

PLACE MATTERS

A roadmap for reinvesting in Maine's
youth and communities

A project of Cutler Institute for Health and Social Policy at the University
of Southern Maine

Prepared for Maine Juvenile Justice System Assessment and Reinvestment Task Force
September 18, 2019

PROJECT OBJECTIVES



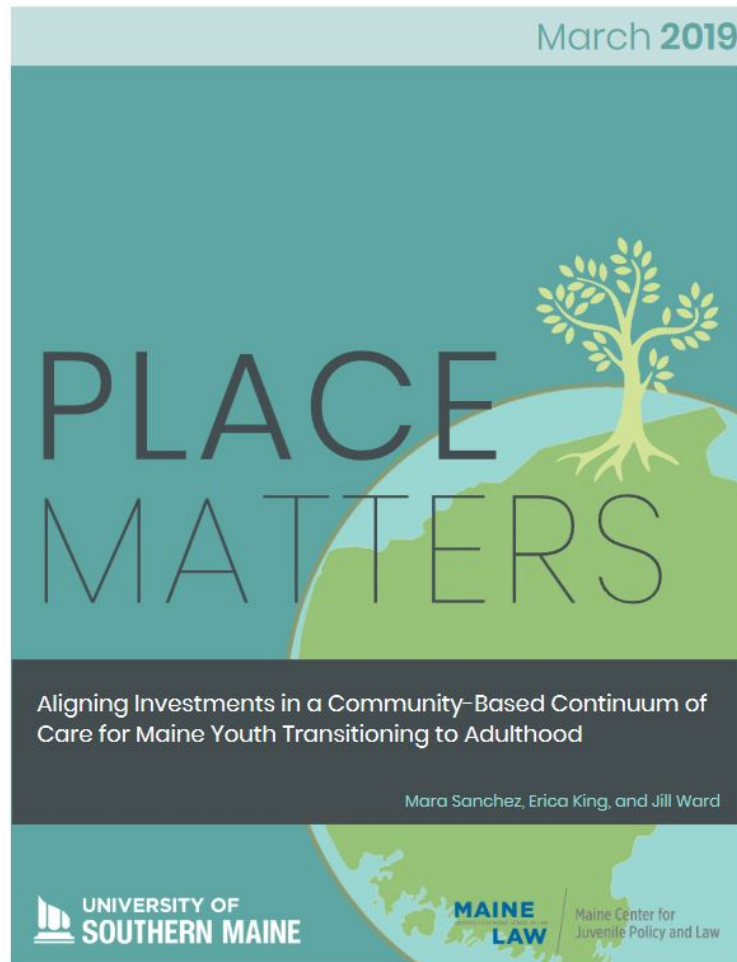
- Examine relationship between youth outcomes and structural place based factors across Maine's sixteen counties and local communities
- Propose a data informed community based continuum of care that includes and amplifies voices of Maine communities through community engaged, participatory research methods that map community assets and opportunities
- Identify data informed opportunities for equitable investments to improve outcomes across specific system populations, sub populations, and local Maine communities
- Recommend policy, program, and systems change strategies to strengthen economic and social wellbeing for transition aged youth, families and communities in Maine

ABOUT THE PLACE MATTERS TEAM



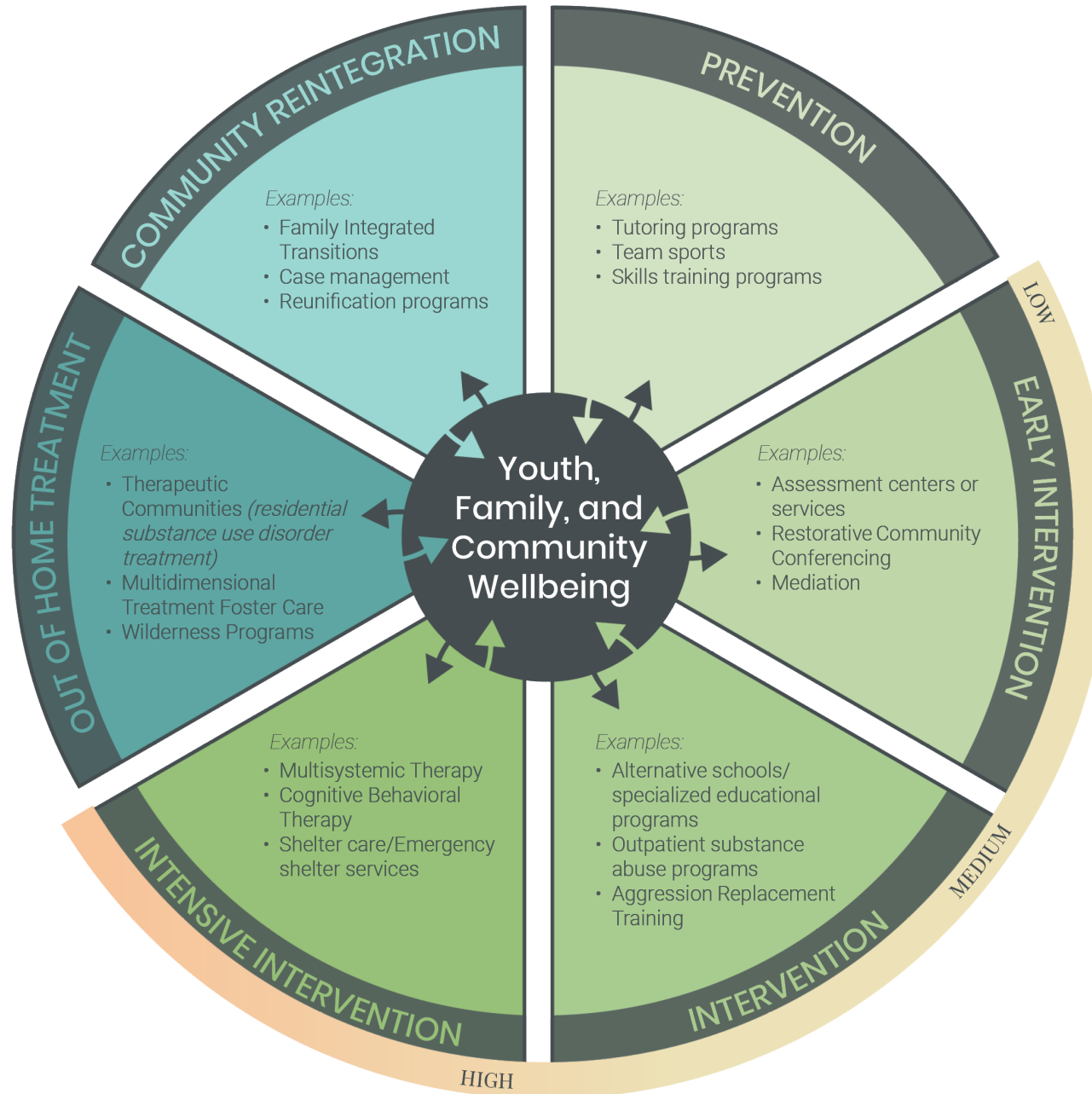
- The Place Matters team includes a mix of researchers, policy advisors, data visualization experts, and directly impacted youth who collaborate to develop capacity for results focused, data informed solutions to social and justice policy issues in Maine.
- Place Matters staff work collaboratively using mixed methods and participatory processes that integrate the best available quantitative data with local voices.
- The Place Matters team is supported by a number of funders, including The John T. Gorman Foundation, The Annie E. Casey Foundation, The Rocking Moon Foundation, Juvenile Justice Advisory Group, and The Maine Economic Improvement Fund.

