The Early Childhood Landscape in Maine

OVERVIEW

School readiness is shaped by many factors, each with the power to influence learning and development – both for better and for worse – from the days young children are born. For this reason, policymakers interested in promoting the long-term academic and life success of children must be prepared to consider their needs on a holistic basis – addressing not just access to high-quality early learning environments, but their health, safety, social-emotional development, and the economic and other stressors facing their families. While far from comprehensive, this state data profile is intended to provide a snapshot of both risk and reach. That is: what are the significant risk factors experienced by the children of my state, and how well are services reaching the children and families for whom they are intended?

Number of Children Age 8 and Younger, 2018

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children, Age 0-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1 yr</td>
<td>12,409</td>
</tr>
<tr>
<td>1 yr</td>
<td>12,629</td>
</tr>
<tr>
<td>2 yr</td>
<td>12,930</td>
</tr>
<tr>
<td>3 yr</td>
<td>13,126</td>
</tr>
<tr>
<td>4 yr</td>
<td>13,188</td>
</tr>
<tr>
<td>5 yr</td>
<td>13,253</td>
</tr>
<tr>
<td>6 yr</td>
<td>13,288</td>
</tr>
<tr>
<td>7 yr</td>
<td>13,301</td>
</tr>
<tr>
<td>8 yr</td>
<td>13,870</td>
</tr>
<tr>
<td>Total</td>
<td>117,694</td>
</tr>
</tbody>
</table>

Children with All Available Parents in the Labor Force Age 0–5 (2018) - 73%

Children in Poverty* Age 0–5 (2018) - 16%

Children in Low-Income Working Families* Age 0–5 (2018) - 19%

Children in Poverty, by Race, 2018

<table>
<thead>
<tr>
<th>Race</th>
<th>Maine</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>14%</td>
<td>N/A</td>
</tr>
<tr>
<td>Black</td>
<td>11%</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>All</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

*The federal poverty level for a family of four was $24,600. “Low income” is defined as having a family income less than twice the federal poverty level.
INFANT AND TODDLER SUPPORT

The first three years of life are a unique and critical period of development, during which up to 1 million new neural connections are formed in the developing brain each second. Infants and toddlers develop and learn at exponential rates as they explore and engage with the environments and adults around them. In order to best support their health and development, families need access to information and services.

Questions To Consider

Are women and children receiving health care services before and after birth?
Are families prepared for and educated about the needs of young children through home health visits, regular well-baby checks or both?
What areas of maternal and child health is my state focusing on?

Current Status of Infant and Toddler Well-Being

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>MAINE</th>
<th>NATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unintended Pregnancy (% of all pregnancies)</td>
<td>48%</td>
<td>45%</td>
</tr>
<tr>
<td>Prenatal Care Before 3rd Trimester (% of live births)</td>
<td>97%</td>
<td>87%</td>
</tr>
<tr>
<td>Home Health Visit (% of children ages 0-3)</td>
<td>28%</td>
<td>14%</td>
</tr>
<tr>
<td>Well-Baby Check (% of babies)</td>
<td>99%</td>
<td>91%</td>
</tr>
<tr>
<td>Developmental Screening (% of children ages 10 months to 5 years)</td>
<td>27%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Maternal and Child Health Grant

The federal government allocates the Title V Maternal and Child Health (MCH) Block Grant to states. Maine provides additional funding to the MCH program (as shown below).

The state has identified eight national performance measures to focus on:

- Low-Risk Cesarean Delivery
- Breastfeeding
- Safe Sleep
- Developmental Screening
- Injury Hospitalization
- Bullying
- Medical Home
- Smoking

Maine MCH Funds by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$3,310,629</td>
</tr>
<tr>
<td>State</td>
<td>$3,903,140</td>
</tr>
<tr>
<td>Local</td>
<td>$0</td>
</tr>
<tr>
<td>Program Income</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
</tr>
</tbody>
</table>

Maine | MCH 2017 Expenditures

<table>
<thead>
<tr>
<th>POPULATION SERVED</th>
<th>INDIVIDUALS SERVED</th>
<th>2017 EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant Women</td>
<td>272</td>
<td>$1,104,529</td>
</tr>
<tr>
<td>Infants</td>
<td>791</td>
<td>$1,752,441</td>
</tr>
<tr>
<td>Children (Age 1-22)</td>
<td>11,776</td>
<td>$2,440,802</td>
</tr>
<tr>
<td>Children with Special Needs</td>
<td>256</td>
<td>$1,915,997</td>
</tr>
<tr>
<td>Others</td>
<td>4,741</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>17,836</td>
<td>$7,213,769</td>
</tr>
</tbody>
</table>
Prenatal Care and Birth Outcome, By Race

