

## **Goal 1 Strategies FY21 Shared Performance Measures**

*Result 1: All children and families have their basic needs met so that they are safe and healthy.*

### **S1.1 Provide expanded access to high quality, nutritious food in neighborhoods, early care and education settings.**

#### Difference Made

- #/% of children/families who get their immediate food needs met
- #/% of participants who utilize new nutrition skills or knowledge outside of the program

### **S1.2 Develop and implement coordinated, thorough, and timely approaches to screening, referral, and services for developmental concerns.**

#### Difference Made

- #/% of children screened, identified, and referred for developmental concerns
- #/% children identified and referred for development concerns who access appropriate services

### **S1.3 Advocate for adequate funding for TANF, SNAP, WIC, SSDI, Medicaid, childcare subsidies and CACFP.**

#### Difference Made

- #/% of policies and/or practices funded (or funding reductions prevented) that positively impact vulnerable populations
- #/% of the population projected that will be positively impacted by changes in or maintenance of funding and/or eligibility requirements

### **S1.4 Promote policies, programs and practices that support connecting parents to health care coverage.**

#### Difference Made

- #/% of children who access health care as a result of new policies, programs, and practices that connect them to health insurance and/or affordable services.

### **1.5 Be responsive to and reduce the impact of toxic stress on children, families, and communities.**

#### Difference Made

- #/% of children/families/communities referred to, and who access, services to address toxic stress
- #/% of children/families who show a reduction in toxic stress
- #/% of children who show an increase in resiliency or an improvement in emotional/behavioral functioning

*Result 2: All children and families have quality early learning experiences to promote healthy development and school readiness.*

**S1.6 Provide professional development in instructional leadership, instructional practices, data use, and early childhood teaching and learning.**

Difference Made

- #/% teachers who report that they changed a practice or acted differently as a result of professional development provided

**S1.7 Provide support for children’s social and emotional development.**

Difference Made

- #/% of children who demonstrate growth in social-emotional skills
- #/% of children meeting their milestones for social-emotional development

**S1.8 Provide training in family engagement to encompass work with all families.**

Difference Made

- #/% of participants who experience increased family engagement in their program as measured by participation in events/committees/volunteering

**S1.9 Provide high quality childcare with wrap-around family services.**

Difference made

- #/% of children who demonstrate age-appropriate developmental milestones
- #/% of children with special needs who meet their goals
- #/% of children who will enter kindergarten that are kindergarten ready

*Result 3: All children and families have literacy promoting experiences so that children are readers.*

**S1.10 Expand opportunities beyond school settings for children to have access to books and tools to support their enjoyment of reading.**

Difference Made

- #/% of children who increase their reading time
- #/% of children who demonstrate an increase in language and/or reading skills

**S1.11 Support children and families in transition to school and between schools.**

Difference Made

- #/% of organizations that implement cross school district policies and/or practices to support students transitioning between schools or school districts
- #/% of children who transition from school to school and maintain or improve attendance
- #/% of children who transition from school to school and maintain or improve academic performance

**S1.12 Support community-wide understanding about the role of parents and communities in child development.**

## Difference Made

- #/% of parents and/or community members who report that they gained new information to support their child's development
- #/% of parents and/or community members who report that they changed a practice or behavior as a result of the information obtained

**S1.13 Advocate for workplace policies that support parent participation in school activities.**

## Difference Made

- #/% of workplaces that adopt family friendly policies that encourage parental participation in schools

**S 1.14 Establish partnerships between schools and programs or organizations providing family supports.**

## Difference Made

- #/% of parents/families that have increased access to, and benefit from, supportive services

**Strategy 1.15 Provide children with supports to develop language, math, and reading skills.**

## Difference Made

- #/% of children who demonstrate increased language and reading skills
- #/% of English language learners who demonstrate increased English language proficiency
- #/% of children who show growth in their numeracy and math skills

## **Goal 2 Strategies FY21 Shared Performance Measures**

GOAL 2: By 2027, individuals and families in Cumberland County have the education, employment opportunities, and resources to achieve financial stability.

