Texas Workforce Investment Council

EVALUATION 2025

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 2025

Accomplishments and Outcomes of the Texas Workforce System

Texas Workforce Investment Council

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Introduction

Guided by the Texas workforce system strategic plan, *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031,* system partners work collaboratively to implement the Council's vision and ensure Texas has a workforce that drives economic prosperity for Texans. The Texas Workforce Investment Council's (Council) annual evaluation report assesses the progress and achievements of the collaboration between partner agencies and system stakeholders, specifically: the annual performance outcomes of the Texas workforce system and progress made towards the implementation of strategies to achieve system goals and objectives.

The Council and Texas' Workforce System

The Council was created in 1993 by the 73rd Texas Legislature and is charged with promoting the development of a highly skilled and well-educated workforce for Texas. The Council 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 statutorily required 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
- maintenance of the Texas Skill Standards system.

Additionally, the Council serves as the state workforce development board under the federal Workforce Innovation and Opportunity Act. 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 development boards, as well as independent school districts, community and technical colleges, and local adult education providers. In alignment with the workforce system strategic plan, system partners are responsible for the delivery of programs and services focused on education, workforce education, workforce training for adults (including adults with barriers to employment), and youth.[1]

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

Workforce system partners include:

- Governor's Economic Development and Tourism Office
- 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.

The Texas workforce system strategic plan, *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031*, was developed by the Council and its system partners to align the state's 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 in Figure 1. These goals and objectives address key issues throughout Texas that were identified during the development of the plan and shape partner agency action plans and key performance indicators to measure implementation and success.

During the life of this strategic plan, should either state or federal legislation 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 Requirements for System Strategic Plan Implementation

The Texas workforce system is a complex structure composed of numerous programs, services, and initiatives administered by the Council's system partners. System partners administer and deliver workforce education and training programs and related services. The system plan strategically focuses the workforce system on critical outcomes that will make significant progress in achieving the system vision. To monitor implementation of the plan, the Council is required to evaluate the workforce system across several elements, review state and local workforce board plans for alignment with the system strategic plan, and document system progress on addressing issues as identified in the plan via system strategies.

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 via the annual evaluation report on system progress towards achieving workforce goals and objectives. 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

Statutory Requirement to Review State Partner Agency and Local Workforce Development Board Plans

Texas' state government biennial strategic planning and budgeting process serves as an essential link to ensure that agency actions, initiatives, and programs are carried out in alignment with workforce system goals. TGC Chapter 2308 also charges the Council with the review of partner agency and local workforce development board (local board) plans. Each year the Council reviews and evaluates either agency strategic plans or local board plans for alignment with the overall system strategic plan. The required plan alignment and reviews enable the Council to monitor the methods being used to implement system goals and strategies through local service delivery. The following chart illustrates the links between agency strategic plans, state plans for federally funded programs, and local board plans. The results of these

Linking Key Texas Workforce Plans
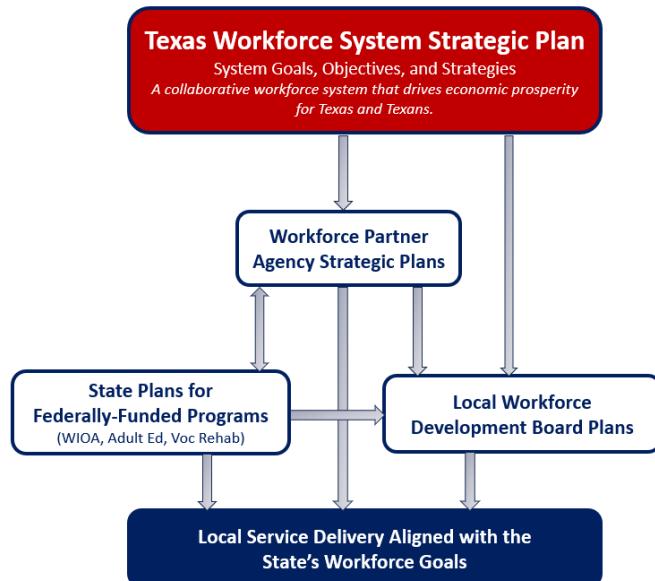
evaluations are included in the annual evaluation in their respective years in the System Review Section as part of the Council's assessment of the workforce system as a whole.

Statutory Requirement to Identify Issues

The Council is charged with facilitating the seamless delivery of integrated workforce services and integrated adult education and literacy services in the state. In carrying out these duties, the Council is also required to identify and report a list of specific areas that need to be addressed. Through the development of the workforce system strategic plan, in collaboration with workforce system partners and stakeholders, the Council identified 21 critical issues and opportunities that system partners must address in the next five to eight years in the areas of:[2]

- ➢ 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 are organized under thematic system goals and objectives in the system plan and recast as system strategies, with 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 provided in this annual evaluation report directly address the issues identified by the Council.[3]

Evaluation 2025

This annual evaluation focuses on workforce system performance in the implementation of workforce programs and 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 evaluation presents information and data that illustrate the outcomes of all workforce programs and progress toward the achievement of specific long-term goals through actions executed by partner agencies that administer the programs.

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[2] These issues are detailed in *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031*, pages 9-10.
[3] Please note, in addition to the annual evaluation, the Council also addresses this statutory obligation through other efforts, including strategy sessions, issue briefs and reports, studies, panels, and surveys. For more information, please visit the Council's website: https://gov.texas.gov/organization/twic.

Evaluating the Workforce System: A Comprehensive Approach

Performance accountability remains a key element that guides workforce system outcomes. The evaluation framework is designed to assess system progress in the implementation of goals and objectives that focus on education and workforce programs and initiatives. This framework aims to assist the continuous improvement of the workforce system over the life of a workforce system strategic plan.

Evaluation Framework and Key Performance Indicators

When evaluating the implementation of the workforce system strategic plan, the Council considers five key components, as illustrated in the graphic below. The Council collects data on key performance indicators via the 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.

Data reported by system partners on these five components presents system outcomes via the formal measures, and goal-specific performance outcomes through the less formal measures and agency actions.

▸ **Workforce System Performance Outcomes (formal measures**): Approved by the Governor in 2003, four formal measures, which are consistent across agencies and/or programs, measure system performance outcomes. Annual partner agency data are presented for the most recent 12-month reporting period in aggregate figures and details by agency or specific program. Performance trends are also presented to assess system performance over the current and previous system plan periods.

▸ **System Goal Implementation Outcomes (less formal measures and agency actions):** Goal-specific performance outcomes are reported through less formal measures as agreed upon by the agencies. Annual partner agency data are presented for the most recent 12-month reporting period in aggregate figures, by strategy and by agency where applicable. In addition, the workforce system strategic plan's four goal areas include high-level actions that partner agencies will implement to achieve system strategies and objectives. To demonstrate implementation of actions to achieve the system goals, agencies report on the status of agency action plans in odd-numbered years.

▸ The evaluation framework mirrors the system strategic plan architecture, emphasizing the attainment of a workforce system that drives economic prosperity by achieving workforce system goals. This evaluation design additionally supports engagement 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

Table 1: Key Performance Indicators

Workforce System Performance Outcomes: Formal Measures

- ▶ Educational attainment
- ▶ Entered employment
- ▶ Employment retention
- ▶ Customers served

System Goal Performance Outcomes: Less Formal Measures

System Goal: Employers

- ▶ Number of individuals enrolled in upskilling and reskilling programs[4]
- ▶ Percent of individuals completing upskilling and reskilling programs[4]
- ▶ 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[5]
- ▶ 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

- ▶ No less formal measures are assigned to this system goal in the workforce system strategic plan.

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 childcare 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

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[4] Texas Higher Education Coordinating Board reports on programs in community and technical colleges.

[5] 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

The four formal measures include educational achievement, entered employment, employment retention, and customers served. The measures have been incorporated into all previous strategic plans and are included in the current iteration. State statute requires the formal measures to be consistent across workforce programs, allowing the Council to gather longitudinal, system-wide data on the impact of partner agencies' programs and services.

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 become part of the state's performance budget and accounting system after it is approved by the Governor and Legislative Budget Board (LBB) and be applied to each state agency that administers a workforce program. Formal measures are included in an agency's legislative appropriation request and may or may not be specified as key measures.[6]

Less Formal Measures

TGC Section 2308.104(d) requires system partner agencies to provide information essential to the implementation of the workforce system strategic plan, as reflected by the less formal measures. These measures are included in an agency's action plan, linked to each long-range strategy in the eight-year workforce system strategic plan, and provide data on the effectiveness of an agency's actions and activities to accomplish the system goals and objectives.

Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031 is the first strategic plan to identify less formal measures for agency action plans intended to achieve the same strategic outcome. Outcomes for each system goal area—employers, learners, partners, and policy and planning—are consistent across agencies who have relevant programs and data. This allows the Council to aggregate data, measure system-wide outcomes, and compile longitudinal data for the strategies over the course of the strategic plan period.

Detail on the outputs and outcomes for the less formal measures can be found in the corresponding system goal sections of the report.

Negotiation Process of the Definitions and Methodologies

Definitions and methodologies for the formal measures were first negotiated with the Council's partner agencies in 2004. To achieve a higher degree of consistency when aggregating data across programs, the federal common definitions are adopted for the formal measures where relevant and similar program periods are used. Prior to collecting data, partner agencies are provided details on reporting periods, definitions, purpose, data sources, methodologies, data limitations, calculation methods, and whether a measure is new for each of the key performance indicators. Agencies follow the same data submission process to ensure consistent reporting on the less formal measures. Additionally, the finalized definitions and methodologies for each of the formal measures were submitted to the LBB on November 1, 2023,

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

and will be included in the LBB's performance measures guidelines issued for agencies who submit strategic plans on a biennial basis.[7]

Data Treatment and Limitations

Most workforce programs are designed to serve participants who meet specific eligibility criteria. 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.

Explanatory data notes for the formal and less formal measures are included in the following section, as provided verbatim by agencies. The following provides an overview of data treatment and limitations for specific measures presented in this evaluation report. More 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. Data 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.
> ▸ Data Ownership: Raw data are confidential and owned by the applicable agency. Some partner agencies process their own data, while others have interagency agreements with other partner agencies for data processing.
> ▸ Unemployment Insurance (UI) Records Time Lag: There is a natural 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. As a result, the performance data reported each year reflect the outcomes of people who exited services one or two years prior.
> ▸ UI Records Limitations: An indeterminate number of individuals exit workforce programs by obtaining jobs that are outside the coverage of the Texas UI system. For example, individuals are not reported who are self-employed or in other contract work, who relocate and become employed in another state, and who live in Texas but are employed across state lines. This lack of coverage results in lower levels of documented employment, which are reflected in lower outcomes when education and training programs are evaluated.

Partner Agency Actions

Partner agency action plans are organized by the workforce system goals. Partner agencies report on the implementation status of each agency action plan every other year (specifically, each odd-numbered year) and provide specific high-level actions that each agency intends to take to implement system strategies and system objectives over the next biennium.

In even-numbered years, partner agencies demonstrate implementation of the workforce system strategic plan through information contained in each agency's strategic plan submitted to the LBB.

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

These actions support 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 a workforce system strategic plan, the Council performs an update of the plan itself, including the agency action plans and the associated performance measures. While key performance measures and agency actions may change during this update, the evaluation framework remains consistent.

2025 Workforce System Performance Outcomes

Educational Achievement, Entered Employment, Employment Retention: Aggregate Totals

Chart data:
- Educational Achievement: 84.4%, 830,086
- Entered Employment: 70.5%, 796,116
- Employment Retention: 86.2%, 352,088

X-axis: 0, 200,000, 400,000, 600,000, 800,000

■ Completed

FY 2025 Workforce System Outcomes

700,191 (84.4%) Attained Educational Achievement
Individuals who completed a degree, certification, credential, or other measures of educational achievement.

561,291 (70.5%) Entered Employment/Education/Training
Individuals who entered employment and/or were enrolled in education or training after program exit.

303,534 (86.2%) Retained Employment/Education/Training
Individuals who retained employment and/or were enrolled in education or training after program exit.

4,467,560 Customers Served
Individuals who received services through the Texas workforce system.

2025 Formal Measures by Agency

Workforce System Partners	Educational Achievement	Entered Employment	Employment Retention	Customer Served*
2025 Formal Measure Aggregate Totals	**700,191**	**561,291**	**303,534**	**4,467,560**
Texas Department of Criminal Justice	505			3,275
Texas Education Agency	646,815	187,654		3,303,053
Texas Higher Education Coordinating Board	40,528	126,024	106,578	661,034
Texas Juvenile Justice Department	236			2,432
Texas Veterans Commission		3,235	2,778	4,171
Texas Workforce Commission	12,107	244,378	194,178	496,870

Customers Served in 2025 by Agency

Partner Agency	Program	Evaluation Year 2025
TDCJ	Postsecondary Community and Technical College Corrections – Academic and Technical*	3,275
	Texas Department of Criminal Justice Subtotal	**3,275**
TEA	Secondary Academic Education Windham	42,817
	Secondary Career and Technical Education (CTE)	1,549,131
	Secondary Education	1,698,944
	Secondary Technical Education Windham (CTE)	12,161
	Texas Education Agency Subtotal	**3,303,053**
THECB	Community and Technical College Academic Education	489,232
	Community and Technical College Technical Education (CTE)	171,802
	Texas Higher Education Coordinating Board Subtotal	**661,034**
TJJD	Secondary Academic Education, Youth Corrections	1,285
	Secondary Technical Education, Youth Corrections (CTE)	1,147
	Texas Juvenile Justice Department Subtotal	**2,432**
TVC	Veterans Employment and Training	4,171
	Texas Veterans Commission Subtotal	**4,171**
TWC	Adult Education – WIOA, Title II	64,963
	Adults - WIOA, Title I	12,505
	Apprenticeship, Chapter 133	14,527
	Dislocated Workers – WIOA, Title I	5,294
	Employment Services, Wagner-Peyser – WIOA, Title III	286,953
	Self-Sufficiency Fund	350
	Senior Community Service Employment Program	783
	Skills Development Fund	10,789
	Supplemental Nutrition Assistance Program Employment and Training	10,625
	Temporary Assistance for Needy Families Choices	9,754
	Trade Adjustment Assistance	44
	Vocational Rehabilitation Services – WIOA, Title IV	71,690
	Youth - WIOA, Title I	8,593
	Texas Workforce Commission Subtotal	**496,870**
	Customers Served: Aggregated Measure Total	**4,467,560**

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 2025

Metric	Value	Percentage
Educational Achievement	9,853	46.0%
Entered Employment	42,363	57.5%
Employment Retention	22,218	86.5%

■ Completed
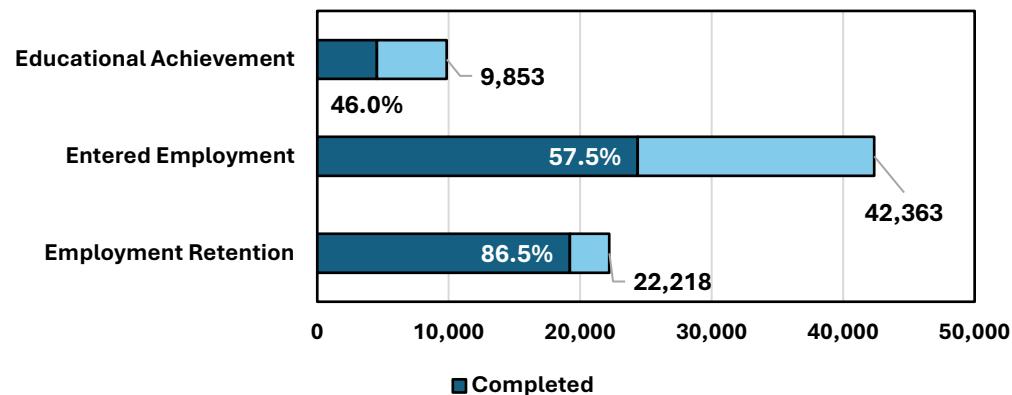
Vocational Rehabilitation, WIOA Title IV Program in 2025

Metric	Value	Percentage
Educational Achievement	4,049	64.6%
Entered Employment	19,803	60.8%
Employment Retention	12,077	88.6%

■ Completed
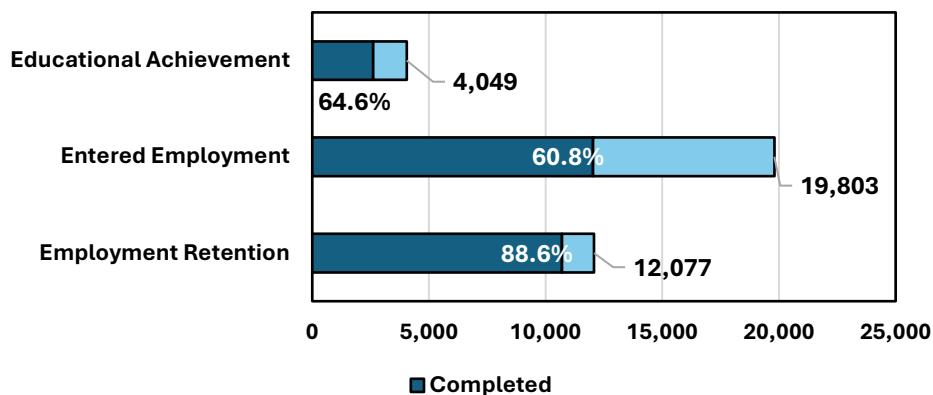
Youth, WIOA Title I Program in 2025

Metric	Value	Percentage
Educational Achievement	2,188	54.8%
Entered Employment	7,176	73.4%
Employment Retention	4,773	85.2%

■ Completed
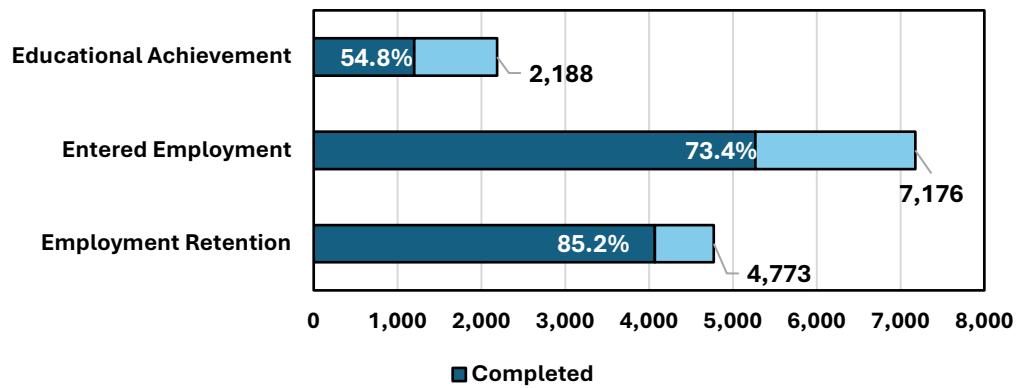
Veterans Employment Services Program in 2025

Metric	Value	Percentage
Entered Employment	5,190	62.3%
Employment Retention	3,239	85.8%

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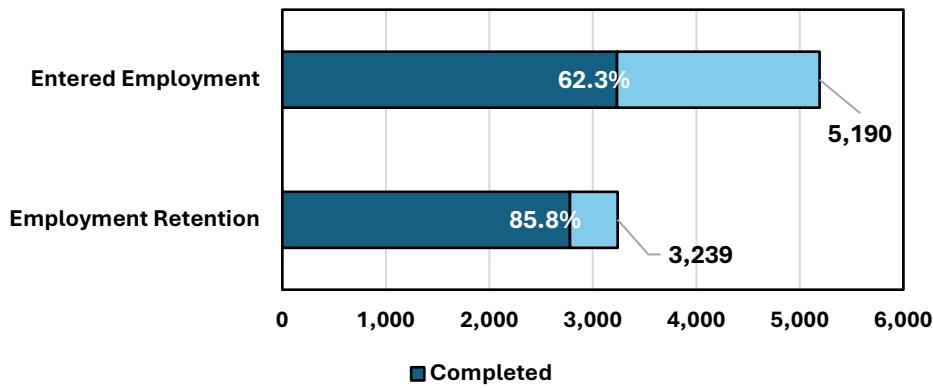
Visit the Council's website to access demographic reports on the populations served by programs presented on this page, including:

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

ADULT EDUCATION IN TEXAS: A DEMOGRAPHIC PROFILE
December 2024

PEOPLE WITH DISABILITIES: A TEXAS PROFILE
June 2024 Update

VETERANS IN TEXAS: A DEMOGRAPHIC STUDY
February 2024 Update

YOUTH IN TEXAS: A DEMOGRAPHIC STUDY
September 2024
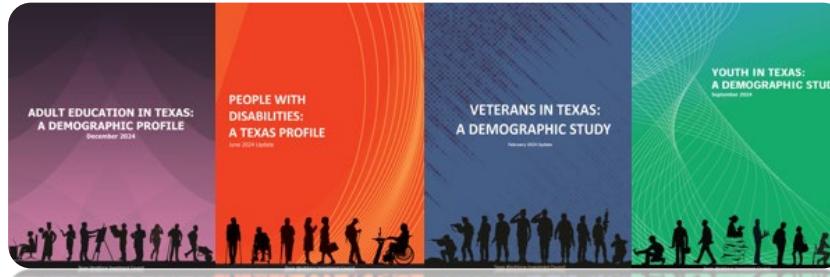
Formal Measures Longitudinal Data (2016-2025)

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 two years of system implementation under *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024–2031.*

Educational Achievement, Entered Employment, Employment Retention (2016–2025)
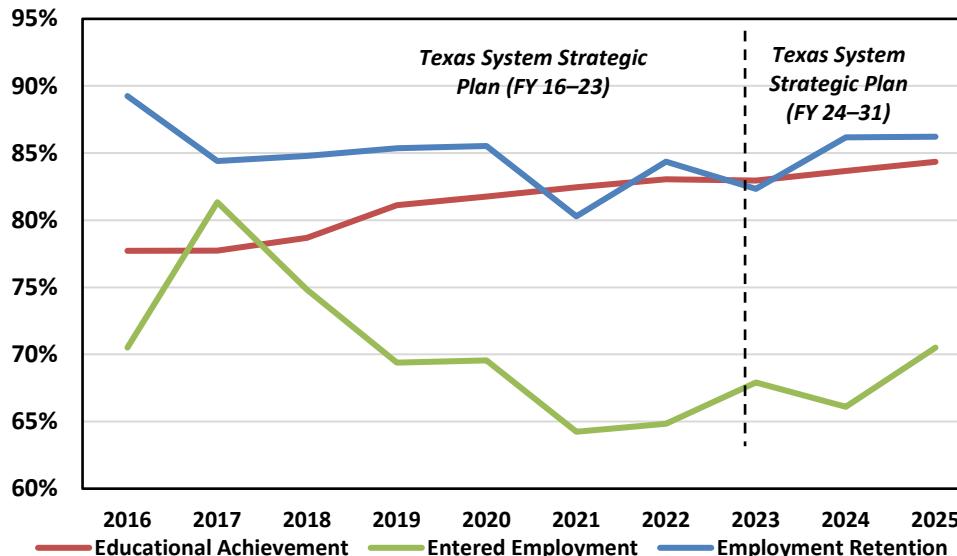
Customers Served (2016–2025)
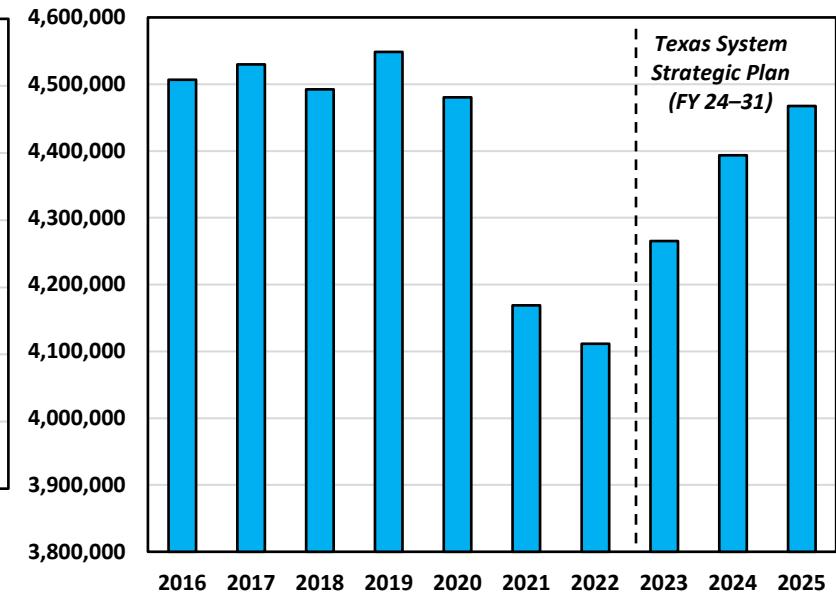
Formal Measures (2016–2025)

Measure		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Educational Achievement	EA	77.72%	77.73%	78.69%	81.11%	81.76%	82.45%	83.06%	82.95%	83.68%	84.35%
Entered Employment	EE	70.50%	81.34%	74.83%	69.40%	69.56%	64.24%	64.84%	67.91%	66.10%	70.50%
Employment Retention	ER	89.25%	84.41%	84.80%	85.36%	85.52%	80.29%	84.36%	82.33%	86.18%	86.21%
Customers Served	CS	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	4,467,560

Data Notes on 2025 Workforce System Performance Outcomes

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

Educational Achievement

Texas Department of Criminal Justice

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.

