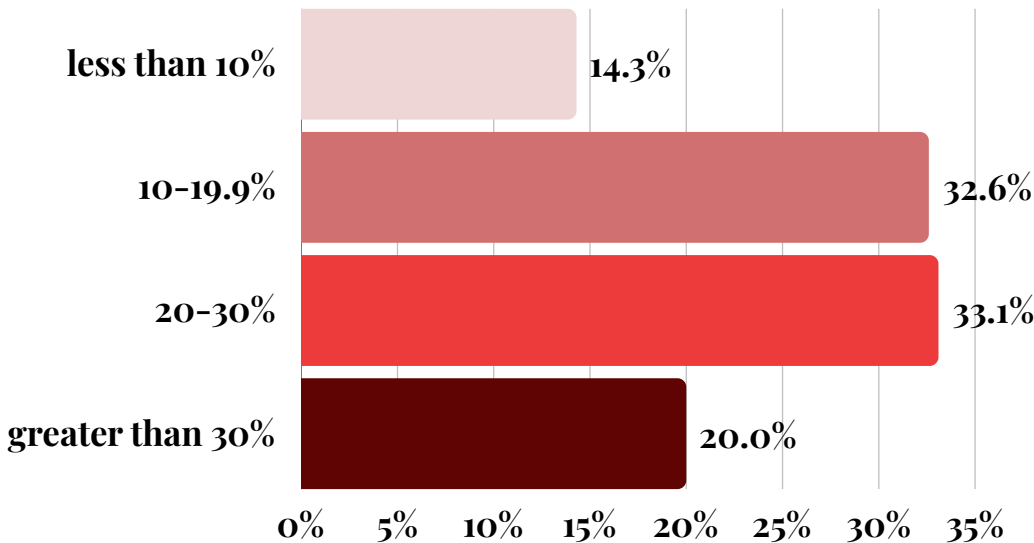
**Actual Amount Per Participant**

**\$2,445.14**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts



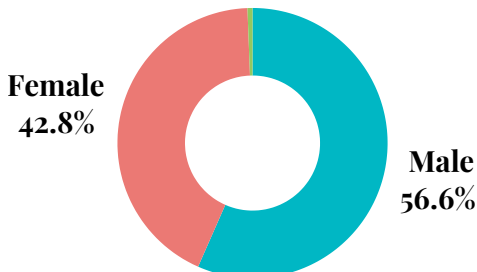
*Most Participants Reside in Commission Districts 2 and 3*

*D3 = 48%*

*D2 = 27.4%*

## Gender

Non-Bionary  
0.6%

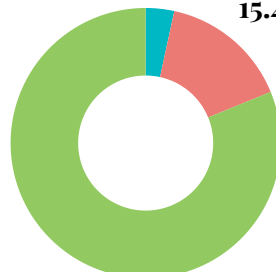


## Race

Other  
3.4%

White  
15.4%

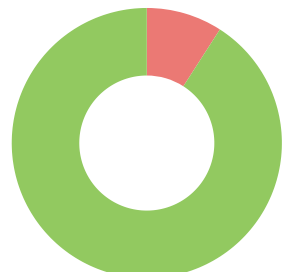
African American  
81.2%



## Age Range

11-13 y/o  
9.1%

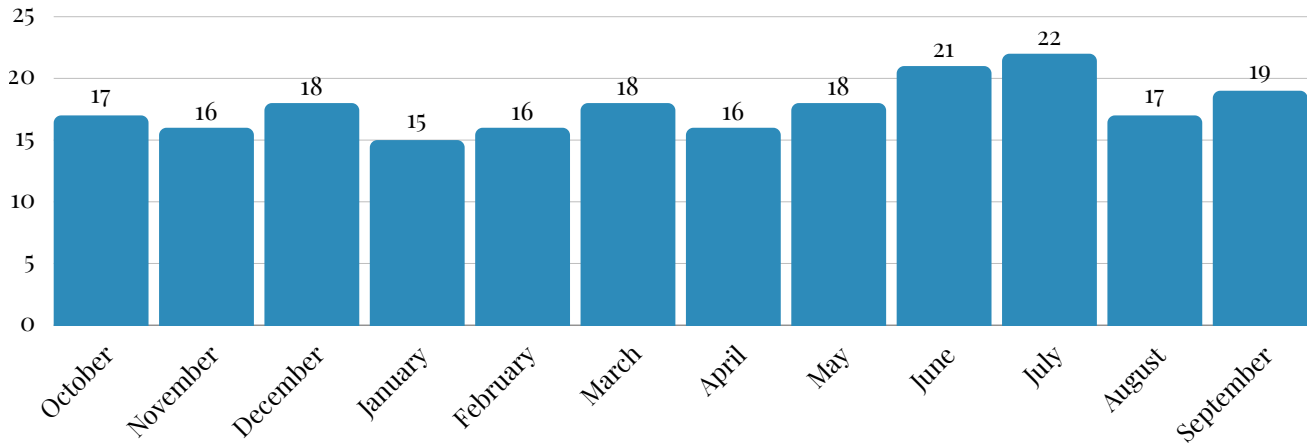
14-18 y/o  
90.9%



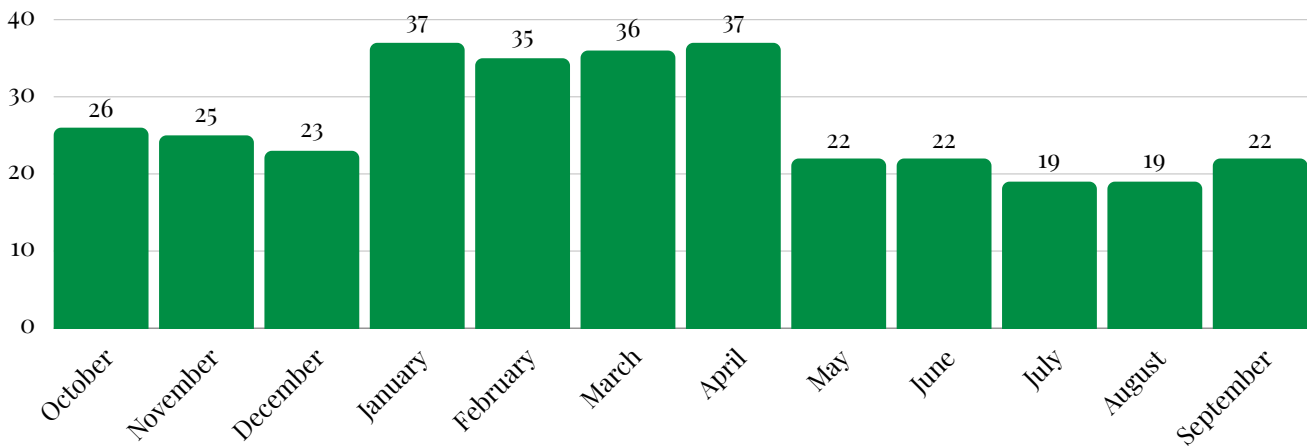
## Program Service - Aftercare Services

### Location - H.O.O.P.S. Center

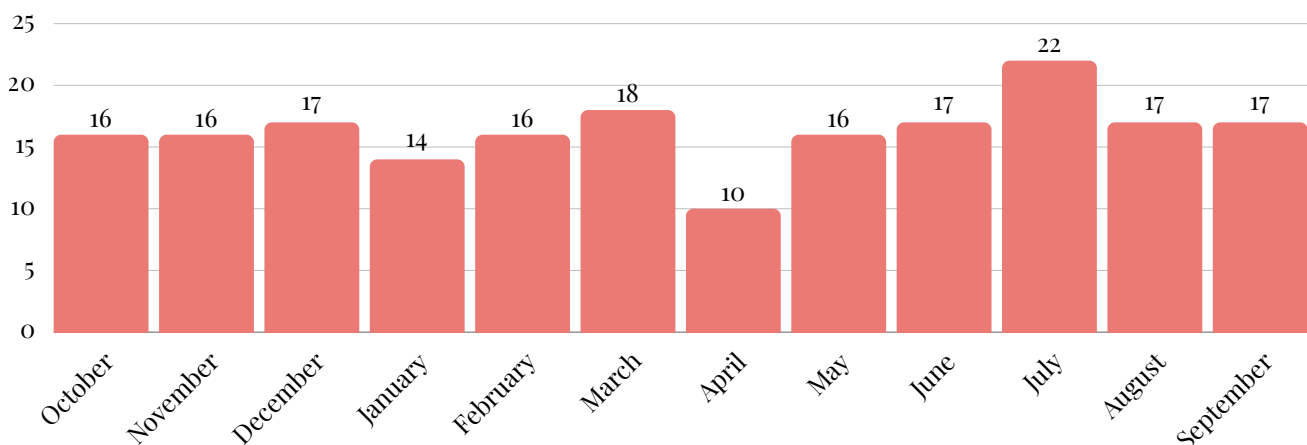
*Number of Days this Program Service is Offered Monthly*



*Number of Participants Attending this Program Service Monthly*



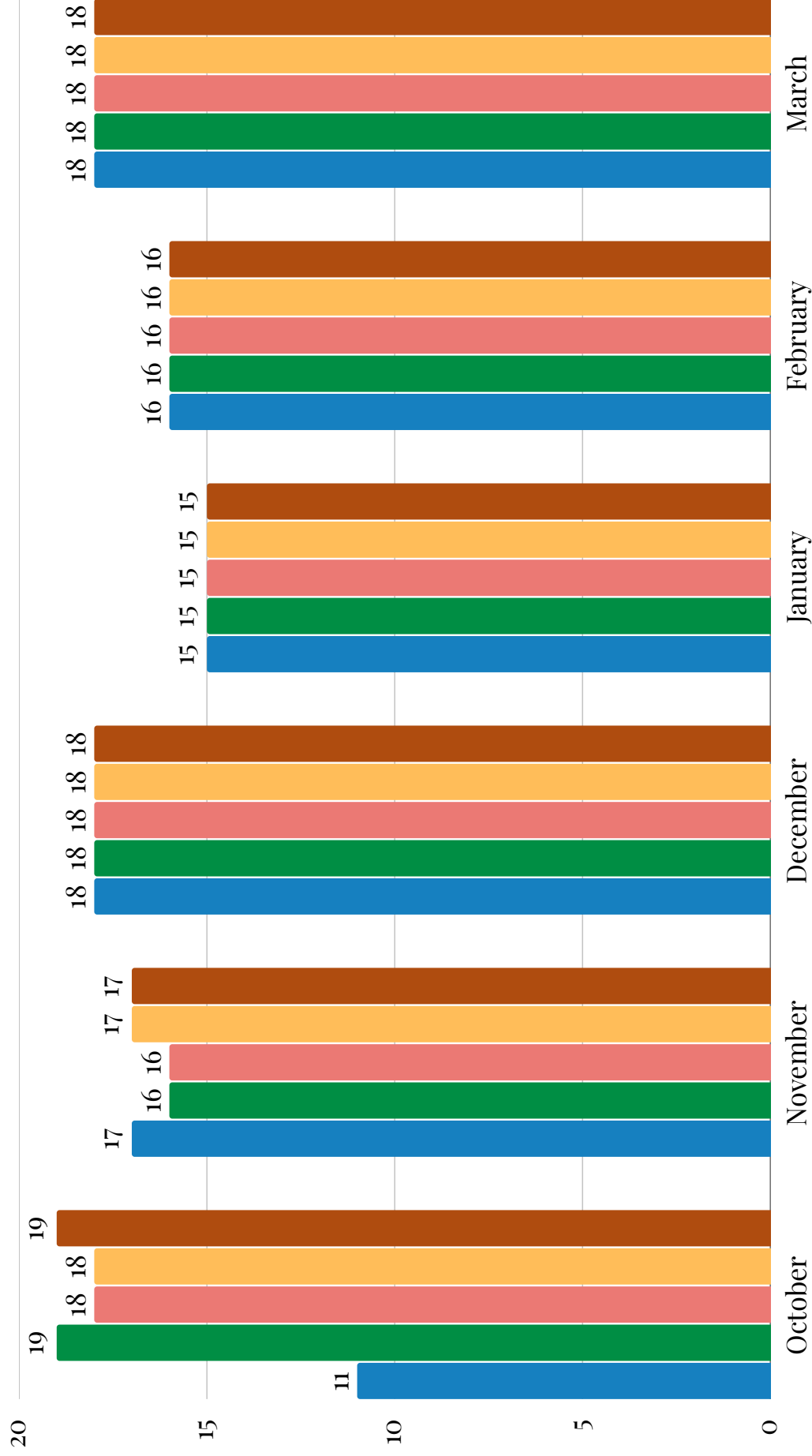
*Average Monthly Attendance for this Program Service*





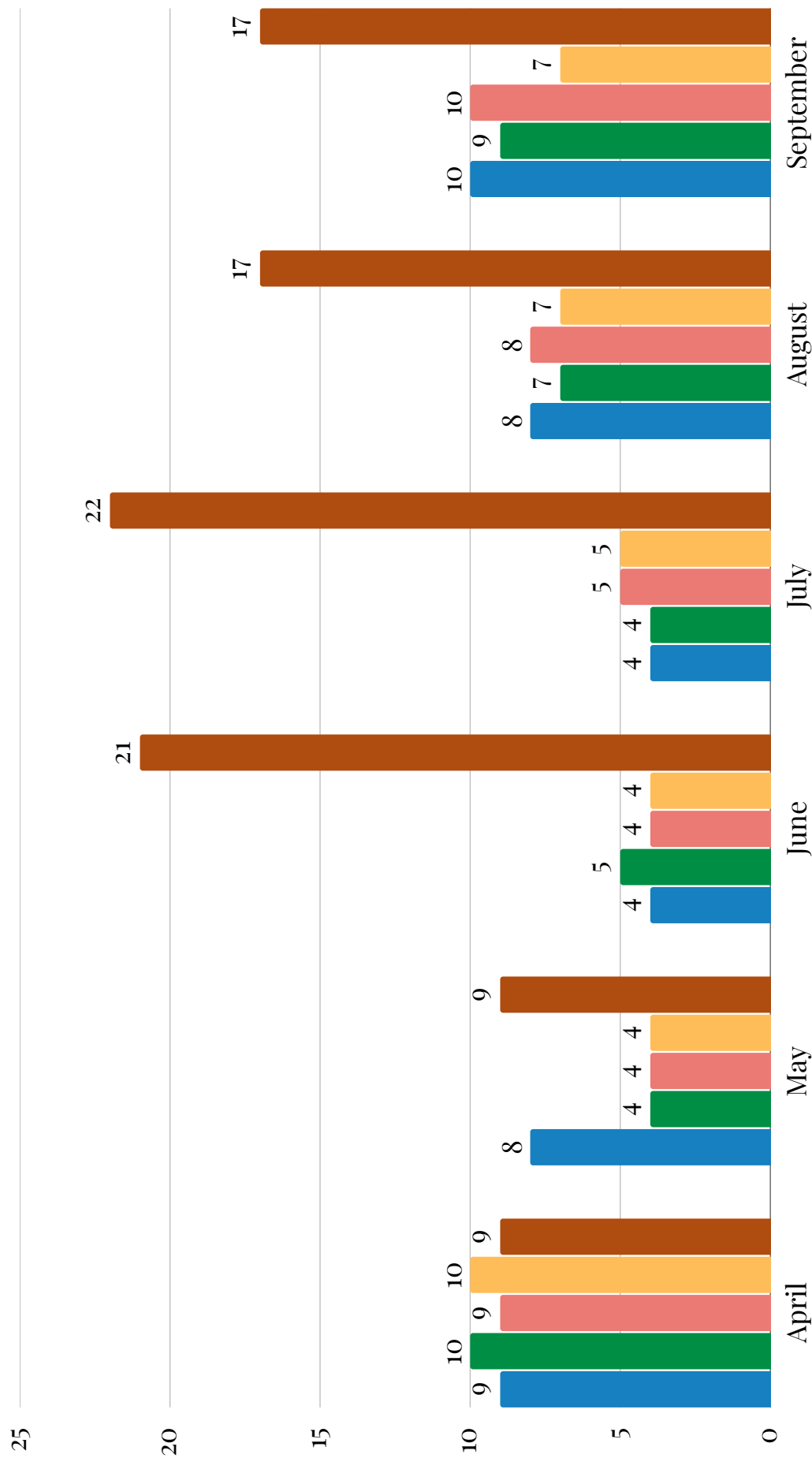
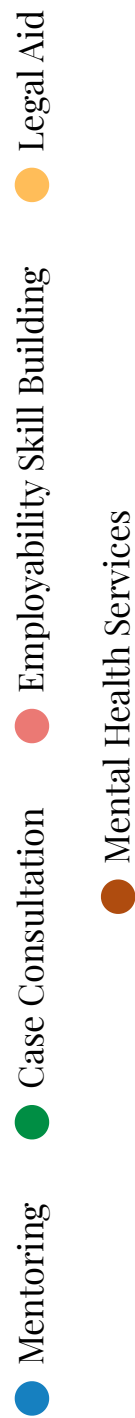
# *Number of Days Program Services are Offered Monthly*

- Mentoring
- Case Consultation
- Employability Skill Building
- Legal Aid
- Mental Health Services



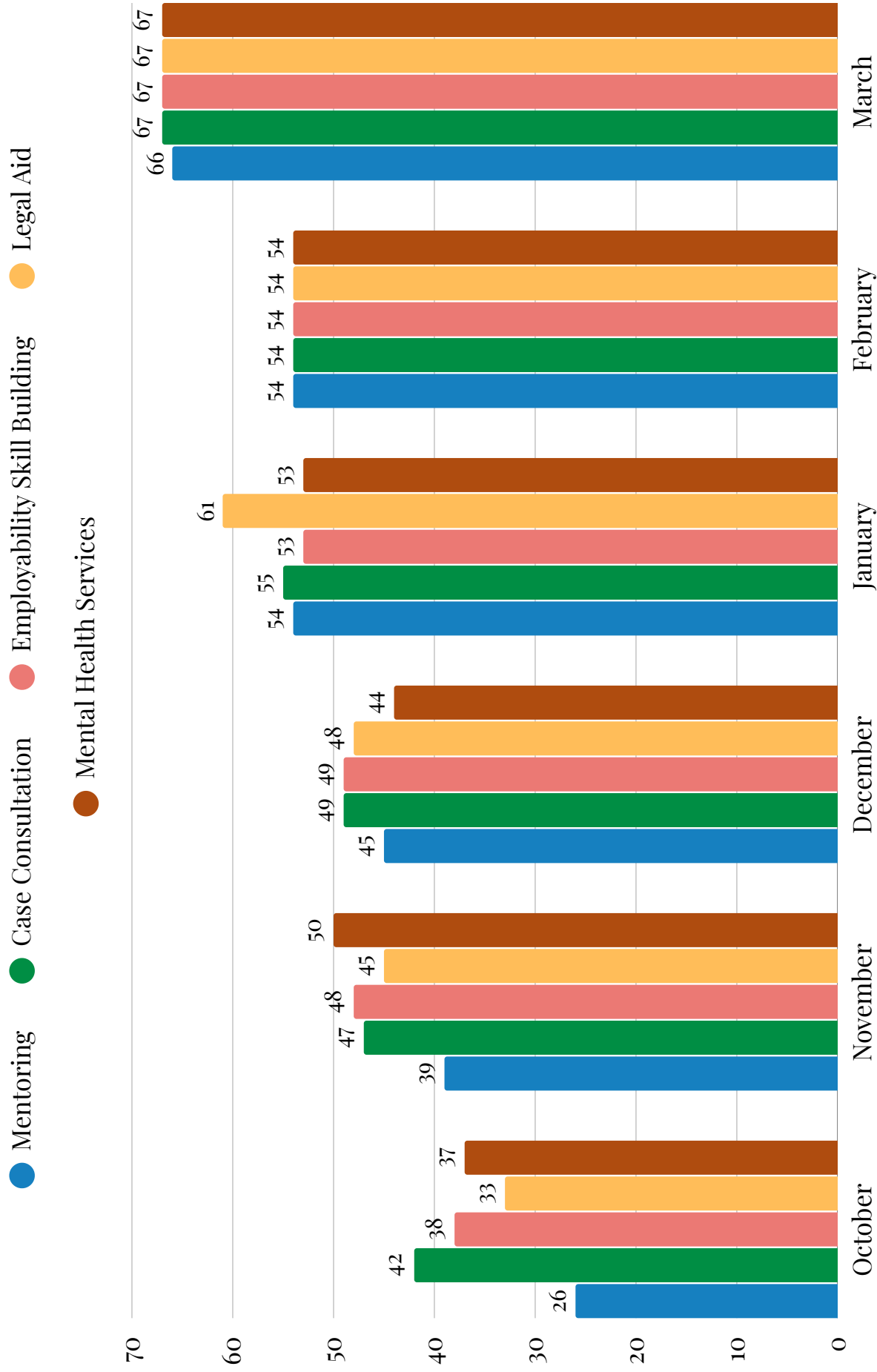
**H.O.O.P.S. - New World Believers Center**

*Number of Days Program Services are Offered Monthly*



**H.O.O.P.S. – New World Believers Center**

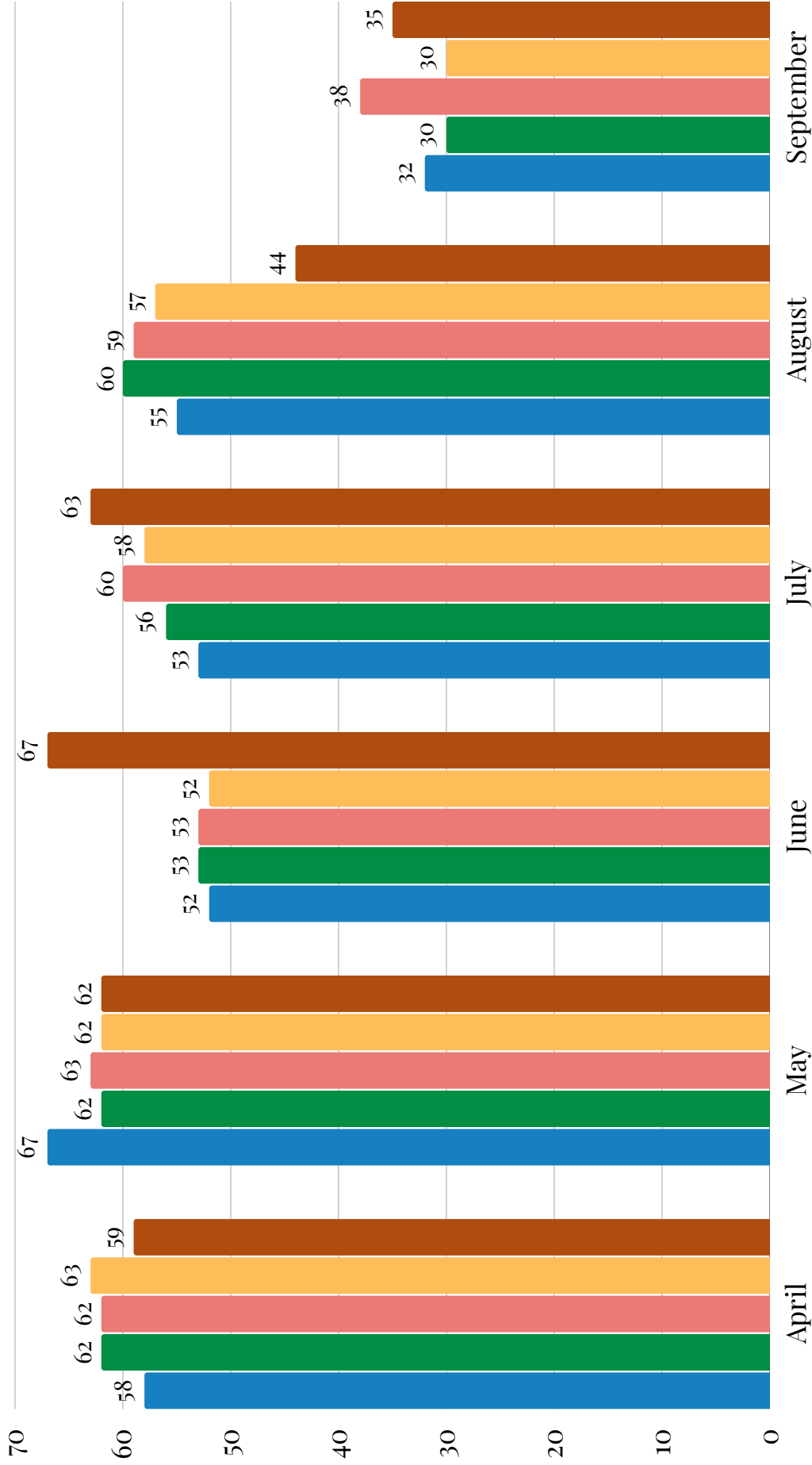
*Number of Participants Attending Program Services Monthly*



**H.O.O.P.S. - New World Believers Center**

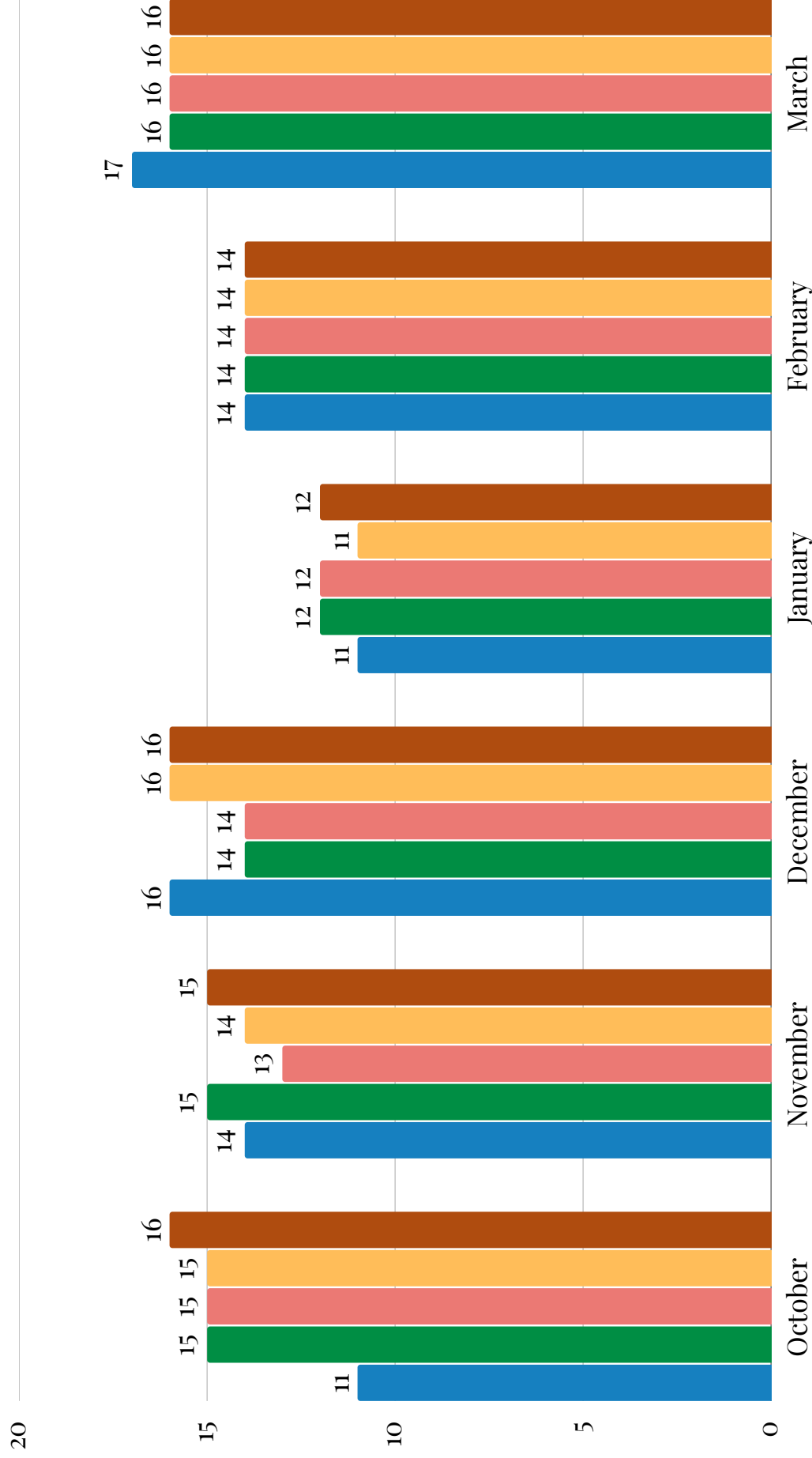
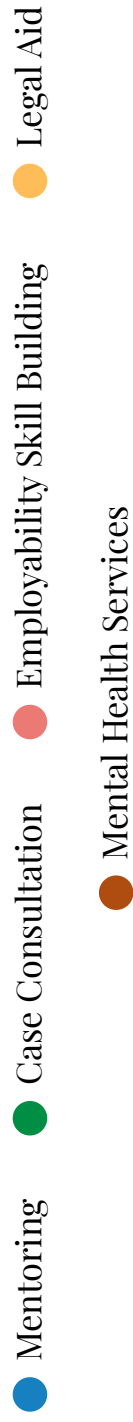
# *Number of Participants Attending Program Services Monthly*

- Mentoring
- Case Consultation
- Employability Skill Building
- Legal Aid
- Mental Health Services



**H.O.O.P.S. – New World Believers Center**

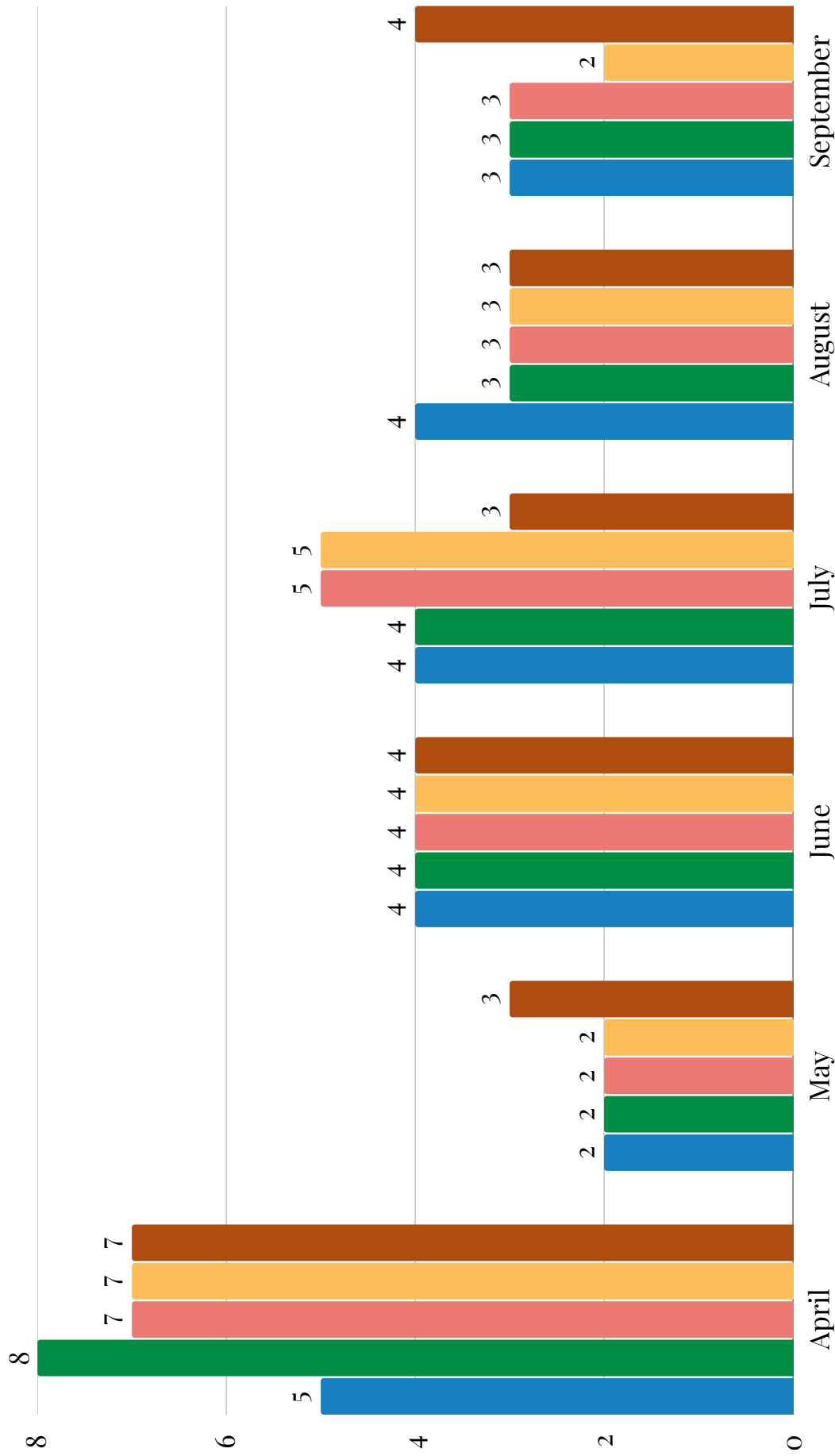
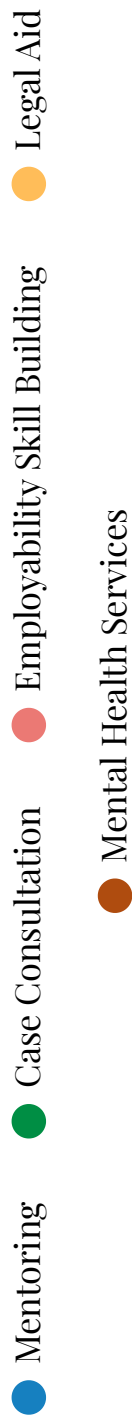
*Average Number of Times Participants Attended Each Program Service Monthly*



**H.O.O.P.S. – New World Believers Center**



*Average Number of Times Participants Attended Each Program Service Monthly*



**H.O.O.P.S. - New World Believers Center**



# New World Believers

## *24/25 Performance Measure Report*

### **Goal 1: Improve Participants' Emotional Regulation and Anger Management Skills.**

Objective 1.1 - Increase emotional regulation skills by providing anger management strategies.

