

**Union Calendar No. 187**

103D CONGRESS  
1ST SESSION

**H. R. 2884**

[Report No. 103-3451]

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**A BILL**

To establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes.

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NOVEMBER 10, 1993

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

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103D CONGRESS  
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[Report No. 103-345]

To establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

AUGUST 5, 1993

Mr. FORD of Michigan (for himself, Mr. GEPHARDT, Mr. MILLER of California, Mr. MURPHY, Mr. KILDEE, Mr. WILLIAMS, Mr. MARTINEZ, Mr. OWENS, Mr. SAWYER, Mr. PAYNE of New Jersey, Mrs. UNSOELD, Mrs. MINK, Mr. ANDREWS of New Jersey, Mr. REED, Mr. ROEMER, Mr. ENGEL, Mr. BECERRA, Mr. GENE GREEN of Texas, Ms. WOOLSEY, Mr. ROMERO-BARCELÓ, Mr. KLINK, Mr. STRICKLAND, Mr. DE LUGO, Mr. GOODLING, Mr. GUNDERSON, Ms. MOLINARI, Mr. RANGEL, Mr. MCCURDY, Ms. PELOSI, Mrs. LOWEY, Mr. SERRANO, Ms. DELAURO, Mr. CLAY, Mr. BAESLER, and Mr. ROUKEMA) introduced the following bill; which was referred to the Committee on Education and Labor

OCTOBER 7, 1993

Additional sponsors: Mr. HOYER, Mr. FALEOMAVAEGA, Mr. FROST, Mr. MAZZOLI, Mr. CASTLE, Mr. HOUGHTON, Mr. LEVIN, Mr. BONIOR, Mr. MENENDEZ, Mr. SCOTT, Mr. GIBBONS, Ms. ENGLISH of Arizona, Mr. OLVER, and Mr. RUSH

NOVEMBER 10, 1993

Additional sponsors: Mr. GEJDENSON, Mr. FILNER, Mr. EDWARDS of California, Mrs. LLOYD, Mr. HUGHES, Mr. STARK, Mr. FISH, Mr. CLYBURN, Ms. KAPTUR, Mr. GILLMOR, Ms. SNOWE, Ms. NORTON, Mr. BISHOP, Mr. EVANS, Mr. FORD of Tennessee, Mr. SANDERS, Ms. VELÁZQUEZ, Mr. PAYNE of Virginia, and Mr. KOPETSKI

NOVEMBER 10, 1993

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in italic]  
 [For text of introduced bill, see copy of bill as introduced on August 5, 1993]

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## A BILL

To establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
 2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) *SHORT TITLE.*—*This Act may be cited as the*  
 5 *“School-to-Work Opportunities Act of 1993”.*

6 (b) *TABLE OF CONTENTS.*—*The table of contents is as*  
 7 *follows:*

- Sec. 1. Short title; table of contents.*
- Sec. 2. Findings.*
- Sec. 3. Purposes and congressional intent.*
- Sec. 4. Definitions.*
- Sec. 5. Federal administration.*
- Sec. 6. Authorization of appropriations.*

*TITLE I—SCHOOL-TO-WORK OPPORTUNITIES BASIC PROGRAM  
 COMPONENTS*

- Sec. 101. General program requirements.*
- Sec. 102. Work-based learning component.*
- Sec. 103. School-based learning component.*
- Sec. 104. Connecting activities component.*

*TITLE II—SCHOOL-TO-WORK OPPORTUNITIES SYSTEM  
 DEVELOPMENT AND IMPLEMENTATION GRANTS TO STATES*

*Subtitle A—State Development Grants*

- Sec. 201. Purpose.*
- Sec. 202. Authorization.*
- Sec. 203. Application.*
- Sec. 204. Use of amounts.*
- Sec. 205. Allocation requirement.*

*Sec. 206. Reports.*

*Subtitle B—State Implementation Grants*

- Sec. 211. Purpose.*
- Sec. 212. Authorization.*
- Sec. 213. Application.*
- Sec. 214. Review of application.*
- Sec. 215. Use of amounts.*
- Sec. 216. Allocation requirement.*
- Sec. 217. Administrative costs.*
- Sec. 218. Reports.*

*Subtitle C—Development and Implementation Grants for School-to-Work Programs for Indian Youths*

- Sec. 221. Authorization.*
- Sec. 222. Requirements.*

*TITLE III—FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS*

- Sec. 301. Purposes.*
- Sec. 302. Authorization.*
- Sec. 303. Application.*
- Sec. 304. Use of amounts.*
- Sec. 305. Conformity with approved State plan.*
- Sec. 306. Reports.*
- Sec. 307. High poverty area defined.*

*TITLE IV—NATIONAL PROGRAMS AND REPORTS*

- Sec. 401. Research, demonstration, and other projects.*
- Sec. 402. Performance outcomes and evaluation.*
- Sec. 403. Training and technical assistance.*
- Sec. 404. Amendment to Job Training Partnership Act to provide school-to-work opportunities activities for Capacity Building and Information and Dissemination Network.*
- Sec. 405. Reports to Congress.*

*TITLE V—WAIVER OF STATUTORY AND REGULATORY REQUIREMENTS*

- Sec. 501. State and local partnership requests and responsibilities for waivers.*
- Sec. 502. Waiver authority of Secretary of Education.*
- Sec. 503. Waiver authority of Secretary of Labor.*
- Sec. 504. Combination of Federal funds for high poverty schools.*

*TITLE VI—SAFEGUARDS*

- Sec. 601. Safeguards.*

*TITLE VII—REAUTHORIZATION OF JOB TRAINING FOR THE HOMELESS DEMONSTRATION PROGRAM UNDER THE STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT*

- Sec. 701. Reauthorization.*

1 **SEC. 2. FINDINGS.**

2 *The Congress finds that—*

3 *(1) three-fourths of all high school students in the*  
4 *United States enter the workforce without bacca-*  
5 *laureate degrees, and many do not possess the aca-*  
6 *ademic and entry-level occupational skills necessary to*  
7 *succeed in the changing workplace;*

8 *(2) a substantial number of youths in the United*  
9 *States, especially disadvantaged students, students of*  
10 *diverse racial, ethnic, and cultural backgrounds, and*  
11 *students with disabilities, do not complete school;*

12 *(3) unemployment among youths in the United*  
13 *States is intolerably high, and earnings of high school*  
14 *graduates have been falling relative to those individ-*  
15 *uals with more education;*

16 *(4) the workplace in the United States is chang-*  
17 *ing in response to heightened international competi-*  
18 *tion and new technologies, and these forces, which are*  
19 *ultimately beneficial to the Nation, are shrinking the*  
20 *demand for and undermining the earning power of*  
21 *unskilled labor;*

22 *(5) the United States lacks a comprehensive and*  
23 *coherent system to help its youths acquire knowledge,*  
24 *skills, abilities, and information about and access to*  
25 *the labor market necessary to make an effective tran-*

1        *sition from school to career-oriented work or to fur-*  
2        *ther education and training;*

3            *(6) students in the United States can achieve*  
4        *high academic and occupational standards, and*  
5        *many learn better and retain more when they learn*  
6        *in context, rather than in the abstract;*

7            *(7) while many students in the United States*  
8        *have part-time jobs, there is infrequent linkage be-*  
9        *tween those work experiences and either the student's*  
10       *career planning or exploration, or with school-based*  
11       *learning;*

12           *(8) work-based learning, which is modeled after*  
13        *the time-honored apprenticeship concept, integrates*  
14        *theoretical instruction with structured on-the-job*  
15        *training, and this approach, combined with school-*  
16        *based learning, can be very effective in engaging stu-*  
17        *dent interest, enhancing skill acquisition, developing*  
18        *positive work attitudes, and preparing youths for*  
19        *high-skill, high-wage careers;*

20           *(9) Federal resources currently fund a series of*  
21        *categorical, work-related education and training pro-*  
22        *grams, many of which serve disadvantaged youths,*  
23        *that are not administered in a coordinated manner;*  
24        *and*

1           (10) in 1992 approximately 3,400,000 individ-  
2           uals in the United States ages 16 through 24 had not  
3           completed high school and were not currently enrolled  
4           in school, a number representing approximately 11  
5           percent of all individuals in this age group, which in-  
6           dicates that these young persons are particularly un-  
7           prepared for the demands of a 21st century workforce.

8   **SEC. 3. PURPOSES AND CONGRESSIONAL INTENT.**

9           (a) *PURPOSES.*—The purposes of this Act are to—

10           (1) *establish a national framework within which*  
11           *all States can create statewide School-to-Work Oppor-*  
12           *tunities systems that are a part of comprehensive edu-*  
13           *cation reform, that are integrated with the systems*  
14           *developed under the Goals 2000: Educate America*  
15           *Act, and that offer opportunities for all students to*  
16           *participate in a performance-based education and*  
17           *training program that will enable them to earn port-*  
18           *able credentials, prepare them for a first job in a*  
19           *high-skill, high-wage career, and increase their oppor-*  
20           *tunities for further education;*

21           (2) *utilize workplaces as active learning compo-*  
22           *nents in the educational process by making employers*  
23           *joint partners with educators in providing opportuni-*  
24           *ties for all students to participate in high-quality,*  
25           *work-based learning experiences;*

1           (3) use Federal funds as venture capital, to un-  
2        derwrite the initial costs of planning and establishing  
3        statewide School-to-Work Opportunities systems that  
4        will be maintained with other Federal, State, and  
5        local resources;

6           (4) promote the formation of partnerships that  
7        are dedicated to linking the worlds of school and work  
8        among secondary and postsecondary educational in-  
9        stitutions, private and public employers, organized  
10       labor, government, community-based organizations,  
11       parents, students, and local education and training  
12       agencies;

13          (5) promote the formation of partnerships be-  
14        tween elementary, middle, and secondary schools and  
15        local businesses as an investment in future workplace  
16        productivity and competitiveness;

17          (6) help all students attain high academic and  
18        occupational standards;

19          (7) build on and advance a range of promising  
20        school-to-work programs, such as tech-prep education,  
21        career academies, school-to-apprenticeship programs,  
22        cooperative education, youth apprenticeship, business-  
23        education compacts, and promising strategies that as-  
24        sist school dropouts that can be developed into pro-  
25        grams funded under this Act;



1           (8) improve the knowledge and skills of youths  
2           by integrating academic and occupational learning,  
3           integrating school-based and work-based learning, and  
4           building effective linkages between secondary and  
5           postsecondary education;

6           (9) motivate all youths, including low-achieving  
7           youths, school dropouts, and youths with disabilities  
8           to stay in or return to school or a classroom setting  
9           and strive to succeed by providing enriched learning  
10          experiences and assistance in obtaining high skill,  
11          high wage employment and continuing their edu-  
12          cation in secondary and postsecondary educational  
13          institutions;

14          (10) expose students to the vast array of career  
15          opportunities and facilitate the selection of career ma-  
16          jors based on individual interests, goals, strengths,  
17          and abilities;

18          (11) increase opportunities for minorities and  
19          women by enabling individuals to prepare for careers  
20          which are not traditional for their race or gender;  
21          and

22          (12) further the National Education Goals set  
23          forth in title I of the Goals 2000: Educate America  
24          Act.

