



EVALUATION 2024

ACCOMPLISHMENTS AND OUTCOMES OF THE
TEXAS WORKFORCE SYSTEM

The Mission of the Texas Workforce Investment Council

Assisting the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce system to promote the development of a well-educated, highly skilled workforce for Texas.

Evaluation 2024

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council
December 2024

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Introduction

Guided by the Texas workforce system strategic plan, *Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031*, system partners work collaboratively to ensure Texas has a workforce that drives economic prosperity for Texas and Texans. This evaluation report to the Governor and legislature is the first evaluation report of the workforce system under the current eight-year strategic plan. It provides a system perspective of the progress and achievement of partner agencies and system stakeholders. The focal point of the report is an overview of the 2024 performance outcomes of the workforce system and the progress made towards the implementation of strategies to achieve system goals and objectives. The four system goals represent Texas employers, learners, partners, and those with policy and planning responsibilities to emphasize the importance and interdependence of the constituents and partners of the Texas workforce system.

The Council and Texas' Workforce System

The Texas Workforce Investment Council (Council) was created in 1993 by the 73rd Texas Legislature. The Council is charged with promoting the development of a highly skilled and well-educated workforce for Texas. The Council also assists the Governor and the legislature with strategic planning for and evaluation of the Texas workforce system. The 19-member Council includes representatives from business, labor, education, community-based organizations, and partner state agencies.

The Council has five primary functions, which include:

- ▶ strategic planning,
- ▶ evaluation and performance measurement,
- ▶ research and continuous improvement,
- ▶ review of state and local workforce plans and reports to ensure alignment with statewide goals and objectives, and
- ▶ maintain the Texas Skill Standards system.

Additionally, the Council serves as the State Workforce Investment Board under the federal Workforce Innovation and Opportunity Act. Common responsibilities of state boards include:

- ▶ identifying workforce needs,
- ▶ reviewing services and the use of funds,
- ▶ conducting broad-based planning, and
- ▶ developing standards and measures to evaluate workforce programs.

The Texas workforce system is composed of workforce programs, services, and initiatives administered by eight state agencies and 28 local workforce boards, as well as independent school districts, community and technical colleges, and local adult education providers. In alignment with the system strategic plan, system partners are responsible for the delivery of programs and services focused on education, workforce education, and workforce training for adults, adults with barriers to employment, and youth.¹

¹ Refer to the Council's publication, *Texas Workforce System Program Directory*, for detailed information on workforce programs.

Workforce system partners include:

- ▶ Governor’s Office of Economic Development and Tourism
- ▶ Texas Association of Workforce Boards
- ▶ Texas Department of Criminal Justice and its Windham School District
- ▶ Texas Education Agency
- ▶ Texas Health and Human Services Commission
- ▶ Texas Higher Education Coordinating Board
- ▶ Texas Juvenile Justice Department
- ▶ Texas Veterans Commission
- ▶ Texas Workforce Commission

The Council collects and disseminates performance data and descriptive information on 18 workforce programs, as well as five academic education programs at the secondary and postsecondary levels. Information and data from these programs assist stakeholders in understanding the state’s efforts to prepare students for further education or entry into the workforce.

Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031 was developed by the Council and its system partners to align Texas workforce programs, services, and initiatives. Approved by Governor Greg Abbott in October 2023, the plan elevates the implementation of strategies to a system-level approach and guides system partners’ performance to achieve the plan’s four primary goals and strategic opportunities shown on the right. These outcomes address key issues identified throughout Texas during the development of the plan and shape the system goals, objectives, action plans, and key performance indicators of the plan.

During the life of this plan, should either state or federal legislation be passed and become law that changes the agency that is administratively responsible for a workforce program, the receiving agency will be responsible for the related system strategies, action plans and associated timelines, and performance measures.

***Accelerating Alignment:
Texas Workforce System Strategic Plan
Fiscal Years 2024–2031***

Vision Statement

A collaborative workforce system that drives economic prosperity for Texas and Texans.

Workforce System Goals

Employers: Accelerate the delivery of relevant education and training programs to meet the demand of employers.

Learners: Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.

Partners: Accelerate the development and use of models to support and build system partners’ capacity, responsiveness, continuous improvement, and decision making.

Policy and Planning: Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.

Strategic Opportunities

Engage Employers Meaningfully: Coordinate across agencies to gain insight into the needs of employers and minimize “asks” that burden employers.

Include and Improve Outcomes for All Texans: Engage Texans with diverse needs by designing programs and supports that address their needs, maximize outcomes, and improve career opportunities.

Generate Greater Return on Investments: Use data and evidence to identify and target strategic investments to improve system performance.

The system strategic plan and other Council products are posted on the Council’s website at:
<https://gov.texas.gov/twic>

Statutory Requirement to Evaluate

The Council is required by Texas Government Code (TGC), Chapter 2308, to monitor the state’s workforce system. As part of that responsibility, the Council annually reports to the Governor and the legislature on the degree to which the system is achieving workforce goals and objectives. This is the first evaluation report for the eight-year strategic plan period. Statutory requirements addressed in the report include:

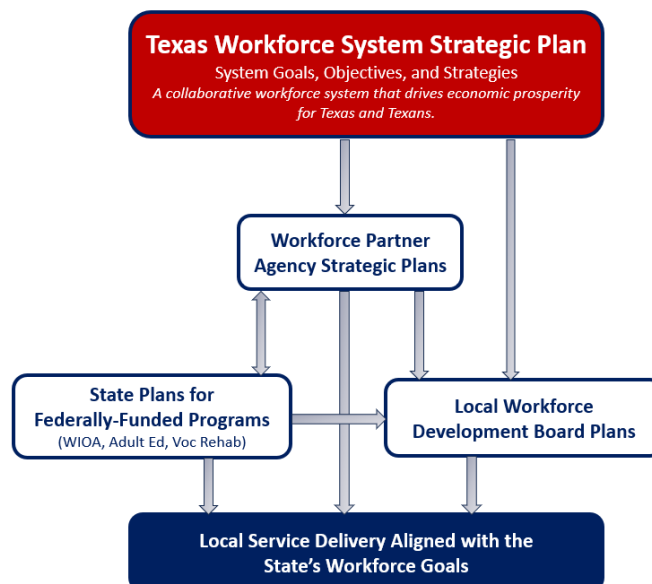
- ▶ system strategic plan implementation
- ▶ formal and less formal performance measures
- ▶ skill standards system
- ▶ adult education and literacy
- ▶ welfare to work initiatives

The annual evaluation focuses on workforce system goals, objectives, and strategies. Developed collaboratively by the Council and its system partners, many strategies and objectives in the strategic plan require multi-partner collaboration or alignment of programs, initiatives, and outcomes. Therefore, the report presents a system perspective of alignment and progress toward the achievement of work carried out by partner agencies that administer workforce programs.

Monitoring System Partner Progress Towards Goals

The system plan is strategic and designed to focus the workforce system on critical outcomes that will make significant progress in achieving the system vision. The workforce system plan serves as an essential link between workforce system goals and the Texas state government biennial strategic planning and budgeting process to ensure that local service delivery is carried out in alignment with state goals. The following chart illustrates the linkages between agency strategic plans, state plans for federally funded programs, and the local workforce development board plans. The state’s planning processes establish clear alignment between workforce system goals and agency-specific actions, initiatives, and programs. The linkage of state and local workforce plans to the workforce system strategic plan also enables the Council to monitor the progress of the system plan implementation through evaluation of those plans.

Linking Key Texas Workforce Plans



Evaluation of Partner Agency Strategic Plans

The Texas workforce system is a complex structure comprised of numerous programs, services, and initiatives administered by the Council's system partners. As previously mentioned, system partners are responsible for the delivery of a wide range of workforce education and training programs and related services, and include state agencies, local workforce development boards, independent school districts, community and technical colleges, and local adult education providers.

Under the state strategic planning and budgeting system, each state agency is required to prepare and submit a strategic plan to the Governor's Office of Budget and Policy (GOBP) and the Legislative Budget Board (LBB) on a biennial basis. Agency planning instructions for fiscal years 2025 to 2029 were published in February 2024 by the LBB, and agencies were directed to submit plans to the LBB by June 1, 2024.² TGC requires that workforce partner agencies that administer workforce programs align their strategic plan to direct agency operations with the workforce system strategic plan, as approved by the Council and Governor.³ The Council conducts a review each even-numbered year to confirm that the system goals, objectives, and actions of the workforce system strategic plan have been incorporated into each partner agencies' strategic plan. This alignment supports the evaluation of system performance.

In 2024, agency strategic plans were reviewed for alignment with the following elements of the system plan:

- ▶ system goals, objectives, and partner agency accountability by strategy;
- ▶ strategic opportunities; and
- ▶ formal measures.

Summaries from the agency plans are presented in this evaluation report to demonstrate alignment to system strategies, where applicable.

Evaluation of Local Workforce Development Board Plans

TGC §2308.304 requires local workforce development boards (local boards) to develop a local plan with goals and objectives that are consistent with statewide goals, objectives, and performance standards. TGC §2308.101(5) also requires the Council to review local board plans and make recommendations to the Governor for approval.

Every odd-numbered year, local boards are required to submit either a comprehensive, four-year plan or a two-year modification of the plan to the Council for consideration and subsequent recommendation to the Governor. Guidelines for local board plans for program years 2025 through 2028 were issued in early fiscal year 2025. The guidelines promote coordination and collaboration among workforce system partners to support the economic growth of the workforce area, while also meeting the needs of employers and job seekers.⁴ Additionally, local plans must demonstrate alignment with the system plan.

The Council conducts a review of all local plans, including plan modifications, that are deemed satisfactory by the Texas Workforce Commission to confirm that the system goals and objectives in the

² Legislative Budget Board's [Instructions for Preparing and Submitting Agency Strategic Plans Fiscal Years 2025 to 2029](#)

³ The Economic Development and Tourism Office in the Office of the Governor and Texas Health and Human Services Commission are not subject to this requirement.

⁴ [Workforce Development Letter 11-24, Local Workforce Development Board Planning Guidelines for Program Years 2025–2028](#)

system plan have been incorporated into each local board’s plan. The Council’s review of the local board plans for alignment to the system plan is scheduled for spring 2025.

Statutory Requirement to Identify Issues

The Council is charged with facilitating the seamless delivery of 1) integrated workforce services, and 2) integrated adult education and literacy services in the state. In carrying out these duties, the Council is also required to include in its annual report to the Governor and legislature a list of specific problems identified by the Council in areas that need to be addressed.

The development of the workforce system plan is focused on identifying critical issues and opportunities that system partners must address in the next five to eight years.⁵ During the plan’s development, the Council and workforce system stakeholders identified 21 issues in the areas of:

- ▶ relevant and integrated workforce data,
- ▶ delivery of relevant education and training programs,
- ▶ models to support and build system partners’ capacity, and
- ▶ skills and knowledge acquisition.

These critical issues were reorganized under thematic system goals and objectives and recast as system strategies, defined as the key outcomes that partner agencies must accomplish to achieve system objectives and goals (see Appendix B: System Plan Architecture). The performance outcomes and partner agency actions outlined in this annual evaluation report directly address the issues identified by the Council to achieve issue resolution.

The Council also identifies and works to address issues related to the state’s workforce system through other strategies and methods, including:

- ▶ *Council Strategy Sessions* – Convened in addition to, or in conjunction with, regular Council meetings to identify and address systemic issues.
- ▶ *Issue Briefs and Reports* – Produced periodically to address specific workforce issues or to provide demographic profiles for population segments such as mature workers, people with disabilities, and veterans. In 2024, the Council published the following demographic profiles:
 - ▶ *Veterans in Texas: A Demographic Study* (February 2024 Update)
 - ▶ *People with Disabilities: A Texas Profile* (June 2024 Update)
- ▶ *Employer and Stakeholder Panels or Surveys* – Conducted periodically to obtain feedback regarding system stakeholder needs and to assess workforce system usage and satisfaction levels. In 2024, the Council hosted the following panels:
 - ▶ Ray Marshall Center at the University of Texas at Austin Research on Opportunity Youth Panel (December 2023)
 - ▶ Semiconductor Industry Workforce Panel (February 2024)
 - ▶ Tri-Agency Workforce Initiative Leadership Panel (June 2024)
- ▶ *Workforce System Initiatives* – Conducted periodically to address system-wide issues. These initiatives are research-based with system partner input through focus groups, task groups, and other means of collaborative work. Information on the Council’s system initiative, Results for America, can be found in the *Strategic Opportunities* section of the report.

⁵ These issues are detailed in *Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031* section The Texas Workforce System Environment: Key Issues.

Evaluating the Workforce System: A Comprehensive Approach

Performance accountability remains a key element that guides system performance under the system strategic plan. The evaluation framework is designed to present an annual assessment of the Council and its system partners' progress to continuously improve the efficiency and effectiveness of the workforce system throughout the duration of the plan.

Evaluation Framework

When evaluating the implementation of the system plan, the Council considers five key components, as illustrated in the graphic below. Data reported by system partners on these five components present system outcomes (via the formal measures) and goal-specific performance outcomes (via less formal measures and agency actions).

- ▶ **Workforce System Performance Outcomes (formal measures):** This component presents system performance outcomes for the four formal measures, which are essentially consistent across programs. These measures were initially approved by the Governor in 2003. Annual partner agency data is presented—displaying both aggregate figures and, in some instances, details by agency or specific programs—for the most recent 12-month program reporting period. Performance trends are also presented to illustrate performance over the plan period and across the previous system plan.
- ▶ **System Goal Implementation (less formal measures and agency actions):** The plan's four goal areas include high-level actions that partner agencies will implement to address system strategies and objectives. This includes timelines and less formal performance measures. Agencies also present implementation highlights that help illustrate accomplishments.

The evaluation framework is essentially similar to the approach used for system evaluation in the previous eight-year system plan. The framework complements the system strategic plan architecture, emphasizing attainment of a vision for a workforce system that drives economic prosperity by achieving the system goals. This evaluation design supports communication between the Council and its partner agencies and provides an assessment of progress and outcomes for both internal and external system customers, including the Governor, legislature, and other stakeholders.

Workforce System Evaluation Framework



Key Performance Indicators

Two types of key performance indicators were developed during the two-year strategic planning process between the Council and its partner agencies: formal and less formal measures. The measures meet the statutory requirement for the Council to conduct performance measurement by developing and maintaining a comprehensive system of data gathering and reporting. As shown in Table 1: Key Performance Indicators, these measures were approved by the Governor in October 2023.

Table 1: Key Performance Indicators

Workforce System Performance Outcomes: Formal Measures	
▶ Educational attainment	▶ Employment retention
▶ Entered employment	▶ Customers served
System Goal Performance Outcomes: Less Formal Measures	
System Goal: Employers	
▶ Number of individuals enrolled in upskilling and reskilling programs ⁶	
▶ Percent of individuals completing upskilling and reskilling programs ⁶	
▶ Percent of individuals completing integrated education and training programs	
▶ Percent of individuals entering employment post-program completion	
▶ Percent of individuals attaining a short-term credential ⁷	
▶ Percent of individuals attaining an industry-based certification or license	
System Goal: Learners	
▶ Percent of program participants engaged in work-based learning	
▶ Number of new apprenticeship programs developed in traditional and non-traditional occupations	
▶ Number of new apprentices enrolled in new apprenticeship programs in traditional and non-traditional occupations	
System Goal: Partners	
▶ N/A. There are currently no less formal measures assigned to this system goal.	
System Goal: Policy and Planning	
▶ Percent of Child Care Services children enrolled in a Texas Rising Star provider's program	
▶ Number of employers engaged in Texas Workforce Commission-funded child care expansion initiatives	
▶ Partner agency user satisfaction measured by user feedback	
▶ Partner agency user satisfaction measured by collaborative research achieved through product utilization	
▶ Number of Texas workers included in pilot data	
▶ Number of Texas employers represented in the pilot data	
▶ Number of industry-based certifications by certifying entity and certification name	
▶ Percent of veterans receiving employment assistance who self-attest to having an industry-based certification	

⁶ Texas Higher Education Coordinating Board reports on programs in community and technical colleges.

⁷ Texas Workforce Commission reports "percent of individuals attaining short-term credentials in high-demand occupations" and Texas Higher Education Coordinating Board reports the "percent of individuals attaining short-term credentials in high-demand occupations in community and technical colleges."

Formal Measures

As previously stated, the four formal measures include educational achievement, entered employment, employment retention, and customers served. The measures have been incorporated into subsequent strategic plans, including the current plan. State statute requires the formal measures to be generally consistent across workforce programs, and due to this consistency, the Council's annual evaluation has provided a longitudinal, system-wide perspective on the impact of partner agencies' programs and services for over 20 years.

A formal measure is required to be reported to the Council if it is determined to be a significant, intended outcome for a workforce program. These system measures cross workforce programs and establish responsibility for outcomes or outputs that are central to the system's success. As required by statute, program-level data are submitted to the Council by the six partner agencies that administer 23 workforce programs focused on education, workforce, and workforce training services. A list of all the programs with associated formal measures as reported by partner agencies is provided in Appendix C: Formal Measures.

TGC Section 2308.104(c) requires that a formal measure, after approval by the Governor and Legislative Budget Board (LBB), becomes part of the state's performance budget and accounting system and applies to each state agency that administers a workforce program. Formal measures are included in agency legislative appropriation requests and may or may not be specified as key measures.⁸

Less Formal Measures

TGC Section 2308.104(d) requires partner agencies to provide information essential to the implementation of the workforce system strategic plan, as demonstrated by the less formal measures. Less formal measures are attached to each long-range strategy in the eight-year workforce system strategic plan. Less formal measures provide data on the effectiveness of an agency's actions and activities relative to a system strategy to accomplish the related system objective and, ultimately, the workforce goal.

Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031 is the first strategic plan to align agency outcomes for system strategies with less formal measures. Where possible, outcomes for strategies under each system goal area for employers, learners, partners, and policy and planning are consistent across agencies. This allows the Council to aggregate data, measure system-wide outcomes, and compile longitudinal data for the strategies for the duration of the plan period.

Less formal measures are included in the agency action plans to address system strategies and system objectives. Detail on the outputs and outcomes for the less formal measures can be found in the corresponding system goal sections under *2024 Workforce System Performance Outcomes*.

Negotiation Process of the Definitions and Methodologies

Definitions and methodologies for formal performance measures were first negotiated with agencies in 2004. Since then, this process has become a crucial requirement of the system evaluation that ensures consistent data are reported across system strategic plans and throughout the implementation of each plan period.

⁸ Key measures are referenced in the General Appropriations Act [[Performance Measure Reporting in ABEST Instructions for State Agencies](#) (August 2023)]

To achieve a higher degree of consistency when aggregating data across programs, the Council requested that federal common definitions be adopted for the formal measures where relevant and that similar program periods also be used. After renegotiation in 2009, definitions and program periods continued to differ slightly from those used during the previous strategic plan period.