Texas Workforce Commission

Apprenticeship, Chapter 133

The Texas Workforce Commission's (TWC) process of tracking apprenticeship participation and outcomes does not provide data in the format required to allow accurate reporting of Apprenticeship Credential Rate in accordance with the measure definition.

Entered Employment

Texas Workforce Commission

Self-Sufficiency Fund

Data necessary to report this measure are no longer available in historically utilized sources and is not yet available in [TWC's] Enterprise Data Warehouse. Until it is, [TWC] cannot provide information on this measure.

Skills Development Fund

Data necessary to report this measure is no longer available in historically utilized sources and is not yet available in [TWC's] Enterprise Data Warehouse. Until it is, [TWC] cannot provide information on this measure.

Employment Retention

Texas Workforce Commission

Self-Sufficiency Fund

Data necessary to report this measure is no longer available in historically utilized sources and is not yet available in [TWC's] Enterprise Data Warehouse. Until it is, [TWC] cannot provide information on this measure.

<u>Skills Development Fund</u>

Data necessary to report this measure is no longer available in historically utilized sources and is not yet available in [TWC's] Enterprise Data Warehouse. Until it is, [TWC] cannot provide information on this measure.

Customers Served

Texas Department of Criminal Justice

<u>Postsecondary Community and Technical College Corrections – Academic and Technical</u>

Number of Students Served = number of academic & vocational students combined (counted only once) /actual number of inmates taking class/classes.

Additional Notes for Formal Measures

Texas Department of Criminal Justice

In the future, an extension for all postsecondary measures will be requested to afford time for verification of higher education data entry and submissions that support full school year data close out impacting enrollments and completions.

Employers System Goal

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

System Objective	System Strategy	Responsible Agencies	How Progress is Measured (Less Formal Measures)
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	▪ Number of individuals enrolled in upskilling and reskilling programs[8] ▪ Percent of individuals completing upskilling and reskilling programs[9]
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	▪ 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	▪ Percent of individuals attaining a short-term credential[10] ▪ Percent of individuals attaining an industry-based certification or license

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[8] THECB reports on programs in community and technical colleges.
[9] THECB reports on programs in community and technical colleges.
[10] 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.

2025 Employers System Goal Outcome

Bar chart showing:
- Percent of individuals completing upskilling and reskilling programs: 35.9%
- Percent of individuals completing IET programs: 88.9%
- Percent of individuals entering employment post-program completion: 69.0%
- Percent of individuals attaining a short-term credential: 30.6%
- Percent of individuals attaining an industry-based certification or license: 15.8%
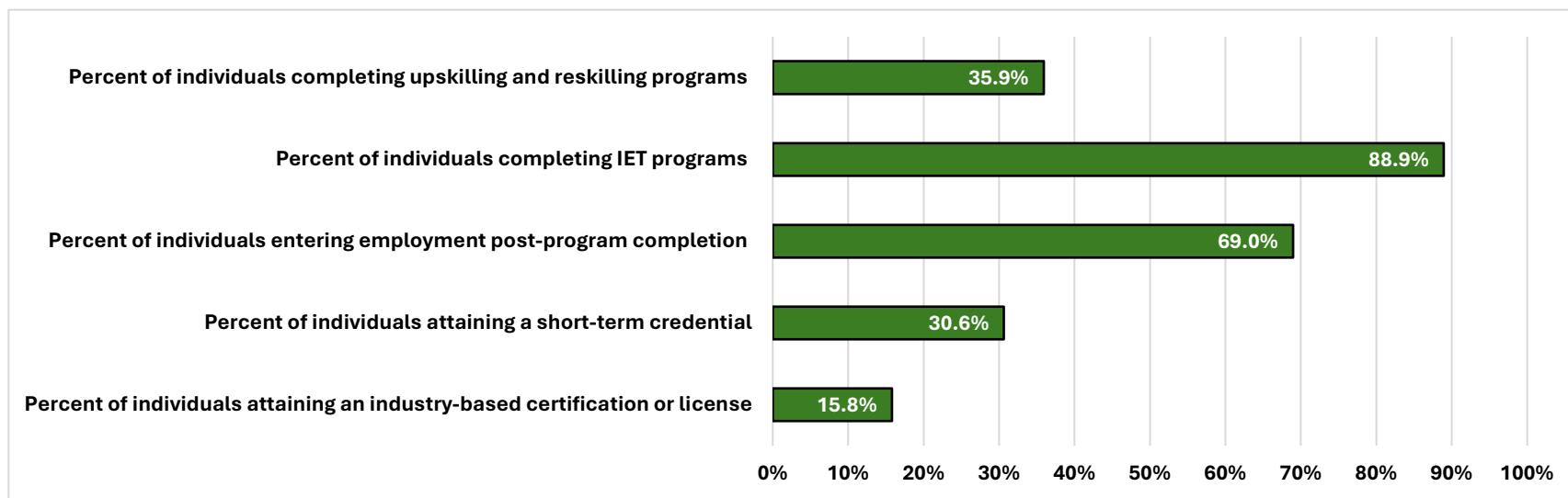
2025 Less Formal Measures Reported by Agencies

	Aggregate Total	TWC	THECB	TDCJ	WSD	TJJD
Number of individuals enrolled in upskilling and reskilling programs	122,466	12,916	91,492	3,903	14,155	
Percent of individuals completing upskilling and reskilling programs	35.9%	100.0%	22.6%	48.6%	60.0%	
Percent of individuals completing IET programs	88.9%	88.9%				
Percent of individuals entering employment post-program completion	69.0%	69.0%				
Percent of individuals attaining short-term credentials in high-demand occupations	30.6%	*See Notes*	22.5%	41.9%	82.8%	18.1%
Percent of individuals attaining an industry-based certification or license (by TEA)	15.8%					

Explanatory notes on the less formal measures data related to the employer's system goal as provided by the agencies are presented below. Information from agency data submissions is verbatim.

Number of Individuals Enrolled in Upskilling and Reskilling Programs

Texas Higher Education Coordinating Board (THECB)

Limitations:

Coordinating Board Management (CBM) refers to Course and Program of Study data, which is the mandatory institutional data that colleges and universities in Texas are required to report to the state for purposes like funding, accountability, and research. CBM00M (CBM00M Marketable Skills Report) records the completion of Occupational Skills Awards (OSAs), not enrollment. [THECB is] using FY2024 CBM00M records and assuming that individuals listed as completing OSAs were also enrolled at this period of time.

[THECB does] not have exact dates of enrollment for TRUE grant students. [THECB is] including students listed as enrolled, completed, stopped out, and stopped out/re-enrolled at any time in FY 2024.

[THECB does] not have TRUE grant data from all institutions that received TRUE grants at the time of analysis.

Student-level data for Institutional Credentials Leading to Licensure or Certification (ICLC) do not exist.

TWC data is used to determine if a student was employed at any point in the three years prior to enrolling in higher education. TWC data excludes those working outside of the state of Texas, as well as contract workers.

Percent of Individuals Completing Upskilling and Reskilling Programs

Texas High Education Coordinating Board

Limitations:

[THECB does] not have TRUE grant data from all institutions that received TRUE grants at the time of analysis.

Student-level data for ICLCs do not exist.

Percent of Individuals Attaining Short-Term Credentials in High-Demand Occupations

Texas Workforce Commission

TWC has three agency actions related to increasing short-term credentials in high-demand occupations. The action related to identifying and creating an inventory of programs that support the attainment of short-term credential is still in progress. As part of the development of the Texas Credential Library (also known as My TX Library), TWC is currently in the process of identifying and listing TWC training programs that result in short-term credentials, including providing the name of the specific credential. The process includes identifying and listing programs across the three agencies that result in short-term credentials. [TWC is] developing a collection within the library called the "Texas Short-Term Credentials" collection, which is designed to assist those seeking a program that takes a year or less to complete, involves a series

of classes (that may or may not give college credit), and leads to a credential. Once the actions are complete, TWC will evaluate the availability of suitable data for reporting.

Texas Higher Education Coordinating Board

Limitations:

CBM00M records the completion of OSAs, not enrollment. [THECB is] using FY2024 CBM00M records and assuming that individuals listed as completing OSAs were also enrolled at this period of time.

[THECB does] not have exact dates of enrollment for TRUE grant students. [THECB is] including students listed as enrolled, completed, stopped out, and stopped out/re-enrolled at any time in FY 2024.

[THECB does] not have TRUE grant data from all institutions that received TRUE grants at the time of analysis.

Student-level data for ICLCs do not exist.

Learners System Goal

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

System Objective	System Strategy	Responsible Agencies	How Progress is Measured (Less Formal Measures)
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	▪ 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	▪ 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

2025 Learners System Goal Outcomes

Percent of Program Participants Engaged in Work-Based Learning

(Horizontal bar chart showing percentages by agency)
- TWC: *See Data Notes*
- THECB: 17.2%
- TEA: 14.8%
- Aggregate Total: 15.3%

X-axis: 0.0%, 2.0%, 4.0%, 6.0%, 8.0%, 10.0%, 12.0%, 14.0%, 16.0%, 18.0%, 20.0%
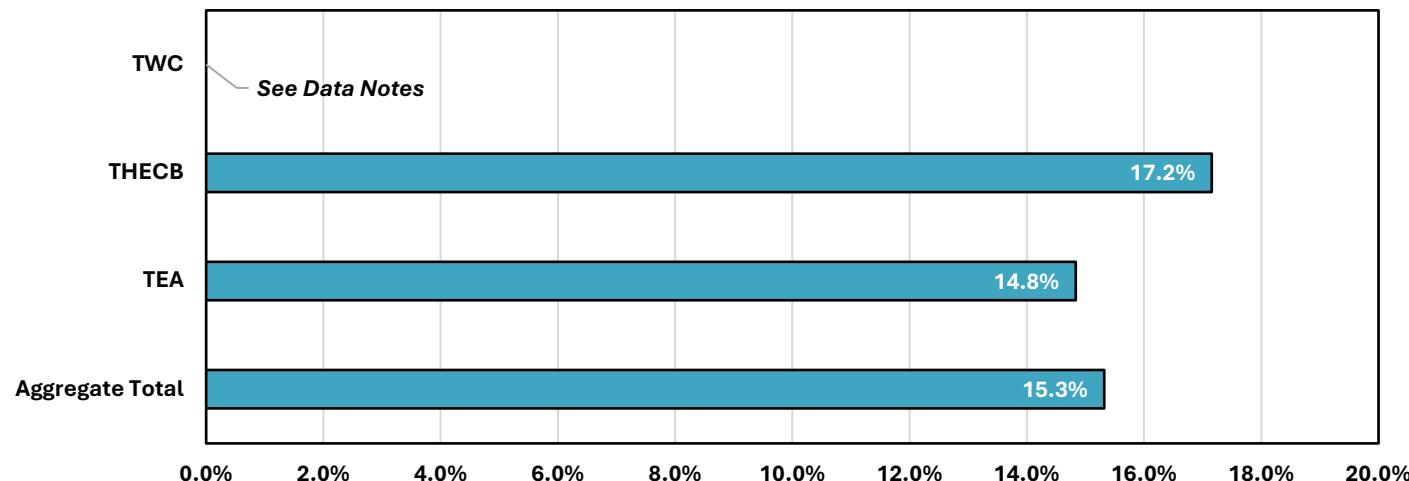
2025 Less Formal Measure Reported by Agencies

		Aggregate Total	TEA	THECB	TWC	WSD
Percent of program participants engaged in work-based learning	Denominator	795,858	629,110	166,748	*See Notes*	
	Numerator	121,933	93,327	28,606	*See Notes*	
	Percent	15.3%	14.8%	17.2%	*See Notes*	
Number of new apprenticeship programs developed in traditional and non-traditional occupations		38			37	1
Number of new apprentices enrolled in new apprenticeship programs in traditional and non-traditional occupations		3,579			3,551	28

Data Notes

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

Percent of Program Participants Engaged in Work-Based Learning

<u>Texas Higher Education Coordinating Board</u>

[THECB does] not have data on students who have formally applied for associate degrees, so [THECB] relied on students' reported intent to earn an associate degree in the CBM0C1 (CMC0C1 Student Census Report) to estimate those who have applied. Similarly, [THECB] 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 CBM0CS (CBM0CS Census Student Schedule Report) report, not in the CBM00A (CBM00A Students in Continuing Education Courses Report). While [THECB was] able to match students from the CBM0C1 to the CBM0CS to identify those meeting WECM (Workforce Education Course Manual) course requirements, [THECB] could not use the same method to match students who took WECM courses using CBM00A data.

<u>Texas Workforce Commission</u>

TWC has four agency actions related to increasing work-based learning. Actions related to data, specifically identifying data and designing/developing processes for tracking and reporting the utilization of work-based learning, 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.

Number of New Apprenticeship Programs Developed in Traditional and non-Traditional Occupations

<u>Windham School District</u>

Number of New Apprenticeship Programs: 1 (Horseshoer)

Partners System Goal

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

System Objective	System Strategy	Responsible Agencies	How Progress is Measured (Less Formal Measures)
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	*There are currently no less formal measures assigned to this system goal.*
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	*There are currently no less formal measures assigned to this system goal.*

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.**

System Objective	System Strategy	Responsible Agencies	How Progress is Measured (Less Formal Measures)
Increase Texas Rising Star certification levels	Promote and support the attainment of high-tier Texas Rising Star certification by all childcare providers.	TWC	▪ Percent of Child Care Services children enrolled in a Texas Rising Star provider's program ▪ Number of employers engaged in Texas Workforce Commission-funded childcare 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	▪ 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	▪ 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	▪ 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

2025 Policy and Planning System Goal Outcomes
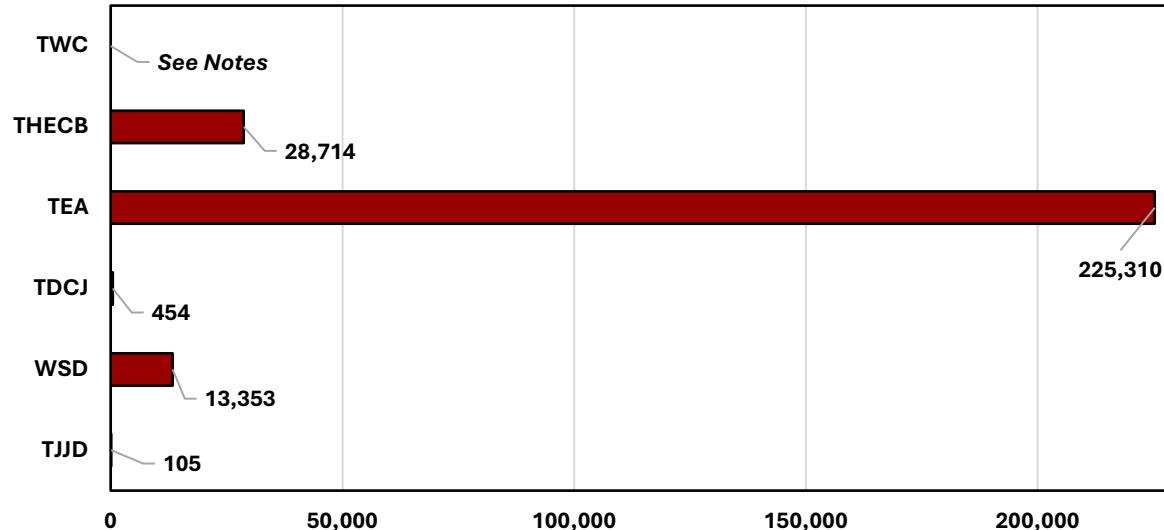
2025 Less Formal Measures Reported by Agencies	Aggregate Total
Percent of Child Care Services children enrolled in a Texas Rising Star provider's program	84.7%
Number of employers engaged in Texas Workforce Commission-funded childcare expansion initiatives	680
Partner agency user satisfaction measured by user feedback	100%
Partner agency user satisfaction measured by collaborative research achieved through product utilization	100%
Number of Texas workers included in pilot data	*See Notes*
Number of Texas employers represented in the pilot data	*See Notes*
Number of industry-based certifications by certifying entity and certification name	267,936
Percent of veterans receiving employment assistance who self-attest to having an industry-based certification	*See Notes*

Data Notes

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

Percent of Childcare Services Children Enrolled in a Texas Rising Star Provider's Program

Texas Workforce Commission

The data have been updated to reflect a full 12 months of reporting.

Partner Agency User Satisfaction Measured by User Feedback

Texas Higher Education Coordinating Board

Requests by agency (as requester):

- Texas Education Agency (TEA): 10 requests
- THECB: 9 requests
- TWC: 2 requests

Agencies acting as data owners:

- TEA: 11 times
- THECB: 10 times
- TWC: 7 times

Requests by purpose (planned use):

- Program Improvement: 7
- Publication: 5
- Department/Institution Use: 3
- Other (Specify in Description): 3
- Progress/Audit/Accreditation Report: 2
- Grant Proposal or Reporting: 2
- Policy Development: 2
- Research Project: 1

Partner Agency User Satisfaction Measured by Collaborative Research Achieved Through Product Utilization

Texas Higher Education Coordinating Board

Requests by agency (as requester):

- TEA: 10 requests
- THECB: 9 requests
- TWC: 2 requests

Agencies acting as data owners:

- TEA: 11 times
- THECB: 10 times
- TWC: 7 times

Requests by purpose (planned use):

- Program Improvement: 7
- Publication: 5
- Department/Institution Use: 3
- Other (Specify in Description): 3
- Progress/Audit/Accreditation Report: 2
- Grant Proposal or Reporting: 2
- Policy Development: 2
- Research Project: 1

Number of Texas Workers Included in Pilot Data

Texas Workforce Commission

The enhanced wages records pilot has not begun yet.

Number of Texas Employers Represented in the Pilot Data

Texas Workforce Commission

The enhanced wages records pilot has not begun yet.

Number of Industry-Based Certifications by Certifying Entity and Certification Name

Texas Education Agency

Total number of [industry-based certifications (IBCs)] earned, including Texas-based certifications is 249,807.

Texas Higher Education Coordinating Board

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. This year, [THECB] received more submissions compared to last year and it increased the numbers of IBCs.

Texas Workforce Commission

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 industry-based certification data," is currently underway. Once complete, TWC will begin subsequent agency actions toward the collection of IBC data. Update: TWC can provide partial data – Name of IBC and the certifying entity. The total number of IBCs is not available as the agency is currently working on developing processes needed to collect IBC data, including enhancements to reporting systems and identifying policies and guidance, for workforce system partners, needed to ensure collection of IBC data going forward.

Percent of Veterans Receiving Employment Assistance Who Self-Attest to Having an Industry-Based Certification

Texas Veteran's Commission

TWC's automated systems are not currently set up in a manner to collect and track [IBC] data consistently across systems and provide counts to the Council. 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 industry-based certification data" is currently underway. Once complete, TWC will begin subsequent agency actions toward the collection of IBC data.

Additional Data Notes for Less Formal Measures

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

Texas Department of Criminal Justice

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.

Implementation

Employer System Goal Implementation Highlights

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

Employers	**System Goal** – Accelerate the delivery of relevant education and training programs to meet the demand of employers.
System Objective	Increase upskilling and reskilling programs
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.

Texas Workforce Commission

FY 2025 Agency Action

Assess the existing inventory of upskilling and reskilling programs funded by the Texas Workforce Commission (TWC), including those for middle-skill workers, to ensure they meet the needs of employers and make refinements accordingly.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/25   **Actual End Date:** 09/24

Key Activities: TWC has taken the following actions to assess the existing inventory of upskilling and reskilling programs funded by TWC, including those for middle-skill workers, to ensure they meet the needs of employers and make refinements accordingly.

Develop and maintain a list of upskilling/reskilling programs that are available to Texas employers and employees. This list includes but is not limited to:

- Skills Development Fund
- Skills for Small Business
- High Demand Job Training / Texas Industry Partnership
- Lone Star Workforce of the Future Fund, and
- Upskill Texas

Conduct regular meetings with Texas businesses to obtain feedback on TWC's upskilling/reskilling programs.

Based on feedback from Texas businesses, TWC included an increase in the Target Cost Per Trainee for the Skills Development Fund grant program in the agency's FY2026–2027 Legislative Appropriations Request.

Enhance internal agency processes for assisting employers in recognizing and implementing upskilling and reskilling opportunities for the workforce.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 06/24

Key Activities: TWC has taken the following actions to enhance internal agency processes for assisting employers in recognizing and implementing upskilling and reskilling opportunities for the workforce, including:

- Establishing expectations for employer outreach.
- Establishing best practices for employer outreach.
- Conducting monthly review of outreach progress based on Customer Relationship Management (CRM) data.
- Developing SOP for entering engagements in CRM.
- Developing SOP for guiding employers through application process.

