

103^D CONGRESS
1ST SESSION

H. R. 1454

To provide for the development of workplace readiness competencies and voluntary national industry-recognized skill standards, to promote school-to-work transition and youth apprenticeship, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MARCH 24, 1993

Mr. GUNDERSON (for himself, Mr. GOODLING, Mr. PETRI, Ms. MOLINARI, Mrs. JOHNSON of Connecticut, Ms. SNOWE, Mr. KOLBE, and Mr. BEREUTER) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To provide for the development of workplace readiness competencies and voluntary national industry-recognized skill standards, to promote school-to-work transition and youth apprenticeship, and for other purposes.

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

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

4 (a) SHORT TITLE.—This Act may be cited as the
5 “National School-to-Work Transition and Youth Appren-
6 ticeship Act of 1993”.

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

- Sec. 1. Short title; table of contents.
- Sec. 2. Definitions.
- Sec. 3. Findings.

TITLE I—INTERAGENCY COMPACT ON WORKFORCE
PREPARATION

- Sec. 101. Purpose.
- Sec. 102. Establishment.
- Sec. 103. Duties.
- Sec. 104. Staff.
- Sec. 105. Availability of amounts.

TITLE II—DEVELOPMENT OF WORKPLACE READINESS COM-
PETENCIES AND VOLUNTARY NATIONAL INDUSTRY-RECOG-
NIZED SKILL STANDARDS

- Sec. 201. Purposes.
- Sec. 202. National Advisory Group on Workforce Skills.
- Sec. 203. Assistance in formation of industry partnerships.
- Sec. 204. Grants to industry partnerships.
- Sec. 205. Endorsement of competencies, skill standards, and related rec-
ommendations.
- Sec. 206. Availability of competencies, skill standards, and related recommenda-
tions.
- Sec. 207. Authorization of appropriations.

TITLE III—STATE SCHOOL-TO-WORK TRANSITION CHALLENGE
GRANTS

- Sec. 301. Purpose.

Subtitle A—Planning Grants

- Sec. 311. Authorization.
- Sec. 312. Application.
- Sec. 313. Use of amounts.

Subtitle B—Implementation Grants

- Sec. 321. Authorization.
- Sec. 322. Application.
- Sec. 323. Use of amounts.
- Sec. 324. Federal and State share.
- Sec. 325. Reports.
- Sec. 326. Administrative costs.

Subtitle C—Approval and Disapproval of State Plans

- Sec. 331. Submission of State plan.
- Sec. 332. Approval and disapproval.

Subtitle D—Authorization of Appropriations

Sec. 341. Authorization of appropriations.

TITLE IV—STATE YOUTH APPRENTICESHIP PROGRAM GRANTS

Sec. 401. Purposes.

Subtitle A—Grants to States

Sec. 411. Authorization.

Sec. 412. Application.

Sec. 413. Use of amounts.

Sec. 414. Reports.

Sec. 415. Federal and State share.

Sec. 416. Equitable distribution.

Sec. 417. Administrative and related costs.

Sec. 418. Authorization of appropriations.

Subtitle B—National Youth Apprenticeship Criteria and Safeguards

Sec. 421. National youth apprenticeship criteria.

Sec. 422. Labor standards and safeguards.

Subtitle C—Relationship to Other Federal Laws

Sec. 431. Vocational education.

Sec. 432. Job training.

Sec. 433. Elementary and secondary education.

1 **SEC. 2. DEFINITIONS.**

2 For the purpose of this Act, the following definitions
3 apply:

4 (1) CAREER AWARENESS AND EXPLORATION
5 PROGRAMS.—The term “career awareness and explo-
6 ration programs” means school curriculum and
7 work-based exploration of career options in an in-
8 dustry or occupational cluster or orientation to a
9 specific occupation which should precede application
10 to a youth apprenticeship program.

11 (2) CERTIFICATE OF MASTERY.—The term
12 “certificate of mastery” means the documented at-
13 tainment of voluntary national industry-recognized
14 skill standards.

1 (3) GOVERNOR.—The term “Governor” means
2 the chief executive of any State.

3 (4) LOCAL EDUCATIONAL AGENCY.—The term
4 “local educational agency” has the meaning given
5 such term in section 1471(12) of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C.
7 2891(12)).

8 (5) PRIVATE INDUSTRY COUNCIL.—The term
9 “private industry council” has the meaning given
10 such term in section 102 of the Job Training Part-
11 nership Act (29 U.S.C. 1512).

12 (6) SCHOOL-TO-WORK TRANSITION.—The term
13 “school-to-work transition” means the comprehen-
14 sive process by which students acquire academic and
15 occupational skills, workplace readiness com-
16 petencies, and in some instances work experience, to
17 assist in the transition from school to employment.

18 (7) STATE.— The term “State” has the mean-
19 ing given such term in section 1201(b) of the Higher
20 Education Act of 1965.

21 (8) VOLUNTARY NATIONAL INDUSTRY-RECOG-
22 NIZED SKILL STANDARDS.—The term “voluntary na-
23 tional industry-recognized skill standards” means in-
24 dustry-based occupational proficiencies that establish
25 the skills that are required by an industry, which

1 shall be marked to world class levels of industry per-
2 formance and tied to measurable performance-based
3 outcomes that can be readily assessed, and are com-
4 parable across industries, similar occupations, and
5 States.

6 (9) WORKPLACE MENTOR.—The term “work-
7 place mentor” means an individual at a worksite
8 who instructs an apprentice, critiques the perform-
9 ance of the apprentice, challenges the apprentice to
10 perform well, and works in cooperation with class-
11 room teachers and others involved in the youth ap-
12 prenticeship program.

13 (10) WORKPLACE READINESS COM-
14 PETENCIES.—The term “workplace readiness com-
15 petencies” means cross-industry, cross-occupational
16 skills that are needed to be effective in the
17 workforce.

18 (11) YOUTH APPRENTICE.—The term “youth
19 apprentice” means an individual—

20 (A) who has attained the age of 16;

21 (B) who is currently enrolled in a second-
22 ary school, as such term is defined in section
23 1471(21) of the Elementary and Secondary
24 Education Act of 1965 (20 U.S.C. 2891(21));
25 and

1 (C) who is participating in a certified
2 youth apprenticeship program.

3 (12) YOUTH APPRENTICESHIP AGREEMENT.—

4 The term “youth apprenticeship agreement” means
5 a written agreement between an employer, local edu-
6 cational entity, student in a youth apprenticeship
7 program, and the parent or guardian of such stu-
8 dent, which defines the parties’ respective roles and
9 responsibilities.

10 (13) YOUTH APPRENTICESHIP PROGRAM.—The
11 term “youth apprenticeship program” means a pro-
12 gram that—

13 (A) integrates academic instruction and
14 work-based learning;

15 (B) provides for worksite learning and paid
16 work experience;

17 (C) is offered to students beginning in the
18 11th or 12th grade;

19 (D) is intended to—

20 (i) result in receipt of a high school
21 diploma and an approved certificate of
22 mastery; and

23 (ii) lead, as appropriate, to entry into
24 a postsecondary program, a program reg-

1 istered under the National Apprenticeship
2 Act, or permanent employment; and
3 (E) is certified as meeting national youth
4 apprenticeship criteria.

5 **SEC. 3. FINDINGS.**

6 The Congress finds the following:

7 (1) Demographic trends, technological change,
8 increased international competition, and in some in-
9 stances, failure of United States education and
10 training systems have resulted in shortages of skilled
11 workers and an excess of unskilled, hard-to-employ
12 individuals.

13 (2) The American workplace of the future will
14 demand different and higher level skills for which
15 too many of our youths are not currently trained.

16 (3) Between 1975 and 1990, higher skill occu-
17 pations grew at almost 2½ times the rate of lower
18 skill occupations, and this trend is expected to con-
19 tinue with higher skill occupations projected to grow
20 nearly twice as fast as lower skill occupations during
21 the period 1990 through 2005.

22 (4) The competitiveness of the United States
23 will increasingly depend on a well-educated and well-
24 trained workforce.

1 (5) The United States is the only major indus-
2 trialized nation that lacks a formal system for help-
3 ing youths make the transition from school to work.

4 (6) At a time when only 50 percent of United
5 States youths go on to college after high school, with
6 only 20 to 25 percent of all youths completing 4-
7 year degrees, the United States educational system
8 continues to be geared disproportionately toward
9 meeting the needs of college-bound students.