In 2016, the Council worked with partner agencies to review and update the formal measure definitions and methodologies to further align them with the newly enacted Workforce Innovation and Opportunity Act requirements. Both entered employment and employment retention are essentially consistent across partner agencies, and where required, the program periods for reporting were adjusted based on federal guidance.

Upon approval of the current system plan in October 2023, the Council began the negotiation process of the performance measures definitions and methodologies with partner agencies. Definitions and methodologies provide the details on the reporting period, definition, purpose, data source, methodology, data limitations, calculation method, and whether the measure is new for each of the key performance indicators. This mirrors the performance measures guidelines issued by the LBB for agencies submitting strategic plans on a biennial basis.⁹

As a result of these negotiations, no substantial changes were made to the formal measures from the previous plan. The definitions and methodologies for each of the formal measures, as finalized with agencies, were submitted to the LBB on November 1, 2023.

As previously noted, the current strategic plan is the first to align agency outcomes for system strategies with less formal measures. For this reason, negotiations with agencies on the definitions and methodologies for less formal measures took place over several months. The agencies followed the same process and format used for the formal measures to ensure consistent reporting on the same less formal measures.

Data Treatment and Limitations

Most programs are designed to serve participants who meet specific eligibility criteria and have unique needs. Program objectives and desired outcomes vary, and approved definitions and methodologies are program specific. Additionally, integrated service delivery strategies may result in duplication of customer counts across programs. Data subsets (duplicates) include Postsecondary Community and Technical College Corrections—Academic and Technical, which have been adjusted to provide unduplicated counts for educational achievement and customers served.

Explanatory data notes for the formal and less formal measures are included in the following section, as provided verbatim by agencies. For specific measures, the following provides an overview of data treatment and limitations presented in this evaluation report. Detailed information on the limitations and data sources are included in agency's definitions and methodology documents.

- ▶ Program-Level Data: Formal measures data are reported by program through each partner agency as required by statute. Measures are presented as both an absolute number and a percentage and are from the most recent 12-month reporting period available.
- ▶ Unduplicated Data: In most cases, data are unduplicated and conform to reporting definitions and methodologies agreed to by partner agencies. Where known, totals are adjusted to provide an unduplicated count. For example, educational achievement data may include duplicate data where a participant has outcomes for both education and training programs.

⁹ [Instructions for Preparing and Submitting Agency Strategic Plans Fiscal Years 2025 to 2029](#) (February 2024), Schedule B: Performance Measure Definitions.

- ▶ Data Ownership: Some partner agencies process their data, while others have interagency agreements with other partner agencies for data processing. Raw data are confidential records owned by the applicable agency.
- ▶ Unemployment Insurance (UI) Records Time Lag: There is a significant delay in receiving and analyzing UI wage records for measuring employment performance. For example, employment retention is based on participants' status for a full year following program completion. Several factors must be considered, including the time allowed for employers to submit data to TWC and the time necessary for agencies to process and report the data to the Council. This means that the performance data reported each year reflects the outcomes of people who exited services one or two years prior.
- ▶ UI Records Limitations: An unknown number of program exiters obtain jobs that are not covered by the Texas UI system. For example, those who are self-employed or in other contract work, those who relocate and become employed in another state, and those who live in Texas but are employed across state lines are not reported. This lack of coverage results in lower levels of documented employment, which are reflected in lower outcomes when education and training programs are evaluated. More complete data sets may be available if the agency chooses other databases—such as the Wage Record Interchange System or the Federal Employment Data Exchange System—to identify employment with employers who do not file unemployment insurance wages in Texas.

Partner Agency Actions

Partner agency action plans provide specific high-level actions that agency partners intend to take to address system strategies and system objectives. The action plans are organized by the workforce system planning goals.

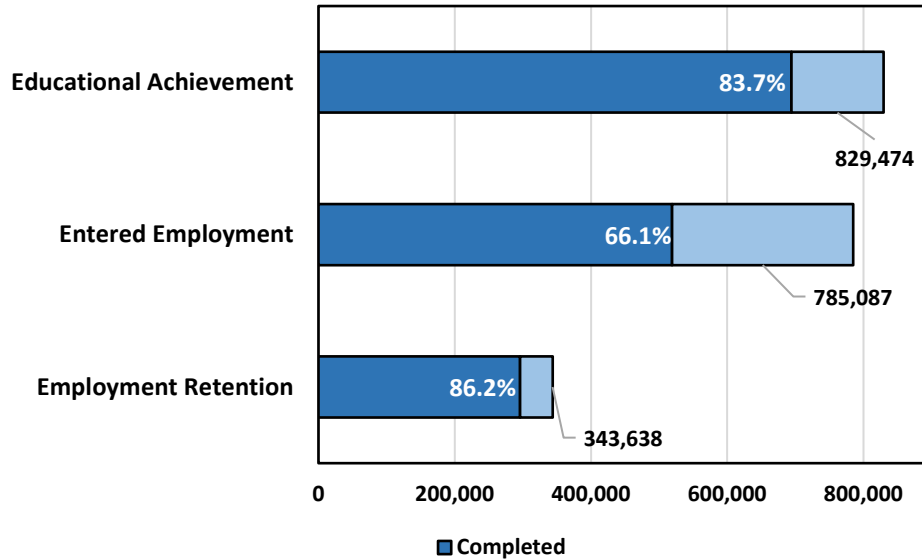
Partner agency implementation of the system plan is evidenced both by information provided in each agency's strategic plan submitted to the LBB in even-numbered years, and reports submitted to the Council on the agency's action plan in odd-numbered years. This approach supports the Council and system partner efforts to continuously monitor and improve the efficiency and effectiveness of the workforce system.

Four-Year Review and Update

During the fourth year of implementation of the system plan, the Council will undertake an update of the agency action plans and performance measures to conduct an analysis of the workforce system. The four-year review and update of the system plan follows the same process conducted under the previous system plan and will ensure the continued currency of the plan. While key performance indicators and agency actions may change during this update, the evaluation framework will remain consistent.

2024 Workforce System Performance Outcomes

Educational Achievement, Entered Employment, Employment Retention: Aggregate Totals



FY 2024 Workforce System Outcomes

694,106 (83.7%) Attained Educational Achievement
Individuals who completed a degree, certification, credential, or other measures of educational achievement.

521,922 (66.1%) Entered Employment/Education/Training
Individuals who entered employment and/or were enrolled in education or training after program exit.

298,839 (86.2%) Retained Employment/Education/Training
Individuals who retained employment and/or were enrolled in education or training after program exit.

4,393,615 Customers Served
Individuals who received services through the Texas workforce system.

2024 Formal Measures by Agency

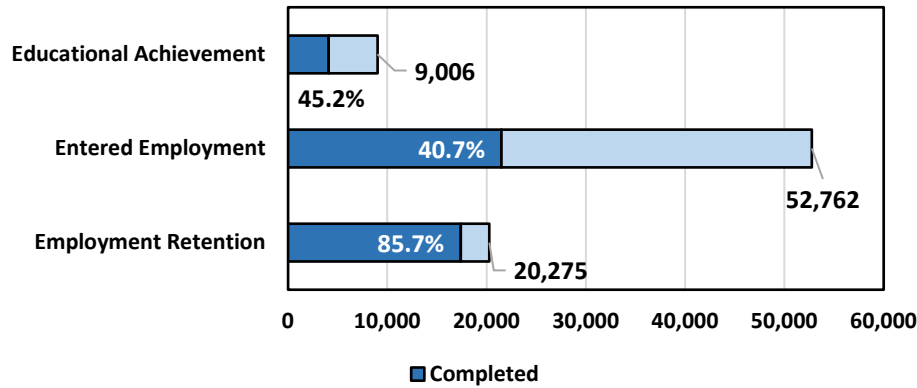
Workforce System Partner	Educational Achievement	Entered Employment	Employment Retention	Customers Served
2024 Formal Measures Aggregate Totals	694,106	521,922	298,839	4,393,615
Texas Department of Criminal Justice	483			4,061
Texas Education Agency	639,643	186,466		3,245,141
Texas Higher Education Coordinating Board	40,640	95,105	100,484	627,863
Texas Juvenile Justice Department	198			2,196
Texas Veterans Commission		2,859	2,736	5,200
Texas Workforce Commission	13,142	237,492	195,619	513,215

Customers Served in 2024 by Agency

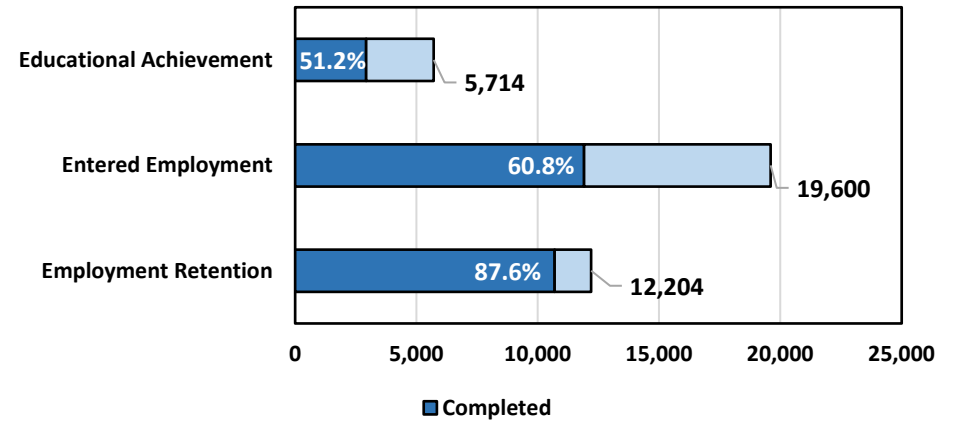
Partner Agency	Program	Evaluation Year 2024
Texas Department of Criminal Justice	Postsecondary Community and Technical College Corrections - Academic and Technical	4,061
<i>Texas Department of Criminal Justice Subtotal</i>		4,061
Texas Education Agency	Secondary Academic Education, Windham	41,649
	Secondary Career and Technical Education – Perkins V [CTE]	1,505,226
	Secondary Education	1,686,941
	Secondary Career and Technical Education, Windham [CTE]	11,325
<i>Texas Education Agency Subtotal</i>		3,245,141
Texas Higher Education Coordinating Board	Community and Technical College Academic Education	471,117
	Community and Technical College Technical Education [CTE]	156,746
<i>Texas Higher Education Coordinating Board Subtotal</i>		627,863
Texas Juvenile Justice Department	Secondary Academic Education, Youth Corrections	1,192
	Secondary Technical Education, Youth Corrections [CTE]	1,004
<i>Texas Juvenile Justice Department Subtotal</i>		2,196
Texas Veterans Commission	Veterans Employment Services	5,200
<i>Texas Veterans Commission Subtotal</i>		5,200
Texas Workforce Commission	Adult Education – Workforce Innovation and Opportunity Act (WIOA), Title II	73,539
	Adults - WIOA, Title I	17,419
	Apprenticeship, Chapter 133	12,277
	Dislocated Workers - WIOA, Title I	5,433
	Employment Services, Wagner-Peyser - WIOA, Title III	293,967
	Self-Sufficiency Fund	531
	Senior Community Service Employment Program	713
	Skills Development Fund	6,739
	Supplemental Nutrition Assistance Program Employment and Training	14,186
	Temporary Assistance for Needy Families Choices	8,619
	Trade Adjustment Assistance	128
	Vocational Rehabilitation Services – WIOA, Title IV	69,253
	Youth - WIOA, Title I	10,411
<i>Texas Workforce Commission Subtotal</i>		513,215
Customers Served Aggregated Measure Total		4,393,615

Note: TDCJ Postsecondary Community and Technical College Corrections - Academic and Technical is a subset of CTC Academic/Technical and is excluded from the aggregate total for an unduplicated count.

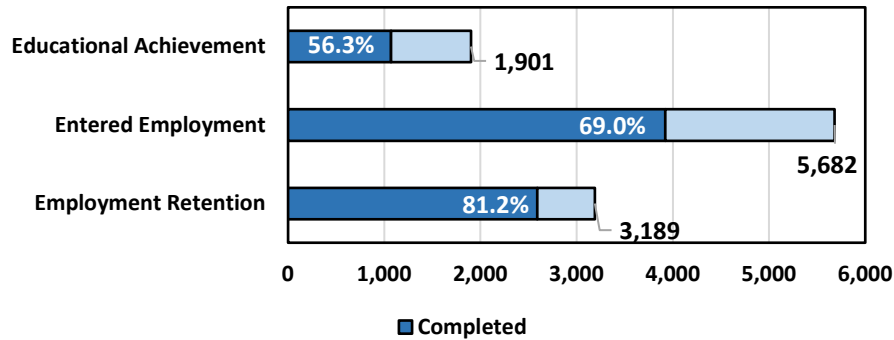
Adult Education, WIOA Title II Program in 2024



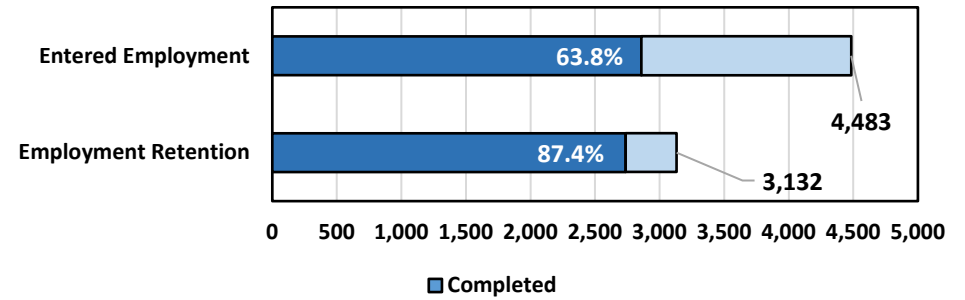
Vocational Rehabilitation, WIOA Title IV Program in 2024



Youth, WIOA Title I Program in 2024



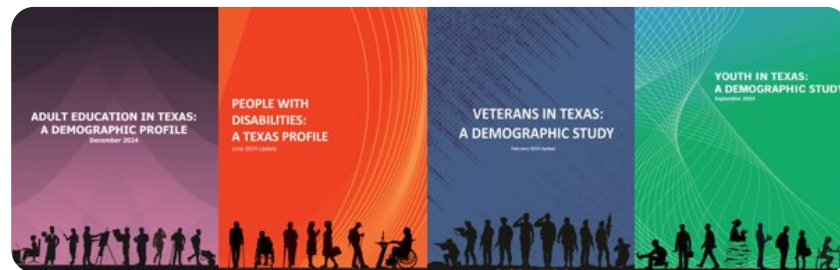
Veterans Employment Services Program in 2024



Visit the Council's website to access demographic reports on the populations served by programs presented on this page, including:

- *Adult Education in Texas: A Demographic Profile*
- *People with Disabilities: A Texas Profile*
- *Veterans in Texas: A Demographic Study*
- *Youth in Texas: A Demographic Study*

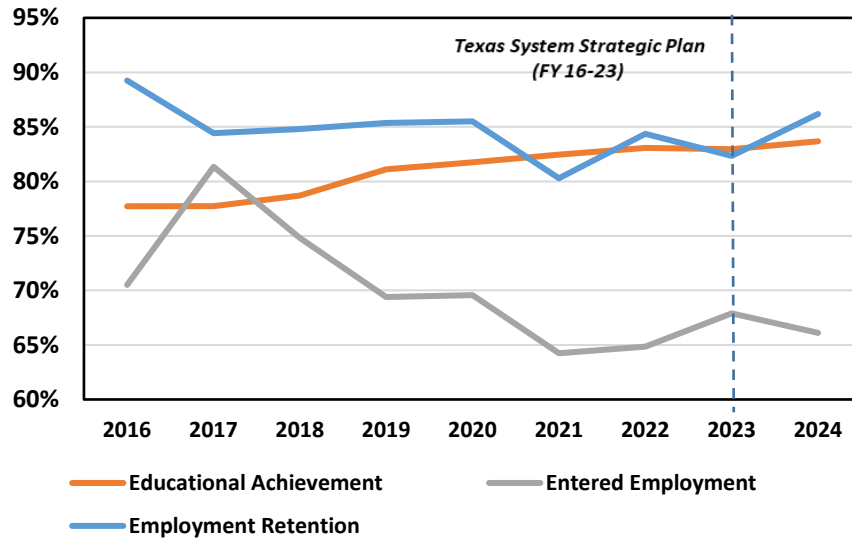
<https://gov.texas.gov/organization/twic/demographics>



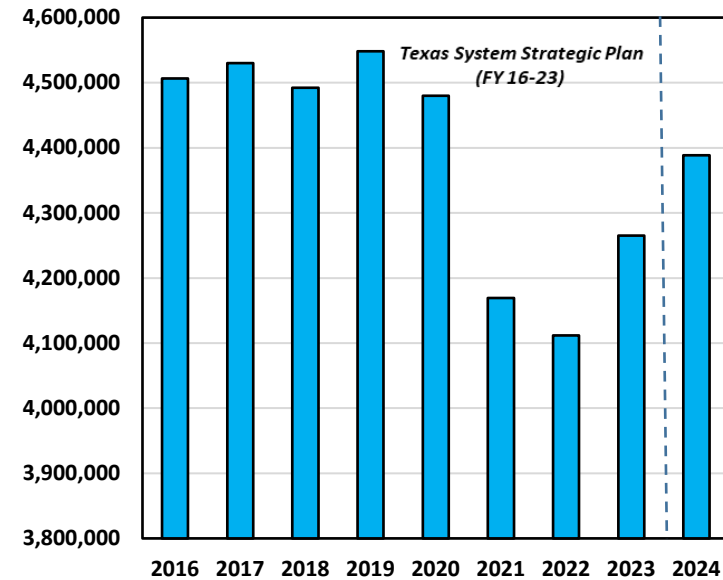
Formal Measures Longitudinal Data (2016-2024)

The following tables provide data for the entirety of the previous eight-year system plan, *The Texas Workforce System Strategic Plan FY 2016–FY 2023 (2020 Update)* and the first year of system implementation under *Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031*.

Educational Achievement, Entered Employment, Employment Retention (2016-2024)



Customers Served (2016-2024)



Formal Measures (2016-2024)

Formal Measure	2016	2017	2018	2019	2020	2021	2022	2023	2024
Educational Achievement	77.72%	77.73%	78.69%	81.11%	81.76%	82.45%	83.06%	82.95%	83.68%
Entered Employment	70.50%	81.34%	74.83%	69.40%	69.56%	64.24%	64.84%	67.91%	66.10%
Employment Retention	89.25%	84.41%	84.80%	85.36%	85.52%	80.29%	84.36%	82.33%	86.18%
Customers Served	4,506,632	4,529,891	4,492,313	4,548,288	4,480,177	4,169,138	4,111,534	4,265,132	4,393,615

Data Notes on 2024 Workforce System Performance Outcomes

Explanatory notes on the formal measures data as provided by the agencies is presented below by agency, measure, and program, where applicable. Information from agency data submissions may be verbatim or paraphrased.

