



To: Steve Townsend, Staff Director, Office of Senator Michael Enzi
Larry Smar, Professional Staff Member, Office of Senator Robert Casey
From: Alliance for Excellent Education, ConnectEd, Linked Learning Alliance, and NAF
Date: October 28, 2015
Re: Recommendations for the Reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270)

The Alliance for Excellent Education, ConnectEd, the Linked Learning Alliance, and NAF appreciate the opportunity to provide recommendations to the offices of Senator Enzi and Senator Casey on the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins). The nation's economy is only as strong as the educational foundation that supports it. Economic success in the twenty-first century requires a labor force capable of demonstrating advanced levels of both knowledge and skill. To be a true engine of growth, the nation's education system must be aligned with these demands. This is why the reauthorization of Perkins, the nation's largest federal investment in secondary and postsecondary career and technical education (CTE), is both critical and timely. As a result of the previous reauthorization, a greater emphasis was placed on improving the academic achievement of CTE students, program accountability, and the link between secondary and postsecondary education.

The next reauthorization of Perkins must continue to build on these changes, ensuring that opportunities provided at the secondary school level are relevant, engaging, of high quality, and aligned with career demands that lie ahead, and that such opportunities place a targeted focus on youth who are traditionally the least likely to have access to the educational opportunities that prepare them for college and a career. The following recommendations and suggested red-line edits to current law support the listed bi-partisan principles agreed upon between the Senate offices. Please let us know if any additional information is needed.

Principle: Make it easier for States and locals to run their CTE programs to serve all students who desire to gain access to CTE course work, including students with disabilities.

Recommendation: All students should have equal opportunity to participate in high-quality CTE programs that prepare them to be ready for college and a career. Opportunities to participate in CTE programs should be available to all students, not just those attending well-resourced schools. In addition, CTE programs should not be used to track students into less-rigorous pathways that diminish their future opportunities. Federal CTE funds can improve outcomes for students through increased rigor, access, and support and the integration of CTE and core academics; CTE courses also meet high school graduation and postsecondary education eligibility requirements.

Federal CTE funds should be directed toward programs that serve students with the greatest needs, including those who are at-risk and/or disconnected. To ensure the quality and success of CTE programs, outcomes for youth should be disaggregated and used to provide targeted supports such as career guidance and mentorships, academic counseling, and other integrated supports that help remove the barriers standing between these youth and success in college and a career (see the following Principle below for additional recommendations regarding counseling).

Suggested Red-line to Current Law

Sec. 3. Definitions.

- (a) Add the following definition for “at-risk.” This definition is aligned with the current definition of “at-risk” included in the Elementary and Secondary Education Act of 1965 (ESEA), see sec. 1432(2).

AT-RISK.—The term ‘at-risk,’ when used with respect to a child, youth, or student, means a school-age individual who—

- (A) is at risk of academic failure, as demonstrated by an inability to read at grade level by the end of third grade, failure in English or math in sixth through ninth grade, a GPA of less than 2.0 (out of 4.0), two or more failures in ninth-grade courses, and failure to earn on-time promotion to the tenth grade; poor attendance, as demonstrated by missing twenty days in one school year or being absent 10 percent of school days; or has had two or more mild or more serious behavior infractions; or
- (B) has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or has been determined to be neglected in the past, is a gang member, or has dropped out of school in the past.

- (b) Change current definition for “Career Guidance and Academic Counseling”:

(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term ‘career guidance and academic counseling’ means guidance and counseling that—

- (A) provides access for students **and school dropouts** (and parents, as appropriate) to information regarding career awareness, **opportunities**, and planning with respect to an individual’s occupational and academic future; and
- (B) provides information **to students and school dropouts (and parents, as appropriate)** with respect to **a career options, financial aid, job training, secondary and postsecondary education options, including baccalaureate degree programs, dual-enrollment programs, and financial aid options, including assistance in completing applications for college, a career, and aid.**

- (c) Add the following definition for “integrated student supports”:

INTEGRATED STUDENT SUPPORTS.—The term ‘integrated student supports’ means services, supports, and community resources that shall be offered that have been shown by evidence-based research to address key barriers to student achievement and engagement, support positive youth development, and increase student preparedness for success in college and the workforce.

- (d) Add the following to the current definition of “special populations,” sec. (29):

(29) SPECIAL POPULATIONS.—The term ‘special populations’ means—

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; ~~and~~
- (F) individuals with limited English proficiency;
- (G) **students from major racial and ethnic groups; and**
- (H) **school dropouts.**

Sec. 112. Within State allocations.

