



MAINE PROFILE

At the heart of the Action for Healthy Kids Initiative are State Teams composed of individuals who are committed to improving the nutrition and fitness of our nation's children. To help State Teams understand the challenges they face, the State Profiles provide important background information and data on nutrition and fitness. The State Profiles have been developed for every state, the District of Columbia, and the nation.

While there are numerous activities happening in local school districts and cities, the Profiles were limited to national and state-level data.

Each State Profile contains the following:

1. **School Demographics:** Numbers of students, ethnic breakdown of the students, number of school buildings, teachers, districts, and building and district staff
2. **Charter Schools:** Number of students, charter schools, and legislation
3. **Health Behaviors and Risks:** If available for the state, this section will contain overweight/obesity rates, nutrition/dietary and physical activity behaviors and risks
4. **BMI:** National rates for 9-18 year olds
5. **School Food Programs & Hunger:** Percentages of food insecurity and participation levels in the school breakfast and lunch programs
6. **Income Demographics:** Per capita income and unemployment and poverty rates
7. **Legislation:** Links and information about statutes pertaining to nutrition and fitness
8. **Policy:** Information about policies on food and physical education/activity in the schools
9. **Standards and Assessment:** National/state-specific standards and graduation requirements. This section also describes types of assessment projects with which states are currently involved
10. **Important State Links:** State education agency, state health agency, state agriculture agency contact information, and after school programs available at your state
11. **References:** Contains all data sources and notes for information shared in profiles

National and State Profiles are available for public view and use at www.ActionForHealthyKids.org.

1) MAINE SCHOOL DEMOGRAPHICS^{1,2,3}

National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing U.S. education data. All NCES data and reports are publicly available and easily accessible. The most recent public school data available are for the school year 2005-2006, and the most recent private school data that provide state level data are for the school year 2005-2006.

PUBLIC			
DATA CATEGORY	ELEMENTARY [†]	SECONDARY [∅]	UNGRADED ^μ
Total Students ¹	99,180	94,424	0
American Indian/Alaskan Native ¹	67 (0.1%)	541 (0.6%)	0 (0%)
Asian/Pacific Islander ¹	1,468 (1.5%)	1,210 (1.3%)	0 (0%)
Black, Non-Hispanic ¹	2,235 (2.3%)	1,715 (1.7%)	0 (0%)
Hispanic ¹	1,009 (1.0%)	828 (0.9%)	0 (0%)
White, Non-Hispanic ¹	93,975 (94.8%)	90,130 (95.5%)	0 (0%)
Teachers ¹	9,829	5,541	0

Total Number of Students in Public Schools¹: 193,604

Number of Public School Districts²: 227

Number of Public School Building Staff^{1,‡}: 14,903

Number of Public School District Staff^{1,§}: 3,662

[†] "Elementary" numbers were calculated by adding grades kindergarten to 6th data sets.

[∅] "Secondary" numbers were calculated by adding grades 7th to 12th data sets.

^μ "Ungraded" are students who are assigned to programs or classes without a standard grade designation. States are requested to report teachers of "ungraded" classes even if all students are assigned a grade level.

[‡] "Building Staff" includes instructional aides, instructional coordinators and supervisors, guidance counselors, librarians, library support staff, student support staff, and all other nonadministrative support staff

[§] "District Staff" are school administrators, school district administrators, and district and school level administrative support staff

PRIVATE			
DATA CATEGORY	ELEMENTARY [†]	SECONDARY [‡]	COMBINED ^μ
Total Students ³	4,894	8,549	5,452
<i>American Indian/Alaskan</i> ³	17 (0.3%)	82 (1.0%)	12 (0.2%)
<i>Asian/Pacific Islander</i> ³	95 (1.9%)	281 (3.3%)	80 (1.5%)
<i>Black, Non-Hispanic</i> ³	116 (2.4%)	160 (1.9%)	109 (2.0%)
<i>Hispanic</i> ³	55 (1.1%)	106 (1.2%)	74 (1.4%)
<i>White, Non-Hispanic</i> ³	4,611 (94.2%)	7,920 (92.6%)	5,177 (95.0%)
<i>Teachers</i> ³	392	689	678

Total Number of Students in Private Schools^{†3} : 18,895

[†] "Elementary" numbers were calculated by adding grades kindergarten to 6th data sets.

[‡] "Secondary" numbers were calculated by adding grades 7th to 12th data sets.

^μ "Combined" is a school that may include kindergarten to 6th grade and one or more grades from 9th to 12th.

[‡] Total number of schools includes schools that only offer pre-kindergarten and kindergarten.

2) MAINE CHARTER SCHOOLS^{4,5}

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. Since 1991, 41 states and the District of Columbia have signed charter school legislation into law.

