

Crenshaw	Joyce (PA)	Rouzer
Curtis	Katko	Roy
Davidson (OH)	Keller	Rutherford
Davis, Rodney	Kelly (MS)	Scalise
DesJarlais	Kelly (PA)	Schweikert
Diaz-Balart	King (IA)	Scott, Austin
Dunn	Kinzinger	Shimkus
Emmer	Kustoff (TN)	Simpson
Estes	LaHood	Smith (MO)
Fitzpatrick	LaMalfa	Smith (NE)
Fleischmann	Latfa	Smith (NJ)
Fortenberry	Long	Smucker
Foxx (NC)	Loudermilk	Spano
Fulcher	Lucas	Stauber
Gallagher	Marshall	Stefanik
Garcia (CA)	Massie	Steil
Gibbs	Mast	Steube
Gohmert	McCarthy	Stewart
Gonzalez (OH)	McCauley	Stivers
Gooden	McClintock	Taylor
Gosar	McHenry	Thompson (PA)
Granger	McKinley	Thornberry
Graves (LA)	Meuser	Tiffany
Graves (MO)	Miller	Timmons
Griffith	Moolenaar	Tipton
Grothman	Mooney (WV)	Turner
Guest	Mullin	Upton
Guthrie	Murphy (NC)	Van Drew
Hagedorn	Norman	Wagner
Harris	Nunes	Walden
Hartzler	Palazzo	Walker
Hern, Kevin	Palmer	Walorski
Herrera Beutler	Pence	Watkins
Hice (GA)	Perry	Weber (TX)
Higgins (LA)	Posey	Webster (FL)
Hill (AR)	Reed	Wenstrup
Hollingsworth	Reschenthaler	Westerman
Hudson	Rice (SC)	Williams
Hurd (TX)	Riggleman	Wilson (SC)
Jacobs	Roby	Wittman
Johnson (LA)	Rodgers (WA)	Womack
Johnson (OH)	Roe, David P.	Woodall
Johnson (SD)	Rogers (AL)	Yoho
Jordan	Rooney (FL)	Zeldin
Joyce (OH)	Rose, John W.	

## NOT VOTING—30

Abraham	Gaetz	Mitchell
Aderholt	Gianforte	Newhouse
Amodei	Green (TN)	Olson
Cárdenas	Holding	Richmond
Carter (TX)	Huizenga	Rogers (KY)
Cheney	King (NY)	Sensenbrenner
Collins (GA)	Lamborn	Walberg
Duncan	Lesko	Waltz
Ferguson	Luetkemeyer	Wright
Flores	Marchant	Young

□ 1458

Mr. GONZALEZ of Ohio changed his vote from “yea” to “nay.”

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

## MEMBERS RECORDED PURSUANT TO HOUSE RESOLUTION 965, 116TH CONGRESS

Barragán (Beyer)	Garamendi	Lowe (Tonko)
Beatty (Fudge)	(Sherman)	McEachin
Blumenauer	Gonzalez (TX)	(Wexton)
(Beyer)	(Gomez)	Meng (Kuster)
Bonamici (Clark)	Grijalva (García)	(NH)
(MA))	(IL))	Moore (Beyer)
Boyle, Brendan	Hastings	Nadler (Jeffries)
F. (Jeffries)	(Wasserman)	Napolitano
Brownley (CA)	Schultz)	(Correa)
(Clark (MA))	Higgins (NY)	Payne
Bustos (Kuster)	(Sánchez)	(Wasserman)
(NH)	Jayapal (Raskin)	Schultz)
Carson (IN)	Johnson (TX)	Perlmutter
(Clever)	(Jeffries)	(Neguse)
Castro (TX)	Keating (Kuster)	Peterson
(García (TX))	(NH)	(McCollum)
Clay (Clever)	Kirkpatrick	Pingree (Kuster)
Cohen (Beyer)	(Stanton)	(NH)
Costa (Cooper)	Langevin	Pocan (Raskin)
Courtney (Hayes)	(Lynch)	Porter (Wexton)
DeGette (Blunt)	Lawrence	Price (NC)
Rochester)	(Kildee)	(Butterfield)
DeSaulnier	Lawson (FL)	Rooney (FL)
(Matsui)	(Demings)	(Beyer)
Escobar (García)	Lieu, Ted (Beyer)	Rose (NY)
(TX))	Lofgren (Jeffries)	(Golden)
Frankel (Clark)	Lowenthal	Roybal-Allard
(MA))	(Beyer)	(Bass)

Ruiz (Dingell)	Serrano	Watson Coleman
Rush	(Jeffries)	(Pallone)
(Underwood)	Speier (Scanlon)	Welch
Ryan (Kildee)	Titus (Connolly)	(McGovern)
Schrier (Heck)	Vargas (Correa)	Wilson (FL)
		(Hayes)

## COMMUNICATION FROM THE CLERK OF THE HOUSE

The SPEAKER pro tempore (Mr. VEASEY) laid before the House the following communication from the Clerk of the House of Representatives:

OFFICE OF THE CLERK,  
HOUSE OF REPRESENTATIVES,  
Washington, DC, November 19, 2020.

Hon. NANCY PELOSI,  
*The Speaker, House of Representatives,*  
Washington, DC.

DEAR MADAM SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, the Clerk received the following message from the Secretary of the Senate on November 19, 2020, at 11:36 a.m.:

That the Senate passed S. 512.  
That the Senate passed S. 2847.  
That the Senate passed S. 2904.  
That the Senate passed S. 3257.  
That the Senate passed S. 3461.  
That the Senate passed S. 3462.  
That the Senate passed S. 3839.  
That the Senate passed S. 4126.  
That the Senate passed without amendment H.R. 1833.  
That the Senate passed without amendment H.R. 3207.  
That the Senate passed without amendment H.R. 3317.  
That the Senate passed without amendment H.R. 3329.  
That the Senate passed without amendment H.R. 4734.  
That the Senate passed without amendment H.R. 4794.  
That the Senate passed without amendment H.R. 4981.  
That the Senate passed without amendment H.R. 5037.  
That the Senate passed without amendment H.R. 5384.

With best wishes, I am,  
Sincerely,

CHERYL L. JOHNSON,  
Clerk.

## ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 4 of rule 1, the following enrolled bills were signed by the Speaker on Thursday, November 19, 2020:

H.R. 835, to impose criminal sanctions on certain persons involved in international doping fraud conspiracies, to provide restitution for victims of such conspiracies, and to require sharing of information with the United States Anti-Doping Agency to assist its fight against doping, and for other purposes;

H.R. 1668, to establish minimum security standards for Internet of Things devices owned or controlled by the Federal Government, and for other purposes;

H.R. 1773, to award a Congressional Gold Medal, collectively, to the women in the United States who joined the workforce during World War II, pro-

viding the aircraft, vehicles, weaponry, ammunition and other material to win the war, that were referred to as “Rosie the Riveter”, in recognition of their contributions to the United States and the inspiration they have provided to ensuing generations;

H.R. 3589, to award a Congressional Gold Medal to Greg LeMond, in recognition of his service to the Nation as an athlete, activist, role model, and community leader;

H.R. 4104, to require the Secretary of the Treasury to mint a coin in commemoration of the 100th anniversary of the establishment of the Negro Leagues baseball;

H.R. 5901, to establish a program to facilitate the adoption of modern technology by executive agencies, and for other purposes;

H.R. 8472, to provide that, due to the disruptions caused by COVID-19, applications for impact aid funding for fiscal year 2022 may use certain data submitted in the fiscal year 2021 application;

S. 327, to amend the Federal Lands Recreation Enhancement Act to provide for a lifetime National Recreational Pass for any veteran with a service-connected disability;

S. 3147, to require the Secretary of Veterans Affairs to submit to Congress reports on patient safety and quality of care at medical centers of the Department of Veterans Affairs, and for other purposes;

S. 3587, to require the Secretary of Veterans Affairs to conduct a study on the accessibility of websites of the Department of Veterans Affairs to individuals with disabilities, and for other purposes.

## NATIONAL APPRENTICESHIP ACT OF 2020

Mr. SCOTT of Virginia. Mr. Speaker, pursuant to House Resolution 1224, I call up the bill (H.R. 8294) to amend the National Apprenticeship Act and expand the national apprenticeship system to include apprenticeships, youth apprenticeships, and pre-apprenticeship registered under such Act, to promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, and for other purposes, and ask for its immediate consideration.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 1224, the amendment in the nature of a substitute recommended by the Committee on Education and Labor, printed in the bill, modified by the amendment printed in part A of House Report 116-593, is adopted and the bill, as amended, is considered read.

The text of the bill, as amended, is as follows:

## H.R. 8294

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

## SECTION 1. SHORT TITLE.

*This Act may be cited as the “National Apprenticeship Act of 2020”.*

**SEC. 2. EFFECTIVE DATE.**

This Act, and the amendments made by this Act, shall take effect beginning on July 1, 2021.

**SEC. 3. AMENDMENT.**

The Act of August 16, 1937 (commonly referred to as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.), is amended to read as follows:

**“SEC. 1. SHORT TITLE; TABLE OF CONTENTS.**

“(a) **SHORT TITLE.**—This Act may be cited as the ‘National Apprenticeship Act’.

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

“Sec. 1. Short title; table of contents.

“Sec. 2. Definitions.

“Sec. 3. Programs under the national apprenticeship system.

“Sec. 4. Transition provisions.

“Sec. 5. Disaggregation of data.

“Sec. 6. Relation to other laws.

**“TITLE I—PROMOTING PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM**

“Subtitle A—The Office of Apprenticeship, State Registration Agency Approval Process, and Interagency Agreement

“Sec. 111. The Office of Apprenticeship.

“Sec. 112. National Advisory Committee on Apprenticeships.

“Sec. 113. State apprenticeship agencies and State Offices of Apprenticeship.

“Sec. 114. Interagency agreement with Department of Education.

“Subtitle B—Process and Standards for the National Apprenticeship System

“Sec. 121. Apprenticeable occupations standards.

“Sec. 122. Quality standards of programs under the national apprenticeship system.

“Sec. 123. Apprenticeship agreements.

“Sec. 124. Registration of programs under the national apprenticeship system.

“Subtitle C—Evaluations and Research

“Sec. 131. Program evaluations.

“Sec. 132. National apprenticeship system research.

“Subtitle D—General Provisions

“Sec. 141. Authorization of appropriations.

**“TITLE II—MODERNIZING THE NATIONAL APPRENTICESHIP SYSTEM FOR THE 21<sup>ST</sup> CENTURY GRANTS**

“Sec. 201. Grant requirements.

“Sec. 202. Uses of Funds.

“Sec. 203. Grant evaluations.

“Sec. 204. Grant appropriations.

**“SEC. 2. DEFINITIONS.**

“In this Act:

“(1) **ADMINISTRATOR.**—The term ‘Administrator’ means the Administrator of the Office of Apprenticeship established under section 111(a).

“(2) **ADVISORY COMMITTEE.**—The term ‘Advisory Committee’ means the National Advisory Committee on Apprenticeships established under section 112.

“(3) **APPRENTICE.**—The term ‘apprentice’ means a program participant in an apprenticeship program.

“(4) **APPRENTICESHIP AGREEMENT.**—The term ‘apprenticeship agreement’ means a written agreement under section 123 between—

“(A) an apprentice, a youth apprentice, or a pre-apprentice; and

“(B) a sponsor.

“(5) **APPRENTICESHIP HUB.**—The term ‘apprenticeship hub’ means a regional or sectoral qualified intermediary recognized by a State apprenticeship agency or a State Office of Apprenticeship as organizing and providing activities and services related to the development of programs under the national apprenticeship system.

“(6) **APPRENTICEABLE OCCUPATION.**—The term ‘apprenticeable occupation’ means an occupation that the Administrator has determined meets the requirements of section 121.

“(7) **APPRENTICESHIP PROGRAM.**—The term ‘apprenticeship program’ means a program that meets the standards described in section 122(b) and is registered under this Act.

“(8) **COMPETENCY.**—The term ‘competency’ means the attainment of knowledge, skills, and abilities in a subject area, as specified by an occupational skill standard and demonstrated by an appropriate written or hands-on proficiency measurement.

“(9) **DEPARTMENT.**—The term ‘Department’ means the Department of Labor.

“(10) **EDUCATION AND TRAINING PROVIDER.**—The term ‘education and training provider’ means—

“(A) an area career and technical education school;

“(B) an early college high school;

“(C) an educational service agency;

“(D) a high school;

“(E) a local educational agency or State educational agency;

“(F) a Tribal educational agency, Tribally controlled college or university, or Tribally controlled postsecondary career and technical institution;

“(G) a postsecondary educational institution;

“(H) a minority-serving institution (as described in any of paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)));

“(I) a provider of adult education and literacy activities under the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.);

“(J) a local agency administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741);

“(K) a related instruction provider, including a qualified intermediary acting as a related instruction provider as approved by a registration agency; or

“(L) a consortium of entities described in any of subparagraphs (A) through (K).

“(11) **ELIGIBLE ENTITY.**—

“(A) **IN GENERAL.**—The term ‘eligible entity’ means—

“(i) a program sponsor;

“(ii) a State workforce development board or State workforce agency, or a local workforce development board or local workforce development agency;

“(iii) an education and training provider, or a consortium thereof;

“(iv) if the applicant is in a State with a State apprenticeship agency, such State apprenticeship agency;

“(v) an Indian Tribe or Tribal organization;

“(vi) an industry or sector partnership, a group of employers, a trade association, or a professional association that sponsors or participates in a program under the national apprenticeship system;

“(vii) a Governor of a State;

“(viii) a labor organization or joint labor-management organization; or

“(ix) a qualified intermediary.

“(B) **SPONSOR REQUIREMENT.**—Not fewer than one entity under subparagraph (A) shall be the sponsor of a program under the national apprenticeship system.

“(12) **INDIAN TRIBE; TRIBAL ORGANIZATION.**—The terms ‘Indian Tribe’ and ‘Tribal organization’ have the meaning given the terms (without regard to capitalization) in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

“(13) **INTERIM CREDENTIAL.**—The term ‘interim credential’ means a credential issued by a registration agency, upon request of the appropriate sponsor, as certification of competency attainment by a program participant during participation in a program under the national apprenticeship system.

“(14) **JOURNEYWORKER.**—The term ‘journeyworker’ means a worker who has attained a level of skill, abilities, and competencies recognized within an industry as hav-

ing mastered the skills and competencies required for the occupation.

“(15) **NATIONAL APPRENTICESHIP SYSTEM.**—The term ‘national apprenticeship system’ means the apprenticeship programs, youth apprenticeship programs, and pre-apprenticeship programs that meet the requirements of this Act.

“(16) **NONTRADITIONAL APPRENTICESHIP POPULATION.**—The term ‘nontraditional apprenticeship population’ means a group of individuals (such as a group of individuals from the same gender or race), the members of which comprise fewer than 25 percent of the program participants in an apprenticeable occupation under the national apprenticeship system.

“(17) **NONTRADITIONAL APPRENTICESHIP INDUSTRY OR OCCUPATION.**—The term ‘nontraditional apprenticeship industry or occupation’ refers to an industry sector or occupation that represents fewer than 10 percent of apprenticeable occupations or the programs under the national apprenticeship system.

“(18) **OUTLYING AREA.**—The term ‘outlying area’ means American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands.

“(19) **PRE-APPRENTICE.**—The term ‘pre-apprentice’ means a program participant in a pre-apprenticeship program.

“(20) **PRE-APPRENTICESHIP PROGRAM.**—The term ‘pre-apprenticeship program’ means a training model or program that—

“(A) prepares individuals for acceptance into an apprenticeship program;

“(B) meets the standards described in section 122(c); and

“(C) is registered under this Act.

“(21) **PROGRAM PARTICIPANT.**—The term ‘program participant’ means an apprentice, a pre-apprentice, or a youth apprentice.

“(22) **QUALIFIED INTERMEDIARY.**—

“(A) **IN GENERAL.**—The term ‘qualified intermediary’ means an entity that demonstrates expertise in building, connecting, sustaining, and measuring the performance of partnerships described in subparagraph (B) and serves program participants and employers by—

“(i) connecting employers to programs under the national apprenticeship system;

“(ii) assisting in the design and implementation of such programs, including curriculum development and delivery for related instruction;

“(iii) supporting entities, sponsors, or program administrators in meeting the registration and reporting requirements of this Act;

“(iv) providing professional development activities such as training to mentors;

“(v) connecting students or workers to programs under the national apprenticeship system;

“(vi) developing and providing personalized program participant supports, including by partnering with organizations to provide access to or referrals for supportive services and financial advising;

“(vii) providing services, resources, and supports for development, delivery, expansion, or improvement of programs under the national apprenticeship system; or

“(viii) serving as a program sponsor.

“(B) **PARTNERSHIPS.**—The term ‘partnerships described in subparagraph (B)’ means partnerships among entities involved in programs under the national apprenticeship system, including—

“(i) industry or sector partnerships;

“(ii) partnerships among employers, joint labor-management organizations, labor organizations, community-based organizations, industry associations, State or local workforce development boards, education and training providers, social service organizations, economic development organizations, Indian Tribes or Tribal organizations, one-stop operators, or one-stop partners, in the State workforce development system; or

“(iii) partnerships among one or more of the entities described in clauses (i) and (ii).

“(23) **RECOGNIZED POSTSECONDARY CREDENTIAL.**—The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), except that such term does not include a certificate of completion of an apprenticeship.

“(24) **REGISTRATION AGENCY.**—The term ‘registration agency’ means the State Office of Apprenticeship or State apprenticeship agency in a State that is responsible for—

“(A) approving or denying applications from sponsors for registration of programs under the national apprenticeship system in the State or area covered by the registration agency; and

“(B) carrying out the responsibilities of supporting the youth apprenticeship, pre-apprenticeship, or apprenticeship programs registered by the registration agency.

“(25) **RELATED INSTRUCTION.**—The term ‘related instruction’ means an organized and systematic form of instruction that meets the requirements of section 122(b)(1)(C).

“(26) **RELATED FEDERAL PROGRAMS.**—The term ‘related Federal programs’ means programs or activities under the following:

“(A) The Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), including adult education and literacy activities under such Act.

“(B) The Wagner-Peyser Act (29 U.S.C. 49 et seq.).

“(C) The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

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

“(E) The Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

“(F) Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.).

“(G) Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.).

“(H) The Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

“(I) Chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.).

“(J) Chapter 41 of title 38, United States Code.

“(K) Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.).

“(L) State unemployment compensation laws (in accordance with applicable Federal law).

“(M) Section 231 of the Second Chance Act of 2007 (34 U.S.C. 60541).

“(N) Part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

“(O) Employment and training activities carried out by the Department of Housing and Urban Development, the Department of Defense, the Department of Commerce, the Department of Energy, the Department of Transportation, and the Small Business Administration.

“(P) Section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)).

“(Q) Educational assistance programs under chapters 30 through 36 of title 38, United States Code.

“(27) **SECRETARY.**—The term ‘Secretary’ means the Secretary of Labor.

“(28) **SPONSOR.**—The term ‘sponsor’ means an employer, joint labor-management organization, trade association, professional association, labor organization, education and training provider, or qualified intermediary that is applying to administer and operate a program under the national apprenticeship system.

“(29) **STATE.**—The term ‘State’—

“(A) has the meaning given such term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); and

“(B) includes each of the outlying areas.

“(30) **STATE APPRENTICESHIP AGENCY.**—The term ‘State apprenticeship agency’ means a State agency recognized as a State apprenticeship agency under section 113.

“(31) **STATE APPRENTICESHIP COUNCIL.**—The term ‘State apprenticeship council’ means an entity established under section 113(b)(3) to assist the State apprenticeship agency.

“(32) **STATE OFFICE OF APPRENTICESHIP.**—The term ‘State office of apprenticeship’ means the office designated by the Administrator to administer programs under the national apprenticeship system in such State and meets the requirements of section 111(b)(3).

“(33) **STATE OR LOCAL WORKFORCE DEVELOPMENT BOARDS.**—The terms ‘State workforce development board’ and ‘local workforce development board’ have the meanings given the terms ‘State board’ and ‘local board’, respectively, in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

“(34) **STATE WORKFORCE AGENCY.**—The term ‘State workforce agency’ means the State agency with responsibility for workforce investment activities under chapters 2 and 3 of subtitle B of title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3121 et seq., 3131 et seq.).

“(35) **CTE TERMS.**—The terms ‘area career and technical education school’, ‘articulation agreement’, ‘credit transfer agreement’, ‘postsecondary educational institution’, ‘tribally controlled college or university’, ‘tribally controlled postsecondary career and technical institution’, and ‘work-based learning’ have the meanings given in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

“(36) **ESEA TERMS.**—The terms ‘dual or concurrent enrollment program’, ‘early college high school’, ‘education service agency’, ‘high school’, ‘local educational agency’, ‘paraprofessional’, and ‘State educational agency’ have the meanings given in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(37) **TRIBAL EDUCATIONAL AGENCY.**—The term ‘tribal educational agency’ has the meaning given the term in section 6132 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7452).

“(38) **WIOA TERMS.**—The terms ‘career pathway’, ‘in-demand industry sector or occupation’, ‘individual with a barrier to employment’, ‘industry or sector partnership’, ‘labor market area’, ‘local area’, ‘one-stop center’, ‘one-stop operator’, ‘one-stop partner’, ‘supportive services’ and ‘workforce development system’ have the meanings given in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

“(39) **YOUTH APPRENTICE.**—The term ‘youth apprentice’ means a participant in a youth apprenticeship program.

“(40) **YOUTH APPRENTICESHIP PROGRAM.**—The term ‘youth apprenticeship program’ means a model or program that meets the standards described in section 122(d) and is registered under this Act.

### “SEC. 3. PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM.

“Any funds appropriated under this Act shall only be used for, or provided to, programs under the national apprenticeship system, including any funds awarded for the purposes of grants, contracts, or cooperative agreements, or the development, implementation, or administration, of program under the national apprenticeship system.

### “SEC. 4. TRANSITION PROVISIONS.

“The Secretary shall take such steps as are necessary to provide for the orderly transition to the authority of this Act (as amended by the National Apprenticeship Act of 2020) from any authority under the Act of August 16, 1937 (commonly referred to as the ‘National Apprenticeship Act’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.), as in effect on the day before the date of enactment of the National Apprenticeship Act of 2020.

### “SEC. 5. DISAGGREGATION OF DATA.

“The disaggregation of data under this Act shall not be required when the number of program participants in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable

information about a program participant or would reveal such information when combined with other released information.

### “SEC. 6. RELATION TO OTHER LAWS.

“Nothing in this Act shall invalidate or limit the remedies, rights, and procedures under any Federal law or the law of any State or political subdivision of any State or jurisdiction that provides greater or equal protection for individuals based on race, color, religion, national origin, sex, sexual orientation, age, genetic information, or disability than are afforded by this Act.

### “TITLE I—PROMOTING PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM

#### “Subtitle A—The Office of Apprenticeship, State Registration Agency Approval Process, and Interagency Agreement

### “SEC. 111. THE OFFICE OF APPRENTICESHIP.

“(a) **ESTABLISHMENT OF THE OFFICE OF APPRENTICESHIP.**—There is established, in the Employment and Training Administration of the Department of Labor, an Office of Apprenticeship (referred to in this section as the ‘Office’), which shall be directed by an Administrator who has demonstrated knowledge of the national apprenticeship system necessary to head the Office.

“(b) **RESPONSIBILITIES.**—The Administrator shall be responsible for the administration of this Act, including:

“(1) **PROMOTION AND AWARENESS ACTIVITIES.**—The Administrator shall carry out promotion and awareness activities, including the following:

“(A) Supporting the development or scaling of apprenticeship models nationally, promoting the effectiveness of youth apprenticeship, pre-apprenticeship, and apprenticeship programs, and providing promotional materials to State apprenticeship agencies, State workforce development systems or local workforce development systems, State educational agencies or local educational agencies, employers, trade associations, professional associations, industry groups, labor organizations, joint labor-management organizations, education and training providers, Federal and State correctional facilities, and prospective apprentices in such programs.

“(B) Promoting greater diversity in the national apprenticeship system including by—

“(i)(I) promoting outreach to nontraditional apprenticeship populations;

“(II) engaging minority-serving institutions and employers from nontraditional apprenticeship industries or occupations; and

“(III) engaging small, medium-size, women-owned, and minority-owned businesses, and employers in high-skill, high-wage, and in-demand industry sectors and occupations that are nontraditional apprenticeship industries or occupations; and

“(ii) supporting the participation and retention of apprentices and employers described in clause (i) in the national apprenticeship system.

“(2) **TECHNICAL ASSISTANCE ACTIVITIES.**—The Administrator shall carry out technical assistance activities, including the following:

“(A) Providing technical assistance to—

“(i) assist State apprenticeship agencies and sponsors in complying with the requirements of this Act, including the process and standards described in subtitle B and the evaluation and research requirements described in subtitle C;

“(ii) receive and resolve comments or complaints from youth apprentices, pre-apprentices, or apprentices, sponsors, employers, State apprenticeship agencies, State local workforce agencies or local workforce agencies, State educational agencies or local educational agencies, qualified intermediaries, labor organizations, joint labor-management organizations, or other stakeholders;

“(iii) assist sponsors, employers, qualified intermediaries, and education and training or related instruction providers, or other entities interested in becoming sponsors, or seeking support for developing programs under the national

apprenticeship system or effectively carrying out such programs, including providing assistance for remote or virtual learning or training, as necessary;

“(iv) assist those applying for or carrying out grants under title II; and

“(v) share, through a national apprenticeship system clearinghouse, high-quality materials for programs under the national apprenticeship system, such as related instruction or training materials.

“(B) Cooperating with the—

“(i) Secretary of Education in—

“(I) providing technical assistance for the development and implementation of related instruction under the national apprenticeship system that is aligned with State education systems and education and training providers; and

“(II) supporting the stackability and portability of academic credit and credentials earned as part of such programs, including through articulation agreements and career pathways; and

“(ii) State workforce development systems to promote awareness of opportunities under the national apprenticeship system.

“(3) STATE OFFICES OF APPRENTICESHIP.—

“(A) ESTABLISHMENT OF OFFICES.—

“(i) IN GENERAL.—The Administrator shall establish and operate a State Office of Apprenticeship in a State described in clause (ii) to serve as the registration agency for such State.

“(ii) APPLICABLE STATES.—A State described in this clause is a State—

“(I) in which, as of the day before the date of enactment of the National Apprenticeship Act of 2020, there is no State Office of Apprenticeship; and

“(II) that has not applied for recognition as a State apprenticeship agency under section 113, or for which such recognition has not provided or has been withdrawn by the Administrator under such section.

“(B) STATE PLAN REQUIREMENT.—Each State Office of Apprenticeship shall be administered by a State Director who shall prepare and submit a State plan that meets the requirements of section 113(c).

“(C) VACANCIES.—Subject to the availability of appropriations, in the case of a State Office of Apprenticeship with a vacant position, the Administrator shall—

“(i) make information on such vacancy available on a publicly accessible website; and

“(ii) report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, on the status and length of such vacancy if such vacancy is not filled not later than 90 days after such position has become vacant.

“(D) RULE OF CONSTRUCTION.—Nothing in this paragraph shall be construed to prohibit any State described in subparagraph (A)(ii) from establishing an agency or entity to promote programs under the national apprenticeship system in such State, in coordination with the State Office of Apprenticeship operating in the State, so long as such agency or entity does not act as the registration agency in such State.

“(4) QUALITY STANDARDS, APPRENTICESHIP AGREEMENT, AND REGISTRATION REVIEW.—In order for the Secretary, acting through the Administrator, to support the formulation and furtherance of labor standards necessary to safeguard the welfare of program participants, and to extend the application of such standards in apprenticeship agreements, not later than 1 year after the effective date of the National Apprenticeship Act of 2020, and at least every 3 years thereafter, the Administrator shall review, and where appropriate, update the process for meeting the requirements of subtitle B, including applicable regulations and subregulatory guidance to ensure that such process is easily accessible and efficient to bring together employers and labor as sponsors or potential sponsors of programs under the national apprenticeship system.

“(5) APPRENTICEABLE OCCUPATIONS.—

“(A) EXISTING APPRENTICEABLE OCCUPATIONS.—The Administrator shall regularly review and update the requirements for each apprenticeable occupation to ensure that such requirements are in compliance with requirements under this Act.

“(B) NEW APPRENTICEABLE OCCUPATION.—

“(i) IN GENERAL.—The Administrator shall review and make a determination on whether to approve an occupation as an apprenticeable occupation not later than 45 days after receiving an application from a person seeking such approval from the Administrator.

“(ii) ESTIMATED TIMELINE.—If such determination is not made within 45 days, the Administrator shall provide the applicant with a written explanation for the delay and offer an estimated timeline for a determination that does not to exceed 90 days after the date of such written explanation.

“(C) INDUSTRY RECOGNIZED OCCUPATIONAL STANDARDS.—

“(i) IN GENERAL.—From the funds appropriated under section 141(a), the Administrator shall convene, on an ongoing basis and taking into consideration recommendations of the Advisory Committee under section 112(d)(4), the industry sector leaders and experts described in clause (ii) for the purposes of establishing or updating specific frameworks of industry recognized occupational standards for apprenticeable occupations (including potential apprenticeable occupations) that—

“(I) meet the requirements of this Act; and

“(II) describe program scope and length, related instruction, on-the-job training, recognized postsecondary credentials, and competencies, and relevant timelines for review of such frameworks.

“(ii) INDUSTRY SECTOR LEADERS AND EXPERTS.—The industry sector leaders and experts are employers, industry associations, joint labor-management organizations, labor organizations, education and training providers, credential providers, program participants, and other stakeholders relevant to the sector or occupation for which the frameworks are being established or updated, as determined by the Administrator.

“(iii) PRIORITY INDUSTRY RECOGNIZED APPRENTICEABLE OCCUPATIONS.—In establishing frameworks under clause (i) for the first time after the effective date of the National Apprenticeship Act of 2020, the Administrator shall prioritize the establishment of such standards in high-skill, high-wage, or in-demand industry sectors and occupations.

“(D) REGULATIONS.—Not later than one year after the date of the enactment of the National Apprenticeship Act of 2020, the Secretary shall issue regulations that outline a process for proactively establishing and approving standards and requirements for apprenticeable occupations in consultation with the industry sector leaders and experts described in subparagraph (C)(ii).

“(6) PROGRAM OVERSIGHT AND EVALUATION.—The Administrator shall—

“(A) monitor State apprenticeship agencies, State Offices of Apprenticeship, grantees, and sponsors of programs under the national apprenticeship system to ensure compliance with the requirements of this Act;

“(B) provide technical assistance to assist such entities with such compliance or program performance; and

“(C) conduct research and evaluation in accordance with subtitle C.