Texas Department of Criminal Justice

Educational Achievement (Postsecondary Community and Technical College Corrections – Academic and Technical)

Denominator is reflected as number of students served combined. Numerator is reflected as number of degrees/certification completions for fiscal year time period.

Customers Served (Educational Achievement, Postsecondary Community and Technical College Corrections – Academic and Technical)

No. of Students Served = number of academic and vocational students combined (counted only once)/actual number of inmates taking class/classes.

Additional Explanatory Notes

Number of certificates and degrees increased for 2024 due to the college's course timelines. Timelines can vary from six months to two years depending on course. Central Texas College had no enrollments for Vocational for fiscal year 2024 (FY24) and Southwest Texas Junior College had no enrollments for FY24. There are a significant number of inmate students that enrolled in 2024 that will not complete their course or graduate until 2025. College's enrollments are done as cohorts.

Texas Education Agency

Educational Achievement (Secondary Academic Education, Windham)

Operational adjustments were made due to TDCJ's restricted movement (9/6/2023 - 10/16/2023) across the state for security searches. Students were unable to access and complete assessments during this time. In addition, 11 Windham campuses were unable to GED® test until January 2024 due to technology onboarding.

Educational Achievement (Secondary Career and Technical Education – Perkins V [CTE])

TEA dates for graduates changed from prior years to more accurately reflect the calculation time period for the data. The change in dates on the report should not result in issues with comparisons to prior years. Districts report all graduates to TEA in submission 1 of the following year for the prior year graduates. For example, district graduates from 9/1/2022 – 8/31/2023 are reported by December 2023 and data are available for analysis in February 2024.

Educational Achievement (Secondary Education)

TEA dates for graduates changed from prior years to more accurately reflect the calculation time period for the data. The change in dates on the report should not result in issues with comparisons to prior years. Districts report all graduates to TEA in submission 1 of the following year for the prior year graduates. For example, district graduates from 9/1/2022 – 8/31/2023 are reported by December 2023 and data are available for analysis in February 2024.

Customers Served (Secondary Academic Education, Windham)

Windham policy change reducing overall classroom capacity aimed to improve student achievement.

Customers Served (Secondary Career and Technical Education, Windham [CTE])

Windham has focused on ensuring that students completing CTE programs have demonstrated all of the skills in the curriculum and appropriate repetition of skills to ensure quality completers. This focus extends the time students are enrolled in the class, which decreases the number of CTE enrollments.

Texas Juvenile Justice Department

Additional Explanatory Notes

Reduction in industry certifications from previous year is due to the application of additional specifications to the measure definition by the Council. TJJD students earned 385 industry related certifications, but all do not meet the definition for Council reporting regarding IBCs and short-term credentials.

Texas Veterans Commission

Additional Explanatory Notes

Overall, delays have been experienced in reporting during TWC's transition to its new database and reporting procedures.

Additional Data Notes for Less Formal Measures

Additional explanatory notes on the less formal measures data as provided by the agencies is presented below by agency. Information from agency data submissions may be verbatim or paraphrased. Data notes for specific less formal measures are presented in each goal-area section.

Texas Department of Criminal Justice

Additional Explanatory Notes

Certification and training offered in coordination between the Manufacturing, Agribusiness and Logistics Division and Windham School District, including on-the-job (OJT) training, apprenticeships and American Welding Society (AWS) will be reported by Windham School District.

Texas Juvenile Justice Department

Additional Explanatory Notes

The reporting period is 9/1/2023-8/31/2024 for the formal measure, Industrial Certification Rate in JJD Operated Schools and the reporting period for the less formal measure, Number of Industry-based Certification Awarded is 8/1/2023 - 7/31/2024.

Employers System Goal

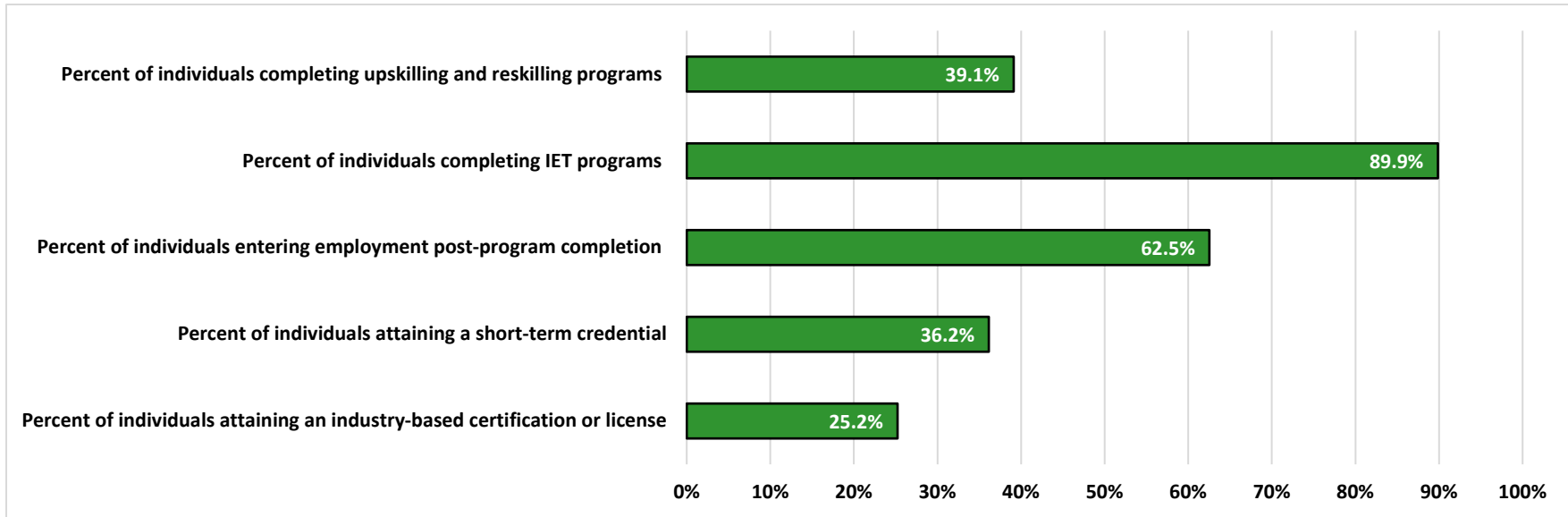
Accelerate the delivery of relevant education and training programs to meet the demand of employers.

<i>System Objective</i>	<i>System Strategy</i>	<i>Responsible Agencies</i>	<i>How Progress is Measured (Less Formal Measures)</i>
Increase upskilling and reskilling programs	Institute and expand upskilling and reskilling programs as part of core education and training inventory, with an emphasis on meeting the needs of employers for middle-skill workers.	TWC THECB TDCJ WSD	<ul style="list-style-type: none"> ▪ Number of individuals enrolled in upskilling and reskilling programs¹⁰ ▪ Percent of individuals completing upskilling and reskilling programs¹⁰
Increase adult education transition to employment	Expand integrated education and training (IET) programs for middle-skill occupations and increase learner persistence to completion, certification, and employment.	TWC	<ul style="list-style-type: none"> ▪ Percent of individuals completing IET programs ▪ Percent of individuals entering employment post-program completion
Increase short-term credentials in high demand occupations	Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.	TWC THECB TEA TDCJ WSD TJJD	<ul style="list-style-type: none"> ▪ Percent of individuals attaining a short-term credential¹¹ ▪ Percent of individuals attaining an industry-based certification or license

¹⁰ THECB reports on programs in community and technical colleges.

¹¹ TWC reports “percent of individuals attaining short-term credentials in high-demand occupations” and THECB reports the “percent of individuals attaining short-term credentials in high-demand occupations in community and technical colleges.”

2024 Employers System Goal Outcomes



2024 Less Formal Measures Reported by Agencies

	Aggregate Total	TWC	THECB	TEA	TDCJ	WSD	TJJD
Number of individuals enrolled in upskilling and reskilling programs	125,647	18,709	90,367		3,957	12,614	
Percent of individuals completing upskilling and reskilling programs	39.1%	100.0%	20.0%		53.5%	81.1%	
Percent of individuals completing IET programs	89.9%	89.9%					
Percent of individuals entering employment post-program completion	62.5%	62.5%					
Percent of individuals attaining a short-term credential	36.2%	<i>See data note</i>	26.2%		46.7%	88.4%	18.4%
Percent of individuals attaining an industry-based certification or license	25.2%			25.2%			

Data Notes for Employers System Goal Less Formal Measures

Explanatory notes on the less formal measures data related to the employers system goal as provided by the agencies is presented below by agency. Information from agency data submissions may be verbatim or paraphrased.

Texas Education Agency

Percent of individuals attaining an industry-based certification or license

TEA used the 2024-25 industry-based certification (IBC) for program of study crosswalk as this crosswalk is what will be applied in the final career readiness indicator. Graduates in 2023 earned other IBCs that sunset after the 2023-24 year that were not included in the calculation of the numerator.

Texas Higher Education Coordinating Board

Number of individuals enrolled in upskilling and reskilling programs in community and technical colleges

Limitations: CBM00M records the completion of OSAs, not enrollment. We are using FY2023 CBM00M records and assuming that individuals listed as completing OSAs were also enrolled at this period of time. We do not have exact dates of enrollment for TRUE grant students. We are including students listed as enrolled, completed, stopped out, and stopped out/re-enrolled at any time in FY 2023. We do not have TRUE grant data from all institutions that received TRUE grants at the time of analysis. Although the submission deadline was 8/30/24, some schools have not submitted, and others have been asked to resubmit. Student-level data for ICLCs is not collected at this time. TWC data is used to determine if a student was employed at any point in the three years prior to enrolling in higher ed. TWC data excludes those working outside of the state of Texas, as well as contract workers.

Percent of individuals completing upskilling and reskilling programs in community and technical colleges

Limitations: We do not have TRUE grant data from all institutions that received TRUE grants at the time of analysis. Although the submission deadline was 8/30/24, some schools have not submitted, and others have been asked to resubmit. Student-level data for ICLCs is not collected at this time.

Percent of individuals attaining short-term credentials in high-demand occupations in community and technical colleges

Limitations: CBM00M records the completion of OSAs, not enrollment. We are using FY2023 CBM00M records and assuming that individuals listed as completing OSAs were also enrolled at this period of time. We do not have exact dates of enrollment for TRUE grant students. We are including students listed as enrolled, completed, stopped out, and stopped out/re-enrolled at any time in FY 2023. We do not have TRUE grant data from all institutions that received TRUE grants at the time of analysis. Although the submission deadline was 8/30/24, some schools have not submitted, and others have been asked to resubmit. Student-level data for ICLCs is not collected at this time.

Texas Workforce Commission

Percent of individuals attaining short-term credentials in high-demand occupations

TWC has three agency actions related to increasing short-term credentials in high-demand occupations. The actions related to data are expected to be completed no later than the end of state fiscal year 2025. Once the actions are complete, TWC will evaluate the availability of suitable data for reporting.

Employers System Goal Implementation Highlights

The following provides highlights of the system strategies implemented by partner agencies to support the employers system goal to accelerate the delivery of relevant education and training programs to meet the demand of employers. Information from agency strategic plans may be verbatim or paraphrased from the plans.

System Strategy: Institute and expand upskilling and reskilling programs as part of core education and training inventory, with an emphasis on meeting the needs of employers for middle-skill workers.

In March 2023, the **Texas Workforce Commission (TWC)** invested \$5 million of federal Workforce Innovation and Opportunity Act funds to pilot Upskill Texas, a training initiative designed to rapidly upskill incumbent workers in Texas. During the system plan period, TWC will assist workers in obtaining the skills necessary to fill critical occupations identified by industry. To achieve this, the agency plans to upskill the current workforce through work-based learning strategies and workforce and education services. Furthermore, the agency will continue to develop and deploy programs to end the middle-skills gap. Additionally, TWC will expand programs and continue grants to prepare skilled workers in high-demand industries. Notably, examples include an increase in \$19 million for the Skills Development Fund in the fiscal 2024-2025 biennium as well as \$15 million in fiscal year (FY) 2024 for Jobs and Education for Texans grants, dedicated to supporting career and technical education programs across Texas. The agency is also implementing the new Lone Star Workforce of the Future Fund to train qualified workers for entry- to mid-level jobs in high-demand occupations.

In alignment with House Bill (HB) 8 (88th Texas Legislature, Regular Session), the **Texas Higher Education Coordinating Board (THECB)** has integrated credentials into the community college finance model to include upskilling and reskilling programs. The credentials include occupational skills awards, institutional credentials leading to licensure or certification, and third-party credentials. In the funding model, the credentials are eligible for funding, attract a higher payment rate for high-demand fields, and are weighted for adult students aged 25 years or older when enrolled in the program. The Texas Reskilling and Upskilling through Education (TRUE) Grant Program, funded by the 88th Texas Legislature, is explicitly designed to support upskilling and reskilling programs. In FY 2024, \$12.5 million was distributed through a competitive request for applications process. Through the grant, community and technical college grant applicants must consult with workforce system stakeholders and prioritize high-demand occupations. In FY 2024, THECB established a workforce education stakeholder workgroup, which completed its work in March 2024 to vet and provide feedback on proposed rules regarding the approval of new and revised career and technical education programs. In April 2024, the workgroup began the process of revising the Workforce Education Course Manual to align with the rules and more effectively communicate programmatic requirements to the field, supporting upskilling and reskilling programs.

A major goal of **Texas Department of Criminal Justice (TDCJ) and Windham School District (Windham)** is the successful integration of men and women into Texas communities following incarceration with an emphasis on high-demand, high-wage, sustainable employment, and opportunities for advancement. One joint workforce initiative to accomplish this is the implementation and expansion of upskilling and reskilling programs. Another significant goal of the TDCJ is to develop and provide evidence-based or evidence-informed rehabilitation and reentry programs that reduce recidivism and facilitate positive change in the lives of people during incarceration. TDCJ will increase opportunities for participants to

apply skills learned through Windham and other agency division programs to secure sustainable post-release employment. TDCJ and Windham will continue to promote opportunities for employers to engage with program participants prior to reentry (pre-release) and review Texas Workforce Commission labor market trends and industry feedback to identify workforce trends. These actions align with TDCJ and Windham's goal of facilitating 95 percent of work-capable people obtaining meaningful employment pre-release to support successful reentry outcomes.

System Strategy: Expand integrated education and training programs for middle-skill occupations and increase learner persistence to completion, certification, and employment.

TWC reports that the agency will continue to expand industry-targeted integrated education and training programs for middle-skill occupations and engage with businesses and employer organizations to develop models that incorporate occupation-specific skills and work readiness requirements into adult education and literacy services.

System Strategy: Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.

TWC administers programs that assist Texans seeking to obtain the skills needed for employment in high-demand occupations. The Jobs and Education for Texans program provides grants to eligible entities for equipment necessary for the development of career and technical education courses or programs that lead to a license, certificate, or post-secondary degree in a high-demand occupation.

THECB collaborated with TWC to identify high-demand fields and occupations at the state and regional levels that are central to the new community college finance model, per HB 8. The agency consulted with TWC on high-demand occupations and employment outcomes, using unemployment insurance wage data for fundable credentials in the community college finance model and the return on investment through the application of the credentials of value formula. In fiscal year 2024, the agency worked with its workforce education workgroup to improve agency program approval processes, which are included in rule to be effective September 1, 2024.

In the 2024–2025 school year, the **Texas Education Agency's (TEA)** list of industry-based certifications for public school accountability will be developed for release, coinciding with the implementation of the refreshed career and technical education programs of study. The programs of study incorporate a coherent and scaffolded sequence of courses, work-based learning experiences, and relevant, stackable credentials, particularly industry-based certifications. The programs of study were refreshed through a robust cross-sector stakeholder engagement process in the spring of 2023, and the proposed updates will be implemented in the coming 2024-2025 school year.

TDCJ and **Windham** will, by August 2027, assess student populations within the system to determine locations that demonstrate high turnover and turnaround time for release. Findings will support the recommendation to add programs that result in the award of short-term credentials and certifications at the highest-performing locations. In collaboration with Windham and occupational licensing entities, TDCJ will support pathways for the timely award of occupational licenses for graduates of short-term programs. The agency will continue providing identification documents and a county-specific resource

guide to releasing inmates and maintain an automated tool for sharing pre-release job training and certification information with potential employers.

Texas Juvenile Justice Department's (TJJD) Career and Technical Education Advisory Committee, which includes participation from TEA, TWC, Texas Department of Licensing and Regulation, and Texas Department of Family and Protective Services (DFPS), is anticipated to receive final board approval in August 2024. The committee is one of many partnerships noted by TJJD that support the strategy to increase short-term credentials for youth. Partnerships within the agency, such as with its Research and Information and Technology divisions and with Texas State Technical College, will assist the agency in identifying short-term credential opportunities for students.

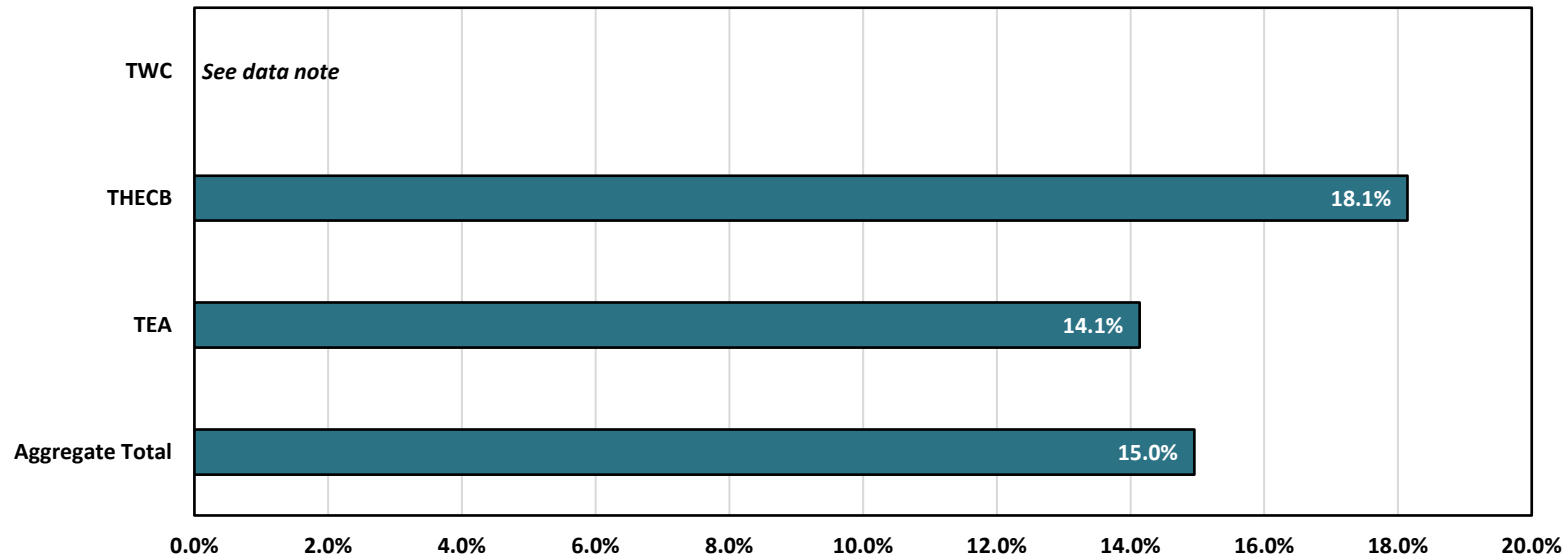
Learners System Goal

Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.

