

Ben Gut

*Briefing on the
Office of Vocational and Adult Education
(OVAE)*

1. Major Challenges and Opportunities

- o *Improving transitions from school to work.* OVAE can play a major role in improving transitions from school to work through the reform of secondary and postsecondary vocational education. State efforts to integrate academic and vocational education, create youth apprenticeships and career academies, and establish links between tech-prep programs and business should be strengthened. (Not much work on post secondary 40 Dec 1990).
- o *Development of national industry-based skill standards.* Industry-based skill standards-benchmarked to world class levels-should be aligned with curriculum content and assessment instruments. A joint effort with the Department of Labor to develop standards in 13 occupational fields needs to be assessed in terms of how it can be aligned with assessment and curriculum. This joint effort will be completed in 1995.
- o *Accountability for results.* Both the Perkins Act and the National Literacy Act have increased the performance accountability requirements for States. Since States are just beginning to implement these requirements, there is an opportunity for the Department to provide national guidance on model accountability systems.
- o *Expanded role of adult education.* With the creation of the JOBS and Even Start programs, adult education plays a key role in the success or failure of other Federal programs. Issues of program coordination and effective delivery of adult education services to highly disadvantaged populations must be addressed.
- o *Effective Programs in Adult Education.* Adult education lacks a solid knowledge base of what works. Current Federal efforts in this area--National Center on Adult Literacy and the National Institute for Literacy--need to be part of a comprehensive strategy to identify and validate effective programs.

2. Regulations and Guidelines/Dates and Meetings

Regulations

- o National Workplace Literacy Program. Final notice to be published July 19, 1993.

Meetings

- o National Conference of State Directors of Adult Education. July 26-30, San Francisco.

WJ ad
Oregon has
nothing in Wash DC
w/ them
State ad

Reports

- o National Assessment of Vocational Education. Interim report due January, 1994. Final report due July, 1994. (Congressionally mandated.)
- o National Evaluation of Adult Education. Final report due March, 1994
- o Evaluation of the Tech-Prep Program. Final report due July, 1994. (Congressionally mandated.)
- o National Study of State Performance Standards. Final report due September, 1994. (Congressionally mandated.)

3. Administrative Issues

Personnel

- 4 EEO cases (Awaiting action by EEO)
- 6 requests to hire (Awaiting approval by OHRA)
- 1 Career SES on detail>Returns in March

Legal Actions

- Improper limiting of services for special populations

Audits

- 14 audits are pending; 10 of which are overdue

4. Budget Status

Discretionary Funds

- o Adult Education National Programs. FY 1993 budget: \$9 million (\$5 million for the National Institute for Literacy). Supports a wide range of development, evaluation, and technical assistance activities.
- o Vocational Education Demonstration Programs. FY 1993 budget: \$16.7 million. Supports demonstration programs to promote reform in critical areas of vocational education.

Critical Budget Needs

- o Program Monitoring. Funds for conducting compliance reviews and monitoring discretionary grants are viewed by OVAE as insufficient. In addition, insufficient staff

is cited as the major reason for the large number of overdue audit cases. Some discretionary programs in OVAE are not monitored at all.

Long-Range Plan 1999-2003

Executive Summary

National Institute on Disability And Rehabilitation Research

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Director

**Office of Special Education and Rehabilitative Services
National Institute on Disability and Rehabilitation Research
U.S. Department of Education**

<http://www.ed.gov/offices/OSEERS/NIDRR>

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Contents

INTRODUCTION	1
NEW PARADIGM OF DISABILITY	2
THE EMERGING UNIVERSE OF DISABILITY	3
RESEARCH AGENDA FOR NIDRR	4
KNOWLEDGE DISSEMINATION AND UTILIZATION	11
CAPACITY-BUILDING FOR RESEARCH AND TRAINING	11
ENHANCING NIDRR'S MANAGEMENT OF RESEARCH	12
CONCLUSION	14
APPENDIX	
<i>Long-Range Plan Steering Committee Members</i>	15

EXECUTIVE SUMMARY

"Research has the potential to reinvent the future for millions of people with disabilities and their families."

—Richard W. Riley, U.S. Secretary of Education

Introduction

The National Institute on Disability and Rehabilitation Research's (NIDRR) *Long-Range Plan* presents a five-year agenda to advance the vital work being done in applied rehabilitation research. This *Long-Range Plan* fulfills NIDRR's obligation under the Rehabilitation Act to provide a plan that identifies research needs and sets research priorities for the disability field. This plan is intended to balance the competing demands of consumer relevance and scientific rigor, to present an agenda that is scientifically sound and accountable, and to contribute to the refinement of the nation's science and technology policy. This *Executive Summary* describes the purpose and scope of the *Long-Range Plan*, which was published in the *Federal Register* on December 7, 1999 (64 FR 68575-68614).

NIDRR's plan serves the following purposes:

- to set broad general directions that will guide NIDRR's policies and use of resources as the field of disability prepares for the 21st century;
- to establish objectives for research and dissemination that will improve the lives of individuals with disabilities and from which annual research priorities can be formulated;
- to describe a system for operationalizing the plan in terms of annual priorities, evaluation of the implementation of the plan, and updates of the plan as necessary; and
- to direct new emphasis to the management and administration of the research endeavor.

The *Long-Range Plan* was developed with the guidance of a distinguished group of NIDRR constituents—individuals with disabilities and their family members and advocates, service providers, researchers, educators, administrators, and policy-makers. The plan draws upon public hearings and planning activities conducted by NIDRR, as well as papers prepared specifically for the plan by several authors.

