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April 24, 2025

Arizona State Board of Education  
1700 W. Washington Street  
Executive Tower Suite #300  
Phoenix, Arizona 85007

Dear Members of the Arizona State Board of Education:

On behalf of the Arizona Education Association (AEA), which represents more than 20,000 educators across the state of Arizona, I am writing with concern about the proposed funding formula for school-based Career and Technical Education (CTE) in the Arizona State Plan for Perkins V 2026-2028.

Under the proposed funding formula, Arizona secondary schools stand to lose critical resources for CTE programs unless a sufficient number of students qualify as “concentrators” by passing at least two courses in an approved program sequence. While AEA agrees that students should be encouraged to pursue continuing studies in their fields of interest, we oppose the design of the current funding formula, which penalizes districts that allow students to explore CTE classes and programs at a critical time in their development as young adults.

In the experience of our members, students who excel *and* those who struggle in traditional academic settings find pathways to meaningful careers within school-based CTE programs. AEA is deeply concerned that reducing CTE flexibility will have a negative effect on our state’s graduation rate and the future earnings of Arizona workers. As a union representing many CTE educators, we are also alarmed at the potential for significant job losses among teaching and support staff if CTE programs shrink as a consequence of the State Plan.

If the current funding formula is approved, school districts will face a choice between locking students into rigid coursework sequences or risking their funding and the livelihoods of their CTE staff. Every school and community is different, and school districts must retain the flexibility to meet the needs of the populations they serve. We urge you to revise the funding formula and avoid future proposals that push students away from the career exploration opportunities they deserve.

As an enclosure to this letter, AEA has included testimonials from more than 70 Arizona educators and community members who oppose the proposed funding formula. If you have further questions, please contact Isela Blanc on our staff at [Isela.Blanc@arizonaaea.org](mailto:Isela.Blanc@arizonaaea.org).

A handwritten signature in black ink that reads 'Marisol Garcia'. The signature is written in a cursive, flowing style.

Marisol Garcia  
President  
Arizona Education Association

**Mary Van Deman**  
Sun Lakes, AZ  
[mvand41@gmail.com](mailto:mvand41@gmail.com)

As a strong believer in the value of CTE education for Arizona students, I am writing with concern about the impact of the concentrator-based funding formula in Arizona's Perkins V State Plan.

School-based CTE programs have a proven record of preparing students for college and career readiness, decreasing dropout rates, and meeting local workforce demands. These programs are most successful when students can explore career options and select the pathway that best suits their skills and interests.

**CTE programs matter to me and my community. I think it is important to help students to explore a variety of different career opportunities as they progress through their school years. I urge you to preserve funding and variety in CTE programs and avoid restrictive formulas.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

The current Perkins V State Plan would undermine much-needed flexibility and lead to significant funding gaps for school and district CTE programs. I urge you to revise Arizona's Perkins V State Plan and avoid formulas that tie funding for our local CTE programs to the percentage of concentrators.

**Hannah Oliekan**  
Gilbert, AZ  
[hloliekan@gmail.com](mailto:hloliekan@gmail.com)

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**CTE programs matter to me and my community. Please keep funding them as much as you can!!! It's important for kids to have opportunities to try, learn, and experience different things. This is good for their physical and mental health, social skills, executive functioning, creativity, and all-around development. Plus, it means having more successful, prepared adults who can lift our society after they graduate. Kids shouldn't be forced to commit to a career before they are adults. We should support them in testing their abilities in a variety of areas. Please don't stop supporting CTE programs in public high schools!!!.**

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**Rob Lange**  
Phoenix, AZ  
[ceas814@gmail.com](mailto:ceas814@gmail.com)

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**CTE programs matter to me and my community because it helps students to find areas that they have a passion for. You hear communities ask 'why don't schools teach students life skills?' Well, we do teach those in CTE programs! Students learn skills that will stay with them a lifetime and impact career choices. Last year the top college majors were engineering and business/ marketing that are both CTE programs. How are we getting students ready for college, career and life if we cut the programs that are hand made to help them?**

