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ABSTRACT

This conference report outlines the proposed House of Representatives and Senate compromise regarding disputed provisions in the proposed School-to-Work Opportunities Act of 1994. First, Congress' findings regarding the education needs of noncollege-bound students, youth employment, work-based learning, and educational attainment in the United States are summarized. Next, the major purposes of the proposed School-to-Work Opportunities Act of 1994 and Congress' intent in passing it are outlined, and pertinent definitions are presented. The remainder of the report consists of the proposed compromise text of titles I-VII of the act, which deal with the following: School-to-Work Opportunities basic program components, system development and implementation grants to the states, federal implementation grants to local partnerships, national programs, waiver of statutory and regulatory requirements, general provisions, other programs, and technical provisions. (MN)

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SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994

APRIL 19, 1994.—Ordered to be printed

Mr. FORD of Michigan, from the committee of conference,
submitted the following

CONFERENCE REPORT

[To accompany H.R. 2884]

The committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 2884), to establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the House recede from its disagreement to the amendment of the Senate and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the Senate amendment, insert the following:

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) **SHORT TITLE.**—*This Act may be cited as the "School-to-Work Opportunities Act of 1994".*

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

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

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

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

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Sec. 722. Alaska Native art and culture.

Subtitle D—Job Training

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Sec. 801. Effective date.

Sec. 802. Sunset.

SEC. 2. FINDINGS.

Congress finds that—

(1) *three-fourths of high school students in the United States enter the workforce without baccalaureate degrees, and many do not possess the academic and entry-level occupational skills necessary to succeed in the changing United States workplace;*

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

(3) *unemployment among youths in the United States is intolerably high, and earnings of high school graduates have been falling relative to earnings of individuals with more education;*

(4) *the workplace in the United States is changing in response to heightened international competition and new technologies, and such forces, which are ultimately beneficial to the Nation, are shrinking the demand for and undermining the earning power of unskilled labor;*

(5) *the United States lacks a comprehensive and coherent system to help its youths acquire the knowledge, skills, abilities, and information about and access to the labor market necessary to make an effective transition from school to career-oriented work or to further education and training;*

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

(7) *while many students in the United States have part-time jobs, there is infrequent linkage between—*

(A) *such jobs; and*

(B) *the career planning or exploration, or the school-based learning, of such students;*

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

(9) *Federal resources currently fund a series of categorical, work-related education and training programs, many of which serve disadvantaged youths, that are not administered as a coherent whole; and*

(10) in 1992 approximately 3,400,000 individuals in the United States age 16 through 24 had not completed high school and were not currently enrolled in school, a number representing approximately 11 percent of all individuals in this age group, which indicates that these young persons are particularly unprepared for the demands of a 21st century workforce.

SEC. 3. PURPOSES AND CONGRESSIONAL INTENT.

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

(1) *to establish a national framework within which all States can create statewide School-to-Work Opportunities systems that—*

(A) *are a part of comprehensive education reform;*

(B) *are integrated with the systems developed under the Goals 2000: Educate America Act and the National Skill Standards Act of 1994; and*

(C) *offer opportunities for all students to participate in a performance-based education and training program that will—*

(i) *enable the students to earn portable credentials;*

(ii) *prepare the students for first jobs in high-skill, high-wage careers; and*

(iii) *increase their opportunities for further education, including education in a 4-year college or university;*

(2) *to facilitate the creation of a universal, high-quality school-to-work transition system that enables youths in the United States to identify and navigate paths to productive and progressively more rewarding roles in the workplace;*

(3) *to utilize workplaces as active learning environments in the educational process by making employers joint partners with educators in providing opportunities for all students to participate in high-quality, work-based learning experiences;*

(4) *to use Federal funds under this Act as venture capital, to underwrite the initial costs of planning and establishing statewide School-to-Work Opportunities systems that will be maintained with other Federal, State, and local resources;*

(5) *to promote the formation of local partnerships that are dedicated to linking the worlds of school and work among secondary schools and postsecondary educational institutions, private and public employers, labor organizations, government, community-based organizations, parents, students, State educational agencies, local educational agencies, and training and human service agencies;*

(6) *to promote the formation of local partnerships between elementary schools and secondary schools (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;*

(7) *to help all students attain high academic and occupational standards;*

(8) *to build on and advance a range of promising school-to-work activities, such as tech-prep education, career academies, school-to-apprenticeship programs, cooperative education, youth apprenticeship, school-sponsored enterprises, business-education compacts, and promising strategies that assist*

school dropouts, that can be developed into programs funded under this Act;

(9) to improve the knowledge and skills of youths by integrating academic and occupational learning, integrating school-based and work-based learning, and building effective linkages between secondary and postsecondary education;

(10) to encourage the development and implementation of programs that will require paid high-quality, work-based learning experiences;

(11) to motivate all youths, including low-achieving youths, school dropouts, and youths with disabilities, to stay in or return to school or a classroom setting and strive to succeed, by providing enriched learning experiences and assistance in obtaining good jobs and continuing their education in postsecondary educational institutions;

(12) to expose students to a broad array of career opportunities, and facilitate the selection of career majors, based on individual interests, goals, strengths, and abilities;

(13) to increase opportunities for minorities, women, and individuals with disabilities, by enabling individuals to prepare for careers that are not traditional for their race, gender, or disability; and

(14) to further the National Education Goals set forth in title I of the Goals 2000: Educate America Act.

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

(1) promotes State and local discretion in establishing and implementing statewide School-to-Work Opportunities systems and School-to-Work Opportunities programs; and

(2) contributes to reinventing government by—

(A) building on State and local capacity;

(B) eliminating duplication in education and training programs for youths by integrating such programs into 1 comprehensive system;

(C) maximizing the effective use of resources;

(D) supporting locally established initiatives;

(E) requiring measurable goals for performance; and

(F) offering flexibility in meeting such goals.

SEC. 4. DEFINITIONS.

As used in this Act:

(1) ALL ASPECTS OF AN INDUSTRY.—The term “all aspects of an industry” means all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector.

(2) ALL STUDENTS.—The term “all students” means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with dis-

abilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

(3) **APPROVED STATE PLAN.**—The term “approved State plan” means a statewide School-to-Work Opportunities system plan that is submitted by a State under section 213, is determined by the Secretaries to include the program components described in sections 102 through 104 and otherwise meet the requirements of this Act, and is consistent with the State improvement plan for the State, if any, under the Goals 2000: Educate America Act.

(4) **CAREER GUIDANCE AND COUNSELING.**—The term “career guidance and counseling” means programs—

(A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities;

(B) that assist individuals in making and implementing informed educational and occupational choices; and

(C) that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

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

(A) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary schools and postsecondary educational institutions;

(B) prepares the student for employment in a broad occupational cluster or industry sector;

(C) typically includes at least 2 years of secondary education and at least 1 or 2 years of postsecondary education;

(D) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;

(E) results in the award of—

(i) a high school diploma or its equivalent, such as—

(I) a general equivalency diploma; or

(II) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;

(ii) a certificate or diploma recognizing successful completion of 1 or 2 years of postsecondary education (if appropriate); and

(iii) a skill certificate; and

(F) may lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a 2- or 4-year college or university.

(6) **COMMUNITY-BASED ORGANIZATIONS.**—The term “community-based organizations” has the meaning given such term in section 4(5) of the Job Training Partnership Act (29 U.S.C. 1503(5)).

(7) **ELEMENTARY SCHOOL.**—The term “elementary school” means a day or residential school that provides elementary education, as determined under State law.

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

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

(10) **LOCAL EDUCATIONAL AGENCY.**—The term “local educational agency” means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

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

(A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or nonmanagerial employee representatives, and students; and

(B) may include other entities, such as—

- (i) employer organizations;
- (ii) community-based organizations;
- (iii) national trade associations working at the local levels;
- (iv) industrial extension centers;
- (v) rehabilitation agencies and organizations;
- (vi) registered apprenticeship agencies;
- (vii) local vocational education entities;
- (viii) proprietary institutions of higher education (as defined in section 481(b) of the Higher Education Act of 1965 (20 U.S.C. 1088(b)) that continue to meet the eligibility and certification requirements under title IV of such Act (20 U.S.C. 1070 et seq.);
- (ix) local government agencies;
- (x) parent organizations;
- (xi) teacher organizations;
- (xii) vocational student organizations;
- (xiii) private industry councils established under section 102 of the Job Training Partnership Act (29 U.S.C. 1512);

(xiv) *federally recognized Indian tribes, Indian organizations, and Alaska Native villages within the meaning of the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.); and*

(xv) *Native Hawaiian entities.*

(12) **POSTSECONDARY EDUCATIONAL INSTITUTION.**—*The term “postsecondary educational institution” means an institution of higher education (as such term is defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088)) which continues to meet the eligibility and certification requirements under title IV of such Act (20 U.S.C. 1070 et seq.).*

(13) **REGISTERED APPRENTICESHIP AGENCY.**—*The term “registered apprenticeship agency” means the Bureau of Apprenticeship and Training in the Department of Labor or a State apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes.*

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

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

(16) **RURAL COMMUNITY WITH LOW POPULATION DENSITY.**—*The term “rural community with low population density” means a county, block number area in a nonmetropolitan county, or consortium of counties or of such block number areas, that has a population density of 20 or fewer individuals per square mile.*

(17) **SCHOOL DROPOUT.**—*The term “school dropout” means a youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma.*

(18) **SCHOOL SITE MENTOR.**—*The term “school site mentor” means a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related services personnel, and the employer of the student to design and monitor the progress of the School-to-Work Opportunities program of the student.*

(19) **SCHOOL-TO-WORK OPPORTUNITIES PROGRAM.**—*The term “School-to-Work Opportunities program” means a program that meets the requirements of this Act, other than a program described in section 401(a).*

(20) **SECONDARY SCHOOL.**—*The term “secondary school” means—*

(A) *a nonprofit day or residential school that provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12; and*

(B) *a Job Corps center under part B of title IV of the Job Training Partnership Act (29 U.S.C. 1691 et seq.).*

(21) **SECRETARIES.**—The term “Secretaries” means the Secretary of Education and the Secretary of Labor.

(22) **SKILL CERTIFICATE.**—The term “skill certificate” means a portable, industry-recognized credential issued by a School-to-Work Opportunities program under an approved State plan, that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994, except that until such skill standards are developed, the term “skill certificate” means a credential issued under a process described in the approved State plan.

(23) **STATE.**—The term “State” means each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

(24) **STATE EDUCATIONAL AGENCY.**—The term “State educational agency” means the officer or agency primarily responsible for the State supervision of public elementary and secondary schools.

(25) **WORKPLACE MENTOR.**—The term “workplace mentor” means an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.

SEC. 5. FEDERAL ADMINISTRATION.

(a) JOINT ADMINISTRATION.—

(1) **IN GENERAL.**—Notwithstanding the Department of Education Organization Act (20 U.S.C. 3401 et seq.), the General Education Provisions Act (20 U.S.C. 1221 et seq.), the Act entitled “An Act To Create a Department of Labor”, approved March 4, 1913 (29 U.S.C. 551 et seq.), and section 166 of the Job Training Partnership Act (29 U.S.C. 1576), the Secretaries shall jointly provide for, and shall exercise final authority over, the administration of this Act, and shall have final authority to jointly issue whatever procedures, guidelines, and regulations, in accordance with section 553 of title 5, United States Code, the Secretaries consider necessary and appropriate to administer and enforce the provisions of this Act.

(2) **SUBMISSION OF PLAN.**—Not later than 120 days after the date of enactment of this Act, the Secretaries shall prepare a plan for the joint administration of this Act and submit such plan to Congress for review and comment.

(b) **ACCEPTANCE OF GIFTS.**—The Secretaries are authorized, in carrying out this Act, to accept, purchase, or lease in the name of the Department of Labor or the Department of Education, and employ or dispose of in furtherance of the purposes of this Act, any money or property, real, personal, or mixed, tangible or intangible, received by gift, devise, bequest, or otherwise.

(c) *USE OF VOLUNTARY AND UNCOMPENSATED SERVICES.*—Notwithstanding section 1342 of title 31, United States Code, the Secretaries are authorized to accept voluntary and uncompensated services in furtherance of the purposes of this Act.

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

SEC. 101. GENERAL PROGRAM REQUIREMENTS.

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

- (1) integrate school-based learning and work-based learning, as provided for in sections 102 and 103, integrate academic and occupational learning, and establish effective linkages between secondary and postsecondary education;
- (2) provide participating students with the opportunity to complete career majors;
- (3) incorporate the program components provided in sections 102 through 104;
- (4) provide participating students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are preparing to enter; and
- (5) provide all students with equal access to the full range of such program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities, except that nothing in this Act shall be construed to provide any individual with an entitlement to services under this Act.

SEC. 102. SCHOOL-BASED LEARNING COMPONENT.

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

- (1) career awareness and career exploration and counseling (beginning at the earliest possible age, but not later than the 7th grade) in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity;
- (2) initial selection by interested students of a career major not later than the beginning of the 11th grade;
- (3) a program of study designed to meet the same academic content standards the State has established for all students, including, where applicable, standards established under the Goals 2000: Educate America Act, and to meet the requirements necessary to prepare a student for postsecondary education and the requirements necessary for a student to earn a skill certificate;
- (4) a program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies), and incorporates instruction, to the extent practicable, in all aspects of an industry, appropriately tied to the career major of a participant;

(5) regularly scheduled evaluations involving ongoing consultation and problem solving with students and school dropouts to identify their academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills; and

(6) procedures to facilitate the entry of students participating in a School-to-Work Opportunities program into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

SEC. 103. WORK-BASED LEARNING COMPONENT.

(a) **MANDATORY ACTIVITIES.**—The work-based learning component of a School-to-Work Opportunities program shall include—

- (1) work experience;
- (2) a planned program of job training and work experiences (including training related to preemployment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in section 102 and are relevant to the career majors of students and lead to the award of skill certificates;
- (3) workplace mentoring;
- (4) instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and
- (5) broad instruction, to the extent practicable, in all aspects of the industry.

