



Independent Living Services

ANNUAL REPORT

Department of Children and Families

Office of Child and Family Well-Being

State Fiscal Year 2024-2025

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Purpose

The Department of Children and Families (Department) provides intentional support and wrap-around services to young adults with lived foster care experience. Florida is proud to offer a comprehensive range of services and resources for youth and young adults transitioning to adulthood from foster care including Extended Foster Care, Postsecondary Education Services and Supports, and Aftercare Services. Through these services and resources, the Department has witnessed the resilience and potential of Florida's youth and young adults transitioning from foster care to adulthood.

This report provides accountability information for Fiscal Year (FY) 2024-2025 on Postsecondary Education Services and Support (PESS) and Aftercare Services (Aftercare), referenced in section 409.1451(6), Florida Statutes (F.S.), as follows:

1. An analysis of performance on the outcome measures developed under this section reported for each Community-Based Care Lead Agency (Lead Agency).
2. A description of the Department's oversight of the program, including by the Lead Agency, any programmatic or fiscal deficiencies found, corrective actions required, and the status of compliance.
3. Any rules adopted or proposed under this section since the last report.

Although Extended Foster Care (EFC) is not referenced in section 409.1451(6), F.S., this report also provides outcome and oversight information for young adults continuing in foster care. The Department recognizes the entire umbrella of Independent Living programs as integral to ensuring the success of our young adults.

Postsecondary Education Services and Support s. 409.1451(2) F.S.

Eligible young adults ages 18-23 in Postsecondary Education Services and Support (PESS) receive \$1,720 per month and other supports necessary to become self-sufficient pursuant to section 409.1451(2), F.S. Eligibility for the program is established based on the young adult's legal custody status at age 18 or achieving permanency through adoption or permanent guardianship at ages 14-17 after a period of placement in licensed care. The expansion of PESS eligibility to include those who achieved permanency at 14 or 15 after 6 months in licensed care became effective July 1, 2024.

Young adults who experience an emergency while enrolled in PESS may use emergency assistance funds to help address the situation and minimize disruption to their participation in the program.

The federal John H. Chafee Foster Care Program for Successful Transition to Adulthood helps fund the program intended to secure participant housing and cover other living expenses necessary while the student is enrolled in a post-secondary education program. Initial eligibility requires students to be enrolled in nine credit hours or the vocational equivalent at a Florida Bright Futures approved school. Students must meet annual renewal criteria by achieving academic progress throughout the year. Some exceptions to credit hours and progress may apply to those students with a diagnosed disability or other recognized challenging circumstances. PESS

provides continued transitional and financial planning that includes assistance in meeting young adults current and future needs.

Aftercare Support Services s. 409.1451(3), F.S.

Aftercare Support Services is designed to be a temporary program that assists young adults in transitioning to self-sufficiency or in establishing eligibility for Extended Foster Care, PESS, Extended Guardianship Assistance Program or Extended Maintenance Adoption Subsidy. Young adults must have turned 18 in the Department's custody or licensed foster care; or have been in out of home care for at least 6 months after the age of 14 and not reunified. Young adults are eligible from the ages of 18 to 23 and must submit an Aftercare Application. A plan is developed with the young adult to identify the goal and establish a path to achieving the plan through identified services and tasks. This plan must be updated and reviewed every 3 months, at minimum.

Aftercare Services can include, but are not limited to, the following:

- Mentoring or tutoring
- Mental health or substance abuse services
- Life skills or parenting classes
- Job and Career skills training
- Temporary financial assistance
- Financial literacy skills training

Extended Foster Care s. 39.6251 F.S.

Eligible young adults have the option of remaining in foster care until age 21. If an eligible young adult has a documented disability that prevents full-time participation in a qualifying activity, the young adult may remain in foster care until age 22. Extended Foster Care (EFC) is a voluntary program for young adults who aged out of the Department's legal custody or were in licensed care on their 18th birthday. Participation requires enrollment in school, employment, or a work training program, and residence in a supervised living arrangement, in accordance with federal and state guidelines. Services include regular case management visits, case planning, transition planning, monitoring of life skills development, and judicial oversight. The program utilizes Title IV-E federal funds to help fund room and board and other allowable expenses such as childcare for young adults who are parenting, clothing for work or school, school supplies, and essential services needed to support the young adult's transition to independence.

Contract Oversight

The Department's contract with Lead Agencies includes expectations to administer all services for youth and young adults in and formerly in care in accordance with federal guidelines, Florida Statutes, Florida Administrative Code, and Operating Procedures. Florida has structured statutory requirements for EFC, PESS, and Aftercare around establishing eligibility, standards of progress, payment disbursement, due process, and appeals. Requirements in the Florida Administrative Code further detail the framework for how the array of Independent Living services is administered, including application and discharge procedures, transition planning, and documentation requirements.

Contract monitoring for the Independent Living population is conducted using multiple methods. Reviewing data from various sources helps strengthen the understanding of service effectiveness

across each outcome area. While most services for this population are delivered by Lead Agencies, each agency operates with a unique structure and approach to implementation. As a result, the Department must monitor overall quality using a range of data points. Measurement tools include quality reviews, data entry analysis, and youth and young adult surveys, which may be assessed individually at each Lead Agency based on their organizational structure.

Results of the various measurement tools outlined below are utilized in several ways in discussion and review with the Lead Agencies surrounding the quality of work and outcomes for the young adults served. After each round of the Office of Quality and Innovation Targeted Reviews, a virtual meeting is hosted by the Department's Youth and Young Adult Services Team along with the Office of Quality and Innovation targeted reviewers, the Lead Agency Independent Living Points of Contact and the Lead Agency Quality Review Teams. The purpose of the joint discussion is to review results on a statewide level, identify barriers, and discuss strategies for improvement. Data from the monthly Lead Agency reports sent from the Florida Safe Families Network is utilized by the Office of Quality and Innovation during contract monitoring with the Lead Agencies to address specific barriers to improving completion percentages. Outcome measurements are continuously reviewed directly with the field during bi-monthly statewide meetings for Independent Living as well as presented during bi-annual in-person training sessions.

Office of Quality and Innovation Targeted Reviews

The Department's Office of Quality and Innovation monitors performance by conducting regular case reviews and evaluating performance metrics. To better support young adults transitioning to adulthood, the Office of Quality and Innovation has collaborated with the Office of Continuing Care to include specific Independent Living questions related to the youth or young adult's life and case history. To ensure the success of young adults, a post-18 case review was created using the Quality Standards Review Guide developed by the Quality Standards Workgroup. The workgroup included input from various stakeholders. The first case review was launched in March 2023 and has served as a data collection tool for Lead Agencies and as a basis for future Department training and curriculum development.

The Office of Quality and Innovation conducted two targeted reviews of Independent Living services during FY 2024–25, in December 2024 and June 2025. Across both reviews, a total of 182 cases actively receiving services were reviewed. One of the most significant improvements during the year was increased accuracy in identifying cases for the review sample that were actively receiving services. The sample was drawn from the Young Adults Receiving Services (YARS) reports and depended on accurate Independent Living program data entry by CBC lead agencies and subcontracted agencies. During the June 2025 review, only 16 cases were excluded because the individuals were not actively enrolled in a program, compared to 45 exclusions during the December 2024 review. Continued improvements in data entry and sampling accuracy will support more reliable data and allow outcomes to be measured more effectively.

Overall, improvements were observed between the first and second review periods during the fiscal year, with the most notable gains seen in the frequency and quality of transition planning across all three Independent Living programs. Evaluations of transition plans for the EFC and PESS programs were nearly 100 percent compliant, compared to prior review scores in the 50–60 percent range.

The My Pathway to Success Plan serves as the central planning tool for young adults transitioning from foster care, functioning as a coordinated hub where services, including housing, education, employment, health, and life skills, come together to ensure each young adult has a clear and supported path forward. By streamlining access to services and fostering collaboration among providers, the plan supports youth in moving from surviving to thriving. The significant improvement in completion and quality of these plans reflects a higher level of service delivery for youth and young adults participating in Independent Living programs.

More detailed findings from the reviews are incorporated into the applicable outcome area sections below. In the upcoming fiscal year, the Department will continue to focus on improving all quality review areas, with particular emphasis on the frequency and quality of home visits for participants in Extended Foster Care.

Monthly Florida Safe Families Network (FSFN) Data Reports

Additionally, monthly reports are sent to the lead agencies based on data entered to the Florida Safe Families Network (FSFN). These reports analyze the completion percentages for target areas for each Lead Agency and determine a statewide completion rate. FY 2024-25 saw the first full fiscal year that Lead Agencies received detailed and analyzed reports for their agency in the following categories:

- Life Skill Assessments completed annually for EFC young adults ages 18-21
- Transition Plan Completion for young adults 18+ in an Independent Living Program
- Supportive Adult Connections for young adults 18+ in an Independent Living Program

The chart below presents statewide monthly averages for each measured area, along with an overall annual completion percentage. Transition planning completion rates began to be assessed for timeliness in January 2025. Lead Agencies received credit for completion only when transition plans had been completed within the previous six months.

The overall increase in completion rates indicates that Lead Agencies are not only improving compliance with regulatory timeframes, but also effectively using reports to support high-quality work with youth in foster care. Ongoing enhancements to monthly and on-demand reports, including improvements in accuracy, format, and thoroughness, continue to contribute to higher-quality services for youth and young adults. Table 1 below outlines the statewide monthly completion percentages for each area assessed through the Independent Living reports.

Table 1: Monthly Independent Living Report Statewide Completion Percentages

	Life Skill Assessments (EFC 18–21-year-olds)	Transition Plan Completion (18+)	Supportive Adult Connections
July 2024	31%	-	56%
August 2024	35%	-	54%
September 2024	37%	-	69%
October 2024	38%	-	70%
November 2024	44%	34%	72%

December 2024	50%	56%	75%
January 2025	51%	44%	77%
February 2025	56%	46%	76%
March 2025	56%	49%	78%
April 2025	59%	57%	81%
May 2025	64%	58%	82%
June 2025	64%	56%	80%
Annual	49%	50%	72%

National Youth in Transition Database (NYTD)

In 2010, the Administration for Children and Families established the National Youth in Transition Database (NYTD), which requires states to comply with two distinct data collection activities:

1. Track the independent living services and supports provided to the youth and/or young adults identified in the state’s served population.
2. Collect outcomes information by directly surveying youth and young adults with the NYTD Outcome Survey.

Florida’s served population is defined as those youth and young adults who are between the ages of 13-22, who have received at least one independent living service during the six-month federal reporting period, regardless of their foster care status or placement type (a young adult who has reached age 23 is no longer considered part of the served population).

The NYTD Outcome survey was developed by the Administration for Children and Families (ACF). The survey is part of a longitudinal study that established a “cohort” of young people to survey over a period-of-time. Each NYTD survey cohort is comprised of youth who completed the NYTD survey at age 17 and are surveyed again at ages 19 and 21. The ACF collects outcome information from each cohort across the following six domains: financial self-sufficiency, experience with homelessness, educational attainment, positive connections with adults, high-risk behavior, and access to health insurance. This report continues the focus of these domains with outcome measurements reported in each area.

Since 2010, Florida has reported NYTD Survey Outcomes for three complete cohorts of youth and young adults who completed the survey at ages 17, 19, and 21. During FY 2024–25, NYTD surveys continued with Cohort 5, consisting of young adults turning 19 who were surveyed as part of the baseline population during federal fiscal year (FFY) 2022 (October 1, 2021–September 30, 2022).

Preliminary data indicates that 72 percent of these young adults have obtained a high school diploma, while 19 percent have not yet completed high school. Additionally, 27 percent reported being employed full time.

One notably positive outcome is that 86 percent of respondents reported having a supportive adult in their lives, an area of strategic focus for the Department. Furthermore, only 7 percent of young adults in this cohort reported experiencing homelessness within the past two years, representing a significant decrease from the 32 percent reported by the 21-year-old cohort surveyed in the prior fiscal year.

Additional outcome data from the most recent survey is included in the applicable Outcome Areas below.

Financial Accountability

The Department continues to emphasize financial accountability among Lead Agencies in the management and distribution of Independent Living funds. Accurate eligibility determinations and timely data entry in the Florida Safe Families Network (FSFN) system directly affects program payments, making consistency and precision in field operations essential. The Department developed guidance for the field in conjunction with the Department’s financial office which was presented at the Spring 2025 Independent Living Statewide Conference.

During FY 2024-25, the Legislature appropriated approximately \$58.9 million for Independent Living programs and services. This funding included a recurring base of approximately \$54 million, as well as nearly \$5 million to address ongoing deficits experienced by Lead Agencies in recent years, related to Independent Living programs. These deficits are largely attributable to rising EFC room and board rates statewide. The total appropriation supports case management services, program administration, and supplements room and board payments to foster parents who provide life skills training and normalcy supports to youth ages 13 through 17. When a Lead Agency exceeds its Independent Living allocation, any overage must be absorbed through its core funding.

Table 2. SFY 2024-2025 Independent Living Service Payments

SFY24-25 GAA	
Independent Living (Recurring Base)	\$ 38,195,652
SB 80/96 Requirements - Rec GR	\$ 1,683,938
IL Case Coordination / Pre-IL Life Skills & Normalcy - Rec GR	\$ 5,710,752
Increase in PESS Monthly Payment - Rec GR	\$ 8,352,000
Foster Parent COLA Growth Rate (EFC) - Rec	\$ 45,891
Independent Living Expansion - Rec GR	\$ 4,894,140
SFY 24-25 Appropriation	\$ 58,882,373

Standardized Needs Assessment

One of the recommendations in the 2024 Annual Report from the Independent Living Services Advisory Council (ILSAC), was the implementation of a standardized needs assessment for EFC. The Department implemented this assessment effective July 1, 2025, through a memorandum issued to all Lead Agencies and system partners. This assessment is intended to determine appropriate levels of financial support based on a young adult’s individual needs, strengths, and readiness for independence.

The needs assessment supports consistent decision-making related to financial assistance while reinforcing expectations for youth engagement and responsibility. Young adults are expected to contribute toward their living expenses as appropriate to demonstrate financial management skills. As independence increases, the assessment is updated to reflect changes in the young adult’s financial contribution.

The FSN Reference Payment Guide defines an allowance as a payment made directly to an EFC young adult for discretionary expenses, such as savings, entertainment, or non-essential transportation. Allowance amounts are determined based on the completed needs assessment, after ensuring that all basic needs are met.

The Department anticipates that consistent use of this tool will help clarify expectations, promote financial literacy, and support young adults' progression toward self-sufficiency.

Independent Living Services Outcomes

Independent Living programs are designed to assist young adults in achieving important milestones as they move toward self-sufficiency. This program review considers the following federal outcome areas: increasing financial self-sufficiency, improving educational attainment, increasing connections to supportive adults, reducing homelessness, reducing high-risk behavior, and improving access to health insurance.

The Department recognizes the complex challenges involved in preparing young adults for adulthood and remains committed to strengthening service delivery and improving readiness for youth transitioning to independence. To better support both young adults and the professionals who serve them, the Department's Youth and Young Adult Services team continues to provide leadership, guidance, and technical assistance to promote the effective implementation of best practices statewide. The Department's ongoing focus remains on comprehensive preparation for adulthood and high-quality implementation of the Independent Living Program to ensure improved outcomes for transitioning youth.

The Department has prioritized building tools to monitor compliance with program requirements and measure outcomes for young adults. Monthly reports are sent to Lead Agencies to monitor compliance with life skill assessments, transition planning, and developing permanent connections, which are all procedural requirements that build positive relationships with youth and young adults. These relationships, in turn, enhance program engagement of the youth and young adults leading to better outcomes on their journey to self-sufficiency. Quality assurance reviews now include relevant Independent Living specific questions, both within the "Life of Case reviews" and as standalone targeted Independent Living program case reviews, launched in March 2023.

Further, the Department continues bi-monthly meetings with all Independent Living professionals and hosts an in-person conference twice a year. These meetings continue to focus on improving the program statewide while building a network of professionals throughout the state.

To improve the consistency of statewide service delivery, the Department introduced an Independent Living Specialty Track training curriculum in August 2024. The curriculum includes specialized training to Lead Agency staff to enhance their understanding of Independent Living requirements, policies, and best practices. At the end of FY 2024-25, 130 staff statewide had completed the curriculum within eleven CBC Lead Agencies.

The curriculum modules focus on the following areas:

- Module 1: Introduction to Independent Living
 - Provides a basic overview of services available to youth and young adults with foster care experience and begins to define the roles of professionals within the system as it relates to services provided.
- Module 2: Independent Living Services for Youth Under 18

Provides a deep dive into the services available for eligible youth under 18 years of age who are in the care of the Department and the role the professionals have in developing the youth's life skills as they transition to adulthood.

- **Module 3: Extended Foster Care**
Provides in depth knowledge of statutes, administrative code, and operating procedures that guide Extended Foster Care, so professionals gain an understanding of services required to assist with the young adult's transition toward self-sufficiency.
- **Module 4: PESS and Aftercare**
Provides a comprehensive understanding of services and supports related to those eligible for PESS and Aftercare while also learning the statutes and administrative code that guides the programs.
- **Module 5: Review and Assessment**
Participants complete a final review activity and then pass an assessment to demonstrate their understanding of the material.

Table 3 presents the number of young adults served in each Independent Living program by Community-Based Care Lead Agency over the past three State Fiscal Years (SFYs).

Table 3: Number of young adults served in each Independent Living Program by lead agency

Lead Agency	2022-2023			2023-2024			2024-2025		
	Aftercare	EFC	PESS	Aftercare	EFC	PESS	Aftercare	EFC	PESS
CBC of Brevard (now known as Family Partnership of Central Florida as of 5/1/2024)	26	44	9	15	42	17	N/A	N/A	N/A
ChildNet Broward	23	140	108	39	122	111	49	126	109
ChildNet Palm Beach	12	105	59	27	104	59	30	116	55
Children's Network Hillsborough	54	82	50	74	81	48	55	90	59
Children's Network of SW Florida	8	41	52	14	39	60	18	55	60
Citrus Health Network	157	240	175	114	232	146	81	204	157
Community Partnership for Children	18	49	40	16	43	55	13	56	63
Communities Connected for Kids	11	24	26	13	24	23	6	25	24
Embrace Families (now known as Family Partnership of Central Florida as of 5/1/2024)	43	136	56	41	128	72	N/A	N/A	N/A
Family Partnership of Central Florida	N/A	N/A	N/A	N/A	N/A	N/A	51	169	96
Family Support Services North Florida	20	80	29	14	82	30	29	88	37
Family Support Services Suncoast	44	83	43	49	80	52	33	91	46
Heartland for Children	41	71	29	35	74	41	40	78	56
Kids Central Inc	62	48	38	49	55	39	17	50	50
Kids First of Florida Inc	0	20	12	2	16	13	4	15	13

NWF Health Network-East	20	56	27	12	63	29	20	51	27
NWF Health Network-West (formerly FFN)	12	75	19	21	85	22	25	77	20
Partnership for Strong Families	6	10	5	7	17	7	8	33	6
Safe Children Coalition	30	30	15	13	38	19	13	47	22
St Johns County Commission / Family Integrity Program	1	12	8	0	10	8	1	11	9
Statewide	588	1346	800	555	1335	851	493	1382	909
Previously Reported	467	1733	857	609	1540	879	N/A	N/A	N/A

**Source: OCWDRU #1089, FSFN Data Repository

The data illustrates a 12.5 percent increase in the number of young adults utilizing at least one Independent Living program from FY 2023-24 to FY 2024-25. Because young adults may receive services from more than one program in a given year, the totals may include duplication.

Participation in EFC and PESS continues to increase statewide, while participation in Aftercare services has decreased. This decrease may reflect increased utilization of EFC and PESS as young adults pursue longer-term stability and educational opportunities.

Counts presented in this report reflect only young adults who received services during the applicable fiscal year. Previously reported figures included payments reconciled during the fiscal year, which overstated participation. Corrected counts are presented above, with prior totals noted for reference.

Additionally, the count for EFC participants has increased by an additional 12 young adults compared to the Department's previously submitted Proviso report for FY 2024-25. This is a result of a population of young adults who reside at a specific group home that were inadvertently excluded from previous counts.

Due to the 2020 public health emergency, young adults were not to be terminated from the Extended Foster Care (EFC) program. The federal government temporarily waived the qualifying activity requirement under guidance provided through the Supporting Foster Youth and Families through the Pandemic Act, Division X of the Consolidated Appropriations Act, 2021 (Public Law 116-260), enacted on December 27, 2020, by the Administration for Children and Families. As a result, the number of young adults remaining in the program increased, as individuals who would have otherwise been discharged were permitted to continue receiving services. Some of the discrepancy in participation numbers of EFC from FY 2022-23 to FY 2023-24 were due to the renewed administration of discharge criteria as it relates to participation in qualifying activity. A young adult may have been allowed to remain in the program without enrollment in a qualifying activity but was discharged once program requirements were federally reinstated in 2022.

Outcome Area 1: Improving Educational Attainment

Education plays a vital role in fostering personal growth and self-sufficiency. Young adults who obtain an education are better prepared to face the future job market. A high school and/or college diploma not only increases chances of securing employment but may also open doors to higher-paying jobs and more opportunities for career advancement. Education equips individuals with the necessary knowledge, skills, and competencies to navigate the complexities of the modern

world. It instills critical thinking skills and the ability to adapt to new challenges.

Table 4 displays the number of young adults who have achieved a high school diploma or GED in the past three state fiscal years by Lead Agency. By enhancing its focus on education outcomes, providing educational experiences, and tracking progression, the Department continues to prioritize young adults achieving their educational goals.

Table 4. Young Adults who have a High School Diploma, GED Certificate, or Certificate of Completion

LEAD AGENCY	2022-23	2023-24	2024-25
Brevard Family Partnership (now known as Family Partnerships of Central Florida as of 5/1/2024)	30	N/A	N/A
ChildNet-Broward	110	125	103
ChildNet-Palm Beach	54	84	67
Children’s Network of SW Florida	21	71	66
Citrus Health Network	207	206	196
Communities Connected for Kids	4	3	4
Community Partnership for Children	18	15	44
Family Support Services- Suncoast	71	75	60
Children’s Network Hillsborough	83	81	59
Embrace Families (now known as Family Partnerships of Central Florida as of 5/1/2024)	99	N/A	N/A
Family Partnerships Central Florida (combined for Embrace and CBC of Brevard)	N/A	141	133
NWF Health Network – West (Previously known as Families First Network)	53	56	45
Family Integrity Program	8	8	8
Family Support Services of North Florida	31	26	33
Heartland for Children	20	38	40
Kids Central, Inc.	33	38	44
Kids First of Florida, Inc.	9	5	17
Northwest Florida Health Network-East	58	54	45
Partnership for Strong Families	8	9	11
Safe Children Coalition	25	35	35
Statewide	942	1,070	1,010

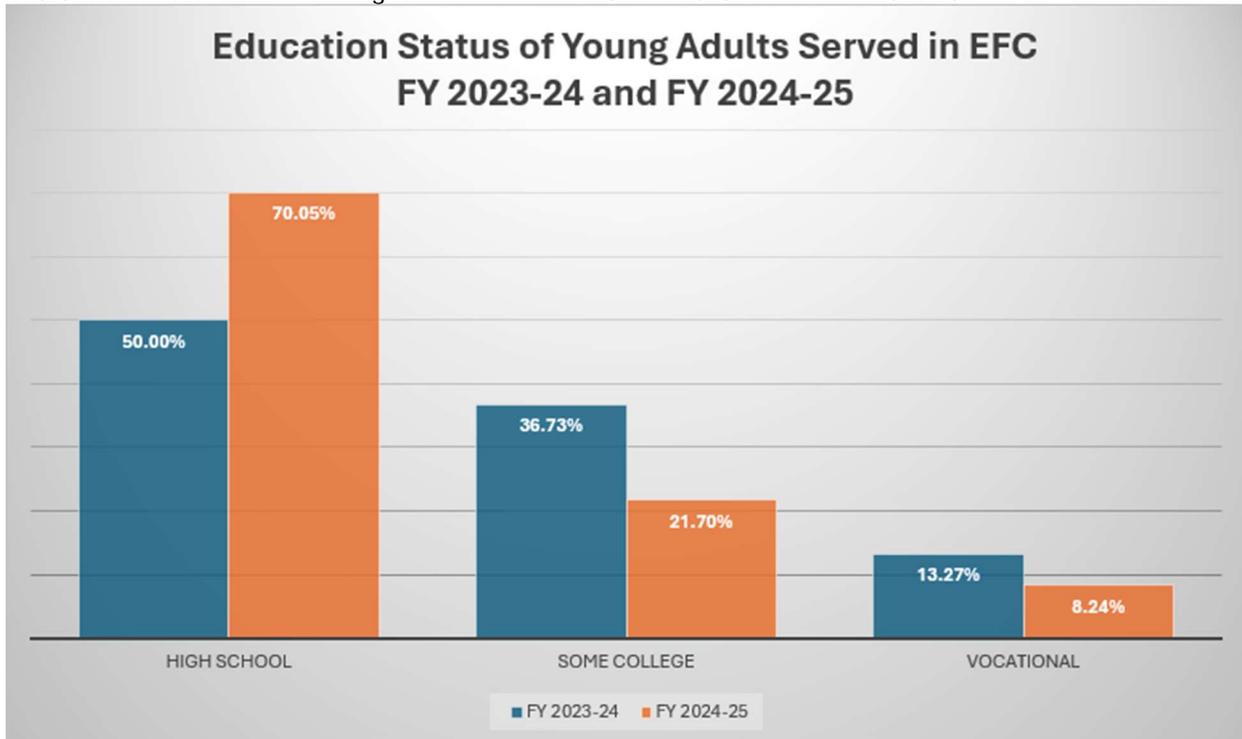
Statewide data indicates a slight decline in secondary educational attainment in FY 2024-25 compared to the prior fiscal year, following an increase observed in FY 2023-24. While several Lead Agencies maintained or increased the number of young adults achieving secondary credentials, others experienced modest decreases, contributing to the overall statewide trend.

Additionally, the variation across Lead Agencies reflects differences in program size, population needs, and local educational partnerships. Continued monitoring of these trends will help inform strategies to support educational attainment and align services with statutory goals related to self-sufficiency and long-term success.

Chart 1 indicates the proportion of young adults participating in EFC services and their present educational status. During SFY 2024-25, 70 percent of EFC participants enrolled in education were working towards a high school diploma or equivalent, a 20 percent increase from the previous FY. The other 30 percent of those enrolled in education as a qualifying activity were working toward post-secondary goals. It should be noted that there are some young adults enrolled in EFC that are not engaged in education as their qualifying activity; these young adults

are not represented in this data chart.

