



REQUEST FOR APPLICATIONS (RFP)

“Bright Beginnings” RFP#2026-02 0-to Age 6 Readiness Network “Building Brilliance from Birth: A Continuum of Growth, Learning, and Opportunity for Every Child in Escambia County”

Complete RFP available at www.escambiachildrenstrust.org

Important Dates

Release of ECT RFP	July 15, 2026
RFP Information Session *	July 20, 2026
Application Submission Deadline	September 4, 2026
Grants Committee Meeting	September 29, 2026
Program Committee Meeting	October 6, 2026
Funding Recommendations to ECT Board	October 13, 2026
Anticipated Contract Start Date	December 1, 2026

** Mandatory Meeting*

Escambia Children's Trust (ECT)
1000 College Blvd., Bldg 26, 2nd Floor, Room 189
Pensacola, FL 32504
(850) 475-4980

Table of Contents

SECTION 1: RFP TIMELINE 3

SECTION 2: OUR MISSION AND VISION 4

2.1 About Escambia Children's Trust 4

2.2 Equity Impact Statement 4

SECTION 3: INTRODUCTION 4

3.1 Background 4

3.2 Scope of Services/Scope of Work 5

3.3 Project Goals 6

3.4 Eligible Applicants and Program Requirements 7

3.5 Terms of Contract 7

3.6 Service Delivery and Key Partnerships 10

3.7 Governance Data, Collection, Monitoring and Continuous Improvement 11

3.8 Alignment with Bright Pathways and Long-Term Outcomes 12

3.9 Program Design, Measurable Outcomes and KPI 12

SECTION 4: RFP PROTOCOL 15

4.1 Limitations of Contact/Cone of Silence 15

4.2 Applicant Disqualification 15

4.3 Acceptance of Applications 16

SECTION 5: RFP SELECTION PROCESS 17

5.1 Information Session 17

5.2 Inquiries 17

5.3 Stage 1 Technical Review 17

5.4 Stage 2 Grants Committee Application Evaluation 17

5.5 Response Review and Selection Criteria 17

5.6 Board Approval 19

5.7 Contract Requirements for Successful Applicants 19

SECTION 6: RFP RESPONSE 22

6.1 Compliance with Section 287.133, Florida Statutes 22

6.2 Insurance Requirements 22

6.3 Scrutinized Companies 23

6.4 Public Records 23

6.5 E-Verify 23

6.6 Incomplete Responses 23

6.7 Response Format 23

6.8 Response Narrative 23

6.9 Minimum Program Requirements 24

SECTION 7: INSTRUCTIONS FOR SUBMITTING A RESPONSE TO RFP 29

APPENDIX 1: APPLICANT VETTING CHECKLIST 31

APPENDIX 2: QUALITY PROGRAM MEASURES 32

APPENDIX 3: SAMPLE BUDGET 35

SECTION 1: RFP TIMELINE

07/15/2026	RFP available on ECT website: www.escambiachildrenstrust.org
07/20/2026	<u>Mandatory In-Person RFP Information Session:</u> 1:00 PM to 3:00 PM CST 1000 College Blvd, Bldg 26, 2 nd Floor, Room 189 Pensacola, FL 32504
8/3/2026, 8/5/2026, 8/10/2026, 8/12/2026, 8/17/2026, 8/19/2026, 8/24/2026	<u>Mandatory In-Person Finance and Budget Training</u> 1000 College Blvd, Bldg 26, 2 nd Floor, Room 189 Pensacola, FL 32504 Time: 10:00am-11:30am (Only one date is required for eligibility)
8/5/2026-9/2/2026	<u>Staff Technical Assistance- ECT Training Room</u> 1000 College Blvd, Bldg 26, 2 nd Floor, Room 189 Pensacola, FL 32504 (Individual appointment required)
8/26/2026	Deadline for submission of questions regarding clarification of RFP
8/31/2026	Final posting of questions and answers and/or clarification or addenda to RFP (if any) on ECT website www.escambiachildrenstrust.org
9/2/2026	Deadline for technical assistance
<i>Please review Q&A and any addenda prior to application submission as it may affect outcome.</i>	
9/4/2026	RESPONSE DEADLINE All applications must be submitted electronically by 3:00 PM CDT <u>Late applications will not be accepted.</u>
9/8/2026 – 09/11/2026	Stage 1: ECT technical review of applications (pre-award risk assessment and vetting)
09/14/2026 - 09/27/2026	Grants Committee conducts due diligence and review of eligible Applications
09/29/2026	Grants Committee Meeting 1000 College Blvd, Bldg. 26, 2 nd Floor, Room 189 Pensacola, FL 32504 Time: 9:00 AM CST (Zoom link and location to be provided on ECT website)
9/30/2026	Notification by email to Applicants; scores and list of those recommended for funding posted on ECT website: www.escambiachildrenstrust.org
10/6/2026	Program Committee and final funding recommendation(s) to be submitted to the Board for approval
10/13/2026	ECT Board of Directors Meeting, Final Funding Decision 9:00 AM CST; 221 Palafox Place, Pensacola, FL
10/14/2026	Notice of Intent to award contract(s) posted on ECT website: www.escambiachildrenstrust.org
10/15/2026 - 11/30/2026	Contract discussion and finalization
12/01/2026	Contract Period Begins

ECT reserves the right to adjust the timeline. Any adjustments will be published on the ECT RFP Landing Page.

SECTION 2: OUR MISSION AND VISION

2.1 About Escambia Children's Trust

Escambia Children's Trust (ECT) is an independent special district established by Escambia County voters in 2020. ECT exists to provide leadership, funding, services, and research on behalf of Escambia County's children to ensure they grow up to be healthy, productive, stable community members. ECT invests in prevention and early intervention programs which reduce the need for more costly services later in life.

2.2 Impact Statement

Escambia Children's Trust (ECT) is committed to ensuring that all applicants for funding are treated fairly, equitably, and without discrimination. Our mission is to improve the lives of children and families in our community by funding programs and services that address critical needs. To achieve this, we are dedicated to creating an inclusive and transparent funding process that is free from bias based on race, ethnicity, gender, disability, socioeconomic status, sexual orientation, or any other characteristic that does not relate to the applicant's ability to deliver quality services.

We believe that every child, regardless of background, should have equal access to the resources and opportunities they need to thrive. To this end, ECT ensures that all applicants for funding are evaluated based on their ability to meet the needs of children and families, as well as the effectiveness and sustainability of their proposed programs, rather than any personal or demographic characteristic.

SECTION 3: INTRODUCTION

3.1 Background

Bright Beginnings is a comprehensive, evidence-informed early childhood initiative designed to support children from prenatal through age six across Escambia County. The initiative establishes a strong developmental foundation by integrating health, early learning, family engagement, and coordinated support systems to ensure children enter kindergarten ready to succeed academically, socially, and emotionally.

To ensure fidelity, accountability, and cross-sector alignment, Bright Beginnings will operate through a centralized network structure coordinated by the Escambia Children's Trust (ECT). *ECT Staff will act as the coordinator of the collected data* and is responsible for:

- Developing and maintaining a unified data collection and reporting system for all funded providers;
- Establishing standardized performance measures, reporting protocols, and quarterly data submission requirements;
- Monitoring program outcomes and ensuring consistency and integrity of data across all grant recipients;
- Facilitating cross-agency communication, data sharing agreements, and collaborative planning among providers;
- Producing quarterly and annual community impact reports that align early childhood indicators with the Bright Beginnings continuum and long-term educational outcomes;
- Convening network partners regularly to review performance data, identify service gaps, coordinate referrals, and implement continuous quality improvement strategies.

As the backbone entity, the *ECT Staff* will ensure that all funded organizations function as an integrated prenatal-to-age-six readiness network rather than as independent service providers. This coordinated approach promotes collective impact, strengthens accountability, reduces duplication of services, and creates a seamless system of care for children and families throughout Escambia County.

This initiative is intentionally aligned with the Escambia Children's Trust continuum:

- **Bright Beginnings (0–6):** Early brain development and school readiness
- **Bright Beginnings (K–12):** Academic enrichment and youth development
- **Bright Futures:** Postsecondary readiness and scholarship attainment (State of Florida Program)

By investing early, **Bright Beginnings** reduces the need for remediation, strengthens long-term academic outcomes, and positions children to fully benefit from supplementary programming/services and future educational opportunities.

By investing in early childhood, Bright Beginnings generates long-term benefits that extend into adolescence and adulthood. Children who enter school ready to learn are more likely to:

- Achieve grade-level proficiency
- Graduate from high school
- Pursue postsecondary education
- Qualify for programs such as Florida's Bright Futures Scholarship

This initiative represents a strategic, upstream investment that strengthens the entire educational pipeline and improves outcomes for children and families across Escambia County.

This RFP specifically aims to address the themes highlighted in **ECT's needs assessment**

<https://escambiachildrenstrust.org/partners/impact> ensuring that all students have access to the resources and support they need during the critical afterschool and summer hours.

3.2 Scope of Services/Scope of Work

A. Purpose of Funding

Escambia Children's Trust (ECT) invites high-performing, fiscally responsible local providers of high-quality prenatal and early childhood programs to apply for funding to operate Bright Beginnings programs over a three-year project period. Awards made through this Request for Applications (RFP) will enhance or expand direct services for children and youth in Escambia County.

The project period will be **up to 36 months**, beginning **on or after December 1, 2026**, and ending **no later than November 30, 2029**.

B. Target Population and Community Need

Bright Beginnings serves **prenatal families, infants, toddlers, and preschool-aged children (0–6)**, prioritizing:

- Families in underserved and high-need communities
- Children at risk of developmental delays
- Children with disabilities
- Multilingual families
- English as a second language

- First-time and teen parents
- Families with multiple children with additional needs
- Households with limited access to early learning resources
- Single parent households
- Foster care families
- Grandparents raising grandchildren
- Incarcerated parent
- Military families

Community data consistently demonstrates that children who enter kindergarten without foundational literacy, social-emotional skills, or early learning exposure are significantly more likely to experience ongoing academic challenges. Bright Beginnings addresses these gaps through **early intervention, prevention, and family-centered supports**, ensuring equitable access to high-quality early childhood experiences.