(b) **PERMISSIBLE ACTIVITIES.**—Such component may include such activities as paid work experience, job shadowing, school-sponsored enterprises, or on-the-job training.

SEC. 104. CONNECTING ACTIVITIES COMPONENT.

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

- (1) matching students with the work-based learning opportunities of employers;
- (2) providing, with respect to each student, a school site mentor to act as a liaison among the student and the employer, school, teacher, school administrator, and parent of the student, and, if appropriate, other community partners;
- (3) providing technical assistance and services to employers, including small- and medium-sized businesses, and other parties in—

(A) designing school-based learning components described in section 102, work-based learning components described in section 103, and counseling and case management services; and

(B) training teachers, workplace mentors, school site mentors, and counselors;

(4) providing assistance to schools and employers to integrate school-based and work-based learning and integrate academic and occupational learning into the program;

(5) encouraging the active participation of employers, in cooperation with local education officials, in the implementation

of local activities described in section 102, section 103, or this section;

(6)(A) providing assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program; and

(B) linking the participants with other community services that may be necessary to assure a successful transition from school to work;

(7) collecting and analyzing information regarding post-program outcomes of participants in the School-to-Work Opportunities program, to the extent practicable, on the basis of socioeconomic status, race, gender, ethnicity, culture, and disability, and on the basis of whether the participants are students with limited-English proficiency, school dropouts, disadvantaged students, or academically talented students; and

(8) linking youth development activities under this Act with employer and industry strategies for upgrading the skills of their workers.

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

Subtitle A—State Development Grants

SEC. 201. PURPOSE.

The purpose of this subtitle is to assist States in planning and developing comprehensive statewide School-to-Work Opportunities systems.

SEC. 202. AUTHORIZATION.

(a) GRANTS TO STATES.—

(1) **IN GENERAL.**—*On the application of the Governor on behalf of a State in accordance with section 203, the Secretaries may provide a development grant to the State in such amounts as the Secretaries determine to be necessary to enable such State to complete planning and development of a comprehensive statewide School-to-Work Opportunities system.*

(2) **AMOUNT.**—*The amount of a development grant under this section may not exceed \$1,000,000 for any fiscal year.*

(3) **COMPLETION.**—*The Secretaries may provide such grant to complete development of a statewide School-to-Work Opportunities systems initiated with funds received under the Job Training Partnership Act (29 U.S.C. 1501 et seq.) or the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.).*

(b) **GRANTS TO TERRITORIES.**—*In providing grants under this section to the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic*

of Palau, the Secretaries shall use amounts reserved under section 605(b)(1).

SEC. 203. APPLICATION.

(a) *IN GENERAL.*—The Secretaries may not provide a development grant under section 202 to a State unless the Governor of the State, on behalf of the State, submits to the Secretaries an application, at such time, in such form, and containing such information as the Secretaries may reasonably require.

(b) *CONTENTS.*—Such application shall include—

(1) a timetable and an estimate of the amount of funding needed to complete the planning and development necessary to implement a comprehensive statewide School-to-Work Opportunities system for all students;

(2) a description of how—

(A) the Governor;

(B) the State educational agency;

(C) the State agency officials responsible for economic development;

(D) the State agency officials responsible for employment;

(E) the State agency officials responsible for job training;

(F) the State agency officials responsible for post-secondary education;

(G) the State agency officials responsible for vocational education;

(H) the State agency officials responsible for vocational rehabilitation;

(I) the individual assigned by the State under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1));

(J) other appropriate officials, including the State human resource investment council established in accordance with title VII of the Job Training Partnership Act (29 U.S.C. 1792 et seq.), if the State has established such a council; and

(K) representatives of the private sector;

will collaborate in the planning and development of the statewide School-to-Work Opportunities system;

(3) a description of the manner in which the State has obtained and will continue to obtain the active and continued participation, in the planning and development of the statewide School-to-Work Opportunities system, of employers and other interested parties, such as locally elected officials, secondary schools and postsecondary educational institutions (or related agencies), business associations, industrial extension centers, employees, labor organizations or associations of such organizations, teachers, related services personnel, students, parents, community-based organizations, rehabilitation agencies and organizations, Indian tribes, registered apprenticeship agencies, vocational educational agencies, vocational student organizations, and human service agencies;

(4) a description of the manner in which the State will coordinate planning activities with any local school-to-work programs, including programs funded under title III, if any;

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

(6) a description of how the State will provide opportunities for students from low-income families, low-achieving students, students with limited English proficiency, students with disabilities, students living in rural communities with low population densities, school dropouts, and academically talented students to participate in School-to-Work Opportunities programs.

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

(1) submit a single application containing plans that meet the requirements of such subtitle and such Act and ensure that the plans are coordinated and not duplicative; or

(2) if such State has already submitted its application for funds under the Goals 2000: Educate America Act, submit its application under this subtitle as an amendment to the Goals 2000: Educate America Act application if such amendment meets the requirements of this subtitle and is coordinated with and not duplicative of the Goals 2000: Educate America Act application.

SEC. 204. APPROVAL OF APPLICATION.

The Secretaries may approve an application submitted by a State under section 203 only if the State demonstrates in such application that the activities proposed to be undertaken by the State to develop a statewide School-to-Work Opportunities system are consistent with the State improvement plan for the State, if any, under the Goals 2000: Educate America Act.

SEC. 205. USE OF AMOUNTS.

The Secretaries may not provide a development grant under section 202 to a State unless the State agrees that the State will use all amounts received from such grant for activities to develop a statewide School-to-Work Opportunities system, which may include—

(1) identifying or establishing an appropriate State structure to administer the statewide School-to-Work Opportunities system;

(2) identifying secondary and postsecondary school-to-work programs in existence on or after the date of the enactment of this Act that might be incorporated into such system;

(3) identifying or establishing broad-based partnerships among employers, labor, education, government, and other community-based organizations and parent organizations to participate in the design, development, and administration of School-to-Work Opportunities programs;

(4) developing a marketing plan to build consensus and support for such programs;

(5) promoting the active involvement of business (including small- and medium-sized businesses) in planning, developing, and implementing local School-to-Work Opportunities pro-

grams, and in establishing partnerships between business and elementary schools and secondary schools (including middle schools);

(6) identifying ways that local school-to-work programs in existence on or after the date of the enactment of this Act could be coordinated with the statewide School-to-Work Opportunities system;

(7) supporting local planning and development activities to provide guidance, training and technical assistance for teachers, employers, mentors, counselors, administrators, and others in the development of School-to-Work Opportunities programs;

(8) identifying or establishing mechanisms for providing training and technical assistance to enhance the development of the statewide School-to-Work Opportunities system;

(9) developing a training and technical support system for teachers, employers, mentors, counselors, related services personnel, and others that includes specialized training and technical support for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment;

(10) initiating pilot programs for testing key components of the program design of programs under the statewide School-to-Work Opportunities system;

(11) developing a State process for issuing skill certificates that is, to the extent feasible, consistent with the skill standards certification systems endorsed under the National Skill Standards Act of 1994;

(12) designing challenging curricula, in cooperation with representatives of local partnerships, that take into account the diverse learning needs and abilities of the student population served by the statewide School-to-Work Opportunities system;

(13) developing a system for labor market analysis and strategic planning for local targeting of industry sectors or broad occupational clusters that can provide students with placements in high-skill workplaces;

(14) analyzing the post-high school employment experiences of recent high school graduates and school dropouts;

(15) preparing the plan described in section 213(d);

(16) working with localities to develop strategies to recruit and retain all students in programs under this Act through collaborations with community-based organizations, where appropriate, and other entities with expertise in working with such students;

(17) coordinating recruitment of out-of-school, at-risk, and disadvantaged youths with those organizations and institutions that have a successful history of working with such youths; and

(18) providing technical assistance to rural areas in planning, developing, and implementing local School-to-Work Opportunities programs that meet the needs of rural communities with low population densities.

SEC. 206. MAINTENANCE OF EFFORT.

(a) **IN GENERAL.**—A State may receive a development grant under section 202 for a fiscal year only if the State provides assurances, satisfactory to the Secretaries, that—

(1) *the amount of State funds expended per student by the State for school-to-work activities of the type described in title I for the preceding fiscal year was not less than 90 percent of the amount so expended for the second preceding fiscal year; or*

(2) *the aggregate amount of State funds expended by the State for such activities for the preceding fiscal year was not less than 90 percent of the amount so expended for the second preceding fiscal year.*

(b) **WAIVER.**—

(1) **DETERMINATION.**—*The Secretaries may jointly waive the requirements described in subsection (a) for a State that requests such a waiver if the Secretaries determine that such a waiver would be equitable due to—*

(A) *exceptional or uncontrollable circumstances such as a natural disaster; or*

(B) *a precipitous decline in the financial resources of the State.*

(2) **REQUEST.**—*To be eligible to receive such a waiver, a State shall submit a request at such time, in such form, and containing such information as the Secretaries may require.*

SEC. 207. REPORTS.

The Secretaries may not provide a development grant under section 202 to a State unless the State agrees that the State will submit to the Secretaries such reports as the Secretaries may reasonably require, relating to the use of amounts from such grant, except that the Secretaries may not require more than 1 such report during any 3-month period.

Subtitle B—State Implementation Grants

SEC. 211. PURPOSE.

The purpose of this subtitle is to assist States in the implementation of comprehensive statewide School-to-Work Opportunities systems.

SEC. 212. AUTHORIZATION.

(a) **GRANTS TO STATES.**—*On the application of the Governor on behalf of a State in accordance with section 213, the Secretaries may provide an implementation grant to the State in such amounts as the Secretaries determine to be necessary to enable such State to implement a comprehensive statewide School-to-Work Opportunities system.*

(b) **GRANTS TO TERRITORIES.**—*In providing grants under this section to the Commonwealth of the Northern Mariana Islands, American Samoa, Guam, the Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, the Secretaries shall use amounts reserved under section 605(b)(1).*

(c) **PERIOD OF GRANT.**—*The provision of payments under a grant under subsection (a) shall not exceed 5 fiscal years and shall be subject to the annual approval of the Secretaries and subject to the availability of appropriations for the fiscal year involved to make the payments.*

(d) **LIMITATION.**—A State shall be eligible to receive only 1 implementation grant under subsection (a).

SEC. 213. APPLICATION.

(a) **IN GENERAL.**—

(1) **SUBMISSION BY GOVERNOR ON BEHALF OF STATE.**—Subject to paragraph (2), the Secretaries may not provide an implementation grant under section 212 to a State unless the Governor of the State, on behalf of the State, submits to the Secretaries an application, at such time, in such form, and containing such information as the Secretaries may reasonably require.

(2) **REVIEW AND COMMENT BY CERTAIN INDIVIDUALS AND ENTITIES.**—If, after a reasonable effort, the Governor is unable in accordance with subsection (d)(4) to obtain the support of the individuals and entities described in subparagraphs (A) through (J) of subsection (b)(4) for the State plan described in subsection (d), then the Governor shall—

(A) provide such individuals and entities with copies of such application;

(B) allow such individuals and entities to submit to the Governor, not later than the end of the 30-day period beginning on the date on which the Governor provides such individuals and entities with copies of such application under subparagraph (A), comments on those portions of the plan that address matters that, under State or other applicable law, are under the jurisdiction of such individuals or entities; and

(C) include any such comments in the application in accordance with subsection (b)(5).

(b) **CONTENTS.**—Such application shall include—

(1) a plan for a comprehensive, statewide School-to-Work Opportunities system that meets the requirements of subsection (d);

(2) a description of the manner in which the State will allocate funds made available through such a grant to local partnerships under section 215(b)(7);

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

(4) a description of the manner in which—

(A) the Governor;

(B) the State educational agency;

(C) the State agency officials responsible for economic development;

(D) the State agency officials responsible for employment;

(E) the State agency officials responsible for job training;

(F) the State agency officials responsible for post-secondary education;

(G) the State agency officials responsible for vocational education;

(H) the State agency officials responsible for vocational rehabilitation;

(I) the individual assigned for the State under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1));

(J) other appropriate officials, including the State human resource investment council established in accordance with title VII of the Job Training Partnership Act (29 U.S.C. 1792 et seq.), if the State has established such a council; and

(K) representatives of the private sector; collaborated in the development of the application;

(5) the comments submitted to the Governor under subsection (a)(2), where applicable; and

(6) such other information as the Secretaries may require.

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

(1) submit a single application containing plans that meet the requirements of such subtitle and such Act and ensure that the plans are coordinated and not duplicative; or

(2) if such State has already submitted its application for funds under the Goals 2000: Educate America Act, submit its application under this subtitle as an amendment to the Goals 2000: Educate America Act application if such amendment meets the requirements of this subtitle and is coordinated with and not duplicative of the Goals 2000: Educate America Act application.