Employer engagement within this agency action will continue.

Create partnerships designed to align the talent pipeline with employer demand and disseminate best practices for regional upskilling initiatives to multiple audiences across the state.

Status of Agency Action: In progress

Start Date Specified in Plan: 03/24   **Actual Start Date:** 01/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Ongoing activities include meeting regularly with:

- Independent school districts (ISDs), community colleges, technical colleges, and institutions of higher education to ensure curriculum aligns with workforce demands.
- Employers to ensure individuals entering the workforce are equipped with the skills needed to attain employment.
- Local workforce development boards (boards) to ensure that individuals in the board area are taking advantage of state and federal upskilling/reskilling programs.

In addition, TWC maintains list of high demand occupations by region to ensure curriculum aligns with workforce demands. {Statewide Targeted Occupations}

Texas Higher Education Coordinating Board

FY 2025 Agency Action

Incorporate relevant credentials into data collection and analysis to track enrollments, credential completion, and employment outcomes in high-demand fields and occupations, with particular attention to returning adult student populations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In alignment with House Bill 8 (88th Texas Legislature, Regular Session), program credentials have been incorporated into the community college finance model, including upskilling and reskilling programs. These credentials include Occupational Skills Awards, Institutional Credentials leading to licensure or certification, and third-party credentials. In the funding model, these credentials are fundable, attract a higher payment rate in high demand fields, and are weighted for adult students, age 25 years or older. New data collections (CBM 00M) in 2024-2025 ensure all credentials (certificates through associate degrees) and performance outcomes are reported and certified.

Incentivize public higher education institutions to create, redesign, and expand upskilling and reskilling programs that are developed and provided in consultation with workforce stakeholders in high-demand fields and occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: The Texas Reskilling and Upskilling through Education (TRUE) Grant Program was funded by the 88th Texas Legislature and is explicitly designed to support upskilling and reskilling programs. Community and technical college grant applicants must consult with workforce system stakeholders and emphasize high-demand occupations. In FY 2024, $12.5 million was distributed through a competitive request for application process. In FY 2025, almost $1.3M was distributed through a competitive process for a TRUE pathways design and planning grant with seven two-year institutions receiving awards. The 89th Texas Legislature included the TRUE grant program in its budget and appropriated $25M for the biennium.

Continue ongoing revision of the Workforce Education Course Manual through field input so that it will more efficiently reflect new courses and updated course content for education and training programs in existing and emergent high-demand fields and occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency established a workforce education stakeholder workgroup. The workgroup 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 to revise the Workforce Education Course Manual (WECM) processes to align with the rules and more effectively communicate programmatic requirements to the field, which will support upskilling and reskilling programs. In December 2024, prior to the HigherEdge Conference, a pre-conference convening of institutional representatives from across the state focused on short term credentials, reporting, and program approvals. In April 2025, the career and technical education guidelines were released, including common nomenclature, program and course approvals and processes, and WECM course maintenance.

Leverage digital learning platforms to broaden access to quality upskilling and reskilling programs in high-demand fields and occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Work is underway in the agency to assist community and technical colleges in standing up digital learning platforms to facilitate course sharing in academic and workforce program content.

Texas Department of Criminal Justice

FY 2025 Agency Action

In collaboration with the Windham School District (Windham), the Texas Department of Criminal Justice (TDCJ) will assist with completion of an assessment of current programs and compare to the labor market needs to identify gaps.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: As Windham continuously assesses current programs to align with high-wage, high-demand employment opportunities, TDCJ coordinates with such assessments to ensure programs fill identified gaps and reduce redundancy. This work is guided through multiple committees, including the Postsecondary Education Program (PEP) Advisory Committee, with representation from TWC, Texas Department of Licensing and Regulation, and the Texas Higher Education Coordinating Board (THECB). The review of programs took place with both the PEP Advisory Committee and the Training to Jobs workgroup, which consists of Windham and various TDCJ divisions: Rehabilitation and Reentry; Facilities; Manufacturing, Agribusiness and Logistics; Correctional Institutions Division Laundry, Food Service and Supply; and Classification and Transportation.

In collaboration with Windham, TDCJ will identify stackable credentials and develop career pathways that include multiple steps in which students progress from Windham programs to postsecondary education programs with the award of prior learning credits.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/24

End Date Specified in Plan: 09/25   **Actual End Date:** TBD

Key Activities: The TDCJ supports the collaboration between Windham and postsecondary education partners to identify stackable credentials and develop prior learning agreements that award credit for Windham program completions aligned with level-one postsecondary credentials. Programs including logistics, diesel mechanic, electrical, HVAC, and welding have been identified. Students can also progress from postsecondary-level certificate programs to associate degrees (example: welding to business management). The transition of postsecondary education to Windham provided an opportunity to realign and strengthen this initiative, which is actively moving forward.

In collaboration with Windham, TDCJ will ensure postsecondary partner contractors acknowledge and accept identified stackable credentials.

Status of Agency Action: In progress

Start Date Specified in Plan: 01/24   **Actual Start Date:** 01/24

End Date Specified in Plan: 09/24   **Actual End Date:** TBD

Key Activities: As the administration and management of postsecondary programs transition to Windham, contract language is being updated to support the acceptance of stackable credentials. The extended timeline provides an opportunity to ensure stronger alignment across all partners, with completion anticipated by December 2025.

In collaboration with Windham, TDCJ will take an active role on an advisory committee of industry experts, current and former students, and various stakeholders to make recommendations on program competency and new program additions.

Status of Agency Action: Completed

Start Date Specified in Plan: 01/24   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** 09/25

Key Activities: In collaboration with Windham, the TDCJ participates in multiple advisory committees with various stakeholders, including industry experts and agency partners. Examples include the Career and Technical Education (CTE) Advisory Committee, the PEP Advisory Committee, and regular meetings within Windham to align programs with employment pathways that support successful community reintegration.

In collaboration with Windham, TDCJ will co-host skills demonstrations and career expos to gain employer feedback on existing programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: The TDCJ and Windham co-host employment events within facilities and in the community to provide opportunities for employer engagement and feedback on existing programs. These events are designed to connect employers with skilled individuals while also gathering insights that inform program development and ensure training aligns with workforce needs. Beginning in Fiscal Year (FY) 2025, skills demonstrations were

incorporated into these events to highlight the abilities of participants and strengthen connections with targeted employers. Ongoing collaboration with the Workforce Commission, professional associations, and local workforce councils continues to enhance existing programs and support the development of new opportunities that meet community employment demands.

In collaboration with Windham, TDCJ will implement the new programs stemming from the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In collaboration with Windham, the TDCJ will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Windham School District

FY 2025 Agency Action

In collaboration with the Texas Department of Criminal Justice (TDCJ), the Windham School District (Windham) will complete an assessment of current programs and compare to labor market needs to identify gaps.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: Windham continuously assesses current programs to align with high-wage, high-demand employment opportunities. This work is guided through multiple committees, including the PEP Advisory Committee, with representation from TWC, Texas Department of Licensing and Regulation and THECB. The review of programs took place with both the PEP Advisory Committee and the Training to Jobs workgroup, which consists of Windham and various TDCJ divisions: Rehabilitation and Reentry; Facilities; Manufacturing, Agribusiness and Logistics; Correctional Institutions Division Laundry, Food Service and Supply; and Classification and Transportation.

In collaboration with TDCJ, Windham will identify stackable credentials and develop career pathways that include multiple steps in which students progress from Windham programs to postsecondary education programs with the award of prior learning credits.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/24

End Date Specified in Plan: 09/25   **Actual End Date:** TBD

Key Activities: In collaboration with postsecondary partners, Windham works to identify stackable credentials and develop prior learning agreements that award credit for Windham program completions aligned with level-one postsecondary credentials. Programs including logistics, diesel mechanic, electrical, HVAC, and welding have been identified. Students can also progress from postsecondary level certificate programs to associate degrees (example welding to business management). The transition of postsecondary education to Windham provided an opportunity to realign and strengthen this initiative, which is now actively moving forward.

In collaboration with TDCJ, Windham will convene an advisory committee of industry experts, current and former students, and various stakeholders to make recommendations on program competency and new program additions.

Status of Agency Action: Completed

Start Date Specified in Plan: 01/24   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** 09/25

Key Activities: In collaboration with TDCJ, Windham facilitates multiple advisory committees with various stakeholders, including industry experts and agency partners. Examples include the CTE Advisory Committee, the PEP Advisory Committee, and regular meetings with TDCJ divisions such as Manufacturing, Agribusiness and Logistics, Rehabilitation and Reentry, and Facilities to align programs with employment pathways that support successful community reintegration.

In collaboration with TDCJ, Windham will co-host skills demonstrations and career expos to gain employer feedback on existing programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham and TDCJ co-host employment events within facilities and in the community to provide opportunities for employer engagement and feedback on existing programs. These events are designed to connect employers with skilled individuals while also gathering insights that inform program development and ensure training aligns with workforce needs. Beginning in FY 2025, skills demonstrations were incorporated into these events to highlight the abilities of participants and strengthen connections with targeted employers. Ongoing collaboration with the Workforce Commission, professional associations, and local workforce councils continues to enhance existing programs and support the development of new opportunities that meet community employment demands.

In collaboration with TDCJ, Windham will implement the new programs stemming from the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham has implemented new programs at the Bartlett Innovation Unit to include renewable energy and computer coding. In collaboration with TDCJ, Windham will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Employers	**System Goal** – Accelerate the delivery of relevant education and training programs to meet the demand of employers.
System Objective	Increase adult education transition to employment
System Strategy	Expand integrated education and training programs for middle-skill occupations and increase learner persistence to completion, certification, and employment.

Texas Workforce Commission

FY 2025 Agency Action

Enhance Adult Education and Literacy (AEL) curriculum, standards, skill assessment options, and access to digital technology to boost employability and college readiness of AEL students.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/25   **Actual End Date:** 08/25

Key Activities:

Curriculum: AEL helped enhance career information by encouraging grantees to integrate middle-skill career data into its curriculum, using TWC's Labor Market and Career Information (LMCI) resources and partnering with outreach specialists to promote additional opportunities. AEL improved career preparedness by prioritizing middle-skill training programs, expanding integrated education and training (IET) models, and connecting learners with apprenticeship opportunities. In 2023 the Career Pathways Profession Development Center (CPPDC), housed at the Region 6 Education Service Center (ESC), received funding under TWC's Middle Skills Initiative to create an AEL curriculum that supports career pathways in construction trades, and the curriculum was developed and published for free access in May 2024. The goal was to develop a curriculum for construction industry employees, or those entering the construction trades, that will allow successful entry into middle skill jobs by developing the basic skills they need to advance in their chosen construction trade. These courses use hands-on activities to teach the skills needed for working in the construction field, including digital literacy skills, math skills, and language arts skills. To help instructors learn how to effectively use Artificial Intelligence (AI) tools for instruction as well as teach adult education students how they may see AI being utilized in future occupations, Generative AI Maker Space (GenAIM) was developed through a partnership between TWC, Texas Center for the Advancement of Literacy and Learning (TCALL), and World Ed. GenAIMS, a 4-week cohort of 18 AEL instructors, trained educators to use generative AI for creating accessible, standards-aligned learning resources that focused on AI prompt development, tool selection, and resource design. Improvements based on initial feedback include clearer expectations, better support for diverse skill levels, and more collaboration. These enhancements will inform a GenAIMS Replication Toolkit for statewide implementation.

Standards: Reviewed approximately every two years, the content standards have been revised multiple times since

2016 to ensure that Texas is responsive to the changing educational needs of adult learners seeking employment and postsecondary education options. For most of 2023, TWC worked closely with the state's professional development center to develop and implement the latest version (version 4) of content standards, which includes a new section on digital literacy, through several statewide information and training sessions to AEL grantees. The process culminated in January 2024 in a training-of-trainers session, where 14 educators were equipped with the knowledge and materials to effectively implement the Digital Literacy standards. Throughout July 2024, a contracted partner worked on an eight-week training titled Digital Literacy Innovations, which is designed to help educators enhance their digital teaching strategies.

Skill Assessment Options: Adult Education and Literacy providers are required to complete a comprehensive assessment that includes a literacy skills test approved by the US Department of Education. These tests measure competencies related to Reading, Writing, Math, and English Language proficiency and assist programs with determining appropriate coursework for students. To more closely align to postsecondary education entrance requirements, starting in Program Year (PY) 2024–2025, providers were able to use Alternative Placement (non-NRS-approved[11] tests) for students. Alternative Placement offers AEL programs the chance to streamline enrollment and avoid redundant testing by utilizing existing assessments like failed TSIA 2.0 or GED practice tests. This approach benefits non-college ready students by placing them in the most appropriate AEL program based on their individual goals and avoiding unnecessary burdens and over testing. Through careful comprehensive assessment and alignment with the student's needs, Alternative Placement, using TWC-approved non-NRS tests such as TSIA, Accuplacer, GED Practice Tests, Industry Specific Content Based Exam, and Test of English as a Foreign Language, can offer a more flexible pathway for students to succeed, particularly in accelerated learning environments or when partnering with employers for workplace literacy or workforce training.

Access to Digital Technology: To better understand adult learners' access and ease in using digital devices and broadband services, TWC AEL launched a new data collection process that requires all enrolled adults to complete a digital literacy questionnaire upon entry into the program. The data will be collected in the state's data system and allow staff to analyze the existing access to digital devices and digital literacy skills of adults entering TWC AEL programs. This level of analysis helps TWC collaborate with other state organizations' initiatives focused on broadband and digital equity.

Continue to expand industry-targeted integrated education and training (IET) programs for middle skills occupations.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 10/23

End Date Specified in Plan: 08/25   **Actual End Date:** 08/25

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[11] National Reporting System for Adult Education (NRS).

Key Activities: TWC has a three-pronged approach to expand industry-targeted IET programs. First, TWC requires that all 51 awarded AEL core service provider grants implement IET programs in high-demand industries outlined in local workforce board plans. Second, TWC creates opportunities to expand on successful practices through special initiative grants that focus on innovation and expansion of industry-targeted IET models to specialized populations. Last, TWC has committed discretionary funding to the production and dissemination of high-quality professional development to ensure that instructors across the state are implementing IET models that lead to completions and recognized postsecondary credentials while increasing literacy. This three-pronged approach has led to a 47 percent increase in IET enrollments since FY 2021. Examples of this three-prong approach are outlined below.

The Pre-Apprenticeship Bridge Program for Building Trades initiative supported the expansion of IET models through pre-apprenticeship bridge training. This program provided targeted remediated instruction in reading and math to applicants transitioning into their first year of building trades-related Registered Apprenticeship Programs (RAPs). The enrollment target was exceeded by 20 percent, and there was a 91 percent completion rate. Of the students who enrolled in the Pre-Apprenticeship Bridge program, approximately 90 percent attained at least one measurable skills gain (MSG). Beyond academic support, grant activities encompassed crucial workforce preparation activities and digital literacy services, ensuring participants were fully equipped to handle the demands of their respective RAPs.

Another initiative focused on expanding IET models for individuals within two years of release from a state-operated correctional facility and providing reentry and post-release services to those transitioning back into the community. The IETs in Corrections project was a collaborative effort to support Windham School District development and implementation of IETs within several campuses with a total of 273 individuals served as of July 2025 in trades such as Production Technician, Recreational Vehicle (RV) Technician, Electrical Technician, and Texas Commercial Driver's License (CDL).

TWC AEL published RFA 32025-00090 AEL Healthcare Initiative for Internationally Trained Professionals (ITPs) in April 2025. This RFA focuses on developing and disseminating effective training models that expand Texas' ability to provide quality career pathway services and IETs for English Language Learners (ELLs) with healthcare-related degrees. The intent is to help Texas increase its productivity, household earnings, and tax contributions through building a pipeline to training and employment for ITPs. Grantees must collaborate with businesses and employers within the healthcare sector to ensure training content is aligned with industry standards and credentialing requirements promoting employment opportunities for skilled immigrants to fill high-demand healthcare positions.

TWC has also contributed to the expansion of IETs by creating policies, technical assistance, and professional development for local service providers to support recruitment, outreach, and growth of quality instructional models within industry-targeted IETs. Investments in projects like the CPPDC, which started in 2021, assist the robust statewide provider network to develop and implement quality models that not only are in compliance with regulatory guidance, but focus on best practices gained through evaluation and training. The CPPDC offered statewide webinars, regional trainings, and an annual conference featuring national experts to help directors understand collaboration with partner institutions, co-enrollment of students with partners, and local control of IET development. The CPPDC brought in state and national curriculum designers to present strategies for effectively serving lower-skilled adults or English language learners to address foundational gaps in instructional content.

Promote engagement with businesses and employer organizations to develop models that incorporate occupation-specific skills and work readiness requirements into AEL services.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC promotes engagement with employers through performance targets, special initiatives, and professional development. By requiring all statewide AEL providers to choose how they will implement an Intensive Service model, which includes supporting incumbent workers and employers through workplace literacy activities, TWC is promoting local engagement with employers. The workplace literacy intensive service models allow AEL providers to work directly with employers to develop milestones for mastery of skills identified by the employer. These can be occupation specific skills, literacy skills, including digital literacy, or other employer identified needs. The AEL provider creates a curriculum to support the employer's needs and students achieve success when they reach certain milestones. Milestones may be related to improved vocabulary, passage of employer approved tests, or improved English language skills. These milestones are jointly developed and outlined in a memorandum of understanding between the AEL provider and employer. TWC has doubled the number of employers actively engaged with AEL providers since 2021.

While TWC continues to expand the number of employers engaged through our statewide AEL provider system, TWC has also invested in special initiatives and projects to better understand employer needs. Recognizing the critical role of businesses in workforce development, TWC allocated funds for a new grant program designed to expand workplace literacy models across the state. Through an Employer Engagement project in PY 2024, TWC created an opportunity for AEL providers to focus on developing and expanding innovative workforce literacy models by offering a range of workplace learning opportunities, including foundational workplace literacy activities, integrated workplace literacy paired with employer-provided training, and comprehensive workplace literacy programs that incorporate IETs leading to industry-recognized credentials. Four grantees provided services to 397 individuals over a two-year period and expanded services to employers from eight business partners at the beginning of the grant to 23 within the grant cycle. Grantees developed curricula for specific employers and workforce sectors, which will be housed within the CPPDC tasked with supporting expansion and implementation of career pathway models by the statewide AEL provider system, as mentioned previously.

Employers	**System Goal** – Accelerate the delivery of relevant education and training programs to meet the demand of employers.
System Objective	Increase short-term credentials in high-demand occupations
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.

Texas Workforce Commission

FY 2025 Agency Action

Identify and create an inventory of programs, in coordination with partner agencies, that support the attainment of short-term credentials and create a crosswalk to related occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/25   **Actual End Date:** TBD

Key Activities: As part of the development of the Texas Credential Library, also referred to as My TX Library, TWC, using the definition provided by the Texas Workforce Investment Council, is currently in the process of identifying and listing TWC training programs that result in short-term credentials, including the name of the specific credential.

The process includes identifying and listing programs across the three agencies that result in short-term credentials. TWC is developing a collection within the library called the "Texas Short-Term Credentials" collection which is designed to assist those seeking a program that takes a year or less to complete, involves a series of classes (that may or may not give college credit), and leads to a credential. The new collection is available online.

Promote alignment between Texas Workforce Commission training programs and associated credentials with high demand, high-wage occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 10/25   **Actual Start Date:** 09/24

End Date Specified in Plan: 10/26   **Actual End Date:** TBD

Key Activities: TWC continues to work in collaboration with local industry partners, specifically local Workforce Development Boards, in developing local targeted high demand, high-wage occupation lists every two years that

cover their regional areas. The Boards have flexibility to update the lists as needed in response to new industry and employer needs.

Continue engagement with industry to address current and future workforce development needs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Industry engagement to address current and future workforce development needs is underway and will be ongoing through the end of State Fiscal Year (SFY) 2027.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

In collaboration with the Texas Workforce Commission (TWC), create and consolidate programs to incentivize public institutions of higher education (IHEs) to build, redesign, and expand short-term education and training programs that are developed and provided in consultation with workforce stakeholders in high-demand fields and occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, to facilitate community college finance per House Bill 8 (88th Legislature), the agency has collaborated with the TWC to identify high-demand fields and occupations at both the state and regional levels. These high demand lists are central to the community college finance model in meeting the needs of workforce system stakeholders in Texas. In FY 2025, THECB implemented an essential occupation petition process whereby an institution can add an occupation to a regional demand list for community college finance provided that occupation meets specific evaluation criteria. This petition process will occur each biennium in odd-numbered years.

Provide funding through the Perkins Equitable Access and Opportunity Program to implement evidence-based programs intended to increase access and success opportunities, including short-term credentials.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, a request for applications was issued for the Perkins Excellence in Access and Opportunity Program (PEAOP) that included the requirement to provide evidence to support the application that aligns with Texas evidence-based grantmaking. In FY 2025, PEAOP was discontinued as a separate competitive grant and included as an application choice in the Perkins Leadership grant. The Leadership grant incorporates evidence-based grant making, bonus points may be awarded for higher levels of evidence submitted with an application.

In collaboration with TWC, create an implementation plan to create synergy between work-based learning (WBL) and short-term workforce training programs developed and provided in consultation with employers.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: As part of the Tri-Agency Workforce Initiative, the agency has worked with the Texas Education Agency (TEA) and TWC to disseminate a WBL framework. In FY 2024, the framework was disseminated to the Texas Regional Pathways Network for use in constructing programs of study. In FY 2025, WBL was incorporated into the TRUE grant program request for applications, which strongly encouraged WBL as a program element and required an employment pathway as a program element. These two elements are eligible for a total of five bonus points in the application scoring process.

Develop policy and guidelines for the deployment of credentials offered by public IHEs that would include efficient agency approval processes, assessment and validation guidelines, options for transcript and record mechanisms, and alignment with accreditor standards.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency worked with the workforce education workgroup to improve agency program approval processes, which were included in rule effective September 1, 2024. These rules provide guidance to the field and align with accreditor standards. In FY 2025, the career and technical education guidelines were released in April 2025 and relevant rules were amended to provide additional clarity.

Leverage digital learning platforms to broaden access to quality digital instruction for short-term credentials in high demand fields and occupations.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Work was underway by the agency in both FY 2024 and FY 2025 to assist community and technical colleges in standing up digital learning platforms to facilitate course sharing in both academic and career and technical education course content. Additionally, in both FY 2024 and FY 2025, THECB supported Open Educational Resources as a key tool and strategy to make (low cost/no cost) digital materials available to institutions of higher education in Texas.

In collaboration with TWC, collect enrollment, completion, and employment outcome data for short-term credentials that will provide analyses of demand for these programs, growth trends, and return on investment.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency consulted with TWC on high demand occupations and employment outcomes, using UI wage data for fundable credentials in the community college finance model, and the return on investment through the application of credentials of value formula. This work continued in FY 2025, in the second year of community college finance funding of credentials of value. Credentials of value must meet a return on investment, in part based on employment and wage thresholds. In FY 2024 and FY 2025, THECB collected student level data for short-term credentials as part of the agency's required CBM reporting and data certification processes for all two-year public institutions of higher education.