1       (b) *CONGRESSIONAL INTENT.*—*It is the intent of the*  
2 *Congress that the Secretary of Labor and the Secretary of*  
3 *Education jointly administer this Act in a flexible manner*  
4 *that—*

5           (1) *promotes State and local discretion in estab-*  
6 *lishing and implementing School-to-Work Opportuni-*  
7 *ties systems and programs; and*

8           (2) *contributes to reinventing government by*  
9 *building on State and local capacity, eliminating du-*  
10 *plication, supporting locally established initiatives,*  
11 *requiring measurable goals for performance, and of-*  
12 *fering flexibility in meeting these goals.*

13 **SEC. 4. DEFINITIONS.**

14       *For purposes of this Act, the following definitions*  
15 *apply:*

16           (1) *ALL STUDENTS.*—*The term “all students”*  
17 *means male and female students from a broad range*  
18 *of backgrounds and circumstances, including dis-*  
19 *advantaged students, students with diverse racial, eth-*  
20 *nic, and cultural backgrounds, American Indians,*  
21 *Alaskan Natives, Native Hawaiians, students with*  
22 *disabilities, students with limited English proficiency,*  
23 *migrant children, school dropouts, and academically*  
24 *talented students.*

1           (2) *APPROVED STATE PLAN.*—The term “ap-  
2           proved State plan” or “approved plan” means a  
3           State plan to establish a School-to-Work Opportuni-  
4           ties system that is submitted by a State to the Sec-  
5           retaries under section 213 and approved by the Sec-  
6           retaries in accordance with section 214.

7           (3) *CAREER GUIDANCE AND COUNSELING.*—The  
8           term “career guidance and counseling” means pro-  
9           grams—

10                   (A) which pertain to the body of subject  
11                   matter and related techniques and methods orga-  
12                   nized for the development in individuals of ca-  
13                   reer awareness, career planning, career decision-  
14                   making, placement skills, and knowledge and un-  
15                   derstanding of local, State, and national occupa-  
16                   tional, educational, and labor market needs,  
17                   trends, and opportunities;

18                   (B) which assist individuals in making and  
19                   implementing informed educational and occupa-  
20                   tional choices; and

21                   (C) which aid students to develop career op-  
22                   tions with attention to surmounting gender, race,  
23                   ethnic, disability, language, or socioeconomic im-  
24                   pediments to career options and encouraging ca-  
25                   reers in nontraditional occupations.

1           (4) *CAREER MAJOR*.—The term “career major”  
2           means a coherent sequence of courses or field of study  
3           that prepares a student for a first job and that—

4                   (A) integrates occupational and academic  
5                   learning, integrates work-based and school-based  
6                   learning, and establishes linkages between sec-  
7                   ondary and postsecondary education;

8                   (B) prepares the student for employment in  
9                   broad occupational clusters or industry sectors;

10                  (C) typically includes at least 2 years of  
11                  secondary school and 1 or 2 years of postsecond-  
12                  ary education;

13                  (D) results in the award of a high school di-  
14                  ploma, a General Equivalency Diploma, or al-  
15                  ternative diploma or certificate for those students  
16                  with disabilities for whom such alternative di-  
17                  ploma or certificate is appropriate, a certificate  
18                  or diploma recognizing successful completion of 1  
19                  or 2 years of postsecondary education (if appro-  
20                  priate), and a skill certificate; and

21                  (E) may lead to further training, such as  
22                  entry into a registered apprenticeship program,  
23                  or admission into a degree-granting college or  
24                  university.

1           (5) *COMMUNITY-BASED ORGANIZATIONS.*—The  
2 term “community-based organizations” has the mean-  
3 ing given such term in section 4(5) of the Job Train-  
4 ing Partnership Act (29 U.S.C. 1503(5)).

5           (6) *ELEMENTS OF AN INDUSTRY.*—The term “ele-  
6 ments of an industry” means, with respect to a par-  
7 ticular industry that a student is preparing to enter,  
8 such elements as planning, management, finances,  
9 technical and production skills, underlying principles  
10 of technology, labor and community issues, health and  
11 safety, and environmental issues related to that in-  
12 dustry.

13           (7) *EMPLOYER.*—The term “employer” includes  
14 both public and private employers.

15           (8) *GOVERNOR.*—The term “Governor” means  
16 the chief executive of a State.

17           (9) *LOCAL EDUCATIONAL AGENCY.*—The term  
18 “local educational agency” means a public board of  
19 education or other public authority legally constituted  
20 within a State for either administrative control or di-  
21 rection of, or to perform a service function for, public  
22 elementary or secondary schools in a city, county,  
23 township, school district, or other political subdivi-  
24 sion of a State, or such combination of school districts  
25 or counties as are recognized in a State as an admin-

1 *istrative agency for its public elementary or second-*  
2 *ary schools. Such term includes any other public in-*  
3 *stitution or agency having administrative control and*  
4 *direction of a public elementary or secondary school.*

5 (10) *LOCAL PARTNERSHIP.*—*The term “local*  
6 *partnership” means a local entity that is responsible*  
7 *for local School-to-Work Opportunities programs and*  
8 *that—*

9 (A) *consists of employers, representatives of*  
10 *local educational agencies and local postsecond-*  
11 *ary educational institutions (including rep-*  
12 *resentatives of area vocational education schools,*  
13 *where applicable), local educators (such as teach-*  
14 *ers, counselors, or administrators), representa-*  
15 *tives of organized labor, other representatives of*  
16 *non-managerial employees, and students; and*

17 (B) *may include other entities, such as—*

18 (i) *employer organizations;*

19 (ii) *community-based organizations;*

20 (iii) *national trade associations work-*  
21 *ing at the local levels;*

22 (iv) *industrial extension centers;*

23 (v) *rehabilitation agencies and organi-*  
24 *zations;*

25 (vi) *registered apprenticeship agencies;*

1                   (vii) *local vocational education enti-*  
2                   *ties;*

3                   (viii) *proprietary institutions of higher*  
4                   *education (as defined in section 481(b) of*  
5                   *the Higher Education Act of 1965, (20*  
6                   *U.S.C. 1088(b)) which continue to meet the*  
7                   *eligibility and certification requirements*  
8                   *under section 498 of such Act;*

9                   (ix) *local government agencies;*

10                  (x) *parent organizations;*

11                  (xi) *teacher organizations;*

12                  (xii) *vocational student organizations;*

13                  (xiii) *private industry councils estab-*  
14                  *lished under section 102 of the Job Training*  
15                  *Partnership Act (29 U.S.C. 1512);*

16                  (xiv) *federally recognized Indian*  
17                  *tribes, Indian organizations, and Alaska*  
18                  *Native villages; and*

19                  (xv) *Native Hawaiians.*

20                  (11) *POSTSECONDARY EDUCATIONAL INSTITU-*  
21                  *TION.—The term “postsecondary educational institu-*  
22                  *tion” means an institution of higher education (as*  
23                  *such term is defined in section 481 of the Higher*  
24                  *Education Act of 1965 (20 U.S.C. 1088)) which con-*

1 *tinues to meet the eligibility and certification require-*  
2 *ments under section 498 of such Act.*

3 (12) *REGISTERED APPRENTICESHIP AGENCY.*—  
4 *The term “registered apprenticeship agency” means*  
5 *either—*

6 (A) *the Bureau of Apprenticeship and*  
7 *Training in the Department of Labor; or*

8 (B) *a State apprenticeship agency recog-*  
9 *nized and approved by the Bureau of Appren-*  
10 *ticeship and Training as the appropriate body*  
11 *for State registration or approval of local ap-*  
12 *prenticeship programs and agreements for Fed-*  
13 *eral purposes.*

14 (13) *REGISTERED APPRENTICESHIP PROGRAM.*—  
15 *The term “registered apprenticeship program” means*  
16 *a program registered by a registered apprenticeship*  
17 *agency.*

18 (14) *RELATED SERVICES.*—*The term “related*  
19 *services” includes the types of services described in*  
20 *section 602(17) of the Individuals with Disabilities*  
21 *Education Act (20 U.S.C. 1401(17)).*

22 (15) *SCHOOL DROPOUT.*—*The term “school drop-*  
23 *out” means an individual who is no longer attending*  
24 *any school, is subject to a compulsory attendance law,*  
25 *and who has not received a secondary school diploma*



1        *or a certificate from a program of equivalency for*  
2        *such a diploma.*

3            (16) *SCHOOL SITE MENTOR.*—*The term “school*  
4        *site mentor” means a professional employed at the*  
5        *school who is designated as the advocate for a par-*  
6        *ticular student, and who works in consultation with*  
7        *classroom teachers, counselors, and the employer to*  
8        *design and monitor the progress of the student’s*  
9        *school-to-work program.*

10           (17) *SECRETARIES.*—*The term “Secretaries”*  
11        *means the Secretary of Education and the Secretary*  
12        *of Labor.*

13           (18) *SKILL CERTIFICATE.*—*The term “skill cer-*  
14        *tificate” means a portable, industry-recognized cre-*  
15        *dential issued by a School-to-Work Opportunities pro-*  
16        *gram under an approved plan, that certifies that a*  
17        *student has mastered skills at levels that are at least*  
18        *as challenging as skill standards endorsed by the Na-*  
19        *tional Skill Standards Board established under the*  
20        *Goals 2000: Educate America Act, except that until*  
21        *such skill standards are developed, the term “skill cer-*  
22        *tificate” means a credential issued under a process*  
23        *described in a State’s approved plan.*

24           (19) *STATE.*—

1           (A) *IN GENERAL.*—*Except as provided in*  
2           *subparagraph (B), the term “State” means each*  
3           *of the several States, the District of Columbia,*  
4           *and the Commonwealth of Puerto Rico.*

5           (B) *TITLES IV AND V.*—*For purposes of ti-*  
6           *ties IV and V, the term “State” means each of*  
7           *the several States, the District of Columbia, the*  
8           *Commonwealth of Puerto Rico, the Common-*  
9           *wealth of the Northern Mariana Islands, Amer-*  
10           *ican Samoa, Guam, the Virgin Islands, the Fed-*  
11           *erated States of Micronesia, the Republic of the*  
12           *Marshall Islands, and Palau.*

13           (20) *STATE EDUCATIONAL AGENCY.*—*The term*  
14           *“State educational agency” means the officer or agen-*  
15           *cy primarily responsible for the State supervision of*  
16           *public elementary and secondary schools.*

17           (21) *WORKPLACE MENTOR.*—*The term “work-*  
18           *place mentor” means an employee at the workplace*  
19           *who possesses the skills and knowledge to be mastered*  
20           *by a student, and who instructs the student, critiques*  
21           *the student’s performance, challenges the student to*  
22           *perform well, and works in consultation with class-*  
23           *room teachers and the employer.*

24 **SEC. 5. FEDERAL ADMINISTRATION.**

25           (a) *JOINT ADMINISTRATION.*—

1           (1) *IN GENERAL.*—Notwithstanding the Depart-  
2           ment of Education Organization Act (20 U.S.C. 3401  
3           et seq.), the General Education Provisions Act (20  
4           U.S.C. 1221 et seq.), the statutory provisions relating  
5           to the establishment of the Department of Labor (29  
6           U.S.C. 551 et seq.), and section 166 of the Job Train-  
7           ing Partnership Act (29 U.S.C. 1576), the Secretaries  
8           shall jointly provide for the administration of this  
9           Act, and may issue whatever procedures, guidelines,  
10          and regulations, in accordance with section 553 of  
11          title 5, United States Code, they deem necessary and  
12          appropriate to administer and enforce the provisions  
13          of this Act.

14          (2) *SUBMISSION OF PLAN.*—Not later than 120  
15          days after the date of the enactment of this Act, the  
16          Secretaries shall develop and submit a plan for the  
17          joint administration of this Act to the Committee on  
18          Education and Labor of the House of Representatives  
19          and the Committee on Labor and Human Resources  
20          of the Senate for review and comment on such plan  
21          by such committees.

