

**EDUCATE
MAINE**



**EDUCATION INDICATORS
FOR MAINE** ... 2016

WELCOME

Educate Maine is pleased to present the Education Indicators for Maine 2016 report. This is the fourth installment of this annual report developed to explore and understand Maine's entire education system beginning in early childhood and continuing throughout adulthood. This is a snapshot of that system presented through critical indicators that measure access, participation, and performance across the system. The health of the whole system is our priority. In keeping with this, no one indicator tells a complete story. Taken together, they do provide the reader a view of what is working well and where we need to invest more time and resources.

We believe that education is the key to Maine people's success therefore starting early and providing multiple pathways to gain skills and experience throughout life will provide greater opportunities for individuals, communities, and the economy. Participation in high quality educational programs during early childhood will lay the foundation on which all future success depends. Gaining skills through a variety of experiences and demonstrating proficiency in meeting rigorous and relevant standards will prepare students to continue on to college and career. Identifying a plan after high school and sticking with it will lead to productive and civically engaged citizens. And in our rapidly evolving economy, engaging in the learning process throughout adulthood will drive personal and economic growth.

The intent of this report is to establish an accurate and common foundation of data to discuss Maine's education system. This report's audience includes all education stakeholders: educators, families, students, employers, policy leaders, and advocacy groups. We hope that you find this information helpful in advancing a constructive conversation about the future of Maine's education system and the well-being of all Maine people.

Cheers,



EDMUND CERVONE
EXECUTIVE DIRECTOR
EDUCATE MAINE

This report is available at indicators.educatemaine.org.

MISSION AND ACCOMPLISHMENTS

At Educate Maine, we believe that every child has the potential to succeed. We are committed to providing the information and resources that will help every child succeed. We are committed to providing the information and resources that will help every child succeed.

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July 2016

TEN INDICATORS

These ten indicators follow the path of Maine children as they grow and learn. We look at participation in educational programs in early childhood because those experiences lay the foundation on which all future education is based. We examine performance from first grade through high school because we understand the importance of demonstrating proficiency at one level in order to be ready to achieve at the next level. Finally, we study postsecondary outcomes because, ultimately, it is educational attainment—in all its forms—that we seek to measure and celebrate.

EDUCATE MAINE MISSION GOALS
100% OF STUDENTS IN MAINE WILL GRADUATE FROM HIGH SCHOOL PREPARED FOR SUCCESS IN POSTSECONDARY EDUCATION AND THE WORKPLACE



44% OF MAINERS WHO ARE 25 YEARS AND OLDER WILL POSSESS A COLLEGE DEGREE, CERTIFICATE OR INDUSTRY CREDENTIAL, ATTAINING OR SURPASSING THE NEW ENGLAND AVERAGE BY 2019.

PAGE INDICATOR

WHERE WE STARTED (2013)

WHERE WE STAND

2019 GOALS

8 PRESCHOOL PARTICIPATION

43% of 3- & 4-year-olds were enrolled in public or private preschool
 32% of 4-year-olds were enrolled in public Pre-K
 49% of Maine school districts offered public Pre-K

45% of 3- & 4-year-olds are enrolled in public or private preschool
 36% of 4-year-olds are enrolled in public Pre-K
 72% of Maine school districts offer public Pre-K

30% of 3- & 4-year-olds will be enrolled in a public or private preschool
 64% of 4-year-olds will be enrolled in public Pre-K

9 PRESCHOOL ACCESS

10 FULL-DAY KINDERGARTEN

87% of Maine school districts offered full-day kindergarten

92% of Maine school districts offer full-day kindergarten

100% of Maine school districts will offer full-day kindergarten

12 4TH GRADE ACHIEVEMENT

39% and 47% of 4th grade students were at or above proficiency in reading and math, respectively

36% and 47% of 4th grade students are at or above proficiency in reading and math, respectively

Maine students will increase their proficiency in reading to 44% and in math to 34%

14 8TH GRADE ACHIEVEMENT

38% and 49% of 8th grade students were at or above proficiency in reading and math, respectively

35% of 8th grade students are at or above proficiency in reading and math

Maine students will increase their proficiency in reading to 45% and in math to 47%

16 HIGH SCHOOL ACHIEVEMENT

49% of 11th grade students were at or above proficiency in reading and math

48% and 46% of 11th grade students are at or above proficiency in reading and math, respectively

70% of Maine students in grade eleven will be proficient in reading and math

19 COLLEGE-GOING & PERSISTENCE

85% of Maine students graduated from high school
 62% of Maine students enrolled in college within one year of graduating from high school
 86% of Maine first-year students returned for a second year at a college institution

85% of Maine students graduated from high school
 62% of Maine students enrolled in college within one year of graduating from high school
 86% of Maine first-year students returned for a second year at a college institution

90% of Maine students will graduate from high school
 66% of Maine students will enroll in college within one year of graduating from high school
 88% of Maine first-year students will return for a second year of college

20 COLLEGE COMPLETION

50% of Maine students graduate college on-time, B point gap

47% of Maine students graduate on-time, compared to 57% across New England, B point gap

Close the college completion gap with New England

21 COLLEGE COST & DEBT

The average net cost of college for Maine students was higher as a percent of per capita income than New England: 40% vs 38%

The average net cost of college for Maine students is higher as a percent of per capita income than New England: 49% vs 37%

Maine students will pay annually the same per capita income for college as the New England average

22 MAINERS WITH COLLEGE DEGREES & CREDENTIALS

Maine students had a higher annual debt burden as a percent of per capita income than New England: 77% vs 74%

Maine students have a higher annual debt burden as a percent of per capita income than New England: 47% vs 35%

Maine annual student debt burden will be the same as the New England average
 44% of Mainers will hold a college degree, certificate, or industry credential



MAINE'S ACHIEVEMENT GAP

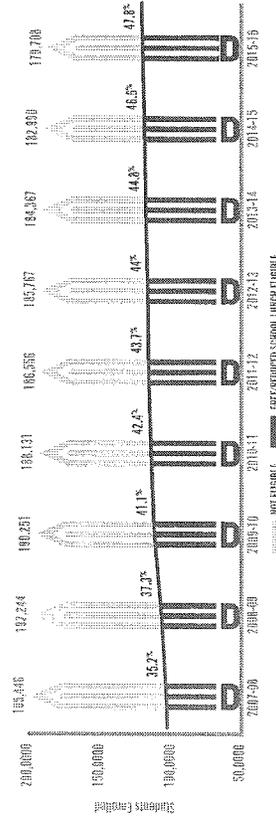
Maine public school enrollment has shrunk by almost 10% over the last nine years—a decrease of about 20,000 students. Even as the overall number of students has declined, the proportion of economically disadvantaged students in Maine's classrooms has risen steadily in recent years. For the 2015-2016 school year, almost one in two public school students was economically disadvantaged, compared to about one in three only a decade ago. Economically disadvantaged is defined using the eligibility criteria for the National School Lunch Program, which provides free and reduced-price school meals to children living in households with income at or below 185% of the poverty level. In dollar terms for Maine families, this is \$44,955 for a household of four.

The statewide figures indicate a broad trend, but the proportion of economically disadvantaged students also varies significantly by region. Ten years ago, only two Maine counties—Piscataquis and Washington—had more than one-half of public school students eligible for subsidized meals. Today, eight counties have eligibility rates above 50%, and six counties are above 60%. Cumberland County's rate of 35% is the lowest, and Somerset's rate of 70% of students eligible for free and reduced-price lunch is the highest.

The achievement gap refers to the difference in outcomes for economically disadvantaged students and their higher income peers. Family socioeconomic status continues to be one of the strongest predictors of student academic success. Financial hardship, developmental delays, and other factors can pose negative effects on the educational outcomes of economically disadvantaged students. This gap can form early in life and, left unaddressed, can widen and follow a child throughout schooling. As the data in this report demonstrates, the achievement gap manifests itself across Maine's education pipeline, in preschool enrollment, standardized test scores, graduation rates, college enrollment, and completion.

TOTAL PUBLIC SCHOOL ENROLLMENT IS PERCENT ELIGIBLE FOR FREE/REDUCED SCHOOL LUNCH

Although Maine public school enrollment has shrunk by almost 10% over the last nine years, the share of economically disadvantaged students has steadily increased.



NOTE: In this report, Maine's achievement gap is presented with economically disadvantaged student data shown in maroon and non-disadvantaged student data shown in bright green. SOURCE: Maine Department of Education Data Resource and Bowdoin College

THE ACHIEVEMENT GAP BETWEEN ECONOMICALLY DISADVANTAGED STUDENTS AND THEIR PEERS IS ROUGHLY

40%

LARGER AMONG STUDENTS BORN IN 2001 THAN THOSE BORN 25 YEARS EARLIER.¹²

EARLY CHILDHOOD

High quality early childhood education lays the foundation for future success and is a powerful and proven economic investment. Research indicates that for every \$1 spent, early learning initiatives provide benefits to society of roughly \$8.60.¹⁰ Children who attend high quality preschool are more likely to succeed in school and, in years to come, be gainfully employed and earn more money. They are less likely to need remediation to enter the criminal justice system, or to need public assistance. If we are serious about solving the attainment goals in this report, we need to commit to providing high quality early childhood education to all Maine children.

This report measures preschool participation and access as indicators of the state's early childhood education efforts. The data shows that Maine has seen a decrease in the number of children participating in high quality programs that operate through a public school system. In order for this to happen, we need affordable, accessible preschool options in all Maine communities. This is best achieved through the public school system. Progress has been made in increasing access through a law requiring universal preschool by the 2017/18 school year (Public Law Chapter 581).¹² Both legislative bodies now must focus on securing and maintaining funding to support this commitment.

Increasing access is the next step in our commitment to early childhood education, but the positive effects of early learning initiatives depend on their quality and attendance. Quality preschool programs provide a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children. We need to ensure that increased preschool programs have the supports and resources necessary to succeed in this pursuit. We also need to release our state budget to allow us to understand the importance of education in those early years.



PRESCHOOL PARTICIPATION

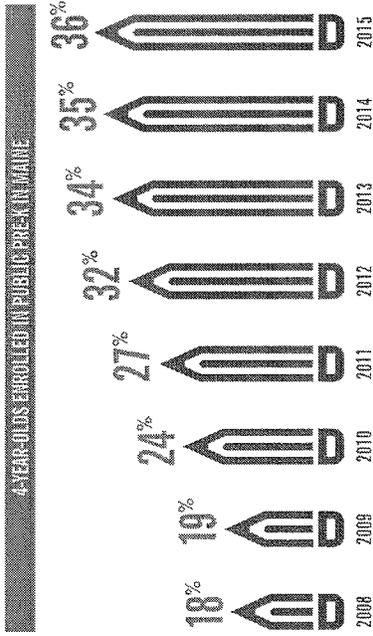
More than two out of every five Maine Children (45%) ages 3 and 4 are enrolled in either a public or private preschool program. This is just below the U.S. average (47%) and is 13 points lower than the New England average (58%). Maine 3- and 4-year-olds attend preschool at a rate 6 percentage points higher than 10 years ago. Over the same period, the rate of preschool participation in New England increased by 3 percentage points and nationwide by only 1 point.

In 2015, 36% of Maine 4-year-olds enrolled in public Pre-K. This represents significant progress. Less than 10 years ago only 16% of Maine 4-year-olds enrolled in these public programs. Maine 4-year-olds attend public Pre-K at a greater rate than New England (23%) and the Nation (29%).

Preschool participation rates across family income levels show that Maine's achievement gap starts early in life. Children living in a family earning less than 200% of the federal poverty level enroll in preschool at a rate 12 points lower than children from higher-income families. This is particularly troubling considering economically disadvantaged children benefit the most from early educational intervention.

Excluded from these statistics are children receiving "informal care" by friends, parents, or neighbors. Providing resources and training to these informal settings (serving an estimated 33-55% of children under age 5 with working parents) can improve the overall quality of early education.¹⁰

WHERE WE ARE
45% (3- AND 4-YEAR-OLDS ENROLLED IN PUBLIC OR PRIVATE PRESCHOOL)
36% (4-YEAR-OLDS ENROLLED IN PUBLIC PRE-K)
50% OF 3- & 4-YEAR-OLDS WILL BE ENROLLED IN A PUBLIC OR PRIVATE PRESCHOOL BY 2019
64% OF 4-YEAR-OLDS WILL BE ENROLLED IN PUBLIC PRE-K BY 2019



SOURCE: Maine Institute for Child Evaluation Research. <http://maineipr.org/pubs/2015-preschool-2015-data.pdf>



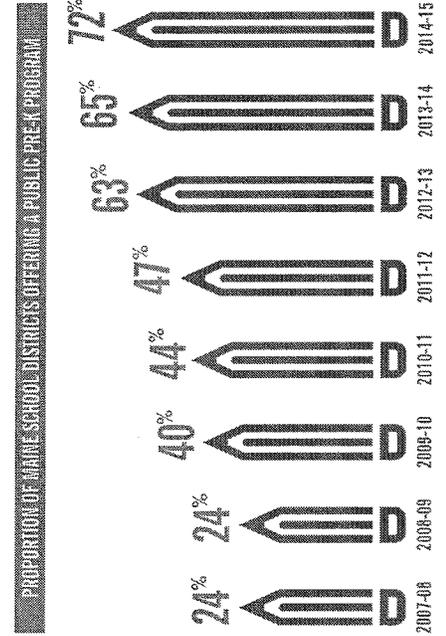
PUBLIC PRESCHOOL ACCESS

Public Pre-K is currently available in 72% of Maine's school districts. By the 2017/18 school year, universal voluntary public Pre-K is required by law (Public Law Chapter 561, 126th Legislature). Maine is a geographically large and rural state with almost half of the children ages 3 and 4 from low-income backgrounds. High-quality public preschool is therefore a critical priority as we continue to address the achievement gap across the education pipeline. This law will move Maine closer to the goal of 100% Pre-K access in all school districts.

Despite this important legislation, funding challenges will hinder progress towards the expansion of public Pre-K. While state funding is available to support classrooms once they are up and running, start-up costs are not covered by the state. Start-up costs can be significant, as much as \$500,000 in larger districts. If we are serious about expanding access, we need to ensure that districts have the resources they need to open their doors to Pre-K students.

Improving access to early childhood education is critical to improving participation. We cannot expect participation to increase if access is limited due to available seats or cost. With expanded public access, we can expect that more families that utilize the public education system will enroll their children and participation will continue to increase.

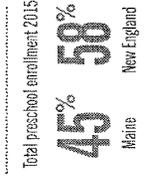
WHERE WE ARE
72% (DISTRICTS OFFERING PUBLIC PRE-K)
MAINE WILL OFFER CONSISTENT AND QUALITY PUBLIC PRE-K PROGRAMMING TO 100% OF MAINE 4-YEAR-OLDS BY 2019



SOURCE: Maine Department of Education

CHILDREN FROM ALL SOCIOECONOMIC BACKGROUNDS REAP THE LONG-TERM BENEFITS OF QUALITY PRESCHOOL.¹⁰

PRESCHOOL ENROLLMENT 3- AND 4-YEAR-OLDS, PUBLIC AND PRIVATE



SOURCE: Maine Department of Education, <http://www.maine.gov/education>

FULL-TIME EARLY EDUCATION FROM BIRTH TO KINDERGARTEN WOULD INCREASE THE HIGH SCHOOL GRADUATION RATE FOR CHILDREN FROM LOW-INCOME FAMILIES TO¹²

90%



FULL-DAY KINDERGARTEN

In Maine, 92% of school districts offer full-day kindergarten. While this figure represents a significant increase from 51% in 2002, Maine currently trails full-day kindergarten rates across New England (96%).

The transition to full-day kindergarten is an important evolution in our educational system as it seeks to anticipate the needs of our modern workforce. All students in kindergarten—regardless if they are in a half- or full-day program—are expected to master the same standards. We cannot hold students to high standards if we do not provide them an equitable start.

Full-day kindergarten is a critical component of the early childhood continuum as it allows students to build upon the foundation provided by high quality early learning programs and to better prepare for elementary school. Children who attend full-day kindergarten have greater reading and mathematics achievement gains than those in half-day classes. Kindergarten is also a critical time to identify and address learning challenges—saving resources in the long-term and increasing the odds that children will be successful in school.

Together, quality preschool programs and full-day kindergarten increase academic achievement and work to close Maine's enduring achievement gap.

WHERE WE ARE

92% OF DISTRICTS

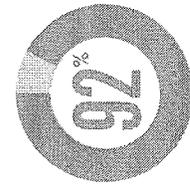
GOALS

100% OF MAINE SCHOOL DISTRICTS WILL OFFER FULL-DAY KINDERGARTEN BY 2019

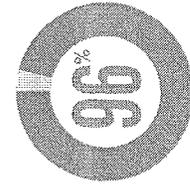
FULL-DAY KINDERGARTEN IN MAINE VS. NEW ENGLAND, 2016

92% of Maine School districts offered full-day kindergarten in 2015. This is an increase from just 51% in 2002.

MAINE



NEW ENGLAND*



*DISTRICTS WITH FULL-DAY KINDERGARTEN

DISTRICTS WITHOUT FULL-DAY KINDERGARTEN

SOURCE: State Department of Education website.

BY AGE 5, A TYPICAL MIDDLE CLASS CHILD RECOGNIZES

22

LETTERS OF THE ALPHABET, COMPARED TO

9

FOR A CHILD FROM A LOW-INCOME FAMILY.¹⁸

1ST-12TH GRADE

The years spent in 1st to 12th grade mark an important developmental time in students' lives. Students begin to use the foundation they built in the early years to expand their learning. The third grade marks a time in life when students begin to transition from "learning to read" to "reading to learn."

Those who participate in high quality early education settings and experience regular positive interaction with adults and other children, come better prepared than those who do not. They use these school years to build their knowledge in key content areas as well as in critical skills such as problem solving and teamwork that will prepare them to succeed in postsecondary educational pursuits and find a rewarding career.

Maine educator's work hard to see that students graduate high school prepared to succeed in life. Maine has one of the highest high school graduation rates in the country—a point of pride—but too many of those students aren't moving on to the next stage with all of the skills and knowledge necessary to succeed. This makes education and career pursuits difficult, and limits opportunities.

Maine is committed to addressing this issue by ensuring that all children have an opportunity to gain the skills and experiences they need in life, regardless of where they live in the state. Maine has committed to moving to a proficiency-based learning system that uses rigorous standards, and encourages educators to provide different learners with multiple pathways to demonstrate their competencies. All students (by law) will graduate with a profile that demonstrates their proficiency and mastery of key standards and priorities. This measurable student-centered approach moves us toward a more equitable system where every Maine student can succeed.

The following sections measure the progress of these commitments through the end of 2017 and ultimately their ability to complete the education path to all children. As we have seen a difference in success for economically disadvantaged students in the early years, we will continue to follow the progress of these students throughout their education years and focus on the following report. It will address indicator status globally and then highlight state achievement gaps that exist between our students from low- versus high-income families.



4TH GRADE ACHIEVEMENT

Fourth grade testing provides the first quantitative measure of how well we are preparing our students for academic and vocational success. Students who do not read proficiently by the 3rd grade (reflected in 4th grade scores) are four times more likely to drop out than proficient readers.²⁰

The 4th and 8th grade achievement indicators are based on National Assessment of Educational Progress (NAEP) data. Thirty-six percent of Maine students in 4th grade were reading at a proficient or better level in 2015. This marks no movement in this statistic since 2007. In 2007, Maine trailed the New England average by five points, but the gap has since grown to seven points.

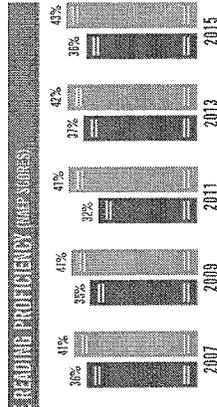
Forty-one percent of Maine students in 4th grade tested proficient or better in math. This represents a break in the upward momentum of the past 10 years, and is four points below the New England average of 45% (which also fell).

WHERE WE ARE 36% (READING) 41% (MATH)

GOALS 44% OF MAINE 4TH GRADERS WILL DEMONSTRATE READING PROFICIENCY AND 54% WILL DEMONSTRATE MATH PROFICIENCY BY 2019

36%

READING

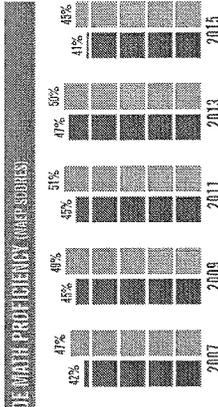


35% of Maine students were at or above proficiency in reading in 2015

MAINE NEW ENGLAND

41%

MATH



41% of Maine students were at or above proficiency in math in 2015

MAINE NEW ENGLAND

SOURCE: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/ipeds/datacenter>



4TH GRADE (ACHIEVEMENT GAP)

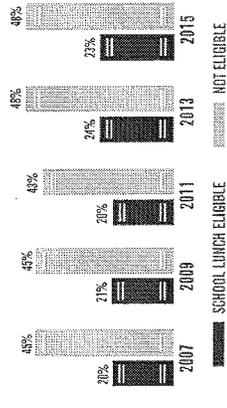
Economically disadvantaged students are less likely to demonstrate academic proficiency than their higher income peers. In 4th grade, this achievement gap is 25 points in reading and 28 points in math. Put another way, approximately half of the students from higher income backgrounds are proficient in reading and in math, compared to only a quarter of economically disadvantaged students. These are large achievement gaps that have not improved since 2007.

Improving proficiency for all students while also addressing the achievement gap needs to be a focus across the education pipeline. Interventions in early childhood and in the early elementary grades will set all students up for success in 4th grade and beyond and work to close the achievement gap.