CHARTER	
DATA CATEGORY	MAINE
<i>Number of students enrolled</i> ^{4,5}	No charter students
<i>Number of charter schools</i> ^{4,5}	No charter schools
<i>Charter school legislation</i> ^{4,5}	No information available

3) MAINE HEALTH BEHAVIORS AND RISKS⁶

The Youth Risk Behavior Surveillance (YRBS) was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults (9th to 12th grade) in the U.S. The survey is administered every two years with the most current results published for 2007. Thirty-nine states participated in the 2007 YRBS.

OBESITY		
DATA CATEGORY	MAINE	NATIONAL
<i>Percentage of students described themselves as slightly or very overweight⁶</i>	29.5%	29.3%
<i>Percentage of students who are overweight⁶</i>	13.1%	15.8%
<i>Percentage of students who are trying to lose weight⁶</i>	46.3%	45.2%

PHYSICAL EDUCATION		
DATA CATEGORY	MAINE	NATIONAL
<i>Percentage of students who attended physical education class daily⁶</i>	6.7%	30.3%
<i>Percentage of students who attended physical education class one or more days during an average school week⁶</i>	37.8%	53.6%
<i>Percentage of students who did not participate in 60 or more minutes of physical activity on any day⁶</i>	13.3%	24.9%
<i>Percentage of students who were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes/day on 5 or more days in the past 7 days⁶</i>	43.1%	34.7%
<i>Percentage of students who watched three or more hours of TV per day on an average school day⁶</i>	23.6%	35.4%

4) BMI⁷

The body mass index is a number that shows body weight adjusted for height. BMI can be calculated with simple math using inches and pounds, or meters and kilograms. Currently, only national level data is available for school-aged youth from the 1999-2002 National Health and Nutrition Survey (NHANES).

Age	Female	Male
9	18.7	19.1
10	19.3	19.6
11	20.7	20.7
12	21.2	20.7
13	22.6	22.3

Age	Female	Male
14	22.9	22.5
15	23.2	24.1
16	24.0	24.5
17	23.1	24.2
18	24.4	24.9

5) MAINE SCHOOL FOOD PROGRAMS & HUNGER⁸

Federal nutrition programs help students succeed in school. Congress enacted the 1946 National School Lunch Act as a "measure of national security, to safeguard the health and well-being of the Nation's children." School Breakfast Program (SBP) was established by Congress, first as a pilot program in 1966 in areas where children had long bus rides to school and then as a permanent entitlement program in 1975 to assist schools in providing nutritious morning meals to the nation's children.

DATA CATEGORY	BREAKFAST		LUNCH	
	MAINE	NATIONAL	MAINE	NATIONAL
<i>Students participating daily in the free and reduced-price program⁸</i>	22,136	7,739,904	51,991	17,366,432
<i>Students participating in the paid program⁸</i>	9,529	1,818,595	56,816	12,233,088
<i>Total number of students participating (free and reduced + paid)⁸</i>	31,665	9,558,499	108,807	29,599,520
<i>Of the students participating in the meal program, what is the percentage enrolled in the free and reduced-price program?⁸</i>	69.9%	81.0%	47.8	58.7
<i>Number of schools participating⁸</i>	613	82,534	714	99,510
<i>Percent of total schools participating⁸</i>	85.9%	82.9%	----	----

FOOD INSECURITY	
DATA CATEGORY	MAINE
Ratio of students receiving free or reduced-price breakfast per 100 who receive free or reduced-price lunch during the 2003-2004 school year ⁸	42.6
Percent of all households that are food insecure ⁸	12.9%

LEGISLATION PROMOTING SCHOOL BREAKFAST⁹

FRAC has collected state legislation (2007) related to school breakfast. FRAC specifically collected on these school breakfast program (SBP) legislation topics: state mandates, state funding, universal breakfast funding, reporting requirement for either state/district for SBP, scheduling requirement for SBP, or outreach related to SBP.

The state legislature made a one-time General Fund appropriation of \$25,000 for the School Breakfast Program for FY 2006-2007. P&S 2005, c. 56

Public schools serving K – 8th grade must participate in the National School Lunch Program. Public schools in which 40% or more of children in attendance are eligible for free or reduced-price meals may provide to kindergarten and other part-day students a meal that meets the requirements of the National School Breakfast Program.

Title 20-A, Section 6602

6) MAINE INCOME DEMOGRAPHICS^{10,11,12}

The U.S. Census Bureau collects basic demographic information such as income, poverty, and health insurance on a yearly basis. The U.S. Department of Labor, Bureau of Labor Statistics collects data such as unemployment rates, inflation, and consumer spending. The most recent data from the U.S. Census Bureau are for 2006 and Department of Labor are for 2007.