Place Matters: A Proposal for Aligned Investments in a Community Based Continuum of Care for Maine Youth Transitioning to Adulthood



- Proposed model for a continuum of care for transition aged youth
- The continuum is intended to be implemented within communities and across youth serving systems
- State policy recommendations to take aligned action, create centralized leadership structures to move results, invest in community-based strategies, identify assets, include those with lived experiences, and prioritize justice reinvestment in community-based interventions and capacity building.

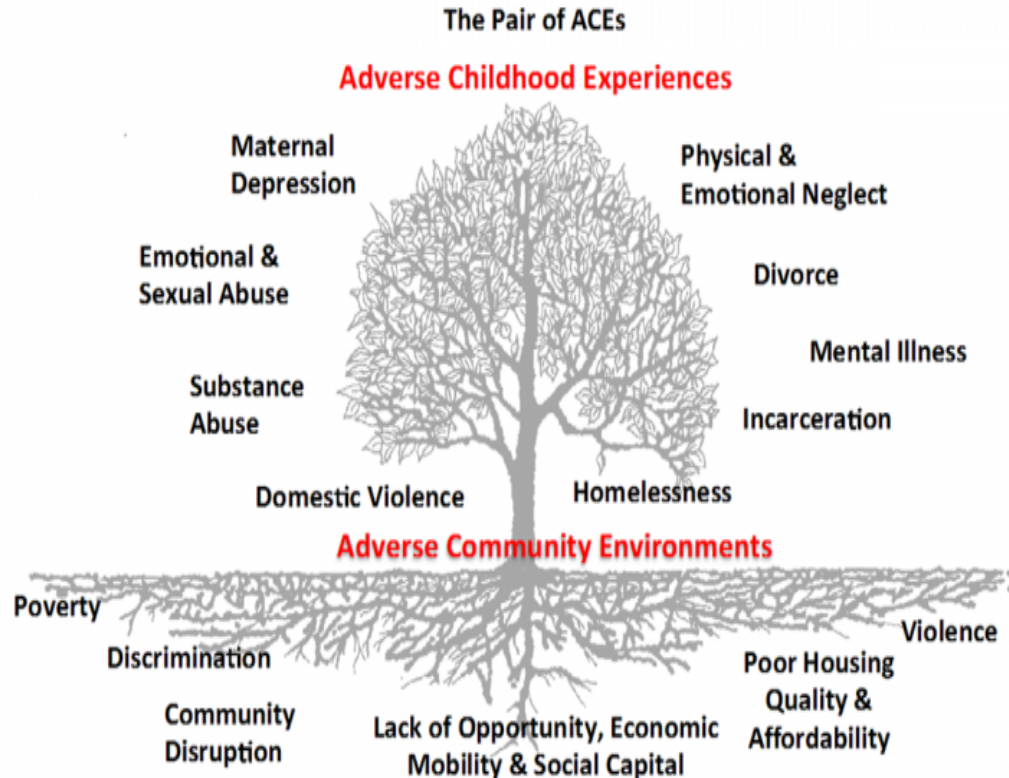
A Community Based, Cross Systems Continuum of Care model



Basic needs (i.e. housing nutrition) to support families must be the foundation for a continuum of care.

For young people to thrive, communities need access to quality supports in every category.

