



The mission of the Children's Services Council of Martin County is to enhance the lives of the children of Martin County and to enable them to attain their full potential.

**Children's Services Council of Martin County (CSCMC)
REQUEST for PROPOSALS**

Funding Priority Area: *Success in School and Life – Youth Development and Academic Support: K-12*

Funding Cycle: October 1, 2024 - September 30, 2025

DEADLINE TO SUBMIT: FRIDAY, MAY 3, 2024 by 5:00 p.m.

Per CSCMC's Guiding Principles outlined in the *CSCMC 2021-2026 Strategic Plan*, CSCMC targets early intervention and prevention services for our most vulnerable children, families, and neighborhoods, while advocating for and supporting the increased availability of needed services for all children and their families.

A cross-cutting strategy of the *CSCMC 2021-2026 Strategic Plan* that prevails across all programming is: Equity and inclusiveness are supported to ensure access to quality services and a community of opportunity for all children and families, with the intent to reduce disparities often associated with social determinants such as socioeconomic status, poverty, geography, gender, race, ethnicity, etc.

CSCMC invites eligible community service organizations to submit applications in response to this competitive Request for Proposals (RFP) process under the following Funding Priority Area (*CSCMC Policy 3*): *Success in School and Life – Youth Development and Academic Support* for the funding cycle of *October 1, 2024 - September 30, 2025*.

Success in School and Life – Youth Development and Academic Support

CSCMC will accept proposals under the following subcategories:

- 1. High Quality Out-of-School Time Programming for School-Aged Youth**
- 2. Youth Mentorship and Support of Opportunity Pathways**

CSCMC considers the following applicant eligibility as outlined in this RFP:

CSCMC Funding Eligibility and CSCMC RFP Funding Eligibility, see page 2

RFP Parameters, Required Budget and Support Documents, and Application for Funding Requirements, see page 3

Applications deemed below minimum eligibility criteria may be determined ineligible for further review.

All applications must be submitted via the CSCMC online application within The Hub-Martin.

For instructions to access the application, *see page 3* of this RFP.

Upon the **May 3rd, 2024, 5:00 p.m.** deadline, online access to the application will be electronically closed.

CSCMC Policy 2.1 "CSCMC Funding Authority" (excerpts): CSCMC has the discretionary authority to allocate and provide funds for organizations that offer services for the benefit of children and families. CSCMC solely reserves the right to reject any or all CSCMC Applications for Funding; deny the issuance or renewal of a CSCMC Contract; and deny, delay, or terminate funding in circumstances it believes are not in the best interest of CSCMC and the public. (Policy 2.1a) All funds are allocated solely at the discretion of CSCMC, and no Provider is entitled to, nor guaranteed funding. CSCMC Funding may also be terminated if funds become unavailable. (Policy 2.1b) The Council's funding allocation decisions are final, and there are no appeals. (Policy 2.1e)

Request for Proposals (RFP) Timeline

Release of CSCMC 2024-25 RFP	Thursday, March 28, 2024
Access to The Hub-Martin (SAMIS) Online Application	Thursday, March 28, 2024
The link to the RFP Application is located on the CSCMC website: https://www.cscmc.org/	
Proposer's (Virtual) Conference	Tuesday, April 2, 2024, 10:00 a.m.
<i>Attendance is highly recommended.</i>	
The link to register for the Proposer's Conference is located on the CSCMC website: https://www.cscmc.org/	
Deadline to submit online questions	Friday, May 3, 2024; 12:00 noon
Applicant 2024-25 RFP Submittal Due Date	Friday, May 3, 2024; 5:00 p.m.
Meetings with Applicants (CSCMC determined)	June/July 2024
CSCMC Staff Recommendations to Council	Monday, August 25, 2024
Projected CSCMC 2024-25 Contract Start and End Dates	October 1, 2024 through September 30, 2025

CSCMC Funding Eligibility (Policy 1.1)

CSCMC's Funding Eligibility criteria is as follows:

- 1.1a CSCMC funds not-for-profit corporations, incorporated organizations, neighborhood organizations, and local government organizations. For-profit organizations are prohibited from applying for CSCMC funds.
- 1.1b Organizations or programs that operate under the exclusive jurisdiction of the public school system are prohibited from applying for funds directly from CSCMC.
- 1.1c Programs requiring worship or religious instructional activities, as a condition of participation, shall not be funded.
- 1.1d Programs of organizations with their own taxing authority are limited to two years of CSCMC funding. Subsequent eligibility for funding must be requested in writing and approved by Council on an annual basis, unless otherwise approved by CSCMC. CSCMC Council has waived the above requirement of a written request for the **City of Stuart, Florida** and for **Martin County, Florida**, in perpetuity, until terminated by CSCMC Council, with or without cause, and upon written notification to those organizations.
- 1.1e CSCMC-funded programs are required to:
 - be in direct alignment with the goals and strategies of the current CSCMC Strategic Plan; and
 - not supplant existing resources; and
 - involve collaborations with other community partners in the public and/or private sector.
- 1.1f The target population for the purposes of CSCMC funding is limited to Martin County children and youth, prenatal up to 18 years of age or older if still in high school or currently enrolled in a program funded by CSCMC, or with 'disabilities' as defined by the Individuals with Disabilities Education Act (IDEA) for those under 22 years of age, and their family members or primary caregivers.
- 1.1g CSCMC will not provide funding to organizations for the acquisition of real property.

