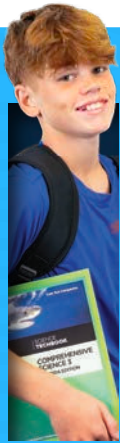




2025 ANNUAL



REPORT

JESSICA N. MITCHELL, PH.D. AND ANNA O. JORDAN
MARCH 2026

“I THOUGHT SCUBA DIVING WOULD BE REALLY HARD, BUT I LEARNED HOW TO EQUALIZE MY EARS AND HAD SO MUCH FUN CHASING FISH. BEING AT AMIKIDS HELPED ME FOCUS MORE ON MY STUDIES AND APPRECIATE THE WORLD AROUND ME. I’M REALLY GLAD I FOUND THIS PROGRAM. NOW I BELIEVE I CAN GO TO COLLEGE AND DO GREATER THINGS IN LIFE.”

– ANIYA, AMIKIDS YOUTH



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2025 HIGHLIGHTS



3,207

youth served
& empowered



739

service-learning
opportunities
completed by youth



49

unique programs across
7 states & 215 counties



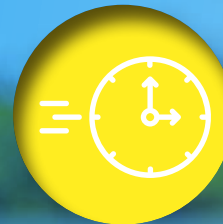
2,892

course completions towards
industry-recognized
certifications, with 1,977
certifications earned



28

High School Diplomas
or GEDs earned



5,826

total hours dedicated to
experiential education



140 days

average length of engagement
for youth in AMIKids programs



511.5

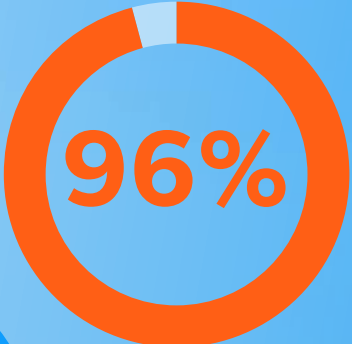
Middle School
credits earned

1,831

High School
credits earned

50

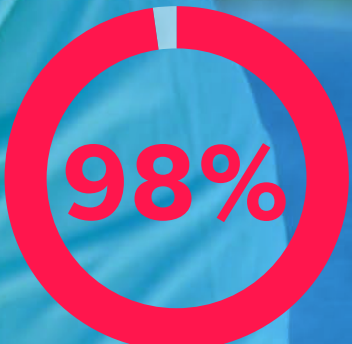
College
credits earned



Nearly **96% of youth utilized at least one positive coping strategy** during a recent challenging situation.



Of the youth who exited a program in 2025, **73% completed the program** by successfully meeting their goals or completing the available programming.



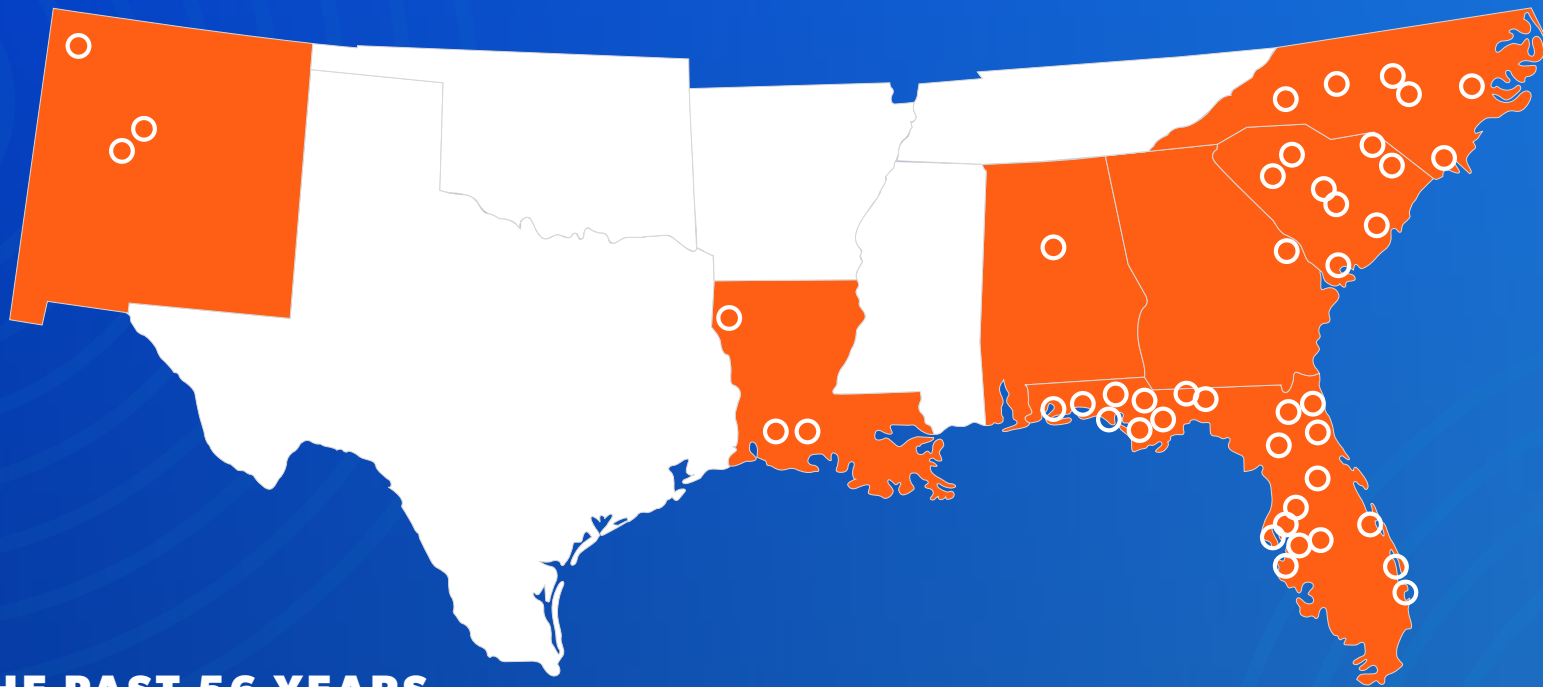
Approximately **98% of youth maintain positive behavior** with no law violations while enrolled.

AMIKIDS REACH

AMIKids, Inc. is a national youth-serving organization that provides individualized services to support youth across 215 counties in seven states at 49 unique programs. Specifically, in calendar year 2025, AMIKids served youth in Alabama, Florida, Georgia, Louisiana, New Mexico, North Carolina, and South Carolina.

Many of the youth served have been impacted by systems, and AMIKids introduces these young people to opportunities that help them thrive in their homes, schools, and communities.

In the past 56 years, the organization has empowered over 172,000 youth to discover their true potential and become confident, successful adults. Service delivery ranges from prevention to alternative education to residential programming and is enhanced through experiential education opportunities – a hallmark of AMIKids programming since our founding.



**IN THE PAST 56 YEARS,
AMIKIDS HAS EMPOWERED OVER 172,000 YOUTH TO DISCOVER THEIR
TRUE POTENTIAL AND BECOME CONFIDENT, SUCCESSFUL ADULTS.**

AMIKIDS PROGRAMS & SERVICES

AMIkids offers a wide range of programs and services across the South and Southeast designed to meet the specific needs of the youth and communities served. AMIkids programs and services can be categorized into two main categories:



COMMUNITY-BASED PROGRAMS

Offering daily services to youth and families at an AMIkids program, in the community, or in their home.



RESIDENTIAL PROGRAMS

Youth live at an AMIkids campus and receive services 24 hours a day, seven days a week.

Within these categories, AMIkids also provides enhancements and additional services to further support youth development. A brief description of each program is provided on the following page.



COMMUNITY-BASED PROGRAMS

These programs include Alternative Education, Charter School, School Support, After School, Delinquency Prevention, Family Services, and Workforce Development programs, all offered directly within the community.



Alternative Education programs support students who need resources not typically available in traditional schools. These programs provide academic remediation, positive behavioral skills development, and individualized attention to promote success. AMIkids offers Infinity Schools, School-within-a-School, Charter Schools, and Engagement Academies, all operating on the school district schedule.



After-school programs offer a variety of activities, such as tutoring, career readiness, and technical training, during after-school hours. AMIkids After School programs provide students with comprehensive programming and support services to engage youth in positive opportunities that prepare them for success.



Charter Schools are public schools designed to offer students a unique environment centered around experiential education. In addition to academic studies, students are exposed to multiple aspects of marine-focused careers as they develop as future leaders and responsible stewards of our environment.



Delinquency Prevention programs provide life management skills training, educational services, and youth development activities designed to prevent entry or further involvement in the juvenile justice system.



Family Services programs provide home-based skills building and/or family counseling and intervention using evidence-based practices. Family services may include program models such as Functional Family Therapy, Wraparound Services, and the AMIkids Family Centric Model. Family Services programs last approximately two to six months.



School Support programs provide enhanced services that augment the traditional academic day and improve educational outcomes. Students remain enrolled in their district school while participating in elective courses or supplemental programming.



Workforce Development programs equip youth ages 16-24 with the skills, training, and support needed to pursue successful career pathways. Our programs provide industry-aligned instruction informed by each community's workforce needs and combine academic learning, technical training, job-readiness development, and individualized case management. Through this comprehensive approach, AMIkids prepares and connects students to higher education, employment opportunities, and apprenticeships.