C. Budget Guidelines and Allowable Expenditures

Funding awarded through this RFP must adhere to the following:

- The maximum allowable program funding request is \$500,000 annually
- The maximum allowable request is \$5,000 per program participant
- The ECT Budget Narrative form must be utilized
- All applications must adhere to ECT fiscal policies and guidelines found here: [Fiscal Policies and Guidelines](#)
- Additional information will be provided at the mandatory grant financial planning course

D. Core Program Design and Curriculum Framework

Bright Beginnings aligns with the Bright Beginnings framework by adapting key categories to early childhood development:

- **Academic Enrichment:** Early literacy, language development, and pre-math skills
- **Social-Emotional Learning (SEL):** Attachment, self-regulation, and social development
- **Health, Wellness & Physical Development:** Prenatal care, nutrition, physical activity and screenings
- **Arts & Creative Expression:** Music, storytelling, and play-based learning
- **Family & Community Engagement:** Parent education, home learning routines, local support systems, ongoing medical/developmental services,
- **Program Quality & Safety:** Developmental monitoring and early intervention systems
- **Trauma Informed Practices**

The program utilizes a **stage-based milestone model**, ensuring that services are developmentally appropriate and aligned with measurable outcomes at each age level.

3.3 Project Goals

All funded programs will be required to submit prescribed data related to the targeted participant level's goals and objectives.

3.4 Eligible Applicants

ECT funds not-for-profit corporations, incorporated organizations, neighborhood organizations, and local government organizations. For-profit organizations may apply for ECT funds so long as the project does not generate a profit for the proposing organization.

Organizations or programs that operate under the exclusive jurisdiction of the public school system are prohibited from applying for funds directly from ECT. Programs requiring worship or religious instructional activities, as a condition of participation, shall not be funded.

ECT funding shall not supplant existing resources.

Programming funded by ECT shall be offered free-of-charge to eligible participants.

3.5 Stage-Based Curriculum and Service Delivery Models

Stage 1: Prenatal (Conception – Birth)

Bright Beginnings starts prior to birth, focusing on maternal health, early brain development, and parent education. Services include prenatal classes, mental health screenings, and coaching on bonding and early language exposure. These efforts ensure healthy birth outcomes and establish the foundation for lifelong learning.

Goal: Prepare brain development and strengthen the parent-child bond before birth; Provision of health services for mother (maternal hypertension)

- **Parent Focus:**
 - Prenatal visits and the importance of consistency
 - Attend prenatal classes on brain development and bonding
 - Read aloud or talk to the baby daily (language exposure begins in utero)
 - Reduce stress, prioritize nutrition, and avoid harmful substances
- **Intervention Steps:**
 - Screen for maternal mental health and provide supports
 - Offer community-based doulas or support coaches
- **Literacy/Learning Prep:**
 - Literacy assistance/supports for families
 - Encourage parents to start a “Read to Me” routine
 - Introduce “sound play” (music, rhymes, heartbeat sounds)

Stage 2: Infant (0–12 Months)

The program emphasizes secure attachment, responsive caregiving, and early language exposure. Families are supported in establishing daily reading routines and engaging in verbal interaction, while developmental milestones are monitored to ensure early identification of delays.

Goal: Build secure attachment and early language exposure.

- **Parent Focus:**
 - Responsive caregiving (talk, touch, eye contact)
 - Read books daily—even picture books with faces and contrast
 - Variety of books available for families – identify books that would be appropriate

- **Intervention Steps:**
 - Monitor developmental milestones at well-baby visits
 - Provide support for delays (hearing, motor, feeding)
- **Literacy/Learning Prep:**
 - Daily reading routines (even 5–10 minutes)
 - Narrate everyday tasks (“Now I’m changing your diaper...”)

Stage 3: Toddler (1–2 Years)

During this stage, children build vocabulary, mobility, and early problem-solving skills. The program provides resources for interactive play, language development, and early intervention services when needed, particularly in speech and developmental domains.

Goal: Expand vocabulary, mobility, and early problem-solving.

- **Parent Focus:**
 - Encourage open-ended play and conversation
 - Set routines that include music, books, and exploration
- **Intervention Steps:**
 - Screen for speech/language delays; offer early speech therapy if needed.
 - Provide resources for home language development (especially multilingual homes).
- **Literacy/Learning Prep:**
 - Sing songs and recite rhymes daily.
 - Provide books with textures, flaps, and interactive features.

Stage 4: Early Preschool (2–3 Years)

Children are introduced to structured, play-based learning environments that promote communication, comprehension, and social interaction. Parents receive coaching on creating language-rich environments and extending learning through everyday interactions.

Goal: Strengthen communication, early comprehension, and social skills.

- **Parent Focus:**
 - Create consistent reading times.
 - Ask open-ended questions and extend conversations.
- **Intervention Steps:**
 - Regular developmental screening and parent coaching.
 - Early childhood education referrals (if delays identified).
- **Literacy/Learning Prep:**
 - “Print-rich” environments (labels, letter games).
 - Begin name recognition and story prediction (“What do you think happens next?”).

Stage 5: Preschool (3–4 Years)

The focus shifts to pre-literacy, number sense, and peer engagement. Children participate in activities that promote letter recognition, storytelling, and collaborative play, while families are encouraged to enroll in quality early learning programs.

Goal: Build pre-literacy, number sense, and peer interaction.

- **Parent Focus:**
 - Practice storytelling, drawing, name writing.
 - Participate in preschool or community-based early learning.
- **Intervention Steps:**
 - Provide referrals to free preschool programs.
 - Offer behavioral coaching and parenting groups.
- **Literacy/Learning Prep:**
 - Rhyming, sound matching, and letter identification.
 - Daily story time with discussion (“Who was your favorite character?”).

Stage 6: Pre-K (4–5 Years)

This stage prepares children for formal education through structured learning experiences, phonics development, and school readiness assessments. Families are actively engaged in the transition to kindergarten, strengthening home-school connections.

Goal: Prepare for classroom routines, independent learning, and reading readiness.

- **Parent Focus:**
 - Build independence (getting dressed, following directions).
 - Increase parent-teacher communication in preschool.
- **Intervention Steps:**
 - School readiness assessments.
 - Early IEP (if needed) and intervention services.
- **Literacy/Learning Prep:**
 - Sound-letter mapping, basic phonics.
 - Exposure to books with longer narratives and complex vocabulary.

Stage 7: Kindergarten Entry (5–6 Years)

Bright Beginnings ensures that children demonstrate readiness across academic, social, and emotional domains. Final screenings and supports are provided, and families are connected to school-based resources and Bright Pathways OST opportunities.

Goal: Ensure readiness across academic, social, and emotional domains.

- **Parent Focus:**
 - Reinforce routines (sleep, meals, homework habits).
 - Practice fine motor (cutting, writing) and early math.
- **Intervention Steps:**

- Final readiness screening (vision, hearing, developmental).
- Connection to school support teams as needed.
- **Literacy/Learning Prep:**
 - Begin simple reading and writing.
 - Encourage daily “read aloud, read together” routines.

3.6 Service Delivery and Key Partnerships

Bright Beginnings leverages a **collaborative network of community-based organizations and service providers** to deliver comprehensive supports:

- **Healthcare Providers:** Deliver prenatal education, developmental screenings, and early literacy integration through pediatric visits, referral for early intervention programs/services
- **Home Visiting Programs:** Provide individualized family support, parenting education, and early intervention referrals
- **Early Childhood Systems:** Coordinate developmental screenings, care navigation, and connections to specialized services
- **Early Learning Providers:** Deliver high-quality preschool and Pre-K programming aligned with school readiness standards*
- **Formal Systems:** Health Department, Department of Children and Families for WIC, support benefits and wellness (ex: smoking cessation)
- **Community-Based Organizations:** Offer parent workshops, literacy resources, generational support systems and enrichment opportunities. Each partner contributes to a **coordinated system of care**, ensuring that families receive seamless, wraparound support from prenatal stages through school entry.

* **Early Learning Providers and Childcare Institutions:** Deliver high-quality preschool and Pre-K programming aligned with Florida's School Readiness Standards and the Florida Early Learning and Developmental Standards while implementing enhanced services that extend beyond core childcare and instructional requirements.

ECT funding shall be used to support supplemental and enrichment activities that strengthen school readiness outcomes and improve equitable access to comprehensive services, including but not limited to:

- Evidence-based early literacy and language development initiatives, including home literacy kits, family reading programs, and language-rich classroom enhancements;
- Supplemental social-emotional learning curricula, behavioral supports, and trauma-informed practices;
- Developmental, behavioral, vision, hearing, and speech screenings beyond those otherwise required by licensing or state-funded programs;
- Parent engagement activities, parent education workshops, and family resource navigation services;
- Professional development, coaching, and credentialing opportunities that improve instructional quality and teacher effectiveness;
- Enhanced inclusion supports for children with developmental delays, disabilities, or behavioral needs;

- Expanded family engagement personnel, parent navigators, or community liaisons to improve service coordination;
- Transition-to-kindergarten initiatives, including readiness assessments, family orientation activities, and kindergarten bridge programming;
- Classroom materials, educational resources, and technology that support evidence-based learning experiences and are not otherwise funded through state or federal sources;
- Coordination with healthcare providers and community-based organizations to establish a comprehensive system of care that addresses the educational, developmental, and wellness needs of children and families.