- (a) **Sec. 112(a)(2)(A)**, provide states and local educational agencies with the flexibility to remove the 1 percent cap for serving individuals in correctional institutions and institutions that serve individuals with a disability. Delete the following and renumber accordingly:
- “(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—
- ~~(A) an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and~~
- ~~(B) not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields; and ...”~~

Sec. 113. Accountability.

Include disaggregation of data where applicable, language that permits alternative education settings to establish additional performance indicators to be approved by the U.S. Secretary of Education, and support for research-based practices.

- (a) “(b)(2) INDICATORS OF PERFORMANCE.—
- (A) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following **in the aggregate and disaggregated by subgroups as defined in ESEA, sec. 1111(b)(2)(C)(v)(II):**
- “(C) ADDITIONAL INDICATORS OF PERFORMANCE.—An eligible agency, with input from eligible recipients, may identify in the State plan additional indicators of performance for career and technical education activities authorized under this title, such as attainment of self-sufficiency **and for programs designated as alternative education programs by the State:**
- (i) a description of the program provided at each setting and the population served;
 - (ii) the enrollment of such settings in the aggregate and disaggregated by each of the subgroups, including as a percentage of overall enrollment;
 - (iii) a description of the performance of each setting, based on the performance indicators described in section 113(b)(2)(a), including a description of the performance of each of the subgroups toward the goals approved by the Secretary; and
 - (iv) a description of the improvement actions undertaken at each setting.”
- (b) Add a new subsection (d): “(d) The State and district shall provide targeted technical assistance to **programs not meeting established performance indicator goals and shall be based on effective, research-based practices identified through the activities identified in section 114.**”

Sec. 114. National activities.

- (a) **Sec. 114(d)(2)(B)(ii)**, change to “(ii) the preparation ~~and~~ (including completion of industry externships), qualifications, and placement (the program and special populations served), of teachers and faculty of career and technical education (such as meeting State established teacher certification or licensing requirements), as well as shortages of such teachers and faculty; ... ”
- (b) **Sec. 114(d)(2)(B)(v)**, change to “the participation of students, including school dropouts, in career and technical education programs, disaggregated by race, gender, at-risk status, and socioeconomic status; ... ”
- (c) **Sec. 114(d)(5)**, change to “**DEMONSTRATIONS AND DISSEMINATION.**—The Secretary is authorized to carry out demonstration career and technical education programs, to replicate model career and technical education programs, to disseminate best practices information, and to provide technical assistance upon request of a State, for the purposes of developing, improving, and identifying the most successful methods and techniques for providing career and technical education programs assisted under this Act and for the purposes of implementing effective practices and providing information to the State such that the State may provide targeted technical assistance to programs not meeting performance indicator goals.”

Sec. 122. State plan.

- (a) **Sec. 122(c)(2)(B)**, change to “increases the percentage of teachers that meet teacher certification or licensing requirements and ensures that such teachers are equitably distributed across programs; ... ”
- (b) **Sec. 122(c)(14)**, change to “describes how the eligible agency will adequately ~~address the needs of~~ ensure that students in alternative education programs have equal access to career and technical education programs, whereif appropriate; ... ”
- (c) **Sec. 122(c)(19)**, change to “describes how funds will be used to implement career and technical education programs forserve individuals in State correctional institutions, including juvenile delinquency programs; ... ”

Sec. 124. State leadership activities.

- (a) **Sec. 124 (b)(2)(A)**, change to “training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use and integrate technology, including distance learning and the use of technology to increase access for special populations and over-age and undercredited youth.”
- (b) **Sec. 124(b)**, add as a new required use of funds: “providing career and technical education programs for school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Workforce Investment Act and the Elementary and Secondary Education Act.” and change **Sec. 124(c)(12)**, permissible use of funds, to “providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;

Sec. 135. Local uses of funds.

- (a) Move **sec. 135(c)(4)** (“to provide programs for special populations”), under permissive use of funds to **sec. 135(b)**, as a required use of funds.
- (b) Move **sec. 135(c)(15)** (“to provide career and technical education programs for school dropouts to complete their secondary school education and upgrade their technical skills”), under permissive use of funds to **sec. 135(b)**, as a required use of funds.
- (c) **Sec. 135(c)(15)**, change to “to provide career and technical education programs for adults ~~and school~~ dropouts to complete secondary school education and upgrade the technical skills, of the adults ~~and school dropouts~~;

Principle: Increase access to, and support of, career counseling for all CTE students.