(d) **STATE PLAN.**—A State plan referred to in subsection (b)(1) shall—

(1) designate the geographical areas, including urban and rural areas, to be served by local partnerships that receive grants under 215(b), which geographic areas shall, to the extent feasible, reflect local labor market areas;

(2) describe the manner in which the State will stimulate and support local School-to-Work Opportunities programs and the manner in which the statewide School-to-Work Opportunities system will be expanded over time to cover all geographic areas in the State, including urban and rural areas;

(3) describe the procedure by which the individuals and entities described in subsection (b)(4) will collaborate in the implementation of the School-to-Work Opportunities system;

(4) demonstrate the support of individuals and entities described in subparagraphs (A) through (J) of subsection (b)(4) for the plan, except in the case where the Governor is unable to obtain the support of such individuals and entities as provided in subsection (a)(2);

(5) describe the manner in which the State has obtained and will continue to obtain the active and continued involvement, in the statewide School-to-Work Opportunities system, of employers and other interested parties such as locally elected officials, secondary schools and postsecondary educational institutions (or related agencies), business associations, industrial extension centers, employees, labor organizations or associations of such organizations, teachers, related services personnel, students, parents, community-based organizations, rehabilitation

agencies and organizations, registered apprenticeship agencies, local vocational educational agencies, vocational student organizations, State or regional cooperative education associations, and human service agencies;

(6) describe the manner in which the statewide School-to-Work Opportunities system will coordinate with or integrate local school-to-work programs in existence on or after the date of the enactment of this Act, including programs financed from State and private sources, with funds available from such related Federal programs as programs under—

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

(B) the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.);

(C) the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.);

(D) the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);

(E) part F of title IV of the Social Security Act (42 U.S.C. 681 et seq.);

(F) the Goals 2000: Educate America Act;

(G) the National Skills Standards Act of 1994;

(H) the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(I) the Job Training Partnership Act (29 U.S.C. 1501 et seq.);

(J) the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);

(K) the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.); and

(L) the National and Community Service Act of 1990 (42 U.S.C. 12501 et seq.);

(7) describe the strategy of the State for providing training for teachers, employers, mentors, counselors, related services personnel, and others, including specialized training and technical support for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment, and provide assurances of coordination with similar training and technical support under other provisions of law;

(8) describe how the State will adopt, develop, or assist local partnerships to adopt or develop model curricula and innovative instructional methodologies, to be used in the secondary, and where possible, the elementary grades, that integrate academic and vocational learning and promote career awareness, and that are consistent with academic and skill standards established pursuant to the Goals 2000: Educate America Act and the National Skill Standards Act of 1994;

(9) describe how the State will expand and improve career and academic counseling in the elementary and secondary grades, which may include linkages to career counseling and labor market information services outside of the school system;

(10) describe the strategy of the State for integrating academic and vocational education;

(11) describe the resources, including private sector resources, the State intends to employ in maintaining the statewide School-to-Work Opportunities system when funds under this Act are no longer available;

(12) describe the extent to which the statewide School-to-Work Opportunities system will include programs that will require paid high-quality, work-based learning experiences, and the steps the State will take to generate such paid experiences;

(13) describe the manner in which the State will ensure effective and meaningful opportunities for all students in the State to participate in School-to-Work Opportunities programs;

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

(15) describe how the State will ensure opportunities for low achieving students, students with disabilities, school dropouts, and academically talented students to participate in School-to-Work Opportunities programs;

(16) describe the process of the State for assessing the skills and knowledge required in career majors, and the process for awarding skill certificates that is, to the extent feasible, consistent with the skills standards certification systems endorsed under the National Skill Standards Act of 1994;

(17) describe the manner in which the State will ensure that students participating in the programs are provided, to the greatest extent possible, with flexibility to develop new career goals over time and to change career majors;

(18) describe the manner in which the State will, to the extent feasible, continue programs funded under title III in the statewide School-to-Work Opportunities system;

(19) describe how the State will serve students from rural communities with low population densities;

(20) describe how local School-to-Work Opportunities programs, including those funded under title III, if any, will be integrated into the statewide School-to-Work Opportunities system;

(21) describe the performance standards that the State intends to meet in establishing and carrying out the statewide School-to-Work Opportunities system, including how such standards relate to those performance standards established under other related programs;

(22) designate a fiscal agent to receive and be accountable for funds provided from a grant under section 212; and

(23) describe the procedures to facilitate the entry of students participating in a School-to-Work Opportunities program into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

SEC. 214. REVIEW OF APPLICATION.

(a) **CONSIDERATIONS.**—*In evaluating applications submitted under section 213, the Secretaries shall—*

(1) *give priority to applications that describe the highest levels of concurrence by the individuals and entities described in section 213(b)(4) with the State plan for the statewide School-to-Work Opportunities system;*

(2) *give priority to applications that require paid, high-quality work-based learning experiences as an integral part of such system; and*

(3) *take into consideration the quality of the application, including the replicability, sustainability, and innovation of School-to-Work Opportunities programs described in the application.*

(b) **APPROVAL CRITERIA.**—*The Secretaries—*

(1) *shall approve only those applications submitted under section 213 that demonstrate the highest levels of collaboration by the individuals and entities described in section 213(b)(4) in the development and implementation of the statewide School-to-Work system;*

(2) *shall approve an application submitted under section 213 only if the State provides the assurances described in section 206(a) (relating to maintenance of effort) in accordance with such section, except that this requirement may be waived in accordance with section 206(b); and*

(3) *may approve an application submitted under section 213 only if the State demonstrates in the application—*

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

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

(C) *that the State, where appropriate, will ensure the establishment of a partnership in at least 1 urban and 1 rural area in the State; and*

(D) *that the State plan contained in such application is consistent with the State improvement plan for the State, if any, under the Goals 2000: Educate America Act.*

(c) **ACTIONS.**—

(1) **IN GENERAL.**—*In reviewing each application submitted under section 213, the Secretaries shall determine whether the application and the plan described in such application meet the approval criteria in subsection (b).*

(2) **ACTIONS AFTER AFFIRMATIVE DETERMINATION.**—*If the determination under paragraph (1) is affirmative, the Secretaries may take 1 or more of the following actions:*

(A) *Provide an implementation grant under section 212 to the State submitting the application.*

(B) *Approve the request of the State, if any, for a waiver in accordance with the procedures set forth in title V.*

(3) **ACTION AFTER NONAFFIRMATIVE DETERMINATION.**—*If the determination under paragraph (1) is not affirmative, the Secretaries shall inform the State of the opportunity to apply for*

development funds under subtitle A in accordance with such subtitle.

(d) **USE OF FUNDS FOR REVIEW OF APPLICATIONS.**—The Secretaries may use amounts reserved under section 605(b)(4) for the review of applications submitted under section 213.

SEC. 215. USE OF AMOUNTS.

(a) **IN GENERAL.**—The Secretaries may not provide an implementation grant under section 212 to a State unless the State agrees that the State will use all amounts received from such grant to implement the statewide School-to-Work Opportunities system in accordance with this section.

(b) **SUBGRANTS TO LOCAL PARTNERSHIPS.**—

(1) **AUTHORITY.**—

(A) **IN GENERAL.**—Except as provided in subparagraph (B), the State shall provide subgrants to local partnerships, according to criteria established by the State, for the purpose of carrying out School-to-Work Opportunities programs.

(B) **PROHIBITION.**—The State shall not provide subgrants to local partnerships that have received implementation grants under title III, except that this prohibition shall not apply with respect to local partnerships that are located in high poverty areas, as such term is defined in section 307.

(2) **APPLICATION.**—A local partnership that seeks a subgrant to carry out a local School-to-Work Opportunities program, including a program initiated under section 302, shall submit an application to the State that—

(A) describes how the program will include the program components described in sections 102, 103, and 104 and otherwise meet the requirements of this Act;

(B) sets forth measurable program goals and outcomes;

(C) describes the local strategies and timetables of the local partnership to provide opportunities for all students in the area served to participate in a School-to-Work Opportunities program;

(D) describes the extent to which the program will require paid high-quality, work-based learning experiences, and the steps the local partnerships will take to generate such paid experiences;

(E) describes the process that will be used to ensure employer involvement in the development and implementation of the local School-to-Work Opportunities program;

(F) provides assurances that, to the extent practicable, opportunities provided to students to participate in a School-to-Work Opportunities program will be in industries and occupations offering high-skill, high-wage employment opportunities;

(G) provides such other information as the State may require; and

(H) is submitted at such time and in such form as the State may require.

(3) **DISAPPROVAL OF APPLICATION.**—If the State determines that an application submitted by a local partnership does not

meet the criteria under paragraph (2), or that the application is incomplete or otherwise unsatisfactory, the State shall—

(A) notify the local partnership of the reasons for the failure to approve the application; and

(B) permit the local partnership to resubmit a corrected or amended application.

(4) **ALLOWABLE ACTIVITIES.**—A local partnership shall expend funds provided through subgrants under this subsection only for activities undertaken to carry out local School-to-Work Opportunities programs, and such activities may include, for each such program—

(A) recruiting and providing assistance to employers, including small- and medium-size businesses, to provide the work-based learning components described in section 103;

(B) establishing consortia of employers to support the School-to-Work Opportunities program and provide access to jobs related to the career majors of students;

(C) supporting or establishing intermediaries (selected from among the members of the local partnership) to perform the activities described in section 104 and to provide assistance to students or school dropouts in obtaining jobs and further education and training;

(D) designing or adapting school curricula that can be used to integrate academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education for all students in the area served;

(E) providing training to work-based and school-based staff on new curricula, student assessments, student guidance, and feedback to the school regarding student performance;

(F) establishing, in schools participating in the School-to-Work Opportunities program, a graduation assistance program to assist at-risk students, low-achieving students, and students with disabilities, in graduating from high school, enrolling in postsecondary education or training, and finding or advancing in jobs;

(G) providing career exploration and awareness services, counseling and mentoring services, college awareness and preparation services, and other services (beginning at the earliest possible age, but not later than the 7th grade) to prepare students for the transition from school to work;

(H) providing supplementary and support services, including child care and transportation, when such services are necessary for participation in a local School-to-Work Opportunities program;

(I) conducting or obtaining an in-depth analysis of the local labor market and the generic and specific skill needs of employers to identify high-demand, high-wage careers to target;

(J) integrating school-based and work-based learning into job training programs that are for school dropouts and

that are in existence on or after the date of the enactment of this Act;

(K) establishing or expanding school-to-apprenticeship programs in cooperation with registered apprenticeship agencies and apprenticeship sponsors;

(L) assisting participating employers, including small- and medium-size businesses, to identify and train workplace mentors and to develop work-based learning components;

(M) promoting the formation of partnerships between elementary schools and secondary schools (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;

(N) designing local strategies to provide adequate planning time and staff development activities for teachers, school counselors, related services personnel, and school site mentors, including opportunities outside the classroom that are at the worksite;

(O) enhancing linkages between after-school, weekend, and summer jobs, career exploration, and school-based learning; and

(P) obtaining the assistance of organizations and institutions that have a history of success in working with school dropouts and at-risk and disadvantaged youths in recruiting such school dropouts and youths to participate in the local School-to-Work Opportunities program.

(5) LOCAL PARTNERSHIP COMPACT.—The State may not provide a subgrant under paragraph (1) to a local partnership unless the partnership agrees that the local partnership will establish a process by which the responsibilities and expectations of students, parents, employers, and schools are clearly established and agreed upon at the point of entry of the student into a career major program of study.

(6) ADMINISTRATIVE COSTS.—The local partnership may not use more than 10 percent of amounts received from a subgrant under paragraph (1) for any fiscal year for administrative costs associated with activities in carrying out, but not including, activities under paragraphs (4) and (5) for such fiscal year.

(7) ALLOCATION REQUIREMENTS.—

(A) FIRST YEAR.—In the 1st fiscal year for which a State receives amounts from a grant under section 212, the State shall use not less than 70 percent of such amounts to provide subgrants to local partnerships under paragraph (1).

(B) SECOND YEAR.—In the 2d fiscal year for which a State receives amounts from a grant under section 212, the State shall use not less than 80 percent of such amounts to provide subgrants to local partnerships under paragraph (1).

(C) THIRD YEAR AND SUCCEEDING YEARS.—In the 3d fiscal year for which a State receives amounts from a grant under section 212, and in each succeeding year, the State shall use not less than 90 percent of such amounts to provide subgrants to local partnerships under paragraph (1).

(c) **ADDITIONAL STATE ACTIVITIES.**—*In carrying out the statewide School-to-Work Opportunities system, the State may also—*

(1) *recruit and provide assistance to employers to provide work-based learning for all students;*

(2) *conduct outreach activities to promote and support collaboration, in School-to-Work Opportunities programs, by businesses, labor organizations, and other organizations;*

(3) *provide training for teachers, employers, workplace mentors, school site mentors, counselors, related services personnel, and other parties;*

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

(5) *design or adapt model curricula that can be used to integrate academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education, for all students in the State;*

(6) *design or adapt model work-based learning programs and identify best practices for such programs;*

(7) *conduct outreach activities and provide technical assistance to other States that are developing or implementing School-to-Work Opportunities systems;*

(8) *reorganize and streamline school-to-work programs in the State to facilitate the development of a comprehensive statewide School-to-Work Opportunities system;*

(9) *identify ways that local school-to-work programs in existence on or after the date of the enactment of this Act could be integrated with the statewide School-to-Work Opportunities system;*

(10) *design career awareness and exploration activities (beginning at the earliest possible age, but not later than the 7th grade), such as job shadowing, job site visits, school visits by individuals in various occupations, and mentoring;*

(11) *design and implement school-sponsored work experiences, such as school-sponsored enterprises and community development projects;*

(12) *promote the formation of partnerships between elementary schools and secondary schools (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;*

(13) *obtain the assistance of organizations and institutions that have a history of success in working with school dropouts and at-risk and disadvantaged youths in recruiting such school dropouts and youths to participate in the statewide School-to-Work Opportunities system;*

(14) *conduct outreach to all students in a manner that most appropriately meets their needs and the needs of their communities; and*

(15) *provide career exploration and awareness services, counseling and mentoring services, college awareness and preparation services, and other services (beginning at the earliest possible age, but not later than the 7th grade) to prepare students for the transition from school to work.*

SEC. 216. ALLOCATION REQUIREMENT.

The Secretaries shall establish the minimum and maximum amounts available for an implementation grant under section 212, and shall determine the actual amount granted to any State under such section, based on such criteria as the scope and quality of the plan described in section 213(d) and the number of projected participants in programs carried out through the system.

SEC. 217. LIMITATION ON ADMINISTRATIVE COSTS.

A State that receives an implementation grant under section 212 may not use more than 10 percent of the amounts received through the grant for any fiscal year for administrative costs associated with implementing the statewide School-to-Work Opportunities system for such fiscal year.

SEC. 218. REPORTS.

The Secretaries may not provide an implementation grant under section 212 to a State unless the State agrees that the State will submit to the Secretaries such reports as the Secretaries may reasonably require, relating to the use of amounts from such grant, except that the Secretaries may not require more than 1 such report during any 3-month period.

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

SEC. 221. AUTHORIZATION.

(a) IN GENERAL.—From amounts reserved under section 605(b)(2), the Secretaries shall provide grants to establish and carry out School-to-Work Opportunities programs for Indian youths that involve Bureau funded schools (as defined in section 1139(3) of the Education Amendments of 1978 (25 U.S.C. 2019(3))).