The plan also addresses a range of diverse objectives intended to meet the following needs of the rehabilitation community:

- the needs of individuals with disabilities for knowledge and information that will enable them to achieve their aspirations for self-direction, independence, inclusion, and functional competence;
- the needs of rehabilitation service providers for information on new techniques and technologies that will enable them to assist in the rehabilitation of individuals with disabilities;
- the needs of researchers to advance the capabilities of science as well as the body of scientific knowledge;
- the needs of society and its leadership for strategies that will facilitate the potential contributions of all citizens; and
- the need to transfer findings from basic to applied research.

Since Congress created NIDRR in 1978, rehabilitation researchers have achieved many significant outcomes that benefit both the individual and society. For example, at the individual level, the concerted efforts of U.S. researchers, most of whom received NIDRR support, have decreased medical complications for individuals with spinal cord injuries, thus significantly increasing their life expectancy. In addition, rehabilitation engineering research has led to the use of new materials for wheelchairs and for orthotic and prosthetic devices, making this essential equipment more comfortable, functional, and attractive.

At the environmental-societal level, technology has greatly enhanced accommodations for people with all types of disabilities. Research has led to new applications of the principles of universal design to the built environment, information technology, telecommunications, transportation, and mass-market consumer products. These advances, which allow more people with disabilities to access buildings, telecommunications devices, and computer technology, illustrate a significant change in the disability paradigm—a change that expands the focus of disability to include environmental factors, as well as individual factors.

New Paradigm of Disability

NIDRR has provided leadership in research that has introduced a new conceptual foundation for organizing and interpreting the phenomenon of

disability—a new paradigm of disability. The paradigm provides a way to apply scientific research to help people with disabilities achieve their goals and address their concerns. This disability paradigm, which undergirds NIDRR's future research strategy, maintains that disability is a product of an interaction between characteristics of an individual (e.g., conditions and impairments, functional status, or personal and socioeconomic qualities) and characteristics of the natural, built, cultural, and social environments. The new paradigm is integrative and holistic, focusing on the whole person functioning in his or her environment. The paradigm recognizes the contextual aspect of disability—the dynamic interaction between individual and environment. Conversely, the old paradigm, which the new paradigm replaces, presented disability as the result of a deficit(s) in an individual that prevented the individual from performing certain functions or activities.

The new paradigm has significant implications for NIDRR's research agenda during the next decade. Examples include:

- changes in the way disability is defined and conceptualized;
- new approaches for measuring and counting disability, including changes in the methods for conducting demographic studies and national surveys to reflect the new definitions or concepts;
- changes in the focus of research, such as studies of the dynamic interplay between an individual and the environment and of the adapting process by the society and the individual; and
- changes in the way research is managed and conducted.

Research also must focus on the development and evaluation of environmental options in the built environment and the communications environment. Additionally, researchers need to address critical concerns that affect people with a wide range of disabilities. These factors include general fiscal and economic policy issues as well as specific policies on employment, the delivery and financing of health care, income support, transportation, social services, telecommunications, institutionalization, education, and long-term care.

The Emerging Universe of Disability

The frequency and widespread dispersion of disabilities among members of the U.S. population reinforce the need for disability research. According to estimates, 4 million people need help simply to live, while 40 million report

some kind of activity limitation. Disability also is distributed differently in the population according to characteristics of age, gender, race and ethnicity, and both the region and size of the locality in which a person resides. Poverty is a key factor--as a contributing cause and a result of disability. People with disabilities tend to have lower-than-average education levels, low income levels, and high unemployment rates.

For future research, NIDRR has started focusing on an *emerging universe* of disability, in which either the conditions associated with disabilities, their distribution in the population, or their causes and consequences are substantially different from those in the traditional disability population. The emerging universe is characterized by new disabling conditions; new causes for impairments; differential distribution within the population; increased frequency of some impairments, including those associated with the aging of the population; and different consequences of disability, particularly as related to social-environmental factors, life-span issues, and projected demands for services and supports.

Research Agenda for NIDRR

This *Long-Range Plan*, which aims to maximize independence and participation in society by people with disabilities, addresses priorities in five major research areas: employment outcomes, health and function, technology for access and function, independent living and community integration, and associated disability research areas. The plan also addresses priorities in three significant, related areas: knowledge dissemination and utilization, capacity-building for rehabilitation research, and research management.

Employment Outcomes

Two-thirds of working-age people with disabilities are not in the labor force, and those who are employed continue to earn less than their colleagues without disabilities. Reluctance to participate in the labor force often stems from disincentives inherent in social and health insurance policies, from discouragement, and from lack of physical access to jobs. Several other factors affect employment, including economy and labor force issues; the appropriateness and adequacy of the strategies and tools for vocational rehabilitation assessment, counseling, and training; the operation of community-based rehabilitation programs; employer roles and workplace supports; and the transition from school to work.

NIDRR's employment-related research agenda for the next five years will address these issues. The new research agenda will extend beyond previous

research efforts to investigate mechanisms that make the labor market more amenable to full employment for people with disabilities. To address the employment needs of people with disabilities, this research agenda also incorporates economic research, service delivery research, and policy research. Most important, the agenda relates to the context in which employment outcomes are determined.

The purposes of NIDRR's research in the area of employment are as follows:

- assess the impact of economic policy and labor market trends on the employment outcomes of people with disabilities;
- improve the effectiveness of community-based employment service programs;
- improve the effectiveness of state employment service systems;
- evaluate the contribution of employer practices and workplace supports to the employment outcomes of people with disabilities; and
- improve school-to-work transition outcomes.

Health and Function

To maintain their independence, individuals with disabilities must be able to maximize their health and function through health care, rehabilitation, and wellness regimens. Health care for people with disabilities encompasses access to care for routine health problems, participation in health promotion and wellness activities, and access to appropriate specialty care, including medical rehabilitation. Medical rehabilitation is the systematic application of modalities, therapies, and techniques to restore, improve, or replace impaired human functioning. It also includes biomedical engineering principles and techniques to improve the functional ability of people with disabilities.