82% demonstrated improved coping strategies.

76% increased emotional intelligence and self-regulation.

### **Goal 2: Mentoring: Foster Personal Growth and Self-Esteem Among Participants.**

Objective 2.1 - Boost self-esteem through positive reinforcement and skill development.

79% improved self-esteem.

71% showed academic improvement or increased school engagement.

Families reported stronger positive behavior and emotional stability.

### **Goal 3: Equip participants with essential life and employability skills.**

Objective 3.1 - Increase understanding of essential life and employability skills.

100% completed a creative/technical project.

88% demonstrated measurable growth in technical skills.

50 youth became more knowledgeable regarding gainful employment & work base opportunities.

87% reported increased confidence in workforce skills.

74% improved budgeting and saving behaviors.

### **Goal 4: Increase Physical and Mental Health Awareness.**

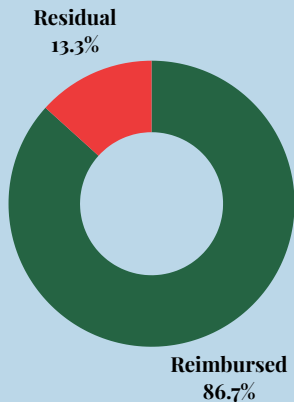
Objective 4.1 - Encourage participants to adopt healthy lifestyle choices.

92% successfully connected to at least one needed community resource, improving stability in school, home, social environment, and mental health.

63% resolved or positively advanced their legal challenges.

# Twin Oaks Juvenile Development

*Escambia Connects*



**Program Budget**  
**\$1,093,547.00**

**Total Expenditures**  
**\$947,933.56**

**Number Served**  
(Proposed vs Actual)

**1308 / 2723**

**Projected Amount Per Participant**

**\$836.05**

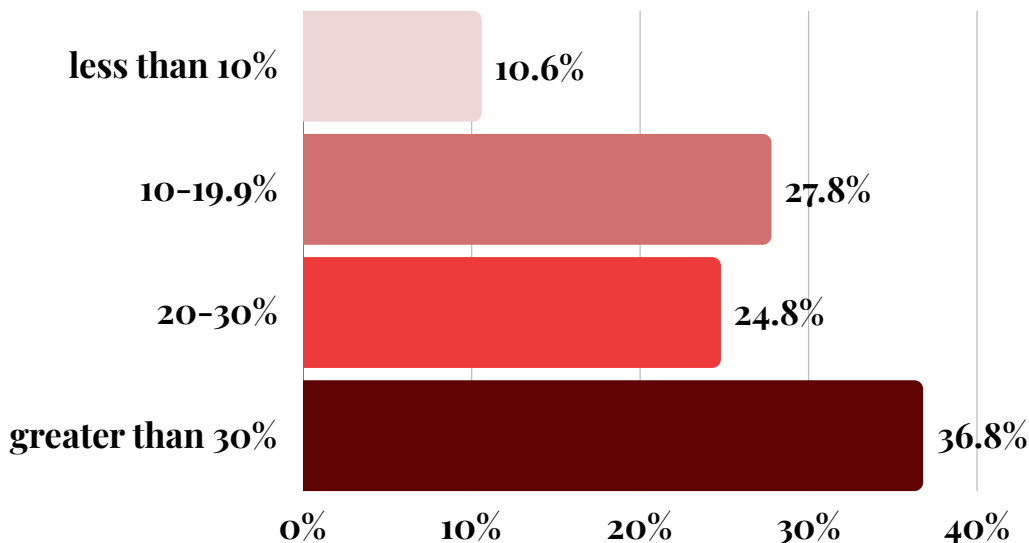
**Actual Amount Per Participant**

**\$348.12**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts

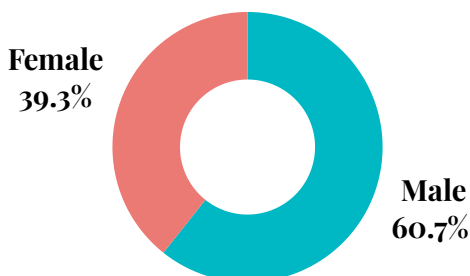


*Most Participants Reside in Commission Districts 2 and 3*

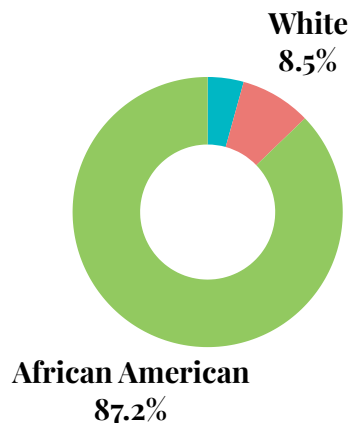
*D3 = 73.5%*

*D2 = 19.2%*

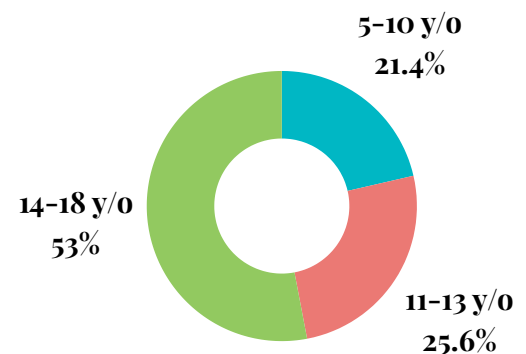
## Gender



## Race



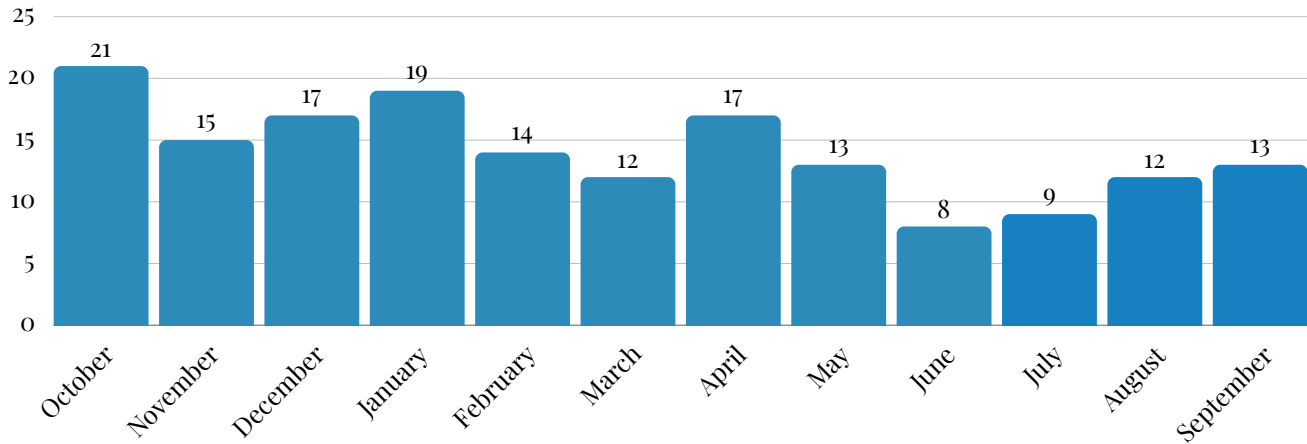
## Age Range



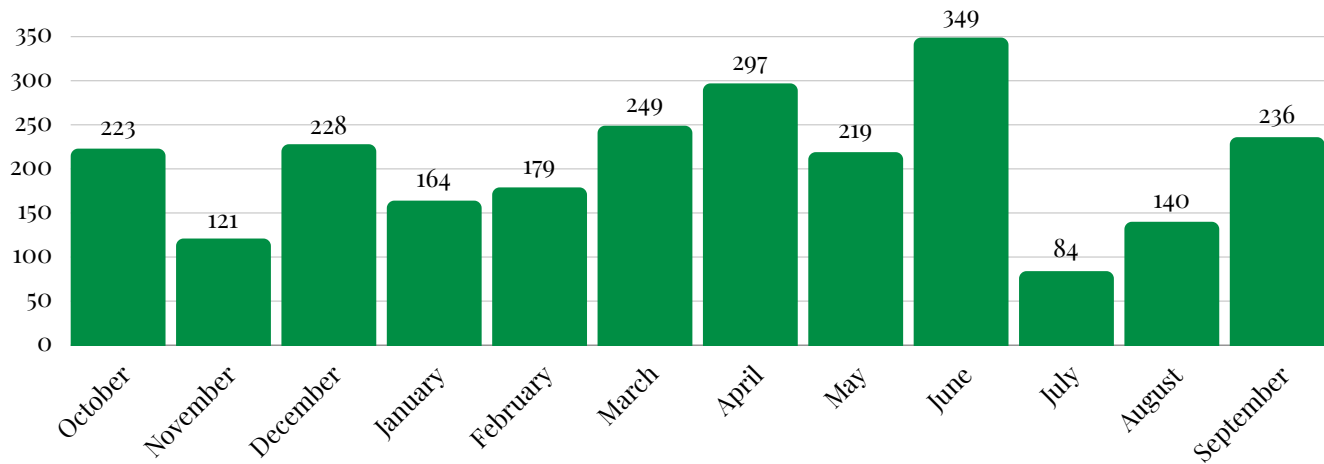
## Tier 1 Services

### Community Outreach and Informal Mentoring Sessions

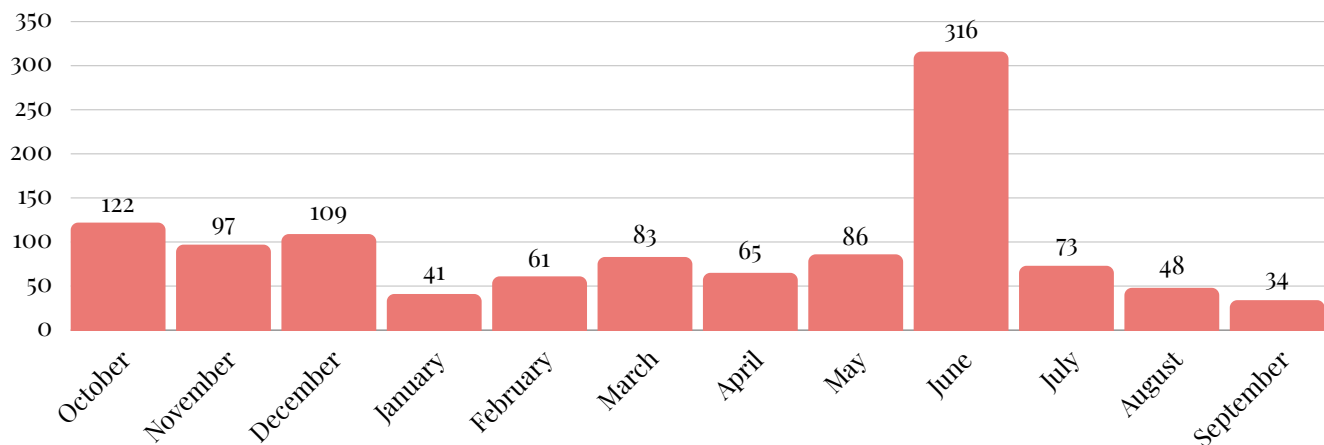
*Number of Monthly Events / Sessions (n=170)*



*Number of Child Interactions (n=2489)*

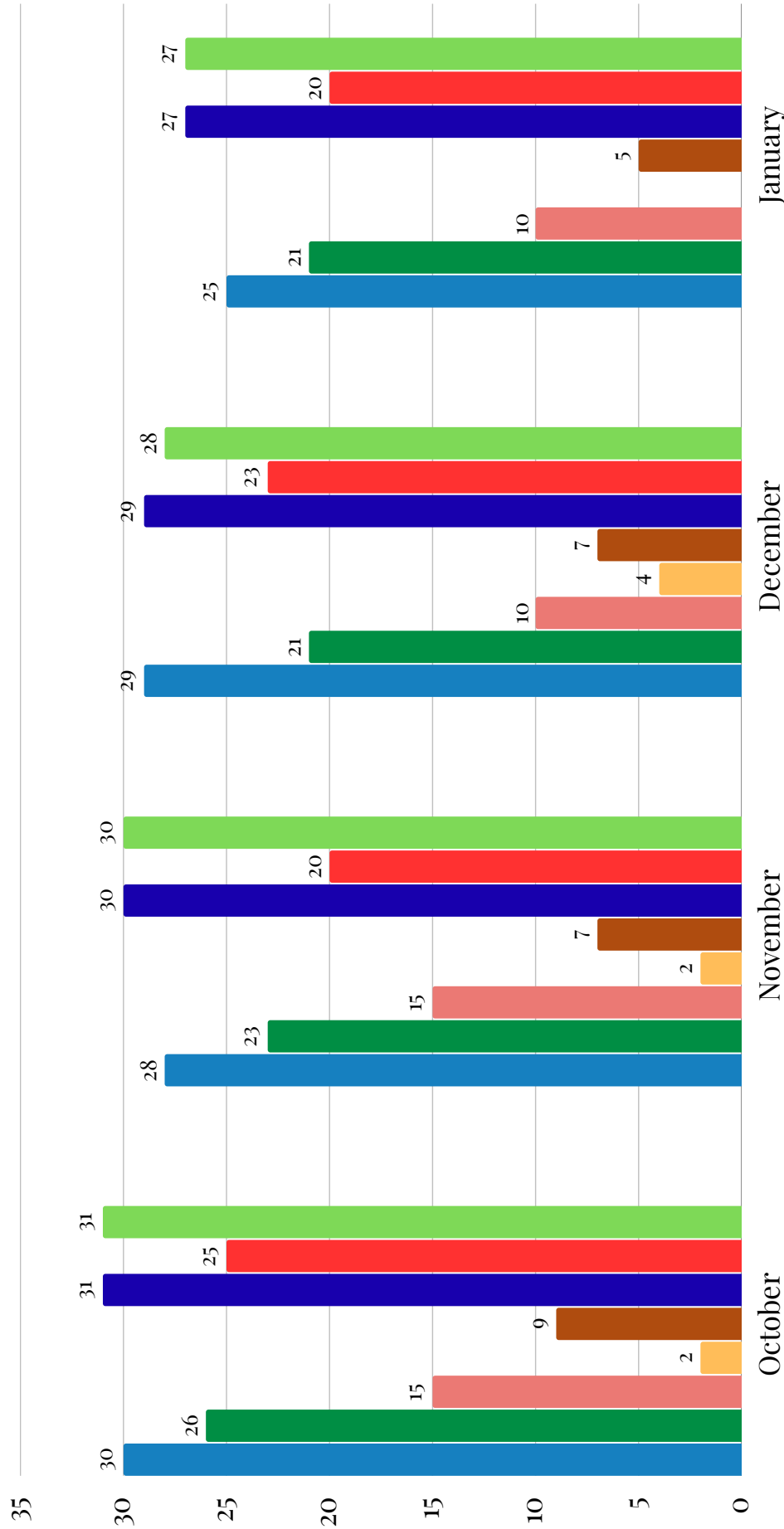


*Number of Adult Interactions (n=342)*



# *Number of Days Program Services are Offered Monthly*

- Case Management
- Educational Support
- Employment Skills / Vocational Training
- Family Restorative Circle
- Formal Mental Health
- Informal Mental Health / Mentoring
- Referral
- Targeted Education / Skill Building
- Transition Services

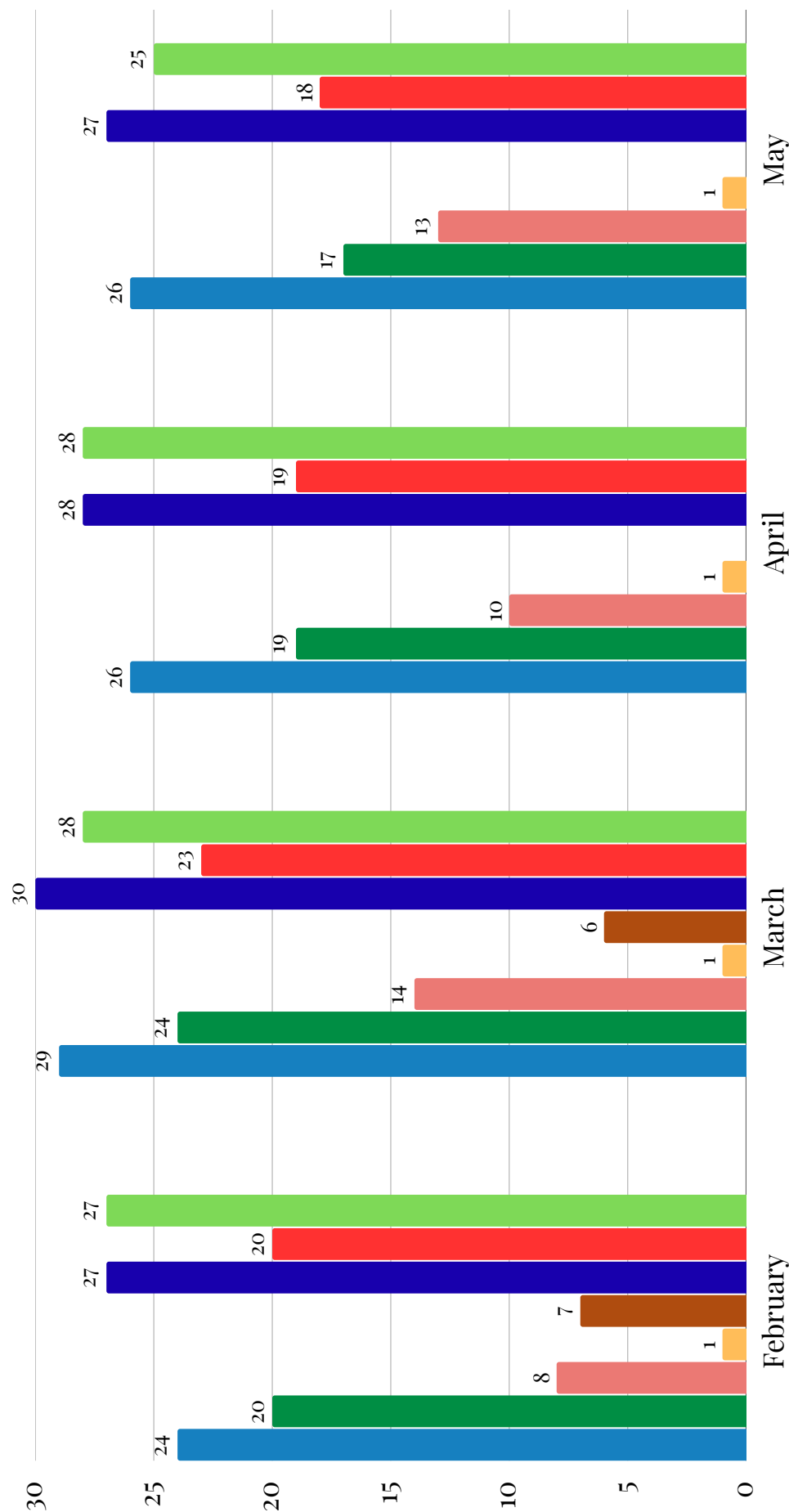


**Escambia Connects**



# *Number of Days Program Services are Offered Monthly*

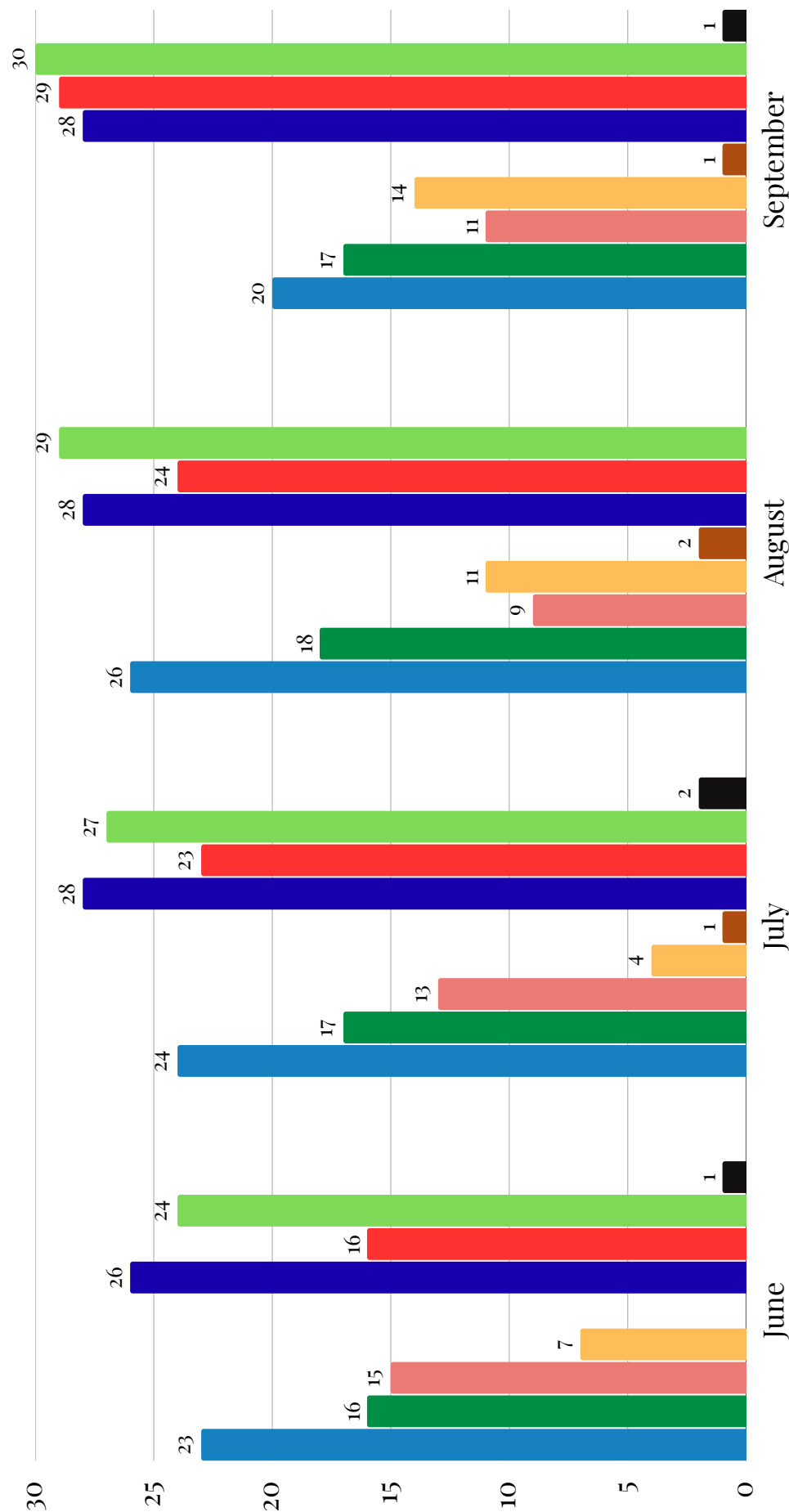
- Case Management
- Educational Support
- Employability Skills / Vocational Training
- Family Restorative Circle
- Formal Mental Health
- Informal Mental Health / Mentoring
- Referral
- Targeted Education / Skill Building
- Transition Services



**Escambia Connects**

# *Number of Days Program Services are Offered Monthly*

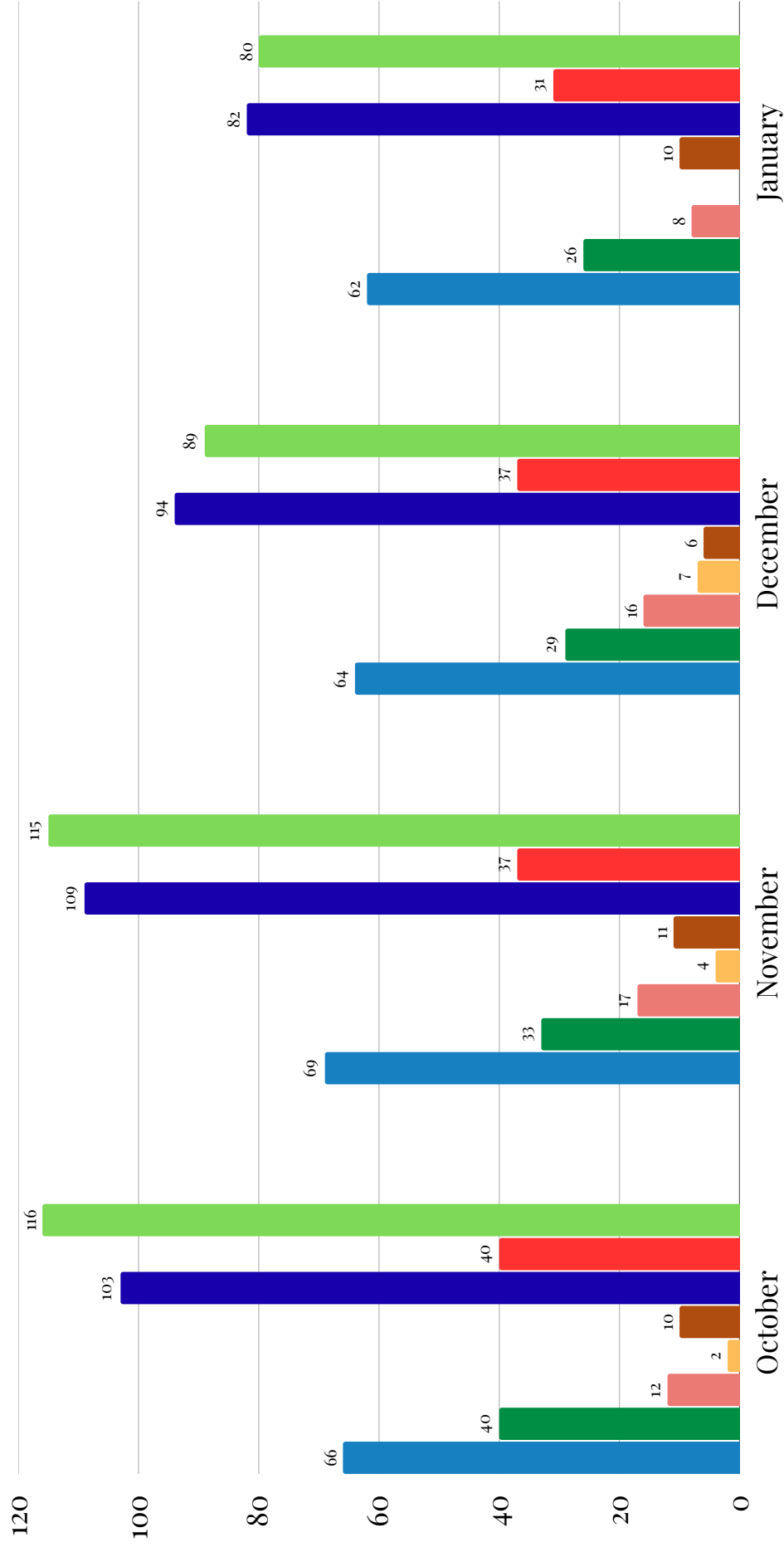
- Case Management
- Family Restorative Circle
- Referral
- Educational Support
- Formal Mental Health
- Targeted Education / Skill Building
- Employability Skills / Vocational Training
- Informal Mental Health / Mentoring
- Transition Services