AMIkids delivers its services through age-appropriate program models, ensuring youth receive the right level of exploration, training, and support at each stage:

- **AMIkids Career Exploration Model** (Ages 11–15): Helps younger youth build self-awareness, explore career interests, and develop early plans for achieving future education and career goals.
- **AMIkids Workforce Development Model** (Ages 16–24): Combines school-based and work-based learning to teach job-readiness skills, provide hands-on training, support the attainment of industry-recognized certifications, and assist young adults in transitioning into the workforce.
- **AMIkids Marine Service Technician Apprenticeship & Pre-Apprenticeship Model** (Ages 16–24): Offers youth interested in marine service careers a hands-on, industry-specific pathway. Students gain real-world experience, technical training, and exposure to marine systems and repair while progressing toward a career or Registered Apprenticeship in the marine industry.



Outpatient Treatment services include screening, crisis/risk assessment, comprehensive assessment with behavioral health diagnosis, case coordination, and/or counseling services, including individual, family, and group therapy. These services may be provided in the home, community, and/or facility by clinical staff for one to three days per week.



RESIDENTIAL PROGRAMS

These programs operate 24 hours a day, seven days a week, with youth residing on campus. Staff implement trauma-informed programming to help youth develop skills for a successful transition into a home environment or community setting.



Juvenile Justice programs with or without mental health and/or substance use treatment provide 24-hour rehabilitative care for youth referred primarily due to delinquency. These programs may include treatment services for youth with mental health and/or substance abuse conditions.



Specialized Therapeutic programs provide 24-hour psychotherapeutic rehabilitative care for youth with severe behavioral, psychological, or emotional problems. Services are provided by a multidisciplinary treatment team, including clinical staff.



Child Welfare Group Care programs provide a 24-hour group living environment for youth requiring a structured out-of-home care placement.



PROGRAM ENHANCEMENTS

These services may be provided as a standalone or supplementary program.

Career and Technical Education are offered in two age-appropriate models:

- › *The AMikids Career Exploration Model*, for ages 11-15, helps youth build self-awareness, learn about potential careers, and develop a plan for reaching future goals.
- › *The AMikids Workforce Development Model*, for ages 16-24, utilizes a combination of school-based and work-based learning to help youth develop job readiness skills, earn industry-recognized certifications, and transition to the workforce.

AMikids' Family Centric Model (FCM) services include research-informed skills training for families, delivered weekly in the home or community setting. Services are designed to reduce youth's antisocial behaviors, improve their psychosocial functioning, and improve family functioning.

Functional Family Therapy (FFT) services are provided at home with the youth and their family, averaging 12-16 sessions over three to six months. Developed by FFT, LLC, FFT is a strengths-based, research-driven model that reduces risk factors and increases protective factors for youth, their families, and their environment.

AMikids WINGS is a program model designed specifically for girls, and services include comprehensive care management, therapeutic support services, student-centered education, family engagement, skills building, and leadership development in a healing-centered environment.

Wraparound Services are a comprehensive, family and youth-driven approach to managing service delivery options. Wraparound emphasizes the importance of keeping youth in their homes and communities and involves families working with a team of service providers to meet the youth's specific needs.



NAVIGATING TOWARD SUCCESS

All AMIkids programs and services are anchored in the **AMIkids Personal Growth Model™ (PGM)**. The PGM puts Kids First by drawing on decades of Positive Youth Development and Trauma-Responsive research. It is designed to target and reduce risk factors that contribute to negative behavior and poor social functioning while reinforcing inherent strengths that promote self-sufficiency and overall well-being.

The PGM is a holistic, unified approach that consists of three parts to support youth navigating toward success: **AMIkids Anchor**, **AMIkids Compass**, and **AMIkids Journey**.



AMIKIDS

PERSONAL GROWTH *Model*

AMIKIDS JOURNEY

CORE PROGRAM COMPONENTS

- ◊ TREATMENT
- ◊ EDUCATION & WORKFORCE DEVELOPMENT
- ◊ BEHAVIOR & SKILLS TRAINING

AMIKIDS ANCHOR

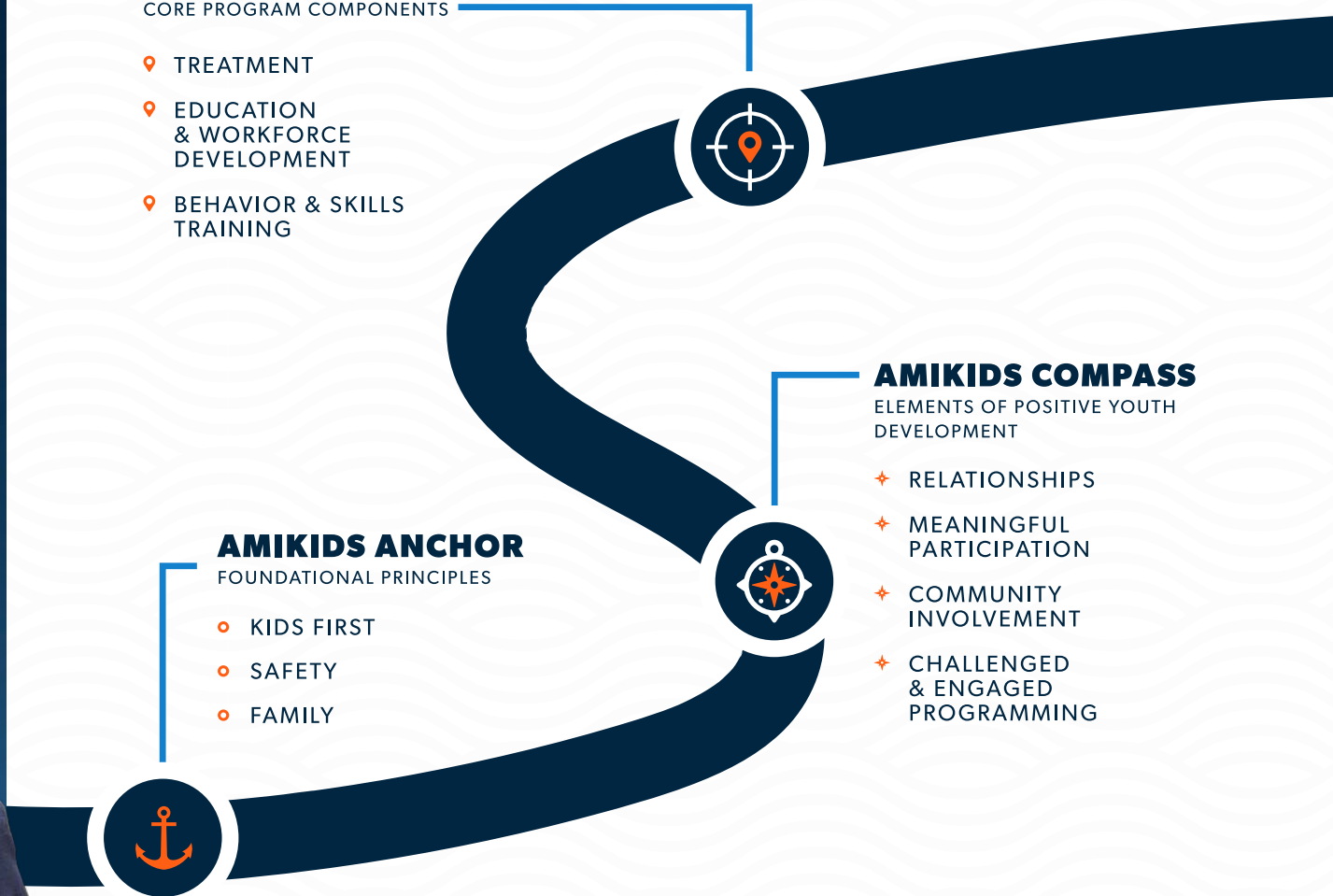
FOUNDATIONAL PRINCIPLES

- KIDS FIRST
- SAFETY
- FAMILY

AMIKIDS COMPASS

ELEMENTS OF POSITIVE YOUTH DEVELOPMENT

- ✦ RELATIONSHIPS
- ✦ MEANINGFUL PARTICIPATION
- ✦ COMMUNITY INVOLVEMENT
- ✦ CHALLENGED & ENGAGED PROGRAMMING





AMIKIDS ANCHOR: FOUNDATIONAL PRINCIPLES

The AMIkids Way is our Anchor. It consists of three principles that underpin everything we do at AMIkids: Kids First, Safety, and Family. **Kids First** puts the young person at the center of the program. It honors youth as experts in their lives and ensures that all decisions are made in partnership with and in consideration of them, as well as building on their unique strengths. Both physical and emotional **Safety** provide the basis for a positive learning environment by supporting a place where youth feel welcome and included and where adults participate alongside youth to help them regulate their behavior and foster positive interactions. For a healthy, **Family**-like atmosphere to thrive at AMIkids, everyone is treated with high expectations, respect, and accountability.



AMIKIDS COMPASS: ELEMENTS OF POSITIVE YOUTH DEVELOPMENT

Our guiding service orientation, or Compass, contains four key elements of positive youth development: Relationships, Meaningful Participation, Challenged & Engaged Programming, and Community Involvement. Our intentional focus on these elements in all settings promotes the development of healthy, productive, and civic-minded young people.

Bonding and healthy **Relationships** through high-quality peer-to-peer and youth-adult interactions support positive youth development. AMIkids builds trust by creating environments where youth and adults are honored and appreciated for who they are and when they feel able to share and value one another's unique perspectives, experiences, strengths, and ideas.

It is not enough for young people to attend a program; to make an actual difference, young people must be engaged. **Meaningful Participation** happens by encouraging leadership roles, fostering a sense of belonging so that youth feel comfortable sharing their ideas and welcoming the opinions of others, and promoting a youth-led approach.

AMIkids ensures **Challenging & Engaging Programming** through high-quality learning experiences that allow young people to apply what they learn to their understanding of themselves and the world they live in. This approach empowers them to grasp and master new and interesting concepts and skills.

