

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