Place Matters: From Pipelines to Place-Based Strategies for Maine's Older Youth



- Provides snapshots of the economic and social wellbeing of all sixteen counties in Maine, as well as indicators of early system involvement
- Also provides county snapshots with all indicators
- Recommendations based on the data on next steps for systems and communities

Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011



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Household Economic Well-being



Housing Affordability



Community Financial Security



Economic Inclusion



School Quality



Community Security



Social Capital/Belonging



Human capital



Area's Economic Growth



School



Youth Justice



Children's Behavioral Health



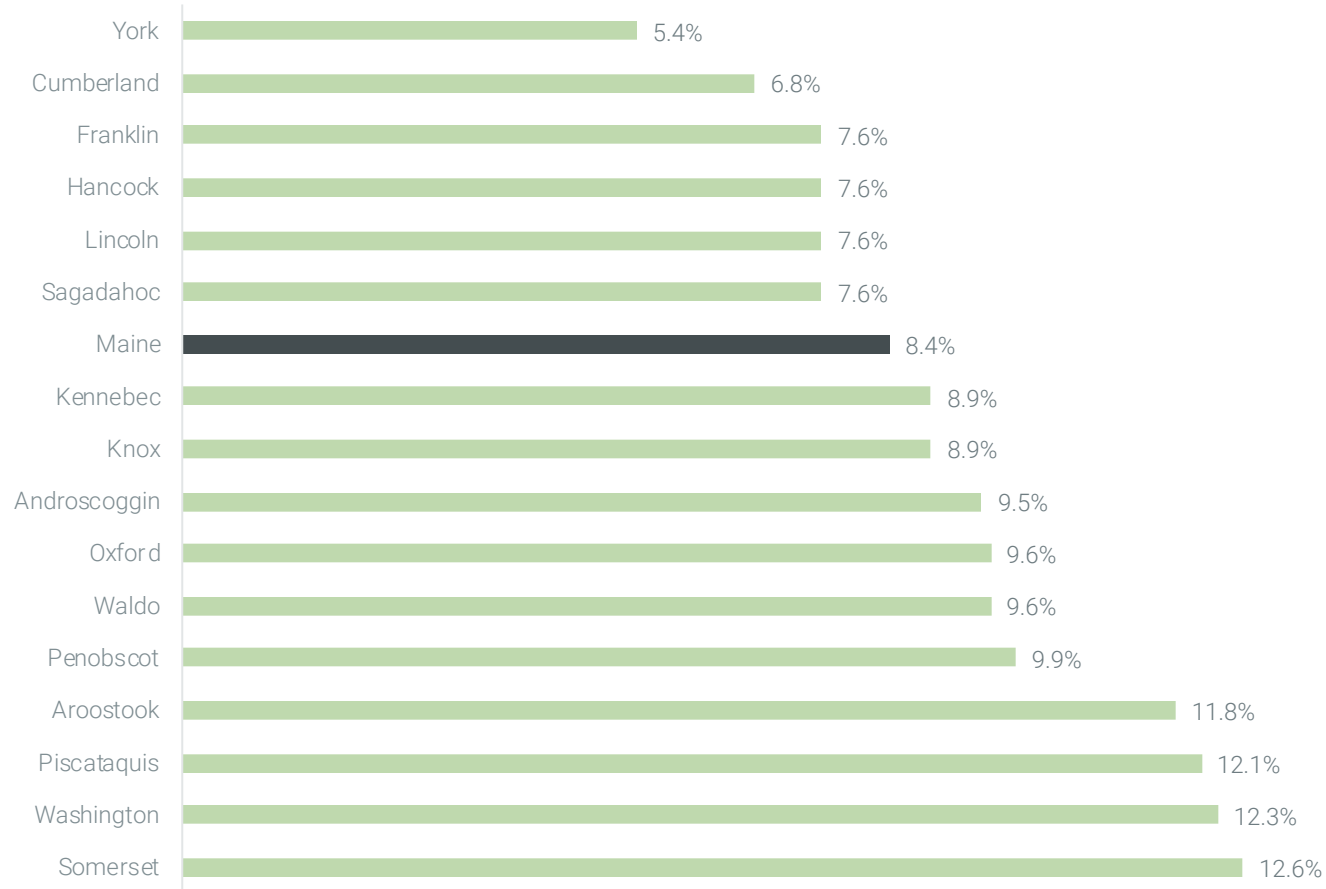
Child Welfare



Homelessness

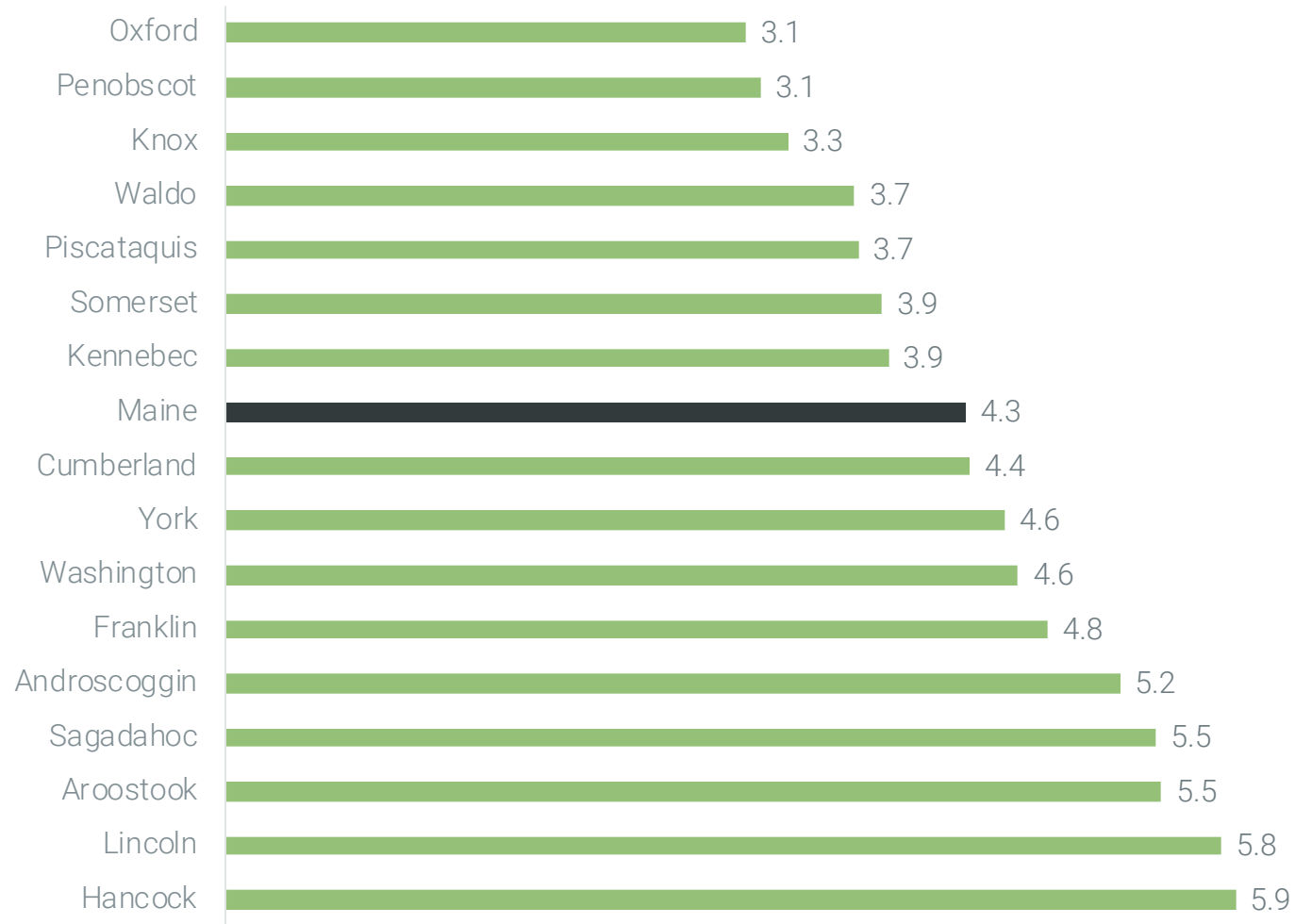
		AND	ARO	CUM	FRA	HAN	KEN	KNO	LIN	OXF	PEN	PIS	SAG	SOM	WAL	WAS	YOR	Maine
Determinant/Outcome	Indicator	Androscoggin	Aroostook	Cumberland	Franklin	Hancock	Kennebec	Knox	Lincoln	Oxford	Penobscot	Piscataquis	Sagadahoc	Somerset	Waldo	Washington	York	Maine
Household Economic Wellbeing	Household Income	\$49,538	\$39,021	\$65,702	\$45,541	\$51,438	\$50,116	\$53,117	\$54,041	\$44,582	\$47,886	\$38,797	\$60,457	\$41,549	\$50,162	\$40,328	\$62,618	\$53,024
Housing Affordability	Housing Cost Burden	32%	28%	33%	23%	30%	28%	31%	31%	30%	30%	32%	30%	29%	28%	28%	32%	31%
Area economic growth	Unemployment	5.2%	5.3%	4.0%	6.1%	5.7%	5.7%	4.7%	3.4%	6.3%	6.5%	7.8%	4.1%	8.8%	6.5%	7.9%	4.8%	5.3%
Financial Security	Poverty	9.5%	11.8%	6.8%	7.6%	7.6%	8.9%	8.9%	7.6%	9.6%	9.9%	12.1%	7.6%	12.6%	9.6%	12.3%	5.4%	8.4%
Economic Inclusion	Income Inequality	0.425	0.456	0.461	0.423	0.466	0.429	0.431	0.446	0.417	0.452	0.44	0.425	0.433	0.446	0.460	0.438	0.453
School Quality	HS Graduation	74%	90%	90%	88%	87%	86%	91%	85%	85%	86%	85%	86%	84%	87%	87%	90%	87%
Community security	Crime	19.1	10.2	17.4	12.6	10.6	16.4	12.1	11.0	18.1	16.6	10.6	13.4	17.7	8.0	8.9	14.6	16.3