**Escambia Connects**

# *Number of Participants Attending Program Services Monthly*

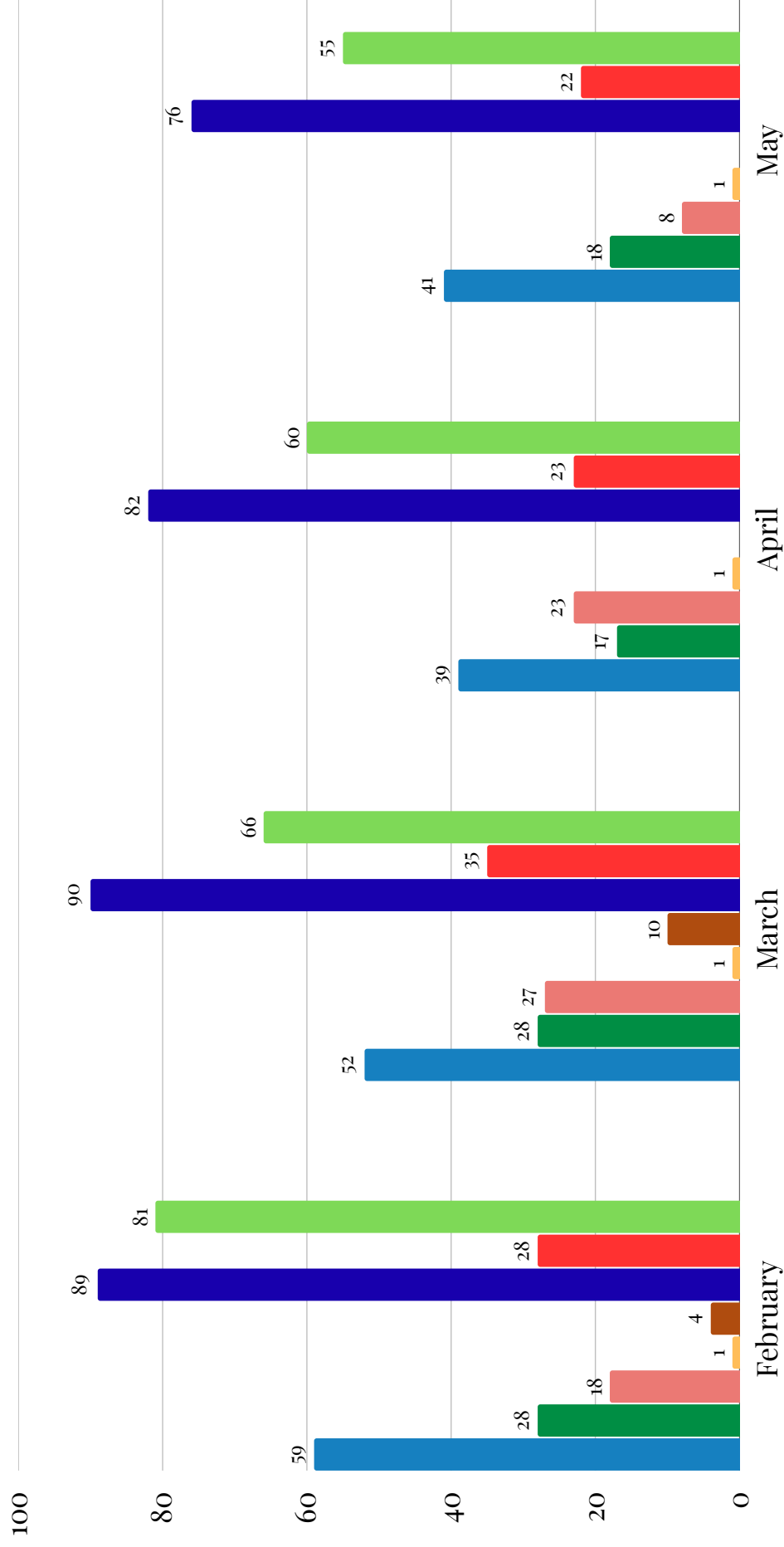
- Case Management
- Educational Support
- Employability Skills / Vocational Training
- Family Restorative Circle
- Formal Mental Health
- Informal Mental Health / Mentoring
- Referral
- Targeted Education / Skill Building
- Transition Services



**Escambia Connects**

# *Number of Participants Attending Program Services Monthly*

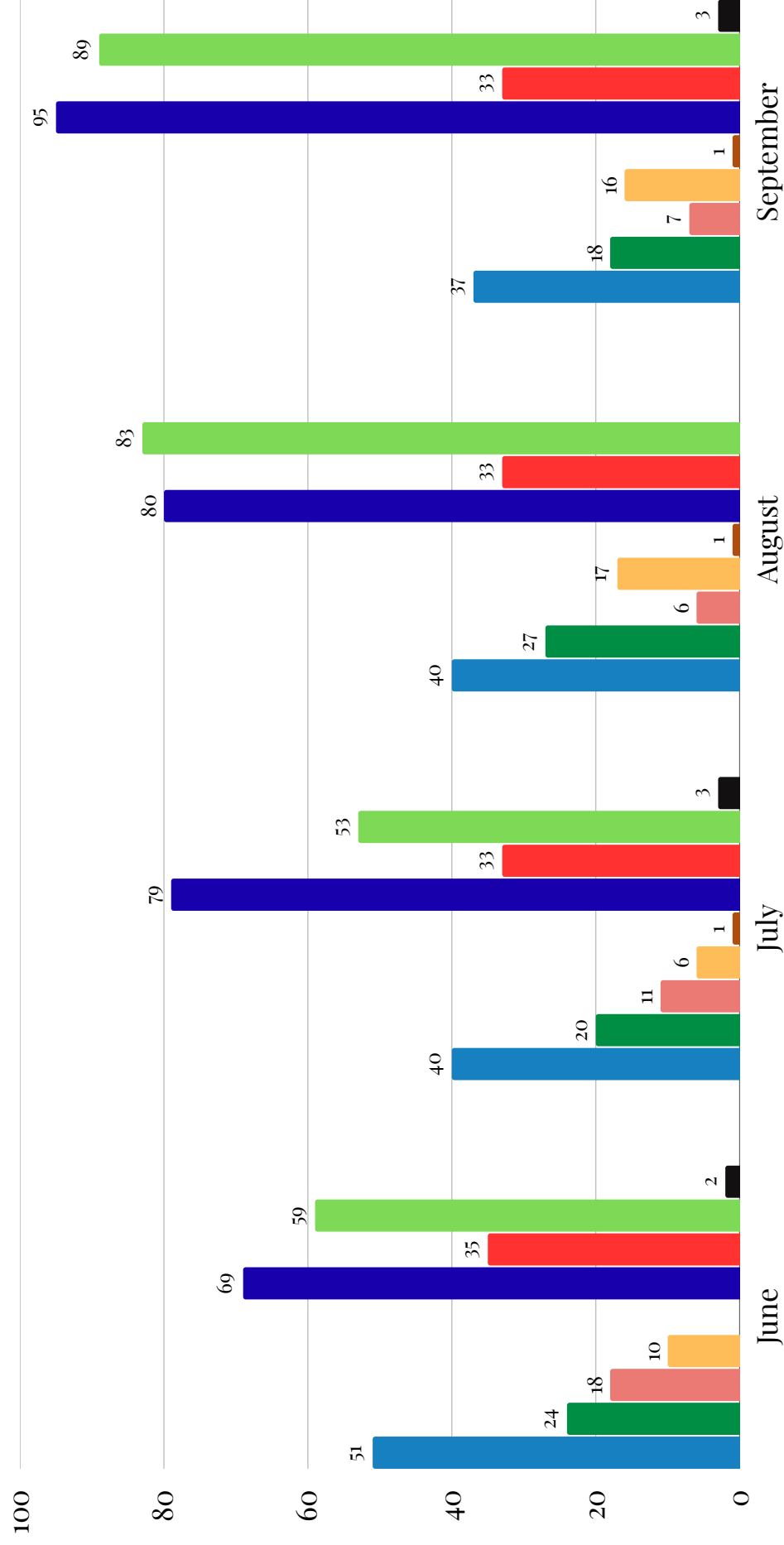
- Case Management
- Educational Support
- Employability Skills / Vocational Training
- Family Restorative Circle
- Formal Mental Health
- Informal Mental Health / Mentoring
- Referral
- Targeted Education / Skill Building
- Transition Services



**Escambia Connects**

# *Number of Participants Attending Program Services Monthly*

- Case Management
- Educational Support
- Employability Skills / Vocational Training
- Family Restorative Circle
- Formal Mental Health
- Informal Mental Health / Mentoring
- Referral
- Targeted Education / Skill Building
- Transition Services

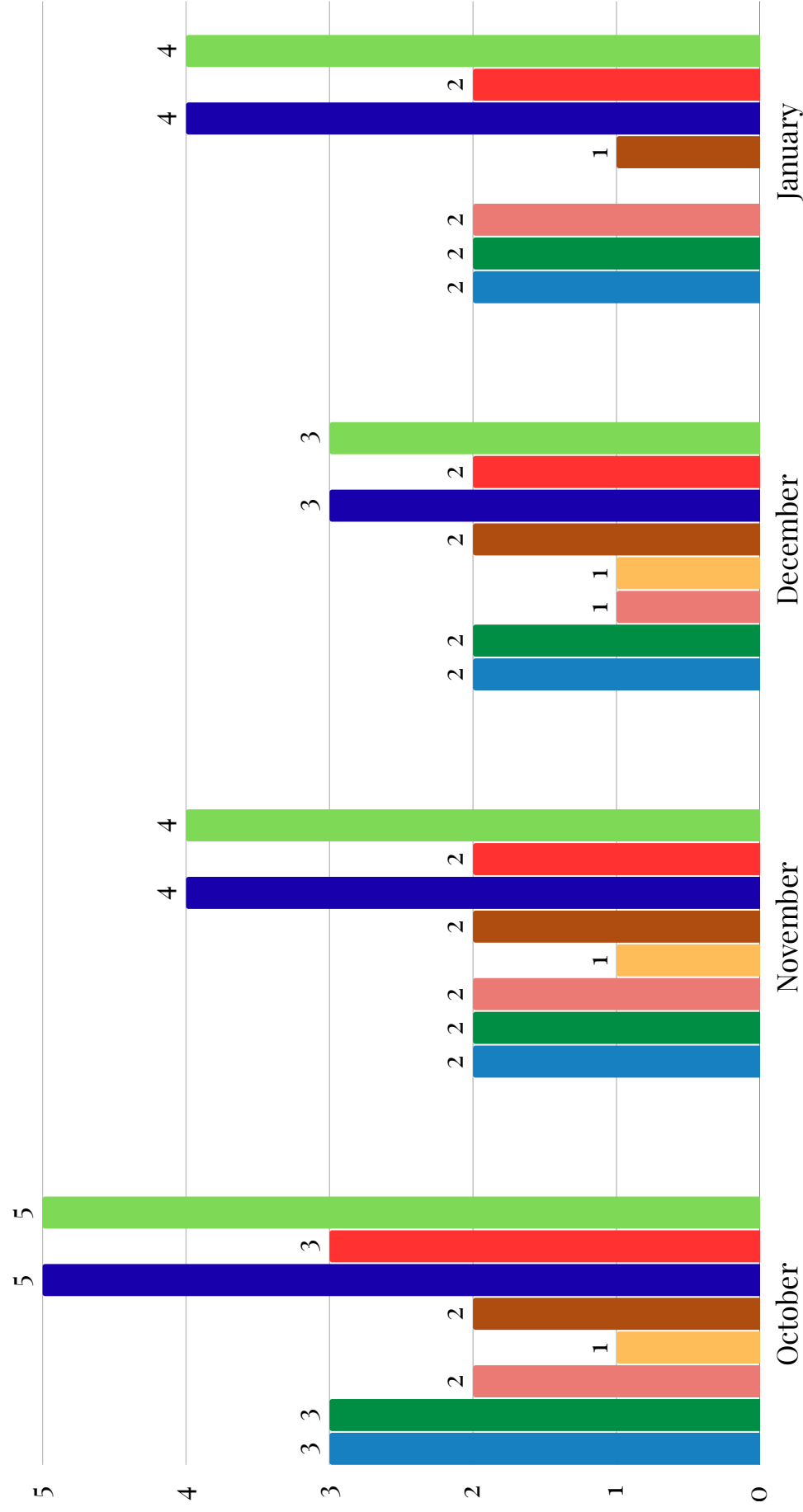


**Escambia Connects**



*Average Number of Times Participants Attended Each Program Service Monthly*

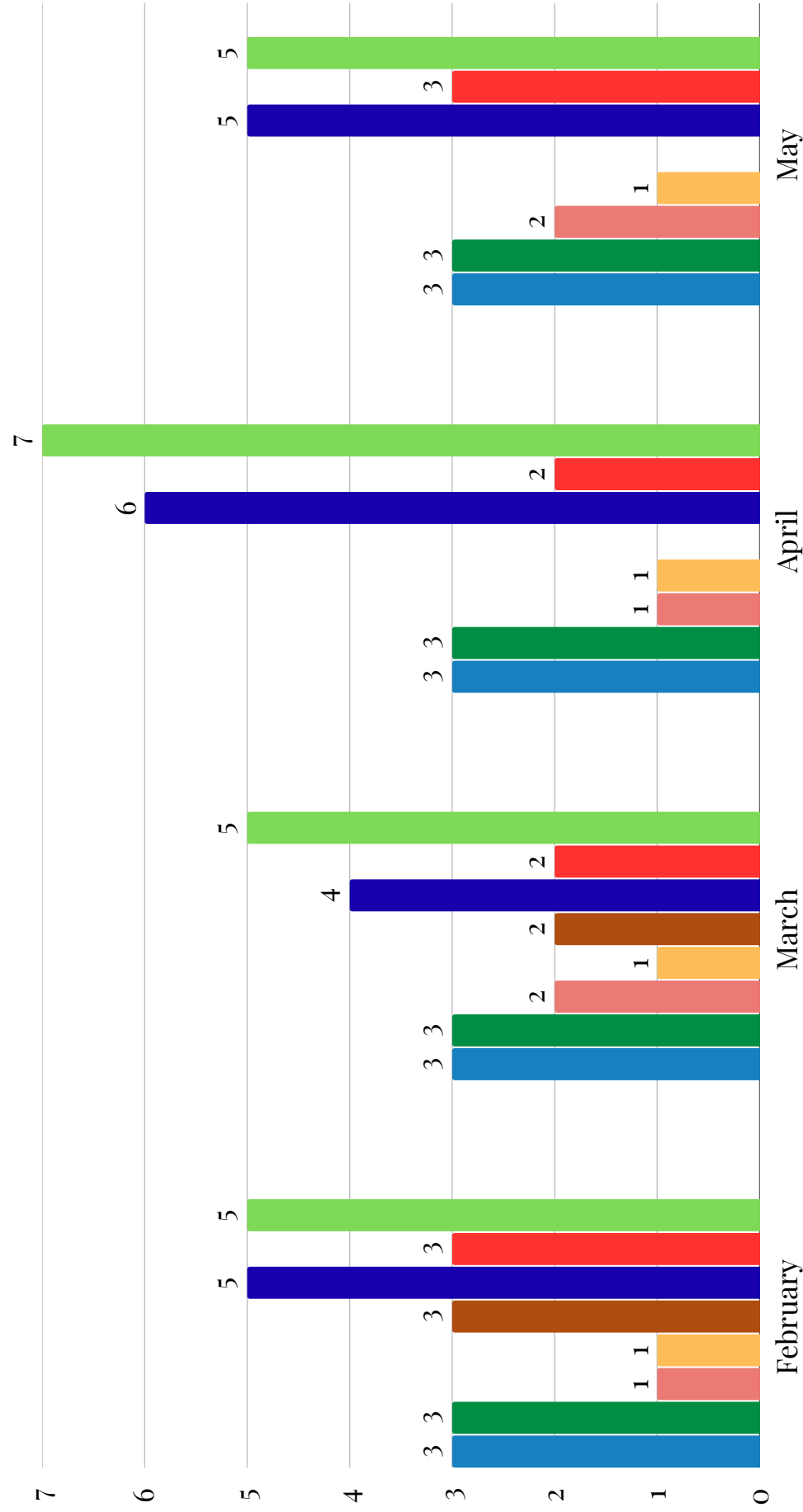
- Case Management    ● Educational Support    ● Employability Skills / Vocational Training
- Family Restorative Circle    ● Formal Mental Health    ● Informal Mental Health / Mentoring
- Referral    ● Targeted Education / Skill Building    ● Transition Services



## Escambia Connects

*Average Number of Times Participants Attended Each Program Service Monthly*

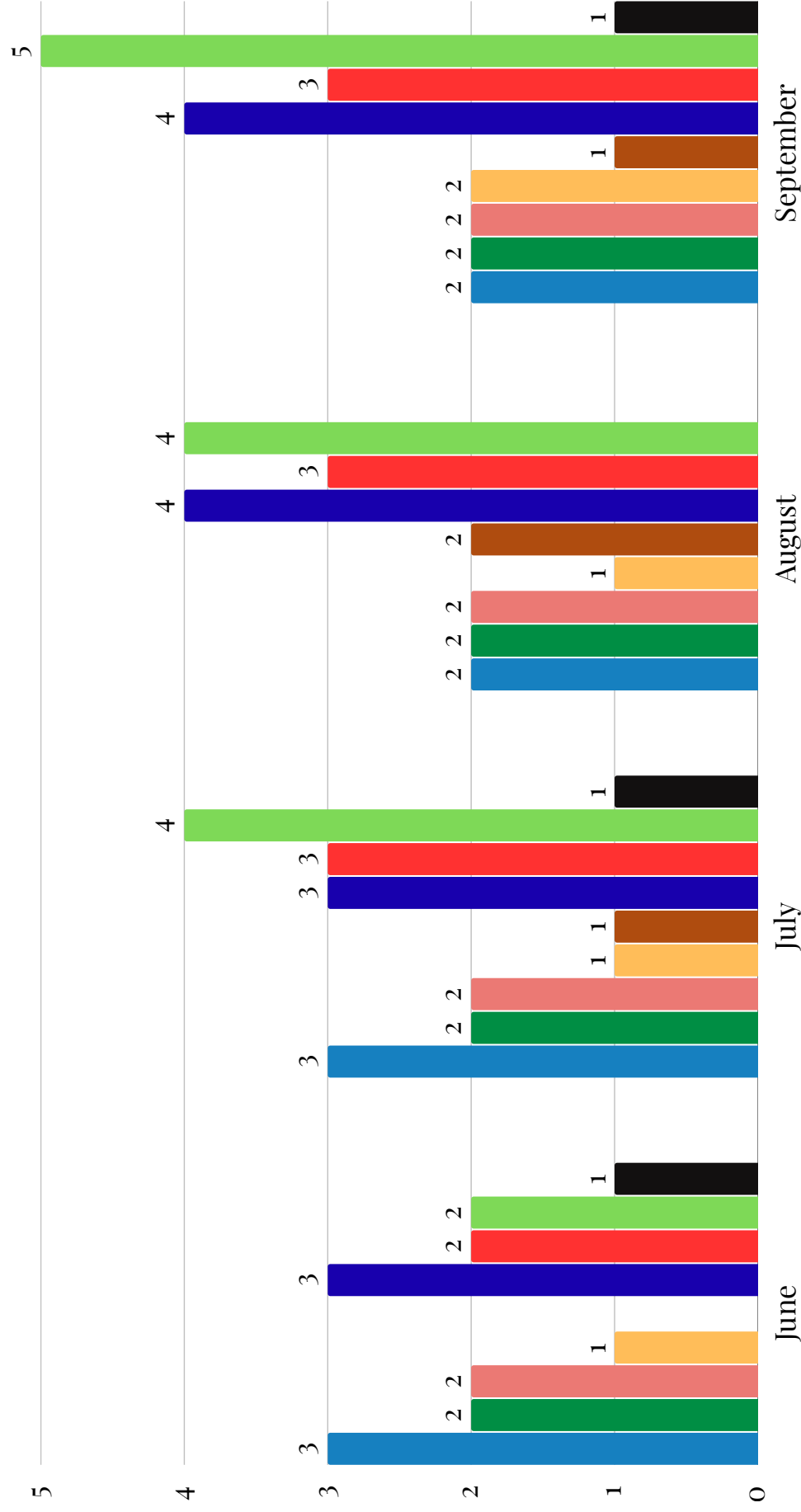
- Case Management    ● Educational Support    ● Employability Skills / Vocational Training
- Family Restorative Circle    ● Formal Mental Health    ● Informal Mental Health / Mentoring
- Referral    ● Targeted Education / Skill Building    ● Transition Services



**Escambia Connects**

*Average Number of Times Participants Attended Each Program Service Monthly*

- Case Management    ● Educational Support    ● Employability Skills / Vocational Training
- Family Restorative Circle    ● Formal Mental Health    ● Informal Mental Health / Mentoring
- Referral    ● Targeted Education / Skill Building    ● Transition Services



**Escambia Connects**



# Twin Oaks Juvenile Development

## *24/25 Performance Measure Report*

**Goal 1: Reduce the likelihood of incarceration or Baker Act being viewed as the primary method for connecting youth and families to behavioral health services and supports.**

Objective 1.1 – Reduce Baker Act cases in targeted zip codes by 10%.

Data for 10/1/24-9/30/25 has been requested from the Baker Act Reporting Center

**Goal 2: Increase access to services for children and their families that increase emotional well-being and positive behavioral outcomes.**

Objective 2.1 – Youth served by program will demonstrate improvement in a minimum of one risk factor.

92% of program participants improved their  
Child and Adolescent Functional Assessment Scale (CAFAS) score.

**Goal 3: Provide access to training on Evidence-based Practice interventions and curriculum for staff who work directly with children and families.**

Objective 3.1 – Staff trained in EBP interventions and curriculum to include TIC, MH First Aid, ACEs, BCEs and Suicide Prevention.

100% of staff completed the required trainings.

**Goal 4: Every youth referred will receive at least one informal mental health support.**

Objective 4.1 – All youth referred for program participation will receive one informal mental health support service.

100% of youth participants received 1 or more informal mental health service.



**Goal 5: Level 3 youth referred as a sibling of a DJJ-involved youth will receive a Family Reintegration Circle (FRC).**

**Objective 5.1** – All Level 3 youth served who are a sibling of a DJJ-involved youth will receive family reintegration service (FRC).

FRC was provided to 100% of Tier 3 youth including siblings of DJJ-involved youth.

**Goal 6: Program participants increase protective factors.**

**Objective 6.1** – All program participants increase in at least 1 of 10 protective factors.

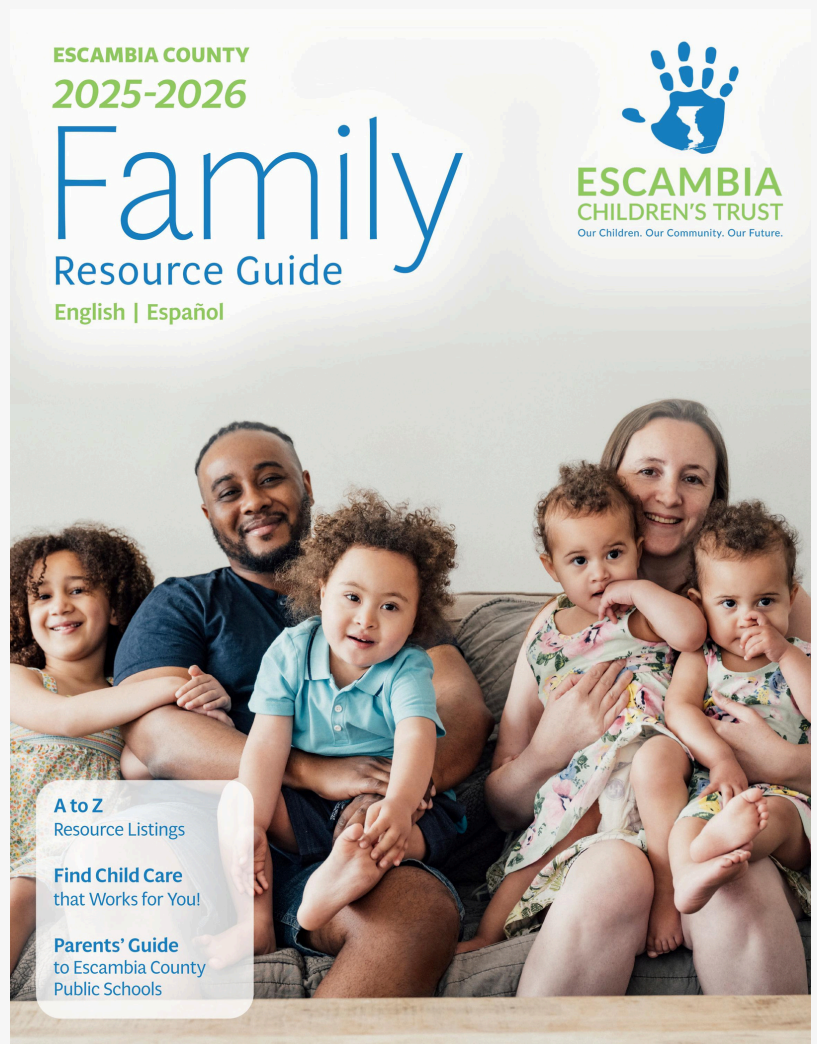
79% of program participants improved their  
Post-Benevolent Childhood Experiences (BCE) Assessment score.

Only 6% of youth showed a decrease, while 94% either improved or maintained their level.

