



Maine Education Association

Jesse Hargrove *President*
Beth French *Vice President*
Jaye Rich *Treasurer*
Rebecca Cole *NEA Director*
Rachelle Bristol *Executive Director*

Senator Rafferty, Representative Murphy and other members of the Education and Cultural Affairs Committee,

My name is Mallory Cook, and I have the pleasure of serving the nearly 24,000 members of the Maine Education Association as the Director of Training and Early Educator Engagement. I am here today to testify neither for nor against LD 370: *An Act to Raise the Minimum State Standard for Mathematics Education for a High School Diploma*.

While the current minimum mathematics requirement in the state of Maine is two years or the equivalent in standards achievement, districts have the authority to increase these minimums through local policy, like other locally controlled decisions. The chart below demonstrates that several districts already require more than the state minimum. I could not find a district that only required the state minimum of two years. Requiring more exposure to math is certainly in the best interest of our students; however, the current flexibility of local control enables districts to craft requirements, courses, and experiences that align with the unique needs of their students, district, and community.

District	Mathematics Graduation Requirement
Augusta	3.5
Bangor	3.5
Hermon	3 and 1 experience
Portland	3
Houlton	3
Rumford	4
Lewiston	3

Last session, we stood before you 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*. In our testimony, we highlighted the excellent collaboration between Career and Technical Centers, such as United Technologies Center (UTC) in Bangor and Portland's Arts and Technologies High School (PATHS). These centers are working closely with sending school administrators and counselors to create curricular crosswalks that define course equivalency. For example, a UTC student in Brewer could receive three elective credits and one subject credit based on their program's content. Carpentry, welding, electrical connectivity, and



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plumbing, for instance, rely heavily on applied mathematics, allowing students to earn math credit as well. This is important, as CTE students spend half of their day outside of their sending school.

Opportunities to enrich math experiences in these applied settings enhances critical thinking and problem-solving skills. This approach considers the unique schedules students may have if they are enrolled in a CTE program, an early college program, an internship, or other experiential learning programs. We encourage participation in such programming and the integration of applied mathematics across disciplines.

Our stance is rooted in maintaining local control for the School Administrative Units that are creating policies above and beyond the state minimum, encouraging participation in applied programming and higher-level math coursework for those who choose to enroll. We certainly agree that it is important to expose our high school students to more than two years of math, but we are happy to see this is already the case.

I welcome any questions you may have.