22          (b) *TERMINATION OR SUSPENSION OF ASSISTANCE.*—

23                 (1) *IN GENERAL.*—The Secretaries may termi-  
24                 nate or suspend any financial assistance under this  
25                 Act, in whole or in part, or not extend payments

1        *under an existing grant under this Act, if the Sec-*  
2        *retaries determine that a recipient has failed to meet*  
3        *any requirements of this Act, including—*

4                *(A) reporting requirements under section*  
5                *402(c);*

6                *(B) regulations under this Act; or*

7                *(C) an approved plan submitted pursuant*  
8                *to this Act.*

9                *(2) NOTICE AND OPPORTUNITY FOR HEARING.—*

10        *If the Secretaries terminate or suspend financial as-*  
11        *sistance, or do not extend payments under an existing*  
12        *grant under paragraph (1), with respect to recipient*  
13        *or proposed recipient, then the Secretaries shall pro-*  
14        *vide—*

15                *(A) prompt notice to such recipient or pro-*  
16                *posed recipient; and*

17                *(B) the opportunity for a hearing to such*  
18                *recipient or proposed recipient not later than 30*  
19                *days after the date on which such notice is pro-*  
20                *vided.*

21                *(3) NONDELEGATION.—The Secretaries shall not*  
22        *delegate any of the functions or authority specified*  
23        *under this subsection, other than to an officer whose*  
24        *appointment was required to be made by and with*  
25        *the advice and consent of the Senate.*

1           (c) *ACCEPTANCE OF GIFTS.*—*The Secretaries are au-*  
2 *thorized, in carrying out this Act, to accept, purchase, or*  
3 *lease in the name of the Department of Labor or the Depart-*  
4 *ment of Education, and employ or dispose of in furtherance*  
5 *of the purposes of this Act, any money or property, real,*  
6 *personal, or mixed, tangible or intangible, received by gift,*  
7 *devise, bequest, or otherwise.*

8           (d) *USE OF VOLUNTARY AND UNCOMPENSATED SERV-*  
9 *ICES.*—*Notwithstanding section 1342 of title 31, United*  
10 *States Code, the Secretaries are authorized to accept vol-*  
11 *untary and uncompensated services in furtherance of the*  
12 *purposes of this Act.*

13 ***SEC. 6. AUTHORIZATION OF APPROPRIATIONS.***

14           (a) *IN GENERAL.*—*There are authorized to be appro-*  
15 *priated to the Secretaries to carry out this Act \$300,000,000*  
16 *for fiscal year 1995 and such sums as may be necessary*  
17 *for each of the fiscal years 1996 through 2002.*

18           (b) *RESERVATIONS.*—*From amounts appropriated*  
19 *under subsection (a) for any fiscal year, the Secretaries—*

20               (1) *shall reserve an amount equal to not more*  
21 *than one half of 1 percent of such amounts for such*  
22 *fiscal year to provide grants under sections 202(b)*  
23 *and 212(b) to the Commonwealth of the Northern*  
24 *Mariana Islands, American Samoa, Guam, the Vir-*

1 *gin Islands, the Federated States of Micronesia, the*  
2 *Republic of the Marshall Islands, and Palau;*

3 *(2) shall reserve an amount equal to not more*  
4 *than one half of 1 percent of such amounts for such*  
5 *fiscal year to provide grants under subtitle C of title*  
6 *II to establish and carry out School-to-Work Opportu-*  
7 *nities programs for Indian youths that involve Bu-*  
8 *reau funded schools (as defined in section 1139(3) of*  
9 *the Education Amendments of 1978 (25 U.S.C.*  
10 *2019(3)));*

11 *(3) shall reserve an amount equal to 10 percent*  
12 *of such amounts for such fiscal year to provide grants*  
13 *under section 302(b) to local partnerships located in*  
14 *high poverty areas; and*

15 *(4) may reserve an amount equal to not more*  
16 *than 5 percent of such amounts for such fiscal year*  
17 *to carry out title IV.*

18 *(c) AVAILABILITY OF FUNDS.—Amounts authorized to*  
19 *be appropriated under subsection (a) are authorized to re-*  
20 *main available until expended.*

1 **TITLE I—SCHOOL-TO-WORK OP-**  
2 **PORTUNITIES BASIC PRO-**  
3 **GRAM COMPONENTS**

4 **SEC. 101. GENERAL PROGRAM REQUIREMENTS.**

5 *A School-to-Work Opportunities program under this*  
6 *Act shall—*

7 *(1) integrate work-based learning and school-*  
8 *based learning, as provided for in sections 102 and*  
9 *103, integrate academic and occupational learning,*  
10 *and build effective linkages between secondary and*  
11 *postsecondary education;*

12 *(2) provide all students opportunities to complete*  
13 *a career major; and*

14 *(3) incorporate the basic program components*  
15 *provided in sections 102 through 104.*

16 **SEC. 102. WORK-BASED LEARNING COMPONENT.**

17 *The work-based learning component of a School-to-*  
18 *Work Opportunities program shall include—*

19 *(1) a planned program of job training and work*  
20 *experiences, including pre-employment and employ-*  
21 *ment skills to be mastered at progressively higher lev-*  
22 *els, that are relevant to a student's career major and*  
23 *lead to the award of a skill certificate;*

24 *(2) paid work experience;*

25 *(3) workplace mentoring;*

1           (4) *instruction in general workplace com-*  
2           *petencies; and*

3           (5) *broad instruction in a variety of elements of*  
4           *an industry.*

5   **SEC. 103. SCHOOL-BASED LEARNING COMPONENT.**

6           *The school-based learning component of a School-to-*  
7   *Work Opportunities program shall include—*

8           (1) *career awareness and career exploration and*  
9           *counseling (beginning at the earliest possible age, but*  
10          *beginning no later than the middle school grades) in*  
11          *order to help students who may be interested to iden-*  
12          *tify, and select or reconsider, their interests, goals,*  
13          *and career majors, including those options that may*  
14          *not be traditional for their gender, race, or ethnicity;*

15          (2) *initial selection by interested students of a*  
16          *career major not later than the beginning of the 11th*  
17          *grade;*

18          (3) *a program of study designed to meet the*  
19          *same academic content standards the State has estab-*  
20          *lished for all students, including, where applicable,*  
21          *standards established under the Goals 2000: Educate*  
22          *America Act, and to meet the requirements necessary*  
23          *for a student to earn a skill certificate;*

24          (4) *a program of instruction and curriculum*  
25          *that integrates academic and vocational learning (in-*



1 *cluding applied methodologies and team-teaching*  
2 *strategies), and incorporates instruction in a variety*  
3 *of elements of an industry, appropriately tied to a*  
4 *participant's career major;*

5 *(5) regularly scheduled evaluations involving on-*  
6 *going consultation with students and school dropouts*  
7 *to identify their academic strengths and weaknesses,*  
8 *academic progress, workplace knowledge, goals, and*  
9 *the need for additional learning opportunities to mas-*  
10 *ter core academic and vocational skills; and*

11 *(6) mechanisms which allow students participat-*  
12 *ing in a school-to-work program to transfer to a post-*  
13 *secondary program.*

14 **SEC. 104. CONNECTING ACTIVITIES COMPONENT.**

15 *The connecting activities component of a School-to-*  
16 *Work Opportunities program shall include—*

17 *(1) matching students with employers' work-*  
18 *based learning opportunities;*

19 *(2) serving as a liaison among the employer,*  
20 *school, teacher, parent, student, and, if appropriate,*  
21 *other community partners;*

22 *(3) providing technical assistance and services to*  
23 *employers, including small and medium sized busi-*  
24 *nesses, and others in designing work-based and school-*  
25 *based learning components, counseling and case man-*

1        *agement services, and in the training of teachers,*  
2        *workplace mentors, school site mentors, and coun-*  
3        *selors;*

4            *(4) providing assistance to schools and employers*  
5        *to integrate school-based and work-based learning and*  
6        *integrate academic and occupational learning;*

7            *(5) providing assistance to participants who*  
8        *have completed the program in finding an appro-*  
9        *priate job, continuing their education, or entering*  
10       *into an additional training program, and linking*  
11       *students with other community services which may be*  
12       *necessary to assure a successful transition from school*  
13       *to work;*

14           *(6) collecting information regarding post-pro-*  
15       *gram outcomes of participants in the School-to-Work*  
16       *Opportunities program and analyzing such informa-*  
17       *tion, to the extent practicable, on the basis of socio-*  
18       *economic status, race, gender, ethnicity, disability,*  
19       *limited English proficiency, school dropouts, and aca-*  
20       *demically talented students; and*

21           *(7) linking youth development activities under*  
22       *this Act with employer and industry strategies for*  
23       *upgrading the skills of their workers.*

1 **TITLE II—SCHOOL-TO-WORK OP-**  
2 **PORTUNITIES SYSTEM DEVEL-**  
3 **OPMENT AND IMPLEMENTA-**  
4 **TION GRANTS TO STATES**  
5 **Subtitle A—State Development**  
6 **Grants**

7 **SEC. 201. PURPOSE.**

8 *The purpose of this subtitle is to assist States and the*  
9 *territories in planning and developing comprehensive,*  
10 *statewide systems for school-to-work opportunities.*

11 **SEC. 202. AUTHORIZATION.**

12 *(a) IN GENERAL.—The Secretaries may provide devel-*  
13 *opment grants to States in such amounts as the Secretaries*  
14 *determine is necessary to enable such States to complete de-*  
15 *velopment of comprehensive, statewide School-to-Work Op-*  
16 *portunities systems that may have begun with funds pro-*  
17 *vided under the Job Training Partnership Act (29 U.S.C.*  
18 *1501 et seq.) and the Carl D. Perkins Vocational and Ap-*  
19 *plied Technology Education Act (20 U.S.C. 2301 et seq.).*

20 *(b) GRANTS TO TERRITORIES.—From amounts re-*  
21 *served under section 6(b)(1), the Secretaries shall provide*  
22 *grants in accordance with this subtitle to the Common-*  
23 *wealth of the Northern Mariana Islands, American Samoa,*  
24 *Guam, the Virgin Islands, the Federated States of Microne-*  
25 *sia, the Republic of the Marshall Islands, and Palau, to*

1 *complete development of comprehensive School-to-Work Op-*  
2 *portunities systems in those territories.*

3 **SEC. 203. APPLICATION.**

4 (a) *IN GENERAL.*—*The Secretaries may not provide*  
5 *a development grant under section 202 to a State unless*  
6 *the State submits to the Secretaries an application in such*  
7 *form and containing such information as the Secretaries*  
8 *may reasonably require.*

9 (b) *COORDINATION WITH GOALS 2000: EDUCATE*  
10 *AMERICA ACT.*—*A State seeking assistance under both this*  
11 *Act and the Goals 2000: Educate America Act may—*

12 (1) *submit a single application containing plans*  
13 *that meet the requirements of both Acts and ensure*  
14 *that both plans are coordinated and not duplicative;*  
15 *or*

16 (2) *if such State has already submitted its appli-*  
17 *cation for funds under the Goals 2000: Educate*  
18 *America Act, submit its application under this Act as*  
19 *an amendment to the Goals 2000: Educate America*  
20 *Act application so long as such amendment meets the*  
21 *requirements of this Act and is coordinated with and*  
22 *not duplicative of the Goals 2000: Educate America*  
23 *Act application.*

24 (c) *CONTENTS.*—*Such application shall include—*

1           (1) a timetable and an estimate of the amount  
2 of funding needed to complete the planning and devel-  
3 opment necessary to implement a comprehensive,  
4 statewide School-to-Work Opportunities system for all  
5 students;

6           (2) a description of how the Governor, the State  
7 educational agency, the State agency officials respon-  
8 sible for vocational education, job training, and em-  
9 ployment, economic development, and postsecondary  
10 education, the State sex equity coordinator assigned  
11 under section 111(b)(1) of the Carl D. Perkins Voca-  
12 tional and Applied Technology Education Act (20  
13 U.S.C. 2321(b)(1)), and other appropriate officials  
14 will collaborate in the planning and development of  
15 the State School-to-Work Opportunities system;

16           (3) a description of how the State has enlisted  
17 and will continue to enlist the active and continued  
18 participation in the planning and development of the  
19 statewide School-to-Work Opportunities system of em-  
20 ployers and other interested parties such as locally  
21 elected officials, secondary and postsecondary edu-  
22 cational institutions or agencies, business associa-  
23 tions, industrial extension centers, employees, orga-  
24 nized labor, teachers, related services personnel, stu-  
25 dents, parents, community-based organizations, In-

1        *dian tribes, rehabilitation agencies and organizations,*  
2        *registered apprenticeship agencies, and vocational*  
3        *educational agencies;*