Recommendation: Just as CTE programs must bridge the connection between academics, technical education, and career preparation, it must also bridge the connection between secondary and postsecondary levels of education. Facilitating this transition helps support students most at risk of either dropping out or not enrolling in a postsecondary education program. The transition requires targeted efforts, including providing ongoing access to school-based guidance counselors, career counseling, and information on financial aid.

Suggested Red-line to Current Law

Sec. 122. State plan.

- (a) **Sec. 122(c)(4)**, change to “describes efforts to facilitate, **report, and evaluate** the **successful** transition of career and technical education students, **including specific efforts for at-risk students between middle and high school programs (where appropriate) and special populations, and of sub-baccalaureate career and technical education students** into baccalaureate degree programs at institutions of higher education, **including the transition between two- and four-year institutions of higher education; ...**”

Sec. 124. State leadership activities.

- (a) **Sec. 124(b)(3)**, change to “professional development programs including providing comprehensive professional development (including initial teacher preparation) **and externships** for career and technical education teachers, faculty, administrators, **work-based supervisors**, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and— ...”

Sec. 135. Local uses of funds.

- (a) Move **sec. 135(c)(2)(A)**, a permissive use of funds, to **sec. 135(b)** as a required use of funds, renumber accordingly, and change to “to provide career guidance and academic counseling, **including increased access to counseling for at-risk students**, which may include information described in section 118, for students participating in career and technical education programs, that—
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; ...”

(b) Include in **sec. 135(c)** as a new permissive use of funds “**support the hiring of a work-based learning coordinator at the school or local educational agency level.**”

(c) Move the following from **secs. 135(c)(10)(A) and (C)**, a permissive use of funds, to **sec. 135(b)** as a required use of funds: PERMISSIVE to REQUIREMENTS FOR USES OF FUNDS:

“(10) to develop initiatives that facilitate the successful transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including—

(A) articulation agreements between sub-baccalaureate degree–granting career and technical education postsecondary educational institutions and baccalaureate degree–granting postsecondary educational institutions.

(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements.”

Principle: Align with ESEA and the Workforce Innovation and Opportunity Act (WIOA), where applicable, to improve the efficiency and effectiveness of education and workforce development programs.

Recommendation: The definition of “in-demand industry sector or occupation” included in Perkins should be consistent with the definition in WIOA. Program funding sources should also be leveraged to maximize efficiencies and increase program effectiveness.

Suggested Red-line to Current Law

Replace all current references of “high skill, high wage, or high demand” with “in-demand industry sector or occupation.”

Sec. 3. Definitions.

(a) Add definition for “in-demand industry sector or occupation.” This definition is included in WIOA, Sec. 3(23), Definitions.

“IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.—

(A) IN GENERAL.—The term ‘in-demand industry sector or occupation’ means—

(i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

(ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

(B) DETERMINATION.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.”

Sec. 122. State plan.

- (a) **Sec. 122(c)(17)**, change to “describes the method for joint planning and coordination, **and leveraging of funds, between** programs carried out under this title with other Federal education programs, **including but not limited to those funded under the Workforce Investment Act of 1998 and the No Child Left Behind Act of 2001;**”

Principle: Support the expansion of public/private collaborations with secondary and postsecondary programs, including alignment with State or locally-determined, in-demand industries and occupations.

Recommendation: Strengthening strategic partnerships is a critical component of effective CTE. To fully integrate academics and CTE while meeting the needs of postsecondary education, business and industry, and labor, collaboration between stakeholders is critical. This collaboration is needed to better align program goals and accountability and ensure consistent implementation across programs. Collaboration between secondary and postsecondary institutions and high-quality CTE programs should be encouraged as well as soliciting the engagement and participation of other key stakeholders, including employers, community-based organizations, and qualified intermediaries with the expertise to build, connect, sustain, and measure partnerships. These partnerships can support (1) development of relevant program content, (2) leveraging of community-based resources, and (3) program sustainability.

Suggested Red-line to Current Law

Sec. 3. Definitions.