Chart 1: Education Status of Young Adults Served in EFC SFY 2023-24 and SFY 2024-25

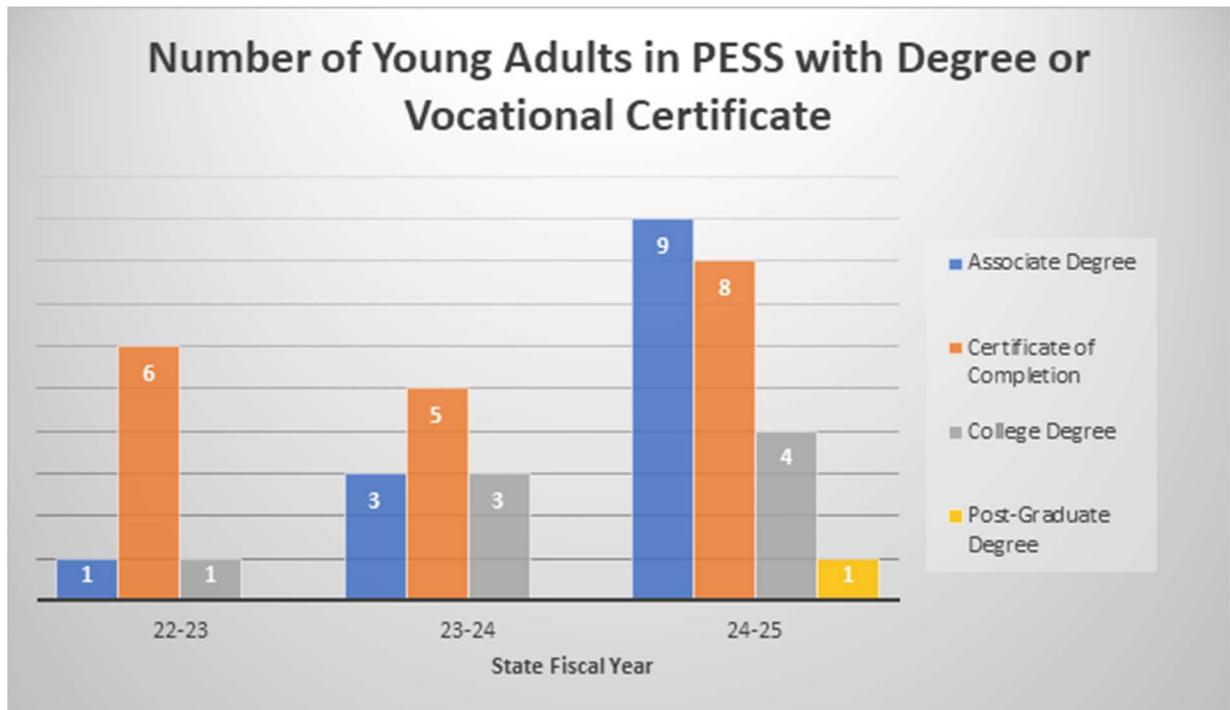


During review of the Postsecondary Education Services and Support (PESS) education record reports, the Department identified data integrity issues resulting from a change in the Florida Safe Families Network (FSFN) grade-level coding implemented mid-FY 2023-24. Specifically, students who were enrolled in postsecondary programs but had not yet completed a degree were incorrectly recorded as having attained a college degree. To address this issue, the grade-level distinction was updated to accurately reflect enrollment status using the categories “some college” or “vocational/technical,” which indicate that the young adult is actively working toward a degree or certification.

The review also revealed a need for additional guidance on completing education records to ensure consistent and accurate reporting of postsecondary outcomes. In response, the Department provided targeted guidance to Lead Agencies and field staff, including the distribution of a guidance summary, individualized correction requests, and a series of virtual meetings conducted throughout FY 2024-25 to support accurate data entry and correction.

Chart 2 below reflects the number of young adults participating in the PESS program who successfully obtained an associate degree, bachelor’s degree, post-graduate degree, or vocational certificate of completion. The data presented has been corrected to align with the updated reporting definitions and accurately represent degree attainment for the past two fiscal years.

Chart 2: Number of Young Adults in PESS with a Postsecondary Degree



Results of the targeted Independent Living Review by the Office of Quality and Innovation determined that of the cases reviewed in June 2025, 70 percent of young adults in PESS were on track to graduate with a postsecondary degree or certificate by the time they turned 23. This was an increase from the 59 percent of young adults on track of cases reviewed in December 2024 but still lower than 79 percent in the previous FY 2023-24.

Preliminary 2024 data from the NYTD surveys completed by young adults ages 19 with foster care experience shows that 73 percent of young adults reported receiving a high school diploma/GED, 3 percent obtained some sort of postsecondary education, and 19 percent had obtained neither.

Per section 409.1452, F.S., the Department is required to collaborate with the State University System (SUS), Florida College System (FCS), and the Department of Education to improve outcomes and career transitions for former foster youth who are eligible for the Department's Tuition and Fee Exemption. The Positive Pathways Program is administered by Educate Tomorrow, Inc, who coordinates with and develops a network of postsecondary supports and hosts monthly network calls with representatives from colleges, universities, and Lead Agencies in Florida. This network currently has over 300 members comprised of post-secondary institution staff, community supports, and Lead Agency representatives. In FY 2023-24, Positive Pathways provided over 135 instances of technical assistance to network members and the young adults they serve. Their annual conference, held in Miami in 2025, had more than 100 attendees who received additional support and training. Positive Pathways support of these campus-based programs has a direct link to the young adults working to achieve success with post-secondary education.

Data is received from the SUS and FCS for the previous academic year which does not align with the state fiscal year. Table 5 displays the number of young adults utilizing the tuition exemption form for the 2023-24 academic year based on their eligibility status. The total number of students

utilizing the waiver at a state university or college increased by 201 students for FY 2023-24. A total of 380 young adults utilizing the tuition exemption obtained postsecondary education for the 2022-23 academic year. Table 6 displays the breakdown of young adults who successfully completed a postsecondary degree for the 2023-24 academic year based on their tuition exemption eligibility status. There is a significant increase in the number of young adults who obtained post-secondary education since the last report with 380 students completing in FY 22-23 while 767 completed in SFY 2023-24. The largest increase was among students who had been adopted achieving a Baccalaureate Degree.

Table 5: Number of young adults utilizing tuition exemption for 2023-24 academic year (academic year data is reported a year behind SFY)

	SUS	FCS	Total
Department Custody (Aged Out)	249	1,560	1,809
Adopted	1,014	2,099	3,113
Caregiver Custody	333	265	598
Total			5,520

*Source: Florida Department of Education, April 2025 Briefing on Florida College System Outcomes

Table 6: Number of young adults successfully completing a post-secondary award for 2023-24 academic year (academic year data is reported a year behind SFY)

	Associate in arts degree	Associate in science degree	Baccalaureate Degree	Master's Degree	Career Certificate	College Credit Certificates
Department Custody (Aged Out)	69	24	56	8	*	42
Adopted	116	27	156	33	24	46
Caregiver Custody	*	*	72	7	*	*
Total	272	51	284	48	24	88

Note: An * indicates that values ranged between 1 and 9 and information has been masked to protect student privacy
Source: Florida Department of Education, April 2025 Briefing on Florida College System Outcomes

Outcome Area 2: Increasing Connections

The Department recognizes the critical role that stable, supportive relationships play in the successful transition of young adults from foster care to independence. For young adults with lived foster care experience, supportive adult connections are especially important due to factors such as limited familial involvement, exposure to trauma before and during Department involvement, educational disruptions, and barriers to achieving self-sufficiency. Research consistently shows that the presence of at least one caring and reliable adult can significantly improve long-term outcomes for individuals with trauma histories. Feedback from site visits and training with the Independent Living field further underscores the lasting impact of these relationships.

The Department continues to actively promote the development of supportive adult connections, mentoring relationships, and positive peer networks. Lead Agencies and their providers have expanded efforts to hire young adults with personal foster care experience to serve as peer mentors, offering relatable guidance and support during the transition to adulthood. In addition, youth voice groups continue to expand statewide, playing an important role in shaping improvements to foster care and Independent Living services and informing policy and legislative initiatives.

The enhanced My Pathway to Success Plan, along with statewide training initiatives, places strong emphasis on identifying and strengthening adult support networks. Supportive adult relationships are discussed during plan development and reviewed during subsequent updates. The Department monitors timely plan completion through monthly reporting to Lead Agencies and tracks documentation of supportive adult connections for young adults active in Independent Living programs.

Statewide data for FY 2024–25 demonstrates substantial progress in documenting supportive adult connections. The percentage of young adults with a recorded supportive adult connection increased from 56 percent in July 2024 to 80 percent in June 2025, reflecting a concerted effort to expand and formalize these relationships. In addition to tracking participation, the quality of supportive connections is reviewed through the Office of Quality and Innovation’s targeted Independent Living reviews conducted twice annually.

Table 7. Percentage of young adults active in Independent Living program with a supportive adult connection

	Supportive Adults Connections
July 2024	56%
August 2024	54%
September 2024	69%
October 2024	70%
November 2024	72%
December 2024	75%
January 2025	77%
February 2025	76%
March 2025	78%
April 2025	81%
May 2025	82%
June 2025	80%
Annual	72%

Although the statewide average reported on monthly Lead Agency reports continues to increase, targeted quality reviews show a notably lower average for supportive adult connections. Table 8 below presents the ratings for each program based on targeted Independent Living quality reviews completed during FY 2024–25.

This discrepancy reflects differences in measurement: monthly Lead Agency reports capture whether a supportive adult connection is documented in FSFN, while quality reviews assess the accuracy and appropriateness of that documentation. As a result, a young adult may be reported as having a supportive adult connection in the monthly data but receive a “no” rating if the case is selected for a quality review and the documentation does not meet review standards.

To support consistency and accuracy, Lead Agencies receive a reviewer guide prior to each round of quality reviews that outlines the criteria for receiving credit, along with a detailed listing of the supportive adult connections recorded for each young adult on a monthly basis. In addition, the Department will continue monthly reporting on supportive adult connections documented in FSFN.

The combination of enhanced guidance, ongoing education, and aligned reporting is expected to reduce discrepancies between these two related measures over time.

Table 8: Supportive Adult Connections by Program as Scored on the Independent Living Targeted Quality Reviews

Supportive Adult Connections	EFC	Aftercare	PESS
Dec-24	39%	67%	57%
Jun-25	48%	55%	53%

During completion of the NYTD surveys, data is collected regarding the youth/young adult’s self-reporting of an adult in their life to whom they can go to for advice or emotional support. Preliminary data from the 2024 NYTD cohort found that 86 percent of young adults surveyed report they do have a supportive adult.

To continue to support young adults, section 409.1451(5)(b), F.S., requires Lead Agencies to attempt to contact each young adult who has aged out of foster care that is not currently active in an Independent Living program at least annually. The purpose of this contact is to provide information on programs they may be eligible for, provide information on support provided by the Office of Continuing Care, and to inquire as to any needs they may have which can be resolved by another program. This annual contact is another method by which the Department strives to ensure that young adults have opportunities to increase connections to supportive adults.

Outcome Area 3: Increasing Financial Self-Sufficiency

An overarching goal of all Independent Living programs is to increase the young adult’s self-sufficiency, which is largely accomplished by improving their financial security, assessing their financial literacy, improving employability, ensuring available transportation, and reducing reliance on public assistance. For each post-18 program, financial self-sufficiency is monitored in different ways with tools that are currently available.

The importance of financial responsibility of young adults receiving a PESS stipend is underscored by section 409.1451, F.S.; therefore, before a participant can receive funding, a financial plan assessing the young adult’s financial literacy, executive functioning, and self-regulation must be developed to include discussion on their financial management, budgeting, and savings. This financial plan is incorporated into the My Pathways to Success Plan and reviewed every six months in collaboration with the young adult. If opportunities for improvement are identified, the young adult is provided referrals or necessary information to enhance the identified skills.

Results from the Office of Quality and Innovation’s targeted Independent Living Review indicate that, among cases reviewed in June 2025, 97 percent of PESS recipients had a completed financial assessment, while 34 percent had their plans reviewed at least every six months. Both measures reflect improvement compared to the December 2024 targeted quality review. Since reporting on the timeliness of My Pathway to Success Plans for post-18 programs began, monthly Lead Agency reports have also shown progress, with compliance increasing from 44 percent in January 2025 to 56 percent in June 2025.

Employment is a key pathway to financial self-sufficiency for young adults. Although participation in Independent Living programs does not require employment, all programs actively encourage it

due to the broad benefits employment provides across multiple areas of a young adult’s life. Table 9 presents Lead Agency data showing the number of young adults participating in Extended Foster Care (EFC) who were employed during the past three state fiscal years. It is important to note that employment is not the sole qualifying activity for EFC eligibility.

Statewide data reflect a gradual decline in reported employment among young adults in EFC over the past three fiscal years. This trend corresponds with increased participation in secondary education, indicating that more young adults are meeting program eligibility requirements through educational enrollment rather than employment. As participants focus on completing high school or earning equivalent credentials, fewer may be simultaneously engaged in employment, contributing to the decline in reported employment.

Ongoing monitoring of employment participation alongside education trends will continue to inform program planning and ensure young adults receive appropriate support in balancing educational attainment, workforce readiness, and long-term financial self-sufficiency.

Table 9. Number of Young Adults in EFC with a Recorded Period of Employment

CBC Lead Agency	2022-2023	2023-2024	2024-2025
Brevard Family Partnership (now known as Family Partnership of Central Florida as of 5/1/2024)	18	N/A	N/A
ChildNet-Broward	26	29	21
ChildNet-Palm Beach	6	12	15
Children’s Network of SW Florida	14	14	10
Citrus Health Network	75	59	48
Communities Connected for Kids	3	5	5
Community Partnership for Children	1	2	8
Family Support Services- Suncoast	24	16	12
Children’s Network Hillsborough	44	20	17
Embrace Families (now known as Family Partnership of Central Florida as of 5/1/2024)	59	N/A	N/A
Family Partnership of Central Florida	N/A	73	60
Northwest Florida Health Network-West (Formerly Families First Network)	51	48	37
St. Johns County Commission / Family Integrity Program	9	5	5
Family Support Services of North Florida	33	27	26
Heartland for Children	28	17	20
Kids Central, Inc.	3	11	14
Kids First of Florida, Inc.	8	8	10
Northwest Florida Health Network-East	18	21	10
Partnership for Strong Families	3	5	10
Safe Children Coalition	13	23	24
Statewide	436	395	352

While employment or school enrollment is not an ongoing eligibility requirement for Aftercare services, young adults are expected to engage in activities that support progress toward self-sufficiency. These activities are intended to assist young adults in developing financial stability and preparing for independence. Employment is one indicator of progress toward these goals. Table 10 provides the number of young adults who received Aftercare Services for the previous three FY’s who had any employment record entered despite the length of employment.

Table 10. Number of Young Adults in Aftercare with a Recorded Period of Employment

Lead Agency	2022-2023	2023-2024	2024-2025
Brevard Family Partnership (now Family Partnerships of Central Florida)	9	10	N/A

ChildNet-Broward	5	5	9
ChildNet-Palm Beach	0	2	2
Children's Network of SW Florida	5	0	4
Citrus Health Network	22	41	28
Communities Connected for Kids	0	2	1
Community Partnership for Children	0	2	3
Family Support Services- Suncoast	2	10	8
Family Partnerships of Central Florida (combined Brevard Family Partnership and Embrace Families as of 5/1/24)	N/A	17	10
Children's Network Hillsborough	5	25	10
Embrace Families (now Family Partnerships of Central Florida)	21	N/A	N/A
Northwest Florida Health Network-West (formerly Families First Network)	31	13	8
St. John's County Commission / Family Integrity Program	2	0	1
Family Support Services of North Florida	5	6	6
Heartland for Children	11	10	12
Kids Central, Inc.	1	4	2
Kids First of Florida, Inc.	8	0	1
Northwest Florida Health Network-East	0	2	3
Partnership for Strong Families	0	0	3
Safe Children Coalition	4	7	5
Statewide	131	156	116

Statewide data indicates a decline in recorded employment among young adults receiving Aftercare services in FY 2024-25 compared to the previous fiscal year. This trend may reflect varying levels of engagement with employment activities, differences in service focus, or transitions of young adults into other Independent Living programs. Continued monitoring of employment outcomes within Aftercare will help inform service planning and identify opportunities to better support young adults in achieving financial self-sufficiency.

Preliminary data from the current NYTD survey notes that only 28 percent of young adults reported part time employment. It is worth noting that, through the surveys, approximately 10 percent of young adults surveyed reported receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI).

Step into Success Workforce Education and Internship Pilot Program

Section 409.1455, Florida Statutes, established the Step into Success Act, which became effective on July 1, 2023. The Legislature authorized the program as a three-year pilot designed to provide eligible foster youth and former foster youth with opportunities to develop essential workforce and professional skills, support their transition from Department custody to independent living, and strengthen their readiness for long-term success. Following program development and recruitment, the first cohort launched in May 2024 with 15 participants from the Tallahassee area. A second cohort began in May 2025 with 13 participants, also based in Tallahassee, followed by a third cohort of 9 participants launched in the Orlando area later that year.

The Step into Success program consists of two integrated components. The first is workforce education training, an interactive, youth-focused, in-person curriculum designed to build essential professional and life skills. Training topics include interview preparation, workplace professionalism, teamwork, leadership, problem-solving, and conflict resolution, among others. The second component is a workforce internship experience, which provides participants with an onsite internship of at least 80 hours per month for up to one year. Interns receive a monthly stipend of \$1,517, along with a one-time \$500 clothing stipend to purchase required uniforms or

professional attire. Participants must be at least 18 years old to be eligible for the internship component.

Completion of the workforce education training is required prior to participation in the workforce internship, in addition to meeting all other eligibility criteria outlined in the Step into Success Act.

The annual report required by section 409.1455(11), F.S., on the progress of the Step into Success program is attached as Appendix A to this report. Included in the full report are statutory compliance updates including the rule language and forms to apply for post-secondary credit or career education clock hours from the State Board of Education, a list of participating organizations, a summary of recruitment efforts, a summary of feedback from participants and mentors, recommendations to improve the pilot, and employment outcomes. There are four attachments including rule 6A:10.0245 and forms, position descriptions, workforce education training summaries, and data from cohorts 1, 2, and 3.

Outcome Area 4: Reducing Homelessness

Housing young adults within the Independent Living programs presents ongoing and complex challenges due to varying placement requirements, funding structures, housing availability, and individual readiness for living independently. Requirements differ across programs, which can further complicate housing access and stability.

For young adults in EFC, housing placements must be approved by their Lead Agency and meet the level of supervision identified through the Supervised Living Arrangement Assessment. Approved housing options for EFC include licensed foster homes or group homes, host homes, transitional living programs, shared housing, dormitories, assisted living facilities, residential treatment facilities (such as substance abuse treatment programs or Commercial Sexual Exploitation of Children certified safe houses), placements licensed by the Agency for Persons with Disabilities, and individual housing.

In contrast, PESS and Aftercare services do not require Lead Agency approval of living arrangements. As a result, housing challenges for participants in these programs are often more closely tied to limited availability of affordable housing, insufficient income to support their housing, access to appropriate supports, and individual readiness to maintain stable housing. Regardless of program participation, the Department maintains a responsibility to ensure that young adults have access to safe and stable housing to support successful transitions to independence.

The targeted Independent Living reviews completed by the Office of Quality and Innovation assess several areas surrounding reducing homelessness for all three programs. In EFC, there is an assumption that the young adult is not homeless as there is a level of responsibility for the Lead Agency to identify an approved placement. Lead Agencies approve an EFC placement through completion of a Supervised Living Arrangement Assessment which assesses how the living arrangement will meet the needs of the young adult's level of supervision and support. A Shared Living Plan is completed as an agreement with the Lead Agency, the young adult and the placement provider, which outlines the expectations and requirements of the placement. Results from the Independent Living targeted reviews for FY 2024-25 are listed in table 11 below.

Table 11. Scores from Independent Living Targeted Reviews Related to Placement

Review Period	Placement Meets Needs of Participant	Quality Shared Living Plan Developed	Supervised Living Arrangement Assessment Present	Shared Living Plan Approved and Present
Dec-24	100%	55%	48%	100%
Jun-25	100%	66%	63%	97%

While PESS and Aftercare do not have a requirement to approve the young adult’s living arrangement, there is an expectation for the Lead Agency to ensure the young adult has secure housing. The Independent Living targeted reviews assess Aftercare cases to ensure the Lead Agencies provide sufficient efforts to ensure housing resources are identified, and for PESS cases that there were efforts to ensure sufficient housing was obtained for the young adult. The results from reviews completed in SFY 24-25 are detailed in table 12 below.

Table 12. Scores from Independent Living Targeted Reviews Related to Housing

Review Period	Housing Resources Provided for Aftercare Participants	Sufficient Housing Obtained for PESS Participants
Dec-24	100%	86%
Jun-25	100%	100%

Preliminary data from the most recent NYTD survey indicate that 7 percent of young adults reported experiencing a period of homelessness within the past two years. This represents a substantial decrease compared to the prior fiscal year, in which more than 30 percent of 21-year-old respondents reported homelessness during the same timeframe.

For purposes of the NYTD survey, homelessness is defined as having no regular or adequate place to live, including living in a car, “couch surfing,” living on the street, or staying in a homeless shelter.

The following section outlines initiatives implemented to support the reduction of homelessness among both youth currently in care and young adults preparing to exit care.

Housing Trends in Extended Foster Care

Chart 3 presents approved supervised living arrangements for young adults enrolled in Extended Foster Care (EFC) during FY 2024–25. Data for young adults ages 18–20 reflect standard supervised living arrangements, while data for age 21 represent individuals extended to age 22 for an additional year of EFC participation.

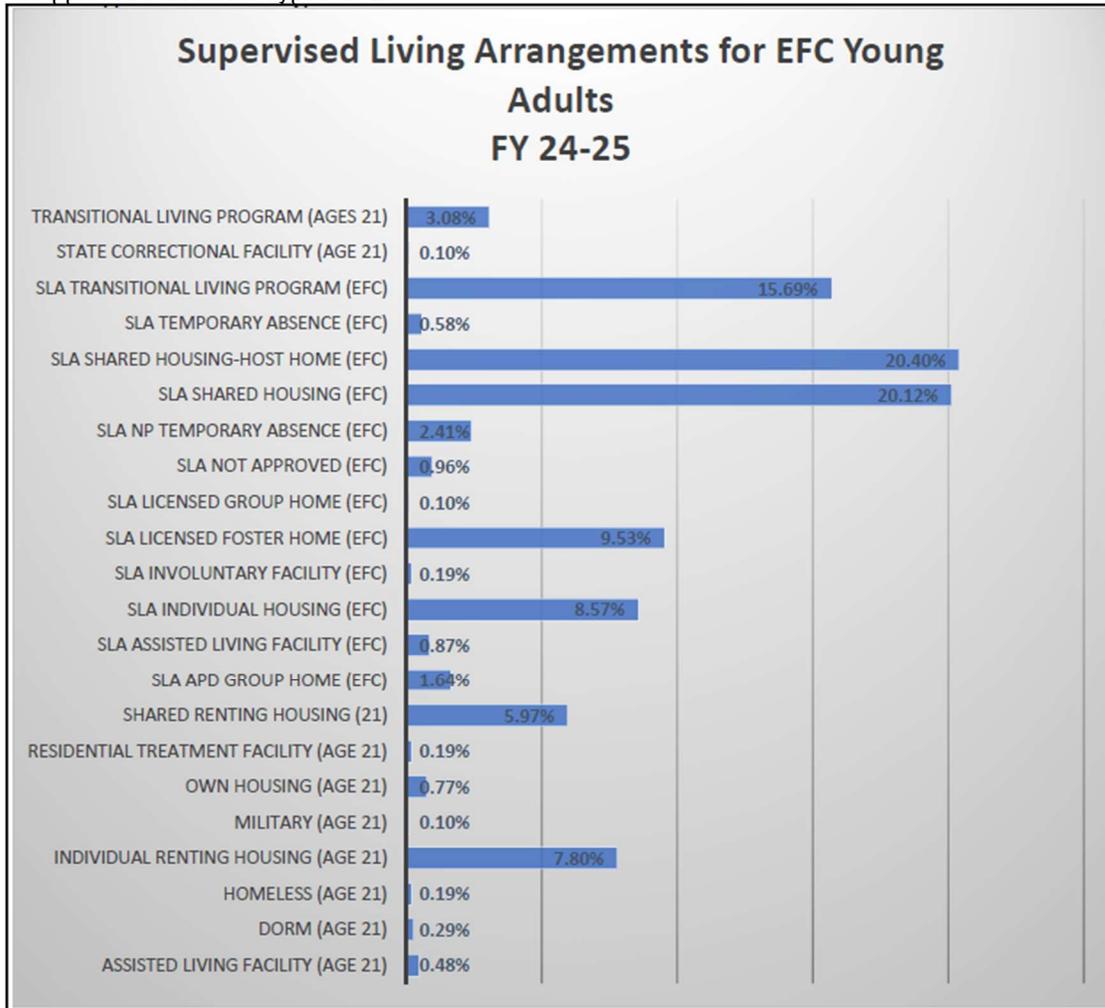
Statewide use of Transitional Living Programs (TLPs) continued to increase, rising from 13.72 percent of placements for ages 18–20 and 2.35 percent for age 21 in FY 2023–24 to 15.69 percent and 3.08 percent, respectively, in FY 2024–25. TLPs provide enhanced supervision, structured housing, oversight of qualifying activities, transportation assistance, life skills development, and access to supportive adults.

Host home placements for ages 18–20 remained relatively consistent with the prior fiscal year, while shared housing increased by approximately 2.5 percent. Placements in licensed foster homes for this age group increased by nearly 3 percent, while reliance on group homes declined substantially, from 2.71 percent in FY 2023–24 to 0.10 percent in FY 2024–25.

Establishing stable housing prior to exit from EFC remains a key program goal. For young adults

ages 18–20, individual housing placements increased from 7.94 percent to 8.57 percent in FY 2024–25. Although individual housing placements for age 21 declined slightly, increases in shared rental housing resulted in a combined placement rate that remained relatively stable across fiscal years.

Chart 3: Approved Placement Types for EFC



Housing Specialist Pilot Program

As previously reported in the Department’s 2024 response to the Independent Living Services Advisory Council’s (ILSAC) recommendation for a statewide housing specialist, the Department implemented a three-year pilot program, providing funding for a Housing Specialist position at three Lead Agencies: Kids Central, Inc., Communities Connected for Kids, and Northwest Florida Health Network. These agencies were selected based on survey data indicating high EFC housing costs, limited capacity to administer Foster Youth to Independence (FYI) housing vouchers, and readiness to integrate a Housing Specialist role.

The purpose of the Housing Specialist position is to strengthen community partnerships, identify housing opportunities and funding sources, and apply creative problem-solving to address housing barriers. To assess the effectiveness of this model and determine scalability, the Department is actively overseeing and monitoring implementation across pilot sites, including tracking, hiring and onboarding timelines, role alignment and consistency in practice. The Department is also gathering lessons learned related to recruitment and retention of the Housing Specialist positions, documenting emerging best practices and innovative strategies and reviewing implementation approaches that support stronger coordination with housing providers and public housing authorities. These elements will inform continuous improvement and guide future statewide planning.

Housing Specialists were fully established at each selected Lead Agency during FY 2024-25 and collectively reported several early successes, including:

- Improved collaboration with local Continuums of Care, which coordinate homelessness response systems under the U.S. Department of Housing and Urban Development
- An increase of at least nine additional EFC placements through host homes (Kids Central, Inc.: 4, Northwest Florida Health Network: 5)
- Increased community awareness of Independent Living housing needs
- Greater accountability among transitional living programs through enhanced communication and oversight
- Reduced EFC housing expenditures, helping Lead Agencies EFC expenses remain within budget
- Acquisition of a \$15,000 grant from Truist Bank by Kids Central, Inc. to support Independent Living housing needs

As part of the Housing Specialist Pilot, Northwest Florida Health Network implemented a mid-fiscal year referral and tracking process. While the data represents partial-year results, they provide early insight into housing stability outcomes:

- Of 67 housing referrals received, 93 percent of young adults maintained their original placement
- Of referrals submitted, 34 percent requested supportive living arrangements, 25 percent requested shared housing or host homes, and 17 percent requested individual housing.

