

FY20 Required Shared Performance Measures

All organizations who choose to apply under the following strategies are required to choose and report on one of the related performance measures listed in this document.

Goal 1 Strategies Shared Performance Measures Difference Made

GOAL 1: By 2027, every child in Cumberland County has quality early learning experiences beginning at birth.

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 that successfully use new nutrition skills or knowledge for the first time outside of the program
- #/% of participants that confirm regular use of new nutrition skills or knowledge outside of the program

S1.5 Be responsive to and reduce the impact of toxic stress on children, families, and communities.

Difference Made

- # and % of children/families referred to services to address toxic stress
- #/% of children that show improvement in emotional/behavioral functioning
- #/% of children who demonstrate positive coping skills and behaviors

S1.7 Provide support for children's social-emotional development.

Difference Made

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

S1.15 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 are at or above the appropriate grade level for reading
- #/% of children that show growth in their numeracy and math skills
- #/% of children who are at or above grade level for math

Goal 2 Strategies Shared Performance Measures Difference Made

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

S2.1 Support targeted expanded learning opportunities for students.

Difference Made

- #/% of students that demonstrate improved job-related skills, including interpersonal skills
- #/% of students that improve their social-emotional skills
- #/% of students that earn passing grades in core subjects (ELA, Math, Science)
- #/% of students with special needs who make progress on their goals
- #/% of high school students that are on-track to graduate high school within four years
- #/% of fourth-year high school students who graduate

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

Difference Made

- #/% of students that gain job-related skills, including interpersonal skills, as a result of engagement in internships, apprenticeships, other work experiences, or experiential learning opportunities

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 on track to earn a high school diploma
- #/% of participants that pass one or more HiSET tests toward equivalency
- #/% of participants that earn a high school credential

S2.9 Increase targeted, intensive supports to low-income, first-generation and students of color entering and enrolled in college.

Difference Made

- #/% of participants that matriculate in college
- #/% of participants that persist into the second year of college
- #/% of participants that graduate within four years for a 2-year degree and within six years for 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 that obtain a credential of value
- #/% of participants that earn a two-year college degree

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 who gain skills needed to pursue credentials of value
- #/% of individuals who increase their wages and/or access to benefits
- #/% of individuals/families that secure quality childcare to support employment
- #/% of individuals/families that access reliable transportation to support employment
- #/% of individuals/families that access supports (e.g., SNAP, TANF, MaineCare, subsidized housing, heating assistance) to supplement income

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

S2.21 Promote and ensure access to and availability of critical needs programs that lead individuals and families toward household stabilization.

Difference Made

- #/% of households that move from crisis to stable on a self-sufficiency index (such as EMPATH Bridge to Self Sufficiency or Arizona Self-Sufficiency Matrix)

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

Difference Made

- #/% of individuals/families that obtain temporary housing
- #/% of individuals/families that secure permanent and/or supportive housing

Goal 3 Strategies Shared Performance Measures Difference Made

GOAL 3: By 2027, children, adults and communities in Cumberland County have the resources and opportunities to achieve optimal health status.

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

Difference Made

- #/% of individuals who meet treatment goals
- #/% of individuals who improve their functioning or self-sufficiency 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 children and adolescents who develop healthy positive coping skills and behaviors
- #/% of parents who implement strategies to reduce children's and families' exposure to ACEs
- #/% of children and adolescents who have reduced exposure to ACEs
- #/% patients screened for ACEs
- #/% of children who screen positive for exposure to ACEs and are referred for appropriate services

S3.3 Create policies and practices that reduce access to substances and lethal means for high risk individuals.

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

S3.5 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