*ECT's Family Resource Guide is comprehensive A to Z directory of community resources for children and their families living in Escambia County, Florida.*

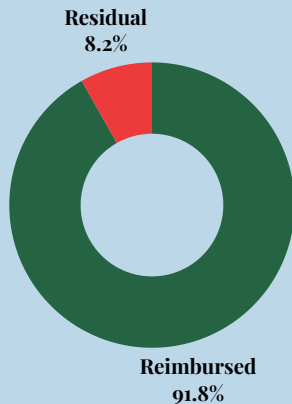
*Inside you'll find information and contact information for organizations providing a broad range of services and supports to children, as well as a detailed ABC listing of early childhood education centers across the county, and a complete guide to navigating Escambia County Public Schools.*

*A digital copy is available on ECT's website under the 'I'm a Parent/Guardian' section.*



# Youths Left Behind

## After-School Peer Empowerment Program



**Program Budget**  
**\$128,055.00**

**Total Expenditures**  
**\$117,597.40**

**Number Served**  
(Proposed vs Actual)

**100 / 104**

**Projected Amount Per Participant**

**\$1,280.55**

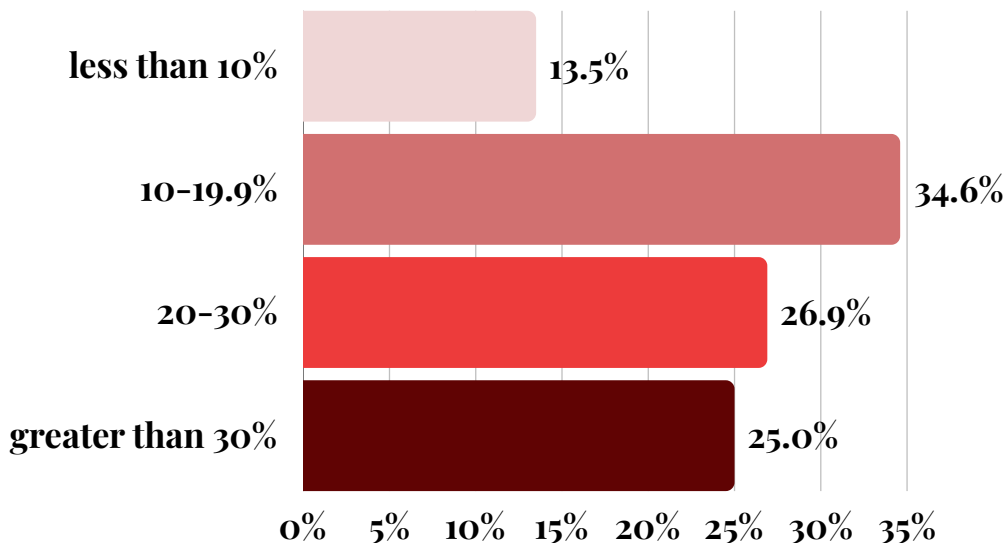
**Actual Amount Per Participant**

**\$1,130.74**

**Program Met Dosage Goal**

**Yes**

### Percent of Participants Living in High Poverty Census Tracts

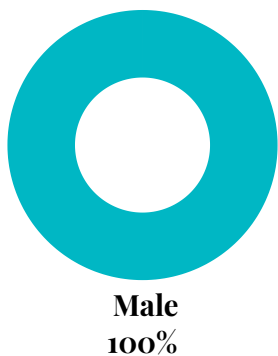


*Most Participants Reside in Commission Districts 2 and 3*

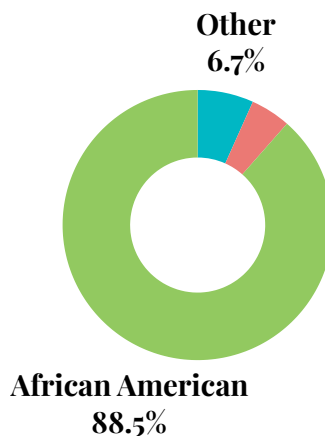
*D3 = 59.6%*

*D2 = 21.2%*

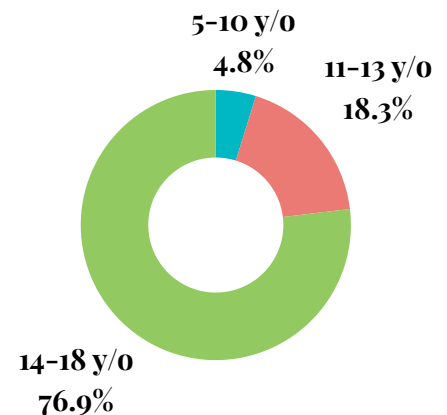
### Gender



### Race



### Age Range

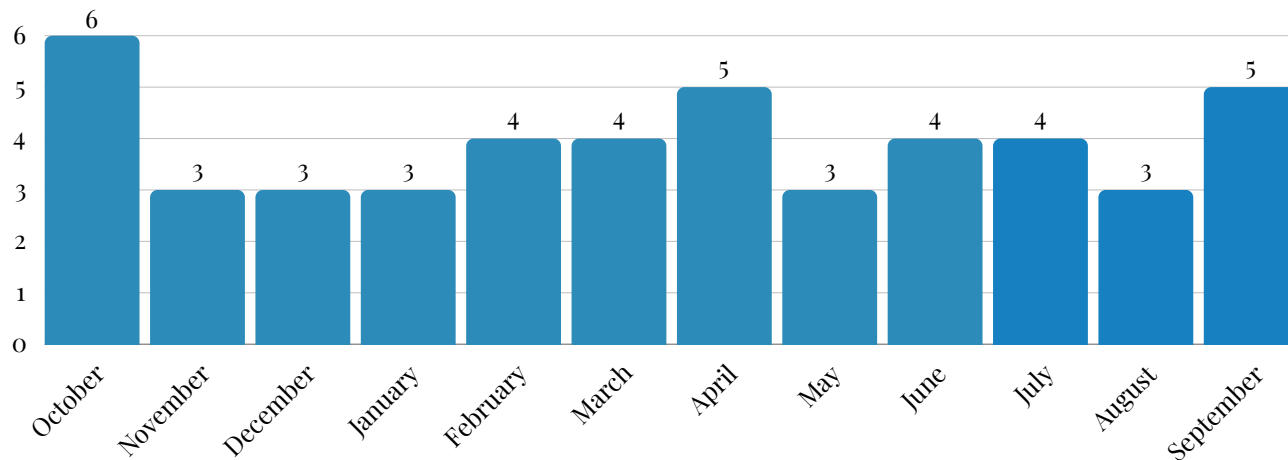




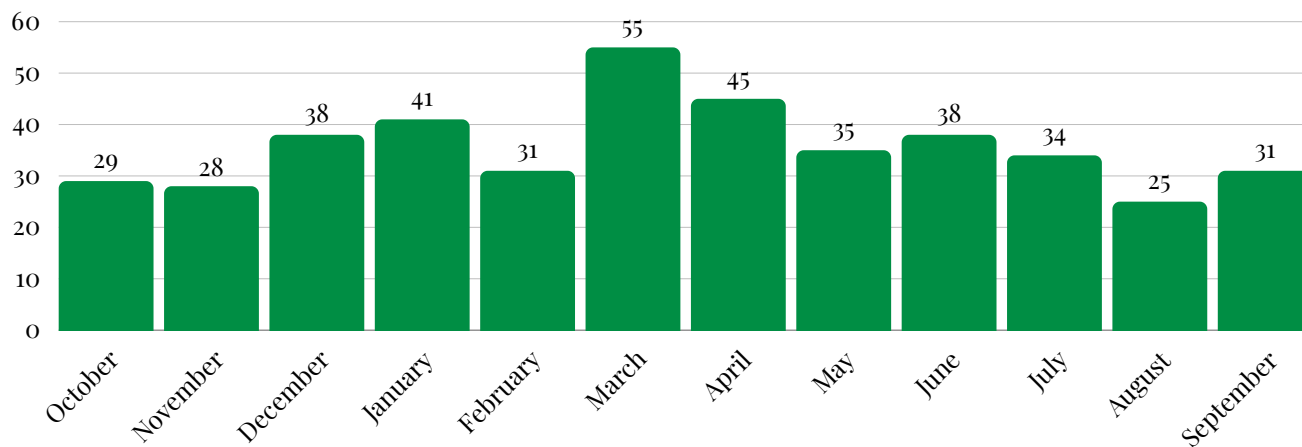
## **Program Service - After-School Peer Empowerment Program**

### **Location - Silurian Pond Club House**

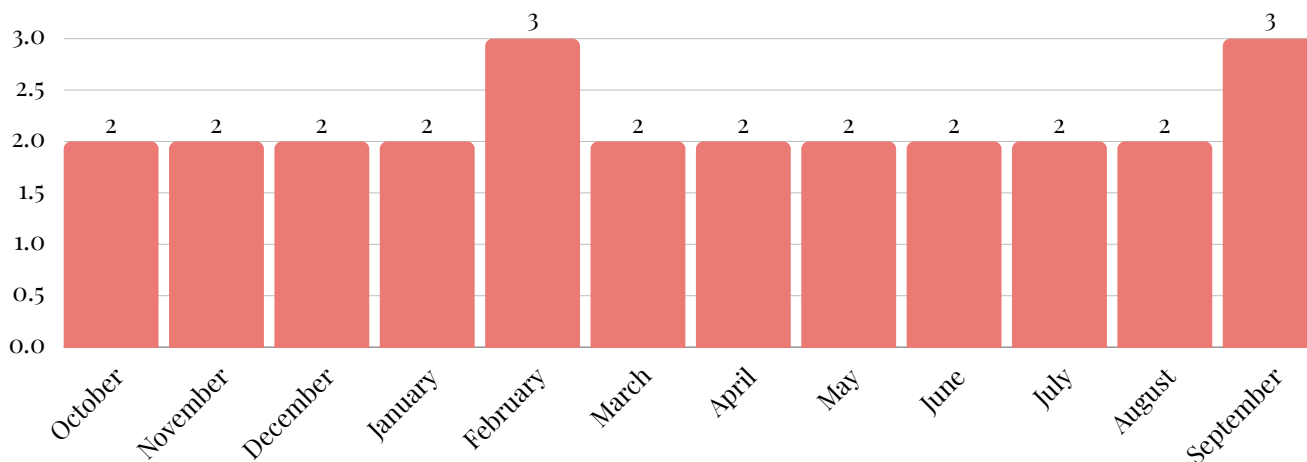
*Number of Days this Program Service is Offered Monthly*



*Number of Participants Attending this Program Service Monthly*



*Average Number of Times Program Participants Attended Monthly*





# Youths Left Behind

## *24/25 Performance Measure Report*

### **Goal 1: Prevent juvenile participants from engaging in criminal behavior.**

#### Objective 1.1 – Reduce recidivism for participants with prior record.

30 participants entered the program with a prior record.

Of those:

4 were re-arrested

3 are on court advisement for breaking ordered sanctions

18 completed community service sanctions/hours/fines

2 still have remaining court fines to pay, but have completed all hours and sanctions

7 members are actively engaged in community service

#### Objective 1.2 – Prevent arrest for participants with no prior record.

100% of participants with no prior record successfully completed the program  
and did not engage in any criminal behavior.

#### Objective 1.3 – Prevent gun violence in communities with high crime rates.

Since implementing the After-School Peer Empowerment Program, Silurian Ponds apartment complex has experienced 1 incident of gun violence.

None of our youth participants or their families were connected to the incident, \and all participants remained safe.

146 participants have pledged to never use a gun illegally.

### **Goal 2: Encourage academic success.**

#### Objective 2.1 – Prevent truancy

Year 2 participants maintained strong attendance, with none reaching 15+ absences.

#### Objective 2.2 – Maintain minimum 2.0 grade point average.

99 participants were promoted to the next grade level.

3 graduated from high school.

Objective 2.3 – Support students in raising their GPA.

6 participants participated in YLB’s tutoring program

Objective 2.4 – Assist dropouts in returning to school.

Objective 2.5 – Assist dropouts in obtaining a GED.

Of the 4 program participants who dropped out of school  
2 re-enrolled in school / 1 began GED preparation

Objective 2.6 – Transition from alternative school to public school.

2 of the 12 participants enrolled in alternative school transitioned back into public school.

Objective 2.7 – Increase awareness of college, trade school, and employment options.

13 participants participated in Escambia County’s summer youth employment program.

**Goal 3: Improve the health and wellness of the children.**

Objective 3.1 – Increase access to basic necessities such as hygiene products, school supplies, and food.

92 participants and 54 aftercare participants have received  
hygiene products, school supplies, and food.

Objective 3.2 – Improve individual coping methods for trauma and stress.

44 participants received grief counseling provided by Valerie’s House.

Objective 3.3 – Increase access to health services.

All participants were offered health insurance information through Sunshine Health.  
5 participant families have successfully enrolled in a health insurance plan.

Objective 3.4 – Improve legal self-reliance through employment assistance for eligible participants.

9 participants gained successful employment through  
community partners Classic City Catering, KFC, and Walmart.

Objective 3.5 – Improve the behavior and attitude of the children at home and at school.

Parents/Guardians reported noticeable improvements in their child’s behavior and attitude  
since joining the Peer Empowerment Program.



# Funding Descriptions

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## Matching Funds Programming

Escambia Children's Trust (ECT) provides matching funds up to 50% for new or expanding services/programming for children in Escambia County.

## Sole-Source Programming

Sole-source programs are implemented by one organization or partnership that provides specialized services to children in Escambia County. Providers must be the only ones capable of administering the service/program in the County.

## Special Community Initiative Programming

Special community initiative programs are designed to address a particular, significant need or challenge within a community, often going beyond routine community efforts and requiring dedicated resources or strategies to achieve a specific goal.

# Specialty Funded Programs

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## Matching Funds Programming

**Early Learning Coalition Escambia County**

*School Readiness Program (170)*

## Sole-Source Programming

**Children's Home Society of Florida**

*Social Service Navigator Program (173)*

*Pine Forest Community Partnership School (187)*

**Legal Services of North Florida**

*Expanding Representation for Children in Need (190)*

**Naval Aviation Museum Foundation**

*National Flight Academy (192)*

## Special Community Initiative Programming

**The Arc Gateway**

*Help Me Grow (196)*

**United Way of West Florida**

*Healthy School Escambia (200)*

# Early Learning Coalition of Escambia County

## School Readiness



Reimbursed  
100%

**Program Budget**

**\$238,875.00**

**Total Expenditures**

**\$238,874.78**

*ELC anticipates serving an average of 70 children daily and a minimum 100 children from Escambia County over the grant period*

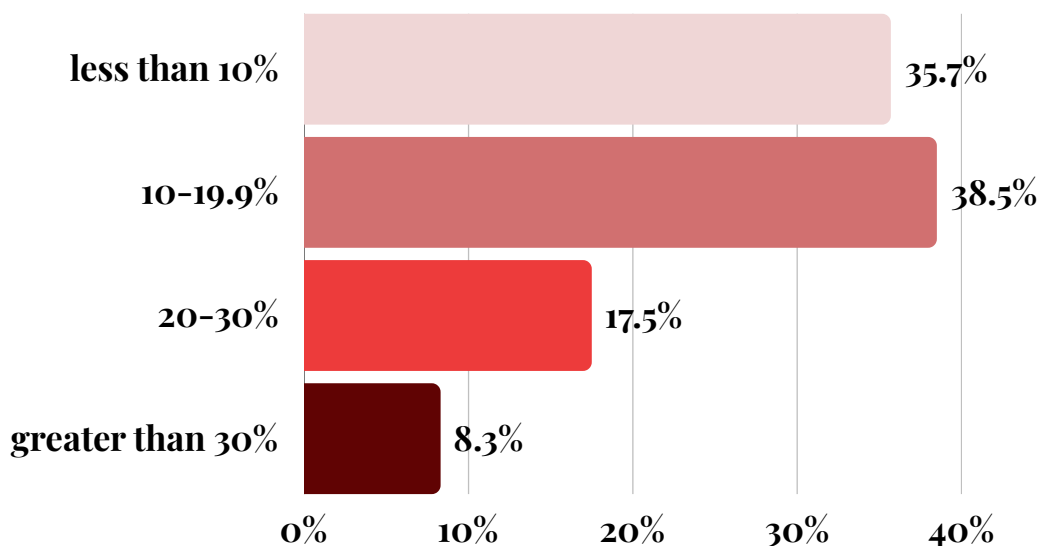
**Average Number of Children Served Monthly**

**58**

**Total Number of Children Served**

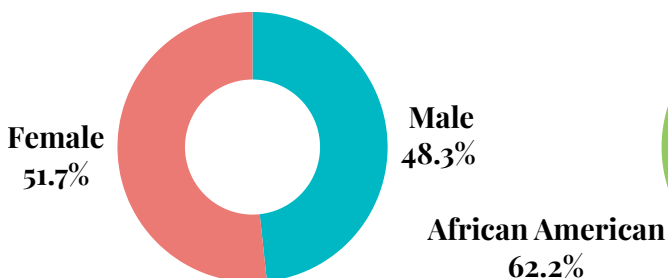
**143**

### **Percent of Participants Living in High Poverty Census Tracts**

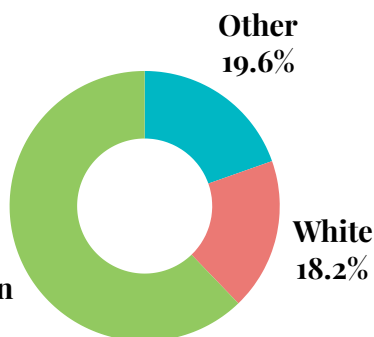


**93%**  
*of Participants Come from Single Parent Households*

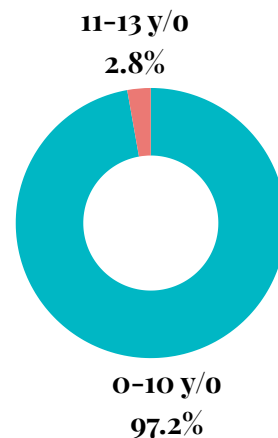
### **Gender**



### **Race**

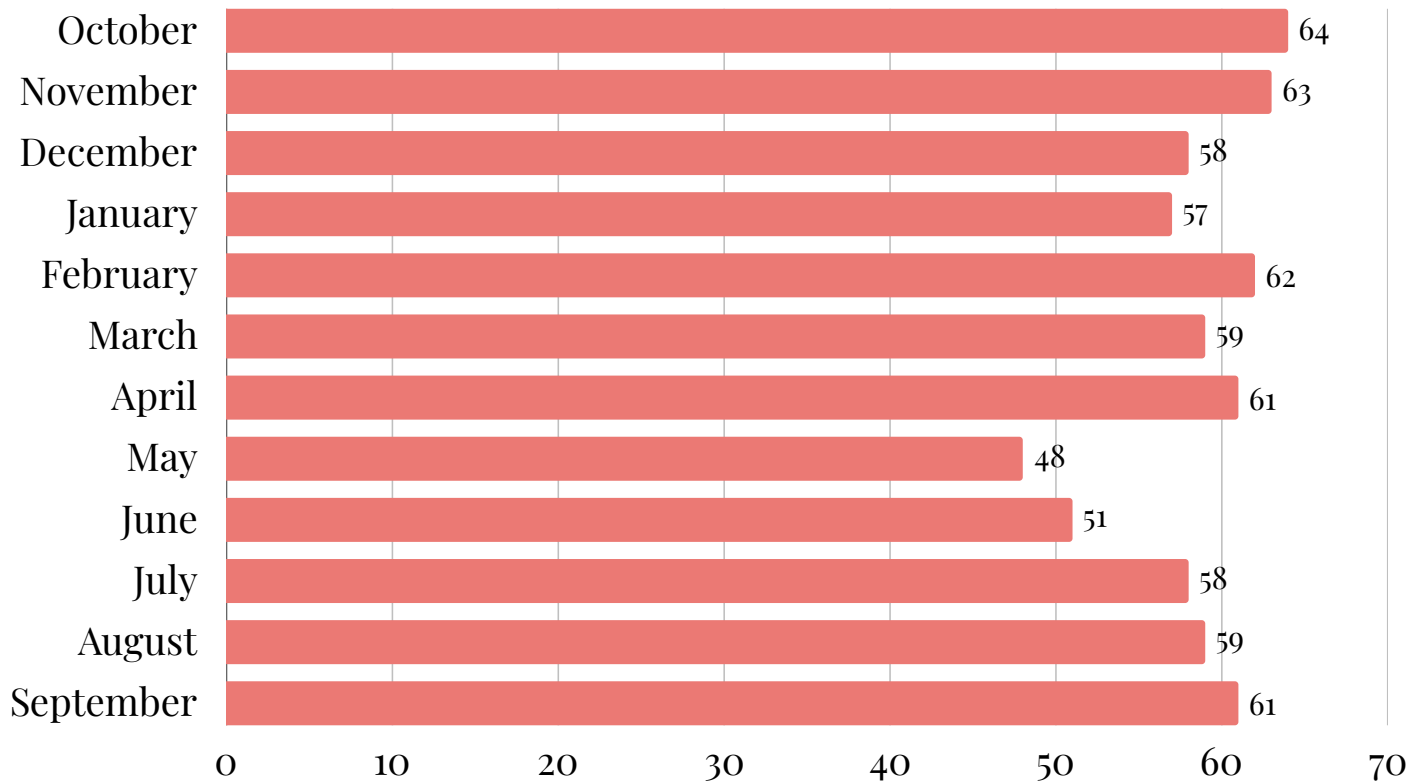


### **Age Range**

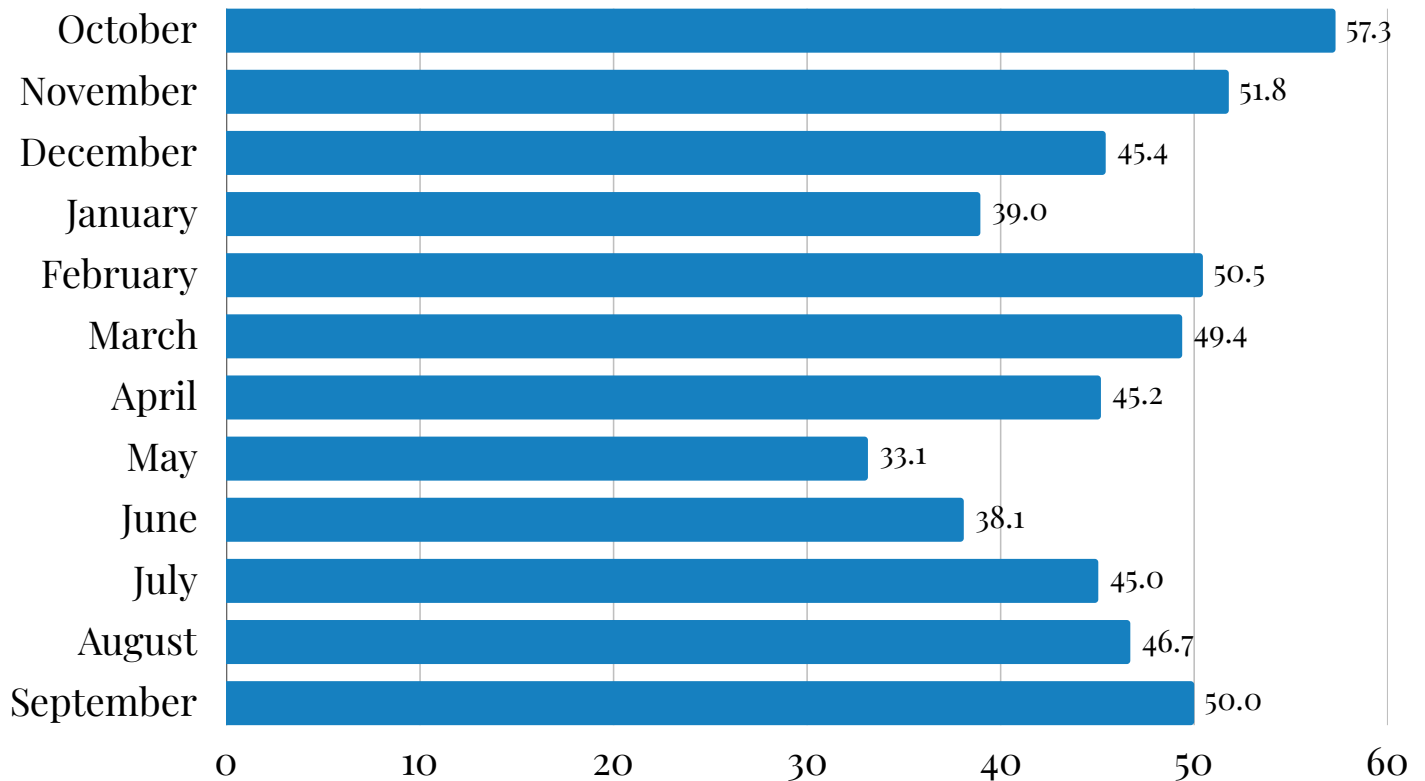




**Number of Children Served Monthly in School Readiness Program**



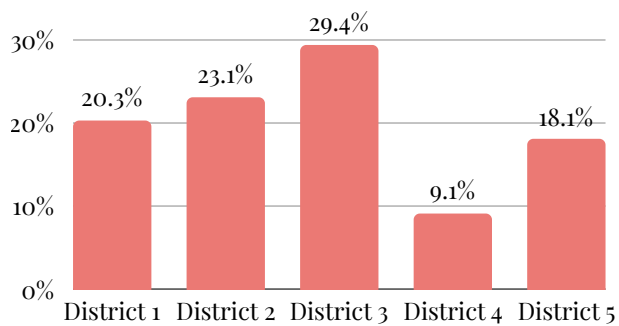
**Average Number of Daily Attendees per Month**





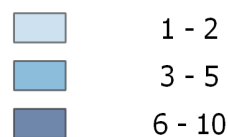
***143 Children Served by  
45 Child Care Providers  
Across Escambia County***

**Percent of School Readiness Participants  
Residing in each Commission District**



**Children Served  
Through ELC's  
School Readiness  
Program**

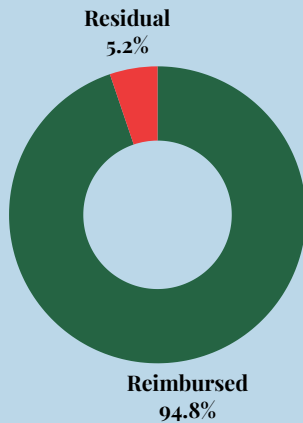
Number of  
Participants per  
Census Tract



● Center Locations

# Children's Home Society of Florida

## *Social Service Navigator Program*



**Program Budget**  
**\$1,267,414.00**

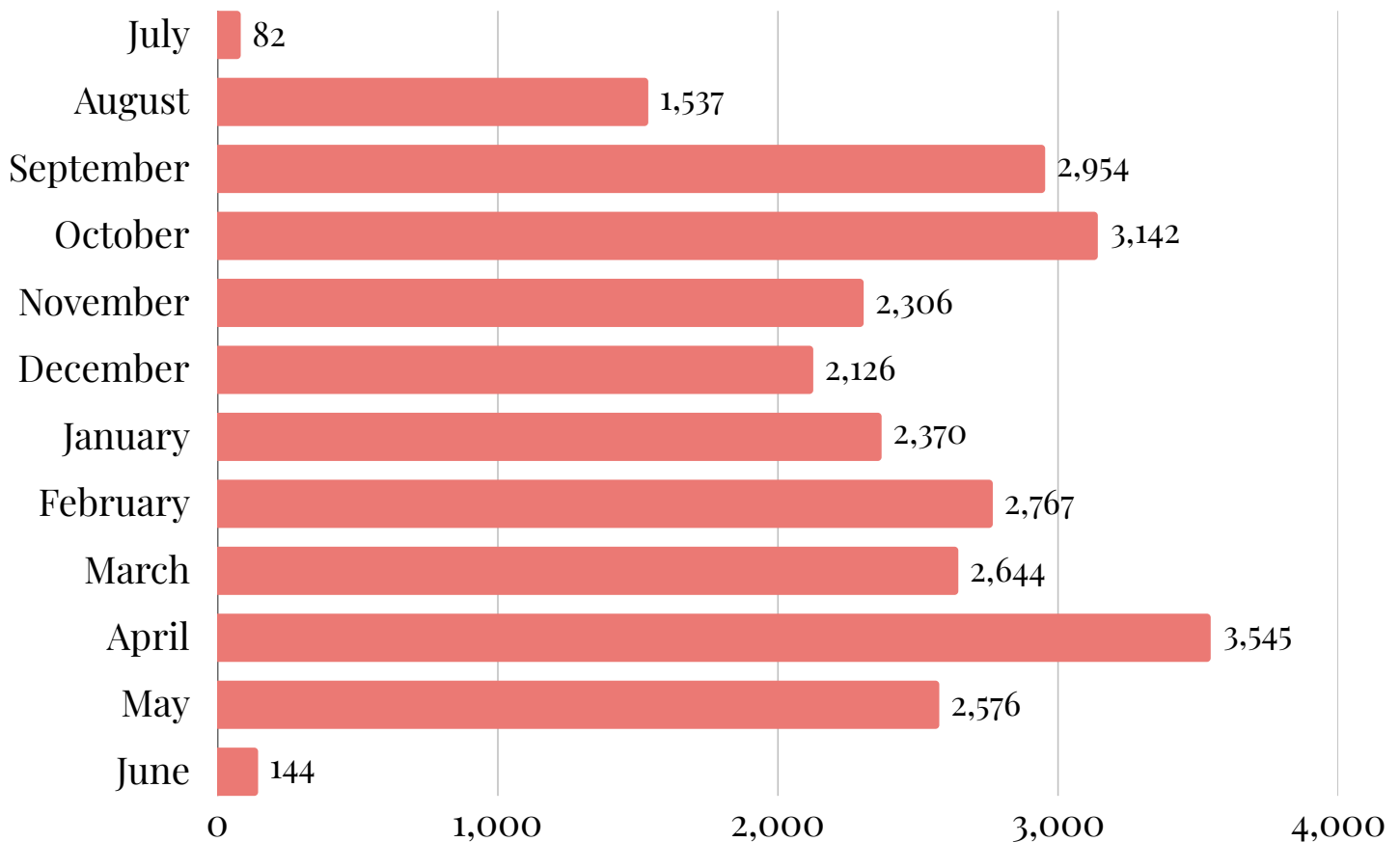
**Total Expenditures**  
**\$1,201,902.61**

# 26,193

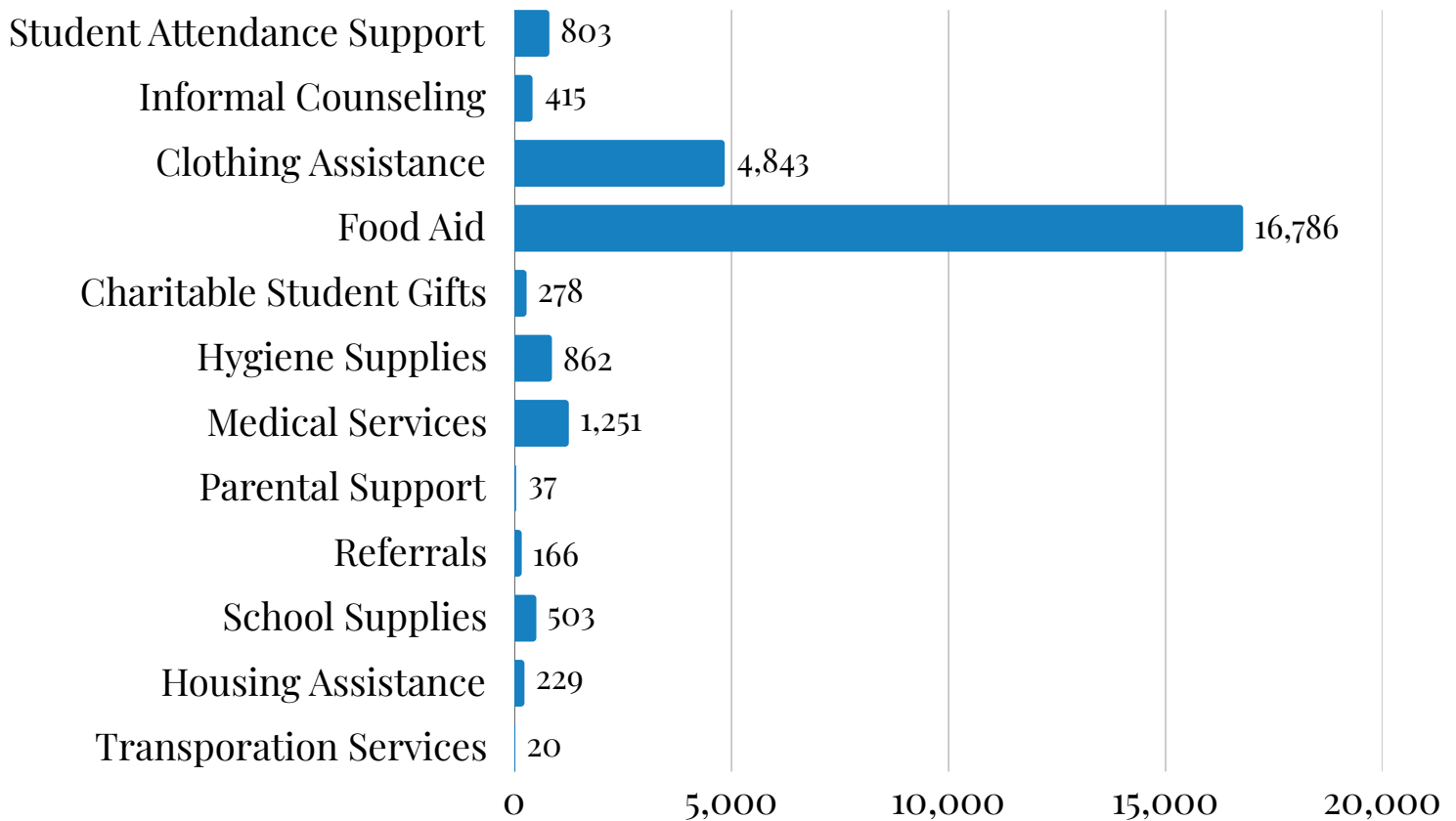
**Services Provided  
Across 21 Escambia  
County Schools in  
Contract Year 1**

*Due to unexpected challenges, many students in Escambia County begin each school day in a state of survival, struggling to focus on learning. Navigators play a vital role by supporting students, families, schools, and the broader community—removing barriers and empowering individuals to overcome obstacles that hinder educational success.*

### Number of Navigator Services Provided Monthly



## Number of Navigator Services Provided Across 21 Escambia County Schools



## Number of Services Delivered at Each School

### Elementary / Specialty Schools

Bellview (302)	Brentwood (1599)	Ferry Pass (1745)
Global Learning Academy (2528)	Longleaf (1418)	Montclair (776)
O.J. Semmes (1463)	Sherwood (1051)	Success Academy (27)
Warrington (2010)	Westgate Center (190)	