Foster Youth to Independence (FYI) Vouchers and Legislative Updates

The Foster Youth to Independence (FYI) Vouchers program is a federally funded housing initiative designed to provide eligible young adults with stable, affordable housing as they transition from foster care to independence. The program partners with public housing authorities to offer housing choice vouchers, along with supportive services, to assist former foster youth in achieving housing stability and long-term self-sufficiency.

The enactment of section 409.14525, F.S., through Senate Bill 584 (Housing Supports for Young Adults), has increased focus on strengthening partnerships among the Department, Lead Agencies, and public housing authorities. The Department remains encouraged that the statutory requirement for formal agreements will expand access to FYI vouchers statewide and continues to monitor both legislative implementation and the effectiveness of the Housing Specialist Pilot in supporting young adults in securing stable housing.

Despite these efforts, the establishment of Memorandums of Understanding (MOUs) with local public housing authorities remains a barrier across all three pilot agencies. Northwest Florida Health Network has made progress by securing an MOU with the Tallahassee Housing Authority and is currently administering its initial allocation of 25 FYI vouchers.

Outcome Area 5: Reducing High-Risk Behavior

The most effective way child welfare professionals can assist with mitigating high-risk behavior of young adults is through the frequency and quality of contact. Independent Living Specialists at Lead Agencies complete monthly home visits for young adults in EFC while frequency of contact with young adults in Aftercare and PESS is largely based on their assessed needs and to review required plans. Specialists take this opportunity to communicate with the young adult about their challenges, successes, education, employment, life skill needs and development, housing status, supportive adults, and any other service needs the young adult may have. Increasing these areas with the young adult will reduce the likelihood of engagement in high-risk behaviors.

Table 13 below details the results of home visits and contact questions in the Independent Living targeted reviews completed throughout FY 2024-25.

Table 13. Scores from Independent Living Targeted Reviews Related to Contact with Young Adult

Review Period	Sufficient Home Visit Frequency for EFC	Sufficient Home Visit Quality for EFC	Sufficient Contact for Aftercare	Sufficient Contact for PESS
Dec-24	87%	81%	100%	70%
Jun-25	63%	86%	100%	83%

Reducing high-risk behaviors and promoting overall well-being remain key priorities for the Department. During FY 2024-25, a statewide reporting tool was developed to monitor the completion and timeliness of My Pathway to Success Plans, which are central to assessing young adults' current needs and planning for self-sufficiency across all Independent Living programs. These plans address health, education, employment, housing, and other factors critical to successful transitions.

Reporting on plan completion became available in November 2024. Initial data showed that only 34 percent of young adults had a plan completed within the previous six months at the time reporting began. Following implementation of the monitoring tool, completion rates improved steadily throughout the fiscal year. By June 2025, 56 percent of young adults had a plan completed within the previous six months, and 74 percent had at least one plan completed since turning 18.

Table 14. Percentage of completion of My Pathway to Success Plans for young adults in Independent Living programs

	My Pathway to Success Plan Completion (entered within the last 6 months)	My Pathway to Success Plan Completion (at least one entered post 18)
November	N/A	34%
December	N/A	56%
January	44%	59%
February	46%	62%
March	49%	66%
April	57%	71%
May	58%	73%

June	56%	74%
Annual	50%	69%

Continued emphasis on timely plan development and updates every six months is expected to further strengthen service coordination, reduce risk factors, and improve health and well-being outcomes for young adults participating in Independent Living programs.

NYTD outcome surveys offer some insight as to high-risk behavior for young adults that are included in the NYTD cohorts at age 19 and 21. For FY 2024-25, almost 5 percent of 19 year olds surveyed reported alcohol or drug assessment or counseling, almost 5 percent reported some period of incarceration while 4.5 percent of cohort participants were excluded from the survey due to active incarceration, and almost 10 percent reported becoming a parent in the past two years.

Outcome Area 6: Access to Health Insurance

To make sure that young adults in Independent Living receive necessary health and medical services, the Department collects important health information including medical, dental, and vision records, and other crucial data from the My Pathway to Success Plan. By analyzing this information, caseworkers can now identify any early issues or problems and plan interventions accordingly. The Department's continuous real-time data on the health and well-being of young adults in the Road to Independence and EFC programs will enable better monitoring and understanding of their overall health outcomes and needs.

Young adults who age out in Department's custody at age 18 and were receiving Medicaid remain eligible for coverage until age 26. Most young adults are enrolled in Sunshine Health's Pathway to Shine, the Child Welfare Specialty plan. Representatives from the plan play an active role in supporting the young adult's health and well-being by participating in Transition Plan staffings beginning at age 17, providing direct services and assistance, and maintaining ongoing communication with Independent Living field staff to address emerging needs.

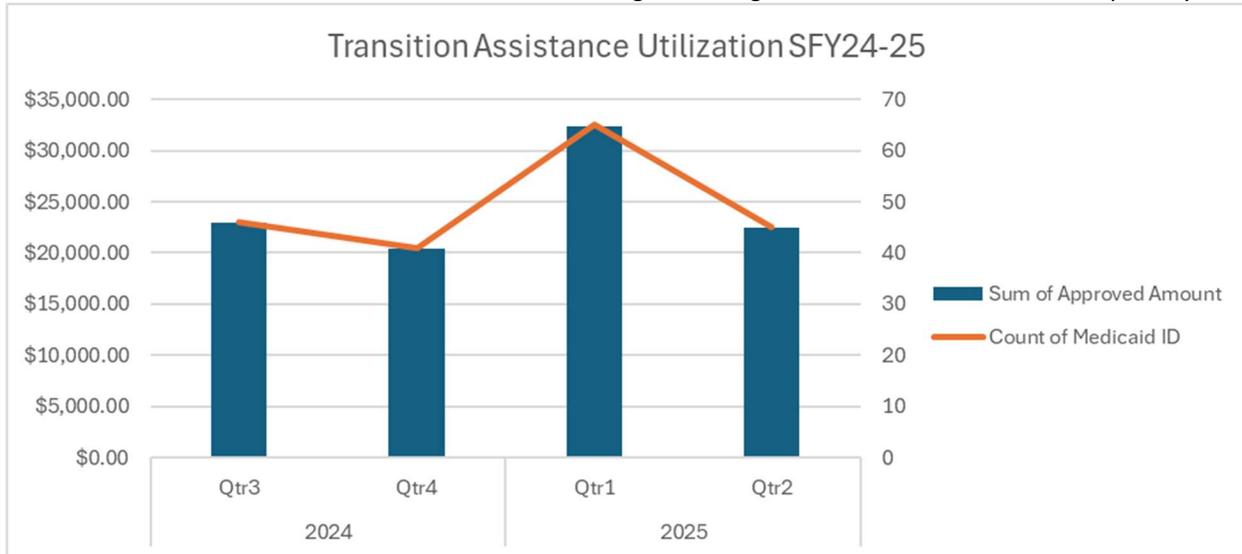
Many young adults remain enrolled in the Pathway to Shine plan until age 21, gaining access to expanded benefits designed to support health, stability, and successful transition to independence. These benefits include:

- Specialized Care Management
- Targeted transition planning in coordination with Lead Agencies to address healthcare needs and social determinants of health, such as housing, education, and employment
- Youth-focused workshops and training on navigating the health care system
- Partnerships and coordination with agencies and programs serving young adults in transitional independent living
- A monthly benefit of \$50 for over-the-counter items, including hygiene supplies, baby formula, medications and vitamins
- Additional supports such as swim lessons, childcare, tattoo removal, education assistance, vital records support, grocery benefits and tutoring assistance and
- Transition Assistance Funds, consisting of a one-time payment of up to \$500 for young adults transitioning out of foster care or EFC between the ages of 18 and 21 to assist with rental deposits, utility connections, or essential household items.

Sunshine Health's Pathway to Shine Child Welfare Specialty Plan serves over 2,000 young adults each fiscal year. During FY 2024-25, 197 young adults received Transition Assistance through

Sunshine Health for a total of \$98,252.61 in benefits which is detailed in Chart 4. Utilization of this benefit increased over 72 percent from the previous state fiscal year.

Chart 4. Utilization of Transition Assistance Grant for Young Adults Eligible for Sunshine Child Welfare Specialty Plan



*Source: Sunshine Health Pathway to Shine

The Office of Quality and Innovation also evaluates each Independent Living program to determine if sufficient efforts were made to assess for the healthcare needs of the young adult and then to provide for the needs. Results of the reviews completed for FY 24-25 are listed in Table 15 below.

Table 15. Scores from Independent Living Targeted Reviews Related to Healthcare Needs

Review Period	Aftercare		EFC		PESS	
	Assess for Healthcare Needs	Provide for Healthcare Needs	Assess for Healthcare Needs	Provide for Healthcare Needs	Assess for Healthcare Needs	Provide for Healthcare Needs
Dec-24	67%	100%	90%	81%	75%	30%
Jun-25	88%	100%	92%	89%	89%	50%

Young adults over the age of 18 years of age who are eligible for Medicaid in other states are eligible to transfer their Medicaid to Florida, and Florida young adults are eligible to transfer their Medicaid to other states. In Florida, if a young adult from another state wishes to apply for Medicaid, then they only need to self-attest that they are a former foster youth to continue Medicaid enrollment status in Florida.

Supports and Services

Office of Continuing Care

The Department recognizes that the transition into adulthood can be difficult for young people. For current and former foster youth, it can be even more difficult without an existing support system. In October 2021, the Legislature created the Office of Continuing Care to offer free, one-on-one help for young people between the ages of 18-26 who are about to or have recently transitioned out of foster care, aiming to make the leap into adulthood a positive experience. The Office of Continuing Care provides the following services for young adults: connection to existing resources in their area to help them thrive as an independent young adult, assists in accessing special services available to them, and gives a support system to help them with the next steps on their path to adulthood.

Between July 2024 and June 2025, the Office of Continuing Care (OCC) received a steady volume of referrals from young adults ages 18–26, with monthly totals ranging from 7 in October 2024 to a peak of 58 in April 2025. Most referrals were from the 18–22 age group, with outcomes including assistance with access to Independent Living services, referrals to Economic Self-Sufficiency liaisons who can assist with eligibility and application for public benefits, housing resources, and connections to Lead Agencies for documentation needs. Tuition Waiver support remained central, with the running total of waivers provided increasing from 882 in January 2025 to 929 by June 2025.

The timeliness of the Tuition and Fee Exemption Waiver process remains a key performance indicator in ensuring young adults receive prompt and uninterrupted access to their educational benefits. Tracking begins on the day the young adult is connected with their Lead Agency, and the request is marked as fulfilled once the Lead Agency confirms that the Tuition Waiver has been provided. The target time for the Tuition Waiver process is within three (3) business days. Performance reached 100 percent in March, April, and May. The six-month average processing time was just over two days, reflecting a strong commitment to efficiency. Table 16 outlines the timeliness of waivers provided by Lead Agencies since the inception of tracking in January 2025.

Table 16: Tuition Waiver timeliness from Lead Agencies January 2025 – June 2025

Month	Average # of days	# Waivers requested	# Waivers processed timely	% timely
Jan-25	2.29	7	4	57%
Feb-25	2.2	5	4	80%
Mar-25	0.6	5	5	100%
Apr-25	0.3	3	3	100%
May-25	1.2	5	5	100%
Jun-25	9	4	2	50%

The Office of Continuing Care launched an Instagram account in December 2022 with a goal of being young adult created and informed, providing a platform for those seeking information about Independent Living Services and supports. The Instagram page titled “@youngadulthoodishard” connects with young people and gives OCC the opportunity to provide young adults with crucial support, tips, and resources for navigating adulthood through a social media platform they are

already familiar with. Some topics that have been highlighted include Independent Living programs and accessibility, life skills, self-care tips, upcoming events, updates to policies affecting young adults, and more. As of June 2025, the Instagram page had 390 followers.

A total of 28 young adults were reviewed for Economic Self Sufficiency (ESS) eligibility and assistance. Of these, 25 clients were connected to the ESS Benefits Liaison for assistance, with several receiving additional guidance such as reapplying for benefits, submitting paystubs, or completing interviews. Three were determined ineligible for Office of Continuing Care services due to adoption, reunification, or lack of an out-of-home care case.

Child and Family Well-Being Council, Youth Subcommittee

The Youth Subcommittee was established in May 2023 under the Child and Family Well-Being Council to provide a structured forum for youth and young adults with lived experience to engage directly with the Department. The subcommittee creates opportunities for participants to share feedback, lived expertise, and perspectives on a wide range of child welfare policies, programs, and initiatives.

Membership includes youth and young adults representing One Voice Impact, Florida Youth SHINE, the Guardian ad Litem CHAMPIONS, and several local councils from across the state. The subcommittee meets monthly to receive Department updates, offer youth-driven feedback, and participate in presentations focused on services and resources available to young people.

Highlights from FY 2024–25 include:

- The Department’s Statewide Human Trafficking Specialist, Marina Anderson, presented the *Human Trafficking 101* curriculum to gather youth and young adult feedback to enhance youth-centered content.
- Kristen Puckett from the Office of Quality and Innovation presented on the Impacted Families Network and the newly developed Academy curriculum for Child Protective Investigators.
- Youth Subcommittee members provided feedback on the Extended Foster Care (EFC) Needs Assessment document.
- Sunshine Health delivered a presentation to educate youth on their Medicaid benefits and additional resources available through their health plan.

Keys to Independence Program

In 2014, the Florida Keys to Independence Act was enacted into law. This program is specifically designed for youth and young adults ages 15 through 21 who are in out-of-home care, Extended Foster Care or PESS. The program seeks to aid its target population in obtaining a driver's license and car insurance. Keys to Independence is currently administered by the FLITE Center through a contract with the Department as of May 2024.

For Fiscal Year 2024-25, Keys to Independence was successful in assisting in the following outcomes for youth and young adults in out of home care or PESS:

1. 408 youth and young adults in the state of Florida have obtained a learner's permit.
2. 270 have obtained a Florida driver's license.
3. 1,082 youth and young adults have been enrolled in the Keys to Independence program statewide and 969 remained actively enrolled in the program as of the same date.

4. Since the expansion to include eligible PESS clients in April 2022, there have been approximately 649 young adults in Florida enrolled in PESS who are currently receiving services through the Keys to Independence Program.
5. 421 youth/young adults have received behind the wheel driving lessons
6. 382 insurance polices were paid for by Keys to Independence
7. 62 percent of eligible youth/young adults are enrolled in the program

In addition to providing support through the Keys to Independence program, young adults can also discuss obtaining or accessing reliable transportation during completion of their My Pathway to Success Plan. Young adults who continue to receive Sunshine Health Pathway to Shine Plan through Medicaid are also eligible for transportation to all medical, dental, and behavioral health appointments as well as three social transports per month. For those young adults in EFC, assistance with transportation costs to their qualifying activity are considered during completion of the needs assessment.

Appeals

Young adults applying for or receiving Independent Living services through EFC, PESS, or Aftercare have the right to receive notice of adverse action and to resolve issues of program eligibility through the fair hearing process under sections 39.6251(9) and 409.1451(4), F.S. The Office of Appeal Hearings reported that there were no appeals granted in FY 2024-25, upholding the program's eligibility determinations made by Lead Agencies. Table 17 details the number of fair hearing requests by program type for the last three state fiscal years.

Table 17. Number of Fair Hearing Appeals for Independent Living Programs

Program Type	2022-23	2023-24	2024-25
Extended Foster Care	3	27	23
PESS	Not available*	12	11
Aftercare Services	Not available*	1	1
Total	45	40	35

Source: DCF Office of Inspector General

*Previous reporting years did not capture fair hearings for PESS and Aftercare separately. This information was collected per program beginning in SFY 2023-2024.

Of the 35 appeals in FY 2024-25 the outcomes were as follows:

Withdrawn = 17

Abandoned = 9

Dismissed = 3

Denied (Department's action was upheld) = 6

Rule Promulgation

During FY 2024-25, there were no administrative rules adopted that relate to the Independent Living population; however, Senate Bill 564 and House Bill 1083 were signed into legislation effective July 1, 2024. Aftercare Expansion (SB 564) allows for additional eligibility criteria for young adults to receive Aftercare Services. It expands 409.1451(3) to provide youth who were in out of home care for at least 6 months after turning 14 years of age and who did not achieve

reunification eligibility for Aftercare Services; this is in addition to the traditional eligibility criteria of turning 18 in the custody of the Department. The PESS Expansion (HB 1083) amends 409.1451(2) to allow youth that were adopted or placed with a court approved guardian at age 14 after 6 months in licensed care to also be eligible for PESS after turning 18; this is an expansion from the previously required age of 16 to establish eligibility. Updates to Administrative Code for both changes are in progress and are pending rule promulgation.

Conclusion

During FY 2024–25, the Department made measurable progress in strengthening Independent Living program oversight, service quality, and youth outcomes across Extended Foster Care, PESS, and Aftercare. Improvements in transition planning compliance, data accuracy, and the use of monitoring tools, combined with expanded training and targeted quality reviews, reflect a sustained focus on consistent, high-quality practice statewide. At the same time, the Department recognizes continued opportunities for growth, particularly in strengthening the frequency and quality of home visits in Extended Foster Care, improving the accuracy and documentation of supportive adult connections, and expanding housing stability initiatives through stronger partnerships and expanded access to resources such as FYI vouchers. The Department remains committed to continuous quality improvement and to ensuring that youth and young adults exiting foster care have the supports, connections, and services necessary to transition successfully to independence and long-term self-sufficiency.

Appendices

Appendix A: Step Into Success Workforce Education and Internship Pilot Program

Complete report of annual outcomes for the program per section 409.1455(11), F.S.



Step Into Success Workforce Education and Internship Pilot Program

APPENDIX A TO INDEPENDENT LIVING

ANNUAL REPORT

Department of Children and Families

Office of Children and Family Well-Being

State Fiscal Year 2024-2025

The annual outcomes required by s. 409.1455(11), F.S., on the progress of the Step into Success program are as follows:

(11) REPORT.—The department shall include a section on the Step into Success Workforce Education and Internship Pilot Program in the independent living annual report prepared pursuant to s. [409.1451](#)(6) which includes, but is not limited to, all of the following:

(a) Whether the pilot program is in compliance with this section, and if not, barriers to compliance.

409.1455(10d) – “Stipend money earned pursuant to the internship component may not be considered earned income for purposes of computing eligibility for federal or state benefits, including, but not limited to, the Supplemental Nutrition Assistance Program, a housing choice assistance voucher program, the Temporary Cash Assistance Program, the Medicaid program, or the school readiness program. Notwithstanding this paragraph, any reduction in the amount of benefits or loss of benefits due to receipt of the Step into Success stipend may be offset by an additional stipend payment equal to the value of the maximum benefit amount for a single person allowed under the Supplemental Nutrition Assistance Program.”

- To date, no Step into Success participants have utilized this component of the statute, despite multiple reminders that they are eligible for the benefit and that participation requires updating their SNAP applications and notifying the Step into Success program manager. Additional barriers include the challenge of budgeting for what can be a substantial amount of funds to be set aside and ultimately not accessed by participants. While the Department has allocated funding for this component, it remains unused.

409.1455(6d) - “Publicize specific internship positions in an easily accessible manner and inform eligible foster youth and former foster youth of where to locate such information.”

- Specific internship positions are not listed, as doing so would conflict with section 5(g) of the statute which states “Assess the career interests of each eligible foster youth and former foster youth who expresses interest in participating in the program and determine the most appropriate internship and post-internship opportunities for that youth based on his or her expressed interests”. The Department has been meeting individually with participating youth and recruiting internships specific to their expressed interests, rather than broadly recruiting partner organizations without a confirmed intern placement.

409.1455(9) AWARD OF POSTSECONDARY CREDIT. - The Board of Governors and the State Board of Education shall adopt regulations and rules, respectively, to award postsecondary credit or career education clock hours for eligible former foster youth participating in the internship component pursuant to subsection. The regulations and rules must include procedures for the award of postsecondary credit or career education clock hours, including, but not limited to, equivalency and alignment of the internship component with appropriate postsecondary courses and course descriptions.

- The State Board of Education (SBOE) adopted Rule: 6A-10.0245, Award of Postsecondary Credit or Career Education Clock Hours for Completion of the Workforce Internship Component of the Step into Success Pilot Program. The rule was approved at the November 2024 SBOE meeting and became effective in December 2024. Participants

may initiate the process by submitting a CWIC Petition (Form No. CWIC-01). Rules and forms are included as Attachment A.

409.1455(12) RULEMAKING. —The department shall adopt rules to implement this section.

- Language was added to Rule 65C-28.009, Florida Administrative Code (F.A.C.) and became effective October 19, 2025.

(b) A list of participating organizations and the number of interns.

A total of 37 participants have completed the workforce education component.

There are 32 interns that have participated or are currently participating in the workforce internship component of the Step into Success program, as current cohorts are ongoing. Listed below are the organizations currently participating as internship sites for program participants.

2024-2025 – Cohort 1 – Tallahassee, FL

Organization	Intern’s Career Area Expressed Interest
Florida Department of Children and Families – Office of Community Services	Customer Service
Florida Department of Children and Families – Office of Information and Technology Services	IT/Cybersecurity
Institute for Music Business	Music
Hamilton Realty Advisors	Real Estate
Elder Care Services	Nursing
Florida Network for Youth and Family Services	Child Psychology
DASH (Dreams and Success Homes)	Forensic Psychology
Big Bend Area Health Coalition	Public Health
Capital City Youth Services	Child Psychology
FSU Childcare and Early Learning	Early Childhood Education
Guardian Ad Litem Circuit 2	Law
Safe Families of North Florida	Social Work
Fall Out Inc. (Comic Book Store)	Graphic Design/Author
Leon’s at Lake Ella	Culinary Arts
BoysTown Florida State University – Department of Student Support and Transitions Florida Youth Shine	Social Work

2025-2026 – Cohort 2 – Tallahassee, FL

Organization	Intern’s Career Area Expressed Interest

Team 180 Consulting, Inc	Civil Rights Attorney
Boystown of North Florida Elder Care Services	Art Therapist
Institute for Music Business	Musician
Children's Services Council of Leon County	Public Relations
Pending Placement	Landscaping
Department of Children and Families – Workforce Wellness	Social Work
Florida State University – College of Motion Picture Arts	Makeup Artist
Apalachee Regional Planning Council	Urban and Regional Planning
Florida Fish and Wildlife Conservation Commission – Florida Youth Conservation Center at Joe Budd Camp	National Park Ranger
Agency for Health Care Administration	Health Care Administration
Institute for Music Business	Marketing and Product Development
Florida Department of Children and Families – Office of Child and Family Well Being (Data Unit)	Digital Humanities

2025-2026 – Cohort 3 – Orlando, FL

Organization	Intern's Career Area Expressed Interest
Hagood & Hagood Law Firm	Immigration Law
The City of Edgewood	Transportation Design
Redemption House	Non-profit Management
Foundation for Foster Children	Social Work
Florida Health	Healthcare Administration
Pathlight Home	Construction/Project Management

All available internship job descriptions are included as Attachment B to this annual report.

(c) A summary of recruitment efforts to increase the number of participating organizations.

- Recruitment for participants ages 16 to 26 for the Step into Success workforce education and experience included outreach to the following local organizations in Tallahassee, FL (Cohorts 1 and 2):
 - Community Based Care Agencies
 - Positive Pathways campus liaisons
 - Youth Advocacy Organizations:
 - Florida Youth Shine
 - GAL Champions
 - One Voice Impaact
 - Florida A&M University Programs:
 - FAMU TRiO program
 - FAMU Dorthy B. Henderson Scholarship Program
 - Tallahassee State College:
 - Emerging Eagles Program through TSC Case Management
 - Florida State University:
 - Unconquered Scholars Program
 - Capital City Youth Services
 - Guardian Ad Litem (GAL) Circuit 2 Director
 - Leon County Schools:
 - Professional, Intervention, and Community Services (for graduating High School students/guidance counselors to share with eligible students),
 - Department of Juvenile Justice
 - Leon County – TEMPO Program (for disconnected youth ages 16 to 24)
 - Tallahassee Future Leaders Academy (for eligible program alumni)
 - Vocational Rehab Transitional Youth Programs through the Department of Education
 - CareerSource Capital Region
 - Peer referrals from Cohort 1 participants to potential Cohort 2 applicants
- Recruitment for participants ages 16 to 26 for the Step into Success workforce education and experience included outreach to the following local organizations in Orange County, FL (3rd Cohort):
 - Community Based Care agencies
 - Positive Pathways campus liaisons
 - Crosswinds Youth Services
 - Family Partnerships of Central Florida
 - Brevard Family Partnerships
 - Valencia College
 - University of Central Florida
 - Seminole State College
 - Selfless Love Foundation
 - Alan Madden Foundation
 - Educate Tomorrow

- Recruitment of workforce education internship partners occurred after participants were interviewed and accepted into the Step into Success program and included the following steps:
 - Identification of local businesses and organizations aligned with each participant's career interests
 - Use of pre-established relationships to recruit participating organizations, when available
 - Outreach via phone and email to organizations without existing relationships
 - Distribution of program information and marketing materials developed by Appleton Creative

(d) A summary of the feedback and surveys received pursuant to paragraph (6)(h) from participating former foster youth, mentors, and others who have participated in the pilot program.

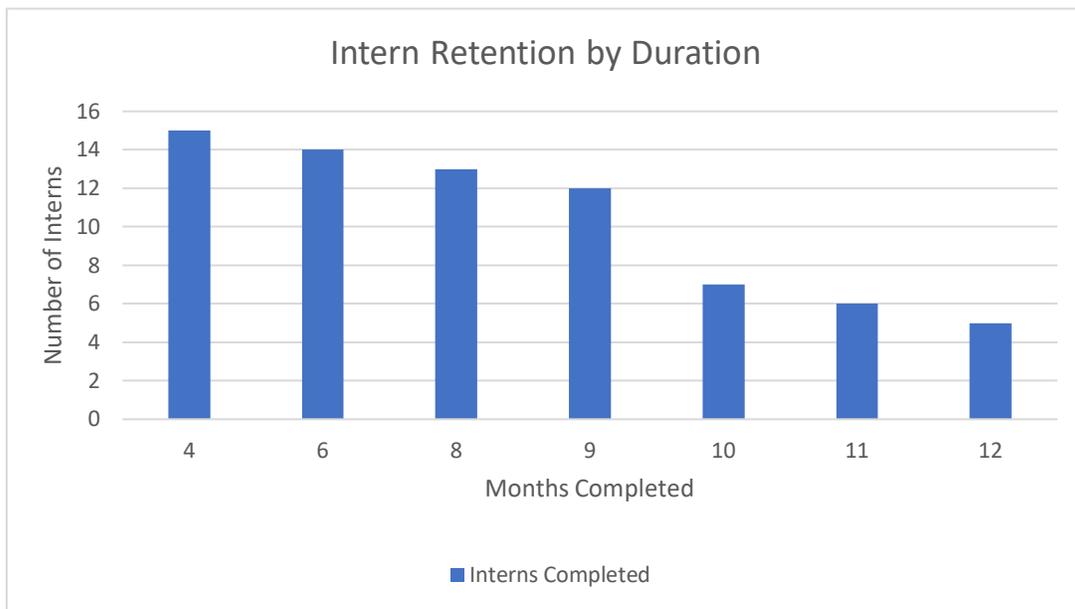
- Attachment C includes Training Reports for Cohort 2 and 3 from the Workforce Education prepared by vendor Megan Dasbach Consulting LLC.
- Attachment D includes quarter 1 survey and data results from Cohorts 1, 2, and 3.