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**Heidi Resh**  
San Tan Valley, AZ  
[hmsdancer0331@gmail.com](mailto:hmsdancer0331@gmail.com)

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**CTE programs matter to me and my community because it helps prepare students for their future. Students have an opportunity to learn through real world experiences. They learn professional skills that help set them up for their future careers.**

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**Katherine Nash**  
San Tan Valley, AZ  
[katie.nash@arizonaaea.org](mailto:katie.nash@arizonaaea.org)

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**CTE programs matter to me and my community. My daughter has taken 3 CTE courses at her public high school - 2 in technical theater and one in culinary. She has loved all three courses! As a sophomore, she has room in her schedule for 3 electives which is why she took the culinary 1 class. Next year, she will not have enough room in her schedule to carry that many electives. Therefore, she will not be taking culinary 2. Because that is the case for so many students at her school, they are losing one culinary teacher. CTE programs are meant to allow students the opportunity to explore many different careers before heading to college, the military or the work force. Students should not be forced to continue down one career path at such an early age. And educators shouldn't lose their jobs because of students' schedules and interests. We are already at a crisis-level shortage of educators in Arizona; by cutting funding, this will only compound the problem. Educators will not want to teach CTE courses for fear that they could lose their position. Additionally, students' options shouldn't be limited because the state wants to see an arbitrary percentage of students retained in these programs. Lastly, schools are already starved for funding. By cutting funding to CTE programs, you will impact the future of the workforce and the economy.**

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**Sean Robison**  
San Tan Valley, AZ  
[robison.sean@protonmail.com](mailto:robison.sean@protonmail.com)

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**CTE programs matter to me and my community. High school should be a time for students to explore their interests and discover potential career paths. Most students at this age are unaware of the full range of career options available, and they often lack firsthand experience in any of them. Career and Technical Education (CTE) programs offer valuable opportunities for students to learn about different fields and see what might interest them. However, tying funding to students following a specific multi-course CTE sequence could limit that exploration. For example, a student interested in 'technology' might begin in a robotics pathway. Along the way, they may discover that they're more drawn to engineering or software development instead. In this case, the robotics course played a key role in helping the student clarify their interests—but under rigid tracking, that kind of shift could be seen as a failure or even penalized. CTE programs naturally overlap, and students benefit from the ability to move between them as they refine their goals. We should be encouraging that flexibility, not limiting it. Locking students into a narrow sequence may have the unintended consequence of discouraging exploration—the very thing CTE is meant to support.**

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**June Blaine**  
Queen Creek, AZ  
[higleyeapresident@gmail.com](mailto:higleyeapresident@gmail.com)

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**CTE programs matter to me and my community. These programs are extremely important to students and help them determine their future.**

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**Barbara Howe**  
Queen Creek, AZ  
[bbhowe123@gmail.com](mailto:bbhowe123@gmail.com)

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**Kids need a chance to try out different classes to find their path. Limiting funding in the proposed manner could mean fewer course options and could end up hampering student growth.**

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**Brian Dahlem**  
Mesa, AZ  
[bdahlem@gmail.com](mailto:bdahlem@gmail.com)

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**Allison Ridley**  
Mesa, AZ  
[allison.ridley@gmail.com](mailto:allison.ridley@gmail.com)

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**As a member of this community and a person with a vested interest in education, I want to be clear that I believe CTE programs are vital to the growth and prosperity of their state. If young people are punished for trying out different areas of interest, we will have fewer adults who are qualified and ready for the workforce. Losing funding for CTE programs would be detrimental to the functioning of our state and local communities.**

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**Kara Haselton**  
Mesa, AZ  
kmjenkins143@gmail.com

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**CTE programs matter to me and my community. They are vital for preparing students for entering the workforce and provide opportunities for many kids.**

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**Kiersty Lemon-Rogers**  
Mesa, AZ  
[kiersty.lemon@gmail.com](mailto:kiersty.lemon@gmail.com)