NIDRR is committed to supporting research to improve the overall health and function of people with disabilities. The purposes of NIDRR's research in the area of health care and medical rehabilitation are as follows:

- identify and evaluate effective models of health care for people with disabilities;
- develop models to promote health and wellness for people with disabilities;

- examine the impact of changes in the health care delivery system on access to care;
- evaluate medical rehabilitation interventions that maximize function for individuals with disabilities;
- develop strategies to help disabled individuals avoid secondary conditions;
- assess delivery of medical rehabilitation services to people with disabilities; and
- evaluate the health and medical rehabilitation needs of people whose impairments are attributed to newly recognized causes or whose conditions are newly recognized as disabilities (e.g., disabilities resulting from interpersonal violence or emergent chronic diseases such as childhood asthma or chronic fatigue immune deficiency syndrome).

Technology for Access and Function

Today, technology plays a vital role in the lives of millions of disabled and older Americans. Federal funds have supported research, development, and training in rehabilitation and biomedical engineering. Useful products have resulted from this research and development activity. These innovations enable people with significant disabilities to achieve and maintain maximum physical function, to live in their own homes, to study and learn, to attain gainful employment, and to participate in and contribute to society in meaningful and resourceful ways.

In planning the future of rehabilitation engineering research, NIDRR and its constituents in the consumer, service, research, and business communities will continue to identify flexible strategies to address emerging issues and technologies, to promote widespread use of research findings, and to maximize the impact of NIDRR programs on the lives of people with disabilities. Research in technology involves issues related to the built environment, information technology and telecommunications, consumer products, and transportation. These technological systems are basic to community integration, education, employment, health, and economic development. Additionally, research in technology must continue to improve the functional capacities of individuals with sensory, mobility, manipulation, and cognitive impairments. The purposes of NIDRR's research in the area of technology are as follows:

- develop assistive technology that supports people with disabilities to function and live independently and obtain better employment outcomes;

- develop biomedical engineering innovations to improve function for people with disabilities;
- promote the concept and application of universal design;
- improve access to the built environment;
- expand access to telecommunications and information technology;
- ensure the transfer of technological developments to other research sectors, to production, and to the marketplace;
- identify business incentives for manufacturers and distributors;
- identify the best methods of making technology available to people with disabilities;
- ensure that research and development at both the personal and systems levels take into account cultural relevance for diverse ethnic and geographic populations;
- develop rehabilitation engineering science, including a theoretical framework to advance empirical research; and
- raise the visibility of engineering and technological research for people with disabilities as a means of increasing attention to these research areas in national science and technology policy.

Independent Living and Community Integration

NIDRR proposes the continued development of a knowledge base about the meaning and application of independent living and community integration concepts. The concept of independent living recognizes that each individual has the right to exercise maximal control over his or her life, based on the opportunity to make choices in performing everyday activities. Although independent living emphasizes maximal attainable independence, whatever the setting, it is also a concept that promotes participation, especially participation in community settings. For this reason, NIDRR is integrating research agendas in community integration and independent living to encourage interdisciplinary thinking about the commonalities, to achieve successful outcomes for people with disabilities, and to foster the development of innovative methods to achieve these outcomes and to measure the achievements.

NIDRR's framework for formulating this research agenda recognizes that the term independent living has been used to describe (a) a philosophy—of equity in the right to participate in society, (b) a movement—of people with disabilities who successfully used a civil rights approach to achieve equal access, and (c) a service program—whereby more than 300 centers for independent living foster and enhance independent living for people with disabilities.

Community integration also has conceptual, movement, and service delivery components. As a concept, it incorporates ideas of living in a community setting, as opposed to an institution, and participating in community activities. Issues of consumer direction and control are integral to community integration. As a movement, one of the goals of community integration has been to deinstitutionalize people with mental retardation or mental illness. This effort was successful in moving many individuals from large institutions into the community. At the service system level, community integration has resulted in the development or expansion of a range of services and programs to support people with disabilities to live in their own communities. NIDRR will work toward the continued development of a knowledge base about the meaning and application of independent living and community integration.

The purpose of NIDRR's research in independent living and community integration is to enable people with disabilities to participate in society by doing the following:

- identifying and evaluating factors or domains of community integration and independent living, especially those aspects that lead to full participation in society;
- identifying and evaluating community support models that promote community integration and independent living outcomes for individuals with all types of disabilities and from a full range of cultural backgrounds;
- providing empirical evidence of the effects of consumer control on outcomes associated with community integration and independent living;
- assessing the impact of environmental factors on individual achievement of community integration and independent living;
- developing and disseminating training on independent living and community integration concepts and methods for consumers, families, service providers, and advocates; and

- developing and evaluating management tools to enable centers for independent living and other community-based programs to support independent living and community integration.

Associated Disability Research Areas

Several important issue areas—disability statistics, disability outcomes measures, disability studies, rehabilitation science, and disability policy research—are integral to the successful completion of a comprehensive agenda in disability and rehabilitation research. The objectives of NIDRR's research in these associated disability research areas are to create basic knowledge and to support broader research endeavors.

Disability Statistics. NIDRR believes that data about the incidence, prevalence, the distribution of disabilities, and the characteristics and experiences of disabled people are critical to planning research and services, evaluating programs, and formulating public policy. NIDRR has several purposes in advancing work in disability statistics. First, NIDRR believes it is important to maximize the usefulness of data currently collected in reliable national data sets. Second, NIDRR encourages the creation and analysis of research databases, including meta-analyses focused on problems such as employment rates or utilization of health care or social services. Third, NIDRR seeks to understand the composition of a possible emerging universe of disability created by new disabilities or socioeconomic variations in the distribution of existing disabilities. Fourth, NIDRR wants to help provide input to the formulation of a national disability statistics policy, including the incorporation of measures that reflect the new paradigm of disability. Finally, NIDRR recognizes the need for surveys to be conducted in accessible formats, and for disability demographic and statistical data to be readily available to a wide range of audiences.