4TH GRADE READING ACHIEVEMENT GAP (NAEP SCORES)

25

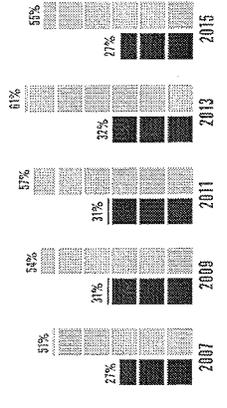
READING ACHIEVEMENT GAP



4TH GRADE MATH ACHIEVEMENT GAP (NAEP SCORES)

28

MATH ACHIEVEMENT GAP



SOURCE: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/ipeds/datacenter>

ONE IN SIX CHILDREN WHO ARE NOT READING PROFICIENTLY IN THIRD GRADE FAIL TO GRADUATE FROM HIGH SCHOOL ON TIME AT

4X

THE RATE OF THEIR PROFICIENT PEERS.¹³ OF



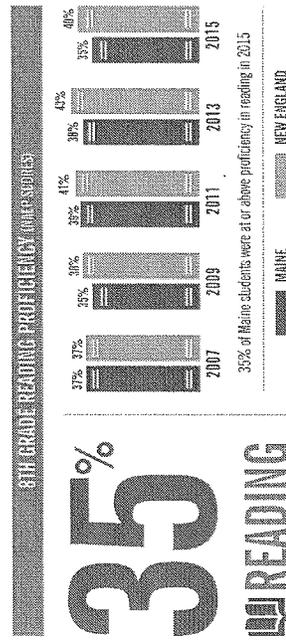
8TH GRADE ACHIEVEMENT

Middle school marks an important transition in our education system. Performance through 8th grade is a strong indicator of how a student will perform in high school and beyond.

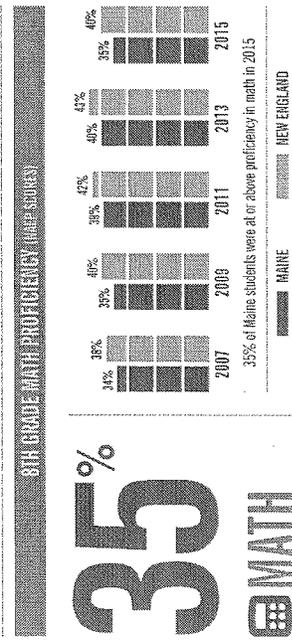
Across Maine, 35% of 8th graders scored proficient or higher in reading and in math in 2015. Forty percent of 8th graders in New England scored proficient or better in reading and math. Maine's 2015 8th grade NAEP scores reversed the trend of stable reading proficiency and increasing math proficiency over the last 10 years. This downturn is a concern, and the performance of our 8th graders needs to improve.

WHERE WE ARE 35% (READING) 35% (MATH)

45% OF MAINE 8TH GRADERS WILL DEMONSTRATE READING PROFICIENCY AND 47% WILL DEMONSTRATE MATH PROFICIENCY BY 2019



35% READING



35% MATH

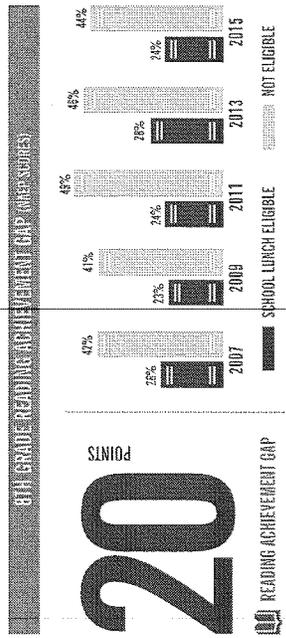
Source: Maine Department of Educational Progress (MEDEP), <http://dep.state.me.gov/naep/naep.html>



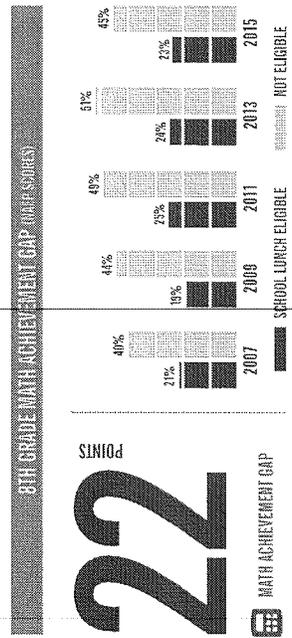
8TH GRADE (ACHIEVEMENT GAP)

Focusing on statewide achievement alone masks the stark achievement gap between economically disadvantaged students and their higher income peers. While 35% of Maine 8th graders are proficient in reading and 35% in math, only 24% (Reading) and 23% (Math) of economically disadvantaged students scored proficient or better. In contrast, their higher income peers almost met the indicator goal, with 44% (Reading) and 45% (Math) scoring proficient or better.

Comparing 4th to 8th grade, the achievement gaps decrease slightly by 8th grade, from 25 to 20 points in reading and 28 to 22 points in math. Still, a wide margin endures that will carry into high school.



20 READING ACHIEVEMENT GAP



22 MATH ACHIEVEMENT GAP

Source: National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/ipeds/datacenter/>

SINCE 2007, MAINE'S 8TH GRADE READING AND MATH ACHIEVEMENT GAPS HAVE GROWN. THE READING ACHIEVEMENT GAP INCREASED BY 4 POINTS, AND THE MATH ACHIEVEMENT GAP BY

3

POINTS.



HIGH SCHOOL ACHIEVEMENT

Eighty-eight percent of Maine high school seniors graduated in 2015. Economically disadvantaged students are graduating at a lower rate than their higher income peers. This is an improvement from 85% in 2012. Maine graduation rates top the New England average (87%).¹²¹

Over the last two years, Maine's state assessment program moved from the New England Common Assessment Program (NECAP) for Grades 3-8 and the SAT for high school to a new assessment, Smarter Balance. In the spring of 2016, Maine changed its statewide testing once again, reinstating the SAT and designing and administering a new Maine Educational Assessment (MEA). These changes cause a break in the analysis of trends in student performance. In essence, with these changes at the state level, Educate Maine and its Indicators Report will be starting a new baseline of performance once the new MEA scores are available.

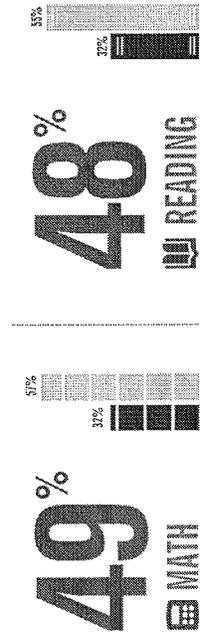
Maine continues to have a strong high school graduation rate when compared to its New England and national counterparts. As the state transitions to awarding proficiency-based diplomas across eight content areas, student preparation for postsecondary learning and work will rise and the achievement gap will decrease.

WHERE WE ARE

88% GRADUATE FROM HIGH SCHOOL, 48% PROFICIENT IN READING,
49% PROFICIENT IN MATH

90% OF MAINE STUDENTS WILL GRADUATE FROM HIGH SCHOOL BY 2019
70% OF MAINE STUDENTS IN GRADE ELEVEN WILL BE PROFICIENT IN READING
AND MATH BY 2019

11TH GRADE PROFICIENCY IN MAINE, 2014 (% OF STUDENTS FOUR ADEQUATE PROFICIENT)



MAINE SCHOOL LUNCH ELIGIBLE

NEW ENGLAND NOT ELIGIBLE



HIGH SCHOOL ACHIEVEMENT

INCREASING MAINE'S HIGH SCHOOL GRADUATION RATE TO

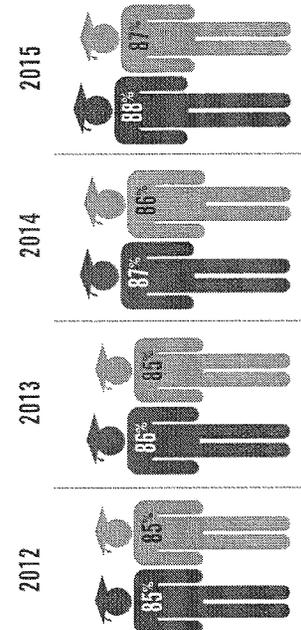
90%

WOULD RESULT IN \$15 MILLION MORE IN ANNUAL EARNINGS AND

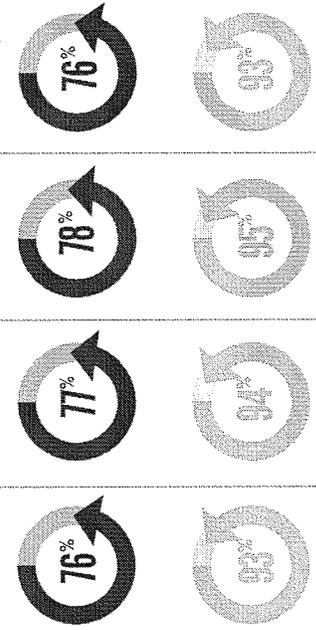
\$2.5

MILLION MORE IN STATE AND LOCAL TAX REVENUES.¹²²

HIGH SCHOOL GRADUATION RATES



MAINE'S ACHIEVEMENT GAP



MAINE SCHOOL LUNCH ELIGIBLE

NEW ENGLAND NOT ELIGIBLE

SOURCE: Maine Department of Education Data Warehouse

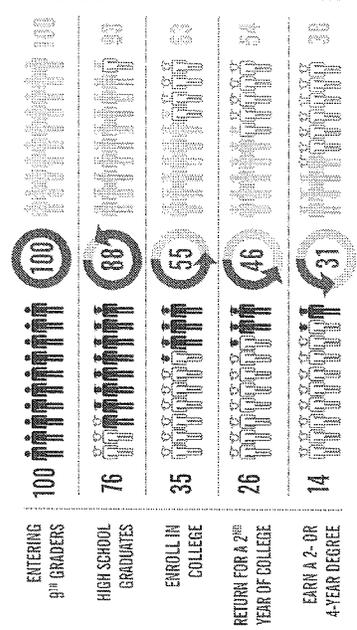
POSTSECONDARY

By 2018, the demand for college-educated workers in Maine is projected to be seven times greater than for high school graduates.¹⁵⁷ Moreover, the overwhelming majority of high-growth jobs will require education beyond high school.¹⁵⁸ This ranges from military service to technical training to a college degree. The Maine economy needs all of these options. Maine workers benefit, as well. Every increase in educational attainment comes with higher lifetime earnings.¹⁵⁹

Maine's population is aging. As a large segment of the workforce teaches technical skills, Maine does not have enough people to fill those employment gaps or meet new needs. This is a concern across industries and can't be met in the way of automation growth. We need to look to traditional college-age students as well as adults already in the workforce to reverse this trend. Through the projected completion of college degrees and acquisition of professional credentials, Maine's workforce can meet the needs of our state's economy.

Maine experiences a "funnel effect" in secondary and postsecondary education, with students lost at each successive level, from graduating high school through completing a college degree. For every 100 ninth graders entering a Maine high school, at least 88 complete high school in four years, 55 will enroll in college, 46 will continue to the second year of college, and 31 will earn a college degree within six years after high school graduation. Among economically disadvantaged students, the funnel is much steeper, and only 14 entering 9th graders will complete a college degree within ten years, compared with 38 of their higher income peers.

THE MAINE EDUCATION FUNNEL EFFECT AND ACHIEVEMENT GAPS



The following sections look at measures of aspiration, persistence, access, and completion. This is where all prior educational investments come to bear.

SCHOOL LUNCH ELIGIBLE
NOT ELIGIBLE
ALL MAINE STUDENTS

SOURCE: Maine Department of Education, National Student Achievement

COLLEGE-GOING & PERSISTENCE

College-going and persistence rates have been relatively stable over the past 10 years and continue to fall short of our goals. Across college-going and persistence rates the achievement gap endures, further underlining the importance of supporting economically disadvantaged students throughout the education pipeline.

Approximately 6 out of 10 Maine students enter college in the fall immediately following high school graduation. This shows little improvement from 2009 when only 57% of students enrolled directly in college. Only 46% of economically disadvantaged students enroll in college in the year after high school, compared to 68% of their higher income peers.

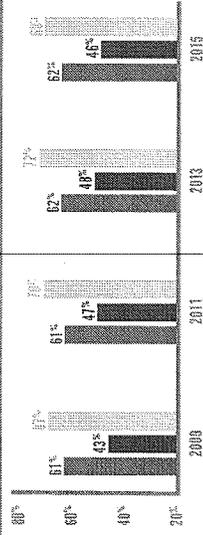
After their first year, 83% of Maine students persist towards a college degree. Economically disadvantaged students persist at a rate of 74% and higher income students at a rate of 88%. Postsecondary education is a considerable financial investment. Ensuring that students persist through college to realize this investment is a critical priority, especially for economically disadvantaged students.

WHERE WE ARE

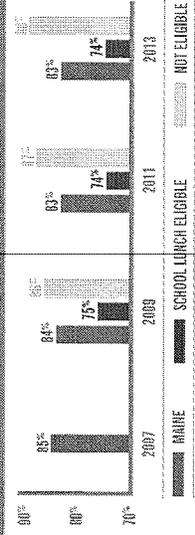
COLLEGE-GOING 62%, COLLEGE PERSISTENCE 83%

66% OF MAINE STUDENTS WILL ENROLL IN COLLEGE WITHIN ONE YEAR OF GRADUATING FROM HIGH SCHOOL BY 2019, 88% OF MAINE FIRST-YEAR STUDENTS WILL RETURN FOR A SECOND YEAR OF COLLEGE BY 2019

MAINE, COLLEGE ENROLLMENT IN THE FALL AFTER HIGH SCHOOL GRADUATION



MAINE - FIRST SECOND-YEAR COLLEGE PERSISTENCE



THE NUMBER OF ECONOMICALLY DISADVANTAGED MAINE HIGH SCHOOL GRADUATES ENROLLING IN COLLEGE NEARLY DOUBLED BETWEEN 2008 AND 2014, FROM 1,385 TO

2,748

STUDENTS.¹⁵⁷



COLLEGE COMPLETION

Just under half (47%) of first-time Maine college students will graduate (in 150% of normal time from the same institution). Maine college completion rates have been decreasing—from 52% in 2007 to 47% in 2014. New England rates remain relatively stable around 57%.

College completion rates at Maine's community colleges are decreasing—from 29% in 2007 to 22% in 2014—yet remain well above the New England average of 17%. Maine's public university completion rate (48%) trails New England's significantly (65%). Private college completion in Maine is 70%, compared to 74% across New England.

Maine's achievement gap continues into college. Among Mainers entering four-year colleges and universities, there is a completion gap of 16 points—higher than the national gap of 14 points—among students who receive Pell grants, federal grants for economically disadvantaged students, and those who do not qualify. Thirty-six percent of Pell students who started at a Maine institution in 2007 earned a degree by 2013, compared with 52% of students with higher incomes.¹⁰¹

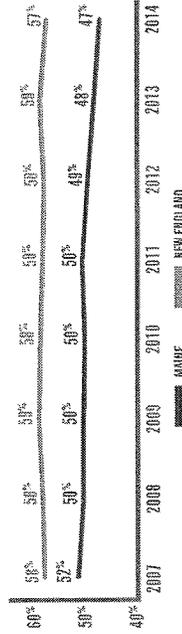
WHERE WE ARE

MAINE 47%, NEW ENGLAND 57%

GOAL GOALS

CLOSE THE COLLEGE COMPLETION GAP WITH NEW ENGLAND BY 2019

COLLEGE COMPLETION RATES: MAINE VS NEW ENGLAND



SOURCE: Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics¹⁰¹

STUDENTS WHO DO NOT GRADUATE FROM COLLEGE ARE THREE TIMES AS LIKELY TO DEFAULT ON THEIR LOANS.¹⁰²



COLLEGE COST & DEBT

The actual cost of college to families (the net price) is the most important measure of college cost and affordability, but it requires context. Although the average net cost at two- and four-year-degree granting colleges and universities in Maine is \$4,000 less than the New England average, it is higher as a share of income. In 2013-14 the average net cost of college was 39% of Maine per capita income, compared to 37% across New England. While this gap has decreased, we need to ensure that college is just as affordable for Maine students as it is for our New England neighbors.

Most students and families need to borrow money to pay for college. Again, the average debt burden of a Maine student needs to be placed in context of annual income. Maine students on average borrow \$400 less per year than the New England average, but this represents a greater share of per-capita income for Maine students (17%) than New England students (13%). This gap has persisted for several years.

If we want to increase college-going, persistence, and completion, we need to manage cost and debt burdens. It is not enough to keep tuition prices low; we also need to address the income side of the equation by supporting a labor market that provides comparable wages and income growth over time.

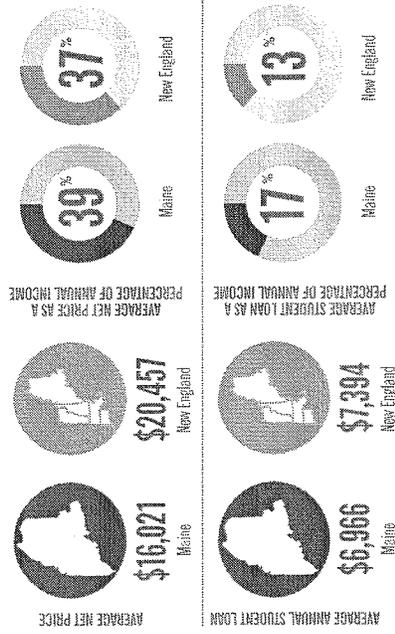
WHERE WE ARE

MAINE STUDENTS SPEND 2 PERCENTAGE POINTS MORE OF THEIR PER CAPITA INCOME FOR COLLEGE THAN THE NEW ENGLAND AVERAGE. MAINE ANNUAL STUDENT DEBT BURDEN IS 4 PERCENTAGE POINTS HIGHER THAN THE NEW ENGLAND AVERAGE.

GOAL GOALS

MAINE STUDENTS WILL PAY ANNUALLY THE SAME SHARE OF PER CAPITA INCOME FOR COLLEGE AS NEW ENGLAND BY 2019. MAINE ANNUAL STUDENT DEBT BURDEN WILL BE THE SAME AS THE NEW ENGLAND AVERAGE BY 2019.

COLLEGE COST IN MAINE VS NEW ENGLAND (2013-2014)



SOURCE: Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics¹⁰²

MAINE RANKS

6TH

HIGHEST IN THE NATION IN AVERAGE STUDENT DEBT (\$30,908) AND 8TH HIGHEST IN PROPORTION OF GRADUATES WITH DEBT (68%) AMONG STATE RESIDENTS WHO COMPLETED BACHELOR'S DEGREES IN 2015.¹⁰¹

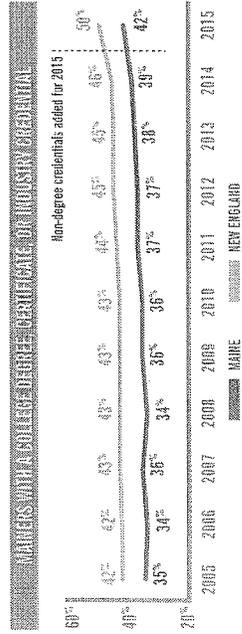


MAINERS WITH COLLEGE DEGREES & CREDENTIALS

Educate Maine's principal goal is that 44% of Mainers age 25 or older will possess a college degree, certificate or industry credential by 2019. To meet current and future workforce needs, most Mainers will need to complete some form of postsecondary training - whether two-year, four-year, or advanced college degrees, or professional credentials and certificates that can be earned in educational settings and on the job and hold value in the labor market.

While annual state-level estimates from the U.S. Census track adults with college degrees, they do not tell us about professional credentials or certificates. Estimates published in 2016 suggest that 2% of working-age Mainers hold a high-quality certificate as their highest earned credential. Maine falls below the New England average of 3.3% and the national average of 4.9%.¹²⁰ The percentage of Mainers holding college degrees alone has increased from 35% in 2005 to 40% in 2015. Maine is below the 2015 average of 46% in New England, but is just above the 39% U.S. average. College degree attainment has grown slightly faster in Maine than in New England and the nation over the past decade.¹²¹ Adding the 2% of Mainers with a certificate but no degree brings us to 42% of adults holding a high-quality certificate or degree in 2015. With the continued support of these credential-granting institutions and learners of all ages, Maine is on track to meet our 44% goal by 2019.

WHERE WE ARE
MAINERS WITH COLLEGE DEGREES AND CREDENTIALS:
MAINE (42%), NEW ENGLAND (50%)
44% OF MAINERS WILL HOLD A COLLEGE DEGREE, CERTIFICATE, OR INDUSTRY CREDENTIAL BY 2019



¹²⁰ Adult age 25 and older.
¹²¹ SOURCE: U.S. Census Bureau, American Community Survey, Year Estimates, Lifetime Education

BY 2020,
TWO-THIRDS

66%

OF THE 237,000 PROJECTED JOB OPENINGS IN MAINE WILL REQUIRE POSTSECONDARY EDUCATION BEYOND HIGH SCHOOL.¹²⁴

TAKE ACTION!

WHAT YOU CAN DO:

We each have a role to play in improving Maine's education pipeline. Together we can prepare Maine's students and adult learners for success and positively impact Maine's future prosperity.

Families

- ✓ Get your child to school on time every day, ready to learn.
- ✓ Know what it takes to help your child learn, understand academic requirements and help your child reach them.
- ✓ Make sure your child takes challenging courses in English, math and science.
- ✓ Support teacher professional development.
- ✓ If you believe your child needs extra help, ask for it.
- ✓ Get involved by communicating with teachers, participating in school events, and attending school board meetings.

Educators

- ✓ Commit to ongoing communication with students and parents about each student's academic progress.
- ✓ Implement a variety of support systems and instructional practices that will ensure the success of students.
- ✓ Use data to inform instructional practices.
- ✓ Offer rigorous classes.
- ✓ Advocate for professional development.

Business

- ✓ Encourage your employees to get involved in their child's education by attending parent-teacher conferences, volunteering in schools, mentoring, etc.
- ✓ Encourage your employees to continue their education.
- ✓ Offer tuition reimbursement.
- ✓ Offer paid internships to students.
- ✓ Share your hiring criteria with students, parents and educators — explain what you are looking for in terms of knowledge, skills, and attitudes.
- ✓ Support professional development for educators.

