



STATE OF MAINE  
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RYAN D. FECTEAU  
SPEAKER OF THE HOUSE

**MAY 6, 2025**

**TESTIMONY OF SPEAKER RYAN D. FECTEAU REGARDING LD 1764, AN ACT TO ENSURE  
EQUITABLE STAFFING RATIOS ACROSS THE STATE FOR CAREER AND TECHNICAL  
EDUCATION PROGRAMS IN AREAS WITH SMALLER STUDENT POPULATIONS**

Good afternoon Senator Rafferty, Representative Murphy, and esteemed members of the committee on Education and Cultural Affairs. I am House Speaker Ryan Fecteau, and I have the privilege of representing my hometown of Biddeford.

I am pleased to be here today to present LD 1764, *An Act to Ensure Equitable Staffing Ratios Across the State for Career and Technical Education Programs in Areas with Smaller Student Populations*.

I believe most folks in this room are well aware of my support for our career and technical education schools. These schools offer a pathway to good-paying jobs, fulfilling careers, and bright futures for students across Maine. My belief in the value of strong CTE programs is why I have brought this bill forward.

The purpose of the bill is straightforward: to allow schools with fewer than 1,000 students to have one full-time instructor for career and technical education for every eight students, and to allow schools with 1,000 or **more** students to have one full-time instructor for every 13 students. It also allows a center or region to adopt a staffing ratio appropriate to the applicable industry standard being offered, subject to the approval of the Commissioner of Education.

What we have seen is that when the instructor to student ratio falls below 13:1, it creates a financial/funding hardship, and makes it difficult for the smaller Maine CTE centers/regions to keep their program active. Ultimately, that hurts Maine students.

This bill ensures that **all** Maine secondary students have access to Career & Technology Education training no matter where they live in Maine. Their zip code is **not** a limitation when it comes to their chosen career path in CTE.

Smaller Maine CTEs face different staffing challenges than some of our larger centers. This bill will enable smaller Maine CTEs to provide the critical business and industry training, just as most CTEs in larger communities. It will also address an industry ratio

challenge that exists within certain CTE programs, like forestry, certified nursing assistant programs, and commercial driver's license programs, where industry standards come into play.

Maine's CTEs are an investment in our students, in their personal and professional development, and in the future of Maine's workforce as a whole, and the data shows that these programs have put our students and State on the path to success. Students who concentrate in a CTE program have a high school graduation rate over 94% – that's more than 6% higher than the overall Maine state average. 54% of these CTE students graduate with credentials in their trade, or earn them within the first year post-graduation, and 24% graduate with credits toward a 2 or 4 year degree.

No matter what path they choose, whether it's to continue refining their skills through a post-secondary degree, or to put what they've learned immediately into practice in the workforce, these graduates are well positioned to go on to work in well paid and high demand careers as firefighters, welders, electricians, and more. Not only are these great jobs for Maine's graduates, but they also help to fill critical needs in our communities. With 27 CTE programs currently serving over 10,000 students across the state, we should take the necessary steps to ensure that every student has access to these transformational opportunities, no matter where in Maine they live.

Thank you for the opportunity to present this proposal. I am very open to other ideas to alleviate this challenge for our CTE centers and regions, and would look to the Department of Education and others in the field to collaborate on potential solutions that will best serve Maine students. I know you will be hearing more from the Maine Administrators of Career and Technical Education, the Department of Education and other CTE stakeholders, and there may be some specific questions that they are best positioned to answer for you. However, I am happy to take any questions the committee may have.