(e) Recommendations, if any, for actions necessary to improve the quality, effectiveness, and outcomes of the pilot program.

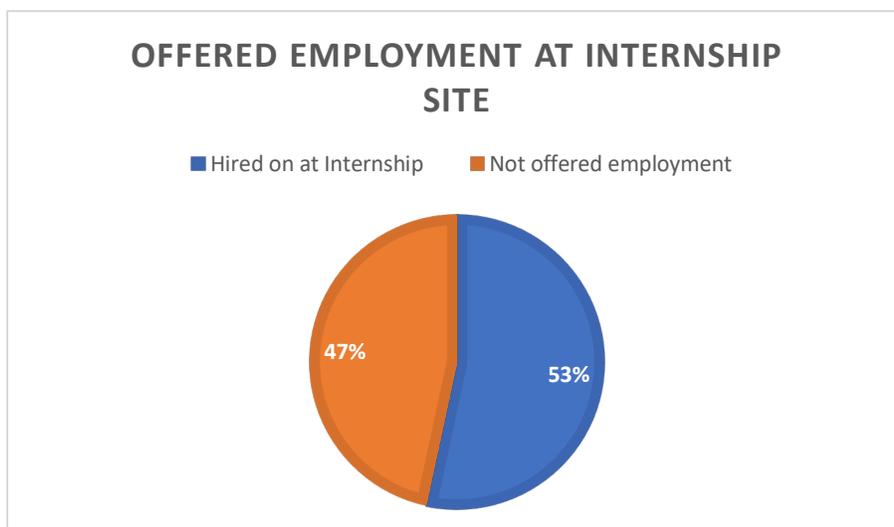
- To successfully serve additional former foster youth statewide, the program recommends securing additional funding to support statewide expansion. Expanding the program would allow more participants to access services and create opportunities beyond the Tallahassee and Orlando regions. Such expansion would also require additional full-time equivalent (FTE) staff to adequately support participants and ensure continuity and quality of services and supports.
- Deleting section 10(d) as none of the participants have taken advantage of differential. The maximum benefit amount could be up to \$292 per participant or \$3,504 per participant annually. (This would total \$59,568 for the 17 current participants annually that would just sit unutilized).
 - If the ESS differential is important to be included, the recommendation would be to add the maximum benefit amount if \$292 per participant to their monthly stipend for a total of \$1809 monthly instead of the current monthly stipend of \$1517.
- Survey feedback indicates that most mentors are not motivated by the \$100 monthly stipend. As a result, this stipend could be eliminated, allowing the appropriated funds to be reallocated to support additional participants.
- The program recommends aligning this report with the Independent Living Annual Services Reports, which present information and data by state fiscal year (SFY). Aligning the reporting periods would ensure continuity and consistency between this report and Step into Success program data.

(f) Employment outcomes of former foster youth who participated in the pilot program, including employment status after completion of the program, whether he or she is employed by the participating organization in which he or she interned or by another entity, and job description and salary information, if available.

- **100%** of participants had an internship that fell within the career area requested.
- **100%** of participants rated their relationship with their mentor helpful while 83% of participants rated their relationship with their mentor to be very helpful.
- **100%** of participants would recommend the Step into Success program to a peer.
- **100%** of participants wanted to stay connected for future alumni opportunities.
- Over **11,840 hours** of internship completed
- Of the 15 interns who participated, 14 remained in the internship for at least 6 months, with 13 participants remaining for at least 8 months, and 5 completing a full 12-month term.
 - **93% completed at least 6 months at their internship**
 - **80% completed at least 9 months at their internship**



- **53%** of participants were offered employment at their Internship Site (outside of internship)



- 2 of 15 participants changed their internship site throughout their time in the program
- **75%**¹ of participants that responded to the end of program survey stated that they were aware they could apply for college credit for participation in their workforce internship
- **58%** of participants stated that they will apply for course credit or career education clock hours for their participation in the Step into Success program
- **67%** participants plan to enroll or stay enrolled in college, training, or a certification program within the next 6 to 12 months.

Current Employment Information:

- **67%** participants are currently employed.
 - 25% are employed full-time and 42% are employed part time
- **42%** reported that they think their internship helped them get their current position.
- Place of Employment and Salary or Hourly Wage:

Employer	Wage
AMC Movie Theater	\$13.36 per hour
Florida Department of Children and Families	\$40,320.80 annually
Institute for Music Business	\$16.00 per hour
Holiday Inn	\$14.00 per hour
Golden Book Pre-School	\$14.00 per hour
Big Bend Area Health Education Center	\$17.00 per hour
Star Academy	\$15.00 per hour
Florida State University	\$15.00 per hour

Workforce Education Component:

- **100%** found the workforce education training helpful.
- Only 25% would have preferred more training sessions.
- Future training suggestions include:
 - Personal development, past cohorts sharing experience, work conflicts, Microsoft Office

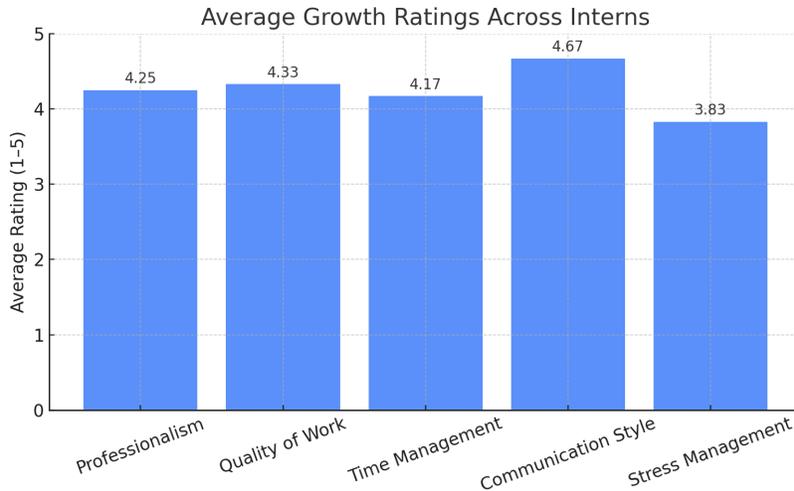
Hours Requirements and Stipend Amount:

- **92%** felt 80 hours was right amount for the monthly hours requirement to earn a stipend
- **83%** felt that 12 months was the right program length
- **75%** felt that \$1517 was an appropriate stipend amount

Intern Self Rated Growth:

Interns self-rated their growth from the beginning to the end of the program using a 1-5 scale where 1 indicates no growth and 5 indicates significant growth.

¹ 100% were notified via email, text message, and in person trainings once the process was established and the rule was created.



Examples of growth include (personal quotes):

- “I improved my ability to stay organized and meet deadlines, which helped strengthen my time management. I also developed more professional communication skills by learning how to adjust my style depending on who I was speaking with, whether peers, mentors, or supervisors. My quality of work improved through paying more attention to detail and taking feedback seriously. I’ve also learned to manage stress better by staying focused and breaking down large tasks into smaller steps.”
- “I’ve become more confident in dressing and speaking in professional environments.”
- “Stress Management helped me when dealing with younger children who cannot express their feelings through words.”
- “I took leadership roles in several projects, created a newsletter, and advanced my leadership and communication skills.”

The most valuable parts of Step into Success (personal quotes):

- “The most valuable parts of Step into Success were: 1) The workforce training, which gave me the confidence I needed to look for more "professional" jobs. 2) My internship placement, which was a perfect fit for my interests and needs. 3) The relationships and connections I’ve built as a result of both the training and my internship, especially Abby Phelps who was always supportive and helpful throughout the year. 4) Having the opportunity to work in a position that I wouldn’t have access to without Step into Success, and being able to confirm that this is a field that I would like to pursue further education in.”
- “Having the opportunity to work within the career path I’ve chosen to take”
- “Creates opportunities and allows for networking.”



Step Into Success Workforce Education and Internship Pilot Program

ANNUAL REPORT

ATTACHMENT A

Credit for Workforce Internship Component

Department of Children and Families

Office of Child and Family Well-Being

State Fiscal Year 2024-2025

6A-10.0245 Award of Postsecondary Credit or Career Education Clock Hours for Completion of the Workforce Internship Component of the Step into Success Pilot Program.

(1) Purpose. The purpose of this rule is to establish procedures for the award of postsecondary credit or career education clock hours for internship positions held by former foster youth who participated in the onsite workforce training internship component of the Step into Success Pilot Program pursuant to s. 409.1455, F.S. Florida College System institutions that currently have an established procedure for the assessment and award of postsecondary credit or career education clock hours for internships may adhere to their institutional policy in lieu of this procedure, provided that the institution's process results in, at a minimum, the same award of postsecondary college credit or career education clock hours to the student.

(2) Award of postsecondary credit. For purposes of this rule, the award of postsecondary college credit or career education clock hours for completion of the workforce internship component of the Step into Success Pilot Program shall herein be referred to as Credit for the Workforce Internship Component (CWIC). Institutions assessing petitions for the award of CWIC that are not using their own process must adhere to the following:

(a) Each institution is responsible for identifying appropriate subject matter experts to assess and rate petitions for the award of CWIC and to recommend approval or disapproval based on the knowledge, skills, and expertise acquired in the internship training component aligned to the course learning outcomes of the course(s) being petitioned.

(b) For the award of postsecondary college credit, the institution being petitioned must offer courses in the Statewide Course Numbering System that align with the student's program of study and internship training. For the award of postsecondary clock hour credit, the internship training must align with a program in the Statewide Career and Technical Education Curriculum Frameworks.

(c) Each institution shall not require a fee for the assessment of CWIC.

(d) When CWIC credit is awarded, the credit must be awarded in the following rank order:

1. First, general education courses;
2. Second, program-specific courses; and
3. Third, elective courses.

(3) Student eligibility. To be eligible for consideration of CWIC, students must meet the requirements below:

(a) Complete the onsite workforce training internship component of the Step into Success Pilot Program.

(b) Be a degree or certificate seeking student of the institution from which CWIC is being petitioned.

(c) Meet all college and program admission requirements for the student's program of study in accordance with the institution from which CWIC is being petitioned.

(4) Required documentation. FCS institutions that are assessing a student's internship for the award of CWIC pursuant to the process established herein must determine if an award is warranted based on the incorporated forms described in this subsection. Each institution may establish submission deadlines for Form No. CWIC-02 and Form No. CWIC-03. Within thirty (30) days of Form No. CWIC-02 and Form No. CWIC-03 being received by the institution, Form No. CWIC-04 must be completed by the subject matter expert, provided that there are more than thirty (30) days remaining in the semester during which CWIC was petitioned.

(a) The CWIC Petition form, Form No. CWIC-01, establishes the process at the institution to initiate the petition for CWIC and to track the progress and outcome of the request.

(b) The CWIC Mentor Training Record, Form No. CWIC-02, establishes the process for the intern's assigned mentor, as described in s. 409.1455(7)(b), F.S., to document the training received in the workforce internship component.

(c) The CWIC Equivalency and Course Alignment form, Form No. CWIC-03, establishes the process for interns to provide evidence of the knowledge and skills acquired through participation in the workforce internship component and to demonstrate the alignment with the course learning outcomes of the course(s) being petitioned.

(d) The CWIC Internship Assessment Rubric, Form No. CWIC-04, establishes the process for subject matter experts to assess and rate the equivalency and alignment of the workforce internship component with the appropriate postsecondary course(s) and course description(s). An award is warranted if the student demonstrates mastery of the course learning outcomes, which is indicated by a minimum score of 14 for each course learning outcome (minimum score of 7 for each Item Score) and a minimum score of 70% for the total allowable points for the course learning outcomes as described in Form CWIC-04, CWIC Internship Assessment Rubric.

(e) Institutions may request from the participating organizations additional clarifying information to determine the award of CWIC.

(5) Reporting. Each institution that admits students who have completed the workforce internship component of the Step into Success Pilot Program and that have petitioned the award of CWIC must report by October 1 of each year in a format prescribed by the department the number of students who were enrolled during the prior academic year, the course credit by course prefix and number that was awarded to each student, the student's program of study and whether the student completed a degree program or earned a certificate.

(6) Incorporated documents. The following forms are hereby incorporated by reference and made part of this rule. Copies may be obtained from Division of Florida Colleges, 325 West Gaines Street, Suite 1244, Tallahassee, Florida, 32399.

(a) Form No. CWIC-01, CWIC Petition, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-17269>), effective December 2024.

(b) Form No. CWIC-02, CWIC Mentor Training Record, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-17270>), effective December 2024.

(c) Form No. CWIC-03, CWIC Equivalency and Course Alignment, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-17271>), effective December 2024.

(d) Form No. CWIC-04, CWIC Internship Assessment Rubric, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-17272>), effective December 2024.

Rulemaking Authority 1001.02(1), (2)(n), 409.1455(9) FS. Law Implemented 409.1455 FS. History—New 12-24-24.

**Step Into Success Program
Credit for Workforce Internship Component (CWIC)
CWIC Petition
Form No. CWIC-01**

PART A

DIRECTIONS: Interns must use this form to initiate the process to petition the award of CWIC and must submit this form directly to the institution being petitioned for the award of CWIC. Interns must complete PART A of this form before proceeding.

Note: Institutions that already have an established process for the award of postsecondary credit or career education clock hours for internships or other work-based learning experiences may defer to their institutional policy and procedures in lieu of this procedure. Pursuant to Rule 6A-10.0245(2)(c), Florida Administrative Code (F.A.C.), students must not be assessed a fee for the petition of CWIC.

***To be eligible for CWIC, the criteria below must be verified before initiating the petition. You may have to contact the institution you plan to attend to help determine eligibility before applying for admission.**

1. The institution from which you are petitioning CWIC must have an academic or workforce program and coursework or training that align with your chosen area of internship.
2. You must be a degree or certificate seeking student of the institution from which you are petitioning CWIC.
3. You must meet all college and program admission requirements for the student's program of study in accordance with the institution from which you are petitioning CWIC.
4. You cannot be currently enrolled in the course for which you are petitioning CWIC.
5. You cannot have previously received a grade of A, B, C, or S in the course(s) for which you are petitioning CWIC.

*Any exception must be approved by the institution awarding CWIC.

Initial Here

Please provide your initials if the eligibility criteria above have been verified.

If you are eligible for CWIC based on the requirements listed above, then the intern's assigned mentor must proceed with completing Form No. CWIC-02. Once the mentor completes Form No. CWIC-02, the intern moves on to PART B, Step 1, on the next page. The intern must meet with an advisor at the institution being petitioned for the award of CWIC and present Form No. CWIC-01 and Form No. CWIC-02.

PART B

STEP 1: STUDENT – Continue the CWIC assessment process by meeting with an advisor to complete PART B of Form No.CWIC-01 and by providing the institution with a signed copy of Form No. CWIC-02.

Name: _____ Student ID#: _____
Phone: _____ Email: _____
Student Signature: _____ Date: _____
Institution: _____ Advisor Signature: _____

STEP 2: ADVISOR – Advisor must forward Form No. CWIC-01 and Form No. CWIC-02 to the appropriate department and provide a signed copy of Form No.CWIC-01 to the student.

Department: _____ Department Contact: _____

The department contact must inform the student of the course to which the internship is most closely aligned and provide the student with the course learning outcomes of that course and with Form No. CWIC-03 to be completed by the student.

STEP 3: Subject Matter Expert (SME) – SME must complete Step 3 after the assessment of Form No. CWIC-02 and Form No. CWIC-03 has been completed by the SME using the assessment rubric in Form No. CWIC-04. SME must forward all forms to the department head.

Course Petitioned (prefix/number/title): _____

- CWIC assessment demonstrates achievement of the course learning outcomes
- CWIC assessment does not demonstrate achievement of the course learning outcomes

Comments (if applicable): _____

Course awarded: _____ Credits/Clock Hours: _____

SME Signature: _____ Date: _____

STEP 4: DEPARTMENT APPROVAL – Department representative must submit form to Admissions and Records for processing.

Comments (if applicable): _____

Department Signature: _____ Date: _____

STEP 5: ADMISSIONS AND RECORDS – Admissions representative must process form for the award of CWIC. Student must be notified of the status of the award before the end of the semester during which CWIC was petitioned.

Admissions and Records: The information provided meets / does not meet the guidelines described by Rule 6A-10.0245 Statewide Award of Postsecondary Credit or Career Education Clock Hours for Completion of the Workforce Internship Component of the Step into Success Program, F.A.C.

Comments (if applicable): _____

Credit to be granted for: Fall Spring Summer 20_____

**Step Into Success Program
Credit for Workforce Internship Component (CWIC)
CWIC Mentor Training Record
Form No. CWIC-02**

DIRECTIONS: The participating organization mentor must use this form to detail the onsite workforce training (knowledge, skills) that the intern received during the internship. A signed copy of this form must be provided to the intern to provide to the institution being petitioned for the award of CWIC.

Participating Organization: _____

Intern's Assigned Mentor's Name: _____

Intern's Chosen Area of Interest: _____

Total Internship Hours Completed: _____

Onsite Workforce Training – the mentor must describe the knowledge and skills covered as part of the internship training, to include but not limited to activities, workshops, webinars, seminars, projects, hands-on experience, and any other form of training. Provide additional information regarding the length or duration of the events. Mentor may attach supporting documentation or expand the summary beyond the current page.

1. Describe the knowledge and skills covered in the internship, providing as much detail as possible.

Intern's Assigned Mentor's Signature: _____ Date: _____

**Step Into Success Program
Credit for Workforce Internship Component (CWIC)
CWIC Equivalency and Course Alignment
Form No. CWIC-03**

DIRECTIONS: The student petitioning for the award of CWIC must use this form to detail how the knowledge and skills gained during the onsite workforce training internship component align with the learning outcomes of the course being petitioned. The student must be provided with the learning outcomes of the course. A signed copy of this form must be provided to the institution being petitioned for the award of CWIC.

Note: The CWIC Equivalency and Course Alignment assessment process is not a guarantee that you will be awarded credit for the course being petitioned. Subject Matter Experts will assess whether your petition provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content through the internship component.

Institution Name: _____

Student's Name: _____

Student ID#: _____

Course Petitioned (prefix/number/title): _____

Student – Adequately explain how the knowledge and the skills you learned in the internship align with the course learning outcomes (CLO) of the course being petitioned for CWIC. Please add pages if the course has more than 10 CLOs.

Note: The goal of this section is to demonstrate how your internship experience aligns to key concepts within the learning outcomes of the course. As such, it is important to provide evidence of learning that demonstrates your mastery of the course learning outcomes and that you have developed sufficient college-level learning to earn credit for the course being petitioned for CWIC.

For each course learning outcome, describe how what you have learned in the internship validates your knowledge of the course content and aligns with the CLOs of the course. Before responding, you may wish to review the CLOs.

LEARNING OUTCOME 1
Insert Response Here:

Student's Signature: _____ **Date:** _____

**Step Into Success Program
Credit for Workforce Internship Component (CWIC)
CWIC Internship Assessment Rubric
Form No. CWIC-04**

DIRECTIONS: Subject Matter Expert (SME) must use this form to assess and rate the equivalency and alignment of the internship component with the course (one course per form) being petitioned in order to award CWIC. On the following pages, please provide each Course Learning Outcome (CLO) (1 per page) in the space provided, or attach the CLOs to this rubric. Make sure to include comments, a score for each item, and a total score for that outcome on each page. This form must be completed within thirty (30) days of the institution receiving Form No. CWIC-02 and Form No. CWIC-03, provided that there are more than thirty (30) days remaining in the semester during which CWIC was petitioned.

Below are the criteria for scoring each CLO. The criteria are designed to determine whether clear evidence was provided that demonstrates that a student who is requesting credit has mastered the course learning outcomes. Students must receive a minimum score of 7 for each *Item Score* totaling a minimum *Total for Outcome* score of 14 for each CLO in order for credit to be awarded.

POINTS KEY for EACH COURSE LEARNING OUTCOME		
Documentation provided does not meet expectations	Evidence demonstrates very low level of mastery of this outcome. The evidence is unconvincing, incomplete, or very inadequate.	3
Documentation provided lacks critical elements	Evidence demonstrates inadequate mastery of this outcome. Some aspects of the evidence is acceptable, but the majority is unconvincing.	5
Documentation provided adequately meets expectations	Evidence demonstrates adequate mastery of this outcome. Although not perfect, the evidence is free of major conceptual problems.	7
Documentation provided exceeds expectations	Evidence demonstrates sophisticated mastery of this outcome. The evidence is complete, accurate, and free of conceptual problems.	10

Once all of the CLOs have been reviewed, add up the total for all outcomes. The passing score is based on 70% of total allowable points (see example below). The total allowable points for 10 CLOs is 200, so a minimum passing final score for a course with 10 CLOs would be 140 total points. The formula will have to be adjusted for each student based on the number of outcomes of the course under consideration. Please add pages if applicable.

(EXAMPLE with 10 OUTCOMES) TOTAL for ALL COURSE LEARNING OUTCOMES	
A. Total Score for All Outcomes (sum of total score for each outcome)	X = 140
B. Total Allowable Points (total possible score for each outcome times # of CLOs)	Y = 200
C. Total (X / Y = Z)	Z = .7 (70%)

COURSE (prefix/number/title):			
COURSE LEARNING OUTCOME 1			
Insert CLO Here:			
ITEM	TARGET	COMMENTS (if applicable)	ITEM SCORE
SOURCES OF LEARNING (EXPERIENCES)			
Form No. CWIC-02	The mentor's description and documentation of the knowledge and skills covered through the internship training serve as relevant evidence of alignment with the CLO.		
EVIDENCE OF LEARNING (COMPETENCIES)			
Form No. CWIC-03	The candidate's description of how the knowledge and skills learned through the internship training align with the CLO of the course being petitioned serves as relevant evidence of alignment with the CLO.		
Total for Outcome			0

TOTAL for ALL COURSE LEARNING OUTCOMES	
D. Total Score for All Outcomes (sum of total score for each outcome)	X =
E. Total Allowable Points (total possible score for each outcome times # of CLOs)	Y =
F. Total (X / Y = Z)	Z =

SME Signature: _____ Date: _____

After the assessment is complete, the SME must complete Step 3 of Form No. CWIC-01 and then forward all forms to the head of the department.



Step Into Success Job Descriptions for Intern Positions

STEP INTO SUCCESS

ANNUAL REPORT

ATTACHMENT B

Department of Children and Families

Office of Child and Family Well-Being

State Fiscal Year 2024-2025

Cohort 1: Tallahassee, FL (2024-2025)

Employer: Florida State University – Office of Withdrawal Services

Contact: Sarah Lull

Position: Step into Success Intern

Employment Term: August 26th 2024 – August 25th 2025

Position Location: 4th floor University Center Bldg A, FSU, Tallahassee, FL 32306

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

The Office of Withdrawal Services manages all withdrawals from the university. Often when students withdraw from the university it is due to extenuating circumstances that they need additional support for. Interns will be exposed to meeting with students to assess their situation and need for a withdrawal. This includes working with medical and mental health withdrawals, assisting students in gathering documentation and navigating the withdrawal process. Interns will provide treatment plans which consist of referrals to appropriate campus and community partners and follow up if students need assistance re-enrolling at the university.

Educational and Technical Requirements:

- BSW or first level MSW only.

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Employer: Fall Out Inc.

Contact: Todd Kelley

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- List Additional Job Duties:
- **Creating and editing artwork for use in comics and other forms of media.**
- **Editing and writing stories for us in comics and other media.**
- **Attend various trainings and social events for networking and growth purposes.**

Qualifications:

- List qualifications required of applicant:

A can do attitude and a drive to succeed in the comic book industry.

The Ideal Candidate is: List qualifications or traits not required, but ideal of applicant: **A desire to learn new forms of story telling and art techniques.**

Educational and Technical Requirements:

- List education level required or # of years' experience- Zero Experience Required
- List if position requires a valid driver's license in good standing- N/A
- List if position requires successful clearance of local and/or state background checks and what level of background check is required-N/A

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Diana's Job Description

Job Title:	<u>Assistant Support Specialist</u>	Supervisor:	<u>Omega Carr</u>
Position Type:	<u>Internship</u>	Start Date:	<u>06/03/2024</u>
Location:	<u>Elder Day Stay</u>	Hours:	<u>10am – 3:30pm</u> Monday – Friday (but may vary due to need)

PURPOSE:

The goal of this internship is to provide personal and professional development while developing skills necessary in the workplace. These skills include conflict resolution, communication skills, and working with a team. It is a chance to explore your selected career path and ensure it is right for you. We hope that this internship also provides valuable workplace experience, a chance to strengthen your resume and an opportunity to identify other personal goals.

DUTIES AND RESPONSIBILITIES

- Assist with set up and break down for activities and events
- Greet and interact with clients during down time
- Help maintain a safe, clean and nurturing environment for our seniors
- Assist with clean up after lunch and snack
- Help put away supplies on delivery days
- Help keep clients engaged during activities
- Assist with BINGO on Tuesdays & Thursdays
- Provide one on one socialization with clients
- Help reduce risk of isolation for our seniors
- Attend all meetings and trainings
- Other duties as assigned by Lexi (Director), Julie (Assistant Director) or myself



JOB DESCRIPTION

Position Title: Real Estate Intern
Report to: Multiple Teams (Office Manager, Intern Coordinator, Broker)
Location: Tallahassee, Florida
Apply: Contact@ListandSoldTeam.com

Position Summary:

As part of the internship, Hamilton Realty Advisors will provide learning opportunities throughout the organization so that each intern understands the fundamentals of the retail real estate industry following this experience. From an everyday perspective, the interns will contribute to best-in-class research, assist with day-to-day responsibilities, contribute to business development initiatives, and carry out tasks for both internal and external clients. The ideal candidate will be detail-oriented, self-motivated, able to work well in a fast-paced environment with tight deadlines, demonstrate clear communication skills, and be motivated to learn-with a deep passion for and interest in Commercial and Residential Real Estate as a career. Interns are placed in the following business units: Transaction, Asset Management, Research and Leasing. Throughout the course of the internship, each intern will work with an assigned project that leads to completing an assignment that is pertinent to one of the HRA departments. Project findings will be summarized in presentation format and presented to the senior executive team member based on the project assigned on a weekly basis.

ESSENTIAL JOB FUNCTIONS:

1. Analyze and support underwriting, due diligence and closing of investments and dispositions by collecting information and preparing, reviewing and summarizing various reports.
2. Conduct Hold vs Sell property analysis to help determine long term asset strategy,
3. Analyze Triple New Rents compared to the market and identify areas for improvement.
4. Conduct research, contribute to National retail tenants, and market analysis.
5. Edit and Review material, place real estate signs on listed properties, prepare and assist with marketing.

ESSENTIAL JOB REQUIREMENTS

Education and Experience:

1. Enrolled full-time and pursuing a bachelor's degree in business, Real Estate, Finance, Economics, Accounting.
2. Strong desire to work in the commercial or residential real estate industry.
3. 2.5 or above GPA

Required Skills:

1. Ability to multi-task and manage shifting priorities and deadlines, with attention to detail and an ability to work both independently and in a team environment.
2. Must be able to effectively manage multiple projects simultaneously in a deadline driven environment.
3. Positive attitude and willingness to learn.
4. High degree of integrity.
5. Have transportation and a computer/laptop.
6. Be efficient in working various computer programs or willing to learn.