Youth are also provided the opportunity for **Community Involvement** through service learning, experiential education opportunities, and community-based projects. These unique experiences move youth from their usual role of being helped to someone who can help others and affect change in their schools, neighborhoods, and communities.





AMIKIDS JOURNEY: CORE PROGRAMMING COMPONENTS OF THE PGM

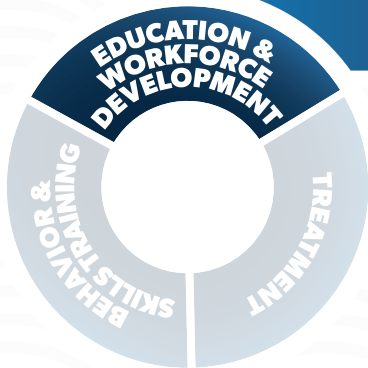
One or more of three core programming components may make up a young person's program Journey at AMIkids: Evidence-Based Treatment, Individualized Education & Workforce Development, and Behavior & Skills Training. This co-created personalized journey honors each youth's individuality by supporting their program goals and plans, recognizing that there is no one-size-fits-all way to become a responsible, productive adult.



EVIDENCE-BASED TREATMENT

The treatment component is individualized based on each youth's assessments. Staff deliver research-supported mental health and/or substance abuse interventions (e.g., cognitive-behavioral therapy, motivational enhancement therapy, Functional Family Therapy, Motivational Interviewing) to young people and their families.

Youth may receive group services weekly or daily, along with individual and family sessions, as outlined in their personalized treatment plan. All team members are trained in the evidence-based interventions provided, which may include licensed mental health professionals or master's-level counselors under clinical supervision.



INDIVIDUALIZED EDUCATION & WORKFORCE DEVELOPMENT

The education component uses three primary methods to enhance learning: experiential education, project-based learning, and service learning. Students attend classes in an academic setting, and teachers use a rigorous curriculum designed to meet individualized needs and diverse learning styles. Teachers are certified and highly qualified under state, local, and AMIkids standards.

AMIkids is distinguished by its annual Challenge events, which reward top performers with experiences like scuba diving, rappelling, and white-water rafting, as well as tournaments that test youth both academically and athletically. Combined with community-based learning opportunities like AMIkids Breaking Barriers

and legislative days, and hands-on experiences like floating classrooms, these programs engage young people in learning that is meaningful and relevant.

Helping youth achieve long-term success extends beyond the classroom. At AMIkids, preparing young people for their first jobs or future careers is a core part of programming. Younger youth focus on career exploration, resume writing, and developing soft skills for the workplace, while older youth follow the AMIkids Workforce Development Model, which includes school- and work-based training in career readiness, financial literacy, job placement, and the attainment of industry-recognized certifications or credentials.



BEHAVIOR & SKILLS TRAINING

The behavior and skills training component is designed to develop or strengthen desired prosocial behaviors and eliminate or reduce antisocial behaviors through three techniques using positive reinforcement: a rank system, a point card system, and a token economy.

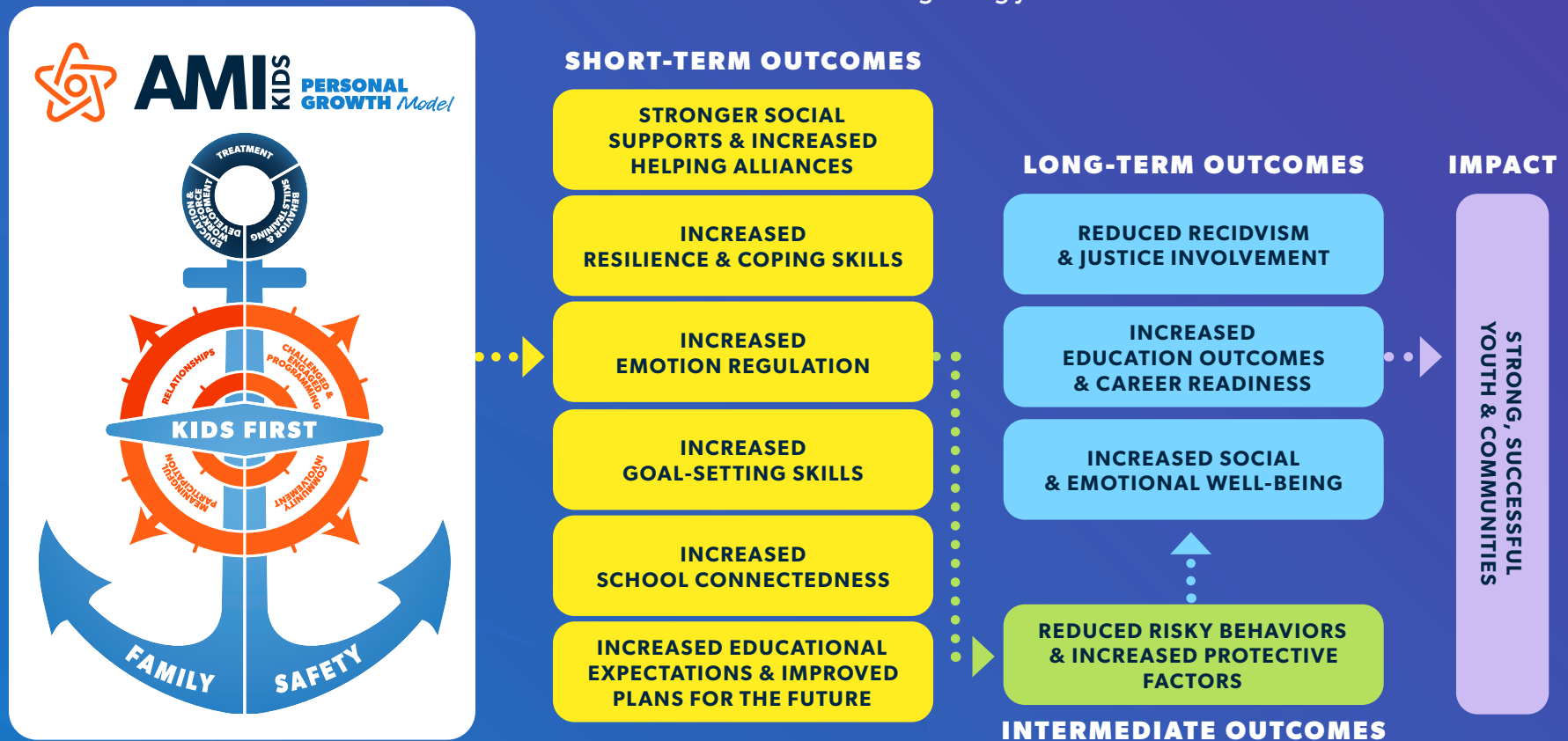
- » **Rank System:** At AMIkids, youth progress through ranks by meeting behavior goals. They start at the lowest rank, set goals, and request advancement before a mentor team. Advancement is granted upon goal achievement, with new goals set for the next rank. Higher ranks earn increased responsibilities, leadership roles, and privileges. Graduation eligibility is attained at the highest rank.
- » **Point Card System:** Each youth has a card listing individual behavioral goals, such as showing respect, being prepared and on time, or participating in class. Youth earn points on the card based on how well they are working towards each behavior goal. Teachers and staff provide feedback and point scores for the youth at the end of each class or activity throughout the day. At the end of each week, youth receive a color-coded card indicating the number of points earned. Earning high marks on a point card directly relates to how quickly a youth may make progress in the rank system. Youth who earn high marks on their point card are rewarded with a Friday night pizza party, movie night, game night, or field trip, such as bowling or fishing.
- » **Token Economy:** As youth display positive behaviors, teachers and staff reinforce those behaviors in real time by awarding tokens. At the end of a given week, youth may spend these tokens in a special "store" at the program. Items in the token store may include snacks, clothing, games, or other youth-identified items.



LOGIC MODEL & THEORY OF CHANGE

AMIkids' Personal Growth Model™ is anchored in youth-centered, trauma-responsive care and intentionally focuses on breaking barriers to youth success. Implementation of the PGM with strong fidelity to the model provides high-quality programming for youth and families and produces a variety of positive short and long-term outcomes.

When our professional team members deliver the model in a way that aligns with our organizational values, youth learn to build strong relationships and skills needed to reduce risky behaviors and increase protective factors. Changes in protective and risk factors result in reduced recidivism and justice involvement, increased educational and career readiness, and increased social and emotional well-being – creating strong youth and communities.



MEASUREMENT & DATA COLLECTION

AMIkids takes pride in being data-driven and research-based. The organization uses several assessment tools to measure risk and protective factors, substance use, mental health, trauma history, and educational attainment. Each tool is discussed further in the document, along with its data for the 2025 calendar year.

Youth data is collected and managed in two centralized, web-based data management systems: KIDS and LaurisOnline. The **Kids Information Data System (KIDS)** tracks all youth program enrollments across the organization from intake to termination to follow-up. **LaurisOnline** is an electronic health record system used to enter and track mental health and behavioral data for the youth served. These systems work together to securely store real-time data and information on all youth served each year, track youth goals and outcomes, and support overall organizational reporting.

External Data Validation & Reporting

AMIkids collects a wide range of data from youth and families. This data must be accurate and reliable, as this information is not only used in daily service delivery but also to inform a variety of stakeholders on program effectiveness and youth needs. In addition to AMIkids' regular internal data validation and auditing processes applied to organization-wide data, data integrity is validated monthly with external data sources (e.g., documentation and data from state agencies). Specifically for justice-involved youth served by AMIkids Florida programs, data is annually cross-checked and validated by comparing KIDS data and Juvenile Justice Information System (JJIS) data for the Department of Juvenile Justice Comprehensive Accountability Report (CAR).