### Middle Schools

Bailey (872)	Beulah (705)	Ernest Ward (11)
Ferry Pass (2064)	Ransom (1432)	Workman (362)

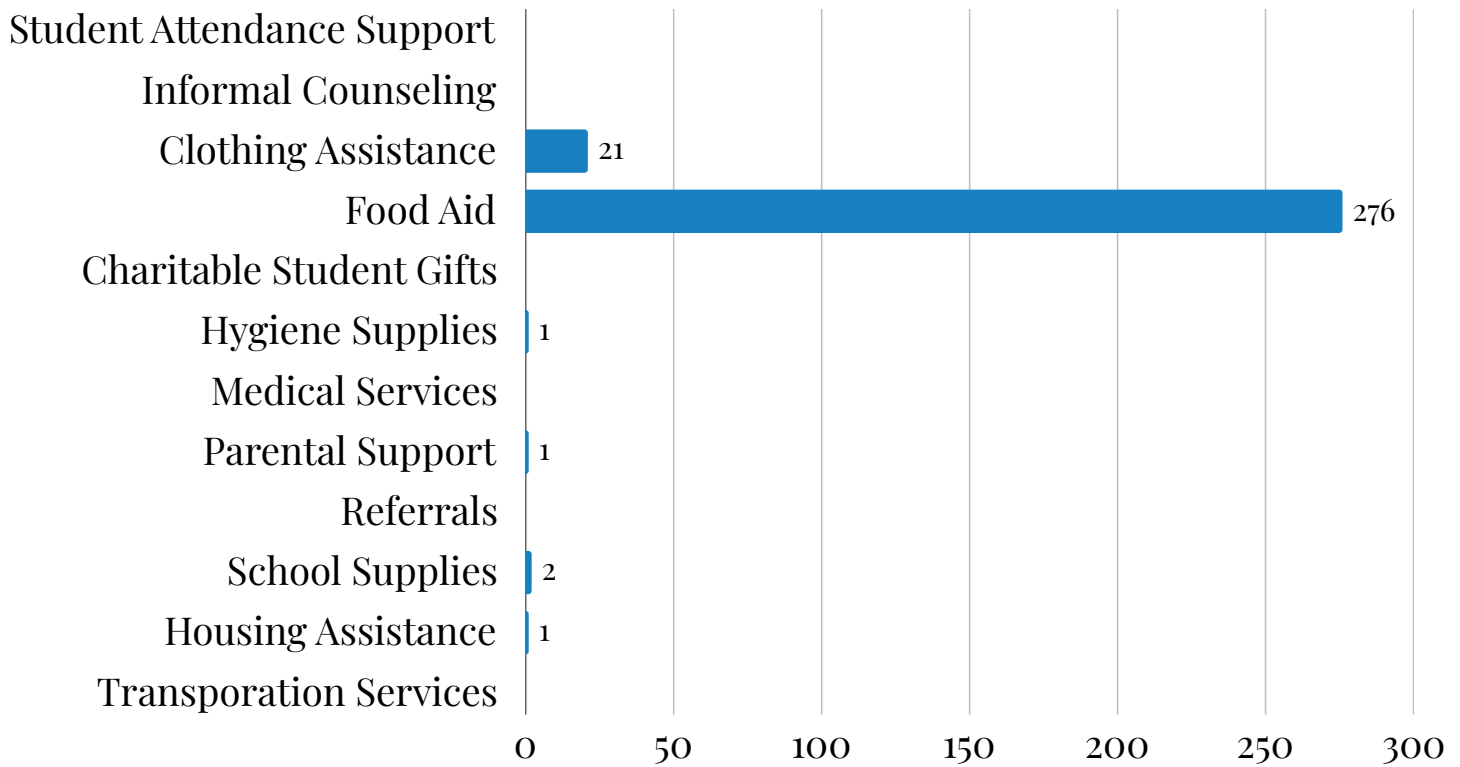
### High Schools

Escambia (3104)	Pensacola (2805)	Washington (869)
West Florida (860)		

*The following pages provide a detailed breakdown of services offered by each of the 23 schools.*

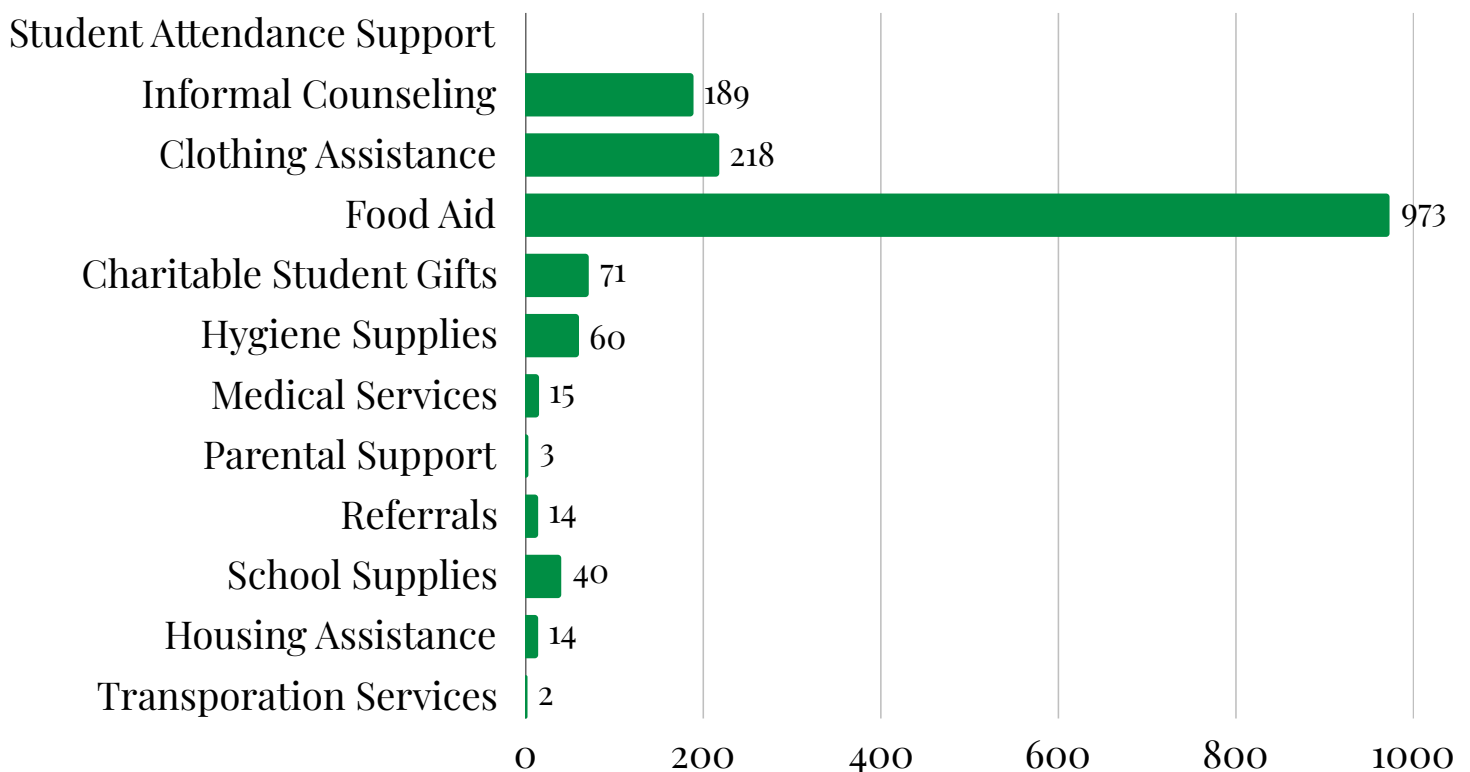
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**Number of Navigator Services Provided at Bellview Elementary School (302)**

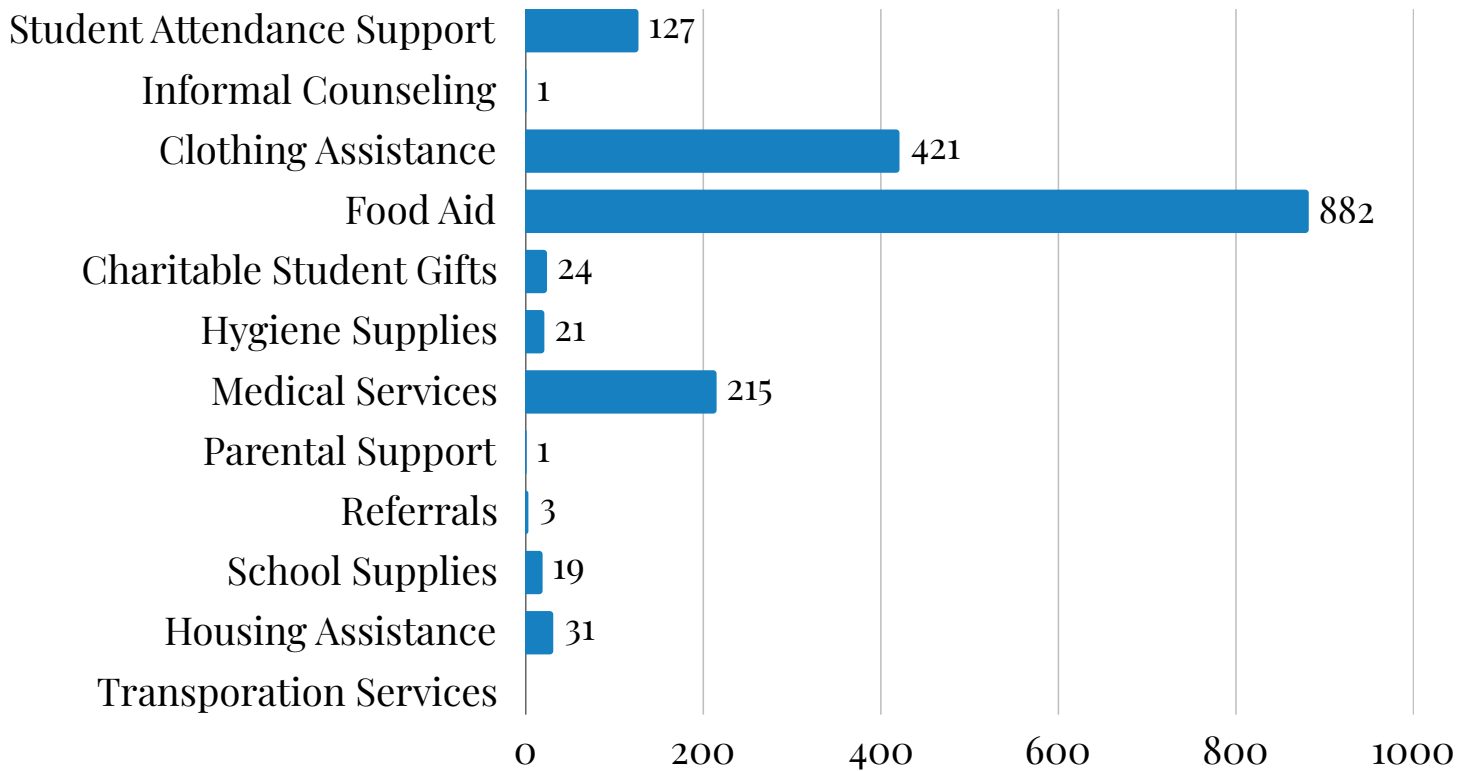


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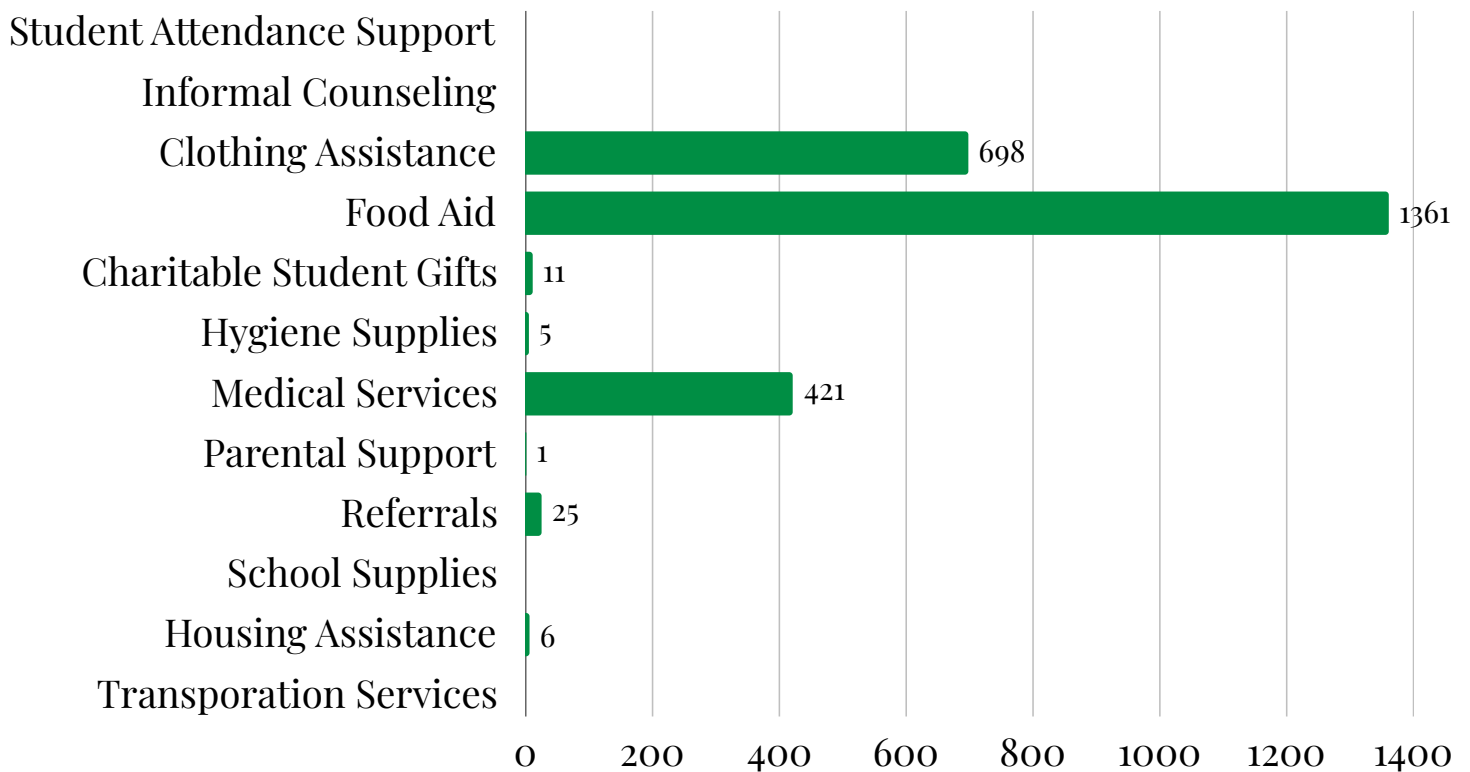
**Number of Navigator Services Provided at Brentwood Elementary School (1599)**



**Number of Navigator Services Provided at Ferry Pass Elementary School (1745)**

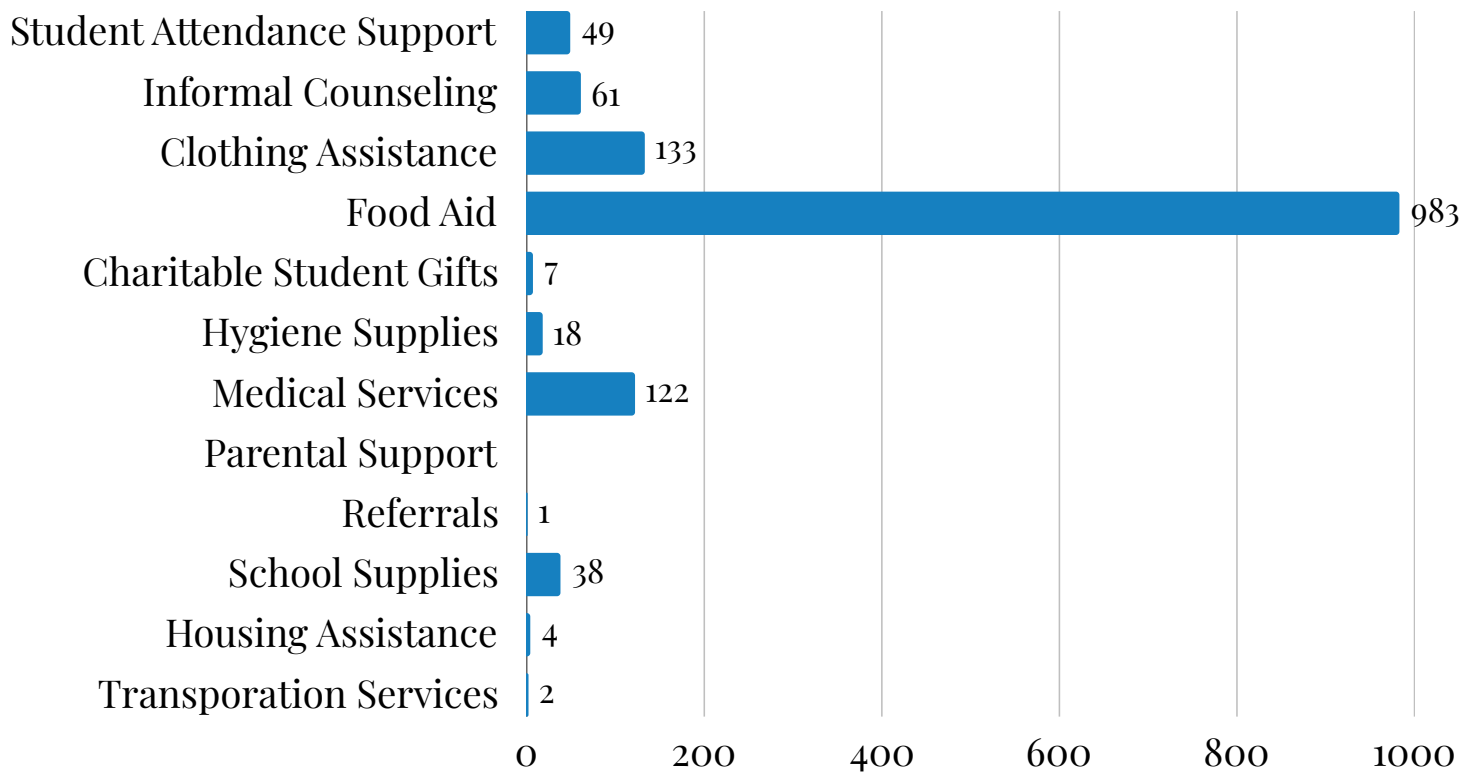


**Number of Navigator Services Provided at Global Learning Academy (2528)**





**Number of Navigator Services Provided at Longleaf Elementary School (1418)**

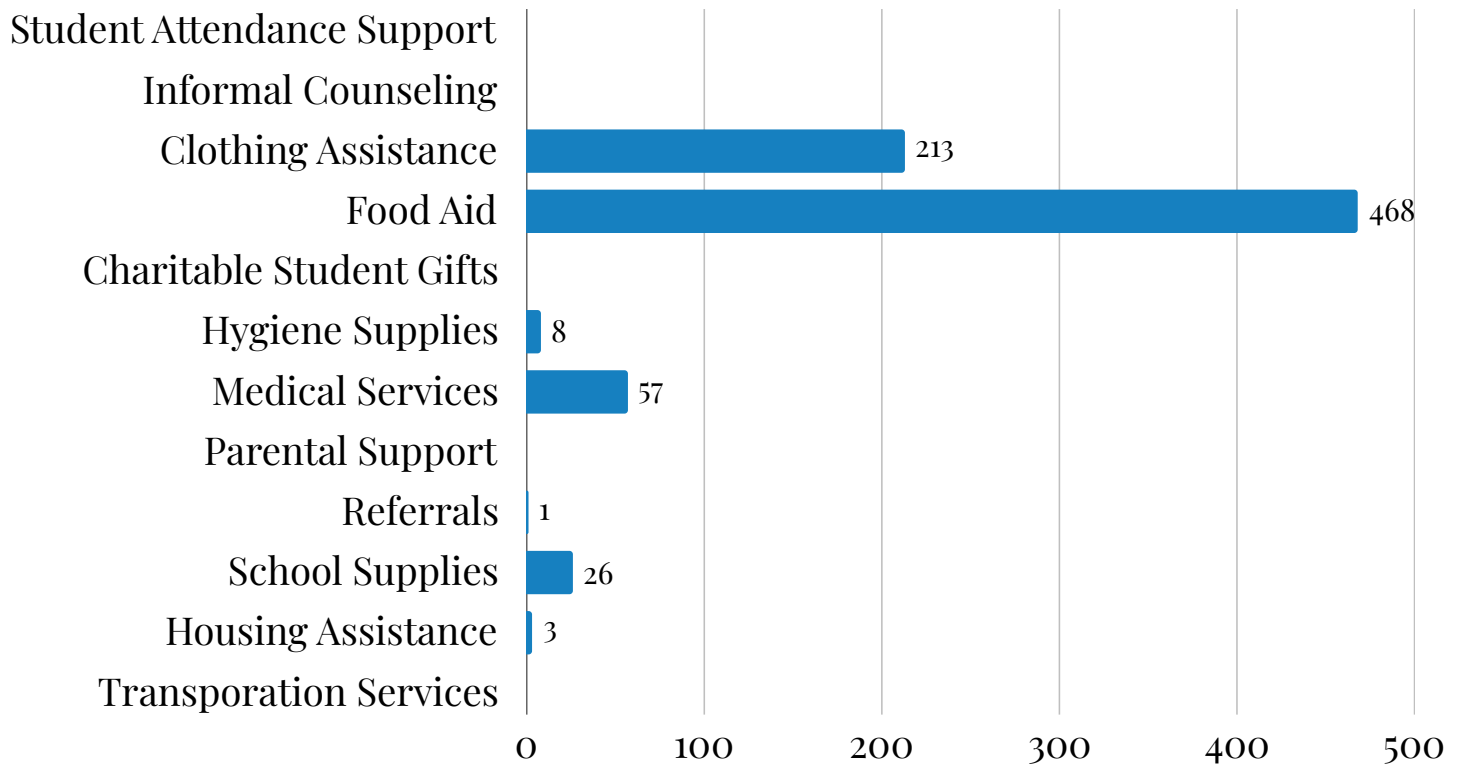


*"A child who is clothed, fed, and loved  
is a child who can smile freely."*



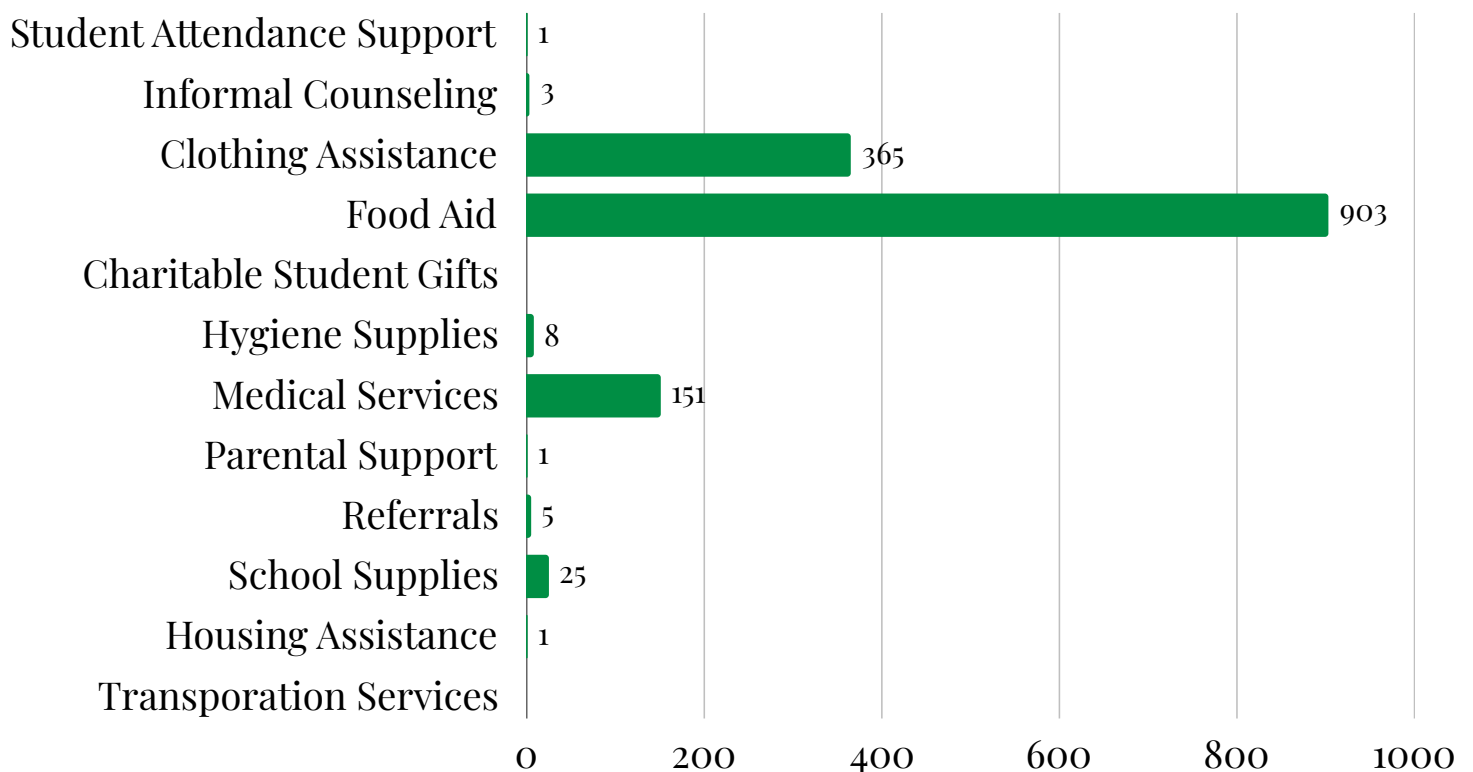
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**Number of Navigator Services Provided at Montclair Elementary School (776)**



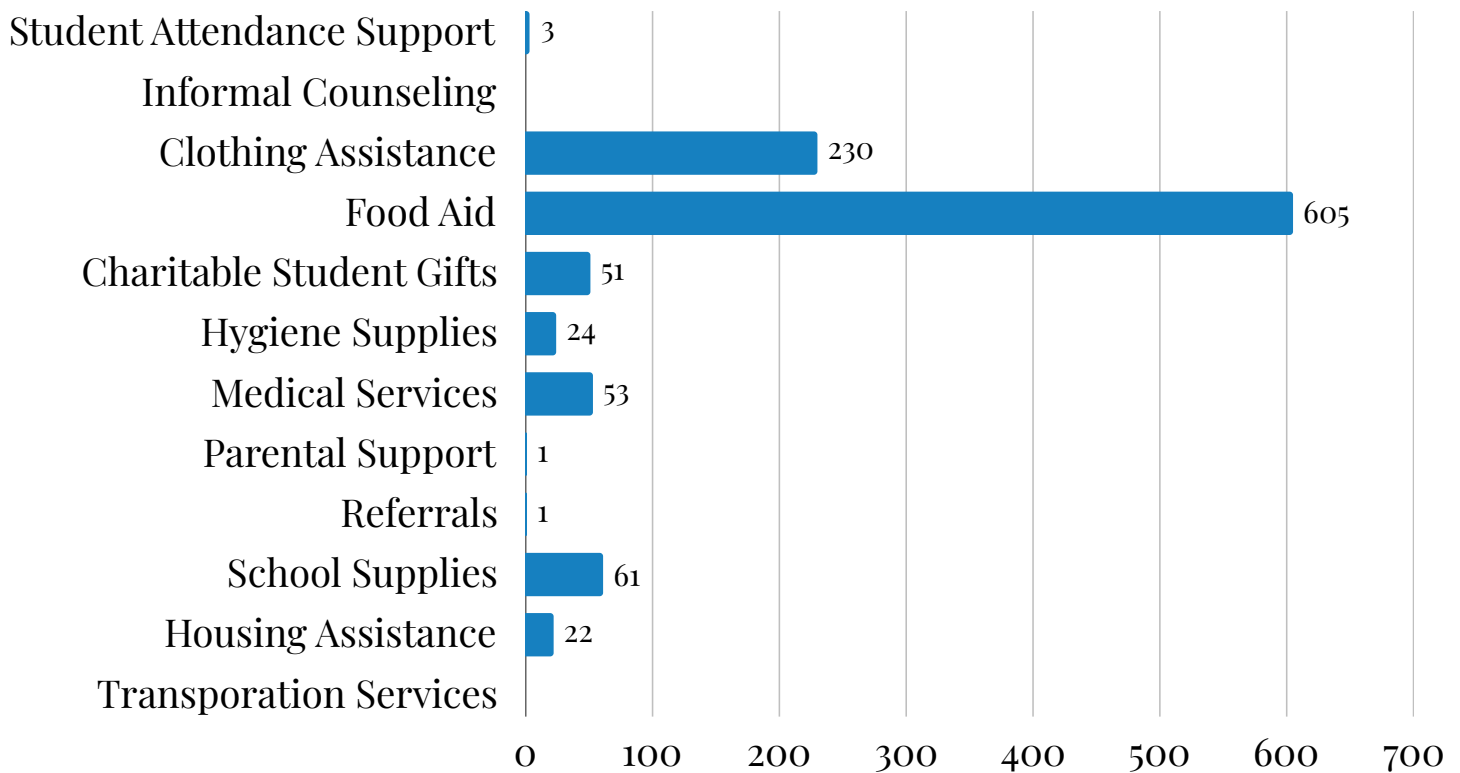
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**Number of Navigator Services Provided at O.J. Semmes Elementary School (1463)**