<i>System Objective</i>	<i>System Strategy</i>	<i>Responsible Agencies</i>	<i>How Progress is Measured (Less Formal Measures)</i>
Increase work-based learning	Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.	TWC THECB TEA	<ul style="list-style-type: none"> ▪ Percent of program participants engaged in work-based learning
Increase apprenticeship	Expand registered and industry-recognized apprenticeship programs in both traditional and non-traditional areas to ease workforce shortages through engaging and assisting employers to begin new programs.	TWC WSD	<ul style="list-style-type: none"> ▪ Number of new apprenticeship programs developed in traditional and non-traditional occupations ▪ Number of new apprentices enrolled in new apprenticeship programs in traditional and non-traditional occupations

2024 Learners System Goal Outcomes

Percent of Program Participants Engaged in Work-Based Learning



2024 Less Formal Measures Reported by Agencies

		Aggregate Total	TEA	THECB	TWC	WSD
Percent of program participants engaged in work-based learning	Numerator	113,897	85,652	28,245	See data note	
	Denominator	761,637	605,952	155,685		
	Percent	15.0%	14.1%	18.1%		
Number of new apprenticeship programs developed in traditional and non-traditional occupations		33			33	0
Number of new apprentices enrolled in new apprenticeship programs in traditional and non-traditional occupations		5,372			5,372	0

Data Notes for Learners System Goal Less Formal Measures

Explanatory notes on the less formal measures data related to the learners system goal as provided by the agencies is presented below by agency. Information from agency data submissions may be verbatim or paraphrased.

Texas Education Agency

Percent of program participants engaged in work-based learning

CTE 'participants' do not need to concentrate or complete an aligned sequence of CTE courses. The numerator is based on students who were reported by districts in course completion file; however, students may not have received credit for the course, i.e., successfully completed.

Texas Higher Education Coordinating Board

Percent of program participants engaged in work-based learning

Limitations: We do not have data on students who have formally applied for associate degrees, so we relied on students' reported intent to earn an associate degree in the CBMOC1 to estimate those who have applied. Similarly, we used the intent to earn a certificate and the declared major in technical or tech-prep programs to identify students enrolled in workforce education certificates. The type of instruction is only available in the CBMOCS report, not in the CBM00A. While we were able to match students from the CBMOC1 to the CBMOCS to identify those meeting WECM course requirements, we could not use the same method to match students who took WECM courses using CBM00A data.

Texas Workforce Commission

Percent of program participants engaged in work-based learning

TWC has four agency actions related to increasing work-based learning. Actions related to data are expected to be completed by December 31, 2025 in accordance with the timeline set forth in the system strategic plan. Once complete, TWC will evaluate the availability of suitable data for reporting.

Learners System Goal Implementation Highlights

The following provides highlights of the system strategies implemented by partner agencies to support the learners system goal to accelerate the expansion of and access to work-based skills and knowledge acquisition to respond to the needs of learners. Information from agency strategic plans may be verbatim or paraphrased from the plans.

System Strategy: Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.

The **Texas Workforce Commission (TWC)** projects that state employment will grow to 15.4 million by 2030 and emphasizes the need to support employers' needs for experienced workers by providing work-based learning opportunities in areas of high employment demand, such as healthcare and technology. The agency's engagement with industry to address both current and future workforce needs aims to ensure that apprenticeship, pre-apprenticeship opportunities, and other work-based learning strategies, such as internships and mentorships, are readily available and aligned with employer needs. By September 2024, agency divisions will have identified programs in which work-based learning is an important pre-employment strategy for youth and adults. The agency also reports that, along with Tri-Agency Workforce Initiative (Tri-Agency) partners, it will design and develop processes for tracking work-based learning by January 2026.

The **Texas Higher Education Coordinating Board (THECB)** has worked with the Texas Education Agency (TEA) and TWC as part of the Tri-Agency to disseminate a work-based learning framework. In fiscal year 2024, the agencies developed a plan to both inventory and expand work-based learning and their respective programs. THECB has identified courses in the Workforce Education Course Manual that align with the work-based learning framework. Additionally, work is underway to assist community and technical colleges to create digital learning platforms to facilitate course sharing. The agency tracks courses that meet the definition of work-based learning and evaluates the availability of work-based course data in its required community and technical college reports. In its plan, THECB highlighted a program focused on work-based internships, the Texas Off-Campus: Reinforcing Knowledge and Skills Internship Program, and is actively engaged in recruiting new employers to participate in the program.

The Pathways initiative is at the heart of **TEA's** shared responsibility with TWC and THECB in the Tri-Agency. This initiative has three broad goal areas: 1.) Develop an infrastructure of high-quality student pathways by braiding career and technical education with rigorous academic preparation; 2.) Foster innovative implementation models of student pathways by balancing growth and quality of local and regional programs; and 3.) Support student navigation of pathways through developing resources for quality advising. The agency will continue to support and expand college and career readiness models, such as Pathways in Technology Early College High Schools (P-TECH). The P-TECH program provides a smooth transitional experience for students from high school to postsecondary education and employment. It allows students to earn postsecondary credentials and/or industry-based certifications. Students receive work-based learning experience at every grade level and have up to six years to earn a high school diploma and a certification and/or postsecondary degree.

System Strategy: Expand registered and industry-recognized apprenticeship programs in both traditional and non-traditional areas to ease workforce shortages through engaging and assisting employers to begin new programs.

Through career education, skills training, and labor market information, **TWC** enhances the employability, earnings, and standard of living for Texas workers and continues to place individuals on rewarding career pathways to support closing the middle-skills gap. In support of these goals, Texas is investing nearly \$26 million in new funding for apprenticeship and pre-apprenticeship programs in FY 2024. Apprenticeship Texas continues to expand, allowing Texas employers to access apprentices and provide training tailored to their specific business. Apprentices will continue to benefit from earn-while-you-learn models, gaining skills and credentials to compete in the global economy.

Texas Department of Criminal Justice (TDCJ) and **Windham School District (Windham)** will review data related to employment outlook and projections to inform decisions related to career and technical education course offerings. Opportunities to add registered apprenticeship programs not currently represented in traditional and nontraditional occupations are based on this data. In collaboration with TDCJ, Windham will aid in developing and monitoring a classification process that routes eligible graduates from Windham programs to apprenticeships in the field of training. Additionally, TDCJ and Windham will meet regularly to review data that supports the development of career pathways for students. Windham will facilitate quarterly meetings of the various TDCJ divisions to discuss and monitor apprenticeship participation, expansion, and outcomes.

Partners System Goal

Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.

<i>System Objective</i>	<i>System Strategy</i>	<i>Responsible Agencies</i>	<i>How Progress is Measured (Less Formal Measures)</i>
Identify credentials of value	Develop and execute a model to identify credentials of value – including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.	TWC THECB TEA	<i>There are currently no less formal measures assigned to this system goal.</i>
Clarify and connect pathways	Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.	THECB TEA	<i>There are currently no less formal measures assigned to this system goal.</i>

Partners System Goal Implementation Highlights

The following provides highlights of the system strategies implemented by partner agencies to support the partners system goal to accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making. Information from agency strategic plans may be verbatim or paraphrased from the plans.

System Strategy: Develop and execute a model to identify credentials of value – including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.

The **Texas Workforce Commission (TWC)** reports that it will identify credentials of value by August 2027. Working with Tri-Agency partners, TWC will analyze and determine whether and how the credential of value (CoV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas.

The **Texas Higher Education Coordinating Board (THECB)** shared its CoV methodology with TWC and TEA as part of the Tri-Agency. The three agencies continue discussions to determine the applicability of CoV determination across secondary and workforce development programs. Additionally, the agency is using CoV methodology in the outcome evaluation of career and technical education programs in community colleges in Texas.

Texas Education Agency's (TEA) third strategic priority, to connect high school to career and college, emphasizes the importance of CoVs and states that all students need strong skills upon graduation from high school. TEA calls for the state to improve the percentage of 24-year-olds who complete secondary education and have earned a 2-year degree, 4-year degree, credential of value, or enlisted in the military while closing achievement gaps. To accomplish this agency priority, TEA will gather relevant, valid, and reliable information about college, career, and military readiness among students in grades K-12 and will collect relevant financial, operational, and programmatic information about school systems in the most critical areas. The agency will ensure appropriate quality controls are in place so that all information gathered is accurate.

System Strategy: Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.

THECB, in coordination with the Tri-Agency, is participating in the Texas Regional Pathways Network (TRPN) to support regional career pathways that address the needs of students and employers. The agency supports the work of the Texas Association of Community Colleges' Texas Success Center in its work on career pathways, which support career and technical education programs in community colleges.

Through 2029, **TEA** will continue to expand TRPN to cover more regions in the state. The expansion effort will focus on ensuring that regional conveners will support and facilitate key stakeholder partnerships (e.g., districts, institutions of higher education, industry partners, and community partners) and enable them to collaborate to provide comprehensive, high-quality P-20 Pathways for students. TRPN focuses on supporting districts, with the support of Tri-Agency partners and other key stakeholders, to provide pathways that include college credit opportunities in high school, industry-

based certifications, work-based learning opportunities, and high-quality advising beginning in early grades. These pathways align the educational goals of Texas with 60x30TX and enable students to transition seamlessly through high school into postsecondary education and careers, particularly in high-demand, high-wage sectors.

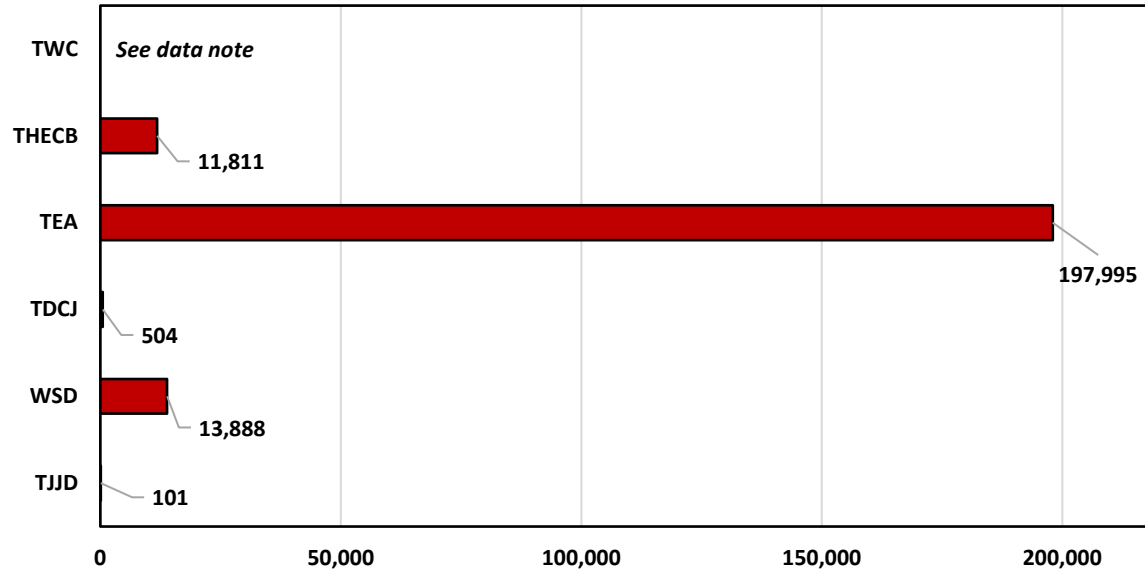
Policy and Planning System Goal

Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.

<i>System Objective</i>	<i>System Strategy</i>	<i>Responsible Agencies</i>	<i>How Progress is Measured (Less Formal Measures)</i>
Increase Texas Rising Star certification levels	Promote and support the attainment of high-tier Texas Rising Star certification by all child care providers.	TWC	<ul style="list-style-type: none"> ▪ Percent of Child Care Services children enrolled in a Texas Rising Star provider’s program ▪ Number of employers engaged in Texas Workforce Commission-funded child care expansion initiatives
Identify and quantify quality outcomes	Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.	TWC THECB TEA	<ul style="list-style-type: none"> ▪ Partner agency user satisfaction measured by user feedback ▪ Partner agency user satisfaction measured by collaborative research achieved through product utilization
Enhance wage record	Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.	TWC THECB TEA	<ul style="list-style-type: none"> ▪ Number of Texas workers included in pilot data (TWC) ▪ Number of Texas employers represented in the pilot data (TWC)
Identify and collect industry-based certification data	Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.	TWC THECB TEA TDCJ WSD TJJD TVC	<ul style="list-style-type: none"> ▪ Number of industry-based certifications by certifying entity and certification name ▪ Percent of veterans receiving employment assistance who self-attest to having an industry-based certification

2024 Policy and Planning System Goal Outcomes

Number of industry-based certifications awarded by agency



2024 Less Formal Measures Aggregate Totals

Percent of Child Care Services children enrolled in a Texas Rising Star provider's program	See data note
Number of employers engaged in Texas Workforce Commission-funded child care expansion initiatives	610
Partner agency user satisfaction measured by user feedback	User satisfaction rate = 83%
Partner agency user satisfaction measured by collaborative research achieved through product utilization	User satisfaction rate = 100%
Number of Texas workers included in pilot data	See data note
Number of Texas employers represented in the pilot data	See data note
Number of industry-based certifications awarded by certifying entity and certification name	224,299
Percent of veterans receiving employment assistance who self-attest to having an industry-based certification	See data note

Top Industry-based Certifications Awarded by Agency

A list of the top industry-based certifications (IBCs) awarded by agencies is presented below by IBC name, certifying entity name, and the number of IBCs awarded. Information from agency data submissions may be verbatim or paraphrased. IBC lists submitted by agencies is available in Appendix A: Industry-based Certifications Awarded by Agencies.

Texas Higher Education Coordinating Board

IBC Name	Certifying Entity Name	IBCs Awarded
--	National Registry of Emergency Medical Technician's (NREMT)	1,856
--	National Council of State Boards of Nursing (NCSBN) - NCLEX Exam	1,216
--	National Health Career Association	1,089
--	American Registry of Radiologic Technologists (ARRT)	711
--	Certiport	529
--	Automotive Service Excellence (ASE)	431
--	Occupational Safety & Health Administration/OSHA Training Institute	417
--	NCSBN-NCLEX exam-National Council of State Boards of Nursing	391
--	Registered Health Information Technician (RHIT)	388
--	AWS D1.1-3G (American Welding Society)	368

Texas Education Agency

IBC Name	Certifying Entity Name	IBCs Awarded
Microsoft Office Specialist Word	Microsoft	22,711
Adobe Certified Professional in Visual Design w/Photoshop	Adobe	11,026
Google Analytics Individual Qualification	Google	10,620
Entrepreneurship and Small Business	Certiport	10,452
AWS D9.1 Sheet Metal Welding	American Welding Society	9,926
Microsoft Office Specialist Excel	Microsoft	7,573
NCCER Core	NCCER	7,383

IBC Name	Certifying Entity Name	IBCs Awarded
AWS D1.1 Structural Steel	American Welding Society	6,182
Servsafe Manager	National Restaurant Association	6,142
Microsoft Office Specialist: Microsoft Word Expert (Word)	Microsoft	5,884

Texas Department of Criminal Justice

IBC Name	Certifying Entity Name	IBCs Awarded
Forklift Operator Safety Training	Overton Safety Training, Inc.	484
Literary (UEB)	Library of Congress	14
Transcriber Music	Library of Congress	2
Literary (UEB) Proficiency	Library of Congress	1
Textbook Formatting	National Braille Association	1
Brakes	Automotive Service Excellence	1
Electrical/Electronic Systems	Automotive Service Excellence	1

Windham School District

IBC Name	Certifying Entity Name	IBCs Awarded
NCCER, Core	National Center for Construction Education & Research	2,311
NCCER, Const. Site Safety	National Center for Construction Education & Research	2,249
OSHA, 10-Hour Construction	Texas A&M Engineering Extension Services	1,033
Certified Customer Service Specialist (CSS)	Electronics Technician Association	911
ServSafe Food Handler	US National Restaurant Association	570
NCCER, Electrical Level-1	National Center for Construction Education & Research	499
C-Tech Telecommunications	C-Tech Manufacturing	438
C-Tech Fiber Optics	C-Tech Manufacturing	413
C-Tech Copper and Cabling	C-Tech Manufacturing	388
OSHA, 10-Hour Industry	Texas A&M Engineering Extension Services	370

Texas Juvenile Justice Department

IBC Name	Certifying Entity Name	IBCs Awarded
NCCER - Core Curriculum	National Center for Construction Education & Research	76

IBC Name	Certifying Entity Name	IBCs Awarded
American Welding Society (AWS)	American Welding Society (AWS)	15
NCCER Carpentry Level 1	National Center for Construction Education & Research	8
NCCER Welding Level 1	National Center for Construction Education & Research	2

Data Notes for Policy and Planning System Goal Less Formal Measures

Explanatory notes on the less formal measures data related to the policy and planning system goal as provided by the agencies is presented below by agency. Information from agency data submissions may be verbatim or paraphrased.

Texas Education Agency

Number of industry-based certifications by certifying entity and certification name

A total of 222,695 industry-based certifications (IBCs) were reported as earned by districts. TEA removed IBCs from the following certifying entities: Texas A&M Agrilife Extension Service, Texas Nursery & Landscape Association, Texas Cattle Feeder Association and Texas State Florists Association.