WORKING CONDITIONS

Work performed in a general office environment.

Limitations and Disclaimer: This position description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of Hamilton Realty Advisors. Since no position description can detail all the duties and that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in the job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility. The Company remains an "At Will" employer. All job requirements are subject to modification to reasonably accommodate individuals with disabilities.

Hamilton Realty Advisors Job Description – Real Estate Intern

Duties Permissible in a Real Estate Office by an Unlicensed Person

FREC: Activities an unlicensed employee or assistant may perform.

1. Answer the telephone and forward calls.
2. Submit listings and changes to any multiple listing service.
3. Follow up on loan commitments after a contract has been negotiated and generally secure reports on the loan progress.
4. Assemble documents for closing.
5. Secure documents (public information) from courthouse, utility district, etc.
6. Have keys made for company listings.
7. Write ads for approval of licensee and supervision broker, and place advertising (newspaper ads, etc.) prepare flyers and promotional information for approval by licensee and supervising broker.
8. Receive, record and deposit earnest money, security deposits and advance rents.
9. Type contract forms for approval by licensee and supervising broker.
10. Monitor licenses and personnel files.
11. Calculate commission checks.
12. Place signs on property.
13. Order items for repair as directed by the licensee.
14. Prepare flyers and promotional information for approval by licensee and supervising broker.
15. Function as a courier service to deliver documents.
16. Place routine telephone calls on late rent payments.
17. Schedule appointments for licensees to show listed property.



HAMILTON REALTY
A S I S T A N T S

18. Participate in an open house.

- a. For security purposes
- b. Hand out material (brochures); may not answer questions, but direct questions to licensee.

19. Answer questions concerning a listing from which the answer must be obtained from licensed employer-approved printed information and is objective in nature (not subjective comments).

20. Gather information for a CMA.

21. Gather information for an appraisal.

22. Hand out objective, written information on a listing or rental.

Sign Below to Acknowledge Reviewed and Understand.

Name Sign _____(Print)_____

Date: _____



Position Title: Music Industry Intern

Duration: Up to 1 year, 80 hours per month

Location: 1320 South Adams Street, Tallahassee, FL 32301

Job Description:

We are seeking a motivated and passionate individual to join our team as a Music Industry Intern. This internship offers a unique opportunity to gain hands-on experience in various aspects of the music business while working alongside industry professionals.

Responsibilities:

- Assist with music business courses: Support instructors in preparing course materials, organizing class schedules, and facilitating discussions.
- Conference preparation: Help coordinate logistics for industry conferences, including booking accommodations, scheduling meetings, and preparing presentation materials.
- Coordinate with partner studios: Communicate with partner studios to schedule studio sessions, manage equipment rentals, and ensure smooth collaboration between students and studio professionals.
- Songwriting and composition demonstrations: Work with students to demonstrate songwriting techniques, provide feedback on compositions, and assist in arranging and producing musical pieces.
- Serve as a teaching assistant during afterschool programs and summer programs: Assist in leading music-related activities, provide support to instructors, and mentor students in their creative endeavors.
- Chaperone field trips: Accompany students on field trips to music-related events, studios, or performances, ensuring their safety and engagement throughout the excursion.
- Assist the operations coordinator: Aid in setting up equipment and supplies for classes and events, maintain inventory logs, and help ensure the smooth operation of day-to-day activities within the organization.
- Other duties as assigned: Contribute to various projects and initiatives within the organization, such as marketing campaigns, event planning, and administrative tasks.

Qualifications:

- Passion for the music industry and a desire to learn about various facets of music business operations.
- Strong organizational skills and attention to detail.

- Excellent communication and interpersonal skills.
- Proficiency in digital audio workstations (DAWs) and music production software is preferred.
- Ability to work independently and as part of a team in a fast-paced environment.

This internship offers valuable hands-on experience and the opportunity to network with industry professionals. If you are enthusiastic about music and eager to jumpstart your career in the music industry, we want to hear from you!

[Advancing the culture through music.](#)

Job description

This position will manage the day-to-day operations and reporting of Florida KidCare outreach. This includes outreach to uninsured children in Florida to increase awareness of health and dental insurance that is offered under Florida KidCare.

Responsibilities:

- Conduct outreach and education by attending community events, such as health fairs, presentations, events, and other potential opportunities to help consumers and partners learn about Florida KidCare and the enrollment process.
- Provide education on, and facilitate enrollment between consumers and an in-house certified navigator into a Florida KidCare health plan.
- Promote Florida KidCare through outreach opportunities such as radio or newspaper advertisements, online community calendar listings, school or newsletter posting, school flyer posting, school/organization newsletter posting, or as otherwise approved in advance by Florida KidCare.
- Promote Florida KidCare through a minimum of three social media announcements/posts per month, via our social media coordinator. Florida KidCare will provide the guidelines and instructions for posting.
- Abide by all agency, federal, and state policies, procedures, and mandates, including timely project reports and all required data entry.
- Provide information in a fair and impartial manner that is culturally and linguistically appropriate for the populations served, including individuals with limited English proficiency.
- Participate in program-related meetings, training, and conference calls.
- Positively represent the agency at all times.
- Coordinate with the Navigator Program Manager and team to ensure the success of events and enhance public awareness.
- Complete all required trainings within two weeks of employment.
- Weekend and evening work is expected.
- Perform any other related duties as assigned.

Qualifications:

- Competency in coordinating multiple tasks in a variety of locations.
- Proficiency in MS Office Suite, Canva and social media platforms preferred.
- Maintain high ethical standards and confidentiality.
- Good public speaking skills, as well as written and verbal communication skills.
- Must have reliable transportation.
- Must be able to move equipment weighing up to 30 pounds, must be able to complete tasks in a noisy environment

- Experience working in a data-driven environment and a proven track record of achieving performance targets is preferred.
- Bilingual in English/Spanish preferred.
- Ability to work both independently and in a team environment.
- Must not have used nicotine products in the last 6 months.

Requisition No:

Agency: Children and Families

Working Title: HOPE ADVOCATE

Position Number:

Salary: OPS \$16.00 an hour Posting Closing

Date:

Florida Department of Children & Families – Office of Community Services This position is OPEN COMPETITIVE.

Location: Tallahassee, FL with the possibility for tele-commute.

Salary: OPS \$16.00 an hour Position Description:

A Hope Advocate is a professional position in the Office of Child and Family Well Being's, Office of Continuing Care (OCC) and is responsible for helping clients who call the HOPE line by working one on one to identify barriers and connect the client to a variety of services and resources. These advocates will also identify barriers to receiving services and provide support and system navigation when there is an immediate referral that can be made. If an immediate referral cannot be made, the HOPE advocate will open a case for the client where they will then receive more in-depth support from a HOPE navigator.

Typical Duties:

- Acting as a navigator for clients regarding available program services and optional methods of attaining resources to meet the client's barrier(s).
- Identifying and maintaining a working knowledge of available community resources to meet the individual needs of each family and ensures the connection of families to relevant community resources and support.
- Documenting all pertinent information and ensures that all appropriate forms, such as, but not limited to, the intake screening form, are completed and uploaded into the program data tracking system accurately and timely.
- Provides follow-up and monitors connections to service delivery. Preparing correspondence, case notes, narratives, technical reports, notifications, and related documents using computer-based applications.
- Assisting families with identifying and engaging family and community supports, as well as discussing and making referrals for immediate service needs.
- Assisting families in identifying and applying for appropriate benefits and services, offering referrals to other state agencies and other resources to support individuals and families as necessary.

- Actively participating in ongoing cross-program training and team meetings.
- Building and maintaining relationships with respect, trust, sensitivity and confidentiality to client, coworkers and community stakeholders and partners.
- Participating in national, state and local meetings, committees, community activities, outreach events and other team efforts as required.

Step Into Success Internship: Job Description

The “Step into Success” intern position reports to the Director of Membership Services. The intent of this position is to provide support to Florida Network administrative, and programmatic, functions through conducting guided research, and conducting daily functions as assigned. The SIS Intern will contribute to the mission of the Florida Network, *“to value young people and therefore create safe pathways to their future by building strong families and communities”* by sharing the wisdom of their lived experience in ways to promote better policy and practice for all programs and services.

Roles and Responsibilities

- Complete required training as assigned
- Learn and understand all programs delivered by the FL Network
- Learn and understand all administrative functions of the organization, and the advocacy functions of the organization.
- Support the Project Manager in completing tasks associated with synchronous and asynchronous training delivery such as scheduling and course creation.
- Support the Membership Services Director in identifying opportunities to develop and promote youth voices in the field.
- Support the Director of Contract Operations with development of policies and practice governing FL Network services.
- Participate in the Youth Advisory Board for the Shareet Cares Project.

Required Skills and Competencies

- Familiar with MS Office Suite
- Zoom/Teams Video-conferencing tools
- Lived experience in Florida’s systems of care
- Inter-personal communication
- Time Management
- Ability to prioritize and ask questions
- Professional ethics
- 12th grade reading and writing abilities



SMART DREAMS Coach (Community) Job Description

Reports To

SMART DREAMS Director

Pay

\$17 - \$20 per hour

Work Hours

Monday – Saturday: 3 hours max per dreamer per week (Up to 45 hours per week when serving 15 Dreamers)

Breakdown per dreamer

Direct Service: 2 hours engaging in 1:1 time

*SMART DREAMS Software: 1-hour inputting data into the Dreamers profile Select Day:
2 hours (Weekly SMART DREAMS Dinner)*

Qualifications (Minimum Requirements)

- Must be at least 23 years old
- HS Diploma or GED
- 2+ years of relevant life experience
- Pass a Level 2 background check
- Computer literate, especially in Microsoft Office (Word, Excel, and PowerPoint).
- Ability to read, write, and speak English and preferably Spanish.

Knowledge & Skills

- Builds strong relationships
- Creates a trusting partnership
- Understands how to create healthy boundaries
- Motivates others
- Listens actively

- Detail oriented
- Resists the urge to solve or fix a dreamer's problems themselves
- Stays present on the dreamer's daily self-sufficiency habits and remains mindful of what is happening in each moment of a development opportunity
- Basic knowledge of home maintenance
- Basic understanding of what transitioning into independence as an adult is
- General knowledge of SMART goal setting, career readiness, & life skills
- General knowledge of how to establish self-sufficiency and financial freedom

Job Responsibilities

LEADERSHIP & VISION

- Live by and always represent the #DASHLife lifestyle & SMART DREAMS culture
- Set and maintain strict healthy boundaries (time, extracurricular activities, communication, property, etc.)
- Ask for and coordinate mentors/partner support for DREAMERS as needed to help them achieve goals and developmental outcomes.
- Come up with intentional creative ways to engage with and coach DREAMERS PROGRAM AND SERVICES
- Ensure the dreamers (up to 7) follow and live by the SMART DREAMS culture (DREAMS Principles, DASH Lifestyle Expectations, & Core Values: HOPE)
- Assist dreamers to identify & create SMART goals and empower them to be independent
- Provide support and encouragement as dreamers work toward their goals
- Help dreamers recognize when strategies need adjustment
- Hold dreamers accountable for inaction in a supportive but direct way
- Celebrate with the dreamer when they meet their goals
- Ensure that young adults' Health & Wellness Check-Ins are completed weekly. Either by you or a SAFE Team member.
- Host a weekly SMART DREAMS Dinner for 1-2 hours and invite any partners/parties that are important to the dreamer
- Engage with neighbors about the SMART DREAMS HOME and monitor any disturbances that may occur.
- Perform other duties, as assigned, by your supervisor(s)

HOME UPKEEP

- Ensure Dreamers report any maintenance requests or renovations needing to be done to the home through their tenant housing platform Team and monitor the completion of requested items.
- Ensure that air conditioning filters are changed every 2 months.

- Create a chore list and ensure Dreamers are managing the cleanliness of the home daily.
- Ensure ALL dreamers are completing a weekly Super Clean (detailing/resetting the home to its original state. SD Coach may select the best day eligible.)

Other Information

DASH is an equal opportunity employer where employment is based upon personal capabilities and qualifications without discrimination because of race, ethnicity, religion, sex, age, marital status, national origin, disability, sexual orientation, veteran status, or any other protected characteristics as established by law. This policy extends to all policies and procedures related to recruitment and hiring, compensation, benefits, termination, and all other terms and conditions of employment.

Furthermore, this description is a summary of the responsibilities, duties, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time at the discretion of the CEO. Employment is still considered at-will in which DASH or the employee may with or without notice, with or without reason terminate employment. DASH reserves the right to modify job duties or job descriptions at any time.

Cybersecurity Awareness Internship

This internship position is designed to support the Information Security team's efforts in enhancing the organization's security posture through awareness programs and access management. The role primarily focuses on two critical areas of cybersecurity:

Security Awareness

The intern will assist in developing and implementing security awareness initiatives aimed at educating employees about cybersecurity risks and best practices.

This involves:

- Creating engaging content for security training materials
- Helping organize and execute awareness campaigns
- Analyzing the effectiveness of awareness programs
- Researching emerging threats to keep materials current

Access Reviews

In support of the organization's access management processes, the intern will:

- Aid in gathering and organizing access data and reviewing access termination reports
- Prepare reports for review by relevant stakeholders
- Follow up on review actions and track their completion
- Assist in documenting access review procedures

Skills Development

This internship provides hands-on experience in:

- Communicating complex security concepts to non-technical audiences
- Utilizing data analysis to measure program effectiveness
- Collaborating with various departments on security initiatives
- Applying cybersecurity principles in a real-world enterprise setting

The ideal candidate will gain valuable insights into how large organizations manage security awareness and access controls, developing skills that are crucial in today's cybersecurity landscape. This experience will provide a strong foundation for a career in information security, particularly in governance, risk, and compliance roles.

Employer: Safe Families for Children Alliance, North Florida Chapter

Contact at Agency: Cathay Campbell, ccampbell@safefamilies.net, 850-508-3892

Position: Intake and Family Coach Assistant

Employment Term: July 1, 2024– June 30, 2024

Position Location: 1710 S. Gadsden Street, Tallahassee, FL 32301 - hybrid

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth-focused, interactive, and trauma-informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between the spring and summer semesters so there will not be conflicts with academic schedules. A one-time \$500 clothing stipend will be offered to interns to purchase uniforms or internship-appropriate attire. Each participating mentor will receive a \$ 100-a-month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- Gathering intake information from clients who are referred to the program.
- Communicating needs to volunteers, and helping coordinate their activities.
- Analyzing information shared by others and presenting in a clear and concise manner to the supervisor.
- Entering information into the CMS as needed and directed.
- Helping with outreach activities and events.

Qualifications:

- At ease interacting with a diverse group of volunteers and clients.
- Comfortable with people experiencing crisis.
- Has healthy boundaries in professional relationships.
- Has a desire to work in the human services field, and value experiences that will help them with that goal.

The Ideal Candidate is: At ease engaging with people from diverse backgrounds, and experiences. Holding conversations to gather information, inputting the information into a case management system, and discussing intakes and volunteer discussions with supervisors are all important skills. There will be administrative support offered to the Intake and Family Coach Supervisor, but it will vary from week to week.

Educational and Technical Requirements:

- Current college student studying human/social sciences
- Driver's license in good standing required
- FBI Level 2 background check and DCF CARS clearance required

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Employer: FSU Childcare & Early Learning Program at Florida State University
Contact at FSU Childcare & Early Learning Program: sehall@fsu.edu/(850)645-9576
Position: Faculty Lead-Preschool Pod
Employment Term: July 2024-July 2025
Position Location: 612 S Copeland Street Tallahassee, FL 32304 Preschool 2 Classroom

FSU Childcare and Early Learning Program is Florida State University's (FSU) on-campus childcare facility for the students, faculty, staff or the university and Tallahassee community. We care for children ages 6 week-5 years and have 12 classrooms. Our program is under the Division of Student Affairs and Housing umbrellas as we work closely with campus entities to provide high-quality, play-based care for FSU's littlest Seminoles! FSU Childcare is National Association for the Education of Young Children (NAEYC) accredited meaning all children learn and explore through play and all full-time, faculty teachers have a minimum of a bachelor's degree in the field of human services. Over one third of our faculty team has a master's degree in early childhood education. Most of our assistant teachers are students at either FSU or Tallahassee State College (TSC) pursuing a myriad of degrees including but not limited to education, pre-med, music, and speech language pathology. FSU Childcare and Early Learning Program is considered a lab school meaning several students from both FSU and TSC come into the classrooms and observe and/or shadow staff as a part of their coursework.

This internship will be responsible for the following but not limited to:

- Safety of children in care
- Assist in creating wholesome, play-based learning opportunities
- Assist Lead Teacher in classroom routine and management
- Assist in lesson planning and brainstorming of future ideas
- Maintain clean workspaces and classroom
- Encourage positive communication between friends and families
- Learn ways play-based teaching is beneficial

Qualifications:

- Must be 18 years of age

The Ideal Candidate:

- Has experience in the early childhood field
- Warm and inclusive personality
- Able to work between the hours of 7:30-5:30
- Has familiarity with the play-based learning philosophy

Educational and Technical Requirements:

- Successful clearance of state background check ◦ Level II Clearance
- Department of Children and Families (DCF) Childcare Facility Training • First Aid & CPR

Hours: Determined by Program Director and availability

Compensation: \$1517 for 80 hours of internship credit monthly.

Employer: Florida Guardian ad Litem Office

Contact at Agency: Ryan Osborne, Managing Attorney, Circuit 2 GAL – (850) 606-1214

Position: Legal Intern

Employment Term: One Year

Position Location: Leon County Courthouse Annex Building, 2nd Floor, 1920 Thomasville Rd., Tallahassee, FL

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

Qualifications:

- Will assist legal team in preparing for hearings.
- Will assist in monitoring staffing's.
- Will prepare case reviews.

The Ideal Candidate is: Will have successfully completed 60 college credits with a background in Political Science or Criminal Justice preferred.

Educational and Technical Requirements:

- A valid driver's license
- Candidate will need to successfully complete a level 2 background screen • Candidate should have knowledge of or willingness to learn Ch. 39

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Employer: Leon's at Lake Ella

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- **Basic Kitchen Prep:** Assist with washing, peeling, and chopping ingredients under supervision.
- **Organizing Ingredients and Supplies:** Help label, date, and store ingredients and supplies to maintain a well-organized kitchen.
- **Assisting Line Cooks:** Observe and assist line cooks during meal prep to understand the workflow of a professional kitchen.
- **Cleaning and Sanitation:** Maintain a clean work area by regularly wiping down counters, sanitizing equipment, and properly disposing of food waste.
- **Learning Safety Protocols:** Familiarize themselves with basic kitchen safety, including knife handling, equipment use, and fire safety.
- **Shadowing Experienced Chefs:** Observe and learn techniques such as sautéing, grilling, and basic baking from experienced chefs.
- **Assisting with Plating and Presentation:** Help arrange simple dishes, such as salads or appetizers, under guidance, learning how to present food attractively.
- **Receiving Deliveries:** Assist in unpacking and storing food and supplies while learning about inventory management.
- **Taking Notes and Asking Questions:** Actively learn by taking notes and asking questions to build culinary skills and kitchen knowledge.
- **Supporting Opening and Closing Procedures:** Assist with setting up stations at the start of shifts and closing down at the end of shifts by cleaning and organizing stations and equipment.

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

CAPITAL CITY YOUTH SERVICES
Job Description
SOAI

Volunteer/ Intern Name:
Reports To SOAS :
Task Supervisor:
Signature of SOAS :
By signing below, I agree that I must be able to perform each of the responsibilities to continue my internship with Capital City Youth Services.
Volunteer Signature: Date:
Revision Date: 10/6/2016

SUMMARY

The volunteer/intern will provide services to SOP clients/ environment through facilitation of recreational activities, assisting with life skill development, providing supervision, assisting with the development of program and following contract guidelines.

ESSENTIAL DUTIES AND RESPONSIBILTIES

include the following. Other duties may be assigned.

Maintain required supervision of youth.

Performing intakes with new clients, helping clients create and navigate a personalized plan of service. Working with youth, staff and community partners to schedule appointments.

Assist in life skill training including, but not limited to, the following domains: money management, legal skills, housing, job seeking skills, transportation, emergency and safety, food management, job maintenance skills, community resources, educational planning, personal appearance, housekeeping, interpersonal skills, leisure activities, health promotion, and spirituality.

Facilitate groups and/ provide coaching to youth facilitators. Topics are to include the above listed items.

Assist with and facilitate youth in appropriate recreational activities to include but not limited to board games, yoga, dance, arts and crafts, outdoor games, nature walks, gardening and any other creative expression activities.

Assist the SOP staff in creating a culture in the Street Outreach Program where clients are provided a safe place that promotes self-sufficient young adults that are engaged in their community.

Applying the Positive Youth Development (PYD) philosophy, assist clients in mastering life skills necessary for transition to adulthood in a manner that promotes health and well-being, re-direct youth who are exhibiting inappropriate behavior in a manner that encourages personal responsibility and natural consequences and provide recognition to youth who are exhibiting appropriate behaviors.

Assist with ensuring program outcomes are clearly measured and monitored by overseeing completion of 30, 60, and 90 day follow ups.

Maintain confidentiality in a manner that ensures no one other than a staff member will have any knowledge of clients of SOP.

Comply with CCYS dress code.

Refrain from using position in any way for personal gain.

If volunteer works more than 10 hours per month they must complete and pass background screening.

Cohort 2: Tallahassee, FL (2025-2026)



Position Title: Art Therapy Intern

Location: Boys Town North Florida Tallahassee, FL

Position Type: Part-Time

Reports To: Senior Director of Program Operations

Position Summary:

Responsibilities

- Plan workshop(s) for youth using concepts in art therapy
- Work with youth individually to develop artistic abilities, provide encouragement, and facilitate creative expression
- Help facilitate “Clash of the Heros” literacy and art project
- Keep a reflection journal documenting experiences and reactions to experiences. Complete other research projects as assigned
- Observe youth at Boys Town residential homes to become acquainted with the Boys Town model.
- Commit to mentoring youth for 3-6 months, for at least 3 hours per month.
- Create art supply inventory and assess artistic needs/wants of Boys Town youth
- Attend staff and committee meetings as appropriate
- Help youth achieve personal goals throughout the mentorship process.
- Maintain the confidentiality of the youth in accordance with the Boys Town confidentiality policy.
- Accurately record internship hours
- Demonstrate cultural sensitivity and establish appropriate boundaries with youth.
- Report any inappropriate behavior or illegal activity to program staff.
- Uphold the values of the Boys Town Mission by demonstrating conduct appropriate for a person of good moral
- Other tasks as assigned

Position Title: Landscape and Lawn Care Intern

Reports To: Michael Jones

Employment Type: Part-Time Intern

Position Summary:

The Landscape and Lawn Care Intern is responsible for performing a variety of tasks to maintain and enhance outdoor spaces for residential and commercial clients. This role involves mowing, trimming, planting, mulching, weed control, and general landscape maintenance while ensuring high standards of quality, safety, and customer service. As the Landscape and Lawn Care Intern, you will work with Michael to learn how to run a business, estimate jobs, and the ins and outs of completing a larger landscape job. The first six months will be spent learning the basics; the second six months, the Landscape and Lawn Care Intern will transition to learning more about the business side.

Essential Duties and Responsibilities:

- Operate lawn mowers, weed eaters, edgers, blowers, and other landscaping equipment safely and efficiently.
- Perform routine maintenance tasks such as mowing, edging, weeding, pruning, and mulching.
- Install plants, trees, sod, and other landscape materials according to design specifications.
- Assist in hardscape installations, including patios, retaining walls, and walkways.
- Maintain cleanliness and organization of tools, equipment, and vehicles.
- Follow the Crew Leader's instructions and communicate about work progress or issues.
- Ensure compliance with all safety procedures and company policies.
- Provide excellent customer service through professionalism, punctuality, and attention to detail.

Qualifications:

- Prior experience in landscaping or lawn care is preferred but not required.
- Ability to lift up to 50 lbs and perform physical labor outdoors in various weather conditions.
- Knowledge of basic landscaping tools and equipment.
- Ability to follow directions and work independently or as part of a team.
- Strong work ethic and positive attitude.

Working Conditions:

- Work is performed outdoors and may include exposure to extreme weather conditions, loud noises, dust, and chemicals.
- May require early mornings, overtime, or weekend work depending on seasonal demands.



APALACHEE REGIONAL PLANNING COUNCIL

Local Partnerships. Regional Impact.

Employment Opportunity Announcement

The Apalachee Regional Planning Council, a governmental agency serving Calhoun, Franklin, Gadsden, Gulf, Jackson, Jefferson, Leon, Liberty and Wakulla Counties, announces the following job opportunity:

Intern – Regional Resilience Collaborative & Environmental Planning

Position Description

The Apalachee Regional Planning Council is seeking an intern with a background in Environmental Studies/Planning and an interest in Urban and Regional Planning. The incumbent will be responsible for assisting in the management of the Regional Resilience Collaborative – Apalachee Strong along with a variety of state and federal grants while providing technical support for our Region’s nine counties and their municipalities.

Background

ARPC is a multi-purpose agency of the State of Florida that provides technical assistance in the areas of economic development, emergency planning, transportation and quality of life to meet the needs of our member local governments within the nine-county Region comprised of Calhoun, Franklin, Gadsden, Gulf, Jackson, Jefferson, Leon, Liberty, Wakulla counties and their municipalities. Due to the diverse nature of the ARPC’s work, the incumbent will gain experience through diverse platforms related to a wide variety of regional, state and federal activities.

Terms of Service

Start Date: May 15, 2025

Subject Area(s): Resilience, Urban Planning, Environmental Planning, Geographic Information Systems, Project Management, Grant Management

Hours per Week: 20 hours per week/80 hours per month

Starting Compensation: n/a

Scope of Work

Under the direction of the Resilience Officer, the incumbent will have the following primary responsibilities:

- I. Assist in managing the Regional Resilience Collaborative – Apalachee Strong
- II. Provide project management support to current SQG work in the Region.
- III. Provide support to the Riparian County Stakeholder Coalition coordinator
- IV. Provide technical support for our Region’s nine counties and their municipalities
- V. Seek and develop new grant opportunities to continue to grow the ARPC Environmental Planning Program
- VI. Other duties as required

Essential Physical Skills

- I. Use of both hands and fingers with dexterity.
- II. Very frequent use of good near vision, good hearing.
- III. Occasional walking and frequent standing.
- IV. Ability to lift 30 pounds.
- V. Must be capable of driving a vehicle continuously for two or more hours.

Environmental Condition Requirements

- I. Work inside the office in a sedentary posture as well as travel to meetings at various locations outside of the office.
- II. Occasionally attend meetings outside of normal working hours and outside of the local area.

Education and Certification

- I. Minimum Requirement: Bachelor's degree in Planning, Urban Design, Landscape Architecture, or a related field

Experience and Abilities

- I. Strong writing and communication skills
- II. Proficiency Microsoft Office Suite
- III. Preferred: Proficiency in ArcGIS Pro or willingness to learn

License, Certification or Registration

- I. Must have a valid driver's license or be able to secure a valid driver's license at the time of employment within this classification.

The ARPC is an Equal Opportunity Employer. In compliance with United States Equal Employment Opportunity guidelines and the Americans with Disabilities Act, the ARPC provides reasonable accommodation to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. ARPC is a Drug Free & Tobacco Free Workplace.