Funds awarded through the Bright Beginnings initiative are intended to **supplement, enhance, and expand existing early childhood services and should not supplant federal, state, local, or private funding sources used to provide basic childcare operations, staffing requirements, or mandated educational services.** Providers must demonstrate that grant-funded activities represent new, expanded, or enhanced services that increase program quality, improve child outcomes, or address unmet community needs.

Allowable Use of Funds Matrix (Examples):

Allowable (Supplement)	Not Allowable (Supplant)
Literacy coaches	Regular classroom teachers already funded
Family engagement coordinators	Existing administrative salaries
Developmental screenings	Required licensing activities
Evidence-based curricula enhancements	Basic childcare operations
Parent workshops	Routine parent conferences
Kindergarten transition programs	Standard VPK instruction
Mental health consultation	Existing contracted services already funded

3.7 Governance, Data Collection, Monitoring and Continuous Improvement

Collective Impact Structure with the following framework:

ECT Board



ECT Staff (Data and Network Coordinators)



Early Childhood Collaborative Network

- Healthcare Providers
- Home Visiting Programs
- Early Learning Providers
- Community-Based Organizations
- Family Support Agencies

Bright Beginnings incorporates a robust system for **tracking developmental progress and program effectiveness**, including:

- Developmental screenings and milestone tracking
- Parent engagement metrics (e.g., reading frequency, participation)
- Enrollment and access to early learning programs

- Referral and follow-up data for intervention services

Data is used to inform continuous improvement, ensure accountability, and align early childhood outcomes with later academic success indicators within Bright Pathways.

Bright Beginnings employs a **comprehensive data system** to monitor performance and ensure accountability:

- **Baseline Assessments:** Conducted at program entry
- **Ongoing Monitoring:** Quarterly progress tracking across all domains
- **Outcome Evaluation:** Annual assessment of kindergarten readiness and family outcomes
- **Continuous Improvement:** Data used to refine program delivery, target interventions, and inform funding decisions

Data Integration Strategy:

- Align early childhood data with **K–12 outcomes in Bright Pathways**
- Utilize shared platforms and partner data systems
- Ensure compliance with ECT reporting requirements and Quality Program Assurances

3.8 Alignment with Bright Pathways and Long-Term Outcomes

Bright Beginnings serves as the **entry point into the Bright Pathways continuum**, ensuring that children transition into available supplemental programming with the foundational skills needed to succeed.

Program outcomes include:

- Increased kindergarten readiness
- Improved early literacy and language development
- Enhanced social-emotional competencies
- Decreased Infant Mortality Rate
- Decreased Low Birth Weight Rate Babies
- Decreased Substance Exposed Newborns
- Increased Pre-Natal Care and Pediatric Care
- Decreased bacterial STD rates among children
- Increased VPK participation and Quality Child Care
- Reduced verified child maltreatment
- Reduced childhood hunger
- Higher family engagement in education
- Reduced incarceration rates

These outcomes directly support success in Bright Pathways programming, including academic enrichment, SEL development, and long-term educational attainment.

3.9 Program Design, Measurable Outcomes & KPIs

Bright Beginnings: Prenatal – Age 6 Readiness Continuum

1. Outcomes Framework Overview

Bright Beginnings utilizes a **results-based accountability framework** that aligns early childhood indicators with downstream success in Bright Pathways and long-term eligibility for postsecondary opportunities. Outcomes are measured across five domains:

1. *Health & Development*
2. *Early Literacy & Cognitive Development*
3. *Social-Emotional Development*
4. *Family Engagement*
5. *Access & Participation*

Each domain includes **clear, quantifiable Key Performance Indicators (KPIs)** tied to developmental milestones and program participation.

2. Domain-Level Outcomes and KPIs

A. Health & Development Outcomes

Outcome Goal: Children are born healthy and meet age-appropriate developmental milestones.

Key Performance Indicators:

- **≥ 85% of enrolled pregnant participants** receive prenatal care in the first trimester
- **≥ 90% of infants (0–12 months)** receive all recommended well-child visits
- **≥ 95% of children (0–5)** receive developmental screenings annually
- **≥ 80% of identified developmental delays** receive referral and follow-up services within 60 days
- **≥ 90% of children entering kindergarten** complete vision, hearing, and developmental screenings

B. Early Literacy & Cognitive Development Outcomes

Outcome Goal: Children demonstrate age-appropriate language, pre-literacy, and early math skills.

Key Performance Indicators:

- **≥ 80% of children ages 3–5** demonstrate age-appropriate vocabulary and language benchmarks
- **≥ 75% of preschool children (3–4)** demonstrate pre-literacy skills (letter recognition, phonological awareness)
- **≥ 70% of Pre-K children (4–5)** demonstrate kindergarten readiness in literacy assessments
- **≥ 85% of families** report reading to their child at least **3 times per week**
- **≥ 75% of children entering kindergarten** meet or exceed readiness benchmarks

Data Sources:

Kindergarten readiness assessments, literacy screeners, parent surveys, program observation tools

C. Social-Emotional Development Outcomes

Outcome Goal: Children demonstrate self-regulation, positive relationships, and emotional readiness.

Key Performance Indicators:

- **≥ 80% of children (ages 2–5)** demonstrate age-appropriate self-regulation skills
- **≥ 85% of children in preschool settings** show positive peer interaction and engagement
- **≥ 75% reduction in behavioral concerns** among children receiving early intervention supports
- **≥ 90% of parents** report increased confidence in supporting their child’s emotional development

Data Sources:

SEL screening tools (e.g., DECA), provider assessments, parent surveys, observation data

D. Family Engagement Outcomes

Outcome Goal: Families are actively engaged in their child’s development and learning.

Key Performance Indicators:

- ≥ **85% of families** participate in at least one parent workshop or coaching session quarterly
- ≥ **80% of families** implement home learning routines (reading, talking, structured play)
- ≥ **75% of families** demonstrate increased knowledge of child development (pre/post survey)
- ≥ **90% of families referred to services** successfully connect to at least one community resource

Data Sources:

Attendance logs, parent surveys, case management systems, referral tracking

E. Access & Participation Outcomes

Outcome Goal: Children and families access high-quality early learning and support services.

Key Performance Indicators:

- ≥ **85% enrollment rate** among eligible target populations
- ≥ **80% average participation rate** in program services (home visits, workshops, screenings)
- ≥ **75% of eligible children (3–5)** enrolled in a high-quality preschool or Pre-K program
- ≥ **90% retention rate** of enrolled families across program stages
- ≥ **Increased participation** from priority zip codes and high-need communities (tracked annually)

Data Sources:

Enrollment data, attendance records, ELC/Pre-K enrollment verification, geographic tracking

3. Milestone-Based Outcome Alignment

Bright Beginnings integrates **KPIs** at each developmental stage to ensure continuous progress:

Stage	Key Milestone Outcomes
Prenatal	Healthy birth weight; early prenatal care initiation
Infant	Secure attachment; early language exposure
Toddler	Vocabulary growth; developmental screening completion
Early Preschool	Communication skills; early social interaction
Preschool	Pre-literacy and number sense development
Pre-K	Kindergarten readiness benchmarks met
Kindergarten Entry	Academic, social, and behavioral readiness

The Bright Beginnings KPI framework provides **clear, measurable indicators of success** that align with Escambia Children’s Trust priorities, Bright Beginnings performance expectations, and long-term educational outcomes.

By integrating data-driven strategies, milestone tracking, and cross-sector collaboration, the program ensures that every child is not only ready for kindergarten—but prepared to succeed throughout their educational journey and beyond.

SECTION 4: RFP PROTOCOL

4.0 Terms of Contract

Grants are competitive. Applications are reviewed by a panel of community experts in the Early Childhood Development and Prenatal fields. Grant awards will be announced in October 2026, following ECT Board approval. The successful Applicant(s) will be awarded a contract for up to three years (i.e., December 1, 2026—November 30, 2029).

4.1 Limitations on Communication

This RFP is issued by the Escambia Children's Trust (ECT). The sole point of contact for any questions regarding this RFP should be directed via email only to info@escambiachildrenstrust.org.

Applicants are prohibited from contacting Board members regarding this solicitation. Any occurrence of a violation will result in the disqualification of the Applicant.

During the RFP period, Applicant(s) must not submit to ECT staff or Board members any forms of marketing or promotional materials that may raise the Applicant's profile or give the Applicant an advantage or benefit.

4.2 Disqualification of Applications

The Escambia Children's Trust reserves the right to disqualify any Applicant from further consideration if the Applicant fails to satisfy the minimum eligibility requirements established in this Request for Applications (RFP). Disqualification may occur at any stage of the review process if it is determined that the Applicant has omitted required documentation, submitted false or misleading information, or does not meet the qualifications necessary to administer grant-funded services.

Grounds for disqualification include, but are not limited to:

- Failure to submit all mandatory application forms, certifications, affidavits, and supporting documentation by the published deadline.
- Failure to attend required Technical and Financial Trainings as prescribed in the RFP.
- Failure to provide a completed and signed **Affidavit of Good Moral Character** for individuals subject to background screening under applicable federal or Florida law.
- Allowing an individual who is ineligible to work with children or vulnerable populations to be employed, volunteer, or otherwise have access to children served under the contract.
- Failure to comply with required background screening, licensing, certification, or other statutory eligibility requirements applicable to the proposed program.
- Submission of false, incomplete, inaccurate, or misleading information within the application or supporting documentation.
- Outstanding findings of fraud, financial mismanagement, misuse of public funds, debarment, suspension, or other actions that would impair the Applicant's ability to administer public grant funds responsibly.
- Failure to maintain the organizational standing, insurance, or legal authority necessary to conduct business in the State of Florida.

The Escambia Children's Trust may verify information provided in the application and reserves the right to request additional documentation to determine eligibility. Any application determined to be incomplete or ineligible will not advance to the evaluation and scoring process.