CSCMC RFP Funding Eligibility

All applicant organizations seeking to enter the competitive Request for Proposal process for the Children's Services Council of Martin County's (CSCMC) Annual Funding Cycle (October 1, 2024 - September 30, 2025) for the **Success in School and Life – Youth Development and Academic Support Funding Priority Area** may do so if:

- Proposing a Martin County-based program or curricula/strategies **not** currently funded by CSCMC under **Success in School and Life – Youth Development and Academic Support**
and/or
- Proposing a program currently funded by CSCMC under the **Success in School and Life – Youth Development and Academic Support** Funding Priority Area, with a request to continue, revise, or expand the program within its same priority area.

CSCMC Request for Proposals: Parameters

CSCMC's Request for Proposals (RFP) for the Funding Priority Area of *Success in School and Life – Youth Development and Academic Support* is a **competitive** process. Among CSCMC's Guiding Principles outlined within the *CSCMC 2021-2026 Strategic Plan*, note:

- CSCMC gives funding preference to program models that are research-proven or evidence-based, with demonstrated positive impact, and sustainable, replicable outcomes.
- CSCMC fosters collaboration among provider agencies and encourages assessment of collective impact with community partners to develop increasingly robust systems of care.
- CSCMC funding is informed by current qualitative and quantitative data that indicates essential areas for positively impacting children's well-being. CSCMC focuses on key indicators that include local data benchmarked against national and/or state data.
- Research-proven and evidence-based services, strategies, curricula, programming; validated measurement tools; research-linked outcomes and results; data-driven benchmarks and meaningful improvement.

Upon consideration of submission to this RFP, note necessity of alignment with the *CSCMC 2021-2026 Strategic Plan*, most specifically to the *Success in School and Life – Youth Development and Academic Support* Funding Priority Area and related *Leading Indicators of Impact & Strategic Investment Statements* (see page 6 below). Find the *CSCMC 2021-2026 Strategic Plan* and associated documents at <https://www.cscmc.org/strategic-plan/>

Required Budget and Support Documents

The online application includes the requirement of uploaded documents such as the applicant organization's most recent audited financial statements, Auditor's management letter, and applicant organization's response to that letter (if applicable), current IRS Form 990, Board of Directors list, and Job Descriptions all of which contribute toward the assessment of the applicant organization's fiscal health and capacity to adequately manage CSCMC funds. Additional requirements include the organizational budget and the proposed program budget, both projecting expenses from *October 1, 2024 - September 30, 2025*.

CSCMC Application for Funding Requirements

It is advised that the applicant organization review the *CSCMC Program and Funding Policies*, *CSCMC Sample Contract and Budget*, and *CSCMC Chart of Accounts* documents to determine its ability to fully comply with all CSCMC policy and contract requirements. These documents are located on the CSCMC website at <https://www.cscmc.org/providers-resources/> or as otherwise provided by CSCMC.

- All applications in response to this CSCMC Request for Proposals must be electronically completed and submitted only within The Hub-Martin (see access link below) by the deadline of **Friday, May 3, 2024, by 5:00 p.m.** at which time access will be electronically closed.
- The applicant organization's duly authorized official, Executive Director or equivalent, must certify that the information provided within the CSCMC Application for Funding is true and correct. The authorized official must attest, to the best of his or her knowledge, that the organization's governing body (Board of Directors or equivalent) has approved the submission of the application and indicates the date of approval. Proof of these attestations must be provided to CSCMC upon request. (*CSCMC Policy 1.2a excerpt*)
- Following the specified deadline submission, no further application information will be accepted by CSCMC in any format, including verbal, electronic, or hard copy.

Access to CSCMC Online Application

The online application for the CSCMC Request for Proposals for *Success in School and Life - Youth Development and Academic Support* is located within The Hub-Martin (SAMIS) Grants Module.

The RFP application link can be found on the CSCMC website: <https://www.cscmc.org/>

It is recommended that the online application be accessed via the Google Chrome web browser. For assistance in **accessing** the online application, contact CSCMC per email at programsupport@cscmc.org

NOTE: Submit all questions regarding this RFP via the 'Ask a Question' link within the online application.

CSCMC Funding Priority Success in School and Life – Youth Development and Academic Support

CSCMC Cross-Cutting Strategies

Social emotional development. Settings with a consistency of high emotional support positively contribute to a child's *social-emotional learning* (SEL). Social competence translates to a child's ability to understand and manage their emotions and behavior, feel empathy for others, develop healthy identities, build close relationships with peers, and practice cognitive flexibility. Social competencies refer to a range of prosocial behaviors associated with a child's future success across a wide range of contexts in adulthood (e.g., school, work, family life). *Navigating SEL from the Inside Out: Looking Inside & Across 33 Leading SEL Programs*, July 2021 www.wallacefoundation.org

Trauma-informed, trauma-responsive culture. Practices and approaches that support a *trauma-informed culture, across and including the entire organization*, can decrease the residual of adverse experiences, create welcoming and safe environments for children, and, ultimately, build community resiliency over time. *Creating a Resilient Community*, June 2019 www.countyhealthrankings.org

Support for unique learning needs. A system that provides the services, interventions, etc., necessary within an environment that supports all participants' unique learning needs, for maximum individual benefit.

Youth voice. As part of program culture, and preferably across the organization, participant youth are empowered to be part of shared decision-making processes and have the opportunity to learn from life experiences and from the expertise of adults. Youth voice is important, as it supports young people to have a positive impact and affect change in their communities. It can be an empowering process, giving young people a sense of ownership within their communities and society more broadly. (Refer to: J. Nowicki and R. Hart; *The Spectrum of Youth Voice*, Afterschool Alliance Youth Voice Toolkit <https://www.afterschoolalliance.org/YouthVoiceToolkit/>)

The importance of investment in the future of our youth.

