

1-1 By: Lozano, Ordaz Perez H.B. No. 1247
 1-2 (Senate Sponsor - Powell, Alvarado, Hinojosa)
 1-3 (In the Senate - Received from the House April 19, 2021;
 1-4 May 10, 2021, read first time and referred to Committee on Natural
 1-5 Resources & Economic Development; May 22, 2021, reported
 1-6 adversely, with favorable Committee Substitute by the following
 1-7 vote: Yeas 9, Nays 0; May 22, 2021, sent to printer.)

1-8 COMMITTEE VOTE

	Yea	Nay	Absent	PNV
1-9				
1-10	X			
1-11	X			
1-12	X			
1-13	X			
1-14	X			
1-15	X			
1-16	X			
1-17	X			
1-18	X			

1-19 COMMITTEE SUBSTITUTE FOR H.B. No. 1247 By: Zaffirini

1-20 A BILL TO BE ENTITLED
 1-21 AN ACT

1-22 relating to the development of and report on a tri-agency
 1-23 work-based learning strategic framework by the Texas Workforce
 1-24 Commission, the Texas Education Agency, and the Texas Higher
 1-25 Education Coordinating Board.

1-26 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-27 SECTION 1. Subtitle B, Title 4, Labor Code, is amended by
 1-28 adding Chapter 318 to read as follows:

1-29 CHAPTER 318. TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK

1-30 Sec. 318.001. TRI-AGENCY WORK-BASED LEARNING STRATEGIC
 1-31 FRAMEWORK. (a) The commission, the Texas Education Agency, and the
 1-32 Texas Higher Education Coordinating Board jointly shall develop a
 1-33 strategic framework to encourage work-based learning in this state.
 1-34 Each agency shall appoint an existing agency employee to lead the
 1-35 development of the framework.

1-36 (b) Not later than December 31, 2022, the commission, the
 1-37 Texas Education Agency, and the Texas Higher Education Coordinating
 1-38 Board jointly shall prepare and submit to the legislature a report
 1-39 on the framework developed under Subsection (a). The report must:

1-40 (1) define "work-based learning opportunity" in a
 1-41 comprehensive manner that includes a variety of high-quality and
 1-42 rigorous work-based learning opportunities, such as youth
 1-43 apprenticeships, internships, simulated workplaces, service
 1-44 learning, and virtual workspaces;

1-45 (2) determine common language, definitions, and
 1-46 quality standards to be used by each agency for work-based learning
 1-47 opportunities that span secondary and postsecondary education;

1-48 (3) establish methods of identifying student and adult
 1-49 learner skills and competencies that are aligned with industry
 1-50 demand and talent needs, with a particular focus on high-demand,
 1-51 high-growth industries that offer livable wages;

1-52 (4) align priorities, programs, and goals across the
 1-53 agencies to ensure the development of cohesive work-based learning
 1-54 strategies that strengthen workforce pipelines;

1-55 (5) identify strategies for the agencies to partner
 1-56 with public primary and secondary schools, public institutions of
 1-57 higher education, businesses, workforce organizations, and
 1-58 relevant collaboratives to implement high-quality project-based
 1-59 learning in middle and junior high school classrooms and work-based
 1-60 learning experiences in high school and postsecondary education;

2-1 (6) provide methods of supporting partnerships
2-2 between public institutions of higher education to create
2-3 additional pathways for postsecondary work-based learning
2-4 credentials of value to high-demand, high-growth industries and
2-5 that lead to quality career opportunities;

2-6 (7) articulate the roles and responsibilities of
2-7 public primary and secondary schools, public institutions of higher
2-8 education, and workforce boards and organizations in implementing
2-9 high-quality work-based learning programs and partnerships;

2-10 (8) provide a strategy for identifying industry-led
2-11 high-quality training models that promote and replicate high-need
2-12 jobs that lead to equitable outcomes for individuals and can be
2-13 scaled across industries and regions;

2-14 (9) identify opportunities to improve and incentivize
2-15 regional coordination across the state to better reflect regional
2-16 workforce needs and eliminate duplicative programs, including by
2-17 providing state support to build capacity in regional intermediary
2-18 organizations to facilitate education-workforce partnerships and
2-19 programs;

2-20 (10) identify streamlined data collection models for
2-21 primary, secondary, and postsecondary education and workforce
2-22 accountability that can be disaggregated as necessary to evaluate
2-23 and increase equity in access to high-quality programs, with a
2-24 focus on underrepresented populations;

2-25 (11) include recommendations to improve the
2-26 coordination of funds and awarding of grants among the agencies to
2-27 eliminate barriers to entry for regional partners; and

2-28 (12) identify any available federal funds that may be
2-29 used for work-based learning and training and include
2-30 recommendations regarding the use of those funds by the agencies,
2-31 including supporting incentives for public institutions of higher
2-32 education, work-study programs, and student advising and
2-33 completion strategies.

2-34 (c) As soon as practicable after the report is submitted,
2-35 the commission, the Texas Education Agency, and the Texas Higher
2-36 Education Coordinating Board shall, to the extent possible,
2-37 implement the recommendations made under Subsection (b)(12).

2-38 Sec. 318.002. EXPIRATION. This chapter expires September
2-39 1, 2023.

2-40 SECTION 2. This Act takes effect September 1, 2021.

2-41 * * * * *