Applications may be rejected and/or Applicants disqualified for the following reasons:

- Failure to provide required information as prescribed in the RFP and subsequent vetting checklist.
- Failure to provide Human Resource Compliance Documentation or administrative/organizational oversight materials
- Conviction in a court of law of any criminal offense in connection with the conduct of business.
- Evidence of a violation of any federal or state antitrust law based on the submission of applications, or the awarding of contracts.
- Evidence that the Applicant has attempted to give an ECT member or employee a gratuity of any kind for the purpose of influencing a recommendation or decision in connection with any part of the ECT purchasing activity.
- Failure to have performed any contractual obligations with ECT in a manner satisfactory to ECT will be sufficient cause for disqualification.
- A Applicant who has had a contract terminated by any other county or state agency, or by any other children's services council for cause, may be disqualified.
- Any Applicant which submits in its application any information which is determined by ECT to be substantially inaccurate, misleading, exaggerated, or incorrect, shall be disqualified from consideration.

ECT may determine that required submittals/documentation are so inadequate as to be determined to be non-responsive and disqualified. Failure to provide information, including Human Resource Compliance Documentation or administrative/organizational oversight materials, may result in disqualification.

4.3 Acceptance of Applications

All completed applications must be submitted electronically in SAMIS no later than 3:00 PM CST on September 4, 2026. See <https://escambiachildrenstrust.org/rfp-2026-01/> [RFP Landing Page](#) for instructions for submittal through SAMIS system.

Important: All Applications Must Be Completed In SAMIS

SAMIS will send email confirmation of submission of your application. Correction of inadvertently erroneous bid submissions shall be permitted up to the time of solicitation deadline. Applicants shall not be allowed to modify their applications after the submission deadline time and date, which will be determined during Stage 1: Technical Review as set forth in Section 5.3.

ECT reserves the right to reject any and all responses or to waive *minor irregularities* when doing so would be in the best interest of ECT. A *minor irregularity* is defined as a variation from the RFP terms and conditions that does not affect the substance of the Application, nor gives the Applicant an advantage or benefit not enjoyed by other prospective Applicants or does not adversely impact the interest of ECT.

SECTION 5: RFP SELECTION PROCESS

5.1 Information Session

The purpose of an Information Session is to communicate a clear understanding of the scope of work and the requirements outlined in the RFP to provide a review of the RFP documents. An ECT Fiscal Education Session providing an overview of all financial policies and procedures will also be offered before the application deadline. Attendance at the RFP Information Session and the ECT Fiscal Education Session is required. A Zoom link to the meeting will also be posted on the website for those who wish to attend remotely. Attendees will have an opportunity to ask questions about the RFP during these meetings. ECT will post all questions and answers posed along with a recording of the meeting on ECT's website www.escambiachildrenstrust.org.

July 20, 2026

1:00 PM to 3:00 PM CST

Escambia Children's Trust

Pensacola State College

1000 College Blvd, Bldg. 26, 2nd floor

Pensacola, FL 32504

Room 189

5.2 Inquiries

All inquiries requesting clarification regarding this RFP must be made in writing and emailed to info@escambiachildrenstrust.org by 5:00 PM CST on August 26, 2026. Copies of responses to all inquiries that require clarifications and/or addenda to the RFP will be made available no later than 5:00 PM CST on August 31, 2026 on ECT's website.

5.3 Stage 1: Technical Review

ECT staff will verify required documentation, including Human Resource Compliance Documentation and administrative/organizational oversight materials, through a technical review of Application(s) received by the deadline. The purpose of this review is to ensure that all submissions meet the requirements stated in the RFP Guidelines and Instructions. Incomplete or ineligible applications will not move forward to Stage 2: Grants Committee Application Evaluation.

5.4 Stage 2: Grants Committee Application Evaluation

The Applications that have successfully passed the technical review and document inspection under Stage 1 (see Section 5.3) are forwarded for a more thorough review, evaluation, and rating by the Grants Committee. The Grants Committee will be made up of content experts, Board members, and other professionals—all of whom will sign disclosures for potential conflicts of interest. The Grants Committee will evaluate applications using the scoring criteria listed in Section 5.5: RFP Response Review and Selection Criteria.

5.5 RFP Response Review and Selection Criteria

ECT will convene a Grants Committee composed of content experts, Board members, and other professionals to evaluate Applications. The Grants Committee will assign scores to each Application by awarding points

based on the evaluation criteria in Section 3, using the point scale listed in (b) below. The evaluation and review process will unfold as follows:

- A. ECT will form a Grants Committee. The Grants Committee, which will be composed of evaluators with expertise in the content of this RFP. The Grants Committee may include community members with lived experience, external content experts or provider representative(s), representative(s) from key partners or funders and ECT board member(s).
- B. All Grants Committee members will individually review and score each application. Each Grants Committee member will award points for each response on a Applicant's application utilizing their personal expertise and best judgment of how the application submitted by that Applicant meets the evaluation criteria in Section 3. Evaluation criteria is a point scale based on the strength of the response to each of the following sections:
 - a. Organizational Capacity
 - b. Program Design
 - c. Site Information
 - d. Sustainability Plan
 - e. Supporting Documentation
- C. The online application system, SAMIS, will tally the average scores of the members of the Grants Committee and ECT staff will report a list of average scores to the entire Committee. The Grants Committee will meet on September 26, 2026 to present scoring of the applications and will have the discretion to conduct interviews of applicants to clarify any information in the application. At this time, the Grants committee will have the opportunity to increase or decrease scoring based on information provided by the applicant. Scores will be final at the conclusion of the grants committee meeting and will be sent to the Program Committee for funding recommendations.
- D. The Grants Committee will submit scoring evaluation to the ECT Board of Directors Program Committee on **October 6, 2026**. The Program Committee will determine the minimum acceptable score threshold, and arrive at a consensus on which Applicant(s) can best provide the Contract Services in response to the RFP and vote to recommend to the full Board of Directors.
- E. On October 13, 2026, the full ECT Board of Directors will be presented with the slate of recommended applicants and further vote to approve a resolution asking the ECT Executive Director to enter a contract with the successful Applicants.
- F. At any time during the evaluation process, ECT staff may contact Applicant to discuss any areas of the application needing clarification or further explanation.
- G. As part of determining an Applicant's eligibility to enter a contract with ECT, all Applicants' financial audits or other documentation will be reviewed by ECT staff fiscal analysts to ensure an Applicant's financial stability.
- H. ECT is under no obligation to award or enter into a contract with an Applicant because of this RFP. **ECT reserves the right to reject any and all applications.**
- I. All Applicants will be notified of ECT's final decision of which Applicant(s) will be awarded a contract for one year, renewable with successful performance for two subsequent years.
- J. Applicants that are not awarded a contract but are interested in receiving feedback regarding their submission may request a phone call appointment by emailing Info@EscambiaChildrensTrust.org.

5.6 Board Approval

ECT will post a list of Applicants recommended by the Grants Committee for funding by 5:00 PM CST on September 30, 2026 on ECT's website: www.escambiachildrenstrust.org. ECT will also provide email notification to Applicant(s) selected for contract discussion(s). The ECT Board of Directors will vote to approve or reject the Grants Committee's recommendations at its regular meeting on Tuesday, October 13, 2026 9:00 AM CST. ECT will then enter into the negotiation and execution of contract phase of the process.

5.7 Contract Requirements for Successful Applicants

ECT will post the Notice of Intent to Award Contracts on its website on October 14, 2026 and will set appointments to meet with the selected Applicants to review conditions of contract awards. The contract period will begin on **December 1, 2026**.

In order to enter into a contract with ECT, Applicants must comply with all contract requirements listed below and all standard terms and conditions contained in an ECT contract and in ECT policies and procedures.

Applicants are cautioned to read carefully and conform to this solicitation's requirements. Failure to comply with the provisions of this solicitation may serve as grounds for rejection of a response.

- **Exceptions:** ECT expects all organizations to consent to the scope of work and specifications outlined herein. Exceptions must be clearly noted in the submission.
- **Cost for Application Preparation-Unallowable:** Any costs incurred by prospective contractors in preparing or submitting applications as well as costs associated with any resultant presentations or negotiations are the prospective contractors' sole responsibility; the ECT will not reimburse any prospective contractor for any costs incurred prior to contract award. **Cost Reimbursement:** Prospective contractors shall submit a proposed budget for one (1) year of anticipated reimbursable expenses. If awarded, the approved annual budget amount will remain the same for each subsequent renewal year, for up to three (3) years total.
- **Time for Acceptance:** Submissions shall be binding and in effect for ninety (90) days after the deadline for submission.
- **Subcontracting:** Prospective contractors may propose to subcontract portions, but not all, of the work performed. However, prospective contractors shall clearly indicate in their applications all the work they plan to subcontract, to whom it will be subcontracted, and where activities will be located in service to children who domicile in Escambia County. Prospective contractors shall also provide identifying information for each proposed subcontractor, including the identifying information provided by the contractor submitting the application.
- **Accommodations:** Reasonable accommodations will be provided by ECT for prospective contractor personnel who need assistance due to a physical disability. However, ECT must have reasonable advance written notice prior to the information session or any other visit to ECT's facilities. The prospective contractor shall contact the email on the cover page of this RFP to arrange for reasonable accommodations.
- **Chapter 119:** Upon the deadline for submission, applications become subject to public disclosure in accordance with Chapter 119, Florida Statutes.
- **Correcting Applications:** Correction of inadvertently erroneous bid submissions shall be permitted up to the time of solicitation deadline. Applicants shall not be allowed to modify their applications after the submission deadline time and date.

- **Receiving Applications:** Applications will be received by the date and time stated in this solicitation.
- **Rejecting Applications:** Refer to section 4.2 above for conditions for disqualification and/or application rejection.