Texas Higher Education Coordinating Board

Number of industry-based certifications by certifying entity and certification name

Limitations: The data for this measure comes from the Licensure Report, which is submitted voluntarily. Certification exam names are not categorized by CIP codes, and while some exam names are collected, they tend to be inconsistent or incomplete, making it challenging to identify specific exams. As a result, the IBCs reported represent certifying entities rather than the actual certification names.

Texas Veterans Commission

Percent of veterans receiving employment assistance who self-attest to having an industry-based certification

Due to delays caused by TWC’s new case management system, data on the percentage of veterans receiving employment assistance who self-attest to having an IBC is currently unavailable.

Texas Workforce Commission

Percent of Child Care Services children enrolled in a Texas Rising Star provider’s program

Data for this measure is not available for this reporting period at this time, due to TWC child care data entry deadline standards (the 20th of each month) and the need for the data to all run through the enterprise data warehouse (up to a week) before staff can begin work to calculate this measure. TWC will provide data for this measure when it becomes available.

Number of employers engaged in Texas Workforce Commission-funded child care expansion initiatives

The number of employers reported also includes a small number of employers engaged in TWC-funded child care expansion initiatives who were awarded or participated in expansion initiatives prior to 9/01/23.

Number of Texas workers included in pilot data

No data available. TWC provided findings and recommendations regarding enhanced wage records to the Legislature pursuant to 2024-2025 General Appropriations Act Rider 52.

Number of Texas employers represented in the pilot data

No data available. TWC provided findings and recommendations regarding enhanced wage records to the Legislature pursuant to 2024-2025 General Appropriations Act Rider 52.

Number of industry-based certifications by certifying entity and certification name

TWC has four agency actions related to identifying and collecting IBC data. The first agency action, “Undertake an agency planning process to identify steps and processes needed to collect IBC data” is currently underway. Once complete, TWC will begin subsequent agency actions toward the collection of IBC data.

Policy and Planning System Goal Implementation Highlights

The following provides highlights of the system strategies implemented by partner agencies to support the policy and planning system goal to accelerate the availability of relevant workforce, education, and other data sets. Information from agency strategic plans may be verbatim or paraphrased from the plans.

System Strategy: Promote and support the attainment of high-tier Texas Rising Star certification by all child care providers.

Through the Texas Rising Star Program, which is now a mandatory requirement for all regulated child care providers, the **Texas Workforce Commission (TWC)** provides tiered reimbursement rates for Texas Rising Star-certified providers. The tiers correspond with graduated, enhanced reimbursement rates. Local workforce development boards employ Texas Rising Star mentors who provide coaching and mentoring, including sharing best practices and developing continuous quality improvement plans for child care programs. In addition, both TWC and local workforce development boards support the ongoing training and educational attainment of early childhood educators and child care programs through a variety of efforts, including professional development scholarships, early childhood registered apprenticeship programs, child care business coaching, training, mentorship, and support in meeting initial and ongoing continuing education requirements.

System Strategy: Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.

For those systems strategies that are shared across partner agencies, **TWC** will continue to ensure that efforts are coordinated. For example, TWC will continue to collaborate with THECB and TEA to develop an integrated data infrastructure that makes education and workforce data accessible to the public, system partners, and stakeholders. The wider availability of data will also afford practical advantages for the research and development efforts of the Tri-Agency. Tri-Agency partners are also working together to modernize the state’s education and workforce data infrastructure to provide user-centric, purposeful tools, applications, and sites that are accessible, insightful, and useful for decision-making; improve the efficiency of collection, analysis, and reporting for the agency and for stakeholders through upgraded automation; and responsibly expand data access and availability to research and other partners. The partners are also focused on

developing a road map for near-term governance improvements based on assessments of outcomes from existing governance structures and practices, including those involving shared assets, such as Education Research Centers and Texas Public Education Information Resource.

As part of its data modernization initiative, the **Texas Higher Education Coordinating Board (THECB)** leverages cloud-based solutions to facilitate data storage, processing, analysis, and sharing. The agency is currently creating a single data submission portal to streamline the required reporting experience for all institutions of higher education. It continues to produce secured and public versions of dashboards to empower institutions with data that can affect programs and policies.

The **Texas Education Agency (TEA)** is in the final year of implementing a multi-year initiative to upgrade the Operational Data Store and Texas Education Data Standards to a current version of Ed-Fi. These improvements to the Texas Student Data System architecture will enable the field to gather more real-time information on school systems, regional systems, and educator preparation programs at the state level and reduce long-term data infrastructure maintenance costs. Over the next five years, the agency will monitor the performance of these upgrades.

System Strategy: Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.

TWC reports it will complete the wage record pilot and evaluation by August 2027. **THECB** collaborates closely with **TWC** on all aspects of program evaluation, including employment outcomes. **TWC** is the lead in developing an enhanced wage record that would link program outcomes with employment in the occupational areas of study. **TEA** reports it will collaborate with **TWC** to seek input on proposed data elements and to evaluate the results of the enhanced wage record pilot.

System Strategy: Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.

TWC reports that it will undertake an agency planning process to identify steps and processes needed to collect IBC data by September 2024, and will begin collecting IBC data by October 2025.

THECB identified a data collection tool in fiscal year 2024 that can be modified to include IBC data. The revised data collection tool should generate IBCs gained by students, as well as licenses attained, and the agency will request data through it during its subsequent planned distribution to colleges. As part of the Tri-Agency, **THECB**, **TWC**, and **TEA** worked together to establish the Texas credential library. The three agencies continue to work together to populate the library and ensure that the information contained within the library is both current and accurate.

In the 2024–2025 school year, **TEA's** updated list of IBCs for public school accountability will be developed for release, coinciding with the implementation of the refreshed career and technical education programs of study. The programs of study incorporate a coherent and scaffolded sequence of courses, work-based learning experiences, and relevant, stackable credentials, particularly IBCs. The programs of study were refreshed through a robust cross-sector stakeholder engagement process throughout the spring of 2023, and the proposed updates will be implemented in the 2024–2025 school year.

Texas Department of Criminal Justice (TDCJ) and **Windham School District (Windham)** will continue to collaborate with industry certification providers to discuss improvements to technology for the administration of IBC assessments to expedite delivery, completion, and results.

Texas Juvenile Justice Department (TJJD) will implement methods to ensure the continuity of data so longitudinal information on credentials, certifications, and licenses may be maintained, analyzed, and used to inform agency decisions. Partnerships include the agency's Research and IT Divisions and the TJJD Career and Technical Education Advisory Committee, which includes participation from TEA, TWC, the Texas Department of Licensing and Regulation, and the Texas Department of Family and Protective Services.

Texas Veterans Commission's (TVC) Veterans Employment Services (VES) will identify the requirements for implementing a method to collect IBCs for veterans and other eligible persons served within WorkInTexas.com (WIT). Veteran career advisors will use established processes to identify and capture in WIT IBCs of veterans, allowing for Veteran Employment Liaisons to better identify job-ready veterans for employers. In collaboration with TVC's Veterans Education Department, VES will devise a list of IBCs provided through on-the-job training programs. The agency, in collaboration with the National Association of State Workforce Agencies, may identify innovative methods for collecting and reporting IBCs of veterans and other eligible customers. TVC VES will provide a report on the strategies and procedures developed to identify and collect IBC data.

Strategic Opportunities

The Council develops a workforce system strategic plan in collaboration with system partners and stakeholders to address key issues identified during the development of the plan. The strategic plan provides the overarching framework and system perspective required to leverage activity across partner agencies. Each of the previous five system plans has led to further system integration and improvements that have been instrumental in providing the talent supply to support a thriving state economy.

In *Accelerating Alignment: Texas Workforce System Strategic Plan Fiscal Years 2024–2031*, the Council recognizes that Texas' economic position, increasing job creation, and high employment demand present both unique challenges and opportunities for the state's workforce system that require the consistent attention of system partners and stakeholders throughout the plan period. Therefore, the Council identified three strategic opportunities that envision a desirable future state to engage system partners and leverage existing efforts. These opportunities focus on collaboration for effective employer engagement, inclusion of Texans with barriers, and use of data to support investment decisions, as outlined below.

Actions carried out by partner agencies and Council system initiatives support achievement of the strategic opportunities. The following partner agency examples are either verbatim or paraphrased from the agency's strategic plan.

Engage Employers Meaningfully

The system plan calls for coordination across agencies to gain insight into the needs of employers and minimize "asks" that burden employers. To take advantage of this strategic opportunity, system partners must develop a comprehensive, system-wide method for communicating and partnering with employers that leverages system collaboration to reduce the frequency of contact with employers, address the needs of all system partners, coordinate local and state needs, and improve system responsiveness.

The **Texas Workforce Commission (TWC)** strives to ensure that employer engagement is conducted in a manner that is minimally burdensome for employers. Internal to TWC, the Outreach and Employer Initiatives division (OEI) is responsible for directing engagement with employers, business organizations, educational institutions, and economic developers within the Texas workforce system. To facilitate development of a customer-focused, market-driven workforce system, OEI develops cluster-based strategies, industry partnerships, and innovative industry-led programs. These initiatives are critical to the recruitment, retention, and growth of Texas businesses. OEI and its network of regional Texas Workforce Solutions partners hold regular listening events throughout Texas to assess the achievements and challenges identified by local workforce development boards. New initiatives are launched through these meetings, and new industry-aligned strategies are formed. OEI also partners with the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) to conduct regional meetings with employers, higher education, public education leaders, economic development officials, local workforce professionals, and other key community leaders. These meetings are held to identify regional economic priorities, employers' workforce needs, and resources to best prepare local students for successful career pathways.

Texas Department of Criminal Justice (TDCJ) and **Windham School District (Windham)** facilitate tours and informational sessions for potential employers and administer an employer survey to gauge

satisfaction and solicit feedback. TDCJ and Windham create pipelines for companies to speak with individuals leaving incarceration prior to their release to facilitate the transition from training to employment and allow the employers to interview and make conditional offers. Employers can also address workforce needs through the TDCJ and Windham websites. TDCJ currently operates the Website for Work, which connects employers to individuals releasing to the community with appropriate employment opportunities based on skill and geographic location. In addition, TDCJ is working on an integrated employment platform that will expand to the inmate tablet system for enhanced pre-release hiring by creating a skilled workforce pipeline for high employment demand. Windham is implementing an accessible database website for students from state jails who will be rejoining Texas communities. These websites will not benefit TDCJ or Windham financially. However, they will open and create available employment opportunities for former residents. The availability to post jobs is being shared with various employment groups.

Include and Improve Outcomes for All Texans

The system plan calls for the engagement of Texans with diverse needs, including those with disabilities, foster youth, sex-trafficking victims, incarcerated juveniles and adults, and opportunity youth, by designing programs and supports that address their needs, maximize outcomes, and improve career opportunities. To take advantage of this strategic opportunity, system partners must support workforce populations with diverse needs in their quest for career options. This includes education and training programs that have the necessary supportive services and resources to help individuals reach their full potential in the Texas labor market.

Youth are committed by juvenile courts to the care and custody of the state through the **Texas Juvenile Justice Department (TJJD)** so that they may develop the skills needed to reenter their communities safely. Each youth comes to TJJD with a unique background and diverse needs that must be considered to help them progress in their education, rehabilitation, independent living, and career goals. TJJD youth often have co-occurring treatment needs, which the agency's programming must consider and address to ensure successful outcomes. To address some of these youths' diverse needs in career exploration and planning, TJJD will:

- ▶ Collaborate with Texas Department of Family and Protective Services to assist TJJD youth in foster care, where applicable, to obtain independent living training required for transition assistance.
- ▶ Coordinate with TWC and local workforce centers to identify and connect TJJD youth with training, skill development, and employment assistance opportunities.
- ▶ Collaborate with TWC's Vocational Rehabilitation Division and TEA's Office of Special Populations and Student Supports to determine areas of support and assistance with pre-employment transition services for TJJD youth.

The **Texas Veterans Commission's** primary goal in the agency plan is to assist veterans with receiving benefits and services through effective advocacy and training within its nine program areas. One action that the agency will take to achieve this is to assist veterans, including those with disabilities, with finding employment through job matching, career services, and expanded employment opportunities. Another agency action is to connect women veterans to benefits and services to ensure women veterans in Texas have access to equitable care and services.

Generate Greater Return on Investments

The system plan calls for the use of data and evidence to identify and target strategic investments to improve system performance. To take advantage of this strategic opportunity, partner agencies must both: 1) expand initiatives to build data and evidence, and 2) design methods to measure return on investment to inform government spending and generate greater returns. This will position the state to improve efficiency and achieve stronger outcomes.

TEA created the Accountability System for Educator Preparation Programs (ASEP), a system of indicators and standards for educator preparation programs (EPP) accountability that informs EPP accreditation status on a five-year cycle. ASEP dashboards provide information about accountability performance and other data points to the public. In February 2023, the State Board for Educator Certification adopted these statuses for EPPs. The agency will continue to gather relevant information about the key practices and efficacy of EPPs and provide information for districts and prospective candidates on the performance of EPPs.

Credentials from Texas institutions of higher education must provide a positive return on investment, with economic benefits exceeding the costs to receive them. Students should have either no debt or manageable debt in relation to their potential earnings. Furthermore, programs should be designed to facilitate students' progress efficiently towards completion and alignment with career opportunities. As part of **THECB's** current community college finance model, community colleges are funded at different levels, partly based on conferring credentials estimated to be credentials of value based on their projected return on investment for students. The agency is working to provide an estimating tool for colleges to help them see how different policy choices, such as expanding certain program offerings, might affect future funding. THECB intends for this to be a dynamic model that rewards colleges for improving student outcomes and evolves over time to identify and reward other promising credentials, including third-party credentials, based on data that indicate these credentials provide earnings premiums for Texas students.

Workforce System Initiative—Evidence-Based Funding and Decision Making

The Council's approach to develop and implement workforce system initiatives that support strategic opportunities for workforce development in Texas is structured around six phases in the life cycle of an initiative. These six phases include research, launch, proof of concept, plan, execution, and institutionalization of the innovation and learning developed through the process. This approach provides the Council with oversight in the planning and management of any system initiative and the flexibility to introduce new initiatives over the strategic plan period.

Results for America State and Local Workforce Fellowship

Initiated in 2019, the Results for America (RFA) State and Local Workforce Fellowship was designed to help innovative state and local government leaders improve employment outcomes in workforce development programs. The initiative brought together leaders from the most evidence-driven state and local workforce offices and boards to collaboratively develop and implement strategies for using evidence to direct funding. The original Texas workforce fellowship state team (Texas team) was composed of six total members, representing:

- ▶ Workforce policy, Office of the Governor
- ▶ Workforce division, Texas Workforce Commission (TWC)
- ▶ Workforce grants and contracts, TWC

- ▶ Local board, Workforce Solutions Rural Capital Area
- ▶ Higher education policy and workforce education, Texas Higher Education Coordinating Board (THECB)
- ▶ Workforce system research and planning, Texas Workforce Investment Council (Council)

Members of the Texas team agreed that work should focus—both individually and collectively—on achieving priority outcomes of competitive grant programs through the implementation of evidence-based practices and performance-based contracts. Texas’ approach emphasized the production of evidence in grant-making through the following RFA strategies:

- ▶ Strategy 1: Link funds directly to priority outcomes through performance-based contracts.
- ▶ Strategy 2: Award preference points to providers offering models with high or moderate causal evidence.
- ▶ Strategy 3: Build evidence by promoting, conducting, and financing external evaluations.

In its first year, Texas workforce system partners developed an evidence framework, grant applications, and review processes designed to get better results by awarding grants based on evidence of program effectiveness. The framework was piloted through two grant programs that launched new applications, common selection, and contracting processes using the evidence framework. In subsequent phases, system partners have continued work to link evidence to funding and develop practices designed to build evidence to inform future initiatives. State and local workforce fellows had access to a peer network of leading workforce officials and expert technical assistance throughout the development of the evidence framework and pilot grant programs.

Encouraging Innovation While Building Evidence: A Tiered Approach

Texas implemented a two-pronged approach. While evidence demonstrates the successful performance of a workforce intervention and can be used to scale proven job training methods, the state also continues to fund innovative approaches to improve workforce programs and services. Grant funds directly support common priority outcomes and create incentives for grant applicants to identify and replicate third-party evaluated program models that have demonstrated a record of effective outcomes.

To build evidence of effective workforce interventions while continuing to encourage innovative, but less tested program models, Texas designed an evidence framework. The framework of clearly defined evidence tiers, with the required documentation of evidence for each tier, has been implemented in discretionary workforce grant programs. The process ensures that grants remain broadly accessible to programs at all levels of the evidence continuum, recognizing the different capabilities between program developers and potential grant applicants less familiar with the requirements of evidence-based grants.

Evidence Tier Framework

Texas introduced a graduated method to help state grant programs integrate and adapt to the requirements of evidence-based grants. High, moderate, performance, experience, and new evidence program tiers encourage the adoption of evidence-based practices. By introducing the evidence tier framework, the state expected programs to improve data collection and evaluation methods to develop a program’s evidence over time. Some grant programs had previously introduced common

performance-based outcomes metrics. The data requirements for the evidence tiers built on that experience. Prior grant outcomes data are now required in the application process, where relevant.

Because the state recognizes the grant applicants' breadth of experience and capabilities, the evidence tier framework allows all applicants to participate. Select resource repositories provide grant program applicants with access to acceptable research and effective models. The evidence tier framework, language, templates, and support materials are largely consistent across each grant program that implements the evidence framework. To incentivize evidence-based proposals, the evidence tier framework aligns directly with a bonus scoring structure. While the application asks for evidence to support the proposed program design and anticipated outcomes, the bonus scoring structure was carefully constructed to allow all programs on the evidence continuum to compete for grants. Bonus points are earned based on the level of evidence shown in the application.

Key Elements of Evidence-Based Grants and Performance-Based Contracts

To plan the implementation of evidence-based grants across multiple grant programs, the team thoroughly reviewed grant applications, scoring instruments, contracts, and quarterly reports. From this review, a complementary set of resources was developed to support the plan.

Applications and Information

Texas' grant solicitations serve as the first point of introduction of the evidence framework to system partners and providers. As new programs introduce the evidence framework, the application articulates the benefits of building the body of evidence of effective workforce interventions and the state's approach of transitioning programs to evidence- and performance-based grants. The Texas team has hosted webinars with system partners and providers to introduce the framework and discuss the application, evidence tier selection, performance-based bonus structure, including the requirements for data collection, reporting, and evaluation. Training webinars are also provided for the evaluation and scoring of evidence as part of the grant selection process.

Grant applications commonly require documentation, including a performance outcomes template. An application must provide complete documentation of evidence, as defined for the evidence tier selected, to support the assessment of common factors of program success. The documentation of evidence provides critical information that evidence evaluators use to determine bonus (incentive) points in scoring. This documentation also helps the application review team evaluators understand the strength of each applicant's evidence base and the likelihood that the proposed intervention will lead to the outputs and outcomes identified in the proposed project.