External evaluation is also completed biennially by the Policy Research Institute to independently evaluate AMIkids' effectiveness in reducing recidivism. This annual report, The AMIkids Recidivism Report, tracks justice involvement for 12 months following a youth's release from the program and includes other juvenile justice-related measures such as demographics of youth served, arrest history, and successful program completion rates for each AMIkids program.



YOUTH SERVED IN 2025

In 2025, AMIkids served 3,207 youth through 49 unique programs and service coordination spanning seven states. A total of 952 youths were served in our residential programs, and 2,255 youths in our community-based programs. The average length of engagement for youth was 140 days, or a little over four and a half months (a 32-day decrease from 2024).

STATE	# YOUTH SERVED
ALABAMA	159
FLORIDA	1,235
GEORGIA	18
LOUISIANA	573
NEW MEXICO	116
NORTH CAROLINA	422
SOUTH CAROLINA	684

AVERAGE LENGTH OF ENGAGEMENT BY PROGRAM TYPE

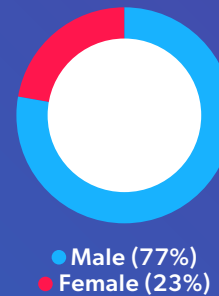


DEMOGRAPHICS¹

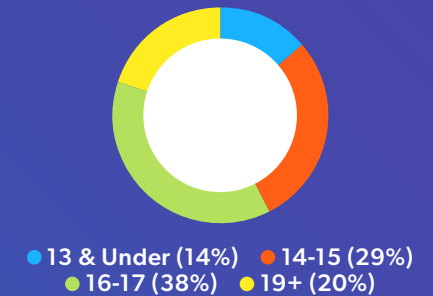
Demographics of youth served have remained consistent from year to year. However, the proportion of youth served in different age groups has shifted slightly in 2025, with an increase in the oldest group and a decrease in the younger groups being served. This shift is likely due to the rise in workforce development programming that attracts young adults preparing for job placements.

- » A majority of the youth served in 2025 were male 77% and 23% were female.
- » Estimated race/ethnicity: 63% Black, 24% White, 8% Hispanic, 3% two or more races. Fewer than 2% identified as Asian (8), American Indian or Alaskan Native (26), Native Hawaiian or Pacific Islander (3), or Other (19).
- » The average age of youth served in 2025 was 15.8 years old.
- » Age groups: 16–17 years (38%), 14–15 years (29%), 18+ years (20%, an increase from 16% in 2024), under 13 (14%, a decrease from 17% in 2024).
- » About 2,083 youth (65%) received free or reduced lunch, a proxy for poverty.
- » A small portion of youth served had children (n=9) or were expecting children (n=16).

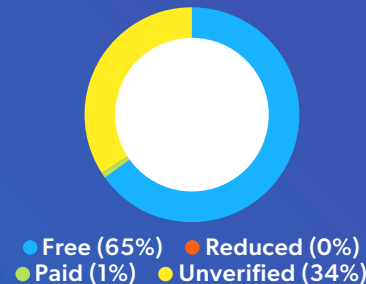
GENDER



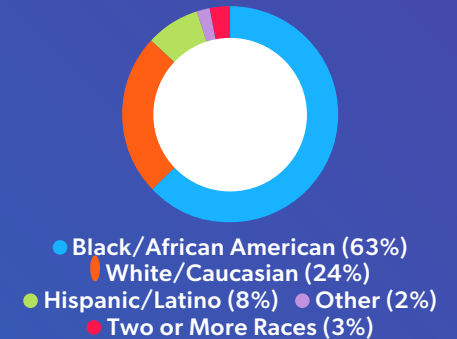
AGE GROUPS



FREE/REDUCED LUNCH



RACE/ETHNICITY



¹ Demographics are based on the unduplicated youth served. There were 204 youth that had more than one program enrollment during 2025.

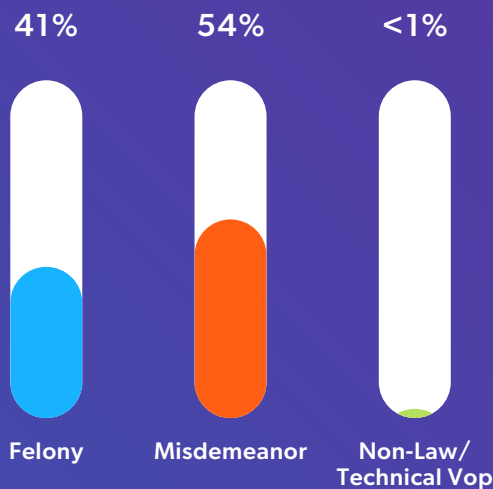
JUVENILE JUSTICE HISTORY

Youth face a multitude of situations that create challenges for future success, including family issues, negative peer influences, and engagement in criminal offenses. Some of the youth who enter AMLkids programs have a history of juvenile justice system involvement. The levels and types of offenses of such youth can be seen below:

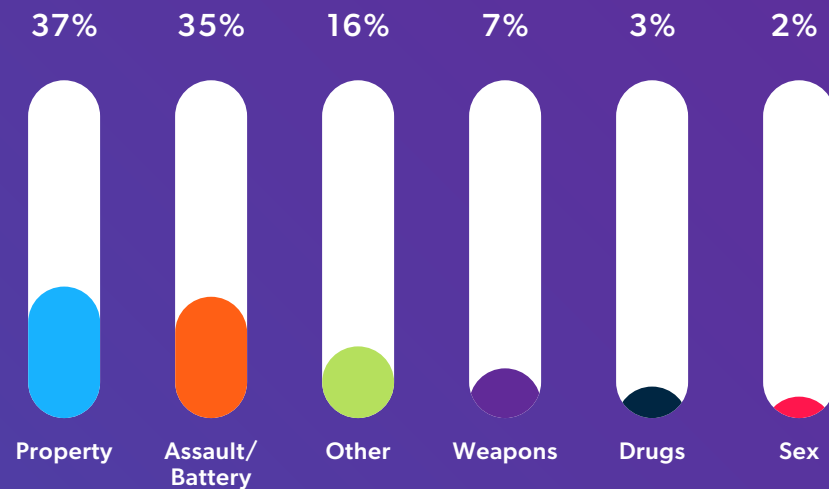
- » Over half (54%) of youth who had been arrested prior to enrollment had misdemeanor charges. About 41% of youth arrested before enrollment had felony charges.
- » Over one third (37%) of the youth who had been arrested prior to their program enrollment committed a property-related offense – this includes auto theft, unauthorized use of an automobile, burglary, vandalism, or larceny.
- » The next most common crime was assault or battery (35%), followed by criminal mischief & disorderly conduct or truancy (other in graph, 16%), drug offenses (3%), possession of or concealed weapons (7%), and sex-related offenses (less than 2%) (sexual battery, lewd and lascivious).



OFFENSE LEVEL



OFFENSE TYPE



TRAUMA HISTORY

Adverse Childhood Experiences (ACEs). ACEs, or Adverse Childhood Experiences, refer to difficult or traumatic experiences children face in their environment. These can include physical and emotional abuse, neglect, household or community violence, caregiver mental illness, or racism. Experiencing multiple ACEs can cause chronic stress, leading to long-lasting wear on the body and brain. Research has shown a correlation between ACEs and poor outcomes later in life². A range of responses can support youth in recovering from trauma, including therapeutic interventions, trauma-responsive care, and nurturing, positive relationships that help children and adults develop core life skills to buffer the effects of chronic stress.

AMIkids has committed to moving beyond trauma-informed care to taking action with training staff on how to be trauma-responsive. To identify youth who may need additional support due to a history of trauma, the ACEs assessment is administered to all AMIkids youth. A majority of youth entering AMIkids programs have experienced trauma, with 78.6% reporting at least one ACE, and more than a third (36.2%) report experiencing three or more ACEs – about three times higher than the national rate (11%). Research shows that among youth with three or more ACEs, over 40% demonstrate negative behaviors and low engagement in school⁵. Left unaddressed, adults with three or more ACEs are significantly more likely to experience poor health outcomes, including depression, substance use disorders, and obesity⁶.