**Result 1: All individuals graduate from high school or complete a high school credential.**

**S2.1. Support targeted expanded learning opportunities for students.**

Difference Made

- #/% of students who demonstrate job-related skills, including interpersonal skills
- #/% of students who demonstrate improvement in their social-emotional skills
- #/% of students who maintain or improve academic skills.
- #/% of students with special needs who make progress on their goals
- #/% of high school students who are on-track to graduate within four years of entering high school

**S2.2. Promote career education through credit-bearing, hands-on/experiential learning opportunities for students.**

Difference Made

- #/% of students who demonstrate job-related skills, including interpersonal skills

**S2.3. Provide high school credential programming (e.g., HiSET, credit recovery) that integrates academic support with coaching, social emotional learning, and wrap-around supports for youth and adults.**

Difference Made

- #/% of participants who earn a high school diploma or credential

**S2.4. Develop district level policies and practices that provide focused supports for students most at risk for non-advancement.**

Difference Made

- #/% of high school students who are on-track to graduate within four years of entering high school
- #/% of participants who earn a high school diploma or credential

**S2.5. Support programming that eases the transition between middle and high school.**

Difference Made

- #/% of first year high school students passing core courses (English language arts, mathematics, science) at the end of the academic year

**S2.6. Promote social support systems; e.g., culturally appropriate family engagement, peer-to-peer support networks, and collaboration among agencies and organizations.**

## Difference Made

- #/% of students who earn passing grades in core subjects (English language arts, mathematics, science)
- #/% of students who demonstrate improvement in their social/emotional skills
- #/% of participants who earn a high school diploma or credential

**S2.7. Implement professional development for teachers and staff that focuses on trauma-informed and social-emotional learning.**

## Difference Made

- #/% of students who show improved behaviors based on an assessment or Individualized Education Plan
- #/% of students who earn passing grades in core subjects (English language arts, mathematics, science)

**S2.8. Implement professional development for teachers and staff that focuses on restorative practices, ensuring that students stay connected to school and community.**

## Difference Made

- #/% of students who show improved behaviors based on an assessment or Individualized Education Plan
- #/% of students who earn passing grades in core subjects (English language arts, mathematics, science)

**Result 2: All individuals complete a post-secondary degree, certification, and/or training to meet their career needs.****S2.9. Increase targeted, intensive supports to low-income, first-generation and students of color entering and enrolled in college.**

## Difference Made

- #/% of participants who earn a credential of value
- #/% of participants enrolled in college and complete the first year
- #/% of participants who earn a 2-year degree
- #/% of participants who earn a 4-year degree

**S2.10. Promote multiple career pathways into high-growth sectors through certificates, credentials of value, and degree programs for economically disadvantaged youth and adults, students of color, and English language learners.**

## Difference Made

- #/% of participants who earn a credential of value
- #/% of participants who earn a 2-year degree
- #/% of participants who earn a 4-year degree

- # of employers that implement at least practice or policy to support employee's access to educational opportunities to promote advancement (Please see [Building Thriving Workplace Policies](#) for examples)

**S2.11. Promote college aspirations through early financial planning for students and families.**

Difference Made

- #/% of participants who matriculate in college and complete the first year

**S2.12. Expand supported dual enrollment options to high school students at risk of not entering or completing college.**

Difference Made

- #/% of participants who matriculate in college and complete the first year

**Result 3: All individuals and families have the earnings/income and assets to be financially stable.**

**S2.13. Ensure individuals and families have the supports needed to access and remain in the workforce, including childcare and transportation.**

Difference Made

- #/% of individuals/families who secure quality childcare to support employment
- #/% of individuals/families who access reliable transportation to support employment
- #/% of individuals/families who access supports (e.g., SNAP, TANF, MaineCare, subsidized housing, heating assistance) to supplement income
- #/% of employers that offer family-friendly workplace policies (Please see [Building Thriving Workplace Policies](#) for examples)

**S2.14. Encourage public/private partnerships and collaborations to align the needs of employers and jobseekers to reduce barriers to and within the workplace.**

Difference Made

- #/% of individuals who earn a credential of value
- #/% of individuals who secure employment
- #/% of individuals who maintain employment for at least three months
- #/% of individuals who increase their wages and/or access to benefits
- #/% of employers that implement inclusive hiring practices (Please see [Building Thriving Workplace Policies](#) for examples)

**S2.15. Advocate for critical needs programs to ensure that individuals and families have a financial safety net.**

Difference Made

- #/% of policies that protect or broaden eligibility requirements and/or funding for critical needs programs serving low-income individuals and families

- #/% of employers that implement at least one new policy or practice to create a culture of financial wellness in their workplace (Please see [Building Thriving Workplace Policies](#) for examples)

**S2.16. Support and advocate for individual and employer incentives (e.g. Earned Income Tax Credit) to assist low-wage workers.**

## Difference Made

- #/% of employers that implement at least one new policy or practice to create a culture of financial wellness in their workplace (Please see [Building Thriving Workplace Policies](#) for examples)
- #/% of individual/employees that increase their income, earnings, or financial assets due to incentives