Disability Outcome Measures. Another essential component of NIDRR's research agenda is evaluation. The importance of demonstrating outcomes across service settings, programs, and research efforts cannot be over-emphasized, given resource allocation issues and concerns about values that operate at every level of society. NIDRR continues its interest in medical rehabilitation outcomes, an area that has significant experience in measuring outcomes; medical groups have developed and integrated various measures into their service delivery and research settings. Many of these measures, however, have not been validated across disability groups. NIDRR would like to see measures developed for hospital settings revised for use in post-acute programs or in community settings. Additionally, the increasing focus on long-term care outcomes requires measures that can document changes over

time. Moreover, NIDRR also will support investigations to identify and develop evaluation methodologies and outcomes measurement models for consumer assessments of assistive devices. Finally, NIDRR will support research that incorporates measures of environment and accommodation, which are critical to the continued implementation of the new paradigm of disability. And distinctly related to medical outcome measures are indicators of the quality of life. A particular challenge in developing these measures is the difficulty in comparing individual perceptions of the quality of life.

Disability Studies. NIDRR uses the term *disability studies* generally to refer to the holistic study of the phenomenon of disability through a multidisciplinary approach. This approach emphasizes the perspectives of people with disabilities and regards personal experience as valuable data. NIDRR believes that disability studies is a natural complement to the new paradigm, focusing on the study of the complex relationship between various aspects of disability and society. These disciplines include, among others, architecture, economics, history, law, literature, political science, religion, and urban planning.

NIDRR has three basic purposes for supporting a program of disability studies. First, disability and rehabilitation research needs a body of knowledge that is comprehensive and holistic, reflecting a range of disability perspectives, plus a larger cadre of researchers and policy-makers who are familiar with that knowledge base. Second, disability and rehabilitation research needs to develop methodologies and influence the theories and practices of a range of disciplines. The study of disability will enhance the methodologies and knowledge base of each discipline involved in the disability studies framework, thereby enhancing the scientific endeavor. Third, consistent with the goals of the Rehabilitation Act, NIDRR believes it is essential to reflect the perspectives of individuals with disabilities in studies of disability.

Rehabilitation Science. An important focus of NIDRR's research agenda is to find opportunities to construct and test a theoretical framework for rehabilitation science. Rehabilitation science is the study of the processes by which disability develops and the factors that influence those processes. The field of rehabilitation has produced a body of empirical evidence regarding function and interventions to improve function. The next challenge is to use this evidence to produce a body of scientific and engineering theory that can be used to develop innovative and improved techniques of functional restoration.

Disability Policy Research. Public policy has more significance for people with disabilities and their families than for many segments of the population.

This increased interest stems, in part, from the fact that people with disabilities must interfere with so many different components of public policy systems, many of which are conflicting or inconsistent. Disability policy research will examine national issues that represent intersections of public interest. Such research will use national data sets, where possible, to determine the effects of policy decisions on people with disabilities.

Knowledge Dissemination and Utilization

The effective dissemination and use of disability and rehabilitation research are critical components of NIDRR's mission. Research findings can improve the quality of life of people with disabilities and advance their full inclusion into society. These benefits are feasible only if the findings are accessible and understandable to all constituencies: research scientists, people with disabilities, their families, service providers, policy-makers, educators, human resource developers, advocates, entities covered by the ADA, and others. NIDRR's challenges include reaching diverse and changing populations, presenting research results in many different and accessible formats, and using communication technology effectively. This requires taking into account the changing environment for dissemination and utilization, which is affected by technological innovation, the changing etiology of disability, and an increased emphasis on the individual's interaction with the physical and social universe.

Future dissemination and utilization strategies will build upon successful past strategies, such as archives, newsletters, and best-practice reports. These strategies will capitalize on the potential of electronic media and other telecommunications innovations for linked and searchable Web sites, listservs, and computer chats. To enhance the dissemination and utilization of research, NIDRR will carry out a number of significant activities. These will include establishing a national information center, creating databases, developing consumer partnerships, providing specialized assistance to grantees, using electronic media and telecommunications to reach more information users, targeting new audiences, and evaluating dissemination methods.

Capacity-Building for Research and Training

NIDRR's capacity-building is multidimensional and involves training those who participate in all aspects of the disability research field, including scientists, service providers, and consumers. NIDRR's principal statutory mandate for training is to support advanced instruction for researchers and service providers. NIDRR also has an implied mandate, strengthened in the

1992 Rehabilitation Act amendments, to train consumers to apply new research knowledge and to use assistive technology. To advance the disability and rehabilitation research field, NIDRR will expand the scope of its capacity-building activities as follows:

- raise the level of rigorous qualitative and quantitative research and increase the use of state-of-the-art methodologies by providing advanced training in disability-related research for scientists, including those with disabilities and those from minority backgrounds;
- develop the capacity of researchers to conduct research that explains disability as a contextual phenomenon;
- prepare researchers to conduct disability studies that are holistic, interdisciplinary, and cognizant of the cultural context of disability;
- develop the capacity of researchers to conduct studies in new settings (e.g., homes, workplaces, schools, recreational facilities, community-based organizations);
- train rehabilitation practitioners in the application of research-generated knowledge and new techniques; and
- train consumers, family members, and advocates in the use of research findings, in part to facilitate participatory research.