Candidates

ARPC asks that candidates interested in this opportunity provide three (3) documents; a résumé, a recent writing sample, and a short description of their ability to meet the needs of the Scope of Work along with three (3) professional references to:

Monica Pitts
Finance & Human Resources Director
HR@arpc.org

This position is open until it is filled. Please submit the requested information as soon as possible to the contact reference above for consideration.

Employer: Joe Budd Youth Conservation Center at Florida Fish and Wildlife Conservation Commission

Contact at Florida Fish and Wildlife: Meghann.Dawkins@myfwc.com, 850-933-4322

Position: Director

Employment Term: July 2025 to Present

Position Location: Joe Budd Youth Conservation Center

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- Maintenance around the Joe Budd Facility
- Upkeep of educational areas such as trails, welcome center, and classroom
- Assisting educational staff during programming
- Upkeep of areas around classroom such as gardening

Qualifications:

- Physical ability to handle tasks such as lifting 20 lbs. and using small hand tools

The Ideal Candidate is: Enthusiastic about working outdoors

Educational and Technical Requirements:

- valid driver's license in good standing
- successful clearance of local and/or state level 2 DCF background checks

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Employer: College of Motion Picture Arts at Florida State University
Contact at Agency: Sabrina Reisinger sreisinge@fsu.edu 828.767.1059

Position: Assistant Dean

Employment Term: July 7, 2025 – TBD

Position Location: 282 Champions Way, UCA (main campus) & 1501 Governors Square Blvd (Torchlight Studios)

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- Offering VFX and non-VFX make up skills to student productions and Torchlight feature production.
- Lending insight to production protocol, on and off set, in areas of make up and Art Department.
- Being open to any other tasks that arise to support crew for productions as needed to which intern is available.

Qualifications:

- A creative background and desire to work in the visual media of motion pictures
- Demonstrated skills in FX make-up application
- Understanding of and ability to meet the professional level expected at the FSU Film School

The Ideal Candidate is: Creative, critical thinking, and collaborative. This person will be working with a variety of disciplines and strict industry best practices. They will be more effective if able to roll with abrupt changes in goals and time schedules as production dictates. There are many voices on set. Navigating the hierarchy and multiple priorities is a helpful skill.

Educational and Technical Requirements:

- NA
- We accept any volunteer with a willing attitude who is open to learning and listening.

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Student Learning Arrangement

Title: Music Studio Assistant (Student Learning Experience)

Hours: 20 hours per week (combination of onsite, remote, and workshop support)

Supervision: Student Success Coordinator (weekly check-ins and progress reports)

Host Site Supervisor: Studio Owner / Lead Engineer

Purpose

This arrangement provides the student with real-world, hands-on experience in a professional music studio environment, while also supporting skill development in digital audio production and community engagement. The learning experience combines onsite studio training, remote assignments, and workshop support to prepare the student for future career pathways in music, media, and related industries.

Learning Objectives

By participating in this experience, the student will:

- Develop technical skills in recording, audio setup, and music production.
- Gain exposure to professional studio operations and client interaction.
- Strengthen proficiency with multiple Digital Audio Workstations (DAWs), including BandLab and GarageBand.
- Build transferable workplace skills such as communication, punctuality, organization, and teamwork.
- Support community engagement and vocational training workshops, connecting technical skills to service.

Student Responsibilities

- **Onsite Studio Experience (Approx. 10 hours/week):**
 - Assist with preparing studio spaces before client sessions (setup of microphones, cables, stands, headphones, and instruments).
 - Shadow the studio owner during client sessions to learn about workflow, production techniques, and professional standards.
 - Maintain organization and cleanliness of studio equipment and spaces.
 - Support with basic troubleshooting and setup for recording sessions.
- **Remote Learning & Assignments (Approx. 6 hours/week):**

Step into Success Position Description – Michael McGhee

- Complete music production projects using DAWs such as BandLab and GarageBand.
- Submit weekly assignments (song drafts, mixes, or beat-making exercises) for review.
- Research and report on industry trends, emerging tools, and best practices in music production.
- Participate in online meetings or check-ins as scheduled.
- **Workshop Support (Approx. 4 hours/week, Saturdays as scheduled):**
 - Serve as an assistant for vocational rehabilitation workshops.
 - Help set up audio/visual equipment and provide technical support as needed.
 - Assist participants with entry-level music production tasks and technology use.
 - Support workshop logistics (sign-in, materials, cleanup).

Supervision & Evaluation

- The **Student Success Coordinator** will oversee the learning arrangement, receive weekly check-ins from the student, and provide ongoing support.
- The **Studio Owner/Host Site Supervisor** will provide direct mentorship during onsite studio hours.
- Student progress will be evaluated based on participation, skill growth, reliability, and completion of assignments.

Benefits to the Student

- Real-world exposure to a professional recording studio.
- Hands-on experience with both live studio setup and remote digital production.
- Mentorship from industry professionals and support from a Student Success Coordinator.
- Opportunities to connect technical training with community service.
- Career readiness skills that align with pathways in music production, audio engineering, and creative entrepreneurship.

Employer: Workforce Wellness Unit at Florida Department of Children and Families
Contact at Agency: Crystal Gery-Agee, Workforce Wellness Coordinator, 850-491-8447
Position: Workforce Wellness Coordinator Intern
Employment Term: August 1, 2025 – June 30, 2026
Position Location: 117 S Waukesha St Bonifay, FL 32425

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

Community Engagement and Administrative Support

- Attend community events, outreach meetings, and informational sessions representing the Workforce Wellness Unit.
- Shadow board meetings and department gatherings when appropriate to observe leadership communication and interagency collaboration.
- Assist with preparing meeting materials, assembling packets, and maintaining organized documentation for ongoing projects.
- Familiarize themselves with community partners, their roles, and how these partnerships contribute to workforce wellness initiatives.

Wellness Program and Research Support

- Conduct research on best practices in employee wellness, mental health promotion, and retention strategies within human services organizations.
- Assist in developing PowerPoint presentations and training materials with approved content for workshops, leadership briefings, and wellness initiatives.
- Support research projects by gathering literature, summarizing findings, and preparing reports for the wellness team.
- Collaborate with team members to plan, coordinate, and deliver staff wellness events such as appreciation activities, professional development sessions, and awareness campaigns.

Qualifications:

- Strong research and writing skills; ability to synthesize information from multiple sources.
- Proficiency with Microsoft Office Suite (especially PowerPoint, Word, Excel) and familiarity with Canva or similar design tools.
- Excellent verbal and written communication skills with attention to detail and professionalism.
- Ability to maintain confidentiality and handle sensitive information with discretion.

- Comfort working both independently and collaboratively in a team environment.
- Interest in organizational wellness, employee engagement, and public service systems.

The Ideal Candidate is: A motivated, detail-oriented student passionate about the intersection of workforce wellness and organizational development. They are curious about how wellness initiatives strengthen public service systems and eager to contribute creative ideas that support employee morale and engagement.

They bring strong interpersonal skills and a learning mindset, comfortable working in both structured projects and evolving priorities. The ideal intern is dependable, resourceful, and excited to experience firsthand how strategic wellness efforts support frontline staff in the child welfare and behavioral health fields.

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Cohort 3: Orlando, FL (2025-2026)

Employer: City of Edgewood
Contact at Agency: Sandra Riffle, City Clerk
407.851.2920, sriffle@edgewood-fl.gov

Position: College Intern
Employment Term: July 1, 2025 – December 31, 2025
Position Location: Edgewood City Hall

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

Job Summary

The GIS Intern will be responsible for enhancing and expanding a low-level GIS map into a fully functional system for city staff and public use. This role involves building and integrating usable data layers, gathering information from city departments, and assisting with various GIS-related projects. The intern will report to the department head and work closely with multiple city departments to ensure the GIS system meets operational needs.

Duties and Responsibilities

- **Build upon an existing GIS map** by creating and integrating new data layers (e.g., zoning, public utilities, crime data) to enhance its functionality for city staff and public access.
- **Conduct on-site data collection** and attend meetings with various city departments, including Code Enforcement and the Police Department, to understand their data requirements and operational workflows.
- **Attend City Council meetings** to stay informed on city initiatives and projects that may require GIS support or data integration.
- **Build GIS databases**, ensuring data accuracy, integrity, and consistency.
- **Develop and produce maps**, reports, and visual presentations to support departmental projects and public communication efforts.
- **Collaborate with city personnel** to identify and implement new GIS applications that can improve departmental efficiency and public services.
- **Provide basic technical support** and training to city staff on the use of the GIS system and its various layers.

Work Environment

This position is a part-time internship. The intern will work primarily in an office setting but will, at times, be required to travel to different city departments and off-site locations for meetings and data collection. The work schedule is flexible to accommodate academic commitments.

Qualifications

- Currently enrolled in a college or university, pursuing a degree in **GIS, Geography, Urban Planning, Computer Science**, or a related field.
- Knowledge of GIS software, such as **ArcGIS** or **QGIS**.
- Strong analytical and problem-solving skills with high attention to detail.
- Excellent verbal and written communication skills, with the ability to interact professionally with city officials and the public.
- Ability to work independently and manage time effectively to meet project deadlines.
- Possession of a valid driver's license and access to reliable transportation.

The Ideal Candidate is: List qualifications or traits not required, but ideal of applicant

- **Strong Work Ethic:** An ideal candidate is reliable, punctual, and committed to doing a high-quality job. They are not afraid of hard work and take pride in their output.
- **Adaptability & Flexibility:** The ability to pivot in response to new information, changing priorities, or unexpected challenges. Open to learning new processes and technologies.
- **Problem-Solving Skills:** Actively seek out solutions after challenges are identified. Have a logical and analytical approach to breaking down complex issues.
- **Proactiveness & Initiative:** Look for ways to improve processes or contribute beyond their immediate job description.
- **Resilience & Grit:** Be able to learn from their mistakes and use challenges as opportunities for growth.
- **Eagerness to Learn:** They have a growth mindset and are genuinely curious. They actively seek out new knowledge, are receptive to feedback, and are committed to continuous self-improvement.

Interpersonal & Communication Skills

- **Effective Communication:** Articulate thoughts clearly and concisely, both verbally and in writing. Can understand instructions and the perspectives of others.
- **Collaboration & Teamwork:** Able to work well with others and contribute positively to a team environment.
- **Emotional Intelligence:** Self-aware and able to manage their own emotions. Have empathy for others, understand different viewpoints, and navigate interpersonal relationships with tact and respect.
- **Digital Literacy:** Comfortable with technology. Able to quickly learn and adapt to new software, tools, and platforms relevant to their job.

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00 plus \$50 per week from the City to cover travel expenses.



Internship Position with Hagoood & Hagoood, PLLC

Internship: Hagood & Hagoood, PLLC Criminal Law Group
Supervisor: Elisabeth Hagood (407) 414-3846
Employment Term: June 1, 2025 – October 31, 2025 (to be determined)

Responsibilities for internship will include, but not be limited to:

- Assist Criminal Paralegal with maintaining status of open criminal cases.
- Download the Criminal Complaint and Arrest Report from Clerk’s website to file.
- Greet clients and guide them to conference room or office.
- Draft email updates to send to clients.
- Assist in legal research and drafting pleadings and motions.

Qualifications:

- Professional appearance and demeanor.
- Polite, friendly and articulate.
- Strong commitment to attention to detail and thoroughness.
- Able to work independently.
- Punctual and diligent.
- Legal Research, writing and document drafting.

Educational and Technical Requirements:

- Strong Educational Background
- Knowledge of Outlook, Microsoft Word and Excel.
- Reliable Transportation

Hours: 80 hours a month

Compensation: Monthly stipend of \$1,517.00 through Step Into Success Program Mentorship or Internship Collaboration Opportunity

Employer: Pathlight HOME at Grand Avenue Economic Development Corp
Contact at Agency: Gigi Ramirez, 407-462-7286
Position: Projects Intern
Employment Term: June 16, 2025 – June 15, 2026
Position Location: Maxwell Terrace Apartments

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This internship will be responsible for the following but not limited to:

- Organizing and updating asset records, maintenance logs, and project files
- Communicate with contractors and funding agencies about ongoing project details and needs.
- Attending site visits and progress meetings to observe and take notes
- Supporting documentation for contractor payments, lien waivers, and compliance reporting
- Drafting basic scopes of work for small repair projects using templates
- Tracking cost estimates and preparing visual summaries for leadership
- Leading a low-risk micro-project from scope to completion, with guidance
- Aid with the organization of asset inventories
- Conduct on-site walkthroughs to verify and document asset conditions using checklists and photos.
- Assist in updating asset tracking spreadsheets and logging completed repairs.
- Track contractor deadlines and coordinate follow-ups on missing items.
- Help with formatting internal and external reports using project data, site photos, and cost updates.
- Compile supporting materials for funding applications or grant progress reports.
- Support a low-risk micro-project from planning through completion under supervision.
- Identify lessons learned and present project reflections at the conclusion of the internship.

Qualifications:

- Demonstrated interest in housing development, construction, or facilities rehabilitation
- Motivation to grow professionally in the field of project or asset management
- Strong organizational skills and attention to detail

- Clear verbal and written communication
- Comfortable learning project management tools and file systems
- Willingness to work both in an office environment and on active job sites
- Take ownership of a small-scale project, seeing it through to completion

The Ideal Candidate is: See above

Educational and Technical Requirements:

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

PHYSICAL ADDRESS

3000 K Ville Ave
Auburndale, FL 33823
P 863.665.1916
F 863.665.3374



MAILING ADDRESS

P.O. Box 625
Auburndale, FL 33823

ANCHOR-HOUSE.ORG

Volunteer and Internship Policy

We appreciate your desire to make a difference in the lives of our youth! Anchor House Ministries wants to make the experience beneficial for you, our youth, and our employees. All intern and volunteer positions are unpaid.

The Role of a Volunteer and/or Intern

We are grateful for enthusiastic interns and volunteers, and want to make sure we put your time, energy, and expertise to the best use possible. Please keep in mind though that sometimes we just need help with the mundane. Some volunteers will spend time directly with our residents, others will work behind the scenes to keep Anchor House Ministries' campus up to par and functioning well. We appreciate *all* our volunteers!

The Qualifications of a Volunteer and Intern

Volunteer

- At least 18 years of age
- Must complete a local background screening to include completing an Affidavit of Good Moral Character.
- If interested in working directly with the youth at Anchor House Ministries, must complete the trauma informed care training and introduction to Anchor House Ministries course.

Intern

- Working towards a bachelor's degree from an accredited university or college with a major in counseling, social work, psychology, nursing, rehabilitation, special education, health education, or a related human services field.
- Work under the supervision of a master's level practitioner.
- Interns completing *10 hours or less* a month must meet the background and training requirements noted in the volunteer guidelines. Interns completing *10 hours or more* a month must meet the background and training requirements noted in the clinical interns' guidelines.
- At least 18 years of age

Clinical Interns

**In order to meet the needs of Anchor House Ministries Qualified Residential Treatment Program all clinical interns are viewed and held to the same standards as a paid employee.*

- A bachelor's degree from an accredited university or college with a major in counseling, social work, psychology, nursing, rehabilitation, special education, health education, or a related human services field.

PHYSICAL ADDRESS

3000 K Ville Ave
Auburndale, FL 33823
P 863.665.1916
F 863.665.3374



MAILING ADDRESS

P.O. Box 625
Auburndale, FL 33823

ANCHOR-HOUSE.ORG

- Training in the treatment of behavioral health disorders, human growth and development, evaluations, assessments, treatment planning, basic counseling and behavior management interventions, case management, clinical record documentation, psychopharmacology, abuse regulations, and recipient rights.
- Work under the supervision of a master's level practitioner.
- Must meet the requirements of a traditional employee to include a level two background screening.
- Must complete all training requirements, receive supervision and evaluations of a traditional employee.

What do I need to do to *occasionally* volunteer at Anchor House Ministries?

For those who will be on-site no more than 10 hours per month (volunteering as individuals, or in groups) your visit will be arranged by our Operations Manager. At the end of each month, you will receive an email with the ability to sign up for specific areas to volunteer in for the following month.

Volunteer Expectations

- You must **sign-in every time** you come on campus.
- Appropriate attire is expected. For outside work, volunteers may wear appropriate length shorts and sleeveless shirts. For administrative tasks in the office, volunteers must wear business casual attire. All volunteers must wear closed toe shoes.
- Do not criticize or reprimand the youth.* This is their home, and we believe they should be able to act as they wish within reason. Please keep in mind our youth are in varied states of trauma recovery and are working with professionals as they journey through their treatment process. You may hear offensive language or feel like you are being treated disrespectfully. We ask you to handle such incidents with structure and nurture. Sometimes the youth simply need caring and forgiving friends, not authoritative parental figures.
- You are not permitted to take photos of youth.
- Please be on time.* We need dependable volunteers. If you will be more than 5 minutes late for your scheduled time, please call the main office (863) 665-1916 and leave a message.
- Understand it is imperative that we operate a structured treatment program for the success of each individual youth's treatment with us.* Therefore, you must

PHYSICAL ADDRESS

3000 K Ville Ave
Auburndale, FL 33823
P 863.665.1916
F 863.665.3374

**MAILING ADDRESS**

P.O. Box 625
Auburndale, FL 33823

ANCHOR-HOUSE.ORG

sign up for a specific volunteer opportunity prior to arriving on campus. If you are unable to attend the specific opportunity of which you signed up for, please call us immediately as this can greatly impact the treatment of the youth and the function of our ministry.

- Do not distract employees who are working.* We love to converse and talk about all things Christian, however, we have a lot of responsibility on us to keep Anchor House Ministries ministry running efficiently. Being good stewards with State funding and private donations which pay our salaries is a top priority to us. So forgive us when we tell you, "I'm sorry. I have to get back to work," when we realize we're engaging in chit chat.
- Understand that you are not to be alone with any of the youth at any point in time.* Due to the limited training required for Volunteers who will be on-site no more than 10 hours per month you are to be supervised by our fully trained staffed at all times during all interactions with our youth.
- Share any questions or concerns you might have with the Shift Lead first.* If you feel it is not being taken seriously then contact the Operations Manager. The Operations Manager will then direct it to the appropriate Anchor House Ministries administrator.
- We appreciate volunteers who see opportunities for others in the community to help our ministry too. However, the solicitation of donations (whether monetary or in-kind) is handled by our Executive Director.

Intern Expectations

- Establish or provide proof of a written plan describing their tasks and functions as an intern with Anchor House Ministries. This written plan must contain the signatures of the intern, Anchor House Ministries administration and their educational advisor/professor.
- Receive quarterly evaluations from the Clinical Director.
- Must complete documentation of activities and hours completed.
- Must adhere to the above noted *Volunteer Expectations*.

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Orientation for Volunteers and Interns

- All new volunteers/interns will initially meet with our Human Resources representative to complete paperwork and set up for online training.
 - Your Assigned Supervisor is our Operations Manager.
 - For Interns needing specific approval to meet their educational needs, please contact the Clinical Director.
- Local background check will be completed for all volunteers and interns. These are conducted every year in addition to the initial check.
 - Because we work with a population of minors, please advise us of any arrests.
- Complete a waiver of liability
- Complete a Mandated Reported acknowledgement
- Complete an acknowledgement of volunteer status
- Complete Affidavit of Good Moral Character
- As a volunteer or intern you are to be supervised at all times by an Anchor House Ministries employee. (Clinical Interns completing all training and human resources requirements of an organization employee can provide youth supervision)
- All continuing volunteers/interns can expect a quarterly review with your supervisor (or the Clinical Director). This is due to our accreditation guidelines.

Protection

- The federal Volunteer Protection Act of 1997 protects volunteers from personal liability for harm they cause unintentionally while serving as volunteers.
- This protection only applies to the volunteers and it only protects them for claims by injured parties. It does not protect a volunteer from claims of sexual harassment or claims by the nonprofit organization nor does it protect the organization from liability for failure to adequately train or supervise the volunteer.
- To qualify for the federal protection, a volunteer must meet four conditions:
 - The volunteer must have been acting within the scope of his or her responsibilities as a volunteer at the time of the act or omission;
 - If a license is required for the volunteer's activities, the volunteer must have been properly licensed;
 - The volunteer must not have been acting with willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed;
 - The harm may not have been caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the state requires the operator to have a license or the owner to maintain insurance.

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I understand the expectations of being a volunteer/intern at Anchor House and agree to adhere to them.

Signature

Volunteer/Intern

Operations Manager

Date _____

Date _____

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Extended Service Volunteers and Interns

For those looking to volunteer or intern **more than 10 hours per month**, you must follow the same steps as those wishing to be employed here. Due to Anchor House Ministries being a social services agency in addition to a ministry, there are many requirements necessary for you to be around our youth on a more personal basis. They are as follows:

- Submit an application via our website at anchor-house.org
- Complete local and federal background checks (arranged by Anchor House Ministries)
- Complete all Human Resources paperwork
- Complete the full employee training curriculum of 50+ hours

Interns - Additional Information

- Interns requiring more than 10 hours per month need to be able to fill regular shifts. We have: Monday-Thursday 7am-5pm; 3pm-1am; Midnight-10am. Weekend shifts are Friday-Sunday 8am-9pm; 8pm-9am.
- Once an application is received, Human Resources will check with the Clinical Director to see where we might be able to accommodate you.
- Interns must have a written agreement between their University/College of attendance and Anchor House Ministries.
- Interns must provide contact information of their professor:
 - Name of College: _____
 - Name of Professor: _____
 - Professor's Email: _____
 - Professor's phone: _____

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Which kind of service do you prefer?

Direct Contact

- Preaching Team
 - Sunday Chapel
 - After Chapel meal and activities

Schedule: Sunday morning.
- Tutoring

Schedule: Hours available Monday –Thursday 3pm – 6pm.
- Activities –Spend time interacting with our youth while playing board games, ping-pong..etc. or completing/teaching arts and crafts.

Schedule: 1 hour blocks available throughout the week
- Sports-Spend time interacting with our youth while playing a sport, coaching, skills training, etc.

Schedule: 1 hour blocks available throughout the week
- Movement-Lead a workout routine with the youth

Schedule: 30 minute blocks Monday-Friday 5:15am-7:30am
- Job Skills-Spend time engaging and teaching youth various job skill traits

Schedule: 1 hour blocks available throughout the week
- Meal Preparation
 - Prepare breakfast, dinner or lunch for our 12-20 people on a shift.
Must use Anchor House ingredients and cook in our kitchen per the Florida Health Department
Can be done alone or with a group of volunteers

Schedule: Varies throughout the year. Any day of the week.

Behind the Scenes (limited or no contact with youth)

- Kitchen assistance for meal preparation. Weekend or weekday.
- Decorating common area of house for select holidays
- Prayer partners – Pray for Anchor House Ministries youth and staff during church prayer meetings, or do so onsite while youth are at school
- Event Planning Assistance (Annual Fall Banquet, etc.)
- Office Tasks (mailing letters, shredding, cleaning...etc)
- Other _____

Employer: Florida Department of Health in Orange County
Contact at Agency: jose.leon@flhealth.gov (407) 414-9002
Position: Academic Relations & Training Development
Employment Term: July 1, 2025 – June 30, 2026
Position Location: 6101 Lake Ellenor, Orlando, FL 32809

Step into Success pilot or SB1190 launched July 1st, 2023. This three-year pilot will offer professional development and workforce education as well as internship experience to former foster youth ages 18 to 26. It will provide participants with a youth focused, interactive, and trauma informed workforce education curriculum and then an internship or workforce experience for 80 hours a month where each intern will receive a stipend of \$1517 monthly. The first workforce education training will be held in May 2024, in between spring and summer semesters so there will not be conflicts with academic schedules. A onetime \$500 clothing stipend will be offered to interns to purchase uniforms or internship appropriate attire. Each participating mentor will receive a \$100 a month stipend. Internships will last a minimum of 3 months to a maximum of one year.

This internship will be responsible for the following but not limited to:

- Attend and actively participate in meetings with internal staff and external partners to support training initiatives and academic collaborations
- Maintain the TRAIN Learning Management System (LMS) by performing administrative tasks such as user management, content updates, and troubleshooting access issues
- Support the design, execution, and evaluation of ongoing and new projects related to academic instruction and workforce training programs
- Assist in the onboarding process for new staff, including coordinating fingerprinting appointments and ensuring documentation and access are properly managed
- Organize and maintain records related to training attendance, evaluation results, and staff development progress
- Provide general administrative support such as scheduling meetings, preparing presentation materials, and responding to training-related inquiries
- Help monitor compliance with training requirements and assist in tracking completions through the LMS
- Contribute ideas and feedback during team planning sessions to enhance programming and learner engagement

Qualifications:

- Excellent verbal and written communication
- Proficient in Microsoft Office Suite and collaborative tools like Teams or Zoom
- Confidence in presenting ideas to both individuals and groups
- Detail-oriented with effective time management abilities
- Creative problem-solving and adaptability in dynamic environments

The Ideal Candidate is: An ideal candidate for the intern role in training and educational engagement demonstrates excellent verbal and written communication skills, confidently presents ideas to individuals and groups, and shows active listening with empathy toward diverse learners. They are detail-oriented, manage time effectively, and thrive in multitasking within fast-paced environments. With proficiency in Microsoft Office and collaboration tools like Teams or Zoom, they bring creative problem-solving skills and a genuine eagerness to learn and contribute meaningfully to the organization's goals.

Educational and Technical Requirements:

- This position requires a valid driver's license in good standing
- This position requires successful clearance of a Level 2 background checks

Hours: 80 hours a month

Compensation: Monthly stipend of \$1517.00

Job Title: Program Support Intern (Educate, Enrich & Empower Programs)
Schedule: Part-time Internship – 20 hours/week (Tuesdays, Wednesdays & Thursdays)
Reports to: Senior Manager of Program Operations
Location: Foundation for Foster Children | 2265 Lee Rd Suite 203 Winter Park, FL 32825

About the Foundation for Foster Children

The Foundation for Foster Children supports children in foster care by providing educational, enrichment, and empowerment opportunities that help them thrive. Through our three signature programs—Educate, Enrich, and Empower—we aim to provide normalcy, stability, and hope for youth and families impacted by foster care.

About the Internship

We're looking for a motivated, mission-driven intern who's ready to roll up their sleeves, take initiative, and grow as a future program leader. As a Program Support Intern, you will play a vital role in shaping and supporting impactful programs that directly serve children and youth in foster care. This isn't just an internship—it's an opportunity to lead projects, build relationships, and create meaningful experiences in partnership with a team that's deeply passionate about its work.

Key Responsibilities

Educate Program

- Lead and support the planning of educational workshops and events, bringing creative ideas to life and ensuring each gathering is well-executed and engaging
- Curate personalized tokens and thoughtful gestures for students in tutoring, helping them feel seen, supported, and celebrated
- Establish regular student check-ins to monitor tutoring progress and provide feedback that helps shape a responsive and supportive learning environment

Enrich Program

- Co-lead coordination for enrichment experiences, taking ownership of event day logistics such as welcoming families, managing ticket distribution, capturing photography, and supporting flow
- Process and manage enrichment requests, ensuring that each opportunity is thoughtfully tracked, fulfilled, and documented
- Co-lead the Safe Space Initiative, overseeing the delivery and restocking of essential items to partners such as the Department of Children and Families, group homes, and transitional housing programs

Empower Program

- Take the lead in preparing and managing Empower workshops, including coordinating logistics, overseeing set-up, managing materials, and creating a positive experience for youth participants
 - Develop and implement a smooth feedback process, including distributing, collecting, and tracking participant surveys in real-time
 - Own the full data lifecycle, including organizing, analyzing, and presenting key insights that support program improvement and reporting
-

Schedule

20 hours per week, primarily on Tuesdays, Wednesdays, and Thursdays.