**S2.17. Increase individual employment options, placement, and retention.**

## Difference Made

- #/% of individuals who secure employment
- #/% of individuals who maintain employment for at least three months
- #/% of individuals who increase their wages and/or access to benefits

**S2.18. Advocate for incentives and policies that promote asset growth programming.**

## Difference Made

- #/% of individuals who increase their financial assets

**S2.19. Expand opportunities to increase household income and earnings, including entrepreneurship and small business ownership.**

## Difference Made

- #/% of new businesses still operational after one year
- #/% of individuals who increase their income, earnings, or financial assets
- #/% of individuals/partners who start a new business

**S2.20. Advocate for stable, quality jobs that are safe, pay enough to live on, and offer essential benefits.**

## Difference Made

- #/% of individuals who increase their wages and/or access to benefits through employment

**Result 4: All individuals and families can afford and access goods and services.****S2.21. Promote and ensure access to and availability of critical needs programs that lead individuals and families toward household stabilization.**

Difference Made

- #/% of individuals/families who access supports (e.g., SNAP, TANF, MaineCare, heating assistance) to supplement income
- #/% of households that access safe, stable, subsidized housing

**S2.22. Ensure individuals and families have safe shelter, temporary, supportive, and permanent affordable housing near employment hubs.**

Difference Made

- #/% of households that move from homelessness to being housed in safe or temporary housing (as measured by a self-sufficiency matrix such as Arizona, EMPATH, etc.)
- #/% of individuals/families that secure adequate, affordable permanent and/or supportive housing (as measured by a self-sufficiency matrix such as Arizona, EMPATH, etc.)

**S2.23. Increase senior housing opportunities and supports to keep seniors in their homes.**

Difference Made

- #/% of seniors who secure affordable permanent and/or supportive housing
- #/% of seniors who remain in their homes due to additional supports (e.g., homecare services, tax breaks, legal assistance)

**S2.24. Increase the number of individuals and households who have access to affordable healthcare.**

Difference Made

- #/% of individuals who secure access to affordable healthcare

**S2.25. Advocate for increasing access and affordability of regional public transportation.**

Difference Made

- #/% of communities that gain access to regional public transportation



## **Goal 3 Strategies FY21 Shared Performance Measures**

### **S3.1 Strengthen access and delivery of behavioral and physical healthcare**

#### Difference Made

- #/% of individuals who meet treatment goals
- #/% of individuals who improve their daily functioning as measured by an assessment
- #/% of clients who show a decrease in emergency department use
- #/% of clients who report a decrease or elimination in substance use

### **S3.2 Prevent, identify, mitigate, and treat adverse childhood experiences**

#### Difference Made

- #/% of children and adolescents who demonstrate improvement in emotional/behavioral functioning
- #/% of parents who implement strategies to reduce children's and families' exposure to ACEs
- #/% of children and adolescents who have reduced continued exposure to ACEs
- #/% patients screened for ACEs
- #/% of children who screen positive for exposure to ACEs and are referred for, or already receiving, appropriate services to treat underlying ACEs

### **S3.3 Create protective environments (physical environment) that reduce access to substances and lethal means**

#### Difference Made

- #/% of entities that implement policies or practices to reduce access to substances
- #/% of entities that implement policies or practices to reduce access to lethal means

### **S3.4 Promote connectedness and social networks**

#### Difference Made

- #/% of individuals who report an increase in connectedness and social networks
- #/% who show improvement in daily functioning
- #/% who report a decrease in harmful use or elimination in substance use (for those actively in recovery from substance use disorder)

### **S3.5 Teach coping and problem solving skills to enable individuals to tackle challenges, stress, and adversity**

#### Difference Made

- #/% of individuals who demonstrate improvement in problem solving and/or positive coping skills as measured by an assessment
- #/% of individuals who demonstrate improvement in their daily functioning as measured by an assessment

### **S3.6 Train others to recognize warning signs of people at risk and to take appropriate action**

#### Difference Made

- #/% of individuals identified as potentially at risk for substance misuse and referred for behavioral health services
- #/% of individuals identified as potentially at risk for suicide and referred for behavioral health services

### **S3.7 Lessen harms and prevent future risk by providing supports for individuals, families and friends, and ensuring safe reporting about an event**

#### Difference Made

- #/% of media organizations that commit to safe reporting guidelines
- #/% of additional deaths by suicide among family, peers, and other impacted groups.

### **S3.8 Strengthen economic support systems during times of financial stress and stabilize housing**

#### Difference Made:

- #/% of individuals/families that improve financial stability
- #/% of individuals/families that improve housing stability