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**CTE programs matter to me because of the ways in which they benefit my students. Supporting our students' interests should not be penalized with a lack of funding. We should allow students to explore their interests even if they change their minds about what career preparation classes they wish to explore, which is a natural thing for teenagers to do.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

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**Taylor Rutherford**  
Mesa, AZ  
[tannrutherford@gmail.com](mailto:tannrutherford@gmail.com)

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**Forcing students to pick one CTE program and penalizing programs if the student changes their mind goes against everything we hope to do for our students. Students should be able to explore careers and change to a different CTE program if one is not a right fit or they changed their mind. We should not be forcing 14 year olds to stay in a class they may no longer have interest in. This keeps students from pursuing what interests them and may keep students from pursuing CTE, missing out on valuable career development. This is also developmentally inappropriate. Teenagers are in their psychosocial development stage of identity vs confusion. Not allowing them to explore their identity and various interests creates confusion about who they are. It is time that officials stop robbing funds from programs that directly benefit kids to line their own pockets.**

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**Donna Adams**  
Chandler, AZ  
[donnamarieadams@gmail.com](mailto:donnamarieadams@gmail.com)

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**CTE programs matter to me and my community. Literally. We need community members educated in CTE offerings to make the state function. EMTs! Nursing! Automotive! Construction! Electronics! Welding! Business, Computers, and Management! Accounting! Horticulture/Agriculture! Fire Science! Veterinary! Real Estate! Police/Justice! Dental! And so much more. These are fields that are in regular demand. Students can explore options in high school and then attend a community college to obtain certification to join the workforce, growing our economy. They shouldn't have to complete an entire sequence in high school. Sometimes it's this exposure that guides a student towards a career - or informs them that they don't want to continue in that field (therefore saving money and time in college). CTE courses are typically extracurricular. Some students do not have space in their schedule to take a multitude of extra courses. Allow them the ability to explore and learn!**

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**Claire Adams**  
Chandler, AZ  
[clairemarilee@gmail.com](mailto:clairemarilee@gmail.com)

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**CTE programs matter to me and my community. Not every high schooler is destined for college and pure academics like science and writing. CTE allows students to explore other interests to see what they might want to be in the future for free. You can try photography, culinary, engineering, etc in high school to see if it is a passion of yours. CTE allows high schoolers to explore their interests in a safe, low risk, and free environment, so they can get a better idea of what they want to do in the future in or out of college. I remember in high school that some students only went to school and didn't drop out because they were looking forward to their CTE elective course of their personalized interests. Without CTE, those kids might have dropped out and because of CTE, they were able to find a passion and be in school to attend all the science, math, and literature classes as well.**

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**Sue Zanetti**  
Chandler, AZ  
[suezanetti@gmail.com](mailto:suezanetti@gmail.com)

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**CTE programs matter to me and my community. These programs prepare students for college and careers and help in meeting workplace demands. You must keep this program!**

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**Ellen Peck**  
Chandler, AZ  
[hootowl@yahoo.com](mailto:hootowl@yahoo.com)

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**CTE programs matter to me and my community. Not everyone needs college to be successful. I taught nearly 40 years, and many of my former students are gainfully employed with technical training.**

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**Laurel Miller**  
Chandler, AZ  
[president@chandlerarea.org](mailto:president@chandlerarea.org)

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**CTE programs matter to me, my fellow Arizona educators, and my CUSD80 community.**

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**Cicely Rocha-Miller**  
Chandler, AZ  
[cicely@lifedesignevents.com](mailto:cicely@lifedesignevents.com)

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**Dear Members of the Arizona State Board of Education, I am writing to urge you to protect Career & Technical Education (CTE) programs in Arizona schools as you prepare to vote on the proposed plan on April 28. This plan poses a significant threat to the funding and enrollment of CTE programs, which are vital for our students' futures. Under the current proposal, school districts will be evaluated based on the number of students who complete at least two courses within the same CTE sequence. This metric disregards the importance of allowing students to explore a variety of career interests. As a result, districts that encourage broad career exploration may face funding cuts, jeopardizing CTE offerings and potentially leading to layoffs of skilled CTE educators. CTE programs play a crucial role in preparing students for the workforce, providing them with valuable skills and hands-on experience. It is essential that we maintain and support these programs to ensure that all students have the opportunity to pursue their passions and succeed in their chosen career paths. I respectfully ask that you reconsider the implications of this plan and prioritize the protection of CTE programs in Arizona schools. Our students deserve access to diverse educational opportunities that will set them up for success in the future. Thank you for your attention to this important matter. I look forward to seeing a commitment to CTE in Arizona's educational landscape. Sincerely, Cicely**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