(b) ADDITIONAL AUTHORITIES.—The Secretaries may carry out subsection (a) through such means as the Secretaries find appropriate, including—

- (1) the transfer of funds to the Secretary of the Interior; and*
- (2) the provision of financial assistance to Indian tribes and Indian organizations.*

SEC. 222. REQUIREMENTS.

In providing grants under section 221, the Secretaries shall require recipients of such grants to comply with requirements similar to those requirements imposed on States under subtitles A and B of this title.

TITLE III—FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS

SEC. 301. PURPOSES.

The purposes of this title are—

- (1) to authorize the Secretaries to provide competitive grants directly to local partnerships in order to provide funding*

for communities that have built a sound planning and development base for School-to-Work Opportunities programs and are ready to begin implementing a local School-to-Work Opportunities program; and

(2) to authorize the Secretaries to provide competitive grants to local partnerships to implement School-to-Work Opportunities programs in high poverty areas of urban and rural communities to provide support for a comprehensive range of education, training, and support services for youths residing in such areas.

SEC. 302. AUTHORIZATION.

(a) GRANTS TO LOCAL PARTNERSHIPS.—

(1) **IN GENERAL.**—Subject to paragraph (2), the Secretaries may provide implementation grants, in accordance with competitive criteria established by the Secretaries, directly to local partnerships in States in such amounts as the Secretaries determine to be necessary to enable such partnerships to implement School-to-Work Opportunities programs.

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

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

(B) shall not be eligible to receive a grant under this subsection if such partnership is located in a State that—

(i) has been provided an implementation grant under section 212; and

(ii) has received amounts from such grant for any fiscal year after the 1st fiscal year under such grant.

(b) GRANTS TO LOCAL PARTNERSHIPS IN HIGH POVERTY AREAS.—

(1) **IN GENERAL.**—Subject to paragraphs (2) and (3), the Secretaries shall, from amounts reserved under section 605(b)(3), provide grants to local partnerships that are located in high poverty areas in States in such amounts as the Secretaries determine to be necessary to enable such partnerships to implement School-to-Work Opportunities programs in such areas.

(2) **RESTRICTION.**—A local partnership shall be eligible to receive only 1 grant under this subsection.

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

(c) **PERIOD OF GRANT.**—The provision of payments under a grant under subsection (a) or (b) shall not exceed 5 fiscal years and shall be subject to the annual approval of the Secretaries and subject to the availability of appropriations for the fiscal year involved to make the payments.

SEC. 303. APPLICATION.

(a) **IN GENERAL.**—A local partnership that desires to receive a Federal implementation grant under section 302 shall submit an

application to the Secretaries at such time and in such form as the Secretaries may require. The local partnership shall submit the application to the State for review and comment before submitting the application to the Secretaries.

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

(1) IN GENERAL.—The State shall provide for review and comment on the application under subsection (a) not later than 30 days after the date on which the State receives the application from the local partnership.

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

(c) CONTENTS.—The application described in subsection (a) shall include a plan for local School-to-Work Opportunities programs that—

(1) describes the manner in which the local partnership will meet the requirements of this Act;

(2) includes the comments of the State on the plan, if any;

(3) contains information that is consistent with the information required to be submitted as part of a State plan in accordance with paragraphs (5) through (17) and paragraph (23) of section 213(d);

(4) designates a fiscal agent to receive and be accountable for funds under this section; and

(5) provides such other information as the Secretaries may require.

(d) USE OF FUNDS FOR REVIEW OF APPLICATIONS.—The Secretaries may use amounts reserved under section 605(b)(4) for the review of applications submitted under subsection (a).

SEC. 304. USE OF AMOUNTS.

The Secretaries may not provide an implementation grant under section 302 to a local partnership unless the partnership agrees that it will use all amounts from such grant to carry out activities to implement a School-to-Work Opportunities program, including the activities described in section 215(b)(4).

SEC. 305. CONFORMITY WITH APPROVED STATE PLAN.

The Secretaries shall not provide a grant under section 302 to a local partnership in a State that has an approved State plan unless the Secretaries determine, after consultation with the State, that the plan submitted by the partnership is in accordance with such approved State plan.

SEC. 306. REPORTS.

The Secretaries may not provide an implementation grant under section 302 to a local partnership unless the partnership agrees that the local partnership will submit to the Secretaries such reports as the Secretaries may reasonably require, relating to the use of amounts from such grant, except that the Secretaries may not require more than 1 such report during any 3-month period.

SEC. 307. HIGH POVERTY AREA DEFINED.

For purposes of this title, the term "high poverty area" means an urban census tract, a contiguous group of urban census tracts, a block number area in a nonmetropolitan county, a contiguous group of block number areas in a nonmetropolitan county, or an Indian reservation (as defined in section 403(9) of the Indian Child Protection and Family Violence Prevention Act (25 U.S.C. 3202(9))), with a poverty rate of 20 percent or more among individuals who have not attained the age of 22, as determined by the Bureau of the Census.

TITLE IV—NATIONAL PROGRAMS**SEC. 401. RESEARCH, DEMONSTRATION, AND OTHER PROJECTS.**

(a) *IN GENERAL.*—The Secretaries shall conduct research and development projects and establish a program of experimental and demonstration projects, to further the purposes of this Act.

(b) *ADDITIONAL USE OF FUNDS.*—The Secretaries may provide assistance for programs or services authorized under any other provision of this Act that are most appropriately administered at the national level and that will operate in, or benefit, more than 1 State.

SEC. 402. PERFORMANCE OUTCOMES AND EVALUATION.

(a) *IN GENERAL.*—The Secretaries, in collaboration with the States, shall by grant, contract, or otherwise, establish a system of performance measures for assessing State and local programs regarding—

(1) progress in the development and implementation of State plans described in section 213(d) that include the basic program components described in sections 102, 103, and 104 and otherwise meet the requirements of title I;

(2) participation in School-to-Work Opportunities programs by employers, schools, students, and school dropouts, including information on the gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of all participants and whether the participants are academically talented students;

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

(4) progress in meeting the goals of the State to ensure opportunities for young women to participate in School-to-Work Opportunities programs, including participation in nontraditional employment through such programs;

(5) outcomes for participating students and school dropouts, by gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of the participants, and whether the participants are academically talented students, including information on—

(A) academic learning gains;

(B) staying in school and attaining—

(i) a high school diploma, or a general equivalency diploma, or an alternative diploma or certificate for

those students with disabilities for whom such alternative diploma or certificate is appropriate;

(ii) a skill certificate; and

(iii) a postsecondary degree;

(C) attainment of strong experience in and understanding of all aspects of the industry the students are preparing to enter;

(D) placement and retention in further education or training, particularly in the career major of the student; and

(E) job placement, retention, and earnings, particularly in the career major of the student; and

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

(b) **EVALUATION.**—Not later than September 30, 1998, the Secretaries shall complete a national evaluation of School-to-Work Opportunities programs funded under this Act by grants, contracts, or otherwise, that will track and assess the progress of implementation of State and local programs and their effectiveness based on measures such as those measures described in subsection (a).

(c) **REPORTS TO THE SECRETARIES.**—

(1) **IN GENERAL.**—Each State shall prepare and submit to the Secretaries periodic reports, at such intervals as the Secretaries may determine, containing information regarding the matters described in paragraphs (1) through (6) of subsection (a).

(2) **FEDERAL PROGRAMS.**—Each State shall prepare and submit reports to the Secretaries, at such intervals as the Secretaries may determine, containing information on the extent to which Federal programs that are in existence on the date of submission of the report and that are implemented at the State or local level may be duplicative, outdated, overly restrictive, or otherwise counterproductive to the development of comprehensive statewide School-to-Work Opportunities systems.

SEC. 403. TRAINING AND TECHNICAL ASSISTANCE.

(a) **PURPOSE.**—The Secretaries shall work in cooperation with the States, the individuals assigned under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1)), employers and their associations, secondary schools and postsecondary educational institutions, student and teacher organizations, labor organizations, and community-based organizations, to increase their capacity to develop and implement effective School-to-Work Opportunities programs.

(b) **AUTHORIZED ACTIVITIES.**—The Secretaries shall provide, through grants, contracts, or otherwise—

(1) training, technical assistance, and other activities that will—

(A) enhance the skills, knowledge, and expertise of the personnel involved in planning and implementing State and local School-to-Work Opportunities programs, such as training of the personnel to assist students; and

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

(2) assistance to States and local partnerships involved in carrying out School-to-Work Opportunities programs in order to integrate resources available under this Act with resources available under other Federal, State, and local authorities;

(3) assistance to States and such local partnerships, including local partnerships in rural communities with low population densities or in urban areas, to recruit employers to provide the work-based learning component, described in section 103, of School-to-Work Opportunities programs; and

(4) assistance to States and local partnerships involved in carrying out School-to-Work Opportunities programs to design and implement school-sponsored enterprises.

SEC. 404. CAPACITY BUILDING AND INFORMATION AND DISSEMINATION NETWORK.

The Secretaries, acting through such mechanisms as the Capacity Building and Information and Dissemination Network established under section 453(b) of the Job Training Partnership Act (29 U.S.C. 1733(b)), the Educational Resources Information Center Clearinghouses referred to in the Educational Research, Development, Dissemination, and Improvement Act of 1994, and the National Network for Curriculum Coordination in Vocational and Technical Education under section 402(c) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2402(c)), shall—

(1) collect and disseminate information—

(A) on successful School-to-Work Opportunities programs and innovative school- and work-based curricula;

(B) on research and evaluation conducted concerning school-to-work activities;

(C) that will assist States and local partnerships in undertaking labor market analysis, surveys, or other activities related to economic development;

(D) on skill certificates, skill standards, and related assessment technologies; and

(E) on methods for recruiting and building the capacity of employers to provide work-based learning opportunities; and

(2) facilitate communication and the exchange of information and ideas among States and local partnerships carrying out School-to-Work Opportunities programs.

SEC. 405. REPORTS TO CONGRESS.

(a) **IN GENERAL.**—Not later than 24 months after the date of the enactment of this Act, and every 12 months thereafter, the Secretaries shall prepare and submit a report to the Congress on all activities carried out pursuant to this Act.

(b) **CONTENTS.**—The Secretaries shall, at a minimum, include in each such report—

(1) information concerning the programs that receive assistance under this Act;

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

(3) information regarding the findings and actions taken as a result of any evaluation conducted by the Secretaries.

SEC. 406. FUNDING.

The Secretaries shall use funds reserved under section 605(b)(4) to carry out activities under this title.

TITLE V—WAIVER OF STATUTORY AND REGULATORY REQUIREMENTS

SEC. 501. STATE AND LOCAL PARTNERSHIP REQUESTS AND RESPONSIBILITIES FOR WAIVERS.

(a) **STATE REQUEST FOR WAIVER.**—A State may submit to the Secretaries a request for a waiver of 1 or more requirements of the provisions of law referred to in sections 502 and 503, or of the regulations issued under such provisions, in order to carry out the state-wide School-to-Work Opportunities system established by such State under subtitle B of title II. The State may submit the request as a part of the application described in section 213 (or as an amendment to the application at any time after submission of the application). Such request may include a request for different waivers with respect to different areas within the State.

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

(1) **IN GENERAL.**—A local partnership that seeks a waiver of such a requirement shall submit an application for such waiver to the State, and the State shall determine whether to submit a request for a waiver to the Secretaries, as provided in subsection (a).

(2) **TIME LIMIT.**—

(A) **IN GENERAL.**—The State shall make a determination to submit or not submit the request for a waiver under paragraph (1) not later than 30 days after the date on which the State receives the application from the local partnership.

(B) **DIRECT SUBMISSION.**—

(i) **IN GENERAL.**—If the State does not make a determination to submit or not submit the request within the 30-day time period specified in subparagraph (A), the local partnership may submit the application to the Secretaries.

(ii) **REQUIREMENTS.**—In submitting such an application, the local partnership shall obtain the agreement of the State involved to comply with the requirements of section 502(a)(1)(C) or 503(a)(1)(C), as appropriate, and comply with the other requirements of section 502 or 503, as appropriate, and of subsections (c) and (d), that would otherwise apply to a State submitting a request for a waiver. In reviewing such an application, the Secretaries shall comply with the requirements of such section and such subsections that would otherwise apply to the Secretaries with respect to review of such a request.

(c) **WAIVER CRITERIA.**—Any such request by the State shall meet the criteria contained in section 502 or 503 and shall specify the

provisions or regulations referred to in such sections with respect to which the State seeks a waiver.

(d) **SUPPORT BY APPROPRIATE STATE AGENCIES.**—In requesting such a waiver, the State shall provide evidence of support for the waiver request by the State agencies or officials with jurisdiction over the provisions or regulations that would be waived.

SEC. 502. WAIVER AUTHORITY OF SECRETARY OF EDUCATION.

(a) **WAIVER AUTHORITY.**—

(1) **IN GENERAL.**—Except as provided in subsection (c), the Secretary of Education may waive any requirement under any provision of law referred to in subsection (b), or of any regulation issued under such provision, for a State that requests such a waiver and has an approved State plan—

(A) if, and only to the extent that, the Secretary of Education determines that such requirement impedes the ability of the State or a local partnership to carry out the purposes of this Act;

(B) if the State provides the Secretary of Education with documentation of the necessity for the waiver, including information concerning—

(i) the specific requirement that will be waived;

(ii) the specific positive outcomes expected from the waiver and why those outcomes cannot be achieved while complying with the requirement;

(iii) the process that will be used to monitor the progress of the State or local partnership in implementing the waiver; and

(iv) such other information as the Secretary of Education may require;

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

(D) if the State—

(i) has provided all local partnerships that carry out programs under this Act, and local educational agencies participating in such a local partnership, in the State with notice and an opportunity to comment on the proposal of the State to seek a waiver;

(ii) provides, to the extent feasible, to students, parents, advocacy and civil rights groups, and labor and business organizations an opportunity to comment on the proposal of the State to seek a waiver; and

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

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

(A) include the reasons for approving or disapproving the request, including a response to comments on the proposal; and

(B) in the case of a decision to approve the request, be disseminated by the State seeking the waiver to interested parties, including educators, parents, students, advocacy

and civil rights organizations, labor and business organizations, and the public.