- (a) Add new definition for “qualified intermediary”: “**QUALIFIED INTERMEDIARY.—The term ‘qualified intermediary’ means an entity that demonstrates expertise to build, connect, sustain, and measure partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve them, including connecting employers to classrooms, designing and implementing career and technical education programs, developing curricula and assessments, delivering professional development, and connecting students to internships and other work-based learning opportunities.**”
- (b) Remove the terms “eligible institution” and “eligible recipient” and replace them with the term “eligible entity” and define as follows: “**ELIGIBLE ENTITY.—The ‘term eligible entity’ means a consortium with an articulation agreement that clearly defines the program goals, measures of performance, accountability measures, and responsibilities, consisting of—**
- (A) a local educational agency providing education at the postsecondary level (including a public charter school that operates as a local educational agency);**
 - (B) at least one of the following—**
 - (i) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;**
 - (ii) an area career and technical education school providing education at the postsecondary level; or**

(iii) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.); and

(C) other partners, such as community-based organizations, qualified intermediaries, employers, industry associations, labor organizations, public and private workforce partners, entrepreneurial and other institutions including research universities that play a critical role in economic development, historically black colleges and universities, and other minority-serving institutions.”

Sec. 113. Accountability.

- (a) **Sec. 113(b)(2)(A)**, insert after (v) and renumber accordingly: “(vi) student need for remediation at the postsecondary education level.”

Sec. 114. National activities.

- (a) **Sec. 114(d)(1)(B)**, insert the following and renumber accordingly: “(vi) representation from postsecondary education institutions, integrated support service professionals, and community-based organizations with relevant expertise.”

Sec. 121. State administration.

- (a) **Sec. 121(a)(2)**, change to “consultation with the Governor and appropriate agencies, groups, such as qualified intermediaries and community-based organizations, and individuals including parents, students, teachers, and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients entities, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under this title; ... ”

Sec. 122. State plan.

- (a) **Sec. 122(b)(1)(A)**, plan development, add the following new section and renumber accordingly: “(ix) qualified intermediaries; ... ”
- (b) **Sec. 122(c)(6)**, plan contents, change to “describes how funds received by the eligible agency through the allotment made under section 111 will be allocated among each member of the Eligible Entity [see proposed definition of ELIGIBLE ENTITY], which shall meet the requirements established in section 3, part A or part B, and among any consortia that will be formed from these eligible entities, how funds will be allocated among the members of the eligible entity or consortia meeting these requirements, including the rationale for such allocation
- ~~(A) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation; and~~
- ~~(B) among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation; ... ”~~

- (c) **Sec. 122(c)(1)(A)(iii)**, plan contents, change to “(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits **and includes a description of how the eligible entity will ensure the dual or concurrent enrollment credit transferability to state institutions of higher education and, to the extent feasible, private institutions of higher education within the state; ...**”

Principle: Support efforts to integrate into and strengthen career pathways at the state and local levels.

Recommendation: High-quality CTE requires that programs, program planning, curriculum, professional development, and assessment reflect both academic and career technical skill development, including incorporation of skills that are necessary to succeed in college and a career. In addition to the mastery of core academic and technical content, these skills include the ability to problem solve, think critically, work collaboratively, communicate effectively, and be self-directed. Additionally, success in the twenty-first-century economy demands that workers be able to employ technology in their practice. The provision of these skills is supported by project- and work-based learning that combines both academics and CTE, reinforcing core academic skills while making learning more relevant to students and providing increased opportunities to develop such skills. Rigorous academic content, CTE, *and* work-based learning can no longer operate in independent silos. Whether learning takes place in a CTE school or a more traditional secondary school CTE program, all youth must be provided with a comprehensive program of education that is aligned with the job demands of the twenty-first century.

Suggested Red-line to Current Law

Sec. 3. Definitions.

- (a) Change definition (3) to “(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOL **OR PROGRAM.**—The term ‘area career and technical education school **or program**’ means **a school or program designed to provide students with both the knowledge and the skills necessary to succeed in college and career in—**
- (A) a specialized public secondary school used exclusively or principally for the provision of career and technical education **and is available** to **all** individuals ~~who are available for study in preparation for entering the labor market;~~
 - (B) the department, **or departments,** of a public secondary school exclusively or principally used for providing career and technical education in ~~not fewer than 5~~ **at least three** different ~~occupational fields~~ **in-demand industry sectors or occupations** **and is available to all students to** ~~individuals who are available for study in preparation for entering the labor market;~~
 - (C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education **in an in-demand industry sector or occupation** to individuals who have completed or left secondary school ~~and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school;~~
 - (D) a career academy or multiple career academies within a secondary school that provide youth with career and technical education experiences in one or more in-demand industry sector or occupations;
 - (E) a juvenile delinquency program, which has meaning given the term in section 103 of the Juvenile Justice and Delinquency Prevention Act of 1974; or

(~~D~~F) the department or division of an institution of higher education that operates under the policies of the eligible agency and that provides career and technical education in ~~not fewer than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree~~, if the department or division admits, as regular students, **fields leading to degree or certificate completion and employment in at least three different in-demand industry sectors or occupations to** both individuals who have completed secondary school and individuals who have left secondary school.”