The current Perkins V State Plan would undermine much-needed flexibility and lead to significant funding gaps for school and district CTE programs. I urge you to revise Arizona's Perkins V State Plan and avoid formulas that tie funding for our local CTE programs to the percentage of concentrators.

**Angelika Foerst**  
Chandler, AZ  
[Foerst.angelika@gmail.com](mailto:Foerst.angelika@gmail.com)

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**CTE programs matter to me and my community. We are talking about adolescents and adolescence. They are supposed to explore and find themselves. Why would we consciously hinder that? We teach unique individuals with unique needs and that ought to be not only encouraged, but supported.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

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**Chris Hill**  
Gilbert, AZ  
[cjhsundvl@gmail.com](mailto:cjhsundvl@gmail.com)

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**CTE programs have been important to my children and their friends during their high school years and helped them prepare for a career or vocation that best suited their goals and abilities.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

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**Lori Rush**  
Gilbert, AZ  
[azlori@cox.net](mailto:azlori@cox.net)

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**CTE programs matter to me and my community. So many students find their passions through CTE programs. Many would have never found their careers if they hadn't had the chance to 'dabble' in a variety of interests. CTE programs also allow a student who just doesn't know what they want to be 'when they grow up' a chance to learn a trade that they can find employment in and support themselves while learning more about themselves.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

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**Barb Mozdzen**  
Gilbert, AZ  
[brmozdzen@gmail.com](mailto:brmozdzen@gmail.com)

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**CTE programs are vital programs that assist students in figuring out what they want to do “when they grow up”. CTE classes in high school allow meaningful hands on career exploration for students that assist them in figuring out what they want to do after high school. Penalizing districts for allowing students to explore the options available to them by cutting funding for students that do not continue in a multi-course CTE sequence is stifling to students and parents who want their student to have a meaningful and broad educational experience. Denying funding to those who are not concentrators is almost like asking schools to return funding for students who fail to graduate. Our state schools should be providing a rich variety of educational experiences for all students. Provide a “carrot” rather than a stick, encouraging districts to increase concentrators with an incentive rather than penalizing those who have fewer concentrators.**

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**Dana Shaw**  
Chandler, AZ  
[dana@unspokenlydesigns.com](mailto:dana@unspokenlydesigns.com)

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**CTE programs matter to me and my community. Students should have the opportunity to explore varied career options while in highschool before they commit to a trade school or university. Many students may have narrowed down their preferences to 2 or 3 paths but need to try each of them before making a decision. Tying a loss of funding to student choice is wrong!**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

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**Lauren Singer**  
Chandler, AZ  
[laurenashleysinger@gmail.com](mailto:laurenashleysinger@gmail.com)

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**CTE programs matter to me and my community. Protect our CTE classes!**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

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**Savannah Davis**  
Chandler, AZ  
[savann.hull@gmail.com](mailto:savann.hull@gmail.com)

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**CTE programs matter to me and my community. It's imperative that we have funding to maintain high quality career exploration pathways.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

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**Catherine Hendricks**  
Sun Lakes, AZ  
[cat5012018@gmail.com](mailto:cat5012018@gmail.com)

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**CTE programs matter to me and my community. I have had a career as a manufacturing engineer for 25 yrs. I have mentored many young engineers but the most rewarding experiences I have had was my time spent with students from these programs. These programs matter to these students and also are critically important to producing skilled employees. PLEASE DO NOT CUT FUNDING FOR THESE PROGRAMS! Respectfully, Catherine Hendricks**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve.