Youth Well-Being

Though young people are their own experts in the context of their own lives and their own identities, the more we know about how to help youth people thrive and achieve a state of well-being, the brighter their future will be.

Per a report '*Youth and Young Adult Wellbeing*'¹, an investment in our youth translates to supporting their well-being within their own culture and traditions, with the following key intersecting areas: a healthy environment; cultural connections; financial stability; inclusion and safety; a supportive community; healthy, caring relationships with family members, friends and mentors; and strong mental health, with the ability to recognize and deal with emotions.

According to the Annie E. Casey Foundation, though their *Thrive by 25*² initiative, it is critical to 'work together with young people, to make sure they have the family connections, relationships, communities and educational and employment opportunities they need and want to be able to thrive. That means not simply surviving the road to adulthood with just enough to get by but having the chance to live full lives and realize their true potential.'

Providing intentional guidance can make a great difference in the lives of our youth. It not only can promote their growth in a positive direction but can help them direct the trajectory of their lives and create paths toward opportunity - and a sense of being a valued member of their community.

¹ *Youth and Young Adult Wellbeing A Youth[Led Participatory Action Research Project to Define and Measure Wellbeing*. Pp. 1-21. April 3, 2023. Forum for Community Solutions. The Aspen Institute. https://www.aspeninstitute.org/wp-content/uploads/2023/04/FT_Wellbeing_Report_FINAL-1.pdf

² *Thrive by 25: Casey Foundation Announces Increased Focus on Youth and Young Adults*. Posted January 28, 2021. <https://www.aecf.org/blog/thrive-by-25-casey-foundation-announces-increased-focus-on-youth-and-young>

Community Conversations: Listening to Professionals, Parents and Community Members

From July 2023 through January 2024, CSCMC hosted and attended listening sessions with entities aligned with youth services, parents, and youth groups. CSCMC appreciates their valuable input in gaining perspective across a range of challenges, needs, and strategies. Note meeting dates and attendee populations below:

Date	Audience/Key Interviewee	Discussion Points
7.10.23	FACCT Members (Florida Association of Children's Councils and Children's Trusts)	Methods of involvement and participation to encourage youth voice as representatives of needs, preferences, etc., in the development of youth-focused programming.
10.4.23	Denise Natalizio, Martin County Director/Licensing Director, Communities Connected for Kids	Status of overall care needs; emergency, local, out of area placement; fostering licensure capacity; support for aging out' teens 'and for caregivers.
10.18.23	CSCMC Funded Out-of-School Time (OST) Provider Representatives	Gaps, challenges, and priorities across the OST system of care and specific to their programs; overall needs of youth.
10.18.23	Prime Time Palm Beach County Leadership	Review of high-quality strategy-driven OST practice, inclusive of coaching-focused feedback, incentivization and support of current provider needs.
10.23.23	Representatives of Martin County School District Language Arts & Reading	Effective approaches to support literacy and strategies specific to reading, writing skills, etc.; interface between school district and OST programming.
11.1.23	Youth Participants of B.L.A.S.T. Program (Banner Lake After School Time)	Perspective on OST strengths/needs; experiences re: bullying, mental health, substance use, etc.; and challenges per education/occupational pathways.
11.6.23	Summer Youth Internship Program, The Children's Trust, Miami-Dade	Review of partnership that supports application, placement, training, internship, and dual-enrollment college crediting for 10th-12th graders.
11.7.23	Youth Participants of Big Brother Big Sisters School-to-Work Program	Feedback per strengths and needs in the support of and creation of educational pathways for youth, especially via professional mentorship.
11.15.23	Staff, parents, and graduates of the Hope Center for Autism, Inc.	Feedback per needs of youth/emerging adults on the spectrum of autism, e.g., academic, socio-emotional, development of occupational pathways.
11.15.23	Youth Participants of ESYI After School Program, City of Stuart	Perspective on OST strengths/needs; experiences re: bullying, mental health, substance use, etc.; and challenges per education/occupational pathways.
11.28.23	Youth Participants of Martin County Teen Advisory Board (TAB)	As above.
12.6.23	Attendance of MCSD Career & Technical Education (CTE) Meeting	Meeting to discuss the current state of CTE within the Martin County school system to promote educational/occupational pathways for youth.
12.7.23	Meeting with Mandy Horton Walker, President/CEO of Love 2 Read, Inc.	Discussion of curricula and strategies to support literacy and ELA development within OST programming.
12.17.23	Meeting with Representative of SPIRE Curriculum	Meeting to review potential use of a structured literacy curriculum to enhance fluency, decoding, comprehension, etc.
1.11.24	Youth Participants of Boys and Girls Clubs of Martin, all sites grouped	Perspective on OST strengths/needs; experiences re: bullying, mental health, substance use, etc.; and challenges per education/occupational pathways.
1.24.24	Youth Dialogue Day, Martin County Community Action Coalition	Youth Leadership Group ('Changing Vibes, Changing Lives'), an opportunity for local youth to be heard, giving their perspective on issues affecting them.

Local Quantitative Data

Please refer to pages 11-14 for quantitative data specific to Martin County and the CSCMC priorities that comprise the focus of this Request for Proposals.

CSCMC Strategic Plan 2021-2026

Success in School and Life - Youth Development and Academic Support

Leading Indicators of Impact: What supports the continued development & academic success of our youth.

- Proficiency in 3rd Grade Reading
- Proficiency in 8th Grade Mathematics
- High School Graduation Rates
Graduation Attained within Four Years of 9th Grade Entrance
- Quality Out-of-School Time Opportunities
- Youth Employability

What We Can Do: Initiatives & strategies to promote future success of our youth as emerging adults.