Receiving appropriate prenatal care helps reduce the likelihood of negative birth outcomes, including low birthweight and premature births, which are often linked to developmental delays and elevated rates of early school failure. Furthermore, births to teenage mothers increase risk for both children (increasing the likelihood of being born at a low birthweight and infant mortality) and their mothers (who are less likely to graduate from high school, maintain steady employment).

Often these outcomes vary significantly across demographic groups, which results in systematic inequities in infant and maternal health and well-being.

### Births to Women Receiving Late or No Prenatal Care

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pac. Islander</th>
<th>American Indian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine United States</td>
<td>3%</td>
<td>13%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4%</td>
</tr>
<tr>
<td>Maine United States</td>
<td>4%</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Teen Births

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pac. Islander</th>
<th>American Indian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine United States</td>
<td>1.3%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>N/A</td>
<td>N/A</td>
<td>1.9%</td>
</tr>
<tr>
<td>Maine United States</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>Maine United States</td>
<td>1.3%</td>
<td>2.2%</td>
<td>N/A</td>
<td>N/A</td>
<td>1.3%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Low Birthweight

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian/Pac. Islander</th>
<th>American Indian</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine United States</td>
<td>7.0%</td>
<td>9.1%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>7.1%</td>
</tr>
<tr>
<td>Maine United States</td>
<td>7.0%</td>
<td>13.4%</td>
<td>7.4%</td>
<td>8.5%</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Are there disparities evident in the teen birth data? What steps is my state taking to reduce teenage pregnancy? Are there racial/ethnic disparities evident in your state’s data? What steps might be taken to increase access to and utilization of prenatal care by expectant mothers?
Paid Family Leave

Paid family leave policies support employees requiring time off to bond with a newborn baby, adopted or foster child – or to care for a seriously ill family member.

**Maine** does not have a statewide paid family leave policy.

States with Paid Family Leave Policies

Nine states (reflected on the map below) have implemented universal paid family leave policies, while eight additional states have enacted paid family leave provisions for state employees only. These are: Arkansas, Delaware, Indiana, Kansas, New Mexico, North Carolina, Tennessee and Virginia.

<table>
<thead>
<tr>
<th>State</th>
<th>First Year</th>
<th># Weeks</th>
<th>Benefit (% Income)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>2004</td>
<td>6</td>
<td>Up to 70%</td>
</tr>
<tr>
<td>CT</td>
<td>2021</td>
<td>12</td>
<td>Up to 95%</td>
</tr>
<tr>
<td>DC</td>
<td>2020</td>
<td>8</td>
<td>Up To 90%</td>
</tr>
<tr>
<td>MA</td>
<td>2021</td>
<td>12</td>
<td>Up To 80%</td>
</tr>
<tr>
<td>NJ</td>
<td>2009</td>
<td>6</td>
<td>Up To 66%</td>
</tr>
<tr>
<td>NY</td>
<td>2018</td>
<td>8</td>
<td>Up To 50%</td>
</tr>
<tr>
<td>OR</td>
<td>2023</td>
<td>12</td>
<td>Up to 100%*</td>
</tr>
<tr>
<td>RI</td>
<td>2014</td>
<td>4</td>
<td>Up to 60%</td>
</tr>
<tr>
<td>WA</td>
<td>2020</td>
<td>12</td>
<td>Up to 90%</td>
</tr>
</tbody>
</table>

*Up to 100%, not to exceed 120% of state average weekly wage

Home Visiting

Home visiting is a type of service targeted to expectant parents and parents with children ages 0-5 to support healthy child development. Though models and programs vary, home visits typically allow trained experts to provide services, share best practices, and connect families to other resources all within the home setting.

