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Testimony of Rep. Rebecca Millett presenting

LD 334, An Act to Help Maine Student's Catch Up and Keep Up by Providing Remedial and Compensatory Assistance in Response to Education Disruption Before the Joint Standing Committee on Education and Cultural Affairs

Good morning Senator Rafferty, Representative Brennan and esteemed colleagues on the Committee for Education and Cultural Affairs. My name is Rebecca Millett and I represent House District 30 which is most of Cape Elizabeth. I am presenting for our consideration **LD 334, An Act to Help Maine Student's Catch Up and Keep Up by Providing Remedial and Compensatory Assistance in Response to Education Disruption.**

Maine's schools, educators, staff and administrators have navigated uncharted territory during the pandemic: learning new technologies, building virtual classrooms and hybrid instruction, and finding new ways to stay connected to students and families. The Department of Education engineered a remarkable statewide expansion of and upgrades to wireless and fixed broadband infrastructure to help ensure as many students could stay connected to their schools. Department staff, nutrition directors and staff, custodians, school counselors, nurses and bus drivers partnered with our educators to innovate in the face of COVID-19. Some students thrived. Some made do. Others struggled. This bill is about those students that struggled and the need to make sure learning gaps are mitigated.

Section 2 of the bill is based on a Rand Corp study and its recommendations for 5 to 6 weeks with 3 to 4 hours instruction each day for sound summer learning programs.¹ The bill sets a foundational requirement for working with students who are below proficient in math and English language arts in local assessments. Districts, of course, can expand the scope of the instruction and which students may participate. My hope is that community organizations will wrap around these programs with enrichment experiences, social emotional growth, nutrition opportunities and family engagement to support strong student attendance.

"High Dosage Tutoring" as described by the Annenberg Institute at Brown University involves three or more sessions a week in small groups of three to four students with a consistent tutor

¹ Getting to Work on Summer Learning, Recommended Practices for Success. Heather L. Schwartz, Jennifer Sloan McCombs, Catherine H. Augustine, Jennifer T. Leschitz. Rand Corp. 2018

over time. A review of studies of tutoring programs using randomized control groups found that tutoring increased achievement from three to 15 months of learning across grades.² A University of Wisconsin review of nearly 200 studies found that high dose tutoring had a large impact on both reading and math learning.³ Section 3 provides assistance to districts looking to put in place impactful tutoring for their students.

Maine's Community College System rightly recognized the challenges facing our high school seniors and recently announced that each graduating student could take one free course this summer. York Community College is allowing local high school students who were in the dual-enrollment program to attend tuition free for two years. MCCS is on the right track. I worry though as well for the 2020 graduates and would say that we need to be resolute in our efforts to make sure we don't lose two classes of seniors. It's essential that we make sure the pandemic doesn't further worsen our workforce shortages and invest in keeping the pathway to obtaining credentials, skills training, and careers in the trades. It is imperative that our community college students are not sidetracked from pursuing their higher education and then contributing to the success of Maine's economy.

To help get our young people back on solid footing we must be purposeful, nimble, determined and aggressive. Please join me in support of these measures. I appreciate your consideration and am happy to answer any questions.

² <https://www.povertyactionlab.org/publication/transformative-potential-tutoring-pre-k-12-learning-outcomes-lessons-randomized>

³ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.212.450&rep=rep1&type=pdf>