1. Youth develop the skills essential for academic and vocational success.

- a. Identify and implement programming with a focus on grade-level reading (GLR).
- b. Identify and implement programming that addresses summer learning slide with a focus on experiential learning.

2. Youth have access to high quality out-of-school time, summer employment, internship opportunities and vocational programming.

- a. Sustain support of a quality rating system for out-of-school time programming.
- b. Sustain support of out-of-school time, summer employment, internship opportunities and vocational programming, especially those that employ research- and evidence-based strategies to promote academic, socio-emotional, drug-resistance skills, etc.
- c. Support additional access to high-quality out-of-school time programming for middle school students.

3. Youth develop the skills essential for success in life.

- a. Promote youth development programming and experiential learning that includes healthy behaviors, academic support and life skills.
- b. Sustain and enhance school-to-work vocational training and mentoring opportunities that support a path toward adulthood, including children with special needs, e.g., those on the spectrum of autism.

2024-2025 CSCMC REQUEST FOR PROPOSALS

Success in School and Life – Youth Development and Academic Support K-12

CSCMC will consider applications in this priority area with below subcategories as the primary focus of proposed programs.

'School-aged youth' is defined as children ages 5 to 18 years of age or older if still in high school, or with disabilities as defined by the Individuals with Disabilities Act (IDEA) and under 22 years of age.

1. Out-of-School Time Programming for School-Aged Youth

CSCMC is seeking high-quality out-of-school time (OST) programs that support youth engagement; incorporate best practices and research; invest in the professional development of staff; and seek excellence via program evaluation and measured outcomes. **NOTE:** Applicants may include 'afterschool' year-round or summer only programs. Summer Only applicants must address documented identified gaps in care or unmet need for underserved youth populations, with responses aligned to 2024-25 CSCMC funding priority areas and impact indicators. ALL Summer programming must include what the minimum dosage per week of ELA support and include justification as to how this is determined. ELA support must include interventions/strategies using the Science of Reading.

The Role of OST

Research supports the powerful links between levels of youth engagement and their achievement and persistence in academic settings. According to the National Institute on Out-of-School Time (NIOST), youth involved in high quality out-of-school opportunities are afforded support in their growth cognitively, emotionally, and behaviorally. Out-of-school time (OST) programs may promote full engagement in learning through:

- Interacting with youth to spark interest and enthusiasm in what they are doing
- Offering activities that match youth interests and are appropriately challenging
- Involving youth in learning activities that build cooperation
- Offering choices between activities and involving youth in program-planning and decision-making
- Providing opportunities for participants to be recognized for their efforts and accomplishments and
- Allowing time for participants to fully explore and complete activities.

According to the Department of Education, universal out-of-school and summer learning programs can help keep youth out of the juvenile justice system, during the critical window of time immediately following the school day, when juvenile crime and victimization peak, and beyond. Youth involvement with the justice system can have implications for one's future earning potential and career trajectory, limiting the access one has to educational opportunities, career fields, and available supports. These programs mitigate risk through • the development of protective factors such as positive self-image and self-regulation, interpersonal skills, the ability to make responsible decisions, etc. • access to caring adult mentors • exposure to a safe, stable, predictive environment • strong social connections • instituting models to help address negative behaviors, and • making connections to resources for both youth and their families. Per *Afterschool Alliance*, research supports that evidence-based mentoring practices in afterschool programs can lead to improved academic skills, better behavior, and increased social capital for students.

Effective, Evidence-Based OST Programming

In the emerging area of evaluation, to identify OST characteristics that yield effectiveness, greater results have been linked with programs that use evidence-based, skills-training approaches that uniformly produce multiple benefits for youth. *Literature Review, 2010, OJJDP*

Characteristics or components of effective programs include:

- An emphasis on social skills or character development
- More structure, with a predictable schedule
- Smaller size, with lower adult/youth ratios and with opportunities for one-on-one training and tutoring
- Strong links to school-day curriculum
- Qualified and well-trained staff (e.g., hiring staff that hold bachelor's degrees)
- Low attrition
 - Preference re: inclusivity and race/ethnic/gender representation among staff.

The research supports that the following elements are used in in OST programs utilizing evidence-based approaches:

- A sequenced set of activities to achieve skill objectives
- The use of active forms of learning
- Emphasis concentration on developing personal or social skills and
- The targeting of specific personal or social skills

Out-of-School Time Programming for School-Aged Youth (*Continued*)

Key Conclusions of the Value of High Quality, Intentional OST Programs

- OST programs provide measurable benefits to youth and families on outcomes directly related to program content.
- Academic OST programs can demonstrably improve related outcomes.
- Program quality and intentionality influence outcomes.
- Youth need to attend regularly to measurably benefit from programming, i.e., the maximization of attendance is crucial.

CSCMC Minimum Standards of High-Quality OST Programming

NOTE: CSCMC funded OST programs must follow current DCF licensing requirements according to FL Statutes 402.26 & 402.305(1). See DCF Facility Handbook https://www.myflfamilies.com/sites/default/files/2022-12/FacilityHandbook_0.pdf

Minimum Standards for ALL OST Programming (Year-Round and Summer Only):

- Any/all ELA-specific interventions, curricula, etc., must be based upon the Science of Reading.
- Participation in additional professional development as determined by CSCMC, that may include workshops, coaching, facilitated peer learning, etc.
- Implementation of CSCMC approved summer program initiatives to promote continuous engagement in learning and exploration. At minimum, kindergarten, first, second and third grade students must be included in summer learning ('slide' prevention) services.
- Integration of the support necessary to meet all participants' unique learning needs.
- Promotion of an organization wide trauma-informed and trauma-responsive culture for both staff and program participants.
- An environment that supports a culture for staff and participants of social-emotional learning, healthy conflict resolution, etc., via integrated strategies, activities, and/or curricula.
- Promotion of youth voice and choice to support participant decision-making, planning and leadership roles at program and/or system levels.
- Implementation of strategies that support family engagement.
- Implementation of strategies to promote consistent, sufficient attendance. <https://www.attendanceworks.org/>
- Continuous review of program data, used to improve program practices on an ongoing basis.