4            (4) *a description of how the State will coordinate*  
5        *its planning activities with each local partnership*  
6        *within the State that has received a grant under title*  
7        *III, if any;*

8            (5) *a designation of a fiscal agent to receive and*  
9        *be accountable for funds provided from a grant under*  
10       *section 202; and*

11           (6) *a description of how the State will provide*  
12       *opportunities for students from low-income families,*  
13       *low achieving students, students with limited English*  
14       *proficiency, and school dropouts to participate in*  
15       *school-to-work programs.*

16       **SEC. 204. USE OF AMOUNTS.**

17        *The Secretaries may not provide a development grant*  
18       *under section 202 to a State unless the State agrees that*  
19       *it will use all amounts received from such grant to develop*  
20       *a statewide School-to-Work Opportunities system, which*  
21       *may include—*

22           (1) *identifying or establishing an appropriate*  
23       *State structure to administer the School-to-Work Op-*  
24       *portunities system;*

1           (2) *identifying existing secondary and post-*  
2 *secondary school-to-work programs which might be in-*  
3 *corporated into the State system;*

4           (3) *identifying or establishing broad-based part-*  
5 *nerships among employers, labor, education, govern-*  
6 *ment, and other community-based organizations and*  
7 *parent organizations to participate in the design, de-*  
8 *velopment, and administration of School-to-Work Op-*  
9 *portunities programs;*

10          (4) *developing a marketing plan to build consen-*  
11 *sus and support for School-to-Work Opportunities*  
12 *programs;*

13          (5) *promoting the active involvement of business*  
14 *(including small and medium sized businesses) in*  
15 *planning, developing, and implementing local School-*  
16 *to-Work Opportunities programs, and in establishing*  
17 *partnerships with elementary, middle, and secondary*  
18 *schools;*

19          (6) *identifying ways that existing local school-to-*  
20 *work programs could be coordinated with the state-*  
21 *wide School-to-Work Opportunities system;*

22          (7) *supporting local School-to-Work Opportuni-*  
23 *ties planning and development activities to provide*  
24 *guidance, training and technical assistance for teach-*  
25 *ers, employers, mentors, counselors, administrators,*

1        *and others, in the development of School-to-Work Op-*  
2        *portunities programs;*

3            (8) *developing training programs for teachers,*  
4        *counselors, mentors, and others on counseling and*  
5        *training women, minorities, and individuals with*  
6        *disabilities for high-skill, high-wage careers in non-*  
7        *traditional occupations;*

8            (9) *initiating pilot programs for testing key*  
9        *components of State program design;*

10          (10) *developing a State process for issuing skill*  
11        *certificates that is consistent with the work of the Na-*  
12        *tional Skill Standards Board and the criteria estab-*  
13        *lished under Goals 2000: Educate America Act;*

14          (11) *designing challenging curricula in coopera-*  
15        *tion with representatives of local partnerships;*

16          (12) *developing a system for labor market analy-*  
17        *sis and strategic planning for local targeting of in-*  
18        *dustry sectors or broad occupational clusters;*

19          (13) *analyzing the post high school employment*  
20        *experiences of recent high school graduates and drop-*  
21        *outs;*

22          (14) *preparing the plan required for submission*  
23        *of an application for an implementation grant under*  
24        *subtitle B;*



1           (15) working with localities to develop strategies  
2           to recruit and retain all students in programs under  
3           this Act, including those from a broad range of back-  
4           grounds and circumstances, through collaborations  
5           with community-based organizations, where appro-  
6           priate, and other entities with expertise in working  
7           with these students; and

8           (16) coordinating recruitment of out-of-school,  
9           at-risk, and disadvantaged youths with those organi-  
10          zations and institutions who have a successful history  
11          of working with such youths.

12 **SEC. 205. ALLOCATION REQUIREMENT.**

13          The Secretaries may not provide a development grant  
14          under section 202 to any State in an amount exceeding  
15          \$1,000,000 in any fiscal year.

16 **SEC. 206. REPORTS.**

17          The Secretaries may not provide a development grant  
18          under section 202 to a State unless the State agrees that  
19          it will submit to the Secretaries such periodic reports as  
20          the Secretaries may reasonably require relating to the use  
21          of amounts from such grant.

1     **Subtitle B—State Implementation**  
2                     **Grants**

3     **SEC. 211. PURPOSE.**

4             *The purpose of this subtitle is to assist States and the*  
5 *territories in the implementation of comprehensive, state-*  
6 *wide School-to-Work Opportunities systems.*

7     **SEC. 212. AUTHORIZATION.**

8             *(a) IN GENERAL.—The Secretaries may provide imple-*  
9 *mentation grants to States in such amounts as the Secretar-*  
10 *ies determine is necessary to enable such States to imple-*  
11 *ment comprehensive, statewide School-to-Work Opportuni-*  
12 *ties systems.*

13             *(b) GRANTS TO TERRITORIES.—From amounts re-*  
14 *served under section 6(b)(1), the Secretaries shall provide*  
15 *grants in accordance with this subtitle to the Common-*  
16 *wealth of the Northern Mariana Islands, American Samoa,*  
17 *Guam, the Virgin Islands, the Federated States of Microne-*  
18 *sia, the Republic of the Marshall Islands, and Palau, to*  
19 *implement comprehensive School-to-Work Opportunities*  
20 *systems in those territories.*

21             *(c) PERIOD OF GRANT.—The provision of payments*  
22 *under a grant under subsection (a) or subsection (b) shall*  
23 *extend over a period of 5 fiscal years and shall be subject*  
24 *to the annual approval of the Secretaries and subject to the*

1 *availability of appropriations for the fiscal year involved*  
2 *to make the payments.*

3 *(d) LIMITATION.—A State or territory shall be eligible*  
4 *to receive only 1 implementation grant under subsection (a)*  
5 *or subsection (b), as the case may be.*

6 **SEC. 213. APPLICATION.**

7 *(a) IN GENERAL.—The Secretaries may not provide*  
8 *an implementation grant under section 212 to a State un-*  
9 *less the State submits to the Secretaries an application in*  
10 *such form and containing such information as the Secretar-*  
11 *ies may reasonably require.*

12 *(b) COORDINATION WITH GOALS 2000: Educate Amer-*  
13 *ica Act.—A State seeking assistance under both this Act*  
14 *and the Goals 2000: Educate America Act may—*

15 *(1) submit a single application containing plans*  
16 *that meet the requirements of both Acts and ensure*  
17 *that both plans are coordinated and not duplicative;*  
18 *or*

19 *(2) if such State has already submitted its appli-*  
20 *cation for funds under the Goals 2000: Educate*  
21 *America Act, submit its application under this Act as*  
22 *an amendment to the Goals 2000: Educate America*  
23 *Act application so long as such amendment meets the*  
24 *requirements of this Act and is coordinated with and*

1 *not duplicative of the Goals 2000: Educate America*  
2 *Act application.*

3 *(c) CONTENTS.—Such application shall include—*

4 *(1) a plan for a comprehensive, statewide School-*  
5 *to-Work Opportunities system under a State plan*  
6 *that meets the requirements described in subsection*  
7 *(d);*

8 *(2) a description of how the State will allocate*  
9 *funds under this Act to local partnerships; and*

10 *(3) a request, if the State decides to submit such*  
11 *a request, for 1 or more waivers of certain statutory*  
12 *or regulatory requirements, as provided for under*  
13 *title V.*

14 *(d) STATE PLAN.—A State plan shall—*

15 *(1) designate the geographical areas to be served*  
16 *by local partnerships, which shall, to the extent fea-*  
17 *sible, reflect local labor market areas;*

18 *(2) describe how the State will stimulate and*  
19 *support local School-to-Work Opportunities programs*  
20 *that meet the requirements of this Act, and how the*  
21 *State's system will be expanded over time to cover all*  
22 *geographic areas in the State, including urban and*  
23 *rural areas;*

24 *(3) describe the procedure by which the Governor,*  
25 *the State educational agency, the State agency offi-*

1        *cials responsible for vocational education, job training*  
2        *and employment, economic development, and post-*  
3        *secondary education, the State sex equity coordinator*  
4        *assigned under section 111(b)(1) of the Carl D. Per-*  
5        *kins Vocational and Applied Technology Education*  
6        *Act (20 U.S.C. 2321(b)(1)), and other appropriate of-*  
7        *ficials will collaborate in the implementation of the*  
8        *School-to-Work Opportunities system;*

9            *(4) describe how the State has obtained and will*  
10        *continue to obtain the active involvement in the state-*  
11        *wide School-to-Work Opportunities system of employ-*  
12        *ers and other interested parties such as locally elected*  
13        *officials, secondary and postsecondary educational in-*  
14        *stitutions or agencies, business associations, indus-*  
15        *trial extension centers, employees, organized labor,*  
16        *teachers, related services personnel, students, parents,*  
17        *community-based organizations, rehabilitation agen-*  
18        *cies and organizations, registered apprenticeship*  
19        *agencies, local vocational educational agencies, voca-*  
20        *tional student organizations, and State or regional*  
21        *cooperative education associations;*

22            *(5) describe how the School-to-Work Opportuni-*  
23        *ties system will coordinate with or integrate existing*  
24        *local school-to-work programs and other appropriate*  
25        *programs, including those financed from State and*

1     *private sources, with funds available from related*  
2     *programs under other provisions of Federal law, such*  
3     *as—*

4             *(A) the Adult Education Act (20 U.S.C.*  
5             *1201 et seq.);*

6             *(B) the Carl D. Perkins Vocational and Ap-*  
7             *plied Technology Education Act (20 U.S.C. 2301*  
8             *et seq.);*

9             *(C) the Elementary and Secondary Edu-*  
10            *cation Act of 1965 (20 U.S.C. 2701 et seq.);*

11            *(D) the Higher Education Act of 1965 (20*  
12            *U.S.C. 2701 et seq.);*

13            *(E) the Job Opportunities and Basic Skills*  
14            *Training Program authorized under part F of*  
15            *title IV of the Social Security Act (42 U.S.C.*  
16            *681 et seq.);*

17            *(F) the Goals 2000: Educate America Act;*

18            *(G) the Individuals With Disabilities Edu-*  
19            *cation Act (20 U.S.C. 1400 et seq.);*

20            *(H) the Job Training Partnership Act (29*  
21            *U.S.C. 1501 et seq.);*

22            *(I) the National Apprenticeship Act (29*  
23            *U.S.C. 50 et seq.);*

24            *(J) the Rehabilitation Act of 1973 (29*  
25            *U.S.C. 701 et seq.); and*

1                   (K) the National and Community Service  
2                   Trust Act of 1993;

3                   (6) describe the State's strategy for providing  
4                   training for teachers, employers, mentors, counselors,  
5                   and others, including programs which focus on the  
6                   counseling and training of women, minorities, and  
7                   individuals with disabilities for high-skill, high-wage  
8                   careers in non-traditional occupations, and provide  
9                   assurance of coordination with such activities in  
10                  other Acts;

11                  (7) describe how the State will adopt, develop, or  
12                  assist local partnerships in the development of model  
13                  curricula and innovative instructional methodologies,  
14                  to be used in the secondary, and where possible, the  
15                  elementary grades, that integrate academic and voca-  
16                  tional learning and promote career awareness, and  
17                  that are consistent with academic and skill standards  
18                  established pursuant to the Goals 2000: Educate  
19                  America Act;

20                  (8) describe how the State will expand and im-  
21                  prove career and academic counseling in the elemen-  
22                  tary and secondary grades, which may include link-  
23                  ages to career counseling and labor market informa-  
24                  tion services outside of the school system;

1           (9) describe the resources, including private sec-  
2           tor resources, the State intends to employ in main-  
3           taining the School-to-Work Opportunities system  
4           when funds under this Act are no longer available;

5           (10) describe how the State will ensure effective  
6           and meaningful opportunities for all students to par-  
7           ticipate in School-to-Work Opportunities programs;

8           (11) describe the State's goals and the methods it  
9           will use, such as awareness and outreach, to ensure  
10          opportunities for young women to participate in  
11          School-to-Work Opportunities programs in a manner  
12          that leads to employment in high-performance, high-  
13          paying jobs, including nontraditional employment,  
14          and goals to ensure an environment free from racial  
15          and sexual harassment;

16          (12) describe how the State will ensure opportu-  
17          nities for low achieving students, students with dis-  
18          abilities, and school dropouts to participate in  
19          School-to-Work Opportunities programs;

20          (13) describe the State's process for assessing the  
21          skills and knowledge required in career majors and  
22          awarding skill certificates that is consistent with the  
23          work of the National Skill Standards Board and the  
24          criteria established under Goals 2000: Educate Amer-  
25          ica Act;



1           (14) describe the manner in which the State will,  
2           to the extent feasible, continue programs funded under  
3           title III in the State School-to-Work Opportunities  
4           system;

5           (15) describe how local school-to-work programs,  
6           including those funded under title III, if any, will be  
7           integrated into the State School-to-Work Opportuni-  
8           ties system;

9           (16) describe the performance standards that the  
10          State intends to meet in establishing and carrying  
11          out the School-to-Work Opportunities system, includ-  
12          ing how the standards developed under section 115 of  
13          the Carl D. Perkins Vocational and Applied Tech-  
14          nology Education Act (20 U.S.C. 2301 et seq.) have  
15          been incorporated into such performance standards or  
16          are used in coordination with such standards;

17          (17) designate a fiscal agent to receive and be ac-  
18          countable for funds provided from a grant under sec-  
19          tion 212; and

20          (18) describe the means by which students who  
21          are involved in a school-to-work program may trans-  
22          fer to a post-secondary program.