Elected Officials

- ✓ Work with your colleagues to positively impact the ten indicators highlighted in this report.
- ✓ Visit a school and a classroom and find out what educators in your area need most in order to improve student performance.
- ✓ Support programs, rules and/or laws that increase participation in and make more accessible high quality early childhood programs.

Community

- ✓ Engender a culture of high academic expectations from your school's district administration, faculty and students.
- ✓ Visit schools, talk with teachers and students, attend school board and town budget meetings.
- ✓ Become a student mentor.
- ✓ Be informed about what is needed for students and schools to be successful in today's economy.
- ✓ Support professional development for educators.



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The University of Maine

College of Education and Human Development

Maine Schools in Focus: Addressing Educational Inequality—The Power of Public Preschools

October 20, 2016 In the News, Maine Schools in Focus, News, Outreach

Enrolling three- and four-year-olds in public preschool programs has received increasing support over the past decade and a half. The number of children in state-funded programs nationally has grown from 14 percent in 2002 to 29 percent (Reardon et al., 2016). Research reports are now emerging that track the long-term effects of preschool learning. The early start that educationally disadvantaged children get in preschool appears to offset the long-standing patterns of educational inequality that have plagued our schools—a pattern where poorer children enter kindergarten one year behind their wealthier peers and often fall further behind as their schooling continues.

According to Sean Reardon at Stanford and his co-researchers, children entered kindergarten in 2010 with stronger academic and school readiness skills than was the case in the late 1990s. Public preschools contributed to this effect, one that also reduced the “inequality gap” between low-income and high-income students and between non-white and white students (Reardon et al., 2016). It’s important to keep in mind that many high-income children have had, and continue to have, access to private preschools. Our investment in public preschools appears to offset some of the “early lead” enjoyed by these more privileged children.

No longitudinal data are available for Maine’s children, but we have clearly begun to invest in public preschools. In 2009, 24 percent of Maine school districts offered voluntary preschool enrollment; in 2013, 63 percent did. Public preschool enrollment has grown each year since 2006; by 2013, 34 percent of the state’s 4-year-olds attended public preschool programs operating a minimum of 10 hours per week (NIEER, 2015). Our funding formula now provides for additional “weighted subsidy” to districts offering preschool.

Maine, nevertheless, ranks 33rd in state spending for public preschools (well below our overall standing in per pupil expenditures, K-12). Maine and eight other states spent less than \$2,500 per preschool student in 2012-13 compared to a national average of \$4,629 (NIEER, 2015). The distribution of public preschools in Maine appears to indicate that wealthier suburbs and very small rural districts are less likely to have programs and that many RSUs and SADs seem more likely to have them (MDOE; 2015 resident enrollment tables).

Researchers, however, caution that simply providing preschool programs does not, by itself, yield the benefits found in some studies. The National Institute for Early Education Research identifies 10 “quality indicators” of effective programs. Maine, statewide, meets five of these standards. But beyond the programs themselves, Reardon and his associates suggest that parental participation and “changes in children’s homes” have helped to narrow educational inequalities. They point to more widespread acknowledgement of the importance of early learning, literacy, and brain research and to wider availability of materials from pediatricians’ offices and regional health initiatives (Reardon et al., 2016).

With the promise of increasing federal support in the near future, Maine districts have ample reason to consider investing in early learning programs specifically aimed at children who are likely to start school “behind.” While some districts with substantial populations of such children have already invested, others have yet to do so. Mounting a new program for four-year-olds certainly

requires budgetary, personnel, and facilities planning (such as repurposing the available classroom space in many elementary schools). But most importantly, it means reaching out to families, educating them about the benefits, and welcoming them and their small children into school.

Our state contributes 43 percent of what we spend per preschool child. Nationally, states' contributions average 87 percent of what is spent per child (Barnett et al, 2014). Education officials, the governor, and the legislature must wrestle with the difficult choice of greater state funding for preschool vs. many other worthy programs and services. The potential long-term benefits of public preschool, however, deserve very serious attention in this debate.

This is an opportune time for local schools and school boards to plan early learning programs, particularly for students whose backgrounds might disadvantage them. The Maine Department of Education offers helpful guidance in this respect, as does the Maine Association for the Education of Young Children. A key to making these opportunities address long-standing inequalities throughout the PreK-12 experience will be the engagement of parents early and often.

Sources: Barnett, W., M. Carolan, J. Squires, and K. Brown (2014). *The state of preschool 2013: First Look*. National Center for Educational Statistics, U.S. Department of Education. (nces.ed.gov); NIEER (2015). *The state of public preschool 2014*. National Institute for Early Education Research (nieer.org); Maine Department of Education (maine.gov/doe/dataresources/warehouse.html); Reardon, S., J. Waldfogel, and D. Bassok (2016). "The good news about educational inequality." *New York Times Sunday Review* (August 8, 2016).

Maine Schools in Focus is intended to share information that stimulates thinking, planning, and action to fulfill the mission of Maine's preK-12 schools. Submissions must present ideas and data relevant to schooling in Maine and pose questions and suggest avenues for policy and action. They must be limited to 750 words.

Contact: Gordon Donaldson at schoolhouse@maine.edu

PATH TO A BETTER FUTURE: The Fiscal Payoff of Investment in Early Childhood in Maine

Summary of University of Maine Economics Professor Philip Trostel's
Independent Cost-Benefit Analysis of Early Childhood Investments in Maine

The first five years of life are the most critical in shaping a child's lifelong learning and skill building capacity. Among the most effective strategies for long-term economic success is ensuring that our youngest children receive the supports and developmental experiences they need to succeed in school. Research on brain development and educational achievement shows that early development of language, social, emotional, and cognitive skills is crucial for preparing children to do well in school and life. Children who receive high-quality early care and education are more likely to arrive at the kindergarten door prepared for success. They are more likely to succeed in grades K-12, graduate on time, attend college, become employed, earn higher wages, and avoid criminal justice system involvement—all consequences that have major cost implications for governments and taxpayers.

From a fiscal cost-benefit perspective, high-quality early childhood education is one of the smartest investments we can possibly make in Maine. Increasing high-quality early childhood education does not constitute increased sustained government spending. Rather, it represents a reallocation of public investments to higher return capacity-building and preventive services and away from lower-return remediation and late-stage intervention. The real fiscal internal rate of return of investments in high-quality early childhood education in Maine is 7.5%. The much more costly course of action would be to continue the status quo: inadequate early childhood investments necessitating expensive and often unsuccessful remedial efforts.

"Although some children who start behind catch up, and some who start down a promising path veer off, to a large extent life outcomes are determined by the trajectories created before children start school."

Dr. Philip Trostel

Early knowledge and skill accumulation have a self-productive aspect, analogous to the compound interest phenomenon in financial investments, but even more

pronounced. As Nobel prize-winning economist James Heckman says, "Early learning begets later learning and early success breeds later success." This is precisely why upstream early childhood investments have such a high payoff, and why downstream remediation efforts are much more expensive and much less effective.

Nationally, economists have calculated economic rates of return between 7% and 10% (and benefit-cost ratios from \$3 to \$17 for every dollar invested) for early education programs serving children from low-income families. That is why early education initiatives are no longer viewed as just a school readiness strategy or as a way to close the achievement gap. Mounting evidence suggests that investments in early education should also be considered an economic development strategy.

In the fall of 2012, a group of private, nonpartisan businesses, foundations and individuals commissioned University of Maine Economics Professor Philip Trostel to conduct a fiscal cost-benefit analysis of the impact of increased early childhood education investments in Maine. Specifically, the group asked Dr. Trostel to estimate the costs,

benefits, and return on investment of a high-quality early childhood education system that serves children from low-income *Maine* families. These children were targeted to promote greater equality of opportunity and to increase the fiscal payoff through increased economic productivity and public savings. To conduct the cost-benefit analysis, Dr. Trostel assumed a proposed integrated system of high-quality early childhood education from birth through age four that includes comprehensive services, and the availability of high-quality full-day, year-round programming.

KEY EARLY EDUCATION PROGRAM FEATURES ASSUMED IN ANALYSIS

- **Comprehensive and coordinated services**
- **High quality** (*providers at highest levels on Maine quality rating scale*)
- **Mostly full-day** (*at least six hours per day*)
- **Year round** (*48 weeks per year*)
- **Continuous from birth through age 4**
- **Voluntary participation**
- **Targeted to children from low-income families**

Census data suggest that almost 47% of Maine's children under age five—or about 32,631 children—live in families with incomes

below 200% of the federal poverty level. These children would be eligible for subsidies under the program Dr. Trostel analyzed. About 70% of the eligible children (22,842) could be expected to participate annually.

Cost per child: The proposed program cost would be an estimated \$10,200 per child per year for preschoolers and \$13,100 for infants and toddlers. After subtracting family co-payments and reallocating current expenditures, the average weighted cost per child per year would drop to \$6,700. That translates to \$26,200 per child for the average length of participation. After accounting for savings attributable to the program's early outcomes, the net cumulative cost would fall to \$20,100 per participating child.

Total system cost: The total system cost for the estimated number of participating children would be \$267 million annually. Some of this cost would be covered by reallocating part of the \$102 million annually that Maine currently invests in early childhood development. Family co-payments, made on a sliding fee scale, would cover another 13% of the new costs. After those reductions, the net initial cost would be \$154 million. After accounting for savings attributable to the program's outcomes, the net initial cost would fall to \$118 million per year. The bulk of this would come from public funding. However, private foundations, businesses and individuals could assist by partnering with government.

COST-BENEFIT NUMBERS

Additional investment required for each child (5 year total):

\$26,200

Resulting government savings per child prior to kindergarten:

\$6,100

Resulting government savings per child during K-12 years:

\$25,700

The initial public cost is fully recovered by:

Age 14

Total lifetime government savings/fiscal benefit for each child:

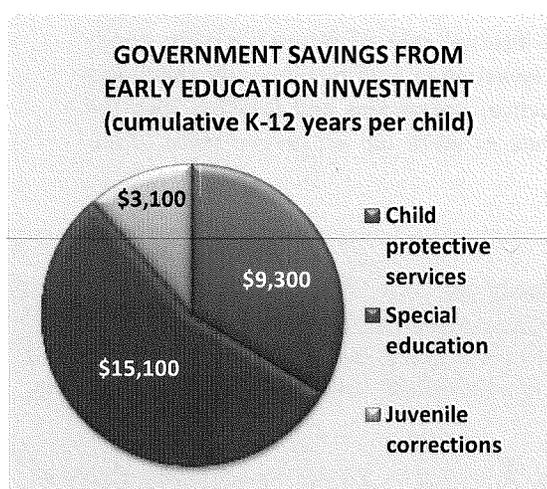
\$125,400

Real fiscal internal rate of return on investment:

7.5%

Fiscal Benefits

1. **More parents would be able to work, pay higher taxes, and rely less on social assistance** as their children receive high-quality early care. This would immediately offset \$3,300 of the initial public cost per participating child. Child protective services spending would also drop immediately, offsetting another \$2,800 of the initial cost per child.
2. **Government spending in Maine would drop by \$25,700 per child during the K-12 years**, due to reduced costs for interventions associated with children who do not receive high-quality early education and do not proceed on track to high school graduation:



Special education savings would total \$15,100 per program participant.

Juvenile corrections savings would be \$3,100 per program participant.

Child protective spending would decrease, adding another \$9,300 in savings.

Grade retention would decrease, producing minor savings. However, fewer children would drop out of school.

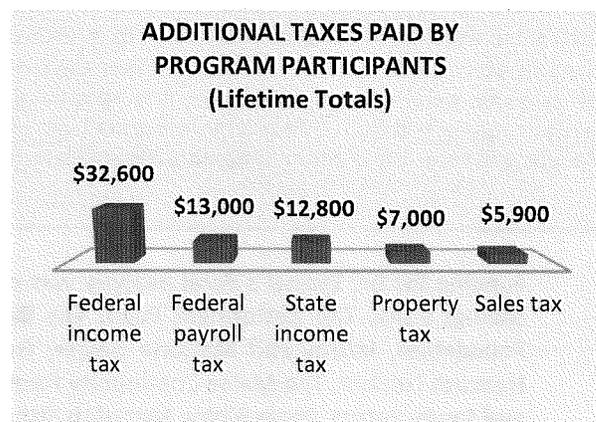
The associated added cost through high school graduation, adjusted for reduced retention in grade would be \$1,800 per child.

3. **Additional savings would occur throughout the program participant's lifetime.** Public spending on prisons and jails would fall by almost \$3,000 per participant.

Spending on Medicaid, Supplemental Security Income, and other public assistance would be reduced, conservatively, by \$23,860 per participant.

4. **Tax revenues would increase** due to the higher educational achievement and earning potential of children who receive high-quality early education:

Over his or her lifetime, each participant in the Maine program would pay an estimated \$32,600 more in federal income taxes, \$13,000 more in federal payroll taxes, \$12,800 more in state income taxes, \$7,000 more in property taxes, and \$5,900 more in sales taxes. For state and local governments alone, the additional taxes would be \$25,700 per participant.



Return on Investment

The cumulative lifetime fiscal savings and tax benefit to government would be \$125,400 per child—4.8 times greater than the initial fiscal cost.

The initial public cost of the program would be fully recovered through cost savings by the time a child reaches age 14. After that point, the program would pay for itself many times over.

In present value at birth using a 3% real discount rate, the net fiscal payoff per child would be more than \$25,700.

The real fiscal internal rate of return for investing in a high quality early education system in Maine is, conservatively, 7.5%. A 7.5% internal rate of return* is very good; however, this rate does not represent the primary benefit of investing in high quality early childhood education. The primary benefit is healthier and more productive, prosperous and fulfilling lives for Maine children. * *The internal rate of return is the discount rate at which the net present value of the investment's costs equals the net present value of its benefits.*

ABOUT THE COST-BENEFIT ANALYSIS

A group of private, nonpartisan businesses, foundations and individuals commissioned Dr. Trostel to conduct a fiscal cost-benefit analysis of the impact of increased early childhood education investments in Maine. Specifically, the group requested that Dr. Trostel estimate the fiscal costs, benefits, and return on investment of a high-quality early childhood education system that serves children from low-income Maine families.

Dr. Trostel conducted his research and analysis from July 2012 to April 2013. As part of his analysis, he assumed a proposed, integrated system of high quality early childhood education from birth through age four that includes: comprehensive services; providers that are at the highest levels (Step 3 and 4) on the Maine quality rating scale; and the availability of full-day, year round programming. Dr. Trostel assumed the system would target children birth through age four from families with incomes below 200% of the federal poverty level. Assumptions also included an equal number of children participating in each age cohort, and a 70% participation rate for each age cohort and family income range.

Dr. Trostel's analysis considered data from existing prekindergarten, Head Start/Early Head Start, early intervention and special education, and home visiting services as well as child care subsidies. Dr. Trostel used an analysis of Head Start and Early Head Start by Besharov et al. (2007) to help estimate the cost of a high-quality early childhood development program for Maine. Adjustments were made for differences in programming and dosage between Head Start and the proposed program. The analysis aggregated early childhood investments from birth through age four and estimated a weighted-average cost, fiscal benefit, and fiscal rate of return. **For more detailed information, see Dr. Trostel's full report at www.maineecgc.org.**

Funding for Dr. Trostel's fiscal analysis was provided by Eleanor Baker and Thomas Saturley, Bangor Savings Bank, The Betterment Fund, The Bingham Program, Jim and Jennifer Clair, Sam L. Cohen Foundation, Jeffrey and Marjorie Geiger, Gorham Savings Bank, The John T. Gorman Foundation, Hancock Lumber, The Maine Community Foundation, MMG Insurance, Susan and Jackson Parker, John and Sandy Peters, Paula Silsby, Meredith Strang Burgess, Unum, and WBRC Architects/Engineers.

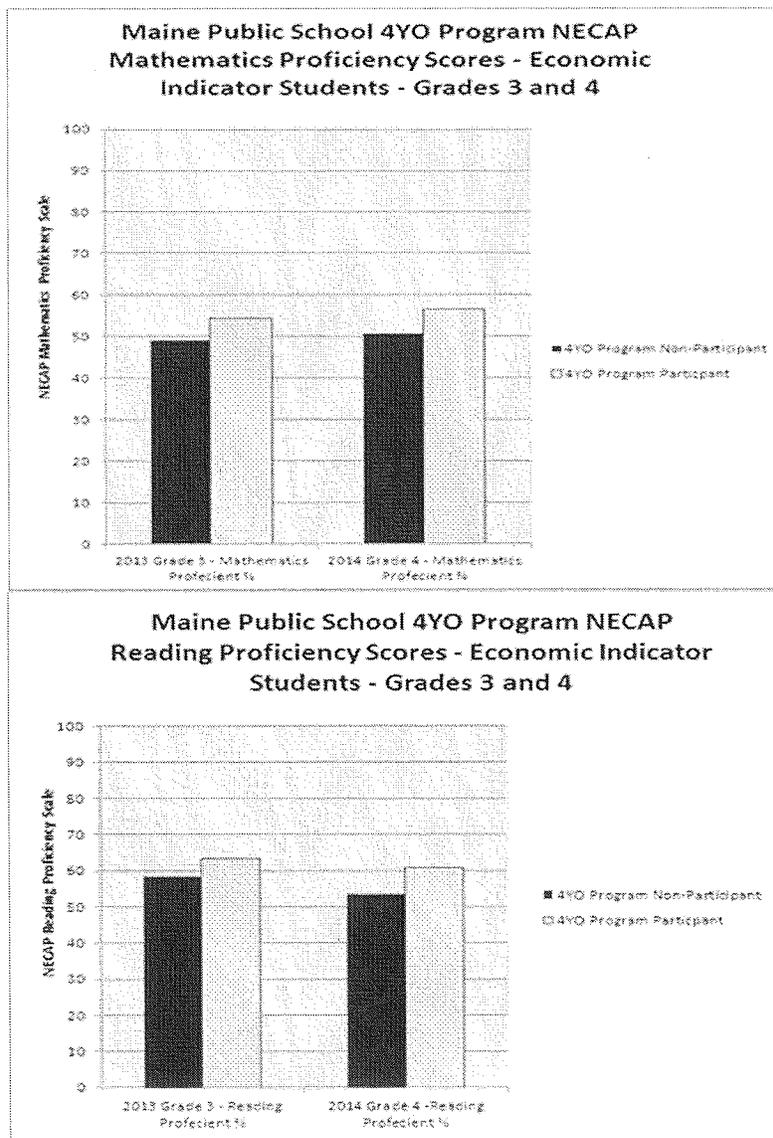
Data from Maine DOE's Preschool Expansion Grant Application (2013 and 2014)

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

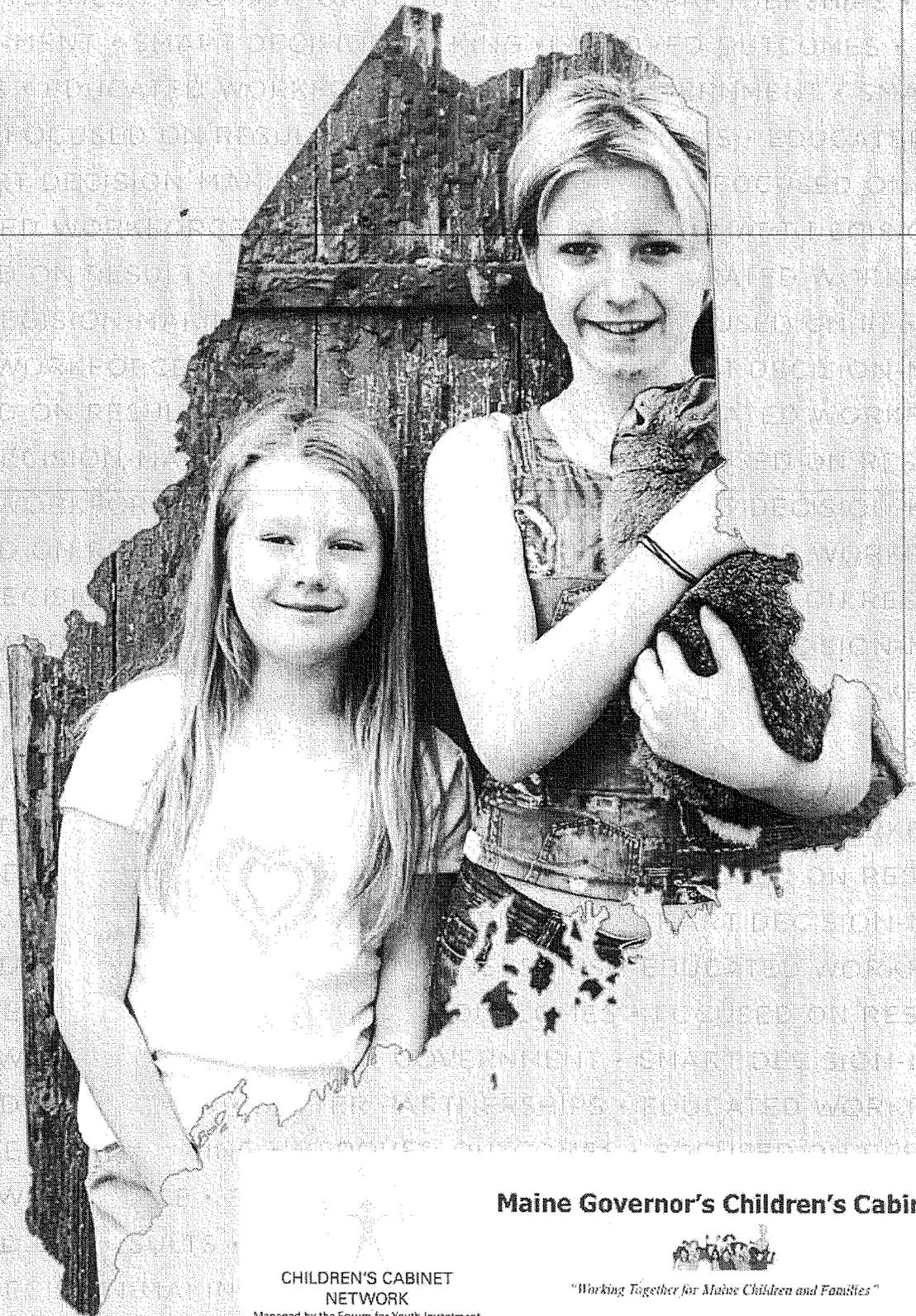
The SLDS is currently being used to track student progress from public four-year-old (4YO) programs into third and fourth grade. Recently, children who participated in the 4YO program and were identified with the free/reduced lunch economic indicator showed significant positive outcomes on the third grade State assessments and those outcomes carried forward on the fourth grade assessments. Maine DOE needs to explore these gains and explore details in SAUs with the highest scores. As more preschool program participation data become available and additional Preschool-3rd progress indicators are identified the scope of the SLDS will be expanded.