Performance-Based Contracts and Reports

In 2021, TWC integrated the evidence framework across the program procurement process, including definitions of performance outcomes measures. To incentivize the completion of key benchmarks, TWC piloted the implementation of pay-for-performance contracts, through which grantees would be paid based on reaching specific milestones. Performance-based contracts further established metrics, produced evidence and performance data, and facilitated external evaluations that demonstrated the return on investment and outcomes of policies.

Embedding evidence-based applications and performance-based outcomes reporting in grant programs helped the state learn about the implementation, effectiveness, and cost of various approaches. Key data points will be used to focus future funding on proven methods of producing effective results. Previously, an applicant-driven description of what would be achieved, specific to each grant, produced

indicators of promising practices. However, common data and performance requirements—outcomes that are reported by all grantees—produce evidence of effective outcomes that benefit the workforce system. Essential changes to the requirements in contracts and reports are transforming grant-making in Texas.

Building Evidence and Expansion to System Partners

The Texas fellows have continued to focus on implementation and expansion adding higher education to its team. The state (or its agencies) improved outcomes by using evidence of effectiveness to allocate funds in grant competitions, including six of its largest grant programs. Initially, the state allocated \$7 million in 2021 to launch the evidence framework. The two initial programs completed four application cycles, and the initiative has introduced evidence-based practices to the following grant programs:

Building and Construction Trades (BCT) Grant Program

In July 2020, TWC allocated \$1.8 million in Workforce Innovation and Opportunity Act (WIOA) statewide funding for the BCT project, releasing the funds in March 2021. This was the first grant program to pilot the evidence framework by embedding performance outcomes and selection criteria in the application. Initially, 15 percent of funds were linked to outcome-based payments. TWC has been an essential partner in the fellowship, supporting evidence-based grant-making with the BCT program through 2024 for a total of over \$4.5 million. In addition, TWC piloted outcomes-based contracting and payments, conducted quarterly meetings for grantees, and funded a third-party evaluation of the BCT program. The agency also made significant improvements to reporting and introduced active grant management to the BCT and TTC grant programs in 2024. This program serves as a reference model to other programs in the state.

Texas Talent Connection Grant Program

In July 2021, TTC, funded by Wagner Peyser 7(b), introduced the evidence framework to applicants and awarded \$5.5 million to 18 grantees. Quarterly reporting for the initial grants showed that funded programs under the performance and moderate evidence tiers achieved program success in meeting and, in some cases, exceeding the goals. In 2024, TTC awarded \$6.3 million to 20 grantees, of which 65 percent included evidence that met the criteria for one of the top three evidence tiers. Most of the applicants for the top tiers provided the data required to qualify for the high evidence tier. A primary qualifier for the high evidence tier is the provision of rigorous evaluations of the program, or of an essentially similar program design and outcomes. These evaluations must show that the program has both a positive and meaningful outcome and that there is a high degree of confidence that the outcome is primarily caused by the program. With this fourth round of funding, the program has awarded a total of more than \$24 million to programs that improve employment outcomes for populations that face barriers to employment.

Through four rounds of implementation of the evidence framework in two grant programs, Texas has been able to examine learnings, adjust processes, and extend the model to other agencies and discretionary grant programs.

Carl D. Perkins Excellence Access and Opportunity Program

In 2022, the THECB added the Carl D. Perkins Excellence Access and Opportunity Program request for applications to the list of grant programs in Texas that have incorporated the evidence framework. Funded by Perkins State Leadership Funds, this program requires proposals to promote access and opportunity for Perkins special populations students, which are the nine statutory student categories

deemed to have significant barriers to success in career and technical education programs. THECB awarded \$2,355,631 during fiscal year 2024 to five institutions of higher education through the Perkins Program, bringing the three-year funding total to \$6,856,442 under the fellowship.

Examples of awarded programs include:

- ▶ supporting students who are single parents in career and technical education;
- ▶ closing equity gaps and access to higher education through enhanced community-based organization partnerships; and
- ▶ improving equity and access for female students preparing for careers in information technology and manufacturing fields.

In 2021, TWC also allocated \$1.2 million to an Adult Education Employer Engagement initiative that used the evidence framework to better measure and incorporate evidence for the proposed interventions.

Building Evidence and Using Evidence

To build evidence of effective workforce interventions, Texas has an evaluation policy that outlines its approach to build and use evidence, including a requirement to make all evaluations publicly available and disaggregate results wherever possible. The evidence framework provides a multi-tiered definition of evidence for research and funding purposes that includes qualitative evidence and lived experience. The tiers guide program participants to learn how to incorporate evidence into their work; understand the value of tracking program outcomes; develop procedures to collect data as defined by the program measures; and build the required documentation of evidence to be implemented under the grant.

At the same time, state agencies are learning to incorporate and consider evidence in decision making through planned evaluations, timelines, and milestones in discretionary workforce grant programs. The Ray Marshall Center at The University of Texas was contracted as the external evaluator for the BCT grant program. The evaluation has been considering the performance of both specific and general grants to determine if the intervention can serve as a model, or models, of effective practices based upon statistically significant and positive outcomes for the participants.

Improving Program Outcomes through Active Grant Management

In 2023, the Texas team considered lessons learned and its theory of change: primarily, that the implementation of evidence-based grant-making will result in the funding of data-informed capacity-building programs. Under this cohort, Texas launched a workgroup of grant managers from participating agencies to design and implement standard practices for active contract management across grant programs that have applied the evidence framework. TWC administers the contracts for the BCT and TTC grant programs. The agency reviews its grantee performance quarterly, or monthly, and has improved outcomes by providing technical assistance or resources to enhance grantee performance; therefore, TWC served as the lead agency. The work group created a toolkit for use across agencies and programs. Active contract management is intended to support stronger grant outcomes so that funders have the confidence that grantees and grant programs will achieve their intended outcomes.

In the spring of 2024, RFA announced a cycle of training to introduce an evidence-based practices to new participants. The cycle was designed to help more state and local workforce development professionals build and use evidence and implement active grant management to achieve better outcomes. Texas introduced new agencies and staff to evidence-based grant-making and active contract management. At the end of the cycle, the Texas team will discuss the next steps to determine evidence

of effective workforce interventions and establish practices for third-party evaluation of evidence in grants to increase the evidence base in Texas.

Texas Skill Standards System

Preparing workers with the skills and knowledge required for jobs in today's economy is a significant goal of the Texas workforce system. Middle-skill occupations requiring science, technology, engineering, and mathematics (STEM) expertise remain difficult to fill, particularly in smaller metro and rural areas. Hiring qualified employees contributes to the productivity and success of any organization. Essential steps towards closing the skill gaps include identifying the work content and the skills and knowledge needed to perform the work before workers can be prepared with targeted education and training for any job. Such job specifications and worker characteristics are sometimes called competency profiles or skill standards. Skill standards serve as a tool for industry to communicate its occupational requirements to education and training providers. Facilitating industry to develop skill standards is one of the main functions of the Texas skill standards system, which is composed primarily of middle-skill occupations.

History

In 1995, the 74th Texas Legislature established the Texas Skill Standards Board (TSSB) to develop a voluntary statewide system of industry-defined and industry-recognized skill standards. TSSB's role was to facilitate industry groups to define the content of major skilled, high-demand, high-wage sub-baccalaureate (or middle-skill) occupations; and to identify the knowledge, skills, and proficiency levels required by workers to perform the jobs. TSSB was also charged with the following specific mandates:

- ▶ Validate and recognize nationally established skill standards to guide curriculum development, training, assessment, and certification of workforce skills.
- ▶ Convene industry groups to develop standards in industries and occupations where they are not established and to recognize the standards.
- ▶ Facilitate the portability of skills by recognizing standards and credentials from other states and nations.
- ▶ Promote the use of standards and credentials.

Over the next 22 years, TSSB recognized skill standards that met its validity and reliability criteria, whether those standards were developed within the state or endorsed by a national or state industry group or government body. The validity and reliability criteria were documented in TSSB's *Guidelines for the Development, Recognition, and Usage of Skill Standards*, which provided guidance and requirements for industry groups developing skill standards for recognition. A labor market information model was developed to identify occupations that met the statutory criteria for the skill standards system but did not conflict with existing industry-based certifications. The model identified occupations for standards development, primarily for STEM-related technician occupations, many of them emerging and evolving, including fuel cell systems technician, nanotechnology technician, biomanufacturing, digital forensics technician, geographic information systems technician, photonics technician, web development and administration, and manufacturing production and logistics technician. In fiscal year (FY) 2024, skill standards for 56 occupations were posted in the public domain on the Texas skill standards website.

In collaboration with its workforce system partner, the Texas Higher Education Coordinating Board, which provided incentive grant funding, TSSB developed an initiative to recognize community and technical college programs that incorporated skill standards into their curricula. This initiative required colleges to teach and assess students on the standards. TSSB developed a second policy document, *Guidelines for the Certification and Credentialing of Skill Attainment*, to provide guidance and requirements for colleges applying for program recognition. The program recognition policy included a renewal requirement every three years.

Transfer under Sunset Legislation

In 2015, during the 84th Texas legislative session, the Council underwent Sunset review in accordance with TGC, Chapter 325 (Texas Sunset Act). The Sunset Advisory Commission (commission) noted the following in its final report: TSSB had accomplished most of its key tasks. TSSB's remaining duties could easily and more efficiently be assumed by the Council, encompassed within its broader directive to promote the development of a well-educated and highly skilled workforce. The commission concluded that this consolidation would effectively streamline the administration of related workforce development functions under a single entity. Thus, the commission recommended that TSSB be abolished and its functions be fully integrated into the Council by the end of FY 2015. On September 1, 2015, House Bill 1606 transferred the statutory functions of TSSB to the Council and charged it with developing and maintaining the skill standards system. In December 2015, the Council adopted both policy documents governing the system and recognized the skill standards previously recognized by TSSB.

Fiscal Year 2024 Progress on the Recognition of Skill Standards and Programs

In FY 2024, the Council achieved the following outcomes to address its skill standards mandates:

Recognition of Industry Skill Standards

The Council recognized the 2024 update of the Information Technology (IT) skill standards developed by the Business and Industry Leadership Team of the National Convergence Technology Center (BILT). The standards are the basis for BILT's industry-recognized, nationally portable, entry-level Certified Data Analytics and Predictive Modeling; Data Management and Engineering; Infrastructure Connectivity Management and Engineering; Software Development; Technical Project Management; Technical Support credentials; and related system of training and assessments. The credentials are part of the Skills Certification System endorsed by BILT.

The standards met the Council's validity and reliability criteria, as specified in its policy guidelines, including:

- ▶ *Facilitated by a national industry group recognized by its constituent industry/business base.* BILT is an industry-led training, assessment, and certification entity that focuses on the core skills and knowledge needed by the nation's front-line production and material handling workers.
- ▶ *Evidence of a rigorous development and validation process.* The IT skill standards were initially developed nationally with the collaboration of leading corporations and trade associations. The standards were then validated.

Subsequently, BILT has reviewed the IT standards with industry subject matter experts to ensure that they reflect current industry practices and new technology. These technologies include Data Analytics and Predictive Modeling; Data Management and Engineering; Infrastructure Connectivity Management and Engineering; Software Development; Technical Project Management; and Technical Support.

The IT skill standards are posted on the Texas skill standards website in the public domain. They are available for community and technical colleges to use in their programs, thereby preparing workers with the competencies required by industry standards.

Recognition of College Programs

The Council's program recognition policy addresses two of its skill standards mandates. The legislation directs that the standards be used to guide curriculum development, training, assessment, and

certification of workforce skills. Program recognition addresses this mandate by providing an incentive for community and technical colleges to use skill standards in their programs. Colleges can promote the recognition to employers as evidence that they are preparing their graduates with the skills and knowledge specified by industry standards. As part of the program recognition process, the colleges must sign a statement of assurances to teach and assess students on the competencies identified by industry in the standards.

In FY 2024, the Council did not receive any applications from community or technical colleges for new program recognition for having skill standards integrated into the curriculum. However, the Council processed renewal applications from colleges with program recognitions scheduled to expire. Program recognition is valid for three years, at which time it must be renewed. Initial renewal requires colleges to have assessments in place to measure students' mastery of all the competencies in the skill standards. The Council processed program recognition renewal applications for 11 of the 12 programs scheduled to expire in FY 2024.

In FY 2024, there were a total of 41 recognized programs at 19 community and technical colleges in Texas. Those programs produced 1,032 graduates prepared with the industry-specified skills and knowledge.

Program recognition addresses the Council's mandate to promote the use of standards and credentials, given that the Texas skill standards system is voluntary. In FY 2024, updates to the list of recognized programs were posted on the Texas skill standards website to promote the programs to employers as a source of qualified applicants who are taught and evaluated on industry standards. In addition, the Council continued its credential seal strategy, which provides a gold-embossed seal on the credentials of all recognized programs' graduates. The seal is a visible symbol for employers that those graduates have been prepared with the skills and knowledge required by industry in the standards.

Adult Education

Statutory requirement

Under TGC Section 2308.1016, the Council is responsible for facilitating the efficient delivery of integrated adult education and literacy services in Texas. The Council is also charged with evaluating the adult education and literacy programs formerly administered by the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC).

Defining Adult Education

Adult education is a broad term that refers to numerous and distinct types of adult learning activities. At its most inclusive, adult education can comprise almost any educational program designed to teach adults literacy, developmental education, English as a second language, workforce education, career readiness, civics, and more. However, overgeneralization of the term can confuse policy makers and program administrators because it does not define the parameters necessary for effective program management and oversight, nor does it recognize the important differences between distinct types of educational programs.

Adult learners, as defined in the federal Workforce Innovation and Opportunity Act (WIOA), are English language learners, lacking a high school diploma or its equivalent, or are low-skilled in reading, writing, or math. They must also be at least 16 years of age and not in secondary school or not required to be in secondary school under state law. When speaking in the context of the federal adult education and literacy program administered by TWC, this definition is applied.

Council Research on Adult Education

To fulfill its mandate to evaluate adult education and literacy programs, the Council has published several reports on adult education in Texas. One report, *Understanding the Need for Adult Education in Texas (2018)*, provides an analysis of the population in need of adult education services. Council staff began work on an update to this report in early fiscal year 2025.

History

The federal adult education and literacy program administered by TWC is largely funded by the U.S. Department of Education and receives a portion of state funding. Its purpose is to support adult learners with improving literacy skills and attaining skills and credentials needed for employment or postsecondary education and training.

On September 1, 2013, the adult education and literacy grant program was transferred from TEA to TWC because of recommendations made by the Sunset Advisory Commission (commission). A 2012 commission report recommended the transfer to strengthen Texas' ability to meet its future workforce demands.¹² With the passage of Senate Bill 307 in the 83rd Texas legislative session, the program was transferred under new administration with Texas' workforce agency. This legislation also created an adult education and literacy advisory committee tasked with providing TWC with policy recommendations to support an educated and skilled workforce in Texas and developing strategies to improve adult learner transitions to postsecondary education and training.

The transfer of the program preceded the WIOA enactment in 2014. Under WIOA's predecessor, the Workforce Investment Act, the purpose of the adult education and literacy program was to enhance adult learners' literacy, English language skills, and civics instruction for English language learners. WIOA introduced adult education activities into career pathways, enabling federal funds to be used for integrated education and training (IET) programs for low-skilled adults and English language learners. IET programs offer an opportunity for adults without foundational skills to enroll in postsecondary education programs while learning contextualized reading, writing, math, or English language to support credential attainment and relative occupational skills. *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031* includes a system strategy to expand IET programs for middle-skill occupations, addressing employers' demand for relevant education and training programs.

Under the administration of TWC, the adult education and literacy program sits under the same agency as other WIOA core programs, including Vocational Rehabilitation, which was later transferred to the agency in 2016 from the Texas Department of Assistive and Rehabilitative Services. The placement of the adult education program at TWC has positioned it to be fully integrated within the workforce system. The coordination of WIOA core programs and the role of the adult education and literacy program is described in the WIOA combined state plan, which the Council considers for approval each planning cycle. The WIOA combined state plan was last approved by the Council and subsequently by the Governor in February 2024.¹³

Adult Education Strategic Plan

Since the transfer of adult education to TWC, various TWC riders in the General Appropriations Act have required TWC to consult with the Council when developing a statewide strategic plan to address the

¹² The [Sunset Advisory Commission Final Report with Legislative Action: Texas Education Agency \(July 2013\)](#).

¹³ [WIOA Combined State Plan \(2024-2027\)](#)

future demand for adult education.¹⁴ TWC is required to report the implementation of the plan to the Council in December of even-numbered years. [Adult Education and Literacy Strategic Plan Fiscal Years 2021 to 2026](#) demonstrates alignment with the previous workforce system strategic plan, outlines a five-year plan composed of the following statewide goals:

- ▶ Increase workforce, secondary, and postsecondary education and training outcomes to support increases in education and work-related outcomes through enhanced delivery and service integration.
- ▶ Address demand for adult education in Texas by implementing strategies that increase and streamline access for current and future students.
- ▶ Enhance the workforce customer experience through increased coordination and integration among state and local system stakeholders.
- ▶ Improve AEL program effectiveness, which includes program accountability and fiscal integrity, and provide tools to communicate the AEL program impact to AEL stakeholders.

2024 Update

TWC's adult education and literacy program serves over 70,000 Texans each year through a system of providers that includes community colleges, independent school districts, non-profit community-based organizations, education service centers, and local workforce boards. Through this network of over 100 providers with demonstrated effectiveness across the state, Texas can implement instructional models that develop career pathways for adults who need foundational skills and training to be successful in a competitive workforce. By increasing the focus on career pathways and connecting adults to in-demand occupations and industries, adult education and literacy providers are contributing to increased earning potential and financial stability for individuals and their families while meeting employers' need for skilled workers. In 2014, TWC awarded \$60 million in the first round of statewide adult education and literacy grants statewide. In 2024, TWC awarded over \$83 million to 40 grantees after the third statewide grant competition. Grants awarded for 2024 to 2025 range in amounts from \$352,110 to \$11,050,372.

In addition to administering the statewide grant, TWC has funded many special initiatives to assist adults in developing skills and credentials valued by Texas employers. These initiatives have supported the following:

- ▶ Developing and implementing digital literacy content standards to ensure that adult learners are prepared for a digital workforce and world.
- ▶ Utilizing Artificial Intelligence (AI) for better instructional alignment to standards and preparing adult learners to use AI in the workplace.
- ▶ Offering workplace literacy programs to over 50 employers statewide.
- ▶ Demonstrating how adult education and literacy can support employers by building customized foundational skills coursework using employer-identified milestones, such as the Curriculum for Construction Trades project.
- ▶ Curating and developing two virtual statewide high school equivalency providers, The University of Texas at Austin and Texas Tech University, that allow any eligible adult in Texas to access high school equivalency preparation coursework.