10 (7) A significant proportion of youths in the
11 United States lack the necessary skills to meet em-
12 ployer requirements for entry level positions.

13 (8) High quality work-based learning programs,
14 particularly youth apprenticeship programs, have
15 shown strong potential to enable the United States
16 to compete better in the global marketplace by im-
17 proving workforce preparation and facilitating
18 youths' transition from school to work.

19 (9) Unlike other industrialized countries, the
20 United States has no system of skill standards driv-
21 ing its workforce development programs.

22 (10) The development of voluntary national in-
23 dustry-recognized skill standards will benefit busi-
24 ness and industry, workers and potential workers,

1 organizations representing workers, educators, and
2 the job training community.

3 (11) The Federal Government should facilitate,
4 but not mandate, the development of voluntary na-
5 tional industry-recognized skill standards, and such
6 standards should be developed by partnerships of
7 business and industry, workers, and experts in the
8 fields of education and training in those industries
9 for which the standards are developed.

10 (12) Voluntary national industry-recognized
11 skill standards should be broad-based, not job spe-
12 cific, and should be recognized as the essential build-
13 ing blocks of a comprehensive workforce develop-
14 ment system.

15 **TITLE I—INTERAGENCY COM-**
16 **PACT ON WORKFORCE PREP-**
17 **ARATION**

18 **SEC. 101. PURPOSE.**

19 The purpose of this title is to establish an Inter-
20 agency Compact on Workforce Preparation to carry out
21 activities to improve the United States workforce, specifi-
22 cally in the areas of workplace readiness competencies, vol-
23 untary national industry-recognized skill standards,
24 school-to-work transition, and youth apprenticeship.

1 **SEC. 102. ESTABLISHMENT.**

2 There is established an Interagency Compact on
3 Workforce Preparation (in this Act referred to as the
4 “Compact”). The Compact shall be administered under
5 the terms of an interagency agreement entered into by the
6 Secretary of Education and the Secretary of Labor, in
7 consultation with the Secretary of Commerce.

8 **SEC. 103. DUTIES.**

9 (a) IN GENERAL.—The Compact, in consultation
10 with appropriate Federal agencies and national organiza-
11 tions and associations representing business, labor, and
12 experts in the fields of education and training (as the
13 Compact determines necessary), shall—

14 (1) in accordance with section 203, identify in-
15 dustries or clusters of industries (where appropriate)
16 for which voluntary national industry-recognized
17 skill standards might be developed and utilized suc-
18 cessfully, and provide technical assistance and other
19 forms of assistance to assist individuals to establish
20 partnerships in such industries that would be eligible
21 to receive grants under section 204;

22 (2) in accordance with section 204, provide
23 grants to industry partnerships for the purpose of
24 developing voluntary national industry-recognized
25 skill standards;

1 (3) in accordance with section 205, provide pro-
2 cedures for the endorsement of recommendations for
3 workplace readiness competencies, voluntary national
4 industry-recognized skill standards, and other relat-
5 ed recommendations;

6 (4) in accordance with section 206, make avail-
7 able to appropriate entities those recommendations
8 endorsed under section 205;

9 (5) in accordance with sections 311 and 321,
10 provide grants to States to develop and implement
11 State plans to establish school-to-work transition
12 systems in such States, and establish procedures to
13 measure the performance or success of such systems
14 taking into account school retention rates, gradua-
15 tion rates, employment placements (where appro-
16 priate), matriculation rates to postsecondary schools,
17 training institutions, registered apprenticeship pro-
18 grams, the military, and other appropriate factors,
19 as determined by the Compact;

20 (6) in accordance with subtitle C of title III,
21 provide procedures for the approval of such State
22 plans;

23 (7) in accordance with section 411, provide
24 grants to States for the purpose of establishing
25 youth apprenticeship programs in such States, and

1 establish procedures similar to the procedures de-
2 scribed in paragraph (5) to measure the perform-
3 ance or success of such programs;

4 (8) provide procedures under which a State
5 may apply for a grant under sections 321 and 411
6 in a single application to establish a unified State
7 plan for establishing school-to-work transition sys-
8 tems and youth apprenticeship programs in such
9 State;

10 (9) conduct research, in cooperation with the
11 Office of Educational Research and Improvement,
12 where appropriate, on—

13 (A) methods of assessment, curriculum de-
14 velopment, translation, and dissemination of
15 best practices with regard to the application of
16 workplace readiness competencies and industry-
17 recognized skill standards to the teaching of
18 academics and work-based learning in education
19 and training programs, including grades K–12;

20 (B) the infrastructures, programs, and
21 services that are needed to provide youths with
22 the education, competencies, and skills nec-
23 essary to made a successful transition from
24 school to work and into further education and

1 training activities which are directly related to
2 an occupation; and

3 (C) the development of youth apprentice-
4 ship opportunities in new and emerging indus-
5 tries, and existing industries where such oppor-
6 tunities do not currently exist, and other re-
7 search activities as determined to be appro-
8 priate;

9 (10) establish a clearinghouse for information
10 obtained as a result of programs established under
11 this Act for the purpose of—

12 (A) maintaining such information, includ-
13 ing information on—

14 (i) the identification of workplace
15 readiness competencies and national indus-
16 try-recognized skill standards, and on best
17 practices in applying such competencies
18 and standards to the teaching of academics
19 and work-based learning in education and
20 training programs, including grades K–12;

21 (ii) school-to-work transition pro-
22 grams and services that lead to successful
23 movement of students from high school
24 into the workforce or into further edu-

1 cation and training activities which are di-
2 rectly related to an occupation; and

3 (iii) model youth apprenticeship pro-
4 grams; and

5 (B) disseminating such information, upon
6 request from States or local educational agen-
7 cies, educational institutions, eligible local con-
8 sortia, or other interested entities and individ-
9 uals, where appropriate, including information
10 necessary for the replication of model youth ap-
11 prenticeship programs; and

12 (11) conduct studies to—

13 (A) evaluate the initial and continuing im-
14 pact of activities undertaken under this Act on
15 individuals (including students and employees),
16 schools, and employers;

17 (B) examine the use of funds under the
18 Job Training Partnership Act (29 U.S.C. 1501
19 et seq.), the Carl D. Perkins Vocational and
20 Applied Technology Education Act (20 U.S.C.
21 2301 et seq.), and the Elementary and Second-
22 ary Education Act of 1965 (20 U.S.C. 2701 et
23 seq.), other appropriate Federal, State, or local
24 programs, and funds from appropriate private
25 resources, in support of these programs;

1 (C) determine the extent to which States
2 are implementing youth apprenticeship pro-
3 grams in accordance with title IV and the num-
4 ber of students participating in such programs
5 on a State-by-State basis; and

6 (D) evaluate other issues as the Compact
7 determines appropriate.

8 (b) REPORTS.—

9 (1) INITIAL REPORT.—Not later than 2 years
10 after the date of the enactment of this Act, the
11 Compact shall submit an initial report to the Presi-
12 dent and the Congress on the results of the studies
13 conducted pursuant to subsection (a)(11).

14 (2) BIENNIAL REPORTS TO CONGRESS.—The
15 Compact shall submit to the Congress on a biennial
16 basis a report with respect to grants provided under
17 section 411 to promote youth apprenticeship pro-
18 grams.

19 **SEC. 104. STAFF.**

20 The Secretary of Education and the Secretary of
21 Labor shall provide to the Compact staff and other sup-
22 portive services necessary for the Compact to carry out
23 its duties under section 103.

1 **SEC. 105. AVAILABILITY OF AMOUNTS.**

2 Notwithstanding any other provision of this Act,
3 amounts made available under sections 207(a)(2), 326,
4 and 417, for a fiscal year shall be available to carry out
5 paragraphs (9) through (11) of section 103(a).