Sample Weekly Schedule:

- Tuesday: 9:00 AM – 4:30 PM (with 30-minute lunch)
- Wednesday: 9:00 AM – 4:30 PM (with 30-minute lunch)
- Thursday: 9:00 AM – 1:00 PM

While these are the primary days, we offer flexibility to adjust hours and days based on academic or personal needs.

What You'll Gain

- Real-world leadership experience in nonprofit programming and youth services
 - Exposure to meaningful, mission-driven work that directly impacts children and families
 - Access to special ticketed events and experiences, often made available to our team
-

Support Provided

- Mileage reimbursement for any work-related travel and company-issued laptop and phone
 - Collaborative, purpose-driven team environment
 - Flexibility and encouragement to contribute ideas, try new approaches, and take ownership
-

Ideal Candidate

- Passionate about serving children and youth in foster care
- Strong communicator with initiative and attention to detail
- Comfortable balancing hands-on responsibilities with administrative tasks



Step Into Success Workforce Education and Internship Pilot Program

ATTACHMENT C ANNUAL REPORT

Department of Children and Families

Office of Child and Family Well-Being

State Fiscal Year 2024-2025

STEP INTO SUCCESS | TALLAHASSEE

TRAINING REPORT

2025



MAY 2025

Prepared by
**MEGAN DASBACH
CONSULTING, LLC**

Prepared for
ABBY PHELPS

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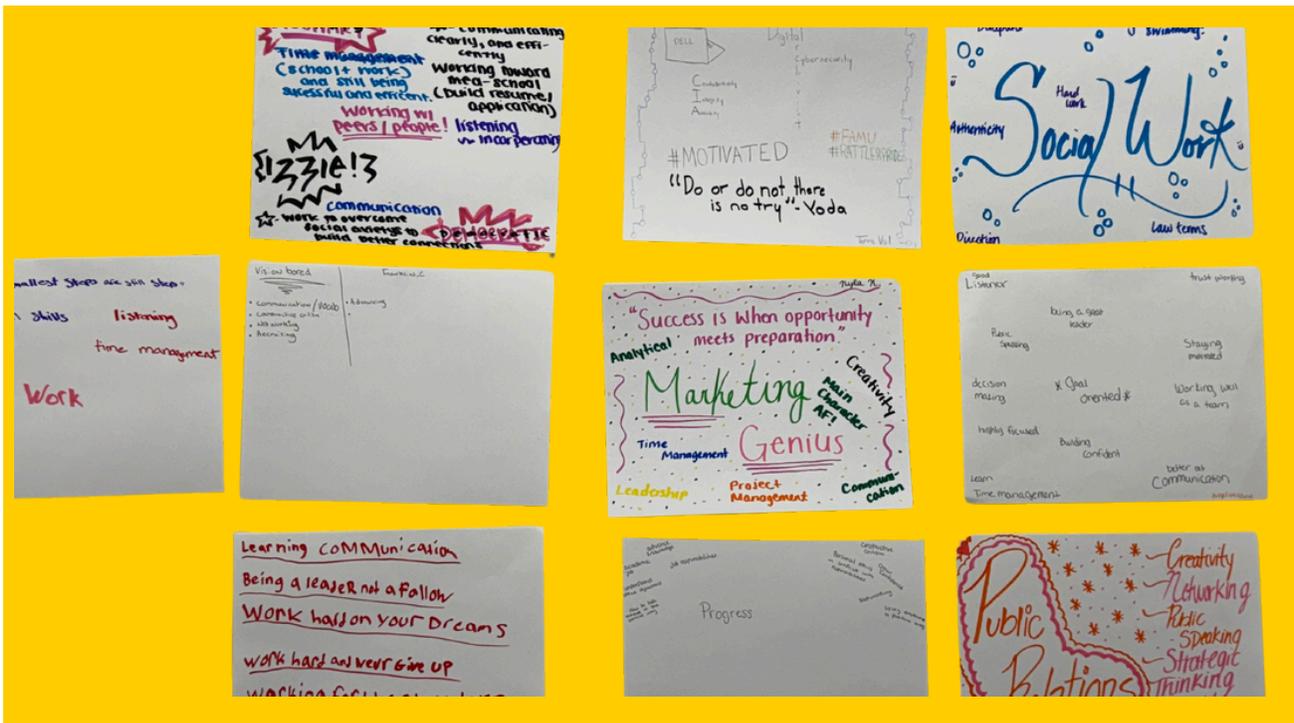
TRAINING OVERVIEW

VISION

Step into Success is a pilot program for foster youth alumni ages 16 to 26. A workforce education training which is an interactive, youth focused, training that will be administered in Tallahassee, FL from May 5th to 9th 2025. Participants will learn important professional development and life skills such as resume building, interview skills, professionalism, teamwork, leadership, problem solving, conflict resolution in the workplace, financial literacy, and more.

OVERVIEW OF SERVICES

- 13 youth attended the training and will be matched with mentors and meaningful paid internship opportunities.
- There were 17 unique training sessions, ranging from prepared curriculum on best practices in leadership and professionalism, to mock interviews and True Colors personality identification.
- Interns were provided with full copies of the Step into Success Curriculum, Professional Prep tote bags stocked with branded notebooks, polos, mugs, and office supplies.



Personal leadership statements

DAY 1 SESSIONS

RESUME CREATION

* Abby Phelps worked with the group to identify important components of a resume that recruiters look for. Small groups worked on building out resumes that highlighted strengths, building networking connections, and finding ways to adapt to the specific job applications.

PROFESSIONALISM

* Director of Youth Services Cal Walton brought joy and humor to the complicated topic of professionalism. They explored professional attitude, appearance, etiquette, and different cultural expectations for different environments.

LEADERSHIP

* Florida Youth Shine presented about the qualities of leadership, and how they are finely tuned to each individual's skills and values. Interns worked on their leadership branding and developed personal phrases.

IMPOSTOR SYNDROME

* Megan Sanders led the presentation discussing the importance of understanding how impostor syndrome can effect confidence. We discussed the categories and defined coping skills.

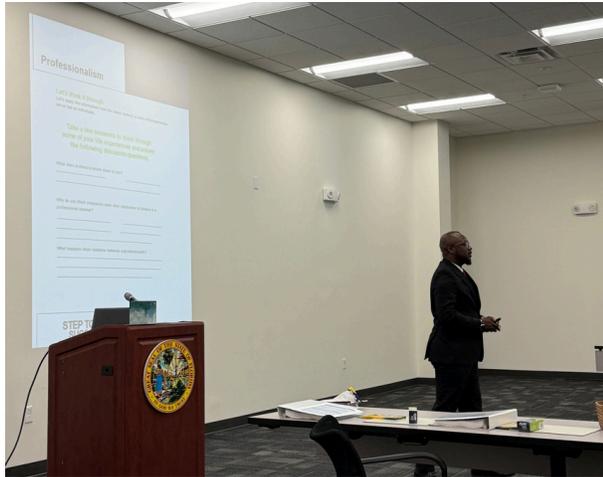
“Professionalism is appearance and approach.”

100%
Identified as experiencing impostor syndrome.

INTERN SUCCESS STORIES

IDENTIFIED PROFESSIONAL STRENGTHS

The group worked on building insight - turning personal strengths into professional ones. The group identified the following:



Professionalism with Cal Walton

- **communication**
- **time management**
- **work ethic**
- **conflict resolution**
- **confidence**
- **professionalism**
- **networking**
- **research**



Leadership with Florida Youth Shine

BUILDING COPING SKILLS

During the Impostor Syndrome training, the group identified the following coping skills to help challenge their negative thinking patterns and build confidence:



Impostor Syndrome with Megan Sanders

35% meditation
yoga
time in nature

30% exercise
team sports

10% journaling
reading

DAY 2 SESSIONS



INTERVIEW SKILLS

Paula Deboles-Johnson

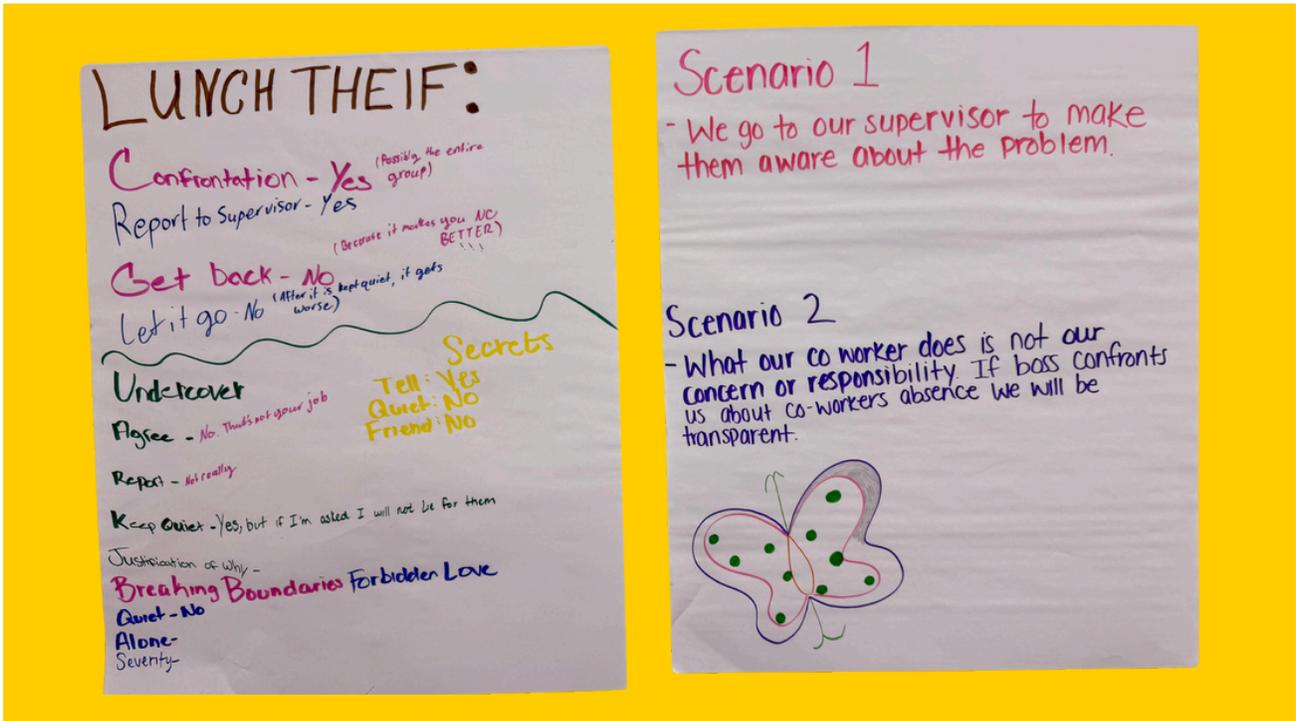
- * Paula DeBoles-Johnson engaged the group with interview bests and interview horror stories. The group practiced through role play.
- * She helped them explore the best ways to prepare for in-person, virtual, and telephone interviews, as well as understanding how to be true to yourself but stand out in presentation and knowledge.



TEAMWORK & CAREER PLANNING

Tesh Johnson

- * Tesh Johnson led the group in interactive teamwork activities to help bolster strengths and support one another's needs.
- * Career planning focused on that strength identification and was paired with career counseling interventions to help build insight into what preferences (and dislikes) each intern holds.



Ethics scenario planning

DAY 3 SESSIONS

FINANCIAL LITERACY

- * Envision Credit Union came to talk about financial literacy. They discussed foundational information such as debt, credit, budgeting and money management.

ETHICS

- * The DCF Wellness team tackled another complex topic, ethics in the workplace. Teams worked together to identify ways in which they can consider multiple viewpoints when confronted with situations that cross personal boundaries.

CONFLICT RESOLUTION

- * DCF's Wellness team came and led a series of exciting (and frustrating) conflict scenarios to help process through and reframe viewpoints. Interns participated in the Red Blue Game, where competition versus collaboration and lack of communication were posed as challenges.

RESUME CHECK-IN

- * Abby continued to work with the team to fine-tune and improve their resumes.

"We really needed some group therapy after that conflict exercise!"



"I didn't realize how many details I could share in my resume, and how much wording could reframe my accomplishments."



INTERN SUCCESS STORIES

GETTING INTO THE NITTY GRITTY

The group discussed the struggles they felt with challenging personal values and worldviews in a diverse workplace with conflict resolution.



Financial Literacy with Envision Credit Union



Conflict Resolution with DCF Wellness Team



Ethics with the DCF Wellness Team

“A man with a watch knows what time it is. A man with two watches is never sure.”

ETHICS

When faced with some real-life workplace ethical scenarios, groups processed through the pros and cons, and integrated insights from the professional training from earlier in the week.

“I won’t get back at them, because it makes me no better.”

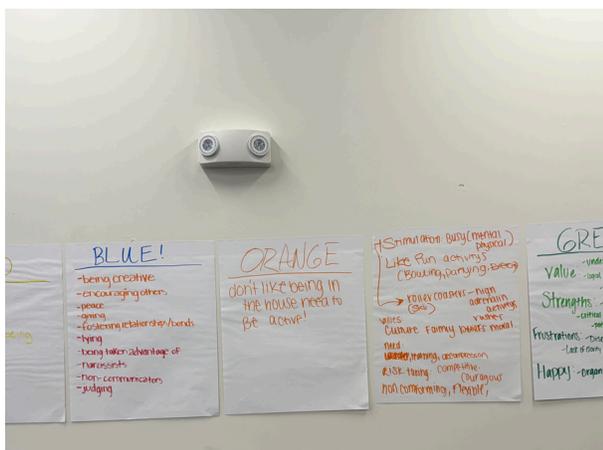
DAY 4 SESSIONS



PROBLEM SOLVING & CRITICAL THINKING

DCF Wellness Team

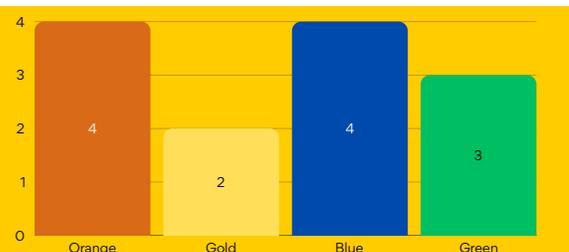
- * The DCF Wellness Team led the group in creative exploration of several different critical thinking exercises. They worked on dividing up tasks as a team.
- * The group identified personal strengths and then worked to pair strengths to tasks to ensure the greater success of the group as a whole. These exercises focused on adding stress and time constraints to really challenge (plus a health dose of competition!)



TRUE COLORS

Chris Lolly

- * Chris Lolly explored the concept of True Colors; identifying characteristics that make us unique, but also help us share values, communication styles, and work ethics.
- * The group identified their particular breakdown of colors - with orange and blue being the most prominent. Throughout the week, the interns would mention how "green" of a statement something was, or how "gold" that behavior would be.



DAY 5 SESSIONS



Caring Collaborators



Creative Strategists



Orderly Organizers



Swift Reactors

TIME MANAGEMENT

the group identified their particular style of time management, which was broken into 4 unique subtypes:

CARING COLLABORATORS

Put people before tasks
Interrupt own work to help others

CREATIVE STRATEGISTS

Enjoys variety and multi-tasking
Thinks and plans strategically

ORDERLY ORGANIZERS

Prefer structure and routines
Take deadlines and due dates seriously

SWIFT REACTORS

Prefer action
Flexible, adaptable, and resourceful

WHAT DID YOU GAIN THIS WEEK?

* “IT’S OK TO NOT KNOW SOMETHING SOMETIMES. COMMUNICATING DEFINITELY HELPED, BECAUSE THEY WERE ABLE TO PROVIDE MEANINGFUL FEEDBACK AND WE WERE ABLE TO GAIN MORE INSIGHT.”

“I LEARNED A LOT ABOUT MYSELF, AND MADE GREAT FRIENDS.”

* “USEFUL FEEDBACK WAS ABOUT HOW MY SKILLS MIGHT NOT BE SUITED FOR THIS SPECIFIC JOB, BUT THE INTERVIEWER SHARED HOW MY SKILLS WOULD BE A GREAT FIT FOR ANOTHER POSITION AND HELPED GUIDE ME TOWARDS THAT APPLICATION.”

“THERE ARE RESOURCES AND PEOPLE WILLING TO HELP.”

* “CONFIDENCE. BELIEF IN MYSELF AND KNOWLEDGE ABOUT HOW TO TAKE IT TO THAT NEXT STEP.”

“MS. ABBY’S GOT MY BACK.”

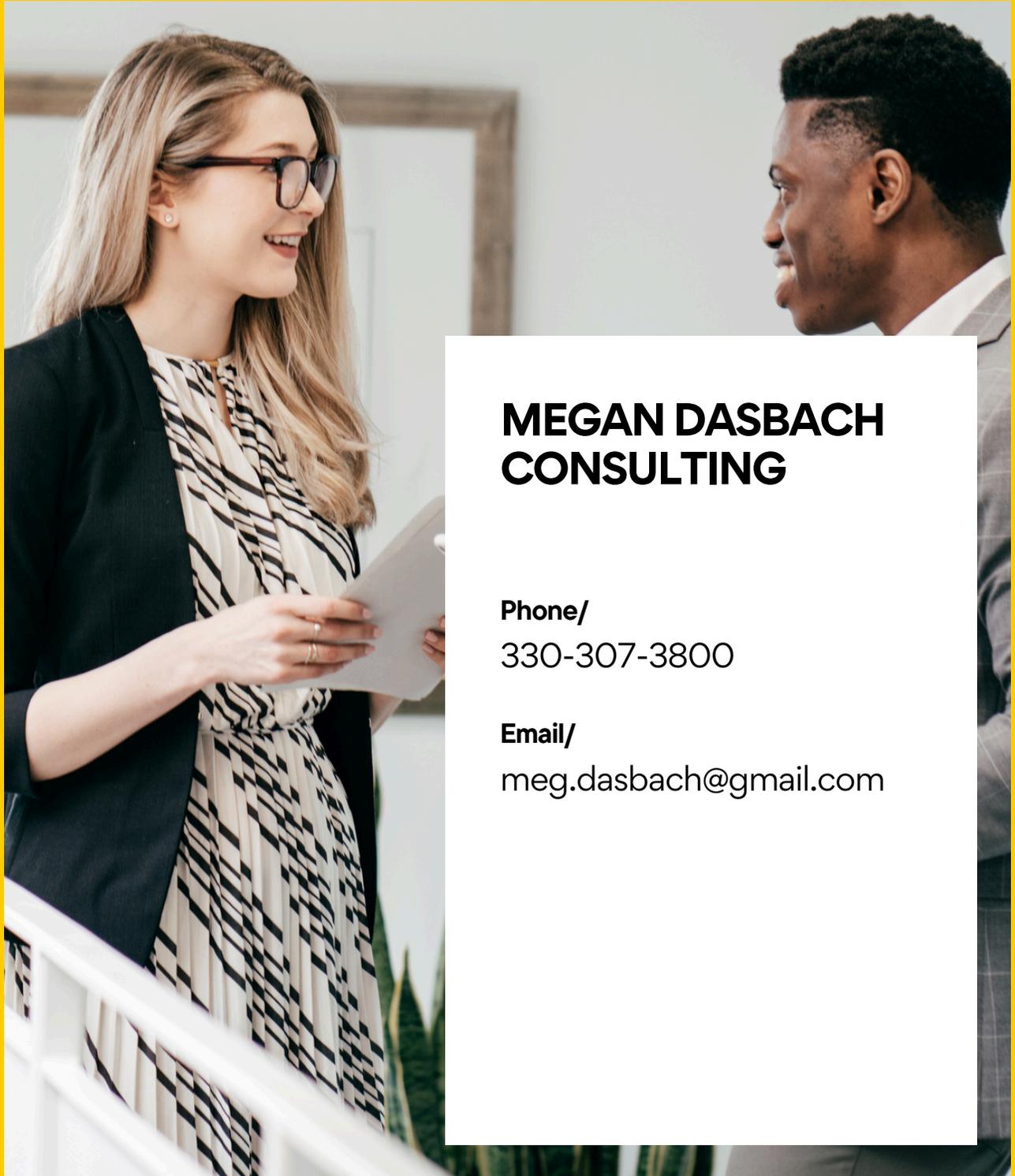
GRADUATION SUCCESS STORIES



12 NEW PROFESSIONALS ENTERING THE WORKFORCE

At the end of the week, the group made strong connections with one another and their professional guides and mentors. As they enter the next stage of the program (being matched with their internship sites), interns will receive a monthly stipend, individualized support through Trauma Informed Trained mentors, and continue to meet for quarterly continuing education. This week was resounding success!

CONTACT US



MEGAN DASBACH CONSULTING

Phone/

330-307-3800

Email/

meg.dasbach@gmail.com

STEP INTO SUCCESS | ORLANDO

TRAINING REPORT

2025



MAY 2025

Prepared by
**MEGAN DASBACH
CONSULTING, LLC**

Prepared for
ABBY PHELPS

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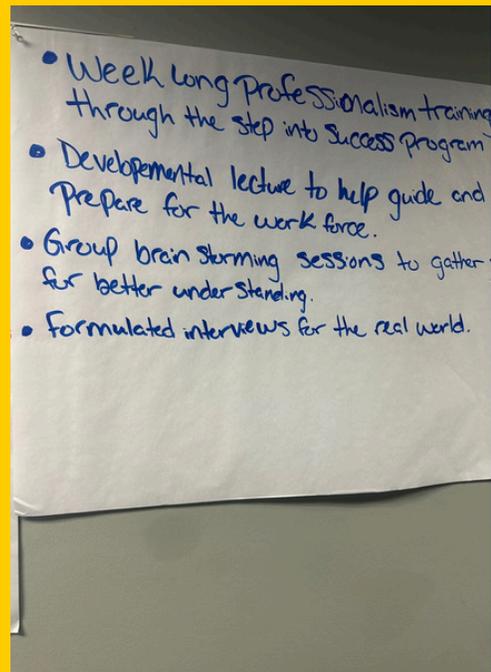
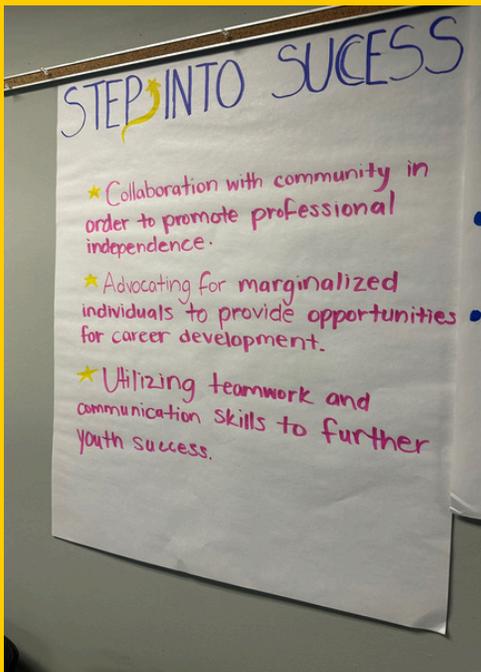
TRAINING OVERVIEW

VISION

Step into Success is a pilot program for foster youth alumni ages 16 to 26. A workforce education training which is an interactive, youth focused, training that will be administered in Orlando, FL from May 19th to 23rd 2025. Participants will learn important professional development and life skills such as resume building, interview skills, professionalism, teamwork, leadership, problem solving, conflict resolution in the workplace, financial literacy, and more.

OVERVIEW OF SERVICES

- 9 youth attended the training and will be matched with mentors and meaningful paid internship opportunities.
- There were 17 unique training sessions, ranging from prepared curriculum on best practices in leadership and professionalism, to mock interviews and True Colors personality identification.
- Interns were provided with full copies of the Step into Success Curriculum, Professional Prep tote bags stocked with branded notebooks, polos, mugs, and office supplies.



Personal leadership statements

DAY 1 SESSIONS

RESUME CREATION

* Abby Phelps worked with the group to identify important components of a resume that recruiters look for. Small groups worked on building out resumes that highlighted strengths, building networking connections, and finding ways to adapt to the specific job applications.

LEADERSHIP

* Justin Bowie and Thomas Schmidt presented about the qualities of leadership, and how they are finely tuned to each individual's skills and values. Interns worked on their leadership branding and developed personal phrases.

PROFESSIONALISM

* Director of Youth Services Cal Walton brought joy and humor to the complicated topic of professionalism. They explored professional attitude, appearance, etiquette, and different cultural expectations for different environments.

IMPOSTOR SYNDROME

* Laticia Griffin led the presentation discussing the importance of understanding how impostor syndrome can effect confidence. We discussed the categories and defined coping skills.

“Professionalism is how you present yourself.”



100%

Identified as experiencing impostor syndrome.

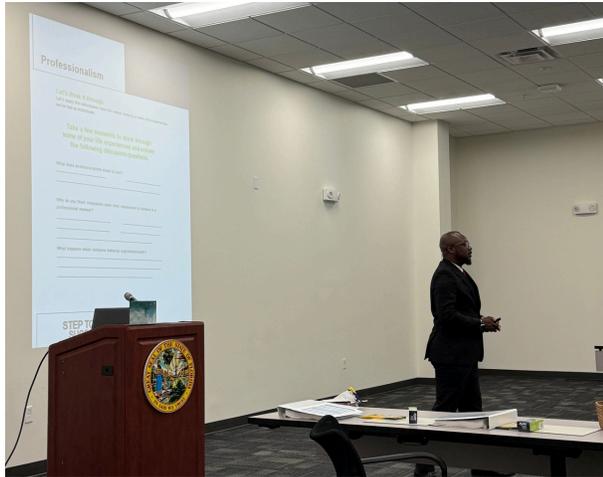


INTERN SUCCESS STORIES

IDENTIFIED PROFESSIONAL STRENGTHS

The group worked on building insight - turning personal strengths into professional ones. The group identified the following:

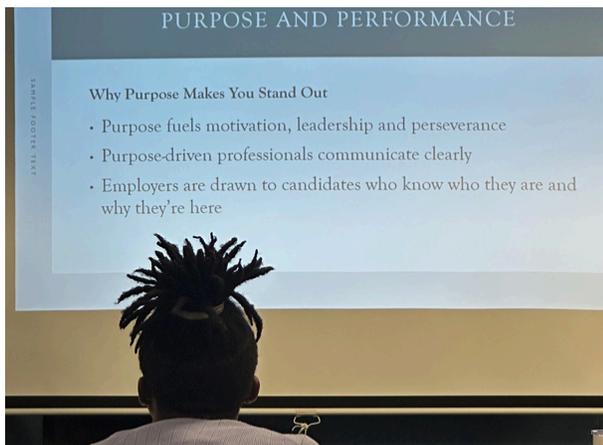
- **communication**
- **time management**
- **work ethic**
- **conflict resolution**
- **confidence**
- **professionalism**
- **networking**
- **research**



Professionalism with Cal Walton



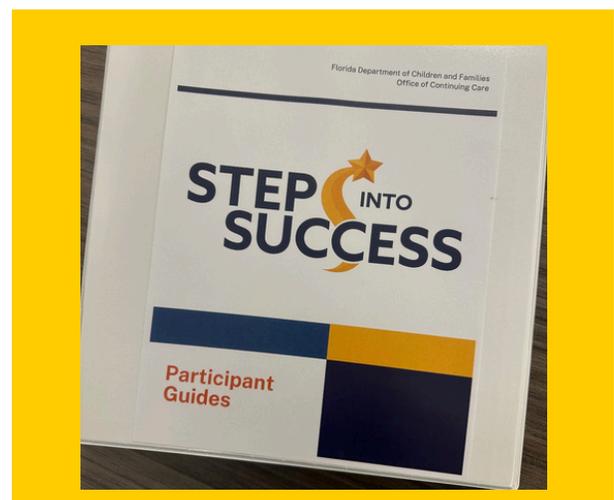
Leadership with Alfreda Boney



Impostor Syndrome with Laticia Griffins

BUILDING COPING SKILLS

During the Impostor Syndrome training, the group identified negative thought patterns and fears that prevent them from confidence and can get in the way of success.