¹⁴ [General Appropriations Act for the for the 2024-25 Biennium Eighty-eighth Texas Legislature, Regular Session, 2023](#), Article VII – Business and Economic Development, Texas Workforce Commission, Rider 31

- ▶ Developing Pre-Apprenticeship Bridge grant programs that demonstrate how adult education and literacy can assist adults who need foundational skills within the context of industry prior to entering an apprenticeship program.

High School Equivalency Certificates and Diplomas

Adults lacking a secondary school credential—specifically, a high school equivalency certificate or high school diploma—face barriers to achieving economic prosperity, as such credentials are requirements for entry into workforce training programs, higher education, the military, and employment.

As enacted under recent legislation, existing workforce programs and new programs, address this gap through learner support to gain these credentials.

High School Equivalency Certificates

TEA oversees the high school equivalency program and issues the Texas Certificate of High School Equivalency (TxCHSE) to test takers who pass all tests in the series (Reasoning through Language Arts, Mathematics, Science, and Social Studies). GED Testing Service is currently the only vendor that provides such testing services in the state via a contract with the State Board of Education. In its annual [TxCHSE statistical report](#), TEA reports 15,410 TxCHSE certificates were issued in 2023.

High School Diplomas

Texas Education Code 28.025 provides the requirements for school districts and charter schools to issue a high school diploma in Texas, further defined in TEA rules at Texas Administrative Code (TAC).

Generally, students can receive a diploma if they meet Foundation High School Program requirements and pass end-of-course assessments for graduation. However, there are different guidelines to address non-traditional students. For example, TAC rules provide guidelines for the issuance of diplomas by special purpose school districts, specifically the University of Texas at Austin and Texas Tech University, each of which offers virtual TEA-accredited high school programs for students between 21 and 26 years of age.

Recent Legislation

In recent years, the Texas legislature has passed several bills to address the need to serve adult learners who do not have a high school diploma or its equivalent. The following is a brief overview of enacted legislation currently being implemented by workforce system partners.

High School Equivalency Supports

In 2021, the legislature passed House Bill 1525, which created the high school equivalency subsidy program. This program is administered by TWC and funded by TEA and subsidizes General Educational Development (GED) tests for Texans 21 years of age and over. Individual tests for subject areas cost \$36.25 or \$42.25. Since 2021, the program has issued almost 27,000 GED test vouchers to eligible Texans, increasing the number of high school equivalency attainments in Texas.

House Bill 1602, passed in the following legislative session, required TWC to establish annual performance requirements an adult education provider must satisfy to be awarded continued adult education grant funds. These performance requirements relate to enrollments in high school equivalency or ability to benefit programs and achievements in those programs. The legislation also required the agency to create a process that gives priority in awarding grant funds to those providers that consistently meet the performance requirements.

High School Diploma Programs

In 2023, Senate Bill 2032 was passed, which expanded eligibility requirements for organizations applying to receive a charter to operate an adult high school for adult learners to earn a high school diploma and enroll in career and technical education. This legislation came after decades-long evolving legislation that codified what had begun as a pilot program to serve former high school dropouts earning a high school diploma. This bill enabled the following institutions to contract with a nonprofit entity to operate an adult education program: public school districts, entities with an open-enrollment charter status, academic teaching institutions, public junior colleges, and public technical institutes. The New Heights Adult High School in Fort Worth directly resulted from this legislation and is authorized by TEA. Adult high school is a collaboration between Tarrant County College and local workforce partners. It serves adults between the ages of 18 and 50 who dropped out of high school.

Similarly, House Bill 8, the community college finance reform bill passed in 2023, enacted the Opportunity High School Diploma program. This competency-based program is administered by the Texas Higher Education Coordinating Board (THECB), in consultation with TEA and TWC, and enables adult students 18 years of age or older without a high school diploma to concurrently enroll in a career and technical education program and the Opportunity High School Diploma program. In fiscal year 2024, THECB worked with five design partner colleges to build out essential elements of the diploma, including the development of:

- ▶ Instructional objectives and performance expectations for the diploma’s five core competencies —quantitative reasoning, scientific reasoning, civics, communication, and workplace success skills; and
- ▶ A matrix of national and state-recognized assessments for use in prior learning assessment and program completion assessment.

Following adoption of final rules governing the diploma program, implementation is anticipated in fall 2024 and winter 2025.

In the same legislative session, Senate Bill 2158 was also passed, establishing an adult education pilot program administered by the Windham School District to enable adults to successfully complete a high school program that can lead to a diploma. An adult confined or imprisoned in the Texas Department of Criminal Justice who is between the ages of 26 and 50 years old can enroll in the program if the person has not earned a high school diploma or its equivalent. The legislation required Windham to implement the pilot program by September 2024.

Welfare to Work Data

Previous iterations of the evaluation report for workforce system performance included welfare to work data reported by program. Programs in the Adults with Barriers category met at least one of four criteria as a characteristic of the participant population: economically disadvantaged, educationally disadvantaged, incarcerated, or physically or mentally impaired and requiring adaptive or rehabilitative services. Data for these programs addressed the Council’s mandate to report on work development programs that focus on welfare to work initiatives.

For the current system strategic plan, relevant program data are incorporated into the aggregated formal performance measures of entered employment, employment retention, and customers served. Additional agency program data are provided below:

Texas Health and Human Services Commission:

1. Temporary Assistance for Needy Families (TANF) and State Program cases and recipients for fiscal year (FY) 2024 (listed separately by month).

TANF CASES				TANF RECIPIENTS			
Benefit	Basic	State	Total	Benefit	Basic	State	Total
Sep-23	7,334	197	7,531	Sep-23	17,530	698	18,228
Oct-23	7,315	196	7,511	Oct-23	17,717	702	18,419
Nov-23	7,319	192	7,511	Nov-23	17,723	682	18,405
Dec-23	7,280	191	7,471	Dec-23	17,581	687	18,268
Jan-24	7,253	202	7,455	Jan-24	17,375	708	18,083
Feb-24	7,041	202	7,243	Feb-24	16,717	720	17,437
Mar-24	6,958	204	7,162	Mar-24	16,447	739	17,187
Apr-24	7,018	205	7,222	Apr-24	16,523	710	17,233
May-24	7,056	203	7,259	May-24	16,755	739	17,494
Jun-24	7,411	242	7,653	Jun-24	17,836	871	18,707
Jul-24	7,804	253	8,058	Jul-24	19,041	922	19,963
Aug-24	8,236	267	8,503	Aug-24	20,195	987	21,182
Average	7,335	213	7,548	Average	17,620	764	18,384

2. For August 2024, or the latest 12 months for which data are available, total number of TANF and State Program cases (listed separately by month) new to TANF.

New TANF Cases by Program Type							
Month ¹⁵	Basic	State Program	Total	Month ¹⁵	Basic	State Program	Total
Sep-23	1,048	38	1,086	Mar-24	785	39	824
Oct-23	898	37	935	Apr-24	796	32	828

¹⁵ These are cases that were not actively receiving TANF as of August 2024. The month is the indication of the first month they appeared on the TANF rolls.

New TANF Cases by Program Type							
Month	Basic	State Program	Total	Month	Basic	State Program	Total
Nov-23	900	34	934	May-24	867	45	912
Dec-23	815	28	843	Jun-24	971	56	1,027
Jan-24	686	25	711	Jul-24	976	40	1,016
Feb-24	736	41	777	Aug-24	1,287	65	1,352
				Total	11,245		

3. Adult TANF Recidivism Rate – For August 2023 to July 2024.

This data consists of the monthly average of TANF clients who had more than one spell on TANF in the previous five years. "More than one spell" is defined as a break in assistance of more than one month.

Clients on TANF	FY 2024	Monthly Avg.
in FY 2024	#	%
No breaks	2,018	72.53%
More than one spell	764	27.47%
Totals	2,782	100.00%

	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24
No breaks	1,745	1,892	1,989	1,975	1,986	1,974
More than one	740	812	811	791	775	757
Totals	2,485	2,704	2,800	2,766	2,761	2,731

No breaks	70.22%	69.97%	71.04%	71.40%	71.93%	72.28%
More than one	29.78%	30.03%	28.96%	28.60%	28.07%	27.72%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24
No breaks	1,888	1,940	1,984	2,047	2,292	2,501
More than one	717	704	698	708	796	861
Totals	2,605	2,644	2,682	2,755	3,088	3,362

No breaks	72.48%	73.37%	73.97%	74.30%	74.22%	74.39%
More than one	27.52%	26.63%	26.03%	25.70%	25.78%	25.61%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

4. Number of TANF and State Program Applications: Approved and Processed for FY 2024.

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-23	767	27	794	Sep-23	20,347	1,898	22,245
Oct-23	864	30	894	Oct-23	27,036	2,302	29,338
Nov-23	757	26	783	Nov-23	20,717	1,874	22,591
Dec-23	586	17	603	Dec-23	15,204	1,301	16,505
Jan-24	650	21	671	Jan-24	18,546	1,596	20,142
Feb-24	608	32	640	Feb-24	22,323	1,874	24,197
Mar-24	568	33	601	Mar-24	23,435	1,900	25,335
Apr-24	739	28	767	Apr-24	28,744	2,522	31,266
May-24	737	26	763	May-24	23,419	2,133	25,552
Jun-24	689	40	729	Jun-24	19,154	1,642	20,796
Jul-24	1,045	44	1,089	Jul-24	27,880	1,791	29,671
Aug-24	931	36	967	Aug-24	18,285	1,254	19,539
Average	745	30	775	Average	22,091	1,841	23,931

Texas Workforce Commission (TWC):

For TWC data, unless otherwise noted, the time period reported is State FY 2024: July 2023–June 2024.

1. TANF Choices Population Data – State average hourly wage for all TANF Choices participants entering employment for FY 2024. \$13.79
2. Adult education for TANF recipients – funding for FY 2024, including Federal Section 231 funds, state general revenue (GR) funds, TANF funds, and state GR (TANF Maintenance of Effort) funds. \$5.8 Million (no rollover from prior year)
3. Adult education for TANF recipients – for FY 2024, the number of TANF and State Program clients served. 188
4. Adult education for TANF recipients – for FY 2024, the number of contact hours for TANF and State Program clients served. 11,057.25
5. Adult education for TANF recipients – for FY 2024, the percent of TANF and State Program clients who took a progress assessment and completed at least one level. 24.47%
6. Adult education for TANF recipients – for FY 2024, the percent of those TANF and State Program clients completing at least one level who continued in the program and moved to a higher level. 10.64%
7. Adult education for TANF recipients – for FY 2024, the credential rate for TANF and State Program clients who earned a high school equivalency certificate (January 2022 to December 2022). 8/33
24.24%

Appendix A: Industry-based Certifications Awarded by Agency

The number of industry-based certifications (IBCs) awarded by agencies is presented in the section 2024 Policy and Planning System Goal Outcomes. A list of the IBCs awarded by agencies is presented below by IBC name, certifying entity name, and the number of IBCs awarded. Information from agency data submissions may be verbatim or paraphrased.

Texas Higher Education Coordinating Board

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	ABS Artificial Insemination	21
	Always Food Safe Company, LLC	221
	American Association of Medical Assistants (AAMA), National Healthcareer Association (NHA)	25
	American Association of Veterinary State Boards (AAVSB)	65
	American Board of Registration of Electroencephalographic and Evoked Potential Technologies/Board of Registered Polysomnographic Technologists	15
	American Dental Association	20
	American Health Information Management Association (AHIMA)	58
	American Medical Technologist (AMT)	174
	American Medical Technologist and American Society of Clinical Pathologist	7
	American Registry Diagnostic Medical Sonography (ARDMS)	316
	American Registry of Radiologic Technologist	14
	American Registry of Radiologic Technologists (ARRT)	711
	American Society for Clinical Pathology (ASCP)	271
	Automotive Service Excellence (ASE)	431
	AVID Certified User: Pro Tools	5
	AWS D1.1-3G (American Welding Society)	368
	Board of Evaluation of Interpreters (BEI)	22
	Cardiovascular Credentialing International/American Registry of Diagnostic Medical Sonographers (ARDMS)	69
	CBSPD Certification Board for Sterile Processing and Distribution	4
	Certiport	529
	Certiport Adobe Certified Professional	52
	CISCO Certified Network Associate (CCNA)	2

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	Commission on Accreditation for Health Informatics and Information Management	12
	Commission on Accreditation in Physical Therapy Education (CAPTE)	12
	Commission on Dental Competency Assessments	4
	Commission on Dietetic Registration (DTR)	6
	Comptia - The Computing Technology Industry Association	101
	Council for Professional Recognition	13
	Dental Assisting National Board	17
	Educational Standards Corporation (ESCO Institute)	212
	EMT and Paramedic Certification through National Registry (NREMT)	101
	Environmental Protection Agency (EPA)	72
	ESCO Group	57
	ETA International & Occupational Safety & Health Administration/OSHA Training Institute	49
	Executive Council of Physical Therapy and Occupational Therapy Examiners	26
	Federal Aviation Administration (FAA)	341
	Federal State Boards of Physical Therapy	36
	Federation of State Boards of Physical Therapy (FSBPT)	87
	Federation of State Massage Therapy Boards	3
	Fusion A Certus Solution SP/2	90
	I-CAR	48
	ICFSEB - Int'l Conference of Funeral Service Examining Boards	20
	IRS VITA Central and Certiport (MOS Certification)	27
	Joliet Commission on National Dental Examination	18
	Licensed Chemical Dependency Counselor (LCDC)	8
	Manufacturing Skill Standards Council	35
	Manufacturing Skills Standard Council/American Safety and Health Institute	1
	Manufacturing Skills Standard Council/American Safety and Health Institute	22
	MedCA Medical Assistant Program	32
	Microsoft Corporation	2
	Microsoft Office Specialist	25
	NACES Plus Foundation	57
	National Academy Sports Medicine (NASM)	1
	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	10
	National Associate of Certified Public Bookkeepers	64

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	National Association of Long Term Care Administrator Boards	13
	National Board Dental Hygiene Examination	49
	National Board for Certification in Occupational Therapy (NBCOT)	128
	National Board for Respiratory Care (NBRC)	241
	National Board of Surgical Technology and Surgical Assisting (NBSTSA)	171
	National Center for Competency Testing (NCCT)	29
	National Center for Construction Education & Research	15
	National Council Licensure Examination (NCLEX)	50
	National Council of State Boards of Nursing (NCSBN) - NCLEX Exam	1216
	National Dental Hygiene Board/Regional Clinical Board	19
	National Health Career Association	1089
	National Institute for Metalworking Skills	13
	National Nurse Aid Assessment Program	21
	National Registry of Emergency Medical Technician's (NREMT)	1856
	National Restaurant Association (NRA)	125
	NBTSA - National Board Surgical Technology and Surgical Assisting	31
	NCCER National Center for Construction and Education Research	135
	NCSBN-NCLEX exam-National Council of State Boards of Nursing	391
	NRMA	4
	Nuclear Medicine Technology Certification Board (NMTCB),	33
	Occupational Safety & Health Administration/OSHA Training Institute	417
	Pearson Vue National Registry of Emergency Medical Technician	165
	Project Management Institute	3
	Registered Health Information Technician (RHIT)	388
	ServSafe	50
	SHEARS	6
	SolidWorks-Dissault Systems	3
	TestOut	18
	TestOut and CompTIA	20
	TestOut Windows Client	31
	The Certified Welding & Testing Company, Inc.	19
	The Commission on Accreditation for Health Informatics and Information Management Education	9

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	The Federation of State Boards of Physical Therapy	33
	The National Board for Certification in Occupational Therapy, Inc.	11

Texas Education Agency

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Accounting - Basic	NOCTI	57
Accounting Foundations	NOCTI	170
Administrative Assisting	NOCTI	116
Adobe Certified Pro in Visual Effects/Motion Graphics W/Adobe After Effects	Adobe	485
Adobe Certified Professional Animate	Adobe	1,096
Adobe Certified Professional in Digital Video w/Premiere Pro	Adobe	3,306
Adobe Certified Professional in Graphic Design/Illustration w/Illustrator	Adobe	3,946
Adobe Certified Professional in Print/Digital Media W/Indesign	Adobe	649
Adobe Certified Professional in Visual Design	Adobe	204
Adobe Certified Professional in Visual Design W/Photoshop	Adobe	11,026
API 1104 Welding Pipelines and Related Facilities	American Welding Society	52
Apple App Development with Swift	Apple Authorized Training Provider	30
ASE Auto Transmission	Automotive Service Excellence	12
ASE Automobile Service Technology	Automotive Service Excellence	31
ASE Brakes	Automotive Service Excellence	204
ASE Electrical/Electronic Systems	Automotive Service Excellence	73
ASE Engine Performance	Automotive Service Excellence	44
ASE Engine Repair	Automotive Service Excellence	75
ASE Entry Level Automobile Maintenance and Light Repair (MR)	Automotive Service Excellence	1,558

IBC Name	Certifying Entity Name	Number of IBCs Awarded
ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)	Automotive Service Excellence	309
ASE Entry-Level Automobile Brakes (BR)	Automotive Service Excellence	1,639
ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	Automotive Service Excellence	1,027
ASE Entry-Level Automobile Engine Performance (EP)	Automotive Service Excellence	534
ASE Entry-Level Automobile Engine Repair (ER)	Automotive Service Excellence	906
ASE Entry-Level Automobile Heating and Air Conditioning (AC)	Automotive Service Excellence	727
ASE Entry-Level Automobile Manual Drive Train and Axles (MD)	Automotive Service Excellence	321
ASE Entry-Level Automobile Service Technology	Automotive Service Excellence	350
ASE Entry-Level Automobile Suspension and Steering (SS)	Automotive Service Excellence	965
ASE Entry-Level Collision Mechanical and Electrical Components (ME)	Automotive Service Excellence	6
ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)	Automotive Service Excellence	82
ASE Entry-Level Collision Painting and Refinishing (PR)	Automotive Service Excellence	212
ASE Entry-Level Collision Structural Analysis and Damage Repair	Automotive Service Excellence	36
ASE Entry-Level Medium/Heavy Truck, Brakes (TB)	Automotive Service Excellence	50
ASE Entry-Level Medium/Heavy Truck, Diesel Engines (DE)	Automotive Service Excellence	73
ASE Entry-Level Medium/Heavy Truck, Electrical/Electronic Systems (TE)	Automotive Service Excellence	65
ASE Entry-Level Medium/Heavy Truck, Suspension and Steering (TS)	Automotive Service Excellence	15
ASE Heating, Ventilation, AC (HVAC)	Automotive Service Excellence	184
ASE Maintenance Light Repair	Automotive Service Excellence	222

