Okay. My name is Rae Bates. I work in RSU 29 in… in Houlton. I am concerned about the level of equity of access or to science standards across the state because I think that the state, in its failure in the 127th legislature to adopt the Next Gen Standards, resulted in schools going off on their own, pursuing the Next Gen Standards, going to workshops around the state through various organizations looking at those and have begun to adopt those and implement them into their curriculum. And so therefore, probably, in all likelihood, the state is not aligned around MLRs, but there’s a collection of people using perhaps MLRs, perhaps Next Gen Standards. It might be worthwhile for the Department to take a look at that and report that to the Legislature, because if the goal with proficiency education and Maine Learning Results was to unify schools and make equity of access across all the schools regardless of where one lived in the state and also to provide easy transformation for students to move from one school to another, within the state, and we know we have a lot of movement in the state, then I think this has failed to work.

and it may be because 4722 never got rules and regs promulgated around it when it was initially passed and that has caused schools to go out and do a tremendous amount of work on their own adding more courses to their curriculum, adding more credits to graduate, adding, adding, adding and and there still being that lack of equity around the state. There does seem to be some discussion with people who are in this room today around the MLR's feeling that they are too verbose. Most departments have put everything into those standards when they started writing them; they didn't want to leave a scintilla of information out of them but it makes it impossible for teachers to deliver that curriculum in a thoughtful, comprehensive manner that is going to have students leaving, having full knowledge of that curriculum. That isn't going to happen because there isn't enough time. Lets remember that Maine still has 175 school days and a 7 or 8-3 day. So we're working on a 19th model to educate our youth in a 21st century world. So there are bigger issues than some of the pieces that we are addressing here today. Thank you so much Beth.