“(7) PROMOTING DIVERSITY IN THE NATIONAL APPRENTICESHIP SYSTEM.—The Administrator shall promote diversity and ensure equal opportunity to participate in programs for apprentices, youth apprentices, and pre-apprentices, including—

“(A) taking steps necessary to promote diversity in apprenticeable occupations under the national apprenticeship system, especially in high-

skill, high-wage, or in-demand industry sectors and occupations in areas with high percentages of low-income individuals;

“(B) ensuring programs under the national apprenticeship system—

“(i) adopt and implement policies to provide for equal opportunity in such programs, as described in section 30.3 of title 29, Code of Federal Regulations (as in effect on January 31, 2020);

“(ii) do not engage in intimidation or retaliation as prohibited under section 30.17 of title 29, Code of Federal Regulations (as in effect on January 31, 2020); and

“(iii) are subject, for any violation of clauses (i) or (ii), to enforcement action under this Act; and

“(C) supporting the recruitment, employment, and retention of nontraditional apprenticeship populations in programs under the national apprenticeship system in high-skill, high-wage, and in-demand industry sectors and occupations, including women, people of color, individuals with disabilities, individuals impacted by the criminal and juvenile justice system, and individuals with barriers to employment, as applicable.

“(8) GRANT AWARDS.—The Administrator shall award grants under title II.

“(9) NATIONAL ADVISORY COMMITTEE.—The Administrator shall—

“(A) regularly consult with the National Advisory Committee on Apprenticeships under section 112; and

“(B) ensure that the required recommendations and other reports of the Advisory Committee are submitted to the Secretary and transmitted to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

“(10) COORDINATION.—The Administrator shall coordinate and align programs under the national apprenticeship system with related Federal programs.

“(c) INFORMATION COLLECTION AND DISSEMINATION.—The Administrator shall provide for data collection and dissemination of information regarding programs under the national apprenticeship system, including—

“(1) not later than 1 year after the date of the enactment of the National Apprenticeship Act of 2020, establishing and supporting a single information technology infrastructure to support data collection and reporting from State apprenticeship agencies, State Offices of Apprenticeship, grantees under title II, program sponsors, and program administrators under the national apprenticeship system by providing for a data infrastructure that—

“(A) is developed and maintained by the Administrator, with input from national data and privacy experts, is informed by best practices on public provision of credential information, and to the extent practicable, aligns with the technology infrastructure for related Federal programs, such as the technology infrastructure used under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.);

“(B) best meets the needs of the national apprenticeship system stakeholders reporting data to the Administrator or State apprenticeship agencies, including through the provision of technical assistance and financial assistance as necessary to ensure reporting systems are equipped to report into a single information technology infrastructure; and

“(C) is aligned with data from the performance reviews under section 131(b)(1)(A);

“(2) providing for data sharing that includes making nonpersonally identifiable apprenticeship data available on a publicly accessible website that is searchable and comparable, through the use of common, linked, open-data description language, such as the credential transparency description language or a substantially similar resource, so that interested parties can become aware of apprenticeship opportunities and of program outcomes that best meets the

needs of youth apprentices, pre-apprentices, and apprentices, employers, education and training providers, program sponsors, and relevant stakeholders, including—

“(A) information on program offerings under the national apprenticeship system based on geographical location and apprenticeable occupation;

“(B) information on education and training providers providing opportunities under such system, including whether programs under such system offer dual or concurrent enrollment programs, articulation agreements, and recognized postsecondary credentials as part of the program offerings;

“(C) information about the educational and occupational credentials and related competencies of programs under such system; and

“(D) information based on the most recent data available to the Office that is consistent with national standards and practices.

**“SEC. 112. NATIONAL ADVISORY COMMITTEE ON APPRENTICESHIPS.**

“(a) ESTABLISHMENT.—

“(1) IN GENERAL.—There is established, in the Department of Labor, a National Advisory Committee on Apprenticeships.

“(2) COMPOSITION.—

“(A) APPOINTMENTS.—The Advisory Committee shall consist of 27 voting members described in subparagraph (B) appointed by the Secretary.

“(B) LIST OF INDIVIDUALS.—The individuals described in this subparagraph are—

“(i) 9 representatives of employers or industry associations who participate in an apprenticeship program, including representatives of employers representing nontraditional apprenticeship industries or occupations, and other high-skill, high-wage, or in-demand industry sectors or occupations, as applicable;

“(ii) 9 representatives of labor organizations or joint labor-management organizations who have responsibility for the administration of an apprenticeship program (including those sponsored by a joint labor-management organization and from nontraditional apprenticeship industries or occupations), at least 1 of which represent employees primarily in the building trades and construction industry;

“(iii) 1 representative of each from—

“(I) a State apprenticeship agency;

“(II) a State or local workforce development board with significant expertise in supporting a program under the national apprenticeship system;

“(III) a community organization with significant expertise supporting such a program;

“(IV) an area career and technical education school or local educational agency;

“(V) a State apprenticeship council;

“(VI) a State or local postsecondary education and training providers that administers, or has not less than 1 articulation agreement with an entity administering, a program under the national apprenticeship system;

“(VII) a provider of an industry-recognized credential;

“(VIII) a national qualified intermediary; and

“(IX) an apprentice.

“(C) EX OFFICIO NONVOTING MEMBERS.—The Advisory Committee shall consist of ex officio nonvoting members from each of the following departments, selected by the applicable Secretary—

“(i) the Department of Labor;

“(ii) the Department of Commerce;

“(iii) the Department of Education;

“(iv) the Department of Energy;

“(v) the Department of Housing and Urban Development;

“(vi) the Department of Transportation;

“(vii) the Department of Veterans Affairs;

“(viii) the Department of Health and Human Services;

“(ix) the Department of Justice; and

“(x) the Department of Defense.

“(D) RECOMMENDATIONS.—The Speaker of the House of Representatives, the Minority Leader

of the House of Representatives, the Majority Leader of the Senate, and the Minority Leader of the Senate may each recommend to the Secretary an individual described in clause (i) or (ii) of subparagraph (B) for appointment under subparagraph (A) who shall be subject to the requirements of paragraph (3).

“(3) QUALIFICATIONS.—An individual shall be selected under paragraph (1) on the basis of the experience and competence of such individual with respect to programs under the national apprenticeship system.

“(4) TERMS.—

“(A) IN GENERAL.—Each voting member of the Advisory Committee shall be appointed for a term of 4 years, except as provided in subparagraphs (B) through (D).

“(B) TERMS OF INITIAL APPOINTEES.—

“(i) IN GENERAL.—The appointments of the initial members of the Advisory Committee shall be made not later than 90 days after the effective date of the National Apprenticeship Act of 2020.

“(ii) STAGGERING OF TERMS.—As designated by the Secretary at the time of the appointment, of the members first appointed—

“(I) half of such members shall serve a 2-year term; and

“(II) half of such members shall serve a 4-year term.

“(C) VACANCIES.—Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member's term until a successor has taken office. A vacancy in the Advisory Committee shall be filled in the manner in which the original appointment was made, except that such appointment shall be made not later than 90 days after the date of the vacancy. A member who fulfilled a partial term as the result of a vacancy may, at the end that term, be appointed to a full term.

“(D) MULTIPLE TERMS.—A voting member of the Advisory Committee may serve not more than 2 full terms on the Advisory Committee.

“(b) CHAIRPERSON.—The Advisory Committee members shall designate by vote one of the voting members described in subsection (a)(2)(A) of the Advisory Committee to serve as Chairperson of the Advisory Committee.

“(c) MEETINGS.—

“(1) IN GENERAL.—The Advisory Committee shall meet at the call of the Chairperson and hold not fewer than 4 meetings during each calendar year.

“(2) OPEN ACCESS.—All meetings of the Advisory Committee shall be open to the public. A transcript shall be kept of each meeting and made available for public inspection within 30 days of the meeting.

“(d) DUTIES.—The Advisory Committee shall, at a minimum—

“(1) advise, consult with, and make recommendations to the Administrator on matters relating to the administration of this Act, including recommendations on regulations and policies related to the administration of this Act;

“(2) annually prepare a set of recommendations for the Administrator, to be shared with the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate, to improve the registration process under subtitle B to make the process easily accessible and efficient for use by sponsors while maintaining the requirements under subtitle B;

“(3) make recommendations on expanding participation of nontraditional apprenticeship populations in programs under the national apprenticeship system; and

“(4) review apprenticeable occupations and, based on reviews of labor market trends and changes, make recommendations to the Administrator on whether to—

“(A) make updates to apprenticeable occupations under section 111(b)(5)(A); or

“(B) convene sector leaders and experts under section 111(b)(5)(C) for the establishing specific frameworks of industry recognized occupational standards.

“(e) PERSONNEL.—

“(1) COMPENSATION OF MEMBERS.—

“(A) IN GENERAL.—A member of the Advisory Committee who is not an officer or employee of the Federal Government shall be compensated at a rate equal to the daily equivalent of the annual rate of basic pay prescribed for level IV of the Executive Schedule under section 5315 of title 5, United States Code, for each day (including travel time) during which the member is engaged in the performance of the duties of the Advisory Committee.

“(B) OFFICERS OR EMPLOYEES OF THE UNITED STATES.—Members of the Advisory Committee who are officers or employees of the United States may not receive additional pay, allowances, or benefits by reason of their service on the Advisory Committee.

“(2) STAFF.—The Secretary shall supply the Advisory Committee with an executive Secretary and provide such secretarial, clerical, and other services as the Secretary determines to be necessary to enable the Advisory Committee to carry out the duties described in subsection (d).

“(3) DATA REQUESTS.—The Advisory Committee through its Chairperson may request data from the Secretary as determined necessary by the Advisory Committee to carry out its functions as described in this section.

“(f) PERMANENT COMMITTEE.—The Federal Advisory Committee Act (5 U.S.C. App.) (other than section 14 of such Act) shall apply to the Advisory Committee.

**“SEC. 113. STATE APPRENTICESHIP AGENCIES AND STATE OFFICES OF APPRENTICESHIP.**

“(a) RECOGNITION OF STATE APPRENTICESHIP AGENCIES.—

“(1) IN GENERAL.—The Administrator shall recognize a State agency as a State apprenticeship agency in accordance with this section and cooperate with such State apprenticeship agency regarding the formulation and promotion of standards of apprenticeship under subtitle B.

“(2) APPLICATION.—A State desiring to have a State agency recognized as a State apprenticeship agency under this section shall submit an application at such time, in such manner, and containing such information as the Administrator may require, including—

“(A) the initial State plan described in subsection (c)(2)(A)(i);

“(B) a description of how the State apprenticeship agency will meet the State plan requirements of subsection (c); and

“(C) a description of the linkages and coordination of the State's proposed standards, criteria, and requirements with the State's economic development strategies and workforce development system and the State's secondary, postsecondary, and adult education systems.

“(3) REVIEW AND RECOGNITION.—

“(A) IN GENERAL.—Not later than 90 days after the date on which a State submits an application under paragraph (2), the Secretary shall notify the State regarding whether the agency of the State is recognized as a State apprenticeship agency under this section.

“(B) DURATION OF RECOGNITION.—

“(i) DURATION.—The recognition of a State apprenticeship agency shall be for a 4-year period beginning on the date the State apprenticeship agency is notified under subparagraph (A).

“(ii) NOTIFICATION.—

“(I) IN GENERAL.—The Secretary shall notify a State apprenticeship agency not later than 180 days before the last day of the 4-year period regarding whether the State apprenticeship agency is in compliance with this section.

“(II) COMPLIANCE.—In the case of a State apprenticeship agency that is in compliance with this section, the agency's recognition under this section shall be renewed for an additional 4-year period and the notification under subclause (I) shall include notification of such renewal.

“(III) NONCOMPLIANCE.—In the case of a State apprenticeship agency that is not in compliance with this section, the notification shall—

- “(aa) specify the areas of noncompliance;
- “(bb) require corrective action; and
- “(cc) offer technical assistance.

“(iii) RENEWAL AFTER CORRECTION.—If the Administrator determines that a State apprenticeship agency has corrected the identified areas of noncompliance under this subparagraph not later than 180 days of notification of noncompliance, the State apprenticeship agency’s recognition under this section shall be renewed for an additional 4-year period.

“(C) TRANSITION PERIOD FOR STATE AGENCIES.—

“(i) IN GENERAL.—Not later than 1 year after the effective date of the National Apprenticeship Act of 2020, a State agency that, as of the day before the date of enactment of such Act, was recognized by the Secretary for purposes of registering apprenticeship programs in accordance with this Act shall submit an application under paragraph (2).

“(ii) TRANSITION PERIOD.—A State agency described in clause (i) shall be recognized as a State apprenticeship agency under this section for a 4-year period beginning on the date on which the Secretary approves the application submitted by the State agency under paragraph (2).

“(b) AUTHORITY OF A STATE APPRENTICESHIP AGENCY.—

“(1) IN GENERAL.—For the period during which a State apprenticeship agency is recognized under subsection (a) and to maintain such recognition, the State apprenticeship agency shall carry out the requirements of this Act.

“(2) PROGRAM RECOGNITION.—With respect to a State with a State apprenticeship agency, the State apprenticeship agency shall have sole authority to recognize and register a pre-apprenticeship, youth apprenticeship, or apprenticeship program in such State, which shall include—

“(A) determining whether such program is in compliance with the standards for such program under section 122;

“(B) in the case of such a program that is in compliance with such standards, recognizing the program and providing a certificate of recognition for such program;

“(C) providing technical assistance to current or potential sponsors; and

“(D) in the case of such a program that fails to meet the requirements of this Act, providing for the withdrawal of recognition of the program in accordance with section 131(b).

“(3) STATE APPRENTICESHIP COUNCIL.—

“(A) IN GENERAL.—A State apprenticeship agency shall establish and continue to use a State apprenticeship council, which shall operate in compliance with the requirements of this Act under the direction of the State apprenticeship agency.

“(B) COMPOSITION.—A State apprenticeship council may be regulatory or advisory in nature, and shall—

“(i) be composed of persons familiar with apprenticeable occupations; and

“(ii) be fairly balanced, with an equal number of—

“(I) representatives of employer organizations, including from nontraditional apprenticeship industries or occupations;

“(II) representatives of labor organizations or joint labor-management organizations, including from nontraditional apprenticeship industries or occupations; and

“(III) public members; and

“(iii) to the extent practicable, have not less than 1 member who is a member of the State workforce board.

“(C) SPECIAL RULE.—A State apprenticeship council shall not be eligible for recognition as a State apprenticeship agency.

“(c) STATE PLAN.—

“(1) IN GENERAL.—For a State apprenticeship agency to be eligible to receive allotments under subsection (f) and to be recognized under this section, the State apprenticeship agency shall submit to the Secretary a State plan that meets the requirements of this subsection.

“(2) APPROVAL OF STATE PLAN.—

“(A) SUBMISSION.—

“(i) INITIAL PLAN.—The first State plan of a State apprenticeship agency shall be submitted to the Administrator not later than 120 days prior to the commencement of the first full program year of the State apprenticeship agency, which shall include—

“(I) a description of any State laws, policies, or operational procedures relating to the process of recognizing programs under the national apprenticeship system that is inconsistent with, or imposes requirements in addition to, the requirements of this Act;

“(II) an assurance that the State will notify the Administrator if there are any changes to the State laws (including regulations), policies, or procedures described in subclause (I) that occur after the date of submission of such plan; and

“(III) an assurance that the State will make available on a publicly available website a description of any laws (including regulations), policies, and operational procedures relating to the process of recognizing programs under the national apprenticeship system that are inconsistent with, or impose requirements in addition to, the requirements of this Act.

“(ii) SUBSEQUENT PLANS.—Except as provided in clause (i), a State plan shall be submitted to the Administrator not later than 120 days prior to the end of the 4-year period covered by the preceding State plan.

“(B) APPROVAL.—A State plan shall be subject to the approval of the Administrator and shall be considered to be approved at the end of the 90-day period beginning on the date that the plan is submitted under this paragraph, unless the Administrator, during the 90-day period, provides the State apprenticeship agency, in writing—

“(i) an explanation for why the State plan is inconsistent with the requirements of this Act; and

“(ii) an opportunity for an appeal of such determination to an Administrative Law Judge for the Department of Labor not later than 30 days after receipt of the notice of denial from the Administrator.

“(C) MODIFICATIONS.—

“(i) MODIFICATIONS.—At the end of the first 2-year period of any 4-year State plan, the State may submit modifications to the State plan to reflect changes in labor market and economic conditions or other factors affecting the implementation of the State plan.

“(ii) APPROVAL.—A modified State plan submitted for review under clause (i) shall be subject to the approval requirements described in subparagraph (B).

“(3) TECHNICAL ASSISTANCE.—Each State Plan shall describe how the State apprenticeship agency will provide technical assistance for—

“(A) potential sponsors, employers, labor organizations, joint labor-management organizations, qualified intermediaries, apprentices, education and training providers, credentialing bodies, eligible entities, industry associations, or any potential program participant in the national apprenticeship system in the State for the purposes of recruitment, retention, program development, expansion, or implementation, including supporting remote or virtual learning or training, as necessary;

“(B) sponsors of programs registered in the State, including sponsors that are not meeting performance goals under subtitle C, for purposes of assisting sponsors in meeting or exceeding such goals; and

“(C) sponsors of programs registered in that State for purposes of assisting such sponsors in achieving State goals in diversity and equal op-

portunity in apprenticeships in accordance with paragraph (5).

“(4) RECIPROCITY.—Each State plan shall describe how the State apprenticeship agency, in the case of a program recognized by a registration agency in another State, shall recognize such program in the State of such agency for purposes of this Act by not later than 30 days after receipt of an application for such recognition from a program sponsor, as long as such program meets the wage and hour provisions of the State granting reciprocity.

“(5) PROMOTING DIVERSITY IN THE NATIONAL APPRENTICESHIP SYSTEM.—Each State plan shall include a plan for how the State apprenticeship agency will—

“(A) promote diversity in apprenticeable occupations offered throughout the State, and a description of how such agency will promote the addition of apprenticeable occupations in high-skill, high-wage, or in-demand industry sectors and occupations, and in nontraditional apprenticeship occupations and sectors; and

“(B) promote diversity and equal opportunity in programs under the national apprenticeship system by uniformly adopting and implementing the requirements of subparagraphs (B) and (C) of section 111(b)(7).

“(6) COMPLAINTS.—

“(A) IN GENERAL.—Subject to subparagraph (B), each State plan shall include a description of the system for the State apprenticeship agency to receive and resolve complaints submitted by program participants, the program participant’s authorized representative, sponsors, employers, or nonprofit compliance organizations, such as complaints concerning equal employment opportunity or discrimination, violations of the apprenticeship agreement, or violations of requirements under this Act.

“(B) COLLECTIVE BARGAINING AGREEMENTS.—Any controversy arising under an apprenticeship agreement which is covered by a collective bargaining agreement shall not be subject to the system described in subparagraph (A), except that complaints concerning discrimination or any matters described in subparagraph (5)(B) shall be subject to such system.

“(7) STATE APPRENTICESHIP HUBS.—Each State plan shall describe how the State will support, in a manner that takes into consideration geographic diversity, the creation and implementation of apprenticeship hubs throughout the State that shall work with industry and sector partnerships to expand programs under the national apprenticeship system, and apprenticeable occupations, in the State.

“(8) STATE APPRENTICESHIP PERFORMANCE OUTCOMES.—Each State plan shall—

“(A) in coordination with the Administrator, establish annual State performance goals for the programs registered by the State apprenticeship agency for the indicators described—

“(i) in subparagraph (A) of section 131(b)(1); and

“(ii) in subparagraph (B)(ii) of section 131(b)(1); and

“(B) describe how the State apprenticeship agency will collect performance data from programs registered by the agency; and

“(C) annually report on the outcomes of each such program in relation to the State established goals under subparagraph (A).

“(9) USES OF FUNDS.—Each State plan shall include a description of the uses described in subsection (d) of the allotment received by the State apprenticeship agency under subsection (f).

“(10) ALIGNMENT OF WORKFORCE ACTIVITIES.—Each State plan shall include a summary of State-supported workforce development activities (including education and training) in the State, including—

“(A) a summary of the apprenticeship programs on the list of eligible providers of training services under section 122(d) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3152(d));

“(B) the degree to which the programs under the national apprenticeship system in the State are aligned with and address the skill needs of the employers in the State identified by the State workforce development board; and

“(C) a description of how apprenticeship programs will receive expedited consideration to be included on the list of eligible providers of training services under section 122(d) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3152(d)).

“(11) STATE STRATEGIC VISION.—Each State plan shall include a summary of the State’s strategic vision and set of goals for preparing an educated and skilled workforce and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the programs registered by the State apprenticeship agency in the State will help to meet such goals.

“(12) STRATEGY FOR ANY JOINT PLANNING, ALIGNMENT, COORDINATION, AND LEVERAGING OF FUNDS.—Each State plan shall provide a description of the State apprenticeship agency’s strategy for joint planning, alignment, coordination, and leveraging of funds—

“(A) with the State’s workforce development system, to achieve the strategic vision and goals described in paragraph (11), including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B));

“(B) for programs under the national apprenticeship system in the State with other Federal education programs, including programs under—

“(i) the Elementary and Secondary Education Act of 1965;

“(ii) the Individuals with Disabilities Education Act;

“(iii) the Carl D. Perkins Career and Technical Education Act of 2006; and

“(iv) the Higher Education Act of 1965; and

“(C) to provide information about access to available State assistance or assistance under related Federal programs, including such assistance under—

“(i) section 6(d) of the Food and Nutrition Act of 2008;

“(ii) subsection (c)(1) of section 3672 of title 38, United States Code;

“(iii) section 231 of the Second Chance Act of 2007 (34 U.S.C. 60541); and

“(iv) the State Temporary Assistance for Needy Families programs under part A of title IV of the Social Security Act.

“(13) STATE APPRENTICESHIP COUNCIL.—Each State plan shall provide for a description of the composition, roles, and responsibility of the State apprenticeship council, and how the Council will comply with the requirements of subsection (b)(3).

“(d) STATE APPRENTICESHIP AGENCY FUNDING.—A State apprenticeship agency shall use funds received under clauses (i) and (ii) of subsection (f)(1)(A) according to the following requirements:

“(1) PROGRAM ADMINISTRATION.—The State apprenticeship agency shall use such funds to support the administration of programs under the national apprenticeship system across the State, including for—

“(A) staff and resources;

“(B) oversight and evaluation as required under this Act;

“(C) technical assistance to program sponsors, program participants, employers, labor organizations, joint labor-management organizations, education and training providers, and qualified intermediaries;

“(D) pre-apprenticeship, youth, and apprenticeship program recruitment and development, including for—

“(i) engaging potential providers of such programs such as employers, qualified inter-

mediaries, related instruction providers, and potential program participants;

“(ii) publicizing apprenticeship opportunities and benefits; and

“(iii) engaging State workforce and education systems for collaboration and alignment across systems;

“(E) supporting the enrollment and apprenticeship certification requirements to allow veterans and other individuals eligible for the educational assistance programs under chapters 30 through 36 of title 38, United States Code, and any related educational assistance programs under laws administered by the Secretary of Veterans Affairs, to use such assistance for the apprenticeship program, including the requirement of designating a certifying official; and

“(F) supporting the retention and completion of program participants in such programs, such as by assisting with the costs—

“(i) related to enrolling in such programs; or

“(ii) of assessments related to obtaining a recognized postsecondary credential.

“(2) EDUCATIONAL ALIGNMENT.—The State apprenticeship agency shall use not less than 10 percent of such funds to engage with the State education system to provide technical assistance and best practices regarding—

“(A) alignment of youth apprenticeship programs with the secondary education programs in the State, including support for career exploration, career pathways, education and career planning, and engagement with youth apprenticeship programs for teachers, career guidance and academic counselors, school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

“(B) alignment of related instruction provided under the national apprenticeship system in the State with academic credit granting postsecondary programs (including developing career pathways, articulation agreements, and prior learning assessments); and

“(C) the joint planning, alignment, coordination, and leveraging of funds described in subparagraphs (B) and (C) of subsection (c)(12).

“(3) WORKFORCE ALIGNMENT.—The State apprenticeship agency shall use not less than 10 percent of such funds to engage with the State workforce development system to provide technical assistance and best practices regarding—

“(A) alignment with the State’s workforce activities and strategic vision in accordance with paragraphs (10), (11), and subparagraphs (A) and (C) of paragraph (12) of subsection (c);

“(B) guidance for training staff of the workforce development system, including the vocational rehabilitation agencies, within the State on the value of programs under the national apprenticeship system as a work-based learning option for participants, including participants of programs authorized under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) such as Job Corps under subtitle C of title I of such Act and YouthBuild under section 171 of such Act;

“(C) providing a list of programs under the national apprenticeship system that are offered in the State, including in the State’s high-skill, high-wage, or in-demand industry sectors or occupations;

“(D) alignment of funding received and reporting required under this Act, including relevant placement, retention, and earnings information, with the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), and technical assistance in how individual training accounts under section 134(c)(3) of such Act could be used to pay for the costs of enrolling and participating in programs under the national apprenticeship system;

“(E) partnerships with State or local workforce development boards, State workforce agencies, and one-stop centers and one-stop operators that assist program participants in accessing supportive services to support—

“(i) the recruitment, retention, and completion of programs under the national apprenticeship system;

“(ii) transitions from youth apprenticeships and pre-apprenticeships to apprenticeship programs; and

“(iii) the placement into employment or further education upon program completion; and

“(F) expanding the list of eligible providers of training services under section 122(d) of the Workforce Innovation and Opportunity Act to include programs under the national apprenticeship system in the State (29 U.S.C. 3152(d)).

“(4) LEADERSHIP ACTIVITIES.—

“(A) IN GENERAL.—A State apprenticeship agency may reserve not more than 15 percent of the funds received under subsection (f) in support of State apprenticeship initiatives described in this paragraph.

“(B) DIVERSITY.—Not less than 5 percent of the amount reserved under subparagraph (A) shall be used by the State apprenticeship agency for supporting and expanding diversity in apprenticeable occupations under the national apprenticeship system in the State and program participant populations in the State.

“(C) INCENTIVES FOR EMPLOYERS.—A State apprenticeship agency may use funds reserved under subparagraph (A) to incentivize employers to participate in programs under the national apprenticeship system, such as costs related to program development, staffing for mentors and supervisors, related instruction, or the creation of industry or sector partnerships to support employer participation.

“(D) STATE-SPECIFIC INITIATIVES.—A State apprenticeship agency may use funds reserved under subparagraph (A) for State-specific initiatives, such as the development or expansion of youth apprenticeship programs or apprenticeship programs in high-skill, high-wage, or in-demand industry sectors and occupations.

“(5) STATE MATCH FOR FEDERAL INVESTMENT.—

“(A) IN GENERAL.—Except in the case of exceptional circumstances, as determined by the Administrator, in order to receive a full allotment under subsection (f), a State apprenticeship agency shall use matching funds from non-Federal resources to carry out the activities of the agency under this Act in an amount not less than 25 percent of such allotment.

“(B) TRANSITION PERIOD.—The requirement under this paragraph shall take effect with respect to a State apprenticeship agency on the date that is 1 day after the date on which the transition period for such agency under subsection (a)(3)(C)(ii) ends.

“(e) DERECOGNITION OF STATE APPRENTICESHIP AGENCIES.—

“(1) IN GENERAL.—The Secretary may withdraw recognition of a State apprenticeship agency before the end of the agency’s 4-year recognition period under subsection (a)(2)(B) if the Secretary determines, after notice and an opportunity for a hearing, that the State apprenticeship agency has failed for one of the reasons described in paragraph (2), and has not been in compliance with the performance improvement plan under paragraph (3) to remedy such failure.

“(2) DERECOGNITION CRITERIA.—The recognition of a State apprenticeship agency under this section may be withdrawn under paragraph (1) in a case in which the State apprenticeship agency fails to—

“(A) adopt or properly enforce a State plan;

“(B) properly carry out its role as the sole registration agency in the State;

“(C) submit a report under section 131(b)(1)(B) for any program year;

“(D) meet the State levels of performance as described in subsection (c)(8)(A) or demonstrate improvements in performance for 3 consecutive program years; or

“(E) otherwise fulfill or operate in compliance with the requirements of this Act.

“(3) DERECOGNITION PROCESS.—

“(A) IN GENERAL.—If a State apprenticeship agency fails for any of the reasons described in paragraph (2), the Secretary shall provide technical assistance to such agency for corrective

action to remedy such failure, including assistance in the development of a performance improvement plan.

“(B) **REDUCTION OF FUNDS.**—Except in the case of exceptional circumstances as determined by the Administrator, in a case in which such a State apprenticeship agency continues such failure after the provision of the technical assistance under subparagraph (A)—

“(i) the percentage of the funds to be allotted to the State apprenticeship agency under subsection (f) for each fiscal year following the fiscal year in which such failure has been identified shall be reduced by 5 percentage points; and

“(ii) the Administrator shall provide notice to the State apprenticeship agency that the agency’s recognition under this section may be withdrawn if the agency fails to remedy the failure.

“(C) **TERMINATION OF PROCEEDINGS.**—If the Administrator determines that the State apprenticeship agency’s corrective action under subparagraph (A) has addressed the agency’s failure identified under paragraph (2), the Administrator shall—

“(i) restore the agency’s full funding allocation under this title for the next full fiscal year; and

“(ii) notify the State apprenticeship agency that the agency’s recognition will not be withdrawn under this section for the reason for which the agency’s funding under this title was most recently reduced.

“(D) **OPPORTUNITY FOR HEARING.**—

“(i) **IN GENERAL.**—In a case in which a State apprenticeship agency fails to remedy a failure identified under paragraph (2), the Administrator shall—

“(I) notify, in writing, the State apprenticeship agency of the failure of the State apprenticeship agency, including a description of such failure and an explanation that the agency’s recognition under this section may be withdrawn as a result of such failure; and

“(II) offer the State apprenticeship agency an opportunity to request a hearing not later than 30 days after the date of such notice.

“(ii) **REFERRAL TO OFFICE OF ADMINISTRATIVE LAW JUDGES.**—In a case in which the State apprenticeship agency requests a hearing under clause (i)(II), the Administrator shall refer the matter to the Office of Administrative Law Judges for a recommended decision by the Administrative Review Board for final agency action.

“(4) **REQUIREMENTS REGARDING WITHDRAWAL OF RECOGNITION.**—

“(A) **OFFICE OF APPRENTICESHIP.**—

“(i) **PRIOR TO ORDER.**—Prior to the withdrawal of the recognition of a State apprenticeship agency under this section, the Administrator shall—

“(I) provide to the State apprenticeship agency an order withdrawing recognition of such agency under this section; and

“(II) establish a State Office of Apprenticeship; and

“(ii) **AFTER ORDER.**—Not later than 30 days after the date of such order, provide notification of the withdrawal to the sponsors of the programs under the national apprenticeship system in such State that were registered with the State apprenticeship agency to enable each such sponsor to be registered with the Administrator (acting through the State Office of Apprenticeship established under clause (i)(II)).