Enhancing NIDRR's Management of Research

The research endeavor benefits from thoughtful management practices specifically tailored to enhance relevance, importance, scientific quality, coordination, participation, flexibility, productivity, and communication. This plan addresses a number of strategies to reinforce the impact and significance of the research program. These include an emphasis on Centers of Excellence; coordination of federal disability research through the Interagency Committee on Disability Research (ICDR); evaluation and performance reviews; an enhanced peer review process; expanded use of information technology; international research; promotion of collaborative research; and continuous participatory planning.

Centers of Excellence and Program Review. NIDRR is committed to regenerating its Centers of Excellence concept in disability and rehabilitation research. Recognizing that Centers of Excellence result from a partnership between NIDRR and its grantees, NIDRR has worked with grantees to refine

a Centers of Excellence model that delineates the standards of excellence. These standards are grouped into four categories: excellence in administration, excellence in scientific research, excellence in relevance and productivity, and excellence in capacity-building. NIDRR will continue to promote this model through its program reviews, technical assistance, and educational activities.

NIDRR will continue to hold in-depth program reviews for all centers and model systems, with each center receiving a formative review after one year of operation and a summative review in its last year. Program reviews afford opportunities for NIDRR's broad constituency to critique its centers and to provide valuable input. These reviews have succeeded in increasing attention to quality and accountability.

Coordination of Federal Disability Research. NIDRR promotes coordination and collaboration within the federal government through the Interagency Committee on Disability Research (ICDR). Over the next five years, there will be an added emphasis on strengthening the foundation for disability research through capacity-building, improving disability statistics, enhancing tools and methods of disability studies and rehabilitation science, and drawing attention to disability issues in the nation's science and technology policy.

Peer Review Process. With guidance taken from the *Long-Range Plan*, as well as that suggested in the Institute of Medicine's recent review, NIDRR implemented standing panels in its field-initiated competition in 1999. This approach promises to provide more consistent feedback to applicants and to raise the accepted level of research excellence. NIDRR will monitor the new process closely and will provide feedback to all constituents on the apparent strengths and weaknesses of the new process, as well as needed modifications.

International Research and Related Activities. NIDRR's international program has long included capacity-building strategies, such as an exchange of experts, technical assistance, and conferences. As the world becomes ever more a global economy, however, an international perspective on technology is vital, especially information technology, service delivery, and product standards. NIDRR's concept of the *emerging universe of disability* recognizes the cultural, linguistic, economic, and geographic components of disability that are exemplified and addressed in international research, education, and technical assistance. Telecommunications, especially distance learning and telerhabilitation, both necessitate and facilitate a worldwide perspective.

Continuous Participatory Planning. NIDRR will continue to involve its constituents and its staff in implementing and evaluating the *Long-Range Plan*, as well as in developing future plans. The full implementation of the plan will require a concerted effort and attention to funding priorities, dissemination, training, and education. NIDRR plans to continue an open dialogue with individuals with disabilities and their families, researchers, service providers, policy-makers, and industry representatives to assess the success of this plan and set directions for the future.

Conclusion

NIDRR's *Long-Range Plan* presents a comprehensive research agenda, focusing on developing new methods, technologies, and approaches for eliminating the environmental, cultural, and social barriers that prevent people with disabilities from full inclusion in all aspects of society. NIDRR intends for this plan to challenge the disability and rehabilitation community to address the new paradigm of disability and its implications for their lives and work. Sensitivity to the environmental components of disability leads to an awareness of a changing disability universe, which results from both new conditions and etiologies and from the differential distribution of disabilities among socioeconomic and cultural groups.

The new paradigm calls for an emphasis on an accessible society and participation by individuals with disabilities. This plan presented in this document also supports the concept of universal design as a way to facilitate access and enhance or replace the use of many individualized accommodations. NIDRR believes these concepts and approaches will enable the disability field to capitalize on the opportunities presented by the convergence of technological breakthroughs and the empowerment of disabled advocates.

This plan outlines new management strategies to oversee NIDRR's extensive, multifaceted rehabilitation research effort. Using a five-year agenda, NIDRR will provide a blueprint for advancing knowledge in medical and rehabilitation service delivery, assistive technologies, employment, statistical methods and survey research, disability studies and rehabilitation science, and approaches to independent living and community integration. By creating avenues for the dissemination and utilization of research knowledge and by enhancing research capacity and management talent, NIDRR stands as an agency for change, promoting the advancement of individuals with disabilities.

Appendix *Long-Range Plan* Steering Committee Members

Clifford Brubaker (chair) is the dean of the School of Health and Rehabilitation Sciences at the University of Pittsburgh. Prior to this position, he was a professor at the University of Virginia for 18 years. He is a nationally known researcher in seating and mobility and a leader in assistive technology and rehabilitation engineering. He is a founding member of the Rehabilitation and Assistive Technology Association (RESNA) and served as its president in 1993-94. He has received patents for several inventions. Brubaker holds a Ph.D. in exercise physiology.

Robert H. Bruininks is the executive vice president and provost of the University of Minnesota and a professor of educational psychology. He has long-standing interests in educational evaluation and accountability, school-linked services, and strategic planning and educational reform. He established The Institute on Community Integration, a university-affiliated program on developmental disabilities, in 1985 to provide interdisciplinary training, exemplary services, and information and applied research on behalf of people with developmental disabilities and their families. Bruininks holds a Ph.D. in educational psychology.

Ricardo R. Fernández is president of Herbert H. Lehman College, a four-year liberal arts college of The City University of New York. He has held academic and administrative positions at Marquette University and the University of Wisconsin-Milwaukee, and served as a Fellow of the American Council on Education. His research interests include educational equity and the recruitment, retention, and advancement of minority students, faculty, and academic staff in higher education. Fernández holds a Ph.D. in romance languages from Princeton University.