DAY 2 SESSIONS



INTERVIEW SKILLS

Abby Phelps

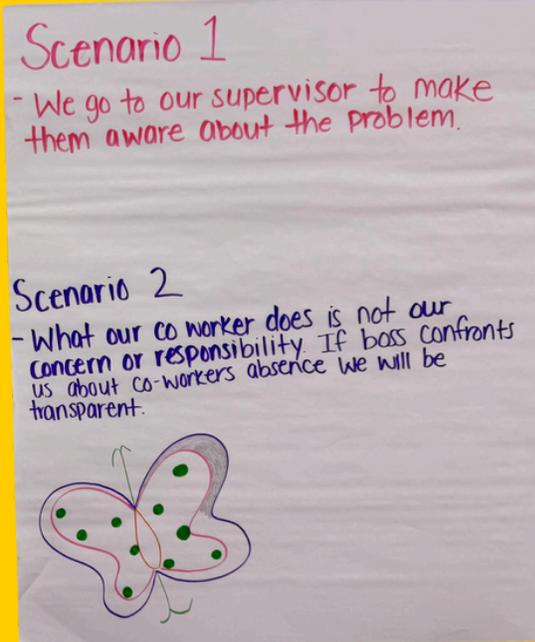
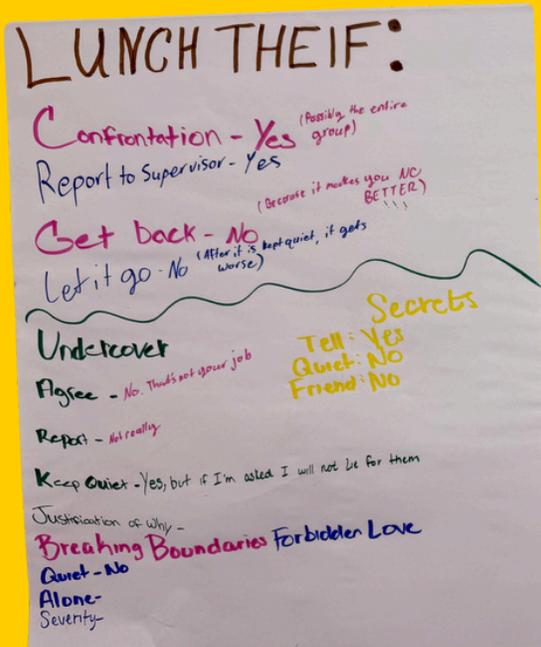
- * Abby Phelps engaged the group with interview bests and interview horror stories. The group practiced through role play.
- * She helped them explore the best ways to prepare for in-person, virtual, and telephone interviews, as well as understanding how to be true to yourself but stand out in presentation and knowledge.



TEAMWORK & CAREER PLANNING

YMCA Leadership Team and
Alfreda Boney

- * The YMCA Leadership Team led the group in interactive teamwork activities to help bolster strengths and support one another's needs.
- * Career planning focused on that strength identification and was paired with career counseling interventions to help build insight into what preferences (and dislikes) each intern holds.



Ethics scenario planning

DAY 3 SESSIONS

FINANCIAL LITERACY

- * Arande Christon came to talk about financial literacy. In this presentation, foundational information such as debt, credit, budgeting and money management was discussed.

ETHICS

- * Justin Bowie and Thomas Schmidt tackled another complex topic, ethics in the workplace. Teams worked together to identify ways in which they can consider multiple viewpoints when confronted with situations that cross personal boundaries.

CONFLICT RESOLUTION

- * Justin Bowie and Thomas Schmidt came and led a series of exciting (and frustrating) conflict scenarios to help process through and reframe viewpoints. Interns participated in the Red Blue Game, where competition versus collaboration and lack of communication were posed as challenges.

RESUME CHECK-IN

- * Abby continued to work with the team to fine-tune and improve their resumes.

“Conflict can be scary, its helpful to know what skills I can use to get through it”



“I didn’t know some of the things I can include that I didn’t even think about before!”



INTERN SUCCESS STORIES

GETTING INTO THE NITTY GRITTY

The group discussed the struggles they felt with challenging personal values and worldviews in a diverse workplace with conflict resolution.



Financial Literacy

“Sometimes its hard to know what to do when what you think and feel are different.”



Conflict with Justin Bowie and Thomas Schmidt

ETHICS

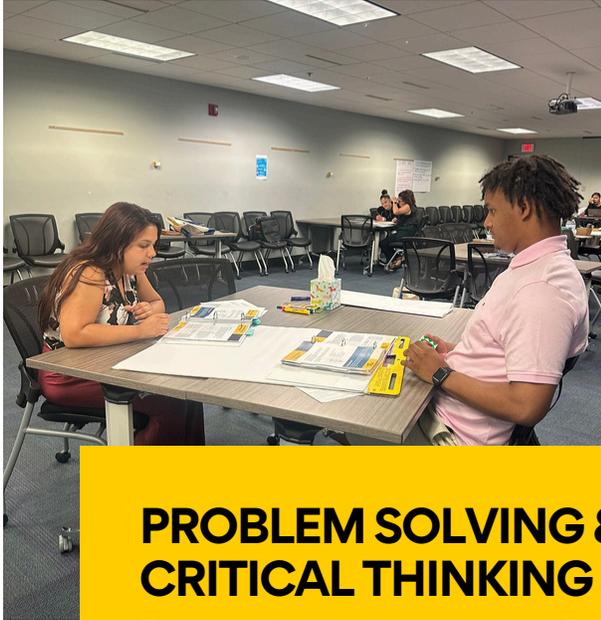
When faced with some real-life workplace ethical scenarios, groups processed through the pros and cons, and integrated insights from the professional training from earlier in the week.



Ethics with Justin Bowie and Thomas Schmidt

“This was helpful, I have struggled with how to handle some situations in the past”

DAY 4 SESSIONS



PROBLEM SOLVING & CRITICAL THINKING

Thomas Schmidt and Justin Bowie

- * Thomas Schmidt and Justin Bowie led the group in creative exploration of several different critical thinking exercises. They worked on dividing up tasks as a team.
- * The group identified personal strengths and then worked to pair strengths to tasks to ensure the greater success of the group as a whole. These exercises focused on adding stress and time constraints to really challenge (plus a health dose of competition!)



DRESS FOR SUCCESS

JuJu Couture

- * JuJu Couture helped the group identify what appropriate workplace attire looks like. The group identified what to wear and what not to wear.
- * The group was able to identify proper interview attire for different careers and roles and learn how to do take their own measurements for properly fitting business attire.

DAY 5 SESSION

TIME MANAGEMENT

the group identified their particular style of time management, which was broken into 4 unique subtypes:

CARING COLLABORATORS

Put people before tasks
Interrupt own work to help others

CREATIVE STRATEGISTS

Enjoys variety and multi-tasking
Thinks and plans strategically

ORDERLY ORGANIZERS

Prefer structure and routines
Take deadlines and due dates seriously

SWIFT REACTORS

Prefer action
Flexible, adaptable, and resourceful

WHAT DID YOU GAIN THIS WEEK?

* “THIS IS AMAZING - A LOT OF PEOPLE CAN GET A LOT OF THINGS OUT OF THIS TRAINING”

“THIS IS AMAZING”

* “I’VE LEARNED MORE IN 3 DAYS THEN I DID IN SCHOOL THE WHOLE TIME”

“IT’S SO GOOD TO KNOW WHAT RESOURCES ARE OUT THERE”

* “I CAN’T WAIT TO APPLY THESE SKILLS”

“I CAN’T WAIT TO START WORKING”

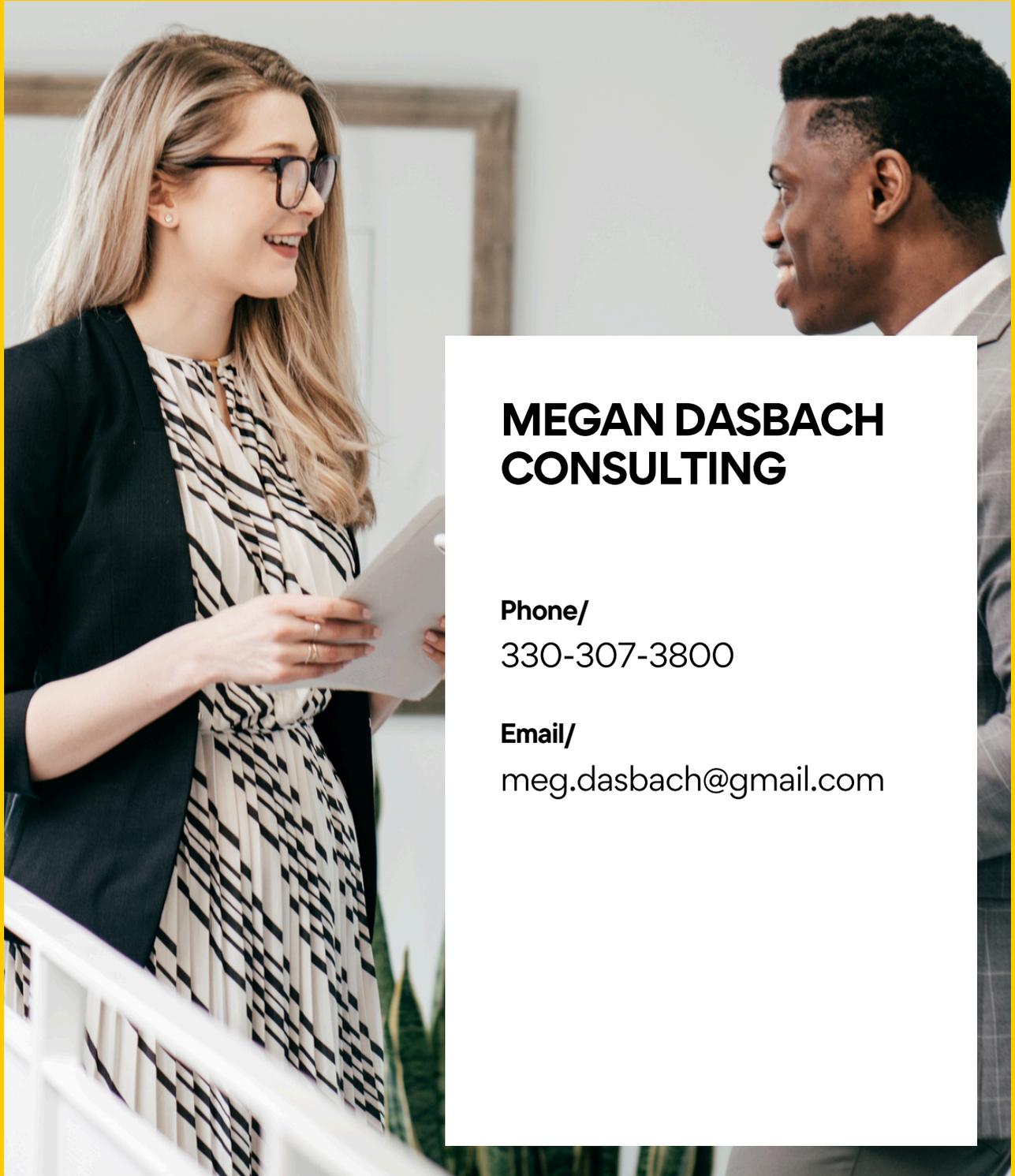
GRADUATION SUCCESS STORIES



9 NEW PROFESSIONALS ENTERING THE WORKFORCE

At the end of the week, the group made strong connections with one another and their professional guides and mentors. As they enter the next stage of the program (being matched with their internship sites), interns will receive a monthly stipend, individualized support through Trauma Informed Trained mentors, and continue to meet for quarterly continuing education. This week was resounding success!

CONTACT US



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Step Into Success Workforce Education and Internship Pilot Program

ATTACHMENT D

Quarter 1 Data Cohorts 1, 2, and 3

Department of Children and Families

Office of Child and Family Well-Being

State Fiscal Year 2024-2025

Mentor Feedback (Step into Success Program)

To evaluate the mentor experience and identify opportunities for continued program enhancement, the Department of Children and Families developed a survey distributed to all mentors participating in the Step into Success program. Feedback is reflected below:

Cohort 1 (Tallahassee) 2024 – 2025:

Mentor Demographics & Experience

- 60% of respondents reported this was their first time serving as a mentor.
- 67% reported it was their first time mentoring a youth with lived experience (former foster youth).

Training & Support Satisfaction

- 80% found the Trauma-Informed Care Mentor Training helpful in preparing them for their mentoring role.
- Satisfaction with mentor support:
 - 60% highly satisfied
 - 33% satisfied
 - 7% neutral
- Satisfaction with intern support provided by the program:
 - 67% highly satisfied
 - 27% satisfied
 - 7% neutral

Program Retention & Recommendations

- 100% of mentors would recommend the Step into Success mentoring experience to a co-worker or colleague.
- 87% expressed willingness to serve again as a mentor in future cohorts.
 - 7% would reconsider depending on time constraints.
 - 7% were undecided.

Mentor Feedback & Suggestions for Improvement

Mentors shared thoughtful suggestions for program enhancement, including:

- Offering additional training on effective communication and clarifying mentor/mentee responsibilities.
- Providing bi-weekly pay for interns to help them learn practical money management skills.
- Continuing to provide clear expectations and consistent communication throughout the placement process.

Mentor Testimonials

“It has been an honor and a privilege to try to provide assistance to those with lived experience through the Step into Success program!”

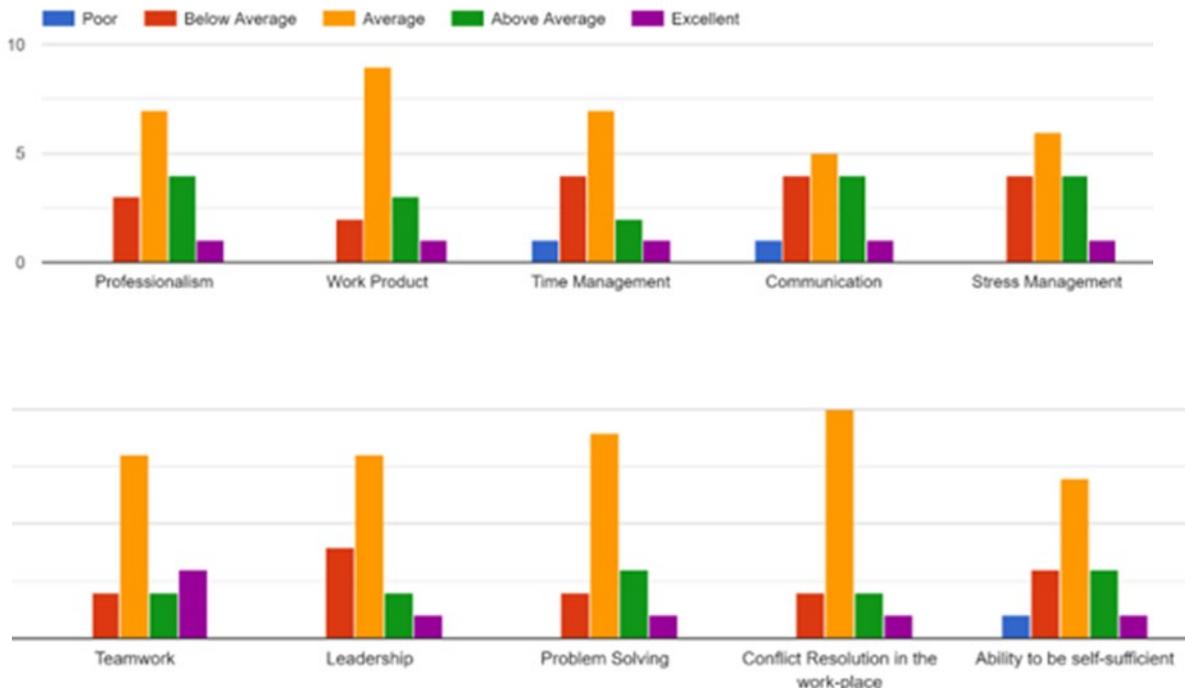
“This is a profound opportunity to influence the younger generation by sharing our experiences, both positive and negative. By doing so, we can empower them to excel beyond their peers. It’s also a chance for us to grow as mentors, enhancing our leadership skills and adapting to new challenges.”

“Our intern is a great fit for our office. It took her a minute to adjust to an office environment, but she is just what our staff needed!”

“I believe this is amazing and support the process! We are very happy with our intern and wish he could stay here forever.”

“I think this program is a positive vehicle in assisting our youth toward adulthood. Abigail has been great with helping us understand limitations and listening to our concerns as we help the youth become responsible adults.”

The chart below shows mentors’ ratings of interns’ skills at the start of their internships across multiple areas, using a scale of Poor to Excellent.



The chart below shows where mentors rated their intern’s current ability, showcasing their growth from their first day.

Please rate your intern on their CURRENT abilities in the following categories in regard to their internship.



Cohort 2 (Tallahassee), Quarter 1 survey findings where mentors provided valuable feedback on their experience supporting Step into Success Interns:

Mentor Demographics & Experience

- 50% of mentors reported this was their first time serving as a mentor.
- 75% indicated it was their first time mentoring a youth with lived experience (former foster youth).

Training & Support Satisfaction

- 100% found the required one-hour Trauma-Informed Care Mentor Training helpful and applicable to their mentoring relationship.
- 75% were very satisfied and 25% were highly satisfied with the support they received as mentors from the Step into Success program.
- 75% were very satisfied and 25% were highly satisfied with the support their interns received from the program.

Program Retention & Recommendations

- 100% of mentors would recommend the Step into Success mentoring experience to a co-worker or colleague.
- When asked about serving again as a mentor:
 - 50% would sign up again,
 - 25% would consider it based on future availability, and
 - 25% were unsure at this time.

Mentor Suggestions for Program Improvement

- Provide structured assignments or tasks for interns to complete on days mentors are unavailable for direct engagement.
- Allow more time for mentors and interns to build rapport before internship activities begin.

The chart below shows mentors' ratings of interns' skills at the start of their internships across multiple areas, using a scale of Poor to Excellent.

Please rate your intern on their abilities in the following categories on the day they STARTED their internship.



The chart below shows where mentors rated their intern’s current ability showcasing the growth from their first day.

Please rate your intern on their CURRENT abilities in the following categories in regard to their internship.



Cohort 3 (Orlando), Quarter 1 survey findings where mentors provided valuable feedback on their experience supporting Step into Success Interns:

Mentor Demographics & Experience

- **80%** of mentors reported this was their **first time serving as a mentor**.
- **100%** reported it was their **first time mentoring a youth with lived experience** (former foster youth).

Training & Support Satisfaction

- **100%** found the required **one-hour Trauma-Informed Care Mentor Training** helpful and applicable.
- Satisfaction with support received **as a mentor** from the Department of Children and Families:
 - **20% satisfied**
 - **60% very satisfied**
 - **20% highly satisfied**
- Satisfaction with support provided to **their interns** by the program:
 - **60% very satisfied**
 - **40% highly satisfied**

Program Retention & Recommendations

- **100%** of mentors would **recommend the Step into Success mentoring experience** to a co-worker or colleague.
- **100%** indicated they would **sign up again** to be a mentor with the program.

Mentor Suggestions for Program Improvement

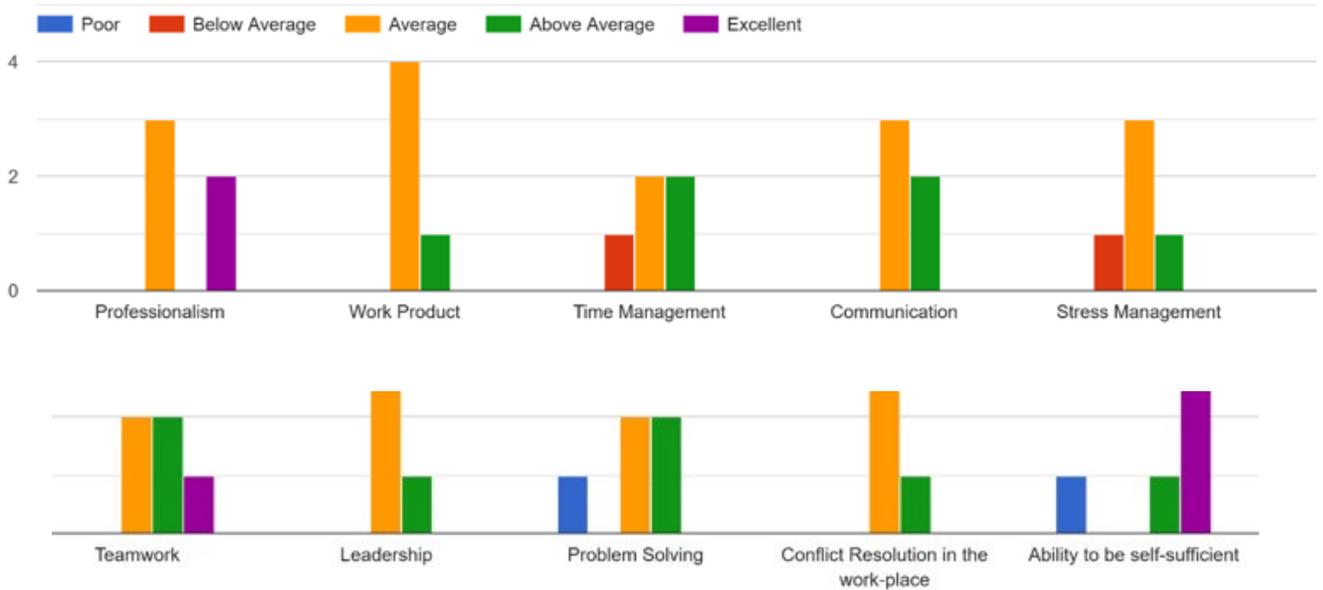
- Provide additional **training on the foster-care system** to better equip mentors for real-world scenarios that may arise during the internship experience.

Mentor Testimonial

“Mentoring through Step Into Success reawakened the passion I thought I was losing. Teaching my intern and watching her grow into a strong, independent woman in such a short time has been the greatest reward of my career.”

The chart below shows mentors' ratings of interns' skills at the start of their internships across multiple areas, using a scale of Poor to Excellent.

Please rate your intern on their abilities in the following categories on the day they STARTED their internship.



The chart below shows where mentors rated their intern's current ability showcasing the growth from their first day.

Please rate your intern on their CURRENT abilities in the following categories in regard to their internship.



Intern Survey Data: A participant survey was conducted to assess the experiences of interns in the Step into Success program.

Cohort 1 – Tallahassee (2024–2025)

Intern Demographics & Experience

- 80% of interns reported this was their first internship experience.
- 13% reported it was their first employment experience.

Training & Program Support Satisfaction

- 100% of interns found the Workforce Readiness and Professionalism Training useful in preparing them for their internships.
- Satisfaction with support received as an intern:
 - 60% highly satisfied
 - 33% satisfied
 - 7% neutral
- Satisfaction with mentor support:
 - 73% highly satisfied
 - 20% satisfied
 - 7% unsatisfied

Program Participation & Financial Factors

- 80% of interns do not receive SNAP benefits through the Department, while 20% currently do.
- 0% of interns are utilizing the Step into Success ESS differential payment.
- 100% of interns would sign up again for the program and would recommend it to a peer.
- 100% of interns stated the monthly stipend of \$1,517 influenced their decision to participate.

Intern Testimonials

- *“I am so glad I joined this program. It has provided me not only professional and career development, but also a great group of friends that have truly made life better.”*
- *“During my time thus far working with them they value my input with updating the questions on their forms. As someone who experienced foster care I never really had my voice been taken into consideration. I enjoy how this internship allows their employees to give feedback and make any updates necessary.”*
- *“I am truly thankful for gaining this experience in a professional environment. This opportunity will open a lot of doors for me because of the experience I know have since starting this program.”*
- *“I'm very thankful for the Step into Success program because it's given me a great opportunity to gain experience in a field that I'm interested in that I wouldn't have otherwise had access to.”*

Cohort 2 – Tallahassee (2025–2026)

Intern Demographics & Experience

- 88% of interns reported this was their first internship experience.
- 13% reported it was their first employment experience.

Training & Program Support Satisfaction

- 100% of interns found the Workforce Readiness and Professionalism Training useful in preparing them for their internships.
- Satisfaction with support received as an intern:
 - 87.5% highly satisfied
 - 12.5% very satisfied
- Satisfaction with mentor support:
 - 75% highly satisfied
 - 25% very satisfied

Program Participation & Financial Factors

- 37.5% of interns do not receive SNAP benefits through the Department, while 62.5% currently do.
- 0% of interns are utilizing the Step into Success ESS differential payment.
- 100% of interns would sign up again for the program and would recommend it to a peer.
- 100% of interns stated the monthly stipend of \$1,517 influenced their decision to participate.

Intern Testimonials

- *“Opportunities can only be realized within the spectrum that one believes is possible for themselves. Programs like this encourage us to believe we can, so we do.”*
- *“Step into Success gave me the structure and support I needed to grow—not just professionally, but personally. Even when the placement wasn’t a perfect fit, the experience helped me clarify my goals and advocate for the kind of work I truly want to do. I’m grateful for the opportunity and the space to reflect, learn, and move forward with confidence.”*
- *“This program has helped me tremendously, not only by connecting me with my peers, who shared similar experiences, which is one of my favorite aspects, but also by helping me develop a level of professionalism I don’t think I could have achieved on my own. I have learned so much through this program, and I truly appreciate all the opportunities it has provided. I loved every part of it, and Miss Abby has been amazing!”*

Cohort 3 – Orlando (2025–2026)

Intern Demographics & Experience

- 88.3% of interns reported that this was their first time participating in an internship.
- 88.3% indicated that this was also their first employment experience, demonstrating the program’s key role in workforce entry for young adults with lived foster care experience.

Training & Support Satisfaction

- 83.3% found the workforce readiness and professional training useful, while 16.7% found some sessions more useful than others.
- 83.4% (5 out of 6) reported being extremely satisfied with the support received as an intern from the Step into Success program.
 - 66.7% highly satisfied
 - 16.7% satisfied
 - 16.7% unsatisfied
- 100% reported satisfaction with mentor support:
 - 66.7% highly satisfied
 - 33.3% neutral

Program Participation & Incentives

- 100% of interns would recommend Step into Success to a peer.
- 83.3% would participate again, with 16.7% neutral depending on training offerings.
- 33% indicated that the monthly \$1,517 stipend influenced their decision to participate, while 67% were neutral.
- 50% currently receive SNAP benefits, while none are using the ESS differential payment.

Intern Testimonials

- *“During my time thus far working with them they value my input with updating the questions on their forms. As someone who experienced foster care, I never really had my voice been taken into consideration. I enjoy how this internship allows their employees to give feedback and make any updates necessary.”*
- *“I think the program’s best feature is digging up opportunities for us. As well as giving us a stipend so we can have the time to do non-paying internships.”*