IBC Name	Certifying Entity Name	Number of IBCs Awarded
ASE Manual Drive Train Axles	Automotive Service Excellence	32
ASE Non-Structural Analysis Damage Repair	Automotive Service Excellence	21
ASE Painting & Refinishing Entry Level	Automotive Service Excellence	23
ASE Refrigerant Recovery and Recycling	Automotive Service Excellence	2,094
ASE Suspension and Steering	Automotive Service Excellence	167
ASE Truck Technician Diesel Engines	Automotive Service Excellence	13
Autodesk Associate (Certified User) 3DS MAX	AUTODESK	82
Autodesk Associate (Certified User) AUTOCAD	AUTODESK	1,997
Autodesk Associate (Certified User) Fusion 360	AUTODESK	1,488
Autodesk Associate (Certified User) Inventor for Mechanical Design	AUTODESK	1,737
Autodesk Associate (Certified User) Revit Architecture	AUTODESK	1,030
Autodesk Associate (Certified User) Revit for Electrical	AUTODESK	72
Autodesk Associate (Certified User) Revit for Structural Design	Autodesk	5
Autodesk Certified Professional Fusion 360	Autodesk	76
Autodesk Certified Professional in AutoCAD for Design and Drafting	Autodesk	83
Autodesk Certified Professional in Inventor for Mechanical Design	Autodesk	121
Autodesk Certified Professional in Revit for Architectural Design	Autodesk	92
AWS Certified Welder	American Welding Society	410
AWS D1.1 Structural Steel	American Welding Society	6,182
AWS D9.1 Sheet Metal Welding	American Welding Society	9,926
AWS Sense Level 1: Entry Welder	American Welding Society	446
Barber Operator License	Texas Department of Licensing and Regulation	62
BASF Plant Science Certification	BASF	856

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Basic Structure Fire Protection	Texas Commission on Fire Protection	35
Biotechnician Assistant Credentialing Exam (BACE)	Biotility Applied	26
Broadcasting and Journalism	NOCTI	82
C-101 Certified Industry 4.0 Associate -Basic Operations	Smart Automation Certification Alliance	304
C-103 Certified Industry 4.0 Associate - Robot System Operations	Smart Automation Certification Alliance	15
Certified Billing and Coding Specialist (CBCS)	National Healthcareer Association	65
Certified Clinical Medical Assistant	National Healthcareer Association	4,073
Certified Clinical Medical Assistant	National Association for Health Professionals	369
Certified Clinical Medical Assistant	American Allied Health	243
Certified Clinical Medical Assistant	American Medical Certification Association	172
Certified Clinical Medical Assistant	American Medical Technologists	12
Certified Clinical Medical Assistant	National Center for Competency Testing	9
Certified Dental Assistant	Dental Assistant National Board	119
Certified EKG Technician	National Healthcareer Association	2,658
Certified EKG Technician	American Allied Health	534
Certified EKG Technician	American Medical Certification Association	90
Certified EKG Technician	American Society of Phlebotomy Technicians	15
Certified Entry-Level Python Programmer (PCEP)	Python Institute	501
Certified Fundamentals Cook	American Culinary Federation	105
Certified Hospitality & Tourism Management Professional	American Hotel and Lodging Association Educational Institute	99
Certified Insurance Service Representative	National Alliance for Insurance Education & Research	14
Certified Manufacturing Associate	SME	79
Certified Nurse Aide (CNA)	Texas Health and Human Services	2,434
Certified Personal Trainer	National Academy of Sports Medicine	42
Certified Professional Photographer	Professional Photographers of America	28
Certified Professional Programmer	Unity	133
Certified SolidWorks Associate	SolidWorks	146

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Certified SolidWorks Associate (CSWA) - Academic	Dassault Systems	329
Certified SolidWorks Associate (CSWA) - Mechanical Design	Dassault Systems	369
Certified SolidWorks Professional (CSWP) - Academic	Dassault Systems	24
Certified SolidWorks Professional (CSWP) - Additive Manufacturing	Dassault Systems	38
Certified User: Programmer	Unity	80
Certified Veterinary Assistant, Level 1	Texas Veterinary Medical Association	939
Child Development Associate (CDA)	Council for Professional Recognition	21
CISCO CCNA (200-301) Implementing and Administering CISCO Solutions	CISCO	6
CNC Lathe Operations	NIMS	7
CODEHS Cybersecurity Level 1 Certification	CODEHS	100
CODEHS Python Level 1 Certification	CODEHS	131
CODEHS Web Design Level 1 Certification	CODEHS	9
Commercial Foods	NOCTI	40
Community Health Workers	Texas Department of State Health Services	952
COMPTIA A+ Certification	COMPTIA	104
COMPTIA IT Fundamentals+	COMPTIA	530
COMPTIA Network+	COMPTIA	81
COMPTIA Security+	COMPTIA	65
Computer Networking Fundamentals - Job Ready	NOCTI	8
Computer Repair Technology - Job Ready	NOCTI	26
Cosmetology Esthetician License	Texas Department of Licensing and Regulation	12
Cosmetology Manicurist License	Texas Department of Licensing and Regulation	47
Cosmetology Operator License	Texas Department of Licensing and Regulation	1,640
Culinary Meat Selection & Cookery Certification	American Meat Science Association	725
Customer Service and Sales: Certified Specialist	National Retail Federation Foundation	85

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Cybersecurity Fundamentals	NOCTI	217
Digital Video Production Foundations	NOCTI	124
Ducks Unlimited Ecology Conservation & Management Certification	Ducks Unlimited	460
Early Childhood Education and Care - Advanced	NOCTI	25
Early Childhood Education and Care - Basic	NOCTI	114
ECG Technician	National Center for Competency Testing	109
Educational Aide I	Texas Education Agency	1,726
ELANCO Fundamentals of Animal Science Certification	ELANCO	4,625
ELANCO Veterinary Medical Applications Certification	ELANCO	2,069
Electrical Apprenticeship Certificate Level 1	Independent Electrical Contractors Texas	85
Emergency Medical Responder	National Registry of Emergency Medicaltechnicians	14
EMERGENCY MEDICAL TECHNICIAN - BASIC	National Registry of Emergency Medicaltechnicians	365
Engineering Technology Foundations	NOCTI	598
Entrepreneurship and Small Business	CERTIPORT	10,452
Equine Management & Evaluation Certification	National Horse Judging Team Coaches Association	745
FAA Part 107 Remote Drone Pilot	Federal Aviation Administration	762
Facebook Digital Marketing Associate Certification	Facebook (Meta)	7
FANUC Robot Operator 1	FANUC America	55
Food Protection Manager Certification	American National Standards Institute	497
Food Safety & Science Certification	American Meat Science Association	1,467
General Management	NOCTI	157
Google Analytics Individual Qualification	Google	10,620
Google Cloud Certified Professional - Cloud Architect	Google	5
Google It Support Professional Certificate	Google	96
HBI Pre-Apprenticeship Certificate Training (PACT), Core	Home Builders Institute	153

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Horticulture - Landscaping - Job Ready	NOCTI	9
Hospitality Management - Lodging - Job Ready	NOCTI	12
IAED Emergency Telecommunicator	International Academy of Emergency Dispatch	1,894
Information Technology Specialist: HTML and CSS	Certiport	150
Information Technology Specialist: JAVA	Certiport	270
Information Technology Specialist: JAVAScript	Certiport	149
Information Technology Specialist: Networking	Certiport	221
Insurance and Coding Specialist	National Center for Competency Testing	20
Intuit Quickbooks Certified User	Intuit	811
Licensed Veterinary Technician	Texas Board of Veterinary Medical Examiners	11
Licensed Vocational Nurse	Texas Board of Nursing	19
Machining CNC Mill Operations Level I	NIMS	51
Machining Measurement, Material, and Safety Level I	NIMS	323
Medical Assistant	National Center for Competency Testing	260
Microsoft Azure AI Fundamentals	Microsoft	7
Microsoft Office Specialist 2016 Master	Microsoft	551
Microsoft Office Specialist Excel	Microsoft	7,573
Microsoft Office Specialist Word	Microsoft	22,711
Microsoft Office Specialist: Microsoft Access Expert (Access/Access 2019)	Microsoft	273
Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019)	Microsoft	1,349
Microsoft Office Specialist: Microsoft Word Expert (Word and Word 2019)	Microsoft	5,884
Nationally Certified Medical Coding and Billing Specialist	American Allied Health	12
Nationally Registered Certified EKG Technician	National Association for Health Professionals	98
Natural Resources Systems	NOCTI	15
NCCER Carpentry Level I	NCCER	323

IBC Name	Certifying Entity Name	Number of IBCs Awarded
NCCER Carpentry Level II	NCCER	97
NCCER Construction Site Safety Technician	NCCER	23
NCCER Construction Technology Certification Level I	NCCER	5
NCCER Core	NCCER	7,383
NCCER Electrical Level I	NCCER	220
NCCER Electrical Level II	NCCER	66
NCCER Heating, Ventilation, Air Conditioning Level I	NCCER	143
NCCER Instrumentation Level I	NCCER	11
NCCER Masonry Level I	NCCER	7
NCCER Pipefitting Level I	NCCER	6
NCCER Plumbing Level I	NCCER	93
NCCER Plumbing Level II	NCCER	9
NCCER Welding Level I	NCCER	548
Non-Commissioned Security Officer Level II	Texas Dept of Public Safety Approved Level III or Level IV Training Center	3,426
Oracle Certified Associate JAVA SE 8 Programmer	Oracle	17
OSHA 30 Hour Construction	360training Room	474
OSHA 30 Hour Construction	University of South Florida Health	382
OSHA 30 Hour Construction	Summit Training Source	247
OSHA 30 Hour Construction	AdvanceOnline	140
OSHA 30 Hour General	University of South Florida Health	2,198
OSHA 30 Hour General	360training Room	1,767
OSHA 30 Hour General	Summit Training Source	1,741
OSHA Hazardous Waste Operations and Emergency Response	Other	51
Other Certifications		54
Patient Care Technician	National Healthcareer Association	2,125
Patient Care Technician	American Allied Health	402
Patient Care Technician	National Center for Competency Testing	167
Patient Care Technician	American Medical Certification Association	89
Pharmacy Technician	National Healthcareer Association	986
Pharmacy Technician	Pharmacy Technician Certification Board	431
Phlebotomy Technician	National Healthcareer Association	2,019
Phlebotomy Technician	American Allied Health	578
Phlebotomy Technician	American Medical Certification Association	112
Phlebotomy Technician	National Center for Competency Testing	90

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Phlebotomy Technician	American Society for Clinical Pathology	6
Pre-Engineering/Engineering Technology - Job Ready	NOCTI	45
Pre-Professional Certification in Culinary Arts	American Association of Family and Consumer Sciences	51
Pre-Professional Certification in Early Childhood Education	American Association of Family and Consumer Sciences	94
Pre-Professional Certification in Food Science Fundamentals	American Association of Family and Consumer Sciences	73
Pre-Professional Certification in Nutrition, Food, And Wellness	American Association of Family and Consumer Sciences	596
Principles of Floral Design Certification	Benz School of Floral Design	1,789
Principles of Small Engine Technology Certification	Equipment & Engine Training Council	86
Real Estate Sales Agent License	Texas Real Estate Commission	20
Refrigerant Handling	EPA	314
Registered Dental Assistant X-Ray Certification	Texas State Board of Dental Examiners	444
Retail Merchandising - Job Ready	NOCTI	124
Servsafe Manager	National Restaurant Association	6,142
Small Animal Science and Technology	NOCTI	72
Student Social Media Marketing Certification	STUKENT	3,072
Travel and Tourism	NOCTI	86
Trio Electrical Pre-Apprenticeship (EPP) Certification	Construction Career Collaborative	38
Volunteer Income Tax Assistance/Tax Counseling Cert: Volunteer for Elderly	Internal Revenue Service	172
Volunteer Income Tax Assistance/Tax Counseling Certification: Advanced	Internal Revenue Service	251
Volunteer Income Tax Assistance/Tax Counseling Certification: Basic	Internal Revenue Service	3,179
Web Design - Job Ready	NOCTI	13
Welding - Job Ready	NOCTI	36

Texas Department of Criminal Justice

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Brakes	Automotive Service Excellence	1
Electrical/Electronic Systems	Automotive Service Excellence	1
Forklift Operator Safety Training	Overton Safety Training, Inc.	484
Literary (UEB)	Library of Congress	14
Literary (UEB) Proficiency	Library of Congress	1
Textbook Formatting	National Braille Association	1
Transcriber Music	Library of Congress	2

Windham School District

IBC Name	Certifying Entity Name	Number of IBCs Awarded
NCCER, Core	National Center for Construction Education & Research	2,311
NCCER, Const. Site Safety	National Center for Construction Education & Research	2,249
OSHA, 10-Hour Construction	Texas A&M Engineering Extension Services	1,033
Certified Customer Service Specialist (CSS)	Electronics Technician Association	911
ServSafe Food Handler	US National Restaurant Association	570
NCCER, Electrical Level-1	National Center for Construction Education & Research	499
C-Tech Telecommunications	C-Tech Manufacturing	438
C-Tech Fiber Optics	C-Tech Manufacturing	413
C-Tech Copper and Cabling	C-Tech Manufacturing	388
OSHA, 10-Hour Industry	Texas A&M Engineering Extension Services	370

Texas Juvenile Justice Department

IBC Name	Certifying Entity Name	Number of IBCs Awarded
American Welding Society (AWS)	American Welding Society (AWS)	15
NCCER - Core Curriculum	National Center for Construction Education & Research	76
NCCER Carpentry Level 1	National Center for Construction Education & Research	8
NCCER Welding Level 1	National Center for Construction Education & Research	2

Appendix B: FY 2024 - 2031 Texas Workforce System Plan Architecture

System Goal	System Objective	System Strategy	Partner Agency
Employers Accelerate the delivery of relevant education and training programs to meet the demand of employers.	Increase upskilling and reskilling programs	Institute and expand upskilling and reskilling programs as part of core education and training inventory, with an emphasis on meeting the needs of employers for middle-skill workers.	TWC THECB TDCJ WSD
	Increase adult education transition to employment	Expand integrated education and training programs for middle-skill occupations and increase learner persistence to completion, certification, and employment.	TWC
	Increase short-term credentials in high-demand occupations	Respond flexibly to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.	TWC THECB TEA TDCJ WSD TJJD
Learners Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.	Increase work-based learning	Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.	TWC THECB TEA
	Increase apprenticeship	Expand registered and industry-recognized apprenticeship programs in both traditional and non-traditional areas to ease workforce shortages through engaging and assisting employers to begin new programs.	TWC WSD
Partners Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.	Identify credentials of value	Develop and execute a model to identify credentials of value – including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.	TWC THECB TEA
	Clarify and connect pathways	Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.	THECB TEA
Policy and Planning Accelerate the availability of relevant workforce, education, and other data sets and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners.	Increase Texas Rising Star certification levels	Promote and support the attainment of high-tier Texas Rising Star certification by all child care providers.	TWC
	Identify and quantify quality outcomes	Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.	TWC THECB TEA
	Enhance wage record	Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational area of study.	TWC THECB TEA
	Identify and collect industry-based certification data	Develop and implement strategies and procedures to collect and report data, including certifications attained by name of certification and name of third-party, national certifying entity.	TWC THECB TEA TDCJ WSD TJJD TVC

Appendix C: Formal Measures

The Texas Workforce System Strategic Plan FY 2024–FY 2031 Formal Measures Matrix

Program	Administrative Agency	Measure 1	Measure 2	Measure 3	Measure 4
		Educational Achievement	Entered Employment	Employment Retention	Customers Served
Postsecondary Community and Technical College Corrections – Academic and Technical	TDCJ	X			X
Secondary Academic Education, Windham	TEA	X			X
Secondary Career and Technical Education – Perkins V [CTE]	TEA	X	X		X
Secondary Education	TEA	X			X
Secondary Career and Technical Education, Windham [CTE]	TEA	X			X
Community and Technical College Academic Education	THECB	X	X	X	X
Community and Technical College Technical Education [CTE]	THECB	X	X	X	X
Secondary Academic Education, Youth Corrections	TJJD	X			X
Secondary Technical Education, Youth Corrections [CTE]	TJJD	X			X
Veterans Employment Services	TVC		X	X	X
Adult Education – Workforce Innovation and Opportunity Act (WIOA), Title II	TWC	X	X	X	X
Adults – WIOA, Title I	TWC	X	X	X	X
Apprenticeship, Chapter 133	TWC	X			X
Dislocated Workers – WIOA, Title I	TWC	X	X	X	X
Employment Services, Wagner-Peyser – WIOA, Title III	TWC		X	X	X
Self-Sufficiency Fund	TWC		X	X	X
Senior Community Service Employment Program	TWC		X		X
Skills Development Fund	TWC		X		X
Supplemental Nutrition Assistance Program Employment and Training	TWC		X	X	X
Temporary Assistance for Needy Families Choices	TWC		X	X	X
Trade Adjustment Assistance	TWC		X	X	X
Vocational Rehabilitation Services – WIOA, Title IV	TWC	X	X	X	X
Youth – WIOA, Title I	TWC	X	X	X	X

Agency Acronyms:

TDCJ	Texas Department of Criminal Justice
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
TJJD	Texas Juvenile Justice Department
TVC	Texas Veterans Commission
TWC	Texas Workforce Commission

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Texas Workforce Investment Council

System Partners

Economic Development and Tourism
Texas Department of Criminal Justice
Texas Education Agency
Texas Health and Human Services Commission

Texas Higher Education Coordinating Board
Texas Juvenile Justice Department
Texas Veterans Commission
Texas Workforce Commission

Members

Rick Rhodes (Chair), Austin
Michelle Harper (Vice-Chair), San Marcos
Paloma Ahmadi, Shavano Park
Joe Arnold, Muldoon
Jesse Gatewood, Corpus Christi
Lindsey Geeslin, Waco
Vacant
Thomas Halbouty, Southlake
John Martin, San Antonio
Wayne Oswald, Houston
Paul Puente, Houston
Richard Rhodes, Austin
Johnny Vahalik, San Antonio
Vacant
Wynn Rosser, Austin
Mike Morath, Austin
Ed Serna, Austin
Cecile Young, Austin
Adriana Cruz, Austin

Representing

Business and Industry
Community-Based Organization
Business and Industry
Education
Labor
Labor
Business and Industry
Business and Industry
Labor
Business and Industry
Labor
Education
Education
Labor
Texas Higher Education Coordinating Board
Texas Education Agency
Texas Workforce Commission
Texas Health and Human Services Commission
Economic Development and Tourism, Office of
the Governor