As noted previously, the goal of the early childhood component of the State Longitudinal Data System (SLDS) is to include Early Learning and Development (ELD) programs in the SLDS to capture child, program and early childhood educator data, and develop a process and practice for examining the interaction of those data elements on child outcomes that could allow longitudinal connections with the K-12 data.

The data system utilizes the decision support business intelligence system developed as part of the SLDS data warehouse. The reporting system includes snapshots and data tables that allow users to filter and break out data by years, programs and demographics as well as to compare program performance. The system provides both public and secure role-based access.



MAINE GOVERNOR'S CHILDREN'S CABINET



CHILDREN'S CABINET
NETWORK

Managed by the Forum for Youth Investment

Maine Governor's Children's Cabinet



"Working Together for Maine Children and Families"

EDUCATED WORKFORCE • EFFICIENT GOVERNMENT • SMART DECISION-MAKING • IMPROVED OUTCOMES • FOCUSED ON RESULTS • BETTER PARTNERSHIPS

When budgets are tight, families count on leaders to make smart decisions that are more efficient while also improving outcomes for kids. By coordinating across systems, the Children's Cabinet works to share limited resources among state agencies while identifying new funding streams from federal grants to the private sector. The Children's Cabinet has generated a net of over \$40 million in new money for kids in Maine, including federal and private dollars.

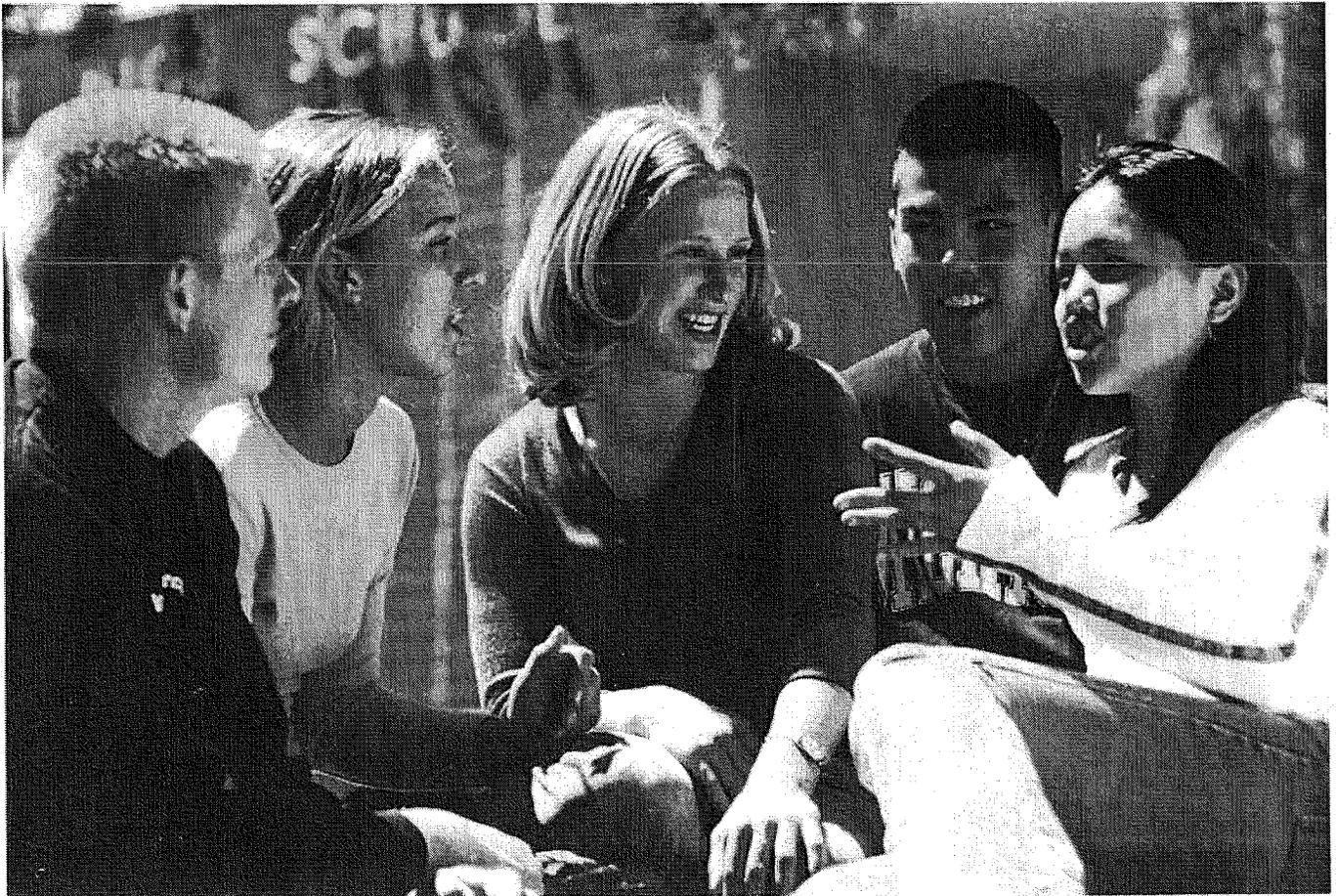
About the Children's Cabinet:

Established in 1995, and legislated in 2001, the Maine Governor's Children's Cabinet has as its members the commissioners of the five child-serving state agencies: Education, Health and Human Services, Corrections, Public Safety, and Labor, and the Governor's policy advisors. The Children's Cabinet promotes collaboration between child and youth serving state agencies and helps them to work more efficiently and effectively in partnership with local collaboratives for kids in Maine.

Vision:

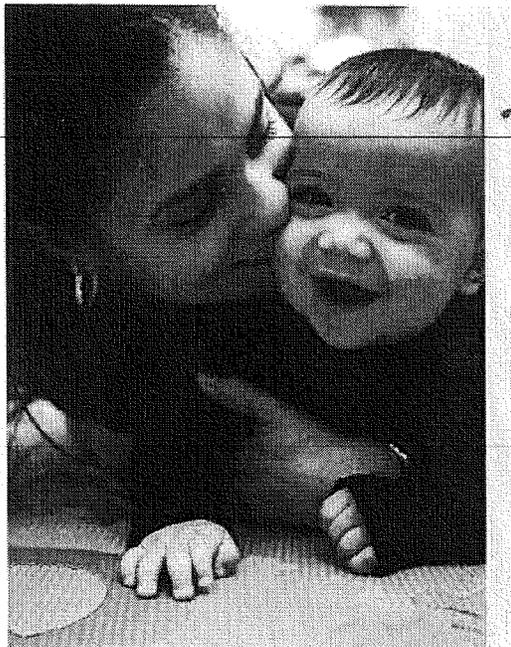
The vision of the Maine Children's Cabinet is comprehensive and focuses on:

- Children succeeding in school
- Youth preparing to enter the workforce
- Families living safe and healthy lives
- Communities keeping children and families at the heart of all decisions



"A strong and effective Children's Cabinet can improve coordination and efficiency across state departments and local levels of government; mobilize resources around the governor's priorities for children; facilitate a holistic approach to serving children; and strengthen partnerships with the non-profit and private sectors."

— NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES



The Maine Children's Cabinet has:

- Identified barriers to effective services and improved the decision-making process across state agencies, especially for young children as well as youth in transition.
- Created the Maine Marks Trend data website to track and communicate child-well-being changes over time and strengthen accountability for public decision-makers.
- Aligned workforce-ready programs (run by the Department of Labor) and Career and Technical Centers (run by the Department of Education) so that more young people will be educated and prepared to enter Maine's workforce.
- Led the development of Maine's first Educare Center, a statewide demonstration site for the highest quality early childhood instruction, family supports, and professional development, to improve school-readiness and reduce special education costs.

Children's Cabinet Keeps Maine Children Connected

The Children's Cabinet has leveraged over \$5 million to keep high risk youth in Maine connected and on the path to educational success. To help kids stay on track, the Children's Cabinet established the Keeping Maine's Children Connected Initiative (KMCC), so that students who experience a disruption in their education can get re-connected as soon as possible. When a student ends up in the juvenile justice system or simply experiences a change in foster home and adoption placement, or residential treatment, his/her education is easily knocked off track. Research has shown that it takes 4 to 6 months for students who move around a lot to recover academically from a transfer.

The Maine Governor's Children's Cabinet is a member of the Children's Cabinet Network, which represents a bi-partisan group of over twenty states.

Learn more about the Maine Governor's Children's Cabinet at
WWW.MAINE.GOV/CABINET

MAINE GOVERNOR'S CHILDREN'S CABINET:

smart decisions for kids



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The Children's Cabinet Network is managed by the Forum for Youth Investment. Across the country, Children's Cabinets are systematically changing the fragmented and ineffective ways that states typically do business for children and youth. The Forum for Youth Investment is a nonprofit, nonpartisan "action tank" dedicated to helping states and communities make sure all young people are Ready by 21st - ready for college, work and life. For more information contact Elizabeth Gaines, Director of the Children's Cabinet Network, at elizabeth@forumfyi.org.

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Maine Governor's Children's Cabinet

John Elias Baidacci
Governor, State of
Maine



"Working Together for Maine Children and Families"

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Karen Baldacci
First Lady

Chair, Maine Governor's Children's
Cabinet

November 6, 2010

CABINET MEMBERS:

Susan Gendron, Commissioner,
Dept. of Education

Brenda M. Harvey,
Commissioner, Dept. of Health
& Human Services

Anne H. Jordan, Commissioner,
Dept. of Public Safety

Martin Magnusson,
Commissioner, Dept. of
Corrections

Laura Fortman, Commissioner,
Dept. of Labor

Patrick Ende, Karla Black,
Deborah Friedman, Senior
Policy Advisors, Office of the
Governor

EXECUTIVE STAFF:

James Beougher, DHHS

Valerie Seaberg, Education

Barry Stoodley, Corrections

Denise Lord, Corrections

Janet D. Joyeux, Public Safety

Ned McCann, Labor

SENIOR STAFF:

Bobbi Johnson, Holly Stover,

Ansley Newton, Chairs,
Regional Children's Cabinets

Guy Cousins, Office of
Substance Abuse

Joan Smyrski, DHHS
Children's Behavioral Health
Services

Melanie Arsenault, Labor

Mary Lucia, Public Safety

Renna Hegg, Corrections

David Stockford, Education

Dan Despard, DHHS
Office of Child/Family Services
Child Protection

Patti Woolley, DHHS
Early Childhood

CHILDREN'S CABINET STAFF:

Susan Savell, Communities for
Children and Youth

Lauren Sterling, Office of the
Governor

Erin Frati, Support Staff

Dear Governor LePage Transition Team Members:

It is my honor to provide the enclosed information, as a helpful tool in guiding the new administration's leadership relating to establishing efficiencies and improved coordination across the child and youth-serving agencies known in Maine as the Governor's Children's Cabinet.

My colleague Susan Savell and I are privileged to have worked across two administrations beginning with Angus King and more recently the Baldacci administration guiding and staffing the very complex nature of this national model for executive level systems and policy coordination towards improved child and youth outcomes.

As noted in the enclosed report, this cross-systems work has leveraged or saved Maine tax-payers over \$40 million in the past ten years, while producing significant improved outcomes in education, health, prevention, and work-ready areas for Maine's neediest children, youth and families.

You will find in this report and related materials, *highlights* of Children's Cabinet successes, measurable trend data outcomes, areas still in need of improvement, the authorizing statute, and **three key recommendations** for where and how the LePage Administration could lead in creating greater change and at the same time maintain efficiencies, quality, and effective coordination across services and systems prenatal to age 24.

We stand ready to assist your team in moving forward with this important executive leadership structure.

Sincerely,

Lauren Sterling
Maine Governor's Children's Cabinet

Maine Governor's Children's Cabinet Transition Report and Recommendations

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Maine Governor's Children's Cabinet Facts

History and Development:

- Established in 1995 and formalized by an executive order by Governor Angus King in 1996.
- Adopted by the Maine State Legislature in statute in 2000.
- Composition: 5 Commissioners of child and youth serving state agencies, including: Health and Human Services, Education, Labor, Corrections (Juvenile Services), Public Safety and Governor's Education and HHS policy directors.
- Chief Justice attends as regular partner.
- Meets once a month as a Sub-Cabinet after the Governor's full Cabinet meeting.
- Legislative mandate expanded focus to include interagency coordination and pooling funds to maximize resources (Title 5: Chapter 439: CHILDREN'S CABINET HEADING: PL 1999, C. 785, §3). (See enclosed statute).

Children's Cabinet Mission: To provide cross-agency coordination, and program and policy development with a common mission -- to measurably improve the well being of Maine's children, youth, and families through evidence-based practices and strength-based approaches to positive child and youth development.

Vision: Based upon the belief that *children's needs are best met within the context of relationships in the family and community*, our vision for children is focused in three parts:

The value we place on children and youth...

- Children respected, safe and nurtured in their communities;
- Children succeeding in school and schools succeeding for children; and
- Youth prepared to enter the work force.

The value we place on families...

- Families having opportunities to work and play;
- Families recognizing the rewards and responsibilities of raising children; and
- Families living safe and healthy lives.

The value we place on communities...

- Communities capable of meeting the needs of children and families in all of their diversity;
- Communities creating collaborative partnerships;
- Communities promoting and modeling clear standards of behavior; and
- Communities keeping children and families at the heart of all decisions.

PUBLIC VALUE: What We Do: The Children's Cabinet is charged to:

- Coordinate approaches to the delivery of services, creating greater efficiency;
- Establish administrative priorities across departments/agencies/bureaus;
- Distribute through its Senior Staff and the regional inter-agency collaboratives, Pooled Flexible Funds (whenever possible) to improve local delivery of services and/or to fill one-time youth/family needs where there is no other eligibility-related service available to keep a child or teen safely in the home and connected to school;
- Leverage resources both human (staff) and financial, that maximizes funding by collaborative grants and best use of private and federal funding streams, as mandates allow.
- Operationalize the Governor's commitment to creating better outcomes for children and youth in Maine.

2002-2010 Membership

Karen M. Baldacci, *First Lady* - Chair

CABINET MEMBERS:

Sue Gendron and Angela Faherty, *Commissioner, Dept. of Education*

Brenda Harvey, *Commissioner, Dept. of Health & Human Services*

Anne H. Jordan, *Commissioner, Dept. of Public Safety*

Martin Magnusson or Denise Lord, *Commissioner, Dept. of Corrections*

Laura Fortman, *Commissioner, Dept. of Labor*

Patrick Ende, Karla Black, and Deb Friedman *Senior Policy Advisors, Governor's Office*

Susan Savell, *Full-Time Communities for Children and Youth Initiative*

Lauren Sterling, *Part-time Children's Cabinet Staff*

Formal Guest Partner: *Chief Justice Leigh Saufley*

CHILDREN'S CABINET EXECUTIVE STAFF:

Jane Gilbert and Garret Oswald, *Labor*

Valerie Seaberg, *Education*

Denise Lord and Barry Stoodley, *Corrections*

Jim Beougher, *Health and Human Services*

Janet Joyeux, *Public Safety*

SENIOR STAFF:

Joan Smyrski, *DHHS/Children's Behavioral Health*

Melanie Arsenault, *Labor*

Roxy Hennings and Renna Hegg, *Corrections*

David Stockford, *Education*

Mary Lucia, *Public Safety*

Patti Woolley, *DHHS, Early Childhood*

Susan Savell, *Full-Time Communities for Children and Youth*

Lauren Sterling, *Part-time Children's Cabinet Staff*

Erin Frati, *Part-time Administrative Assistant*

Advisory and Workgroups:

- Citizen and stakeholder advisory groups serve in an advisory role to explore and form recommendations for policy or service systems improvements:
 - Task Force on Early Childhood, which evolved into the Children's Growth Council in 2008;
 - Shared Youth Vision Council;
 - Juvenile Justice Implementation Advisory Group.

Senior and Executive Cabinet Staff:

- Cabinet agency deputy commissioners and program management staff are divided into an executive team and a senior team to manage the following tasks on an as-needed basis:
 - Review issues relating to local and regional stakeholders, policies that address systems gaps and emerging needs, and cross system policies to organize communication with commissioners
 - Serve as a resource and review of needed action from the executive and cabinet meetings, provide research, and develop recommendations for systems change for Cabinet consideration.

Administrative Home:

- Administratively housed in the Department of Corrections at 25 Tyson Drive, 3rd Floor, SHS 111, Augusta, Me 04333-0111.

Staffing: One full-time and two part-time staff (See enclosed staff job descriptions and bios)

- **Lauren Sterling** manages overall Children's Cabinet coordination and reporting tasks funded by federal grant administrative funds, as a part-time position within the Department of Education. Lauren also manages the federal afterschool 21st CCLC grant part-time for the Department of Education, but hopes to shift that 50% position effective January 1, 2011 to a job-share with qualified staff in order to expand the focus on required Children's Cabinet duties emerging from LD 1658 and LD 1703 among other important cross-systems initiatives.
- **Susan Savell** manages the Children's Cabinet's statewide Communities for Children and Youth Initiative and is housed within the Department of Health and Human Services with funding through the Fund for Healthy Maine.
- **Erin Frati** serves as part-time administrative staff support and project staff for three Communities for Children and Youth grant-funded projects. Erin's position is funded and contracted through grants managed by the Children's Cabinet private non-profit partner, Maine Children's Trust.

Current Staff Funding:

- Office space and equipment provided by the Department of Corrections as in-kind contributions totaling \$18,000 annually.
- Federal or private grants support both part-time positions (Lauren and Erin) and the Fund for Healthy Maine's Prevention funding through DHHS supports the full-time work of Susan Savell.

Maine Governor's Children's Cabinet
2000-2010 Transition Report
www.maine.gov/cabinet

CROSS-SYSTEMS SUCCESSES

- From 2002 to 2010 the Maine Governor's Children's Cabinet *leveraged* over \$64 million— with a net of \$40 million— in new private and federal funding to support priority initiatives.
- The Maine Children's Cabinet was named a *national model* for best practices in highest level cross-systems leadership towards improved child and youth outcomes, across all ages and stages of development, by the National Governor's Association and the national Forum for Youth Investment, with the purpose of ensuring that every child in Maine is "Safe, Healthy, Well-educated, and Productive by age 21."
- Children's Cabinet members have identified and tracked *critical trend data* on child well-being via Maine Marks (www.mainemarks.org).
- Children's Cabinet staff engaged 72 local communities in the *Communities for Children and Youth initiative*, a "public/private partnership for Maine's future" (www.maine.gov/cfc).
- The Communities for Children and Youth initiative has placed 340 full-time *AmeriCorps*VISTA Members* in over 200 different community organizations, schools, and agencies. Since 2006 these VISTA members have leveraged \$4,316,092 in grant funding for their local communities and recruited and managed over 6,000 volunteers, who in turn have contributed 86,670 hours of service in support of local early child and youth development initiatives.
- The Children's Cabinet has identified and committed to three core **PRIORITIES**:

Early Childhood: To create coordinated and humane systems and policies at the state and local level and to ensure quality early childhood services to all young children. Visit the Maine Humane Early Childhood Systems page (www.maine_eccs.org) for more about what's new in early childhood policy in Maine.

Youth in Transition: To ensure that EVERY youth and young adult, especially those with few assets and high risks, is connected to a permanent home, family, and community through collaborative wrap-around planning partnerships between the Children's Cabinet agencies, families and communities. Learn more about the Shared Youth Vision Council at www.maine.gov/cabinet/syv.

Adverse Childhood Experiences (ACE): To share research that links adverse experiences in childhood - such as abuse, alcoholism in the family, mental illness, etc. - to adverse health outcomes as the child becomes an adult.