6 **TITLE II—DEVELOPMENT OF**
7 **WORKPLACE READINESS**
8 **COMPETENCIES AND VOL-**
9 **UNTARY NATIONAL INDUS-**
10 **TRY-RECOGNIZED SKILL**
11 **STANDARDS**

12 **SEC. 201. PURPOSES.**

13 The purposes of this title are—

14 (1) to facilitate the identification of workplace
15 readiness competencies which employers agree that
16 all students should possess upon completion of high
17 school in order to be effective participants in the
18 workforce and to make recommendations on the in-
19 corporation of such competencies into the academic
20 and work-based curriculum in grades K–12, as well
21 as other appropriate education and training pro-
22 grams, taking into account the previous work of the
23 Secretary’s Commission on Achieving Necessary
24 Skills; and

25 (2) to facilitate the development and subsequent
26 adoption of a national system of voluntary national

1 industry-recognized skill standards, including rec-
2 ommendations for the assessment and application of
3 such skill standards to education and training pro-
4 grams, leading to certifications of mastery for broad-
5 ly-based occupations within major industries for
6 which no recognized standards currently exist.

7 **SEC. 202. NATIONAL ADVISORY GROUP ON WORKFORCE**
8 **SKILLS.**

9 (a) ESTABLISHMENT.—There is established a Na-
10 tional Advisory Group on Workforce Skills (in this Act re-
11 ferred to as the “Advisory Group”).

12 (b) MEMBERSHIP.—

13 (1) IN GENERAL.—The Secretary of Education
14 and the Secretary of Labor (in this title referred to
15 as the “Secretaries”), in consultation with the Sec-
16 retary of Commerce, shall appoint the members of
17 the Advisory Group from among the following indi-
18 viduals:

19 (A) Individuals who are representatives of
20 business and industry (including small busi-
21 ness), who have expertise and interest in
22 workforce development and who are selected
23 from among nominees submitted by national
24 business organizations and national trade asso-
25 ciations.

1 (B) Individuals who are representatives of
2 organized labor who have expertise and interest
3 in workforce development and are selected from
4 among nominees submitted by national labor
5 organizations.

6 (C) Individuals who are experts in the
7 fields of education and job training who are rec-
8 ognized for their specialization and interest in
9 workforce development.

10 (2) ADDITIONAL QUALIFICATIONS.—In making
11 appointments under paragraph (1), the Secretaries
12 shall—

13 (A) appoint a majority of the members
14 from among representatives of business and in-
15 dustry under paragraph (1)(A);

16 (B) to the extent practicable, include win-
17 ners of the Malcolm Baldrige National Quality
18 Award among such representatives; and

19 (C) include individuals from a broad cross-
20 section of industries and occupations.

21 (c) TERMS.—

22 (1) IN GENERAL.—Each member of the Advi-
23 sory Group shall be appointed for a term of 5 years.

1 (2) VACANCIES.—A vacancy in the Advisory
2 Group shall be filled in the manner in which the
3 original appointment was made.

4 (d) COMPENSATION.—

5 (1) IN GENERAL.—Except as provided in para-
6 graph (2), each member of the Advisory Group shall
7 serve without compensation.

8 (2) TRAVEL EXPENSES.—Each member of the
9 Advisory Group shall receive travel expenses, includ-
10 ing per diem in lieu of subsistence, in accordance
11 with sections 5702 and 5703 of title 5, United
12 States Code.

13 (e) CHAIRPERSON.—The Advisory Group shall elect
14 a chairperson from among members who are representa-
15 tives of business and industry under paragraph (1)(A).

16 (f) STAFF.—The Secretaries shall provide the Advi-
17 sory Group with any staff, office facilities, and other as-
18 sistance, and any data prepared by their respective De-
19 partments, required by the Advisory Group to carry out
20 its duties under subsection (h).

21 (g) MEETINGS.—The Advisory Group shall meet at
22 the call of the Compact.

23 (h) DUTIES.—The Advisory Group shall—

24 (1) provide advice and recommendations to the
25 Compact on—

1 (A) the identification of workplace readi-
2 ness competencies which employers agree that
3 all students should possess upon completion of
4 high school in order to be effective participants
5 in the workforce; and

6 (B) the incorporation of such competencies
7 into the academic and work-based curriculum in
8 grades K–12, as well as other appropriate edu-
9 cation and training programs, taking into ac-
10 count the previous work of the Secretary’s
11 Commission on Achieving Necessary Skills;

12 (2) provide advice and recommendations to the
13 Compact on the identification of industries or clus-
14 ters of industries (where appropriate) for which vol-
15 untary national industry-recognized skill standards
16 might be developed and utilized successfully;

17 (3) provide advice and recommendations to the
18 Compact on how to facilitate the establishment of in-
19 dustry partnerships for the development and imple-
20 mentation of such skill standards, through the provi-
21 sion of grants, in each major industry or cluster of
22 industries where it is determined that the develop-
23 ment of such standards would be in the best interest
24 of the industry and its workers;

1 **SEC. 204. GRANTS TO INDUSTRY PARTNERSHIPS.**

2 (a) AUTHORIZATION.—

3 (1) IN GENERAL.—The Compact shall provide
4 grants to eligible industry partnerships described in
5 subsection (b) for the purpose of developing vol-
6 untary national industry-recognized skill standards.

7 (2) PERIOD OF GRANTS.—

8 (A) IN GENERAL.—A grant received under
9 paragraph (1) may extend for a period of not
10 more than 3 fiscal years. The payments under
11 such grant shall be subject to annual approval
12 by the Compact and subject to the availability
13 of appropriations for each fiscal year.

14 (B) EXTENSION GRANTS.— The Compact
15 may provide 2-year extension grants to those el-
16 igible industry partnerships that, following the
17 initial 3-year grant period, demonstrate sub-
18 stantial progress in developing voluntary na-
19 tional industry-recognized skill standards.

20 (b) ELIGIBLE INDUSTRY PARTNERSHIPS.—An indus-
21 try partnership shall be eligible to receive a grant under
22 subsection (a) if the partnership consists of—

23 (1) a majority of individuals who are represent-
24 atives of a majority of businesses within an industry
25 or within a cluster of industries, where appropriate;

1 (2)(A) individuals who are representatives of or-
2 ganized labor, selected from among nominees sub-
3 mitted by recognized national labor organizations
4 representing employees in such industry or industry
5 cluster; or

6 (B) representatives of employees of an industry
7 where organized labor does not broadly represent
8 employees in such industry or industry cluster; and

9 (3) individuals who are experts in the fields of
10 education and job training with expertise in such in-
11 dustry or industry cluster.

12 (c) APPLICATION.—The Compact may not make a
13 grant under subsection (a) to an eligible industry partner-
14 ship unless the partnership submits to the Compact an
15 application in such form and containing such information
16 as the Compact may require.

17 (d) USE OF AMOUNTS.—

18 (1) IN GENERAL.—The Compact may not make
19 a grant under subsection (a) to an eligible industry
20 partnership unless the partnership agrees that it will
21 use all amounts received from such grant to estab-
22 lish and carry out a program to develop rec-
23 ommendations for voluntary national industry-recog-
24 nized skill standards and other related recommenda-

1 tions for occupations within the industry or industry
2 cluster in which such partnership is established.

3 (2) CONDUCT OF PROGRAM.—In carrying out a
4 program established under paragraph (1), an eligible
5 industry or industry cluster partnership shall—

6 (A) identify broadly-based occupations
7 within the industry or industry cluster in which
8 such partnership is established and develop rec-
9 ommendations for voluntary national industry-
10 recognized skill standards for such occupations
11 within such industry or industries;

12 (B) develop recommendations on methods
13 of performance assessment, validation, and cer-
14 tification to measure competencies for such oc-
15 cupations;

16 (C) develop recommendations for curricula
17 and training delivery mechanisms for achieving
18 such competencies that include structured work
19 experiences and related study programs leading
20 to certificates of mastery or associate degrees;

21 (D) develop recommendations for the
22 maintenance of voluntary national industry-rec-
23 ognized skill standards ensuring the responsive-
24 ness of such standards to advances in tech-
25 nology, education, job training, changes in the

1 organization of work, and other appropriate fac-
2 tors;

3 (E) develop recommendations for strategies
4 to promote the adoption and implementation of
5 voluntary national industry-recognized skill
6 standards and certifications of such standards;
7 and

8 (F) ensure, to the extent practicable, that
9 such standards can—

10 (i) be used for the purpose of promot-
11 ing a highly skilled and flexible workforce;

12 (ii) be applied to a wide variety of
13 education and training service providers,
14 both work-based and school-based; and

15 (iii) be used in qualifying individuals
16 for employment and upgrading the skills of
17 existing employees.

18 (e) SELECTION.—In selecting eligible industry part-
19 nerships to receive grants under subsection (a), the Com-
20 pact shall select partnerships from only those industries
21 for which voluntary national industry-recognized skill
22 standards do not exist.