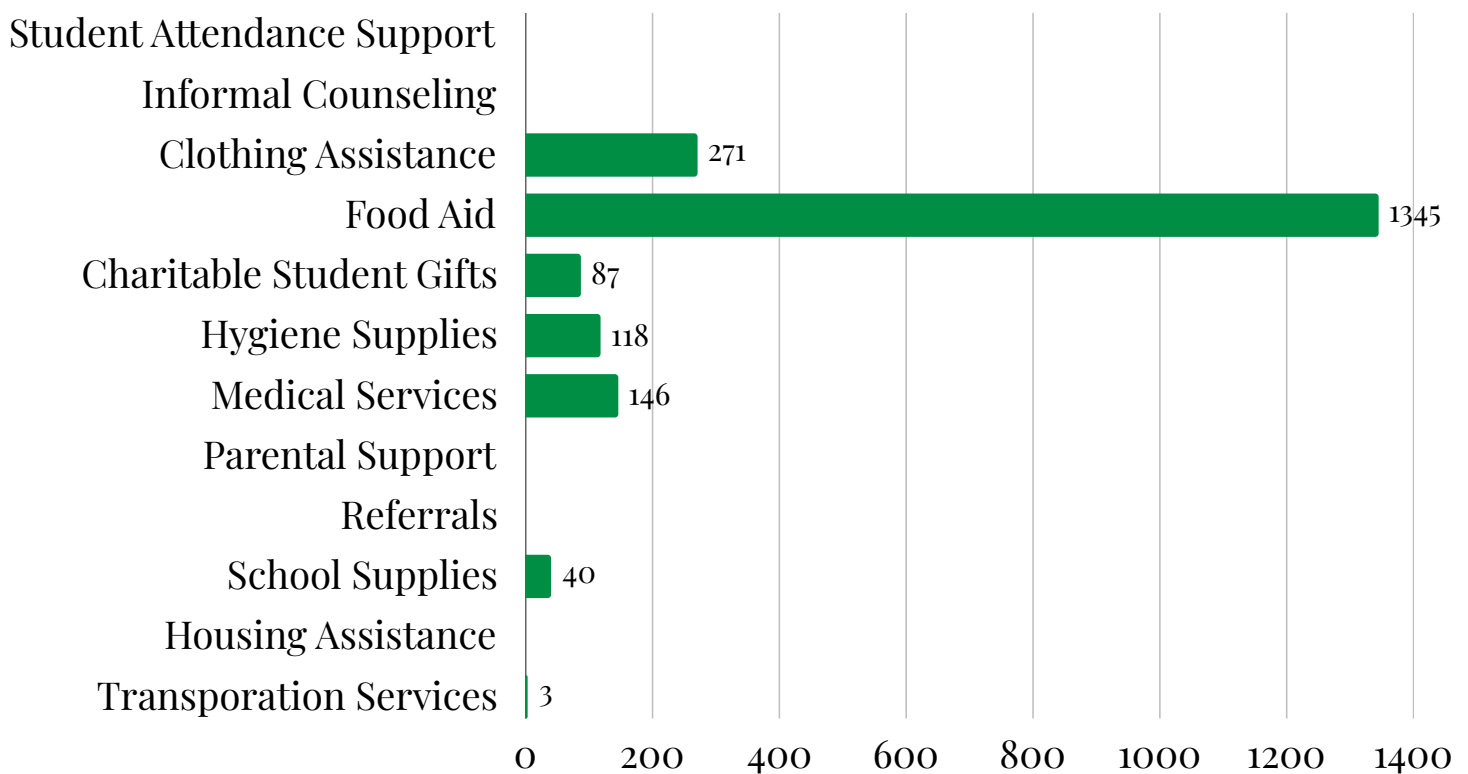


*Social Service Navigator Program (cont.)*

**Number of Navigator Services Provided at Sherwood Elementary School (1051)**

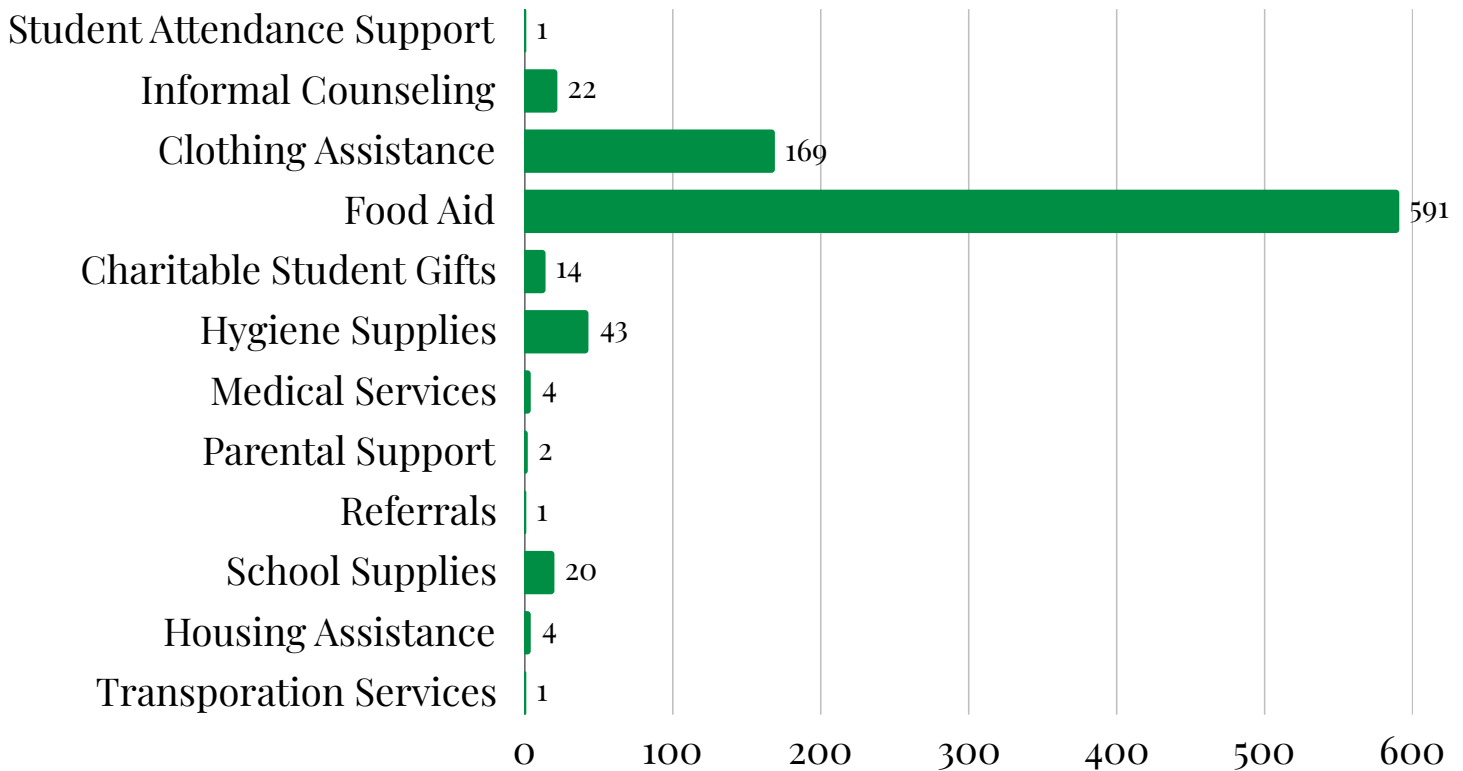


**Number of Navigator Services Provided at Warrington Elementary School (2010)**



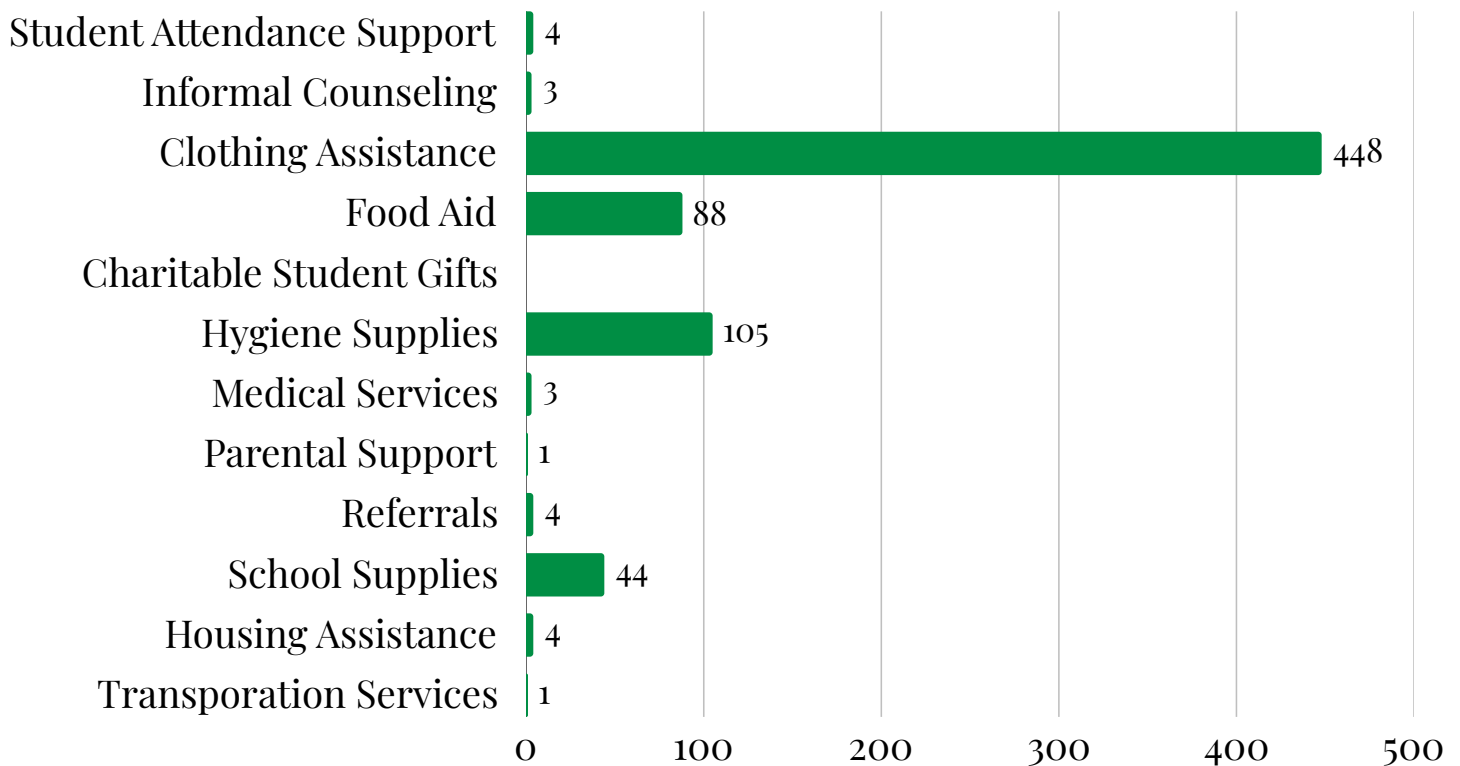
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**Number of Navigator Services Provided at Bailey Middle School (872)**



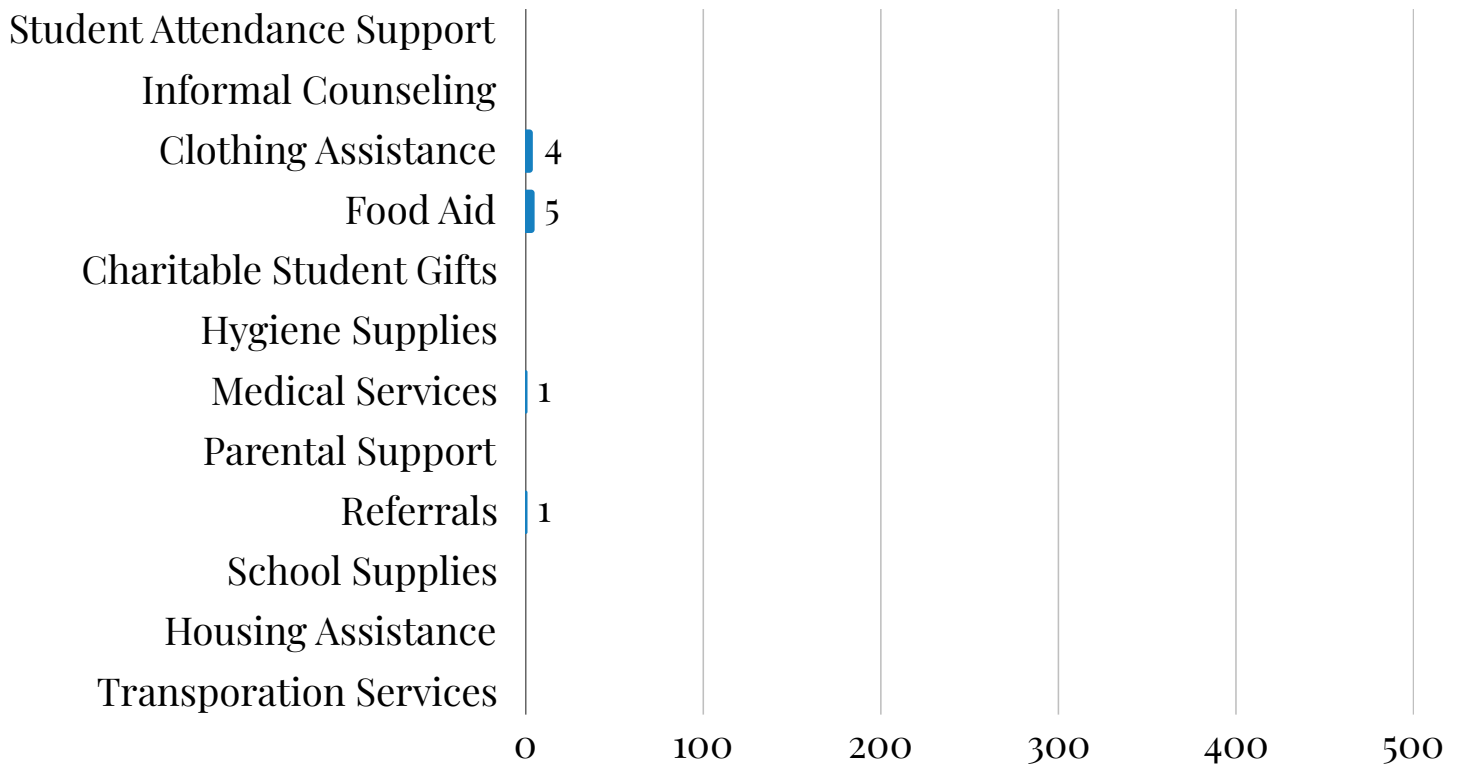
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**Number of Navigator Services Provided at Beulah Middle School (705)**



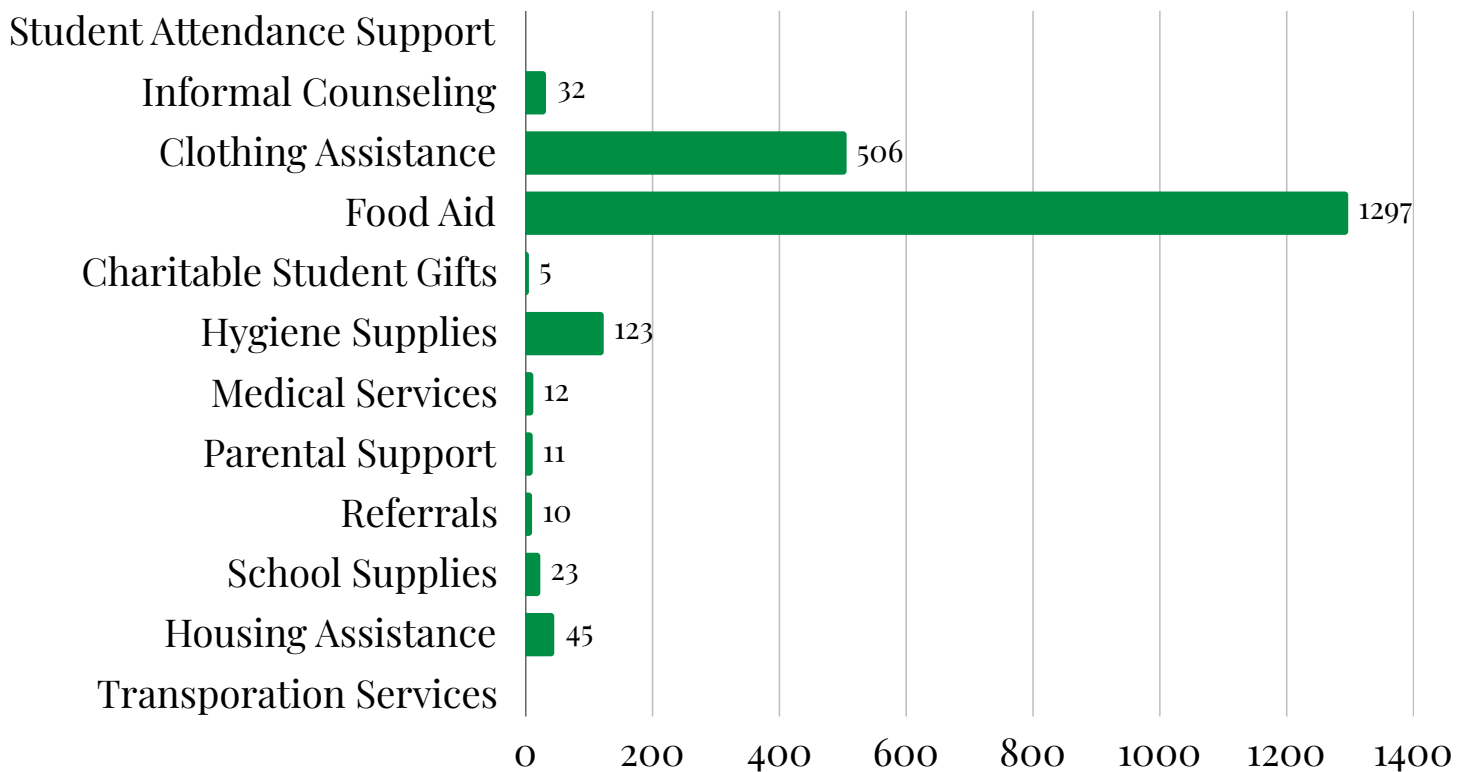
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**Number of Navigator Services Provided at Ernest Ward Middle School (11)**



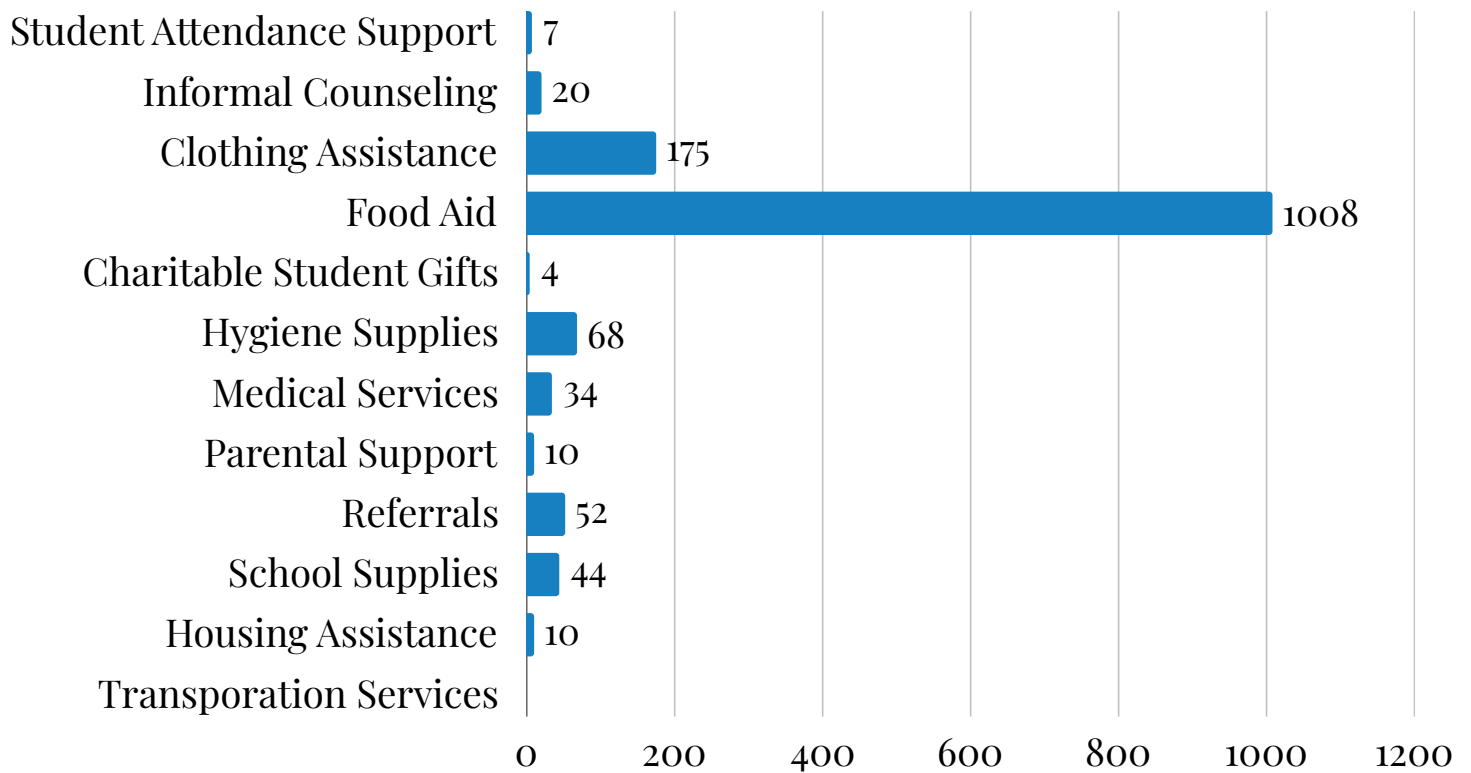
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**Number of Navigator Services Provided at Ferry Pass Middle School (2064)**



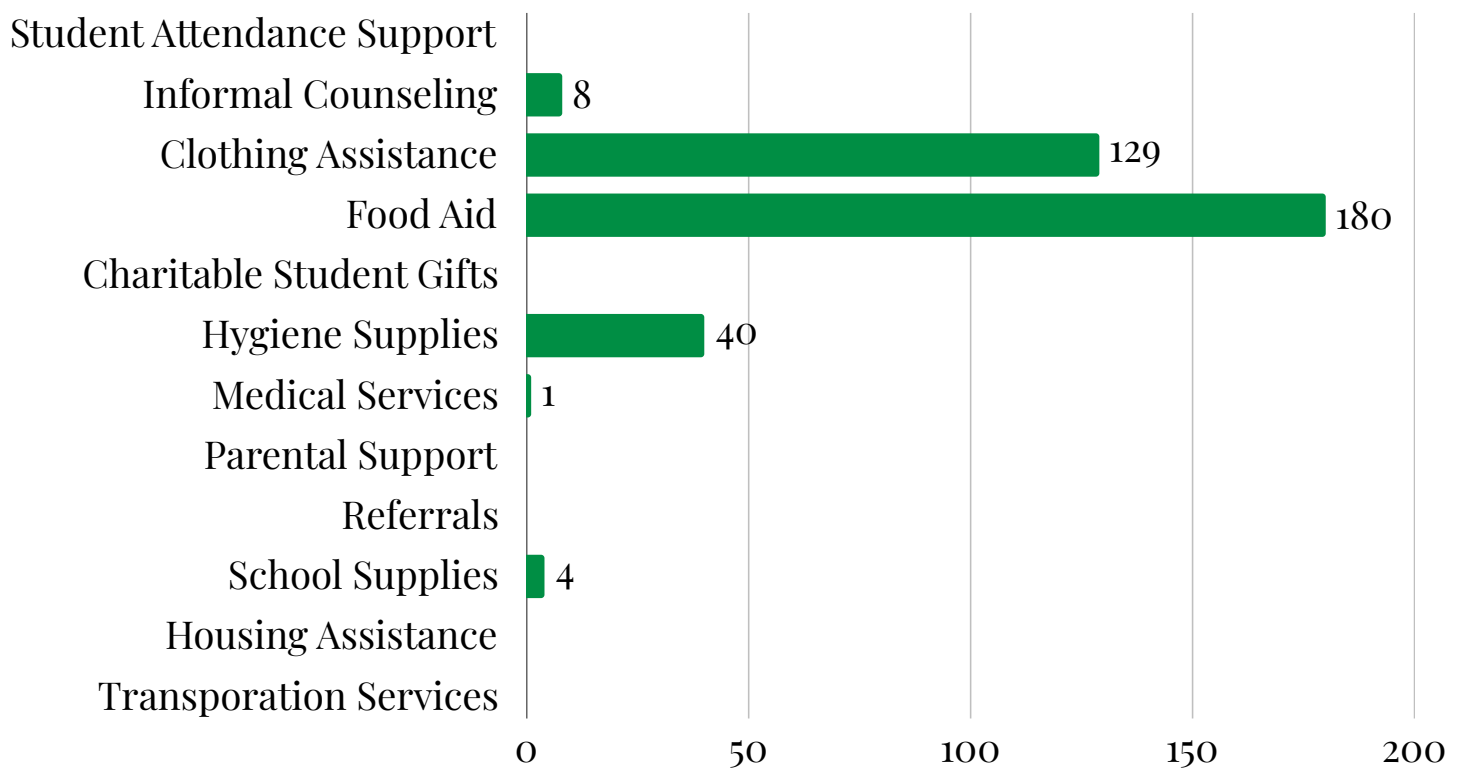
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**Number of Navigator Services Provided at Ransom Middle School (1432)**



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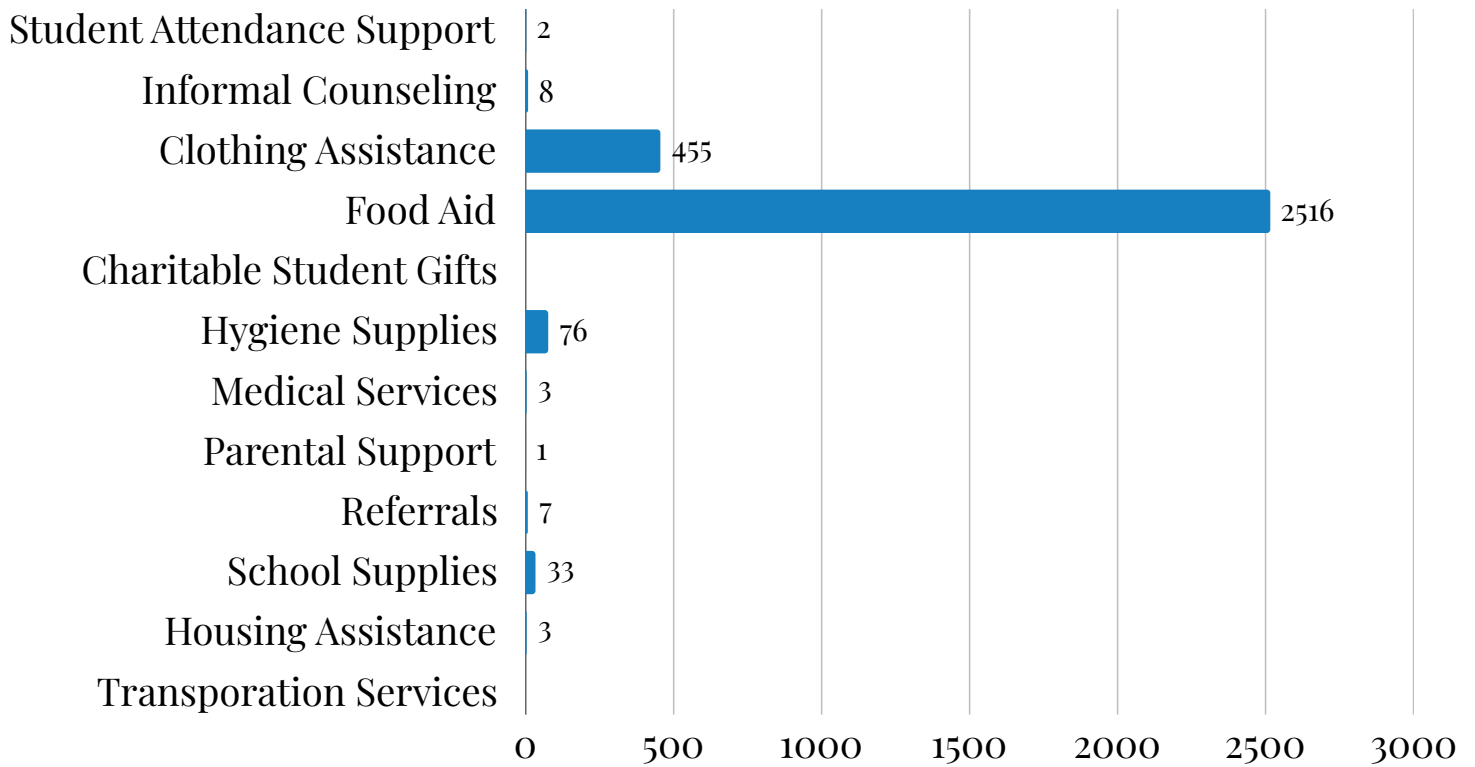
**Number of Navigator Services Provided at Workman Middle School (362)**