Social belonging	Social Belonging	53.2%	50.5%	62.0%	56.7%	60.8%	57.7%	59.9%	59.8%	53.0%	54.5%	47.2%	58.6%	50.5%	48.6%	54.2%	58.4%	57.3%
Human capital	Education Level	22%	19%	45%	26%	32%	27%	31%	33%	19%	26%	18%	35%	17%	30%	21%	31%	30%
Educational pushout	Suspensions	14.5	3.7	3.0	12.7	4.5	4.1	4.4	2.5	7.5	3.3	11.2	2.4	11.3	4.9	2.0	3.3	5.2
Mental and behavioral health	IEPs/504s	21.0	19.8	19.8	19.5	21.6	21.4	24.1	24.8	22.9	22.1	19.5	24.1	21.1	23.9	22.3	21.3	21.3
Mental and behavioral health	TCM, Developmental Tx	9.2	9.5	4.2	8.6	13.0	7.4	8.1	7.7	13.1	5.9	12.0	8.4	5.2	7.4	2.7	9.6	7.5
Mental and behavioral health	TCM, Behavioral Tx	4.73	4.42	1.27	2.82	1.05	4.18	1.92	1.99	3.92	1.75	1.59	1.67	3.98	2.91	2.56	2.01	2.56
Homelessness	Homelessness	0.94%	0.22%	1.04%	0.41%	0.68%	1.05%	0.60%	0.25%	0.90%	0.56%	0.28%	0.89%	0.60%	0.62%	0.09%	0.47%	0.72%
Youth justice involvement	DOC Referrals	5.24	5.49	4.36	4.82	5.92	3.88	3.29	5.84	3.05	3.14	3.71	5.45	3.85	3.69	4.65	4.57	4.34
Child welfare system involvement	DHHS Referrals	8.3	8.8	3.7	7.8	5.4	7.7	6.8	7.4	8.2	7.7	7.1	4.8	9.5	7.7	6.4	5.6	6.5
		AND	ARO	CUM	FRA	HAN	KEN	KNO	LIN	OXF	PEN	PIS	SAG	SOM	WAL	WAS	YOR	Maine
Educational pushout	Suspensions	2,441	350	1,158	498	299	691	217	101	599	653	237	111	848	258	85	896	9,442
Mental and behavioral health	IEPs/504s	3,561	1,853	7,800	769	1,454	3,600	1,206	983	1,868	4,447	416	1,160	1,580	1,243	948	5,887	38,775
Mental and behavioral health	TCM, Developmental Tx	215	118	233	46	123	175	58	44	140	163	34	57	51	56	16	372	1,901
Mental and behavioral health	TCM, Behavioral Tx	1,109	548	704	150	99	992	137	113	420	486	45	113	387	220	152	781	6,456
Homelessness	Homelessness	160	21	408	16	46	176	30	10	73	112	6	43	45	32	4	129	1,311
Youth justice involvement	DOC Referrals	268	168	582	61	131	223	57	81	85	212	28	86	97	66	64	437	2,646
Child welfare system involvement	DHHS Referrals	1,938	1,098	2,060	420	512	1,822	484	422	882	2,134	202	324	932	582	382	2,202	16,394