“(B) **STATE APPRENTICESHIP AGENCY REQUIREMENTS.**—A State agency whose recognition as a State apprenticeship agency under this section has been withdrawn under paragraph (3) shall—

“(i) provide to the Administrator program standards, apprenticeship agreements, completion records, cancellation and suspension records, performance metrics, and any other documents relating to the State’s programs under the national apprenticeship system in the State;

“(ii) cooperate fully during the transition period beginning on the date of the order with-

drawing such recognition and ending on the date on which the Administrator establishes a State Office of Apprenticeship in the State; and

“(iii) return any unused funds received under this Act.

“(5) **REINSTATEMENT OF RECOGNITION.**—A State apprenticeship agency that has had its recognition withdrawn under this section may have such recognition reinstated upon presentation of adequate evidence that the State apprenticeship agency has—

“(A) submitted an application under subsection (a)(2), and

“(B) demonstrated the ability to operate in compliance with the requirements of this Act.

“(f) **RESERVATION AND STATE ALLOTMENTS.**—

“(1) **STATE ALLOTMENTS.**—

“(A) **IN GENERAL.**—Of the amount appropriated under subsection (g) for a fiscal year—

“(i) 33  $\frac{1}{3}$  percent shall be equally distributed among each State Office of Apprenticeship, outlying area, and eligible State; and

“(ii) 66  $\frac{2}{3}$  percent shall be allotted to eligible States on the basis described in subparagraph (B).

“(B) **FORMULA.**—

“(i) **IN GENERAL.**—Of the amount available under subparagraph (A)(ii)—

“(I) 25 percent shall be allotted on the basis of the relative share of program participants in each eligible State, as determined on the basis of the most recent satisfactory data available from the Administrator, compared to the total number of program participants in all eligible States, as determined on such basis;

“(II) 25 percent shall be allotted on the basis of the relative share of program participants who have completed a program under the national apprenticeship system in each eligible State during the most recent 5-year period, as determined on the basis of the most recent satisfactory data available from the Administrator, compared to the total 5-year average of program participants who have completed a program in all eligible States, as determined on such basis; and

“(III) 50 percent shall be allotted on the basis described in clause (ii).

“(ii) **ALLOTMENTS BASED ON BLS AND ACS DATA.**—Of the amount available under clause (i)(III)—

“(I) 33  $\frac{1}{3}$  percent shall be allotted on the basis of the relative share of individuals in the civilian labor force in each eligible State, compared to the total number of individuals in the civilian labor force in all eligible States;

“(II) 33  $\frac{1}{3}$  percent shall be allotted on the basis of the relative share of individuals living below the poverty line in each eligible State, compared to the total number of individuals living below the poverty line in all eligible States; and

“(III) 33  $\frac{1}{3}$  percent shall be allotted on the basis of the relative number of unemployed individuals in each eligible State, compared to the total number of unemployed individuals in all eligible States.

“(2) **DEFINITIONS.**—In this subsection—

“(A) **ELIGIBLE STATE.**—The term ‘eligible State’ means a State (as defined in section 2) that has a State apprenticeship agency.

“(B) **POVERTY LINE.**—The term ‘poverty line’ has the meaning given such term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

“(C) **UNEMPLOYED INDIVIDUAL.**—The term ‘unemployed individual’ has the meaning given such term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

“(g) **AUTHORIZATION OF APPROPRIATIONS.**—There are authorized to be appropriated to carry out this section—

“(1) \$75,000,000 for fiscal year 2021;

“(2) \$85,000,000 for fiscal year 2022;

“(3) \$95,000,000 for fiscal year 2023;

“(4) \$105,000,000 for fiscal year 2024; and

“(5) \$115,000,000 for fiscal year 2025.

“**SEC. 114. INTERAGENCY AGREEMENT WITH DEPARTMENT OF EDUCATION.**

“(a) **IN GENERAL.**—Not later than 1 year after the effective date of the National Apprenticeship

Act of 2020, in order to cooperate with the Secretary of Education and promote awareness and adoption of apprenticeship programs, the Secretary (acting through the Administrator) shall—

“(1) enter into an interagency agreement with the Secretary of Education to promote and support integration and alignment of programs under the national apprenticeship system with secondary, postsecondary, and adult education, through the activities described in this section; and

“(2) submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of Senate, such agreement and any modifications to such agreement.

“(b) **ALIGNMENT FOR YOUTH APPRENTICESHIPS.**—In order to promote alignment between youth apprenticeship programs and high school graduation requirements, the interagency agreement under subsection (a) shall describe how the Secretaries will work to provide—

“(1) information and resources to—

“(A) parents and students to promote a better understanding of programs under the national apprenticeship system and their value in secondary and postsecondary education and career pathways by not later than middle school; and

“(B) school leaders (working with academic counselors, teachers, and faculty) about the value of such programs and information on how to effectively align youth apprenticeship programs with secondary and career and technical education programs; and

“(2) technical assistance on how to—

“(A) align related instruction and apprenticeable occupation skills and competencies to high school graduation requirements;

“(B) offer related instruction through dual and concurrent enrollment programs and other accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV));

“(C) facilitate transitions for youth apprentices who have completed their youth apprenticeships into further education, including an associate, baccalaureate, or advanced degree, and related apprenticeship opportunities; and

“(D) align activities carried out under this Act with eligible funding from, and planning processes for, the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973, and the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

“(c) **APPRENTICESHIP COLLEGE CONSORTIUM.**—In order to support the establishment of a college consortium of postsecondary educational institutions, related instruction providers, sponsors, qualified intermediaries, employers, labor organizations, and joint labor-management organizations for the purposes of promoting stronger connections between programs under the national apprenticeship system and participating 2- and 4-year postsecondary educational institutions, the interagency agreement under subsection (a) shall include a description of how the Secretaries will—

“(1) support data sharing systems that align education records and records of programs under the national apprenticeship system regarding whether program participants who receive financial aid under title IV of the Higher Education Act of 1965 enroll in, or complete, postsecondary coursework while participating in a program under such system;

“(2) provide guidance on how to align eligible funding from, planning processes for, and the requirements of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Rehabilitation Act of 1973, and the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.) with this Act;

“(3) require all participants of the apprenticeship college consortium to enter into agreements to—

“(A) have an articulation agreement with a participating sponsor of an apprenticeship program, which may include a 2- or 4-year postsecondary educational institution;

“(B) create or expand the awarding and articulation of academic credit for related instruction completed and credentials awarded to program participants as part of a program under the national apprenticeship system; and

“(C) support the creation or expansion of electronic transcripts for apprenticeship programs and all academic content, including related instruction and on-the-job training;

“(4) provide technical assistance on eligible uses of financial aid, including the Federal work study program under part C of title IV of the Higher Education Act of 1965 (20 U.S.C. 1087-51 et seq.), for related instruction for programs under the national apprenticeship system;

“(5) provide to consortium participants or potential participants information regarding—

“(A) a list of apprenticeship programs in related occupations offered in the State or available under the Office of Apprenticeship that may become part of the consortium;

“(B) information on how to develop an apprenticeship program;

“(C) information on Federal, State, and local financial resources available to assist with the establishment and implementation of apprenticeship programs; and

“(D) information on related qualified intermediaries or industry or sector partnerships supporting apprenticeship programs, as applicable; and

“(6) support information regarding the apprenticeship consortium being made available on a publicly accessible website, including—

“(A) a list of participating members of the consortium, apprenticeship programs provided, credentials awarded with each program, and available apprenticeship occupations; and

“(B) models of articulation agreements, prior learning assessments, and competency-based curriculum for related instruction for illustrative purposes.

“(d) BEST PRACTICE DEVELOPMENT AND SHARING.—

“(1) DISSEMINATION.—Such interagency agreement shall require that the Secretaries disseminate information on the value of programs under the national apprenticeship system, including relevant placement, retention, and earnings information, labor market data from the local area, and sector forecasts to determine high-skill, high-wage, or in-demand industry sectors or occupations of such programs, to local education and training providers, labor organizations, or joint labor-management organizations (including those representing teachers).

“(2) CLEARINGHOUSE.—Such agreement shall require the Secretaries to create a clearinghouse of best practices—

“(A) for improving performance and increasing alignment of education and programs under the national apprenticeship system, including career pathways; and

“(B) publicly disseminate information and resources on—

“(i) replicable related instruction and on-the-job learning; and

“(ii) how to build an understanding of apprenticeship opportunities available to students.

“(e) DATA SHARING AGREEMENT.—The Secretaries shall disseminate best practices for the alignment of education records and records of programs under the national apprenticeship system, including information on program participants who enroll in, complete, and receive academic credit for postsecondary coursework while participating in such a program.

“(f) SECRETARIES DEFINED.—In this section, the term ‘Secretaries’ means the Secretary of Labor and the Secretary of Education.

## “Subtitle B—Process and Standards for the National Apprenticeship System

### “SEC. 121. APPRENTICEABLE OCCUPATIONS STANDARDS.

“For an occupation to be an apprenticeship occupation under this Act, a person seeking approval for such occupation to be an apprenticeship occupation shall submit an application to the Administrator that demonstrates that such apprenticeship occupation is in-demand and will prepare individuals for the full range of skills and competencies needed for such occupation by describing how such apprenticeship occupation shall—

“(1) meet the industry-recognized occupational standards under section 111(b)(5)(C); or

“(2) involve the progressive attainment of skills, competencies, and knowledge that are—

“(A) clearly identified and commonly recognized throughout the relevant industry or occupation;

“(B) customarily learned or enhanced in a practical way through a structured, systematic program of on-the-job supervised learning and related instruction to supplement such learning; and

“(C) offered through a time-based, competency-based, or hybrid model as described in section 122(b)(1)(E).

### “SEC. 122. QUALITY STANDARDS OF PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM.

“(a) IN GENERAL.—The Secretary, acting through the Administrator, shall formulate and promote the furtherance of quality standards necessary to safeguard the welfare of apprentices, pre-apprentices, and youth apprentices.

“(b) APPRENTICESHIP PROGRAM STANDARDS.—In addition to the standards described in subsection (e), an apprenticeship program shall meet the following standards:

“(1) The program has an organized and clearly written plan, developed by the sponsor, that includes, at a minimum, the following information:

“(A) The employment and training to be received by each apprentice participating in the program, including—

“(i) an outline of the work processes or the plan in which the apprentice will receive supervised work experience, on-the-job training, and on-the-job learning;

“(ii) the allocation of the approximate amount of time that will be spent in each major work process by the apprentice;

“(iii) a description of the mentoring that will be provided to the apprentice; and

“(iv) a description or timeline explaining the periodic reviews and evaluations of the apprentice’s performance on the job and in related instruction.

“(B) A process for maintaining appropriate progress records, including the reviews and evaluations described in subparagraph (A)(iv).

“(C) A description of the organized related instruction the apprentice will receive in technical subjects related to the occupation, which—

“(i) for time-based or hybrid apprenticeship programs as described in paragraph (E), shall include not less than 144 hours for each year of apprenticeship, unless an alternative requirement is put forth by the employer and sponsor that reflects industry standards and is accepted by the registration agency;

“(ii) may be accomplished through classroom instruction, occupational or industry courses, instruction provided through electronic media, or other instruction approved by the registration agency;

“(iii) shall be provided by one or more qualified instructors that—

“(I)(aa) meet technical instructor requirements of the applicable education agency in the State of registration; or

“(bb) are subject matter experts, defined for purposes of this subparagraph as individuals recognized within an industry as having expertise in a specific occupation; and

“(II) have training in teaching techniques and learning styles, or will obtain such training before providing the related technical instruction; and

“(iv) where appropriate and to the extent practicable, shall be aligned to a career pathway.

“(D) A progressively increasing, clearly defined schedule of wages to be paid to the apprentice that is—

“(i) consistent with measurable skill gains; and

“(ii) ensures the entry wage is not less than the greater of—

“(I) the minimum wage required under section 6(a) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)); or

“(II) the applicable wage required by other applicable Federal or State laws (including regulations) or collective bargaining agreements.

“(E) The term of the apprenticeship program, which may be measured using—

“(i) a time-based model, which requires the completion of the industry standard for on-the-job learning hours, which in no case shall be less than a cumulative 2,000 hours, unless an alternative requirement is put forth by the employer and sponsor from a nontraditional apprenticeship industry or occupation as of the date of the enactment of the National Apprenticeship Act of 2020 that reflects industry standards and the relative hazards of the occupation, and is accepted by the Secretary and registration agency;

“(ii) a competency-based model, which requires the attainment of competency in the occupation; or

“(iii) a hybrid model, which blends the time-based and competency-based approaches.

“(F) The methods used to measure an apprentice’s skills and competencies, which may include an initial diagnostic assessment or assessment of credentials that verify an individual’s foundational knowledge and skills that would be needed to succeed in an apprenticeship program, and which shall include—

“(i) in the case of a time-based apprenticeship described in subparagraph (E)(i), the individual apprentice’s completion of the required hours of on-the-job learning as described in a work process schedule; or

“(ii) in the case of a competency-based model described in subparagraph (E)(ii), the individual apprentice’s successful demonstration of acquired skills and knowledge through appropriate means of testing and evaluation for such competencies, and by requiring apprentices to complete a paid on-the-job learning component of the apprenticeship;

“(iii) in the case of a hybrid apprenticeship described in subparagraph (E)(iii), a combination of a specified minimum number of hours of on-the-job learning and the successful demonstration of competency, as described in subparagraph (E)(i) and a work process schedule.

“(2) The program equally grants advanced standing or credit to all individuals applying for the apprenticeship with demonstrated competency or acquired experience, training, or skills, and provides commensurate wages for any progression in standing or credit so granted, including for veterans’ service-acquired skills and experiences.

“(3) The program has minimum qualifications for individuals desiring to enter the apprenticeship program, with an eligible starting age for an apprentice of not less than 16 years.

“(4) In the case of a program that chooses to issue an interim credential, the program—

“(A) clearly identifies each interim credential;

“(B) only issues an interim credential for recognized components of an apprenticeship occupation and demonstrates how each interim credential specifically links to the knowledge, skills, and abilities associated with such components; and

“(C) establishes the process for assessing an individual apprentice’s demonstration of competency and measurable skill gains associated with the particular interim credential.

“(c) **PRE-APPRENTICESHIP PROGRAM STANDARDS.**—In addition to the standards described in subsection (e), a pre-apprenticeship program shall meet the following standards:

“(1) The program is designed to assist individuals who do not meet minimum qualifications for an apprenticeship program as described in subsection (b) and prepare them to enter and succeed in such an apprenticeship programs, including by providing the skills and competency attainment needed to enter the apprenticeship program.

“(2) The program—

“(A) is carried out by a sponsor that has a written agreement with at least one sponsor of an apprenticeship program;

“(B) demonstrates the existence of an active, advisory partnership with an industry or sector partnership to inform the training and education services necessary for a pre-apprenticeship program;

“(C) demonstrates evidence of sufficient demand in an apprenticeship program at the completion of a pre-apprenticeship program to support a transition from a pre-apprenticeship to an apprenticeship; and

“(D) demonstrates partnerships with qualified intermediaries, community-based organizations, labor organizations, or joint labor-management organizations.

“(3) The program includes a written plan developed by the sponsor of the pre-apprenticeship program that is developed in consultation with the sponsor of the apprenticeship program described in paragraph (2)(A), that—

“(A) provides for work-based learning, and paid work-based learning to the extent practicable, in which an industry or sector partnership and a related instruction provider collaborate to provide training that will introduce participants to the skills, competencies, and materials used in one or more apprenticeable occupations;

“(B) is based on and aligned with national, State, regional, or local industry standards for high-skill, high-wage, or in-demand industry sectors and occupations, and the requirements of the related apprenticeship program;

“(C) to the extent appropriate and practicable, meets the related instruction requirements as described in clauses (ii) through (iv) of subsection (b)(1)(C) that includes enabling an individual to attain a secondary school diploma or its recognized equivalent that enables a pre-apprentice to enter into an apprenticeship program; and

“(D) includes mentoring, career exposure, career planning, and career awareness activities.

“(d) **YOUTH APPRENTICESHIP PROGRAM STANDARDS.**—In addition to the standards described in subsection (e), a youth apprenticeship program shall meet the following standards:

“(1) The program is designed for youth apprentices who at the start of the program are enrolled in high school.

“(2) The program includes each of the following core elements:

“(A) The employment and training to be received by each youth apprentice participating in the program, including—

“(i) an outline of the work processes or the plan in which the youth apprentice will receive supervised work experience and on-the-job training or in an experiential setting;

“(ii) the allocation of the approximate amount of time that will be spent in each major work process by the youth apprentice;

“(iii) a description of the mentoring that will be provided to the youth apprentice; and

“(iv) a description or timeline explaining the periodic reviews and evaluations of the youth apprentice's performance on the job and in related instruction.

“(B) A process for maintaining appropriate progress records, including the reviews and evaluations described in subparagraph (A)(iv).

“(C) Related classroom-based instruction, which may be fulfilled through dual or concurrent enrollment, and—

“(i) is, to the extent practicable, aligned with high school diploma requirements and career clusters; and

“(ii) meets the additional requirements as described in subsection (b)(1)(C).

“(D) A progressively increasing, clearly defined schedule of wages to be paid to the youth apprentice.

“(E) The term of the youth apprenticeship program, as described in subsection (b)(1)(E).

“(F) For a competency-based or hybrid youth apprenticeship program, the methods used to measure skill acquisition for a youth apprentice, including ongoing assessment against established skill and competency standards as described in subsection (b)(1)(F).

“(G) Prepares the youth apprentice for placement in further education, employment, or an apprenticeship program.

“(3) The program equally grants advanced standing or credit to all individuals applying for the youth apprenticeship with demonstrated competency or acquired experience, training, or skills.

“(4) In the case of a youth apprenticeship program that chooses to issue an interim credential, the program meets the requirements of subsection (b)(4).

“(e) **GENERAL REQUIREMENTS.**—Each program under the national apprenticeship system shall meet the following standards:

“(1) The program—

“(A) has adequate and safe equipment, environments, and facilities for training and supervision;

“(B) provides safety training on-the-job and in related instruction as applicable by the apprenticeable occupation; and

“(C) provides adequate training for mentors and qualified instructors on providing a safe work and training environment.

“(2) The program records and maintains all records concerning the program as may be required by the Secretary, the registration agency of the program, or any other applicable law, including records required under title 38, United States Code, in order for veterans and other individuals eligible for educational assistance under such title to use such assistance for enrollment in the program.

“(3) The program provides all individuals with an equal opportunity to participate in the program as described in subparagraphs (B) and (C) of section 111(b)(7).

“(4) The program awards a certificate of completion in recognition of successful completion of the program, evidenced by an appropriate certificate issued by the registration agency, and in the case of apprenticeships and youth apprenticeships, prepares a program participant to obtain a recognized postsecondary credential.

“(5) The program provides that an individual who is to become a program participant under the program enters into a written apprenticeship agreement described in section 123 with the sponsor of the program.

“(6) The numeric ratio of program participants to supervisors (such as journeymen, mentors, or on-the-job learning instructors, as applicable) for the apprenticeable occupation, that are based on evidence-based and evidence-informed best practices for supervision, training, safety, and continuity of employment, throughout the work processes of the program, job site, department, or plant, appropriate for the degree of hazard in different occupations, and consistent with provisions in collective bargaining agreements, as applicable, except if such ratios are expressly prohibited by the collective bargaining agreements.

“(f) **SEC. 123. APPRENTICESHIP AGREEMENTS.**

“(a) **IN GENERAL.**—To ensure the standards described in section 122 are applied to programs under the national apprenticeship system, the Administrator shall require a sponsor to develop an apprenticeship agreement that shall—

“(1) be the same for each program participant;

“(2) contain the names and signatures of the program participant and the sponsor;

“(3) meet the requirements of subsection (b); and

“(4) be submitted to the registration agency in accordance with section 124 by the program sponsor.

“(b) **STANDARDS.**—Each agreement under subsection (a) shall contain, explicitly or by reference, program standards under section 122, including—

“(1) in the case of an apprenticeship program—

“(A) that is time-based, a statement of the number of hours to be spent by the program participant in on-the-job learning and on-the-job training in order to complete the program;

“(B) that is competency-based, a description of the skill sets to be attained by completion of the program, including the on-the-job learning and work components; or

“(C) that is a hybrid model, the minimum number of hours to be spent by the program participant in on-the-job learning and work components and in related instruction, and a description of the skill sets and competencies to be attained by completion of the program;

“(2) the number of hours and form of related instruction, including how related instruction will be compensated (whether through academic credit, wages, or both), the costs the program participant will incur for participating in the program (such as for equipment, related instruction, or assessment or licensure fees), and the recognized postsecondary credentials the program participants will be eligible to receive upon program completion;

“(3) a schedule of the work processes in the occupation or industry divisions in which the program participant is to be trained and the approximate time to be spent at each process;

“(4) for apprenticeships or youth apprenticeships, the graduated wage scale to be paid to the apprentices, benefits offered to the apprentices, and how the wages and benefits compare to State, local, or regional wages in the related occupation; and

“(5) demonstration of commitment to and compliance with subparagraphs (B) and (C) of section 111(b)(7).

“(c) **SEC. 124. REGISTRATION OF PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM.**

“(a) **PROGRAM REGISTRATION APPLICATION.**—In order to bring together employers and labor for the formulation of programs under the national apprenticeship system, the Administrator shall provide for the registration of programs in which a sponsor applying to register a program under the national apprenticeship system shall request registration of such program from a registration agency by submitting the information required by the registration agency, including—

“(1) information demonstrating that each of the requirements of section 122 will be met for the program;

“(2) a copy of the apprenticeship agreement described in section 123 used by the sponsor;

“(3) a written assurance that, if the program is registered under this Act, the sponsor will administer the program in accordance with the requirements of this Act and comply with the requirements of the apprenticeship agreement for each apprentice; and

“(4) methods the program sponsor will use to report data describing outcomes associated with the program as required by the registration agency—

“(A) on an annual basis for any program sponsor with fewer than 5 program participants; or

“(B) on a quarterly basis for any program sponsor with 5 or more program participants.

“(b) **RECOGNITION AND REGISTRATION PROCESS.**—

“(1) **REVIEW AND APPROVAL PROCESS.**—

“(A) **PROVISIONAL APPROVAL REVIEW.**—An application submitted under subsection (a) that

the registration agency determines meets the requirements described in such subsection shall be registered for a provisional 1-year period beginning not later than 30 days after such application is submitted. During such period, the registration agency shall accept and record the apprenticeship agreement as evidence of the program's compliance and registration to operate such program.

“(B) **FULL APPROVAL OR EXTENDED PROVISIONAL APPROVAL.**—By the end of a provisional registration period for a program, the registration agency providing provisional approval under subparagraph (A) shall review the program for quality and for compliance with the applicable standards under this subtitle and all other applicable program requirements under this Act, and—

“(i) if a registration agency conducting a provisional review determines that the program complies with the standards and requirements under this Act, the registration agency shall fully approve the registration of the program; or

“(ii) if a registration agency conducting a provisional review determines that the program is not conforming to the requirements or standards under this Act, the registration agency may continue the provisional registration of the program through the first full training cycle for program participants, and conduct an additional provisional review at the conclusion of the training cycle.

“(C) **FAILURE TO MEET REQUIREMENTS.**—If, after an initial provisional review under subparagraph (A), a registration agency conducting such provisional review determines that the program is not in operation or does not conform to the requirements under this Act, the registration agency shall recommend technical assistance and corrective action for the program, or deregistration, in accordance with procedures established under subsections (b) and (c) of section 131.

“(2) **CERTIFICATE OF REGISTRATION.**—

“(A) **IN GENERAL.**—A registration agency that registers a program under paragraph (1) shall—

“(i) provide the sponsor of the program with a certificate of registration or other written evidence of registration; and

“(ii) provide a copy of the certificate of registration to the Secretary of Veterans Affairs or the applicable State veterans agency for the purpose of aligning the registration process with the process for approving such program for eligible veterans' use of supplemental educational assistance benefits.

“(B) **REGISTRATION NAME.**—A program shall be registered in the name of the sponsor, or if a sponsor enters into a partnership with an employer who registers the program, in the name of the employer.

“(3) **PROGRAM PARTICIPANT REGISTRATION.**—A sponsor providing a program that is registered in accordance with paragraph (2) shall provide to an individual seeking to be a program participant the opportunity to apply through the sponsor, and shall—

“(A) enter into a written individual apprenticeship agreement described in section 123 with each such individual before the commencement of the program; and

“(B) individually register each program participant with the registration agency by filing a copy of the individual apprenticeship agreement with the registration agency or as otherwise required by the registration agency, and sharing a copy with the Administrator as appropriate, as described under section 123(a)(4).

“(4) **TRANSITION PROCESS FOR PREVIOUSLY APPROVED PROGRAMS.**—With respect to a program that was registered under this Act as of the day before the date of enactment of the National Apprenticeship Act of 2020, the registration agency shall take such steps as necessary to—

“(A) in the case of a program that meets of the requirements of this Act, maintain the status of the sponsor of the program as of the date before such date of enactment as the sponsor of such program under this Act; and

“(B) in the case of a program that does not meet the requirements of this Act, provide technical assistance to the sponsor of such program to ensure that the sponsor is in compliance with this Act not later than 3 years after the date of enactment of the National Apprenticeship Act of 2020.

“(c) **MODIFICATIONS OR CHANGES TO YOUTH APPRENTICESHIP, PRE-APPRENTICESHIP, OR APPRENTICESHIP PROGRAMS.**—

“(1) **SPONSOR PROPOSAL.**—Any sponsor that wishes to modify a program, including the program's method of meeting the standards required under this Act, shall submit the proposal for such change or modification to the registration agency for the program.

“(2) **REGISTRATION AGENCY REQUIREMENTS.**—

“(A) **IN GENERAL.**—The registration agency shall determine whether to approve the proposal and notify the sponsor of the determination by not later than 60 days after receipt of the proposal.

“(B) **APPROVAL OF PROPOSAL.**—If the proposal is approved, the registration agency shall amend the record of the program to reflect the modification or change, and provide the sponsor or program administrator with an acknowledgment of the amended program, by not later than 30 days after the date of approval.

“(C) **DISAPPROVAL OF PROPOSAL.**—If the proposal is not approved, the registration agency shall—

“(i) notify the sponsor of the reasons for the disapproval and provide the sponsor with technical assistance to maintain the program as originally registered;

“(ii) provide the sponsor with the opportunity to submit a revised modification proposal, including providing appropriate technical assistance to modify the proposal in order to meet the requirements of this Act; and

“(iii) in a case in which the sponsor submits a revised modification proposal, not later than 60 days after receipt of such proposal—

“(I) approve the proposal; or

“(II) disapprove the proposal and provide the sponsor with technical assistance to maintain the program as originally registered.

“**Subtitle C—Evaluations and Research**

“**SEC. 131. PROGRAM EVALUATIONS.**

“(a) **PURPOSE.**—The purpose of this section is to provide program performance transparency across the programs under the national apprenticeship system, assess the effectiveness of States in achieving positive outcomes for program participants served by those programs, and establish performance accountability measures related to program completion and key indicators of performance under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

“(b) **REVIEWS BY REGISTRATION AGENCIES.**—

“(1) **PERFORMANCE REVIEWS.**—

“(A) **IN GENERAL.**—A registration agency shall—

“(i) annually collect performance data for each program registered under section 124 by such agency to determine—

“(I) the performance of the program with respect to the indicators of performance under section 116(b)(2)(A)(i) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3141(b)(2)(A)(i)) or in the case of a youth apprenticeship program, section 116(b)(2)(A)(ii) of such Act (29 U.S.C. 3141(b)(2)(A)(ii)), as applied to programs under the national apprenticeship system; and

“(II) the completion rates of the program; and

“(ii) provide technical assistance for the collection of the information under clause (i) of this subparagraph and subparagraph (B), as necessary.

“(B) **REPORTS.**—The registration agency for a State shall annually prepare and submit to the Administrator a State performance report that includes the following information with respect to each program registered under section 124 by such agency, including—

“(i) information specifying the levels of performance described in subparagraph (A), as compared to goals set in section 113(c)(8)(A)(i);

“(ii) the percentage of program participants by race, sex ethnicity and, to the extent practicable, by individuals with disabilities, as compared to such percentages within the working age population who are in the geographical area from which the sponsor usually seeks or reasonably could seek program participants and who meet the minimum eligibility requirements for entry into the program;

“(iii) the percentage of program participants served by each of the programs that obtained unsubsidized employment in a field related to the apprenticeable occupation;

“(iv) the average time to completion for the program as compared to the description in the agreement under paragraphs (1) and (2) of section 123(b);

“(v) the average cost per participant during the most recent program year and the 3 preceding program years;

“(vi) the percentage of program participants who received supportive services;

“(vii) information on the State's activities required under section 113(c), including the State's uses of funds; and

“(viii) the disaggregation of the performance data described in clauses (i) through (vi)—

“(I) by the program type (apprenticeship, youth apprenticeship, or pre-apprenticeship program) involved; and

“(II) by race, ethnicity, sex, age, and membership in a population specified in section 3(24) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(24)).

“(C) **REPORTS TO CONGRESS.**—Not later than 60 days after receiving a report under subparagraph (B), the Secretary shall transmit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

“(D) **PUBLICATION.**—The Administrator shall annually make available on a publicly accessible website each report received under subparagraph (B) not later than 30 days after receipt of such report.

“(2) **COMPREHENSIVE PROGRAM REVIEWS.**—

“(A) **IN GENERAL.**—A registration agency shall periodically review each program registered under section 124 by such agency for quality assurance and compliance with the requirements of this Act.

“(B) **TIMING OF REVIEWS.**—A review described in subparagraph (A) shall occur—

“(i) at the end of the first full training cycle of program participants under the program; and

“(ii) beginning after the review described in clause (i) at least once every 5 years.

“(C) **REVIEW.**—The review shall be a comprehensive review regarding all aspects of the program performance, including—

“(i) determining whether the registration agency is receiving notification from the sponsor of a program regarding individuals who are registered as new youth apprentices, pre-apprentices, or apprentices under the program, or who successfully complete the program, as required under this Act;

“(ii) determining whether the sponsor of the program is complying with the requirements of this Act;

“(iii) evaluating the performance of the sponsor with respect to, at a minimum, the indicators described in paragraph (1)(A)(i), with the performance data disaggregated as described in paragraph (1)(B)(viii); and

“(iv) ensuring the sponsor's compliance with the requirement to provide equal opportunity in recruitment, training, and employment as described in subparagraphs (B) and (C) of section 111(b)(7).