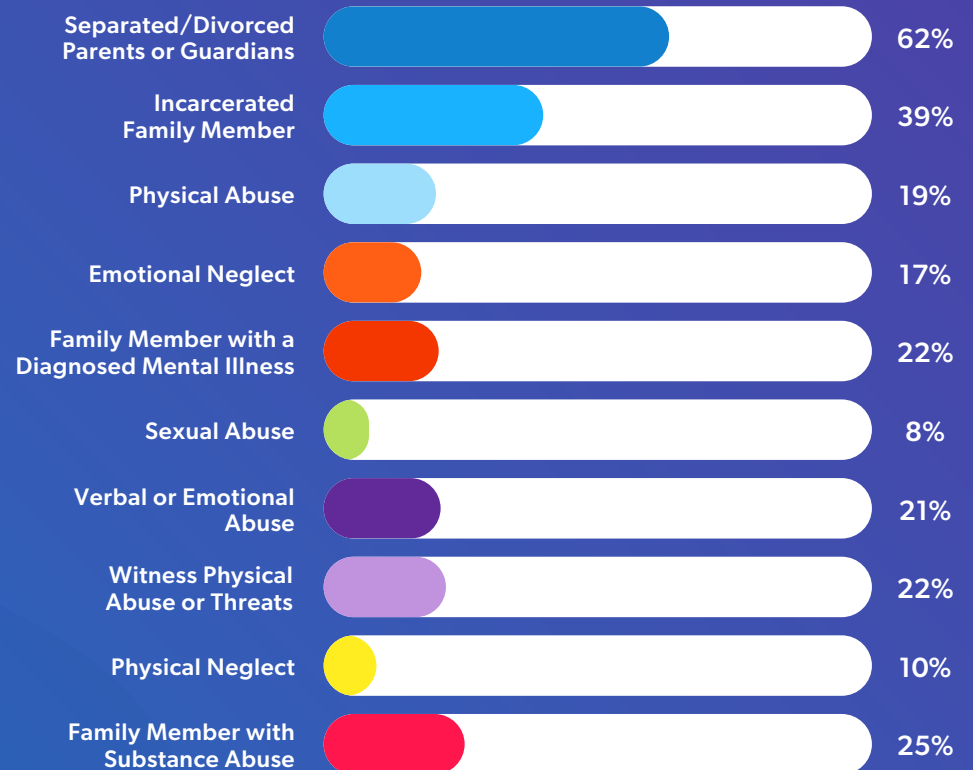
Youth served by AMIkids most often report ACEs related to relationships, particularly the loss of a relationship. An estimated 62% of youth had parents or guardians who were separated or divorced, and 39% lived with a family member who served time in jail or prison. Supportive relationships are key to positive youth development. AMIkids' PGM fosters a positive learning environment through peer-to-peer and youth-adult bonding. When youth build trusting relationships with staff and others, they experience increases in academic motivation, self-confidence, life skills, and leadership skills⁷—factors strongly associated with long-term success.

ACES SCORES FOR YOUTH SERVED IN 2024



● Score of 0 (21%) ● Score of 1-2 (43%) ● Score of 3+ (36%)

TYPES OF TRAUMA SELF-REPORTED BY YOUTH



SUBSTANCE USE & MENTAL HEALTH

Youth are assessed upon enrollment in the program to understand any potential substance use and mental health disorders and needs. There are two different types of assessments: the Prevention Eligibility Assessment, which is used with youth entering a prevention program to assess need and risk level, and the Comprehensive Assessment, which is used with youth who may have higher needs and elevated risk factors.

Prevention Eligibility Assessment

The Prevention Eligibility Assessment is a tool Florida prevention programs use to assess risk factors for youth to evaluate whether youth would benefit from the prevention program. If the youth have three or more risk factors, they are deemed eligible for the program.

Only the following Florida programs are included in these results: Behavioral Health, Clay CFPG, Gadsden CFPG, Manatee CFPG, and Tampa CFPG. In 2025, 141 youth (49% of those enrolled) responded to questions about their risk factors, as shown on the following infographic.

² Campbell JA, Walker RJ, Egede LE. Associations Between Adverse Childhood Experiences, High-Risk Behaviors, and Morbidity in Adulthood. *Am J Prev Med.* 2016 Mar;50(3):344-352. doi: 10.1016/j.amepre.2015.07.022. Epub 2015 Oct 21. PMID: 26474668; PMCID: PMC4762720.

³ Aggregate data is limited as behavioral health data began being tracked in Lauris in 2019 with a select number of programs. The strategic rollout of programs collecting behavioral health data in Lauris continued throughout 2025.

⁴ Sacks, V., Murphey, D., & Moore, K. (2014). *Adverse Childhood Experiences: National and State-Level Prevalence*. Bethesda, Child Trends.

⁵ Moore, K., Sacks, V., Bandy, T., & Murphey, D. (2014). *Fact Sheet: Adverse Childhood Experiences and the Well-Being of Adolescents*. Bethesda, Child Trends.

⁶ Felitti, V.J., Anda, R.F., Nordenberg, D., Williamson, D.F., Spitz, A.M., Edwards, V., & Koss, M. P. (1998) Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine* 14(4), 245-258.

⁷ Gambone, M.A., Klem, A.M. & Connell, J.P. (2002). *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

APPROXIMATELY 6 IN 10 YOUTH HAVE FAMILY INSTABILITY OR CONFLICT



- » 16% of youth have the influence of a family member with a criminal history.
- » 62% of youth have family instability or conflict.
- » 17% of youth have parents with substance abuse problems.

7 IN 10 YOUTH HAVE SCHOOL-RELATED RISK FACTORS



- » 65% of youth who were assessed for prevention eligibility in 2025 were suspended or expelled from school within the last six months.
- » 55% of youth failed one or more classes within the last six months.
- » 73% of youth claimed to have school instability or failure prior to their program enrollment, and 20% of youth had habitual truancy or class skipping within the last six months.
- » Nearly one in four of the assessed youth (23%) had been formally diagnosed with a special education need or exceptionality.

1 IN 5 YOUTH HAVE UNMET PERSONAL & MENTAL HEALTH NEEDS



- » • 22% of youth have ACEs related to their personal needs not being met (e.g. neglect or physical health problems) or negative experiences (e.g. abuse or violence).
- » 15% of youth have challenges associated with mental health or substance use.
- » 9% of youth have a mental health diagnosis.



SUBSTANCE USE & MENTAL HEALTH

Families are among the most influential socializing forces in a person's life. Research has demonstrated that behavioral issues during childhood can predict subsequent delinquency and criminal behavior. Youth who are neglected by their parents or grow up in homes with instability or conflict are at the greatest risk of engaging in future delinquency. As illustrated, although our prevention youth may not have been flagged as at risk or involved in the justice system, youth entering these types of programs experience challenges and have unmet needs.

Comprehensive Assessment

The Comprehensive Assessment is used to design treatment plans for youth in clinical services. Mental health disorders are prevalent among youth involved in the juvenile justice system. A meta-analysis⁸ of studies examining sex and race differences in mental health symptoms proposed that up to 70% of youth in the juvenile justice system have a diagnosable mental health problem. Additionally, mental health problems among adolescents are frequently linked to substance abuse, which is related to a higher risk of suicidal behavior.

The assessment evaluates the youth based on their family history, current behaviors, mental status, strengths, needs, abilities, and preferences. The qualified clinical team member then decides whether clinical services are recommended based on the assessment results, formulates a diagnosis, and develops a treatment plan for the youth.

Types of diagnoses: Youth are given primary and secondary diagnoses based on their comprehensive assessment results.

The types of diagnoses are as follows:

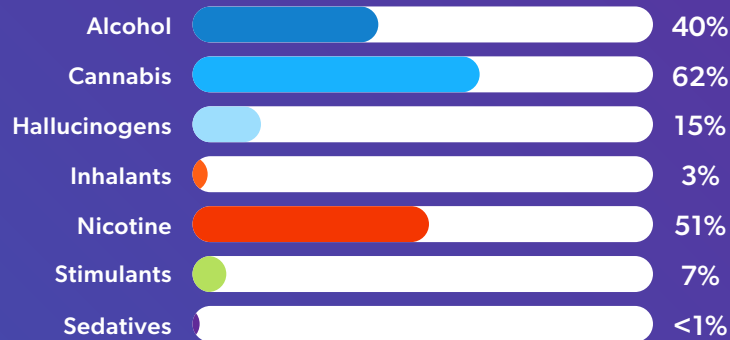
- » Academic problems
- » Adjustment disorder
- » Antisocial behavior
- » Anxiety disorder
- » Attention-deficit hyperactivity disorder (ADHD)
- » Bipolar disorder
- » Conduct disorder
- » Disruptive mood dysregulation disorder
- » Inadequate housing
- » Intermittent explosive disorder
- » Major depressive disorder
- » Parent/child relationship problems
- » Post-traumatic stress disorder (PTSD)
- » Substance-abuse disorder
(cannabis, alcohol, tobacco, or stimulants)
- » Victim of child sexual abuse or physical abuse

⁸ Vincent, G. M., Grisso, T., Terry, A. Banks, S. (2008). Sex and race differences in mental health symptoms in juvenile justice: The MAYSI-2 national meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 47 (3), 282-290.

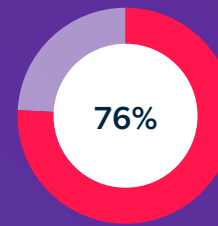
SUBSTANCE USE & MENTAL HEALTH DIAGNOSES

In 2025, 151 youth answered the following questions, and overall reported high rates of substance use and mental health challenges:

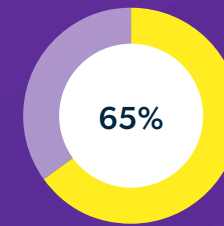
- » An estimated 62% of the youth assessed reported cannabis use, 40% use alcohol, 51% use nicotine products, <1% use sedatives (barbiturates, narcotics, tranquilizers), 15% use hallucinogens and 7% use stimulants.
- » 100% of the youth had at least one mental health diagnosis, with behavior disorders being the top primary diagnosis (35%).
- » 21% of youth had substance abuse as a primary and/or secondary diagnosis.
- » 76% of youth have two or more mental health diagnoses.