Families Living Below the Poverty Level, 2017



Determinant:
Financial Security

DOC referrals, 2017



Outcome:
Youth Justice Involvement

STRENGTHS



- Poverty rates in Franklin, Washington, and Somerset have decreased.
- Overall housing burden has been on the decline in Maine and nationally over the past few years.
- In several counties: Franklin, Knox, Lincoln, and most notably, Piscataquis, there have been decreases in the homelessness rate this year in comparison to 2017
- From 2010 to 2018 graduation rates increased in most of Maine's counties.
- Maine is one of the safest states in the nation, especially when it comes to violent crime.
- Unemployment has been declining steadily in the past few years and is currently below the national average.
- Educational attainment for Maine has risen.
- Some counties have practices or assets that serve as protective factors for youth who are at risk of involvement with the juvenile justice and child welfare systems

OPPORTUNITIES



- Androscoggin County ranked unfavorably on nine out of ten determinant indicators and likewise ranked unfavorably on four out of seven early system involvement indicators (all four that were analyzed in terms of favorability)
- Oxford, Kennebec, and Somerset showed similar patterns
- Homelessness increased in Maine between 2015 and 2018
- Half of Maine youth surveyed in the Maine Integrated Youth Health Survey did not agree in answer to the question "Do you agree or disagree that in your community you feel like you matter to people?"
- Suspensions increased between 2015 and 2017

Recommendations

1. Invest in ongoing data integrity, literacy, and capacity

- Maine has multiple data blind spots
- Lack of data on subpopulations
- Still no interoperability of system data
- Who is better off?

2. Assess and activate community assets

- Next step: make connections between this data and interrupting pipelines
 - Need to know assets that already exist
- Need backbone organizations to fuel this work
- Upcoming toolkit intended as a guide

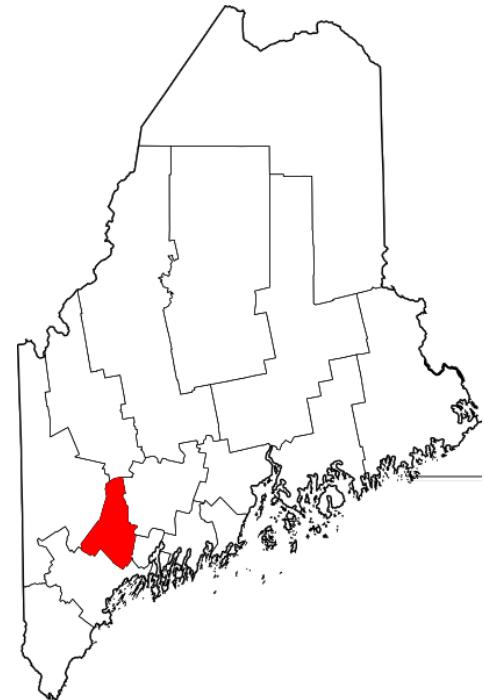
Place Matters: Invest in Androscoggin County

Mapping Assets and Opportunities Toolkit

Androscoggin county is a microcosm of the obstacles and opportunities at play in Maine at large

There are five steps outlined in the toolkit:

1. Examine economic and social wellbeing as well as early system indicators
2. Conduct focus groups with young people
3. Convene cross system summit
4. Analyze and lift up key themes
5. Align community partners toward shared results



Step 1:

Examine
economic
and social
wellbeing
as well as
early
system
indicators

Androscoggin		RATES
<u>Determinant/Outcome</u>	<u>Indicator</u>	
Household Economic Wellbeing	Household Income	\$49,538
Housing Affordability	Housing Cost Burden	32%
Area economic growth Financial Security	Unemployment	5.2%
	Poverty	9.5%
Economic Inclusion School Quality Community security	Income Inequality	0.425
	HS Graduation	74%
	Crime	19.1
Social belonging	Social Belonging	53.2%
Human capital Educational pushout	Education Level	22%
	Suspensions	14.5
Mental and behavioral health care system	IEPs/504s	21.0
Mental and behavioral health care system	TCM, Developmental Tx	9.2
Mental and behavioral health care system Homelessness	TCM, Behavioral Tx	4.73
	Homelessness	0.94%
Youth justice involvement	DOC Referrals	5.24
Child welfare system involvement	DHHS Referrals	8.3
		NUMBERS
Educational pushout	Suspensions	2,441
Mental and behavioral health care system	IEPs/504s	3,561
Mental and behavioral health care system	TCM, Developmental Tx	215
Mental and behavioral health care system Homelessness	TCM, Behavioral Tx	1,109
	Homelessness	160
Youth justice involvement	DOC Referrals	268
Child welfare system involvement	DHHS Referrals	1,938

Step 2:

Conduct focus groups & journey maps with young people

JOURNEY MAPPING

Why Journey Map?