23          (e) SIMILAR AUTHORITY OF OTHER OFFICIALS OR EN-  
24          TITIES NOT SUPERSEDED.—Nothing in this section shall  
25          be construed to negate or supersede the authority of any

1 *official or entity responsible under State or other applicable*  
2 *law for authority that is similar to authority specified*  
3 *under this Act.*

4 **SEC. 214. REVIEW OF APPLICATION.**

5 (a) *IN GENERAL.*—*The Secretaries shall review each*  
6 *application submitted by a State under section 213, includ-*  
7 *ing the State plan contained in such application, and shall*  
8 *approve or disapprove such application in accordance with*  
9 *this section.*

10 (b) *APPROVAL CRITERIA.*—*The Secretaries may ap-*  
11 *prove an application only if the State demonstrates in the*  
12 *application—*

13 (1) *that the State plan is replicable, sustainable,*  
14 *and innovative;*

15 (2) *that the officials listed in section 213(d)(3)*  
16 *will collaborate in the planning and development of*  
17 *the proposed plan;*

18 (3) *that other Federal, State, and local resources*  
19 *will be used to implement the proposed plan;*

20 (4) *the extent to which such plan would limit*  
21 *administrative costs and increase amounts spent on*  
22 *delivery of services to students enrolled in programs*  
23 *under this Act; and*

24 (5) *if the State, according to census data, has at*  
25 *least 1 urban and at least 1 rural area, the State will*

1        *ensure the establishment of a partnership in at least*  
2        *1 urban and 1 rural area in the State.*

3        *(c) DISAPPROVAL.—If the Secretaries determine that*  
4        *an application submitted by a State does not meet the cri-*  
5        *teria under subsection (b), or that the application is incom-*  
6        *plete or otherwise unsatisfactory, the Secretaries shall—*

7                *(1) notify the State of the reasons for the failure*  
8                *to approve the application;*

9                *(2) if the application does not meet the criteria*  
10              *under subsection (b), inform the State of the oppor-*  
11              *tunity to apply for a development grant under sub-*  
12              *title A, except that further development funds may*  
13              *not be awarded to a State that receives an implemen-*  
14              *tation grant; and*

15              *(3) if the application is incomplete or otherwise*  
16              *unsatisfactory, permit the State to resubmit a cor-*  
17              *rected or amended application.*

18        *(d) USE OF FUNDS FOR REVIEW OF APPLICATIONS.—*  
19        *The Secretaries may use amounts reserved under section*  
20        *6(b)(4) for the review of applications submitted under sub-*  
21        *section (a).*

22        **SEC. 215. USE OF AMOUNTS.**

23        *The Secretaries may not provide an implementation*  
24        *grant under section 212 to a State unless the State agrees*  
25        *that it will use all amounts received from such grant to*

1 *implement the State's School-to-Work Opportunities system*  
2 *in accordance with the following requirements:*

3 (1) *SUBGRANTS TO LOCAL PARTNERSHIPS.—*

4 (A) *AUTHORITY.—*

5 (i) *IN GENERAL.—Except as provided*  
6 *in clause (ii), the State shall provide*  
7 *subgrants to local partnerships, according*  
8 *to criteria established by the State, for the*  
9 *purpose of carrying out School-to-work Op-*  
10 *portunities programs described in title I.*

11 (ii) *PROHIBITION.—The State shall not*  
12 *provide subgrants to local partnerships that*  
13 *have received implementation grants under*  
14 *title III, except that this prohibition shall*  
15 *not apply with respect to local partnerships*  
16 *that are located in high poverty areas, as*  
17 *such term is defined in such title.*

18 (B) *APPLICATION BY LOCAL PARTNER-*  
19 *SHIP.—The State may not provide a subgrant*  
20 *under subparagraph (A) to a local partnership*  
21 *unless the partnership submits to the State an*  
22 *application that—*

23 (i) *describes how the program will in-*  
24 *clude the basic program components and*  
25 *otherwise meet the requirements of this Act;*

1           (ii) sets forth measurable program  
2 goals and outcomes;

3           (iii) describes the local strategies and  
4 timetables to provide School-to-Work Oppor-  
5 tunities program opportunities for all stu-  
6 dents as appropriate for the specific local-  
7 ity;

8           (iv) provides assurances that, to the ex-  
9 tent practicable, school-to-work opportuni-  
10 ties provided to students will be in indus-  
11 tries and occupations offering high-skill,  
12 high-wage employment opportunities; and

13           (v) provides such other information as  
14 the State may require.

15           (C) DISAPPROVAL OF APPLICATION.—If the  
16 State determines that an application submitted  
17 by a local partnership does not meet the criteria  
18 under subparagraph (B), or that the application  
19 is incomplete or otherwise unsatisfactory, the  
20 State shall—

21           (i) notify the local partnership of the  
22 reasons for the failure to approve the appli-  
23 cation; and

24           (ii) if the application is incomplete or  
25 otherwise unsatisfactory, permit the local

1           *partnership to resubmit a corrected or*  
2           *amended application.*

3           (D) *USE OF AMOUNTS BY LOCAL PARTNER-*  
4           *SHIP.—The State may not provide a subgrant*  
5           *under subparagraph (A) to a local partnership*  
6           *unless the partnership agrees that it will use all*  
7           *amounts received from such subgrant to carry*  
8           *out activities to implement School-to-Work Op-*  
9           *portunities programs described in title I, and*  
10          *such activities may include—*

11                   (i) *recruiting and providing assistance*  
12                   *to employers, including small and medium*  
13                   *sized businesses, to provide the work-based*  
14                   *learning components in the School-to-Work*  
15                   *Opportunities program;*

16                   (ii) *establishing consortia of employers*  
17                   *to support the School-to-Work Opportunities*  
18                   *program and provide access to jobs related*  
19                   *to students' career majors;*

20                   (iii) *supporting or establishing*  
21                   *intermediaries to perform the activities de-*  
22                   *scribed in section 104 and to provide assist-*  
23                   *ance to students and school dropouts in ob-*  
24                   *taining jobs and further education and*  
25                   *training;*

1                   (iv) designing or adapting school cur-  
2                   ricula that can be used to integrate aca-  
3                   demic and vocational learning, school-based  
4                   and work-based learning, and secondary  
5                   and postsecondary education;

6                   (v) providing training to work-based  
7                   and school-based staff on new curricula, stu-  
8                   dent assessments, student guidance, and  
9                   feedback to the school regarding student per-  
10                  formance;

11                  (vi) designing or expanding and im-  
12                  proving career awareness, exploration, and  
13                  counseling activities, beginning at the earli-  
14                  est possible age, but beginning no later than  
15                  the middle school grades;

16                  (vii) establishing in schools participat-  
17                  ing in a School-to-Work Opportunities pro-  
18                  gram a graduation assistance program to  
19                  assist at-risk students, low-achieving stu-  
20                  dents, and students with disabilities in  
21                  graduating from high school, enrolling in  
22                  postsecondary education or training, and  
23                  finding or advancing in jobs;

1                   (iiii) providing supplementary and  
2 support services, including child care and  
3 transportation;

4                   (ix) conducting or obtaining an in  
5 depth analysis of the local labor market and  
6 the generic and specific skill needs of em-  
7 ployers to identify high-demand, high-wage  
8 careers to target;

9                   (x) integrating work-based and school-  
10 based learning into existing job training  
11 programs for school dropouts;

12                   (xi) establishing or expanding school-  
13 to-apprenticeship programs in cooperation  
14 with registered apprenticeship agencies and  
15 apprenticeship sponsors;

16                   (xii) assisting participating employers,  
17 including small- and medium-size busi-  
18 nesses, to identify and train workplace men-  
19 tors and to develop work-based learning  
20 components;

21                   (xiii) promoting the formation of part-  
22 nerships between elementary, middle, and  
23 secondary schools and local businesses as an  
24 investment in future workplace productivity  
25 and competitiveness;



1                   (xiv) *designing local strategies to pro-*  
2                   *vide adequate planning time and staff de-*  
3                   *velopment activities for teachers, school*  
4                   *counselors, and school site mentors, includ-*  
5                   *ing opportunities outside the classroom*  
6                   *which are in the worksite;*

7                   (xv) *enhancing linkages between exist-*  
8                   *ing after-school, weekend, and summer jobs,*  
9                   *career exploration and school-based learn-*  
10                  *ing; and*

11                  (xvi) *coordinating recruitment of drop-*  
12                  *outs and at-risk and disadvantaged youths*  
13                  *by the local partnership with recruitment of*  
14                  *these individuals by organizations and in-*  
15                  *stitutions which have a history of success in*  
16                  *working with these targeted individuals.*

17                  (E) *PARTNERSHIP COMPACT.*—*The State*  
18                  *may not provide a subgrant under subparagraph*  
19                  *(A) to a local partnership unless the partnership*  
20                  *agrees that it will establish a process by which*  
21                  *the responsibilities and expectations of students,*  
22                  *parents, employers, and schools are clearly estab-*  
23                  *lished and agreed upon at the point of entry of*  
24                  *the student into a career major program of*  
25                  *study.*

1           (F) *ADMINISTRATIVE COSTS.*—The local  
2 partnership may not use more than 5 percent of  
3 amounts received from a subgrant under sub-  
4 paragraph (A) for any fiscal year for adminis-  
5 trative costs associated with activities in carry-  
6 ing out, but not including, activities under sub-  
7 paragraphs (D) and (E) for such fiscal year.

8           (G) *ALLOCATION REQUIREMENTS.*—

9           (i) *FIRST YEAR.*—In the 1st fiscal year  
10 for which a State receives amounts from a  
11 grant under section 212, the State shall use  
12 not less than 70 percent of such amounts to  
13 provide subgrants to local partnerships  
14 under subparagraph (A).

15           (ii) *SECOND YEAR.*—In the 2d fiscal  
16 year for which a State receives amounts  
17 from a grant under section 212, the State  
18 shall use not less than 80 percent of such  
19 amounts to provide subgrants to local part-  
20 nerships under subparagraph (A).