In understanding the research behind ACE, the Children's Cabinet seeks to foster conditions that:

- a. Prevent, to the extent possible, such trauma in childhood;
- b. Minimize the impact of traumatic experiences and events; and
- c. Strengthen the resiliency of children, families, and communities in dealing with trauma

TURNING THE CURVE ON CHILD AND YOUTH OUTCOMES

EARLY CHILDHOOD PRIORITY:

- *Facilitated the development and implementation of state and local systems-change partnerships to include:*
 - **Educare Maine Demonstration Site:** Established a private/public partnership to fund and develop the first Educare program in New England.
 - Review Educare Replication Guide and history of program development at Educare Maine, www.maine.gov/cabinet/educare
 - Educare Central Maine Demonstration site and related policy changes are found at: www.educarecentralmaine.org
 - Program/site goal is to demonstrate for replication the highest quality comprehensive, cross-systems public Pre-K and Head Start combined service delivery systems for children birth to age 5 and their parents, as well as to expand and track professional development and early childhood degreed teachers in Maine
 - Desired outcome: To improve school-readiness and reduce special education and other remedial costs (leveraged \$9.8 million public/private funds).
 - **Led and Transitioned the Task Force on Early Childhood:** Formed, staffed, and led the 10-year research and planning to develop Maine's Early Childhood Systems State Plan and transitioned the Task Force to standing legislative committee to implement the State Plan (Leveraged \$1.3 million private/federal).
 - **Universal Home Visiting** is prioritized, sustained and evaluated, resulting in the reduction of child abuse and neglect and chronic diseases. From 18,000 home visits/data in 2008:
 - 95% of their children were enrolled in primary medical care (compared to 86% statewide rate)
 - 98.9% maintained well-child visit schedules
 - 96.5% were immunized by age 2
 - 98.6% were insured (2/3 Medicaid)
 - 30% of enrolled parents reported exposure to second-hand smoke, and 70% of these parents changed their habit or quit smoking as a result of the home visiting support.
 - **Prenatal Care** is supported and prioritized, resulting in lowered costs for child and maternal health care and chronic diseases. Results include:
 - Immunization rates: 94% of all children covered (2006)
 - Immunization Rate: 87% (2006)
 - Births for Which Pre Natal Care Began in First Trimester: 87% (2007)
 - Low-Birth Weight: 6% in 2007
 - Smoking while pregnant: 17% down from 20% in 2004 to 2006 alone
 - Pre-term births: 9% in 2007, down from 13% in 2005.
 - **Universal Pre-K Expanded** with cross-systems standards alignment, resulting in lower special education costs:
 - 10% of schools with Pre-K in 1998 up to 62% in 2006
 - Number of kids entering kindergarten who exited special education to a regular classroom, 814 in 2005 down to 471 in 2007

YOUTH IN TRANSITION PRIORITY:

- *Reduced barriers to effective service delivery and ensured high-risk youth stay connected to school and diverted from expensive juvenile corrections programs through interventions for high-need, multi-systems children, youth and their caregivers (leveraged over \$10 million).*
- **Wraparound Maine:** Service planning for multi-systems, high-need youth is accomplished through “wrapping” individual services and natural supports around the child and family, based on their individual needs. In 2009/2010:
 - 16 % decrease of youth in expensive residential treatment
 - 79% of youth discharged from Wraparound Maine were supported by natural community settings
 - The percentage of youth with agency involvement from Juvenile Justice, Child Welfare or Children’s Behavioral Health decreased considerably between the time of enrollment and discharge from Wraparound Maine.
 - Juvenile Justice- 12% decrease
 - Children’s Behavioral Health- 29% decrease
 - Child Welfare- 20% decrease
 - Overall school performance improves during Wraparound, as compared to the year prior to enrollment.
 - School attendance increases
 - Suspensions and expulsions decrease
 - The frequency of contact from schools over academic or behavioral concerns decrease.
- **DHHS/DOC Girls Wraparound Initiative,** starting 4-1-2010:
 - 11 committed girls released from expensive incarceration and referred to lower-cost community-based Wraparound Services
 - 45% of remaining committed girls are currently receiving Wraparound Services in order to prepare them for release
 - 10 detained girls released from the Longcreek Youth Development Center and referred to community-based Wraparound Services
 - Wraparound Services now available in all counties.
- **Keeping Maine Children Connected:** Improved school and residential facility staff coordination to ensure students’ successful transition to and from educational facilities.
 - The KMCC liaison network is the first in the nation and was created without a federal mandate, state mandate or additional funding. Numerous states have requested information on developing a similar model
 - Trained over 3, 000 people on the topic of educational stability in FY 10
 - 30 youth are actively involved in the Get Connected Youth Advisory Committee
 - 177 Keeping Maine’s Children Connected Liaisons representing each regional state agency office, school administrative unit, juvenile correctional facility, and in-patient psychiatric hospital
 - 90% stated that having a single contact for schools, agencies and facilities assists in creating a more effective transition for youth.
 - Three 3 mobile mental health crisis programs in southern counties piloted program (York, Cumberland and Sagadahoc).
 - 100% of the crisis workers in Cumberland and Sagadahoc are now communicating to families about connections with schools to avoid families and mental health services working in isolation. This is a 56% increase from the beginning of the project in spring, 2009.

- Inter Agency Data Tracking System between in-patient psychiatric hospitals and schools:
 - Between the first and second quarter of tracking data, there was a 13% increase in number of contacts between in-patient psychiatric staff at Spring Harbor Hospital and school staff
 - Acadia Hospital in Bangor has agreed to implement a similar system to track contact between clinical staff and schools as of October, 2010.
- **Diversion to Assets:** Data is based on 54 youth involved in the program in five different sites in Maine. Youth are diverted from expensive court and juvenile corrections contact to lower-cost community interventions:
 - 70% of youth completed program
 - 93% of youth met all program goals
 - Recidivism rates have reduced (between 0-5%: with 0% recidivism at 6 months)
 - 57% of youth reported they no longer have friends who are under the supervision of the Division of Juvenile Services
 - 20% of youth reported progress in academic areas such as staying in school, being on the honor role, finishing high school, earning a GED, taking courses at community colleges, or going to college
 - 55% reported increases in self-esteem, reduction in substance use, association with a more positive peer group, staying out of trouble, more harmony at home, and more responsible behavior at work and in volunteer placements.
 - **Permanency Initiative:** Children and youth in state custody reduced by 32% from 2001 to 2008.
 - **Implementation and Expansion of Evidence Based Practice (EBP) models** across systems to include:
 - Wraparound Maine
 - Trauma Focused CBT (also under THRIVE)
 - Child Steps
 - Collaborative Problem-solving
 - Functional Family Therapy
 - Multi-systemic Therapy
 - Multidimensional Treatment Foster Care.
 - **THRIVE: Trauma Informed Systems of Care Initiative:** after six months of care in a trauma-informed treatment service:
 - Trauma symptoms in children decreased for depression (18%), anxiety (6%) and anger (19%)
 - 84% of families, caregivers and youth were satisfied with the services their child received by providers who were “easy to understand, respectful and sensitive”
 - Families felt they were actively involved in choosing their child’s treatment goals (93%) and services (84%)
 - 58% of youth over the age of 11 reported getting along better with friends; 64% were more satisfied with family life; and 64% were doing better in school or work.

- **Healthy Transitions Grant Project:** (Measured against baseline characteristics of 30 youth served per year):
 - Increase employment by 15%
 - Increase high school graduation or GED attainment by 25% for youth over 18
 - Increase initiation of higher education (including community college) by 25% for youth who complete high school
 - Reduce juvenile justice involvement by 25%
 - Increase satisfactory living arrangements by 25%
 - Increase use of community and informal supports by 50%
 - Increase positive perception of personal well being by young people whose functioning has been impaired by substance use or mental illness by 25%.

- **Youth Homelessness Coordination and Collaboration:** # of youth under 18 staying in homeless shelters or emergency beds was 425 in 2001 and 137 in 2008. From our 2008/2009 outcome data of the 4,000 homeless youth served through the collaborative:
 - 100% placed in safe home or shelter
 - 75% employed
 - 46% started or completed an educational program
 - 98% linked to a medical home
 - 100% accessed food stamps and medical insurance where necessary
 - 100% received recommended mental health treatment and substance abuse treatment

- **Juvenile Fire-Setters Prevention** collaboratives were established through grants to train school and community providers about red flags and to implement immediate response interventions statewide to reduce repeated offenses (recidivism) in addition to early screenings to prevent dangerous fire-setting behaviors.
 - In the last 10 years, with most of the work accomplished in the past three years, the Juvenile Fire Setters Collaborative (JFSC) have received 326 reports involving 517 juveniles
 - 43% of the youth are in the middle school age group (6th, 7th and 8th grade)
 - 2.7% were Pre-K
 - 12.3% were early elementary (K-3rd grade)
 - 17.8% older elementary (4 and 5th grade)
 - Of the youth screened:
 - 22.9% were already receiving mental health services at the time of the fire
 - 15.6% were already involved in the juvenile justice system
 - 18.4% were already receiving some sort of social service assistance.

- **Dropout Prevention and High school Graduation Partnerships and Legislation accomplished** (leveraged over \$7.5 million).
 - The Children's Cabinet's Shared Youth Vision Council led in the passage of LD 1658 and LD 1703: development and oversight of **Eight Shared Youth Vision District Councils** to address barriers to school completion and higher education and workforce readiness
 - Supported proposal led by the Search Institute to include two Maine schools in successful "Investing in Innovation" federal grant to prevent school dropout among most vulnerable 9th grade populations through the "Building Assets-Reducing Risks" (BARR) Program

- Led and facilitated the development of the Maine’s Best Practice in Bullying/Harassment Prevention (LD 564) at www.maine.gov/education/bullyingprevention and:
 - Led the best practice design team of experts across public/private sectors
 - Developed recommendations for school climate change
 - Developed and distributed sample policy
 - Produced and conducted best practice trainings
 - Imbedded the best practice training within the DOE/DHHS Coordinated School Health Program for sustained distribution
 - Designed the content for a school-friendly website with no-cost tools for educators
- Awarded a RAND and Search Institute Research grant from the National Institute of Health: “Assets Getting to Outcomes Project” to support 12 local coalitions towards improved school connectedness and reduced substance abuse.

- **The Communities for Children and Youth College/Community Mentoring Project** developed and funded through national juvenile justice grants, that replicates the *Colby Cares About Kids* mentoring program in six additional college/community partnerships:
 - 707 youth were mentored by college students across six higher education institutions in Maine. Grades and attendance data were obtained for a subset of 307 youth:
 - 37.8% of these youth displayed improved academic performance, and another 21.6% maintained consistent academic performance across the school year
 - 25.7% increased their attendance from first term to last term marking periods, and an additional 11.4% maintained consistent attendance across the school year.
 - Increase in Developmental Assets as a result of the program:
 - Youth reported an increase in External Assets (support, empowerment, boundaries and expectations, constructive use of time)
 - College mentors reported changes in the developmental assets of their mentees: 70.75% of youth experienced an increase in support; 49.2% had increases in positive values; 48.5% had increases in positive identity; 47.2% had increases in boundaries and expectations; 35% had increases in social competencies; 32.1% had increases in empowerment; 28.05% had increases in constructive use of time; and 25.45% had increases in their commitment to learning.
- **Youth Development Institute:** Children’s Cabinet staff led and supported the design of this event, hosting over 250 K-12 educators and leaders, higher education faculty and community providers to learn from national researchers and experts about effective strategies of youth development towards dropout prevention and school success.
- **Cross-systems Prevention:** Ensured cross-systems coordinated prevention initiatives among and between agency programs towards improved child and youth health outcomes through: One ME, Healthy Maine Partnerships, Communities for Children and Youth’s RAND Research – “Assets Getting To Outcomes” Project, and Maine Youth Suicide Prevention. Results include:
 - 39% of high school aged youth in Maine had at least one alcoholic drink on one or more of the past 30 days. This is lower than the national average of

just under 45%. Since 1995, alcohol use has steadily declined, reaching an all time low in 2007.

- 14% of high school aged juveniles reporting smoking at least one cigarette in the last 30 days in 2007, down from 16% in 2005.
- Reported smoking has decreased 63% since 1995;
- Since 1995, the percentage of youth who report past 30 day marijuana usage has decreased from a high of 30.4% in 1997.
- In 2007, 5% of Maine students reporting suicide attempts down from 11% in 1993.
- 11% of high school students in 2007 reporting they “seriously considered suicide” down from 25% in 1995;
- 7% of the total injury deaths in 2006 were self-inflicted representing the lowest it has been since 1999 when it was 13%.

- **Longitudinal Data Systems** collaboration that links quality data to service delivery and outcomes in education, health/welfare, labor, and juvenile corrections with plans to improve data links with public safety. (leveraged over \$13 million)
- **Maine Integrated Youth Health Survey:** A national model for a joint survey tool that was developed and approved by all related federal agencies to reduce duplication of school surveys that gather critical health, asset, and prohibitive risk behavior data as required by state and federal mandates.

AREAS IN NEED OF IMPROVEMENT FOR MAINE CHILDREN AND YOUTH

Educational success and workforce readiness:

- Six (6%) percent of Maine youth, ages 16 to 19, are not in school and are not working. (2007)
- 5.2% of high school students dropped out in 2007, and 21 students in grades 9-12 drop out of school daily during the academic year
- Only sixty-two percent (62%) of Maine schools offer Pre-K, leaving 38% of schools and thousands of children without access to quality Pre-K programs
- 67.5% of Head Start eligible children are not enrolled.

Health status:

- Fifteen (27.1%) percent of Maine infants, ages 19 to 35 months, were not immunized (2007)
- Over fifteen percent (15.4%) of youth report drinking alcohol before age 13 (2007)
- 14% of high school students reported smoking a whole cigarette in past 30 days and 12.3% smoking 10 plus per day (2007)
- 8.5% (1,467) children ages 10-19 are using alcohol and drug treatment service providers (2007).

Safety:

- 3.7% of youth ages 10 to 19 (648 kids) visited hospital out-patient services for suicide attempts (2006)
- The age group with the greatest proportion of distracted drivers was the under-20 age group: 16% of all drivers younger than 20 involved in fatal crashes were reported to have been distracted while driving.

Maine Governor's Children's Cabinet Youth in Transition Leadership Plan Worksheet

Cabinet Transition Plan Outcomes	Action/Activity	Benchmarks	Accomplished Timeline (Relates to Benchmark)	Related Maine Marks Trend Data
<p>Cabinet Priority: Early Childhood Systems Change</p>	<p>Educare Maine's first center is up and running through an effective public/private partnership as well as a start-up endowment to support sustained quality program operations.</p> <p>Business and philanthropic leaders are educated about the importance of investing in quality early care and learning.</p> <p>Maine Roads to Quality rating system is available to all providers seeking to raise their program's quality rating and professional development against quality practice standards</p> <p>Quality Child Care Investment Credits continue for Providers providing quality child care services, which allows a credit for corporations of up to 30% of \$30,000 expenditures for individual taxpayers a credit of \$1,000 for \$10,000 expenditures during the tax year</p> <p>Employer-Assisted Child Care Tax Credit continues to be available to employers who provide or pay for child care services for their employees with young children allowing them to collect an income tax credit of up to \$5,000, 20% of the costs incurred, or \$100 for each child of an employee enrolled on a full-time basis in care.</p> <p>Double Child Care Tax Credit for parents whose children are enrolled in programs with "quality certificates" allowing for up to an additional \$200 refund above the 25% credit against the tax due of the federal tax credit allowable for dependent care. Child care resources managed through vouchers with family control are imbedded and working effectively</p> <p>Period of Purple Caring Education and Awareness Program expanded</p> <p>Maine Home Visiting joining the QRS Registry; ensure quality practice through the consistent implementation of Standards of Practice; increasing service capacity through collaboration among all home-based early childhood service delivery systems</p> <p>Healthy Maine/Healthy Families - Healthy Maine Partnerships will continue to promote Healthy Maine Works with businesses. This is a comprehensive work-site wellness inventory and work plan program. Continued are opportunities for parent education to implement materials including education on monitoring and modeling for parents to prevent underage drinking and youth substance abuse. i.e. <i>Find out More, Do More</i> media campaign and materials</p> <p>MaineParents.net integration and dissemination of www.maineparents.net materials with other parenting education programs. Further expansion of the Table Talk program throughout the state</p>	<p>Replication Guide is available at www.maine.gov/edbank</p> <p>100% of capital and endowment raised</p> <p>Growth Council's Finance Committee, Early Childhood Investment Fund established</p> <p>Statewide messaging campaign to invest early yields greater philanthropic and corporate investments in early childhood systems and supports</p> <p>Increase # providers & programs enrolled in QRS. Develop related quality assurance procedures</p> <p>Increase # of providers engaged in training and moving up Registry Career lattice</p> <p>Increase # of providers programs @ Steps 2,3,4 of QRS</p> <p>Increase 8% children 0-5 enrolled in quality early care</p> <p>Increase #% of children entering Kindergarten meeting School-readiness measures</p> <p>Increase mental/behavioral health consultations</p> <p>Reduce daycare expulsions</p> <p>Babies exposed to narcotics reduced</p> <p>Maine hospitals implement this evidence based model</p> <p>Shaken Baby and early head trauma reduced</p> <p>Maine Home Visiting Program and Public Health Nursing providing community level boosters</p> <p>Increase the number of employers participating in Healthy Maine Works</p>	<p>✓</p> <p>90%</p> <p>✓</p> <p>in progress</p> <p>In progress: Level 1: 38.6% Level 2: 12.1%; Level 3: 10.4%; Level 4: 18.8%</p> <p>78.50%</p> <p>TBA</p> <p>In progress</p> <p>✓</p> <p>In progress</p>	<p>Low Pregnancy - New Family Stability; Mother's Education Attainment (6.8%)</p> <p>Child Abuse and Neglect: 80% involve children birth to age 5</p> <p>Health Care Coverage - Immunization: Children with Coverage: (94% covered)</p> <p>Prenatal Care - Low Birth Weight Infants; Smoking During Pregnancy; Payment Source at Birth; Pre-Term Delivery (87.4% care in first trimester)</p> <p>Children With Special Education Needs: Enrolling School (60%)</p> <p>Early Childhood Educational Capabilities - Opportunities for Expanded Day Kindergarten; Availability of Quality Childcare; Teachers With Early Childhood Certification</p> <p>Crime - Domestic Violence</p> <p>Children Living in Low-Income Families Where No Parent has Full Time, Year Round Work</p> <p>Access to Childcare On Site Quality Before and After School Programs; Certified Quality Childcare</p> <p>Leaving Welfare for Livable Wages</p> <p>Children and Youth in Poverty: Those under 18 in Poverty (6-4, 5-17); Children Living Below Poverty in Female-Headed Households</p> <p>Universal Home Visiting Program Indicators</p> <p>Enrolled children with primary care provider; Enrolled children up-to-date on well-child checkups; Enrolled children up-to-date on immunizations at age two; Enrolled children with health insurance; Enrolled families improved home safety; Enrolled families improved rate of breastfeeding; Enrolled children screened for developmental milestones; Enrolled families addressing secondhand smoke issues</p> <p>Health Maine Works Reports</p>
<p>#1 Public/Private commitment exists to support long-term investments in comprehensive, quality early childhood care and education targeted to high risk populations in Maine.</p>				

Maine Governor's Children's Cabinet Youth in Transition Leadership Plan Worksheet

Cabinet Transition Plan Outcomes	Action/Activity	Benchmarks (Relates to Benchmark)	Accomplished Timeline (Relates to Benchmark)	Related Maine Marks Trend Data
<p>#2: Sustained integrated state, regional and local approaches to ensure more Maine youth in transition become successful adults.</p> <p><i>Guiding Principles:</i></p> <p>Principles of trauma-informed systems of care are incorporated in Maine practices across agencies and services.</p> <p>Every attempt should be made to keep youth out of the "system".</p> <p>Strengths-based plans incorporating the principles of Wrap-Around Case Management will demonstrate sound correctional intervention principles.</p> <p>Intervention or support plans are child/youth-centered and family-focused with maximum family involvement.</p> <p>Schools, the courts, and community providers are partners in addressing the needs of our highest need youngsters.</p>	<p>Shared Youth Vision Council's establishment of eight District Councils with unanimous support for HP1204, LD 1703, Item 1, 124th Maine State Legislature. Resolve, To Implement the Recommendations of the Juvenile Justice Task Force</p> <p>Adoption of LD 1658, Item 1, 124th Maine State Legislature. An Act To Increase Maine's High School Graduation Rates</p> <p>Diversion to ASSES pilot expanded to new communities</p> <p>Implementation of the DOE's Multiple Pathways work with local school units</p> <p>College Transition Program collaboration success</p> <p>Keeping ME Children: Number of School, Clinical, and State Liaisons Trained in Coordinated School Transition; Number of Participants Within State Who Attended Regional Trainings and Meetings.</p> <p>Evidence-based Wraparound Maine is sustained</p> <p>Sustained support for Jobs for Maine Grad's (JMG)</p> <p>Career and Technical Centers' capacity to reach more students</p> <p>Labor's Workforce Investment Act (WIA) program outreach to local programs for youth employment and skills development</p> <p>Sustained support for and expansion of quality afterschool and summer learning programs for low-performing students in highest-need schools</p> <p>Continued evaluation of Strategic Intervention and Reintegration Program (SIRP) in Maine Communities providing for alcohol education as an early intervention. SIRP may be an alternative to suspension for schools and a diversion program from law enforcement.</p> <p>Healthy Maine Partnerships and Coordinated School Healthy staff implement community-wide environmental and targeted prevention strategies</p>	<p>Increase the high school graduation rate from 77% to 90%; increase the total college completion rate from 48% to 56%</p> <p>Reduced dropout rates</p> <p>Juvenile repeat offender rate reduced</p> <p>Increase #% pre-adjudicated youth in diversion or prevention or early intervention programs; increase in developmental assets</p> <p>Reduced formal detention; Reduced length of time in court</p> <p>Increase community college completion rates from 31% to 56%</p> <p>Increase completion of educational program for youth transitioning in and from residential facilities</p> <p>Decrease # of homeless youth</p> <p># of completed work-ready certified programs completed</p> <p>107 schools and programs funded through 21st CCLC programs</p> <p>Decrease 30 day alcohol use and Binge Drinking prevalence rates of 6 - 12 graders as measured by the MEHHS.</p> <p>Treatment Data Systems (TDS) to track increase in substance abuse treatment for juveniles</p> <p># of evidence-based early intervention programs</p> <p>Integrated Student Health Survey Data</p>	<p>80% by 2013</p> <p>Ongoing</p> <p>100% did not recidivate after 6 months.</p> <p>2016</p> <p>2020</p>	<p>Reduced 9-12 grade dropout rates</p> <p>Children and Youth in Foster Care</p> <p>Youth Not in School and Not Working - High School Completions; High School Dropouts; Apprenticeships/Fellowships; Labor Force Participants and Unemployment rate (ages 16-19); Ages 18-24 Not Attending School, Not Working, Without Degree</p> <p>Beyond High School; Children Living in Low-Income Families Where No Parent has Full Time, Year Round Work</p> <p>Youth Completing Degree in College/University - Youth Planning to Attend College; Bachelor's Degree Attainment</p> <p>Keeping Maine's Children Connected: Indicators - Promotion Rates of Disrupted Students to Next Higher Grades</p> <p>Maine Children in Out-of-State Hospitals or Residential Treatment Programs</p> <p>Youth Arrests - Crime Rate; Youth Success Learning Juvenile Justice</p> <p>Maine Re-Entry Program Indicators - Participants Returning to School or Enrolled in Training Programs; Juvenile Re-Entry Program Participants Employed After Release; Juvenile Re-Entry Program Recidivism; Youth Re-Entry Program; Residivism</p> <p>Youth Substance Use - Alcohol, Tobacco, Marijuana, Prescription Drugs</p> <p>Prohibited Behavior in Schools</p>

