



MAINE

The Afterschool Investments project has developed profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and after school, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- ▶ **Maine Afterschool Network.** The Maine Afterschool Network aims to bring together Maine’s out-of-school time and youth workers and program administrators. The Network is funded by the Departments of Education, Health and Human Services, Early Childhood Services Division, and the C. S. Mott foundation, supported by the Governor’s Children’s Cabinet. Partners include Maine School Age Care Alliance, individual afterschool providers, and the University of Maine at Farmington. The Network’s goals are to promote partnerships, sustain existing afterschool programs, secure resources for new programs, and improve care quality.
- ▶ **Communities for Children and Youth (C4CY).** C4CY is a statewide initiative of the Maine Children’s Cabinet designed to create a partnership between state government and local communities as they work to prevent poor outcomes for children and youth and instead promote positive development. The goals of the initiative are to improve the well-being of children and youth in every Maine community and increase educational achievement levels. C4CY invites all communities to become “Partner Communities,” and today C4CY has 64 active communities, representing more than 300 municipalities and 70% of the state’s population. The initiative receives funding from the Children’s Cabinet and private grants generated by the state coordinating office and local communities. Local communities from Children’s Leadership Councils develop strategic plans to promote child well-being and receive assistance from VISTA volunteers. One significant initiative of C4CY is the replication of the Colby Cares About Kids College/Community mentoring program, where Colby mentors are matched with area children and youth to improve their academic, social, and emotional well-being. This model is now replicated at University of New England Biddeford, University of Maine at Orono, and Bowdoin College.



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



Quick Facts

Demographics

Total population:	1,321,574
Number of children ages 5-12:	119,880
Percent of population:	9.1%
Percent of students eligible for free/reduced-price lunch:	33.7%
Percent of K-12 students in Title I “Schoolwide” schools:	4.5%

For more demographic information, visit <http://nccic.acf.hhs.gov/statedata/stateprofile.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Maine Department of Health and Human Services, Early Childhood Division

Total FFY06 federal and state CCDF funds:	\$21,317,579
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FFY06 total federal share:	\$15,970,046
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FFY06 state MOE plus match:	\$5,347,533
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FFY06 School Age & Resource and Referral Targeted Funds:	\$59,535
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FFY06 Tribal CCDF Allocation:	\$268,058
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FFY05 Total Quality Expenditures:	\$4,422,641
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Percent of children receiving CCDF subsidies who are ages 5-12:	45.1%
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For more information, see <http://www.state.me.us/cfc> or <http://www.communitiesforchildrenandyouth.org>

- ▶ **AfterSchool Programs for 12-15 Year Olds.** Maine legislation funds afterschool programs for 12-15 year olds through the Fund for a Healthy Maine - Tobacco Settlement Funds. Special funds (\$641,000) are contracted to programs around the state for this age group each year. The programs use a variety of models and are open to all youth. Contracts are managed by the Child Care and Head Start program within the Department of Health and Human Service.
- ▶ **The Maine Mentoring Partnership (MPP)** is an initiative of Maine's Children's Cabinet. MPP is a partnership between government, program providers, and funders with the aim of increasing the availability of formal mentoring programs in Maine through resource development and distribution, public awareness, recruitment and referral, technical assistance and training, public policy, and data collection/tracking.

For more information, see <http://www.maine mentoring.org>.

- ▶ **Maine's Alliance for Children's Care, Education, and Supporting Services.** The Alliance is a membership organization whose members include: Maine Resource Development Centers, Inc., Maine Child Care Directors Association (MCCDA), Maine School-Age Care Alliance (MSACA), Maine Head Start Association (MHSA); Maine Family Child Care Association (MFCCA) and Maine Division for Early Childhood (DEC). Their mission is to:

- Promote access to early care and education (for children from birth to age 12)
- Build the community's capacity to provide family focused services; and
- Develop collaborative relationships with child care stakeholders, reaching out to traditional and non-traditional partners. Founded in 1997, the Alliance has formed local collaboratives, issue-based committees, and task groups and has held statewide conferences.

For more information, see <http://www.accessforme.org>.