21           (iii) *THIRD YEAR AND SUCCEEDING*  
22 *YEARS.*—In the 3d fiscal year for which a  
23 State receives amounts from a grant under  
24 section 212, and in each succeeding year,  
25 the State shall use not less than 90 percent

1           *of such amounts to provide subgrants to*  
2           *local partnerships under subparagraph (A).*

3           (2) *ADDITIONAL STATE ACTIVITIES.—The State*  
4           *may also—*

5           (A) *recruit and provide assistance to em-*  
6           *ployers to provide work-based learning for all*  
7           *students;*

8           (B) *conduct outreach activities to promote*  
9           *and support collaboration in School-to-Work Op-*  
10           *portunities programs by businesses, organized*  
11           *labor, and other organizations;*

12           (C) *provide training for teachers, employ-*  
13           *ers, workplace mentors, counselors, and others;*

14           (D) *provide labor market information to*  
15           *local partnerships that is useful in determining*  
16           *which high-skill, high-wage occupations are in*  
17           *demand;*

18           (E) *design or adapt model curricula that*  
19           *can be used to integrate academic and vocational*  
20           *learning, school-based and work-based learning,*  
21           *and secondary and postsecondary education;*

22           (F) *design or adapt model work-based*  
23           *learning programs and identifying best prac-*  
24           *tices;*

1           (G) conduct outreach activities and provid-  
2           ing technical assistance to other States that are  
3           developing or implementing School-to-Work Op-  
4           portunities systems;

5           (H) reorganize and streamline State sys-  
6           tems to facilitate the development of a com-  
7           prehensive School-to-Work Opportunities system;

8           (I) identify ways that existing local school-  
9           to-work programs could be integrated with the  
10          statewide School-to-Work Opportunities system;

11          (J) design career awareness and exploration  
12          activities (that may begin as early as the elemen-  
13          tary grades, but beginning no later than middle  
14          school grades) such as job shadowing, job site vis-  
15          its, school visits by individuals in various occu-  
16          pations, and mentoring;

17          (K) design and implement school-sponsored  
18          work experiences, such as school-sponsored enter-  
19          prises and community development projects;

20          (L) encourage the formation of partnerships  
21          between elementary, middle, and secondary  
22          schools and local businesses as an investment in  
23          future workplace productivity and competitive-  
24          ness;

1           (M) coordinate recruitment of out-of-school,  
2           at-risk, and disadvantaged youths with those or-  
3           ganizations and institutions who have a success-  
4           ful history of working with such youths; and

5           (N) conduct outreach to all students in a  
6           manner that most appropriately meets their need  
7           and the needs of their communities.

8   **SEC. 216. ALLOCATION REQUIREMENT.**

9           The Secretaries shall establish the minimum and max-  
10          imum amounts available for an implementation grant  
11          under section 212, and shall determine the actual amount  
12          granted to any State based on such criteria as the scope  
13          and quality of the plan and the number of projected pro-  
14          gram participants.

15   **SEC. 217. ADMINISTRATIVE COSTS.**

16          The State may not use more than 5 percent of amounts  
17          received from an implementation grant under section 212  
18          for any fiscal year for administrative costs associated with  
19          activities in carrying out, but not including, activities  
20          under section 215 for such fiscal year.

21   **SEC. 218. REPORTS.**

22          The Secretaries may not provide an implementation  
23          grant under section 212 to a State unless the State agrees  
24          that it will submit to the Secretaries such periodic reports

1 *as the Secretaries may reasonably require relating to the*  
2 *use of amounts from such grant.*

3 ***Subtitle C—Development and Im-***  
4 ***plementation Grants for School-***  
5 ***to-Work Programs for Indian***  
6 ***Youths***

7 ***SEC. 221. AUTHORIZATION.***

8 *(a) IN GENERAL.—From amounts reserved under sec-*  
9 *tion 6(b)(2), the Secretaries shall provide grants to establish*  
10 *and carry out School-to-Work Opportunities programs for*  
11 *Indian youths that involve Bureau funded schools (as de-*  
12 *finied in section 1139(3) of the Education Amendments of*  
13 *1978 (25 U.S.C. 2019(3)).*

14 *(b) ADDITIONAL AUTHORITIES.—The Secretaries may*  
15 *carry out subsection (a) through such means as they find*  
16 *appropriate, including—*

17 *(1) the transfer of funds to the Secretary of the*  
18 *Interior; and*

19 *(2) the provision of financial assistance to In-*  
20 *dian tribes and Indian organizations.*

21 ***SEC. 222. REQUIREMENTS.***

22 *In providing grants under section 221, the Secretaries*  
23 *shall require recipients of such grants to comply with re-*  
24 *quirements similar to those requirements imposed on States*  
25 *under subtitles A and B of this title.*

1 **TITLE III—FEDERAL IMPLEMEN-**  
2 **TATION GRANTS TO LOCAL**  
3 **PARTNERSHIPS**

4 **SEC. 301. PURPOSES.**

5 *The purposes of this title are—*

6 *(1) to authorize the Secretaries to provide com-*  
7 *petitive grants directly to local partnerships in order*  
8 *to provide funding for communities that have built a*  
9 *sound planning and development base for School-to-*  
10 *Work Opportunities programs and are ready to begin*  
11 *implementing a local School-to-Work Opportunities*  
12 *program; and*

13 *(2) to authorize the Secretaries to provide com-*  
14 *petitive grants to local partnerships to implement*  
15 *School-to-Work Opportunities programs in high pov-*  
16 *erty areas of urban and rural communities to provide*  
17 *support for a comprehensive range of education,*  
18 *training, and support services for youths residing in*  
19 *such areas.*

20 **SEC. 302. AUTHORIZATION.**

21 *(a) GRANTS TO LOCAL PARTNERSHIPS.—*

22 *(1) IN GENERAL.—Subject to paragraph (2), the*  
23 *Secretaries may provide implementation grants di-*  
24 *rectly to local partnerships in States in such amounts*  
25 *as the Secretaries determine is necessary to enable*

1 *such partnerships to implement a School-to-Work Op-*  
2 *portunities program.*

3 (2) *RESTRICTIONS.—A local partnership—*

4 (A) *shall be eligible to receive only 1 grant*  
5 *under this subsection;*

6 (B) *shall not be eligible to receive a grant*  
7 *under this subsection if such partnership is lo-*  
8 *cated in a State that—*

9 (i) *has been provided an implementa-*  
10 *tion grant under section 212; and*

11 (ii) *has received amounts from such*  
12 *grant for any fiscal year after the 1st fiscal*  
13 *year under such grant; and*

14 (C) *that receives a grant under this sub-*  
15 *section shall not be eligible to receive a grant*  
16 *under subsection (b).*

17 (b) *GRANTS TO LOCAL PARTNERSHIPS IN HIGH POV-*  
18 *ERTY AREAS.—*

19 (1) *IN GENERAL.—Subject to paragraphs (2) and*  
20 *(3), the Secretaries shall, from amounts reserved*  
21 *under section 6(b)(3), provide grants to local partner-*  
22 *ships which are located in high poverty areas in*  
23 *States in such amounts as the Secretaries determine*  
24 *is necessary to enable such partnerships to implement*



1       *a School-to-Work Opportunities program in such*  
2       *areas.*

3               (2) *RESTRICTIONS.—A local partnership—*

4                       (A) *shall be eligible to receive only 1 grant*  
5                       *under this subsection; and*

6                       (B) *that receives a grant under this sub-*  
7                       *section shall not be eligible to receive a grant*  
8                       *under subsection (a).*

9               (3) *PRIORITY.—In providing grants under para-*  
10              *graph (1), the Secretaries shall give priority to local*  
11              *partnerships that have a demonstrated effectiveness in*  
12              *the delivery of comprehensive vocational preparation*  
13              *programs with successful rates in job placement*  
14              *through cooperative activities among local educational*  
15              *agencies, local businesses, labor organizations, and*  
16              *other organizations.*

17              (c) *PERIOD OF GRANT.—The provision of payments*  
18              *under a grant under subsection (a) or (b) shall extend over*  
19              *a period of 5 fiscal years and shall be subject to the annual*  
20              *approval of the Secretaries and subject to the availability*  
21              *of appropriations for the fiscal year involved to make the*  
22              *payments.*

1 **SEC. 303. APPLICATION.**

2 (a) *IN GENERAL.*—*The Secretaries may not provide*  
3 *an implementation grant under section 302 to a local part-*  
4 *nership unless the partnership—*

5 (1) *submits to the State for review and comment*  
6 *an application in such form and containing such in-*  
7 *formation as the Secretaries may reasonably require;*  
8 *and*

9 (2) *submits such application to the Secretaries.*

10 (b) *TIME LIMIT FOR STATE REVIEW AND COMMENT.*—

11 (1) *IN GENERAL.*—*The State shall provide for re-*  
12 *view and comment on the application under sub-*  
13 *section (a) not later than 30 days after the date on*  
14 *which the State receives the application from the local*  
15 *partnership.*

16 (2) *SUBMISSION WITHOUT STATE REVIEW AND*  
17 *COMMENT.*—*If the State does not provide review and*  
18 *comment within the 30-day time period specified in*  
19 *paragraph (1), the local partnership may submit the*  
20 *application to the Secretaries without first obtaining*  
21 *such review and comment.*

22 (c) *CONTENTS.*—*Such application shall include—*

23 (1) *the designation of a fiscal agent to receive*  
24 *and be accountable for amounts received from a grant*  
25 *under section 302;*

1           (2) *the State's comments regarding such applica-*  
2           *tion under subsection (a)(1);*

3           (3) *information that is consistent with the con-*  
4           *tent requirements for a State plan that are specified*  
5           *in paragraphs (4) through (10) of section 213(d); and*

6           (4) *a description of how the partnership will*  
7           *meet the other requirements of this Act.*

8           (d) *USE OF FUNDS FOR REVIEW OF APPLICATIONS.—*  
9           *The Secretaries may use amounts reserved under section*  
10          *6(b)(4) for the review of applications submitted under sub-*  
11          *section (a).*

12          **SEC. 304. USE OF AMOUNTS.**

13          *The Secretaries may not provide an implementation*  
14          *grant under section 302 to a local partnership unless the*  
15          *partnership agrees that it will use all amounts from such*  
16          *grant to carry out activities to implement a School-to-Work*  
17          *Opportunities program described in title I, including the*  
18          *activities described in clauses (i) through (xvi) of section*  
19          *215(1)(D).*

20          **SEC. 305. CONFORMITY WITH APPROVED STATE PLAN.**

21          *The Secretaries may not award a grant under section*  
22          *302 to a local partnership located in a State that has an*  
23          *approved plan unless the Secretaries determine, after con-*  
24          *sultation with the State, that the plan submitted by the*  
25          *partnership is in accord with the approved State plan.*

1 **SEC. 306. REPORTS.**

2 *The Secretaries may not provide an implementation*  
3 *grant under section 302 to a local partnership unless the*  
4 *partnership agrees that it will submit to the Secretaries*  
5 *such periodic reports as the Secretaries may reasonably re-*  
6 *quire relating to the use of amounts from such grant.*

7 **SEC. 307. HIGH POVERTY AREA DEFINED.**

8 *For purposes of this title, the term “high poverty area”*  
9 *means—*

10 *(1) a census tract, a contiguous group of census*  
11 *tracts, a nonmetropolitan county, a Native American*  
12 *Indian reservation, or an Alaska Native village, with*  
13 *a poverty rate of 30 percent or more, as determined*  
14 *by the Bureau of the Census; or*

15 *(2) an area that has an unemployment rate*  
16 *greater than the national average unemployment for*  
17 *the most recent 12 months for which satisfactory data*  
18 *are available.*

19 **TITLE IV—NATIONAL PROGRAMS**  
20 **AND REPORTS**

21 **SEC. 401. RESEARCH, DEMONSTRATION, AND OTHER**  
22 **PROJECTS.**

23 *(a) IN GENERAL.—From amounts reserved under sec-*  
24 *tion 6(b)(4), the Secretaries shall conduct research and de-*  
25 *velopment and establish a program of experimental and*  
26 *demonstration projects, to further the purposes of this Act.*

1       (b) *ADDITIONAL USE OF AMOUNTS.*—Amounts re-  
2 served under section 6(b)(4) may also be used for programs  
3 or services authorized under any other provision of this Act  
4 that are most appropriately administered at the national  
5 level and that will operate in, or benefit more than, one  
6 State.