**2,139**

Number of Families Served Through Home Visits in 2017

**20,538**

Number of Home Visits Provided in 2017

**Maine** uses the following evidence-based models for home visiting programs:

- **Early Head Start Home-Based Option**

*VIEW DATA RESOURCE*
Price and Affordability of Infant Care
Licensed child care is delivered in both center-based and home-based settings. According to the U.S. Department of Health and Human Services, this care is affordable if it costs no more than 10 percent of a family’s income, with efforts underway in some states to ensure subsidized child care costs are capped at no more than 7 percent.

$9,512
Average Annual Price of Infant Care in Maine

17%
Infant Care Price as a Share of Median Family Income in Maine

27%
Families in Maine that can Afford Infant Care (10% standard)

Federal Expenditures on Infants and Toddlers
While many states have invested heavily in prekindergarten programs serving three- and four-year-olds, services to children aged zero to three are most commonly underwritten through a pair of federal programs: the Child Care and Development Fund (CCDF), a federal block grant that supports both child care subsidies and quality enhancement initiatives, and Early Head Start (EHS). Compared to preschool programs for older children, the infant and toddler slots funded by these programs are typically available to fewer children. CCDF subsidies for infants and toddlers often reimburse providers for less than the actual cost of care.

CCDF & EHS | Number of Children Served 0-2

<table>
<thead>
<tr>
<th>State</th>
<th>CCDF</th>
<th>EHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>986</td>
<td>822</td>
</tr>
</tbody>
</table>

CCDF | Number of Children Served By Age

<table>
<thead>
<tr>
<th>State</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>204</td>
<td>340</td>
<td>442</td>
</tr>
</tbody>
</table>

$6,837
CCDF | Average Per Child Expenditure, Ages 0-2

$14,205
EHS | Average Per Child Expenditure, Ages 0-2

2.6%
Percentage of All Children Ages 0-2 Receiving CCDF Subsidy Supports

2.2%
Percentage of All Children Ages 0-2 Receiving Early Head Start Services

*Head Start programming includes both the Head Start preschool program for children ages three and four and Early Head Start, which serves children under three. The figures above depict enrollment and investment in Early Head Start.
At ages three and four, children may be eligible to enroll in one or more types of publicly-funded pre-kindergarten. This includes state-funded pre-K, often delivered in both public and private settings, and Head Start, a federally-funded preschool program operated by local grantees. State funded pre-K programs generally incorporate child eligibility and provider quality requirements. These programs are typically not compulsory.

Questions To Consider

How many children are attending pre-K, public or private?

Are certain populations more likely to attend pre-K?

How expensive is child care for 4-year-olds?

Do the wages depicted for the early childhood workforce permit for the hiring and retention of highly-qualified early childhood educators?

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**Pre-Kindergarten Trends Within Publicly Funded Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
<th>Estimated Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- and 4-Year-Olds Enrolled in Head Start Program</td>
<td>9%</td>
<td>2,274 children</td>
</tr>
<tr>
<td>3- and 4-Year-Olds Enrolled in State Funded Pre-K Program</td>
<td>21%</td>
<td>5,551 children</td>
</tr>
</tbody>
</table>

**Parent-Reported Percentage of 3- and 4-Year-Olds Enrolled in Any Type of Preschool Program**

Including Both Public Programs and Private Programs Supported by Parent Tuition

- **White**: 45.5%
- **Average**: 45.8%

The following group(s) have enrollment rates in preschool programs that are below the state average: **White**

**Wages and Price**

- **Median Annual Wage Child Care Worker (2018)**: $24,030
- **Median Wage for Child Care Worker as Percent of State Median Income (2018)**: 65%

- **Median Annual Wage Preschool Teacher (2018)**: $34,060
- **Median Wage for Preschool Teacher as Percent of State Median Income (2018)**: 92%

**Average Annual Price of Child Care for 4-Year-Olds**: $8,095
### Pre-Kindergarten Policy
**MAINE PUBLIC PRESCHOOL PROGRAM**