Provisions

General Information

ANY APPLICATION DETERMINED TO BE UNRESPONSIVE TO THIS SOLICITATION, INCLUDING INSTRUCTIONS GOVERNING THE SUBMISSION OF APPLICATIONS, WILL BE DISQUALIFIED WITHOUT EVALUATION UNLESS THE ECT OR DESIGNATED COMMITTEE DETERMINES THAT THE NONCOMPLIANCE IS INSUBSTANTIAL.

The ECT makes no guarantee that any services will be purchased pursuant to any Contract entered with Applicant as a result of this solicitation.

Unless otherwise specified in this solicitation, all communications, responses, and documentation must be in English, and all cost applications or figures in U.S. currency. All responses must be submitted in accordance with the specific terms of this solicitation.

The goal of this solicitation is to select and enter a Contract with the Applicant that will provide the best value of services to achieve the procurement goals of the ECT.

Costs that are not specifically identified in the Applicant's response and/or not specifically accepted by ECT as part of the Contract will not be compensated under any contract awarded pursuant to this solicitation.

Applicant's submitted bid shall be treated by the ECT as an accurate statement of Applicant's capabilities and experience. Should any statement asserted by the Applicant prove to be inaccurate or inconsistent with the foregoing, such inaccuracy or inconsistency shall constitute sufficient cause for rejection of the Response and/or termination of any resulting contract.

The ECT or designated committee will rule on any such matters and will determine appropriate action. If the ECT determines that it is necessary to revise any part of this solicitation, or if additional data is necessary to clarify any of its provisions, a supplement will be issued in the same manner as originally distributed.

The ECT's solicitation evaluation personnel reserve the right to amend the solicitation any time before the deadline for response submission. The Contract and work orders entered into as a result of this solicitation shall be on a cost reimbursement basis.

It is anticipated that the term of the Contract entered into pursuant to this solicitation will be for a term of one year.

Waiver Authority

The ECT reserves the right, at its sole discretion, to waive minor irregularities in submittal requirements, to request modifications of the response, to accept or reject any or all responses received, and/or to cancel all or part of this solicitation at any time prior to awards.

Disclaimer

This solicitation does not commit ECT to award any funds, pay any costs incurred in preparing a response, or procure or contract for services or supplies. The ECT reserves the right to accept or reject any or all responses received,

negotiate with all qualified Applicants, cancel, or modify the solicitation in part or in its entirety, or change the response guidelines, when it is in its best interests.

Contract Ethics

The following contract ethics will also apply:

- No elected official or employee of the Trust who exercises any responsibilities in the review, approval, or implementation of the application or agreement shall participate in any decisions, which affects his or her direct or indirect personal or financial interest.
- The Applicant shall not assign any interest in this agreement and shall not transfer any interest in the same without the prior written consent of the Trust. The Applicant shall not accept any client or project that places it in a conflict of interest with its representation of the Trust. If such conflict of interest is subsequently discovered, the Trust shall be promptly notified.

Indemnification and Hold Harmless

Applicant covenants and agrees that it will indemnify and hold harmless the ECT and all of the ECT's officers, agents, and employees from any claim, loss, damage, costs, charge or expense arising out of any act, action, neglect or omission by Applicant during the performance of the contract, whether direct, or indirect, and whether to any person or property to which the ECT of said parties may be subject, except that neither the Applicant nor any of its subcontractors will be liable under this section for damages arising out of injury or damage to persons or property directly caused or resulting from the sole negligence of ECT or any of its officers, agents, or employees.

Insurance

Insurance is required upon execution of a contract. The Applicant shall maintain insurance during the life of this agreement, and the ECT shall be listed as additional insured on that insurance document. A waiver of subrogation must be added in all areas and shall suffice in lieu of additional insured on workers' compensation, in an amount and a form set forth herein, to insure against risks which are identified herein. Insurance providers must be rated "A" or better according to the A.M. Best Company. See section 6.2 for additional information and requirements.

Independent Contractor

It is expressly understood and agreed by both parties hereto that the ECT is contracting with the successful Applicants as independent contractors. The parties hereto understand and agree that the ECT shall not be liable for any claims which may be asserted by any third party occurring in connection with the services to be performed by the successful Applicants under this contract and that the successful Applicants have no authority to bind the ECT. The Applicants represent themselves to be an independent contractor offering such services to the public and shall not represent themselves or their employees to be an employee of the ECT. Therefore, the Applicants shall assume all legal and financial responsibility for taxes, FICA, employee fringe benefits, worker's compensation, employee insurance, minimum wage requirements, overtime, etc., and agrees to indemnify, save, and hold the ECT, its officers, agents, and employees, harmless from and against, any and all loss; cost (including attorney's fees); and damage of any kind related to such matters. The Applicants shall further understand that the ECT cannot save and hold harmless and or indemnify the Applicants and/or the Applicants' employees against any liability incurred or arising as a result of any activity of the Applicants or any activity of the Applicants' employees

performed in connection with the Contract.

Agreements

Selected Applicants or Grantees will complete grant award agreements with the ECT and submit all required documents in November of 2026.

Mandatory Grant Meetings

Mandatory grantee meetings will be held during each year of the grant period to discuss grant compliance, data use, forms and reporting processes, and other relevant details. These meetings provide important technical assistance and information about compliance and accountability. ECT has discretion to call additional meetings as necessary.

Quality Improvement

Selected Applicants or Grantees are required to take part in a Quality Improvement Process in partnership with the ECT. ECT will provide monthly continuing education opportunities throughout the year. Grantees are expected to attend and participate.

Training, Research and Evaluation

Grantees are expected to have relevant training, research, and evaluation topics specific to their proposed program/service/activity. These activities include but are not limited to: tracking of enrollment and attendance information, collection and submission of child/family consent forms and information, service provision, survey distribution and collection activities.

SECTION 6: RFP RESPONSE

6.1 Compliance with Section 287.133, Florida Statutes

In accordance with Section 287.133, Florida Statutes, persons and affiliates who have been placed on the convicted vendor list may not submit responses, contract with, or perform work (as a contractor, supplier, subcontractor, or consultant) with ECT in excess of the threshold amount provided in Section 287.017, Florida Statutes, for Category Two for a period of thirty-six (36) months from the date of being placed on the convicted vendor list. Any response received from a person, entity or affiliate who has been placed on the convicted vendor list shall be rejected by ECT as unresponsive and shall not be further evaluated.

6.2 Insurance Requirements

The Applicant shall furnish a Certificate of Insurance, naming the Escambia Children's Trust as an additional insured with respect to the Commercial General Liability of at least \$1,000,000 each, no later than ten (10) days after award and prior to execution of Statement of work.

The successful Applicant(s) shall comply with the following insurance requirements:

- i. Commercial General Liability, Required \$1,000,000 per occurrence.

- ii. Workers' Compensation Insurance limits per applicable state statute. Required if Applicant has employees engaged in the performance of work under this Agreement.

6.3 Scrutinized Companies

Applicant certifies that it is not listed on the Scrutinized Companies that Boycott Israel List, created pursuant to section 215.473, Florida Statutes, nor is Applicant engaged in a boycott of Israel (as defined in 215.4725, Florida Statutes). If selected to execute an Agreement as a result of the RFP, Applicant agrees, pursuant to section 287.135, Florida Statutes, that the Council may immediately terminate this Agreement if the Applicant is found to have submitted a false certification or if Applicant is placed on the Scrutinized Companies that Boycott Israel List or is found to be engaged in a boycott of Israel during the term of the Agreement.

6.4 Public Records

Pursuant to Chapter 119 Florida Statutes, materials submitted by Applicants as well as the Application review materials will be open to public inspection, unless subject to a statutory exception, in accordance with the ECT public records request process.

6.5 E-Verify

Pursuant to Section 448.095 Florida Statutes, if Applicant is selected to enter into a contract with ECT, Applicant shall register with and use the E-Verify system (E-Verify.gov) to verify the work authorization for newly hired employees. If applicable, selected Applicant(s) must also obtain and retain an affidavit from a subcontractor stating that the subcontractor does not employ, contract with or subcontract with anyone who is not duly authorized to work in the United States.

6.6 Incomplete Responses

Failure to respond to any item, including providing requested information, or failure to follow these instructions shall be considered submission of an incomplete response and may result in disqualification from further consideration.

6.7 Response Format

Applications should address the selection criteria that reviewers will use to evaluate your application. Please ensure you fully respond by completing all fields in SAMIS. Once completed, Applicant will be able to successfully submit their application in SAMIS.

6.8 Response Narrative

The Bright Beginnings Grant Application includes 10 sections with questions about your organization and proposed program. As part of the application, you will:

- Select the intended area(s) of focus
- Select targeted population(s) in the community

A summary of each section is provided below. For a complete list of questions, download the PDF version of the application available on the Bright Beginnings grant landing page.

Please note:

- Each organization may submit only one application.
- Before starting, review the minimum program requirements to confirm your organization's eligibility.

6.9 Minimum Program Requirements

To ensure consistency, accountability, and measurable impact across the Bright Beginnings Prenatal-to-Age-6 Readiness Network, all funded programs must implement services that align with the Bright Beginnings stage-based continuum and contribute to the collective outcomes established by the Escambia Children's Trust (ECT).

Applicants must demonstrate the capacity to deliver evidence-based and evidence-informed services that support healthy development, early learning, social-emotional well-being, and family engagement from prenatal stages through kindergarten entry. Proposed programming should address one or more developmental stages within the Bright Beginnings continuum and incorporate strategies that intentionally contribute to improved school readiness outcomes.

Because child development occurs along a continuum, all funded providers will be expected to participate in a coordinated system of care and contribute to a shared measurement framework. Each developmental stage within Bright Beginnings includes specific measurable outcomes and performance indicators that assess progress in five core domains:

- Health and Development
- Early Literacy and Cognitive Development
- Social-Emotional Development
- Family Engagement
- Access and Participation

Funded organizations will be required to collect, maintain, and report participant and program-level data that demonstrates progress toward these outcomes. Data collection shall include stage-specific performance measures, participant demographics, service utilization, developmental screening outcomes, family engagement indicators, referral activities, and other performance metrics identified by ECT.