“(D) **REPORTS.**—On completion of a review under this paragraph, the registration agency shall prepare and submit to the Administrator a report containing the results of the review.

“(c) **SUBSEQUENT ACTION.**—

“(1) **TECHNICAL ASSISTANCE.**—The registration agency shall provide technical assistance to the

sponsor and identify areas that require technical assistance, including—

“(A) to support the sponsor in creating a plan to meet the State goals described in section 113(c)(8)(A)(ii), as applicable; and

“(B) assistance in the development of a performance improvement plan if the registration agency determines, pursuant to any review under subsection (b), that the youth apprenticeship, pre-apprenticeship, or apprenticeship program—

“(i) is not in operation;

“(ii) is not in compliance with the requirements of this Act; or

“(iii) is achieving levels of performance on any indicators described in subsection (b)(1)(A)(i) that are lower than the State goals for any program year.

“(2) CORRECTIVE ACTION AND DEREGISTRATION OF AN APPRENTICESHIP PROGRAM.—The registration agency may take corrective action, and if warranted, deregister a youth apprenticeship, pre-apprenticeship, or apprenticeship program, after making a determination that the program demonstrates persistent and significant failure to perform successfully, which occurs when—

“(A) the sponsor of the program consistently fails to register at least 1 program participant;

“(B) the program shows a pattern of poor results on the indicators described in subsection (b)(1)(A)(i) over a period of 3 years, given the characteristics of program participants and economic conditions in the area served, or are lower than the national or State average;

“(C) the program shows no indication of improvement in the areas identified by the registration agency and in the performance improvement plan under paragraph (1); or

“(D) the sponsor has not administered the program in accordance with the program's registration, as applicable, or with the requirements of this Act.

“(3) NOTIFICATION AND HEARING.—If the registration agency makes a determination described in paragraph (2), the registration agency shall notify the Secretary and the sponsor of the determination in writing, and permit the sponsor to request a hearing by the Office of Administrative Law Judges. The registration agency shall transmit to the Secretary a report containing all pertinent facts and circumstances concerning the determination, including findings and a recommendation for deregistration, and copies of all relevant documents and records. If the sponsor does not request the hearing not later than 15 days after receiving such notification, the registration agency shall deregister the program after the period for requesting such a hearing has expired.

“(4) NOTIFICATION AND TREATMENT OF APPRENTICES.—Not later than 15 days after the registration agency deregisters a program, the sponsor or program administrator shall notify program participant—

“(A) of such deregistration and the effective date;

“(B) that such deregistration automatically deprives the program participant of individual registration as part of such youth apprenticeship, pre-apprenticeship, or apprenticeship program, including the ability to receive a certificate of completion from the registration agency;

“(C) that the deregistration of the program removes the program participant from eligibility for any Federal financial or other assistance, or rights, privileges, or exemptions under Federal law, that—

“(i) relates to an apprentice; and

“(ii) requires the registration agency's approval; and

“(D) that all youth apprentices, pre-apprentices, or apprentices are referred to the registration agency for information about potential transfers to other programs under the national apprenticeship system.

#### “SEC. 132. NATIONAL APPRENTICESHIP SYSTEM RESEARCH.

“(a) RESEARCH.—The Secretary shall conduct, through an independent entity, research for the

purpose of improving the management and effectiveness of the programs and activities carried out under this Act and to assist in the evaluation of the programs as described in section 131.

“(b) TECHNIQUES.—The research conducted under this section shall utilize appropriate methodology and research designs.

“(c) CONTENTS.—Such research shall address—

“(1) the general effectiveness of such programs and activities in relation to their cost, including the extent to which the programs and activities—

“(A) improve the skill and employment competencies of participants in comparison to comparably-situated individuals who did not participate in such programs and activities;

“(B) to the extent feasible, increase the levels of total employment, of attainment of recognized postsecondary credentials, and of measurable skills, above the levels that would have existed in the absence of such programs and activities;

“(C) respond to the needs reflected in labor market data in the local area and align with high-skill, high-wage, or in-demand industries or occupations; and

“(D) demonstrate a return on investment of Federal, State, local, sponsor, employer, and other funding for programs under the national apprenticeship system, capturing the full level of investment in, and impact of, such programs under the national apprenticeship system;

“(2) the impact of the National Apprenticeship Act of 2020 on the general effectiveness of programs under the national apprenticeship system, including the implementation of policies such as dual or concurrent enrollment programs, advanced standing, or industry recognized apprenticeship occupations;

“(3) best practices in increasing nontraditional apprenticeship populations' participation in programs under the national apprenticeship system; and

“(4) opportunities to scale up effective models under the national apprenticeship system.

“(d) REPORTS.—

“(1) INDEPENDENT ENTITY.—The independent entity carrying out the research shall prepare and submit to the Secretary—

“(A) an interim report containing findings from the research; and

“(B) a final report containing the results of the research, including policy recommendations.

“(2) REPORTS TO CONGRESS.—Not later than 60 days after receipt of the interim report and final report described in subparagraphs (A) and (B) of paragraph (1), respectively, the Secretary shall submit each report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

“(e) PUBLIC ACCESS.—The Secretary shall make the interim and final reports available on a publicly accessible website not later than 60 days after the receipt of the interim and final report.

#### “Subtitle D—General Provisions

#### “SEC. 141. AUTHORIZATION OF APPROPRIATIONS.

“(a) OFFICE OF APPRENTICESHIP.—There are authorized to be appropriated to carry out sections 111, 112, 131, and 132—

“(1) \$50,000,000 for fiscal year 2021;

“(2) \$60,000,000 for fiscal year 2022;

“(3) \$70,000,000 for fiscal year 2023;

“(4) \$80,000,000 for fiscal year 2024; and

“(5) \$90,000,000 for fiscal year 2025.

“(b) INTERAGENCY AGREEMENT.—There are authorized to be appropriated to carry out section 114—

“(1) \$10,000,000 for fiscal year 2021;

“(2) \$12,000,000 for fiscal year 2022;

“(3) \$14,000,000 for fiscal year 2023;

“(4) \$16,000,000 for fiscal year 2024; and

“(5) \$18,000,000 for fiscal year 2025.

#### “TITLE II—MODERNIZING THE NATIONAL APPRENTICESHIP SYSTEM FOR THE 21<sup>ST</sup> CENTURY GRANTS

#### “SEC. 201. GRANT REQUIREMENTS.

“(a) AUTHORITY.—

“(1) IN GENERAL.—The Administrator shall award grants, contracts, or cooperative agreements to eligible entities on a competitive basis for one or more of the following purposes:

“(A) CREATION AND EXPANSION ACTIVITIES.—To expand the offerings of programs under the national apprenticeship system—

“(i) to create new apprenticeship programs in a nontraditional apprenticeship industry or occupation, such as for programs demonstrating demand in information technology, energy, green jobs, advanced manufacturing, health care, or cybersecurity;

“(ii) to expand existing apprenticeship programs demonstrating labor market demand;

“(iii) to create new or expand existing pre-apprenticeship programs; or

“(iv) to create new or expand existing youth apprenticeship programs.

“(B) ENCOURAGING EMPLOYER PARTICIPATION.—To encourage employer participation in programs under the national apprenticeship system—

“(i) that target individuals with barriers to employment in youth apprenticeship, pre-apprenticeship, or apprenticeship programs, prioritizing nontraditional apprenticeship populations such as women, minorities, long-term unemployed, individuals with a disability, individuals with substance abuse issues, veterans, military spouses, individuals experiencing homelessness, individuals impacted by the criminal or juvenile justice system, and foster and former foster youth;

“(ii) that are in high-need social service-related industries, sectors, or occupations, such as direct care workers and early childhood educators;

“(iii) that target individuals currently or recently incarcerated; or

“(iv) among small- and medium-sized employers.

“(C) INTERMEDIARY GRANTS.—If the eligible entity is a qualified intermediary—

“(i) to support national industry and equity intermediaries in establishing or expanding sector-based partnerships to support the delivery or expansion of programs under the national apprenticeship system to significant scale in the United States—

“(I) in key sectors, including manufacturing, information technology, cyber security, health care, insurance and finance, energy, hospitality, retail, construction, and other sectors identified by the Administrator and the Advisory Committee as targeted for expansion under the national apprenticeship system; or

“(II) for nontraditional apprenticeship populations, women, minorities, individuals with disabilities, and individuals impacted by the criminal or juvenile justice system; or

“(ii) to serve programs under the national apprenticeship system in a local or regional setting.

“(D) EDUCATIONAL ALIGNMENT.—To strengthen alignment between programs under the national apprenticeship system and education and training providers with secondary and postsecondary education systems, including degree and credential requirements.

“(2) DURATION.—

“(A) IN GENERAL.—The Administrator shall award grants under this subsection for a period of not more than 3 years.

“(B) EXTENSION.—The eligible entity may apply for, and the Administrator may grant, an extension of the grant period for not more than 1 additional 2-year period, if the grant recipient demonstrates to the Administrator that the recipient—

“(i) has effectively implemented a project to achieve its stated purpose as described in subsections (e) and (f);

“(ii) has complied with the assurances as described in subsection (e)(9); and

“(iii) has improved applicable outcomes, as demonstrated through indicators referred to in section 203(a)(2).

“(b) **FUNDING REQUIREMENTS.**—

“(1) **MATCHING FUNDS REQUIRED.**—The Administrator shall require, as a condition of receipt of funds under this section, an eligible entity to match funds awarded under this section in an amount not less than 25 percent of the funds awarded to such recipient under this section. Such eligible entity may make the matching funds available directly or through donations from non-Federal, public, or private organizations, in cash or in kind, fairly evaluated.

“(2) **WAIVER.**—The Administrator may waive the requirement under paragraph (1) if the entity demonstrates that exceptional circumstances prevent the entity from meeting the requirement, such as demonstrating that the entity serves a high proportion of individuals with barriers to employment, or due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible entity.

“(c) **PRIORITY AND DISTRIBUTION.**—

“(1) **PRIORITY.**—In awarding grants under this section, the Administrator shall give priority to an eligible entity—

“(A) proposing to serve a high number or high percentage of participants who are from non-traditional apprenticeship populations; and

“(B) providing opportunities in high-wage, high-skill, or in-demand sectors and occupations.

“(2) **GEOGRAPHIC DISTRIBUTION.**—In awarding grants under this subsection, the Administrator shall, to the extent practicable, ensure a geographically diverse distribution of grants, including a geographically diverse distribution among regions of the country and among urban, suburban, and rural areas.

“(d) **ELIGIBLE ENTITY.**—To be eligible to apply for grants under this title, an eligible entity shall—

“(1) demonstrate a partnership with two or more of the following:

“(A) a State or local workforce development board or State or local workforce agency;

“(B) an education and training provider, or a consortium thereof;

“(C) a State apprenticeship agency;

“(D) an Indian Tribe or Tribal organization;

“(E) an industry or sector partnership, a group of employers, a trade association, or a professional association that sponsors or participates in a program under the national apprenticeship system;

“(F) a Governor;

“(G) a labor organization or joint labor-management organization;

“(H) community-based organizations that assist program participants in accessing supportive services; or

“(I) a qualified intermediary; and

“(2) to the extent practicable, be part of an industry or sector partnership.

“(e) **GENERAL APPLICATION REQUIREMENTS.**—An eligible entity applying for a grant under this section shall submit to the Administrator a description of each of the following:

“(1) Each purpose under subsection (a) for which the applicant intends to use such grant.

“(2) Each entity with which the eligible entity is partnered or engaged under subsection (d) and the role of each such entity in carrying out activities funded under this subsection.

“(3) The ability of the applicant, directly or through partners—

“(A) to enroll, instruct, advance, and graduate program participants served by the grant activities, and enable the participants to gain employment after program completion;

“(B) to support (including by providing technical assistance) program sponsors and employers (especially small- and medium-sized businesses) in the creation of, recruitment for, and execution of programs under the national apprenticeship system; and

“(C) to provide opportunities to rural communities, as applicable.

“(4) A labor market analysis with respect to the geographic area of service that demonstrates—

“(A) the need to create or expand the program; and

“(B) a plan to align the activities supported by the grant with the labor market needs of high-skill, high-wage, or in-demand industry sectors or occupations.

“(5) A plan—

“(A) to comply with requirements for an evaluation and report under section 203;

“(B) as appropriate, to coordinate activities assisted under the grant with activities carried out under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), and any related Federal programs and if appropriate, how funds provided under these programs will be leveraged in support of the programs supported by this grant;

“(C) to use funds awarded under this section in support of the programs supported by this grant, as described in section 202;

“(D) to continue the program after the grant period ends; and

“(E) to recruit and retain program participants for pre-apprenticeship, youth apprenticeship, and apprenticeship programs, including from nontraditional apprenticeship populations, such as women, minorities, individuals with disabilities, individuals impacted by the criminal or juvenile justice system, and individuals with barriers to employment, to ensure program participants are able to access supportive services, as applicable, and how such plan will support the eligible entity in meeting the equal opportunity requirements for diversity described in subparagraphs (B) and (C) of section 111(b)(7) and section 113(c)(5), as applicable.

“(6) For any grants expanding existing programs under the national apprenticeship system, a description of—

“(A) a plan to coordinate the activities carried out under the grant with the existing program; and

“(B) the effectiveness of the program, including demonstrations of programmatic components such as program costs to employers and to program participants, completion and placement rates, credential attainment, diversity in populations served, the effectiveness of the program in increasing participant's wages and benefits, or services provided to employers and program participants.

“(7) A description of potential program participants and strategies to support the recruitment, retention, and completion of such participants, including nontraditional apprenticeship populations and individuals with barriers to employment, to the extent practicable.

“(8) A description of strategies to recruit and support employers involved in programs under the national apprenticeship system.

“(9) An assurance that the eligible entity will—

“(A) provide information to the Administrator, as requested, for any such evaluations as the Administrator may carry out;

“(B) make program performance outcome data available (in accordance with applicable data privacy laws, including section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and section 4 of this Act) to independent evaluators to enable the evaluators to prepare the evaluations and research reports described in section 203(a)(1); and

“(C) coordinate grant activities with a State Apprenticeship Agency, if such agency exists in the State where the eligible entity is applying for a grant or carrying out activities.

“(f) **ADDITIONAL APPLICATION REQUIREMENTS.**—The Administrator shall require an eligible entity applying for a grant under this title to include as part of their application in subsection (e) the following information, as applicable:

“(1) **CREATION AND EXPANSION ACTIVITIES.**—

“(A) **NEW APPRENTICESHIP PROGRAMS.**—An eligible entity applying to create new apprenticeship programs and carry out activities in accordance with subsection (a)(1)(A)(i) shall include as part of their application a description of—

“(i) any plans for further expansion upon development of the program; and

“(ii) employers, and to the extent practicable, labor organizations or joint labor-management organizations, engaged in the program creation and implementation.

“(B) **EXPANDING APPRENTICESHIP PROGRAMS.**—An eligible entity applying to expand existing apprenticeship programs and carry out activities in accordance with subsection (a)(1)(A)(ii) shall include as part of their application a description of employers engaged in the program expansion.

“(C) **CREATING OR EXPANDING PRE-APPRENTICESHIP PROGRAMS.**—An eligible entity applying to create or expand pre-apprenticeship programs and carry out activities in accordance with subsection (a)(1)(A)(iii) shall include as part of their application a description of—

“(i) a partnership between the eligible entity and at least one apprenticeship program; and

“(ii) existing partnerships with employers acting in either an advisory capacity or actively participating in the pre-apprenticeship program.

“(D) **CREATING OR EXPANDING YOUTH APPRENTICESHIP PROGRAMS.**—An eligible entity applying to create or expand youth apprenticeship programs and carry out activities in accordance with subsection (a)(1)(A)(iv) shall include as part of their application a description of—

“(i) an existing partnership with at least one high school offering related instruction for the youth apprenticeship program, with existing integration into the academic content of the high school diploma requirements, or with demonstrated plans for integration of related instruction into the high school curriculum; and

“(ii) existing partnerships with employers acting in either an advisory capacity or actively participating in the youth apprenticeship program.

“(2) **ENCOURAGING EMPLOYER PARTICIPATION.**—

“(A) **INDIVIDUALS WITH BARRIERS TO EMPLOYMENT.**—An eligible entity applying to target individuals with barriers to employment for apprenticeship, youth apprenticeship, or pre-apprenticeship programs and carry out activities in accordance with subsection (a)(1)(B)(i) shall include as part of their application a description of—

“(i) specific strategies to target both individuals with barriers to employment and employers for participation in the program; and

“(ii) partnerships with organizations that assist program participants in accessing supportive services to support recruitment, retention, and completion of the program by program participants.

“(B) **HIGH-NEED SOCIAL SERVICE-RELATED INDUSTRIES.**—An eligible entity applying to offer pre-apprenticeship, youth apprenticeship, or apprenticeship programs in high-need social service-related industries, sectors, or occupations and carry out activities in accordance with subsection (a)(1)(B)(ii) shall include as part of their application a description of wages and benefits offered to program participants.

“(C) **INDIVIDUALS CURRENTLY OR RECENTLY INCARCERATED.**—An eligible entity applying to target individuals currently or recently incarcerated and establish or carry out pre-apprenticeship programs and apprenticeship programs in accordance with subsection (a)(1)(B)(iii) shall include as part of their application a description of—

“(i) a plan to assist the program participants in obtaining the documentation and work authorization necessary to participate in such program;

“(ii) partnerships with organizations that will assist program participants in accessing activities to improve financial literacy and supportive services;

“(iii) how the assessments used to support the placement of potential program participants into a program accurately reflect the participants’ skills and competencies;

“(iv) a plan to provide information about resources to program participants to address mental health or substance abuse issues;

“(v) partnerships with organizations that support—

“(I) the transition from incarceration to reentry, such as assistance with housing, transportation, and legal services; and

“(II) successful completion of an apprenticeship or pre-apprenticeship program;

“(vi) wages and benefits offered to program participants that are commensurate with wages for similar work in the State or local area, as allowable; and

“(vii) alignment and necessary supports to comply with and receive the benefits of the Federal Bonding Program and the Prison Industry Enhancement Certification Program for employers participating in apprenticeship programs.

“(D) **SMALL- AND MEDIUM-SIZED EMPLOYERS.**—An eligible entity applying to engage small- and medium-sized employers and carry out activities in accordance with subsection (a)(1)(B)(iv) shall include as part of their application a description of demonstrated success in engaging small- and medium-sized employers and the ability to recruit new employers to participate in related partnerships or programs, such as small businesses owned or controlled by women, minorities, or veterans.

“(3) **INTERMEDIARY GRANTS.**—

“(A) **SUPPORTING NATIONAL INDUSTRY AND EQUITY INTERMEDIARIES.**—An eligible entity applying to carry out activities in accordance with subsection (a)(1)(C)(i) shall include as part of their application a description of the ability of such entity to convene a diverse group of industry specific stakeholders for the purposes of developing or expanding programs, including employers, workforce development organizations, industry associations, labor groups (including joint labor-management organizations), and education and training providers at a national level or with national reach.

“(B) **SERVING PROGRAMS IN A LOCAL OR REGIONAL SETTING.**—An eligible entity applying to carry out activities in accordance with subsection (a)(1)(C)(ii) shall include as part of their application a description of how such entity will—

“(i) engage employers, especially small- and medium-sized businesses, in the formation or ongoing development of industry or sector partnerships and programs in the national apprenticeship system;

“(ii) identify the industry or sector partnerships that will be served, and demonstrate alignment to high-skill, high-wage, or in-demand industry sectors or occupations;

“(iii) leverage additional resources, including funding provided by Federal and non-Federal resources; and

“(iv) provide services to program sponsors and program participants.

“(4) **EDUCATIONAL ALIGNMENT.**—An eligible entity applying to carry out activities in accordance with subsection (a)(1)(D) shall include as part of their application a description of—

“(A) a demonstration of a partnership with—

“(i)(I) no less than three sponsors or employers; or

“(II) an industry or sector partnership; and

“(ii) at least 1 of the following—

“(I) an educational service agency;

“(II) a high school;

“(III) a local educational agency;

“(IV) State educational agency;

“(V) an Indian Tribe, Tribal organization, Tribal educational agency, Tribally controlled college or university, or Tribally controlled post-

secondary career and technical institution, as applicable;

“(VI) a postsecondary educational institution; or

“(VII) a State higher education agency; and

“(B) a commitment to establishing or expanding the alignment of the related instruction to—

“(i) the requirements for a high school diploma, which may be fulfilled through a dual or concurrent enrollment program; or

“(ii) the requirements for a recognized postsecondary credential, including the degree requirements for an associate’s or bachelor’s degree.

#### “SEC. 202. USES OF FUNDS.

“(a) **GENERAL ACTIVITIES.**—An eligible entity applying for any grant activity under section 201(a)(1)—

“(1) shall use at least 5 percent of the grant funds to provide direct financial assistance to apprentices, pre-apprentices, or youth apprentices through emergency grants to support their financial needs to enter, remain enrolled in, and complete such program, such as support for the related costs of supplies and equipment, assessment or licensure fees, courses, transportation, child care, and housing; and

“(2) may use funds for any of the following activities:

“(A) To establish or expand partnerships with organizations that provide program participants access to financial planning, mentoring, and supportive services that are necessary to enable an individual to participate in and complete a program under the national apprenticeship system.

“(B) To conduct outreach and recruitment activities, including assessments of potential participants for, and enrollment of participants in, a program under the national apprenticeship system.

“(C) To conduct outreach, engagement, recruitment, and coordination of activities with employers, industry associations, labor and joint labor-management organizations, qualified intermediaries, education and training providers, State or local workforce agencies, potential sponsors, community-based organizations, communities with high numbers or percentages of nontraditional apprenticeship populations, small- and medium-sized businesses, or rural communities to establish or expand industry or sector partnerships and opportunities under the national apprenticeship system.

“(D) To carry out grant requirements, including program evaluation and reporting requirements.

“(E) To conduct any activities as described in the application that would advance the purposes of the grant.

“(F) To support the transition to virtual or remote learning or training, as necessary and as approved by the registration agency.

“(b) **ADDITIONAL USES OF FUNDS.**—

“(1) **CREATION OR EXPANSION ACTIVITIES.**—

“(A) **APPRENTICESHIP PROGRAM CREATION.**—An eligible entity that receives funds under section 201(a)(1)(A)(i) shall use such funding to create and implement an apprenticeship program, which may include—

“(i) creating and providing training and related instruction based on employer engagement;

“(ii) applying apprenticeship frameworks as described in section 111(b)(5)(C) to the State or local labor market and employer needs; or

“(iii) aligning the new program with existing apprenticeship programs.

“(B) **APPRENTICESHIP PROGRAM EXPANSION.**—An eligible entity that receives funds under section 201(a)(1)(A)(ii) shall use such funds to expand an existing apprenticeship program, which may include—

“(i) expanding and enhancing related instruction;

“(ii) conducting outreach to and engagement with employers for the purposes of program ex-

pansion, including creation of new or expansion of existing industry or sector partnerships;

“(iii) preparing additional instructors or mentors needed for program expansion;

“(iv) building awareness of apprenticeship program opportunities for State or local workforce development, education, and economic development entities; and

“(v) providing commensurate wages to wages for on-the-job training for program participants during related instruction, as applicable.

“(C) **PRE-APPRENTICESHIP PROGRAMS.**—An eligible entity that receives funds under section 201(a)(1)(A)(iii) shall use such funds to create a new pre-apprenticeship program or expand an existing pre-apprenticeship program, which may include—

“(i) coordinating pre-apprenticeship program activities with an apprenticeship program in a high-skill, high-wage, or in-demand industry sector or occupation, including the creation or expansion of work-based learning opportunities, and articulation agreements for those who successfully complete a pre-apprenticeship to earn academic credit and enroll in an apprenticeship program;

“(ii) creating, expanding, or integrating related instruction and work-based learning, which may include training in the workplace and supporting partnerships to create opportunities for pre-apprentices to earn credit at a postsecondary educational institution for skills and competencies acquired during the pre-apprenticeship program;

“(iii) providing participants with career exploration and career planning activities and with exploration of postsecondary opportunities including apprenticeship programs;

“(iv) with respect to participants without a high school diploma or a generally recognized equivalent, paying the costs affiliated with acquiring such equivalent, and the costs of any related assessments of potential pre-apprentices or active pre-apprentices, including those that would verify the attainment of foundational knowledge and skills necessary to succeed in an apprenticeship program;

“(v) development or expansion of partnerships with organizations that assist program participants in accessing supportive services, which may include the 12-month period after the conclusion of a pre-apprenticeship program;

“(vi) providing commensurate wages to the linked apprenticeship program for pre-apprentices as they participate in and complete the pre-apprenticeship program, as appropriate;

“(vii) paying the cost of related instruction or assessment or licensure fees associated with the pre-apprenticeship program, as appropriate; or

“(viii) creating or expanding industry or sector partnerships to support the pre-apprenticeship program and to provide additional opportunities to the pre-apprentices.

“(D) **YOUTH APPRENTICESHIP PROGRAMS.**—An eligible entity that receives funds under section 201(a)(1)(A)(iv) shall use such funds to create a new youth apprenticeship program or expand an existing youth apprenticeship program, which may include—

“(i) paying for the costs associated with curriculum development and alignment of that curriculum with recognized postsecondary credentials including industry-recognized credentials, high school graduation requirements, and related instruction, including curriculum development for dual or concurrent enrollment;

“(ii) providing employers, and to the extent practicable, labor organizations and joint labor-management organizations, technical assistance to support the participation of youth apprentices under the age of 18;

“(iii) integrating work-based and academic learning, which may include training in the workplace;

“(iv) providing career exploration and career planning activities, including exploration of postsecondary opportunities such as apprenticeship programs;

“(v) providing technical assistance to support the participation of small- and medium-sized businesses in youth apprenticeship programs;

“(vi) developing or expanding partnerships with organizations that assist program participants in accessing supportive services, which may include the 12-month period after the conclusion of such a youth apprenticeship program; or

“(vii) providing teachers, career guidance and academic counselors, school leaders, administrators, specialized instructional support personnel, and paraprofessionals with professional development opportunities to build an understanding of apprenticeship opportunities available to students, including experiential opportunities like externships.

“(2) INCENTIVE FUNDS.—

“(A) BARRIERS TO EMPLOYMENT.—An eligible entity that receives funds under section 201(a)(1)(B)(i) shall use such funds to encourage employer participation in programs under the national apprenticeship system that target individuals with barriers to employment, which may include—

“(i) providing financial assistance to employers to support costs related to the programs, such as training incumbent workers for participation as mentors or employees supervising the on-the-job learning;

“(ii) supporting the cost of related instruction, assessment or licensure fees, or wages for program participants during related instruction; and

“(iii) establishing or expanding partnerships with organizations that assist program participants in accessing supportive services to support recruitment, retention, and completion, including providing supplies and equipment necessary to begin a program under the national apprenticeship system.

“(B) HIGH-NEED SOCIAL SERVICE-RELATED INDUSTRIES.—An eligible entity that receives funds under section 201(a)(1)(B)(ii) shall use such funds to incentivize employer participation in programs under the national apprenticeship system in high need social service-related industries, sectors, or occupations, which may include—

“(i) providing financial assistance to employers to support costs related to the program, such as training incumbent workers as mentors, or employees providing on-the-job training;

“(ii) supporting the cost of related instruction, assessment or licensure fees, or wages for program participants during related instruction;

“(iii) establishing or expanding partnerships with organizations that assist program participants in accessing supportive services to support recruitment, retention, and completion, including providing supplies and equipment necessary to begin a program under the national apprenticeship system; or

“(iv) aligning such program with career pathways and opportunities for advancement along such career pathways.

“(C) INDIVIDUALS IMPACTED BY THE JUSTICE SYSTEM.—An eligible entity that receives funds under section 201(a)(1)(B)(iii) shall use such funds to incentivize employer participation in programs under the national apprenticeship system that target individuals impacted by the criminal or juvenile justice system, which may include—

“(i) providing financial assistance to employers to support costs related to the program, such as training incumbent workers as mentors or employees supervising the on-the-job learning; or

“(ii) supporting the cost of related instruction, assessment or licensure fees, or wages for program participants during related instruction.

“(D) IN-DEMAND INDUSTRY SECTOR OR OCCUPATION GRANTS FOR SMALL- AND MEDIUM-SIZED BUSINESSES.—An eligible entity that receives funds under section 201(a)(1)(B)(iv) shall use such funds to encourage participation of small- and medium-sized businesses in programs under

the national apprenticeship system, which may include—

“(i) providing financial assistance to employers to support costs related to the program, such as training incumbent workers as mentors or employees supervising the on-the-job learning;

“(ii) supporting the cost of related instruction, assessment or licensure fees, or wages for program participants during related instruction;

“(iii) providing technical assistance to small- and medium-sized businesses on the program registration process and leveraging other available funds to support carrying out programs supported by this grant; or

“(iv) establishing or expanding partnerships to support program development or expansion, including establishing or expanding industry or sector partnerships to ensure inclusion of small- and medium-sized businesses.

“(3) INTERMEDIARY GRANTS.—

“(A) NATIONAL INDUSTRY AND EQUITY INTERMEDIARIES.—An eligible entity that receives funds under section 201(a)(1)(C)(i) shall use such funds to carry out activities at a national and regional level to support the promotion and expansion of industry or equity intermediaries, which may include—

“(i) creating partnerships and leveraging collaborations with employers, workforce development organizations, industry associations, labor organizations, and education and training providers to help multiple employers make education and training more affordable and accelerate the expansion of programs under the national apprenticeship system nationwide;

“(ii) assisting employers in expanding programs, starting new programs, and working together to create a pipeline of skilled workers;

“(iii) increasing the participation and completion of nontraditional apprenticeship populations in programs under the national apprenticeship system, which may include—

“(I) supporting the development, implementation, and scaling of plans and practices; and

“(II) identifying, developing, and disseminating effective program tools and strategies;

“(iv) providing national activities to increase awareness and access to programs, including strategic marketing and outreach, technology improvements, and innovations that make it easier for employers to start programs and for individuals to connect with program opportunities;

“(v) developing and disseminating training or related instruction associated with the program or for curriculum improvements that align with the requirements of the program and learning assessments; or

“(vi) providing industry employees or potential employees with a clear understanding of future career paths and the skills needed to succeed, along with cost effective ways of acquiring those skills through youth apprenticeship, pre-apprenticeship, or apprenticeship programs.