The Journey Map allows you to reflect on and express how your own life experiences influence your understanding and assumptions about who you are, how you think and your values. This includes your identities in regard race, class, culture, gender, sexual orientation and roles you may play, as well as the people, places and experiences that shaped you.

From this self-awareness, you develop the ability to share your own and listen to others' experiences to understand how your journey may influence (consciously or unconsciously) the ways your beliefs about yourself and the world.

How to Create Your Journey Map?

This is an exercise that invites a bit of creativity to enrich the conversation. Help yourself to paper and supplies that may help ignite the creative process. Who am I as a person and how did I get here? How does who I am shape the roles I take up and how I relate to others?



STEP ONE: REFLECT ON YOUR OWN LIFE EXPERIENCES

Consider what influenced you – your family, your community, and your life experiences. How did you identify your own race, class and culture at the beginning of your journey? Where are you today? How did your life journey shape your values and beliefs? In what ways did race, class, and culture influence how you understand what contributes you are most passionate about? How did they lead you to where you are in this room today?



STEP TWO: DRAW YOUR JOURNEY MAP

Start with the place and time of your birth (context matters) and then move from that point to today. Think of major events or influences in your life. Identify key events that stand out or that have made an impression on you. Your reflections in Step One will inform the milestones that you select to plot on your journey map.



STEP 3: SHARE YOUR JOURNEY MAP (CHALLENGE BY CHOICE)

Your voice matters. You have a right to tell your own story. Once you have completed your journey map, you are welcome share at whatever level feels right to you. Your experience can inform better outcomes for other youth. You may also find that there is power in sharing your own story.



STEP 4: REFLECT

When you are done sharing, focus on listening to your peers. How do their experiences shape their life? What similarities and differences to you see in your journey and that of others? What insights from today that might influence how you understand yourself and interact with others?

Maine Youth Asset Map Study
Focus group and interview instrument

Sample: Providers and community stakeholders (system administrators and [staff](#) DOC, DOE, DHHS), nonprofit service providers, government officials for target communities, individuals with a history of justice involvement, teachers in target communities

Method: Interviews, focus groups, [arts based](#) data collection (journey maps, photovoice, chalkboard/listening walls)

1. How long have you worked in this community?
2. What changes (if any) have you noticed in that period of time?
3. How connected do you feel to this community?
4. What are the strengths of this community? Why do you/others live here? What are the places, organizations, and groups that you participate in? Provide an example of something that is going well in this community currently.
5. Do you feel safe in this community? Do you have access to information/resources/supplies that you need? Is quality of life in this community improving or declining?
6. Where are the assets of this community? (plot on map)
 - a. Individuals (ex: artists, volunteers, seniors)
 - b. Groups (ex: Charitable Groups, youth clubs, cultural associations)
 - c. Institutions (ex: Businesses, Recreation, Hospitals, Schools, Libraries, Churches)
 - d. Places (ex: parks, streets, houses, bridges, corners/intersections)
7. What are the barriers to youth accessing these assets?
8. What services currently exist in this community that fit into each category of the continuum of care? [Continuum of care graphic attached]
9. What are the gaps that you can now identify?
10. Based on identified gaps, what services could exist in this community to fill those gaps?
11. If you could decide how to spend funding on youth in your community, what would you spend it on?
12. What kind of changes would you like to see in the community in the next five years?

Step 3:

Convene Cross System Summit

Androscoggin County Qualitative data gathering:

