

## Thrive2027 Goals Framework

### Goal 1: By 2027, every child in Southern Maine has quality early learning experiences beginning at birth.

**Headline Indicator:** Reduce the reading proficiency gap to no more than 10 percentage points between all third-grade students and students from populations with historical inequities.

**2020 Baseline:** Disparity between all students and specific groups ranges from 20% to 24%.

<b>Result Statement 1</b> All children and families have their basic needs met so that they are safe and healthy.	<b>Result Statement 2</b> All children and families have quality early learning experiences to promote healthy development and school readiness.	<b>Result Statement 3</b> All children and families have literacy-promoting experiences so that children are readers.
<b>Indicators with Baseline and Current:</b>  1.1 % of children who are food insecure. Baseline 20.4%; Latest 13.9%  1.2 % of children under 6 live below 300% of the Federal Poverty Level. Baseline 15.6%; Latest 39%  1.3. of children, ages 0-36 months, have been screened for lead poisoning. Baseline 1813; Current 2321  1.4. of children under age six are uninsured. Baseline 6%; Latest 2.9%  1.5. % substantiated cases of abuse and neglect (% of households with children under 18) Baseline 4.7%; Latest 4.8%	<b>Indicators with Baseline and Current:</b>  1.6. % of children birth to 5 years old enrolled in an accredited early childhood program. Baseline 23.9%; Latest 21%  1.7. % of early childhood programs are accredited. Baseline 34%; Latest 15%	<b>Indicators with Baseline and Current:</b>  1.8. <b>28%</b> difference between 3 <sup>rd</sup> grade reading proficiency of economically disadvantaged children and non-economically disadvantaged children Baseline 28%; Latest N/A

<p>Strategies:</p> <p>S1.1 Provide expanded access to high quality, nutritious food in neighborhoods, early care, and education settings.</p> <p>S1.2 Develop and implement coordinated, thorough, and timely approaches to screening, referral, and services for developmental concerns.</p> <p>S1.3 Advocate for adequate funding for TANF, SNAP, WIC, SSDI, Medicaid, childcare subsidies and CACFP.</p> <p>S1.4 Promote policies, programs, and practices that support connecting parents to health care coverage.</p> <p>S1.5 Be responsive to and reduce the impact of toxic stress on children, families, and communities.</p>	<p>Strategies:</p> <p>S1.6 Provide professional development in instructional leadership, instructional practices, data use, trauma-informed practices, and early childhood teaching and learning.</p> <p>S1.7 Provide supports for children’s social emotional development.</p> <p>S1.8 Provide training in family engagement to encompass work with all families.</p> <p>S1.9 Provide high quality childcare with wraparound family services.</p>	<p>Strategies:</p> <p>S1.10 Expand opportunities beyond school settings for children to have access to books and tools that support enjoyment of reading.</p> <p>S1.11 Support children and families in transition to school and between schools.</p> <p>S1.12 Support community-wide understanding about the role of parents and communities in child development and resiliency.</p> <p>S1.13 Advocate for workplace policies that support parent participation in school activities.</p> <p>S1.14 Establish partnerships between schools and programs or organizations providing family supports.</p> <p>S1.15 Provide children with supports to develop language, math and reading skills.</p>
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## Goal 2: By 2027, individuals and families in Southern Maine have the education, employment opportunities, and resources to achieve financial stability

**Headline Indicator:** 70% of households pay less than 30% of their income on housing.

**Intermediate (2021) Benchmark:** 68% of households pay less than 30% of their income on housing.

**Baseline:** 65% of households pay less than 30% of their income on housing.

<b>Result Statement 1</b> All individuals graduate from high school or complete a high school credential.	<b>Result Statement 2</b> All individuals complete a post-secondary degree, certification and/or training to meet their career needs.	<b>Result Statement 3</b> All individuals and families have the earnings/income and assets to be financially stable.	<b>Result Statement 4</b> All individuals and families can afford and access goods and services.
<p><b>Indicators with Baseline:</b></p> <p>2.1. % of students graduate within four years of beginning high school. Baseline 92%; Latest 91%</p> <p>2.2. % of adults have a high school diploma or equivalency. Baseline 95.9% Latest 95%</p> <p>2.3. % of students graduate proficient in English Language Arts. Baseline 68.8%; Latest 66%</p> <p>2.4. % of students graduate proficient in mathematics. Baseline 47.5; Latest 43%</p>	<p><b>Indicators with Baseline:</b></p> <p>2.5. % of students enroll in post-secondary education within one year of high school graduation and return for a second year. Baseline 88%; Latest 82%</p> <p>2.6. % of students complete post-secondary education within six years. Baseline 47%; Latest 50%</p>	<p><b>Indicators with Baseline:</b></p> <p>2.7. % of households fall below 300% of the Federal Poverty Level. Baseline 29.7; Latest 23%</p> <p>2.8. % of households with assets and liquid assets. Baseline 32.3%; Latest 30%</p>	<p><b>Indicators with Baseline:</b></p> <p>2.9. <b>57.4%</b> of renter households are unable to afford a two bedroom rental. Baseline 57.4% Latest 66%</p> <p>2.10. % of income spent on transportation. Baseline 14.5% Latest 22%</p>

