



Members, Senate Education Committee:

I am writing on behalf of Career and Technical Educators of Idaho.

This letter is to express concern about Senate Bill No. 1106 which will amend Section 33-1002G of the Idaho Code (related to Career Technical Schools) as well as several other sections of code that outline the oversight and governance of career & technical education programs in Idaho.

Career and Technical Education (CTE) provides industry and the workforce with the vital skills industry has identified necessary to be an effective employee. Industry is a critical partner to successful CTE programs. These partners identify the skills needed to be successful in the workforce. Skills that are attained through hands-on, real-world instruction and learning, and are developed by rigorous application when delivered by qualified CTE instructors. Industry relationships have been built over time, providing students both the networking and skills to successfully bridge from education to a career. Because of longstanding relationships, industry respects and relies on Career and Technical Programs in Idaho to provide the training for their future workforce. The ongoing success of these partnerships hinges on industry's assurance that CTE programs are indeed preparing students for real-world employment (a robust talent pipeline), not simply a theoretical or simulated environment that doesn't adequately prepare students for those careers.

This amendment would affect both Career Technical Schools and Comprehensive High Schools offering CTE programs. Providing an opportunity for students to learn about CTE related career fields is admirable and should be a top priority for decision makers, however, the proposed amendments with Senate Bill 1106 are concerning.

Career & Technical Educators of Idaho cannot support this bill due to the following concerns:

1. The "unintended consequences" of the amendment, fearing the integrity of existing CTE programs and pathways will be compromised. Career & Technical Education programs could become a financial target when a school is faced with hiring a new instructor, it may be appealing to deliver the CTE curriculum through a virtual delivery system and reduce the "hands-on" learning environment at the physical school, which requires equipment, space, and funds beyond a computer lab or regular classroom.
2. Students thrive in the "hands-on" learning environment where students are connected to a qualified CTE instructor who mentors them, and provides relevant, rigorous and experiential learning opportunities.
3. The amendment in its current form forces the Division of Career and Technical Education to approve CTE programs without regard to the quality and rigor of delivery. The Division already supports charter schools that have approved courses and an appropriately endorsed instructor. In addition, the Division has been working toward a 3-year pilot program to enhance and increase meaningful online and virtual programs

where appropriate within CTE programs. This approach, which appears promising, will still require in-person hands-on skills training and development through a student's engagement in a CTE programs. We believe this a more thoughtful and strategic approach, and will allow the Division to work directly with programs to ensure any online delivery is appropriate for the specific program, rather than the one-size-fits-all approach this legislation would require.

4. It is impossible for any educators to measure whether a student has successfully met the rigor and standards of a CTE course when physical skills assessment and instruction is absent. (Section 6: 33-5208 F (11) *Virtual schools shall not be required to provide face-to-face instruction.*)

This bill does not relate to added cost funding, which provides CTE courses the funds to help with covering materials and supplies associated with the increased cost of operating a CTE course. The fiscal impact of this bill relates to the Career & Technical School funding which is currently generated using Average Daily Attendance (ADA) rather than Full Time Equivalent (FTE) which further relates to Units.

At the same time, (and more important to me) is that students are provided with an experience that is virtual and may look good on paper and first glance it may appear to assist with providing CTE programs and courses to rural areas, however, students will lack the technical and workplace readiness skills needed for success in Idaho's rapidly growing workforce. Ultimately, providing a false sense of hope to our students, industry, and Idaho's economic vitality.

Sincerely,

LEX GODFREY

Legislative Committee Chair

Career & Technical Educators of Idaho