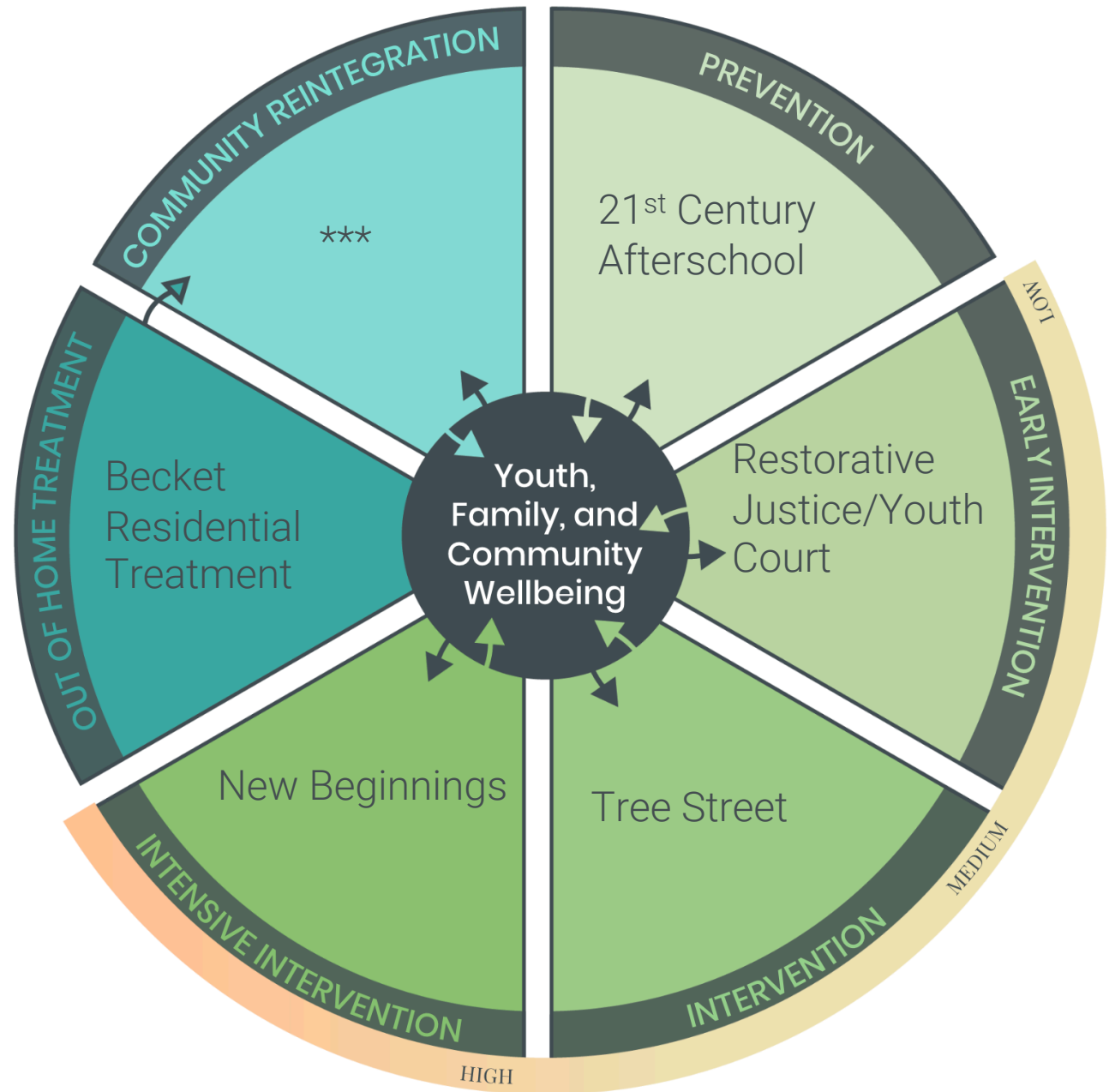
- Place Matters cross-sector summit
- Restorative Justice think tank
- Focus groups with youth
- In person interviews
- Previous needs assessments provided by other orgs

Asset name	Number of mentions
Tree Street	47
New Beginnings	39
Restorative Justice programs	27
Goodwill/Take 2/Youthbuild	19
St Mary's	16
Tri-County Mental Health Services	16
School	13
Spurwink	12
Case Management	11
21st Century Afterschool (afterschool programming, extra curricular activities, school clubs)	9
Afterschool programming	9
Day One	7
Head Start	7
Root Cellar	7
YMCA	7
Boxing club at armory	6
High fidelity wraparound	6
Long Creek Youth Development Center	6
Advocates for Children	5
Becket homes residential treatment	5
CPPC (Community Partnership for Protecting Children)	5
DOC	5
FFT	5
MST	5
Residential setting with appropriate educational programming	5
Social workers in schools (School clinicians/social workers)	5
Bates	4
Boys and Girls Club	4
School sports	4
Sweetser	4
Trinity Jubilee Center	4
Youth Court	4
Adult Ed	3
Androscoggin Bank Colisee	3
Big Brothers Big Sisters	3
Community Concepts	3
Counseling	3
Early childhood education programs	3
Foster Care (Foster Care age-out)	3

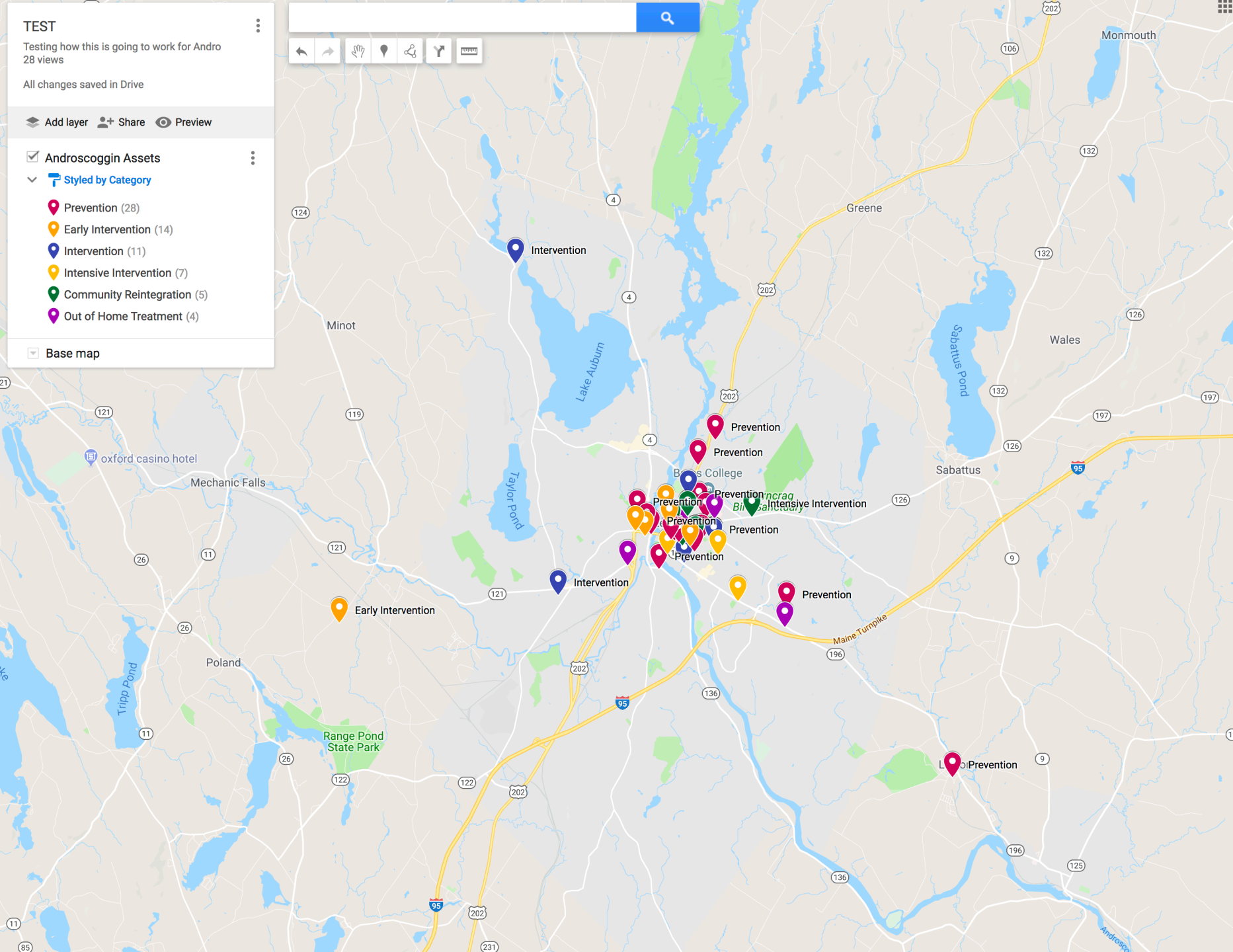
Assets named by participants in Androscoggin County