Additional Minimum Standards for Year-Round OST:

- Maintenance of DCF-licensure during the academic year, under FL Statutes 402.26 & 402.305(1).
- Opportunities for physical activity that promote the inclusion of all participants, especially sedentary youth.
- Commitment to participate in the Prime Time Martin County OST Quality Improvement Initiative, including all assessment, training, consultation and ongoing quality improvement services, including self-assessment, action plan and improvement plan development, progress checks, and satisfaction survey activities.
- Commitment of attendance of all offered Prime Time Martin County-based professional development events via a minimum of two (2) OST staff per OST program site.
- Inclusion of new experiences and opportunities that positively influence participants' pathways toward future education/training and employment.
- Support the development of essential soft skills that facilitate youth's transition toward adulthood.

REQUIRED for ALL Summer OST Programming: (Exempt for programs serving unique learners as defined by IDEA)

- ELA/literacy support programming must be provided based upon the Science of Reading, with focus on topics such as phonological and phonetic awareness, fluency, vocabulary and comprehension.
- Implementation of an environment of learning aligned with the learning objectives of the Martin County School District.

CSCMC is seeking high-quality out-of-school time programming in support of these Youth Outcomes:

NOTE: Include those applicable to the proposed program model; additional ones may be proposed.

- ⇒ Reduced occurrence of juvenile offenses per Florida Department of Juvenile Justice (individual) data.
- ⇒ Demonstrated continuous quality improvement per the Martin County OST Quality Improvement Initiative.
- ⇒ Demonstrated positive results related to summer learning ('slide' prevention) interventions.
- ⇒ Increased prosocial behaviors and/or behavior goals progress among participants with unique learning needs.
- ⇒ Documented progress in development of program-wide social and emotional competencies in OST settings.

2. Youth Mentorship and Support of Opportunity Pathways

CSCMC is seeking high-quality youth mentorship programming that support full engagement in evidence-based strategies and interventions that support their pathway toward a secure future. Initiatives must incorporate best practices and research; represent industry standards; invest in the professional development of staff; and seek excellence via program evaluation and measured outcomes.

NOTE: Year-round programming that continuously offers the full array of services is preferable.

The Role of Parents and Adult Mentors in Supporting Youth.

Parental engagement in the multiple domains of a young person's life is associated with general youth well-being. As well, promoting young people's positive development is aligned with their connections to, and experiences with, important nonparental adults that are a problem-solving resource. While important non-parental adults are generally beneficial to all youth regardless of parenting, identifying important non-parental adults is especially important for youth whose parents may not be fully engaged in their lives, and these youth are more likely to report the lack of an important non-parental adult. In fact, the effects of an adult that serves in the capacity of a positive mentor are greater for those youth that are less versus more resource advantaged.

Research supports that important non-parental adults appear to invite greater youth connection, to 'open the door' for the youth, to help them improve their relationships with their families, their peers, their school, and their community. The social capital provided by these non-parental adults may provide youth the assets they need to develop the mutually beneficial person - context relationships that define positive development. As such, out-of-school-time and youth development programs should include training and support for youth-serving professionals, so that they learn the best ways to develop positive relationships with young people, to mentor and moderate their future path.

Disconnected Teens and Youth in Need of Support in Building Opportunity Pathways

Youth that are 'disconnected' from their education and with no or limited exposure to work are more likely to face a range of challenges in adulthood, including employment difficulties, lower incomes and lesser physical and mental health. These disconnected teens are also called 'opportunity' youth, as focused intervention can yield high impact upon their future.

Research supports that stable, caring relationships with nonparental mentors can help youth navigate the hurdles of school, work, finances and other life challenges - in their transition toward adulthood. According to the Annie E. Casey Foundation (AECF), in general, post-pandemic youth and young adults have been and continue to be enduring extraordinary levels of 'disconnection' from opportunity. Surveys completed in 2020 and the first part of 2021 indicate that between 50% to 60% of youth and young adults lost household employment income as the pandemic unfolded, largely because youth were overrepresented in low wage industries and fields most negatively affected by social distancing practices. Moreover, during this time frame, many youth in this age range *that had prior postsecondary-education plans* - reported changing or completely canceling them. The result has been the need for increasing engagement and persistence in employment and educational/training opportunities for young people in general - especially for those prior involved in child welfare and/or juvenile justice systems.

AECF states that young people need guidance to not only support "education and career pathways that lead to opportunity", but to help design and build *new, expanded and supportive* 'on-ramps'. Research suggests this kind of guidance is most 'powerful' when delivered by someone with similar experiences, and identifies the elements of effective, intentional **youth navigation**:

- Caring, consistent program staff with experience working with youth and young adults
- Adults in direct helping roles with exact knowledge of the systems and settings young people *must* navigate to build skills, relationships and income
- The use of assessment, guidance and coaching tools, to better understand each young person's needs and interests
- Participant youth's exposure to flexible learning experiences tailored to their individual needs, offering strong guidance to help them engage in their educational environments, to support the transition from high school to post-secondary pathways, especially for those with higher rates of youth disconnection and
- Increased access to youth development programs such as mentoring, business and civic engagement, to help youth form lasting relationships with supportive adults and positive peers, and to engage them in roles in which they meaningfully contribute to their community.