- (b) Change definition (5) to “(5) **CAREER AND TECHNICAL EDUCATION.**—The term ‘career and technical education’ means organized educational activities that—
- (A) offer a **coherent, sequenced, and continuous program of study set of courses that leading to agreed-upon competencies that are interdisciplinary and integrate—**
 - (i) ~~provides individuals with coherent and~~ rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions **in in-demand industry sectors or occupations**;
 - (ii) provide technical skill proficiency **through** an industry-recognized credential, a certificate, or an associate degree, **including those developed or endorsed by a national nonprofit organization**; and
 - (iii) may include prerequisite courses (other than a remedial course), that meet the requirements of this Subparagraph; and
 - (B) include competency-based, **work-based learning**, or other applied learning **opportunities that that support the development of** ~~contributes to the academic knowledge, higher order reasoning and problem-solving~~ **and critical thinking skills, and the ability to work collaboratively and communicate effectively using a variety of mediums**, work attitudes, general employability skills, **such as professionalism and self-direction**, technical ~~skills~~, and occupation-specific skills, and knowledge of all aspects **and positions within** ~~of~~ an industry, including entrepreneurship, of an individual; and ... ”
- (c) Add the following definition and renumber accordingly: “(8) **CERTIFICATE.**—The term ‘certificate’ means (1) an occupation-specific certificate that is aligned with state standards of career and technical education, or other standards developed by a state industry sector in an in-demand industry sector or occupation, provides for skills that can be assessed, and identifies clearly the specific skills that the certificate qualifies the receiving candidate to demonstrate; or (2) a career pathways program certificate that is based on quality program standards and provides for individual assessments of skill attainment and career and college readiness.”
- (d) Add the following definition and renumber accordingly: “(24) **PROJECT-BASED LEARNING.**—The term ‘project-based learning’ means applied learning in which students go through an extended process of inquiry in response to a complex question, problem, or challenge that provides students with the opportunity to learn key academic content, demonstrate critical thinking, collaborate with peers, and communicate using a variety of mediums.”
- (e) Add the following definition and renumber accordingly: “(35) **WORK-BASED LEARNING.**—The term ‘work-based learning’ means coordinated, sequenced, and scaled applied learning opportunities for students that are integrated with academic and technical course work, such as job shadowing, school enterprises, internships, and apprenticeships, including virtual apprenticeships, and which may include semester-long service-learning projects.”

Sec. 113. Accountability.

- (a) **Sec. 1113(b)(2)(A)(i)**, change to “Student attainment of challenging college- and career-ready academic content standards ...”
- (b) **Sec. 113(b)(2)(A)(ii)**, change to “Student attainment **and demonstrated proficiency** of career and technical skills supported by career and technical education—including student achievement on technical assessments—that are aligned with industry-recognized standards, if available and appropriate.”

Sec. 114. National activities.

- (a) **Sec. 114(d)(2)(B)(vi)**, change to “(vi) other individuals and intermediaries with relevant expertise, including those with expertise in the curricular and programmatic integration of technology and digital learning with respect to career and technical education.”

Sec. 122. State plan.

- (a) **Sec. 122(c)(1)(E)**, change to “(E) the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible **entity** agency to develop, improve, **integrate in program delivery**, and expand access to appropriate technology in career and technical education programs; ...”
- (b) **Sec. 122(c)(1)(F)(ii)**, change to “(ii) promote continuous improvement of **career and** technical skill attainment; ...”

Sec. 134. Local plan for career and technical education programs.

- (a) **Sec. 134(b)(5)**, change to “(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, **intermediaries, community-based organizations**, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations **and at-risk populations**, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study; ...”

Sec. 135. Local uses of funds.

- (a) **Sec. 135(c)**, add the following and renumber accordingly: “(11) **to expand the length of the school day, week, or year, to provide greater opportunities for career and technical education programs, and which may include summer bridge programs, such as those that provide contextualized remediation in core academic subjects in order to accelerate and increase mastery in those subjects.**”