



September 10, 2020

U.S. Senate  
Washington, DC 20510

Dear Senator,

On behalf of the Association for Career and Technical Education (ACTE), the nation's largest not-for-profit association committed to the advancement of education that prepares youth and adults for career success, and Advance CTE, the nation's longest standing not-for-profit that represents State Directors and leaders responsible for secondary, postsecondary and adult Career Technical Education (CTE) across all 50 states and U.S. territories, we write to express our considerable concerns with the Delivering Immediate Relief to America's Families, Schools and Small Businesses Act.

This proposal falls short in addressing the inevitable restructuring of the American economy by not providing dedicated resources to our nation's workforce systems, including career and technical education (CTE). CTE programs remain a critical component to the success of key industries fighting the pandemic, such as healthcare, STEM, manufacturing, construction and transportation, distribution and logistics. Additional funding would be an essential step to ensuring that CTE programs are able to navigate the additional safety protocols and provide students the necessary skills to join the ranks of our front-line workers fighting for our public safety and health, and also prepare them for the roles that will be needed by business and industry as we shift toward long-term economic recovery.

Additionally, we are concerned that this proposal would condition two-thirds of the \$70 billion dedicated for the Elementary and Secondary Education fund to local education agencies meeting specific requirements around in-person reopening. This will severely limit access to quality CTE programs for students across the country. In many communities, school leaders have been advised by local health officials that it is not safe to fully reopen school buildings at this time. In these scenarios, CTE educators have been at the forefront of designing innovative remote and hybrid learning strategies that can ensure students still gain the skills they need to be successful in continued education and the workforce. However, these strategies often involve even more costs than delivering in-person instruction. Schools need new technology, online curriculum resources, and access for students to simulation training and augmented reality experiences. Other innovative approaches include delivering personal tools and activity kits to students learning remotely, scheduling small groups of students in labs for in-person skill practice, or utilizing alternative training sites. All of those strategies require resources, and federal funds to support schools through this challenging time should be flexible enough to help

ensure all students, whether learning in person or remotely, can receive a safe, robust and rigorous educational experience, with no restrictions on funding among delivery models.

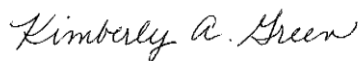
Now is not the time for divisive proposals that continue to keep American families and schools from receiving much needed relief; it is important that Congress comes together in a bipartisan fashion to support our education and workforce systems. These additional investments must be made a part of any path forward if the United States wants to once again enjoy economic prosperity.

If you have any questions or would like to discuss the needs of CTE further, please contact ACTE's Government Relations Manager Michael Matthews ([mmatthews@acteonline.org](mailto:mmatthews@acteonline.org)) or Advance CTE's Policy Associate Meredith Hills ([mhills@careertech.org](mailto:mhills@careertech.org)).

Sincerely,



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