Maine Governor's Children's Cabinet Youth in Transition Leadership Plan Worksheet

Cabinet Transition Plan Outcomes	Action/Activity	Benchmarks	Accomplished - Timeline (Relates to Benchmark)	Related Maine Marks Trend Data
<p>#3: Achieving permanency keeps children safe and thriving.</p>	<p>Residential Foster care stays continue to be reduced</p> <p>Permanency achieved for all kids within 24 months in care</p>	<p>Increase #% of youth in care supported in permanent families</p> <p>Reduce rate of child abuse/neglect</p>	<p>Reduced from 252 to 150 during FY 2009</p> <p>Total reports 17,256</p> <p>Assigned to CPS 6,141</p> <p>Children involved 5,204</p>	<p>Children and Youth in Foster Care</p> <p>Reports on Child Abuse/Neglect in Maine</p>
	<p>Substance Abuse training and collaboration between DSA staff and Office of Child and Family Services staff. DSA to continue to collaborate and partner with the Child and Welfare Substance Abuse Committee.</p>	<p>Increase awareness and integration of evidence based Substance Abuse Prevention, Interventions and Treatment strategies, tools, and resources for OCFSS.</p>	<p>Maine is now 7th in Nation for adoptions completed in 24 months.</p>	
<p>#4: Childhood poverty is reduced in Maine.</p>	<p>Collaborations are in place to plan for and address poverty</p> <p>Increase family-sustained skill-building and wages</p> <p>Sustain Parents as Scholars Program to ensure parent self-sufficiency</p> <p>Expand youth-empowered career development</p>	<p>TBA</p>	<p>TBA</p>	<p>Children and Youth in Poverty Those under 18 in Female-Headed Households; Homeless Youth</p>
<p>#5: Data drives policy decisions.</p>	<p>Longitudinal data system designed, funded, and in place its data warehouse via legislative action</p> <p>Grants to fund systems awarded</p> <p>Design of CoS benefit of investments established</p> <p>Expand to include stronger links among and between law-enforcement, juvenile corrections and the courts</p>	<p>MCHS between DOE and Labor</p> <p>Integrated data systems operational</p> <p>Agencies share and analyze data to inform service effectiveness</p>	<p>✓</p> <p>Awarded \$7.3 M</p>	
<p>#6: Maine schools have effective and coordinated policy and staff training approaches to ensure schools are safe, fair, healthy and responsive for all students</p>	<p>Best Practices in Bullying/Harassment Policy and Prevention embedded into Coordinated School Health and Student Assistant Team Work</p> <p>Website Revised with free tools for schools and community</p> <p>Collect and Analyze data on school climate</p> <p>Conducting Restorative Discipline Conferences and ongoing trainings; Collaborating with at least eight schools or districts to integrate restorative practices in a whole-school approach.</p> <p>Maine Youth Suicide Prevention Program (MYSPP) Gatekeeper Trainings and Evaluation</p> <p>A Suicide Prevention Conference is held each year in April</p> <p>Expand and promote school based health</p> <p>Healthy Maine Partnership Public Health and Prevention Systems Developed and sustained; Healthy Maine Partnerships' Coordinated School Health statewide to ensure coordination for best practice school climate approach to reducing bullying and harassment.</p> <p>Annual Initiative for K-12</p> <p>Maine schools review and update, or develop and implement a school substance abuse policy using the Maine School Substance Abuse Policy Guide</p> <p>Brokered Search Institute Federal 13 Innovation BARR grant</p> <p>Submitted Safe, Healthy Climate federal grant to assist schools with self-assessment and intervention/training</p>	<p>Increase #% of school teams trained</p> <p>All schools adopt best practice policies</p> <p>Schools' Substance abuse policies adhere to DSA model policies</p> <p># of educators and # students trained in restorative practices to reduce violence</p> <p>Gatekeeper in Maine</p> <p>Federal Substance Abuse and Mental Health Services (SAMHSA) added Maine's Lifelines Program to National Registry of Evidence-based Programs and Practices</p> <p># of School Health Coordinators started in schools</p> <p>Integrated Student Health Survey Data; # of evidence-based early intervention programs</p> <p>Reduction in flu-related incidence</p> <p>Reduce 36 alcohol use and binge drinking by 6-12 grades as measured by the MYEHS</p> <p>reduce academic failure; increase student attendance, decrease disciplinary incidents; and decrease alcohol, tobacco and other drug use</p> <p># of self-assessments with intervention plans</p>	<p>In Progress</p> <p>In Progress Requires More attention</p> <p>1,310 Staff</p> <p>2,500 Students</p> <p>5,000</p> <p>Maine Integrated Youth Health Survey</p>	<p>Hate Crime; Bullying/Harassment Based on Perceived Sexual Orientation, Race, Gender, Disability, Religion, Youth Suicide, Aliens/MS - Suicide Mortality; Suicide</p> <p>Identity</p> <p>Youth Feeling Safe At and Tofrom School</p> <p>Prohibited Behavior in Schools</p>

Maine Governor's Children's Cabinet Youth in Transition Leadership Plan Worksheet

Cabinet Transition Plan Outcomes	Action/Activity	Benchmarks	Accomplished / Timeline (Relates to Benchmark)	Related Maine Marks Trend Data	
<p>#7: The research and principles of Positive Youth Development are incorporated into Maine's child and youth services and educational practices.</p>	Maine Ready By 21 framework for positive youth development established based on best practices	Maine's First PYD Summer Institute Held July 26-28 2010	✓	Youth Assets - Caring School Climate; Service to Others; Caring Neighborhood; Consistative Use of Time; Family Communication	
	Framework influences how data is gathered; Maine Integrated Health Survey includes risk and protective factors and asset data	Day-time and after-school instructors, law enforcement, case managers, etc., understand how to put PYD theory into practice in serving youth.		✓	
	Assets Getting to Outcomes NH/NRDA research project assesses the impact of PYD on substance abuse reduction and asset development	Phase 1 completed		In Progress	
	Assets approaches are highlighted in how findings are used.			In Progress	
	Asset-building approaches integrated in approaches with kids in trouble; leading edge successes used to expand positive results.	Increase in # of developmental assets among youth participants; reduced substance abuse		In Progress	
	Asset framework attracts national resources for community-based projects in Maine.	Increase in # of improved conditions and programs		✓	
	CACY College Community Mentoring Project expanded	Increase in # of mentors available to children and youth; increase in developmental assets of youth mentored		✓	
	Youth Developmental Credential is currently being developed through Maine Roads to Quality (MRTQ)	Legislative Youth Advisory Committee established to create policy through youth perspective	TBD	✓	
	Expanded Youth Leadership and Youth Voice Opportunities	# of youth involved in Maine Youth Action Network		✓	
	Continue assessment of substance abuse prevalence rates, consequences data, risk factors, protective factors and assets to determine areas of need, focus, and positive improvement	Use of county substance abuse profiles and CISSN reports.		✓	
		Use of Public Health District Profiles			
	<p>#8: A strong, effective Children's Cabinet continues in new administration</p>	Transition plan is developed for incoming administration	Senior Staff provide input	Aug-10	
		Prepare and share the successes, challenges and opportunities for improvement with the incoming governor.	Draft Plan reviewed		
Increase active participation of all programs and offices that directly support the outcomes of the Children's Cabinet		Cabinet members provide meaningful input into plan	Final Plan published	Sept. 2010 Nov-Dec 2010	

The Maine Shared Youth Vision Council

A COLLABORATIVE APPROACH TO PREPARE YOUTH FOR
SUCCESS IN A GLOBAL, DEMAND-DRIVEN ECONOMY

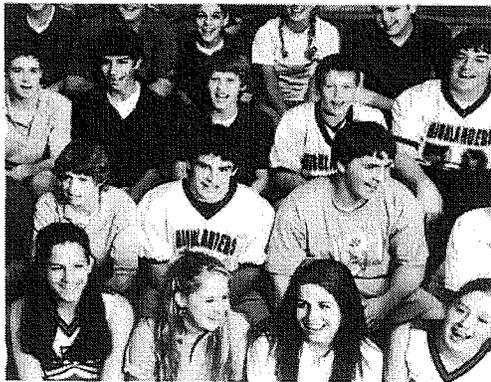


The **Shared Youth Vision Council** brings together state and local partners to advise the Maine Governor's Children's Cabinet in the steps to refine policies and systems that support the educational, social, emotional and workforce capacity of all Maine children and youth.

Who is involved in our Mission:

- Maine Governor's Children's Cabinet
- Shared Youth Vision Council in collaboration with the Juvenile Justice Implementation Committee
- **Eight District Councils** representing and working at a local level. These district councils are comprised of local representatives from state agencies, school administrations, the justice department and nonprofits.

Working together for Maine children and families



While the SYVC operates at a state-wide level, it is the work of local school administrators, teachers, justices, juvenile defenders, social workers, and interested community members that impacts youth positively. The SYVC seeks to improve communication and involvement between these entities to better serve the youth in our local communities.

THE MISSION of the Shared Youth Vision Council

is to serve as a catalyst to strengthen coordination, communication, and collaboration among youth-serving agencies to support the neediest youth and their healthy transition to successful adult roles and responsibilities.



Consistent with the goals identified in LD 1703 of the 124th Legislature, the purpose of these **District Councils** will be to:

- ✓ Increase graduation rates to 90% by 2016
- ✓ Reduce school dropout rates
- ✓ Reduce formal detention and Incarceration by 50%
- ✓ Increase college and work-ready skills

If you are interested in the work that the **Shared Youth Vision Council** is doing please visit our website: <http://www.maine.gov/cabinet/syv/> or email alisha.targonski@maine.gov for more information



By implementing a Shared Youth Vision, all youth service organizations and the youth and communities benefit through:

- Better use of resources
- Better outcomes for programs
- Better futures for our youth and our economy

Shared Youth Vision Council

Youth Involvement Subcommittee

Purpose Statement, Roles and Goals for 2010-2011

The **Purpose** of the SYVC Youth Involvement Subcommittee is to create **authentic and sustainable** youth involvement for the Shared Youth Vision Council and District Councils through which youth can advocate for and support improvements in systems and services that involve and affect youth and offer continued support to ensure success

The **Role** of the Youth Involvement Subcommittee is to Support Youth Engagement By:

- Providing training and technical assistance,
- Providing resource materials
- Defining VISTA roles in youth involvement and
- Facilitating network in which young people are involved

As the Youth Involvement Subcommittee moves forward, progress will be measured by attaining specific **Goals**, which are:

Resource Development: Creating the orientation materials and training for youth-adult partnerships on the District Councils and Shared Youth Vision Council.

Youth Engagement: Support the District Councils to have meaningful youth-adult partnerships.

Communication: Create pathways to ensure effective and consistent communication between:

- Youth and their peers,
- Youth and the District Councils, and
- District Councils and the Shared Youth Vision Council in relation to youth engagement.

Evaluation: Ensure that implementation of District Council actions reflect youth participation and decision-making.

Maine Governor's Children's Cabinet
Transformational Priority Recommendations for Consideration

Context: The current Children's Cabinet has detailed eight top policy priorities in the enclosed Leadership Plan (matrix). From this detailed Plan, a broader ad hoc, public/private stakeholder group came together to provide their feedback and insights for the key priorities on which the new administration could lead and make essential changes for enhanced and innovative improvements towards better child and youth outcomes.

Administrative Function Recommendations:

- ✓ **Children's Cabinet Chair:** Appoint the most effective, well-respected leader to Chair Children's Cabinet. NOTE: Preference is that the Governor Chair the Cabinet, but in lieu of this, the First Spouse (if qualified or passionate about systems change for all children and youth), Chief of Staff or other central appointee to the Governor's inner policy circle. It is **not** recommended that the Cabinet be chaired by one of the agency commissioners who function in a peer capacity with the other commissioners.
- ✓ **State of Maine Children's Budget:** Consider the development of a budget to be presented to the Governor in advance of completing the full Governor's Budget Proposal to the Legislature each year. (Successful models have been developed and can be replicated from New Mexico's web-based system, which pairs outcomes with budget tracking). **Purpose:** To evaluate the investment in child and youth supports against actual results.
 - **Caution:** It would be critical to set parameters to avoid inflation of expenditures going to support children. Total allocations relative to the population/costs ratio in the state might be misinterpreted unless leaders and budget analysts present a full set of facts related to cost-analysis that includes federal and state funding as well as related costs such as Maine Care, etc.
- ✓ **Formalize Relationships to Stakeholders Groups** such as the Children's Growth Council, Shared Youth Vision/District Councils, Juvenile Justice Implementation Advisory Group, and emerging Youth Move, Youth Voice partner, etc. through Memoranda of Understandings that include accountability measures. (Iowa and Maryland have effective accountability models between Children's Cabinet and local or District Council partners).
- ✓ **Full-time Staff:** Increase primary Children's Cabinet staff position from half-time to three-quarter or full-time status with additional agency administrative grant funds.

Improved Service Delivery Recommendations:

- ✓ **LEAD to ENSURE FULL IMPLEMENTATION OF 8 Shared Youth Vision District Councils to:**

Reduce dropout and increase graduation rates and reduce detention/incarceration.

WHY:

 - Each point on a recidivism scale has a significant cost impact to taxpayers of up to \$2.4 million per person

- The number of younger first time offenders (10-15 years old) declined by 36% between 2000 and 2005 and the number of older first time offenders (16-18 years old) increased by 28%
- 54% of incarcerated people in Maine were high-school dropouts
- Maine ranked 9th with greatest food insecurity by USDA
- 21 students grade 9 to 12 drop out of school every day during the academic year
- Less than 5% of youth who age out of care *without* being connected to a permanent, caring family or caregiver, complete college. These young people are more likely to drop out of the workforce, use drugs or end up in the adult correctional system.

a. What can you do in January 2011?

Support the District Councils' roll out to engage their regional education, corrections, public safety, welfare and child protection managers as well as non-state government organizations and community leaders to reduce barriers to successful school completion and reduced dropout.

b. What you can do by June 2011?

Support the development of Pooled Flexible Funds managed through the Children's Cabinet and a related accountability process to support the strategic plans developed by all District Councils related to LD 1703 and 1658.

Support amending the Children's Cabinet Statute to include a standing Youth Move Advisory Council to provide ongoing and regular input to the Children's Cabinet and its Shared Youth Vision Council on matters impacting the lives of our highest need youth and young adults.

c. What can you do in Nov 2011?

Host a Shared Youth Vision and Juvenile Justice Advisory Summit and invite all District Councils to present their plans for reducing school dropout and incarceration, and increasing graduation rates in Maine.

✓ **LEAD IN EXPANDING Quality and Accessible Early Care and Education.**

WHY:

- 46 percent of ALL Maine kindergarten students enter school NOT meeting school-readiness standards
- Maine taxpayers spend \$300 million annually on special education costs to support students who enter school already behind in their learning development and spend more than \$800 million annually on child abuse and neglect cases, 80 percent of which involve children under age five
- Public dollars supporting early childhood programs and supports is less than 4 percent of spending when the yield on investment is greatest at 17 to 1
- More than 65 percent of children in Maine under age six have all parents in the workforce. In 2010, 85 percent of parents with young children were working
- Quality, affordable child care is necessary for the economic security of our families Without it, parents – particularly mothers – are often unable to pursue education or quality employment opportunities

- According to Maine Kids Count 2009, 17 percent of Maine children under age 5 lived in poverty, and 37 percent of Maine children under age 18 live in low-income families with family income below 200 percent of the federal poverty level - \$20,650 for a family of four
- 32 of New England states' Top 50 list of highest poverty rates were Maine towns.
- The greatest determinant of quality outcomes for children is the quality of adults working with those children, yet in Maine:
 1. 25% of childcare teachers leave their jobs every year
 2. Only 31% have a Bachelor's degree
 3. Only 22% have a two-year Associate's degree
 4. Only 50% have a high school diploma
 5. 64 percent of "family childcare workers" (non-center-based) have only a GED or high school diploma
 6. Childcare providers are poorly paid with few if any benefits - annual salary ranges between \$18,862 and \$26,836.
- Children are born learning – 85 percent of brain development occurs by age 3 and 90 percent of development – both in size and synapses - occurs by age 5

a. What can you do in January 2011?

Charge Children's Cabinet to assist Educare Central Maine's Governance Board in the replication of collaborative operations and quality standards emerging in other Public School/Head Start partnerships across the state.

Ensure effective and engaged leadership on the Children's Growth Council.

b. What you can do in June 2011?

Ensure DOE and DHHS policies and funding streams are aligned and in place to support the sustainability of Educare Central Maine's operating budget with special attention to funding for zero to three-year-olds.

Support and sustain the "continuity of care" pilot through Federal DHHS Early Head Start that maintains the early childhood and care services to Head Start moms/dads, as they leave welfare for the workforce so their child's quality care is not interrupted or dropped causing the parent to stop working.

c. What can you do in Nov 2011?

Co-Host a follow-up Early Childhood Economic Summit with the Children's Growth Council to share updates on the status of the Early Childhood State Plan and emerging Early Childhood Public/Private Investment efforts.

Maine Governor's Children's Cabinet Staff Bios

Lauren Sterling is "general staff" to the Maine Governor's Children's Cabinet and also currently manages the Maine Department of Education's 21st Century Community Learning Center federal afterschool program. Lauren currently provides cross-systems facilitation and direction to various initiatives to include: Maine Best Practices in Bullying and Harassment Prevention; Shared Youth Vision Council ; SYV District Council development; Educare Maine

Lauren also represents the Children's Cabinet on the legislated Juvenile Justice Implementation Committee (JJIC) and other committee listed below.

Prior to 2000, Lauren directed the Kennebec County Child Abuse and Neglect Prevention Council and served as Chair of the Maine Association of Child Abuse and Neglect Councils (MACAN). Lauren serves on the following boards and planning teams as Children's Cabinet staff:

- Maine Children's Trust Statewide Board of Directors
- Interagency Coordinating Committee for Coordinated School Health
- Shared Youth Vision Council and related committees
- Juvenile Justice Implementation Committee
- District Council #5 (Kennebec/Somerset)
- Multi-Cultural Committee
- Maine Afterschool Network
- Substance Abuse and Violence Prevention in Schools Planning Team (SAVPS)

At the local level, Lauren is the volunteer co-chair for the Greater Waterville Communities for Children Coalition, which began in 1996, as the flagship initiative of the Children's Cabinet created under former Governor Angus King and First Lady Mary Herman. The Coalition membership of child/youth-serving organizations, schools, law enforcement, youth and community members identify gaps in services for children and youth, and develop needed programs based on ongoing assessment and evaluation. Under Lauren's voluntary leadership over \$5.5 million in positive youth development and prevention funds was awarded to the GWCACY through grants since 1999. Lauren serves on the Colby Cares About Kids Mentoring Program Advisory Board and presents workshops statewide and nationally on community collaboration and on the Colby Cares About Kids Mentoring Program through which over 400 high-needs children are matched with a Colby student for up to four years. This program is being replicated now in seven other college/community partnerships in Maine through the Children's Cabinet's Communities for Children and Youth Initiative. Lauren serves on the Planned Approach to Community Health (PATCH) board, which is the Northern Kennebec County Health Maine Partnership Collaborative. Lauren consults with the Forum for Youth Investment, a national nonprofit policy "think and action tank" in Washington, DC focused on child and youth development research, policy, and practice.

Lauren graduated summa cum laude from the University of Maine with a University Studies Bachelor's in child and youth development and policy and also has a certificate of completion from the Pacific Conservatory of Performing Arts in Santa Maria, CA.

Susan Savell was hired by the Governor's Children's Cabinet in January, 1997, to create a statewide, cross-systems prevention and positive youth development initiative called "Communities for Children and Youth." C4CY is now a network of local communities working on a variety of *interdisciplinary* prevention programs, including juvenile delinquency, school failure, substance abuse, teen pregnancy and child abuse. This initiative was, and remains, a collaborative effort of all five of the Children's Cabinet member agencies: Susan's position is considered part of the Commissioner's office in DHHS, currently supported by the Fund for Healthy Maine; The Department of Corrections has provided fiscal agency, office space and technology support; and The Department of Education funded the Administrative Support position.

Susan's role encompasses communication with the 51 partner communities who have participated in the initiative over the last 14 years, as well as project management support for in-depth work with 15 of these communities over the last five years. She has written grants that currently fund three innovative projects:

--"Enhancing Prevention Capacity Through Developmental Assets and Getting to Outcomes," a 5-year research partnership with the RAND Corporation and the Search Institute, working with 12 C4CY coalitions;

--"C4CY College Community Mentoring Project," a 3-year grant from the US Office of Juvenile Justice and Delinquency Prevention to support the replication of mentoring programs for at-risk students in six college communities (in addition to Colby College);

--"Diversion to Assets," a strength-based juvenile diversion project with the Department of Corrections and the Juvenile Justice Advisory Group in five communities.

In addition to project management for C4CY communities, Susan also supports the Children's Cabinet by taking on special assignments, such as staffing the LGBTQ Youth Commission; working with the District 3 Shared Youth Vision Council and the statewide Planning Team; and representing the Cabinet on the Office of Substance Abuse's Advisory Council.

Prior to working for the Governor's Children's Cabinet, Susan served as the Executive Director of the Maine Association of Child Abuse and Neglect Prevention Councils, creating the Healthy Families Maine initiative to provide first time parents with the support of a home visitor.