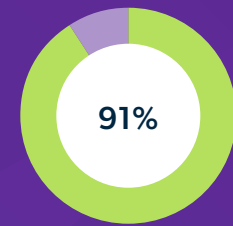
Diagnostic trend analysis from 2024 to 2025 reveals a significant decrease in substance use disorder (SUD) diagnoses, dropping from 30% in 2024 to 21% in 2025. This aligns with recent program changes, which either closed or changed their service models. Concurrently, trauma-related primary diagnoses increased from 28% in 2024 to 34% in 2025, reflecting the integration of ACES screening criteria across the organization.



of youth have two or more mental health diagnoses

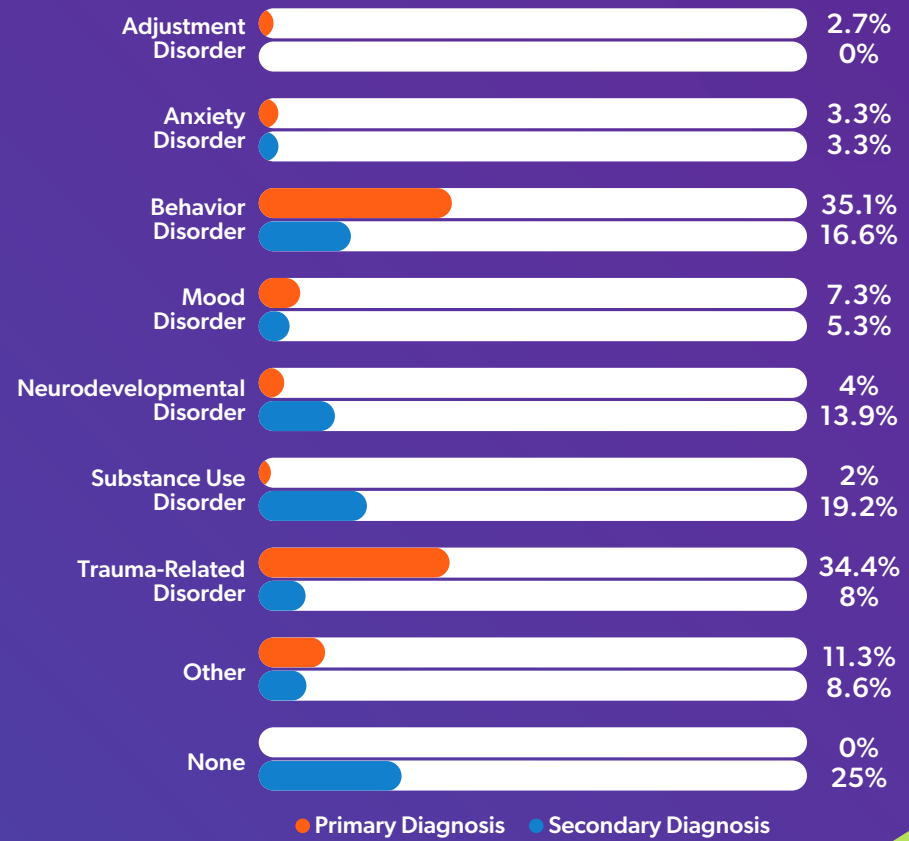


of youth have a high or moderate proclivity to violence



of youth have good or fair motivation for treatment

PRIMARY & SECONDARY DIAGNOSES OF YOUTH %



RISK & PROTECTIVE FACTORS

Florida-Specific Assessments

There are three different assessments used in Florida-based programs to identify risk and protective factors for youth. Descriptions of each of these can be found with related data and findings accompanying them.

Prevention Assessment Tool (PAT)

The PAT assists prevention and civil citation programs in identifying areas of criminogenic need, developing an individualized intervention plan for the youth, and monitoring progress in reducing the youth's risk factors. The philosophy behind PAT is that it enables staff to reduce the number of youths entering the juvenile justice system by encouraging positive changes in their behavior and attitudes.

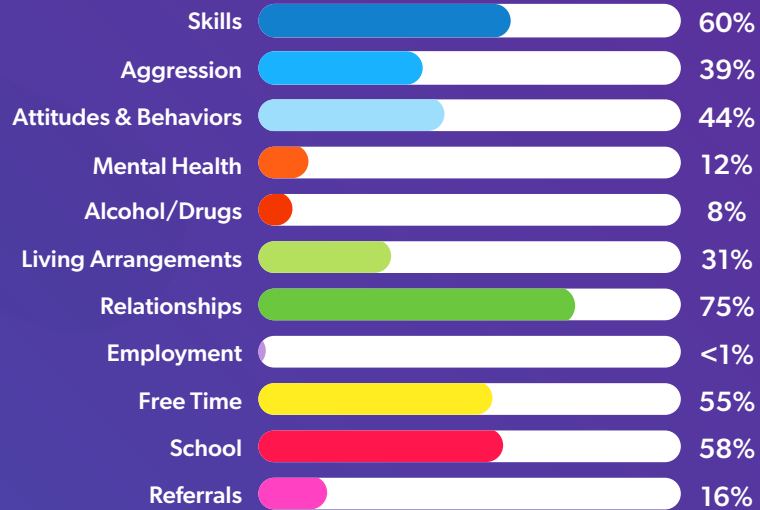
Risk & Protective Factor Domains

The PAT is broken down into 11 domains, which are listed below (Domain 2 is demographics and is omitted in the results):

- DOMAIN 1 Referrals** – record of referrals resulting in diversion, adjudication withheld, adjudication, or deferred prosecution
- DOMAIN 3 School** – special needs, current status, conduct, attendance, performance, and suspensions or expulsions
- DOMAIN 4 Use of Free Time** – types of structured recreational activities in which youth currently participate
- DOMAIN 5 Employment** – current employment status
- DOMAIN 6 Relationships** – current friends youth spend time with, currently admires anti-social peers, current resistance to anti-social influence
- DOMAIN 7 Family/Living Arrangement** – imprisonment history of those living in the household, problem history with parents or siblings, current living situation, level of household conflict, parental authority and control
- DOMAIN 8 Alcohol & Drugs** – youth's alcohol and drug usage, current or prior participation in a drug & alcohol treatment program
- DOMAIN 9 Mental Health** – history of violence or physical abuse, being a victim of sexual abuse/rape or neglect, suicidal ideation, current suicidal risks, and mental health problems currently interfere with working with the youth
- DOMAIN 10 Attitudes/Behaviors** – impulsive, feelings for the victim of criminal behavior, respect for authority figures
- DOMAIN 11 Aggression** – hostile interpretations, belief in fighting or physical aggression, evidence of a non-criminal history of violence
- DOMAIN 12 Skills** – consequential thinking, goal setting, problem-solving, dealing with people/difficult situations, control of impulsive behaviors or aggression



YOUTH NEED FACTORS BY DOMAIN (AVERAGE % OF YOUTH)



The top needs identified using the PAT align with the findings from the ACEs scores: most of our youth need positive relationships and a supportive, engaging environment to provide skill development. These unmet needs often manifest as aggressive attitudes and behaviors, as seen demonstrated in the assessment findings.

Community Assessment Tool (CAT)

The CAT is a pre-screening assessment that assesses risk-level scores measuring a juvenile's risk of re-offending and provides information that can be used by juvenile probation officers, youth, and families to collaboratively develop the Youth-Empowered Success (YES) Plan, which includes individual goals and action steps. CAT data is only provided at the individual level; therefore, no summary data is available.

Residential Assessment for Youth (RAY)

The RAY is a research-based assessment specially designed for the residential setting. Program staff utilize the RAY instrument to identify a youth's criminogenic needs and to address the youth's risk and protective factors, ultimately reducing the youth's risk to reoffend. RAY data is only provided at the individual level; therefore, no summary data is available.





Non-Florida Assessments

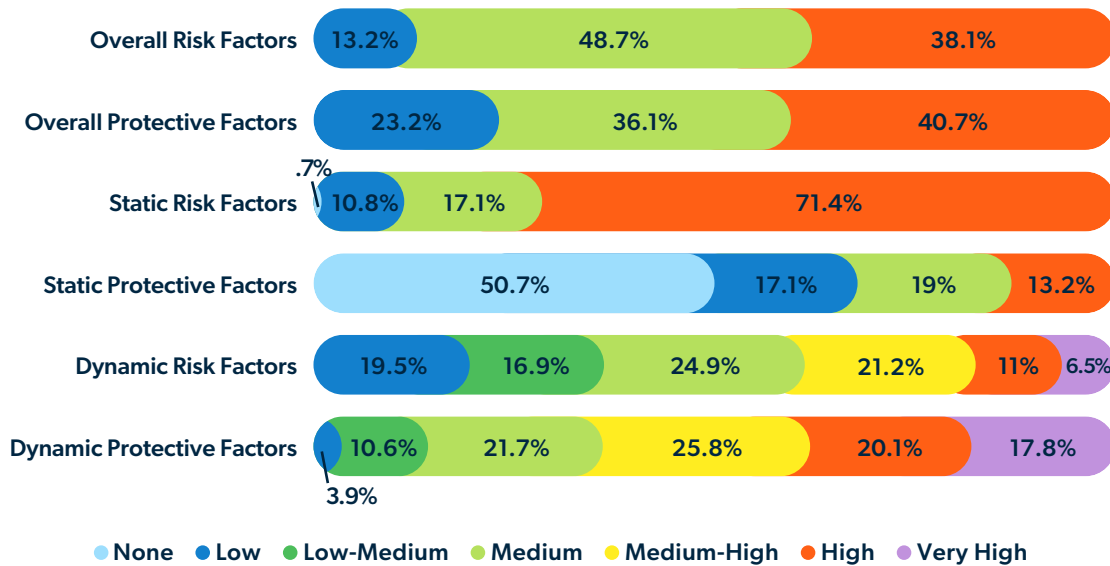
For programs outside of Florida, the assessment of choice to measure risk and protective factors with AMIkids youth is the YASI.

Youth Assessment & Screening Instrument (YASI)

The YASI is an assessment tool that measures risk, needs, and protective factors in at-risk and juvenile justice-involved youth. Youth are assessed upon entering the program, reassessed at 90 days or six months, and again at discharge. Findings from the baseline YASI are used to understand the strengths and needs of youth to provide individualized case management and treatment planning.