As part of ECT's collective impact model, all grant recipients are required to participate in a centralized data management and reporting system administered by ECT Staff, serving as the Data and Network Coordinators. Providers will submit standardized quarterly reports that include:

- Program participation and enrollment data;
- Stage-based measurable outcomes and performance indicators;
- Progress toward annual performance targets and key performance indicators (KPIs);
- Referral and service coordination activities;
- Family engagement and satisfaction measures;
- Narrative summaries of accomplishments, challenges, and continuous improvement efforts.

Quarterly reporting requirements are intended to ensure data integrity, promote cross-agency collaboration, monitor program effectiveness, and inform continuous quality improvement across the Bright Beginnings network. Failure to submit timely and complete performance data may result in corrective action, technical assistance requirements, or other contract compliance measures as determined by ECT.

Through this shared accountability framework, funded organizations will collectively contribute to a countywide system that measures impact, strengthens coordination of services, and ensures that every child in Escambia County enters kindergarten healthy, supported, and ready to succeed.

The following minimum program requirements, measurable outcomes, and quarterly reporting indicators establish the baseline expectations for all Bright Beginnings grant recipients and will be used to monitor program performance, guide continuous improvement efforts, and evaluate the collective impact of the Prenatal-to-Age-6 Readiness Network.

Stage-Based Measurable Outcomes and Performance Indicators

Stage 1: Prenatal (Conception – Birth)

Goal: Prepare brain development and strengthen the parent-child bond before birth.

Outcome Area	Measurable Indicators	Annual Target
Prenatal Care	Pregnant participants receiving prenatal care during the first trimester	≥85%
Maternal Health	Mothers attending at least four prenatal education sessions	≥75%
Mental Health	Participants screened for maternal depression and anxiety	≥90%
Birth Outcomes	Infants born at a healthy birth weight	≥90%
Literacy Exposure	Families reporting daily talking, reading, or singing to the unborn child	≥80%
Family Engagement	Families connected to at least one community support service	≥90%

Data Sources: Medical providers, Healthy Start, participant surveys, referral tracking.

Stage 2: Infant (0–12 Months)

Goal: Build secure attachment and early language exposure.

Outcome Area	Measurable Indicators	Annual Target
Pediatric Care	Infants receiving all recommended well-child visits	≥90%
Development	Infants meeting age-appropriate developmental milestones	≥85%
Developmental Screening	Infants receiving developmental screenings	≥95%
Early Literacy	Families reading to infants at least three times per week	≥80%
Attachment	Parents demonstrating responsive caregiving practices	≥85%
Intervention Services	Children identified with delays receiving referrals within 30 days	≥90%

Data Sources : Pediatric records, Ages & Stages Questionnaire (ASQ), parent surveys.

Stage 3: Toddler (1–2 Years)

Goal: Expand vocabulary, mobility, and early problem-solving.

Outcome Area	Measurable Indicators	Annual Target
Language Development	Children demonstrating age-appropriate vocabulary growth	≥80%
Screening	Completion of speech and developmental screenings	≥95%
Early Intervention	Identified children receiving services within 60 days	≥85%
Family Engagement	Families implementing daily literacy routines	≥80%
Social Development	Children demonstrating age-appropriate social interactions	≥75%
Attendance	Participation in program activities at least twice monthly	≥80%

Data Sources: ASQ, speech screenings, attendance logs, parent surveys.

Stage 4: Early Preschool (2–3 Years)

Goal: Strengthen communication, comprehension, and social skills.

Outcome Area	Measurable Indicators	Annual Target
Communication	Children demonstrating age-appropriate communication skills	≥80%
Early Literacy	Children recognizing letters, symbols, and environmental print	≥70%
Parent Engagement	Families participating in literacy workshops or coaching	≥85%
Social-Emotional Skills	Children demonstrating age-appropriate self-regulation	≥75%
Developmental Monitoring	Children receiving annual screenings	≥95%
Preschool Enrollment	Children enrolled in a high-quality early learning program	≥75%

Data Sources: Classroom observations, DECA, parent surveys, enrollment records.

Stage 5: Preschool (3–4 Years)

Goal: Build pre-literacy, number sense, and peer interaction.

Outcome Area	Measurable Indicators	Annual Target
Pre-Literacy	Children demonstrating letter recognition and phonological awareness	≥75%
Numeracy	Children demonstrating age-appropriate number sense	≥70%
Social Skills	Positive peer interactions observed by providers	≥85%
Family Literacy	Families reading to children at least three times weekly	≥85%
Preschool Participation	Average attendance in preschool programming	≥85%
Parent Knowledge	Parents demonstrating increased knowledge of school readiness	≥75%

Data Sources: Literacy screeners, observation tools, parent surveys.

Stage 6: Pre-K (4–5 Years)

Goal: Prepare for classroom routines, independent learning, and reading readiness.

Outcome Area	Measurable Indicators	Annual Target
Kindergarten Readiness	Children meeting school readiness benchmarks	≥75%
Literacy	Children demonstrating sound-letter correspondence	≥70%
Independence	Children demonstrating self-help and classroom readiness skills	≥80%
Family Engagement	Parent participation in kindergarten transition activities	≥85%
Intervention Services	Children requiring IEP services identified before kindergarten	≥90%
Attendance	Participation in Pre-K programming	≥90%

Data Sources: Kindergarten Readiness Screener, teacher observations, attendance records.

Stage 7: Kindergarten Entry (5–6 Years)

Goal: Ensure readiness across academic, social, and emotional domains.

Outcome Area	Measurable Indicators	Annual Target
School Readiness	Children meeting or exceeding kindergarten readiness standards	≥75%
Literacy	Children demonstrating early reading and writing skills	≥70%
Social-Emotional Readiness	Children demonstrating positive classroom behaviors	≥80%
Health Screenings	Completion of vision, hearing, and developmental screenings	≥90%
Family Engagement	Families connected to school and community resources	≥90%
Transition Success	Children successfully transitioning into kindergarten without intensive remediation supports	≥80%

Data Sources: School district readiness assessments, kindergarten teacher surveys, screening records.

Budget and Cost

- The maximum allowable program funding request is \$500,000.00
- The maximum allowable request is \$5,000.00 per program participant

Application Section Summary

Bright Beginnings application consists of 10 different sections that need to be completed before submission. Below is a summary of each application section.

1. Agency Information (not scored) – Application cover page identifying the organization, contact person, and amount requested from ECT.

2. Bright Beginnings Grant Application Overview (not scored) – A brief recap of the grant’s goals and requirements, including a section where applicants confirm they have read and agree to the stated information.
3. Abstract (not scored) – Summary of proposed program, including intended accomplishments and community impact.
4. Organization Capacity (scored) – Details organization’s mission and goals, current programing, leadership in the community, and capacity to implement proposed program.
5. Program Design (scored) – Description of proposed program and how it will create a meaningful impact for both the community and the intended participant population.
 - This section also captures:
 - Area(s)of Focus
 - Targeted population(s)
 - Data collection and management
6. Service/Program Partners (not scored) – If applicable, partner’s organization information, role in partnership, and services offered.
7. Site Information (not scored) – Outline of program site locations where services will be delivered, including key details such as site amenities, hours of operation, maximum capacity, and other pertinent information.
8. Budget-Completed budget on ECT form following the fiscal guidelines provided by ECT.
9. Sustainability Plan (scored) – Narrative outlining your organization’s financial sustainability plan, detailing how you will maintain services beyond ECT funding. Include strategies such as leveraging local contributions, fundraising efforts, and other initiatives that demonstrate your organization’s ability to achieve success prior to receiving ECT funding.
10. Document Uploads (scored) – Essential documentation required of applicants, including letters of community support and a detailed program budget.

Scoring Rubric

Grant scoring is based on five key categories: *organizational capacity, program design, program site(s), sustainability plan, and document uploads*. Each category carries a maximum point value. Applications are peer-reviewed by a panel of experts in children’s services, who evaluate submissions using a sliding scale from Exemplary to Insufficient. Funding recommendations are determined by the cumulative scores assigned by the reviewers. The maximum number of points a application may earn is 105 points. Points will be awarded for each section of the application narrative as follows:

Categories	Point Value	Scoring Considerations
Organizational Capacity	20 pts	• Clearly stated mission and goals (5 pts) • Currently offers well-attended programming (5 pts) • Organizational capacity to administer proposed program (5 pts) • Organizational presence in the community to be served (5 pts)
Program Design	35 pts	• Program is clearly described and is beneficial to the target population (5 pts) • Clearly stated location of programming and a plan to overcome transportation barriers (5 pts) • Proposed staffing aligns with program design and grant requirements (5 pts) • Recruitment and retainment of participants is doable (5 pts)

		- Justification of community need or benefit to the community (5 pts) - Area(s) of focus and targeted population(s)/community need align with the overall program description (5 pts) - Ability to implement a structured curriculum while accurately collecting and maintaining all required data (5 pts)
Sustainability Plan	10 pts	- Organization provided a financial sustainability plan, detailing how they will maintain services beyond ECT funding (5 pts) - Local contributions, fundraising efforts, and other initiatives that demonstrate the organization's ability to achieve success (5 pts)
Budget	25 pts	- Application budget (25 pts) - Budget request is in line with the Bright Beginnings cost per participant (5pts) - Line-item, amount requested, and justification is reasonable(5pts) - Line-item justification is detailed and clearly states the use of the amount requested(10pts) - No erroneous line items, good stewards of public funding(5pts)
Uploads	10 pts	- All required documentation has been uploaded and are current (5pts) - Community endorsements clearly demonstrate the need and strong support for the program (5pts)
Bonus Points	5 pts	Programming serving residents in the Century, Warrington/Navy Point, Beulah, and Ensley/Ferry Pass neighborhoods. (5 pts)
Total Points	105 pts	- Each scoring category is scaled between: Exemplary (max points awarded) – Applicant addresses all scoring considerations. Reviewer has a clear understanding of the information presented in relation to each category Insufficient (zero points awarded) – Application is not complete or does not fit in with the Bright Beginnings grant's framework. The reviewer is unable to grasp the intent of the applying organization or is unsure of the organizations ability to execute the proposed program.