23 (f) REPORT.—

24 (1) IN GENERAL.—The Compact may not make
25 a grant under subsection (a) to an eligible industry

1 partnership unless the partnership agrees that it will
2 submit to the Compact a report containing—

3 (A) the occupations identified and rec-
4 ommendations for voluntary national industry-
5 recognized skill standards developed under sub-
6 section (d)(2)(A);

7 (B) the recommendations for performance
8 assessments, validation, and certification of skill
9 standards developed under subsection
10 (d)(2)(B);

11 (C) the recommendations for curricula and
12 training delivery mechanisms developed under
13 subsection (d)(2)(C);

14 (D) the recommendations for the mainte-
15 nance of skill standards developed under sub-
16 section (d)(2)(D);

17 (E) the recommendations for strategies de-
18 scribed in subsection (d)(2)(E); and

19 (F) any other information the Compact de-
20 termines to be appropriate.

21 (2) TIME LIMIT.—The eligible industry part-
22 nership shall submit to the Compact the report de-
23 scribed in paragraph (1) not later than—

1 (A) 3 years after the date on which the
2 partnership first receives payments under such
3 grant; or

4 (B) in the case of a partnership that re-
5 ceives a 2-year extension grant under sub-
6 section (a)(2)(B), 2 years after the date on
7 which the partnership receives payments under
8 such extension grant.

9 **SEC. 205. ENDORSEMENT OF COMPETENCIES, SKILL**
10 **STANDARDS, AND RELATED RECOMMENDA-**
11 **TIONS.**

12 (a) **COMPETENCIES.**—The Compact shall review and
13 endorse the recommendations for workplace readiness
14 competencies identified under section 202(h)(1) by the
15 Advisory Group, unless such recommendations are clearly
16 inconsistent with or inadequate to achieve the require-
17 ments of this title.

18 (b) **SKILL STANDARDS.**—The Compact, in consulta-
19 tion with the Advisory Group, shall review and endorse
20 the recommendations for voluntary national industry-rec-
21 ognized skill standards, performance assessments, curric-
22 ula and training delivery mechanisms, and certifications
23 of voluntary national industry-recognized skill standards,
24 submitted by industry partnerships under section 204(f),

1 unless such recommendations are clearly inconsistent with
2 or inadequate to achieve the requirements of this title.

3 (c) ADDITIONAL REQUIREMENTS.—

4 (1) TIME LIMIT.—The Compact shall act upon
5 each recommendation described in subsections (a)
6 and (b) not later than 60 days after receiving each
7 such recommendation.

8 (2) ASSISTANCE AND RESUBMISSION.—If the
9 Compact fails to endorse recommendations for work-
10 place readiness competencies under subsection (a),
11 or recommendations for skill standards or related
12 recommendations under subsection (b), the Compact
13 shall provide assistance to the Advisory Group or the
14 industry partnership, as the case may be, for the
15 purpose of improving such recommendations so that
16 the Advisory Group or industry partnership may re-
17 submit such recommendation to the Compact for en-
18 dorsement.

19 **SEC. 206. AVAILABILITY OF COMPETENCIES, SKILL STAND-**
20 **ARDS, AND RELATED RECOMMENDATIONS.**

21 (a) IN GENERAL.—The Compact shall make avail-
22 able, for voluntary use by the entities described in sub-
23 section (b), the recommendations for—

24 (1) workplace readiness competencies endorsed
25 under section 205(a); and

1 (2) voluntary national industry-recognized skill
2 standards and related performance assessments, cur-
3 ricula and training delivery mechanisms, and certifi-
4 cations of voluntary national industry-recognized
5 skill standards endorsed under section 205(b).

6 (b) ENTITIES DESCRIBED.—The entities described in
7 this subsection are postsecondary educational institutions
8 offering professional and technical education, State and
9 local educational agencies and institutions (including voca-
10 tional educational institutions), job training systems, labor
11 organizations, trade and technical associations, individual
12 employers and national business organizations, and any
13 other entities likely to benefit from such recommendations.

14 **SEC. 207. AUTHORIZATION OF APPROPRIATIONS.**

15 (a) IN GENERAL.—There are authorized to be appro-
16 priated to carry out this title such sums as may be nec-
17 essary for each of the fiscal years 1994 through 1998. Of
18 the amount appropriated for each fiscal year—

19 (1) not less than 80 percent of such amount
20 shall be made available to carry out section 204; and

21 (2) not more than 20 percent of such amount
22 shall be made available to carry out sections 202,
23 203, 205, and 206.

24 (b) AVAILABILITY.—Amounts appropriated under
25 subsection (a) shall remain available until expended.

1 **TITLE III—STATE SCHOOL-TO-**
2 **WORK TRANSITION CHAL-**
3 **LENCE GRANTS**

4 **SEC. 301. PURPOSE.**

5 The purpose of this title is to provide grants to States
6 to develop and implement State plans that result in pro-
7 grams and services that provide youths with the education,
8 competencies, and skills necessary to made a successful
9 transition from school to work and into further education
10 and training activities which are directly related to an oc-
11 cupation.

12 **Subtitle A—Planning Grants**

13 **SEC. 311. AUTHORIZATION.**

14 The Compact may award 1-year nonrenewable plan-
15 ning grants to States for the purpose of developing State
16 plans to establish school-to-work transition systems in
17 such States.

18 **SEC. 312. APPLICATION.**

19 The Compact may not make a grant under section
20 311 to a State unless the State submits to the Compact
21 an application in such form and containing such informa-
22 tion as the Compact may reasonably require.

1 **SEC. 313. USE OF AMOUNTS.**

2 The Compact may not provide a grant under section
3 311 to a State unless the State agrees that it will use
4 amounts received from such grant to—

5 (1) prepare a State plan, developed coopera-
6 tively by the State agencies responsible for second-
7 ary education, vocational education, postsecondary
8 education, labor, employment and training, and
9 where appropriate, youth apprenticeship, for the
10 purpose of establishing a comprehensive school-to-
11 work transition system in the State as described in
12 section 323; and

13 (2) submit such plan to the Compact for ap-
14 proval under section 331.

15 **Subtitle B—Implementation Grants**

16 **SEC. 321. AUTHORIZATION.**

17 (a) IN GENERAL.—The Compact shall provide grants
18 to States for the purpose of implementing State plans that
19 have been approved under section 332 to establish school-
20 to-work transition systems in such States.

21 (b) PERIOD OF GRANTS.—A grant received under
22 subsection (a) may extend for a period of not more than
23 3 fiscal years. The payments under such grant shall be
24 subject to annual approval by the Compact based upon
25 demonstrated progress in carrying out the activities de-

1 scribed in section 323 and subject to the availability of
2 appropriations for each fiscal year.

3 **SEC. 322. APPLICATION.**

4 (a) IN GENERAL.—The Compact may not make a
5 grant under section 321(a) to a State unless the State
6 submits to the Compact an application in such form and
7 containing such information as the Compact may reason-
8 ably require.

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

10 (1) an assurance that the State agencies de-
11 scribed in section 313(1) will cooperatively carry out
12 the activities described in section 323;

13 (2) a description of any State legislation that
14 has been enacted, or which the Governor of the
15 State intends to propose, to carry out the State
16 plan;

17 (3) a description of any existing school-to-work
18 transition infrastructure and activities in the State;

19 (4) an identification of the funding sources that
20 will be used to satisfy the State share requirements
21 under section 324(b), including a description of how
22 funds under the Job Training Partnership Act (29
23 U.S.C. 1501 et seq.), the Carl D. Perkins Vocational
24 and Applied Technology Education Act (20 U.S.C.
25 2301 et seq.), and other appropriate Federal pro-

1 grams may be used to carry out the activities under
2 section 323;

3 (5) an assurance that amounts received from a
4 grant under section 321 will be used to supplement,
5 not supplant, non-Federal funds that would other-
6 wise be available for the use of amounts described
7 in section 323;

8 (6) an assurance that amounts received from a
9 grant under section 321 will be used to improve and
10 expand school-to-work transition services in the
11 State, utilizing to the extent practicable, the work-
12 place readiness competencies and the voluntary na-
13 tional industry-recognized skill standards approved
14 under section 205;

15 (7) assurances that the State will maintain data
16 and information regarding the use of amounts under
17 section 323, including the number of students
18 served;

19 (8) assurances that the State will use not more
20 than 5 percent of amounts received from a grant
21 under section 321 for administrative purposes;

22 (9) a description of how the activities under
23 section 323 will be coordinated with programs and
24 services provided under the Carl D. Perkins Voca-
25 tional and Applied Technology Education Act (20

1 U.S.C. 2301 et seq.), the Elementary and Secondary
2 Education Act of 1965 (20 U.S.C. 2701 et seq.), the
3 Job Training Partnership Act (29 U.S.C. 1501 et
4 seq.), the Wagner-Peyser Act (29 U.S.C. 49 et seq.),
5 the Rehabilitation Act of 1973, the Individuals with
6 Disabilities Education Act, and other appropriate
7 Federal programs; and

8 (10) a description of how the activities under
9 section 323 will be coordinated with programs and
10 services provided by State and local educational and
11 job training agencies, State rehabilitation agencies,
12 such other agencies and programs as the State de-
13 termines to have a direct interest in school-to-work
14 transition programs, postsecondary educational insti-
15 tutions, and with employers, business associations,
16 and organized labor within the State.