“(B) LOCAL INTERMEDIARIES.—An eligible entity that receives funds under section 201(a)(1)(C)(ii) may use such funds to carry out activities at a local or regional level to support the promotion and expansion of programs under the national apprenticeship system, which may include—

“(i) providing training or related instruction associated with the programs or for curriculum improvements that align with the requirements of the programs and learning assessments;

“(ii) engaging with local education and training providers to support related instruction aligned with the needs of high-skill, high-wage, or in-demand industry sectors and occupations, and to the extent practicable, support the provision of academic credit for related instruction;

“(iii) providing services, including business engagement, classroom instruction, and development of partnerships with organizations that assist program participants in accessing supportive services (which may include the 12-month period after the conclusion of the other activities in the youth apprenticeship and pre-apprenticeship programs involved);

“(iv) providing technical assistance on the registration process for a sponsor of a youth apprenticeship, pre-apprenticeship, or apprenticeship program;

“(v) connecting businesses, labor organizations, or joint labor-management organizations with education and training providers to develop related instruction to complement the on-the-job learning portion of a youth apprenticeship, pre-apprenticeship, or apprenticeship program;

“(vi) providing training to employees to serve as on-the-job trainers or mentors to program participants; and

“(vii) providing career exposure, career planning, and career awareness activities.

“(4) EDUCATIONAL ALIGNMENT GRANTS.—An eligible entity that receives funds under section 201(a)(1)(D) shall use such funds to strengthen alignment between programs under the national apprenticeship system and education and training providers with secondary and postsecondary education systems, including degree and credential requirements, which may include—

“(A) creating and aligning the related instruction to requirements for a high school diploma or an associate's or bachelor's degree, including through—

“(i) dual enrollment and credit articulation for youth apprenticeship programs;

“(ii) articulation agreements; or

“(iii) credit transfer agreements;

“(B) creating or expanding career pathways aligned with pre-apprenticeship, youth apprenticeship, or apprenticeship programs;

“(C) providing professional development for teachers, career guidance and academic counselors, school leaders, administrators, specialized instructional support personnel, and paraprofessionals to build an understanding of opportunities in the national apprenticeship system available to students and to incorporate such opportunities into academic content and offerings;

“(D) offering prior learning assessments, which may include credit for prior learning to grant advanced standing in a program under the national apprenticeship system and credit towards an associate's or bachelor's degree;

“(E) maintaining a connection between a pre-apprenticeship or youth apprenticeship program and an apprenticeship program; and

“(F) providing training for instructors or mentors.

“SEC. 203. GRANT EVALUATIONS.

“(a) RECIPIENT REPORTS.—Each recipient of a grant under this section shall—

“(1) provide for an independent evaluation of the activities carried out under this title during the grant period;

“(2) provide for an annual report and for a final report at the conclusion of the grant period, which include—

“(A) a description of how the funds received through the grant were used and how the uses of funds aligned with the description in the application specified in section 201(e)(5)(C);

“(B) in the case of an eligible entity that is required to report data under section 131(b)(1), the data collected under such section for the grant period;

“(C) the total number of active program participants served by each of the grant programs;

“(D) the total number that obtained unsubsidized employment in a field related to the apprenticeable occupation;

“(E) the total number of program participants that completed the program in which they were enrolled;

“(F) the average time to completion for each program as compared to the program standards description under paragraphs (1) and (2) of section 123(b);

“(G) the average cost per participant during the most recent program year and the 3 preceding program years;

“(H) the percentage of participants who received support services; and

“(I) the disaggregation of performance data described in subparagraphs (A) through (H)—

“(i) by the program type (apprenticeship, youth apprenticeship, or pre-apprenticeship program) involved; and

“(ii) by race, ethnicity, sex, age, and membership in a population specified in section 3(24) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(24)); and

“(3) submit each report under paragraph (2)—

“(A) to the registration agency; and

“(B) to the Administrator.

“(b) ADMINISTRATOR EVALUATIONS.—

“(1) IN GENERAL.—The Administrator shall prepare—

“(A) not later than 36 months after the date of enactment of the National Apprenticeship Act of 2020, an interim evaluation on the activities carried out under grants awarded under this section; and

“(B) not later than 60 months after the date of enactment of the National Apprenticeship Act of 2020, a final evaluation containing the results of the grant activities.

“(2) CONTENTS.—Such evaluations shall address, for the activities carried out under each grant awarded under this section, the general effectiveness of the activities in relation to their cost, including the extent to which the activities—

“(A) improve the participation in, retention in, and completion of youth apprenticeship, pre-apprenticeship, and apprenticeship programs by nontraditional apprenticeship populations;

“(B) to the extent feasible, increase the levels of total employment, of attainment of recognized postsecondary credentials, and of measurable skills, above the levels that would have existed in the absence of such activities;

“(C) respond to the needs reflected in State, regional, or local labor market data;

“(D) align with high-skill, high-wage, or in-demand industries or occupations; and

“(E) reach a wide variety of industry sectors and occupations;

“(3) REPORTS TO CONGRESS.—Not later than 60 days after the completion of the interim evaluation and the final evaluation described in this section, the Administrator shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report summarizing the findings of the interim evaluations and a report summarizing the final evaluations.

“(4) PUBLIC ACCESS.—The Administrator shall make the interim and final reports available on a publicly accessible website not later than 60 days after the completion of the interim report and the final report.

#### “SEC. 204. GRANT APPROPRIATIONS.

“There are authorized to be appropriated to carry out this title:

“(1) \$400,000,000 for fiscal year 2021;

“(2) \$500,000,000 for fiscal year 2022;

“(3) \$600,000,000 for fiscal year 2023;

“(4) \$700,000,000 for fiscal year 2024; and

“(5) \$800,000,000 for fiscal year 2025.”.

#### SEC. 4. CONFORMING AMENDMENTS.

(a) AMERICAN COMPETITIVENESS AND WORKFORCE IMPROVEMENT ACT OF 1998.—Section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (29 U.S.C. 2916a) is repealed.

(b) IMMIGRATION AND NATIONALITY ACT.—Section 286(s)(2) of the Immigration and Nationality Act (8 U.S.C. 1356(s)(2)) is amended—

(1) in the heading, by striking “FOR JOB TRAINING” and inserting “FOR PROGRAMS UNDER THE NATIONAL APPRENTICESHIP SYSTEM”; and

(2) by striking “for demonstration programs and projects described in section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998” and inserting “to carry out title II of the National Apprenticeship Act”.

The SPEAKER pro tempore. The bill, as amended, shall be debatable for 1

hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and Labor.

The gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 30 minutes.

The Chair recognizes the gentleman from Virginia.

#### GENERAL LEAVE

Mr. SCOTT of Virginia. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 8294, the National Apprenticeship Act of 2020.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Virginia?

There was no objection.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H.R. 8294, the National Apprenticeship Act of 2020.

Our economy continues to permanently lose jobs due to the COVID-19 pandemic. In fact, it is estimated that 7 million of those who lose jobs during the pandemic will not return to those jobs.

Congress has a responsibility to help workers not only find jobs, but also prepare them for long-term employment. Expanding the registered apprenticeship system, our most successful workforce development initiative, is the proven solution we need.

Each year, hundreds of thousands of workers count on registered apprenticeships to learn in-demand skills, earn wages that grow along with those skills, and receive nationally recognized credentials that lead to rewarding careers. Registered apprenticeships are also so successful that 94 percent of apprentices are employed upon completion and earn an average starting wage of more than \$70,000 a year.

Despite the growing demand for apprenticeship opportunities, Congress has not reauthorized the National Apprenticeship Act since it was first passed in 1937.

The legislation before us will invest \$3.5 billion in our apprenticeship system; ensures consistency and quality across programs; increases opportunities for diverse groups of workers who have not traditionally been included; and expands registered apprenticeships in emerging sectors, such as healthcare, finance, and technology.

This investment alone would create approximately 1 million apprenticeships, pre-apprenticeships, and youth apprenticeships, and it would yield roughly \$10.6 billion in benefits to taxpayers through higher tax revenues and decreased spending on social safety net programs.

Construction trades and their industry partners have long proven that the registered apprenticeship model works. It is long past time that we expand reg-

istered apprenticeship opportunities to benefit workers across other industries and across the country.

Mr. Speaker, I urge my colleagues to support this legislation, and I reserve the balance of my time.

HOUSE OF REPRESENTATIVES,  
COMMITTEE ON THE JUDICIARY,  
Washington, DC, November 5, 2020.

Hon. ROBERT C. “BOBBY” SCOTT,  
Chairman, Committee on Education and Labor,  
House of Representatives, Washington, DC.

DEAR CHAIRMAN SCOTT: This is to advise you that the Committee on the Judiciary has now had an opportunity to review the provisions in H.R. 8294, the National Apprenticeship Act of 2020, that fall within our Rule X jurisdiction. I appreciate your consulting with us on those provisions. The Judiciary Committee has no objection to your including them in the bill for consideration on the House floor, and to expedite that consideration is willing to waive sequential referral, with the understanding that we do not thereby waive any future jurisdictional claim over those provisions or their subject matters.

In the event a House-Senate conference on this or similar legislation is convened, the Judiciary Committee reserves the right to request an appropriate number of conferees to address any concerns with these or similar provisions that may arise in conference.

Please place this letter into the Congressional Record during consideration of the measure on the House floor. Thank you for the cooperative spirit in which you have worked regarding this matter and others between our committees.

Sincerely,

JERROLD NADLER,  
Chairman.

HOUSE OF REPRESENTATIVES,  
COMMITTEE ON EDUCATION AND LABOR,  
Washington, DC, November 5, 2020.

Hon. JERROLD NADLER,  
Chairman, Committee on the Judiciary,  
Washington, DC.

DEAR CHAIRMAN NADLER: In reference to your letter of November 5, 2020, I write to confirm our mutual understanding regarding H.R. 8294, the “National Apprenticeship Act of 2020.”

I appreciate the Committee on the Judiciary’s waiver of consideration of H.R. 8294 as specified in your letter. I acknowledge that the waiver was granted only to expedite floor consideration of H.R. 8294 and does not in any way waive or diminish the Committee on the Judiciary’s jurisdictional interests over this or similar legislation.

I would be pleased to include our exchange of letters on this matter in the committee report for H.R. 8294 and in the Congressional Record during floor consideration of the bill to memorialize our joint understanding.

Again, thank you for your assistance with this matter.

Very truly yours,

ROBERT C. “BOBBY” SCOTT,  
Chairman.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in opposition to H.R. 8294, which kills the ability for businesses and industry to fill in-demand jobs.

Republicans and Democrats agree that apprenticeships play a critical role in addressing our Nation’s workforce needs and preparing workers for meaningful, well-paying careers; however, the narrow-minded approach

taken by Democrats in H.R. 8294 doubles down on a system that limits apprenticeship opportunities.

Many who know me here in Congress know that I have advocated for these job-creating programs all my career. Nothing can prepare a student quite like on-the-job experience, and apprenticeships are a tried-and-true method of preparing students to enter the workforce with the skills they need to succeed.

Unfortunately, the potential for a strong bipartisan effort to expand beyond the existing registered apprenticeship model to reach more workers and industries has been eclipsed by the Democrats' typical partisan games.

While our economy continues to recover from COVID-19, workers and job creators need the flexibility to innovate. Republicans understand that employers, not Washington bureaucrats, know best what skills their employees require to excel in the workplace.

The Trump administration also recognizes the importance of employer-led innovation in the apprenticeship space and has taken important steps to expand and innovate work-based learning programs. More than 430 companies and organizations have signed the President's pledge to American workers, committing to providing more than 16 million new education and on-the-job learning opportunities for American students and workers.

Additionally, the Department of Labor is moving forward with Industry-Recognized Apprenticeship Programs to give employers the flexibility to shape apprenticeship programs that will attract workers and prepare them for the 21st century.

We have seen real success stories unfold when we let employers innovate. Opportunity America and the Brookings Institution recently published a study on the Federation for Advanced Manufacturing Education, or FAME, an organization that connects educators, employers, and students with hands-on learning to strengthen the manufacturing industry.

The study found Kentucky FAME graduates, when compared to their non-FAME counterparts, earned up to 63 percent more 1 year after graduation. Five years after, FAME graduates earned \$98,000, compared to \$52,783 for non-FAME graduates.

This study represents not only a success story in Kentucky, but it uncovers a larger narrative. There is untapped potential in the apprenticeship space waiting to be unleashed because the existing registered model doesn't meet the need of many companies right now.

Instead of giving workers and employers more autonomy to create programs that are responsive to workforce needs, the Democrats' bill clings to an 80-year-old system that shuts the door on flexibility and innovation and enshrines union giveaways.

In a letter to Committee Republicans, John Pallasch, Assistant Secretary for Employment and Training at

the Department of Labor, cautioned that "if enacted, this bill would inhibit the ability of the Department to fulfill its mission in providing more Americans access to apprenticeships." Mr. Pallasch went on to warn that H.R. 8294 puts job-filling programs in jeopardy due to an "excessive number of requirements that are overly prescriptive."

Still, House Democrats want to make registered apprenticeships the only possible model under the National Apprenticeship Act. This approach is flawed. The numbers speak for themselves. In fiscal year 2019, 252,000 individuals entered apprenticeships, and only 81,000 graduated from the registered system.

It is obvious that we can and should do better, but Democrats are turning a blind eye to needed improvements that will allow more Americans to get back to work and achieve the American Dream.

The bill before us will force job creators to deal with overly prescriptive requirements, additional bureaucracy, and time-consuming paperwork. This stifling environment has discouraged new and small businesses from participating in the registered apprenticeship system for years now.

The majority claims that this legislation will create 1 million new apprenticeship programs simply by virtue of throwing more money at the registered system without solving the underlying problems that prevent employers from participating or allowing for alternative models. It seems the new definition of insanity is the Federal Government spending more taxpayer dollars on decades-old programs and expecting different results.

An all-of-the-above approach is the best way to connect more workers with apprenticeship opportunities so they can secure meaningful, well-paying careers. That is why Republicans on the Education and Labor Committee introduced a commonsense amendment during the bill's markup to unleash the full potential of apprenticeships and help fill in-demand jobs.

Among other provisions, it would allow the Department of Labor the flexibility to pursue other forms of work-based learning under the National Apprenticeship Act, including in response to COVID-19. It would reduce the paperwork burden on States by allowing them to submit State plans under the preexisting framework of the Workforce Innovation and Opportunity Act rather than forcing them to establish a duplicative application process.

□ 1515

Rarely is more government intervention the solution, which is why the amendment would strike provisions in H.R. 8294 that would add to the existing bureaucracy in the form of advisory committees and interagency agreements. The amendment also provides States with more discretion over how they spend their money, instead of let-

ting the Federal Government dictate where their dollars must go.

This amendment also makes it easier for more programs, and therefore, more apprentices to access the registered apprenticeship system by removing the requirement setting an uneven playing field between union and nonunion program sponsors for the ratios of apprentices to instructors. This particular provision is just another scheme by Democrats to force workers into unions. Unfortunately, this commonsense, forward-looking amendment was struck down on a party line vote by committee Democrats.

Thankfully, the full House will have the opportunity to vote on this amendment during floor consideration, and I hope Democrats will take this opportunity to adopt legislation that will actually increase work-based learning opportunities.

At a time when workers and job creators are working hard to overcome the challenges presented by COVID-19, we shouldn't close potential pathways to work. Apprenticeships can help put more Americans to work as we recover from the pandemic, but only if job creators are given the flexibility to innovate and develop high quality earn-and-learn programs. And the Democrat bill fails on that front.

I urge a "no" vote, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentleman from Maryland (Mr. HOYER), the House majority leader.

Mr. HOYER. Mr. Speaker, I thank my friend, the chairman of the Education and Labor Committee, Mr. BOBBY SCOTT, for yielding. He has done such an extraordinary job through the years in the minority and in the majority watching out for workers and creating jobs and security for our workers.

I rise in strong support of this legislation.

Two weeks ago, Mr. Speaker, we saw deep divisions within our country, divisions that we must heal.

Part of that division, I believe, comes from a broad lack of faith in government to deliver on what the American people need to get ahead in our economy.

Americans, in my view, want their elected officials to focus on reaching consensus on broadly popular initiatives that expand opportunity and connect people with good careers.

This legislation, Mr. Speaker, that we are considering today, falls within the scope of the Make It In America plan that I have been proud to lead since 2010.

That plan seeks to make our workers and businesses more competitive by legislating in the three key areas of education and skills training, infrastructure, and entrepreneurship. It is based on bipartisan ideas that most Americans support.

One of those ideas is reauthorizing enhancing the National Apprenticeship

Act for the 21st century in order to help more of our people reach for the opportunities that enable them to make it in America.

This bill would have been, Mr. Speaker, and should have been, bipartisan, were it not for the Trump administration's insistence on including unaccredited and unproven apprenticeship programs that do not have adequate worker protections or quality standards.

That is a shame. And I hope we can revisit this effort and make it truly bipartisan once President-elect Biden has taken office.

At a moment when our economy is in crisis as a result of the COVID-19 pandemic, many Americans are out of work and looking for new ways to get back into the workforce.

They recognize that this moment presents an opportunity to gain new skills and move up in their careers, as Mr. SCOTT has pointed out.

That is why, Mr. Speaker, congressional support for apprenticeship programs is so important.

According to the Labor Department, 94 percent of participants in registered apprenticeships are employed upon completion with an average salary of \$70,000.

This bill would permanently authorize the Labor Department's office of apprenticeship and direct it to promote new partnerships among labor, industry, and educational institutions to create new apprenticeship tracks.

It will also codify standards, Mr. Speaker, for registered apprenticeships, youth apprenticeships, and preapprenticeship programs.

This legislation would invest more than \$3 billion in the National Apprenticeship System, an investment that will pay off geometrically to our country and to our families and to our workers. That will be spent over the next 5 years in order to create nearly one million additional apprenticeship opportunities by 2025.

For those worried about the cost of this legislation, here is another figure to consider: The \$10.6 billion in increased tax revenues and decreased spending on public assistance programs and unemployment insurance that will be saved. Let me reiterate that. \$10.6 billion in increased tax revenue as a result of the success of the apprenticeship program.

At the same time, this bill includes measures to promote greater diversity among those accessing apprenticeship programs. This is critical at a moment when the pandemic has led women's workforce participation to fall to a level unseen since 1988.

Right now, only 10 percent of apprenticeships are held by women.

By promoting greater diversity of access, we can increase that percentage dramatically and help millions of women jump-start their return to the workforce while helping them get ahead in their careers. Good for them, good for their families, good for America.

I want to thank Representative SUSAN DAVIS of California for her leadership over the years and for sponsoring this bill. She has been a champion for workers and apprenticeship opportunities for decades. She will be leaving the Congress, and she will be sorely missed. She will be leaving voluntarily, I may add. But she will be sorely missed, because, not only in the civilian sector but on the defense side, she has looked at personnel and how to enhance work opportunities, worker skills, and their success.

I also thank Chairman SCOTT of the Education and Labor Committee for his work moving this bill through committee.

I also want to thank the ranking member because I believe that, in fact, what she said is she is interested in apprenticeship programs, and I am hopeful that Mr. SCOTT and Ms. FOXX and others on both sides of the aisle continue to work to expand apprenticeship opportunities. We do not want to constrict opportunities; we want to expand them.

In spite of the Trump Administration's attempts to sabotage it, I hope this legislation will pass with the kind of strong bipartisan support it deserves.

I urge all my colleagues to join me in voting for a bill that will give all of our people faith that Washington is united in our determination to help them get through this crisis and build back better in the future.

Ms. FOXX of North Carolina. Mr. Speaker, I yield 3 minutes to the gentleman from Pennsylvania (Mr. THOMPSON).

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I thank the distinguished Republican leader of our Education and Labor Committee for yielding and for her service.

Mr. Speaker, I rise today in opposition to H.R. 8294, the National Apprenticeship Act of 2020.

Originally passed in 1937, the National Apprenticeship Act established the registered apprenticeship system that we have come to know.

For more than 80 years, this system has provided many Americans with opportunities to learn tangible skills they need for high-wage, high-skill, and in-demand jobs that will lead to fulfilling careers.

Most recently, we have seen interest for apprenticeships surge as more employees and small businesses are recognizing the critical role that they play in the development of a skilled workforce.

This law is in desperate need of reforms that will both strengthen and expand this traditional system while empowering employers and others to pursue work-based learning innovation.

As co-chair of the bipartisan Career and Technical Education Caucus, I have always supported, and will continue to support, legislation that promotes skills-based education for a 21st century economy.

With that being said, we must acknowledge that the registered apprenticeship system created during the Great Depression will never be suitable by itself for a modern workforce.

And on this point, this bill ignores the needs of our workers and our economy now in the 21st century.

The Trump administration has taken tremendous steps to grow the number of high quality apprenticeships and modernize work-based learning programs, especially through the Department of Labor's Industry-Recognized Apprenticeship Programs, or IRAPS.

This program is aimed to help foster continued innovation that recognizes the dignity of all work and provides another tool for apprentices to move into meaningful work in our rapidly evolving economy.

Mr. Speaker, there is room for an all-of-the-above approach that both improves the registered system while also allowing for future innovation and other earn-and-learn models.

However, this legislation does not change the current status quo.

For that reason, I must urge my colleagues to oppose this bill.

We must craft a bipartisan bill that encourages employers to innovate and develop apprenticeship programs that meet the needs of the current workplace.

Employers are struggling enough with the challenges presented by COVID-19. The last thing they need is additional red tape and tenuous requirements.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 5 minutes to the gentlewoman from California (Mrs. DAVIS), chair of the Subcommittee on Higher Education and Workforce Investment and the lead sponsor of the legislation we are considering today.

Mrs. DAVIS of California. Mr. Speaker, I thank Chairman SCOTT for yielding and for being a strong partner over the years in recognizing the importance of investing in America's workforce development.

While we look to the robust apprenticeship systems of Switzerland, the U.K. and other countries, we know that the United States has the potential to have our own unique, highly effective environment for a mentor-led workforce. And today we can put resources behind our need to match employers addressing community needs with our constituents who seek skills and education.

At a time when many workers have been forced to look for new pathways to financial stability, we have a responsibility as Members of Congress to expand employment opportunities that provide meaningful work and family-supporting wages.

The legislation under consideration today will do just that.

We have had many conversations in our Education and Labor Committee about providing high quality educational pathways, and I appreciate the work of the ranking member on that

regard. And we have spent much time together talking about this issue.

But I want to go on to pinpoint those issues that have to be included. The educational pathways that we know do not require a 4-year college degree that allow people to earn while they learn. Makes sense. And provide nationally portable and recognized credentials.

We have tirelessly worked for months with our Republican colleagues to make sure this legislation achieves these goals.

This past March, just before the world changed as we know it, we made public a draft of this legislation that was open for feedback. We were able to incorporate comments from over 20 groups and stakeholders. And this legislation also incorporated feedback from the bipartisan hearings and round tables we had with employers and apprenticeship stakeholders.

One of the legislation's primary goals is to ensure that people across the country are speaking the same language regarding apprenticeships.

It is designed to demonstrate that apprenticeships are an equal, high-quality, post-secondary, prestigious alternative to the traditional 2- or 4-year college degrees.

Of great interest, this bill codifies youth apprenticeships as opportunities that prepare high school students for post-secondary education, much like advanced placement classes.

We have already seen how a small investment from the Federal Government results in enormous returns. In 2017, the insurance company Aon started their business in Chicago with only two employees and 25 apprentices. Now, they have over 50 employees and over 750 apprentices all across the country. In fact, they have announced the expansion of their Chicago apprenticeship network to cities and employers across the country who are following their lead in looking at registered apprenticeship credentials as alternatives to a 4-year degree.

□ 1530

But here is the key. As the CEO of AON himself stated: "The biggest obstacle to success at scale is not in finding a qualified supply of talent, it is incenting employers to create the demand for quality, career-track jobs that look beyond traditional hiring practices," which is precisely what this bill sets out to do.

Mr. Speaker, I include in the RECORD a letter from AON's CEO Greg Case highlighting their and other employers' excitement about the expansion of the registered apprenticeship system and demonstrating how many firms have not only not been hindered by the current registered system, but rather are enormous beneficiaries of it.

AON,

*Chicago, IL, November 16, 2020.*

Hon. ROBERT C. "BOBBY" SCOTT,  
Chairman, House Committee on Education and Labor, Washington, DC.

DEAR CHAIRMAN SCOTT: Thank you for your leadership and support in the effort to grow

apprenticeship programs across the country. Our employees are the foundation of our company and young people across the country are the future of our workforce. Finding a way to both create opportunity and by doing so, reach the best talent, is a challenge we can all embrace. We are very proud that the apprentice model we created in Chicago in 2017 with two employers and 25 apprentices has grown to 43 employers and over 750 apprentices—it proves that talent plus opportunity equals success.

Because of the success of the Chicago Apprentice Network and the positive impact this talent strategy has had for our firm, Aon announced yesterday that we will be expanding our Apprenticeship commitment to seven cities across the United States supported by an investment of \$30 million over the next five years.

Aon will initiate the Apprenticeship program expansion next year in the metropolitan areas of Chicago, Houston, Minneapolis, New York, Philadelphia, San Francisco and Washington, D.C. Along with this expansion, Aon will lead the development of a nationwide network of employers to create 10,000 new apprenticeships across the United States by 2030.

This development of apprenticeships in the office and corporate sector allows a model that has been successful in the trades—earning while you learn—to expand to fast growing areas of the economy. And like other successful apprenticeship programs, ours are and will continue to be, registered with the Department of Labor to ensure quality of both training and work.

We live in a world of rapid change and increased volatility in the economy and the job market. In building the workforce of the future, the biggest obstacle to success at scale is not in finding a qualified supply of talent, it is incenting employers to create the demand for quality, career track jobs that look beyond traditional hiring practices. By creating a working model that has grown across industries, we can show others the path to success in creating apprentice programs in the corporate sector.

Aon's apprenticeship program has brought so many talented colleagues to our firm and we know it has tremendous potential to create similar opportunities and professional networks for both apprentices and participating employers across the United States.

We thank you again for your efforts and stand ready to assist in the expansion of our model to communities across the United States as we create the workforce of the future.

Best,

GREG CASE.

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Mr. SCOTT of Virginia. Mr. Speaker, I yield an additional 1 minute to the gentlewoman.

Mrs. DAVIS of California. Mr. Speaker, I thank Mr. SCOTT for yielding me the additional time.

We all talk a good game in wanting to build this economy and build opportunities for our constituents who do not want to pursue a 4-year degree, but we haven't put financial muscle and know-how behind creating these valued credentials that employees seek.

In closing, I want to make one point, that this legislation only codifies the standards for programs that have registered for access to the credentials and funding provided for in this bill. Unregistered workforce programs that do not want access to this bill's re-

sources will not need to change their programs.

We are simply strengthening the known registered apprenticeship system that is in place today with more clearly established programs. Families can sit down at the kitchen table, discuss their futures, and look to the rejuvenated registered apprenticeship system as one of many high-quality pathways to post-secondary education.

Mr. Speaker, I urge a "yes" vote.

Ms. FOXX of North Carolina. Mr. Speaker, I want to compliment the gentlewoman from California (Congresswoman DAVIS) for her work on this bill and her career in Congress. We all respect her. And I earnestly wish we could have come up with a bipartisan bill.

Mr. Speaker, I yield 3 minutes to the gentleman from Pennsylvania (Mr. SMUCKER).

Mr. SMUCKER. Mr. Speaker, I thank the ranking member for yielding. And I agree. I wish we could have come here with a bill that we all can agree upon. Unfortunately, instead, I have to say I oppose the bill that we are discussing today.

This is particularly important because, over the past few months, we see the impact that the pandemic has had on our workforce. All of us standing here today are fortunate to be in positions where we can learn to do our jobs differently. We can do them differently whether it is remotely, or we can implement new safety measures, or some combination of the two.

But there are millions of Americans who don't get that opportunity to work remotely. Instead, they have lost their jobs.

We all know that the workforce will not look the same once this public health emergency is over. So it is more imperative than ever that we take actions to help job-displaced individuals learn new skill sets to be competitive and to fit these new jobs that will be available.

Expanding apprenticeships is one tool to help accomplish that goal. The bill before us today presented a real opportunity for Congress to make smart reforms to our apprenticeship system when it is needed most, but unfortunately, H.R. 8294 comes up short in achieving this.

Now, I will say as well that throughout my past 2 years serving as the ranking member of the Subcommittee on Higher Education and Workforce Investment, I have enjoyed working alongside Chairwoman DAVIS.

As we looked at other models, we studied both U.S. models and international models of apprenticeship as well. We held hearings and received testimony from officials from countries like Switzerland, Australia, Germany, and Belgium.

What struck us most was that each of those nations has apprenticeships in nearly every single industry, not just a few like we have here in the U.S. From banking to positions in the healthcare

industry, these nations have managed to find a structure, a system that can respond to labor market demands while preparing the next generation with valuable skill sets.

While we do agree in a bipartisan fashion that these are models that we could learn from as we reauthorize our own system, my colleagues on the other side of the aisle have chosen to steamroll over proposals for flexibility and double down on a registered system that places much of the decision-making authority into the hands of labor unions.

The majority leader was correct when he said just a little while ago on the floor that that is the fundamental difference of the two sides on this bill.

This bill as written strips the Department of Labor's authority to pursue more flexible partnerships for work-based learning models. This legislation would prevent the Department from moving forward with the Industry-Recognized Apprenticeship Programs, or IRAPs.

The SPEAKER pro tempore. The time of the gentleman has expired.

Ms. FOXX of North Carolina. Mr. Speaker, I yield an additional 30 seconds to the gentleman.

Mr. SMUCKER. Mr. Speaker, even though IRAPs are in the early stages, we are already seeing many new stakeholders getting involved. The program is showing tremendous promise, and we are finally starting to grow apprenticeship programs in industries that have never used them before.

We believe in allowing businesses to make the decisions they believe are best for their employees to learn the skills that they need. That is the fundamental difference in the approach to apprenticeship.

I will be offering an amendment that will allow the law to reach the full potential of apprenticeships to help fill in-demand jobs by addressing some of these issues.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentlewoman from North Carolina (Ms. ADAMS), the chair of the Subcommittee on Workforce Protections.

Ms. ADAMS. Mr. Speaker, I thank the gentleman from Virginia (Mr. SCOTT), our distinguished Education and Labor Committee chair, as well as the Subcommittee on Higher Education and Workforce Investment chair, Mrs. DAVIS, for this bill and for all of their support.

I rise today in strong support of the National Apprenticeship Reauthorization Act. By creating 1 million new apprenticeship opportunities and yielding over \$10 billion in net benefits, this legislation is a lifeline for our economy and for countless Americans, including those in my home State of North Carolina.

With a proven track record of success, we know this is a safe and smart investment.

I am also pleased that this legislation includes my bill, the Apprentice-

ship Access for All Act. This language will advance programs that promote the recruitment, employment, and retention of people of color, individuals with disabilities, and individuals facing barriers to employment, especially in high-skill, high-wage, and in-demand sectors and occupations. After all, we must be sure that everyone has access to opportunity.

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Mr. SCOTT of Virginia. Mr. Speaker, I yield an additional 30 seconds to the gentleman.