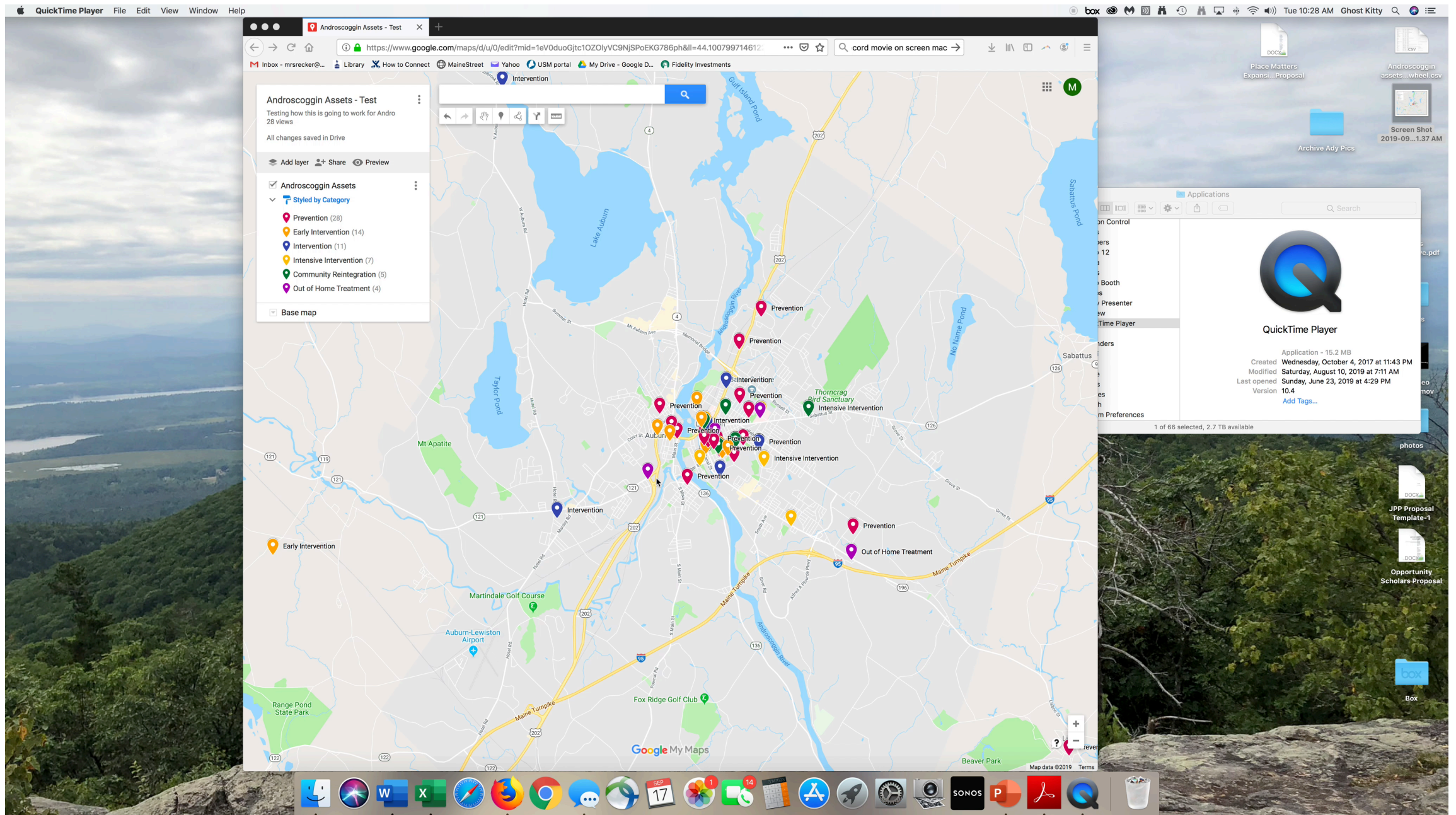
Step 4:

Analyze and lift
up key themes



Androscoggin County – most frequently named assets





THANK YOU!



QUESTIONS?

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