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**Carol Maas**  
Sun Lakes, AZ

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**CTE programs matter to me and my community. It is a great way for someone to learn a skill they can use for the rest of their life with real world experience. We shouldn't burden our next workers with the expense of learning at private schools to find they are not interested in that direction after all. I loved having the intern program I had at college early on to see if that was the right career path for me. Let's do all we can to have our children on a career path they enjoy.**

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**Pat Murrish**  
Sun Lakes, AZ  
[p.murrish@icloud.com](mailto:p.murrish@icloud.com)

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**CTE programs matter to me and my community. I'm a retired teacher and a grandmother. I support have options to meet the needs of all students, CTE is an important option that needs to be in our public schools.**

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**Zeyna Pruzhanovsky**  
Chandler, AZ  
[zeyna.inc@gmail.com](mailto:zeyna.inc@gmail.com)

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School-based CTE programs have a proven record of preparing students for college and career readiness, decreasing dropout rates, and meeting local workforce demands. These programs are most successful when students can explore career options and select the pathway that best suits their skills and interests. These programs promote business and keep the economy moving!

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**Val Pruzhanovsky**  
Chandler, AZ  
[vp2live@hotmail.com](mailto:vp2live@hotmail.com)

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CTE programs matter to me and my community. Please let us keep them.

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**Angela Stutz**  
Chandler, AZ  
[ANGELASTUTZ1130@GMAIL.COM](mailto:ANGELASTUTZ1130@GMAIL.COM)

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**Career and Technical Education (CTE) is incredibly important to me because it empowers students with real-world skills, hands-on experiences, and a direct pathway to success beyond the classroom. In the culinary field, students don't just learn how to cook—they gain essential life skills like time management, organization, teamwork, and problem-solving. These are valuable no matter what path they choose. Culinary education provides students with industry experience that mirrors what they'll encounter in professional kitchens, from food safety and knife skills to customer service and plating techniques. They leave class not only with knowledge but with certifications and training that prepare them to start a career right out of high school, giving them a head start in the workforce. CTE also builds confidence and independence. For many students, culinary arts becomes a creative outlet and a source of pride. It teaches responsibility, discipline, and the satisfaction of seeing a job well done—all while preparing them for real opportunities in restaurants, catering, hospitality, and more. Whether they pursue culinary professionally or not, they walk away with life skills that serve them for the rest of their lives.ms matter to me and my community.**

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**Julia Busby**  
Chandler, AZ  
[juliammontalvo@gmail.com](mailto:juliammontalvo@gmail.com)

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**CTE programs matter to me and my community. I have been an educator in Oregon for 10 years and three here in the state of Arizona. I selected Chandler school district as an employer because of your stance to support a community of diverse learners. One that wants to create more pathways for students to succeed with finding a career even before graduating. Cutting funding for these programs due to allowing our students to explore more than one CTE option is a stupid thing to take away from our future community leaders. Many that may join the workforce in our community here in Chandler. We need to find ways to continue to foster opportunities for our students across the Chandler School District. Please do not allow our future students to suffer. Do not limit funding for these programs.**

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**Marjorie Foster**  
Scottsdale, AZ  
[foster@arizonafairways.com](mailto:foster@arizonafairways.com)

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**As the workforce evolves at an unprecedented pace, it is more important than ever to give students the opportunity to explore a wide range of fields and career paths. Junior high and high school Career and Technical Education (CTE) programs are crucial in allowing students to discover their interests and talents. These programs offer a unique chance to try something new—whether they find a passion or realize a particular field isn't for them. The key is giving students the freedom to explore. Limiting their choices limits their potential. Educators can't dictate what students are passionate about, but they can provide the resources and opportunities for growth and discovery. It's essential that we support both students and teachers in fostering curiosity and growth, rather than penalizing them for exploring new avenues of learning.**

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**Emerson DeChristina**  
Scottsdale, AZ  
[edechristina23@gmail.com](mailto:edechristina23@gmail.com)