James Paul Firman is president and CEO of the National Council on the Aging Inc. Firman's previous positions include president of the United Seniors Health Cooperative and senior program officer at the Robert Wood Johnson Foundation. He is a widely recognized expert and consumer advocate on many issues affecting older persons, such as home care, long-term care, health insurance and financing issues, and intergenerational programs. Firman has an Ed.D. in education from Columbia University.

Harley E. Flack (deceased) was the president of Wright State University. Flack was previously provost and executive vice president at Rowan College of New Jersey and vice president for academic affairs and dean of the faculty at the State

University of New York at Old Westbury. From 1974-87, Flack served as the founding dean and professor of the college of Allied Health Sciences at Howard University. He also served as a strategic planning consultant for more than 25 institutions in the United States. Flack was president of the National Society of Allied Health and held a Ph.D. in counselor education from the State University of New York at Buffalo.

Donald E. Galvin is president and CEO of the Commission on Accreditation of Rehabilitation Facilities, the preeminent standards-setting and accrediting body promoting quality services for people with disabilities. From 1989-93, Galvin was the vice president for programs of the Washington Business Group on Health and director of the Institute for Rehabilitation and Disability Management. He was associate superintendent of education for the Michigan Department of Education and also served as the director of its Bureau of Rehabilitation Services. Galvin has a Ph.D. in counseling and guidance.

Murray Goldstein is the medical director of the United Cerebral Palsy Research and Educational Foundation and is the interim executive director of the United Cerebral Palsy Associations of the United States. He was formerly the director of the National Institute of Neurological Disorders and Stroke of the National Institutes of Health and assistant surgeon general in the United States Public Health Service. Dr. Goldstein is recognized internationally as a leader in the clinical, scientific, and science administration aspects of disorders of the nervous system.

Joseph G. Hollowell, Jr., M.D., is the medical chief of the Office of Disability and Health at the Centers for Disease Control and Prevention. He is the former chief of the Developmental Disabilities Branch of the Division of Birth Defects and Developmental Disabilities. He is board-certified in pediatrics and has a master's in Public Health from the University of California-Berkeley. He is a nationally recognized expert on low-birthweight infants and children with disabilities. His professional interests include the study of growth in children, pediatric endocrinology, and issues surrounding the definitions, understanding, and prevention of disabilities.

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Knickman received his Ph.D. in public policy analysis from the University of Pennsylvania.

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Audrey L. McCrimmon is the assistant secretary of the Illinois Department of Human Services. As the assistant secretary, McCrimmon directs the agency's core training strategies, customer service and provider assistance, and Americans with Disabilities Act activities. Prior to becoming assistant secretary, McCrimmon had been the director of the Illinois Department of Rehabilitation Services, an agency serving 200,000 state residents with disabilities. Before joining the state government, McCrimmon served as deputy commissioner on disability for the Chicago Department on Aging and Disability and was nominated by President Clinton in 1994 to serve on the National Council on Disability. McCrimmon holds a master's degree in education from Northern Illinois University.

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Kate Pew Wolters was the Board Chair of the Steelcase Foundation, the corporate foundation of Steelcase Inc., the world's largest manufacturer of office furniture. Prior to assuming this position, she served as executive director of the foundation. She also has served as the director of the Grand Rapids Center for Independent Living and as a clinical social worker. Wolters was a presidential appointee to the National Council on Disability.



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College Freshmen with Disabilities

A Triennial Statistical Profile

by
Cathy Henderson

American Council on Education
HEATH Resource Center

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August 1995

CONTENTS

Foreword	1
Introduction and Sources of Data	5
Highlights of the 1994 Freshman Survey	9
Personal and Family Background	11
High School Preparation and Attitudes in College	15
College and Career Experiences	21
Self-Perceptions	23
Opinions	24
Differences by Gender Among Full-Time Freshmen with Disabilities, 1994	27
Highlights of Full-Time College Freshmen by Type of Disability, 1994	31
Learning Disability	32
Partial Sight or Blindness	33
Hearing-Related Disability	33
Orthopedic	34
Mental	34
Speech	35
Summary: Recent Trends, Likely Future	37
Appendix	39
ACE Board of Directors	44
HEATH Resource Center Advisory Board and Staff	45
Acknowledgments	45
List of Tables	45
1. Percentage of Full-Time College Freshmen Reporting Disabilities: Selected Years	5
2. Types of Disabilities Among Full-Time College Freshmen with Disabilities, by Percentage: Selected Years	9
3. Disabilities Reported by Full-Time College Freshmen, by Type of Institution, 1994	10
4. Differences Between Women and Men with Disabilities, by Type of Disability: 1994 Full-Time Freshmen	27
5. Percent of Full-Time College Freshmen with Multiple Disabilities, by Type of Disability: 1994	31

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List of Figures	
1. Full-Time College Freshmen With Disabilities, 1988, 1991, and 1994	9
2. Full-Time Freshmen with Disabilities, by Race/Ethnicity, 1994	12
3. Differences Between Women and Men, by Disability Status, 1994	12
4. Distribution of Full-Time College Freshmen, by Age, 1984	13
5. Parental Income of Full-Time College Freshmen, 1994	14
6. Average High School Grades of Full-Time College Freshmen, 1994	15
7. Full-Time College Freshmen Who Met or Exceeded Recommended Years of High School Study, 1994	16
8. Miles Traveled by Full-Time Freshmen to Attend College, 1994	18
9. Planned Residence of Full-Time College Freshmen, 1994	19
10. Financial Support for College Expenses of Full-Time Freshmen, 1994	19
11. Major Field of Study Predicted by Full-Time College Freshmen, 1994	20
12. Highest Earned Degree Predicted by Full-Time College Freshmen, 1994	21
13. Preferred Probable Careers of Full-Time College Freshmen, 1994	22
14. Full-Time College Freshmen Who Feel They Were Above Average in Ability Ratings, 1994	22
15. Selection Objectives Considered to Be Very Important by Full-Time College Freshmen, 1994	24
16. Distribution of Disability Type, by Gender, 1994	28
17. Differences Between Women and Men With Disabilities Who Listed Very Important Reasons Why They Selected This College, 1994	29
18. Differences Between Men and Women With Disabilities Who Feel They Were Above Average in Ability Ratings, 1994	29
19. Distribution of Full-Time College Freshmen With Disabilities, by Type of Disability and Type of Institution, 1994	31
20. Comparison of High School Graduates, Full-Time College Freshmen, and Full-Time College Freshmen with Disabilities, Selected Years	38