17 **SEC. 323. USE OF AMOUNTS.**

18 (a) IN GENERAL.—Subject to the requirements in
19 subsection (b), the Compact may not provide a grant
20 under section 321 to a State unless the State agrees that
21 it will use amounts received from such grant to implement
22 a State plan that has been approved under section 332
23 to establish a school-to-work transition system in such
24 State.

1 (b) ADDITIONAL REQUIREMENTS.—The State shall
2 agree that, in implementing the State plan, it will meet
3 the following requirements:

4 (1) All population groups, including women, mi-
5 nority groups, and individuals with disabilities, and
6 to the extent practicable, special populations as de-
7 fined under section 521(31) of the Carl D. Perkins
8 Vocational and Applied Technology Education Act,
9 will have the opportunity to participate in the
10 school-to-work transition system, including youth ap-
11 prenticeships, where applicable.

12 (2) Business and industry, organized labor, and
13 experts in the fields of education and training will
14 be involved in all aspects of development of such sys-
15 tem.

16 (3) The State will provide expanded training
17 and work-based opportunities for teachers, coun-
18 selors, and school officials in such system.

19 (4) The State will develop and implement such
20 system in the elementary and secondary grades, with
21 goals that include—

22 (A) adoption or development of curricula
23 and innovative instructional methods which
24 combine experiential learning with conventional
25 academic programs;

1 (B) integration of academic and vocational
2 instruction, including the development of pro-
3 grams that combine school-based and work-
4 based learning;

5 (C) adoption or development of curricula
6 and instructional materials promoting career
7 awareness and exploration programs;

8 (D) improved and expanded career and
9 academic counseling, including linkages to ca-
10 reer counseling services outside of the school
11 system;

12 (E) development and expansion of support-
13 ive services and a supportive environment for
14 alternative school-to-work programs;

15 (F) development of programs that incor-
16 porate recognized workplace readiness com-
17 petencies and voluntary national industry-recog-
18 nized skill standards, where available, as an in-
19 tegral part of their curricula; and

20 (G) integration of secondary and post-
21 secondary opportunities for youths.

22 (5) The State will conduct an annual evaluation
23 of the school-to-work transition system in the State
24 in which it will outline its progress toward the goals

1 described in this section and make available such
2 evaluation to the Compact.

3 (c) DISCRETIONARY USE OF AMOUNTS.—A State
4 may use amounts received from a grant under section 321
5 to—

6 (1) develop alternative learning programs, flexi-
7 ble school hours and attendance policies (for both
8 students and teachers), postsecondary education op-
9 tions, and flexibility in graduation requirements,
10 while maintaining high academic achievement stand-
11 ards; and

12 (2) assess labor market information systems in
13 the State to determine availability of a uniform sys-
14 tem of information for use by schools on employ-
15 ment options available to high school youths.

16 **SEC. 324. FEDERAL AND STATE SHARE.**

17 (a) FEDERAL SHARE.—The Federal share for grants
18 provided under section 321 may not exceed—

19 (1) 90 percent of the total cost of the activities
20 carried out under section 323 for the 1st year for
21 which a State receives amounts from a grant pro-
22 vided under section 321;

23 (2) 75 percent of the total cost of the activities
24 carried out under section 323 for the 2nd year for

1 which a State receives amounts from a grant pro-
2 vided under section 321; and

3 (3) 60 percent of the total cost of the activities
4 carried out under section 323 for the 3rd year for
5 which a State receives amounts from a grant pro-
6 vided under section 321.

7 (b) STATE SHARE.—

8 (1) IN GENERAL.—A State may obtain funds to
9 pay the State share of costs of the school-to-work
10 transition system from other Federal funding
11 sources, including Federal funds made available
12 under—

13 (A) the Carl D. Perkins Vocational and
14 Applied Technology Education Act (20 U.S.C.
15 2301); and

16 (B) the Job Training Partnership Act (29
17 U.S.C. 1501 et seq.).

18 (2) LIMITATION.—Funds obtained from other
19 Federal funding sources under paragraph (1) shall
20 not exceed 50 percent of the State share of costs.

21 (3) CASH OR IN-KIND CONTRIBUTION.—The
22 State share under this title may be in cash or in
23 kind fairly evaluated, including equipment and serv-
24 ices, and may include contributions from private
25 funding sources.

1 **SEC. 325. REPORTS.**

2 (a) STATE REPORTS.—The Compact may not make
3 a grant under section 321 to a State unless the State
4 agrees to submit to the Compact, in each fiscal year in
5 which the Compact makes payments under such grant to
6 such State, a report containing—

7 (1) data from local educational agencies and
8 educational institutions, as appropriate, regarding
9 the types of services and programs provided, number
10 of individuals served, graduation rates, and matricu-
11 lation rates to postsecondary schools, training insti-
12 tutions, registered apprenticeship programs, and the
13 military;

14 (2) job placement rates of such individuals,
15 where applicable; and

16 (3) such other information as may be required
17 by the Compact that measures the performance and
18 success of activities under section 323.

19 (b) REPORTS TO CONGRESS.—The Compact shall
20 submit to the Congress on a biennial basis a report re-
21 garding grants provided under section 321.

22 **SEC. 326. ADMINISTRATIVE COSTS.**

23 Of the amount appropriated under section 341(a) for
24 any fiscal year, not more than 2 percent of such amount
25 shall be made available to the Compact for administrative
26 expenses in providing grants under subsection 321.

1 **Subtitle C—Approval and**
 2 **Disapproval of State Plans**

3 **SEC. 331. SUBMISSION OF STATE PLAN.**

4 A State that desires to have the Compact approve its
 5 State plan to establish a school-to-work transition system
 6 in such State shall submit such plan to the Compact in
 7 accordance with requirements developed by the Compact.

8 **SEC. 332. APPROVAL AND DISAPPROVAL.**

9 The Compact shall review each State plan submitted
 10 by a State under section 331, and shall approve or dis-
 11 approve each such plan as soon as possible after receiving
 12 such plan.

13 **Subtitle D—Authorization of**
 14 **Appropriations**

15 **SEC. 341. AUTHORIZATION OF APPROPRIATIONS.**

16 (a) IN GENERAL.—There are authorized to be appro-
 17 priated to to carry out this title such sums as may be nec-
 18 essary for each of the fiscal years 1994 through 1998.

19 (b) AVAILABILITY.—Amounts appropriated under
 20 subsection (a) shall remain available until expended.

21 **TITLE IV—STATE YOUTH AP-**
 22 **PRENTICESHIP PROGRAM**
 23 **GRANTS**

24 **SEC. 401. PURPOSES.**

25 The purposes of this title are—

1 (1) to improve the career and educational op-
2 portunities of the Nation's youth, by establishing a
3 nationally recognized system for the youth appren-
4 ticeship approach to learning, while allowing States
5 to customize the model to economic, demographic,
6 and other local conditions;

7 (2) to establish a formal process that engages
8 the business community in partnerships with edu-
9 cation to develop the capacity of workplaces to serve
10 as learning sites and to link academic curriculum
11 with work-based learning in order to ensure that
12 youth apprentices acquire academic and work-based
13 competencies and become skilled, flexible, entry-level
14 workers;

15 (3) to motivate the Nation's young people to re-
16 main in school, improve their basic skills, and be-
17 come productive citizens by providing the oppor-
18 tunity to gain marketable skills while establishing a
19 relationship with a prospective employer; and

20 (4) to prepare the youth of the United States
21 for employment in high-wage, high-skilled occupa-
22 tions.