7.0 Instructions for Submitting a Response to the RFP

Applications must be submitted electronically through SAMIS no later than 3:00 PM CST on September 4, 2026.

Prepare

- RFP Information Session/Applicant's Conference: In-person ONLY, July 20, 2026 at 1:00 PM CST (location at ECT offices on the Pensacola State College campus, 1000 College Boulevard, Building 26, 2nd Floor, Room 189)

- Office Hours: There will be “RFP open office hours” offered via Zoom. Anyone interested in the RFP and in submitting a application may submit questions to Info@EscambiaChildrensTrust.org. Attendance at the office hours is not required in order to submit a application. Preliminary answers will be provided orally for questions asked during the office hours. Final, definitive answers will be posted in writing on the ECT Bright Beginnings landing page. Once finalized, information about office hours will be posted on the RFP landing page, available at <https://escambiachildrenstrust.org/rfp-2026-01/>, at least seven days in advance.
- RFP Expectations: Applicants should take time to review and understand the RFP in its entirety.
- Collaborative Applications: Collaborative applications, in which two or more entities partner to apply together, are encouraged. Entities may participate in more than one collaborative application. collaborative applications can include:
 - Lead Agency: ECT can enter into a contract with only one partner of a collaborative application. Therefore, a collaborative application must identify one entity as the Lead Agency that will be the contracting party with ECT. The Lead Agency should be the Applicant.
 - Partners: Partners must be committed to a role in carrying out the contract services and will be compensated for that role. Collaborative applications must attach a signed letter of commitment from each Partner that details and agrees to their role in the Contract Services.

Submit

- SAMIS: Applicants must use SAMIS to submit a completed application, including all required uploads, by the deadline of 3:00 PM CST September 4, 2026 to be considered for review. If a Application is late, it will be rejected and will not be presented to the Grants Committee (as described in Section 5) for review and scoring.
 - Applicants will receive a notification from SAMIS acknowledging receipt of their Application. If a Applicant does not receive this notification within 48 hours of submitting their Application, please contact: Info@EscambiaChildrensTrust.org.
- How to Contact ECT about this RFP and RFP Communications: If you have any questions about this RFP, please email us at Info@EscambiaChildrensTrust.org.
 - All content-related questions must be emailed by the questions deadline.
 - You may submit technical or logistical questions at any time, even after the questions deadline.
 - All information about the RFP, including answers to all content-related questions and any changes or amendments, will be posted at our Bids & RFPs website at <https://escambiachildrenstrust.org/rfp-2026-01/>. Please check this website regularly for answers to questions, additional information and changes to the RFP or the RFP process.
 - The last Q&A and website update for this RFP will be addressed by August 31, 2026 at 5 PM CST. We will make every effort not to post any new information after this time; however, we reserve the right to post new information in emergency circumstances.
 - ECT will be available for technical assistance questions through September 2, 2026 at 12 PM CST

APPENDIX 1: Applicant Vetting Checklist
RFP#2026-02 / Bright Beginnings



ESCAMBIA CHILDREN'S TRUST
APPLICANT VETTING CHECKLIST

Mandatory Submission Documentation Requirements:

Applicants are required to submit all mandatory forms, certifications, and supporting documentation identified in this Request for Applications (RFP). These items are considered minimum eligibility requirements and are necessary to verify an applicant's organizational capacity, legal compliance, and readiness to administer grant-funded services.

Prior to the formal evaluation process, all applications will undergo a completeness and eligibility review. Applications that do not include all required documents or fail to satisfy the mandatory submission requirements by the stated deadline will be deemed incomplete and will not advance to the application for review and scoring process.

It is the sole responsibility of the applicant to ensure that all required materials are complete, accurate, and submitted in accordance with the instructions and deadlines outlined in this RFP. The Escambia Children's Trust reserves the right to determine whether an application meets the mandatory submission requirements and to disqualify any application that fails to do so.

ECT Bright Beginnings Attendance Requirements:

- Bright Beginnings Information Session
- Bright Beginnings Financial Training

Mandatory Submission Documentation:

- Taxpayer Identification Number – Usually the EIN issued by the IRS
- Articles of Incorporation – Confirms the nonprofit's legal formation
- SUNBIZ Registration – Business registration certification verifying the organization is registered with the state
- IRS 501 – Determination letter confirming federal tax-exempt status
- Bylaws – Outlines governance structure and operational rules
- Board of Directors – Includes names, roles, and contact information
- Board Minutes – Copy of the minutes from the most recent board meeting
- Financial Statements – Recent financial statements demonstrating fiscal health and transparency
- IRS 990 – Annual tax filing for non-profits
- Audit Reports – Shows financial planning and oversight
- Organizational Structure – Shows hierarchy and key personnel
- Application Budget

APPENDIX 2: QUALITY PROGRAM ASSURANCES
RFP#2026-02 / Bright Beginnings



ESCAMBIA CHILDREN'S TRUST
QUALITY PROGRAM ASSURANCES
PROVIDER VETTING CHECKLIST & SCORING RUBRIC
(PRE-CONTRACTUAL)

Aligned to ECT Quality Program Assurances: Prior to formally contracting with ECT, applicants must submit all mandatory items listed below:

Scoring Overview

Each Quality Area is scored on a **0–5 scale**.

Maximum Total Score: **35 points**

Overall Risk Rating & Contract Recommendation

High Compliance

Score Range: 31–35

Risk Description: Demonstrates strong fiscal and programmatic capacity with thorough, well-organized documentation. Presents minimal compliance concerns.

Pre-Contract Recommendation: Fully eligible for contracting under standard monitoring procedures.

Moderate Compliance

Score Range: 24–30

Risk Description: Meets core compliance standards but shows minor, manageable gaps that can be addressed through routine oversight.

Pre-Contract Recommendation: Proceed with contracting with specified conditions. ECT may need to provide technical support and guidance on standard reporting expectations.

Low Compliance

Score Range: 0–23

Risk Description: Indicates elevated operational risk due to significant deficiencies identified through the vetting checklist, particularly in fiscal management, human resources, and/or programmatic systems.

Pre-Contract Recommendation: Contracting should occur only after a formal corrective action plan is completed and approved prior to contract execution with ECT. Once programming begins, the project should receive increased monitoring and oversight.

Total Vetting Score

Total Points (0–35): _____

Quality Area 1: Governance & Organizational Capacity

(Aligns to Program Administration & Compliance)

Checklist

- ☐ Legal status verified (nonprofit or business registration)
- ☐ Board roster and governance structure (if applicable)
- ☐ Conflict of Interest policy
- ☐ Financial oversight policy and procedures
- ☐ Leadership roles and decision-making authority policies and procedures

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 2: Health, Safety & Learning Environment

(Aligns to Health, Safety & Supervision Standards)

Checklist

- ☐ Facility readiness (licensed or compliant space) [DCF School Age Handbook](#)
- ☐ Emergency response procedures (fire drills, active shooter, inclement weather)
- ☐ Supervision and line-of-sight policies and procedures
- ☐ Incident and injury response plan policy and reporting procedures
- ☐ Safe entry/exit and sign-in procedures

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 3: Staffing & Human Resources

(Aligns to Staffing, Training & Professional Standards)

Checklist

- ☐ Job descriptions for all roles and professional credentials of key staff
- ☐ Hiring and screening procedures
- ☐ Background screening and Drug Free Workplace policies and procedures
- ☐ Motor Vehicle eligibility check (CDL and/or appropriate transportation license)
- ☐ Staff supervision structure

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 4: Child Welfare & Protection

(Aligns to Youth Safety & Well-Being)

Checklist

- ☐ Child abuse prevention policy
- ☐ Mandatory reporting procedures
- ☐ Boundaries and conduct policy
- ☐ Prohibited practices policy
- ☐ Staff acknowledgements completed

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 5: Program Design & Engagement

(Aligns to Program Design & Instructional Quality)

Checklist

- ☐ Program model clearly defined
- ☐ Daily schedule aligned to age group
- ☐ Youth engagement strategies identified
- ☐ Activities aligned to stated outcomes
- ☐ Materials and curriculum identified

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 6: Attendance, Dosage & Access

(Aligns to Attendance & Participation Standards)

Checklist

- ☐ Attendance tracking system
- ☐ Dosage expectations defined
- ☐ Enrollment and capacity aligned to staffing
- ☐ Youth retention strategies
- ☐ Accessibility considerations addressed

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Quality Area 7: Data, Reporting & Continuous Improvement

(Aligns to Accountability & Outcomes)

Checklist

- ☐ Data collection tools identified
- ☐ Reporting processes defined
- ☐ Data accuracy and timelines addressed
- ☐ Use of data for improvement described
- ☐ Staff responsible for data identified