Texas Education Agency

FY 2025 Agency Action

Conduct a gap analysis on the 2022-2024 Industry-Based Certification List for Public School Accountability. Consult with Tri-Agency partners to finalize criteria and gather nominations for a new Industry-Based Certification (IBC) List for Public School Accountability.

Status of Agency Action: Almost completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 04/24

End Date Specified in Plan: TBD   **Actual End Date:** 10/25

Key Activities: The 2022–2024 list was extended through 2025 and 19 TAC §74.1003 changed the review process to a 5-year cycle beginning with the 2025 IBC list. Gap analysis was conducted on the 2022-2025 list, which resulted in rule changes to implement tiers of IBCs based on established criteria grounded in TWC and Department of Labor data. Nominations for the 2025–2030 IBC List for Public Accountability were shared with TWC and included the TEA 2022–2025 IBC List, the TWC Inventory of Industry-Recognized Credentials List, state and federal agency licenses, and newly submitted IBCs from certifying entities.

Collaborate with Tri-Agency partners to review industry-based certifications against defined criteria and publish list.

Status of Agency Action: Almost completed

Start Date Specified in Plan: 11/23   **Actual Start Date:** 07/25

End Date Specified in Plan: TBD   **Actual End Date:** 10/25

Key Activities: In TEA Commissioner's rule 19 TAC §74.1003, the terms in-demand and high-wage were defined using TWC's data: in-demand and high-wage in addition to collaborating with TWC on the licensure list and occupations to tier IBCs. TWC's Inventory of Industry Recognized Credentials List were evaluated with the defined criteria in rule. The tiering of IBCs will be presented to the TWC IBC Advisory Council for review and final tiering. The final 2025-2030 IBC List for Public School Accountability was published on October 31, 2025.

Incentivize school district programs leading to industry-based certifications through the Industry-Based Certification List for Public School Accountability.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: TBD   **Actual End Date:** TBD

Key Activities: Local education agencies are incentivized through reimbursements for student attainment of IBCs. The 89th Legislature has extended that opportunity to two IBCs per student along with any required fingerprinting expenses. Local Education Agencies (LEAs) earn College, Career, and Military Readiness (CCMR) points in the Accountability system as well as receive Outcome Bonus funding for students above threshold who acquire IBCs in combination with other CCMR indicators. Tiering of IBCs is currently for informational purposes only, however, is currently being considered through various stakeholder groups for CCMR weighting in the Accountability Refresh in 2028.

Conduct gap analysis on the currently approved Industry-Based Certification List for Public School Accountability. Consult with Tri-Agency partners to finalize criteria and gather nominations for the next Industry-Based Certification List for Public School Accountability.

Status of Agency Action: Not started

Start Date Specified in Plan: 09/25   **Actual Start Date:** TBD

End Date Specified in Plan: TBD   **Actual End Date:** TBD

Key Activities: The next IBC list will be for 2030-2035.

Collaborate with Tri-Agency partners to review industry-based certifications against defined criteria and publish list.

Status of Agency Action: Not started

Start Date Specified in Plan: 11/25   **Actual Start Date:** TBD

End Date Specified in Plan: TBD   **Actual End Date:** TBD

Key Activities: The next IBC list will be for 2030-2035.

Incentivize school district programs leading to industry-based certifications through the Industry-Based Certification List for Public School Accountability.

Status of Agency Action: Not started

Start Date Specified in Plan: 09/26   **Actual Start Date:** TBD

End Date Specified in Plan: TBD   **Actual End Date:** TBD

Key Activities: The next IBC list will be for 2030-2035.

Texas Department of Criminal Justice

FY 2025 Agency Action

In collaboration with the Windham School District (Windham), the Texas Department of Criminal Justice (TDCJ) will assist with completion of an assessment of current programs and compare to the labor market needs to identify gaps.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: As Windham continuously assesses current programs to align with high-wage, high-demand employment opportunities, TDCJ coordinates with such assessments to ensure programs fill identified gaps and reduce redundancy. This work is guided through multiple committees, including the PEP Advisory Committee, with representation from TWC, Texas Department of Licensing and Regulation, and THECB. The review of programs took place with both the PEP Advisory Committee and the Training to Jobs workgroup, which consists of Windham and various TDCJ divisions: Rehabilitation and Reentry; Facilities; Manufacturing, Agribusiness and Logistics; Correctional Institutions Division Laundry, Food Service and Supply; and Classification and Transportation.

In collaboration with Windham, TDCJ will identify stackable credentials and develop career pathways that include multiple steps in which students progress from Windham programs to postsecondary education programs with the award of prior learning credits.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/24

End Date Specified in Plan: 09/25   **Actual End Date:** TBD

Key Activities: The TDCJ supports the collaboration between Windham and postsecondary education partners to identify stackable credentials and develop prior learning agreements that award credit for Windham program completions aligned with level-one postsecondary credentials. Programs including logistics, diesel mechanic, electrical, HVAC, and welding have been identified. Students can also progress from postsecondary-level certificate programs to associate degrees (example: welding to business management). The transition of postsecondary education to Windham provided an opportunity to realign and strengthen this initiative, which is actively moving forward.

In collaboration with Windham, TDCJ will ensure postsecondary partner contractors acknowledge and accept identified stackable credentials.

Status of Agency Action: In progress

Start Date Specified in Plan: 01/24   **Actual Start Date:** 01/24

End Date Specified in Plan: 09/24   **Actual End Date:** TBD

Key Activities: As the administration and management of postsecondary programs transition to Windham, contract language is being updated to support the acceptance of stackable credentials. The extended timeline provides an opportunity to ensure stronger alignment across all partners, with completion anticipated by December 2025.

In collaboration with Windham, TDCJ will take an active role on an advisory committee of industry experts, current and former students, and various stakeholders to make recommendations on program competency and new program additions.

Status of Agency Action: Completed

Start Date Specified in Plan: 01/24   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** 09/25

Key Activities: In collaboration with Windham, the TDCJ participates in multiple advisory committees with various stakeholders, including industry experts and agency partners. Examples include the CTE Advisory Committee, the Postsecondary Education Program Advisory Committee, and regular meetings within Windham to align programs with employment pathways that support successful community reintegration.

In collaboration with Windham, TDCJ will co-host skills demonstrations and career expos to gain employer feedback on existing programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: The TDCJ and Windham co-host employment events within facilities and in the community to provide opportunities for employer engagement and feedback on existing programs. These events are designed to connect employers with skilled individuals while also gathering insights that inform program development and ensure training aligns with workforce needs. Beginning in FY 2025, skills demonstrations were incorporated into these events to highlight the abilities of participants and strengthen connections with targeted employers. Ongoing collaboration with the Workforce Commission, professional associations, and local workforce councils continues to enhance existing programs and support the development of new opportunities that meet community employment demands.

In collaboration with Windham, TDCJ will implement the new programs stemming from the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In collaboration with Windham, the TDCJ will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Windham School District

FY 2025 Agency Action

In collaboration with the Texas Department of Criminal Justice (TDCJ), the Windham School District (Windham) will assess student populations to determine the locations with high turnover and release turnaround and recommend the addition of programs that result in the award of short-term credentials and certifications.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham has expanded its IET and postsecondary offerings at high turnover facilities, including state jails, to support rapid credential completion. These offerings include short-term college credentials aligned with workforce needs. This targeted approach ensures individuals nearing reentry gain valuable, industry-recognized skills that support successful reentry.

In collaboration with TDCJ and occupational licensing entities, Windham will solidify a pathway for the timely award of occupational licenses for graduates of short-term programs.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/25   **Actual End Date:** 08/25

Key Activities: In alignment with legislation from the 88th and 89th Texas Legislative Sessions, Windham has supported efforts enabling individuals to apply for occupational licenses prior to reentry. New legislation allows for the issuance of certain licenses while individuals are still incarcerated, streamlining post-release employment opportunities. Windham continues to collaborate with TDCJ and licensing agencies to ensure short-term program graduates benefit from these accelerated pathways to licensure.

In collaboration with TDCJ, Windham will define pathways for stackable credentials in high-demand occupations, with an emphasis on licensing and industry-based certifications.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** TBD

End Date Specified in Plan: 09/25   **Actual End Date:** TBD

Key Activities: Windham offers stackable credentials in programs such as Heavy Equipment Operation, Electrical, HVAC, and Welding, recognized by industry partners and designed to build toward higher-level employment opportunities. By 2030, Windham aims to integrate stackable credentials into all programs, complementing existing IBCs. In collaboration with TDCJ, the Texas Department of Licensing and Regulation, THECB, and other stakeholders, Windham participates in the Postsecondary Education Program Advisory Committee. Administration and management of postsecondary programs are transitioning from TDCJ to Windham, a process underway with anticipated completion by December 2025, to strengthen pathways for stackable credentials, licensure and IBC.

In collaboration with TDCJ, Windham will implement the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In collaboration with TDCJ, Windham will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Texas Juvenile Justice Department

FY 2025 Agency Action

Meet with research and information technology departments to discuss feasibility of gathering data required and report format.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 11/23

End Date Specified in Plan: 04/24   **Actual End Date:** 04/24

Key Activities: Communicated and met staff in the research division to discuss and finalize the data needing to be collected, the formatting of reporting and any systemic changes that needed to be implemented. Followed up with agency information technology staff to ensure any edits to current tracking codes or future addition of tracking codes would not be an issue.

Identify appropriate short-term credential opportunities for students in the Texas Juvenile Justice Department (TJJD).

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Working with Superintendent of Schools, principals and members of the Career and Technology Education (CATE) Advisory Committee to identify and implement vocational programming aligned with short-term credentials and certification that best suits student needs and supports their successful transition to employment or continued education and training.

Work with vocational instructors to incorporate new short-term credentials and certifications into active courses.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Currently working on implementing a new short-term credential through Automotive Service Excellence (ASE) for students involved in automotive related training.

Where possible, work with other education, facility, and halfway house staff to incorporate appropriate short-term credential opportunities for students.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Currently exploring program opportunities for students who have earned their GED or high school diploma to continue working on earning short-term credential and certifications.

Review and modify current ccf_120 codes to ensure they identify as short-term credentials for accurate reporting.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 08/24

Key Activities: Reviewed current tracking codes and discussed reporting format with research division, determined no modifications were needed to current tracking codes at that time.

Create new ccf_120 codes for any new short-term credentials or certifications to track and report.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: As new short-term credentials or certifications are identified and approved for implementation, TJJD will work with research and information technology divisions to create the necessary tracking codes for reporting.

Learner 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 skill and knowledge acquisition to respond to the needs of learners. Information from agency updates may be verbatim or paraphrased from the plans.

Learners	**System Goal** – Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.
System Objective	Increase work-based learning
System Strategy	Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.

Texas Workforce Commission

FY 2025 Agency Action

Identify programs administered by the Texas Workforce Commission within the Workforce Development, Vocational Rehabilitation, and the Outreach & Employer Initiatives Divisions where work-based learning is an important preemployment strategy for youth and adults.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/23

Key Activities:

- Reviewed an existing WBL report and other work that was already completed to understand what WBL programs had been previously identified.
- Worked with TWC divisions responsible for WBL activities, including the Vocational Rehabilitation division, to identify programs in their divisions that should be included in TWC's WBL inventory.
- Compiled a complete WBL inventory/list, including brief descriptions of the programs, the type of WBL occurring, and the intended audience.
- Developed a report pursuant to Rider 51 (88th Texas Legislature), which includes an inventory of WBL programs and associated funding. The report was approved by the Commission on August 13, 2024.

Expand high-quality work-based learning resources and tools through the deployment of the Tri-Agency work-based learning framework.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities:

The below activities have been completed:

- Reviewed the 2023 Tri-Agency WBL Framework report and identify opportunities to expand existing or create new resources and tools.
- TWC used the 2023 report as the foundation for the Rider 51 report. The Rider 51 report identified ways in which funding across the three agencies can be combined to support WBL initiatives.

The below activities, building on those activities that were completed, are currently in progress and will be completed in the future:

- Research and identify examples of WBL resources used by other states and organizations and incorporate best practices into Tri-Agency resources and tools. Research is being conducted and is ongoing.
- Design digital tool kit(s) containing new and expanded resources and tools; boost awareness of the WBL framework and the digital tool kit with a media/communications campaign; and integrate the tool kit into existing outreach and training events such as those conducted by TWC's Education Outreach Specialists.
- Increase user engagement through various avenues such as social media campaigns, presentations, and conferences.
- Expand website and apps features with reminders of the benefits of WBL, citing examples of WBL programs and success stories.
- Identify and track competition, growth, and messaging in the evolving WBL landscape and update resources and tool kits as needed.

In coordination with Tri-Agency partners, identify data and design and develop processes for tracking and reporting the utilization of work-based learning.

Status of Agency Action: In progress

Start Date Specified in Plan: 01/24   **Actual Start Date:** 01/24

End Date Specified in Plan: 01/26   **Actual End Date:** TBD

Key Activities: Tri-Agency partners are working on data sharing agreements and identifying the programs within each agency which would collect this kind of data (such as TWC's Jobs and Education for Texans (JET) grant, or TEA's CTE programs).

Expand the network of employers participating in and sponsoring work-based learning opportunities.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC's Tri-Agency, Apprenticeship, AEL, and Education Outreach departments continue to work with their individual stakeholders and partners to increase the number of employers providing WBL opportunities. Some examples of this are the: Regional Outreach teamwork, IBC Council member, JET advisory Board members, etc. This will continue to be an ongoing agency action through the end of SFY 2027.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

Identify programs administered by the Texas Higher Education Coordinating Board and partner agencies where work-based learning is an important pre-employment strategy for youth and adults.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 07/25

Key Activities: In FY 2024, the agency identified courses in the Workforce Education Course Manual defined as WBL and adopted the Tri-Agency WBL framework. In FY 2025, the three agencies actively promoted the WBL framework including at an annual convening of college, high school, employers, and workforce representatives in the regional pathways network.

Expand high-quality work-based learning resources and tools through the deployment of the Tri-Agency work-based learning framework.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: In FY 2024, THECB, in partnership with TWC and TEA, worked to disseminate the WBL framework. In FY 2025, a new tri-agency website was launched to promote the work of the tri-agency, including WBL, resources and the Texas Working Off-Campus: Reinforcing Knowledge and Skills (TXWORKS) internship program.

In coordination with Tri-Agency partners, identify data and design and develop processes for tracking and reporting the utilization of work-based learning.

Status of Agency Action: Completed

Start Date Specified in Plan: 01/24   **Actual Start Date:** 01/24

End Date Specified in Plan: 01/25   **Actual End Date:** 12/24

Key Activities: In FY 2024 and FY 2025, THECB identified and now tracks courses defined as WBL and is evaluating the availability of work-based course data in its required community and technical college reports.

Expand the network of employers participating in and sponsoring work-based learning opportunities.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: The TXWORKS internship program is actively engaged in recruiting new employers to participate in the program, which is solely focused on WBL internships. In FY 2024 and 2025, TXWORKS actively collaborated with employers and the Texas Workforce Commissioner for Labor to promote internships. Currently, approximately 60 employers are active in the program.

Texas Education Agency

FY 2025 Agency Action

Identify programs administered by the Texas Education Agency and partner agencies where work-based learning is an important pre-employment strategy for youth.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** TBD

Key Activities: TEA supports WBL in each of the 53 identified programs of study. As a first step, the State Board of Education (SBOE) has adopted TEKS for capstone courses such as Career Preparation—General, Career Preparation for Program of Study, and Practicum courses that engage students in experiences that prepare them for the workforce. Professional development for local education agencies around these WBL courses are delivered through virtual meetings, Education Service Center (ESC) trainings, and conference presentations throughout the state. Continued collaboration with TWC and THECB will result in additional alignment and the expansion of resources to support school systems and local industry partnerships that result in additional opportunities for students.

Expand high-quality work-based learning resources and tools through the deployment of the Tri-Agency work-based learning framework.

Status of Agency Action: Not started

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/25

End Date Specified in Plan: 08/24   **Actual End Date:** TBD

Key Activities: Each of the current program of study frameworks identifies WBL activities aligned to the program of study. TEA is planning to develop WBL resources, based on the Tri-Agency WBL framework, to support school systems in building best practices and student experiences in WBL environments.

Identify and communicate connections among Texas Essential Knowledge and Skills-based courses, public school accountability indicators, and/or postsecondary credit opportunities related to pre-apprenticeship.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: Following the most recent refresh of programs of study, TEA published updated framework documents which include information on TEKS-based courses that comprise the program of study, aligned IBCs that count for CCMR credit, and WBL and expanded learning opportunities for each of the approved programs of study. Additional resources will be developed in the coming year to further communicate these connections.

In coordination with Tri-Agency partners, identify data and design and develop processes for tracking and reporting the utilization of work-based learning.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TEA reports on a WBL less formal measure to account for career and technical education students who are 16 and older engaged in practicum and career preparation courses within the academic year. Also, the Tri-Agency data team is working on identifying possible programs within each agency which would collect this kind of data and then will develop data sharing agreements as necessary.

Expand the network of employers participating in and sponsoring work-based learning opportunities.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TEA is developing WBL resources based on the Tri-Agency WBL framework which will include an advisory committee toolkit and a WBL toolkit to support LEAs in expanding their industry partners and WBL experiences for students. In addition, TEA has identified opportunities to collaborate with other state agencies to

increase availability of WBL opportunities. For example, TEA worked with the Texas Department of Licensing and Regulation to create resources for plumbing and electrical industry stakeholders to engage with local education agencies to expand WBL opportunities for students in those industries. TEA is also working with Texas Commission on Law Enforcement to expand training and opportunities for high school students to prepare to serve as county correction officers.

Learners	**System Goal** – Accelerate the expansion of and access to work-based skill and knowledge acquisition to respond to the needs of learners.
System Objective	Increase apprenticeship
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.

Texas Workforce Commission

FY 2025 Agency Action

Continue expansion of apprenticeship programs supporting critical middle-skills occupations and occupations with current or projected labor shortages.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: A key strategy of apprenticeship expansion is the development and deployment of Apprenticeship Navigators to leverage regional expertise. As the network of navigators supported within apprenticeship-funded grants continue to expand, TWC's ApprenticeshipTexas staff have observed significant benefits.

Navigators play a vital role in:

- facilitating the creation and expansion of Registered Apprenticeship Programs;
- increasing apprenticeship opportunities, including per-apprenticeship participation; and
- engaging employers to strengthen industry partnerships.

There is strong alignment between ApprenticeshipTexas staff and Apprenticeship Navigators, as they work collaboratively to coordinate, support, and host stakeholder roundtables, awareness events, and recruitment initiatives, furthering the overall impact of apprenticeship expansion efforts.

Currently, there are active apprenticeship initiatives funding opportunities specifically related to critical middle-skills and healthcare shortages, and the Texas Industry Recognized Apprenticeship (TIRA) program.

One shortage in Texas has been identified as K-12 Teachers. ApprenticeshipTexas staff, in collaboration with the TEA and Dallas Community College, are developing an education hub – a network of secondary and postsecondary institutions aimed at expanding non-traditional Registered Apprenticeship Programs. This work will help expedite apprenticeship expansion in this critical occupation.

Enhance internal agency processes to regularly engage with employers and system stakeholders to seek input on the quality of existing apprenticeship programs and the development of new apprenticeship programs.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 08/24

Key Activities: Enhance internal agency processes to regularly engage with employers and system stakeholders to seek input on the quality of existing apprenticeship programs and the development of new apprenticeship programs.

TWC ApprenticeshipTexas staff continually engage with employers and stakeholders. Staff support roundtable/events around the state, by participating in presentations on panels and regularly support discussions virtually and in-person, exploring apprenticeship as a training model.

The annual ApprenticeshipTexas Statewide Conference highlights apprenticeship partnerships that include employers and their workforce development partners that support the development, implementation, and success of apprenticeship programs. Other sessions cover the basics of the apprenticeship training model and its benefits, while others cover more advanced subjects such as the TIRA program.

The ApprenticeshipTexas website is reviewed and updated as needed and encourages visitors to reach out to TWC staff through email or interest forms. ApprenticeshipTexas staff utilizes Padlet, an online collaboration tool, that enables Apprenticeship Navigators to create and share interactive boards for brainstorming, organizing information, and facilitating discussion.

Monthly webinars serve as a forum for knowledge sharing, where workforce partners, including Navigators, present new strategies and best practices, discuss challenges and solutions across industries, and cultivate a collaborative discussion focused on apprenticeship growth. Looking forward, staff have expanded resources within Padlet to support a dedicated library of best practices materials, enhancing Navigator tools for engagement and development. This resource is shared with other workforce partners.

During this period ApprenticeshipTexas staff participated in the Texas Conference for Employers, as an exhibitor, ensuring staff are available to engage with all the employers. Additionally, TWC has developed social media promotions to showcase employers and their program. Multiple videos were produced in 2024 and 2025. Current

Videos are NPower, Camp Fire First Texas, Moore County Hospital, and Applied Materials. While this agency action is considered to be completed, it continues to be an ongoing activity for TWC.

Ensure apprenticeship program opportunities are readily available to learners, including vocational rehabilitation customers, and aligned with employer needs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Expanding Registered Apprenticeship opportunities for all Texans is a priority. As of August 2025, the total number of Registered Apprenticeship Programs has grown to 1,014 from approximately 200 in 2017. Additionally, registered apprentices are at 37,112 which has grown from approximately 12,000 in 2017. Note: registered apprentices are an ever-changing number as new apprentices are registered and other apprentices may graduate, transfer, or drop out of programs.

ApprenticeshipTexas staff engage with vocational rehabilitation staff, and at times some of their customers, to align/engage with employers with apprenticeship program. ApprenticeshipTexas staff have participated in presentations to provide information and resources to vocational rehabilitation staff on how to locate and engage with apprenticeship training programs, including guiding them on how to make their customers align with specific industries – with the use of www.mynextmove.org

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Windham School District

FY 2025 Agency Action

In collaboration with the Texas Department of Criminal Justice (TDCJ), the Windham School District (Windham) will assess current industries available within TDCJ and identify opportunities to add registered apprenticeship programs in industries not currently represented.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham continues to collaborate with TDCJ divisions to identify existing industries and evaluate opportunities for expanding registered apprenticeship programs. This includes assessing units where industry operations are active but not yet supported by apprenticeship pathways. Recent examples include the addition of Boiler Operator, projected to grow eight percent according to TWC Labor Market Information; Water/Wastewater, projected to grow two percent; and Painter, projected to grow nine percent. These occupations are essential to TDCJ operations and represent targeted areas for apprenticeship expansion, aligning training with workforce needs and expanding access to high-quality apprenticeship models.

In collaboration with TDCJ, Windham will aid in the development and monitoring of a classification process that routes eligible graduates from Windham programs to apprenticeships in the field of training.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 12/23

End Date Specified in Plan: 01/25   **Actual End Date:** 09/24

Key Activities: Windham and TDCJ began meeting in December 2023 to design a process for routing eligible CTE graduates into apprenticeship placements aligned with their field of training. Monthly meetings supported the pilot implementation phase, with ongoing quarterly meetings to monitor progress and refine the classification process. This collaboration aims to create seamless transitions from training to industry-relevant apprenticeship opportunities.