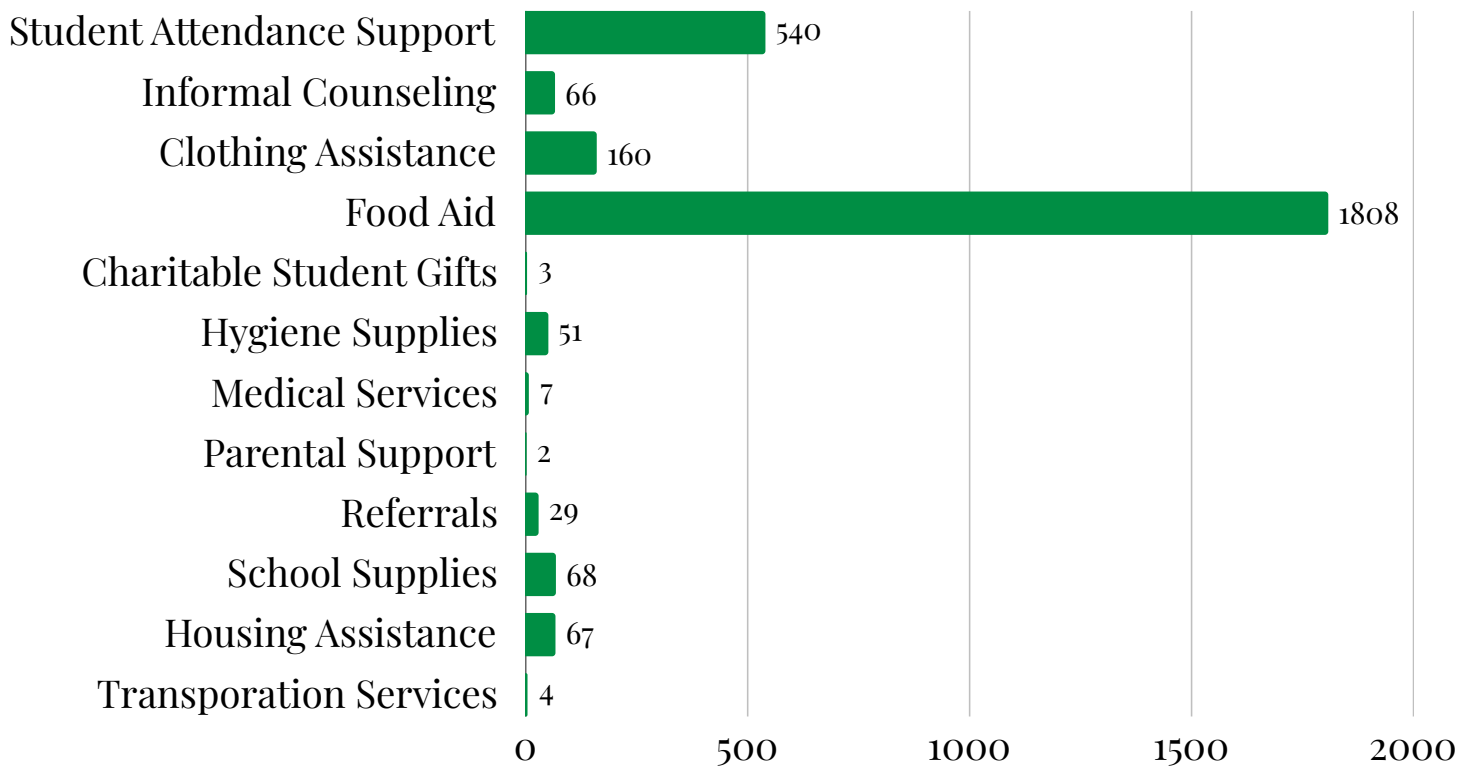
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**Number of Navigator Services Provided at Escambia High School (3104)**



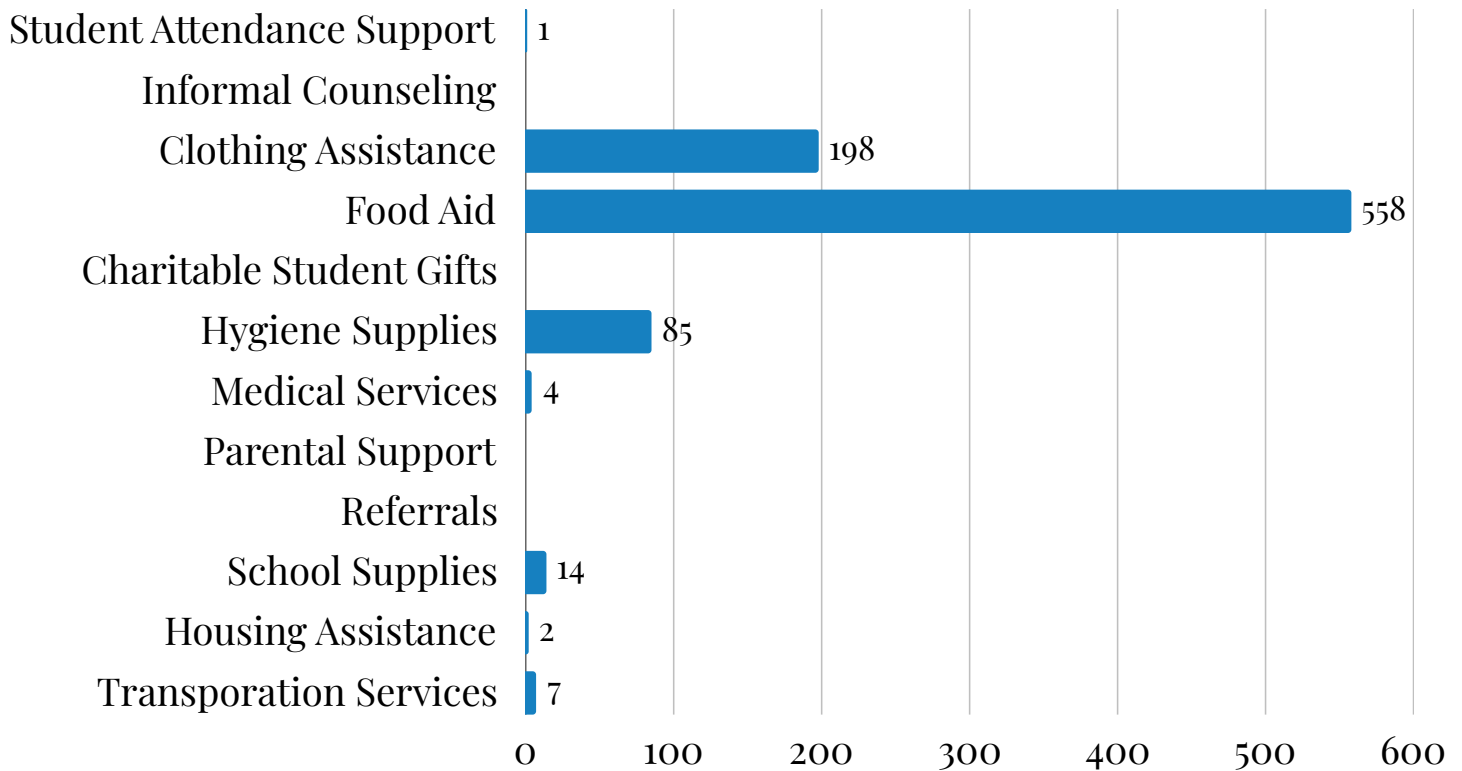
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**Number of Navigator Services Provided at Pensacola High School (2805)**



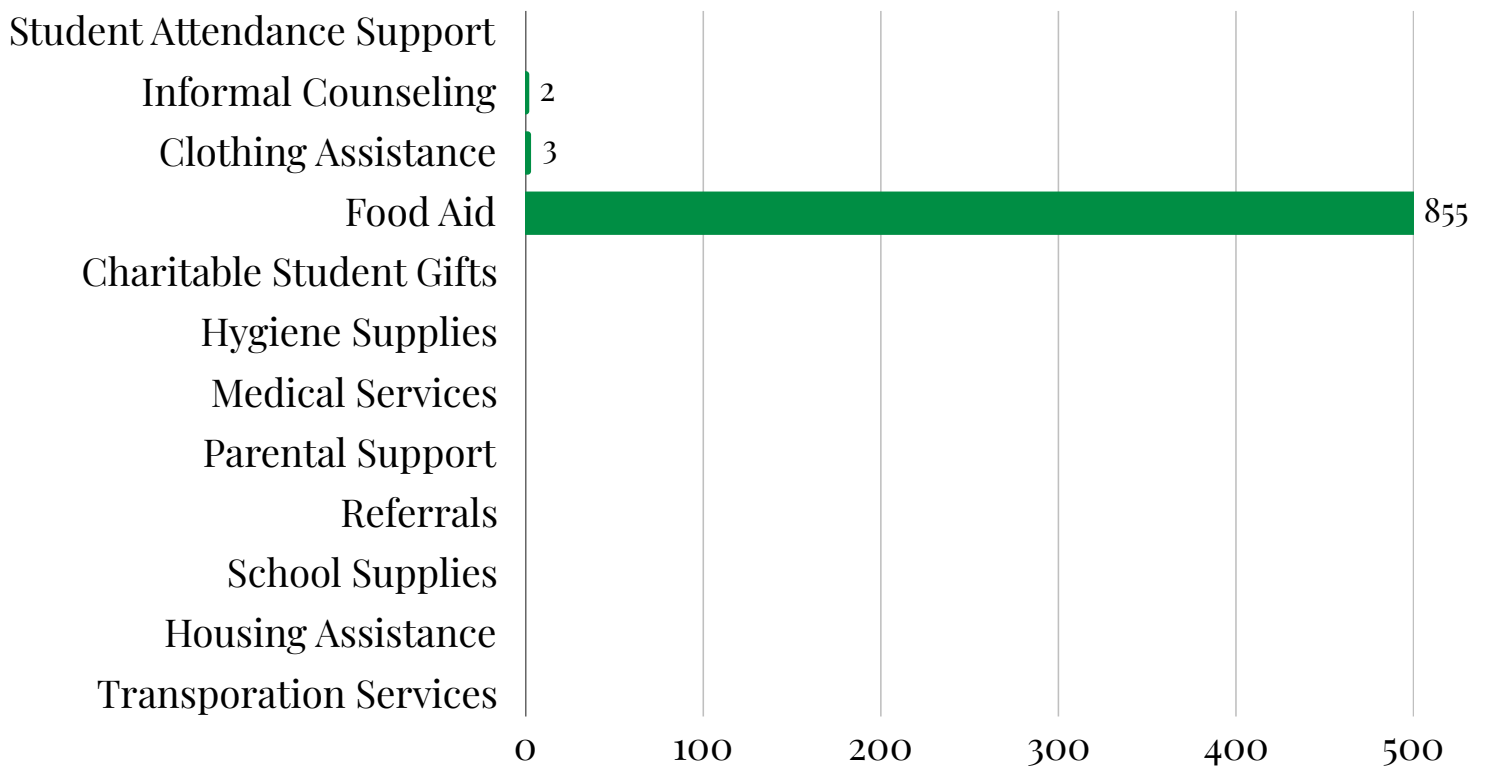
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**Number of Navigator Services Provided at Washington High School (869)**



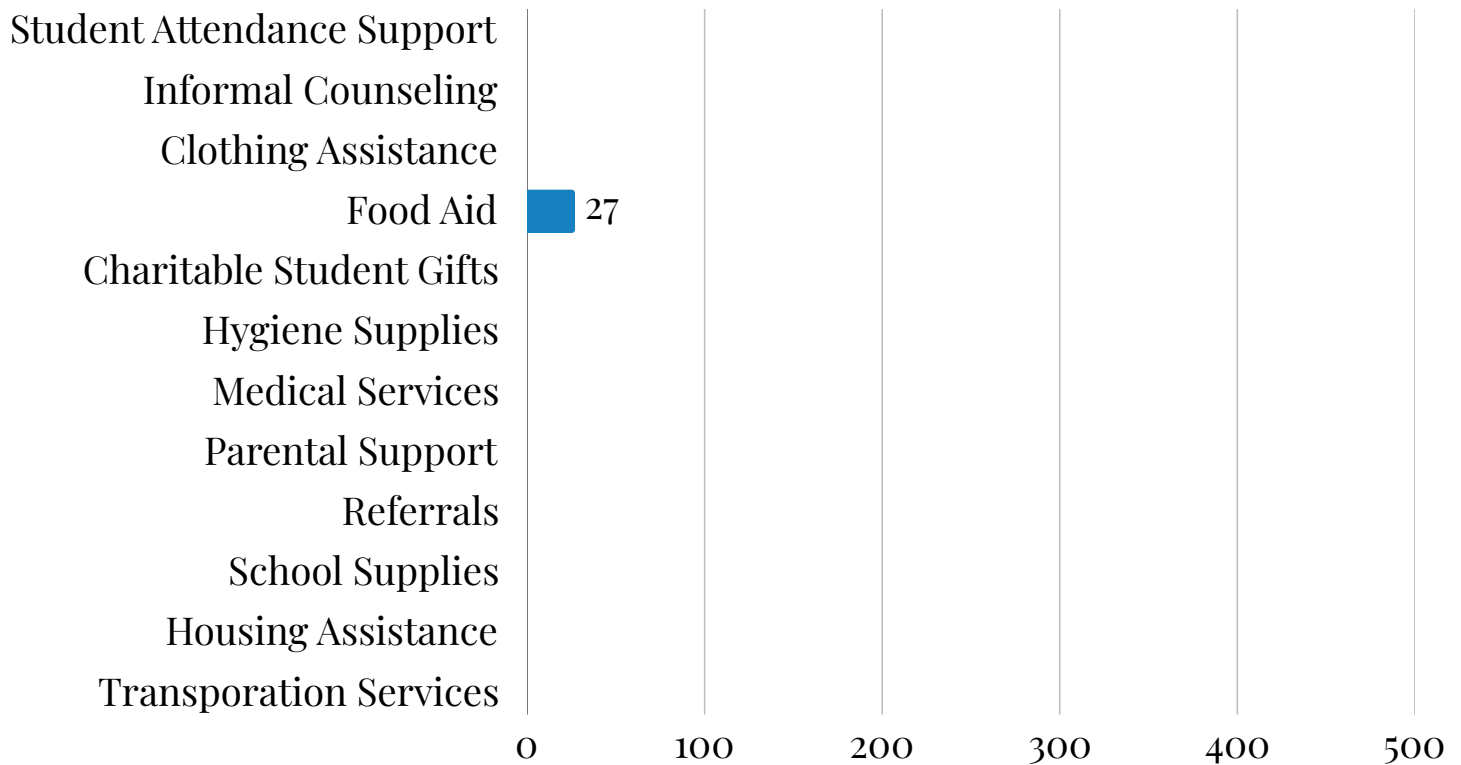
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**Number of Navigator Services Provided at West Florida High School (8)**



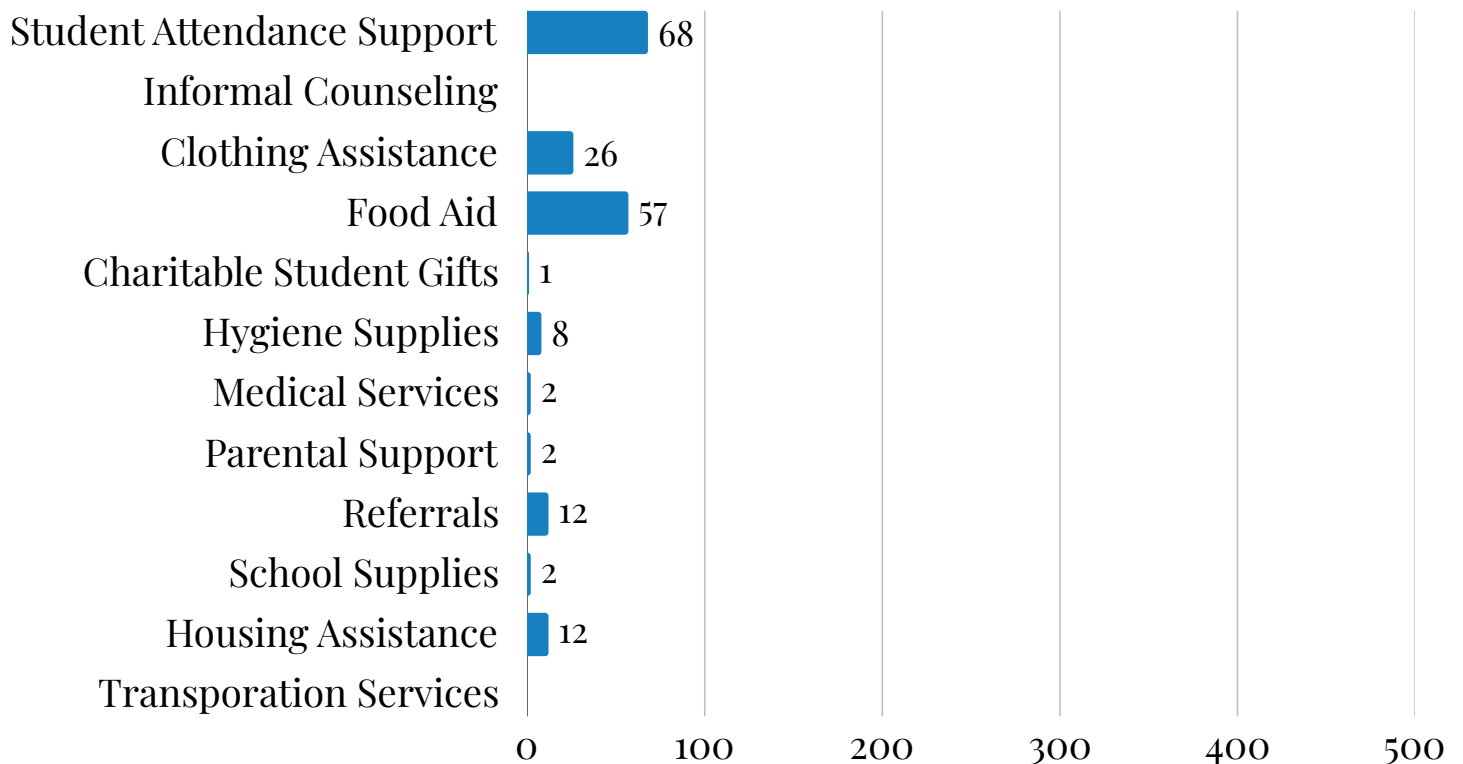
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**Number of Navigator Services Provided at Success Academy (27)**



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**Number of Navigator Services Provided at Westgate Center (190)**



*The success of the Social Service Navigator program would not be possible without the incredible support of our community. Over **100** dedicated community partners work hand-in-hand with our Navigators to ensure individuals and families receive the essential aid they need.*

**A Testimonial from Warrington Elementary**

To Whom It May Concern,

I am writing to express how thankful Warrington Elementary is to have our Navigator, Ms. Williams. The support provided by our Navigator is an incredible asset to our students and families. Through this program we are able to provide so many resources to our school community through such things as the Backpack program, a clothes closet and food pantry housed here at the school, and resources to assist families with everything from groceries and utilities to rent and housing. Beyond that, our Navigator helps with scheduling students for the Dental Van and connects families with sponsors during the Thanksgiving and Christmas holidays.

Ms. Williams is a core part of our team. She participates in every Family Night by setting up a table filled with resources for families. She also greets students entering the building from the car rider line every morning and if she is not here, students always want to know where she is.

This position not only helps students and families, but it also lessens the load for several staff members who would have to fill the void if she were not here, causing the many other tasks they are responsible for to get less attention.

Warrington Elementary values and appreciates all that the Navigator does.

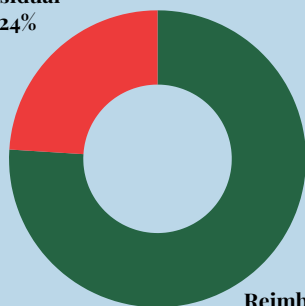
Sincerely,

Tim Rose, Principal, Warrington Elementary

# Children's Home Society of Florida

*Pine Forest Community Partnership School*

Residual  
24%



Reimbursed  
76%

**Program Budget**

**\$77,658.00**

**Total Expenditures**

**\$59,057.04**

**In-Kind  
Contributions  
Totaling  
\$56,248.91**

## *2024-25 Pine Forest Community Partnership School Overview*

*1,604 Students Enrolled*

*94 Teachers*

*School Grade - C*

*89% Economically Disadvantaged*

*6.2% Current English Learners*

*18.4% Students with Disabilities*

*50.7% African American*

*51.4% Male*

## *Student Successes and Highlights*

- Positive Behavioral Interventions and Supports (PBIS) rewarded **1,432** students for meeting expectations in attendance, grades, and behavior.
- 3 Nest Friday celebrations treated **1,497** students who maintained high attendance, strong behavior, and punctuality with Navy Federal Credit Union volunteers helping to make each event a success.
- **1,383** students celebrating honor roll were treated to special events throughout the year. These events served as both a reward and an inspiration for students striving to meet their academic goals.
- **171** students completed the 6-week PenAir Credit Union Financial Literacy Lunch Program, where they learned they learned fundamental world money management skills.
- **37** ESE students participated in the University of Florida's Teen Cuisine program where they learned about healthy eating, essential life skills, and career readiness through hands-on culinary experiences. The program also implemented the SOMOS supplemental curriculum in world languages resulting in **8,464** hours of additional Spanish tutoring, expanding academic support for language learners.
- **90** students participated in an immersive experience at the NAS Pensacola Airshow, interacting with military personnel, gaining insights into aviation, and engaging in STEM-focused activities.
- **44** student-athletes participated in the NCAA Sun Belt Conference field trip, where they attended a college fair, heard from motivational speakers, and experienced a collegiate women's basketball game.





PenAir Credit Union  
Financial Literacy Lunch Program



PBIS Store



Nest Friday celebrations

### **Wellness Supports**

- **170** primary health referrals were made for students; **114** visits and services were provided to **111** unduplicated students.
- **2,551** primary health visits were delivered to family and community members: benefiting **254** unduplicated individuals.
- A Sports Physical Van, provided by Community Health Northwest Florida, provided **50** student athletes with sports physicals.
- The Eagle Exchange served **2,292** students and **316** families providing clothing, hygiene products, shoes, school supplies, etc.
- The Back-to-School Bash, supported by former alums and Devion Witherspoon, distributed over **300** backpacks with school supplies to the Pine Forest community.



**Pine Forest CPS Accomplishments**

- English Language Arts Proficiency
  - 2022-23 School Year - 24.6% Proficient\*
  - 2023-24 School Year - 29% Proficient\* & 47.3% Learning Gain\*\*
  - 2024-25 School Year - 35% Proficient\* & 47.9% Learning Gain\*\*
- Math Proficiency (Algebra I)
  - 2022-23 School Year - 25.8% Proficient\*
  - 2023-24 School Year - 31% Proficient\* & 34.5% Learning Gain\*\*
  - 2024-25 School Year - 37% Proficient\* & 43% Learning Gain\*\*
- Math Proficiency (Geometry)
  - 2023-24 School Year - 34% Proficient\*
  - 2024-25 School Year - 37% Proficient\* & 42.7% Learning Gain\*\*

*\* Proficient - student's testing score indicates they are performing at or above a set score to determine subject proficiency*

*\*\* Learning Gain - comparing student test scores from the prior year to the current year to determine knowledge gained in a subject area*

- Average Daily Attendance
  - 2022-23 School Year - 88.3%
  - 2023-24 School Year - 88.29%
  - 2024-25 School Year - 89%

***The number of students who missed 21 or more days of school decreased from 665 in 2023-24 to 418 in 2024-25***

- Referrals
  - 2022-23 School Year - 3,337 Referrals
  - 2023-24 School Year - 4,495 Referrals
  - 2024-25 School Year - 3,375 Referrals

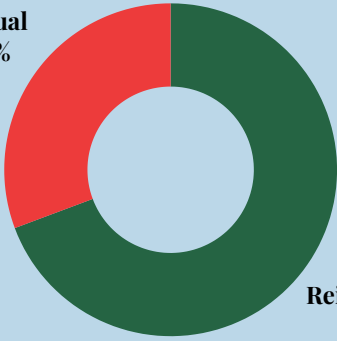
***Referral increases in 23-24 and 24-25 school years is due to the introduction of tardy referrals after the 2022-23 school year***

- Discipline Referrals
  - 2023-24 School Year - 2,652 Referrals
  - 2024-25 School Year - 2,998 Referrals

# Legal Services of North Florida

*Expanding Representation for Children in Need*

Residual  
30.7%



Reimbursed  
69.3%

**Program Budget**

**\$744,272.00**

**Total Expenditures**

**\$515,741.73**

**187**

**Cases Worked**

## 2024-25 Legal Services Monthly Case Report

Month of Service	# of Cases*	Case Type					End of Month Status	
		Discipline**	Special Education Learning Disabilities	Other Educational Issue	Neglected Abused Dependent	Minor Guardianship Conservatorship	Open	Closed
May	39	2	1	17	18	1	38	1
June	44	1	1	21	20	1	41	3
July	44	1	1	20	21	1	37	7
August	43	1	1	21	20	-	40	3
September	62	1	13	41	19	-	54	8
October	89	1	1	56	31	-	65	24
November	80	-	-	48	32	-	73	7
December	81	-	-	46	35	-	72	9
January	71	-	2	39	30	-	57	14
February	95	-	2	57	36	-	85	10
March	100	-	-	64	36	-	78	22
April	96	-	-	63	33	-	93	3

\* Number of cases include carry-over cases from previous months

\*\* Discipline includes school expulsion and suspension

### ***Community Partnerships and Events***

*For our ECT funded project, LSNF is focused on building a strong foundation through community partnerships and events.*

#### **Community Partnerships**

Florida Blue  
Healthy Start  
United Way of West Florida  
Canopy of Hope  
Early Learning Coalition  
New World Believers  
Department of Juvenile Justice  
Escambia Regional Detention Center  
Children's Home Society  
Youths Left Behind  
PACE Center for Girls  
Pensacola NAACP  
Gulf Coast Kids House  
East Hill Academy  
Changing the Narrative  
Coastal Connections Academy  
Nonie's Place

Hope Florida  
Studer Community Institute  
Community Action  
Big Brothers Big Sisters of NW FL  
Twin Oaks Juvenile Development  
YMCA  
Escambia County School District Achieve  
Escambia  
Escambia County Juvenile Judges  
AMI Kids  
Acceleration Academy  
Pensacola Baptist Ministry Organization  
Neighborhood Advocacy Project  
Boys and Girls Club of the Emerald Coast  
Life Shifting Academy  
Families First Network  
SALT Ministries

#### **Community Events**

LSNF Back-to-School  
Healthy Start Safe Sleep  
Lawyers in the Library  
Healthy Start's Trunk or Treat  
United Way's Day of Caring  
Public Schools Transition Conference  
Families First Network's Spring Fling  
LSNF Law Week Legal Clinic  
National Night Out  
Homeless Veterans Showdown  
Soles 4 Souls

Healthy Start's Team Dad  
Parent University  
Escambia Westgate Center  
YMCA's Back-to-School  
GCKH Criminal and Family Law Symposium  
PYP Non-Profit Event  
Levin Fest  
BGC June Jam Event  
Derrick Brooks Back to School Bash  
Goodwill Gulf Coast Community Event  
PYP Community Impact Day

***Presentations related to available services along with brochures on special education, educational rights, and other legal matters were provided to Community Partners***

# Naval Aviation Museum Foundation

*National Flight Academy*



Reimbursed  
100%

**Program Budget**

**\$383,541.00**

**Total Expenditures**

**\$383,541.00**

**Number Served**

(Proposed vs Served to Date)

**294 / 263**

**Projected Amount Per Participant**

**\$1,304.56**

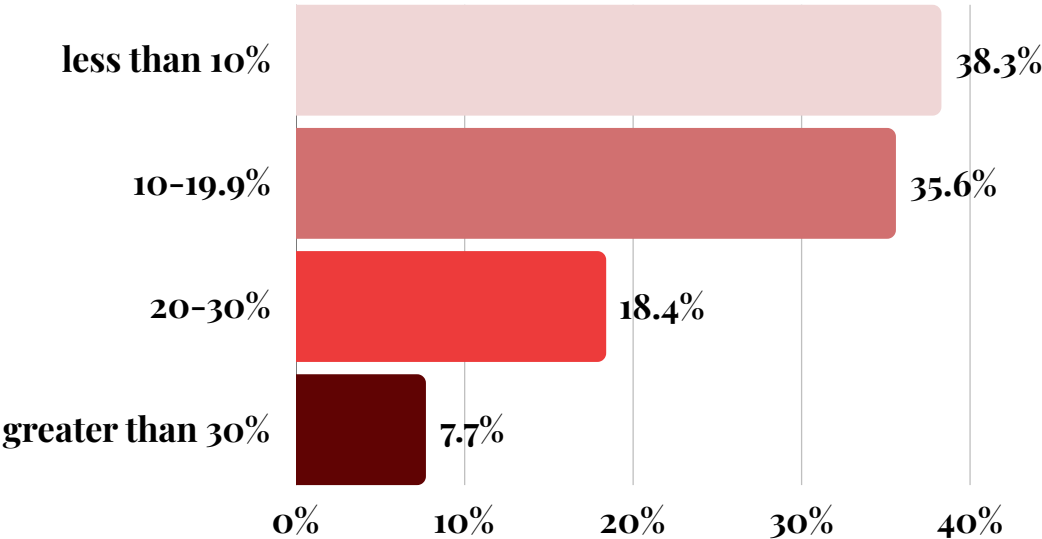
**Actual Amount Per Participant**

**\$1,458.33**

**Program Met Dosage Goal**

**Yes**

## Percent of Participants Living in High Poverty Census Tracts

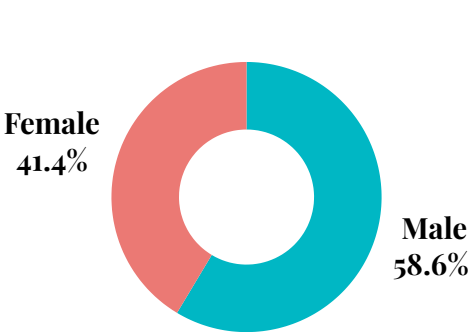


*Most Participants Reside in Commission Districts 1 and 5*

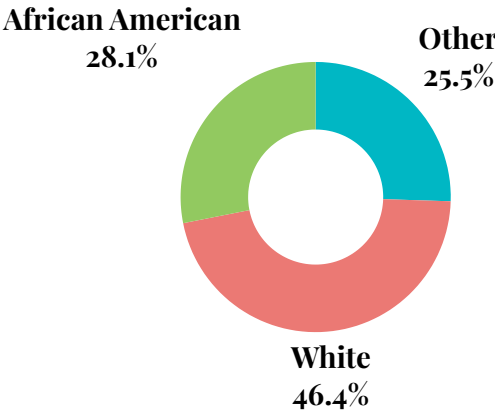
*D1 = 28.1%*

*D5 = 23.9%*

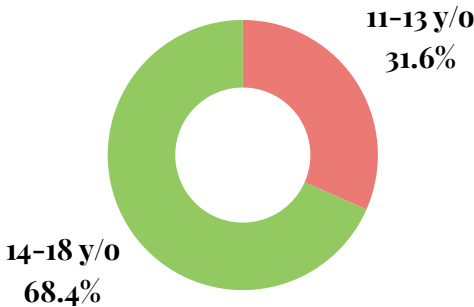
## Gender



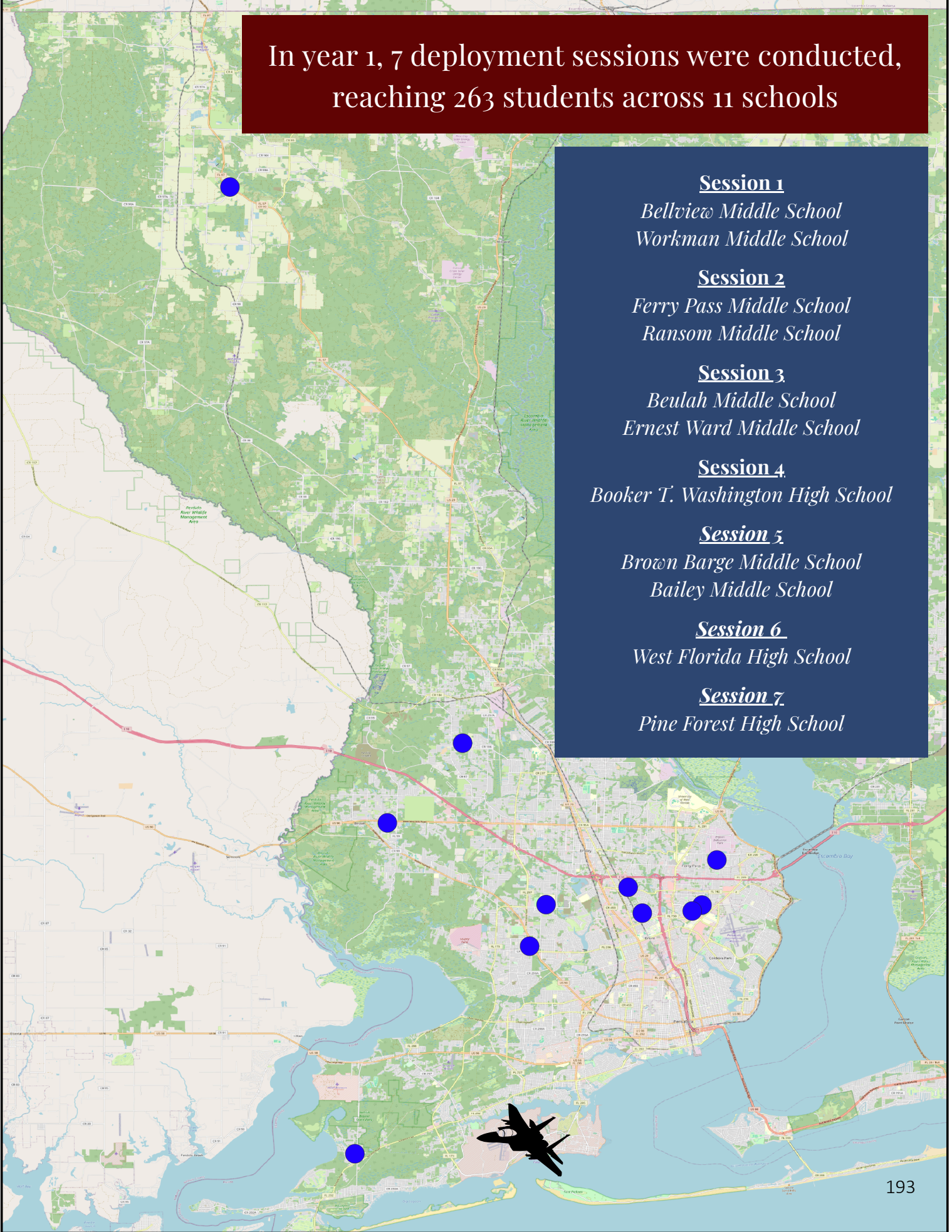
## Race



## Age Range





A map of the Jacksonville, Florida area, showing the city and surrounding regions. Blue dots are placed on the map to indicate the locations of seven deployment sessions. The dots are located in the northern, central, and southern parts of the city. A black silhouette of a jet fighter is positioned in the lower right corner of the map.