INCOME DEMOGRAPHICS		
DATA	MAINE	NATIONAL
What is the per capita income? ¹⁰	\$45,503	\$48,023
Unemployment Rate ¹¹ (Number of persons who are unemployed)	4.7%	4.6%
Poverty Rate ¹² (Number of persons living in poverty)	12.9%	13.3%
Poverty Rate for children under 18 ¹² (Number of children under 18 living in poverty)	17.6%	18.3%

7) MAINE LEGISLATION^{13,14}

National Conference of State Legislatures has collected recent legislative activity and/or recent statutes regarding nutrition, physical activity, and physical education.

National Conference of State Legislatures (NCSL)¹³

NCSL has collected childhood obesity legislation proposed or enacted in 2003 and 2004.

NCSL has created a New Healthy Community Design database¹⁴ that provides state-specific information (if the bill has been passed in your state) on such topics as: bike/pedestrian, farm-to-school, nutrition, obesity, and physical activity.

http://www.ncsl.org/programs/enviro/healthycommunity/healthycommunity_bills.cfm

To find existing state law(s) on nutrition/dietary behavior and physical activity/education please go to your state's legislative website

<http://janus.state.me.us/legis/>

8) MAINE POLICY^{15,16,17,18}

This section contains data that comes from information reported by state education agencies in 2006 as a part of the Centers for Disease Control state-level School Health Policies and Programs Study (SHPPS)^B. Policies can change rapidly. SHPPS will be conducted again in 2012.

For the most current information, please follow the website link to your state's Agriculture Department: <http://www.maine.gov/agriculture/index.shtml>

POLICIES ON FOOD			
	After-school programs	A la carte during breakfast or lunch periods	Vending Machines
<i>Does your state education agency require or recommend that schools be prohibited from offering junk foods in...¹⁵</i>	Requires	Requires	Requires

POLICIES ON FOOD		
	Make fruits and vegetables Available	Make healthful beverages available
<i>Does your state education agency require or recommend that schools make fruits and vegetables and healthful beverages available whenever other foods and beverages are offered or sold?¹⁵</i>	Recommends	Requires

POLICIES ON FOOD IN SCHOOLS

POLICY	MAINE POLICY
<i>Has your state adopted a policy stating that districts will have someone to oversee or coordinate food service in the district (e.g., a district food service director)?¹⁵</i>	No
<i>Does your state offer certification, licensure, or endorsement for district food service directors?¹⁵</i>	No
<i>Does your state prohibit or discourage schools using food or food coupons as a reward for good behavior or academic performance?¹⁵</i>	Neither prohibits nor discourages

POLICIES ON PHYSICAL EDUCATION & ACTIVITY IN SCHOOLS

POLICY	MAINE POLICY
<i>Does someone in your state oversee or coordinate physical education?¹⁵</i>	Yes
<i>Does your state education agency require or recommend that elementary schools provide students with regularly scheduled recess?¹⁵</i>	Neither requires nor recommends
<i>Has your state adopted a policy that prohibits or discourages schools from using physical activity (e.g., laps or push-ups) to punish students for bad behavior in physical education?¹⁵</i>	Discourages
<i>Has your state adopted a policy that prohibits or discourages schools from excluding students from all or part of physical education as punishment for bad behavior in another class?¹⁵</i>	Discourages

POLICIES ON PHYSICAL EDUCATION & ACTIVITY IN SCHOOLS

POLICY	Elementary Schools	Middle/junior high schools	Senior high schools
<i>Has your state adopted a policy stating newly-hired staff that teach physical education be certified, licensed, or endorsed by the state to teach physical education?¹⁵</i>	Yes	Yes	Yes
<i>Has your state adopted a policy stating that schools will teach physical education?¹⁵</i>	Yes	Yes	Yes
<i>Has your state adopted a policy that specifies a maximum student-to-teacher ratio?¹⁵</i>	Yes	No	No

In 2002, the USDA piloted the Fruit and Vegetable Program. The program provides students with free fresh and dried fruits and fresh vegetables. In 2007, the United Fresh Produce Association put forth a goal to expand this program nationally. For more information, please visit http://www.unitedfresh.org/newsviews/fruit_and_vegetable_snack_program. In 2002, the USDA also compiled state policies on competitive foods.

USDA FRUIT & VEGETABLE PROGRAM	
DATA CATEGORY	MAINE
<i>Participates in USDA Fruit and Vegetable Program</i> ¹⁶	Does not participate
<i>Competitive food policy (2002)</i> ¹⁷	Only the School Foodservice Program can sell food/beverages (that exceed the 5% minimal nutritional value per 100 calories rule) on campus during the school day and profits must accrue to the foodservice program. However, local school boards may establish, by policy, a process whereby a school or approved student organization is allowed to benefit from the sale of such foods and beverages.

