



TEXAS PUBLIC POLICY FOUNDATION

A WORKING OPPORTUNITY FOR ALL STUDENTS



HB 1032: PAID APPRENTICESHIPS

Work-based and paid apprenticeship learning is essential for all students in career and technical education courses!

It is a way to learn soft skills, such as empathy, punctuality, and conflict resolution, in addition to learning hard skills in real-life contexts such as welding, plumbing or electrical.

A first job is a crucial first step towards future economic mobility. According to the [Aspen Institute](#), "Youth unemployment can have lasting consequences – repressed wages, decreased upward mobility, and lessened productivity over a person's work life. In particular, this is true for young people of color, who are often combating systemic barriers that limit their access to jobs – and which can contribute to setting them up for disparities later in life."

HB 1032 would give high schools the flexibility to use their existing career and technical education allotment -- which is 35% on top of the basic allotment -- to form partnerships with community-based organizations to create paid apprenticeships with local employers for students.

HB 3204: CCMR OUTCOMES BONUS

In 2019, the Texas Legislature passed HB 3, which created a College and Career Readiness Outcomes Bonus program. Under the program, bonuses of up to \$5,000 per student will be offered to school districts that meet the requirements for college, career, and military readiness.



While college readiness is measured by student enrollment in college after graduation, and military readiness is measured by enlistment in the military, there is no similar requirement for a post-graduation outcome for career readiness.

In order to better align the supply of CTE students with the demands of the labor market, legislators could simply require that career readiness be treated on an equal footing with college and military readiness—namely, by issuing the bonus based on employment above a certain wage threshold six months after graduation.



RETURNED VALUE FUNDING MODEL

Data from the National Student Clearinghouse show that community colleges have suffered an 18.6% decline

in enrollment in fall 2020 compared to fall 2019. This decline in enrollment will likely lead to lower "contact hour" totals, which account for about 89% of community college funding. In light of this approaching budget crunch, there is an opportunity for community colleges to shift their funding model from paying for inputs (contact hours) to paying based on student workforce outcomes. Texas State Technical College has already pioneered a returned-value funding model and proven that this model delivers value to taxpayers, employers, and students. TSTC's economic return to Texas taxpayers since 2013 has grown 35%, to \$370 million in the 2020-21 biennium.



HB 4361 & SB 2005: FIRST RIGHT OF REFUSAL

In order for Texas to live up to its reputation as a business-friendly state, as well as protect its liberties in the long term, employers need to be able to develop the talents of Texans with

community and technical colleges quickly and effectively. Students should have the option of enrolling in programs that have fast tracks to employment.

Employers should be able to issue a request for proposal to any higher education institution, community college, or public technical college to offer off-campus workforce education if the institution in the service district area where the employer is located does not formalize an agreement meeting the employer or consortium of employers' specifications and timeframe within a period of 6 weeks of the employer's initial contact with the institution.

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