(3) **APPROVAL CRITERIA.**—In approving a request under paragraph (2), the Secretary of Education shall consider the amount of State resources that will be used to implement the approved State plan.

(4) **TERM.**—Each waiver approved pursuant to this subsection shall be for a period not to exceed 5 years, except that the Secretary of Education may extend such period if the Secretary of Education determines that the waiver has been effective in enabling the State or local partnership to carry out the purposes of this Act.

(b) **INCLUDED PROGRAMS.**—The provisions subject to the waiver authority of this section are—

(1) chapter 1 of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.), including the Even Start programs carried out under part B of such chapter (20 U.S.C. 2741 et seq.);

(2) part A of chapter 2 of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2921 et seq.);

(3) part A of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2981 et seq.);

(4) part D of title IV of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3121 et seq.);

(5) title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3171 et seq.); and

(6) the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.).

(c) **WAIVERS NOT AUTHORIZED.**—The Secretary of Education may not waive any requirement of any provision referred to in subsection (b), or of any regulation issued under such provision, relating to—

(1) the basic purposes or goals of such provision;

(2) maintenance of effort;

(3) comparability of services;

(4) the equitable participation of students attending private schools;

(5) student and parental participation and involvement;

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

(7) the eligibility of an individual for participation in a program under such provision;

(8) public health or safety, labor standards, civil rights, occupational safety and health, or environmental protection; or

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

(d) **TERMINATION OF WAIVERS.**—The Secretary of Education shall periodically review the performance of any State, local partnership, or local educational agency, for which the Secretary of Education has granted a waiver under this section and shall terminate the waiver under this section if the Secretary of Education determines that the performance of the State, local partnership, or local educational agency that is affected by the waiver has been inadequate to justify a continuation of the waiver, or the State fails

to waive similar requirements of State law as required or agreed to in accordance with subsection (a)(1)(C).

SEC. 503. WAIVER AUTHORITY OF SECRETARY OF LABOR.

(a) WAIVER AUTHORITY.—

(1) IN GENERAL.—Except as provided in subsection (b), the Secretary of Labor may waive any requirement under any provision of the Job Training Partnership Act (29 U.S.C. 1501 et seq.), or of any regulation issued under such provision, for a State that requests such a waiver and has an approved State plan—

(A) if, and only to the extent that, the Secretary of Labor determines that such requirement impedes the ability of the State or a local partnership to carry out the purposes of this Act;

(B) if the State provides the Secretary of Labor with documentation of the necessity for the waiver, including information concerning—

(i) the specific requirement that will be waived;

(ii) the specific positive outcomes expected from the waiver and why those outcomes cannot be achieved while complying with the requirement;

(iii) the process that will be used to monitor the progress of the State or local partnership in implementing the waiver; and

(iv) such other information as the Secretary of Labor may require;

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

(D) if the State—

(i) has provided all local partnerships that carry out programs under this Act in the State with notice and an opportunity to comment on the proposal of the State to seek a waiver;

(ii) provides, to the extent feasible, to students, parents, advocacy and civil rights groups, and labor and business organizations an opportunity to comment on the proposal of the State to seek a waiver; and

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

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

(A) include the reasons for approving or disapproving the request, including a response to comments on the proposal; and

(B) in the case of a decision to approve the request, be disseminated by the State seeking the waiver to interested parties, including educators, parents, students, advocacy and civil rights organizations, labor and business organizations, and the public.

(3) APPROVAL CRITERIA.—In approving a request under paragraph (2), the Secretary of Labor shall consider the amount

of State resources that will be used to implement the approved State plan.

(4) **TERM.**—Each waiver approved pursuant to this subsection shall be for a period not to exceed 5 years, except that the Secretary of Labor may extend such period if the Secretary of Labor determines that the waiver has been effective in enabling the State or local partnership to carry out the purposes of this Act.

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

- (1) the basic purposes or goals of such provision;
- (2) maintenance of effort;
- (3) the distribution of funds;
- (4) the eligibility of an individual for participation in a program under such provision;
- (5) public health or safety, labor standards, civil rights, occupational safety and health, or environmental protection; or
- (6) prohibitions or restrictions relating to the construction of buildings or facilities.

(c) **TERMINATION OF WAIVERS.**—The Secretary of Labor shall periodically review the performance of any State or local partnership for which the Secretary of Labor has granted a waiver under this section and shall terminate the waiver under this section if the Secretary of Labor determines that the performance of the State or local partnership affected by the waiver has been inadequate to justify a continuation of the waiver, or the State fails to waive similar requirements of State law as required or agreed to in accordance with subsection (a)(1)(C).

SEC. 504. COMBINATION OF FEDERAL FUNDS FOR HIGH POVERTY SCHOOLS.

(a) **IN GENERAL.**—

(1) **PURPOSES.**—The purposes of this section are—

- (A) to integrate activities under this Act with school-to-work activities carried out under other Acts; and
- (B) to maximize the effective use of resources.

(2) **COMBINATION OF FUNDS.**—To carry out such purposes, a local partnership that receives assistance under title II or III may carry out schoolwide school-to-work activities in schools that meet the requirements of subparagraphs (A) and (B) of section 263(g)(1) of the Job Training Partnership Act (29 U.S.C. 1643(g)(1) (A) and (B)) with funds obtained by combining—

- (A) Federal funds under this Act; and
- (B) other Federal funds made available from among programs under—

(i) the provisions of law listed in paragraphs (2) through (6) of section 502(b); and

(ii) the Job Training Partnership Act (29 U.S.C. 1501 et seq.).

(b) **USE OF FUNDS.**—A local partnership may use the Federal funds combined under subsection (a) under the requirements of this Act, except that the provisions relating to the matters specified in paragraphs (1) through (6) and paragraphs (8) and (9) of section

502(c), and paragraphs (1) through (3) and paragraphs (5) and (6) of section 503(b), that relate to the program through which the funds described in subsection (a)(2)(B) were made available, shall remain in effect with respect to the use of such funds.

(c) **ADDITIONAL INFORMATION IN APPLICATION.**—A local partnership seeking to combine funds under subsection (a) shall include in the application of the local partnership under title II or III—

(1) a description of the funds the local partnership proposes to combine under the requirements of this Act;

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

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

(4) such other information as the State, or Secretaries, as the case may be, may require.

(d) **PROVISION OF INFORMATION.**—The local partnership shall, to the extent feasible, provide information on the proposed combination of Federal funds under subsection (a) to educators, parents, students, advocacy and civil rights organizations, labor and business organizations, and the public.

SEC. 505. COMBINATION OF FEDERAL FUNDS BY STATES FOR SCHOOL-TO-WORK ACTIVITIES.

(a) **IN GENERAL.**—

(1) **PURPOSES.**—The purposes of this section are—

(A) to integrate activities under this Act with State school-to-work activities carried out under other Acts; and
(B) to maximize the effective use of resources.

(2) **COMBINATION OF FUNDS.**—To carry out such purposes, a State that has an approved State plan may carry out activities necessary to develop and implement a statewide School-to-Work Opportunities system with funds obtained by combining—

(A) Federal funds under this Act; and

(B) other Federal funds that are made available under—

(i) section 102(a)(3) of the Carl D. Perkins Vocational Education and Applied Technology Education Act (20 U.S.C. 2312(a)(3));

(ii) section 202(c)(1)(C) or section 262(c)(1)(C) of the Job Training Partnership Act (29 U.S.C. 1602(c)(1)(C) or 1642(c)(1)(C));

(iii) section 202(c)(1)(B) of the Job Training Partnership Act that would otherwise be available for the purposes described in section 202(c)(3) of such Act; or

(iv) section 262(c)(1)(B) of the Job Training Partnership Act that would otherwise be available for the purposes described in section 262(c)(3) of such Act.

(b) **USE OF FUNDS.**—A State may use, under the requirements of this Act, Federal funds that are made available to the State and combined under subsection (a) to carry out school-to-work activities, except that the provisions relating to the matters specified in section 502(c), and section 503(b), that relate to the program through which the funds described in subsection (a)(2)(B) were made available, shall remain in effect with respect to the use of such funds.

(c) **ADDITIONAL INFORMATION IN APPLICATION.**—A State seeking to combine funds under subsection (a) shall include in the application described in section 213—

(1) a description of the funds the State proposes to combine under the requirements of this Act;

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

(3) the specific outcomes expected of participants in school-to-work activities;

(4) formal evidence of support for the request by the State agencies or officials with jurisdiction over the funds that would be combined; and

(5) such other information as the Secretaries may require.

(d) **EXTENSION.**—The authority of a State to combine funds under this section shall not exceed 5 years, except that the Secretaries may extend such period if the Secretaries determine that an extension of such authority would further the purposes of this Act.

(e) **LIMITATION.**—Nothing in this section shall be construed to relieve a State of an obligation to conduct the activities required under section 201(b) of the Carl D. Perkins Vocational Education and Applied Technology Education Act.

TITLE VI—GENERAL PROVISIONS

SEC. 601. REQUIREMENTS.

The following requirements shall apply to programs under this Act:

(1) **PROHIBITION ON DISPLACEMENT.**—No student participating in such a program shall displace any currently employed worker (including a partial displacement, such as a reduction in the hours of nonovertime work, wages, or employment benefits).

(2) **PROHIBITION ON IMPAIRMENT OF CONTRACTS.**—No such program shall impair existing contracts for services or collective bargaining agreements, and no such program that would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and employer concerned.

(3) **PROHIBITION ON REPLACEMENT.**—No student participating in such a program shall be employed or fill a job—

(A) when any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job with the participating employer; or

(B) when the employer has terminated the employment of any regular employee or otherwise reduced the workforce of the employer with the intention of filling the vacancy so created with the student.

(4) **WORKPLACES.**—Students participating in such programs shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of Federal, State, and local law.

(5) **EFFECT ON OTHER LAWS.**—Nothing in this Act shall be construed to modify or affect any Federal or State law prohibit-

ing discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability, or to modify or affect any right to enforcement of this Act that may exist under other Federal laws, except as expressly provided by this Act.

(6) **PROHIBITION CONCERNING WAGES.**—Funds appropriated under authority of this Act shall not be expended for wages of students or workplace mentors participating in such programs.

(7) **OTHER REQUIREMENTS.**—The Secretaries shall establish such other requirements as the Secretaries may determine to be appropriate, in order to ensure that participants in programs under this Act are afforded adequate supervision by skilled adult workers, or to otherwise further the purposes of this Act.

SEC. 602. SANCTIONS.

(a) **TERMINATION OR SUSPENSION OF ASSISTANCE.**—

(1) **IN GENERAL.**—The Secretaries may terminate or suspend any financial assistance under this Act, in whole or in part, or not make payments under a grant awarded under this Act, if the Secretaries determine that a recipient has failed to meet any requirements of this Act, including—

(A) reporting requirements under section 402(c);

(B) regulations under this Act; or

(C) requirements of an approved State plan.

(2) **NOTICE AND OPPORTUNITY FOR HEARING.**—If the Secretaries terminate or suspend such financial assistance, or do not make such payments under paragraph (1), with respect to a recipient, then the Secretaries shall provide—

(A) prompt notice to such recipient; and

(B) the opportunity for a hearing to such recipient not later than 30 days after the date on which such notice is provided.

(b) **NONDELEGATION.**—The Secretaries shall not delegate any of the functions or authority specified in this section, other than to an officer whose appointment is required to be made by and with the advice and consent of the Senate.

SEC. 603. STATE AUTHORITY.

Nothing in this Act shall be construed to negate or supersede the legal authority, under State law or other applicable law, of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official. Nothing in this Act shall be construed to interfere with the authority of such agency, entity, or official to enter into a contract under any provision of law.

SEC. 604. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.

Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State's, local educational agency's, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

SEC. 605. AUTHORIZATION OF APPROPRIATIONS.

(a) **IN GENERAL.**—There are authorized to be appropriated to the Secretaries to carry out this Act \$300,000,000 for fiscal year

1995 and such sums as may be necessary for each of the fiscal years 1996 through 1999.

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

(1) shall reserve not more than $\frac{1}{2}$ of 1 percent of such amounts for such fiscal year to provide grants under sections 202 and 212 to the jurisdictions described in section 202(b);

(2) shall reserve not more than $\frac{1}{2}$ of 1 percent of such amounts for such fiscal year to provide grants under subtitle C of title II to establish and carry out School-to-Work Opportunities programs for Indian youths that involve Bureau funded schools (as defined in section 1139(3) of the Education Amendments of 1978 (25 U.S.C. 2019(3)));

(3) shall reserve 10 percent of such amounts for such fiscal year to provide grants under section 302(b) to local partnerships located in high poverty areas, which reserved funds may be used in conjunction with funds available under the Youth Fair Chance Program set forth in part H of title IV of the Job Training Partnership Act (29 U.S.C. 1782 et seq.); and

(4)(A) shall reserve 2.5 percent of such amounts for such fiscal year to carry out section 404; and

(B) shall reserve not more than an additional 5 percent of such amounts for such fiscal year to carry out other activities under title IV, and activities under sections 214(d) and 303(d).

(c) **AVAILABILITY OF FUNDS.**—Funds appropriated for any fiscal year for programs authorized under this Act shall remain available until expended.

TITLE VII—OTHER PROGRAMS

Subtitle A—Reauthorization of Job Training for the Homeless Demonstration Program Under the Stewart B. McKinney Homeless Assistance Act

SEC. 701. REAUTHORIZATION.

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

(b) **CONFORMING AMENDMENT.**—Section 741 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11450) is amended by striking “1993” and inserting “1995”.

Subtitle B—Tech-Prep Programs

SEC. 711. TECH-PREP EDUCATION.

(a) **CONTENTS OF PROGRAM.**—Section 344(b)(2) of the Tech-Prep Education Act (20 U.S.C. 2394b(b)(2)) is amended by inserting “or 4 years” before “of secondary school”.