In 2025, the YASI was used in Florida, Louisiana, New Mexico, and South Carolina. Baseline findings from 2025 indicate that overall, youth entering these programs have risk factors that could lead to future delinquency and entering or re-entering the justice system. Of the 538 youth who completed a full assessment, about seven out of eight (87%) have medium- or high-risk factors, while only two-fifths (40%) have high protective factors. Of note, a majority of youth (71%) had high levels of static risk factors, or risk factors that cannot be changed. This result is expected given that these particular programs' primary source of youth referrals is from the juvenile justice system and have a history of justice involvement, engaging in risky behaviors, or violence. However, it is important to understand that about 64% of youth have medium to very high dynamic risk factors, or factors that can be positively impacted through effective programming.

OVERALL FULL YASI ASSESSMENT RESULTS (N=538)

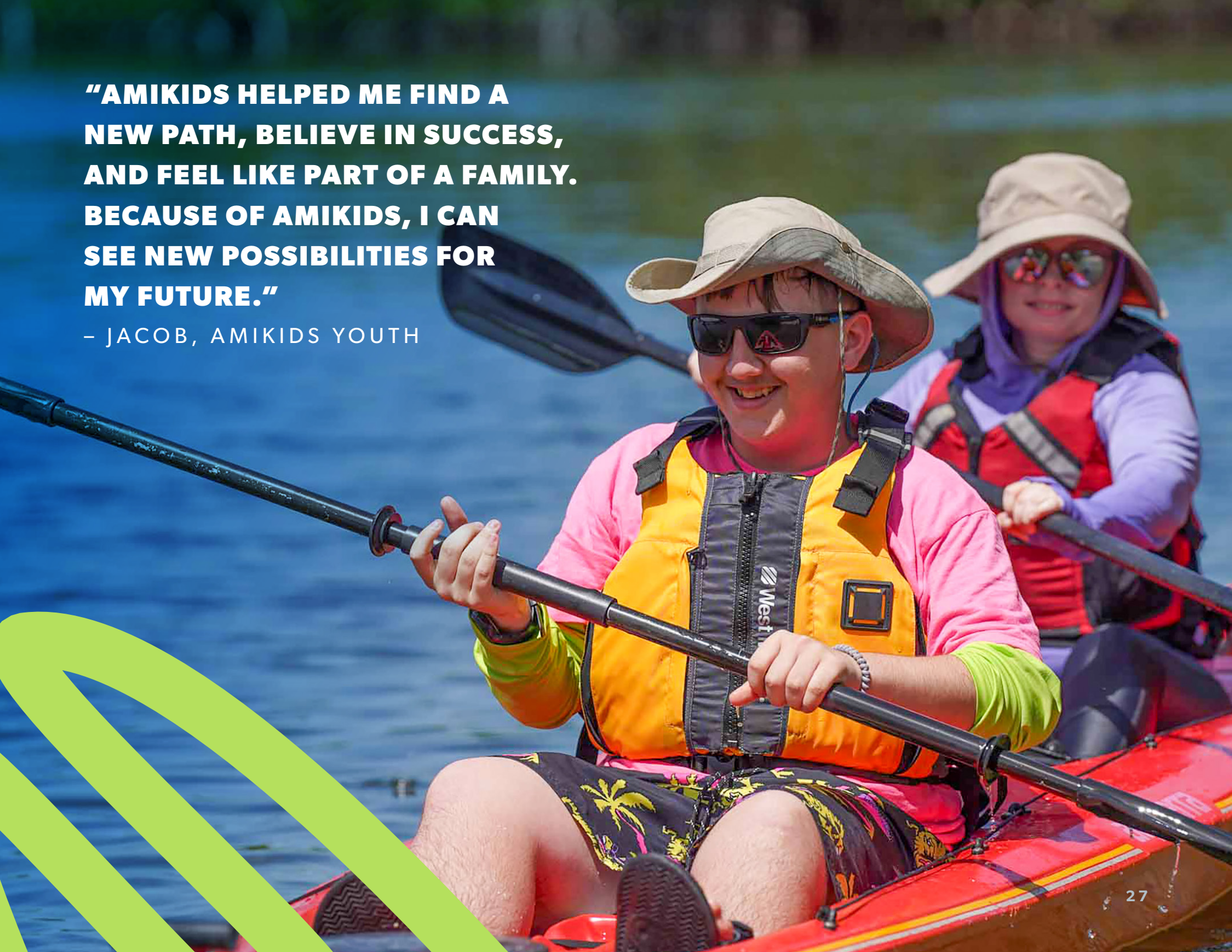


Examination of the specific types of risk factors shows a large proportion of youth with medium to high levels of dynamic risks related to aggression (73%), skills (71%), family relationships (70%), attitude/beliefs (67%), school (66%), and community or peer relationships (65%). Static risks show that a little over half of youth have a high risk associated with their legal history (53%) and violent history (58%).

The highest endorsed protective factor was in employment/free time, with nearly 60% of youth scoring high for engaging in positive, structured extracurricular activities or being employed. The bulk of youth scored much lower in other areas that serve as protective factors, such as family, school, community/peers, and behavior and attitudes – indicating areas of need for support or change.

**“AMIKIDS HELPED ME FIND A
NEW PATH, BELIEVE IN SUCCESS,
AND FEEL LIKE PART OF A FAMILY.
BECAUSE OF AMIKIDS, I CAN
SEE NEW POSSIBILITIES FOR
MY FUTURE.”**

– JACOB, AMIKIDS YOUTH



2025 OUTPUTS & OUTCOMES

Through the AMIkids PGM™ and individualized care planning, AMIkids positively impacts education and career readiness, social and emotional well-being, and behavior by increasing skills, building relationships, increasing protective factors, and decreasing risk factors, all of which contribute to successful program completion and long-term success.

AMIkids Youth Outcomes Survey (AYOS)

The AYOS measures the short-term outcomes that lead to long-term success, such as increased **school connectedness**, **educational expectations**, **emotion regulation**, **goal setting**, **coping skills**, and **helping alliances**. This survey consists of externally validated scales and is administered at enrollment, quarterly, and prior to leaving the program to assess the program's impact over time. Pre-survey scores (enrollment) versus post-survey scores (the most recent administration of the survey in 2025) are included in this year's outcomes.

EDUCATION

AMIkids' educational services focus on improving student engagement and increasing academic functioning. We work collaboratively with local school districts and/or the Department of Juvenile Justice to meet state educational standards. Many of the youth served by AMIkids have experienced challenges in the traditional public school system and need individualized support to re-engage with their schoolwork and meet their educational goals.

Service Learning & Experiential Education

A hallmark of AMIkids programming is experiential education or service-learning opportunities. These engaging activities include AMIkids events such as Legislative Day or the Wilderness Challenge, as well as community service, civic engagement, and marine education. **In 2025, youth participated in 739 service-learning opportunities, totaling over 5,826 hours in experiential education!**

School Connectedness⁹

This measure assesses a youth's level of engagement and attachment to school. School connectedness is associated with school achievement, health, and reductions in delinquency. In 2025, AMIkids youth reported a significant increase in feeling connected to and engaged in school from pre- (2.77) to post-survey (2.82) ($p < .05$).

SCHOOL CONNECTEDNESS PRE VS. POST MEAN SCORES (SCALE 1-4)



Goal Setting¹⁰

This measure evaluates a youth's ability to set and pursue goals – a skill central to positive youth development, reduced behavioral problems, and future success. AMIkids youth reported a slight increase in goal-setting skills from pre- (3.04) to post-survey (3.05).

GOAL SETTING PRE VS. POST MEAN SCORES (SCALE 1-4)



⁹ Adapted from Karcher's Hemmingway Measure of Adolescent Connectedness (2011).

¹⁰ Adapted from Lippman, Guzman, & Moore (2012).

Educational & Future Expectations

This measure consists of several standardized questions around a youth's plans to graduate from high school, attend college, and plans right after high school. Educational expectations have been linked to academic performance and future educational attainment. Youth who have completed at least one post-survey showed a positive outlook on their future education and life goals:

- » 92% of AMIkids youth think they will graduate high school or earn their GED
- » 74% of AMIkids youth plan to attend college at some point
- » 91% of youth had education or career plans for their first year after high school
- » Of those youth with plans for their first year after graduating high school or earning their GED:
 - 74% plan to get a job and work
 - 51% plan to go to college
 - 43% plan to go to a technical school or community college for a special trade
 - 25% plan to participate in an apprenticeship or internship
 - 19% plan to join the military

As a result of improved skills and attitudes related to educational and career goals, AMIkids youth achieved several positive outcomes in 2025:

- » On average, youth entered AMIkids programs at a ninth-grade level, with the average youth age at 15.8 years old. Nearly one-quarter of our youth (23%) increased one or more grade levels during their time at AMIkids in 2025.
- » A total of 28 youth earned their high school diploma or GED in 2025 while at an AMIkids program. In addition, 511.5 middle school credits, 1,831 high school credits (547 credits were retrieved), and 50 college credits were earned in 2025 through our program before returning to their neighborhood schools to earn their degrees.



STAR Assessments

All our youth take Renaissance STAR assessments within 10 days of enrollment, are retested monthly throughout the course of their program, and upon termination. STAR assessments are computer-adaptive tests (CATs) used to screen students' reading and math literacy levels. This helps us place students in appropriate courses and monitor their growth and progress throughout the program.

- » Nearly three in 10 (29.5%) of youth tested in 2025 showed gains in STAR math and/or reading scores.

CAREER READINESS

AMIkids offers workforce development programs and career readiness services as add-ons to our standard programs. Workforce development programming provides training opportunities and related services to help prepare our youth for the workforce. In 2025, we served 1,300 youth in our workforce development programs.

