



## Maine Education Association

Grace Leavitt President | Jesse Hargrove Vice President | Beth French Treasurer  
Rebecca Cole NEA Director | Rachelle Bristol Executive Director

### Testimony

#### In Support of

**LD 436: An Act to Provide Career and Technical Education Students with Credit Toward High School Graduation for Work Completed in Career and Technical Education Centers and Regions**

**Mallory Cook, Director of Training and Early Educator Engagement,  
Maine Education Association**

**Before the Committee on Education and Cultural Affairs**

**March 9, 2023**

Senator Rafferty, Representative Brennan, and other esteemed members of the Committee on Education and Cultural Affairs,

My name is Mallory Cook (pronouns she/her/hers), and I am the Director of Training and Early Educator Engagement at the Maine Education Association. I am a certified English teacher and Building Administrator, and the proud daughter of a tradesman. I am writing to provide testimony in support of LD 436: An Act to Provide Career and Technical Education Students with Credit Toward High School Graduation for Work Completed in Career and Technical Education Centers and Regions.

While working at Hermon High School, our team noticed an unmet need – an English class emphasizing real world application of literacy skills, built upon students' career interests. This resulted in the inception of Technical English, a course targeted toward seniors enrolled in CTE programs. Each year, I would start the course by asking how many students had a job. Without fail, almost every hand went up, and reinforced what I already knew: I had some of the hardest working, decisive students in my room. They knew their career ambitions; they were enrolled in courses preparing them to meet the requirements of their respective industry, and they were taking on jobs outside of school to enhance those skills. For these students, relevance is paramount, and they choose to spend 50% of their school day in a setting built on their interests, desires, and aspirations. In public schools we know the importance of project-based learning, and our CTE partners have embedded these practices in their work since their inception. Research has consistently shown that when students are engaged in school, they are less likely to drop out. Equivalency agreements are one way in which we can ensure the greatest number of students achieve successful certification, gainful employment, and boundless options.

Equivalency agreements are happening in pockets of the state, but this bill would ensure equitable opportunities for all Maine students, prohibiting school boards from opting out of such agreements. Brewer High School has implemented what was noted as an exemplary example by the United Technologies Center in Bangor. Their team of administrators and school counselors completed a course crosswalk (see attached) that defines equivalency. Students who complete a year at their CTE program

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receive 3 elective credits and one Brewer High School subject credit. As examples, a student enrolled in Electronics and Advanced Manufacturing receives a science credit, while a Law Enforcement student can receive a Physical Education credit. Another example is Portland's Arts and Technologies High School (PATHS); their Program of Studies includes a description of each course, with a suggested equivalency course. In a collaborative effort between curriculum directors and CTE directors, this process could be outlined, refined, and streamlined to make it an accessible procedure for all districts.

When reviewing Maine's Guiding Principles, CTE Program Standards, and our content learning standards, it is clear this is the right path for our state. As a former student and current Northern Maine Community College Welding student put it: "My CTE experience improved my confidence. Unlike the regular classroom setting, I was the star student. I wanted to be there. I wanted to learn. It's time we re-think traditional education and make these opportunities more worthwhile for our CTE students."

I appreciate your time and consideration and welcome you to reach out with any questions.

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# Brewer High School/UTC Crosswalk

Beginning in the year 2021-22, students have the chance to earn an “automatic” credit in certain subject areas. The following table outlines the automatic academic credit students can earn if they successfully complete the first year of the program. Students will earn 3 additional elective credits with the academic credit year. The second year program will earn 4 elective credits.

## Computer Science & Production Technologies Programs:

Program Title	Automatic BHS Credits
Business Leadership	First Year: 1 Math credit
Video & Audio Production	First Year: 1 Fine Arts Credit
Digital Arts & Software Development	First Year: 1 Technology Credit
Electronics & Advanced Manufacturing	First Year: 1 Science Credit

## Construction Technologies Programs:

Program Title	Automatic BHS Credits
Building Construction/Fine Woodworking	First Year: 1 Math Credit
Construction Engineering & Operations	First Year: 1 Math Credit
Electrical/ Connectivity	First Year: 1 Math Credit
Plumbing & Heating	First Year: 1 Math Credit
Welding & Fabrication	First Year: 1 Math Credit

### Service Industries Programs:

Program Title	Automatic BHS Credits
Culinary Arts/Hospitality	First Year: 1 Career Prep Credit
Health Occupations:	First Year: 1 Health Credit
Medical Assisting	First Year: 1 Science
Horticulture & Outdoor Recreation	First Year: 1 Science Credit
Law Enforcement	First Year: 1 PE Credit
Emergency Medical	First Year: 1 PE Credit

### Transportation Programs:

Program Title	Automatic BHS Credits
Composite Fabrication & Custom Auto	First Year: 1 Fine Art Credit
Automotive Engineering	First Year: 1 Technology Credit
Diesel Equipment	First Year: 1 Technology Credit
Outdoor Recreation Equipment	First Year: 1 Technology Credit