For more than a decade, I have been involved in the issue of postsecondary education for students with disabilities. As an observer, participant, and advocate, I have witnessed great changes in thinking as well as action on American campuses by educators and administrators. Before the end of the 1970s, there were only a handful of colleges and universities that could be identified as educating students with disabilities. There were several dedicated to students who are deaf, and a few that served students who use wheelchairs. As newer campuses were built, physical access issues were incorporated into buildings and allowed some campuses to become accessible to students with various disabilities. The students with disabilities who attended college 20 or 30 years ago frequently were severely disabled war veterans or highly motivated and exceptionally well-prepared students with lifelong disabilities. Those in nonspecialized colleges and universities most frequently were blind or functionally limited in mobility.

The civil rights movement of the 1960s extended into the 1970s to enhance advocates of people with disabilities — then called “handicapped.” In 1973, the Rehabilitation Act was passed by Congress. Section 504 of the act prohibits discrimination on the sole basis of handicap by recipients of federal funds. As virtually all American colleges and universities receive some federal dollars, they must comply with both that law and the regulations implementing Section 504, which were issued in 1977. The Americans with Disabilities Act of 1990 reaffirmed the Rehabilitation Act and extended the protection of civil rights of people with disabilities to include public and private entities. The greatest increases in the enrollment rates of postsecondary students with disabilities can be traced to that time.

As College Freshmen with Disabilities: A Triennial Statistical Profile clearly shows, the percentage of freshmen who report having a disability has tripled since the end of the 1970s. The percent of full-time, first-time freshmen with disabilities has remained stable since HEATH reported on 1981 data in the first of this triennial series. Furthermore, the disabling conditions that are most prevalent in the 1990s are more likely to be “invisible” (learning disabilities, health impairments, speech impairments, low vision, or loss of hearing) than obvious (deafness, orthopedic, blindness). Despite the fact that more than 9 percent of freshmen report having disabilities, only 1 to 3 percent of all students request any physical or programmatic accommodations. The profession of campus *affinity*

support service provider (DSSP) has grown over the past decade to meet the needs of this changing population.

The only measure available to document the change over time of the college population with disabilities is the annual survey, *The American Freshman: National Norms*, which has included a question about disability status since 1978. Encouragement from ACE's Division of Policy Analysis and Research has helped to keep the disability question in that survey on a regular basis.

The *American Freshman: National Norms* reports data collected by the *Cooperative Institutional Research Program (CIRP)* in its national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,300 institutions, over 7 million students, and more than 100,000 faculty. To maximize the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at the University of California, Los Angeles (UCLA) in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at UCLA, under the continuing sponsorship of the American Council on Education.

The *American Council on Education (ACE)*, founded in 1918, is the nation's major higher education representative organization. An independent, nonprofit association, the Council represents the interests of all accredited, degree-granting institutions of higher education as well as national and regional higher education associations. Through its programs and activities, and its policy-setting functions, it strives to ensure high-quality education on the nation's campuses and equal educational opportunity for all American citizens.

Collection and publication of these data were made possible by the terms of the Cooperative Agreement between the American Council on Education and the U.S. Department of Education. That Cooperative Agreement enables HEATH to publish the triennial series *College Freshmen with Disabilities: A Statistical Profile* (1992, 1995, and 1998). With that support, HEATH purchased a special run of CIRP data, which was based on the responses of the freshmen who reported having one or more disabilities. Cathy Henderson, who wrote this Profile, brought extensive experience and clear thinking to the task. A former analyst for

ACE's Division of Policy Analysis and Research and currently a consultant on higher education policy issues, Henderson has written numerous *Policy Briefs* and *Higher Education Panel Reports* for ACE. With guidance from the HEATH Advisory Board and staff, she selected the specific data addressed in this publication.

The data are rich and warrant study by disability support service personnel; student development officers, vocational rehabilitation counselors, specific disability advocates, and educators, as well as students and their families.



Rhona C. Hartman, Director
HEATH Resource Center

Public Law 103-239
103d Congress

An Act

May 4, 1994
(H.R. 2884)

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

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

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.

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

Subtitle A—State Development Grants

- Sec. 201. Purpose.
- Sec. 202. Authorization.
- Sec. 203. Application.
- Sec. 204. Approval of application.
- Sec. 205. Use of amounts.
- Sec. 206. Maintenance of effort.
- Sec. 207. Reports.

Subtitle B—State Implementation Grants

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

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

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

TITLE III—FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS

- Sec. 301. Purposes.

School-to-Work Opportunities Act of 1994, 20 USC 6101 note.

1(a) -
(b)

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

TITLE IV—NATIONAL PROGRAMS

- Sec. 401. Research, demonstration, and other projects.
- Sec. 402. Performance outcomes and evaluation.
- Sec. 403. Training and technical assistance.
- Sec. 404. Capacity building and information and dissemination network.
- Sec. 405. Reports to Congress.
- Sec. 406. Funding.