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**CTE classes changed the course of my life. They provided me with a reason to come to school, and they equipped me with knowledge I have the privilege of taking with me to college. I am ahead of others in my college courses because I learned skills related to my degree.**

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**Steve Kanner**  
Tempe, AZ  
kanners63@gmail.com

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**CTE programs matter to me and my community. As a school counselor in Arizona for 30 years at one of the largest high schools in the state, I have worked with thousands of students in the area of career decision making. I'm proud to say that many of them have gone on to successful careers in just about any area that you can imagine. I'm glad I was able to play a small part in that process. I would prefer that high school students had the opportunity to explore career choices instead of being forced into taking classes they might not be interested in long-term. Here is my reason: Adolescence is a time when individuals are still discovering who they are and what they want out of life. Pressuring teenagers to make decisions about a career when they are still developing their identities might lead to confusion, stress, or decisions they later regret. Teenagers may not fully understand the long-term consequences of their career choices or the variety of careers available. Interests and passions often evolve over time, and forcing a choice too early may limit their exploration and growth. The pressure to choose a career at a young age can contribute to anxiety and stress. Not all teenagers are ready to make such an important decision, and being forced to do so can negatively affect their mental health. The job market is constantly evolving, with new industries and roles emerging all the time. It's hard for anyone, especially a teenager, to predict which fields will thrive in the future. A forced early decision might lead to a mismatch with future opportunities. Instead of forcing teenagers to pick a definitive career path, it's more beneficial to give them the tools to explore their interests and talents. Offering career exploration programs, mentorship opportunities, internships, and guidance on the various fields available can help them make more informed choices later on. This approach allows them to gain exposure while still having the freedom to change paths as they grow and learn more about themselves. Teenagers should have the opportunity to explore different fields and develop their interests before being pressured to make a permanent career choice. While guidance and focus can be helpful, forcing an early decision may limit their growth and well-being in the long run. Please consider an alternate funding formula that would take these considerations in mind.**

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**Megan Kearney-Sebold**  
Tempe, AZ  
[mbkearney@gmail.com](mailto:mbkearney@gmail.com)

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**School-based CTE programs have a proven record of preparing students for college and career readiness, decreasing dropout rates, and meeting local workforce demands. These programs are most successful when students can explore career options and select the pathway that best suits their skills and interests. CTE programs matter to me and my community. Providing students with real-world outlets to thrive in, leads to better engagement in all of their classes and pride in their school.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

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**Amy McPherson**  
Chandler, AZ  
[irlandaheart@aol.com](mailto:irlandaheart@aol.com)

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**CTE programs matter to me and my community. CTE programs are what keep many students IN schools. They also help train and educate young people to be ready for careers when they graduate. Please keep them as they are.**

Under the proposed funding formula in Arizona's Perkins V State Plan, secondary schools stand to lose critical resources for CTE programs unless students are tracked into multi-course CTE sequences.

While the cultivation of "concentrators" (students who have completed at least two courses in a sequence) is a meaningful goal, school districts that encourage students to explore a wide range of career interests should not be penalized. Every school is different, and educators need to maintain the flexibility to meet the individual needs of the populations they serve. The current Perkins V State Plan would undermine much-needed flexibility and lead to significant funding gaps for school and district CTE programs. I urge you to revise Arizona's Perkins V State Plan and avoid formulas that tie funding for our local CTE programs to the percentage of concentrators.

**Stormy Haffey**  
Chandler, AZ  
[stormyhaffey@gmail.com](mailto:stormyhaffey@gmail.com)

As a strong believer in the value of CTE education for Arizona students, I am writing with concern about the impact of the concentrator-based funding formula in Arizona's Perkins V State Plan.

School-based CTE programs have a proven record of preparing students for college and career readiness, decreasing dropout rates, and meeting local workforce demands. These programs are most successful when students can explore career options and select the pathway that best suits their skills and interests.