7       **SEC. 402. PERFORMANCE OUTCOMES AND EVALUATION.**

8       (a) *IN GENERAL.*—The Secretaries, in collaboration  
9 with the States, shall by grants, contracts, or otherwise, es-  
10 tablish a system of performance measures for assessing  
11 State and local programs regarding—

12               (1) *progress in the development and implementa-*  
13 *tion of State plans that include the basic program*  
14 *components and otherwise meet the requirements of*  
15 *title I;*

16               (2) *participation in School-to-Work Opportuni-*  
17 *ties programs by employers, schools, students, and*  
18 *school dropouts, including information on the gender,*  
19 *race, ethnicity, socioeconomic background, limited*  
20 *English proficiency, and disability of all partici-*  
21 *pants;*

22               (3) *progress in developing and implementing*  
23 *strategies for addressing the needs of students and*  
24 *school dropouts;*

1           (4) *progress in meeting the State’s goals to en-*  
2           *sure opportunities for young women to participate in*  
3           *School-to-Work Opportunities programs;*

4           (5) *outcomes of participating students and school*  
5           *dropouts, by gender, race, ethnicity, socioeconomic*  
6           *background, limited English proficiency, and disabil-*  
7           *ity of the participants, including information on—*

8                   (A) *academic learning gains;*

9                   (B) *staying in school and attaining a high*  
10           *school diploma, or a General Equivalency Di-*  
11           *ploma, or alternative diploma or certificate for*  
12           *those students with disabilities for whom such al-*  
13           *ternative diploma or certificate is appropriate,*  
14           *skill certificate, and college degree;*

15                   (C) *placement and retention in further edu-*  
16           *cation or training, particularly in the student’s*  
17           *career major; and*

18                   (D) *job placement, retention, and earnings,*  
19           *particularly in the student’s career major; and*

20           (6) *the extent to which the program has met the*  
21           *needs of employers.*

22           (b) *EVALUATION.—The Secretaries shall conduct a na-*  
23           *tional evaluation of School-to-Work Opportunities pro-*  
24           *grams funded under this Act by grants, contracts, or other-*  
25           *wise, that will track and assess the progress of implementa-*

1 *tion of State and local programs and their effectiveness*  
2 *based on measures such as those described in subsection (a).*

3 *(c) REPORTS.—Each State shall provide periodic re-*  
4 *ports, at such intervals as the Secretaries determine, con-*  
5 *taining—*

6 *(1) information described in paragraphs (1)*  
7 *through (6) of subsection (a); and*

8 *(2) information on the extent to which current*  
9 *Federal programs implemented at the State and local*  
10 *level may be duplicative, outdated, overly restrictive,*  
11 *or otherwise counter-productive to the development of*  
12 *comprehensive statewide School-to-Work Opportuni-*  
13 *ties systems.*

14 **SEC. 403. TRAINING AND TECHNICAL ASSISTANCE.**

15 *(a) PURPOSE.—The Secretaries shall work in coopera-*  
16 *tion with the States, the State sex equity coordinators as-*  
17 *signed under section 111(b)(1) of the Carl D. Perkins Voca-*  
18 *tional and Applied Technology Education Act (20 U.S.C.*  
19 *2321(b)(1)), employers and their associations, secondary*  
20 *and postsecondary schools, student and teacher organiza-*  
21 *tions, organized labor, and community-based organizations*  
22 *to increase their capacity to develop and implement effec-*  
23 *tive School-to-Work Opportunities programs.*

24 *(b) AUTHORIZED ACTIVITIES.—The Secretaries shall*  
25 *provide, through grants, contracts, or other arrangements—*

1           (1) *training, technical assistance, and other ac-*  
2 *tivities that will—*

3                   (A) *enhance the skills, knowledge, and ex-*  
4 *pertise of the personnel involved in planning and*  
5 *implementing State and local School-to-Work*  
6 *Opportunities programs, such as training of per-*  
7 *sonnel to assist students; and*

8                   (B) *improve the quality of services provided*  
9 *to individuals served under this Act;*

10           (2) *assistance to States and local partnerships in*  
11 *order to integrate resources available under this Act*  
12 *with resources available under other Federal, State,*  
13 *and local authorities; and*

14           (3) *assistance to States and local partnerships to*  
15 *recruit employers to provide the work-based learning*  
16 *component of School-to-Work Opportunities programs.*

17 **SEC. 404. AMENDMENT TO JOB TRAINING PARTNERSHIP**  
18 **ACT TO PROVIDE SCHOOL-TO-WORK OPPOR-**  
19 **TUNITIES ACTIVITIES FOR CAPACITY BUILD-**  
20 **ING AND INFORMATION AND DISSEMINATION**  
21 **NETWORK.**

22           *Section 453(b)(2) of the Job Training Partnership Act*  
23 *(29 U.S.C. 1733(b)(2)) is amended—*



1           (1) in subparagraph (C)(ii)(V), by striking the  
2           period at the end of such subparagraph and inserting  
3           “; and”; and

4           (2) by adding at the end the following new sub-  
5           paragraph:

6                   “(D)(i) from the amount appropriated pur-  
7                   suant to section 6(a) of the School-to-Work Op-  
8                   portunities Act of 1993, collect and disseminate  
9                   information—

10                           “(I) on successful school-to-work pro-  
11                           grams carried out pursuant to such Act and  
12                           innovative school and work-based curricu-  
13                           lum;

14                           “(II) on research and evaluation con-  
15                           ducted concerning school-to-work opportuni-  
16                           ties activities;

17                           “(III) that will assist States and part-  
18                           nerships in undertaking labor market anal-  
19                           ysis, surveys or other activities related to  
20                           economic development;

21                           “(IV) on skill certificates, skill stand-  
22                           ards and related assessment technologies;  
23                           and

1                   “(V) on methods for recruiting and  
2                   building the capacity of employers to pro-  
3                   vide work-based learning opportunities; and  
4                   “(ii) from such amount, facilitate commu-  
5                   nication and the exchange of information and  
6                   ideas among States and partnerships carrying  
7                   out school-to-work opportunities programs pur-  
8                   suant to such Act.”.

9   **SEC. 405. REPORTS TO CONGRESS.**

10           *Not later than 24 months after the date of the enact-*  
11   *ment of this Act, and every 12 months thereafter, the Sec-*  
12   *retaries shall submit a report to the Congress on all School-*  
13   *to-Work Opportunities programs carried out pursuant to*  
14   *this Act. The Secretaries shall, at a minimum, include in*  
15   *each such report—*

16                   (1) *information concerning the programs that re-*  
17                   *ceive assistance under this Act;*

18                   (2) *a summary of the information contained in*  
19                   *the State and local partnership reports submitted*  
20                   *under titles II and III and section 402(c); and*

21                   (3) *information regarding the findings and ac-*  
22                   *tions taken as a result of any evaluation conducted by*  
23                   *the Secretaries.*

1 **TITLE V—WAIVER OF STATU-**  
2 **TORY AND REGULATORY RE-**  
3 **QUIREMENTS**

4 **SEC. 501. STATE AND LOCAL PARTNERSHIP REQUESTS AND**  
5 **RESPONSIBILITIES FOR WAIVERS.**

6 (a) *STATE REQUEST FOR WAIVER.*—A State may sub-  
7 mit, as a part of the State plan (or as an amendment to  
8 the plan) described in section 213(d), a request for a waiver  
9 of 1 or more statutory or regulatory provisions described  
10 in section 502 or 503 from the Secretaries in order to carry  
11 out the School-to-work Opportunity system established by  
12 such State. Such request may include different waivers with  
13 respect to different areas within the State.

14 (b) *LOCAL PARTNERSHIP REQUEST FOR WAIVER.*—

15 (1) *IN GENERAL.*—A local partnership that seeks  
16 a waiver of any of the laws specified in section 502  
17 or 503 shall submit an application for such waiver to  
18 the State and the State shall determine whether to  
19 submit the application for such waiver to the Sec-  
20 retaries.

21 (2) *TIME LIMIT.*—

22 (A) *IN GENERAL.*—The State shall make a  
23 determination to submit the application under  
24 paragraph (1) not later than 30 days after the

1 date on which the State receives the application  
2 from the local partnership.

3 (B) *DIRECT SUBMISSION*.—If the State does  
4 not make a determination to submit the applica-  
5 tion within the 30-day time period specified in  
6 subparagraph (A), the local partnership may  
7 submit the application to the Secretaries without  
8 first obtaining such review and comment.

9 (c) *WAIVER CRITERIA*.—The request by the State shall  
10 meet the criteria contained in section 502 or section 503  
11 and shall specify the laws or regulations referred to in those  
12 sections that the State wants waived.

13 ***SEC. 502. WAIVER AUTHORITY OF SECRETARY OF EDU-***  
14 ***CATION.***

15 (a) *WAIVER AUTHORITY*.—

16 (1) *IN GENERAL*.—Except as provided in sub-  
17 section (c), the Secretary of Education may waive  
18 any requirement under any provision of law referred  
19 to in subsection (b), or any regulation issued under  
20 such provision, for a State that requests such a waiv-  
21 er and has an approved State plan under section  
22 214—

23 (A) *if, and only to the extent that, the Sec-*  
24 *retary of Education determines that such re-*  
25 *quirement impedes the ability of the State or a*

1           *local partnership to carry out the purposes of*  
2           *this Act;*

3                   *(B) if the State provides the Secretary with*  
4           *documentation of the necessity for the waiver, in-*  
5           *cluding—*

6                           *(i) the specific requirement that will be*  
7                   *waived;*

8                           *(ii) the specific positive outcomes ex-*  
9                   *pected from the waiver and why those out-*  
10           *comes cannot be achieved while complying*  
11           *with the requirement;*

12                           *(iii) the process which will be used to*  
13           *monitor the progress in implementing the*  
14           *waiver; and*

15                           *(iv) such other information as the Sec-*  
16           *retary may require;*

17                   *(C) if the State waives, or agrees to waive,*  
18           *similar requirements of State law; and*

19                   *(D) if the State—*

20                           *(i) has provided all local partnerships*  
21                   *in the State, and local educational agencies*  
22                   *participating in a local partnership in the*  
23                   *State, with notice and an opportunity to*  
24                   *comment on the State's proposal to seek a*  
25                   *waiver;*

1                   (ii) provides, to the extent feasible, stu-  
2                   dents, parents, and advocacy and civil  
3                   rights groups an opportunity to comment  
4                   on the State's proposal to seek a waiver;  
5                   and

6                   (iii) has submitted the comments of the  
7                   local partnerships and local educational  
8                   agencies to the Secretary of Education.

9                   (2) APPROVAL OR DISAPPROVAL.—The Secretary  
10                  of Education shall promptly approve or disapprove  
11                  any request submitted pursuant to paragraph (1) and  
12                  shall issue a decision that shall—

13                  (A) include the reasons for approving or  
14                  disapproving the request, including a response to  
15                  comments; and

16                  (B) be disseminated by the State seeking the  
17                  waiver to interested parties, including educators,  
18                  parents, students, advocacy and civil rights orga-  
19                  nizations, and the public.

20                  (3) APPROVAL CRITERIA.—In approving a re-  
21                  quest under paragraph (2), the Secretary Education  
22                  shall consider the amount of State resources that will  
23                  be used to implement the State plan.