National Association of State Boards of Education (NASBE)^B compiles state school health policies in their database. For additional information: <http://www.nasbe.org/index.php/projects-separator/shs/health-policies-database>

SCHOOL HEALTH ADVISORY COUNCIL	
DATA CATEGORY	MAINE
<i>State's coordinating or advisory council policy</i> ¹⁸	The state does not mandate the formation of a school health coordinating or advisory council, nor does it require schools or districts to do so. However, Statute Title 22 §1700 (2002) requires the state Bureau of Health to establish an asthma prevention and control program to lead and coordinate activities on asthma prevention and intervention. Public Health Rule Chapter 95, H.P. 363 – L. D. 471 (2003) establishes the Commission to Study Public Health to study the causes of obesity and methods to reduce health care costs, and increase public health. The Commission shall include one representative from an organization of school principals and parent-teacher organizations.

9) MAINE STATE STANDARDS AND ASSESSMENT^{15,19,20}

In 2006, NASPE compiled information on each state's health education and physical education standards. Many states have developed their own state standards for physical education. For more information on individual state standards, please visit <http://www.aahperd.org/naspe/ShapeOfTheNation/>. Nutrition education is a component of health education and most states do not have separate nutrition education standards. This section also contains information from the 2006 SPHHS.

PHYSICAL EDUCATION STANDARDS	
DATA CATEGORY	MAINE
<i>Physical Education Standards¹⁹</i>	The state has developed its own standards for physical education. The state does not require student assessment in physical education. The state does not require a comprehensive assessment test for graduation.
<i>Are these health standards or guidelines based on the National Standards for Physical Education?¹⁵</i>	Yes
<i>What are your state's physical education student requirements?¹⁹</i>	The state mandates physical education in grades K-8. There is a mandate for high school physical education, but it does not specify the grade or year of participation in physical education during a high school tenure.

POLICIES ON PHYSICAL EDUCATION	
DATA CATEGORY	MAINE
<i>Does your state have a policy that either requires or encourages schools to follow national or state physical education standards or guidelines?¹⁵</i>	Requires

HEALTH EDUCATION STANDARDS	
DATA CATEGORY	MAINE
<i>Are these health standards or guidelines based on the National Health Education Standards?¹⁵</i>	Yes
<i>Is your state involved in the CCSSO-SCASS Health Education Assessment Project?²⁰</i>	No

POLICIES ON HEALTH EDUCATION			
POLICY	Elementary Schools	Middle/junior high schools	Senior high schools
<i>Has your state adopted a policy stating that students will be tested on health education topics...¹⁵</i>	Yes	Yes	Yes

10) IMPORTANT STATE LINKS

For additional information for your state, contact these individuals at the State education agency, and state health agency. For each state's Department of Agriculture a website address has been provided. State specific information for after care is provided by Afterschool Alliance.

SEA

[http://www.maine.gov/education/Judi Morin](http://www.maine.gov/education/Judi_Morin)
School Health Programs
Judith.morin@maine.gov

SHA

www.state.me.us/dhs/boh/index/htm
Jacqueline Ellis
Coordinated School Health Program
207-287-5362
Jaki.ellis@maine.gov

Department of Agriculture

<http://www.maine.gov/agriculture/index.shtml>

After School Care

http://www.afterschoolalliance.org/policyStateFacts.cfm?state_abbr=ME

11) REFERENCES

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NOTES

- A. Food insecure is defined as: USDA measures food insecurity and hunger only related to financial constraints. Food secure households have access at all times to enough food for an active, healthy life. Food insecure households do not have access to enough food to fully meet basic needs at all time. Among food insecure households, some reach a level of severity grave enough that one or more household members are hungry. Hunger is defined as the uneasy or painful sensation caused by lack of food.
- B. Both the Centers for Disease Control and Prevention (CDC), through its School Health Policies and Programs Study (SHPPS), and the National Association of State Boards of Education (NASBE), through its State-Level School Health Policy Database, collect information on state policies. Information from these two systems and other similar sources of data do not always match. These and other differences may be attributed to differences of methodology, timeframe, interpretation, or the ambiguities inherent to any discussion of policy and practice.

The SHPPS 2006 state-level data were collected by self-administered mail questionnaires completed by designated respondents in state education agencies. In those questionnaires, “policy” was defined as “any mandate issued by the state school board, state legislature, or other state agency”. NASBE collects written policies directly from states and then summarizes the information contained in those policies. Subjective interpretation is unavoidable both when persons are responding to questions about the policies under which they work and when others are analyzing written policies that vary in content, depth, and completeness. Across states, awareness, dissemination, interpretation, and enforcement of policies also vary tremendously. As a result, policy measurement and policy analysis — like policy making — remain both an art and a science.