Ms. ADAMS. Mr. Speaker, to my colleagues, especially those on the other side of the aisle, I want to be clear about what we are voting to do here.

We are voting to ensure our workforce gets the investment it needs and the support it deserves. We are voting to show the American people that they are seen, that they are heard, and that we care deeply about providing them pathways to a stable future. And we are voting to uphold Congress' commitment and obligation to serve every American.

Ms. FOXX of North Carolina. Mr. Speaker, I yield 2 minutes to the gentleman from Wisconsin (Mr. GROTHMAN).

Mr. GROTHMAN. Mr. Speaker, I would like to, with the other people, say it was very enjoyable working with Congresswoman DAVIS. I wish she would have given me a chance before she made a decision to try to convince her to stay here because we are going to miss her.

Apprenticeships are very important. We have a good apprenticeship program in Wisconsin. We are told that, right now, people who complete both the work and classroom requirements of the apprenticeship program have a median income of \$80,000. That shows the importance of having a bill like this brought to the floor. And I will tell you, it is not only an \$80,000 salary but, I am sure, a much lower debt load than many people who use a 4-year degree.

I think it is important for everybody in this Chamber to continue to emphasize to young people the pathway to a career through apprenticeships, which probably results in more job security, more income, and less debt than other things.

It is with great regret I am going to vote against this bill today.

I do believe that there is such a high demand for what I call skills-based education that it is important we open up alternative avenues to apprenticeships.

We have talked today about a need to recognize the apprenticeship programs. That is certainly one way. It is unfortunate that didn't make it in this bill. I know a lot of effort was made to make this a bipartisan bill, and maybe we can come back in the appropriations process or something and somehow make a few tweaks in there to make it something that would be more bipartisan.

But I am glad the bill is coming this far. It provides us all an opportunity to go back home in our districts and bring it up to young people and tell them about the benefits of apprenticeships and that you are missing something big-time if you don't take advantage of it.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentleman from New Jersey (Mr. NORCROSS), a graduate of a registered apprenticeship program himself and a member of the Committee on Education and Labor.

Mr. NORCROSS. Mr. Speaker, I rise today to talk about the importance of the National Apprenticeship Reauthorization Act.

Personally, Mr. Speaker, I want to say thank you to SUSAN DAVIS and, certainly, Chairman SCOTT for putting this bill up. I am thankful that so many of the priorities are included in this, ones that I have spoken so highly of.

Last week was National Apprenticeship Week. As many may know, registered apprenticeship programs have literally shaped my life. While my three brothers went to college, I went to the other 4-year school. I did an IBEW apprenticeship program to become an electrician.

"Learn while you earn" was my life. I understood that, that you could take the knowledge that you learn at night at school in the books and take it right to the job. That is the heart of what an apprenticeship program is.

I supported my young family. I was able to continue that. I literally went from the construction site to Congress.

Education is not one-size-fits-all. We hear that. For many, they don't know if they want to go to college, build the college, or defend the college. We need all of those, and that is how important it is.

The registered apprenticeship system is the most successful Federal workforce training program in the history of the United States. Ninety-four percent of those people will have a job, when they complete their apprenticeship, with a starting wage average of \$70,000. It works.

But it is more than just a paycheck. It is about the dignity of a job, the respect that comes with that.

In our country, there are so many ways that you can succeed. Whether you are an apprentice in the shipyard, a medical tech, a Ph.D. from Harvard, they are all the same in terms of value to this great country. We need all of them.

The National Apprenticeship Act invests \$3.5 billion in a proven, successful system that has created over 1 million new opportunities. But how important the standards are, particularly in the world that I come from.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. SCOTT of Virginia. Mr. Speaker, I yield an additional 30 seconds to the gentleman.

Mr. NORCROSS. Mr. Speaker, why standards are so important is because

when storms hit our coast, electricians, linemen, come from around the country to put that system back together. Could you imagine if they all had their own program?

This is why standards count, particularly in the building trades, because when there is not work in your hometown, you go to work in another. We all work together, and that is why this is so important.

Since 1937, we haven't updated it. But just because it is old doesn't mean it is not good.

It is handed down through generations. This is how we have trained and given the next generation a proven, successful model.

Mr. Speaker, I include in the RECORD a letter from the North America's Building Trades Unions that talks about the importance of what we are talking about today.

NORTH AMERICA'S  
BUILDING TRADES UNIONS,  
Washington, DC, November 18, 2020.

Hon. NANCY PELOSI,  
Speaker, House of Representatives,  
Washington, DC.

Hon. KEVIN MCCARTHY,  
Republican Leader,  
House of Representatives, Washington, DC.

DEAR SPEAKER PELOSI AND LEADER MCCARTHY: On behalf of the over 3 million skilled craft professionals that comprise North America's Building Trades Unions (NABTU), I write in support of H.R. 8294, the National Apprenticeship Act of 2020.

I first would like to commend the work of the House Committee on Education and Labor for their diligent efforts to maintain the integrity of the Registered Apprenticeship system and for their willingness to engage us on this bill, which reauthorizes the foundational law on which our apprenticeship programs are built. In the eighty-three years since the Registered Apprenticeship system was created, our nation, the economy, our industry and technology have drastically changed. What has not changed is the need to forever protect and enshrine the rights of those individuals who enter an apprenticeship program, and H.R. 8294 continues to protect the safety, well-being, and economic trajectory of the apprentice.

More than two-thirds of all civilian registered apprentices in the United States are trained in the construction industry. Among these construction apprentices, seventy-five percent receive their training at one of the 1,600 privately funded training centers which are jointly administered by construction contractors and building trades unions. Investing over \$1.6 billion in private capital annually in our Registered Apprenticeship programs, the affiliated unions of NABTU provide a debt-free ladder of opportunity to those who seek a career in the construction industry. Our joint labor-management programs have long been considered the gold standard of the Registered Apprenticeship system.

The National Apprenticeship Act of 2020 protects many of the hallmarks of the current system. This bill protects the progressive wage scale for apprentices, which is often a target of those in our industry who seek to put profits above the well-being and economic security of the people they employ. This bill protects the time-based model of apprenticeship training that our programs have effectively utilized for decades, while providing flexibility for new industries that wish to enter the Registered Apprenticeship system. This bill also protects apprentices

by codifying regulations that recognize collective bargaining agreements contain exceptionally strong apprentice-to-journeyworker ratios that not only ensure on-going, targeted instruction, but also the level of supervision apprentices need to guarantee their safety.

H.R. 8294 also makes some very important changes to the Registered Apprenticeship program that NABTU has long fought for. For the first time, there will be concrete standards associated with pre-apprenticeship programs, which have exponentially grown over the last several years as we continue to work with our industry partners to increase the diversity of apprenticeship candidates by recruiting women, people of color and veterans. No longer can unscrupulous contractors prop up pre-apprenticeship programs without having clear and defined pathways into a Registered Apprenticeship program.

Furthermore, H.R. 8294 codifies the Office of Apprenticeship, with established funding streams to ensure the necessary oversight of the program and expand technical assistance that will grow Registered Apprenticeship opportunities in new sectors. This bill strengthens the National Advisory Committee on Apprenticeship, ensuring that practitioners of Registered Apprenticeship, both industry and labor, are given a voice to offer recommendations to further strengthen the program.

While there are other avenues one may take to be trained in the construction crafts, for generations, the safest, most highly-skilled and productive construction craft workers in the world have received their training through the Registered Apprenticeship system. H.R. 8294, the National Apprenticeship Act of 2020, will ensure the Registered Apprenticeship system not only remains the gold standard in workforce training in the construction industry, but that it is accessible for all industries that seek a productive and highly-skilled workforce. I urge swift passage of this bill, and look forward to working with you to strengthen economic opportunities in every community, both large and small, across our great nation.

Sincerely,

SEAN MCGARVEY,  
President.

Mr. NORCROSS. Mr. Speaker, I urge my colleagues to support the National Apprenticeship Reauthorization Act so we can make sure we put America back to work.

□ 1545

Ms. FOXX of North Carolina. Mr. Speaker, I yield 2 minutes to the gentleman from Georgia (Mr. ALLEN).

Mr. ALLEN. Mr. Speaker, I rise today in strong opposition to H.R. 8294. I, too, come from the construction industry, which I learned from the ground up, and I know firsthand how apprenticeships provide our workforce with a unique opportunity to gain valuable skills that are needed to secure a good-paying job and a long-lasting career.

The reason apprenticeships are so successful is because employers know exactly what skills are in demand. That is why we must encourage more employer-led innovation in the apprenticeship space.

This legislation denies workers and employers autonomy to create programs that are responsive to workforce needs. This shortsighted bill would

undo the Department of Labor's industry-recognized apprenticeship programs created under President Trump. This program provides companies an alternative avenue to train skilled workers and develop apprenticeship programs for their specific industry needs.

This year has already been tough on our employers with COVID-19, devastating businesses across the country, and the last thing we need is to impose more bureaucratic red tape and requirements.

I am disappointed that my Democrat colleagues are pushing a plan that would put these job-filling programs in jeopardy and prevent more workers from accessing these opportunities.

I believe that this is a space for bipartisanship, and I urge my colleagues to oppose this flawed approach and work with us to encourage innovation and flexibility.

Mr. SCOTT of Virginia. Mr. Speaker, could you advise us how much time is remaining on both sides.

The SPEAKER pro tempore. The gentleman from Virginia has 16½ minutes remaining. The gentlewoman from North Carolina has 12½ minutes remaining.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentlewoman from Connecticut (Mrs. HAYES), a member of the Committee on Education and Labor.

Mrs. HAYES. Mr. Speaker, I rise today in support of the National Apprenticeship Act of 2020.

My State of Connecticut was still recovering from the 2008 recession, and now COVID-19 has again thrown it into dire economic straits.

With businesses shuttered from prolonged economic pause, nearly 200,000 Connecticut residents are now forced into unemployment. If we say we agree on this, then now is the time to create pathways to high-wage employment with long-term prospects. While a 4-year degree is a great opportunity for many, it cannot be the only option.

I include in the RECORD a letter in support of the National Apprenticeship Act from the National Education Association.

NATIONAL EDUCATION ASSOCIATION,  
Washington, DC, November 18, 2020.  
HOUSE OF REPRESENTATIVES,  
Washington, DC.

DEAR REPRESENTATIVE: On behalf of our 3 million members, who prepare students across America to pursue fulfilling careers that support their families and communities, we urge you to vote YES on the National Apprenticeship Act of 2020 (H.R. 8294). Votes on this issue may be included in the NEA Report Card for the 116th Congress.

Apprenticeship programs are a key part of the education landscape, yet the National Apprenticeship Act has not been significantly updated in the nearly 80 years since it was signed into law. H.R. 8294 recognizes that programs offering on-the-job training and mentoring pave the way to successful careers, and helps bring these programs into the 21st century. The legislation is particularly timely given rising joblessness and financial insecurity stemming from the COVID-19 pandemic.

The National Apprenticeship Act of 2020 would:

Create the Office of Apprenticeship in the U.S. Department of Labor, with responsibilities including supporting development of apprenticeship models, providing technical assistance to state agencies, updating requirements for each occupation in the program, and determining whether to approve new occupations for the program;

Codify provisions implemented over the years regarding registered apprenticeship programs and expand the programs to new industries;

Amend the existing law to include pre-apprenticeships and youth apprenticeships; and

Authorize annual grants ranging from \$400 million to \$800 million to expand apprenticeship programs and encourage employer participation in them.

The National Apprenticeship Act of 2020 recognizes the value of apprenticeships in supporting the dreams and ambitions of students of all ages and preparing them for high-wage careers. We urge you to vote YES on H.R. 8294.

Sincerely,

MARC EGAN,

*Director of Government Relations,  
National Education Association.*

Mrs. HAYES. Mr. Speaker, the National Apprenticeship Act ensures that today's workforce can fill the jobs of tomorrow by creating 1 million apprenticeship opportunities over the next 5 years.

With an average starting salary, after completion, of around \$70,000, registered apprenticeships create the opportunity to attain critical training while earning an income and incurring little to no student debt. Apprenticeships also ensure businesses can fill key vacancies with credentialed, skilled employees—in short, putting people back to work.

The National Apprenticeship Act will invest in Connecticut workers and our country's workers and businesses at a time when we need it most. I urge my colleagues to vote in favor of this legislation.

Ms. FOXX of North Carolina. Mr. Speaker, I yield 2½ minutes to the gentleman from Pennsylvania (Mr. KELLER).

Mr. KELLER. Mr. Speaker, I rise today in opposition to H.R. 8294, the National Apprenticeship Act of 2020.

Apprenticeship programs are a tremendous benefit to our economy. They provide a diverse range of opportunities for emerging workers to hone and develop specific skills while providing competitive salaries that strengthen our economy.

I agree with my colleagues that the National Apprenticeship Act needs to be updated and reauthorized; however, Congress needs to ensure that changes to this act accurately reflect the needs and challenges of the current economy and the modern workforce.

H.R. 8294 fails to address and expand work-based learning programs beyond the traditional registered model. Now, more than ever, we need an apprenticeship system that provides tools and opportunities for workers to succeed and will encourage our small- and medium-sized businesses to participate.

The existing apprenticeship system is severely outdated and is unresponsive to the needs and challenges of a dynamic workforce. The current administration has addressed these needs by creating the Industry-Recognized Apprenticeship Program, commonly referred to as IRAP.

Twenty-five years working in private industry taught me that no one knows the needs of workers more than America's employers. It is time that we allow these job creators to participate in a system that is reflective of their needs and the needs of the workforce. Doing so will open greater pathways to work for current workers and job seekers and ultimately get more Americans back to work.

In addition to these concerns, I must convey my strong opposition to the amendment offered by Representative LEVIN. The amendment essentially restricts nonunion entities from being able to apply for funding under title II, allowing taxpayer dollars to go to apprenticeship programs that partner only with unions.

At best, it is signaling that Congress would rather double down on a union-registered model for large employers rather than expanding to new participants for America's small business. This is an attempt to elevate the wants of unions over the needs of the American worker.

Voting for H.R. 8294 in its current form supports outdated policies and bureaucratic red tape that too often prevents innovation and needed change.

Most importantly, this bill would actively prevent IRAPs from moving forward, decimating thousands of opportunities for workers to participate in a dynamic and innovative apprenticeship system. This is why we should not support this bill in its current form.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1½ minutes to the gentleman from New York (Mr. SUOZZI).

Mr. SUOZZI. Mr. Speaker, I thank Chairman SCOTT for yielding.

I rise in support of the National Apprenticeship Act.

Since the late 1980s, the Dow Jones has gone up 1,400 percent; GDP has gone up 600 percent; enormous wealth has been created; yet workers' wages during the same period of time have gone up only 20 percent or less. Hard-working men and women have been left behind.

Everyone in America believes, from the most conservative to the most progressive, that if you are willing to go to work every day, you should make enough money so you can have a decent place to live, you can have health insurance, you can educate your children, and you can retire one day without being scared.

Unfortunately, that American Dream is no longer a reality for many Americans. The National Apprenticeship Act says learn while you earn, because we all know, the more you learn, the more you earn. Yet 60 percent of Americans do not attend college or do not graduate from college.

We must return to honoring the dignity of work. We must make the skills necessary to be a welder or a plumber or a computer machinist or any skilled worker widely available to any high school student or graduate so that they can pursue noncollege opportunities like apprenticeship programs. There they can acquire the skills necessary to do the jobs that pay the wages necessary to live a decent life. The National Apprenticeship Act does just that. It is the key to the middle class.

Ms. FOXX of North Carolina. Mr. Speaker, our bench on the Republican side is very strong, and it is especially strong because of the Representatives from Pennsylvania.

Mr. Speaker, I yield 2 minutes to the gentleman from Pennsylvania (Mr. MEUSER).

Mr. MEUSER. Mr. Speaker, I thank the incredible gentlewoman from North Carolina for yielding.

Mr. Speaker, in the last 10 years, the number of Americans entering apprenticeship programs has more than doubled—a success. The demand among employers and workers in a variety of industries is an endorsement of the apprenticeship model's promise to close the skills gap and provide opportunities to millions of Americans—a great thing.

The legislation we are considering today, however, would shut down efforts to expand apprenticeships and make the existing 80-year-old registered apprenticeship program and system the only option.

Talking to job creators in my district, which I do extensively, I have heard firsthand the needs for talented, new workers and their challenges with the cumbersome apprenticeship system that limits employer-led innovation for union and nonunion employment.

The registered apprenticeship system is not the gold standard; it is the old standard. American workers and employers need a system as innovative and dynamic as our current American economy.

Republicans offered an all-of-the-above approach that improves the registered apprenticeship system and promotes flexibilities to strengthen our workforce, particularly in manufacturing and construction, and would allow the apprenticeship model to be applied across all new industries such as tech, healthcare, logistics, and energy—particularly, Mr. Speaker, as we strive to fortify U.S. manufacturers and rebuild our infrastructure and repatriate manufacturers from around the world, including China.

We should not insist on ratio standards, but we should set very high gold standards. So we should focus on baking pies, not cutting them up.

The economy workforce has evolved over the past 80 years. Our laws should, too. I urge a “no” vote on this bill.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentlewoman from Ohio (Ms. KAPTUR), a senior member of the Committee on Appropriations.

Ms. KAPTUR. Mr. Speaker, I rise in strong support of H.R. 8294, the National Apprenticeship Act of 2020, and thank the gentleman for his enormous leadership, as well as Chairwoman SUSAN DAVIS.

This legislation takes real meaningful steps to increase access to registered apprenticeships, one of the most successful workforce development programs we have ever had in our country, where 94 percent of people who complete them actually earn an average salary of over \$70,000 a year.

As Representative of the cities of Toledo, Lorain, and Cleveland, all of which boast a strong industrial and automotive heritage, it is difficult to overemphasize the value that these apprenticeships have for young people and adults starting careers in the industrial and automotive trades.

Whether it is the expertise it takes to rebuild an engine or build it to begin with, replace a battery in a hybrid vehicle or TIG weld the rear quarter of an old Wagoneer, there will always be a market for skilled craftspeople who can repair or restore modern and classic vehicles. It is these curious minds and hands that are America's inventors of the future for new power systems and new engines.

This legislation is estimated to create over 1 million apprenticeship opportunities over the next 5 years and will strengthen our workforce, ensuring businesses large and small can recruit the skilled workers they need.

I include in the RECORD a letter from the National Task Force on Tradeswomen's Issues that supports this legislation.

NATIONAL TASK FORCE  
ON TRADESWOMEN'S ISSUES,  
November 18, 2020.

Re H.R. 8294 Letter of Support, NAA Reauthorization.

To: Committee on Education and Labor  
Chairperson Robert C. "Bobby" Scott  
Attention: Katherine McClelland.

The National Taskforce on Tradeswomen's Issues (TWTF) is a coalition of tradeswomen organizations, advocates, allies and individual tradeswomen. TWTF promotes public policies and best practices towards equity in apprenticeship, training, workforce development, career and technical education, and in workplace experience in construction and other nontraditional occupations for women. Women make up close to 50% of the nation's workforce. Women occupy 2/3's of the minimum wage jobs in this country. Yet, women comprise only 7% of our nation's apprenticeship programs. Apprenticeship is a critical component of our efforts to increase economic opportunity for women, particularly women of color, in blue-collar occupations.

TWTF very much appreciates the interest of the House of Representatives Education & Labor Committee and its Higher Education & Workforce Investment Subcommittee in reauthorizing the National Apprenticeship Act in a way that best protects apprentices and enhances their opportunities for meaningful, well-compensated careers. TWTF is grateful for the careful attention that the National Apprenticeship Act of 2020, H.R. 8294, pays to ensuring that women and people of color—populations that have historically been too often unfairly denied opportunities because of their gender, race, or ethnicity—

can gain access to and retain high-skill, high-wage jobs through registered apprenticeships, pre-apprenticeships, and youth apprenticeships. Finally, we are very appreciative of the open and consultative process that you and your staff have engaged in to get public input as you developed this bill, including allowing us to submit detailed comments on a publicly available discussion draft, and your staff's willingness to respond to questions and concerns on an on-going basis. H.R. 8294 could well be a key piece to remedy the enduring skills and pay gap as we move beyond the "She-cession."

TWTF is pleased to support H.R. 8294. In particular, we support the bill's incorporation of nondiscrimination and affirmative action standards for apprenticeship programs currently codified in 29 CFR part 30; the requirement that funded entities devote a minimum of 5 percent of grant funds to direct financial assistance to apprentices, pre-apprentices, or youth apprentices for supportive services; and the significant investments that the bill makes in registered apprenticeship, pre-apprenticeship, and youth apprenticeship programs and technical assistance to make progress on equity and inclusion for women and people of color. We look forward to continuing to work with your staff to accommodate remaining concerns as the legislation moves forward in the next Congress.

Respectfully,

CONNIE ASHBROOK,  
LEAH RAMBO,  
TWTF Co-Chairs.

Ms. FOXX of North Carolina. Mr. Speaker, I yield 2 minutes to the gentleman from Alabama (Mr. BYRNE), who has been an extremely valuable member of this committee, and we will miss him in the next term.

Mr. BYRNE. Mr. Speaker, I rise today in opposition to H.R. 8294, the National Apprenticeship Act of 2020.

The original National Apprenticeship Act was passed in 1937 and is now over 80 years old. There is no doubt that Congress should update the Apprenticeship Act; however, the legislation being considered today will harm apprenticeships rather than aid workforce development.

H.R. 8294 removes the Department of Labor's ability to administer industry-recognized apprenticeship programs, making only DOL-registered programs available. While DOL-approved programs work for many employers, one-size-fits-all solutions don't work for many industries and are simply not the answer.

Industry-recognized apprenticeship programs are developed by third-party groups that are recognized by the Department of Labor. They are held to high standards to ensure apprentices are receiving the training that they need.

IRAPs have already proven to be successful in helping to expand access to apprenticeships. Somebody argued that IRAPs are harmful because they think it might limit involvement in union-sponsored apprenticeships. What these individuals do not think about are the areas of the country like mine where union-sponsored apprenticeships do not exist or are extremely limited. My home district has none.

Not only does this legislation try to force one-size-fits-all programs on to

apprentices and employers while favoring unions, it also drastically increases the amount of bureaucratic red tape placed on States and program sponsors.

Apprenticeship programs are fantastic options for individuals to gain skills and find well-paying jobs and for businesses to grow and expand their workforce. Especially in a year that has greatly affected our workers, we should not pass legislation that threatens to reduce access to workforce development or makes it more difficult to run or establish an apprenticeship program. I urge a "no" vote.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentlewoman from Pennsylvania (Ms. WILD), a member of the Education and Labor Committee.

Ms. WILD. Mr. Speaker, I include in the RECORD a letter dated November 17, 2020, from the International Union of Operating Engineers in support of this bill, addressed to the Honorable Robert C. Scott, chair of the Committee on Education and Labor.

INTERNATIONAL UNION OF  
OPERATING ENGINEERS,  
Washington, DC, November 17, 2020.

Hon. ROBERT C. SCOTT,  
Chair, Committee on Education and Labor,  
House of Representatives, Washington, DC.

DEAR CHAIRMAN SCOTT: The International Union of Operating Engineers supports H.R. 8294, the National Apprenticeship Act of 2020, and we appreciate your work to strengthen and expand opportunities in America's most successful training model for blue-collar workers: apprenticeship.

The International Union of Operating Engineers (IUOE) represents 400,000 operating and stationary engineers who build the transportation, water systems, and energy networks that comprise the nation's core infrastructure. In partnership with construction contractors and employers of stationary engineers, the IUOE dedicates resources to develop and implement nearly 100 registered apprenticeship programs. The programs possess over 550 instructors, and they train tens of thousands of apprentices and journey-level workers every year. This focus on training is reflected in the safety, skills, and productivity of members of the Operating Engineers. Labor-management apprenticeship program of the IUOE and our employers are widely recognized as the gold standard of our industries and our occupations.

Since the National Apprenticeship Act was first authorized in 1937, the Registered Apprenticeship system has served as a model for delivering industry-driven training in the construction sector and beyond. According to the Department of Labor, 94 percent of apprentices who complete Registered Apprenticeships are employed upon completion, earning an average starting wage of above \$70,000 annually. Apprentice wages are connected to experience, skill development, and productivity. The increase annually and include benefits like health insurance and a pension plan. The Registered Apprenticeship system remains a highly successful path for thousands of workers, providing a stable and predictable career path with economic security.

H.R. 8294, the National Apprenticeship Act of 2020 expands the limited framework of the existing Registered Apprenticeship program to reinforce quality standards that safeguard the welfare of apprentices. The legislation codifies and streamlines the existing regulations and includes important reporting and

evaluation requirements to guarantee program effectiveness and accountability. The legislation strengthens the connections to the career ladder for apprentices, more closely linking pre-apprenticeship and youth apprenticeship programs with the system of registered apprenticeship. The enhanced technical assistance in the legislation will help expand Registered Apprenticeship opportunities into new sectors. That technical assistance will also support more opportunities to improve diversity, bringing more women, people of color, and veterans into the system of apprenticeship.

The value of this proven on-the-job training model is even more evident today as we navigate the unprecedented challenges brought on by the COVID-19 pandemic. The response to this extraordinary crisis will require extensive public investment to rebuild America's infrastructure and its workforce. The National Apprenticeship Act of 2020 provides historic investments in workforce training, laying the foundation for economic recovery and preparing the skilled and qualified workforce to rebuild our country. While the nation continues to experience staggering levels of unemployment, the reauthorization of the National Apprenticeship Act, will expand job opportunities and increase access to high-paying careers for millions of hard-working Americans.

The International Union of Operating Engineers proudly endorses H.R. 8294, the National Apprenticeship Act of 2020, and we look forward to working with you to enact it into law during this session of Congress.

Sincerely,

JAMES T. CALLAHAN,  
General President.

Ms. WILD. Mr. Speaker, I rise in support of the National Apprenticeship Act of 2020.

COVID-19 has exposed shortcomings in our workforce infrastructure, but those shortcomings are the result of a long history of making only marginal investments in our national apprenticeship model. It seems we are always reacting to crisis rather than planning in advance.

In response to the Great Recession of 2008, Congress invested significant funding in our workforce systems. In this Congress, we made investments through the CARES Act, but only as this COVID crisis spiraled.

□ 1600

It should not take a recession or a pandemic to invest in workers in communities like mine. Lehigh, Northampton, and Monroe Counties are replete with potential, but it is critical that we invest in times of prosperity, too. For every dollar invested in our registered apprenticeship program, we see a return of \$28 in benefits, but the U.S. invests just \$195 in public money per apprentice while a system like Canada spends \$1,300 per apprentice.

This bill would reset our approach. It makes long-term investments regardless of our economic fortunes or misfortunes. It provides grants for employers to incentivize the hiring of apprentices. At the same time, it provides workers with the opportunity to earn while they learn and obtain portable credentials without incurring significant debt. This bill emphasizes the importance of apprenticeship programs' high-need social service occupations,

like apprenticeship programs for early childhood educators, something Congressman GUTHRIE and I have sought to do with our Early Educators Apprenticeship Act.

Mr. Speaker, I thank my friend, Representative SUSAN DAVIS, for her leadership on this bill, and I urge a "yes" vote.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, others have spoken to this bill being a gift to the unions this afternoon. It is no surprise that the Democrats want to pay favor to the union bosses who line their pockets. Their end goal must be what all socialist countries have in common: control of the workforce through unions. After all, they have spent this Congress pushing one socialist agenda after another.

The bill before us is just another example. Democrats' blatant favoritism towards unions will block countless jobseekers from receiving apprenticeship opportunities. America's workers and their families will pay the price. This bill reinforces the idea that there is only one way to do things—the government's way.

When will Democrats learn that the American people are not interested in government-mandated socialist policies?

Once again, Democrats are choosing to bend to the will of Big Labor instead of putting American workers first. It is shameful, Mr. Speaker, and I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2½ minutes to the gentlewoman from Texas (Ms. JACKSON LEE).

Ms. JACKSON LEE. Mr. Speaker, I thank the gentleman from Virginia for yielding and for his leadership, and I thank the gentlewoman from California for her leadership.

Mr. Speaker, I rise with great enthusiasm to support this outstanding legislation which is H.R. 8294, the National Apprenticeship Act of 2020.

Mr. Speaker, 250,000 Americans have died from COVID-19. Today 720,000 Americans applied for unemployment insurance, and here we are today recognizing the pain that America is experiencing, but more importantly giving an opportunity for young Americans and others to be part of a major apprenticeship program which invests more than \$3.5 billion over 5 years in expanding opportunities and access to registered apprenticeship, youth apprenticeship, and preapprenticeship.

I am glad to be an American. I am glad to be a union supporter, and one of the reasons is that I look over the landscape of my mother's work and my father's work, and I saw lives improve as unions gathered together to ensure that Americans could have a decent living, support their family, and provide opportunities for their children.

Here we are today investing \$3.5 billion, but the return will be \$10.6 billion in net benefits to the United States

taxpayers. I believe that that is a real darn good return.

This legislation could not be more timely because of the record unemployment and because of the pain America is experiencing. This legislation also creates an additional 1 million new apprenticeship opportunities.

Let me tell you what I did before I flew up here to Washington. I visited Lone Star College—it hadn't opened yet—at the Fallbrook campus. But they understood what apprenticeship is all about. They have a logistics apprenticeship that is going to be part of their educational system. That will give people the opportunity in this whole new business of online selling and buying. Yes, it is innovative.

HCC apprenticeship program, Houston Community College, has electrical contractors, plumbers, masonry, ironworkers, asbestos workers, glaziers, painters, and stationary engineers. Let me tell you the real picture that we see of this issue of helping with apprenticeship, Mr. Speaker. These are the faces from all over our city.

And guess what?

According to the Houston Chronicle: "Interested in a new career? Consider an apprenticeship. Union-sponsored programs build skills, careers."

Mr. Speaker, I include that article in the RECORD.

[From the Houston Chronicle]

INTERESTED IN A NEW CAREER? CONSIDER AN APPRENTICESHIP UNION-SPONSORED PROGRAMS BUILD SKILLS, CAREERS.

Houston Community College is restoring an old high school and converting it into college classrooms. And it's using some of its own apprentices to do it.

San Jacinto Senior High was built in 1960, and the community college is gutting it for new academic classrooms. The project started about a year ago, and is scheduled to be completed in October.

The eight apprentices—six plumbers and two pipe fitters—are among the thousands of student workers in Houston who spend their days doing construction and their nights hitting the books. Houston's 11 union-sponsored programs, including the plumbers and the pipe fitters, last for five years; other programs, such as ironworkers and glaziers, last three years.

But once the newly minted journeymen and women graduate, they should have great skills and—if the economy cooperates—a great career path.

Chuck Fell, president of CFI Mechanical, which is installing the plumbing, heating and air conditioning in the new community college building, gave the group of apprentices a pep talk last week at the job site.