**CTE programs matter to me and my community. These programs help our communities because these jobs are not going away. If a student finds something they like but then change their mind, the school should NOT be penalized!**

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**Michelle Daly**  
Chandler, AZ  
chelle73@cox.net

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**CTE programs matter to me and my community. They are just as important as STEM programs, and core classes. This is where so many people find their passion and career. I support fully funding these programs. I vote in every school board, state superintendent of public instruction and the county governing board elections, I never miss one.**

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**Jacob Marson**  
Chandler, AZ  
[jacob@keepazblue.org](mailto:jacob@keepazblue.org)

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**CTE programs matter to me and my community. As a high school student I took photography. This allowed me to grow a skill set I still use today. I recently took photos for my friend's graduation.**

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**Erica Rutledge**  
Chandler, AZ  
[rutledge.eric@cusd80.com](mailto:rutledge.eric@cusd80.com)

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**CTE programs matter to me and my community. I am a teacher and a parent of a high school student who has taken CTE classes. Cutting funds to schools which are underfunded to begin with isn't the way to go. We are doing our students, who will one day enter the workforce a big disservice. Save school funding!**

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**Scott Glover**  
Gilbert, AZ  
[theazglobers@gmail.com](mailto:theazglobers@gmail.com)

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**CTE programs matter to me and my community. They are good for kids, good for our community, good for our state and prepare students for work. Also, isn't school supposed to expose students to many different things so they can make informed decisions about what they like, don't like and maybe what they'd like to do for a career. Why would one want to cut these programs? Please stop it.**

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**Kerri Glover**  
Gilbert, AZ  
[kerri.glover@gmail.com](mailto:kerri.glover@gmail.com)

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**CTE programs matter to me and my community. As a high school theatre educator for 30 years, I understand how important CTE is to the lives and futures of my students. It is a place of belonging when students are craving acceptance. It is a place of joy when too much fun has been stripped from our schools to prepare for standardized tests. It is a place to explore passions without fear of failure. It is a place to earn real adult skills while still being a kid. It is a place where students get to think critically and problem-solve actual problems. It is a place which sets them up for future success. Not every student is college-bound. Not every student needs to be. Students are exposed to amazing career opportunities while still in a traditional high school setting. Not every student will or can opt for EVIT because they are still exploring who they are and want the variety that a comprehensive high school offers them. I implore to continue funding my CTE program and others. Our students are too important to be robbed of these experiences.**

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**Heather Mackey**  
Gilbert, AZ  
[hanackey98@gmail.com](mailto:hanackey98@gmail.com)

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**CTE programs matter to me and my community. My daughter completed 3 years in FFA and it led to 5 years as a vet tech. She also learned money management as she cared for her animals. As an educator, I've seen collaboration and problem solving improve among the students who are enrolled in the CTE programs and it also provides another pathway to post secondary options for those students where college may not be a viable option. CUSD needs to serve all our students and guide them to their best future and that requires a strong CTE program.**

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**Amanda Wade**  
Gilbert AZ  
[amanda.wade48@gmail.com](mailto:amanda.wade48@gmail.com)

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**CTE programs matter to me and my community. CTE programs are some of the fastest growing departments in schools because students benefit from them. The wide variety of programs that help our students explore and learn and develop in specific career areas helps prepare our next generation for their next steps. Do not do a disservice to the idea that students can graduate being both college and career ready. Truly CTE programs help our students live up to that expectation.**

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**Devon Adams**  
Gilbert AZ  
[devoncadams@gmail.com](mailto:devoncadams@gmail.com)

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**CTE programs matter to me and my community. I have been teaching Care technical education classes for a dozen years in emerging technology photography and design. There are thousands of that hundreds of thousands of kids out there who are not made for traditional college programs. There are lots and lots of trade programs that make our society stay afloat and if we strip down these programs and take away the funding, these kids will not learn the employable skills I teach every single day. They will either not work in the trade programs or enter into academic programs, accrue out of debt, and get nowhere other than further and further into debt widening the gap between the have and the have Nots. Please do not chop down our funding**

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**Kevin Earnest**  
Gilbert AZ  
[arnold2619@gmail.com](mailto:arnold2619@gmail.com)