(b) **SPECIAL CONSIDERATION; PRIORITY.**—Section 345(d)(2) of the Tech-Prep Education Act (20 U.S.C. 2394c(d)(2)) is amended to read as follows:

“(2) are developed in consultation with business, industry, labor unions, and institutions of higher education that award baccalaureate degrees; and”.

Subtitle C—Alaska Native Art and Culture

SEC. 721. SHORT TITLE.

This title may be cited as “Alaska Native Culture and Arts Development Act”.

SEC. 722. ALASKA NATIVE ART AND CULTURE.

Part B of title XV of the Higher Education Amendments of 1986 (20 U.S.C. 4441 et seq.) is amended—

(1) in the part heading, to read as follows:

“PART B—NATIVE HAWAIIANS AND ALASKA NATIVES”;

and

(2) in section 1521, to read as follows:

“SEC. 1521. PROGRAM FOR NATIVE HAWAIIAN AND ALASKA NATIVE CULTURE AND ARTS DEVELOPMENT.

“(a) **IN GENERAL.**—The Secretary of the Interior is authorized to make grants for the purpose of supporting programs for Native Hawaiian or Alaska Native culture and arts development to any private, nonprofit organization or institution which—

“(1) primarily serves and represents Native Hawaiians or Alaska Natives, and

“(2) has been recognized by the Governor of the State of Hawaii or the Governor of the State of Alaska, as appropriate, for the purpose of making such organization or institution eligible to receive such grants.

“(b) **PURPOSE OF GRANTS.**—Grants made under subsection (a) shall, to the extent deemed possible by the Secretary and the recipient of the grant, be used—

“(1) to provide scholarly study of, and instruction in, Native Hawaiian or Alaska Native art and culture,

“(2) to establish programs which culminate in the awarding of degrees in the various fields of Native Hawaiian or Alaska Native art and culture, or

“(3) to establish centers and programs with respect to Native Hawaiian or Alaska Native art and culture that are similar in purpose to the centers and programs described in subsections (b) and (c) of section 1510.

“(c) **MANAGEMENT OF GRANTS.**—

“(1) Any organization or institution which is the recipient of a grant made under subsection (a) shall establish a governing board to manage and control the program with respect to which such grant is made.

“(2) For any grants made with respect to Native Hawaiian art and culture, the members of the governing board which is required to be established under paragraph (1) shall—

"(A) be Native Hawaiians or individuals widely recognized in the field of Native Hawaiian art and culture,

"(B) include a representative of the Office of Hawaiian Affairs of the State of Hawaii,

"(C) include the president of the University of Hawaii,

"(D) include the president of the Bishop Museum, and

"(E) serve for a fixed term of office.

"(3) For any grants made with respect to Alaska Native art and culture, the members of the governing board which is required to be established under paragraph (1) shall—

"(A) include Alaska Natives and individuals widely recognized in the field of Alaska Native art and culture"

"(B) represent the Eskimo, Indian and Aleut cultures of Alaska, and

"(C) serve for a fixed term."

Subtitle D—Job Training

SEC. 731. AMENDMENT TO JOB TRAINING PARTNERSHIP ACT TO PROVIDE ALLOWANCES FOR CHILD CARE COSTS TO CERTAIN INDIVIDUALS PARTICIPATING IN THE JOB CORPS.

Section 429 of the Job Training Partnership Act (29 U.S.C. 1699) is amended by adding at the end the following new subsection:

"(e) In addition to child care assistance provided under section 428(e), the Secretary shall provide enrollees who otherwise could not participate in the Job Corps with allowances to pay for child care costs, such as food, clothing, and health care for the child. Allowances under this subsection may only be provided during the first 2 months of an enrollee's participation in the program and shall be in an amount that does not exceed the maximum amount that may be provided by the State pursuant to section 402(g)(1)(C) of the Social Security Act (42 U.S.C. 602(g)(1)(C))."

TITLE VIII—TECHNICAL PROVISIONS

SEC. 801. EFFECTIVE DATE.

This Act shall take effect on the date of enactment of this Act.

SEC. 802. SUNSET.

The authority provided by this Act shall terminate on October 1, 2001.

And the Senate agree to the same.

EDWARD M. KENNEDY,
CLAIBORNE PELL,
HOWARD M. METZENBAUM,
PAUL SIMON,
TOM HARKIN,
BARBARA A. MIKULSKI,
JEFF BINGAMAN,
PAUL WELLSTONE,
DAVE DURENBERGER,

Managers on the Part of the Senate.

WILLIAM D. FORD,
DALE E. KILDEE,
PAT WILLIAMS,
BILL GOODLING,
STEVE GUNDERSON,
Managers on the Part of the House.

JOINT EXPLANATORY STATEMENT OF THE COMMITTEE OF CONFERENCE

The managers on the part of the House and the Senate at the conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 2884) to establish a national framework for the development of School-to-Work Opportunities systems in all States, and for other purposes, submit the following joint statement to the House and the Senate in explanation of the effect of the action agreed upon by the managers and recommended in the accompanying conference report:

Both the House Bill and the Senate Amendment provide short titles, but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment provide similar "Table of Contents" through Title V, but use slightly different language.

The Senate recedes.

The Senate Amendment, but not the House Bill, allows grants to be made to programs in congressional districts with low population densities.

The Senate recedes.

The Senate Amendment, but not the House Bill, allows States to combine federal funds.

The House recedes.

The House Bill, but not the Senate Amendment, reauthorizes the job training for the homeless demonstration program under the Stewart B. McKinney Homeless Assistance Act.

The Senate recedes.

The Senate Amendment, but not the House Bill, amends the Tech Prep Education Act.

The House recedes.

The Senate Amendment, but not the House Bill, provides both an effective date and a sunset clause.

The House recedes.

The Senate Amendment, but not the House Bill, provides for grants to promote Native Hawaiian and Alaskan Native cultures.

The House recedes.

Both the House Bill and the Senate Amendment provide similar "Findings" but use slightly different language.

The House recedes with an amendment to combine the language in the two bills.

The House Bill, but not the Senate Amendment, provides an additional "Finding".

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar "Purposes and Congressional Intent" but structure it differently.

The House recedes with an amendment to conform language. The Senate Amendment, but not the House Bill, provides an additional "Purpose" statement to create a universal transition system.

The House recedes.

Both the House Bill and the Senate Amendment state additional "Purpose" statements that are similar, but use slightly different language.

The House recedes with an amendment to conform language.

The House Bill, but not the Senate Amendment, provides an additional "Purpose" statement to promote partnerships as an investment in future workplace productivity.

The Senate recedes.

Both the House Bill and the Senate Amendment provide additional "Purpose" statements that are similar, but use slightly different language.

The Senate recedes with an amendment to include school-sponsored enterprises as a promising transition program.

The Senate Amendment, but not the House Bill, provides an additional "Purpose" statement to encourage programs that include paid work.

The House recedes with an amendment to encourage programs that require paid work experiences.

The House Bill, but not the Senate Amendment provides an additional "Purpose" statement to increase opportunities for minorities and women.

The Senate recedes with an amendment to include individuals with disabilities.

The Senate Amendment, but not the House Bill, includes consultation with the Secretary of Commerce in the administration of this Act.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar "Congressional Intent" statements. The Senate Amendment includes an additional way the program will contribute to reinventing government.

The House recedes.

Both the House Bill and the Senate Amendment define "all students" but the House Bill includes more target populations in its definition.

The Senate recedes with an amendment inserting the word "both" before "male and female students".

Both the House Bill and the Senate Amendment define "approved state plan" but use slightly different language.

The House recedes.

The House Bill, but not the Senate Amendment, defines "career guidance and counseling".

The Senate recedes with an amendment to correct a spelling error.

Both the House Bill and the Senate Amendment define the term "career major" but use different language.

The House recedes with an amendment to broaden the category for establishing linkages. The conferees intend that school-to-work programs serve to expand the postsecondary options of par-

ticipating students. Students who complete a school-to-work program at the secondary school level should be prepared to enter the workforce upon leaving high school. Such students should also be prepared to enter a postsecondary education or training program including a traditional 4-year college program, without additional academic preparation. It is essential, therefore, that a "career major" sequence of courses or field of study include academic instruction of sufficient scope and quality to ensure that participating students who choose to pursue an associate or baccalaureate degree are adequately prepared to do so.

The House Bill, but not the Senate Amendment, defines the term "community-based organizations".

The Senate recedes.

The House Bill defines the term "elements of an industry" while the Senate Amendment defines the term "all aspects of an industry". The terms use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment define the term "local educational agency" but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment define the term "local partnership" but use slightly different language.

The Senate recedes. Both the Senate and House refer to developing state plans and local partnerships that will create opportunities for all students to participate in school-to-work programs. To this end, the conferees intend to allow the inclusion of private non-profit secondary institutions that are involved in vocational education and training in the state plan and local partnerships.

Both the House Bill and the Senate Amendment define the term "postsecondary educational institution" but use slightly different language.

The Senate recedes with a conforming amendment.

Both the House Bill and the Senate Amendment define the term "registered apprenticeship agency" but use slightly different language.

The House recedes.

The conferees agreed to include a definition for the term "rural community" with low population density.

The House Bill, but not the Senate Amendment, defines the term "school dropout".

The Senate recedes with an amendment to provide a new definition.

Both the House Bill and the Senate Amendment define the term "school site mentor" but use different language.

The House recedes.

Both the House bill and the Senate Amendment define the term "skill certificate" but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment define the term "state" but use different language.

The Senate recedes.

Both the House Bill and the Senate Amendment define the term "state educational agency" but use different language.

The Senate recedes.

Both the House Bill and the Senate Amendment define the term "workplace mentor" but use different language.

The House recedes.

The Senate Amendment, but not the House Bill, defines the term "School-to-Work Opportunities program".

The House recedes.

The Senate Amendment, but not the House Bill, defines the term "secondary school".

The House recedes with an amendment to provide a new definition.

Both the House Bill and the Senate Amendment provide for joint administration of the programs established by this Act, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for submission of plans, but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment provide for sanctions and the opportunity for a hearing, but use different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide a nondelegation clause, but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment provide for the acceptance of gifts, and voluntary and uncompensated services, but use slightly different language.

The Senate recedes.

The Senate Amendment, but not the House Bill, states that section 431 of GEPA will not apply to regulations issued under this Act.

The Senate recedes.

The Senate Amendment and the House Bill provide for different authorization periods and different appropriation levels. The Senate Amendment is authorized for five years with set appropriation amounts. The House bill is authorized for eight years and has no cap on appropriations.

The Senate recedes with an amendment to authorize the program for five years.

Both the House Bill and Senate Amendment provide a reservation of amounts appropriated for territories. The House Bill provides a greater amount for the reservation, and has a slightly different definition of "territory".

The Senate recedes with an amendment allowing a reservation of up to one half of one percent.

Both the House Bill and the Senate Amendment provide a reservation of amounts appropriated for Indian youths programs. The House Bill provides a greater amount for the reservation for these grants and provides a separate subtitle to establish the program.

The Senate recedes.

The Senate Amendment, but not the House Bill, provides for the implementation of the Indian youths programs under this section.

The House recedes.

Both the House Bill and the Senate Amendment provide a reservation of amounts appropriated for high poverty areas. The House Bill reserves 10 percent of total amounts appropriated while the Senate Amendment does not allow the reservation of more than 10 percent.

The Senate recedes with an amendment to allow funds reserved for high poverty areas to be used in conjunction with Youth Fair Chance Program funds.

Both the House Bill and Senate Amendment provide a reservation of amounts appropriated to carry out Title IV. The House Bill reserves 5 percent of total amounts appropriated while the Senate Amendment does not allow the reservation of more than 10 percent.

The Senate recedes with an amendment to reserve seven and one half percent with two and one half percent of the reservation to be used for capacity building and dissemination. By setting aside two and one half percent of the Secretary's discretionary funds for capacity building, the Conferees reinforced the importance of increasing the effectiveness of capacity building systems for the broad range of human service providers under section 453 of the Job Training Partnership Act. The Conferees envision the utilization of existing dissemination systems that can be accessed by all job training professionals, vocational educators, private sector entities, school-to-work grantees, community based organizations, Department of Labor and Education staff, and other concerned individuals under the umbrella of programs affected by State Human Resources Investment Councils.

The Conferees believe that individuals accessing these systems should be able to utilize the materials available through a network connection to their computer. Individuals should be able to download information as well as use the systems interactively for training. The Conferees do not believe that such a system can be effectively mounted utilizing only E-mail.

The conferees believe that the School-to-Work Opportunities clearinghouse should be built off of existing clearinghouses established for job training and education. This provision reinforces the need to bring education and job training together in a unified school-to-work opportunities system and to minimize duplicative information-dissemination and capacity-building arrangements.

The conferees want to emphasize that the clearinghouse products and information on successful and innovative school-to-work opportunities systems and their relationship to job training and education must be accessible to all of the key partners in school-to-work programs, including those from the business, labor, and education communities, state and local governments, and community organizations.

Both the House Bill and the Senate Amendment provide for the availability of funds, but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment provide for similar program requirements, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, provides two additional program requirements.

The House recesses with an amendment to clarify language. It is not the conferees intent that Paragraph (5) of Section 101 establish an "entitlement" to any student for services or activities under the Act, but to underline the intent of the conferees that all students, regardless of their race, color, national origin, gender, disability, or other characteristics, have the same opportunity to participate in all aspects of School-to-Work Opportunities programs and are not subject to discrimination as student participants in such programs. In fact, references are made to providing "all students" with the opportunity to participate in school-to-work programs throughout the legislation, to stress that programs should be designed to serve all students, including those who plan on continuing their education at a college or university. The legislation defines "all students" as meaning students from a broad range of backgrounds and circumstances, including both male and female students, disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students. Conferees envision that States and local partnerships design and implement programs that provide opportunities for individuals from this broad range of backgrounds to participate in school-to-work programs, as appropriate for their States and localities, respectively. The use of "all students" should not be interpreted to require that every State or local partnership must serve individuals from each of the categories described in the definition of "all students" if such individuals are not significantly represented within the State or locality. For example, it would be extremely inappropriate to expect that a rural community in the midwest be expected to serve Native Hawaiians or Alaskan Natives.