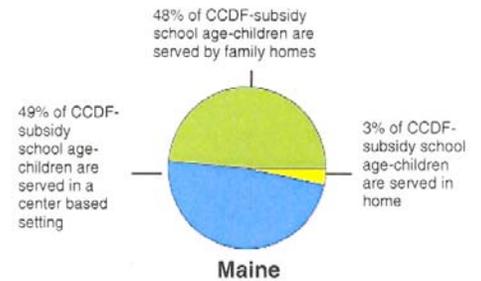
Notable Local Initiatives

- ▶ **Guilford Laptop Computer Initiative.** Since 1999, every eighth grade student at Piscataquis Community Middle School in Guilford, Maine has been provided a wireless laptop computer. The computers have been a major benefit for the rural district, helping to tie learning from community activities to the core school day. The laptop computers are used in the Guilford afterschool program and summer programs, which have included reading and thematic-based lessons. Laptop computers have made a huge impact on the summer programs, including improvements in reading, and attitudes toward school and community. Funds for computers were provided by the school district's partnership with a local employer and 21st CCLC funds.

Fairview Elementary Before & After School Program. In June 2005, the afterschool program in Auburn became the second accredited afterschool program in the state from the National AfterSchool Association. The program serves 80 kindergarten through third grade students per year. The program started in 2000, and is a school-based program. The program fosters dynamic relationships between the staff and the children which help the children grow mentally, physically, and socially.

Quick Facts (continued)

• Settings



• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

"Resource and referral and school-age" targeted funds:

Funds may be used to support a statewide afterschool network, provide training, and develop an accreditation program.

Other quality activities:

Funds may be used to provide a 10% differential reimbursement to school-age care providers that are accredited by the National School Age Care Alliance (NSACA).

• Provider Reimbursement Rates

Label assigned by state for school-age rate

category: School-age

Maximum rate for center-based school-age category: \$135.00/wk

Before and after school care rate \$85/wk

Notes: Rates vary by county. Rates for Cumberland County given.

Standardized monthly center-based school-age rate \$354

Are separate subsidy rates offered for part-time and full-time care?.....No

Tiered Reimbursement Rate System:

Maine has a tiered reimbursement system. Child care programs that have been awarded a "Quality Certificate" by the Office of Child Care and Head Start receive a 10% increase in their subsidy payment; programs that have made substantial progress toward accreditation may receive a 5% increase for one year.

Statewide Organizations

Statewide Child Care Resource & Referral Network:

Maine Association of Child Care Resource and Referral Agencies
c/o Child and Family Opportunities
P.O. Box 648
Ellsworth, ME 04605
Phone: 800-834-4378

Statewide Afterschool Network:

Maine Afterschool Network
University of Maine at Farmington
252 Main Street
Farmington, ME 04938
Phone: 207-778-7575

Communities for Children and Youth
27 Independence Drive, CETA Building, First Floor
Augusta, ME 04333-0170
Phone in Maine: 1-800-780-6230 or 207-287-4377
Web: <http://communitiesforchildrenandyouth.org>

Additional Resources

State Child Care Administrators:

<http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>

State TANF Contacts:

<http://www.acf.hhs.gov/programs/ofa/tanf-dir.htm>

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF:\$8,905,654

FFY05 TANF direct spending on child care:\$10,876,846

Program Licensing and Accreditation Policies

Are there separate licensing standards governing the care of school-age children? No

Are there specialized requirements for center-based care for school-age children? Yes

Ratio of children to adults in school-age centers: 13:1

Number of National AfterSchool Association (NAA) accredited programs: 3

21st Century Community Learning Centers

FY06 state formula grant amount:\$4,807,715

Most recent competition: July 2004

Applications funded: 19

Total first year grant awards:\$2,718,416

Fiscal agent type:
79 % school district
21% other

Licensing required?
Yes, for programs not run by schools

Notes and Sources

Demographics

Total population: *Annual Estimates of the Population for the United States and States, and for Puerto Rico: April 1, 2000 to July 1, 2006*, U.S. Census Bureau.

Number of children ages 5-12: *Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2006*, U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Percent of K-12 students in Title I "schoolwide" schools: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional targeted funds on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY06 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY06 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY05 total quality expenditures: This data includes FY05 and prior year funds expended for quality from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under targeted funds for infant and toddler, school-age care and resource and referral. This figure provides information obtained from state financial reports submitted for FY05.

Uses of CCDF Targeted Funds and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are targeted specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2006-2007. State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Separate subsidy rates for part-time vs. full time and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2006-2007.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY05 that were awarded in FY05 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Association for Regulatory Administration, 2005 Child Care Licensing Study, available at <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticlebr=104>.

Ratio of children to adults in school-age setting: Data from the National Child Care Information Center (NCCIC), available at: <http://nccic.acf.hhs.gov>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, March 2007, available at: <http://www.naaweb.org>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds flow to states based on their share of Title I, Part A funds. States use their allocations to make competitive awards to eligible entities. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System.

The Child Care Bureau awarded a technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that state and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.