Susan holds a bachelor's degree from Scripps College; a Master's Degree from Columbia University; and a Master of Divinity Degree from Union Theological Seminary in New York City.

Erin Frati provides administrative support to the Children's Cabinet Staff and the Project Leadership Teams of the Diversion to Assets, Assets Getting to Outcomes, and College Community Mentoring grants. Erin previously worked in the Waterville C4CY community coalition as Administrative Coordinator. She also served with the Communities for Children and Youth Americorps VISTA project in 2005 in the Greater Waterville area.

Erin holds a bachelor's degree in Consumer Resources from the University of Maine, Orono.

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5 §19131. CHILDREN'S CABINET

5 §19131. CHILDREN'S CABINET

1. Establishment. The Children's Cabinet, referred to in this chapter as the "cabinet," is established to promote interdepartmental collaboration on children's policy development and program implementation and to support the provision of services for Maine families and children that are planned, managed and delivered in a holistic and integrated manner to improve their self-sufficiency, safety, economic stability, health and quality of life.

[1999, c. 785, §3 (NEW) .]

2. Membership. The cabinet consists of the following members:

A. The Commissioner of Corrections; [1999, c. 785, §3 (NEW) .]

B. The Commissioner of Education; [1999, c. 785, §3 (NEW) .]

C. The Commissioner of Health and Human Services; [2005, c. 397, Pt. A, §7 (AMD) .]

D. [2005, c. 397, Pt. A, §8 (RP) .]

E. The Commissioner of Public Safety; [2003, c. 576, §2 (AMD) .]

F. The Commissioner of Labor; and [2003, c. 576, §3 (NEW) .]

G. At the discretion of the Governor, a member of the public, appointed by the Governor. [2003, c. 576, §3 (NEW) .]

[2005, c. 397, Pt. A, §§7, 8 (AMD) .]

3. Chair. The Governor shall appoint one of the members to serve as chair of the cabinet. The term of the chair is 2 years.

[1999, c. 785, §3 (NEW) .]

SECTION HISTORY

1999, c. 785, §3 (NEW). 2001, c. 354, §3 (AMD). 2003, c. 576, §§1-3 (AMD). 2005, c. 397, §§A7, 8 (AMD).

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PLEASE NOTE: The Revisor's Office cannot perform research for or provide legal advice or interpretation of Maine law to the public. If you need legal assistance, please contact a qualified attorney.

5 §19132. DUTIES OF THE CABINET

5 §19132. DUTIES OF THE CABINET

The cabinet shall collaborate to create, manage and promote coordinated policies, programs and service delivery systems that support children, families and communities consistent with the purposes of this chapter. To accomplish these purposes, the cabinet shall carry out the following duties: [1999, c. 785, §3 (NEW) .]

1. Regional children's cabinets. Appoint regional children's cabinets to ensure that the purposes of this chapter are implemented at the regional and local levels;

[1999, c. 785, §3 (NEW) .]

2. Subcommittees. Appoint subcommittees, which may include members from any public or private agency, advisory committee or any citizen, who has appropriate interest and expertise, as may be necessary to carry out the work of the cabinet;

[1999, c. 785, §3 (NEW) .]

3. Coordinate funding; collaboration. Coordinate funding and budgets among the departments of the cabinet related to child and family services in order to carry out the purpose of this chapter, collaborate to share resources, remove barriers and support initiatives that prevent health and behavioral problems in children;

[1999, c. 785, §3 (NEW) .]

4. Planning and policy development. Conduct long-range planning and policy development leading to a more effective public and private service delivery system;

[1999, c. 785, §3 (NEW) .]

5. Coordinated service delivery. Coordinate the delivery of residential and community-based children's services among the departments;

[1999, c. 785, §3 (NEW) .]

6. Assessment. Assess resource capacity and allocations;

[1999, c. 785, §3 (NEW) .]

7. Policy and program review. Improve policies and programs through the review of specific case examples; and

[1999, c. 785, §3 (NEW) .]

8. Communication. Broadly communicate the work of the cabinet.

[1999, c. 785, §3 (NEW) .]

SECTION HISTORY

1999, c. 785, §3 (NEW) .

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5 §19133. PROGRAM IMPLEMENTATION AND OVERSIGHT

5 §19133. PROGRAM IMPLEMENTATION AND OVERSIGHT

The cabinet shall initiate, implement and oversee programs, policies and services consistent with the purposes of this chapter, which may include but are not limited to: [1999, c. 785, §3 (NEW) .]

1. Communities for Children. Supporting a collaborative effort between communities and State Government, known as Communities for Children, to effectively address problems facing the State's children and families by mobilizing the resources of State Government with resources and leadership at the community level;

[1999, c. 785, §3 (NEW) .]

2. Effectiveness indicators. Identifying indicators to measure child well-being to be used by Maine policy makers;

[1999, c. 785, §3 (NEW) .]

3. Safe homes. Working to ensure that all children have a safe and permanent home;

[1999, c. 785, §3 (NEW) .]

4. Civil and caring school environments. Providing civil and caring school environments in which violence is eliminated and the health needs of students are provided for;

[1999, c. 785, §3 (NEW) .]

5. Supportive communities. Focusing community members and resources to support goal-setting, counseling and mentoring for every child;

[1999, c. 785, §3 (NEW) .]

6. Reducing suicide. Reducing the incidence of suicide among Maine youth and improving access to appropriate prevention and intervention services;

[1999, c. 785, §3 (NEW) .]

7. Access to information and referral. Ensuring easy access to information and referral services regarding child and family services;

[1999, c. 785, §3 (NEW) .]

8. Service coordination. Coordinating social services to children and their families as an integrated whole and facilitating access to all services needed by family members;

[1999, c. 785, §3 (NEW) .]

9. Ensuring services. Ensuring coordination of services to parents of children birth to 5 years of age; and

[1999, c. 785, §3 (NEW) .]

10. Local case review and resolution; pooled funds. Providing services to children with multiple needs within the child's community by supporting case review and resolution at the local level using appropriate funds pooled from each department of the cabinet.

[1999, c. 785, §3 (NEW) .]

SECTION HISTORY

1999, c. 785, §3 (NEW) .

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5 §19134. FUNDS

5 §19134. FUNDS

The cabinet is authorized to solicit, receive and pool funds from the Federal Government, any political subdivision of the State or any individual, foundation or corporation and may expend those funds for purposes that are consistent with this chapter. [1999, c. 785, §3 (NEW).]

SECTION HISTORY

1999, c. 785, §3 (NEW).

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Join a Groundbreaking
State Consortium:

Kindergarten through Third Grade Assessment State Consortium

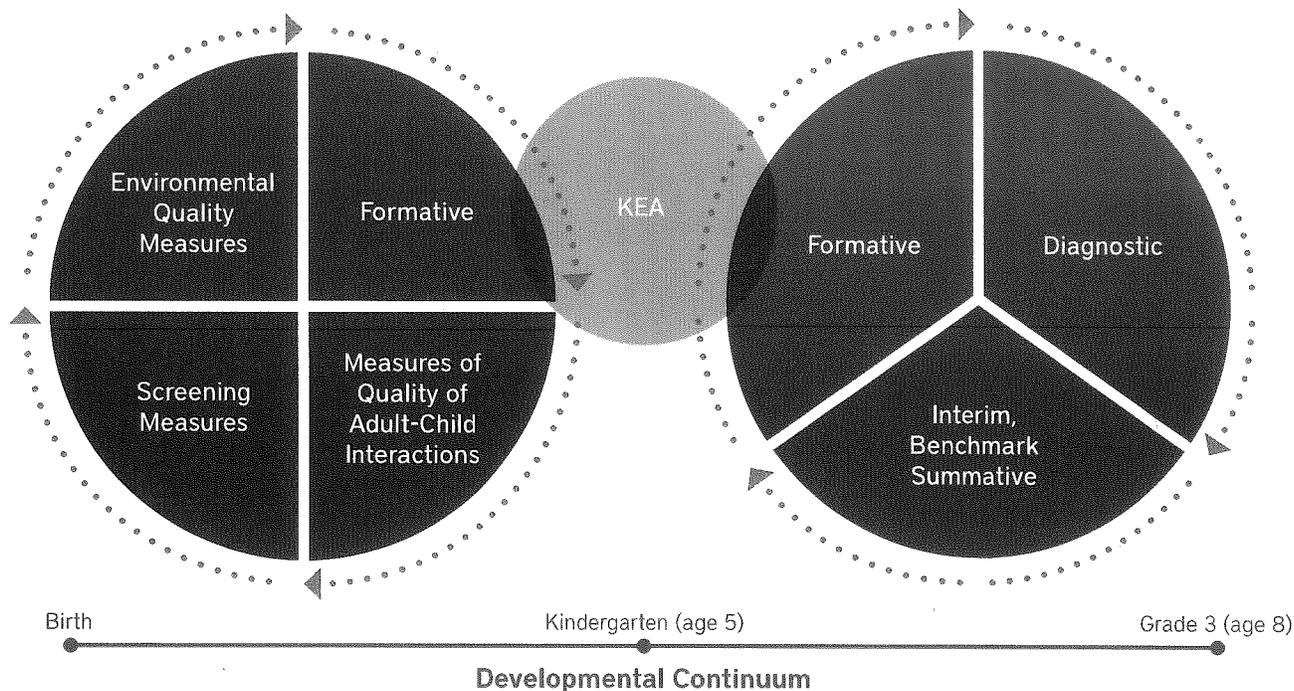
In May 2013, the U.S. Department of Education (ED) published a notice inviting applications (NIA) under the Enhanced Assessment Grants Program (EAG) to support the development or enhancement of a kindergarten entry assessment (KEA) that is aligned with state early learning and development standards and that covers all essential domains of school readiness. Priority will be given to applications that include more than three states that agree to work as part of a collaborative effort to develop or enhance a KEA. ED is making \$9.2 million available to fund two consortia; applications are due by July 8, 2013.

Opportunity:

North Carolina, serving as the lead state and fiscal agent, is seeking additional states to jointly apply for funding under this competition. This consortium will agree to engage in work to collaborate on the development of a KEA within a larger K-3 formative assessment. The primary purpose of the assessment will be to guide instruction, and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development. The assessment will gather a variety of data (e.g. observations, conversations, work samples, tasks) from multiple sources

Comprehensive Assessment Systems B- 5

Student Assessment Systems K-3



Both the Comprehensive Assessment System Birth to Five and the Student Assessment System K-3 include different kinds of assessment tools that are designed and used for different purposes. The two systems are connected by a kindergarten entry assessment (KEA), which represents an assessment (summative) given at the end of the Birth to 5 continuum to measure school readiness. The KEA - embedded in a K-3 formative assessment - is also used at the beginning of the K-3 student assessment system to inform teaching and learning in kindergarten and beyond.

(e.g. teachers, support staff, families, and community members). The first administration of the K-3 Assessment will be at kindergarten entry, with the resulting data generating a Child Profile that provides a more complete picture of the whole child and makes information available to both teachers and students that will be used to guide teaching and learning. The Child Profile data will support reporting at the state level for inclusion as part of a state's longitudinal data system, which is a requirement for this grant competition. The design of the assessment will ensure integration with states' student assessment systems, both comprehensive early learning assessment systems and K-3 student assessment systems. This consortium will make any assessment content (i.e. assessment and assessment items) and other assessment-related instruments developed with funds from this grant available to states at no charge. This would also include tools that support implementation of the assessment, such as resources for families, professional development materials for teachers, etc.

The assessment development process will utilize universal design principles to ensure that the tool is useful and appropriate for all children, including children with disabilities and dual language learners. Finally, the consortium will utilize significant resources from this grant to incorporate innovative technology solutions to (a) ease the process of collecting, analyzing, interpreting, storing, accessing, and using data to inform daily teaching and learning; and (b) embed professional development in the assessment that improves teacher assessment practices on an on-going basis.

This consortium will move the field forward by identifying what is common across state early learning standards and identifying empirically-based definitions of what is important to measure in early learning standards and domains beyond English Language Arts and Math in K-3.

Partner State Requirements:

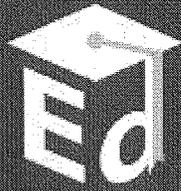
ED's grant requirements for all states in the consortium include:

- Adoption, or a plan for adoption, of a core set of early learning standards that are substantially identical across the consortium upon which the KEA is based;
- Adoption, or a plan for adoption, of the common KEA once developed/enhanced with EAG grant resources;
- Assurance that the state will do this via a memorandum of understanding (MOU) or other binding agreement by the end of the grant period (4 years); and

- Submission of a signed MOU (see MOU draft) that (1) details the activities that each member of the consortium plans to perform; and (2) binds each member of the consortium to every statement and assurance made by the applicant (North Carolina) in its application.

Partner State Expectations:

- Exercise their state's voice in the work to design the assessment and implementation approach, and contribute their expertise and experience. At least one state representative should participate in consortium meetings and conference calls.
- Share lessons learned from individual state KEA activities to contribute to the development of the K-3 formative assessment and implementation approach.
- Communicate consistently about the consortium work (e.g., use similar talking points), including following protocols to facilitate communication among consortium members, among key stakeholders nationally, and across and within each state.
- Sign a Terms of Reference agreement (see sample TOR document) and participate in amendments to the TOR as needed, that describes the consortium's work structure and operation, including the consortium's method and process (e.g., consensus, majority) for making different types of decisions (e.g., policy, operational) and the protocols by which the consortium will operate. TOR is a companion document to the individual MOU each partner state signs with NC. The MOU is the more formal binding agreement outlining what consortium states must agree to under the EAG proposal while the TOR outlines how the consortium states will work together.
- Collaboratively, make major decisions about the development of a K-3 formative assessment, and the plan for supporting teachers and administrators in implementing the assessment.
- Commit to the vision and goals to develop a K-3 formative assessment. Although the final NIA only requires that states agree to adopt a KEA, this consortium will write to this requirement by describing an approach to develop a K-3 formative assessment process that is inclusive of a KEA.
- Assist with problem-solving related to the creation, adoption, and implementation of a K-3 formative assessment process.



News from Secretary King and ED

THE UNITED STATES DEPARTMENT OF EDUCATION



U.S. Department of Education Releases Guidance on Supporting Early Learning through the Every Student Succeeds Act

The U.S. Department of Education released today non-regulatory guidance to help ensure young children from birth through third-grade get the strong start they need to achieve success in school and in life. This is the Department's first comprehensive look at how the nation's new education law supports our youngest learners.

President Obama signed the bipartisan Every Student Succeeds Act (ESSA) into law in December to reauthorize the Elementary and Secondary Education Act of 1965 and replace key requirements of the outdated No Child Left Behind Act of 2001. For the first time, the ESSA includes provisions to promote coordination in early learning among local communities; align preschool with early elementary school; and build the capacity of teachers, leaders and others serving young children to provide the highest-quality early learning opportunities. Early learning is woven throughout the ESSA, as a means of addressing educational equity, supporting students' school success, and bringing greater alignment along the entire education continuum. The ESSA, also for the first time, authorizes Preschool Development Grants, building upon the existing Preschool Development Grant program which has support 18 states, to ensure more students across the country have access to high-quality preschool.

This guidance is intended to remind state and local decision-makers about the importance of investing in early learning, highlight the opportunities available under the new law to strengthen early education, and provide examples of how states and local communities can support young children's success in school. The guidance is available [here](#).

"Expanding High-quality early learning opportunities helps close achievement gaps because it gives all children—no matter their zip code—a strong start," said U.S. Secretary of Education John B. King Jr. "A high-quality early education can support social-emotional development and unlock a child's potential, so that all children have the foundation they need to thrive in school and beyond."

Positive Impact of High-Quality Early Learning

High-quality early learning programs help to narrow achievement gaps between children from low-income families and their more affluent peers, which are detectable as early as nine months of age.

Children who attend high-quality early learning programs, and more specifically preschool programs for 3- and 4-year-olds, are less likely to need special education services, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended such programs.

Early Learning in ESSA

This guidance assists state educational agencies, school districts, schools, outlying areas, the Bureau of Indian Education and community-based organizations in supporting young children's success in school by highlighting how they can:

- expand access to high-quality early learning opportunities;
- encourage alignment and collaboration of early learning programs from birth through third grade; and
- support early learning educators

The ESSA builds on the civil rights legacy of the original federal education law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive. With this reauthorization, the law has been transformed from a kindergarten through twelfth grade (K-12) education law to one which cements the importance of a preschool through twelfth grade (P-12) continuum of learning.

Investing in Early Education

All parents and families want their children to start school ready for success, and all children in America deserve the opportunity to reach their full potential. Quality early childhood education is part of the foundation that helps children thrive both in school and in life. The benefits of the rich opportunities for learning and development provided in high-quality preschool are long lasting and powerful for all children, but especially disadvantaged children who, too often, enter kindergarten a year or more behind their peers in key academic and social-emotional skills. Research shows that children who participate in quality preschool are more likely to read, write, and do math at grade level, graduate from high school, enter college and grow up healthy to secure a good job and support stable families.

That's why from the beginning of the Administration, President Obama has made early education a priority. In 2013, President Obama put forth his bold Preschool for All proposal to establish a federal-state partnership that would provide high-quality preschool for all 4-year-olds from low- and moderate-income families. After the President's call, many states took action and today, 46 states and the District of Columbia invest in preschool programs. From 2009 to 2015, states enrolled 48,000 additional four-year-olds in preschool through their own investments. The Obama Administration has also invested an additional \$4 billion in Head Start, the largest federal early childhood initiative, and \$1.75 billion in Preschool Development Grants and Race to the Top-Early Learning Challenge grants, leading to hundreds of thousands more children having access to high-quality preschool across the country.

FACT SHEET: The Utah High Quality Preschool Program

America's First "Results-based Financing" for Early Childhood Education

- **"Results-based Financing"** (also sometimes referred as "pay for success") is an innovative and emerging financing approach that leverages private investment to support high impact social programs. In 2010, the UK government, along with philanthropic partners, piloted this approach. In 2012, Goldman Sachs was the first financial institution to invest in this product to finance preventative services for youth on Rikers Island
- **The Utah High Quality Preschool Program** delivers a high impact and targeted curriculum to increase school readiness and academic performance among 3 and 4 year olds. As a result of entering kindergarten better prepared, it is expected that fewer children will use special education and remedial services in kindergarten through 12th grade, which results in cost savings for school districts, the State of Utah and other government entities. The first \$1 million investment in this program will enable 450-600 children to attend pre-school this Fall
- Private capital from J.B. Pritzker and Goldman Sachs will finance an expansion of the Utah High Quality Preschool Program to provide early education services to up to five cohorts totaling over 3,500 children. In this approach, there is no upfront cost to the taxpayer or other funders, instead:
 - **Goldman Sachs** loans up to \$4.6 million to United Way of Salt Lake
 - **J.B. Pritzker** provides a subordinate loan up to \$2.4mm to United Way of Salt Lake, reducing risk to the senior lender if the preschool program proves to be ineffective
 - **United Way of Salt Lake** oversees the implementation of the project and is also responsible for managing repayments to the private investors. **Voices for Utah Children** provides research and analytic support, and Granite School District supports the training and professional development to ensure quality implementation and model fidelity across providers
 - **Granite School District and Park City School District** provide the preschool program to low-income 3 and 4 year olds
 - **Private capital and other public funding sources** provide Pay-for-Success payments to repay the loans, based on the cost-savings associated with the reduced use of special education and ancillary services
 - If the preschool program does not result in increased school readiness and decreased use of special education services, then there is no obligation on the part of United Way or other public funding sources to repay the loan
 - **After initial funding**, subsequent investments will be made based on the availability of repayment funds from public entities that are realizing cost savings as a result of the program
- **Determining Pay-for-Success Payments:**
 - Children participating in the high impact preschool program are given the Peabody Picture Vocabulary Test which is a predictive evaluation that will serve as an indicator of their likely usage of special education and remedial services. Students that test below average and are therefore likely to use special education services will be tracked as they progress through 6th grade

- Every year that they do not use special education or remedial services will generate a Pay-for-Success payment
- School districts receive a fixed per annum payment of approximately \$2,600 per student to provide special education and remedial services for students in general education classrooms from the State of Utah. The amount of the Pay-for-Success payment is based on the actual avoided costs realized by the State of Utah
- Pay-for-Success payments will be made equal to 95% of the avoided costs or \$2,470 per child for every year, Kindergarten through Sixth Grade, to repay the senior and subordinate debt plus a base interest rate of 5.0%
- Thereafter, Success Payments will equal 40% of the savings, or \$1,040 per child per year of special education services avoided, to be paid as Success Fees to Goldman Sachs and Pritzker
- The Utah High Quality Preschool Program has the potential to generate long-term savings for taxpayers and the results-based financing structure can become a replicable model for financing early childhood services nationally
 - The potential savings associated with the reduction in special education and remedial service usage are significant, and in each scenario exceed the potential payments to the lenders
 - Pay-for-Success payments are only made through 6th grade for each student; but all savings that are generated after that point will be captured by the school district, state and other government entities

Pay-For-Success is Working in Utah

For the first time, a US social impact bond has paid off for investors.

By Jeff Edmondson, Bill Crim, & Allen Grossman | Oct. 27, 2015

In August 2013, key stakeholders in a collective impact partnership in Utah entered into one of America's first pay-for-success (PFS) contracts, otherwise known as a social impact bond (SIB). The plan called for United Way of Salt Lake to work with area partners, including StriveTogether (a national network of cross-sector community partnerships focused on improving public education), to expand high quality preschool opportunities in high-need communities, and for Goldman Sachs and J.B. Pritzker to provide \$7 million in up-front funding to pay for the program. If the children who had been identified as potentially eligible for government-funded special education (beginning in kindergarten and often lasting through high school) were able to avoid tapping those services, then, ultimately, the state of Utah would pay investors their principal plus a financial return. (Because state legislation had not been passed in 2013, for the first cohort of children the investors are paid by United Way of Salt Lake and Salt Lake County).

