HOUSE VERSION	SENATE VERSION (CS)	CONFERENCE
SECTION 1. Subtitle B, Title 4, Labor Code, is amended by adding Chapter 318 to read as follows: CHAPTER 318. TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK Sec. 318.001. TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK. (a) The commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board jointly shall develop a strategic framework to encourage work-based learning in this state. Each agency shall appoint an existing agency employee to lead the development of the framework. (b) Not later than December 31, 2022, the commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board jointly shall prepare and submit to the legislature a report on the framework developed under Subsection (a). The report must: (1) define "work-based learning opportunity" in a comprehensive manner that includes a variety of high-quality and rigorous work-based learning opportunities, such as youth apprenticeships, internships, simulated workplaces, service learning, and virtual workspaces; (2) determine common language, definitions, and quality standards to be used by each agency for work-based learning opportunities that span secondary and postsecondary education; (3) establish methods of identifying student and adult learner skills and competencies that are aligned with industry demand and talent needs, with a particular focus on high-demand, high-growth industries that offer livable wages; (4) align priorities, programs, and goals across the agencies to ensure the development of cohesive work-based learning strategies that strengthen workforce pipelines;	SECTION 1. Subtitle B, Title 4, Labor Code, is amended by adding Chapter 318 to read as follows: CHAPTER 318. TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK Sec. 318.001. TRI-AGENCY WORK-BASED LEARNING STRATEGIC FRAMEWORK. (a) The commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board jointly shall develop a strategic framework to encourage work-based learning in this state. Each agency shall appoint an existing agency employee to lead the development of the framework. (b) Not later than December 31, 2022, the commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board jointly shall prepare and submit to the legislature a report on the framework developed under Subsection (a). The report must: (1) define "work-based learning opportunity" in a comprehensive manner that includes a variety of high-quality and rigorous work-based learning opportunities, such as youth apprenticeships, internships, simulated workplaces, service learning, and virtual workspaces; (2) determine common language, definitions, and quality standards to be used by each agency for work-based learning opportunities that span secondary and postsecondary education; (3) establish methods of identifying student and adult learner skills and competencies that are aligned with industry demand and talent needs, with a particular focus on high-demand, high-growth industries that offer livable wages; (4) align priorities, programs, and goals across the agencies to ensure the development of cohesive work-based learning strategies that strengthen workforce pipelines;	

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(5) identify strategies for the agencies to partner with public primary and secondary schools, public institutions of higher education, businesses, workforce organizations, and relevant collaboratives to implement high-quality project-based learning in middle and junior high school classrooms and work-based learning experiences in high school and postsecondary education; (6) provide methods of supporting partnerships between public institutions of higher education to create additional pathways for postsecondary work-based learning credentials of value to high-demand, high-growth industries and that lead to quality career opportunities; (7) articulate the roles and responsibilities of public primary and secondary schools, public institutions of higher education, and workforce boards and organizations in implementing high-quality work-based learning programs and partnerships; (8) provide a strategy for identifying industry-led high-quality training models that promote and replicate high-need jobs that lead to equitable outcomes for individuals and can be scaled across industries and regions; (9) identify opportunities to improve and incentivize regional coordination across the state to better reflect regional workforce needs and eliminate duplicative programs, including by providing state support to build capacity in regional intermediary organizations to facilitate education-workforce partnerships and programs; (10) identify streamlined data collection models for primary, secondary, and postsecondary education and workforce accountability that can be disaggregated as necessary to evaluate and increase equity in access to high-quality programs, with a focus on underrepresented populations; and (11) include recommendations to improve the coordination of	(5) identify strategies for the agencies to partner with public primary and secondary schools, public institutions of higher education, businesses, workforce organizations, and relevant collaboratives to implement high-quality project-based learning in middle and junior high school classrooms and work-based learning experiences in high school and postsecondary education; (6) provide methods of supporting partnerships between public institutions of higher education to create additional pathways for postsecondary work-based learning credentials of value to high-demand, high-growth industries and that lead to quality career opportunities; (7) articulate the roles and responsibilities of public primary and secondary schools, public institutions of higher education, and workforce boards and organizations in implementing high-quality work-based learning programs and partnerships; (8) provide a strategy for identifying industry-led high-quality training models that promote and replicate high-need jobs that lead to equitable outcomes for individuals and can be scaled across industries and regions; (9) identify opportunities to improve and incentivize regional coordination across the state to better reflect regional workforce needs and eliminate duplicative programs, including by providing state support to build capacity in regional intermediary organizations to facilitate education-workforce partnerships and programs; (10) identify streamlined data collection models for primary, secondary, and postsecondary education and workforce accountability that can be disaggregated as necessary to evaluate and increase equity in access to high-quality programs, with a focus on underrepresented populations; (11) include recommendations to improve the coordination of	

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funds and awarding of grants among the agencies to eliminate barriers to entry for regional partners.	funds and awarding of grants among the agencies to eliminate barriers to entry for regional partners; and (12) identify any available federal funds that may be used for work-based learning and training and include recommendations regarding the use of those funds by the agencies, including supporting incentives for public institutions of higher education, work-study programs, and student advising and completion strategies. (c) As soon as practicable after the report is submitted, the commission, the Texas Education Agency, and the Texas Higher Education Coordinating Board shall, to the extent possible, implement the recommendations made under Subsection (b)(12).	
Sec. 318.002. EXPIRATION. This chapter expires September 1, 2023.	Sec. 318.002. EXPIRATION. This chapter expires September 1, 2023.	
SECTION 2. This Act takes effect September 1, 2021.	SECTION 2. Same as House version.	

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