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**CTE programs matter to me and my community. CTE helped my daughter find her passion. She never would have explored journalism if it wasn't for CTE in her high school. She found her purpose in yearbook and photography. She found her voice through sports photography. She was the photographer of the year... TWICE in the country. She was the Editor in Chief of the yearbook 3 years in a row. Her books won multiple awards every year on the national stage. All of this because of CTE.**

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**Kathy Steger**  
Gilbert, AZ  
[kssteger@gmail.com](mailto:kssteger@gmail.com)

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**Megan Dover**  
Gilbert, AZ  
[megdover17@gmail.com](mailto:megdover17@gmail.com)

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**CTE programs matter to me and my community. My district and my school have a vast array of CTE programs that are incredibly popular with the students from culinary to Project Lead the Way to Future Farmers of America. We have automotive, woodworking, welding and more programs that are preparing students to be part of these careers after high school and let me tell you this future is bright for these students in much needed careers especially in the service industry. Please remember that this is about children and their opportunities and maintain the funding.**

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**Sharon Metzger**  
Gilbert, AZ  
[teacher4ag@gmail.com](mailto:teacher4ag@gmail.com)

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**I am strongly against the proposed Perkins V plan. This plan will cause a significant cut in funding for our CTE programs. CTE programs are a vital part of our community and must continue to receive financial support at the same level at a minimum. Please do not accept these changes in the proposed Perkins Plan.**

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**Candace Fern**  
Gilbert, AZ  
[mrsfern82@gmail.com](mailto:mrsfern82@gmail.com)

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**CTE programs matter to me and my community. The opportunity to take CTE courses in high school has helped my own children to see what they might be interested in and to further their education. They have learned valuable skills and gained confidence in themselves. CTE should not be cut from schools because it will be detrimental to our students, our community, and ultimately our society. Students should have the ability to explore different types of programs in CTE and not be forced to stick to one area. Funding should be provided.**

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**Nicole Stroup**  
Gilbert AZ  
[nicolestroup@gmail.com](mailto:nicolestroup@gmail.com)

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**CTE programs provide opportunity for many students to realize talents and aspire to learn multiple skills with the desire to focus on many different content areas. Exposure to a wide range of subjects and career paths allows students to make a well informed decision. Please consider how important it is for students to have options when choosing their future plans, what better time to allow young adults to explore these options than before they have pressures beyond high school. These programs are also a huge benefit to the community as a whole when these students exit high school with interests and skills that carry them to college or their chosen career path they in turn contribute back to the community by working, teaching and thriving.**

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**Carrie Salazar**  
Gilbert, AZ  
[carrie\\_salazad@hotmail.com](mailto:carrie_salazad@hotmail.com)

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**Having worked as a school counselor for over two decades, I understand the vital role of varied coursework in a student's high school experience. The proposed funding model, however, would force the elimination of many programs, thereby severely restricting students' ability to explore and plan for their future.**

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**Trisha Wright**  
Gilbert AZ  
[trishawright218@gmail.com](mailto:trishawright218@gmail.com)

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**CTE programs matter to me and my community. I have a son who has benefitted from CTE. During high school, students need the opportunity to explore different interests and professions that they may seek in the future. Why limit their options and put a penalty on schools?! Please consider the benefits of CTE and options.**

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**Angela Terrell**  
Elfrida AZ  
[Mrs.Terrell033@gmail.com](mailto:Mrs.Terrell033@gmail.com)

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**CTE Programs are an integral part of a high school education. The point of Career and Technical Education courses are to help prepare students for the world after high school with teaching professional and life skills. Without these classes students will not have the opportunities to advance their skills and knowledge bases of different career opportunities.**

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**Margaret Gore**  
Queen Creek AZ  
[maggalish70@gmail.com](mailto:maggalish70@gmail.com)

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**Dawn Teo**  
Queen Creek, AZ  
[dawn@southeastvalleydems.org](mailto:dawn@southeastvalleydems.org)

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**Jamie Haugland**  
San Tan Valley, AZ  
[kurtie2506@gmail.com](mailto:kurtie2506@gmail.com)

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**Gena Navitskis**  
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