Both the House Bill and the Senate Amendment provide similar elements in the work-based learning component, but use slightly different language.

The House recesses. The conferees believe that wages earned pursuant to a paid work experience program under this Act should not be taken into account in determining the need or eligibility of any person for benefits or assistance, or the amount of such benefits or assistance, under any Federal, State or local program financed in whole or in part with Federal funds.

The House Bill, but not the Senate Amendment, requires paid work experience.

The House recesses.

The House Bill, but not the Senate Amendment, provides an additional element to provide broad instruction in a variety of elements of an industry.

The Senate recesses with an amendment to conform with definition section.

The Senate Amendment, but not the House Bill, provides a permissible activities section in the work-based learning component.

The House recesses with an amendment to include an additional permissible activity.

Both the House Bill and the Senate Amendment provide similar school-based learning components, but use slightly different language.

The Senate recedes with an amendment to require career counseling to begin no later than the seventh grade. The School-to-Work Opportunities Act requires that initial selection of a career major must be made no later than the 11th grade. However, conferees envision that under state systems and local programs, certain activities, such as career awareness, exploration, and counseling begin at least by the middle school grades, in order that students are prepared to make well-informed career choices by the 10th or 11th grades. The legislation therefore specifically requires that while these activities should begin as early as possible, they must begin no later than the 7th grade. In some States and local areas where middle school begins prior to the 7th grade however, the conferees intend that these activities begin prior to the 7th grade accordingly.

The conference agreement requires that the school-based learning component of school-to-work programs prepare participating students to meet the same challenging academic standards established for all students in their State, including those that are established pursuant to the Goals 2000: Educate America Act. Thus, the conferees intend that the school-based learning component provide for academic instruction of sufficient scope and quality to ensure that students in school-to-work programs are as prepared to meet such standards as are non-participating students, including those who are pursuing a college preparatory sequence of courses. Further, participating students who complete a school-to-work program of study at the secondary school level should be adequately prepared to enter an associate or baccalaureate degree program as well as to earn a skill certificate.

The House Bill, but not the Senate Amendment, requires that the school-based learning component include a program that integrates academic and vocational learning, and incorporates the instruction in a variety of elements of an industry.

The Senate recedes to conform with the definition section.

Both the House Bill and the Senate Amendment provide for regularly scheduled evaluations, but use slightly different language.

The Senate recedes with an amendment to include problem solving in the evaluation.

The House bill, but not the Senate Amendment, provides that the school-based learning component include a mechanism to allow participants to transfer to a postsecondary program.

The Senate recedes with an amendment to clarify the intent of the requirement. The school-based learning component must also provide for procedures to enable participating students to enter a postsecondary education or training program of their choosing, including a traditional 4-year postsecondary education program. The conferees further intend that such procedures enable students to alter their postsecondary program plans by providing the flexibility necessary to permit them to transfer, without significant loss of credit, between various postsecondary education and training programs.

Both the House Bill and the Senate Amendment provide similar requirements in the connecting activities component, but use slightly different language. The Senate Amendment includes school administrators in the list of entities for which the connecting activities will serve as a liaison.

The House recedes with an amendment to combine the components from the two bills.

The Senate Amendment, but not the House Bill, provides an additional requirement in the connecting activities component to encourage employer and local education officials participation in the implementation of local programs.

The House recedes.

Both the House Bill and the Senate Amendment provide similar "Purposes" statements, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for the authorization of the State Development Grants, but use slightly different language.

The House recedes.

The House Bill, but not the Senate Amendment, states that the Territories shall receive grants under this subtitle from funds reserved under section 6 of the House Bill.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for the Secretaries discretion in the application, but use slightly different language.

The Senate recedes.

The House Bill, but not the Senate Amendment, states that a state applying for funds under both Goals 2000 and this Act may either submit a single application for both, or amend the Goals 2000 application to meet the requirements of this Act.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar application requirements. The House Bill lists more State Agency Officials that are to collaborate in the planning and development stage. The Senate Amendment provides that representatives of the private sector shall participate as well.

The Senate recedes with an amendment to combine the participants from the two bills.

Both the House Bill and the Senate Amendment require the application to include a description of how the State has enlisted, and will maintain the involvement of participants in the planning and development stage. The two proposals differ slightly on specified participants.

The House recedes with an amendment to combine the participants from the two bills.

The House Bill requires coordination only with local partnerships that have received a grant under title III, while the Senate Amendment requires coordination with any local school-to-work program, including programs that have received a grant under title III.

The House recedes.

The House Bill and the Senate Amendment provide for the designation of a fiscal agent, but use slightly different language.

The House recedes.

The House Bill, but not the Senate Amendment, states that a description must be included in the application that provides opportunities for certain targeted populations.

The Senate recedes with an amendment to include an additional target population.

Both the House Bill and the Senate Amendment provide for the same allowable activities for the State Development Grants, but use slightly different language.

The Senate recedes.

The House Bill, but not the Senate Amendment, specifies that the training and technical assistance will be for specified participants.

The Senate recedes.

The Senate Amendment, but not the House Bill, provides an additional allowable activity for the State Development Grants.

The House recedes.

Both the House Bill and the Senate Amendment provide for the development of training programs for certain individuals, but the House Bill states what the training will encompass.

The House recedes with an amendment to combine the participants from both bills.

Both the House Bill and the Senate Amendment provide for additional allowable activities, but use slightly different language.

The House recedes with an amendment to conform language to the definition section.

The House Bill, but not the Senate Amendment, states that the amounts may be used to work with localities to develop strategies to recruit and retain all students in programs under this Act.

The Senate recedes with an amendment to include an additional use of amounts.

The Senate Amendment, but not the House Bill, allows the Secretaries to make grants to consortia of congressional districts with low population densities to develop consortia-wide school-to-work systems.

The Senate recedes.

The House Bill, but not the Senate Amendment, states that amounts may be used to coordinate recruitment of out-of-school youth with organizations that have been successful working with such youths.

The Senate recedes.

Both the House Bill and the Senate Amendment provide the same allocation for Development Grants, but use slightly different language.

The House recedes.

The House Bill, but not the Senate Amendment, requires the submission of periodic reports.

The Senate recedes with an amendment stating the reports shall not be more than one report every three months.

Both the House Bill and the Senate Amendment provide similar "Purpose" statements, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for the Secretary's authority and the period of grants, but use different language.

The House recedes with an amendment clarifying Congressional intent.

The House Bill, but not the Senate Amendment, provides a separate provision for development grants for territories and also a limitation clause.

The Senate recedes.

The House Bill, but not the Senate Amendment, requires that the Development Grant application be coordinated with the Goals 2000 application.

The Senate recedes.

Both the House Bill and the Senate Amendment state the same contents to be included in the application, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, requires that the application describe the manner in which the designated officials collaborated in the development of the application.

The House recedes to include a potential, additional official.

The House Bill and the Senate Amendment have similar state plan content requirements, but use slightly different language.

The House recedes with an amendment to include both urban and rural areas in the State's system to expand into other geographic areas.

Both the House Bill and the Senate Amendment provide that the state plan describe how the designated officials will collaborate in the implementation of the school-to-work system, but the House Bill designates more officials than the Senate Amendment.

The Senate recedes with an amendment to combine the participants in the two bills and also adds a new subsection to the plan requiring the state plan also demonstrate the support of the relevant officials and agencies, and addresses the submission of the plan.

Both the House Bill and the Senate Amendment provide similar state plan content requirements, but use different language. The Senate Amendment provides for the participation of additional participants in the school-to-work system.

The House recedes with an amendment to combine the participants in the two bills.

The House Bill, but not the Senate Amendment, requires the state plan to describe how the State will adopt, develop, or assist local partnerships in the development of model curricula.

The Senate recedes with an amendment to clarify Congressional intent.

The House Bill, but not the Senate Amendment, requires that the state plan describe how the State will improve career and academic counseling in elementary and secondary grades.

The Senate recedes.

The Senate Amendment, but not the House Bill, requires that the state plan describe the strategy of the State for incorporating project-oriented, experiential learning programs.

The House recedes with an amendment to clarify the intent to integrate vocational education and academic education.

Both the House Bill and the Senate Amendment provide similar state plan content requirements, but use different language.

The Senate recedes.

The Senate Amendment, but not the House Bill, requires that the state plan describe the extent to which the school-to-work system will include programs that provide paid work experience.

The House recedes with an amendment to describe systems that include programs that require paid work experiences.

Both the House Bill and the Senate Amendment provide similar state plan content requirements, but use different language.

The Senate recedes with an amendment to combine the requirements included in both bills.

The Senate Amendment, but not the House Bill, requires that the state plan ensure that students have flexibility to develop new career goals and to change career majors.

The House recedes with an amendment to remove the language relating to adverse consequences.

Both the House Bill and the Senate Amendment provide similar state plan content requirements, but use different language.

The Senate recedes with an amendment to clarify Congressional intent.

The House Bill, but not the Senate Amendment, requires that the State plan describe how a student may transfer to a post-secondary program.

The Senate recedes with an amendment to clarify Congressional intent.

The House Bill requires that each part of the state plan be approved by appropriate officials or entity.

The Senate recedes with an amendment replacing the House language with language allowing the Governor, after 30 days, to submit the plan to the Secretaries and requiring the Governor to attach comments received from the relevant agencies or officials from whom support is not demonstrated.

It is the conferees intent that each State plan be developed collaboratively, and that a demonstration of support from the appropriate state agencies and officials with responsibilities for the components of the plan be included in the plan.

The conferees also required that upon submission of an application, the Governor shall attach all comments received from agencies and officials whose support is not demonstrated. The conferees placed emphasis on the Governor attaching those comments that address those portions of the plan that are within the jurisdiction of relevant agencies or officials under State or applicable law.

It is the intent of the conferees that the opportunity to make comments be made to the final version of the application which the Governor will be submitting.

The House Bill requires the Secretaries to review and approve or disapprove a state's application while the Senate Amendment requires the Secretaries to submit the application to a peer review process, determine whether to approve or disapprove, and also provides what further action will be taken if the application is approved.

The House recedes with an amendment removing the peer review process.

The House Bill requires a state application to be approved only if certain things are demonstrated in the application. The Senate Amendment states the Secretaries shall take into consideration and give priority to applications that include these same criteria.

The House recedes with an amendment adding two additional review considerations.

The Senate Amendment, but not the House Bill, provides an additional requirement to describe the highest levels of concurrence with the plan by the appropriate officials.

The House recedes.

The House Bill, but not the Senate Amendment, requires a state application to be approved only if other resources will be used to implement the plan.

The Senate recedes.

The Senate Amendment, but not the House Bill, gives priority to school-to-work systems that include programs that provide paid work experiences.

The House recedes with an amendment to give priority to applications that require paid experiences as an integral part of the State's system. The conferees recognize that many experts consulted in the development of legislation have concluded that school-to-work programs that incorporate the opportunity for students to work in real jobs with pay are more effective in helping students prepare for the world of work than programs that do not include paid work. Employers have greater expectations of young people who are performing paid work and are more likely to invest time and effort in the development of their skills. Students are more likely to feel accountable for their performance in a school-to-work program if the program includes paid work experience. In addition, for many young people, particularly those from lower-income families who need to work to supplement their family incomes, participation in a school-to-work program may not be possible without some paid work component.

However, the conferees also appreciate the concerns raised that there may not be sufficient paid work available in a particular area to accommodate all of the students participating in a school-to-work program. The ability of any local partnership to establish the kind of program the Act envisions is dependent on the willingness of private employers on a voluntary basis, to provide high quality job placements for participants and to work with schools to develop programs and curricula that integrate what the participants are learning on the job with what they are learning in school. In areas where unemployment is high, or job opportunities for young people are otherwise restricted, such placements may be limited. Therefore, the legislation does not require a minimum amount of paid work experience. The legislation also recognizes that other work-related experiences that do not involve paid work, such as participation in school-based enterprises and job shadowing can also provide students with valuable experiences.

The conferees do believe that those States that have made paid work experience a required element of their programs should receive priority in the selection process to determine the States that

will receive the first implementation grants. This would not preclude those States not requiring paid work experience from receiving grants.

The House Bill requires a State application to be approved only if the plan limits administrative costs and increases amounts spent on delivery of services to students. The Senate Amendment states the Secretaries shall give priority to applications that include this same criteria.

The Senate recedes.

The House Bill, but not the Senate Amendment, requires a state application to be approved only if the plan addresses urban and rural partnerships, if the census data allows.

The Senate recedes with an amendment to strike the House language that States will ensure the establishment of a partnership in at least 1 urban and 1 rural area in the State, if appropriate.

The House Bill, but not the Senate Amendment, provides for the Secretaries to take certain action if a state plan is disapproved.

The House recedes.

The House Bill, but not the Senate Amendment, states the use of funds for review of applications.

The Senate recedes.

The House Bill, but not the Senate Amendment, provides a "use of amounts" clause.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for application procedures by a local partnership to the State, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, requires that local partnership applications describe the extent to which the program will provide paid work experience.

The House recedes with an amendment to require the applications to describe the extent the local partnerships will require paid work experiences.

The Senate Amendment, but not the House Bill, requires that local partnership applications describe how it will ensure employer involvement.

The House recedes.

The House Bill, but not the Senate Amendment, states that the local partnership application will provide assurances that the industries and occupations provided to students will be in industries offering high-skill, high-wage employment.

The Senate recedes.

The Senate Amendment, but not the House Bill, provides a time and manner clause.

The House recedes.

The House Bill, but not the Senate Amendment, provides for the State to take certain action if a local plan is disapproved.

The Senate recedes.

Both the House Bill and the Senate Amendment provides similar use of amounts for the local partnerships, but use slightly different language.

The House recedes with an amendment to combine the two versions and to allow career awareness and counseling activities to begin no later than seventh grade.

The House Bill, but not the Senate Amendment, allows the amounts to be used to provide support services.

The Senate recedes with an amendment to allow the supplementary services to be provided when necessary for participation in the school-to-work program.

Both the House Bill and the Senate Amendment provide similar use of amounts for the local partnerships, but use slightly different language.