Youth Mentorship and Support of Opportunity Pathways (Continued)

The Benefits of Mentoring

According to a national study led by *MENTOR*, mentoring “helps meet the basic human need of letting young people know they matter and are not alone”. Per their 2023 study, mentoring relationships promote a strong sense of belonging in youth - an internal asset essential for healthy development. The study also reports the emotional and practical support that mentors offer, linked to positive academic, personal and professional achievements, as below:

- [Mentored] youth who experienced adversity while growing up were more than twice as likely to volunteer in their community and hold a leadership position in a club or sports team.
- 74% of those who had a meaningful mentor said that person contributed significantly to their later success in life.
- 85% of young people with a mentor said this key relationship helped them with issues related to school and their education.
- 58% percent of young people said their mentor supported their mental health.
- 60% of those under 40 years old were, years later, still drawing advice from their childhood mentors.

Overall, high-quality mentoring relationships:

- Help young people access opportunities and offer support and guidance as they navigate life challenges, and
- Can help close opportunity gaps often observed for youth growing up in poverty or in disadvantaged communities by connecting them with new networks, resources and possibilities that otherwise may not be available.

Critical exploration questions include (in addition to intentionally setting the scope and impact of the mentor relationship):

- ⇒ *Who is finding the mentoring they need?*
- ⇒ *Who is being left behind?*

CSCMC Minimum Standards of Youth Mentoring Programming:

- Provision of character-building activities that create supportive long-term relationships with caring adults and positively impact youth.
- Formal mentoring relationships that match a background screened, qualified adult with a youth, to create a structured mentoring experience with organized meetings and activities.
- Inclusion of new experiences and opportunities that positively influence participants’ pathways toward future education/training and employment, via access to career/post-secondary coaching, career exploration, career exposure, etc.
- Participation in additional professional development as determined by CSCMC, that may include workshops, coaching, facilitated peer learning, etc.
- Implementation of strategies, interventions, etc. to promote continuous youth engagement for all participants.
- Support the development of essential soft skills that facilitate youth’s transition toward adulthood.
- Integration of the support necessary to meet all participants’ unique learning needs.
- Promotion of an organization-wide trauma-informed and responsive culture for both staff and participants.
- An environment that supports a culture for staff and participants of social-emotional learning, healthy conflict resolution, etc., via integrated strategies, activities, and/or curricula.
- Promotion of youth voice and choice to support participant decision-making, planning and leadership roles at program and/or system levels.
- Implementation of strategies that support family engagement.
- Implementation of strategies to promote consistent, sufficient attendance. <https://www.attendanceworks.org/>
- Continuous review of program data, used to improve program practices on an ongoing basis.

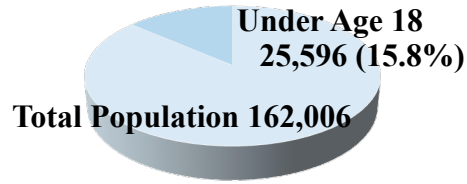
CSCMC is seeking youth mentoring programming to support these youth outcomes:

NOTE: Include those applicable to the proposed program model; additional ones may be proposed.

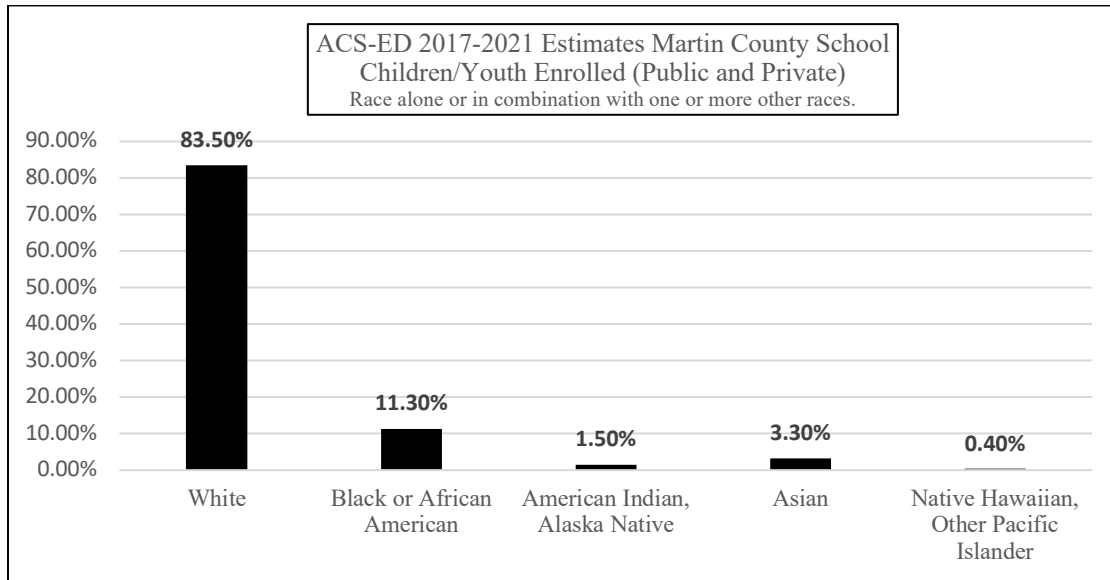
- ⇒ Reduced occurrence of juvenile offenses per Florida Department of Juvenile Justice (individual) data.
- ⇒ Reduced school truancy rates and/or increased school attendance.
- ⇒ Reduced incidence of victimization, substance abuse, and other high-risk behaviors.
- ⇒ Within content-specific interventions, increased ELA/literacy skills among youth participants.
- ⇒ Increased rates of high school graduation among youth served through mentorship, coaching, navigation, etc. interventions.
- ⇒ Documented progress for youth served through mentorship, coaching, navigation, etc. on indicators aligned with the establishment of an individualized post-secondary opportunity pathway for each participant.