Windham will facilitate quarterly meetings of the TDCJ Reentry and Integration; Manufacturing, Agribusiness and Logistics; Rehabilitation Programs; and Facilities Divisions to discuss and monitor apprenticeship participation, expansion, and outcomes.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 12/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham and TDCJ began meeting in December 2023 and continue to convene quarterly to discuss apprenticeship participation, expansion, and outcomes. These meetings serve as a platform for sharing key data, including enrollment and completion rates, and allow for ongoing collaboration across TDCJ divisions. The number of apprentices and apprenticeship programs continues to grow, with apprenticeship coordinators actively participating in these discussions to support program alignment and success.

In collaboration with TDCJ, Windham will implement the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham and TDCJ continue to collaborate on the implementation and expansion of apprenticeship programs across approved occupations. Together, the district and agency regularly assess opportunities to create new apprenticeship pathways within various TDCJ divisions. Enrollment has grown steadily, with 1,289 apprentices and 217 completers in 2023–2024, increasing to 1,692 apprentices and 211 completers for the current 2024–2025 school year, representing an overall enrollment increase of 31 percent. The number of active apprentices rose from 883 in FY24 to 1,244 in FY25, with 30 apprenticeships currently in place. These efforts support ongoing program development and are reported to the Texas Workforce Investment Council as part of statewide workforce initiatives.

Partner 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.

Partners	**System Goal** – Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.
System Objective	Identify credentials of value
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.

Texas Workforce Commission

FY 2025 Agency Action

In collaboration with Tri-Agency partners, analyze and determine if and how the Credential of Value (COV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Tri-Agency partners agreed to use the TWIC definition of Credentials of Value used in the workforce system strategic plan.

Credential of Value: A credential of value refers to a credential that an individual may attain, with manageable or no student debt, in a high-demand or high-growth industry with wages that provide a positive return of investment.

Tri-Agency partners will use this definition to analyze and determine if the Credential of Value (COV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas. Legislation passed in the 89th session had codified this work and Tri-Agency partners will begin looking at a process to determine value of credentials included in each agency's IBC list as well as the credentials in the Credential Library.

Share results and publish COVs, as relevant and appropriate, to the Texas Credential Library.

Status of Agency Action: In progress

Start Date Specified in Plan: 03/26   **Actual Start Date:** 03/26

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Once the Tri-Agency partners determine how to apply the COV calculation to degrees attainable at institutions of higher education in Texas as well as credentials other than degrees, they will determine if and how to identify a designation of COV to the credentials collected in the TWC Credential Library and will apply as needed.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

In collaboration with Tri-Agency partners, analyze and determine if and how the Credential of Value (COV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency shared its COV methodology with TWC and TEA as part of the Tri-Agency Workforce Initiative. THECB used the COV methodology in determining performance outcomes for short-term (Occupational Skills Awards, Institutional Credentials leading to Licensure or Certification, Level 1 and Level 2 Certificates, and Advanced Technical Certificates) community college credentials awarded under the Community College Funding model for FY 2024 and FY 2025. In FY 2025, THECB updated the COV methodology in response to legislation in the 89th Regular Session of the Texas Legislature, which requires the COV methodology to consider TWC's self-sustaining wage. There are ongoing discussions across the three agencies to determine the applicability of a COV determination across secondary and workforce development programs.

Share results and publish COVs, as relevant and appropriate, to the Texas Credential Library.

Status of Agency Action: In progress

Start Date Specified in Plan: 03/26   **Actual Start Date:** 03/26

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, THECB published its list of credentials from the agency's program inventory to the Texas Credential Library. In FY 2025, legislation in the 89th Regular Session of the Texas Legislature modified the definition of a COV, requiring the agency to collect data and update its identification of COVs. Additionally, the agency is continuing to develop a plan for identifying this subset of credentials in future uploads.

Texas Education Agency

FY 2025 Agency Action

In collaboration with Tri-Agency partners, analyze and determine if and how the Credential of Value (COV) calculation can be applied to credentials other than degrees at institutions of higher education in Texas.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, THECB shared its COV methodology with TWC and TEA as part of the Tri-Agency Workforce Initiative. There are ongoing discussions across the three agencies to determine the applicability of COV determination across secondary and workforce development programs. Additionally, the agency is using the COV methodology in the outcome evaluation of career and technical education programs in community colleges in Texas for funding in both FY 2024 and 2025.

Share results and publish COVs, as relevant and appropriate, to the Texas Credential Library.

Status of Agency Action: Not started

Start Date Specified in Plan: 03/26   **Actual Start Date:** 03/26

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, THECB published its list of credentials from the agency's program inventory to the Texas Credential Library. In FY 2025, legislation in the 89th Texas Regular Session modified the definition of a COV, requiring the agency to collect data and update its identification of COVs. Additionally, the agency is continuing to develop a plan for identifying this subset of credentials in future uploads.

Partners	**System Goal** – Accelerate the development and use of models to support and build system partners' capacity, responsiveness, continuous improvement, and decision-making.
System Objective	Clarify and connect pathways
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.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

Collaborate with Tri-Agency partners to align on a shared definition of a "career pathway" and a "career pathway model."

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 03/24   **Actual End Date:** 07/25

Key Activities: As part of the Tri-Agency Workforce Initiative, THECB, TWC, and TEA are participating in the Texas Regional Pathways Network (TRPN) to support regional career pathways that address the needs of students and employers. TEA and THECB have adopted the Advance CTE definitions related to career pathways and career clusters in the national career cluster framework.

Document existing career pathways supported by postsecondary programs in career and technical education.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 07/25

Key Activities: THECB supports the work of the Texas Association of Community Colleges' Texas Success Center in its work on career pathways, which supports career and technical education programs in community colleges. In support of that work, in FY 2025, THECB released a career pathways planning and design grant to facilitate the identification of specific high-demand pathways and the development of articulated education and training models from dual credit through an associate degree. Seven two-year public institutions of higher education were awarded almost $1.3M to develop these pathways.

Document existing models for pathways implementation supported by postsecondary programs in career and technical education.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 01/25

Key Activities: In FY 2024 and FY 2025, THECB participated in the TRPN, along with TEA and TWC. In support of this initiative, the Tri-Agency partners adopted the TRPN regional pathways model and have actively participated in the selection of the regional convenors. This work informed THECB's efforts to reestablish postsecondary pathways and programs of study in FY 2025.

In collaboration with the Texas Education Agency (TEA), conduct a gap analysis assessing alignment and articulation of secondary and postsecondary programs supporting career pathways.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 01/25

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: In FY 2025, after consultation with TEA, THECB promulgated rules to repeal the lapsed postsecondary programs of study advisory committees and adopted a new programs of study advisory committee and governance structure. This work is the foundation for building new postsecondary programs of study to support career pathways in FY 2026 and beyond. In FY 2025, per the requirement of Texas Administrative Code Chapter 1, Subchapter X, the Commissioner of Higher Education approved 14 career clusters as the overarching structure for postsecondary programs of study. The approved postsecondary career clusters mirror those secondary career clusters approved by TEA. With this alignment of secondary and postsecondary career clusters in place in FY 2026, TEA and THECB will initially undertake an analysis of those key clusters that support high-demand and high-wage occupational areas. This analysis will underpin the identification and development of postsecondary Level 1 Certificate programs of study for intentional alignment with secondary programs of study to support secondary-to-postsecondary career pathways.

In collaboration with TEA, produce recommendations for increasing alignment between secondary and postsecondary technical programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/25   **Actual Start Date:** 07/25

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2025, THECB and TEA determined—based on the gap analysis previously conducted and the desire to construct pathways that promote credit transfer from secondary to postsecondary career and technical education programs—that the fundamental foundational element for alignment was the need to use the same career clusters for program and pathway design. In FY 2025, per the requirement of Texas Administrative Code Chapter 1, Subchapter X, the Commissioner of Higher Education approved 14 career clusters as the overarching structure for postsecondary programs of study. The approved postsecondary career clusters mirror those approved by TEA.

Based on joint commissioner approval of recommendations, develop a plan to execute selected recommendations.

Status of Agency Action: Not started

Start Date Specified in Plan: 08/27   **Actual Start Date:** TBD

End Date Specified in Plan: --   **Actual End Date:** TBD

Key Activities: Start date has not yet been reached.

Texas Education Agency

FY 2025 Agency Action

Collaborate with Tri-Agency partners to align on a shared definition of a "career pathway" and a "career pathway model."

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 03/24   **Actual End Date:** 07/25

Key Activities: As part of the Tri-Agency Workforce Initiative, THECB, TWC, and TEA are participating in the TRPN to support regional career pathways that address the needs of students and employers. TEA and THECB have adopted the Advance CTE definitions related to career pathways and career clusters in the national career cluster framework.

Document existing career pathways supported by secondary programs in career and technical education.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 08/24

Key Activities: Refreshed programs of study have been published and are being implemented in secondary schools for the 2024-2025 through 2029-2030 school years. Program of study framework documents are regularly updated to reflect approved regional programs of study as well as new courses that become approved by the State Board of Education. Programs of study and related frameworks are posted and available on the TEA website which includes course information, aligned IBCs, related post-secondary education and training programs, as well as related occupation data.

Document existing models for pathways implementation supported by secondary programs in career and technical education.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** TBD

Key Activities: In FY 2024 and FY 2025, all three agencies participated in the TRPN. In support of this initiative, the Tri-Agency partners adopted the TRPN regional pathways model and have actively participated in the selection of the regional convenors throughout the state of Texas. In addition, the framework for Texas Regional Pathways Network and blueprints for P-TECH Early College High Schools and Early College High Schools have been published and are being implemented in school systems and communities across the state. CCMR program improvement frameworks are in development by TEA, which includes pathway implementation in CTE programs.

In collaboration with the Texas Higher Education Coordinating Board (THECB), conduct a gap analysis assessing alignment and articulation of secondary and postsecondary programs supporting career pathways.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 01/25

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: In FY 2025, after consultation with TEA, THECB promulgated rules to repeal the lapsed postsecondary programs of study advisory committees and adopted a new programs of study advisory committee and governance structure. This work is the foundation for building new postsecondary programs of study to support career pathways in FY 2026 and beyond.

In collaboration with THECB, produce recommendations for increasing alignment between secondary and postsecondary technical programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/25   **Actual Start Date:** 07/25

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2025, THECB and TEA determined—based on the gap analysis previously conducted and the desire to construct pathways that promote credit transfer from secondary to postsecondary career and technical education programs—that the fundamental foundational element for alignment was the need to use the same career clusters for program and pathway design. In FY 2025, per the requirement of Texas Administrative Code Chapter 1, Subchapter X, the Commissioner of Higher Education approved 14 career clusters as the overarching structure for postsecondary programs of study. The approved postsecondary career clusters mirror those approved by TEA.

Based on joint commissioner approval of recommendations, develop a plan to execute selected recommendations.

Status of Agency Action: Not started

Start Date Specified in Plan: 08/27   **Actual Start Date:** TBD

End Date Specified in Plan: --   **Actual End Date:** TBD

Key Activities:

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 and the use of applied analytics to evaluate program outcomes to respond to the needs of policy makers and planners. Information from agency strategic plans may be verbatim or paraphrased from the plans.

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.
System Objective	Increase Texas Rising Star certification levels
System Strategy	Promote and support the attainment of high-tier Texas Rising Star certification by all childcare providers.

Texas Workforce Commission

FY 2025 Agency Action

Engage with childcare providers and employers to establish on-site or near-site, high-quality child care facilities.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: TWC's stimulus-funded initiative ended in September 2024 as planned with the expiration of stimulus funds. TWC supported the development of 67 onsite and 613 near-site employer partnership expansions were funded for a total of 680. Through these expansions, providers expected to create over 37,000 new childcare slots.

Future actions: On June 17, 2025, the Commission approved $25 million for a new, scaled-down childcare expansion initiative, expected to begin in SFY 2026 with a two-year initial grant. TWC is currently in the process of procuring an entity to administer the initiative. The anticipated outcomes for the renewed initiative will be smaller because the funding level will be lower.

Strengthen the early childhood education workforce to provide high-quality education for young children and support kindergarten readiness.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC completed a procurement of an entity to administer the Early Childhood Professional Development Scholarships initiative and awarded a grant to the Texas Association for the Education of Young Children in 2023. However, the grantee had some challenges fulfilling their grant obligations, and TWC made the decision not to renew their contract when it came up for renewal on June 30, 2025. The grantee continues to provide scholarship services to early childhood professionals who were enrolled prior to July 2025, but no new students are being enrolled at this time. TWC will issue another funding opportunity in SFY 2026 to secure a new entity to administer the scholarship program with a planned award date in late Spring 2026.

Expand Texas Rising Star certifications, supports, and school-readiness enhancements and ensure childcare providers have the support necessary to provide quality early childhood learning programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC completed a full review of the Texas Rising Star standards and guidelines and published amended rules in July 2024. These amendments included changes to implement HB 2607 (87th Texas Legislature, Regular Session) which requires all providers participating in TWC's Child Care Services (CCS) program to participate in Texas Rising Star.

Additionally, TWC also implemented HB 1792 (87th Texas Legislature, Regular Session) which required TWC to procure a single statewide entity to manage the assessment functions of the Texas Rising Star program. TWC executed a contract with the Children's Learning Institute at UT Health Science Center to be the new Centralized Assessment Entity (CAE) and the transition occurred in the summer/fall of 2024. Consolidation of the assessment supports better interrater reliability across assessment results.

TWC continues onboard CCS provider into Texas Rising Star as certified providers. The Commission granted a temporary waiver in late 2024 to allow the CAE to conduct modified assessments requiring only desk reviews to certify providers at a two-star level and more efficiently address the large backlog of providers needing assessment. The CAE will continue to conduct modified assessments into early SFY 2026.

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.
System Objective	Identify and quantify quality outcomes
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.

Texas Workforce Commission

FY 2025 Agency Action

In collaboration with Tri-Agency partners, deploy a shared data infrastructure and governance model.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC, and our Tri-Agency partners, have worked closely together to build a strong infrastructure and systems that allow the agencies to work together toward shared goals, using common data and processes—these efforts include a data focused workgroup and the development of robust Data Sharing Agreements across the three agencies. TWC's agreements with TEA and THECB enable longitudinal data collection, and the Master Tri-Agency Data Agreements with TEA and THECB enable longitudinal data collection. TWC also has other data sharing agreements with partner agencies for other workforce system programs that do not fall into the Master Tri-Agency Data Agreement.

Implement joint governance to address security, access, and use of shared data resources, including identifying gaps and opportunities to streamline collections and sharing.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC continues to collaborate through the Tri-Agency Data Workgroup to enhance data currently provided to support linking K-12 and post-secondary education records to workforce records. TWC established data governance committee to oversee programs and projects to improve and ensure data quality, security, and privacy. The data governance committee is responsible for developing and implementing data governance policies and procedures, including providing guidance on data sharing agreements. TWC continues to expand the breadth of data included in workforce longitudinal administrative databases. Through our Tri-Agency partnership, TWC collaborates with TEA and THECB to explore opportunities for data sharing, data linkage, and joint projects to improve workforce and education

outcomes. The Tri-Agency Data Workgroup holds bi-weekly meetings to identify specific projects needing assistance, knowledge sharing, and serves as a form of governance over exchange of data between the three agencies.

Deliver initial version of secure data portal (enclave) for access to privileged reporting and a collaborative research workspace and allow staff from partner agencies to test secure access, use cases, and other functionality to inform future phases.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 03/24   **Actual End Date:** 03/24

Key Activities: TWC and our Tri-Agency partners have worked together to explore secure and privacy compliant turnkey solutions for the Tri-Agency Data Workgroup agencies to have a restricted research environment for authorized state agency employees of TWC, THECB, and TEA to access education and workforce data. Authorized access would be based on approved research projects, initiatives, or use cases in development to be vetted by the Tri-Agency Data Workgroup through a research agenda governance process.

Determine additional data needs and collections.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In partnership with TEA, TWC developed occupational wage information by ESCs so TEA and districts may better address regional workforce needs. In coordination with TEA, a conversion method for labor market projections was vetted to help translate workforce development area job projection to ESCs until a method based on county calculations can be further developed by TWC.

Develop and execute a plan to expand and enhance the P20W+ data repository.

Status of Agency Action: Not started

Start Date Specified in Plan: 12/23   **Actual Start Date:** TBD

End Date Specified in Plan: 12/26   **Actual End Date:** TBD

Key Activities: Progress on this action item is dependent on completion of earlier action items.

Identify, evaluate, and implement ways to streamline and improve timeliness and completeness of data matching and sharing across agencies.

Status of Agency Action: Not started

Start Date Specified in Plan: 12/23   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Progress on this action item is dependent on completion of earlier action items.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

In collaboration with Tri-Agency partners, deploy a shared data infrastructure and governance model.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, as part of its Data Modernization Initiative, the agency leverages cloud-based solutions to facilitate data storage, processing, analysis, and sharing. The agency created a single data submission portal to streamline the required reporting experience for all institutions of higher education. In FY 2025, the agency continues to produce secured and public versions of dashboards to empower institutions with data that can affect programs and policies.

Implement joint governance to address security, access, and use of shared data resources, including identifying gaps and opportunities to streamline collections and sharing.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Starting in FY 2024, and continuing into FY 2025, the agency has been participating in bi-weekly tri-agency meetings with TWC and TEA. These meetings enable the agencies to align practices, address emerging issues, and identify opportunities for collaboration. They also provide a venue to resolve issues such as data quality concerns, availability gaps, and technical barriers to data exchange. In addition, participants actively explore opportunities to expand linkages between workforce and education datasets to strengthen the value of shared data resources.

Deliver initial version of secure data portal (enclave) for access to privileged reporting and a collaborative research workspace and allow staff from partner agencies to test secure access, use cases, and other functionality to inform future phases.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/24

End Date Specified in Plan: 03/24   **Actual End Date:** TBD

Key Activities: In FY 2025, the agency-initiated conversations with TEA and TWC to participate in a new platform sponsored by the Coleridge Initiative. These discussions are centered on identifying which datasets could be included on the platform, as well as exploring collaborative topics of mutual benefit to all three agencies. As part of this effort, legal and program staff are engaged in planning to address governance, compliance, and logistical considerations that will guide the responsible use of shared data. Once established, this environment will support applied research that can directly inform policy and program decision-making.

Determine additional data needs and collections.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Since FY 2024, the agency has engaged in ongoing discussions through biweekly tri-agency meetings with TEA and TWC. These meetings help with identifying emerging policy questions and approaching the needs collaboratively.

Develop and execute a plan to expand and enhance the P20W+ data repository.

Status of Agency Action: In progress

Start Date Specified in Plan: 12/23   **Actual Start Date:** 12/23

End Date Specified in Plan: 12/26   **Actual End Date:** TBD

Key Activities: In FY 2024 and 2025, the agency has been using the subgrant from TEA's State Longitudinal Data System grant to develop a data documentation, research repository, and knowledge base to support Education Research Center (ERC) researchers. This searchable, online platform serves as a centralized hub for all available ERC data documentation and related research resources. Key activities in this effort included compiling and standardizing metadata for the tri-agency, developing user-friendly search and navigation functions, and integrating research outputs to demonstrate how longitudinal data can inform policy and practice. In FY 2025, THECB has been meeting with the Tri-Agency data teams to create processes and procedures for linking new data sources to the ERC holdings.

Identify, evaluate, and implement ways to streamline and improve timeliness and completeness of data matching and sharing across agencies.

Status of Agency Action: In progress

Start Date Specified in Plan: 12/23   **Actual Start Date:** 12/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024 and continuing into FY 2025, the agency has been participating in ongoing bi-weekly Tri-Agency meetings with TEA and TWC. The Tri-Agency group developed a tracking document to request and document data requests across agencies using Smartsheet. Such requests are brought to the bi-weekly meetings for discussion, troubleshooting, and resolution. The meeting also serves as a channel to address questions related to data requests, clarify expectations, and ensure that all agencies are working from a common understanding of timelines.

Texas Education Agency

FY 2025 Agency Action

In collaboration with Tri-Agency partners, deploy a shared data infrastructure and governance model.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: Tri-Agency attorneys developed a data sharing agreement to outline governance of requests and to secure transfer and access of each agency's administrative data.

Implement joint governance to address security, access, and use of shared data resources, including identifying gaps and opportunities to streamline collections and sharing.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: Agencies engaged in Tri-Agency Research Inventory Data Access Requests (TRI-DAR), which included 134 requests. TEA staff have made 55 total requests, of which 11 were requests in partnership THECB.

Deliver initial version of secure data portal (enclave) for access to privileged reporting and collaborative research workspace and allow staff from partner agencies to test secure access, use cases, and other functionality to inform future phases.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 03/24   **Actual End Date:**

Key Activities: TWC and THECB are working together to explore secure and privacy compliant turnkey solutions for the Tri-Agency Data Workgroup member agencies to have a restricted research environment for authorized state agency employees of TWC, THECB, and TEA to access education and workforce data. Authorized access would be based on approved research projects, initiatives, or use cases in development to be vetted by the Tri-Agency Data Workgroup through a research agenda governance process.

Determine additional data needs and collections.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: TEA participates in bi-weekly meetings with the Tri-Agency data workgroup to discuss each agency's data collections and research updates. TWC developed occupational wage information by ESCs that TEA and school districts will be able to use to address preparation of students to better meet regional workforce needs. A conversion method for labor market projections was vetted to help translate workforce development area job projection to ESCs until a method based on county calculations can be further developed by TWC.

Develop and execute a plan to expand and enhance the P20W+ data repository.

Status of Agency Action: In progress

Start Date Specified in Plan: 12/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 12/26   **Actual End Date:**

Key Activities: TEA Provides administrative data for the P20W+ data repositories. Tri-Agency data group discussions regarding integration options with other existing data systems are ongoing.

Identify, evaluate, and implement ways to streamline and improve timeliness and completeness of data matching and sharing across agencies.

Status of Agency Action: In progress

Start Date Specified in Plan: 12/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: TEA worked with THECB to explore the addition of the TSDS Unique Student ID to CBM collections. TEA continue to work with TWC to assign TSDS Unique Student IDs to those young children participating in state early childhood programs.

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

Texas Workforce Commission

FY 2025 Agency Action

Seek input from stakeholders on proposed data elements.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** 05/25

Key Activities: Senate Bill 1786, passed by the 89th Texas Legislature, included a provision requiring TWC to collect additional information from employers in their quarterly unemployment insurance tax filings to assist the Agency in providing enhanced economic data for Workforce System customers and stakeholders. The legislation also requires TWC to produce a biennial regional labor demand assessment, beginning in the Spring of 2027. The language on data collection also appears in House Bill 2 and House Bill 120, both of which were education and workforce preparations focused legislation.