In year 1, 7 deployment sessions were conducted,  
reaching 263 students across 11 schools

**Session 1**

*Bellview Middle School  
Workman Middle School*

**Session 2**

*Ferry Pass Middle School  
Ransom Middle School*

**Session 3**

*Beulah Middle School  
Ernest Ward Middle School*

**Session 4**

*Booker T. Washington High School*

**Session 5**

*Brown Barge Middle School  
Bailey Middle School*

**Session 6**

*West Florida High School*

**Session 7**

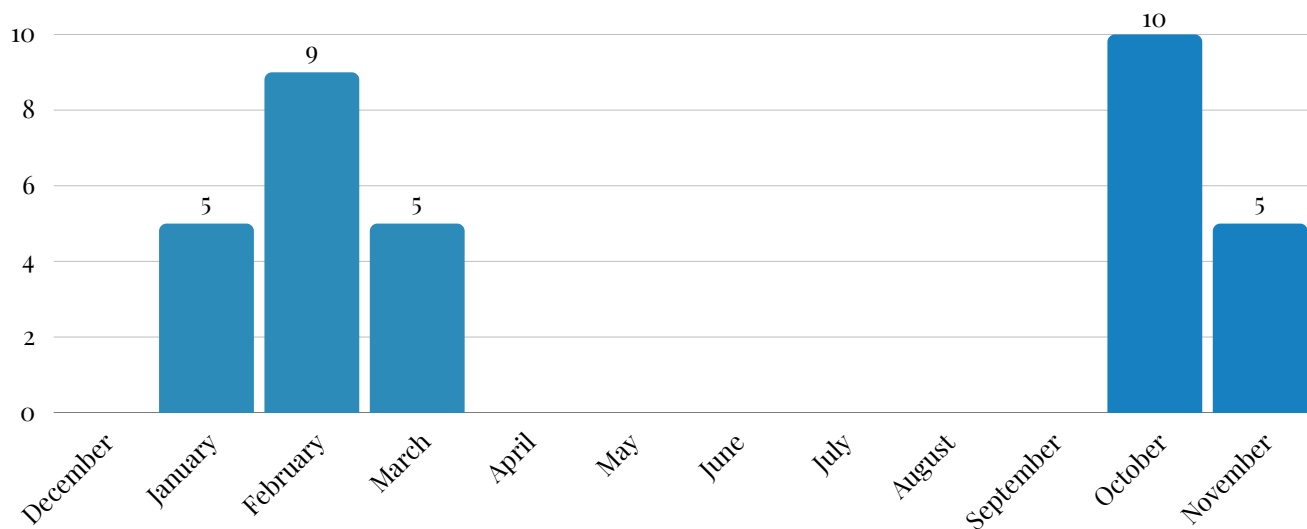
*Pine Forest High School*

**National Flight Academy's (NFA) program is a 5-day, 4-night Deployment where participants are housed in residence aboard NFA's 100,000 square foot virtual aircraft carrier.**

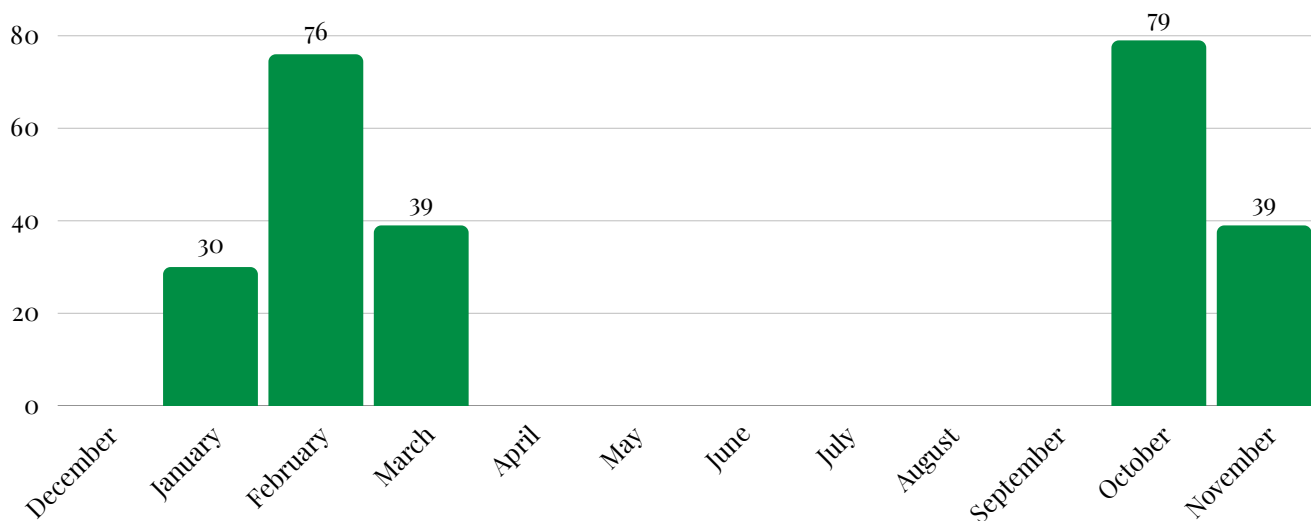
*Students explore topics from basic 3D physics and motion to advanced aeronautical engineering and propulsion. The program also covers navigation, flight dynamics, and practical calculations like time, distance, and fuel—strengthening their grasp of core STEM principles through real-world applications.*

**Program Goal of 7 Deployments per Fiscal Year - 42 Participants per Deployment**

*Number of Days Programming is Offered Monthly*



*Number of Participants Attending Programming Monthly*





## Deployment Test Scores

*Participants at the National Flight Academy complete pre- and post-deployment tests to systematically evaluate learning gains from the deployment experience.*

**Pre-Deployment Average Score - 54.8**

**Post -Deployment Average Score - 67.9**

**Average Gain of 13.1 points**

*75.7% of participants demonstrated an increase in their pre- to post-deployment test scores, with 36% improving by 20 points or more.*

## Deployment Participant Survey Results

### Pre-Deployment Survey Results

*90.9% expressed excitement about joining the National Flight Academy ahead of their upcoming deployment*

### Post-Deployment Survey Results

*93.4% enjoying their deployment and described it as a highly positive experience*

*84.9% left deployment with an increased confidence in working as a team to solve problems and find creative solutions*

*78% gained new insights into STEM education and now feel more confident tackling these subjects in school*

*69.4% left deployment feeling motivated to expand their STEM engagement—joining clubs, participating in organizations, and taking on more challenging classes*

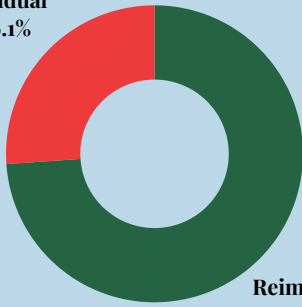
*65.9% feel more confident in subjects they once struggled with, reflecting a significant improvement in understanding*



# The Arc Gateway

*Help Me Grow*

Residual  
26.1%



Reimbursed  
73.9%

**Program Budget**

**\$1,382,937.00**

**Total Expenditures**

**\$1,023,142.73**

**163**

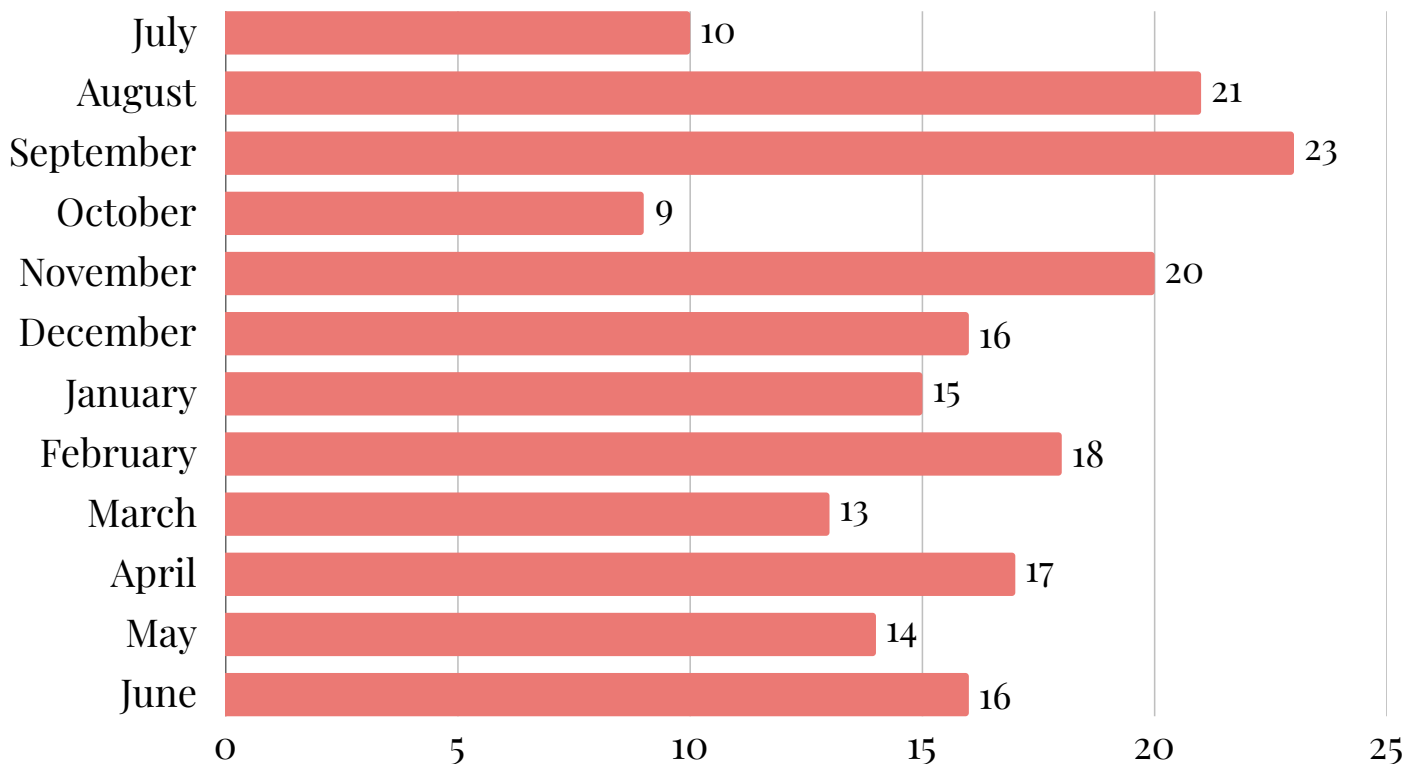
**Children Served**

**156**

**Families Served**

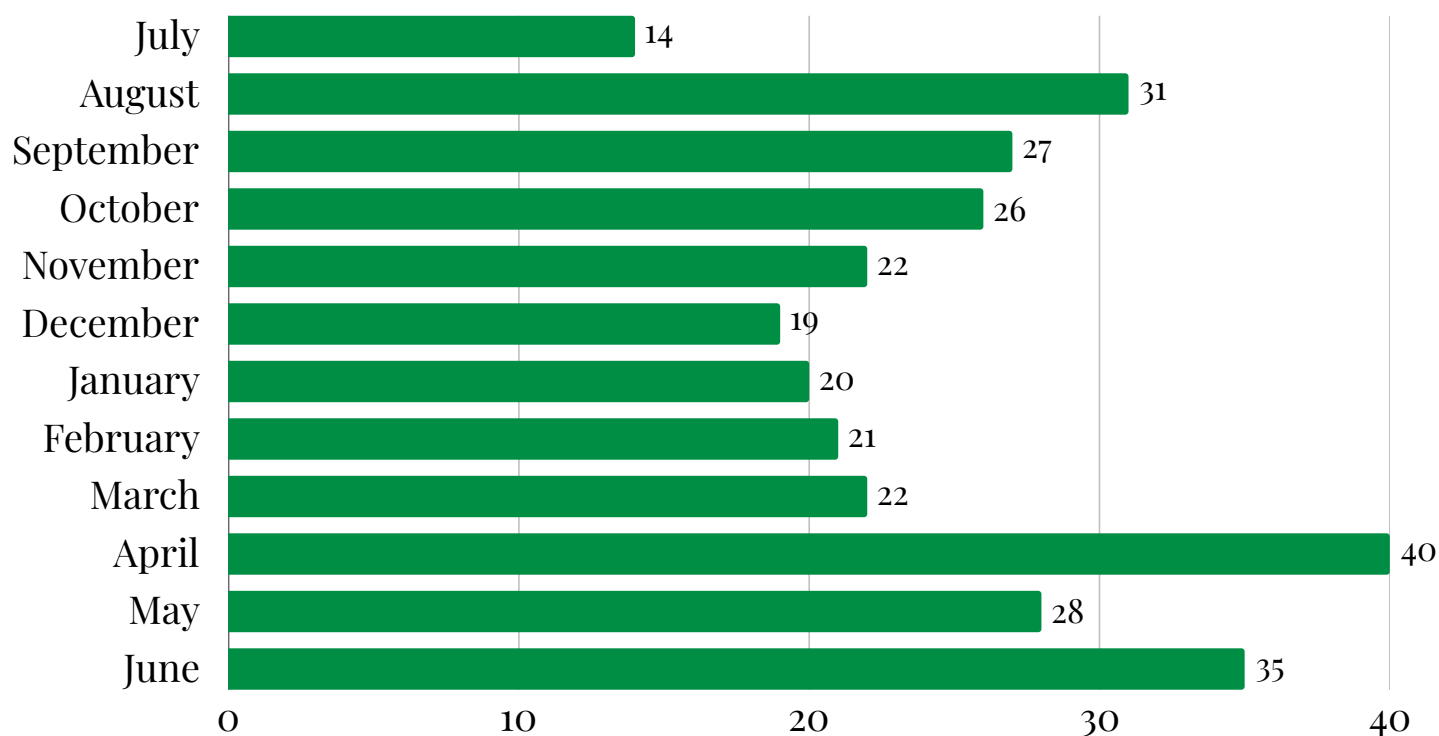
*Help Me Grow (HMG) is a coordinated system of support that empowers families with young children by providing information on child development, conducting developmental and behavioral screenings, connecting families to community-based services and supports, and offering parenting tips and activities that promote healthy development.*

## Number of Referrals Administered Monthly



*Help Me Grow offers families referrals to over 37 services covering a wide variety of topics. This comprehensive list ranges from basic family needs to specialized services addressing intellectual or physical disabilities in young children.*

### Number of Developmental Screenings Performed Monthly



#### Developmental Screening Offered

- *Ages & Stages Questionnaire (ASQ)* - Identifies child's strengths along with areas where a child might need support. ASQ, ASQ S.E., & ASQ S.E.2 are administered by HMG.
- *Pediatric Symptom Checklist (PSC)* - Identifies psychosocial problems in children.
- *Modified Checklist for Autism (M-Chat)* - Assesses the risk for Autism in children.

### ***Strengthening Community Connections***

**265** Outreach Activities

**105**

*Outreach Activities Engaging Families and the Community*

**57**

*Outreach Activities Targeting Health Care Providers*

**103**

*Outreach Activities Collaborating with Service Providers*

**167**

*Community*

*Support Calls*

*Facilitated by*

*Help Me Grow's*

*2-1-1 Service*

## **Intervention Services / Referrals**

---

*36 Developmental Interventions - Ages 0-3*

*44 Developmental Interventions - Ages 3-5*

*6 Children Discharged due to No Delay Result*

*81 Autism Diagnosis Evaluations Performed*

*59 Confirmed with Autism*

---

### *35 Referrals to Early Steps*

*80% of referrals have begun services with Early Steps and the remainder are receiving developmental interventions from HMG*

### *40 Referrals to Child Find*

*63% of referrals have begun services with the school district and the remainder are receiving developmental interventions from HMG*

### *23 Referrals to Children's Home Society's Counseling Services*

*Majority of referrals demonstrated successful mental health symptomology and a reduction in negative moods / behaviors*

*Help Me Grow is currently partnering with 17 community childcare centers to provide developmental intervention services.*

*Additionally, they are collaborating with the Early Childhood Court, the Autism Diagnosis Clinic, and the Fetal Alcohol Spectrum Disorder Clinic to support early identification and specialized care.*

## Why HMG Matters in Escambia County

### **Our Journey with Help Me Grow by an Escambia County Mother**

Our experience with Help Me Grow Escambia was a pleasant surprise that came at just the right time. When I first suspected that Noah might have a developmental delay, finding resources felt nearly impossible. Every time we got close to finding help, it seemed like the door would shut in our faces. Then we found Help Me Grow Escambia. From the very first screening with Tammy, Help Me Grow Care Coordinator, it felt like a weight had been lifted. She did not just go over the results—she explained what they meant, why each milestone mattered, and how it all related to Noah's growth. Her care and patience set the tone for everything that followed. We were then connected with Alicia, HMG Care Coordinator for developmental Intervention services, who helped coordinate our home visits with a child development specialist. Alicia took the time to truly understand our family and what was important to me as I navigated this new journey with Noah. That kind of personal attention is rare. She kept an open line of communication and offered support with everything from potty training to school readiness, stepping in wherever I was struggling until we were matched with a developmental specialist. In October, we met Zi. She connected with Noah immediately; meeting him where he was and helping him grow in both skill and confidence. He looked forward to every visit with her. Zi played a major role in his development, helping him believe in his ability to accomplish anything. She was an absolute gem. At first, I was skeptical—because they were so helpful, often anticipating our needs before we even voiced them. However, that support turned out to be exactly what we needed. Help Me Grow

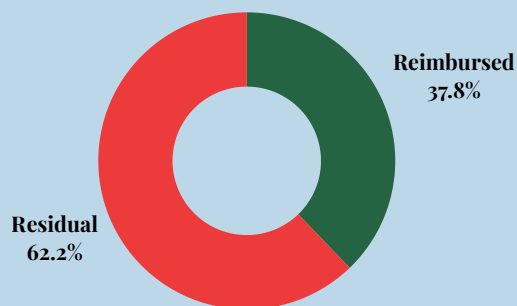
Escambia was more than a resource—they were advocates. They helped us navigate complex systems, including IEP meetings, and matched us with providers who truly cared. I cannot fully express how much Help Me Grow Escambia has impacted our lives. Thanks to them, Noah is not only making progress—he is thriving. He is becoming more comfortable navigating a world he sees a little differently, and I credit so much of that to Zi, Alicia, Tammy, and the entire Help Me Grow Escambia team. I will be forever grateful.





# United Way of West Florida

## *Healthy Schools Escambia*



### **Program Budget**

**\$900,000.00**

### **Total Expenditures**

**\$339,922.28**

*Healthy Schools Escambia launched its inaugural year at **Global Learning Academy and O.J. Semmes Elementary School***

*Healthy Schools Escambia (HSE) continues to advance whole-child wellness through strategic, multi-agency collaboration. This year's efforts reflect a strong commitment to inclusive access, enrichment, and family-centered support across Escambia County.*

*In its foundational year, Healthy Schools Escambia concentrated on building the infrastructure necessary to sustain whole-child programming across distinct school communities, recognizing the unique strengths, challenges, and priorities that shape each site's approach to student wellness. The initiative strengthened understanding of the Whole School, Whole Community, Whole Child (WSCC) model and established internal policies and procedures designed to guide administrative operations with clarity and consistency.*

*This year also emphasized relationship-building with school staff, HSE-sponsored agencies, and community stakeholders to foster alignment and trust. District-wide landscape analyses and needs assessments helped identify service gaps and refine approaches to meet the evolving needs of students and families at Global Learning Academy and O.J. Semmes Elementary. Additionally, new partner schools—Brentwood Elementary and West Pensacola Elementary—received proactive orientation through mini-needs assessments and collaborative planning sessions with school leadership to prepare for Year 2 implementation.*

*The next page highlights the collective accomplishments achieved in support of the Whole School, Whole Community, Whole Child (WSCC) framework. This year established a strategic foundation for scalable and responsive wellness programming across Escambia County. With strengthened partnerships and clear pathways in place, Healthy Schools Escambia is positioned to expand whole-child wellness efforts with greater reach and precision in Year 2.*

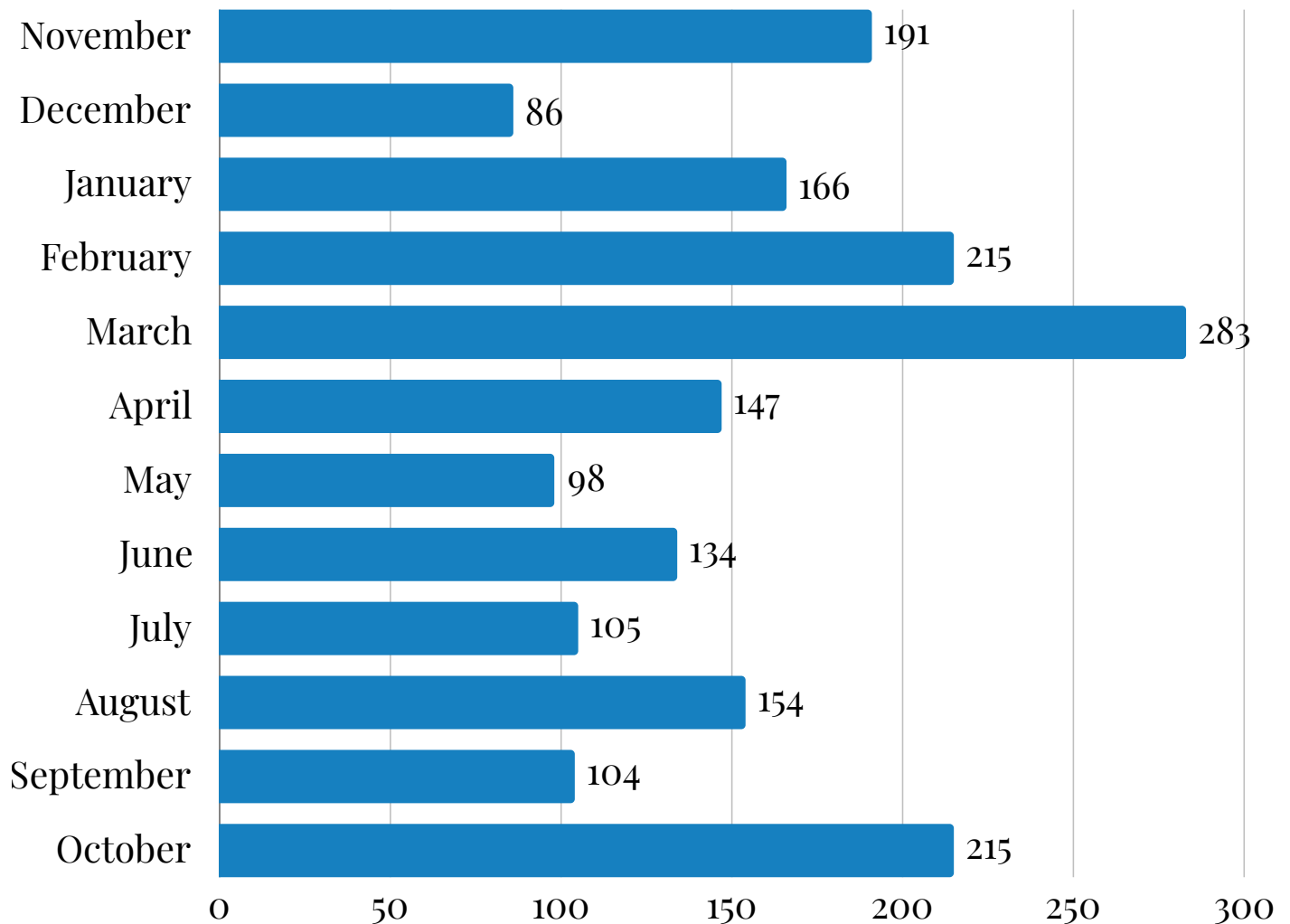


### **Healthy Schools Accomplishments**

- ARC Gateway’s Parent Cafés empower families with practical tools and strategies to support healthy child development, helping prevent abuse and neglect. At Global Learning Academy, four sessions were held, engaging **28 families** in meaningful learning and connection.
- The Community Health Vision and Dental Bus program conducted screenings and delivered follow-up care, successfully addressing the vision and dental needs of **50 students** at O.J. Semmes Elementary and **52 students** at Global Learning Academy.
- The Council on Aging’s Foster Grandparent Program supports at-risk students in building essential skills, confidence, and resilience to succeed academically and in life. During the reporting period, the program served **121 students** at O.J. Semmes Elementary and **265 students** at Global Learning Academy.
- Gulf Coast Kid’s House provided child abuse awareness and prevention education, reaching **134 students and families** at O.J. Semmes Elementary and **657** at Global Learning Academy.
- Healthy Schools provided mental health stabilization and rehabilitation services to improve student well-being, reaching **6 students and families** at O.J. Semmes Elementary and **4** at Global Learning Academy.
- Legal Services of North Florida provided social service support related to healthcare access, housing stability, food assistance, and school services, aiding **one family** at O.J. Semmes Elementary.
- Legal Services outreach events informing students and families reached **62** O.J. Semmes Elementary Families and **90** at Global Learning Academy.
- YMCA’s sports program keeps students engaged after school with a balanced approach—starting with homework support and followed by structured physical activities that foster teamwork, confidence, and healthy habits. At Global Learning Academy, **40 students** actively participated in this enriching program.

*As part of the Healthy Schools program, Community Health delivered **1,898 medical appointments**—ensuring students and families had access to essential care.*

### Number of Medical Appointments Performed Monthly



# COMMUNITY OUTREACH

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Throughout the year, Escambia Children's Trust maintained a strong and consistent presence in the community through extensive outreach efforts designed to connect families with resources, strengthen partnerships, and celebrate the collective work being done on behalf of children across Escambia County. ECT staff actively engaged residents at a wide range of community events, including ECT's Community Fun Day, where families, partners, and supporters came together for a day of connection and collaboration made possible through partnerships with Warrington Preparatory Academy, Friendship Baptist Church, BAM! Snowballs, and many dedicated community organizations. ECT also participated in family-centered initiatives such as the Pensacola Baby Shower with the Escambia County Healthy Start Coalition, where staff connected with expecting parents and families with young children to share information about programs and services funded by ECT.



Outreach efforts extended to preparedness and wellness events like the Disaster Dash 5K with BRACE, reinforcing the importance of disaster readiness as hurricane season begins, as well as celebratory milestones such as the Early Learning Coalition Sneaker Ball, where parents received valuable resources as their VPK graduates prepared for kindergarten.



# COMMUNITY OUTREACH

ECT further engaged the community at cultural and civic events including the Juneteenth Celebration hosted by The Watson Family Foundation, CivicCon, numerous school giveaways, National Night Out, Touch-A-Truck and Treat, and seasonal family events hosted by partners such as the YMCA of Northwest Florida. Rain or shine, ECT staff consistently provided over 50,000 Family Resource Guides and direct information to families, ensuring access to essential services remained a priority. In partnership with The Watson Family Foundation, ECT supported the distribution of 1,000 turkeys to families in need and shared more than 1,000 Family Resource Guides to help connect residents with critical supports. These outreach efforts reflect ECT's commitment to being present, accessible, and responsive to the community, while strengthening trust, amplifying provider voices, and ensuring that families across Escambia County are informed, supported, and empowered.







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**ESCAMBIA**  
**CHILDREN'S TRUST**

Our Children. Our Community. Our Future.

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