Martin County Demographics

Martin County Total Population All Ages and Under 18 Years



Source: U.S. Census Bureau, July 1, 2022, Estimates



NOTE: Across total population of 21,132 **Ethnicity** represents as 26.6% 'Hispanic', 73.4% 'Not Hispanic or Latino'.

Source: *The National Center for Education Statistics.*

Martin County Youth Ages 5 to 21* by Gender, Calendar Year 2020			
Age	Male	Female	Total by Age
5 years	741	671	1412
6 years	764	689	1453
7 years	686	699	1385
8 years	683	712	1395
9 years	782	753	1535
10 years	792	746	1538
11 years	792	762	1554
12 years	826	788	1614
13 years	849	815	1664
14 years	859	797	1656
15 years	896	822	1718
16 years	844	798	1642
17 years	849	801	1650
18 years	830	756	1586
19 years	726	661	1387
20 years	702	593	1295
21 years	739	665	1404
TOTAL	13,360	12,528	25,888
Source: U.S. 2020 Decennial Census; Single-Year Age Data. *CSCMC funding includes program services to participants in accordance with the Individuals with Disabilities Education Act (IDEA).			

ALICE and Poverty Data: Martin County At-Risk Families

Our ALICE Communities

The ALICE Population (*Asset Limited Income Constrained Employed*) represents those who are working whose salaries do not match Martin County's cost of living. ALICE recognizes that though basic costs like housing, food and gas have increased, wages for existing jobs have not proportionately increased. More people are reporting that they are living 'paycheck to paycheck', where one car repair or medical bill can tip them over into a state of financial crisis. *United for ALICE, 2021*

The ALICE Household Survival Budget estimates the bare minimum cost of household necessities (associated with housing, child care, food, transportation, health care, and a basic smartphone plan), plus taxes and a contingency fund (miscellaneous) equal to 10% of the budget.

ALICE in Martin County 2021 Point-in-Time Data	
* <i>Asset Limited Income Constrained Employed</i> - Households that earn more than the Federal Poverty Level, but less than the basic cost of living for the county.	
In 2019, 24,254 households in Martin County were below the ALICE Threshold; in 2021 this number changed to 30,311- a 25% increase.	
The ALICE Report shows 44% of Martin County households are considered to be in the ALICE Population or already in poverty.	
Overall County Profile	
Population	159,942
Number of Households in Martin County	69,719 7% increase from 65,014 in 2019
Countywide ALICE Households	32% State average 32%
Number ALICE Households	22,163 Increase from 19,411 in 2019
Countywide Households in Poverty	12% Increase from 11% in 2019 State average 13%
Number Households in Poverty	8,148 Increase from 4,843 in 2019
Median Household Income	\$64,625 Increase from \$59,978 in 2019 State average \$63,062
ALICE and Poverty (Combined)	
Geographic Area	Percent
Port Salerno/Hobe Sound CCD	41% Change from 47% in 2019
Indiantown CCD	41% Change from 46% in 2019
Stuart CCD	40% Change from 43% in 2019
CCD (Census County Division): A sub-county statistical geographic area that usually represent a single contiguous area consisting of one or more communities, economic centers, or major land use areas in a county or county equivalent.	
Sources: https://www.unitedwaymartin.org/alice https://unitedforalice.org/florida	

Third Grade Reading Skill Level and High School Graduation: The Future of Youth

Certain risk factors contribute to the likelihood of graduating from high school. Research indicates that students' reading proficiency by third grade can affect their long-term academic achievement, particularly their likelihood of graduating from high school.

- One study found that 23% of students with 'below basic' reading skill levels failed to finish high school on time or *at all*, compared to 9% of students with 'basic skill levels' and 4% of students with 'proficient' reading skills.
- Additionally, 26% of students not reading proficiently in third grade and who lived in poverty for at least a year between the 2nd and 11th grades did not finish high school on time or *at all* - compared to 9% of students with 'basic' or 'below-basic' reading skills that had never lived in poverty. *Hernandez, D. J. (2011)*
- Full-time workers with a high school degree earned approximately 24% more than their counterparts without a high school degree. *U.S. Department of Labor, Bureau of Labor Statistics. (n.d.)*