TITLE V—WAIVER OF STATUTORY AND REGULATORY REQUIREMENTS

- Sec. 501. State and local partnership requests and responsibilities for waivers.
- Sec. 502. Waiver authority of Secretary of Education.
- Sec. 503. Waiver authority of Secretary of Labor.
- Sec. 504. Combination of Federal funds for high poverty schools.
- Sec. 505. Combination of Federal funds by States for school-to-work activities.

TITLE VI—GENERAL PROVISIONS

- Sec. 601. Requirements.
- Sec. 602. Sanctions.
- Sec. 603. State authority.
- Sec. 604. Prohibition on Federal mandates, direction, and control.
- Sec. 605. Authorization of appropriations.

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.

Subtitle B—Tech-Prep Programs

- Sec. 711. Tech-prep education.

Subtitle C—Alaska Native Art and Culture

- Sec. 721. Short title.
- Sec. 722. Alaska Native art and culture.

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.

TITLE VIII—TECHNICAL PROVISIONS

- Sec. 801. Effective date.
- Sec. 802. Sunset.

SEC. 2. FINDINGS.

20 USC 6101.

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 tech-

2(11)-
(4)

nologies, 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.

20 USC 6102.

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;

2(5)-
3(a)(2)

(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—

2(a)(3)-
(b)(2)

- (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.

20 USC 6103.

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 disabilities, 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;

3(6)(2)(A)-

4(5)(B)

(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;

4(5)(C) -
(11)(B)(iii)

- (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

4(11)(B)(iv) -
(18)

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.

20 USC 6104.

(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

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5(a)(1)

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

20 USC 6111.

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.

20 USC 6112.

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

5(a)(2)-
102(3)

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.

20 USC 6113.

(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.

20 USC 6114.

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

102(4) -
104(3)(A)

(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

20 USC 6121. SEC. 201. PURPOSE.

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

20 USC 6122. 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

104(3)(B) -
202(a)

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. 205. APPLICATION.

20 USC 6123.

(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 postsecondary 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,

202(b) -
203(b)(3)

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.

20 USC 6124.

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.

20 USC 6125.

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 programs, and in establishing partnerships between business and

203(b)(4)-
205(5)

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. 205. MAINTENANCE OF EFFORT.

20 USC 6126.

(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—

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206(a)

(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.

20 USC 6127.

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

20 USC 6141.

SEC. 211. PURPOSE.

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

20 USC 6142.

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).

206(a)(1)-
212

SEC. 113. APPLICATION.

20 USC 5143.

(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 accord-

213(a)-
(b)(4)(J)

ance 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.

Urban and rural
areas.

(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 section 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

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(d)(6)

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;

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(13)

(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 drop-outs, 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.

20 USC 6144.

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—

213(d)(14)-
214(b)

(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 pur-

20 USC 6145.

214(b)(11)-
215(b)(1)(A)

pose 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;

215(b)(1)(B) -
(4)(B)

(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

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(0)

(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 post-secondary 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;

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CXT1

(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 work-place 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.

20 USC 6146

20 USC 6147

20 USC 6148

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218

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

20 USC 6161.

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.

20 USC 6162.

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.

Urban and rural areas.
Children and youth.

TITLE III—FEDERAL IMPLEMENTATION GRANTS TO LOCAL PARTNERSHIPS

20 USC 6171.

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.

20 USC 6172.

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

221-
302(a)(2)(A)

(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.

20 USC 6173.

(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);

302(a)(2)(B) -
303(c)(3)

(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).

20 USC 6174. **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).

20 USC 6175. **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.

20 USC 6176. **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.

20 USC 6177. **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

20 USC 6191. **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.

Grants.
Contracts.
20 USC 6192. **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

303(c)(4) -
402(a)

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

402(a)(1) -
(c)

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.

20 USC 6193.

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.

Grants.
Contracts.

(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.

20 USC 6194.

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;

403 -
404(1)(C)

(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.

20 USC 6195.

(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.

20 USC 6196.

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.

20 USC 6211.

(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 statewide 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.**—

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501(b)(2)(B)

(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.

20 USC 6212

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;

501(b)(2)(B)(i)
502(a)(1)(D)(i)

(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;

502(a)(1)(D)(ii)-
(c)(6)

(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).

26 USC 6213.

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.

502(c)(7)-

503(a)(1)

(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. 20 USC 6214.

(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

503(a)(2)-
504(a)(2)

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 (5) 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.

20 USC 6215.

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

504(a)(2)(A) -

505(a)(2)(B)(iii)

(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.

20 USC 6231.

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

505(a)(2)(B)(iv) -
601(3)(A)

(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 prohibiting 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.

20 USC 6232.

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.

20 USC 6233.

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.

601(B)(B) -
603

SEC. 604. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL. 20 USC 6234.

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. 20 USC 6235.

(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

(4A) 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

Homeless,
Job Training.

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."

604-
701(a)

(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

20 USC 4401
note.

SEC. 721. SHORT TITLE.

This title may be cited as the "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

20 USC 4441.

70(6)-
722

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.

29 USC 6101
note.

731-
801

108 STAT. 608

PUBLIC LAW 103-239—MAY 4, 1994

20 USC 6251.

SEC. 802. SUNSET.

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

Approved May 4, 1994.

LEGISLATIVE HISTORY—H.R. 2884 (S. 1361):

HOUSE REPORTS: Nos. 103-345 (Comm. on Education and Labor) and 103-480 (Comm. of Conference).

SENATE REPORTS: No. 103-179 accompanying S. 1361 (Comm. on Labor and Human Resources).

CONGRESSIONAL RECORD:

Vol. 139 (1993): Nov. 15, considered and passed House.

Vol. 140 (1994): Feb. 7, 8, S. 1361 considered in Senate; H.R. 2884, amended, passed in lieu.

Apr. 20, House agreed to conference report.

Apr. 21, Senate agreed to conference report.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 30 (1994):
May 4, Presidential remarks and statement.

002