Score: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

APPENDIX 3: SAMPLE BUDGET TEMPLATE
RFP#2026-02 / Bright Beginnings

Escambia Children's Trust Funding Application Budget with Narrative				
Agency Name				
Program Name				
Period funding requested for				
Proposed number participants				
		Year 1		
Line Item	Explanation	Other funding	ECT funding requested	Total budget
Salaries/ Wages	List position, number of employees in positions at same payrate and number of hours worked during grant period. These are W-2 employees.			
				\$ -
	Total	\$ -	\$ -	
Salaries/ Wages Indirect	These are staff members that would have previously been submitted under the indirect costs line item.			
				\$ -
	Total	\$ -	\$ -	
Benefits	List benefits paid			
				\$ -
		Total	\$ -	\$ -
Benefits - Indirect	List benefits paid for staff who would have previously been in the indirect cost line.			
				\$ -
		Total	\$ -	\$ -
Legal	List amount expected for legal services			
				\$ -
Legal - Indirect	List amount expected for legal services			
				\$ -
Accounting & Auditing	List amounts for accounting/bookkeeping services, audit, payroll processing fees, etc.			
				\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Accounting & Auditing - Indirect	List amounts for accounting/bookkeeping services, audit, payroll processing fees, that would have previously been in the indirect cost line.			\$ -
	Total	\$ -	\$ -	
IT Services	List amounts for any IT contracts you have or IT services you anticipate.			\$ -
	Total	\$ -	\$ -	
IT Services - Indirect	List amounts for any IT contracts that would have previously been in the indirect cost line.			\$ -
	Total	\$ -	\$ -	
Contract Labor	List any 1099 employees working for you and the amount that their contract states they will get paid.			\$ -
	Total	\$ -	\$ -	
Other Professional Services	List any professional practitioners, technical consultants, or semi-professional technicians who are not contracted labor and are engaged as an independent contractor for a specified service on a fee or other individual contractual basis.			\$ -
	Total	\$ -	\$ -	
Lease/Space Rental	Address of building: Rate per month x number of months.			\$ -
	Total	\$ -	\$ -	
Lease/Space Rental - Indirect	Address of building: Rate per month x number of months.			\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Utilities (elctricity, water, etc.)	List all utilities and average monthly amount			
				\$ -
	Total	\$ -	\$ -	
Utilities (elctricity, water, etc.) - Indirect	List all utilities and average monthly amount			
				\$ -
	Total	\$ -	\$ -	
Telephone	List telephone accts and monthly amounts			
				\$ -
	Total	\$ -	\$ -	
Telephone - Indirect	List telephone accts and monthly amounts			
				\$ -
	Total	\$ -	\$ -	
Internet	List internet accounts with address and monthly rate			
				\$ -
	Total	\$ -	\$ -	
Internet - Indirect	List internet accounts with address and monthly rate			
				\$ -
	Total	\$ -	\$ -	
Directors & Officers Insurance	List D&O insurance policy and portion charged to ECT			
				\$ -
	Total	\$ -	\$ -	
Directors & Officers Insurance - Indirect	List D&O insurance policy and portion charged to ECT			
				\$ -
	Total	\$ -	\$ -	
Liability Insurance	Liability and Excess Liabilty insurance.			
				\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Liability Insurance - Indirect	Liability and Excess Liability insurance.			\$ -
	Total	\$ -	\$ -	
Property Insurance	List property Insurance policies			\$ -
	Total	\$ -	\$ -	
Property Insurance - Indirect	List property Insurance policies			\$ -
	Total	\$ -	\$ -	
Auto Insurance	List Auto Insurance Policies			\$ -
	Total	\$ -	\$ -	
Auto Insurance - Indirect	List Auto Insurance Policies			\$ -
	Total	\$ -	\$ -	
Staff Travel (Local, Out-of-County, etc.)	List local and out of county travel anticipated			\$ -
	Total	\$ -	\$ -	
Freight and Postage				\$ -
Printing & Binding	Anticipated printing and binding			\$ -
	Total	\$ -	\$ -	
Advertising and Marketing	List anticipated Advertising and Marketing expenses			\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Office Supplies (Items < \$5,000)	Office supplies and equipment items costing less than \$5,000 for each item.			\$ -
	Total	\$ -	\$ -	
Office Supplies (Items < \$5,000) - Indirect	Office supplies and equipment items costing less than \$5,000 for each item.			\$ -
	Total	\$ -	\$ -	
Subscription or Membership fees	List membership and subscription fees here			\$ -
	Total	\$ -	\$ -	
Subscription or Membership fees - Indirect	List membership and subscription fees here			\$ -
	Total	\$ -	\$ -	
Software or Apps	Computer Software of mobile apps used in business operations			\$ -
	Total	\$ -	\$ -	
Software or Apps - Indirect	Computer Software of mobile apps used in business operations			\$ -
	Total	\$ -	\$ -	
Professional Development	List Professional development your agency will provide to staff			\$ -
	Total	\$ -	\$ -	
Professional Development - Indirect	List Professional development your agency will provide to staff			\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Equipment (Items > \$5,000 each)	List equipment items priced at \$5,000 or more for each item			
				\$ -
	Total	\$ -	\$ -	
Fingerprinting and Background checks	Level 2 or equivalent background checks and annual local background checks			
				\$ -
	Total	\$ -	\$ -	
Food and Snacks	List food and snacks anticipated to be used			
				\$ -
	Total	\$ -	\$ -	
Participant travel	List participant travel expenses as anticipated			
				\$ -
	Total	\$ -	\$ -	
Sub-grants to Partner Organizations	List agencies that your agency will have a contract with to provide specific services for your program.			
				\$ -
	Total	\$ -	\$ -	
Participant incentives	List what the incentive is, how it's earned and dollar amount limit per participant			
				\$ -
	Total	\$ -	\$ -	
Building Maintenance	Minor and normal building maintenance. Examples include pest control, lawn care, and minor repairs to buildings and equipment			
				\$ -
	Total	\$ -	\$ -	
Building Maintenance - Indirect	Minor and normal building maintenance. Examples include pest control, lawn care, and minor repairs to buildings and equipment			
				\$ -
	Total	\$ -	\$ -	
Volunteer Training	Trainings offered to volunteers			
				\$ -
	Total	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget
Program Supplies	Supplies used by participants in program operations			
				\$ -
	Total	\$ -	\$ -	
Field Trips	Field Trips for participants - can include location fees and hotels.			
				\$ -
	Total	\$ -	\$ -	
Direct Client Assistance	Assistance given to Participants to address a need of that participant, examples include clothes, food, housing, etc. Specify dollar amount per participant and what needs will be addressed.			
				\$ -
	Total	\$ -	\$ -	
Vehicle purchase/lease	Vehicle purchase or lease payments			
				\$ -
	Total	\$ -	\$ -	
Total Expenses		\$ -	\$ -	\$ -

Line Item	Explanation	Other funding	ECT funding requested	Total budget
	Direct Expenses			
Direct expenses summary	Salaries/ Wages	\$ -	\$ -	\$ -
	Benefits	\$ -	\$ -	
	Legal	\$ -	\$ -	
	Accounting & Auditing	\$ -	\$ -	
	IT Services	\$ -	\$ -	
	Contract Labor	\$ -	\$ -	
	Other Professional Services	\$ -	\$ -	
	Lease/Space Rental	\$ -	\$ -	
	Utilities (electricity, water, etc.)	\$ -	\$ -	
	Telephone	\$ -	\$ -	
	Internet	\$ -	\$ -	
	Directors & Officers Insurance	\$ -	\$ -	
	Liability Insurance	\$ -	\$ -	
	Property Insurance	\$ -	\$ -	
	Auto Insurance	\$ -	\$ -	
	Staff Travel (Local, Out-of-County, etc.)	\$ -	\$ -	
	Freight and Postage	\$ -	\$ -	
	Printing & Binding	\$ -	\$ -	
	Advertising and Marketing	\$ -	\$ -	
	Office Supplies (Items < \$5,000)	\$ -	\$ -	
	Subscription or Membership fees	\$ -	\$ -	
	Software or Apps	\$ -	\$ -	
	Professional Development	\$ -	\$ -	
	Equipment (Items > \$5,000 each)	\$ -	\$ -	
	Fingerprinting and Background checks	\$ -	\$ -	
	Food and Snacks	\$ -	\$ -	
	Participant travel	\$ -	\$ -	
	Sub-grants to Partner Organizations	\$ -	\$ -	
	Participant incentives	\$ -	\$ -	
	Building Maintenance	\$ -	\$ -	
	Volunteer Training	\$ -	\$ -	
	Program Supplies	\$ -	\$ -	
	Field Trips	\$ -	\$ -	
	Direct Client Assistance	\$ -	\$ -	
	Vehicle purchase/lease	\$ -	\$ -	
	Total Indirect Expense	\$ -	\$ -	

Line Item	Explanation	Other funding	ECT funding requested	Total budget	
Previously classified as indirect summary	Previously classified as Indirect				
	Salaries/ Wages Indirect	\$ -	\$ -	\$ -	
	Benefits - Indirect	\$ -	\$ -		
	Legal - Indirect	\$ -	\$ -		
	Accounting & Auditing - Indirect	\$ -	\$ -		
	IT Services - Indirect	\$ -	\$ -		
	Lease/Space Rental - Indirect	\$ -	\$ -		
	Utilities (elctricity, water, etc.) - Indirect	\$ -	\$ -		
	Telephone - Indirect	\$ -	\$ -		
	Internet - Indirect	\$ -	\$ -		
	Directors & Officers Insurance - Indirect	\$ -	\$ -		
	Liability Insurance - Indirect	\$ -	\$ -		
	Property Insurance - Indirect	\$ -	\$ -		
	Auto Insurance - Indirect	\$ -	\$ -		
	Office Supplies (Items < \$5,000) - Indirect	\$ -	\$ -		
	Subscription or Membership fees - Indirect	\$ -	\$ -		
	Software or Apps - Indirect	\$ -	\$ -		
	Professional Development - Indirect	\$ -	\$ -		
	Building Maintenance - Indirect	\$ -	\$ -		
		Total previously classified as indirect expense	\$ -	\$ -	
Total Expenses		\$ -	\$ -	\$ -	
Indirect percentage		#DIV/0!	#DIV/0!	#DIV/0!	
Request percentage of Direct expenses			#DIV/0!		
Request Percentage of Indirect expenses			#DIV/0!		
Request percentage of Total Expenses			#DIV/0!		

Proposed number of participants
0

Cost per participant
#DIV/0!