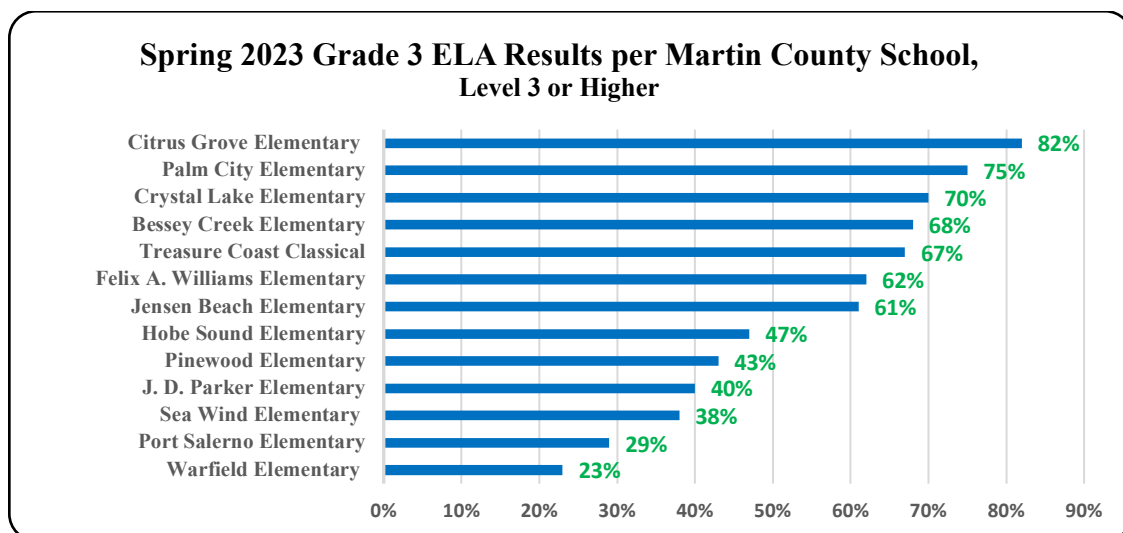
Ultimately, research supports the finishing more years of high school, and *especially earning a high school diploma*, increases health and, ultimately, increases employment prospects and lifelong earning potential. *Oreopoulos, P. (2007); Levin, H. M., Belfield, C., Muennig, P. A., & Rouse, C. (2007)*

Third Grade Reading Martin County

THIRD GRADE READING FLORIDA STANDARDS ASSESSMENT

Martin County English Language Arts Grade 3: % at Level 3 or Higher School Years 2017-18 through 2022-23					
A result of Level 3 or higher on the Florida Standards Assessments administered to Grade 3 students in the Spring of the academic year indicates a student achieved satisfactory or higher performance.					
FAST	FLKRS				
2022-23 (Spring 2023)	2021-22	2020-21	2019-20	2018-19	2017-18
51%	51%	52%	*	57%	60%
* Assessment test administrations canceled statewide.				Source: www.fldoe.org	

Of the 1,520 Martin County students included in the Spring 2023 Grade 3 English Language Assessments, **51%** achieved at proficiency (Level 3 or higher) compared to **50%** statewide. NOTE per school results below:



Third Grade Reading Martin County (Continued)

Martin County Spring 2023 Grade 3 ELA Results per School

Number & Percentage of Students Below and At or Above Proficiency (Levels 3, 4 or 5 - 2023 vs. 2022) Source: fldoc.org

Name of School	SPRING 2023				SPRING 2022 % Students at Level 3, 4 or 5
	# Students at Level 1 or 2	% Students at Level 1 or 2	# Students at Level 3, 4 or 5	% Students at Level 3, 4 or 5	
Warfield Elementary	150	77%	45	23%	18%
Port Salerno Elementary	109	71%	45	29%	29%
Sea Wind Elementary	60	62%	37	38%	39%
J. D. Parker Elementary	62	60%	42	40%	42%
Pinewood Elementary	80	57%	60	43%	41%
Hobe Sound Elementary	50	53%	45	47%	49%
Jensen Beach Elementary	36	39%	57	61%	75%
Felix A. Williams Elementary	39	38%	64	62%	68%
Treasure Coast Classical Academy	43	33%	86	67%	63%
Bessey Creek Elementary	32	32%	67	68%	65%
Crystal Lake Elementary	25	30%	57	70%	55%
Palm City Elementary	26	25%	77	75%	73%
Citrus Grove Elementary	21	18%	94	82%	69%

Red - % of tested students below target. **Green** - % of tested students at or above target of Level 3 or higher.

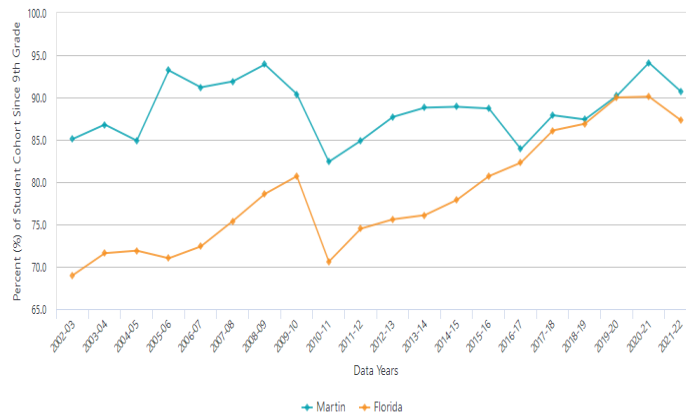
NOTE: Sites above sorted via Low to High per 2023 percent meeting Grade 3 % proficiency standard.

Riverbend Academy, Willoughby Learning Center, and Hope Center for Autism had too low of a participant count to meet criteria to report results.

High School Graduation Rate Martin County Student Population

High School Graduation Rate, Martin County vs. State of Florida

(Percent of Student Cohort Since 9th Grade, 2021-22) Source: FL Health Charts



Per the 2021-22 school year, the Martin County (overall) graduation rate was 90.7%, compared to the state rate of 87.3%, and in the 14th highest ranking among the 67 counties of Florida, with a range of 97.6% to 75.1% (lowest).

- Per the 2021-22 school year, the graduation rate of White versus Black Martin County students was 95.3% and 76.3%, respectively.
- The 2021-22 graduation rate of 'not disadvantaged' vs. 'disadvantaged'* Martin County students was 95.0% and 84.7%, respectively.

*Students determined eligible for free and reduced-price meals under the National School Lunch Program.

During the prior 2020-21 school year, the (overall) graduation rate of 94.1% was the highest achieved within Martin County since 2002-03.

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