Section 10 of Senate Bill 1786 amends Section 204.0025 of the Texas Labor Code, requiring TWC to work with employers to improve the reporting of employment and earnings data "as part of an employer's routing wage filings under this subtitle [unemployment insurance taxation] or commission rule...". This is an amended requirement for TWC, and for

employers, requiring TWC to collect additional data elements in quarterly unemployment tax filings commonly referred to as "enhanced wage records". In addition to specific data elements the Commission is required to collect, the bill authorizes collection of information necessary to conduct the bill's biennial labor demand assessment. The additional data elements required by the bill will be determined, as well as any information needed to conduct the labor demand assessment. The reporting frequency, specific data points, and reporting mechanisms will be defined either through rulemaking or internal agency policy.

Work is already underway, in coordination with TWC's Tri-Agency partners, on the identification of enhanced wage records data elements to be collected and strategies to engage stakeholders to solicit their feedback in advance of TWC implementing an enhanced wage records system.

Develop data model and definitions for new proposed record layout.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 07/25

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: TWC staff have been working on scoping elements of the enhanced wage records project—including employer and stakeholder engagement strategies to inform the program design, including the data model and definitions for the proposed record layout. Some initial work was done previously to engage with employers and employer groups to determine reporting impact and burden. While some level of additional reporting burden for employers is expected, TWC is striving to offset any additional reporting burdens as they relate to enhanced wage records by reducing other reporting requirements that are currently in effect.

TWC is taking a phased approach to this effort as follows:

Phase 1: Planning and Employer Engagement (September 2025–February 2026):

- Establishing a project advisory committee with representatives from employers, employer organizations, workforce boards, and community stakeholders.
- Defining specific data elements to be included in the enhanced wage records, considering input from the advisory committee, industry best practices, and alignment with national standards.
- Developing a detailed implementation plan, including a timeline, budget, and resource allocation strategy.
- Conducting a comprehensive assessment of the existing UI wage record reporting system and identifying necessary modifications.

Conduct the pilot with employers willing to provide enhanced employment and earnings data, including engaging with third-party administrators with significant employer bases.

Status of Agency Action: Not started

Start Date Specified in Plan: 09/23   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Phase 2 of the project will focus on system modifications and testing, planned to take place between March 2026 through February 2027. Key activities include:

- Modifying the UI wage record reporting system to accommodate the new data elements.
- Developing and deploying a program with a subset of employers to test the new reporting requirements and identify any issues. As outlined in the Rider 52 report TWC produced (as required by the 88th Texas Legislature), the project will likely focus on working with the largest employers, as this would have the biggest impact with the least disruption.
- Developing training materials and providing technical assistance to employers participating in the program.

Evaluate the usefulness of data captured from enhanced wage records, report results of the pilot, and modify the model, as needed, to expand beyond a pilot phase.

Status of Agency Action: Not started

Start Date Specified in Plan: 09/23   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Phase 3, which encompasses full implementation and data analysis, will begin after phases 1 and 2 of the project are complete.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

Collaborate with and support the work of the Texas Workforce Commission to seek input on proposed data elements and to evaluate the results of the enhanced wage record pilot.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency collaborated closely with TWC on all aspects of program evaluation, including employment outcomes. In FY 2025 and beyond, TWC is the lead in seeking to develop an enhanced wage record that would assist to link program outcomes with employment in the occupational areas of study. This responsibility is a result of Senate Bill 1786, passed by the Texas Legislature at its 89th Regular Session.

Pilot, then implement linkage of enhanced wage records to determine and evaluate program outcomes.

Status of Agency Action: Not started

Start Date Specified in Plan: 08/27   **Actual Start Date:** TBD

End Date Specified in Plan: --   **Actual End Date:** TBD

Key Activities: Dependent on key activities noted above.

Texas Education Agency

FY 2025 Agency Action

Collaborate with and support the work of the Texas Workforce Commission to seek input on proposed data elements and to evaluate the results of the enhanced wage record pilot.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 06/25

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: Senate Bill 1786, passed by the 89th Texas Legislature, included a provision requiring TWC to collect additional information from employers in their quarterly unemployment insurance tax filings to assist the Agency in providing enhanced economic data for Workforce System customers and stakeholders. The legislation also requires TWC to produce a biennial regional labor demand assessment, beginning in the Spring of 2027. The language on data collection also appears in House Bill 2 and House Bill 120, both of which were education and workforce preparations focused legislation.

Work is already underway, in coordination with Tri-Agency partners, on the identification of enhanced wage records data elements to be collected and strategies to engage stakeholders to solicit their feedback in advance of TWC conducting an enhanced wage records pilot. The timing of the pilot is dependent on several different factors, including enhancements to TWC's unemployment insurance systems in order to collect this information from employers.

Pilot, then implement linkage of enhanced wage records to determine and evaluate program outcomes.

Status of Agency Action: In progress

Start Date Specified in Plan: 08/27   **Actual Start Date:** 09/25

End Date Specified in Plan: --   **Actual End Date:**

Key Activities: Although the enhanced wage records pilot has not formally begun, TWC staff have been working on scoping elements of the pilot project—including employer and stakeholder engagement strategies to inform the pilot program design. TWC has shared the following plan:

Phase 1: Planning and Employer Engagement (September 2025-February 2026):

- Establish a project advisory committee with representatives from employers, employer organizations, workforce boards, and community stakeholders.
- Define specific data elements to be included in the enhanced wage records, considering input from the advisory committee, industry best practices, and alignment with national standards.
- Develop a detailed implementation plan, including a timeline, budget, and resource allocation strategy.
- Conduct a comprehensive assessment of the existing UI wage record reporting system and identify necessary modifications.

Phase 2: System Modification and Pilot Testing (March 2026- February 2027):

- Modify the UI wage record reporting system to accommodate the new data elements.
- Develop and deploy a pilot program with a subset of employers to test the new reporting requirements and identify any issues. As outlined in the Rider 52 report TWC produced (as required by the 88th Texas Legislature), the pilot project will work with the largest employers, as this would have the biggest impact with the least disruption.
- Develop training materials and provide technical assistance to employers participating in the pilot program.

Phase 3, which encompasses full implementation and data analysis, will begin after phases 1 and 2 of the pilot project are complete.

According to TWC's pilot plan, data might not be available for review until the third or fourth quarter of 2027.

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.
System Objective	Identify and collect industry-based certification data
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.

Texas Workforce Commission

FY 2025 Agency Action

Undertake an agency planning process to identify steps and processes needed to collect industry-based certification data.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: TWC has taken an inventory of IBC data that TWC has and how it is collected. The inventory has been completed. Thus far, information is primarily collected through Eligible Training Provider (ETP) reporting. Staff have found the data to often be incomplete or unusable. With the launch of EDvera (ETP online system), staff will work with IT and the vendor to enhance ETP reporting features to improve data quality. TWC has also coordinated with internal divisions and other stakeholders to review inventory. Coordination is ongoing and will continue past the completion date of this action.

Based on the results of the agency planning process, implement internal processes to collect industry-based certification data.

Status of Agency Action: In progress

Start Date Specified in Plan: 10/24   **Actual Start Date:** 10/24

End Date Specified in Plan: 10/25   **Actual End Date:** TBD

Key Activities: TWC is currently working on developing processes needed to collect IBC data, including enhancements to reporting systems and identifying policies and guidance, for workforce system partners, needed to ensure collection of IBC data going forward. TWC Tri-Agency staff are also working with Tri-agency partners and key stakeholders on data sharing needs, gaps, and agreements to be able to collect and share industry-based certification outcome data.

Based on the collection of industry-based certification data, share with partner agencies for analysis to determine the effectiveness of programs and future services.

Status of Agency Action: Not started

Start Date Specified in Plan: 11/25   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Progress on this action item is dependent on completion of earlier action items.

Report on the attainment of industry-based certifications by workforce program participants.

Status of Agency Action: Not started

Start Date Specified in Plan: 11/25   **Actual Start Date:** TBD

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Progress on this action item is dependent on completion of earlier action items.

Texas Higher Education Coordinating Board

FY 2025 Agency Action

Identify and collect industry-based certification data from public two-year institutions through annual CBM collections.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, the agency identified a data collection report that was subsequently modified to include IBC data. The agency requests data through the revised data collection report from public two-year institutions during each annual data collection. The report generates IBC gained by students, as well as licenses attained. Data were collected for FY 2024 and FY 2025 and will be collected in future years.

Partner with the Texas Workforce Commission to establish the Texas Credential Library, which will store data on credentials, including industry-based certifications and licensure, offered by both public and private postsecondary programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: As part of the Tri-Agency Initiative, THECB, TWC, and TEA worked together to establish the Texas credential library. In FY 2024 and FY 2025, the three agencies worked together to populate the library and ensure that information contained within the library is both current and accurate.

Explore, pilot, and implement a data collection approach specifically for credentials awarded by two-year institutions of higher education that result in industry-based certifications.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In FY 2024, THECB added industry-based certifications to the agency's data collection from public two-year institutions of higher education. In FY 2025, House Bill 8 was filed in the 89th Texas Legislature Second Called Special Session. The bill requires THECB and its Tri-Agency partners to work together to approve an IBC list. That list will ultimately inform programs of study at both the secondary and postsecondary level. Additionally, for the FY 2025 academic year, THECB will, for the first time, collect student-level data from institutions on Institutional Credentials leading to Licensure or Certification (ICLC) for credentials awarded in FY 2025. The required collection of these data for ICLCs awarded is now part of the agency's required CBM data reporting and certification processes.

Report on the attainment of industry-based certifications by community and technical college participants.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Reporting based on attainment of college data from agency action item noted above. Lists are included with THECB's submission of the Less Formal measures for the workforce system strategic plan.

Texas Education Agency

FY 2025 Agency Action

Identify existing data sources related to industry-based certifications, considering certification information and attainment information.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/24   **Actual End Date:** 07/25

Key Activities: TEA identified the U.S. Department of Labor's CareerOne Stop database as a source of information for nationally recognized IBC. This database was used to identify in-demand certifications and occupations and was the basis for the new categorization of IBCs into three tiers to further differentiate value for students. During the application and review cycle for inclusion on the 2025-2030 IBC List for Public School Accountability, certifying entities submitted documentation that supported their alignment with the criteria required for inclusion on the list. In addition to submissions for review from certifying entities, certifications included in the TWC inventory of industry recognized credentials as well as state and federal licenses were reviewed for eligibility to be included on the 2025-2030 IBC List for Public School Accountability.

Collaborate with the Texas Workforce Commission (TWC) to encourage certifying entities to contribute certification information to the Texas Credential Library.

Status of Agency Action: Almost completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/25   **Actual End Date:** 10/25

Key Activities: TEA shared the 2022-2025 IBC List for Public School Accountability with TWC to be added to the Texas Credential Library. Not all IBCs on TEA's list were include, so collaboration with certifying entities began in order to have them work directly with TWC for publication in the Texas Credential Library. The final 2025–2030 IBC List for Public School Accountability will be provided to TWC in October 2025 for review and consideration as TWC continues work on the Texas Credential Library.

Collaborate with TWC to define critical data fields to collect from certifying entities when vetting certifications for inclusion in the Industry-Based Certification List for Public School Accountability.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 04/24

End Date Specified in Plan: 08/25   **Actual End Date:** 06/25

Key Activities: During several Tri-Agency Workforce Initiative meetings, TEA presented proposed amendments to 19 TAC §74.1003 to TWC and THECB for review and feedback prior to adoption of amendments to the rule. Additionally, TEA presented to and received feedback related to the 2022-2025 IBC List for Public School

Accountability from the IBC advisory council facilitated by TWC. Feedback from the council including consideration of options for regional IBCs contributed to adjustments to criteria included in the amended administrative rule.

Collaborate with TWC to supplement data provided by certifying entities with data collected through the development of the Industry-Based Certification List for Public School Accountability.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 04/24

End Date Specified in Plan: 08/27   **Actual End Date:** 06/25

Key Activities: The administrative rule for IBCs, 19 TAC §74.1003, defined terms of in-demand and high-wage aligned to TWC's definitions and data. TEA collaborated with TWC on the identification of both state and federal licensures for possible inclusion on the 2025-2030 IBC List for Public School Accountability. TEA also worked with TWC to align occupations (SOC codes) to IBCs for the tiering process. Through this collaboration, TEA was able to review over 2,000 unique credentials that resulted in nearly 500 IBCs and licenses being included on the 2025-2030 IBC List for Public School Accountability.

Consult with certifying entities on gaps and opportunities in sharing certification attainment data.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/25   **Actual Start Date:** 04/24

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: TEA staff explored a variety of options for obtaining IBC attainment data directly from certifying entities, but no viable solution has been determined. LEAs report IBC attainment to TEA directly through Public Education Information Management System (PEIMS) submissions and will continue to do so.

Report on the attainment of industry-based certifications by secondary school participants.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/27   **Actual End Date:**

Key Activities: TEA receives data related to attainment of IBCs through PEIMS submissions annually and posts attainment reports on the CTE webpage.

Texas Department of Criminal Justice

FY 2025 Agency Action

In collaboration with the Windham School District (Windham), the Texas Department of Criminal Justice (TDCJ) will complete an assessment of current career and technical education and vocational programs though all providers operating within TDCJ, and identify programs that afford the opportunity for students to earn industry-based certifications.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 06/24

End Date Specified in Plan: 08/27   **Actual End Date:** 09/24

Key Activities: Windham's CTE Program Review Committee meets quarterly to assess current and proposed career and technical education offerings to ensure alignment with industry standards. TDCJ participates in this committee as part of the ongoing collaboration to strengthen program quality and relevance. All Windham CTE programs provide students the opportunity to earn IBCs, and this ongoing review supports informed decision making across all TDCJ-operated facilities.

In collaboration with Windham, TDCJ will develop a list of unique codes that is uniform across all providers, to track each industry-based certification.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 01/25   **Actual End Date:** TBD

Key Activities: The transition of postsecondary administration to Windham created an opportunity to pause and realign their efforts to review certification codes used across providers with broader system goals. As the transition continues, Windham will collaborate with all providers to develop a uniform system for tracking IBCs, supporting

consistent reporting and streamlined data management across the system. In collaboration with Windham, TDCJ will also develop a list of unique codes that is uniform across all providers to track each IBC.

In addition, TDCJ, in collaboration with Windham, is shifting the interactive/viewable ITP to a new technology partner to support agency recommendations for improved user-friendly access. This transition will also ensure updated and consolidated coding for programs offered by different providers, creating uniformity in certification tracking and standardizing award data regardless of the provider.

In collaboration with Windham, TDCJ will develop reporting parameters to collect industry-based certification data.

Status of Agency Action: Almost completed

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Windham currently collects all IBC attempts, including pass and fail outcomes, through its CTE application at the campus level, with data stored centrally at Windham administration. While certification data for postsecondary and TDCJ-operated programs was not previously recorded, the transition of postsecondary administration to Windham will now allow for consistent reporting across all program areas. This expanded data collection will strengthen statewide tracking of IBCs while ensuring that TDCJ and Windham efforts are coordinated and not duplicated, thereby reducing any redundancy between programs offered by TDCJ and Windham.

In collaboration with Windham, TDCJ will implement the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In collaboration with Windham, TDCJ will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Windham School District

FY 2025 Agency Action

In collaboration with the Texas Department of Criminal Justice (TDCJ), the Windham School District (Windham) will complete an assessment of current career and technical education and vocational programs through all providers operating within TDCJ and identify programs that afford the opportunity for students to earn industry-based certifications.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 06/24

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: Windham's CTE Program Review Committee meets quarterly to assess current and proposed career and technical education offerings to ensure alignment with industry standards. TDCJ participates in this committee as part of the ongoing collaboration to strengthen program quality and relevance. All Windham CTE programs provide students the opportunity to earn IBCs, and this ongoing review supports informed decision making across all TDCJ-operated facilities.

In collaboration with TDCJ, Windham will develop a list of unique codes that is uniform across all providers, to track each industry-based certification.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 01/25   **Actual End Date:** TBD

Key Activities: Windham began reviewing certification codes used across providers; however, the transition of postsecondary administration to Windham created an opportunity to pause and realign this work with broader system goals. As the transition continues, Windham will collaborate with all providers to develop a uniform system for tracking IBCs, supporting consistent reporting and streamlined data management across the system. In collaboration with Windham, TDCJ will also develop a list of unique codes that is uniform across all providers to track each industry-based certification.

In addition, TDCJ, in collaboration with Windham, is shifting the interactive/viewable Individualized ITP to a new technology partner to support agency recommendations for improved user-friendly access. This transition will also

ensure updated and consolidated coding for programs offered by different providers, creating uniformity in certification tracking and standardizing award data regardless of provider.

In collaboration with TDCJ, Windham will develop reporting parameters to collect industry-based certification data.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 09/24   **Actual End Date:** 09/24

Key Activities: Windham currently collects all IBC attempts, including pass and fail outcomes, through its CTE application at the campus level, with data stored centrally at Windham administration. While certification data for postsecondary and TDCJ-operated programs was not previously recorded, the transition of postsecondary administration to Windham will now allow for consistent reporting across all program areas. This expanded data collection will strengthen statewide tracking of industry-based certifications while ensuring that TDCJ and Windham efforts are coordinated and not duplicated.

In collaboration with TDCJ, Windham will implement the actions above and report to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/24   **Actual Start Date:** 09/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: In collaboration with TDCJ, Windham will continue to provide regular briefings to the Texas Workforce Investment Council, with updates already delivered at the September 2024 and June 2025 meetings. These briefings ensure ongoing alignment with statewide workforce initiatives.

Texas Juvenile Justice Department

FY 2025 Agency Action

Meet with research and information technology departments to discuss feasibility of gathering data required and report format.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 11/23

End Date Specified in Plan: 12/24   **Actual End Date:** 06/24

Key Activities: Communicated and met staff in our research division to discuss and finalize the data needing to be collected, the formatting of reporting and any systemic changes that needed to be implemented. Followed up with agency information technology staff to ensure any edits to current tracking codes or future addition of tracking codes would not be an issue.

Review and modify current ccf_120s to ensure the appropriate data is captured by report.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 12/24   **Actual End Date:** 04/24

Key Activities: Reviewed current tracking codes and discussed reporting format with research division, determined no modifications were needed to current tracking codes at that time.

Run a test report.

Status of Agency Action: Completed

Start Date Specified in Plan: 09/23   **Actual Start Date:** 04/24

End Date Specified in Plan: 12/24   **Actual End Date:** 06/24

Key Activities: Working with research division staff they provided a list of all short-term credentials and certifications with full description and finalized which ones would be part of the Texas Workforce Investment Council annual reporting.

Monitor and add new ccf_120 certification descriptions that include certifying entity, as needed.

Status of Agency Action: In progress

Start Date Specified in Plan: 12/24   **Actual Start Date:** 12/24

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: As new short-term credentials or certifications are identified and approved for implementation we will create the necessary tracking codes for reporting.

Texas Veterans Commission

FY 2025 Agency Action

Collaborate with the Texas Workforce Commission's Information, Innovation, and Insight team to determine requirements for implementing a method to collect industry-based certification data in WorkInTexas.com.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 09/23

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: Outreach TWC I|3 Team to identify key stakeholders (Complete); Set regular recurring meetings to investigate the availability of data (Complete); Coordinate requirements to update MIS to accurately collect Industry-based certification data (In-progress).

Work jointly with the intra-agency Veterans Education Department to identify industry-based certifications provided by on-the-job training programs.

Status of Agency Action: In progress

Start Date Specified in Plan: 09/23   **Actual Start Date:** 06/24

End Date Specified in Plan: 08/26   **Actual End Date:** TBD

Key Activities: Obtain a list of on-the-job training (OJT)/Apprenticeship opportunities (Complete but requires regular updates). Veterans Education Department (VETs ED) supplied list of 830 currently-approved OJT Approved Employers; however, this list does not have IBCs identified. VETs ED supplied from the Department of Veterans Affairs a link to their GI Bill® Comparison Tool. On this website one can look up the approved OJT Employers for Educational Benefits, but just as with the Veterans Education list, this database does not have information on industry-based certifications. The Director of VETs ED is willing to discuss if it is possible to obtain this information (In progress).

Coordinate through the National Association of State Workforce Agencies' (NASWA) Veterans Committee to determine if other states have developed an innovative method for collecting and reporting industry-based certification data of veterans.

Status of Agency Action: In progress

Start Date Specified in Plan: 11/23   **Actual Start Date:** 09/25

End Date Specified in Plan: 06/24   **Actual End Date:** TBD

Key Activities: Contacted Lori Adams, Senior Policy Director at NASWA, asking if other states have developed a method for collecting and reporting IBC data from veterans and employers. Lori shared the question with the NASWA Veterans Committee, which is nationwide. Feedback currently from four states is that they do not have a method for collecting data for industry-based certifications for veterans within their states (In progress).

Establish a process for veteran career advisors to collect industry-based certification data from veterans and for veteran employer liaisons to identify employer industry-based certification requirements for use in case conferencing.

Status of Agency Action: In progress

Start Date Specified in Plan: 07/24   **Actual Start Date:** 07/24

End Date Specified in Plan: 06/25   **Actual End Date:** 06/25

Key Activities: Working with TWC to update the Management Information System (MIS) to allow for accurate data entry, developed workflows that capitalize on the MIS as a system of record. Disabled Veterans Outreach Program Specialist (DVOPs) will encourage veterans to enter relevant industry-based certifications when completing their Work-in-Texas profiles, which is completed during the intake process. Local Veterans Employment Representatives (LVERs) will communicate IBCs as a job criteria where applicable and will encourage employers to include certifications when entering job orders in the MIS.

Implement strategies and procedures developed during the first four actions and report that data to the Texas Workforce Investment Council.

Status of Agency Action: In progress

Start Date Specified in Plan: 08/26   **Actual Start Date:** 06/25

End Date Specified in Plan: 08/27   **Actual End Date:** TBD

Key Activities: Revising training plans for DVOPs and LVERs to include statements that encourage inclusion of IBCs both in the MIS for veteran job-seekers, and in job orders for employers requiring or preferring IBCs (In progress).

Outreach NASWA to create a poll of states with respect to how other states collect IBCs from employers and employees (In progress).