1 **Subtitle A—Grants to States**

2 **SEC. 411. AUTHORIZATION.**

3 (a) IN GENERAL.—The Compact shall provide grants
4 to States for the purpose of establishing youth apprentice-
5 ship programs in such States.

6 (b) PERIOD OF GRANTS.—

7 (1) IN GENERAL.—A grant received under sub-
8 section (a) may extend for a period of not more than
9 3 fiscal years. The payments under such grant shall
10 be subject to annual approval by the Compact and
11 subject to the availability of appropriations for each
12 fiscal year.

13 (2) EXTENSION GRANTS.—The Compact may
14 provide, upon reapplication, 3-year extension grants
15 to those States that, following the initial 3-year
16 grant period, demonstrate substantial progress in
17 developing youth apprenticeship programs in such
18 States.

19 **SEC. 412. APPLICATION.**

20 (a) IN GENERAL.—The Compact may not make a
21 grant under section 411 to a State unless the State sub-
22 mits to the Compact an application in such form and con-
23 taining such information as the Compact may reasonably
24 require.

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

1 (1) a State plan (developed cooperatively by the
2 State agencies responsible for secondary education,
3 vocational education, postsecondary education, labor,
4 employment and training, and where appropriate,
5 youth apprenticeship (in this subtitle referred to as
6 the “State agencies’)) describing the youth appren-
7 ticeship programs to be established in the State, in-
8 cluding assurances that in carrying out such plan,
9 the State agencies will cooperatively—

10 (A) not later than October 1, 1994, and
11 each subsequent year thereafter in which the
12 State receives amounts from a grant under sec-
13 tion 411, provide grants to local consortia for
14 the purpose of establishing such programs at
15 the local level in such State;

16 (B) ensure that such grants will be of suf-
17 ficient size, scope, and quality to assure the de-
18 velopment of high quality youth apprenticeship
19 programs in such State;

20 (C) provide such grants to achieve the
21 widest possible participation among interested
22 11th and 12th grade students;

23 (D) develop guidelines for the submission
24 of applications by local consortia;

1 (E) develop guidelines for the selection of
2 local consortia consisting of those industries,
3 occupations, and employers offering likelihood
4 of long-term employment, as well as new and
5 emerging industries offering new youth appren-
6 ticeship opportunities and industries where
7 youth apprenticeship opportunities do not cur-
8 rently exist, to the extent practicable;

9 (F) certify that programs established by
10 local consortia meet the national criteria for
11 youth apprenticeship programs described in sec-
12 tion 421 and meet safeguards described in sec-
13 tion 422;

14 (G) provide technical assistance and other
15 supportive services to local consortia and em-
16 ployers as is necessary to carry out such pro-
17 grams;

18 (H) collect and maintain data on participa-
19 tion in such programs; and

20 (I) monitor such programs;

21 (2) a description of any State legislation the
22 Governor intends to propose to carry out the State
23 plan;

24 (3) a description of on-going State activities in
25 the broader area of school-to-work transition, such

1 as those activities described in section 323, and in
2 the event the State is also receiving amounts from
3 a grant under section 311 or 321, a description of
4 how the State will coordinate activities described in
5 section 323 with activities required under section
6 413;

7 (4) a description of the Federal, State, local,
8 and other resources the State intends to utilize to
9 implement the State plan; and

10 (5) the timetable to be followed in implementing
11 youth apprenticeship programs in the State.

12 **SEC. 413. USE OF AMOUNTS.**

13 (a) IN GENERAL.—The Compact may not provide a
14 grant under section 411 to a State unless the State agrees
15 that it will use amounts received from such grant to estab-
16 lish and carry out a State plan to provide youth appren-
17 ticeship programs in such State.

18 (b) GRANTS TO LOCAL CONSORTIA TO ESTABLISH
19 LOCAL YOUTH APPRENTICESHIP PROGRAMS.—

20 (1) IN GENERAL.—In carrying out the State
21 plan established under subsection (a), the State
22 agencies shall provide grants to local consortia for
23 the purpose of establishing youth apprenticeship pro-
24 grams at the local level in such State. The State
25 agencies shall use not less than 90 percent of the

1 amount received from a grant under section 411 in
2 any fiscal year to provide grants to eligible local con-
3 sortia under this subsection.

4 (2) ELIGIBLE LOCAL CONSORTIA.—A local con-
5 sortium shall be eligible to receive a grant under
6 paragraph (1) if the consortium consists of at least
7 1 entity described in each of the following subpara-
8 graphs:

9 (A) Local educational agencies, individual
10 schools within a local educational agency, area
11 vocational education schools serving secondary
12 students, or any such agencies or schools in
13 partnership with—

14 (i) nonprofit institutions of higher
15 education which offer a 2-year associate
16 degree program or a certificate program
17 (including public vocational and technical
18 schools and institutions and community
19 colleges), and which are qualified as insti-
20 tutions of higher education pursuant to
21 section 481 of the Higher Education Act
22 of 1965; or

23 (ii) proprietary institutions of higher
24 education which offer a 2-year associate
25 degree program or a certificate program,

1 and which are qualified as institutions of
2 higher education pursuant to such section.

3 (B) Local employers or business associa-
4 tions, including private industry councils de-
5 scribed in section 102 of the Job Training
6 Partnership Act (29 U.S.C. 1512).

7 (3) APPLICATION.—

8 (A) IN GENERAL.—The State agencies
9 may not make a grant under paragraph (1) to
10 an eligible local consortium unless the consor-
11 tium submits to such agencies an application in
12 such form and containing such information as
13 the agencies may require.

14 (B) CONTENTS.—Such application shall in-
15 clude—

16 (i) a description of program goals;

17 (ii) a description of activities and
18 services which will be provided under the
19 program, including a description of—

20 (I) the methods by which aca-
21 demic, and work-based training will be
22 integrated;

23 (II) career counseling and career
24 exploration opportunities that will be
25 provided both prior to and during par-

1 participation in a youth apprenticeship,
2 to ensure that students and parents
3 are made aware of youth apprentice-
4 ship and other options prior to stu-
5 dents' completion of the 10th grade;

6 (III) the types of youth appren-
7 ticeship opportunities offered to stu-
8 dents beginning in the 11th grade, in-
9 cluding options of pursuing an addi-
10 tional 1 or 2 years of postsecondary
11 instruction and training that can re-
12 sult in a postsecondary degree; and

13 (IV) training and preparation of
14 teachers, counselors, and mentors in-
15 volved in the youth apprenticeship
16 program;

17 (iii) assurances, to the extent prac-
18 ticable, that—

19 (I) credits obtained during par-
20 ticipation in a youth apprenticeship
21 program, will count toward college ap-
22 plication prerequisites; and

23 (II) in those youth apprentice-
24 ships with postsecondary components,
25 an assurance that a sufficient number

1 of postsecondary credits earned are
2 transferable to 4-year college degree
3 programs;

4 (iv) a description of the population to
5 be served;

6 (v) a description of the collaborative
7 efforts of education, business, and labor,
8 including respective contributions of staff,
9 facilities, and equipment necessary to pro-
10 vide youth apprentices with adequate work-
11 site supervision, quality instruction, and
12 hands-on training on an ongoing basis;

13 (vi) a description of the methods by
14 which the consortium will coordinate activi-
15 ties under paragraph (4) with programs
16 and services provided under the Carl D.
17 Perkins Vocational and Applied Tech-
18 nology Education Act (20 U.S.C. 2301 et
19 seq.), the Job Training Partnership Act
20 (29 U.S.C. 1501 et seq.), and other appro-
21 priate Federal programs; and

22 (vii) assurances that all population
23 groups, including women, minority groups,
24 and individuals with disabilities, and to the
25 extent practicable, special populations as

1 defined under section 521(31) of the Carl
2 D. Perkins Vocational and Applied Tech-
3 nology Education Act will have the oppor-
4 tunity to participate in the youth appren-
5 ticeship programs.