The Senate recedes.

The House Bill, but not the Senate Amendment, allows the amounts to be used to promote the formation of partnerships as an investment in future workplace productivity.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar use of amounts for the local partnerships, but use slightly different language.

The House recedes with an amendment to allow local partnerships to use monies for opportunities outside the classroom which are in the worksite.

The House Bill, but not the Senate Amendment, allows the amounts to be used to coordinate recruitment of youths with organizations which have a history of success with these targeted individuals.

The Senate recedes.

The House Bill, but not the Senate Amendment, provides a partnership compact.

The Senate recedes.

Both the House Bill and the Senate Amendment provide administrative cost ceilings, but provide different amounts.

The Senate recedes with an amendment to state that local partnerships may not use more than 10% for administrative costs.

Both the House Bill and the Senate Amendment provide minimum amounts of state grant awards to be used for subgrants to local partnerships, but provide different amounts.

The Senate recedes.

Both the House Bill and the Senate Amendment provide that the States may use grant amounts for additional activities, but use slightly different language.

The House recedes with an amendment combining the specified participants in the two bills.

The House Bill, but not the Senate Amendment, provides that the States may use grant amounts for encouraging partnerships, coordinating recruitment, and conducting outreach to all students.

The Senate recedes.

The Senate Amendment, but not the House Bill, provides that the States may use grant amounts for additional services to prepare students for the transition from school to work.

The House recedes.

Both the House Bill and the Senate Amendment provide for allocation requirements, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, states the allowable number of implementation grants.

The House recedes with an amendment to correct word choice.

Both the House Bill and the Senate Amendment provide administrative cost ceilings, but provide different amounts.

The House recedes with an amendment to provide a State administrative cost ceiling of 10%.

The House Bill, but not the Senate Amendment, provides for periodic reports to be submitted to the Secretaries.

The Senate recedes.

The House Bill, but not the Senate Amendment, provides a separate subtitle for development and implementation grants for school-to-work programs for Indian youths.

The Senate recedes.

The Senate Amendment, but not the House Bill, allows the Secretaries to make grants to consortia of congressional districts with low population densities to develop consortia-wide school-to-work systems.

The Senate recedes.

Both the House Bill and the Senate Amendment provide the same purposes of the Title III grants, but use slightly different language.

The Senate recedes with a word change amendment.

Both the House Bill and the Senate Amendment provide similar authorization for the grants to local partnerships, but the House Bill states certain restrictions on these grants.

The Senate recedes with an amendment to combine the language in the two bills.

Both the House Bill and the Senate Amendment provide similar authorization for the grants to high poverty areas, but the House Bill states certain restrictions on these grants.

The Senate recedes with an amendment to clarify the restrictions for local partnerships.

The Senate Amendment, but not the House Bill, authorizes the Secretaries to award grants to partnerships in congressional districts with low population densities.

The Senate recedes.

The House Bill, but not the Senate Amendment, provides priority to certain high poverty local partnerships.

The Senate recedes.

The House Bill, but not the Senate Amendment, provides a time period of the grant.

The Senate recedes with an amendment to state that grants shall not exceed five years.

The Senate Amendment, but not the House Bill, defines congressional districts with a low population density.

The Senate recedes.

Both the House Bill and the Senate Amendment provide an application process for the local implementation grants, but the Senate Amendment requires the Secretaries to submit the application to a peer review process.

The House recedes with an amendment striking the peer review process.

The House Bill, but not the Senate Amendment, places a time limit for state review and comment.

The Senate recesses.

Both the House Bill and the Senate Amendment require similar requirements to be included in the application, but use slightly different language.

The House recesses.

The House Bill, but not the Senate Amendment, provides for use of funds for review of the applications.

The Senate recesses.

Both the House Bill and the Senate Amendment provide for use of amounts for the grant, but use slightly different language.

The Senate recesses.

Both the House Bill and the Senate Amendment require conformity with an approved state plan, but use slightly different language.

The House recesses with an amendment to state that this refers to local partnerships and approved state plans.

The House Bill, but not the Senate Amendment, requires local partnerships to agree to submit periodic reports.

The Senate recesses with an amendment requiring that the reports not exceed one report every three months.

The House Bill and the Senate Amendment define the term "high poverty area" differently.

The House recesses with an amendment to include a contiguous group of urban census tracts or block areas; and the poverty rate is changed to be among youth aged 0-21.

The Senate Amendment, but not the House Bill, provides that funds awarded under part H of title IV of JTPA may be awarded in combination with funds under this section.

The House recesses.

Both the House Bill and the Senate Amendment provide for authorization of research, demonstration, and other projects, but use slightly different language.

The House recesses.

Both the House Bill and the Senate Amendment provide an "additional use of amounts" statement, but use slightly different language.

The House recesses.

Both the House Bill and the Senate Amendment provide similar performance outcomes and evaluations, but use slightly different language.

The Senate recesses with an amendment to include the language in both bills.

The Senate Amendment, but not the House Amendment, provides an additional evaluation regarding the students' understanding of all aspects of an industry.

The House recesses.

Both the House Bill and the Senate Amendment provide similar performance outcomes and evaluations, but use slightly different language.

The House recesses.

Both the House Bill and the Senate Amendment provide for a national evaluation of programs funded under this Act, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide for periodic reports to the Secretaries, but use slightly different language.

The House recedes with a technical correction in numbering; requires the report to provide information on current Federal programs.

Both the House Bill and the Senate Amendment provide for similar "Purpose" statements, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar authorized activities, but use slightly different language.

The House recedes with an amendment to combine the language in both bills.

The Senate Amendment, but not the House Bill, allows states to use funds to implement school-sponsored enterprises.

The House recedes.

The Senate Amendment, but not the House Bill, allows the Secretaries to use funds for the peer review of all applications.

The Senate recedes.

The House Bill amends JTPA to include the collection and dissemination of certain information from this Act in JTPA's current information and dissemination network. The Senate Amendment establishes a network and clearinghouse, but requires the Secretaries to coordinate these activities with similar entities to avoid duplication.

The Senate recedes with an amendment to include the ERIC and Vocational Education clearinghouses.

Both the House Bill and the Senate Amendment require the Secretaries to report to Congress, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment allow for state requests for waivers of statutory or regulatory requirements, but use different language.

The Senate recedes with an amendment to clarify language.

Both the House Bill and the Senate Amendment allow local partnerships to request waivers of statutory or regulatory requirements, but use slightly different language.

The House recedes with an amendment clarifying that it is a local partnership requesting the waiver.

The House Bill, but not the Senate Amendment, provides a time limit for the state to make a determination on the waiver request.

The Senate recedes with an amendment clarifying the direct submission language.

Both the House Bill and the Senate Amendment provide waiver criteria, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, requires the State to provide evidence of support for the waiver request by the State officials and entities involved.

The House recedes.

Both the House Bill and the Senate Amendment provide waiver authority of the Secretary of Education, but use slightly different language.

The Senate recedes. The conferees intend the limitations on waivers specified under Sections 502(c) and 503(b) to be construed to prohibit the waiver of provisions in the affected statutes pertaining to the assurance of equal access to services for special populations. The conferees intend the limitations on waivers specified under Secs. 502(c) and 503(b) to be construed to prohibit the waiver of provisions in the affected statutes pertaining to the assurance of equal access to services for special populations, such as the Sex Equity and Single Parent/Displaced Homemaker/Single Pregnant Women funding reserves, and the role responsibilities of the Sex Equity Coordinator under the Carl D. Perkins Vocational and Applied Technology Education Act; and the specialized services, goal-setting, data collection and reporting requirements of the Non-Traditional Employment for Women Act as it pertains to the Job Training Partnership Act.

The House Bill, but not the Senate Amendment, requires the State to provide documentation of the necessity of the waiver(s) requested.

The Senate recedes.

Both the House Bill and the Senate Amendment state that the Secretaries may waive requested laws or provisions if certain criteria are met, but use slightly different language.

The House recedes with an amendment to clarify language.

The House Bill, but not the Senate Amendment requires the State to provide certain groups and individuals an opportunity to comment on the waiver request.

The Senate recedes with an amendment to include labor and business organizations in the list of participants that may have an opportunity to comment on waiver proposal. It is not the conferees intent to require states to disseminate this information personally to all individuals listed in this section. Conferees do envision that such dissemination may be provided to schools—as opposed to individual teachers, students, or parents—or through other forms of group dissemination.

Both the House Bill and the Senate Amendment require the Secretary of Education to act promptly, but the House Bill requires the Secretary to issue a detailed decision and to consider the amount of State resources that are to be used to implement the plan.

The Senate recedes.

Both the House Bill and the Senate Amendment provide the same time period for each approved waiver, but use slightly different language.

The House recedes with an amendment to clarify language.

Both the House Bill and the Senate Amendment state the same provisions of law that may be waived by the Secretary of Education, but use slightly different language.

The House recedes.

Both the House Bill and the Senate Amendment state the same requirements that may NOT be waived by the Secretary of Education, but use slightly different language.

The House recedes with an amendment to combine the language in the two bills.

Both the House Bill and the Senate Amendment provide similar conditions for termination of waivers, but use slightly different language.

The House recedes with an amendment to clarify language.

Both the House Bill and the Senate Amendment state the same provisions of law that may be waived by the Secretary of Labor, but use slightly different language.

The Senate recedes.

The House Bill, but not the Senate Amendment, requires the State to provide documentation of the necessity of the waivers requested.

The Senate recedes.

The House Bill, but not the Senate Amendment, requires the State to provide certain groups and individuals an opportunity to comment on the waiver request.

The Senate recedes with an amendment to include labor and business groups in the list of participants that may have an opportunity to comment on the waiver request.

Both the House Bill and the Senate Amendment require the Secretary of Labor to act promptly, but the House Bill requires the Secretary of Labor to issue a detailed decision and to consider the amount of State resources that are to be used to implement the plan.

The Senate recedes. It is not the conferees intent to require states to disseminate this information personally to all individuals listed in this section. Conferees do envision that such dissemination may be provided to schools—as opposed to individual teachers, students, or parents—or through other forms of dissemination.

Both the House Bill and the Senate Amendment provide the same time period for each approved waiver, but use slightly different language.

The House recedes with an amendment to clarify language.

Both the House Bill and the Senate Amendment state the same requirements that may not be waived by the Secretary of Labor, but use slightly different language.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar conditions for termination of waivers, but use slightly different language.

The House recedes with an amendment to clarify language.

Both the House Bill and the Senate Amendment provide for the combination of funds for high poverty schools, but use slightly different language.

The House recedes.

The Senate Amendment, but not the House Bill, allows for the combination of Carl Perkins and JTPA funds at the state level.

The Senate recedes.

Both the House Bill and the Senate Amendment provide similar safeguards for nondiscrimination, prohibition of wages, and labor standards, but use different language.

The House recedes with an amendment to disallow funds to be used to pay the wages of workplace mentors.

Both the House Bill and the Senate Amendment state that this Act shall not be construed to establish a right for any individual to bring an action to obtain services under this Act.

The Senate recedes with an amendment to move this language to an earlier provision. The conferees added new language to make clear that nothing in this Act is intended to expand, diminish, modify or affect any rights to enforcement that an individual may have under other federal laws, such as 42 U.S.C. section 1983, if any, with respect to the lawful operation of school-to-work programs and state and local obligations under the Act, except as expressly provided. The conferees expect state and local entities to establish and maintain programs in a manner consistent with the requirements of this Act and to carry out the obligations of this Act, including assurances and actions described in state and local applications and plans.

Both the House Bill and the Senate Amendment state that similar authority of other officials or entities will not be superseded, but use slightly different language.

The House recedes with an amendment to combine the language of the two bills and also adds new language building on the language recognizing the legal authority of state officials, agencies or entities.

The House Bill, but not the Senate Amendment, provides a non-supplant clause.

The Senate recedes replacing the non-supplant clause with maintenance of effort language.

Both the House Bill and the Senate Amendment allow the Secretaries to establish other safeguards, but use slightly different language.

The House recedes.

The House Bill, but not the Senate Amendment, provides for the reauthorization of job training for the homeless demonstration program under the Stewart B. McKinney Homeless Assistance Act.

The Senate recedes.

The Senate Amendment, but not the House Bill, provides both an effective date and a sunset clause.

The House recedes with an amendment changing the sunset date from "nine calendar years after the date of enactment" to "2001".

The Senate Amendment, but not the House Bill, specifies that this is not an unfunded mandate on states and does not allow this Act to be used to force compliance with other Federal laws.

The House recedes with an amendment to replace the Senate language with the exact language that was included in Goals 2000 regarding unfunded federal mandates.

The Senate Amendment, but not the House Bill, includes a Sense of the Senate that funding for this Act will come predominately through offsets from Department of Education and Department of Labor programs.

The Senate recesses.

The Senate Amendment, but not the House Bill, amends Tech-Prep to encourage participation by 4-year colleges in Tech-Prep consortia and to give priority to applications that allow for placement in 4-year colleges.

The House recesses with an amendment accepting the provision allowing tech-prep programs to begin in the ninth grade; amending the provision to give special consideration to programs that are developed in consultation with institutions of higher education that award baccalaureate degrees.

The Senate Amendment, but not the House Bill, amends the Higher Education Amendments of 1986 to allow the Secretary of the Interior to award grants to promote Native Hawaiian and Alaskan Native cultures.

The House recesses. It is the intent of the conferees that no grants made under this section shall be used to duplicate any of the degree granting programs or efforts of the Institute for American Indian Arts. Furthermore, it is noted that many of the stated purposes of this section are similar to provisions included in the National Museum of the American Indian Act passed by Congress in 1989. These provisions authorized collaborative efforts with museums and institutions around the country for the purpose of cultural preservation and advancement of American Indians, Alaska Natives, and Native Hawaiians. It is anticipated that in awarding grants under this section, the Secretaries shall make every effort to coordinate the grant activities with those authorized by the National Museum of the American Indian Act.

The conferees agreed to accept a technical amendment to section 429 of the Job Training Partnership Act.

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Managers on the Part of the Senate.

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Managers on the Part of the House.

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