- » A total of 2,892 courses were completed towards industry-recognized certifications, with 1,977 certifications earned in 2025.
- » Of the certifications, there were:
 - 245 AMIkids Career Prep Academy (workforce readiness) certificates (13%),
 - 334 First Aid/CPR certificates (18%),
 - 91 Florida Ready to Work certificates (5%),
 - 239 ServSafe Food Handler certificates (13%)
 - 4 ServSafe Manager certificates (<1%),
 - 190 OSHA 10-hour Construction, 174 OSHA 10-hour General Industry, 35 OSHA 30-hour, and 17 OSHA Forklift Operator (22% combined).
 - 171 job placements were made in 2025, with an average hourly wage of \$13.19.



- AMIkids Career Prep Academy (13%)
- Blood Borne Pathogens (10%)
- Child & Babysitting Safety (CABS) (<1%)
- First Aid/CPR (18%)
- FL Ready to Work (4.9%)
- Flagger Certification (1.29%)
- Florida - SafeStaff Food Handler Guide (9%)
- Home Health Aide (<1%)
- NCCER (8%)
- OSHA (22%)
- ServSafe (13%)



SOCIAL & EMOTIONAL WELL-BEING

The AMIkids Way and PGM™ are anchored in positive youth development approaches that promote a safe, trauma-responsive environment where team members teach youth how to overcome stressful situations and build healthy, supportive relationships. Developing skills, identifying positive coping strategies, and learning how to build and maintain relationships are essential for lifelong social and emotional wellness.

Resilience & Coping Skills¹¹

This scale assesses the use of both positive (adaptive) and negative (maladaptive) coping strategies (14 total), including how much each strategy has helped during recent stressful situations (1 being “not at all” and 3 being “a lot”). Increased use of positive coping skills (e.g., reaching out to others to find a solution to a problem) is directly related to a higher likelihood of successfully navigating challenging situations and improved resilience. In 2025, AMIkids youth reported a significant increase in the use of positive coping strategies from pre- to post-survey and found them more effective during the most recent use. Over 92% of youth reported using at least one positive coping skill during a recent challenge.

Youth continued to engage in, or in some cases increased, their use of negative coping strategies from pre- to post-survey; however, when they utilized maladaptive coping behaviors, they did not find them more helpful. The top three negative coping strategies used by youth were: 1) “I did something like watch TV or played a game to forget it”, 2) “I wished I could make things different”, and 3) “I wished the problem never happened.”

MEASURE	AVERAGE PRE-SCORE (RANGE)	AVERAGE POST-SCORE (RANGE)	SIGNIFICANCE
Coping Strategies (Total Sum - #)	3.17 (0-4)	3.33 (0-4)	P<.001
Coping Strategies (Effectiveness)	2.04 (1-3)	2.07 (1-3)	NS
Maladaptive Strategies (Total Sum - #)	6.67 (0-10)	6.99 (0-10)	P<.001
Maladaptive Strategies (Effectiveness)	2.04 (1-3)	2.03 (1-3)	NS

¹¹ Adapted from KidCope (Spirito, Stark, & Williams, 1988).

Helping Alliances¹²

This scale measures the strength of the bonds developed between youth and AMIkids team members. The presence of strong social supports acts as a protective factor and is linked to increased social and emotional well-being. In 2025, AMIkids youth experienced a significant increase in feeling positively connected to AMIkids team members (4.35 to 4.56, $p < .001$).

HELPING ALLIANCES PRE VS. POST MEAN SCORES (SCALE 1-6)



Behavior and Skills

As one of the three critical components of the AMIkids PGM™, positive reinforcement techniques help youth develop and strengthen prosocial behaviors and learn to manage their emotional and physical responses to difficult situations or as a result of trauma.

Emotion Regulation¹³

This scale influences physical and mental health and is associated with greater social competence, school performance, and positive well-being. Emotion regulation is a skill that can be learned and is beneficial to successful one-on-one relationships with family, peers, and other adults. In 2025, AMIkids youth reported significantly higher levels of emotion regulation from pre- (2.67) to post-survey (2.72; $p < .05$).

EMOTION REGULATION PRE VS. POST MEAN SCORES (SCALE 1-6)



¹² Adapted from Helping Alliance Questionnaire (HAq-II) (Luborsky et al., 1996).

¹³ Adapted from the Middle School Youth Survey, originally from Prior et al. (2000).

RISK & PROTECTIVE FACTORS

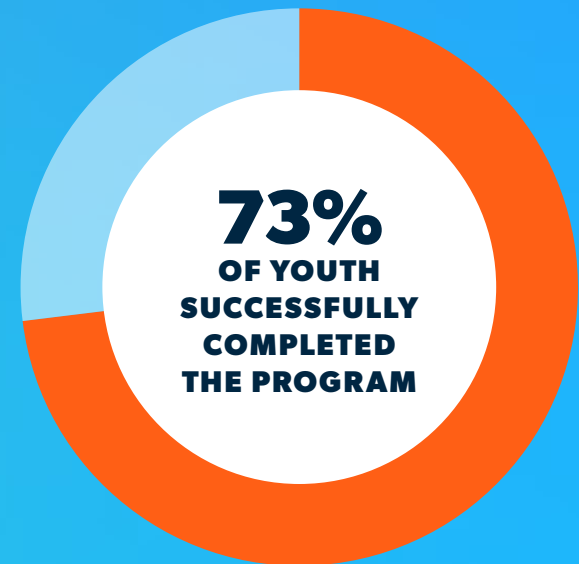
Comparison of the baseline risk and protective factor assessments to the most recent reassessment in 2025 indicates:

- » 89% of youth maintained¹⁴ or significantly increased their protective factors.
- » About 23% of youth decreased their risk factors.

SUCCESSFUL COMPLETIONS

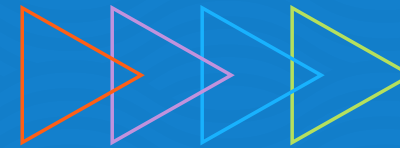
Engagement, increased skills, and reduced risk factors most often lead to successful program completion.

- » Approximately 73% of youth completed the program by successfully meeting their goals or completing the available programming.
- » About 27% of youth did not successfully complete their program – this includes youth getting a new law violation, youth running away or absconding, violation of program requirements, or violation of probation.
- » In 2025, there were 319 program terminations that were considered “neutral” and excluded from the program completion calculations (15% of all terminations). Neutral reasons include program enrollments termed within 10 days, changes in contract/end of the semester, or a youth who returned a second time within a short period (a second program enrollment is assessed for successful or unsuccessful program completion).



¹⁴Maintenance is included as a positive outcome as youth typically would experience a decline in these areas without support from the programs.

FUTURE DIRECTION



In 2025, AMIkids completed implementation of its 2023-2025 Strategic Plan, focused on strengthening our foundation to positively impact more lives through four priorities: diversifying funding, retaining staff, enhancing individual learning and skill development, and expanding programming to address community needs and service gaps.

Over the past three years, AMIkids served 11,589 youth and families—58% of our ambitious 20,000-youth goal. While we did not reach our overall target, the journey provided valuable insights that are shaping our next chapter.

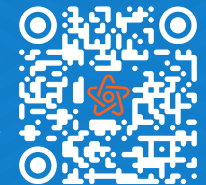
During this period, we navigated significant shifts in our operating environment that affected projected utilization, including the elimination of Florida DJJ Day Treatment programs and recruitment challenges within community-based programs.

In response, AMIkids proactively transitioned most impacted programs to community-based workforce development and school support models to better meet emerging needs.

As a result, 69% of youth served in 2025 were community-based, reflecting continued growth beyond traditional referral pathways.

Looking ahead, our 2026–2028 Strategic Plan builds on these lessons with a clear focus on Mission-Aligned Growth, Service-Driven Excellence, Talent Development, and Financial Resilience. Grounded in data and shaped by input from staff, leadership, and board members, this plan prioritizes consistent, high-quality implementation of the AMIkids Personal Growth Model™, strengthened operational systems, investment in our people, and diversified, sustainable funding.

With a goal to grow our reach by 20% annually while maintaining fidelity and financial health, we are positioned to expand impact intentionally, responsibly, and always with Kids First at the center of every decision.



To learn more about our Strategic Plan, scan QR or visit: amikids.org/about-amikids/2026-2028-strategic-plan

1 | Mission-Aligned Growth

Grow with Purpose

Expanding reach and impact through clear, community-focused models.

2 | Service-Driven Excellence

Do It Well, Do It Right, Do It Smart

Delivering consistent, high-quality services through streamlined, data-informed processes.

3 | Talent Development

Invest in People

Strengthening programs through staff growth, leadership, and engagement.

4 | Financial Resilience

Secure Our Future

Securing long-term stability through diversified revenue, board engagement, local fundraising, and efficient growth.

Limitations

In 2025, AMIkids focused on evaluating data quality and consistency in standardized data collection processes across programs. Quarterly data quality assessments have indicated an increase in the adoption of shared measurement tools; however, data available for this report is limited due to the ongoing implementation phase. Changing management efforts alongside increased data resources and training continues to be a priority.

If you would like to learn more about the information in this report, please contact **Dr. Jessica Mitchell** at jnm@amikids.org.

“I LEARNED THAT IF I KEEP TRYING, I CAN GET BETTER AT THINGS I DON’T KNOW YET, LIKE EXPLORING THE OCEAN. WHEN YOU DO YOUR BEST, YOU CAN ACCOMPLISH MORE THAN YOU THINK.”
– NICK, AMIKIDS YOUTH

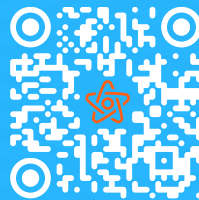




Empowering young people to discover their true potential.

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