24                  (4) TIME PERIOD FOR WAIVER.—Each waiver  
25                  approved under paragraph (2) shall be for a period

1     *not to exceed 5 years, except that the Secretary of*  
2     *Education may extend such period if the Secretary*  
3     *determines that the waiver has been effective in ena-*  
4     *bling the State or local partnership to carry out the*  
5     *purposes of this Act.*

6     *(b) APPLICABLE PROVISIONS OF LAW.—The applicable*  
7     *provisions of law referred to in this subsection are the fol-*  
8     *lowing:*

9             *(1) Chapter 1 of title I of the Elementary and*  
10            *Secondary Education Act of 1965, including the Even*  
11            *Start Act.*

12            *(2) Part A of chapter 2 of title I of the Elemen-*  
13            *tary and Secondary Education Act of 1965.*

14            *(3) The Dwight D. Eisenhower Mathematics and*  
15            *Science Education Act (part A of title II of the Ele-*  
16            *mentary and Secondary Education Act of 1965).*

17            *(4) The Emergency Immigrant Education Act of*  
18            *1984 (part D of title IV of the Elementary and Sec-*  
19            *ondary Education Act of 1965).*

20            *(5) The Drug-Free Schools and Communities Act*  
21            *of 1986 (title V of the Elementary and Secondary*  
22            *Education Act of 1965).*

23            *(6) The Carl D. Perkins Vocational and Applied*  
24            *Technology Education Act.*

1           (c) *WAIVERS NOT AUTHORIZED.*—*The Secretary of*  
2 *Education may not waive any requirement under any pro-*  
3 *vision of law referred to in subsection (b), or any regulation*  
4 *issued under such provision, relating to—*

5           (1) *the basic purposes or goals of such provision*  
6 *of law;*

7           (2) *maintenance of effort;*

8           (3) *comparability of services;*

9           (4) *the equitable participation of students at-*  
10 *tending private schools;*

11           (5) *parental participation and involvement;*

12           (6) *the distribution of funds to State or to local*  
13 *educational agencies;*

14           (7) *the eligibility of individuals for participation*  
15 *in a program under such provision of law;*

16           (8) *public health or safety, labor standards, civil*  
17 *rights, occupational safety and health, or environ-*  
18 *mental protection; or*

19           (9) *prohibitions or restrictions relating to the*  
20 *construction of buildings or facilities.*

21           (d) *TERMINATION OF WAIVERS.*—*The Secretary of*  
22 *Education shall periodically review the performance of any*  
23 *State or local partnership for which the Secretary has*  
24 *granted a waiver under subsection (a) and shall terminate*  
25 *the waiver if—*



1           (1) *the Secretary determines that the perform-*  
2 *ance of the State, local partnership, or local edu-*  
3 *cational agency affected by the waiver, as the case*  
4 *may be, has been inadequate to justify a continuation*  
5 *of the waiver; or*

6           (2) *the State fails to waive similar requirements*  
7 *of State law as required or agreed to in accordance*  
8 *with subsection (a)(1)(B).*

9 **SEC. 503. WAIVER AUTHORITY OF SECRETARY OF LABOR.**

10 (a) *WAIVER AUTHORITY.—*

11           (1) *IN GENERAL.—Except as provided in sub-*  
12 *section (c), the Secretary of Labor may waive any re-*  
13 *quirement under any provision of the Job Training*  
14 *Partnership Act (29 U.S.C. 1501 et seq.), or any reg-*  
15 *ulation issued under such provision, for a State that*  
16 *requests such a waiver and has an approved State*  
17 *plan under section 214—*

18                   (A) *if, and only to the extent that, the Sec-*  
19 *retary of Labor determines that such requirement*  
20 *impedes the ability of the State or a local part-*  
21 *nership to carry out the purposes of this Act;*

22                   (B) *if the State provides the Secretary with*  
23 *documentation of the necessity for the waiver, in-*  
24 *cluding—*

1           (i) the specific requirement that will be  
2           waived;

3           (ii) the specific positive outcomes ex-  
4           pected from the waiver and why those out-  
5           comes cannot be achieved while complying  
6           with the requirement;

7           (iii) the process which will be used to  
8           monitor the progress in implementing the  
9           waiver; and

10          (iv) such other information as the Sec-  
11          retary may require;

12          (C) if the State waives, or agrees to waive,  
13          similar requirements of State or territory law;  
14          and

15          (D) if the State—

16               (i) has provided all local partnerships  
17               in the State with notice and an opportunity  
18               to comment on the State's proposal to seek  
19               a waiver;

20               (ii) provides, to the extent feasible, stu-  
21               dents, parents, and advocacy and civil  
22               rights groups an opportunity to comment  
23               on the State's proposal to seek a waiver;  
24               and

1                   (iii) has submitted the comments of the  
2                   local partnerships to the Secretary of Labor.

3                   (2) APPROVAL OR DISAPPROVAL.—The Secretary  
4                   of Labor shall promptly approve or disapprove any  
5                   request submitted pursuant to paragraph (1) and  
6                   shall issue a decision that shall—

7                   (A) include the reasons for approving or  
8                   disapproving the request, including a response to  
9                   comments; and

10                  (B) be disseminated by the State seeking the  
11                  waiver to interested parties, including educators,  
12                  parents, students, advocacy and civil rights orga-  
13                  nizations, and the public.

14                  (3) APPROVAL CRITERIA.—In approving a re-  
15                  quest under paragraph (2), the Secretary of Labor  
16                  shall consider the amount of State resources that will  
17                  be used to implement the State plan.

18                  (4) TIME PERIOD FOR WAIVER.—Each waiver  
19                  approved under paragraph (2) shall be for a period  
20                  not to exceed 5 years, except that the Secretary of  
21                  Labor may extend such period if the Secretary deter-  
22                  mines that the waiver has been effective in enabling  
23                  the State or local partnership to carry out the pur-  
24                  poses of this Act.

1           (b) *WAIVERS NOT AUTHORIZED.*—*The Secretary of*  
2 *Labor may not waive any requirement under any provision*  
3 *of the Job Training Partnership Act (29 U.S.C. 1501 et*  
4 *seq.), or any regulation issued under such provision, relat-*  
5 *ing to—*

6                   (1) *the basic purposes or goals of such provision*  
7 *of law;*

8                   (2) *the eligibility of individuals for participation*  
9 *in a program under such provision of law;*

10                  (3) *the allocation of funds under such provision*  
11 *of law;*

12                  (4) *public health or safety, labor standards, civil*  
13 *rights, occupational safety and health, or environ-*  
14 *mental protection;*

15                  (5) *maintenance of effort; or*

16                  (6) *prohibitions or restrictions relating to the*  
17 *construction of buildings or facilities.*

18           (c) *TERMINATION OF WAIVERS.*—*The Secretary of*  
19 *Labor shall periodically review the performance of any*  
20 *State or local partnership for which the Secretary has*  
21 *granted a waiver under subsection (a) and shall terminate*  
22 *the waiver if—*

23                   (1) *the Secretary determines that the perform-*  
24 *ance of the State or local partnership affected by the*

1        *waiver has been inadequate to justify a continuation*  
2        *of the waiver; or*

3                *(2) the State fails to waive similar requirements*  
4        *of State or territory law as required or agreed to in*  
5        *accordance with subsection (a)(1)(B).*

6        **SEC. 504. COMBINATION OF FEDERAL FUNDS FOR HIGH**  
7                **POVERTY SCHOOLS.**

8                *(a) IN GENERAL.—In order to integrate existing*  
9        *school-to-work transition activities with activities under*  
10        *this Act and maximize the effective use of resources, a local*  
11        *partnership may carry out schoolwide school-to-work activi-*  
12        *ties in schools that meet the requirements of subparagraphs*  
13        *(A) and (B) of section 263(g)(1) of the Job Training Part-*  
14        *nership Act (29 U.S.C. 1643(g)(1)(A) and (B)) by combin-*  
15        *ing Federal funds under this Act with other Federal funds*  
16        *from among those programs under—*

17                *(1) the provisions of law listed in paragraphs (2)*  
18        *through (6) of section 502(b); and*

19                *(2) the Job Training Partnership Act (29 U.S.C.*  
20        *1501 et seq.)*

21                *(b) USE OF FUNDS.—A local partnership may use the*  
22        *Federal funds combined under subsection (a) under the re-*  
23        *quirements of this Act, except that the provisions contained*  
24        *in paragraphs (1) through (6) and paragraphs (8) and (9)*  
25        *of section 502(c), and paragraph (1) and paragraphs (3)*

1 *through (6) of section 503(b) shall remain in effect with*  
2 *respect to the use of such funds.*

3 (c) *ADDITIONAL INFORMATION IN APPLICATION.—A*  
4 *local partnership seeking to combine funds under subsection*  
5 *(a) must include in its application under title II or title*  
6 *III—*

7 (1) *a description of the funds it proposes to com-*  
8 *bine under the requirements of this Act;*

9 (2) *the activities to be carried out with such*  
10 *funds;*

11 (3) *the specific outcomes expected of participants*  
12 *in schoolwide school-to-work activities; and*

13 (4) *such other information as the State, or Sec-*  
14 *retaries, as the case may be, may require.*

15 (d) *DISSEMINATION OF INFORMATION.—The local*  
16 *partnership shall, to the extent feasible, provide information*  
17 *on the proposed combination of Federal funds under sub-*  
18 *section (a) to parents, students, educators, advocacy and*  
19 *civil rights organizations, and the public.*

## 20 **TITLE VI—SAFEGUARDS**

### 21 **SEC. 601. SAFEGUARDS.**

22 *The following safeguards shall apply to each School-*  
23 *to-Work Opportunities program carried out under this Act:*

24 (1) *NONDISCRIMINATION.—Nothing in this Act*  
25 *shall be construed to modify or affect any Federal or*

1     *State law prohibiting discrimination on the basis of*  
2     *race, religion, color, ethnicity, national origin, gen-*  
3     *der, age, or disability.*

4             (2) *PROHIBITION OF WAGES.—Funds appro-*  
5     *priated pursuant to section 6 shall not be expended*  
6     *for the wages of youth participants or workplace men-*  
7     *tors.*

8             (3) *LABOR STANDARDS.—The labor standards*  
9     *contained in section 143 of the Job Training Partner-*  
10    *ship Act (29 U.S.C. 1553), except for the standards*  
11    *contained in subsection (a)(4) of such section, shall*  
12    *apply to each program.*

13            (4) *INDIVIDUALS NOT ENTITLED TO SERVICES.—*  
14    *Nothing in this Act shall be construed to provide any*  
15    *individual with an entitlement to the services author-*  
16    *ized by this Act.*

17            (5) *SIMILAR AUTHORITY OF OTHER OFFICIALS*  
18    *OR ENTITIES NOT SUPERSEDED.—Nothing in this Act*  
19    *shall be construed to negate or supersede the authority*  
20    *of any official or entity responsible under State or*  
21    *other applicable law for authority that is similar to*  
22    *authority specified under this Act.*

23            (6) *SUPPLEMENT NOT SUPPLANT REQUIRE-*  
24    *MENT.—Funds provided under this Act shall be used*  
25    *to supplement and not to supplant Federal, State,*

1        *and local public funds expended to provide services*  
 2        *for existing school-to-work opportunities systems and*  
 3        *programs.*

4            (7) *OTHER SAFEGUARDS.—The Secretaries shall*  
 5        *provide such other safeguards as they deem appro-*  
 6        *priate in order to ensure that participants in a pro-*  
 7        *gram are afforded adequate supervision by skilled*  
 8        *adult workers, or, otherwise, to further the purposes of*  
 9        *this Act.*

10        **TITLE VII—REAUTHORIZATION**  
 11        **OF JOB TRAINING FOR THE**  
 12        **HOMELESS DEMONSTRATION**  
 13        **PROGRAM UNDER THE STEW-**  
 14        **ART B. MCKINNEY HOMELESS**  
 15        **ASSISTANCE ACT**

16        **SEC. 701. REAUTHORIZATION.**

17        *Section 739(a) of the Stewart B. McKinney Homeless*  
 18        *Assistance Act (42 U.S.C. 11449(a)) is amended by striking*  
 19        *“the following amounts:” and all that follows and inserting*  
 20        *“such sums as may be necessary for each of the fiscal years*  
 21        *1994 and 1995.”.*

HR 2884 RH—2

HR 2884 RH—3

HR 2884 RH—4

HR 2884 RH—5



HR 2884 RH—6