

Megan Hine
Scarborough
LD 2052

Members of the Education and Cultural Affairs Committee,

Thank you for the opportunity to provide testimony in support of LD 2052. I am a parent of three children, living in Scarborough, and I am uncomfortable with the amount of educational technology being used in our school district.

Maine has a long history of investing in technology for education. The Maine Learning Technology Initiative (MLTI), our statewide 1:1 program, was the first in the nation and remains the largest. From 2002 to 2025, the program has cost an estimated \$220–245 million, excluding software. Despite this investment, student performance on the National Assessment of Educational Progress (NAEP) shows troubling trends. Scores were high in the 1990s and early 2000s, plateaued in the 2010s, and have declined sharply since 2019. In 2024, Maine students reached record-low scores, remaining below the national average.

These outcomes highlight a key concern: we cannot assume that technology automatically improves learning. As UNESCO's 2023 report on technology in education notes, "good, impartial evidence on the impact of education technology is in short supply." There is little robust evidence that digital tools add measurable value to student learning. Educational technology evolves faster than it can be properly evaluated—products change every 36 months on average. Much of the existing research is funded by the companies that sell these tools. For example, in the United Kingdom, only 7% of education technology companies conducted randomized controlled trials, and only 12% had third-party certification. In a survey of U.S. teachers and administrators, just 11% requested peer-reviewed evidence prior to adopting digital tools.

In other words, Maine has invested hundreds of millions of dollars in a system whose effectiveness remains largely unproven. Parents, educators, and policymakers have little transparent, reliable data to determine whether these tools truly benefit students. Without better evaluation, we risk relying on marketing claims rather than evidence-based decisions—and our students' learning suffers as a result.

LD 2052 represents a crucial first step toward accountability and transparency. By ensuring that schools provide clear, accurate information about how educational technology is used and monitored, this legislation will help Maine families and educators make informed choices that genuinely support student learning and well-being.

Thank you for your time and consideration.

Megan Hine
Parent, Scarborough Schools