"You are learning skills," Fell said to the plumbers and pipe fitters who are spending their days assembling and installing the massive piping systems and four hours a night, two nights a week in school learning their craft.

Those skills can take you a long way, whether you opt to stay working in the craft or move up to foreman, superintendent or project manager, said Fell, who attributed his own success and that of nearly all of his project managers to their own apprenticeship training.

"You could be an owner of a company," said Fell, who became a plumber/pipe fitter apprentice in Orlando, Fla., after graduating from college with a degree in architecture.

He went to work for a mechanical contractor who suggested that to really learn the business, Fell needed to become an apprentice.

As part of that training, Fell spent two years at Walt Disney World's Epcot Center installing the mechanical and plumbing systems.

"Set your sights high," Doug Posey, director of apprenticeship programs for Houston Community College, told the apprentices. "The opportunities are just incredible to excel and to do great things."

Posey recalled how he put himself through college as a pipe fitter apprentice. He started his apprenticeship immediately after high school and eventually ended up with a degree in mechanical engineering from the University of Houston.

While the concept of apprenticing yourself to a master craftsman and learning a trade is centuries old, it's not exactly a well-known career path today. But two apprentices who are working on the CFI Mechanical project are glad they discovered the old-fashioned way to learn a skill.

Jaime Moncivais, a third-year apprentice, said he would never have heard about the program if it hadn't been for his cousin and his uncle, who are foremen at the job site. He was working for a small company for two years before he left to join the program.

Moncivais is 23 and earns about \$43,000 a year, plus health insurance and retirement benefits, by working full time during the day. After work two nights a week, he attends class for four hours. That costs him \$88 a semester.

"I'm enjoying it," said Moncivais, who says he's going to get his state plumbing license before he decides what's next.

So does his fellow apprentice Rudy Flores, who said he was drawn by the money. He estimates he earns about \$50,000 a year.

Flores, a fifth-year apprentice who has already received his state plumbing license, found out about the apprenticeship training program while working for a plumber in Houston who was also a former apprentice.

He said he appreciates the intensive training of the program that sets him and the other apprentices apart.

"We like to see institutions put their money where their mouth is," said Richard Shaw, secretary-treasurer of the Harris County AFL-CIO. "It sends a message that you ought to be training our students."

Shaw has been critical of school districts and other community colleges for not hiring their own graduates when the schools need construction work.

Funding for the apprenticeship programs comes in part from the state of Texas. But the bulk of the money comes from contractors and union members.

For example, members of the plumbers union as well as plumbing contractors each contribute 55 cents per work hour for the training program.

HCC is the fiscal administrator of the union programs as well as the two nonunion programs that train building engineers and electrical workers.

Calvin Speight, business manager of Plumbers Local Union No. 68, said he has 60 apprentices starting in the fall and another 30 the following semester.

In the meantime, they're working as "provisionals" to see if they like the job. Apprentices must be 18 years of age and either have graduated from high school or have a general-equivalency degree.

Ms. JACKSON-LEE. Then I would like to emphasize real-life activity that comes about through the apprenticeship: HCC apprenticeship students help build a new hospital.

Mr. Speaker, I don't think we are doing anything better today and this week by providing for \$3.5 billion in apprenticeship programs and \$10.6 billion in return to the United States. I ask my colleagues to support this legislation and put Americans back to work.

Mr. Speaker, as a senior member of the Committees on the Judiciary, on Homeland Security, on the Budget, and as a cosponsor, I rise in strong support of H.R. 8294, the National Apprenticeship Act of 2020, which invests more than \$3.5 billion over 5 years in expanding opportunities and access to Registered Apprenticeships, youth apprenticeships, and pre-apprenticeships.

I thank my colleague and good friend, Congresswoman SUSAN DAVIS of California and Chairman BOBBY SCOTT for introducing this important legislation that has the potential to yield \$10.6 billion in net benefits to U.S. taxpayers in the form of increased workers' productivity and decreased spending on public-assistance programs and unemployment insurance and which bring America's investments in apprenticeship more in line with countries around the world.

Mr. Speaker, the Registered Apprenticeship (RAs) system is America's most successful federally authorized workforce development program.

According to the Department of Labor, 94 percent of people who complete RAs are employed upon completion, earning an average starting wage of above \$7,000 annually.

Yet, according to the most recent data, only 0.3 percent of the overall workforce in America have completed an apprenticeship.

Mr. Speaker, this legislation could not be more timely because during a time of record unemployment, the National Apprenticeship Act of 2020 invests more than \$3.5 billion over 5 years in expanding opportunities and access to Registered Apprenticeships, youth apprenticeships, and pre-apprenticeships.

This legislation also creates an additional 1 million new apprenticeship opportunities on top of the current expected growth of the apprenticeship system, an investment that not only will pay off for workers and employers, but also benefit the taxpayers.

Mr. Speaker, this legislation is critical to expanding the nation's workforce development system during our country's deepest economic downturn since the Great Depression.

Specifically, the National Apprenticeship Act of 2020 Authorizes \$400 million for fiscal year (FY) 2021, increasing \$100 million annually to \$800 million for FY 2025, to support the creation or expansion of registered apprenticeships, youth apprenticeships and pre-apprenticeships programs, including in non-traditional apprenticeship occupations and for nontraditional populations.

This funding will also attract and encourage employer participation and recruitment for individuals with barriers to employment, including individuals impacted by the criminal justice system.

Additionally, to ensure that apprenticeship agreements and program registration to ensure consistency in quality standards and worker protections, H.R. 8294 codifies and streamlines standards for registered apprenticeships, youth apprenticeship and pre-apprenticeship programs.

Also, codified are the existing regulations and practices to ensure that all individuals

have an equal opportunity to participate in programs under the national apprenticeship system, and to increase diversity in the occupations offered and the individuals participating in programs, especially in high-skill, high-wage, and in-demand industry sectors and occupations.

The legislation institutionalizes, and establishes by statute, the Department of Labor's (DOL) Office of Apprenticeship, and vests it with the following roles and responsibilities:

1. Increasing participation in programs under the national apprenticeship system through technical assistance and program recognition activities;

2. Bringing together industry sector leaders and experts, including employers, industry associations, joint labor-management organizations, labor organizations, education and training providers, credential providers, and apprentices to establish national frameworks to expand apprenticeships to new occupations and sectors; and

3. Improving the data infrastructure to improve reporting and publicly disseminating information about apprenticeship programs.

Another strong feature of this legislation is that it codifies the roles and responsibilities of the State Apprenticeship Agencies (SAAs) by:

1. Authorizing annual funding for State Apprenticeship Offices and SAAs at \$75 million for fiscal year (FY) 2021, increasing by \$10 million annually to reach \$15 million for FY 2025, with one-third of funds equally distributed to all States and outlying areas, and two-thirds of funds distributed via formula to SAAs; and

2. Requiring SAAs to submit plans for registered apprenticeship activities, which generally mirror existing state requirements under the Workforce Innovation and Opportunity Act and the Carl D. Perkins Career and Technical Education Act.

My concluding reason for supporting this important legislation is that it strengthens the connections between the Department of Education and Department of Labor through an interagency agreement to support the creation and expansion of youth apprenticeships, college consortiums, and data sharing agreements.

I strongly support this legislation and urge all Members to join me in voting for its passage.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, millions of workers will need reskilling due to pandemic-related job loss and displacement.

The World Economic Forum discusses this issue at length in their recent report titled: "The Future of Jobs Report 2020." In the report they point to a double disruption scenario impacting workers due to both automation and COVID-19 workplace disruptions. This double disruption is further reinforced in their findings that "84 percent of employers are set to rapidly digitalize working processes."

The demand for reskilling workers is high, and we will be left chasing the needs of our workforce with the current one-size-fits-all approach this bill seeks to enshrine into law. As in-demand skills evolve in the years to come, the skills gap will continue to

grow in the absence of forward-thinking reform.

I, again, urge my colleagues on the other side of the aisle to join Republicans in creating new apprenticeship pathways through innovative models such as the industry recognized apprenticeship model.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, could you advise how much time is remaining on both sides.

The SPEAKER pro tempore (Mr. CUELLAR). The gentleman from Virginia has 8½ minutes remaining. The gentlewoman from North Carolina has 3 minutes remaining.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentleman from the Northern Mariana Islands (Mr. SABLÁN), who is the chairman of the Subcommittee on Early Childhood, Elementary and Secondary Education.

Mr. SABLÁN. Mr. Speaker, I rise in support of H.R. 8294.

For 83 years, the National Apprenticeship Act has helped local economies grow by providing unprecedented career opportunities to young people. However, the National Apprenticeship Act has not supported apprenticeships in the Northern Mariana Islands and other insular areas. That inequity changes today.

H.R. 8294 incorporates my bill, the Outlying Area Apprenticeship Expansion Act, investing more than \$11.2 million over 5 years to create and expand apprenticeships to the insular areas. Our schools already provide students with the skills employers seek. But we need to build the connection between the classroom and real-world work. Apprenticeships provide that link.

I thank Congresswoman DAVIS and Chairman SCOTT for their leadership on apprenticeships and for working with me to include a technical fix to fully include the insular areas in the act. With widespread unemployment due to the coronavirus, we need to help people get to work. H.R. 8294 will help accomplish that goal.

Mr. Speaker, I urge my colleagues to vote "yes" on H.R. 8294. I am going to miss Chairwoman SUSAN DAVIS as well.

Ms. FOXX of North Carolina. Mr. Speaker, earlier we heard from our colleagues that there is going to be a \$3 return to the American people for every tax dollar they give up to get this program funded in the next 5 years. I want to tell you that I think the American people would be happy to see that return.

Show me any Federal program that returns to hardworking taxpayers \$3 for every dollar they pay in, and I will show you some swampland in New Mexico.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentlewoman from Massachusetts (Mrs. TRAHAN), who is a member of the Committee on Education and Labor.

Mrs. TRAHAN. Mr. Speaker, I rise to offer my strong support for the National Apprenticeship Act of 2020.

Especially I would like to commend the bill's author, my friend, Representative SUSAN DAVIS. It is due to her steadfast and visionary leadership on the Higher Education and Workforce Development Subcommittee that we are here today advancing this important and timely legislation. This bill is an apt capstone on her remarkable legacy.

Registered apprenticeships are a tried and true system for preparing our workforce for stable jobs that provide family sustaining wages and benefits. I have seen firsthand how unions have put this tool to excellent use over the years. In fact, just last year I visited the Laborers' training facility in Hopkinton, Massachusetts, where young apprentices are training for careers in construction. The Laborers recognize the importance of this bill, which is why they have endorsed it and urged its passage.

Mr. Speaker, I include in the RECORD a letter.

LIUNA!,  
Washington, DC, November 18, 2020.  
House of Representatives,  
Washington, DC.

DEAR REPRESENTATIVE: I write on behalf of the 500,000 hardworking men and women of the Laborers' International Union of North America (LIUNA) to ask you to vote for H.R. 8294, the National Apprenticeship Act of 2020, when it comes to the House floor for a vote this week. LIUNA is proud to support this important bill to keep our union apprenticeship programs strong.

Registered Apprenticeship Programs, like the ones that LIUNA has had for decades, help workers earn while they learn. H.R. 8294 invests more than \$3.5 billion over five (5) years in expanding opportunities and access to Registered Apprenticeship Programs and Preapprenticeship Programs, among others. The bill creates nearly a million new apprenticeship opportunities on top of the current expected growth of the apprenticeship system. It would also yield \$10.6 billion in net benefits to U.S. taxpayers in the form of increased workers productivity and decreased spending on public assistance programs and unemployment insurance. The rigorous standards in the bill ensure that the programs that apprentices will work in will be top-quality.

At a time when our nation's infrastructure needs are so great, H.R. 8294 will ensure that we continue to train the best workforce in the world.

Again, I ask that you vote in favor of this important bill on the House floor.

With kind regards, I am.

Sincerely yours,

TERRY O'SULLIVAN,  
General President.

Mrs. TRAHAN. However, for far too long, apprenticeship opportunities have been utilized almost exclusively for just a handful of construction-oriented occupations. It is time to open this successful model to a wider range of careers and invite folks from a more diverse array of backgrounds to participate. This bill accomplishes both.

I am particularly pleased it includes legislation that Representative MORELLE and I filed to assist small

businesses in participating in registered apprenticeship programs and provide a particular focus on opportunities for people of color, women, and veterans.

At a time when college students are drowning in debt, we need to advance measures that offer more affordable pathways to the middle class. The bill before us will help countless people achieve the American Dream.

Mr. Speaker, I thank the chair and Representative DAVIS for their excellent work, and I urge the bill's passage.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, actions speak louder than words. When it comes to Democrats' delivering on promises, Americans are often left disappointed. Workforce development and apprenticeships are no exception. Take their so-called Heroes Act as an example.

Democrats tout the impactful role apprenticeships will play as our country recovers from the COVID-19 pandemic. Yet their bill allocates a miniscule percentage of money for workforce development initiatives, and it doesn't do anything to ensure the money is used to develop and educate workers.

In the first Heroes Act only .07 percent of total funding was allocated to the Employment and Training Administration. Unsurprisingly, in the Heroes Act 2.0, only 0.1 percent of total funding was allocated to the Employment and Training Administration. This is hypocrisy at its best.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentlewoman from Georgia (Mrs. MCBATH), who is a member of the Committee on Education and Labor.

Mrs. MCBATH. Mr. Speaker, I rise today to support H.R. 8294, the National Apprenticeship Act of 2020.

We are in the midst of our country's worst economic crisis in decades, and to better serve the American people, we must invest in our workforce and invest in the American Dream.

Registered apprenticeships prepare people for the jobs of the 21st century, and with the evolution of technologies like 5G, Congress and the Department of Labor should be laser focused on encouraging and incentivizing apprenticeships for advanced wireless deployment. By supporting these programs, we can ensure that Georgia remains the best State in the country to live and to do business.

For decades, the registered apprenticeship program has proven to be an entry into the middle class for many people. Congresswoman DAVIS' National Apprenticeship Act would support a successful workforce program at a time when our Nation needs it the most.

Mr. Speaker, I urge my colleagues to support this legislation.

□ 1615

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, workforce programs like apprenticeships will aid in closing the skills gap and put more Americans to work, but only if employees and job creators are given the flexibility to innovate and develop high-quality earn-and-learn programs without overreach from Washington.

That is why Republicans want to expand employers' opportunities to address the needs of their current and prospective workers through an all-of-the-above approach to apprenticeships rather than closing potential pathways to work.

Unfortunately, H.R. 8294 doubles down on a narrow and prescriptive approach and gives Washington bureaucrats, not job creators, more control. This flawed legislation will prevent more job seekers from accessing apprenticeship opportunities.

Mr. Speaker, I encourage my colleagues to join me in voting "no" on H.R. 8294, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, while I am disappointed that some of my Republican colleagues now appear to be opposed to some parts of the National Apprenticeship Act of 2020, I still remain hopeful that we can come together to pass this critical legislation.

All of us agree that Congress must prioritize investing in apprenticeship opportunities. That is why the committee members on both sides of the aisle spent months working in good faith toward a bipartisan proposal.

The tried-and-true registered apprenticeship programs funded in this bill provide valuable credentials that are nationally recognized. We have heard about the new, untried program, the IRAP, industry-recognized apprenticeship programs. Unfortunately, those programs do not create valuable credentials and are not nationally recognized.

Our work on this is even more important now, considering the significant work we have to do because of the COVID-19 pandemic.

Mr. Speaker, as we often have a strong voice in support of apprenticeship programs, the National Apprenticeship Act of 2020 offers us a real opportunity to actually match our words with action.

Mr. Speaker, I hope that today we can set our politics aside and make the investment in registered apprenticeships, pre-apprenticeships, and youth apprenticeships that our economy needs and our workers deserve.

Mr. Speaker, I thank the gentlewoman from California (Mrs. DAVIS) for her steadfast leadership on this legislation, and I urge my colleagues to support the bill.

Mr. Speaker, I include in the RECORD letters from the United Association of

Union Plumbers and Pipe Fitters, the National Electrical Contractors Association, and Third Way in support of the legislation.

We write to urge the strong support and swift passage of H.R. 8294, the National Apprenticeship Act of 2020. This bill would protect and expand union apprenticeship opportunities and codify the Office of Apprenticeship, helping to strengthen Registered Apprenticeships and protect the more than 359,000 men and women of the United Association of Union Plumbers and Pipefitters (UA), and union members everywhere, from unscrupulous contractors looking to cut corners.

It is no secret that the safest, most highly-skilled, and most cost-effective workers come from Registered Apprenticeships like that of the United Association. We are immensely proud of the robust investments—more than \$275 million annually—that the UA makes in training and apprenticeship programs to ensure our members are the most highly-trained and most highly-skilled craftspeople in the world. On the jobsite, that translates to not only fewer accidents and injuries, but more projects of the highest standard completed on time and on budget.

H.R. 8294 makes crucial changes to the Registered Apprenticeship program and sets firm standards for pre-apprenticeship programs, which have exponentially grown over the last several years; no longer can exploitative contractors prop up pre-apprenticeship programs without having clear and defined pathways into a Registered Apprenticeship program. Further, H.R. 8294 adds statutory protections and enshrines the Office of Apprenticeship into law, which will result in established funding streams that ensure the necessary oversight of the program and expand technical assistance to help Registered Apprenticeship opportunities reach new sectors. In addition, this bill strengthens the National Advisory Committee on Apprenticeship, meaning practitioners of Registered Apprenticeships in both industry and labor are given a voice to offer recommendations to further strengthen the program.

Our members clearly understand the ramifications of any proposed changes to our apprenticeship programs and standards. That is why this bill to reauthorize the National Apprenticeship Act and codify protections and funding sources for Registered Apprenticeships is critical for our members. We urge you to support this bill and ensure that the Building Trades Registered Apprenticeships remain the Gold Standard of the construction industry.

As always, feel free to reach out with any questions. The entire UA stands ready to assist in any way possible.

Best,

RUSS BRECKENRIDGE,  
*United Association of  
Union Plumbers &  
Pipefitters, Legisla-  
tive and Political Af-  
fairs.*

CALLA BROWN,  
*United Association of  
Union Plumbers &  
Pipefitters, Legisla-  
tive and Political Af-  
fairs.*

NATIONAL ELECTRICAL  
CONTRACTORS ASSOCIATION,  
*November 17, 2020.*

DEAR REPRESENTATIVE: On behalf of the nearly 4,000-member companies of the National Electrical Contractors Association (NECA) and the \$171 billion industry that brings power, light, and communication technology to communities across the U.S. I write to you in strong support of H.R. 8294,

the "National Apprenticeship Act of 2020," which would work to strengthen the time-tested apprenticeship model that has sustained the level of excellence our contractors exhibit.

For over 70 years, our electrical industry apprenticeship program, a joint labor/management venture between NECA and the International Brotherhood of Electrical Workers, has allowed participants the opportunity to learn a skilled trade in the electrical industry while receiving fair wages, health care, and retirement benefits. With the combination of both on the job training (8,000 hours), classroom learning (900 hours), and remote virtual labs, our apprenticeship model offers the highest quality instruction at minimal cost to the apprentice or the Federal Government while producing the nation's finest electricians.

Even with this model firmly in place, more must be done. As our nation continues to grapple with the effects of the ongoing pandemic, our contractors find themselves in continuous need of more skilled workers to help rebuild this nation. NECA believes this legislation is a step in the right direction towards fulfilling this need. H.R. 8294 would work to bring greater funding to proven program models, expand the standards approval process, and bridge the gaps between apprenticeship programs and the secondary/postsecondary education system.

We at NECA look forward to monitoring the floor debate on this topic and encourage your support for H.R. 8294, the "National Apprenticeship Act of 2020." Thank you for your consideration.

Sincerely,

MARCO A. GIAMBERARDINO,  
*Vice President,  
Government and Public Affairs.  
THIRD WAY,  
Washington, DC, November 19, 2020.*

Hon. BOBBY SCOTT,  
*House Committee on Education and Labor,  
Washington, DC.*

DEAR CHAIRMAN SCOTT: We are pleased to see that the National Apprenticeship Act of 2020 is receiving a vote this week on the House floor. With millions of Americans out of work due to the COVID-19 pandemic, it is vital that policymakers work toward an inclusive economic recovery. That's why we encourage House lawmakers to pass the National Apprenticeship Act of 2020, which would provide a much-needed revamp of the nation's registered apprenticeship system. Apprenticeships can play a key role in our economic recovery and help people regain their footing in the job market.

Through your leadership, the National Apprenticeship Act of 2020 would take important steps to bolster apprenticeships across the country. It would broaden economic opportunity by expanding apprenticeships to women, people of color, and people facing barriers to employment. The legislation would help small and medium-sized businesses create apprenticeship programs. Further, it would modernize our nation's apprenticeship system by expanding apprenticeships in growing fields like information technology, advanced manufacturing, and health care.

The bill would also expand apprenticeships in part by relying on intermediaries, or apprenticeship hubs, which would bring together employers, education providers, unions, and other organizations in each state that will work in concert to expand apprenticeships. This is an approach Third Way has long advocated for, and we're thrilled that it's a key part of this legislation.

Through the National Apprenticeship Act of 2020, this country can promote apprenticeships as a key tool in our economic recovery and ensure everyone has pathways to in-demand, good-paying careers. We thank you,

Chairwoman Susan Davis, and House Education and Labor Committee Democrats for their leadership on this legislation and urge Members to support it.

Sincerely,

GABRIEL HORWITZ,  
Senior Vice President,  
Third Way.

Mr. SCOTT of Virginia. Mr. Speaker, I yield back the balance of my time.

Ms. BONAMICI. Mr. Speaker, I rise in support of H.R. 8294, the National Apprenticeship Act.

In my home state of Oregon and around the country, Registered Apprenticeships, pre-apprenticeships, and youth apprenticeships are helping workers, particularly those with barriers to employment, access meaningful employment. This is even more important at a time when hundreds of thousands of people are out of a job because of the economic consequences of the coronavirus pandemic. Additionally, significant sectors of our economy are on the brink of transformation as the future of work evolves.

Recently I held a virtual roundtable discussion with apprentices, pre-apprentices, and union leaders from across Northwest Oregon. I heard from apprentices like Melissa who said that joining the Boilermakers Local 242 apprenticeship was a "life-changing decision." And Lacy who said, "I don't know where I would be or what I would be doing" without her apprenticeship with Laborers Local 737, because it "made it possible to pay my bills and feed my kid." By supporting the National Apprenticeship Act, we can strengthen investments in Registered Apprenticeships and help workers like Melissa and Lacy gain the skills and support services they need to be able to provide for themselves and their families.

Last month, I visited with apprentices at IBEW Local 48 in Portland, Oregon. Through a partnership with the National Electrical Contractors Association, IBEW's electrical apprenticeship program demonstrates how our transition to a clean energy economy provides an extraordinary opportunity to create good-paying jobs. Earlier this year, I joined my colleagues on the Select Committee on the Climate Crisis in releasing a bold, comprehensive, science-based Climate Action Plan, which emphasizes the need to reauthorize the National Apprenticeship Act as part of supporting the increasing demand for skilled workers in the clean energy sector. Efforts at the NECA/IBEW Local 48 Electrical Apprenticeship Training Program provide an excellent example of the need to protect and strengthen our Registered Apprenticeship system.

Industry partnerships can be one helpful tool in scaling up Registered Apprenticeships. For example, the Oregon Manufacturing Innovation Center, or OMIC, is bringing together industry leaders with educational institutions such as Oregon Institute of Technology, Oregon State University, Portland State University, and Portland Community College to develop a Registered Apprenticeship program in advanced manufacturing. My bipartisan Promoting Apprenticeships through Regional Training Networks for Employers' Required Skills Act is modeled on the efforts at OMIC to help small and medium sized businesses develop Registered Apprenticeships. The bill supports industry partnerships that bring together employers, education, training, labor, and community-based organizations to create paid, on-the-job training programs that meet

the needs of employers and provide workers with important support services, like access to tools, work attire, transportation, child care, and mentorship support. I am grateful that Chair DAVIS incorporated many of our PARTNERS Act provisions in the National Apprenticeship Act.

Registered Apprenticeships provide meaningful upskilling and reskilling opportunities and supportive services for displaced and dislocated workers. I am pleased to be co-leading this important bill with Chair DAVIS to create nearly one million new Registered Apprenticeship, youth apprenticeship, and preapprenticeship positions over the next five years. I thank Chairman SCOTT and Chair DAVIS for their leadership, and I urge all of my colleagues to support this bill.

Mr. WALBERG. Mr. Speaker, I rise in opposition to H.R. 8294, the National Apprenticeship Act. This bill, while well intentioned, fails to deliver on the goal of strengthening our registered apprenticeship system and expanding earn-and-learn opportunities for Americans across the nation.

Our country's workforce is facing a unique crisis, and we must ensure that our apprenticeship system is up to the task to meet the needs of our evolving workforce. For instance, the COVID-19 crisis has highlighted that connectivity and the digital world are an integral part of our daily lives. Developing a high-skilled workforce is critical as we seek to expand technologies like broadband and 5G to underserved areas across the country, including my district in Michigan.

Winning the global race to 5G will have a lasting economic benefit to the United States. In fact, 5G will create 3 million jobs and contribute \$500 billion to the U.S. economy over the next five years. However, as wireless technology evolves, the workforce needs to evolve along with it. Unless the U.S. has a large enough and properly trained workforce, we will not be able to fully reap the economic and technological benefits of 5G.

Apprenticeships are a proven solution for meeting workforce needs, especially in wireless technologies. They provide the in-the-field experience and the necessary classroom instruction to build these advanced wireless networks. Congress and the Department of Labor should be laser focused on encouraging and incentivizing apprenticeship for 5G and advanced wireless deployment. Unfortunately, the bill we are considering would hinder the flexibility of employers to create earn-and-learn programs to teach job seekers the skills they need to build-out and deploy the 5G and wireless infrastructure America so desperately needs.

For these reasons I must oppose H.R. 8294 and urge my colleagues to work on a bipartisan solution that will empower workers and employers to create apprenticeships that are responsive to our modern economy.

The SPEAKER pro tempore. All time for debate has expired.

Each further amendment printed in part B of House Report 116-593 not earlier considered as part of amendments en bloc pursuant to section 3 of House Resolution 1224, shall be considered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally di-

vided and controlled by the proponent and an opponent, may be withdrawn by the proponent at any time before the question is put thereon, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

It shall be in order at any time for the chair of the Committee on Education and Labor or his designee to offer amendments en bloc consisting of further amendments printed in part B of House Report 116-593, not earlier disposed of. Amendments en bloc shall be considered as read, shall be debatable for 20 minutes equally divided and controlled by the chair and ranking minority member of the Committee on Education and Labor or their respective designees, shall not be subject to amendment, and shall not be subject to a demand for division of the question.

AMENDMENTS EN BLOC NO. 1 OFFERED BY MR.

SCOTT OF VIRGINIA

Mr. SCOTT of Virginia. Pursuant to section 3 of House Resolution 1224, I rise to offer amendments en bloc No. 1.

The SPEAKER pro tempore. The Clerk will designate the amendments en bloc.

Amendments en bloc No. 1 consisting of amendment Nos. 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, and 16, printed in part B of House Report 116-593, offered by Mr. SCOTT of Virginia:

AMENDMENT 1 OFFERED BY MR. BEYER OF VIRGINIA

Page 94, strike lines 15 through 18 and insert the following:

"(3) The program provides—

"(A) all individuals with an equal opportunity to participate in the program as described in subparagraphs (B) and (C) of section 111(b)(7); and

"(B) materials that conform with accessibility standards under section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), such as materials that conform with the most recent Web Content Accessibility Guidelines."

Page 85, line 9, strike "and".

Page 85, line 12, strike the period and insert "; and".

Page 85, after line 12, insert the following: "(v) where appropriate and to the extent practicable, incorporate the principles of universal design for learning under section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003)."

Page 115, beginning on line 9, strike "non-traditional" and all that follows through "participation" and insert "participation of nontraditional apprenticeship populations and individuals with barriers to employment, including individuals with disabilities,".

AMENDMENT 2 OFFERED BY MR. BROWN OF MARYLAND

Page 35, after line 19, insert "(at least 1 of which represents a women, minority, or veteran-owned business)" after "program".

AMENDMENT 3 OFFERED BY MR. CÁRDENAS OF CALIFORNIA

Page 37, line 11, strike "an apprentice" and insert "a program participant".

AMENDMENT 4 OFFERED BY MR. CASTRO OF TEXAS

Page 117, line 19, insert "media and entertainment," after "healthcare,".

AMENDMENT NO. 5 OFFERED BY MR. CROW OF COLORADO

Page 117, line 19, insert "education," after "health care,".

Page 118, line 22, insert “, elementary school, and secondary school” after “childhood”.

AMENDMENT NO. 6 OFFERED BY MR. HORSFORD  
OF NEVADA

Page 11, beginning on line 7, strike “connecting” and all that follows through “system” and insert “supporting the recruitment, retention, and completion of potential program participants, including nontraditional apprenticeship populations and individuals with barriers to employment”.

Page 29, line 2, insert “national qualified intermediaries, including those supporting increased participation of nontraditional apprenticeship populations and nontraditional apprenticeship industries or occupations,” after “program participants.”.

Page 37, strike lines 9 and 10, and insert the following:

“(VIII) a national qualified intermediary, including a national qualified intermediary that supports increased participation of nontraditional apprenticeship populations and nontraditional apprenticeship industries or occupations; and”

Page 77, line 13, insert “including minority serving institutions,” after “postsecondary educational institutions.”.

AMENDMENT NO. 10 OFFERED BY MS. MENG OF  
NEW YORK

Page 23, line 17, insert before the period the following: “, in user-friendly formats and languages that are easily accessible, as determined by the Administrator”.

Page 38, line 5, strike “and”.

Page 38, line 6, strike the period and insert “; and”.

Page 38, after line 6, insert the following: “(xi) the Federal Communications Commission.”.

Page 76, line 3, insert before the semicolon the following: “, and that are in user-friendly formats and languages that are easily accessible, as determined by the Secretaries”.

AMENDMENT NO. 11 OFFERED BY MS. MOORE OF  
WISCONSIN

Page 22, line 11, insert “developing the state plan in section 113(c),” after “including”.

Page 22, line 12, insert a comma after “sub-title B”.

Page 29, after line 24, insert the following: “(E) NONTRADITIONAL APPRENTICESHIP POPULATIONS.—The Administrator shall regularly evaluate the participation of the nontraditional apprenticeship populations for each of the approved apprenticeable occupations, such as women, minorities, long-term unemployed, individuals with a disability, individuals with substance abuse issues, veterans, military spouses, individuals experiencing homelessness, individuals impacted by the criminal or juvenile justice system, and foster and former foster youth.

Page 30, line 10, strike “and” at the end.

