

# MAINE PRINCIPALS' ASSOCIATION



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**TO:** Joint Standing Committee on Education and Cultural Affairs  
**FROM:** Maine Principals' Association Legislative Committee  
**RE:** In Opposition of LD 1701: An Act to Support the Implementation of Learning Standards and Results in Public Schools  
**DATE:** April 30, 2025

Senator Rafferty, Representative Murphy, and distinguished members of the Joint Standing Committee on Education and Cultural Affairs. My name is Dr. Holly Blair, and I am the Executive Director of the Maine Principals' Association – Professional Division. The MPA represents more than 700 PreK-12 principals and assistant principals, CTE Directors and Assistant Directors, and Athletic Directors of public and private schools in Maine.

The Maine Principals' Association's Legislative Committee respectfully opposes LD 1701. While we fully support efforts to enhance student learning across all content areas, we have serious concerns about the unnecessary cost and redundancy that this bill would create.

LD 1701 proposes allocating \$500,000 in grants to schools and nonprofit organizations to support the implementation of learning standards related to racial and ethnic studies, financial literacy, civics, and health care. However, classroom teachers in Maine already address these topics as part of their regular instruction aligned with the Maine Learning Results. The additional funding and structure proposed by this bill are not necessary to fulfill what is already a routine and expected part of high-quality education.

Furthermore, Maine is a local control state. Our teachers and school leaders are best positioned to determine how to implement these topics in ways that best meet the needs of their students and communities. Creating an additional advisory committee to oversee this work is redundant, particularly when the Maine Department of Education already employs a Social Studies Content Specialist who supports educators in these areas. No other content area has both a content specialist and a separate advisory structure for "sub-content" topics, and there is no compelling reason to establish one here.

Most importantly, we believe that the funding proposed in this bill would be better spent directly supporting students and classrooms, rather than expanding administrative structures at the Department of Education. Our priority must be getting resources into the schools where they are most needed to benefit students directly.

For these reasons, we respectfully urge the Committee to oppose LD 1701.

*Please note that this testimony was submitted based off of the original bill and not additional amendments that may be presented.*