6 (4) USE OF AMOUNTS.—

7 (A) IN GENERAL.—The State agencies
8 may not make a grant under paragraph (1) to
9 an eligible local consortium unless the consor-
10 tium agrees that it will use all amounts received
11 from such grant to—

12 (i) establish and carry out youth ap-
13 prenticeship programs in accordance
14 with—

15 (I) the academic instruction re-
16 quirements described in section
17 421(a);

18 (II) the work-based learning re-
19 quirements described in section
20 421(b);

21 (III) the worksite learning and
22 experience requirements described in
23 section 421(c);

1 (IV) the youth apprenticeship
2 agreement requirements described in
3 section 421(d);

4 (V) the information and guidance
5 requirements described in section
6 421(e);

7 (VI) the applicable labor stand-
8 ards and safeguards established under
9 422; and

10 (VII) such other requirements as
11 the State Agencies determine to be
12 necessary;

13 (ii) require local employers, in collabo-
14 ration with labor organizations where ap-
15 propriate, to—

16 (I) employ youth apprentices;

17 (II) assist participating schools
18 in ensuring that curriculum content,
19 to the extent appropriate, is relevant
20 to the workplace; and

21 (III) take primary responsibility
22 for ensuring the success of worksite
23 learning and work experience, and
24 provide information to the local

1 schools concerning the performance of
2 each youth apprentice; and

3 (iii) allow local private industry coun-
4 cils (described in section 102 of the Job
5 Training Partnership Act (29 U.S.C.
6 1512)) to review and comment on local
7 youth apprenticeship program applications
8 to ensure that the programs—

9 (I) meet local labor market de-
10 mands; and

11 (II) provide youth apprentices
12 with broad-based competencies and
13 transferable skills that facilitate ca-
14 reer progression within the industries
15 or trades in which the student is
16 trained and employed.

17 (B) ENCOURAGED USE OF AMOUNTS.—In
18 designing and implementing youth apprentice-
19 ship programs under subparagraph (A), an eli-
20 gible local consortium is encouraged to—

21 (i) establish or designate an appro-
22 priate local entity, such as the local private
23 industry council (described under section
24 102 of the Job Training Partnership Act
25 (29 U.S.C. 1512), to act as a facilitator or

1 steering committee comprised of represent-
2 atives of education, business and industry,
3 labor, and the community, to assist in en-
4 couraging employer participation in youth
5 apprenticeship programs, as well as in the
6 planning, oversight, and coordination of
7 youth apprenticeship programs and activi-
8 ties;

9 (ii) establish school advisory working
10 groups whose members include both voca-
11 tional and academic teachers, worksite
12 mentors, program coordinators and coun-
13 selors, and students, to ensure the provi-
14 sion of appropriate supportive and counsel-
15 ing services to students who are either en-
16 gaged in or considering participation in a
17 youth apprenticeship program;

18 (iii) use the tech-prep education pro-
19 gram model, as authorized under part E of
20 title III of the Carl D. Perkins Vocational
21 and Applied Technology Education Act (20
22 U.S.C. 2394 et seq.), as the classroom por-
23 tion of the academic and work-based learn-
24 ing components of a youth apprenticeship
25 program, in order to enhance opportunities

1 for youth apprentices to enter into pro-
2 grams leading to an associate degree or a
3 certificate of mastery in an occupational
4 field or program; and

5 (iv) design programs which provide
6 for formal connections to other school-to-
7 work transition programs (including tech-
8 prep programs), programs authorized
9 under the Job Training Partnership Act,
10 vocational education programs authorized
11 under section 235 of the Carl D. Perkins
12 Vocational and Applied Technology Edu-
13 cation Act (20 U.S.C. 2342), and to post-
14 secondary education and training.

15 (5) SELECTION.—

16 (A) IN GENERAL.—To the extent prac-
17 ticable, the State agencies shall provide grants
18 to local consortia under paragraph (1) in a
19 manner which will equitably distribute such
20 grants among the urban and rural areas of the
21 State.

22 (B) PRIORITY.—In selecting local consortia
23 to receive grants under paragraph (1), a State
24 shall give priority to those local consortia that
25 provide assurances in their application submit-

1 ted under paragraph (3) that they will use
2 amounts received from such grants to carry out
3 1 or more of the encouraged use of amounts
4 under paragraph (4)(B).

5 (c) DISCRETIONARY USE OF AMOUNTS.—A State
6 may use amounts received from a grant under section 411
7 to designate 1 institution of higher education or post-
8 secondary vocational-technical institution (or consortia of
9 such institutions) in such State to serve as a youth ap-
10 prenticeship research and curriculum center. Such center
11 should work with appropriate State agencies, local schools,
12 community colleges, vocational-technical schools, job train-
13 ing and employment service providers, employers, and
14 other appropriate organizations or individuals, to—

15 (1) develop appropriate curricula, innovative in-
16 structional methods, occupational standards and as-
17 sessments; and

18 (2) provide technical assistance, as necessary,
19 in the development and implementation of youth ap-
20 prenticeship programs.

21 **SEC. 414. REPORTS.**

22 The Compact may not make a grant under section
23 411 to a State unless the State agrees that it will submit
24 to the Compact, for each fiscal year in which the State
25 receives a grant under section 411, a report containing—

1 (1) data from local educational agencies and
2 educational institutions, as appropriate, regarding
3 the types of services and programs provided, number
4 of individuals served, graduation rates, and matricu-
5 lation rates to postsecondary schools, training insti-
6 tutions, registered apprenticeship programs, and the
7 military;

8 (2) job placement rates of such individuals; and

9 (3) such other information as may be required
10 by the Compact that measures the performance and
11 success of State and local programs under this sub-
12 title.

13 **SEC. 415. FEDERAL AND STATE SHARE.**

14 (a) FEDERAL SHARE.—The Federal share under this
15 title may not exceed—

16 (1) 90 percent of the total cost of youth ap-
17 prenticeship programs in the 1st year in which the
18 State receives amounts from a grant under section
19 411;

20 (2) 75 percent of the total cost of such pro-
21 grams in the 2nd year in which the State receives
22 amounts from a grant under section 411; and

23 (3) 60 percent of the total cost of—

1 (A) such programs in the 3rd year in
2 which the State receives amounts from a grant
3 under section 411; and

4 (B) the youth apprenticeship programs
5 under an extension grant in each of the 3 years
6 under such grant.

7 (b) STATE AND LOCAL SHARE.—

8 (1) IN GENERAL.—A State or local entity may
9 obtain funds to pay the State or local share of costs
10 of youth apprenticeship programs from other Fed-
11 eral funding sources, including Federal funds made
12 available under—

13 (A) the Carl D. Perkins Vocational and
14 Applied Technology Education Act (20 U.S.C.
15 2301); and

16 (B) the Job Training Partnership Act (29
17 U.S.C. 1501 et seq.).

18 (2) LIMITATION.—Funds obtained from other
19 Federal funding sources under paragraph (1) shall
20 not exceed 50 percent of the State or local share of
21 costs.

22 (3) CASH OR IN-KIND CONTRIBUTION.—The
23 State or local share under this title may be in cash
24 or in kind fairly evaluated, and may include con-
25 tributions from private funding sources.

1 **SEC. 416. EQUITABLE DISTRIBUTION.**

2 To the extent practicable, the Compact shall provide
3 for an equitable distribution of amounts appropriated
4 under section 418(a) among States receiving grants under
5 section 411.

6 **SEC. 417. ADMINISTRATIVE AND RELATED COSTS.**

7 Of the amount appropriated under section 418(a) for
8 a fiscal year, not more than 2 percent of such amount
9 shall be made available to the Compact for administrative
10 expenses, technical assistance expenses, and other similar
11 expenses incurred in providing grants under section 411.

12 **SEC. 418. AUTHORIZATION OF APPROPRIATIONS.**

13 (a) IN GENERAL.—There are authorized to be appro-
14 priated to carry out section 411 such sums as may be nec-
15 essary for each of the fiscal years 1994 through 1998.

16 (b) AVAILABILITY.—Funds appropriated under sub-
17 section (a) shall remain available until expended.