Page 30, line 12, strike the period at the end and insert “; and”.

Page 30, after line 12, insert the following: “(D) require regular reports on the performance of state agencies, including on efforts state agencies make to increase employer awareness of apprenticeship programs for employers who have not participated.

Page 31, line 20, insert “low-income participants in related federal programs,” after “disabilities”.

Page 32, line 15, strike the period at the end and insert “, to better promote participation in the national apprenticeship program.”.

Page 104, after line 15, insert the following: “and”

“(D) LIST OF DISAPPROVED PROGRAMS.—The registration agency shall maintain a list of programs that were disapproved which in-

cludes the reasons for each such disapproval and provide such list to the Administrator at least annually.

Page 114, line 21, strike “and” at the end.

Page 115, line 2, insert “and” at the end.

Page 115, after line 2, insert the following: “(E) regularly assess the impact of apprenticeship programs under the national apprenticeship system in effectively increasing the participation of women, minorities, individuals with disabilities, long term unemployed, individuals impacted by the criminal and juvenile justice system, foster and former foster youth, and individuals with barriers to employment;

AMENDMENT NO. 12 OFFERED BY MR. PAPPAS OF  
NEW HAMPSHIRE

Page 41, line 14, strike “and”.

Page 41, line 24, strike the period and insert “; and”.

Page 41, after line 24, insert the following: “(5) make recommendations on the development of demonstration projects as described in section 132(f).

Page 116, after line 8, insert the following:

“(f) DEMONSTRATION AUTHORITY.—

“(1) IN GENERAL.—The Secretary is authorized to initiate demonstration projects, subject to the recommendation of two-thirds of the voting members of the Advisory Committee, such that each demonstration project—

“(A) is limited in size and scope;

“(B) has a duration of no more than 3 years;

“(C) is carried out in nontraditional apprenticeship industries or occupations; and

“(D) which may include activities that respond to the COVID-19 public health emergency.

“(2) LIMITATION ON FUNDING.—In initiating demonstration projects under subsection (a), the Secretary may not use more than \$2,000,000 annually from the funding authorized under section 141(a).

AMENDMENT NO. 13 OFFERED BY MR. RYAN OF  
OHIO

Page 120, line 7, insert a comma after “secondary”.

Page 120, line 8—

(1) strike “and”; and

(2) insert “, and adult” after “postsecondary”.

AMENDMENT NO. 14 OFFERED BY MR. SMITH OF  
WASHINGTON

Page 141, line 24, strike “or”.

Page 141, after line 24, insert the following: “(viii) providing stipends to pre-apprentices enrolled in a pre-apprenticeship program to cover costs such as housing, transportation, childcare or out of pocket expenses resulting from the pre-apprenticeship program such as assessments and fees for industry-recognized credentials or drivers licenses during the time of enrollment; or”.

Page 142, line 1, strike “(viii)” and insert “(ix)”.

AMENDMENT NO. 16 OFFERED BY MS. STEFANIK  
OF NEW YORK

Page 86, beginning line 12, strike “Secretary and”.

The SPEAKER pro tempore. Pursuant to House Resolution 1224, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 10 minutes.

The Chair recognizes the gentleman from Virginia.

Mr. SCOTT of Virginia. Mr. Speaker, these amendments generally ensure accessibility for those with disabilities, increase equity, and increase opportunities. They are not controversial, and I would hope they would be accepted.

Mr. Speaker, I reserve the balance of my time.

Ms. FOXX of North Carolina. Mr. Speaker, I rise in opposition, though I am not opposed to the amendment.

Mr. Speaker, I am pleased to see that Representative STEFANIK's amendment was made in order.

Mr. Speaker, I yield such time as she may consume to the gentlewoman from New York (Ms. STEFANIK).

Ms. STEFANIK. Mr. Speaker, I thank Ranking Member FOXX.

Mr. Speaker, as our Nation recovers from the economic toll of the COVID pandemic and strives to restore the livelihood of America's workers, we must take every opportunity to strengthen the pathways to meaningful, family-sustaining careers.

The apprenticeship model of providing paid work experience, coupled with classroom instruction and on-the-job mentorship, is a proven approach to equip workers with the skills they need for lifelong success.

Individuals who complete high-quality apprenticeship programs immediately enter into well-paying jobs and do so without the debt that often saddles our younger generation of workers.

Despite this track record of success, apprenticeships remain the pathway to opportunity for far too few. Less than 3 percent of the workforce comes up through the apprenticeship system, and the vast majority of registered apprenticeship programs are concentrated in just a handful of industries.

This stark reality leaves one of the strongest workforce development strategies vastly underutilized in developing talent for the modern economy. In order to achieve our common goal of expanding apprenticeships to a more expansive set of occupations, we must develop a system that is responsive to the demands of the 21st century workplace and accessible to employers in emerging industry sectors.

Mr. Speaker, my amendment offers a simple step in the right direction: removing a barrier for employers who seek more freedom to design a program that fits their unique needs.

For the nontraditional occupations and sectors, the mandated minimum of 2,000 hours of on-the-job learning may not fit the nature of the job and thus prevent interested employers from ever developing an apprenticeship program. While H.R. 8294 provides a process for these employers to pursue an alternative time-based model that fits their industry, the legislation requires approval from both the State registration agency and the Secretary of Labor.

A State apprenticeship agency seeking to foster the growth of apprenticeships in their State could grant approval to an innovative model only to have these efforts stifled by Department officials in Washington. The bureaucratic nature of this process may discourage employers from even attempting to use this flexibility in the first place.

My amendment removes the Department of Labor from the process and leaves it solely at the discretion of States to approve alternative program models, empowering workforce leaders across the country to inject needed dynamism in the age-old system.

Yet, this amendment alone cannot atone for the countless missed opportunities to incorporate additional Republican amendments, amendments that would have allowed innovation to thrive while still upholding the safety and accountability standards necessary to underpin the taxpayers' investment in apprenticeship programs.

Revitalizing economic opportunity for America's workers and small businesses will require a robust pipeline of earn-and-learn models that can serve an ever more diverse group of job seekers, and I believe more work must be done before this legislation can truly fulfill that promise.

Mr. Speaker, as we stand here in the final weeks of the 116th Congress and recognize that we will be back at this issue next year, I wholeheartedly believe that we can reestablish the bipartisan spirit that has been a hallmark of our efforts on workforce development.

Mr. Speaker, I thank the gentlewoman from California (Mrs. DAVIS) for her passion and commitment on this important issue and for her leadership on the Higher Education and Workforce Investment Subcommittee as well as her leadership on the House Armed Services. I serve with Mrs. DAVIS on two committees. She will be deeply missed.

Mr. Speaker, I urge my colleagues to support this amendment.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentleman from Nevada (Mr. HORSFORD), who actually ran a program in Nevada to increase job skills.

Mr. HORSFORD. Mr. Speaker, I thank Chairman SCOTT from Virginia for his kind words and leadership, and I want to commend Congresswoman SUSAN DAVIS from California for leading on this important issue.

Mr. Speaker, I rise today in support of H.R. 8294, the National Apprenticeship Act, and to urge my colleagues to support my amendment, which would ensure equity and fairness in our national apprenticeship system.

Specifically, my amendment would support the recruitment, retention, and completion of nontraditional apprenticeship populations, including women, people of color, and individuals with barriers to employment.

Now more than ever, in response to the economic challenges posed by COVID-19, people need access to opportunities in apprenticeships. This is especially true for my constituents throughout Nevada, which has been one of the hardest hit economic regions in the country.

My amendment would ensure that women like Evelyn Pacheco, who is the founder and president of Nevada Women in Trades, continue to have op-

portunities to provide apprenticeships to women of color throughout southern Nevada. The opportunities presented by women like Evelyn matter because 94 percent of apprentices who complete an apprenticeship program retain employment with an average annual salary of \$70,000.

Mr. Speaker, it is no secret that this pandemic has disproportionately impacted workers of color, particularly women of color, who have shouldered the greatest job losses due to their concentration in low-wage service industries that have been hardest hit by the economic downturn.

That is why we must do everything in our power to ensure that we have equity and fairness in our national apprenticeship system so that every person can have access and support for desperately needed job training.

Mr. Speaker, I encourage my colleagues to vote in favor of my amendment, and I support the passage of H.R. 8294.

Mr. Speaker, I include in the CONGRESSIONAL RECORD a letter from the National Urban League supporting my amendment and the National Apprenticeship Act of 2020.

NATIONAL URBAN LEAGUE,  
November 19, 2020.

DEAR REPRESENTATIVE: On behalf of the National Urban League and its 90 affiliates located in 36 states and the District of Columbia, I urge you to vote "Yes" on the National Registered Apprenticeship Act (NAA) and associated equity amendments, including those put forth by Representatives Brown, Horsford, Moore, Ryan/Rice and Smith/Langevin.

The COVID-19 pandemic has shuttered businesses all across America, leaving millions of workers unemployed and devastating our national economy. Research shows that Black and Latino workers are more likely to be working in hard-hit industries that may never bounce back. The NAA represents an important step towards stemming that job loss by creating one million new apprenticeship opportunities over the next five years, in addition to the opportunities that are already being created. These apprenticeships result in substantially higher earnings compared to nonparticipants. By some accounts, the average starting salary of an apprentice is \$70,000, a family-sustaining middle-class income.

Yet, more work is needed to ensure equitable access to apprenticeship opportunities to nontraditional populations, including people of color and women, as apprenticeship programs are often less diverse than the occupations they ultimately serve. According to the Department of Labor's (DOL) Equal Employment Opportunity study, African Americans represented only 10% of registered apprentices and are the most underpaid compared to other ethnic groups. Across 25 states in which DOL tracks registered apprenticeships, the data show the opportunities are dominated by white men.

The National Urban League has worked to advance economic opportunity for African Americans and other underserved communities for more than 110 years. Our job training programs target workers with multiple barriers to employment to help them secure full-time jobs and career advancement opportunities. Through DOL's Equity in Apprenticeship program, the National Urban League and eleven affiliates have increased opportunities in nontraditional fields

through pre-apprenticeship and registered apprenticeships to more than 1,200 African American and other nontraditional populations.

The National Urban League urges you to support the National Registered Apprenticeship Act and accompanying equity amendments to ensure nontraditional populations have access to the support they need to thrive and businesses have the skilled workforce they need to succeed in this uncertain economy.

Sincerely,

MARC H. MORIAL,  
President and CEO,  
National Urban League.

Ms. FOXX of North Carolina. Mr. Speaker, Representative STEFANIK's amendment is a valuable change that would make it easier for programs of shorter length to be approved specifically in fields where apprenticeships have not traditionally seen growth or expansion.

While most of the other amendments in this en bloc are unobjectionable, I do want to highlight three amendments where I have concerns.

The amendment offered by Representatives BEYER and PRESSLEY is mostly unobjectionable. We certainly share the majority's intent in ensuring access to apprenticeships for people with disabilities. However, it also includes a provision that would actually hold apprenticeship program sponsors to a higher standard than the standard to which section 508 of the Rehabilitation Act of 1973 currently holds Federal agencies, which are the target of that particular provision.

While this was likely well intentioned, the underlying bill already prohibits discrimination on the basis of disability and requires program sponsors to provide accommodations for individuals with disabilities, so holding small business and other employers who are seeking to expand opportunities for individuals with disabilities to a higher standard than we hold ourselves in the Federal Government is a guaranteed way to ensure fewer apprenticeship opportunities rather than more.

□ 1630

Another amendment concealed within the en bloc is offered by Representative MOORE, which will lead to excessive paperwork and little real outcomes for low-income individuals or individuals with barriers to employment.

Finally, the amendment offered by Representative HORSFORD claims to ensure equity and opportunity in the apprenticeship system. In reality, I am afraid it may cause confusion at best. The amendment would add new criteria to the definition of "national qualified intermediaries," requiring them to support the increased participation of nontraditional apprenticeship populations and nontraditional apprenticeship industries or occupations.

Even if they wanted to, some national qualified intermediaries may not be in a position to do this, either because of their location or the nature of their program.

If there is an opportunity in the new Congress to resume bipartisan conversations on reauthorization of the National Apprenticeship Act, I welcome the chance to discuss what the intent is here and to seek out common ground. In fact, I hope the new Congress brings about true bipartisan work from my colleagues.

While these three specific amendments cause me concern, on balance, this en bloc consideration is worthy of support even if it won't ultimately redeem the underlying bill.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentleman from Virginia (Mr. BEYER), the chair of the Joint Economic Committee.

Mr. BEYER. Mr. Speaker, I rise in support of my amendment with Representative AYANNA PRESSLEY. This amendment works to ensure that people with disabilities are able to access registered apprenticeships on an equal basis with their nondisabled peers.

Three cogent facts: The workforce participation rate for people with disabilities is still less than one-third that of nondisabled peers; number two, among people with disabilities actively seeking work, the unemployment rate is twice that of nondisabled workers; and number three, people with disabilities are less likely to have meaningful access to participate in apprenticeship programs.

This amendment ensures that individuals with disabilities will be able to access apprenticeship programs that will help them develop the skills and build a work history that will open doors to their future.

This can also help employers understand the value of this workforce and learn from experience that accommodating a disabled employee is usually a simple, inexpensive process that benefits the employee, the employer, and, ultimately, all of us who benefit from having an engaged and diverse workforce.

I thank Representative SUSAN DAVIS for this bill and the leadership of our chairman, BOBBY SCOTT.

Ms. FOXX of North Carolina. Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, as I indicated—and several have spoken on their amendments—I would hope that we would adopt the amendment en bloc, and I yield back the balance of my time.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, it is unfortunate that we aren't here debating a bloc of amendments that will work to address the failings of the underlying bill.

I am pleased to see at least one amendment in this group will help bring some flexibility to States.

I urge support of the en bloc consideration of these amendments, and I yield back the balance of my time.

Ms. MOORE. Mr. Speaker, I rise in strong support of H.R. 8294, the National Apprenticeship Act of 2020.

The programs being addressed in this bill support on the job training, mentoring, and other assistance to help individuals gain employment and build careers in high paying and/or high skilled occupations. Registered Apprenticeships are our nation's most successful federal workforce training program. According to the DOL, 94 percent apprentices are employed after completing a Registered Apprenticeship and earn an average starting wage of \$70,000. That success is to be applauded.

Yet, this powerful tool can be improved. Just consider these two facts: Registered Apprenticeships only account for 0.3 percent of our workforce and nearly two-thirds of active apprentices are employed in just one industry, construction. It's long past time we bring these federal efforts into the 21st Century and expanding access to apprenticeship opportunities is now especially important as we work to build back our economy from the lasting effects of the COVID-19 pandemic.

Key provisions to me in this bill are the calls to strengthen equity and promote equal opportunity to participate in youth apprenticeships, pre-apprenticeships, and apprenticeships, especially for nontraditional apprenticeship populations. Who are they? These are individuals who have traditionally faced barriers to accessing these opportunities, including low-income individuals, those with disabilities, foster youth and former foster youth, and the formerly incarcerated, among others.

I don't have to tell you that low-income workers frequently face barriers . . . as do those who were previously or recently incarcerated. But we might remind ourselves "[a] history of incarceration does not disqualify a person's skills, initiative, or humanity." Thanks to Chairman SCOTT and the sponsor of this legislation, Chairwoman SUSAN DAVIS, among others for their efforts that have resulted in the legislation before us today.

It recognizes that we need to keep working to ensure equal opportunity for all to participate in these programs. Pre-apprenticeships and apprenticeships are key gateways to potentially good paying careers. It's critical that we work to ensure that populations that have barriers to entry into these programs and are underrepresented. Inclusive workforce development practices will help us achieve a more diverse workforce that leverages each individual's talents, skills and abilities to determine their success, rather than the barriers they may face.

My amendment, which is included in this en bloc, builds on the base bill to ensure we do not forget populations that have traditionally been underrepresented in these programs. This includes requiring regular reviews by the federal government of participation by nontraditional populations in these programs and assessing how these programs increase participation of these populations, especially in occupations where we know that their involvement is underrepresented. My amendment would also ensure that federal coordination among a host of programs serving low-income individuals helps to promote their participation in the efforts supported by this bill.

It is estimated that the efforts in this bill could create nearly 1 million new apprenticeship opportunities in addition to expected

growth in the apprenticeship system. But it's not enough just to increase the number of opportunities. We must expand access to the opportunities.

Truly expanding access to these opportunities for all, including women, minorities, and other underrepresented and nontraditional populations, will benefit not only the workers who we connect to stable, good-paying jobs but also their communities.

I urge my colleagues to support this en bloc and the underlying bill.

The SPEAKER pro tempore. Pursuant to House Resolution 1224, the previous question is ordered on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question is on the amendments en bloc.

The en bloc amendments were agreed to.

A motion to reconsider was laid on the table.

AMENDMENTS EN BLOC NO. 2 OFFERED BY MR. SCOTT OF VIRGINIA

Mr. SCOTT of Virginia. Mr. Speaker, pursuant to section 3 of House Resolution 1224, I rise to offer amendments en bloc No. 2.

The SPEAKER pro tempore. The Clerk will designate the amendments en bloc.

Amendments en bloc No. 2 consisting of amendment Nos. 7, 8, and 17, printed in part B of House Report 116-593, offered by Mr. SCOTT of Virginia:

AMENDMENT NO. 7 OFFERED BY MR. KILMER OF WASHINGTON

Page 117, line 18, insert "computer science," after "technology,".

AMENDMENT NO. 8 OFFERED BY MR. LAMB OF PENNSYLVANIA

Page 12, line 9, strike "or".

Page 12, line 10, insert "or veterans-service organizations," after "partners,".

Page 21, line 9, insert "veterans-service organizations," after "facilities,".

Page 107, line 21, insert "veteran status," after "age,".

AMENDMENT NO. 17 OFFERED BY MS. TITUS OF NEVADA

Page 117, line 19, insert "hospitality and tourism," after "health care,".

The SPEAKER pro tempore. Pursuant to House Resolution 1224, the gentleman from Virginia (Mr. SCOTT) and the gentlewoman from North Carolina (Ms. FOXX) each will control 10 minutes.

The Chair recognizes the gentleman from Virginia.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

These are expected to be non-controversial. The amendments generally expand the industries to be affected by the opportunities for apprenticeships and adds veterans service organizations as partner organizations.

I hope that we would adopt these, and I reserve the balance of my time.

Ms. FOXX of North Carolina. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, this en bloc incorporates three amendments to the underlying bill that would enhance opportunities in the registered apprenticeship system.

The amendment offered by Mr. KILMER of Washington and Mr. FITZPATRICK of Pennsylvania amends the grant program within the underlying bill to promote offerings for computer science programs.

Modernizing the 80-year-old National Apprenticeship Act ought to include apprenticeship opportunities within a variety of sectors. Far too often, society paints apprenticeships as only applying to the “trades.” While there are certainly valuable pathways within those fields, we need to expand the horizons of what apprenticeships are capable of providing for workers. This is also why I think it is important to call these “professions” rather than the “trades.” A broader policy should not be limited by how it has traditionally been viewed or how we speak about it.

Computer science is a high-growth and promising career path leading to in-demand lucrative jobs for workers.

We hear too often that students are graduating without the technical skills they need to be successful in today's workforce. This amendment would support employers in recruiting and developing new employees with the computer science competencies they need to make up for these deficits and help fill a widening skills gap.

Similarly, the amendment offered by Ms. TITUS of Nevada and cosponsored by several Members on both sides of the aisle adds hospitality and tourism to the list of nontraditional apprenticeship industries that are eligible for grants under this act.

If this grant program is to live up to its name and reflect the economy of the 21st century, we must break free from antiquated, narrow ideas of apprenticeships and bring more opportunities to promising sectors. The hospitality and tourism industries are a prime example of areas in which students would benefit from more on-the-job learning experiences and employer-led instruction than they would from a traditional college education.

Finally, the amendment offered by Mr. LAMB of Pennsylvania and Mr. TAYLOR of Texas includes veterans service organizations in several key places. Specifying VSOs as partner organizations for involvement in the registered apprenticeship system ensures the needs of veterans will be considered and incorporated into apprenticeship programs.

The amendment also highlights the VSOs as entities that should be contacted for promoting and raising awareness about apprenticeship opportunities, making sure our veterans have full access to and information about apprenticeship opportunities.

Because apprenticeships recognize and build on prior knowledge and skills, veterans stand to benefit greatly from these opportunities and should be engaged in the system as much as possible.

We want apprenticeships to support all workers seeking to access and enhance career opportunities. These

amendments ensure the 21st Century Grant program expands opportunities in promising sectors and that the registered apprenticeship system engages veterans.

I support these amendments, encourage my colleagues to do the same, and I yield back the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 1 minute to the gentleman from Washington (Mr. KILMER).

Mr. KILMER. Mr. Speaker, I rise today in support of this package of en bloc amendments, which includes a bipartisan amendment I offered along with my good friend and colleague from Pennsylvania, Representative FITZPATRICK, to expand access to computer science youth apprenticeship programs that are critical to the 21st century workforce.

We know education is the door to economic opportunities, and one of the most American and foundational paths to high-quality, work-based learning and education are apprenticeship programs.

In today's changing economy, it is important to continue to find ways to prepare our kids for the jobs of the future: jobs in advanced manufacturing, healthcare, technology, green jobs, and, yes, computer science.

According to Code.org, across 24 States, only 35 percent of high schools in the U.S. teach computer science. That same study found that Black and Hispanic students, students receiving free and reduced lunch, and students from rural areas are less likely to attend a school that provides access to this critical subject.

Not everyone is going to have a tech-related job, but we know that there is a growing demand—a demand that we are struggling to meet—for students able to fill these in-demand jobs and for equipping workers with advanced computer science skills.

To prepare students to be successful and innovative in the workforce, the Federal Government needs to expand computer science education and pathways to more students. That is why my amendment would ensure that computer science youth apprenticeship, pre-apprenticeship, and apprenticeship programs are prioritized.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. SCOTT of Virginia. Mr. Speaker, I yield an additional 1 minute to the gentleman from Washington (Mr. KILMER).

Mr. KILMER. Mr. Speaker, it would provide priority for funding through this historic National Apprenticeship Act of 2020.

Growing the number of computer science programs for students in high school and beyond will provide more 21st century job opportunities for our kids, more high-skilled and qualified employees for our employers, and more economic resiliency for our communities.

I thank the chairman for his support of this simple, yet important, amend-

ment. I thank Representative SUSAN DAVIS from California for her leadership on this issue, and I encourage my colleagues to vote “yes” on this package and “yes” on this bill.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentleman from Pennsylvania (Mr. LAMB).

Mr. LAMB. Mr. Speaker, for the last 2½ years, I have been a member of the House Committee on Veterans' Affairs; and during that time, one of the things I have seen is the way that our veterans service organizations, particularly the American Legion, the VFW, the Vietnam Veterans of America, but several others, too, play an essential role in connecting all of the good things that we are trying to do with government programs with the people who actually need to benefit from them and take advantage of them.

So often in government, we have a hard time getting our ideas and our solutions beyond the walls of the Federal office building and into the communities and streets and homes where we want them to be, and these organizations are very, very good at doing that.

So I want to thank my colleague, Republican Representative VAN TAYLOR from Texas, for partnering with me on these amendments to bring in these veterans service organizations as part of signing people up and enrolling them in apprenticeship programs so that the veterans who are out there who are most in need of up-skilling or creating a new career path can actually find out about these opportunities and take advantage of them.

There is probably no one in America more qualified and a better bet for this investment than a veteran. On-the-job training is what we do. These people have the patience and discipline to complete these programs and make our entire workforce stronger and better off, and I know that the veterans service organizations will help us get there.

Mr. SCOTT of Virginia. Mr. Speaker, I yield 2 minutes to the gentleman from the Northern Mariana Islands (Mr. SABLAN).

Mr. SABLAN. Mr. Speaker, the Titus amendment is simple. It includes hospitality and tourism as an eligible industry for expansion of registered apprenticeship opportunities.

The hospitality and tourism industry is a major source for the Marianas. The GAO's February 2020 report on Economic and Workforce Trends in the Marianas found that hospitality and tourism account for 45 percent of GDP.

We are not unique. The industry is critical to many communities across the Nation, but it is considered a non-traditional industry for apprenticeships and has been unable to take full advantage of the apprenticeship system. The Titus amendment fixes that.

As I stated earlier, for 83 years, the National Apprenticeship Act has helped local economies grow by providing career opportunities to young people. The Titus amendment guarantees that H.R. 8294 will build on that

success by ensuring that the apprenticeship system is modernized to address the workforce needs of the 21st century.

I support the Titus amendment and urge my colleagues to vote “yes.”

I also am grateful that the ranking member is supportive of the Titus amendment. I thank everyone for their consideration, and I wish everyone a happy Thanksgiving, a Merry Christmas, and a Happy New Year.

Mr. Speaker, I include in the RECORD a letter from the American Hotel and Lodging Association.

AMERICAN HOTEL & LODGING  
ASSOCIATION,  
November 18, 2020.

Hon. NANCY PELOSI,  
*Speaker of the House,*  
*House of Representatives, Washington, DC.*  
Hon. KEVIN MCCARTHY,  
*Republican Leader,*  
*House of Representatives, Washington, DC.*

DEAR SPEAKER PELOSI AND LEADER MCCARTHY: On behalf of the American Hotel & Lodging Association (AHLA), the sole national association representing all segments of the U.S. lodging industry, including iconic global brands, hotel owners and franchisees, lodging real estate investment trusts (REITs), hotel management companies, independent properties, bed and breakfasts, state hotel associations, and industry suppliers, I write in support of H.R. 8294, National Apprenticeship Act of 2020. This important legislation would expand the national apprenticeship system to include nontraditional apprenticeship industries and create a grant program to support registered apprenticeship, pre-apprenticeship, and youth apprenticeship programs. AHLA also strongly supports the bipartisan amendment offered by Representatives Dina Titus (NV-1) and Gus Bilirakis (FL-12) that would specifically identify the hospitality and tourism industries as a nontraditional apprenticeship industry under Sec. 201 of the Act.

Prior to the pandemic, filling service positions was one of the hospitality industry's most significant challenges. According to the Department of Labor (DOL), it was estimated that nearly one million job vacancies remained unfilled. In order to meet the needs of the industry, AHLA and the AHLA Foundation, the charitable giving arm of the association, are developing innovative programs that invest in our workforce and are designed to open opportunities for underprivileged communities, build careers, and strengthen the lodging industry. The National Apprenticeship Act of 2020 would enable our Foundation to achieve this mission through grant programs specifically targeted to our industry. Additionally, the legislation updates the National Apprenticeship Act to provide the flexibility we need to reflect modern practices while maintaining the high standards set forth by DOL.

On behalf of the more than 33,000 small business hotels, which represents over half of hotels in the country, and the millions of associates they employ, I urge the House of Representatives to swiftly pass H.R. 8294 and provide nontraditional apprenticeship industries, like the hospitality and tourism sectors, an avenue to continue to grow our workforce and support our communities. Thank you for your consideration of this critical matter.

Sincerely,

BRIAN CRAWFORD,  
*Executive Vice President,*  
*Government Affairs.*

□ 1645

Mr. SCOTT of Virginia. Mr. Speaker, I support the three amendments en bloc. I urge my colleagues to support the legislation, along with these three amendments.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. Pursuant to House Resolution 1224, the previous question is ordered on the amendments en bloc offered by the gentleman from Virginia (Mr. SCOTT).

The question is on the amendments en bloc.

The en bloc amendments were agreed to.

A motion to reconsider was laid on the table.

The SPEAKER pro tempore. Pursuant to clause 1(c) of rule XIX, further consideration of H.R. 8294 is postponed.

#### TRIBUTE TO MARK ANTHONY BROWN

(Ms. SLOTKIN asked and was given permission to address the House for 1 minute.)

Ms. SLOTKIN. Mr. Speaker, I rise today to remember a lifelong servant of the Lansing community, Mr. Mark Anthony Brown, who passed away November 9. I had the honor of knowing him and to have learned much from him.

Born and raised in Lansing, and devoted to Lansing until his final days, he lived with relentless desire to improve himself and those around him. He was an integral part of many Lansing organizations, from the local branch of the NAACP to the Mayor's Diversity Inclusion Advisory Board. In every endeavor, he was dedicated to making sure that underrepresented voices were heard when decisions were made.

Mr. Brown was a man who was loved deeply. Guided by faith, with his family as his north star, he never stopped working for his community. Above all, Mr. Brown believed in the power of genuine connections across race, creed, background, and belief. He was a unifier who brought people together to better Lansing, and I will be forever grateful to him.

Today, I am thinking of those closest to him: His mother, his brothers and sisters, his aunts and uncles, and his four children.

I speak these words today so that his legacy is forever remembered in the permanent RECORD of the people's House, letting all who read it know: Mark Brown made a difference.

#### HONORING LESTER SHOFF

(Mr. PANETTA asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PANETTA. Mr. Speaker, I rise today to honor an amazing constituent and patriot from the Central Coast of California, Lester Shoff.

Raised in Pennsylvania, Lester was drafted into the Army in 1941. In fact, his draft number in the lottery was lucky number 1. Making the rank of staff sergeant, Lester was sent to the South Pacific and faced many of the challenges of serving in World War II.

He fought for 4 years on close to 10 islands in the Pacific, during which time he turned down a battlefield commission to become an officer. He was shot in the back by a sniper, and he was even stung by a scorpion.

Although Lester was the recipient of the Purple Heart and Bronze Star, his daughter, Kay, told us that he never liked discussing the war because, when he did, the unemotional Lester would be brought to tears by the memory of two men who died on a mission that he led.

After serving, Lester moved to Silicon Valley, where he worked for Lockheed and developed glue for the Space Shuttle. He then retired to the Central Coast with his family.

Madam Speaker, some say Lester was lucky; I say that we are all lucky to call Lester an American.

#### ADDING COUNTIES TO THE SOUTHWEST BORDER REGIONAL COMMISSION

(Mr. COX of California asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. COX of California. Madam Speaker, I rise today to introduce a bill that would add the counties in my Congressional District—Fresno, Kern, Kings, and Tulare—to the Southwest Border Regional Commission.

Modeled after the Appalachian Regional Commission, the Southwest Border Regional Commission, or SBRC, was established to promote economic growth to help distressed regions that have historically been left behind attain socioeconomic parity with the rest of the Nation.

The Central Valley is one such region plagued by economic disparities, yet it is not part of any Federal regional commission. This must change. That is why I am here.

My district continues to be in deep need of economic development and Federal investment. Unemployment in the region is consistently higher, and education attainment consistently lower than any other region in California.

The need for more Federal investment is critical now more than ever because of the COVID-19 pandemic and recession. Adding these counties and funding the SBRC will jump-start communities and small businesses, helping America “Build Back Better” while generating new economic opportunities for hardworking people who are waiting for their chance of achieving the America Dream.