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 Council of State Boards of Nursing (NCSBN) - NCLEX Exam	2,442
--	Texas Board of Nursing	2,390
--	National Registry of Emergency Medical Technicians (NREMT)	2,211
--	Texas Commission on Fire Protection (TCFP)	1,962
--	Alliance (SACA); Universal Robots	1,901
--	Texas Commission on Law Enforcement (TCOLE)	1,704
--	American Allied Health	1,360
--	Texas Department of Licensing and Regulation (TDLR)	1,248
--	NC3/ASE/FORD/HONDA/FAC/MOPAR	1,121
--	National Healthcare Association	1,045

Texas Education Agency

IBC Name	Certifying Entity Name	IBCs Awarded
ENTREPRENEURSHIP AND SMALL BUSINESS	CERTIPORT	16,486
MICROSOFT OFFICE SPECIALIST WORD	MICROSOFT	12,975
AWS D9.1 SHEET METAL WELDING	AMERICAN WELDING SOCIETY	12,251
ADOBE CERTIFIED PROFESSIONAL IN VISUAL DESIGN W/PHOTOSHOP	ADOBE	10,411
NCCER CORE	NCCER	8,488
STUKENT SOCIAL MEDIA MARKETING CERTIFICATION	STUKENT	6,873
ELANCO FUNDAMENTALS OF ANIMAL SCIENCE CERTIFICATION	ELANCO	6,625
SERVSAFE MANAGER	NATIONAL RESTAURANT ASSOCIATION	6,568
MICROSOFT OFFICE SPECIALIST EXCEL	MICROSOFT	6,292
AWS D1.1 STRUCTURAL STEEL	AMERICAN WELDING SOCIETY	6,284

Texas Department of Criminal Justice

IBC Name	Certifying Entity Name	IBCs Awarded
Forklift Operator Safety Training	Overton Safety Training Inc.	436
Literary (UEB)	Library of Congress	14
Literary (UEB) Proficiency	Library of Congress	2
Nemeth Math	Library of Congress	1
Transcriber Music	Library of Congress	1

Windham School District

IBC Name	Certifying Entity Name	IBCs Awarded
NCCER, Const. Site Safety	National Center for Construction Education & Research	2497
NCCER, Core	National Center for Construction Education & Research	2405
Certified Customer Service Specialist (CSS)	Electronics Technician Association	970
ServSafe Food Handler	US National Restaurant Association	898
NCCER, Electrical Level-1	National Center for Construction Education & Research	502
EPA 609 Approved Mobile Air Cond. Refrigerant Handling	Environmental Protection Association	423
EPA Section 608 Type I	Environmental Protection Association	394
C-Tech Telecommunications	C-Tech Manufacturing	390
EPA Universal Refrigerant Handling	Environmental Protection Association	382
EPA Section 608 Type II	Environmental Protection Association	381

Texas Juvenile Justice Department

IBC Name	Certifying Entity Name	IBCs Awarded
NCCER - CORE CURRICULUM	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	74
AMERICAN WELDING SOCIETY (AWS)	AMERICAN WELDING SOCIETY (AWS)	15
NCCER CARPENTRY LEVEL 1	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	14
NCCER MILL & CABINET	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	2

System Review—State Agency and Local Workforce Development Board Strategic Plans

The system goals in the workforce system strategic plan, *Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2024-2031*, focus all workforce system partners on the needs of employers, learners, workforce system partners, and policy makers and planners. Additionally, the plan highlights three strategic opportunities for the state's workforce system presented by Texas' unique economic position, increasing job creation, and high employment demand. The strategic opportunities focus on collaboration for effective employer engagement, inclusion of all Texans eligible for workforce programs and services, and development of the data infrastructure to support investment decisions. Each of these envisions a prosperous future for the state and lays out essential actions to be implemented that support system goals and stronger outcomes across the Texas workforce system.

As partners in the state workforce system, state agencies and local workforce development boards (local boards) are required to develop a plan that is consistent with statewide goals and objectives and includes initiatives and activities that supports the achievement of the four system goals and three strategic opportunities. As mentioned previously, the Council reviews the strategic plans of its partner agencies and the 28 local boards for alignment with the workforce system strategic plan biennially on an alternating schedule. Summaries of these reviews are presented in the annual evaluation report in their respective years.

Evaluation of State Partner Agency Strategic Plans (Even-Years: 2024, 2026, 2028, 2030)

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.[12] Texas Government Code (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.[13] 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.

Agency strategic plans will be reviewed again in 2026. Their summaries will be presented in the 2026 evaluation report to demonstrate alignment with system strategies.

Evaluation of Local Workforce Development Board Plans (Odd-Years: 2023, 2025, 2027, 2029, 2031)

TGC Chapter 2308.304 requires local boards to develop a strategic plan with goals and objectives that are consistent with statewide goals, objectives, and performance standards. TGC Chapter 2308.101 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

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[12] *See* Legislative Budget Board's *Instructions for Preparing and Submitting Agency Strategic Plans Fiscal Years 2025 to 2029*.

[13] 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.

needs of employers and job seekers.[14] Additionally, local board plans must demonstrate alignment with the system plan.

The 2025 review of all 28 local board plans determined that the plans met the Council's requirements for demonstrating alignment with the system strategic plan. Local board plans will be reviewed again in 2027.

Evaluation 2025—System Review

The 2025 annual evaluation report presents highlights from the Council's review of the local board strategic plans. A brief description of the guidance provided by the Council prior to plan development and relevant excerpts from two local board plans are presented below as examples of local alignment with the system strategic plan. These excerpts are organized by each workforce system's overarching system goal and system strategic opportunity. Responses from board plans vary and are verbatim or paraphrased.

System Goals

Employers Goal: Delivery of Relevant Education and Training Programs

Boards were asked to describe local board activities, initiatives, or processes that accelerate the delivery of relevant education and training programs to meet employers' needs, specifically by increasing upskilling and reskilling programs that address employers' needs for middle-skill workers; adult learners transitioning to employment through integrated education and training programs; and attainment of short-term credentials in programs aligned with high-demand occupations.

Local workforce boards highlight the importance of collaborating with local education institutions and employers to deliver relevant education and training programs that meet employers' needs. The resulting initiatives demonstrate improved efficiency, productivity, and employee turnover for employers and have prompted additional investment in education to address occupational demand in the area. The local workforce board plan responses reflect efforts to align with the objectives of the employers goal area; however, future reviews will look for detailed outcomes demonstrating the continued pursuit of activities, initiatives, or processes designed to increase outcomes that achieve the system goal. The following summaries provide two board plan responses whose communicated efforts best reflect this goal area:

Workforce Solutions Panhandle partnered with Plains Dairy on a Skills Development Fund (SDF) project to provide targeted training for the company's employees. Through this collaboration, the board helped Plains Dairy identify key skills gaps and worked with local training providers to develop customized programs aimed at enhancing the technical and operational skills of their workforce. The project focused on upskilling 166 employees in areas such as equipment maintenance, quality control, and production processes resulting in 30 percent improved productivity and efficiency at Plains Dairy. Leadership at Plains Dairy has reported high satisfaction with the SDF program, noting a substantial decrease in employee turnover and workplace injuries. The training for supervisors and managers has resulted in a significant reduction in leadership turnover.

Workforce Solutions Texoma's advanced manufacturing program is a prime example of workforce professionals and employers working with a community college to develop a new program in response

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to industry needs for middle-skill workers. Representatives from secondary and postsecondary education, economic development, and over 30 local industries have collaborated to design curriculum and provide career pathways in manufacturing and healthcare for youth and adults. Committees meet to review curriculum and class schedules to meet the changing needs of industry. For example, the semiconductor industry has expanded in Texoma over the past year with an investment of $40 billion in factories, necessitating the development of new training for area youth and adults. In response to the hiring needs in this industry, Texoma partnered with the Texas Workforce Commission and economic developers to obtain funding to support two electronic engineering technician labs for Denison and Sherman Independent School Districts and an industrial mechatronics training program located at North Central Texas College. Successful students will receive a certificate that will give them a better chance of employment within the semiconductor industry.

Learners Goal: Expansion of Work-Based Learning and Apprenticeship

Boards were asked to describe local board activities, initiatives, or processes that are expanding work-based experiences, including apprenticeship, to accelerate skills and knowledge acquisition that improves system outcomes for learners.

Local workforce boards describe promising activity grounded in industry partnerships to effectively expand apprenticeship and other forms of work-based learning to prepare the workforce for employment in high-demand occupations. Efforts to expand existing and develop new apprenticeships and work-based learning experiences aim to reach workforce populations that are eligible for participation in the programs. The boards highlight activities that have opened opportunities for hands-on work experience in high-demand sectors. The goal requires activity that improves system outcomes for learners; therefore, future reviews will look for responses that specifically include data demonstrating improved engagement in work-based learning and apprenticeship programs in traditional or non-traditional occupations to justify the continuation of activities, initiatives, or processes. The following are summaries of two board plan responses whose efforts best reflect this goal area.

Workforce Solutions Rural Capital Area is actively increasing employer participation in registered and industry-recognized apprenticeships with the following:

- Securing two apprenticeship grants aimed at upskilling approximately 400 apprentices across industries such as advanced manufacturing, construction, information technology, education, and healthcare
- Establishing apprenticeship navigator positions to assist in expanding existing apprenticeships and developing new ones, engaging 22 employers and six training providers
- Educating businesses about the benefits of registered apprenticeships through seminars and direct employer engagement efforts
- Facilitating collaboration between employers and training providers to reduce administrative burdens and costs associated with running apprenticeship programs, and
- Supporting incoming companies in the Austin metropolitan statistical area with guidance on establishing apprenticeship programs as part of their workforce ramp-up strategies

Workforce Solutions Lower Rio is developing and expanding programs such as the Temporary Assistance for Needy Families Summer Youth Program, which provides hands-on work experience for low-income youth aged 16 to 24 years old. These programs not only focus on job readiness training but also on career exploration and subsidized employment opportunities. By partnering with local

employers, youth gain valuable skills, enhance employability, and create connections to potential employers. These initiatives are particularly beneficial for youth who need supportive services, including financial assistance or mentorship, to succeed in the workplace. For adults, the board is collaborating with industry partners to increase apprenticeship opportunities in high-demand sectors such as renewable energy, transportation, and broadband infrastructure. Through partnerships with training providers, like Job Training and Career Services Pipefitters and the Valley Initiative for Development and Advancement, eligible individuals can access apprenticeships that lead to industry-recognized certifications. These programs not only help participants acquire the technical skills needed for in-demand occupations but also provide financial support through Department of Labor grants, addressing barriers participants may face during training.

Partners Goal: Alignment to Support Career Pathways

Boards were asked to describe local board activities, initiatives, or processes to build the board's capacity, responsiveness, continuous improvement, and decision-making to support the identification of credentials of value and streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs.

Local Boards describe varying actions that support career pathways in the board area, including engagements with employers, stakeholders, and education institutions. Consultations with groups of stakeholders, employers, postsecondary education institutions, etc. are common among the board plan responses. Specifically, the boards have sought guidance from advisory groups in high-demand industries who inform critical credentials and skills needs in the high-demand occupations. The following summaries provide responses from two board plans whose efforts best reflect this goal area:

> **Workforce Solutions West Central Texas**, in its role as the Tri-Agency regional convener, conducted a pathways landscape mapping and asset map and gap analysis to provide a comprehensive overview and analysis of the current state and dynamics of the labor market within the workforce development area. Based on the gaps discovered in work-based learning experiences, the board prioritized increasing high-quality apprenticeships and technical training opportunities through expansion and refinement of work-based learning models in collaboration with industry and education partners. In partnership with the pathways leadership team, the board developed the Regional Career Pathways Strategic Plan to expand and refine quality career pathway opportunities and work-based learning experiences of value across the region during the next three to five years. This plan emphasizes early engagement, equitable access, and ongoing support for students, particularly those from underserved communities. It also places an emphasis on increasing avenues for recognition of work-based learning activities in postsecondary credit and credentialing, and on high-wage, high-demand occupations with local training and stackable credentials.

> **Workforce Solutions Northeast Texas** actively supports the identification of credentials of value by engaging system stakeholders, including employers, educational institutions, and industry groups to align workforce programs with regional economic needs. Advisory groups in high-demand industries (such as manufacturing, healthcare, and information technology) will provide guidance on the credentials and skills most critical to the local labor market. Labor market data is analyzed and shared with educational institutions and employers to ensure alignment between workforce needs and the training offered. Partnerships with local community colleges, technical schools, and independent school districts focus on identifying and promoting sub-baccalaureate credentials, industry certifications, and licenses that align with in-demand occupations.

Policy and Planning Goal: Relevant Data Sets

Boards were asked to describe local board activities, initiatives, or processes that support the availability and coordination of relevant workforce, education, and employment data to evaluate program outcomes to respond to the needs of policy makers and planners to expand high-quality childcare availability; identify and quantify quality outcomes, including industry-based certification data; and enhance wage records.

To meet the policy and planning goal, local boards report activities and processes that demonstrate strong support of high-quality childcare expansion and the identification and quantification of quality program outcomes and wage record enhancements. Among those efforts are partnerships with Texas Rising Star (TRS) and the use of various data sources to inform program efficiency and delivery. Future reviews will look for the incorporation of data in board plan responses, such as program outcomes and evidence of wage record improvement, to demonstrate the effectiveness of the reported activity. The following summaries provide two board plan responses whose communicated efforts best reflect this goal area:

> **Workforce Solutions Greater Dallas** has made significant strides in educating the employers and community on the benefits of establishing on- or near-site, high-quality child care facilities. The board has increased child care providers that have Texas Rising Star (TRS) certifications, and TRS providers by 46 percent in one year. Child care is so significant that the Dallas County Judge hosts quarterly meetings for child care leaders. The board continues to recruit early learning programs into areas that need services and coordinate with federal, state, and local child care and early development programs that assist families and decrease their reliance on public assistance. In addition, the board collaborates closely with employers and the nonprofit community providers to gather and analyze qualitative and quantitative data related to employment opportunities and employer needs and outcomes, including placement and earnings. The board is a member of a workgroup with Dallas College, and other community partners that seeks to align efforts and funding streams toward the goal of doubling the Dallas County living wage attainment by the year 2040. Launched in late 2020, the board began creating data dashboards in 2024 to provide program outcomes that include numbers served, poverty, labor market information, demographic information, and industry trends.

> **Workforce Solutions Southeast Texas** addresses the growing need for accessible high-quality child care by actively engaging with providers and employers to establish on- or near-site child care facilities. The initiative aims to support working families, enhance workforce participation, and improve early childhood education outcomes. To ensure a comprehensive and informed approach, the board itself includes child care representatives and established a child care sub-committee. Texas Rising Star (TRS) mentors collaborate with existing child care centers to expand capacity and improve the quality of services. TRS mentors also provide technical assistance to assist child care centers in obtaining TRS status or achieve a higher status. To identify and quantify outcomes, the board collaborates with employers to identify certifications, licenses, and credentials aligned with high demand industries. Board staff use this information along with labor market information to identify target occupations, with a high probability of successful employment outcomes and self-sufficient wages. The board monitors data analysis to identify and enhance the delivery of service to customers. Sources used by the board include the Texas Workforce Commission's Tableau reports, WorkInTexas, local area unemployment statistics, and surveys of business customers to determine effectiveness of services.

Strategic Opportunities

Engage Employers Meaningfully

Coordinate across agencies to gain insight into the needs of employers and minimize 'asks' that burden employers.

Industry partnerships supported through consistent collaboration allow local boards to remain informed and address employer needs. By working collaboratively across agencies and regional workforce system partners, local boards have developed varied approaches, established singular points of contact, introduced collaboration with education partners, and taken steps to reduce the overall number of requests made of employers. Board plan responses reflect initial efforts to capitalize on this strategic opportunity; however, the Council's future reviews will look for greater detail regarding the nature of partnerships, collaboration efforts, and information usage. The following summaries provide two board plan responses whose communicated efforts best reflect this strategic opportunity:

> **Workforce Solutions Golden Crescent** identified multiple strategies that have been implemented to advance the *Engage Employers Meaningfully* strategic opportunity. Among the strategies includes direct contact with employers through panels, roundtables, surveys, and interviews which work to gain direct insight and inform initiatives and programs. Additionally, to streamline employer interactions, Golden Crescent has designated *employer liaisons* who serve as the single points of contact for employers and has made efforts to bolster coordination across workforce agencies.

> **Workforce Solutions Northeast Texas** identified various strategies employed to meet the objective of this strategic goal. Among these strategies are their industry-specific advisory groups and interaction with the Tri-Agency Regional Convener. These advisory groups serve to facilitate effective employer interaction and valuable feedback. Additionally, the board worked to reduce individual requests of employers by using its advisory groups as a convener of stakeholders and collaborated with educational institutions and economic development organizations to coordinate efficient outreach.

Include and Improve Outcomes for All Texans

Engage all Texans eligible for workforce programs and services, 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.

Local board plans expand upon local service delivery and feature explanations of programs and initiatives, support resources, and the populations the programs are designed to engage. Multiple boards report partnerships with local organizations and public services such as those provided by Texas Workforce Commission (TWC) Vocation Rehabilitation (VR) and the Texas Juvenile Justice Department (TJJD). Board plans outline efforts to support models and practices that are reported as demonstrably successful to achieve the vision of this opportunity. It should be noted, this opportunity relates to effective engagement and demonstrated success; therefore, the Council's future review will look for more detailed outcomes from the local boards. The following summaries provide two board plan responses whose communicated efforts best reflect this strategic opportunity:

> **Workforce Solutions Borderplex** (WSB) highlighted its processes, initiatives, and partnerships that aim to uplift eligible Texans. WSB collaborates with VR, TJJD, and Texas Health and Human Services (HHSC) to serve foster youth, disabled youth, and incarcerated youth. The current partnership

between VR, WSB, and a local youth transition center enrolls disabled and foster youth in VR services, such as pre-employment transition services and adult transition services supported by VR counselors and WSB youth coordinators.

Workforce Solutions Heart of Texas identified four programs centered around engaging eligible Texans. By partnering with entities with proven success, such as VR, McLennan County's Adult Probation Office, and the Waco Housing Authority, the local board found reliable support in efforts such as the Walk-N-Roll Hiring Fair and the creation of Public Access Points. These programs aim to serve populations such as incarcerated and disabled youth by helping them gain work experience, connecting them with employers, and improving access to resources.

Generate Greater Return on Investments

Use data and evidence to identify and target strategic investments to improve system performance.

Local boards reported efforts to incorporate the use of data to support evidence-based practices and inform decision making. Data cited in the responses often include labor market information, program performance metrics, and program participation measurements. Incorporating such data aligns those local boards with the goal of this strategic opportunity; however, the Council's future reviews will look for local boards responses that demonstrate those metrics in their responses to establish effectiveness. The following board responses can be seen as comprehensive representations of this opportunity's request:

Workforce Solutions Capital Area (WFSCA) highlighted resources and partnerships that are utilized in their efforts to use data and evidence to identify and target strategic investments to improve system partnership. This includes their collaboration with the Ray Marshall Center of UT Austin to evaluate findings, assess program designs, and replicate successful models. WFSCA has also coordinates a partnership with local community colleges and training providers that have a track record of high credential rates in key employment areas related to employment and placement retention.

Workforce Solutions Lower Rio Grande detailed multiple areas in which they have used data and evidence to identify and target strategic investments to improve system performance. This includes their use of performance and evaluation metrics, labor market information, and sector-based strategies which inform program outcomes, investment decisions, and the prioritization of sector partnerships. The Board also highlighted the types of programs invested in, due to their proven success in credential attainment and employment placement. These programs include industry-recognized credential programs, integrated education and training models, and work-based learning initiatives.

Texas Skill Standards System

Preparing workers with the skills and knowledge required for jobs in today's economy is a central goal of the Texas workforce system. Hiring qualified employees contributes to the productivity and success of any organization. Essential steps towards closing skill gaps include identifying the work content and the skills and knowledge employers require, so that workforce system partners can prepare workers with targeted education and training. These job specifications and worker characteristics are commonly referred to as competency profiles or skill standards.

Skill standards define the skills and knowledge needed to prepare workers for many middle-skill occupations and serve as a foundation for technical education programs. According to TGC §2308.109, the Council must advise the Governor and the Legislature on the development of a statewide system of industry-defined and industry-recognized skill standards and credentials for all major skilled occupations that:

- provide strong employment and earnings opportunities in this state; and
- require less than a baccalaureate degree.

In performing this mandate, the Council is required to:

- validate and recognize nationally established skill standards to guide curriculum development, training, assessment, and certification of workforce skills;
- convene industry groups to develop skill standards and certification procedures for industries and occupations in which standards have not been established or adopted and recognize the skill standards and certification procedures;
- review the standards developed by other states and foreign countries and enter into agreements for mutual recognition of standards and credentials to enhance portability of skills; and
- promote the use of standards and credentials among employers.

To ensure a consistent and comprehensive framework for defining job performance, Council-recognized standards are composed of six elements:

1. critical work functions
2. key activities
3. performance criteria
4. academic skills and knowledge
5. employability skills and knowledge
6. occupational skills and knowledge

Certain elements describe the work done in the occupation, including the key activities performed by workers, which are translated into student learning outcomes. The performance criteria provide the standard for the key activities and are used to develop student assessments. There are also three worker-oriented requirements, which include the academic, employable, and occupation-specific skills and knowledge required to do the work. This skill standards content is a tool for industry to communicate its work standards and worker skill and knowledge requirements to postsecondary institutions of learning.

The Council's policy to recognize workforce education programs provides an incentive for community and technical colleges to use skill standards. Colleges seeking the Council's recognition must integrate the industry-defined skill standards into their program curricula. To be approved for this program recognition, colleges must follow three requirements:

1. teach the key activities as learning outcomes and test students' ability to perform them;
2. incorporate all the work- and worker-oriented elements into the curriculum; and
3. submit an application that provides critical information and documents compliance with the requirements.

Program recognition is valid for three years and expires on December 31 of the third year.

Facilitating industry to develop skill standards is a primary function of the Texas skill standards system, which focuses primarily on middle-skill occupations.

Fiscal Year 2025 Progress on the Recognition of Skill Standards and Programs

The Council's program recognition policy addresses two of its skill standards mandates. To be a recognized program, the skill standards must be used to guide curriculum development, training, assessment, and certification of workforce skills. To encourage this, program recognition by the Council provides an incentive for community and technical colleges to use skill standards in their programs. Colleges are able to promote this recognition to employers as evidence that their graduates are prepared with the skills and knowledge specified by industry standards. As part of the program recognition process, colleges are required to certify and assure of their commitment to teach and assess students on the industry-identified competencies outlined in the standards.

In FY 2025, the Council did not receive any applications from community or technical colleges for new program recognition. However, the Council processed renewal applications from colleges with program recognitions scheduled to expire. Renewal applications require colleges to have assessments in place to measure students' mastery of all the competencies in the skill standards.

In FY 2025, there were a total of 40 recognized programs at 19 community and technical colleges in Texas. Those programs produced 1095 graduates prepared with the industry-specified skills and knowledge. The Council processed program recognition renewal applications for 10 of the 10 programs scheduled to expire in FY 2025.

Program recognition also addresses the Council's mandate to promote the use of standards and credentials, given that the Texas skill standards system is voluntary. In FY 2025, 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 workers. In addition, the Council continues 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 a graduate has been prepared with the skills and knowledge required by industry in the standards.

Adult Education

Statutory requirement

The federal adult education and literacy program is authorized by the Adult Education and Family Literacy Act (AEFLA), which is Title II of the Workforce Innovation and Opportunity Act (WIOA). The program is administered by the [U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE)](#) and provides grants to states for local programs.

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 administered by the Texas Workforce Commission (TWC).

Definition

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 WIOA, are English learning individuals who lack a high school diploma, or its equivalent, or who are low-skilled in reading, writing, or math. Participants 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. In the context of the federal adult education and literacy program administered by TWC, this definition is applied.

On July 11, 2025, the U.S. Department of Education (ED), Office of Career Technical and Adult Education (OCTAE) issued a Notice of Interpretation in the federal register. The notice revised and clarified ED's position on the classification of certain Department programs providing "Federal public benefits," as defined in Title IV of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA). PRWORA limits eligibility for "Federal public benefits" to U.S. citizens, U.S. non-citizen nationals, and certain categories of "qualified aliens". TWC is in the process of updating its existing eligibility requirements to align to the interpretation and implement the required changes with local adult education providers.