18 **Subtitle B—National Youth Ap-**
19 **prenticeship Criteria and Safe-**
20 **guards**

21 **SEC. 421. NATIONAL YOUTH APPRENTICESHIP CRITERIA.**

22 (a) ACADEMIC INSTRUCTION.—The academic in-
23 struction requirements described in this subsection consist
24 of—

25 (1) programs of structured, sequenced class-
26 room instruction (utilizing applied learning tech-

1 niques) linking academic and work-based learning,
2 that meets State education standards, and where
3 possible, meets college entrance prerequisite stand-
4 ards;

5 (2) instruction to attain academic proficiency in
6 at least the five core subjects of English, mathe-
7 matics, history, science, and geography consistent
8 with voluntary national education standards, where
9 available; and

10 (3) where appropriate, modifications to curricu-
11 lum components to increase the relevance of instruc-
12 tion to the workplace.

13 (b) WORK-BASED LEARNING.—The work-based
14 learning requirements described in this subsection consist
15 of—

16 (1) instruction in occupationally specific knowl-
17 edge, skills, and abilities, based on appropriate na-
18 tionally accepted industry-based standards, where
19 available;

20 (2) planned programs of structured job train-
21 ing, including tasks to be mastered;

22 (3) development of sound work habits and be-
23 haviors; and

24 (4) instruction in general workplace readiness
25 competencies, including, where appropriate, the abil-

1 ity to manage resources, work productively with oth-
2 ers, acquire and use information, understand and
3 master systems, and work with technologies.

4 (c) WORKSITE LEARNING AND EXPERIENCE.—The
5 worksite learning and experience requirements described
6 in this subsection consist of worksite learning and experi-
7 ence offered in a progressive sequence, as determined in
8 the individual’s youth apprenticeship agreement, and shall
9 consist of—

10 (1) helping youth apprentices achieve the aca-
11 demic requirements in subsection (a);

12 (2) helping the youth apprentice achieve the
13 work-based learning requirements in subsection (b);

14 (3) paid work experience; and

15 (4) otherwise fulfilling the employer commit-
16 ments in the agreement in subsection (d).

17 (d) AGREEMENT.—The youth apprenticeship agree-
18 ment requirements described in this subsection include—

19 (1) a commitment by youth apprentices to
20 achieve stated academic performance standards, to
21 remain in school, to maintain good attendance to
22 meet worksite requirements;

23 (2) a commitment by parents or guardians to
24 support efforts by the youth apprentice to fulfill aca-
25 demic and worksite commitments;

1 (3) a commitment by employers, in collabora-
2 tion with labor organizations where appropriate, to
3 help the youth apprentice acquire necessary skills
4 and knowledge in an orderly sequence, to provide job
5 progression through normal skill levels, to provide a
6 workplace mentor, to provide feedback to the school
7 on individual progress, and to make reasonable ef-
8 forts to employ the youth apprentice upon successful
9 completion of the program, subject to the safeguards
10 provided by section 422;

11 (4) a commitment by the local education agen-
12 cy, or other appropriate educational institution, to
13 provide to the extent feasible, the youth apprentice
14 with the appropriate support to promote successful
15 completion of the program, and to ensure close co-
16 ordination between academic instruction, work-based
17 learning, and worksite experience;

18 (5) a provision setting forth the education out-
19 comes of successfully completing the program
20 which—

21 (A) shall include receipt of a high school
22 diploma and an approved certificate of mastery,
23 specifying the standards under which such cer-
24 tificate is awarded; and

1 (B) may include, as appropriate, receipt of
2 a postsecondary degree, entry into a post-
3 secondary program, or entry into a program
4 registered under the National Apprenticeship
5 Act;

6 (6) a provision setting forth the wage scale, and
7 a schedule of hours of work throughout the program,
8 including hours of work during school, after school,
9 and during school breaks; and

10 (7) a provision for modification and termination
11 of the agreement.

12 (e) INFORMATION AND GUIDANCE.—The information
13 and guidance requirements described in this subsection
14 consist of formal methods for advising youth apprentices
15 of—

16 (1) occupational and career opportunities, work
17 experience requirements, and any options for post-
18 secondary education and career-specialization, in-
19 cluding formal registered apprenticeship programs
20 under the National Apprenticeship Act;

21 (2) the methods and frequencies of assessing
22 achievement of job related competencies and per-
23 formance in the workplace; and

24 (3) a description of the work to be performed
25 in the paid work experience.

1 **SEC. 422. LABOR STANDARDS AND SAFEGUARDS.**

2 The following labor standard and safeguard require-
3 ments shall apply to youth apprenticeship programs de-
4 scribed in section 413(b)(4)(A):

5 (1) No youth apprentice shall displace any cur-
6 rently employed worker (including a partial displace-
7 ment, such as a reduction in the hours of non-over-
8 time work, wages, or employment benefits).

9 (2) No youth apprenticeship programs shall im-
10 pair existing contracts for services or collective bar-
11 gaining agreements, except that no program under
12 this Act which would be inconsistent with the terms
13 of a collective bargaining agreement shall be under-
14 taken without the written concurrence of the labor
15 organization and employer concerned.

16 (3) No youth apprentice shall be employed or
17 job opening filled—

18 (A) when any other individual is on tem-
19 porary layoff, with the clear possibility of recall,
20 from the same or any substantially equivalent
21 job; or

22 (B) when the employer has terminated the
23 employment of any regular employee or other-
24 wise reduced its workforce with the intention of
25 filling the vacancy so created with a youth ap-
26 prentice.

1 (4) Youth apprentices must be provided with
2 adequate and safe equipment and a safe and health-
3 ful workplace in conformity with all health and safe-
4 ty standards of Federal and State law.

5 (5) No individual shall be excluded from partici-
6 pation in, denied the benefits of, subject to discrimi-
7 nation under, or denied employment in the adminis-
8 tration of or in connection with any youth appren-
9 ticeship program on the basis of race, color, religion,
10 sex, national origin, age, handicap, or political affili-
11 ation, or belief.

12 (6) Such other safeguards as the Secretaries
13 may deem appropriate in order to ensure that youth
14 apprentices are afforded adequate supervision by
15 fully skilled adult workers, or otherwise, to further
16 the purposes of this Act.

17 **Subtitle C—Relationship to Other**
18 **Federal Laws**

19 **SEC. 431. VOCATIONAL EDUCATION.**

20 (a) YOUTH APPRENTICESHIP PROGRAMS.—(1) Sec-
21 tion 235(c)(2)(J) of the Carl D. Perkins Vocational and
22 Applied Technology Act (Carl D. Perkins Act) (20 U.S.C.
23 2342(c)(2)(J)) is amended by inserting before the semi-
24 colon at the end the following: “, including youth appren-
25 ticeship programs”.

1 (2) A youth apprenticeship program established
2 under title IV shall be considered to be an appropriate
3 cooperative demonstration program or project within the
4 meaning of section 420A of the Carl D. Perkins Voca-
5 tional and Applied Technology Education Act (20 U.S.C.
6 2420a).

7 (b) TECH-PREP EDUCATION PROGRAMS.—A tech-
8 prep education program authorized under part E of title
9 III of the Carl D. Perkins Vocational and Applied Tech-
10 nology Education Act (20 U.S.C. 2394 et seq.) may serve
11 as the classroom portion of the academic and work-based
12 learning components of a youth apprenticeship program
13 established under title IV.

14 **SEC. 432. JOB TRAINING.**

15 (a) STATE EDUCATION COORDINATION AND
16 GRANTS.—Services provided under school-to-work transi-
17 tion systems established under title III and youth appren-
18 ticeship programs established under title IV shall be con-
19 sidered to be school-to-work transition services under sec-
20 tion 123(a)(2)(A) of the Job Training Partnership Act (29
21 U.S.C. 1533(a)(2)(A)).

22 (b) SENSE OF THE CONGRESS WITH RESPECT TO
23 YOUTH TRAINING PROGRAMS.—To the extent practicable,
24 youth training programs carried out under title II of the
25 Job Training Partnership Act (29 U.S.C. 1601 et seq.)

1 should be coordinated with programs carried out under
2 this Act.

3 **SEC. 433. ELEMENTARY AND SECONDARY EDUCATION.**

4 Subsection (b) of section 1011 of the Elementary and
5 Secondary Education Act of 1965 is amended—

6 (1) in paragraph (6), by striking “and” at the
7 end of such paragraph;

8 (2) in paragraph (7), by striking the period at
9 the end of such paragraph, and inserting a semi-
10 colon and “and”; and

11 (3) by adding at the end the following new
12 paragraph—

13 “(8) youth apprenticeship programs established
14 under title IV of the National School-to-Work Tran-
15 sition and Youth Apprenticeship Act of 1993.”.

○

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