We are proud to say that the initiative has been a resounding success. Of the 595 low-income three- and four-year-old children who attended the SIB-financed preschool programs in the 2013-14 school year, 110 of the four-year-olds had been previously identified as likely to use special education in grade school. Of those 110 students, however, only one went on to use special education services in kindergarten. With fewer children requiring special education services and remedial services, school districts and government entities saved \$281,550 in a single year, based on a state resource special education add-on of \$2,607 per child.

Significantly, these results triggered the first payment to investors for any SIB in the United States. (There are eight completed US SIBs. In one, the intervention did not meet its targets and therefore did not pay its investors, and the others are still underway.) Just as important, because of the early success of the program the State of Utah has decided to expand it to additional children.

United Way of Salt Lake approached the PFS transaction with no prior experience, but had the collective impact infrastructure to bring the deal together—and we have learned a great deal through the process. It is

our hope that others, reading about our success, will be inspired to develop and use their own collective impact partnerships to pursue their own SIB initiatives. The potential is great.

It Started with a Study

Subscribe Sign In In 2010, United Way of Salt Lake, Voices for Utah Children (a child advocacy group), Granite School District, and Goldman Sachs came together in the Salt Lake region to study the long-term effects of high-quality preschool. Through a longitudinal study authored by Voices for Utah Children, they learned that high-quality preschool programs provided sustained improved outcomes for children.

The study's timing was fortuitous because even as it was getting underway, United Way of Salt Lake senior managers and board members (comprised of 52 business leaders) had begun moving away from the organization's 111-year-old model—focused on raising and distributing funds—and embracing a new approach based on collective impact. (For a more detailed look at the role that business played in Salt Lake's collective impact initiative read “The Role of Business in Collective Impact (http://ssir.org/articles/entry/the_role_of_business_in_collective_impact).”)

The collective-impact infrastructure United Way of Salt Lake had been building made Salt Lake fertile ground for PFS financing. Rigorous collective impact partnerships, like the kind supported by StriveTogether in Salt Lake, involve a diverse mix of educators, businesses, philanthropies, nonprofits, and government agencies working together to align resources and strategies. They put a set of core outcomes at the center of their work, set time bound goals, and track progress consistently. Programmatic data is shared across partners, and used to identify successes and areas for improvement, targeting the right interventions to the right groups of students at the right times. Each of these features is a precondition for successful SIBs.

A SIB enables and requires partners to be more disciplined about using data to identify what works and find cost savings. So today, those providers are able to serve more children who previously would not have been able to access high-quality programs. With backbone support provided by the United Way of Salt Lake, the partners have also been able to identify new resources, so even more children have been able to attend and benefit from fortified preschool programming.

“Our kids enter Kindergarten above their age-mate peers,” says Brenda van Gorder, director of Preschool Services at Granite School District. “They are so ready for kindergarten. They are there at the top of their classes. And we watch that trend continue on through first grade, second grade, third grade. These kids are the leaders in their schools. They’re talking about going to college. They know that the things that they want

to be have to have college degrees. They talk about getting master's degrees. When we educate our youngest children and connect them to school we are building community and when we do that—the sky's the limit.”

Seeding a Successful Lifelong Journey

Under state legislation passed in 2014, (HB96), the state of Utah decided to expand the original SIB-financed program to include a total of 3,500 at-risk children over the five-year period. The state has assumed the role of repayment organization for the second, third, fourth, and fifth year of the project and has established a School Readiness Board, comprised of appointees from the State Department of Workforce Services, Utah State Office of Education, Utah State Charter School Board, business leaders, community leaders, and other stakeholders. The board is responsible for entering into SIB financing contracts with private investors, on behalf of the state. In 2014 and 2015, it entered the state into contracts with United Way of Salt Lake, Goldman Sachs, and J.B. Pritzker to provide repayment funding for the project for cohorts two through five.

Utah has demonstrated that public dollars invested in a collective impact approach gets results for kids, at scale, cost-effectively. And the potential throughout the state to use similar creative financing for other outcomes (such as early-grade reading, high school graduation, and college completion) has increased significantly. After the SIB loan is paid back, collective impact partners will work to ensure that the opportunity gap for low-income students continues to close. Our hope is to continue to use the SIB financial model to increase impact along a child's learning journey.

By engaging partners, using data to be more intentional, and using creative financing tools to focus public and private dollars on programs that work, we know it is possible to see children succeed not only in early childhood, but every step of the way toward a meaningful and productive career. We encourage others to explore the possibilities and potential of PFS financing—and to continue to build the collective impact infrastructure that helps facilitate such high-impact strategies. We're certainly going to continue to do so.



Jeff Edmondson is managing director of StriveTogether.



Bill Crim is president and CEO of United Way Salt Lake.



Allen Grossman is a senior fellow at Harvard Business School.

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FOR IMMEDIATE RELEASE

October 7, 2014

CONTACT:

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**MAYOR EMANUEL ANNOUNCES EXPANSION OF PRE-K TO MORE THAN 2,600
CHICAGO PUBLIC SCHOOL CHILDREN**

Nearly \$17 Million Social Impact Bond Program Reinforces the Mayor's Commitment to Providing High-Quality early Childhood Education for Students Most in Need; Pay for Success Financing from Goldman Sachs, Northern Trust and the J.B. and M.K. Pritzker Family Foundation

Mayor Rahm Emanuel and Chicago Public Schools (CPS) today announced 2,620 Chicago public school children will soon have access to high-quality early childhood education as a result of a Social Impact Bond Program, an innovative financing format that will fund pre-K education over the next four years. The program will provide early childhood education to 2,620 students over the life of the project through a half-day Child-Parent Center (CPC) model, a program that works with both students and their parents to improve educational outcomes. Access to quality early educational programs directly impacts the success of students in elementary school and beyond.

Chicago's nearly \$17 million Social Impact Bond Program is structured to ensure that its lenders, the Goldman Sachs Social Impact Fund and Northern Trust as senior lenders, and the J.B. and M.K. Pritzker Family Foundation as a subordinate lender, are only repaid if students realize positive academic results. The Program's goals include: increasing Kindergarten readiness, improving third-grade literacy, and reducing the need for special education services.

"There is nothing that's more important than our kids. Giving them a quality education from day one and helping provide their parents with the tools to be consistent and active partners in their children's education is the best investment any of us can make," said Mayor Rahm Emanuel.

The investment will fund the operating costs of expanding the CPC pre-K program for these students. Early childhood education is a priority for Mayor Emanuel and the City of Chicago. The Mayor has directed his administration to explore budget options to close the gap for children from low-income families who currently have no access to pre-



kindergarten education. The lenders will share in the savings that CPS receives from reduced need for intervention later in a student's educational career.

"Early childhood education helps create a strong foundation that benefits students throughout their entire education," said CPS CEO Barbara Byrd-Bennett. "By investing in the expansion of pre-kindergarten programs, we will set more students on the right educational path and eliminate the need and cost for additional educational supports."

The first cohort will include 374 students in the 2014 / 2015 school year, ramp up to 782 children for the next two years, and provide funding for at least 680 children in the fourth year of the project. This represents over half of the gap in access to pre-kindergarten for four-year-old children in families living below 185 percent of the federal poverty level.

For the launch of the program, CPS identified six schools serving low-income families in communities that had a shortage of publicly funded, high quality pre-K seats available. These include DeDiego in West Town, Melody Elementary in Garfield-Humboldt; Thomas in McKinley Park, Wadsworth in Woodlawn, Peck in West Elsdon and Hanson Park in Belmont Cragin. CPS and its teachers will manage the expanded program in these schools for the current academic year and expand to additional schools in future years.

Goldman Sachs and Pritzker pioneered this type of pay for success early childhood education financing with a similar effort last year for disadvantaged children in Utah.

"Innovative models like social impact bonds and Pay for Success programs allow the private sector to provide the capital needed to expand successful initiatives in our cities and communities, shifting the risk of achieving targeted outcomes away from the taxpayer and enabling governments to pay only for what works" says Andrea Phillips, Vice President, Urban Investment Group at Goldman Sachs. "We're pleased to make this investment in early childhood education here in Chicago to continue our work in applying these new models of public private partnership to some of our nation's most pressing social challenges."

"We want to lead by example here in Chicago and encourage more investment nationally in high-quality early childhood education," said J.B. Pritzker, one of the leaders behind the national push for early childhood social impact bonds. "Changing the lives of as many disadvantaged young children and their families as possible is our ultimate goal."

"We believe passionately in the importance of early education and finding innovative ways to improve opportunities for children in school and at home," Northern Trust Chairman and Chief Executive Officer Frederick H. Waddell said. "We have long believed that investing upfront in needed services can save money down the road, and are pleased to support a public-and-private effort seeking to demonstrate that."



Chicago-based IFF, one of the nation's leading community development finance institutions, will serve as the project coordinator and will contract with an Independent Evaluator to analyze the programmatic outcomes. The Finnegan Family Foundation will be funding the evaluation of the program for the first two years. Metropolitan Family Services will provide quality assurance and connect families with needed community resources.

"This is just the beginning of a whole new way of looking at investing in social programs. By tying repayment to outcomes and budgetary savings, we can unlock millions of dollars from untapped private sector resources to help expand programs serving some of our most vulnerable populations," said Joe Neri, Chief Executive Officer of IFF.

"Assuring the public that the program achieves the results desired is the single most important part of any pay-for-success program. Our funding assures taxpayers that they only pay for success," said Finnegan Family Foundation President Woody McCally.

To date, there have been four social impact bond programs in the U.S. with Chicago being the fifth and only the second of its kind. Goldman Sachs and the GS Social Impact Fund have been the lead investor in four of the five programs completed to date.

Mayor Emanuel has made education a core priority throughout his administration, with a priority focus on early childhood education. The Chicago: Ready to Learn! initiative coordinates early learning programs across the city, expanding access to early learning opportunities and improving the quality of early childhood programs across the city. The expansion of quality pre-school programs joins the long list of education improvements under his leadership, including universal full-day kindergarten, a full school day for all students, high-quality school options like IB and STEM, and expanded academic and enrichment opportunities. Collectively, these efforts have resulted in an all-time high graduation rate of 69.4 percent in 2014, up from 58 percent just three years ago. Chicago Public Schools serves 400,000 students in 664 schools. It is the nation's third largest public school system.

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Child-Parent Center Pay-for-Success Initiative/SIB Fact Sheet

- Chicago Public Schools (CPS) and the City of Chicago are partnering with leading experts to launch an innovative Pay-for-Success (PFS) contract that will allow the City to provide high quality pre-K services to more than 2,600 children in high-need communities over the next four years through the successful Child Parent Center (CPC) education program.
- The CPC model has a proven track record of improving educational outcomes and lifelong trajectories for disadvantaged children in pre-school and beyond. Students who participate in the CPC program are better prepared for Kindergarten, perform better on standardized tests, are less likely to need special education services, are more likely to graduate from high school, and be successful in life.
- The model achieves these outcomes by working not only with students, but also with parents to help foster better learning at home and helping families address the myriad of challenges they face. Every CPC comes equipped with a dedicated Parent Resource Teacher and School Community Representative, who engage parents both inside and outside of the CPC.
- The funding for this initiative comes from an innovative Pay-for-Success financing mechanism. Under a PFS contract, lenders provide the upfront capital necessary to operate a program that produces long term avoided costs to the government. The government then uses those savings to repay the lenders.
- In the context of the CPC program, evidence suggests that children who participate in the CPC program are less likely to enter the Special Education system later in life, as low-severity learning and behavioral challenges are identified and rectified early, allowing students to stay on track with their peers. Since many children who need special education services are less likely to obtain academic success, this model produces substantial reduced costs by allowing students to remain in General Education classrooms. **Students will not be denied services because of this initiative.**

2,620 additional disadvantaged children to receive high-quality Pre-K through the Child Parent Center model over the next four years

Nearly \$17 million of private capital raised to expand access to Pre-K for high-need children

Repayment of loans tied to innovative pay for success program – lenders are only repaid if the program improves educational outcomes

Funding Partners: the Goldman Sachs Social Impact Fund, the Northern Trust Company, and the J.B. and M.K. Pritzker Family Foundation will provide nearly \$17 million in upfront capital



for this program. The Finnegan Family Foundation will underwrite a portion of the initiative's evaluation costs.

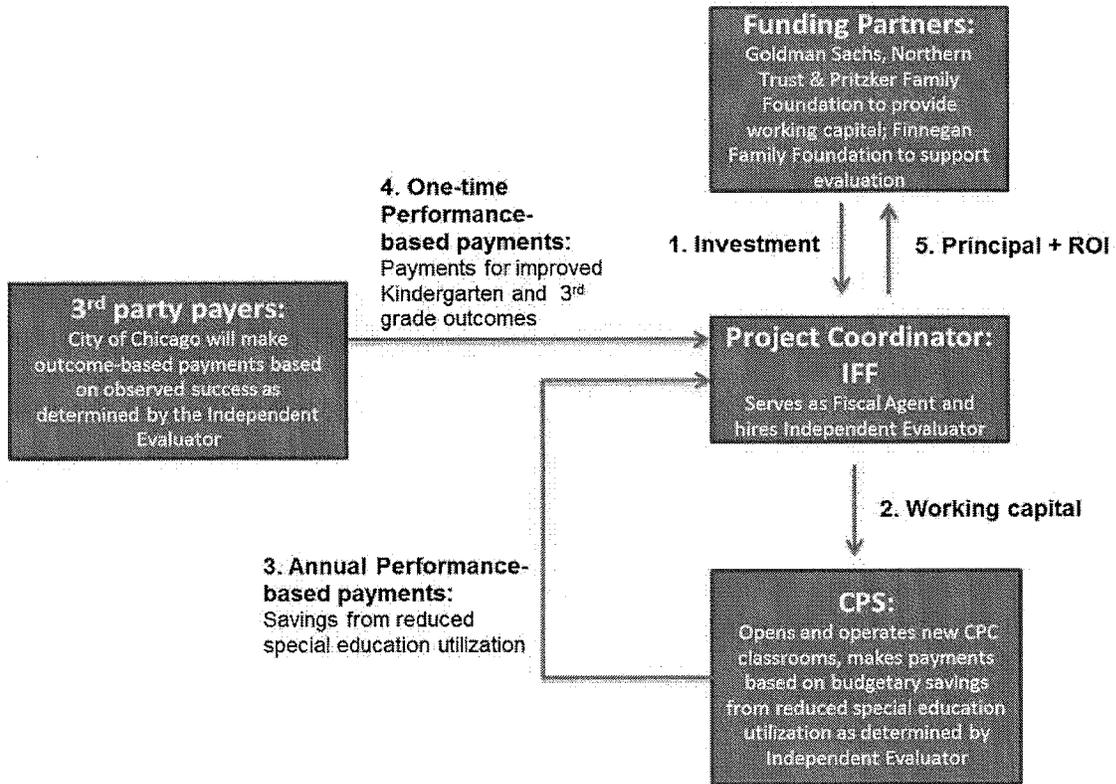
Repayment Structure: The Funding Partners will be repaid by CPS and the City from the savings achieved through avoidance of special education and other programs, as outlined below:

- **Payments for Decreases in Special Education** are \$9,100 annually compounding at an annual rate of 1.0% for each student that avoids special education after attending the CPC Program
- **Payments for increases in Kindergarten Readiness** are \$2,900 for each student that is prepared for kindergarten after attending the CPC Program
- **Payments for increases in Third Grade Literacy** are \$750 for each student that scores above the national average on the nationally administered third grade reading test

Project Coordinator: IFF, a local non-profit, will serve as the Project Coordinator for the project. They manage the flow of funds between funding partners and CPS, distributing loan dollars for CPC operations and repaying lenders with the success payments from CPS and the City. They will also hold the contracts with Metropolitan Family Services and the Independent Evaluator.

Program Intermediary: Metropolitan Family Services (MFS) will serve as a program intermediary to the project, helping CPS identify best practices from around the field that could be used to further the success of the model. MFS has years of expertise working with high need families and will serve as a valuable resource in improving parental engagement and identifying the challenges confronting these families.

Independent Evaluator: IFF is in final negotiations with an organization which will serve as the Independent Evaluator for the project. Their role will be to conduct a statistically rigorous evaluation of the outcomes of the program, the results of which will trigger success payments from CPS and the City.



Massachusetts Acts 2012 -- Session Law

Chapter 143 AN ACT ESTABLISHING THE SOCIAL INNOVATION FINANCING TRUST FUND AND AUTHORIZING THE LEASE OF THE HENDERSON BOAT HOUSE.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. Chapter 10 of the General Laws is hereby amended by inserting after section 35UU the following section:-

Section 35VV.

(a) There shall be established and set up on the books of the commonwealth a trust to be known as the Social Innovation Financing Trust Fund for the purpose of funding contracts to improve outcomes and lower costs for contracted government services, hereinafter referred to as "pay for success contracts", subject to the requirements of subsection (b).

(b) Notwithstanding any general or special law to the contrary, the secretary of administration and finance, may enter into pay for success contracts. Each contract shall include: (1) a requirement that a substantial portion of the payment be conditioned on the achievement of specific outcomes based on defined performance targets; (2) an objective process by which an independent evaluator will determine whether the performance targets have been achieved; (3) a calculation of the amount and timing of payments that would be earned by the service provider during each year of the agreement if performance targets are achieved as determined by the independent evaluator; (4) a sinking fund requirement under which the secretary shall request an appropriation for each fiscal year that the contract is in effect, in an amount equal to the expected payments that the commonwealth would ultimately be obligated to pay in the future based upon service provided during that fiscal year, if performance targets were achieved; and (5) a determination by the secretary that the contract will result in significant performance improvements and budgetary savings across all impacted agencies if the performance targets are achieved.

(c) The secretary may provide that payments in future years under any such contracts shall constitute a general obligation of the commonwealth for which the full faith and credit of the commonwealth shall be pledged for the benefit of the providers of the contracted government services, but the total amount of payments under such contracts secured by a pledge of the full faith and credit of the commonwealth shall not exceed, in the aggregate, \$50,000,000.

(d) The secretary shall be the trustee of the trust, shall administer the trust and shall ensure that all funds appropriated as described in this section are deposited in the trust and shall make payments from the trust in accordance with the terms and conditions of the contracts, without further appropriation. The secretary shall provide an annual status report on all contracts not later than February 1 to the house and senate committees on ways and means.

SECTION 2. The second sentence of section 1 of chapter 65 of the acts of 2010 is hereby amended by inserting after the words "Boston University Sailing Pavilion in the city of Boston" the following words:- ; the Northeastern University Henderson Boat House in the city of Boston.

Approved, July 8, 2012.

EXAMPLES OF “PAY FOR SUCCESS” LEGISLATION

<u>State:</u>	<u>Year:</u>	<u>Vehicle:</u>	<u>Status:</u>	<u>Brief description of legislation:</u>
Massachusetts	2012	HB 4219	Enacted	Establishes the Social Innovation Financing Trust Fund for funding contracts to improve outcomes and lower the cost of government spending.
New Jersey	2012	A 3289	Pocket Vetoed	Establishes a five-year social innovation loan pilot program to encourage private investment in preventive and early intervention health care to reduce public expenditures related to those services. Also creates a social innovation loan fund.
California	2013	SB 593	Vetoed	Authorizes the Governor to enter into social impact partnerships to address policies or programs not currently funded by the state, to address state programs in order to improve outcomes or lower state costs or to reduce recidivism, reduce child abuse and neglect or to assist foster children.
Utah	2014	HB 96	Enacted	Establishes a School Readiness Board to negotiate results-based contracts with private entities to fund high-quality early childhood education programs. Creates a restricted account.
Oklahoma	2014	SB 1278	Enacted	Creates the Criminal Justice Pay for Success Initiative and authorizes the Office of Management and Enterprise Services to contract with social service providers that provide diversion and reentry programs to persons not under the custody or control of the Department of Corrections.
California	2014	AB 1837	Enacted	Creates the Social Innovation Financing program and authorizes grants by the Board of State and Community Corrections to enter into a pay-for-success or social innovation financing contract.
Colorado	2015	HB 1317	Enacted	Establishes the Pay for Success Contracts Program in order to authorize the state to enter into pay for success contracts pending specific requirements.
Massachusetts	2015	HB 3650	Enacted	Directs the Executive Office for Administration and Finance to coordinate with Health and Human Services to develop a pay-for-performance model to promote employment among recipients of programs administered by the Department of Transitional Assistance.

EXAMPLES OF “PAY FOR SUCCESS” LEGISLATION

Massachusetts (continued)				Also gives permission for the Executive Office to coordinate with the Social Impact Bond Technical Assistance Lab at the Harvard University Kennedy School to develop the pay-for-performance model and requires a report on the model and feasibility of implementation.
Texas	2015	HB 3014	Enacted	Establishes the Success Contracts Payments Trust Fund for the purpose of making success contract payments.
District of Columbia	2015	B 750	Enacted	Authorizes Pay-for-Success contracts in D.C. and establishes a Pay-for-Success Contract Fund that is administered by the Mayor.
Idaho	2015	HB 170	Enacted	Allows the state Department of Education to enter into pay-for-success contracts designed to enhance student academic achievement. Outlines standards required to enter into pay-for-success contracts.
Maine	2015	HB 285	Enacted	Directs the Education Research Institute to study the use of social impact bonds to fund extended learning programs and prekindergarten programs and submit report and any recommended legislation to the Joint Standing Committee on Education and Cultural Affairs by Dec. 2, 2015.
New Jersey	2015	A 2771	Vetoed	Establishes a five-year social innovation loan pilot program to encourage private investment in preventive and early intervention health care to reduce public expenditures related to those services.
Maryland	2016	SB 1005	Enacted	Permits the Justice Reinvestment Oversight Board to make recommendations about entering into public-private partnerships including social impact bonds.
Alaska	2016	SB 91	Enacted	Requires the Alaska Criminal Justice Commission to prepare a report regarding the potential use of social impact bonds to reduce recidivism rates. Also outlines requirements of the content of the report, who it must be delivered to and when this must be completed by.