<table>
<thead>
<tr>
<th>ACCESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Income - Eligibility</td>
<td>None</td>
</tr>
<tr>
<td>Other Risk Factors - Eligibility</td>
<td>Homelessness or unstable housing</td>
</tr>
<tr>
<td>Child Age</td>
<td>4 by October 15</td>
</tr>
<tr>
<td>Required District Participation</td>
<td>Not required, but funds are available to any district/county/town choosing to offer the program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUNDING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Agency</td>
<td>State Department of Education: Maine Department of Education</td>
</tr>
<tr>
<td>Total Spending (2016-17)</td>
<td>$40,754,632</td>
</tr>
<tr>
<td>Funds by Source</td>
<td>State: $19,316,515; Federal: $4,069,851; Required local: $17,368,266</td>
</tr>
<tr>
<td>Dedicated Revenue Source for State Funds?</td>
<td>Yes: General Fund</td>
</tr>
<tr>
<td>Agencies Eligible to Receive Funding</td>
<td>Public schools</td>
</tr>
<tr>
<td>Permitted Subcontracting Agencies</td>
<td>Head Start, Private agencies, Family child care homes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Daily Hours</td>
<td>2</td>
</tr>
<tr>
<td>Minimum Days Per Week</td>
<td>Determined locally</td>
</tr>
<tr>
<td>Annual Operating Schedule</td>
<td>School year or academic year</td>
</tr>
<tr>
<td>Maximum Class Size</td>
<td>16</td>
</tr>
<tr>
<td>Required Screenings</td>
<td>Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental</td>
</tr>
</tbody>
</table>

**THREE- AND FOUR-YEAR-OLDS**

Questions To Consider

*Does my state support pre-K enrollment? If so, for which children?*

*What are the funding sources for pre-K?*

*What requirements must providers meet in order to be eligible for the state pre-K program?*
MAINE PUBLIC PRESCHOOL PROGRAM – CONTINUED

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Maine’s Early Learning &amp; Development Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Revised</td>
<td>2014</td>
</tr>
<tr>
<td>Alignment with College and Career Ready Standards for Early Grades</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATORS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Degree</td>
<td>BA</td>
</tr>
<tr>
<td>Required Specialization in ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Assistant Teacher Degree</td>
<td>Educational Technician II (Maine DOE Certificate)</td>
</tr>
</tbody>
</table>

Quality Ratings of Child Care Programs
In recent years, many states have designed Quality Ratings and Improvement Systems (QRIS) to provide parents with information about the quality of individual child care providers. The QRIS rating is often a reflection of various measures such as teacher-child interactions, classroom environment, family engagement, and staff educational attainment. Typically voluntary, QRIS systems are meant to help improve the quality of child care providers and help families choose the right provider for their children.

<table>
<thead>
<tr>
<th>ACCOUNTABILITY</th>
<th>Quality Rating and Improvement System (QRIS)</th>
<th>Quality for ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider Participation</td>
<td>Voluntary Licensed family child care</td>
<td>Mandatory All programs receiving subsidies must participate.</td>
</tr>
<tr>
<td>Number of Levels</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Tiered Reimbursement</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Other Financial Incentive</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Child Care Providers By QRIS Level

```
<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>606</td>
</tr>
<tr>
<td>Level 2</td>
<td>111</td>
</tr>
<tr>
<td>Level 3</td>
<td>91</td>
</tr>
<tr>
<td>Level 4</td>
<td>159</td>
</tr>
<tr>
<td>Unrated</td>
<td>0</td>
</tr>
</tbody>
</table>
```
### K–3 Policy

#### K–3 COMPONENT

<table>
<thead>
<tr>
<th>Standards and Assessments</th>
<th>Maine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Age of Attendance</td>
<td>7</td>
</tr>
<tr>
<td>Kindergarten Entrance Age</td>
<td>5 on or before 10/15</td>
</tr>
<tr>
<td>State-Required Full-Day Kindergarten</td>
<td>No</td>
</tr>
<tr>
<td>State-Required Half-Day Kindergarten</td>
<td>Yes</td>
</tr>
<tr>
<td>Required Kindergarten Attendance</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education License Required for Kindergarten Teachers</td>
</tr>
<tr>
<td>Science of Reading Test Required for Elementary Teachers</td>
</tr>
<tr>
<td>Teacher-to-Student Ratio Requirement</td>
</tr>
</tbody>
</table>

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**FIVE- TO EIGHT-YEAR-OLDS**

At age five, children are eligible to begin kindergarten—generally considered the start to their formal education. In these early grades, there is a strong focus on learning to read due to research indicating that 3rd-grade literacy is crucial for success in school and life.

**Questions To Consider**

*Are districts required to offer full-day kindergarten?*

*At what age are children eligible to attend school? At what age is attendance compulsory?*

*How are children assessed in grades K-3? What are assessment results used for?*