<p>Strategies:</p> <p>S2.1. Support targeted expanded learning opportunities for students.</p> <p>S2.2. Promote career education through credit-bearing, hands-on/experiential learning opportunities for students.</p> <p>S2.3. Provide high school credential programming (HiSET) that integrates academic support with coaching, social emotional learning, and wrap-around supports for youth and adults.</p> <p>S2.4. Develop district level policies and practices that provide focused supports for students most at risk for non-advancement.</p> <p>S2.5. Support programming that eases transition between middle school and high school.</p> <p>S2.6. Promote social support systems; e.g., culturally appropriate family engagement, peer-to-peer support networks, and collaboration among agencies and organizations.</p> <p>S2.7. Implement professional development for teachers and staff that focuses on trauma-informed and social-emotional learning.</p> <p>S2.8. Implement professional development for teachers and staff that focuses on restorative practices, ensuring that students stay connected to school and community.</p>	<p>Strategies:</p> <p>S2.9. Increase targeted, intensive supports to low-income, first-generation and students of color entering and enrolled in college.</p> <p>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.</p> <p>S2.11. Promote college aspirations through early financial planning for students and families.</p> <p>S2.12. Expand supported dual enrollment options to high school students at risk of not entering or completing college.</p>	<p>Strategies:</p> <p>S2.13. Ensure individuals and families have the supports needed to access and remain in the workforce, including childcare and transportation.</p> <p>S2.14. Encourage public/private partnerships and collaborations to align the needs of employers and jobseekers to reduce barriers to and within the workplace.</p> <p>S2.15. Advocate for critical needs programs to ensure that individuals and families have a financial safety net.</p> <p>S2.16. Support and advocate for individual and employer incentives (e.g. Earned Income Tax Credit) to assist low-wage workers.</p> <p>S2.17. Increase individual employment options, placement, and retention.</p> <p>S2.18. Advocate for incentives and policies that promote asset growth programming.</p> <p>S2.19. Expand opportunities to increase household income and earnings, including entrepreneurship and small business ownership.</p> <p>S2.20. Advocate for stable, quality jobs that are safe, pay enough to live on, and offer essential benefits.</p>	<p>Strategies:</p> <p>S2.21. Promote and ensure access to and availability of critical needs programs that lead individuals and families toward household stabilization.</p> <p>S2.22. Ensure individuals and families have safe shelter, temporary, supportive, and permanent affordable housing near employment hubs.</p> <p>S2.23. Increase housing opportunities and supports for older adults to help people age in their place of choice.</p> <p>S2.24. Increase the number of individuals and households who have access to affordable healthcare.</p> <p>S2.25. Support and advocate for increasing access and affordability of regional transportation.</p>
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## Goal 3: By 2027, children, adults and communities in Southern Maine have the resources and opportunities to achieve optimal health status.

**Headline Indicator:** 5515 Years of Potential Life Lost per 100,000 people.

**Baseline:** 6,128 Years of Potential Life Lost per 100,000 people.

<b>Result Statement 1</b> Individuals ages birth to 14 years have their behavioral and physical health needs met to reduce deaths by suicide and substance use disorders.	<b>Result Statement 2</b> Individuals ages 15 to 24 years have their behavioral and physical health needs met to reduce deaths by suicide and substance use disorders.	<b>Result Statement 3</b> Individuals ages 25 to 44 years have their behavioral and physical health needs met to reduce deaths by suicide and substance use disorders.	<b>Result Statement 4</b> Individuals age 45+ years have their behavioral and physical health needs met to reduce deaths by suicide and substance use disorders.
<b>Indicators with Baseline:</b>  3.1. % of middle school students have experienced depression during their lifetime. Baseline 18.7%; Latest 23.9%  3.2. % of middle school students have experienced suicidal ideation during their lifetime. Baseline 13.3%; Latest 14%  3.3. substantiated cases of abuse and neglect (total population of households with children under 18 years old-30,691). Baseline 4.7%; Latest 4.8%	<b>Indicators with Baseline:</b>  3.4. % of high school students have experienced 4 or more ACEs. Baseline 18%; Latest N/A  3.5. Rate drug-induced deaths/100,000 population Baseline 22.9 per 100,000, 185 over 3 years; Latest 28.5 per 100,000, 228 over 3 years  3.6. Rate of suicide deaths/100,000 population Baseline 12.4 per 100,000, 99 deaths over 3 years; Latest 13.3 per 100,000, 110 deaths over 3 years  3.7. Rate of alcohol-induced deaths/100,000 population Baseline 12.3 per 100,000, 107 over 3 years; Latest 10.5 per 100,000, 112 over 3 years		
<b>Strategies*:</b> S3.1. Strengthen access and delivery of behavioral and physical healthcare. S3.2. Prevent, identify, mitigate & treat Adverse Childhood Experiences (ACES). S3.3. Create policies and practices that reduce access to substances and lethal means among at risk individuals. S3.4. Promote connectedness and social networks. S3.5. Teach coping and problem-solving skills to enable individuals to tackle challenges, stress, and adversity. S3.6. Train others to recognize warning signs of people at risk and to take appropriate action. S3.7. Lessen harms and prevent future risk of suicide by providing supports for individuals, families, and friends. S3.9. Prevent death from substance use disorder by implementing evidence-based harm reduction strategies.			
		S3.8. Strengthen economic support systems during times of financial stress and stabilize housing.	
<i>* All strategies are consistent across Result Statements, except for S3.8. Tactics will vary and are specific to each Result Statement.</i>			

### **Goals 1, 2, and 3**

*The strategy below is an option for organizations who would like to contribute to Thrive2027 Goals by acting as a backbone support for collaborative projects. You must also choose a Goal and a strategy.*

Strategy: Provide backbone support to a Collaboration that has a common agenda, shared measurement and mutually reinforcing activities.