Council Research on Adult Education

To fulfill its mandate to evaluate adult education and literacy programs, the Council has published multiple reports on [adult education in Texas](#). *[Adult Education in Texas: A Demographic Study](#)* (2024), provides an update and analysis of the population in need of adult education services, an overview of which was originally published in *[Understanding the Need for Adult Education in Texas](#)* (2018). The report includes comprehensive projections of future service needs, taking into account both the anticipated growth of the Texas population and how these needs will be geographically distributed across local workforce development areas.

History

The federal adult education and literacy program administered by TWC is largely funded by the U.S. ED 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 Texas Education Agency (TEA) to TWC based upon recommendations made by the Sunset Advisory Commission (Sunset). A 2012 Sunset report recommended the transfer to strengthen Texas' ability to meet its future workforce demands.[15] The transfer occurred with the passage of Senate Bill 307 in the 83rd Texas legislative session. Additionally, this legislation created an adult education and literacy advisory committee tasked with providing 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 skills, and civics instruction for English 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 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 the other WIOA core programs. This includes 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.[16]

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 future demand for adult education.[17] TWC is required to report the implementation of the plan to the Council in December of even-numbered years. The *Adult Education and Literacy Strategic Plan Fiscal Years 2021 to 2026,* which is aligned with the previous workforce system strategic plan, outlines a five-year plan composed of the following statewide goals:

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[15] *Sunset Advisory Commission Final Report with Legislative Action: Texas Education Agency (July 2013)*.
[16] *WIOA Combined State Plan (2024-2027)*
[17] *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

- 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.

Working with the AEL Advisory Committee, TWC is in the process of devloping a new statewide strategic plan for Fiscal Years 2026–2031 to address the future demand for adult education, which will be reported to the Council in December 2026.

2025 Update

TWC's adult education and literacy program serves over 60,000 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. For the first statewide competition in 2014, TWC awarded $60 million in the first round of adult education and literacy grants. In 2024, TWC awarded over $83 million to 40 unique grantees after its third statewide grant competition. The awarded grants, 51 in total, were divided into two categories: 39 grants awarded under the Section 231 application and 12 grants awarded under the Section 243 application, with some of the 40 grantees receiving funding from both sections. Grants awarded in 2024 will be funded for approximately 24 months from the grant start date with the option of up to three one-year renewals or extensions at TWC's discretion. Award amounts ranged from $200,000 to $11,050,372 but can change annually based on federal allocations. AEL services are predicated on federal funds, and the U.S. House Appropriations Committee voted favorably on their markup of their FY 2026 Labor, Health and Human Services, Education, and Related Agencies Bill on September 9, 2025, which eliminates all federal funding for AEL.

In addition to administering the statewide core 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 Generative AI Maker Space (GenAIM) for instructors to utilize generative AI tools for instruction and to prepare students for AI's integration into future occupations through the creation of accessible, standards-aligned learning resources.
- Expanding IET models for individuals within two years of release from a state-operated correctional facility and providing reentry and post-release services to those transitioning back into the community.
- Expanding career pathway services and IETs for English language learners by publishing an RFA with the objective to develop and disseminate effective training models for Internationally Trained Professionals (ITPs) with healthcare-related degrees, ultimately building a pipeline to employment and increasing Texas' productivity and earnings.

- Partnering with the Texas A&M Public Policy & Research Institute (PPRI) to conduct a year-long evaluation of AEL programming and data to collect and utilize focus-groups and surveys to generate specific ideas for program improvement.
- Expanding professional development for career pathways by soliciting specific expertise for programs and participants.
- Offering nationally recognized professional development in the areas of distance education, educational technology, and digital literacy through the Distance Education Professional Development Center (DEPDC).
- 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—a high school equivalency certificate or high school diploma—face barriers to achieving economic prosperity. Meanwhile, credentials are required 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 to support learners in obtaining 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 report, TEA states that 15,694 TxCHSE certificates were issued in 2024, which is an increase from the 15,410 certificates issued in 2023.

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 and its implementation by workforce system partners.

High School Equivalency Supports

In 2021, the Texas 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 can cost up to $42.25. TWC and TEA track GED tests and awarded TxCHSE credentials, and the program has issued approximately 39,000 test vouchers since 2021, increasing the number of Texans with secondary school credentials.

House Bill 1602, passed during the 88th legislative regular session, required TWC to establish annual performance requirements for adult education providers to receive continued adult education grant funds. These performance requirements relate to enrollments in high school equivalency or post-secondary program 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. In PY 2024–2025, a performance measurement process was initiated to

assess the effectiveness of each program in achieving targeted outcomes. This data will be used to inform decisions about continued grant funding for providers.

High School Diploma Programs

Similarly, the community college finance reform bill passed in 2023, through House Bill 8, enacted the Opportunity High School Diploma (OHSD) 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 OHSD 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.

In response to a call from the THECB in fall 2024, five institutions (Alamo Colleges District, Dallas College, El Paso Community College, San Jacinto College District, and Del Mar College) were selected to offer the OHSD program. These institutions are collaborating to establish consistent standards for tuition, contact hours, and competency assessments, with program implementation and open enrollment slated to begin in the third quarter of 2025.

Welfare to Work Data

The workforce system strategic plan incorporates relevant program data into the aggregated formal performance measures, addressing the Council's mandate to report on work development programs that focus on welfare to work initiatives. Additional agency program data, specifically related to TANF, 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) 2025 (listed separately by month).

TANF CASES				TANF RECIPIENTS			
Benefit	**Basic**	**State**	**Total**	**Benefit**	**Basic**	**State**	**Total**
Sep-24	8,786	319	9,105	Sep-24	21,584	1,188	22,772
Oct-24	9,048	336	9,384	Oct-24	22,418	1,227	23,645
Nov-24	9,093	315	9,408	Nov-24	22,443	1,139	23,582
Dec-24	9,198	312	9,510	Dec-24	22,597	1,154	23,751
Jan-25	9,022	300	9,322	Jan-25	22,089	1,108	23,197
Feb-25	8,690	283	8,973	Feb-25	21,129	1,069	22,198
Mar-25	8,387	261	8,648	Mar-25	20,283	990	21,273
Apr-25	8,389	266	8,654	Apr-25	20,393	1,012	21,405
May-25	8,310	263	8,573	May-25	20,170	1,002	21,172
Jun-25	8,580	255	8,835	Jun-25	20,931	970	21,901
Jul-25	9,047	271	9,317	Jul-25	22,411	1,030	23,442
Aug-25	9,511	276	9,787	Aug-25	23,755	1,049	24,804
Average	8,838	288	9,126	**Average**	21,684	1,078	22,762

2. For August 2025, 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-24	1,255	80	1,335	Mar-25	819	43	862
Oct-24	1,339	62	1,401	Apr-25	993	44	1,037

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[15] These are cases that were not actively receiving TANF as of August 2025. 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-24	1,469	59	1,528	May-25	1,072	53	1,125
Dec-24	1,210	45	1,255	Jun-25	1,093	34	1,127
Jan-25	933	39	972	Jul-25	1,286	62	1,348
Feb-25	967	47	1,014	Aug-25	1,391	65	1,456
				Total			14,460

3. Adult TANF Recidivism Rate – For August 2024 to July 2025.

    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 in FY 2025	FY 2025 #	Monthly Avg. %
No breaks	3,389	76.87%
More than one spell	1,020	23.13%
Totals	4,408	100.00%

	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25
No breaks	2,789	3,191	3,423	3,596	3,730	3,610
More than one	924	975	1,053	1,111	1,095	1,077
Totals	3,713	4,166	4,476	4,707	4,825	4,687

	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25
No breaks	75.11%	76.60%	76.47%	76.40%	77.31%	77.02%
More than one	24.89%	23.40%	23.53%	23.60%	22.69%	22.98%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25
No breaks	3,401	3,258	3,285	3,263	3,403	3,714
More than one	1,016	965	988	950	999	1,085
Totals	4,417	4,223	4,273	4,213	4,402	4,799

	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25
No breaks	77.00%	77.15%	76.88%	77.45%	77.31%	77.39%
More than one	23.00%	22.85%	23.12%	22.55%	22.69%	22.61%
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 2025.

TANF APPLICATIONS APPROVED				TANF APPLICATIONS PROCESSED			
Benefit Month	Basic	State Program	Total	Benefit Month	Basic	State Program	Total
Sep-24	986	44	1,030	Sep-24	25,079	1,541	26,620

Oct-24	1,166	58	1,224	Oct-24	40,695	2,365	43,060
Nov-24	1,095	44	1,139	Nov-24	39,766	2,126	41,892
Dec-24	1,019	41	1,060	Dec-24	22,574	1,650	24,224
Jan-25	889	23	912	Jan-25	23,425	1,605	25,030
Feb-25	770	36	806	Feb-25	20,895	1,322	22,217
Mar-25	702	34	736	Mar-25	20,030	1,187	21,217
Apr-25	940	37	977	Apr-25	25,555	1,297	26,852
May-25	812	30	842	May-25	21,335	1,146	22,481
Jun-25	896	24	920	Jun-25	22,526	1,149	23,675
Jul-25	1,122	27	1,149	Jul-25	28,693	1,537	30,230
Aug-25	1,077	36	1,113	Aug-25	24,222	1,264	25,486
Average	956	36	992	Average	26,233	1,516	27,749

Texas Workforce Commission (TWC):

For TWC data, unless otherwise noted, the period reported is July 2024–June 2025.

TANF Choices Population Data

State Average Hourly Wage for all TANF Choices Participants Entering Employment from July 1, 2024, to June 30, 2025

$14.53

Adult Education for TANF Recipients

1. Adult Education funding for fiscal year (FY) 2025, 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)

2. For FY 2025, the number of TANF and State Program (SP) clients served (July 2024 to June 2025).

133

3. For FY 2025, the number of contact hours for TANF and SP clients served (July 2024 to June 2025).

8456.75

4. For FY 2025, the percent of TANF and SP clients who took a progress assessment and completed at least one level (July 2024 to June 2025).

44.44%

5. For FY 2025, the percent of those TANF and SP clients completing at least one level who continued in the program, moving to a higher level (July 2024 to June 2025).

23.61%

6. For FY 2025, the credential rate for TANF and SP clients who earned a high school equivalency certificate (January 2023 to December 2023).

2/9

22.22%

Appendix A: Industry-based Certifications Awarded by Agency

The number of industry-based certifications (IBCs) awarded by agencies is presented in the section 2025 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 is verbatim.

Texas Higher Education Coordinating Board

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	AAMA and NHA	6
	AAVSB	3
	ABS Artificial Insemination	26
	Accreditation Commission for Education in Nursing	120
	ADA/Commission on Dental Competency Assessments	11
	American Health Information Management Association (AHIMA)	66
	Alliance (SACA); Universal Robots	1901
	American Academy of Professional Coders (AAPC)	6
	American Allied Health	1360
	American Association of Medical Assistants (AAMA), National Healthcareer Association (NHA)	16
	American Association of Veterinary State Boards, Texas Board of Veterinary Medical Examiners	44
	American Board of Registration of Electroencephalographic and Evoked Potential Technologies/Board of Registered Polysomnographic Technologists	10
	American Dental Association	19
	American Medical Certification Association (AMCA)	122
	American Medical Technology	70

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	American Registry for Diagnostic Medical Sonography (ARDMS)	218
	American Society of Radiologic Technologist (ARRT)	497
	American Society for Clinical Pathologists (ASCP)	101
	American Society of Anesthesia Technologists and Technicians	2
	American Society of Mechanical Engineers (ASME)	25
	American Welding Society (AWS)	333
	Angelina College	156
	Autodesk	32
	Automotive Service Excellence (ASE)	843
	AVID	7
	AWS	7
	Board for the Evaluation of Interpreters (BEI)	12
	Briggs & Stratton; Honda; Toro; Polaris; Kawasaki; Mercury; NC3	521
	Cardiovascular Credentialing International / American Registry Diagnostic Medical Sonography (ARDMS)	120
	CDCA-WREB-CITA Clinical Exam	41
	Central Regional Dental Testing Service (CRDTS)	24
	Central Texas College Aviation Dept Staff	24
	Certification in Occupational Therapy Exam (COTA)	8
	Certified EKG Technician	10
	Certiport	843
	CLI Engage	5
	CMA(AAMA)	9

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	Commission on Accreditation in Physical Therapy Education (CAPTE)	14
	Commission on Dental Competency, Assessments, Joint Commission on National Dental Examinations, CDCA-WREB-CITA	21
	CompTIA	127
	Cosmetology Operator	17
	DANB and TSBDE	12
	Dental Assisting National Board	4
	Department of Labor	64
	Department of State Health Services (DSHS)	82
	Educational Standards Corporation (ESCO Institute)	260
	ELANCO	13
	Environmental Protection Agency (EPA)	160
	ESCO Institute	114
	ETA International	58
	Expert Rating Certified Professionals	1
	FAA Airman Inquiry Database	179
	Federal Aviation Administration (FAA)	315
	Federal State Boards of Physical Therapy	182
	Federation of State Massage Therapy Boards (FSMT)	2
	Fibre Optic Installer (FOI) Certification	28
	I-CAR Professional Development Program- Education Edition (PDP-EE)	27
	Intuit QuickBooks Online Certification	3
	IRS VITA Central and Certiport (MOS Certification)	49
	Joint Commission on National Dental Examination	54
	Licensed Chemical Dependency Counselor (LCDC)	10

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	Manufacturing Skill Standards Council (MSSC)	6
	NACES Plus Foundation	47
	National Academy of Sports Medicine-NASM	3
	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	2
	National Apartment Association	9
	National Association of Long Term Care Administrator Boards	4
	National Board Dental Hygiene Examination	19
	National Board for Certification in Occupational Therapy (NBCOT)	89
	National Board of Respiratory Care (NBRC)	227
	National Board of Surgical Technology and Surgical Assisting (NBSTSA)	274
	National Center for Competency Testing	23
	National Council of State Boards of Nursing (NCSBN) - NCLEX Exam	2442
	National Healthcare Association	1045
	National Institute for Metalworking Skills (NIMS)	67
	National Nurse Aid Assessment Program / Certified Patient Care Technician/Assistant (CPCT/A)	124
	National Registry of Emergency Medical Technicians (NREMT)	2211
	National Restaurant Association, Hospitality Human Resources Mgmt & Supervision	9
	Navarro College/John Deere TECH	64
	NBCOT	15
	NBDHE and CDCA-WREB-CITA	23
	NC3/ASE/FORD/HONDA/FAC/MOPAR	1121
	NC3; ASE	262

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	NCCER National Center for Construction and Education Research	411
	NCCT	8
	NHA- National Healthcareer Association	11
	NREMT.ORG	3
	Nuclear Medicine Technology Certification Board (NMTCB)	16
	Nurse Aide Registry- HHSC-Texas Unified Licensure Information Portal (TULIP)	21
	Nursing Facility Licensure Exam - National Administrator Board	9
	Occupational Safety and Health Administration	382
	Pearson Vue	1
	Pharmacy Technician Certification Board (PTCB)	97
	ServSafe	46
	Prometric- Schroeder Measurement Technologies, INC and National HealthCareer Association & Atlas-American Heart Association	96
	SolidWorks - Dassault Systems	13
	State Board for Educator Certification	567
	TAP SERIES/ ALWAYS FOOD SAFE	214
	Tarrant County College	29
	TCEQ	49
	Texas A&M Engineering Extension Service TEEX	73
	Texas Board of Nursing	2390
	Texas Commission on Fire Protection (TCFP)	1962
	Texas Commission on Law Enforcement (TCOLE)	1704
	Texas Department of Aging & Disability Services & National Association of Credential Evaluation Services	12

IBC Name	Certifying Entity Name	Number of IBCs Awarded
	Texas Health and Human Services	356
	Texas Department of Licensing and Regulation (TDLR)	1248
	Texas Department of Public Safety	953
	Texas Department of State Health Services	175
	Texas Executive Council of Physical Therapy and Occupational Therapy Examiners	16
	Texas Funeral Service Commission (TFSC)	25
	Texas Medical Board	25
	Texas Operator Written & Practical	11
	Texas Real Estate Commission (TREC)	48
	Texas State Board of Dental Examiners	151
	Texas State Technical College	27
	Texas Unified Licensure Information Portal (TULIP)	45
	The National Board for Certification in Occupational Therapy, Inc.	14
	UTHSCSA	6

Texas Education Agency

IBC Name	Certifying Entity Name	Number of IBCs Awarded
ADOBE CERTIFIED PRO IN VISUAL EFFECTS/MOTION GRAPHICS W/ADOBE AFTER EFFECTS	ADOBE	723
ADOBE CERTIFIED PROFESSIONAL ANIMATE	ADOBE	822
ADOBE CERTIFIED PROFESSIONAL IN GRAPHIC DESIGN/ILLUSTRATION W/ILLSTRTR	ADOBE	4778
ADOBE CERTIFIED PROFESSIONAL IN	ADOBE	736

IBC Name	Certifying Entity Name	Number of IBCs Awarded
PRINT/DIGITAL MEDIA W/INDESIGN		
ADOBE CERTIFIED PROFESSIONAL IN VISUAL DESIGN W/PHOTOSHOP	ADOBE	10411
ADOBE CERTIFIED PROFESSIONAL IN DIGITAL VIDEO W/PREMIERE PRO	ADOBE	3155
ADOBE CERTIFIED PROFESSIONAL IN VISUAL DESIGN	ADOBE	357
API 1104 WELDING PIPELINES AND RELATED FACILITIES	AMERICAN WELDING SOCIETY	79
HBI PRE-APPRENTICESHIP CERTIFICATE TRAINING (PACT) BASIC CARPENTRY	HOME BUILDERS INSTITUTE	73
HBI PRE-APPRENTICESHIP CERTIFICATE TRAINING (PACT), CORE	HOME BUILDERS INSTITUTE	292
APPLE APP DEVELOPMENT WITH SWIFT	APPLE AUTHORIZED TRAINING PROVIDER	36
MB-920: MICROSOFT DYNAMICS 365 FUNDAMENTALS FINANCE AND OPERATIONS APPS	MICROSOFT	6
MEDICAL ASSISTANT	NATIONAL CENTER FOR COMPETENCY TESTING	159
MICROSOFT OFFICE SPECIALIST: MICROSOFT ACCESS EXPERT (ACCESS/ACCESS 2019)	MICROSOFT	293
NATIONALLY REGISTERED CERTIFIED EKG TECHNICIAN	NATIONAL ASSOCIATION FOR HEALTH PROFESSIONALS	28
NATURAL RESOURCES SYSTEMS	NOCTI	37
PRE-PROFESSIONAL CERTIFICATION IN CULINARY ARTS	AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES	90

IBC Name	Certifying Entity Name	Number of IBCs Awarded
PRE-PROFESSIONAL CERTIFICATION IN EARLY CHILDHOOD EDUCATION	AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES	300
PRE-PROFESSIONAL CERTIFICATION IN FOOD SCIENCE FUNDAMENTALS	AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES	42
PRE-PROFESSIONAL CERTIFICATION IN NUTRITION, FOOD, AND WELLNESS	AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES	1016
PRINCIPLES OF FLORAL DESIGN CERTIFICATION	BENZ SCHOOL OF FLORAL DESIGN	4435
PRINCIPLES OF SMALL ENGINE TECHNOLOGY CERTIFICATION	EQUIPMENT & ENGINE TRAINING COUNCIL	174
PRODUCTION AGRICULTURE - JOB READY	NOCTI	5
CERTIFIED PROFESSIONAL PHOTOGRAPHER	PROFESSIONAL PHOTOGRAPHERS OF AMERICA	21
PROJECT MANAGEMENT INSTITUTE (PMI) PROJECT MANAGEMENT READY	PROJECT MANAGEMENT INSTITUTE	491
RETAIL MERCHANDISING - JOB READY	NOCTI	137
SMALL ANIMAL SCIENCE AND TECHNOLOGY	NOCTI	71
CERTIFIED BILLING AND CODING SPECIALIST (CBCS)	NATIONAL HEALTHCAREER ASSOCIATION	48
STUKENT SOCIAL MEDIA MARKETING CERTIFICATION	STUKENT	6873
TRAVEL AND TOURISM	NOCTI	281
VOLUNTEER INCOME TAX ASSISTANCE/TAX COUNSELING CERTIFICATION: ADVANCED	INTERNAL REVENUE SERVICE	622
VOLUNTEER INCOME TAX ASSISTANCE/TAX	INTERNAL REVENUE SERVICE	2841

IBC Name	Certifying Entity Name	Number of IBCs Awarded
COUNSELING CERTIFICATION: BASIC		
VOLUNTEER INCOME TAX ASSISTANCE/TAX COUNSELING CERT: VOLUNTEER FOR ELDERLY	INTERNAL REVENUE SERVICE	106
WEB DESIGN - JOB READY	NOCTI	51
WELDING - JOB READY	NOCTI	5
BUSINESS OF RETAIL: CERTIFIED SPECIALIST	NATIONAL RETAIL FEDERATION FOUNDATION	50
CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) - ACADEMIC	DASSAULT SYSTEMS	256
CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) - MECHANICAL DESIGN	DASSAULT SYSTEMS	328
CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) - SIMULATION	DASSAULT SYSTEMS	11
CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) - SUSTAINABILITY	DASSAULT SYSTEMS	81
CERTIFIED SOLIDWORKS PROFESSIONAL (CSWP) - ACADEMIC	DASSAULT SYSTEMS	22
CERTIFIED SOLIDWORKS PROFESSIONAL (CSWP) - ADDITIVE MANUFACTURING	DASSAULT SYSTEMS	150
CERTIFIED SOLIDWORKS PROFESSIONAL (CSWP) - MECHANICAL DESIGN	DASSAULT SYSTEMS	16
CERTIFIED SOLIDWORKS PROFESSIONAL (CSWPA) - DRAWING TOOLS	DASSAULT SYSTEMS	8
CERTIFIED USER: PROGRAMMER	UNITY	315
CODEHS CYBERSECURITY LEVEL 1 CERTIFICATION	CODEHS	511

IBC Name	Certifying Entity Name	Number of IBCs Awarded
CODEHS PYTHON LEVEL 1 CERTIFICATION	CODEHS	733
CODEHS WEB DESIGN LEVEL 1 CERTIFICATION	CODEHS	277
CUSTOMER SERVICE AND SALES: CERTIFIED SPECIALIST	NATIONAL RETAIL FEDERATION FOUNDATION	189
DUCKS UNLIMITED ECOLOGY CONSERVATION & MANAGEMENT CERTIFICATION	DUCKS UNLIMITED	764
HEATING, ELECTRICAL, & AIR CONDITIONING TECHNOLOGY (H.E.A.T.)	ESCO GROUP	45
INFORMATION TECHNOLOGY SPECIALIST: HTML AND CSS	CERTIPORT	391
INFORMATION TECHNOLOGY SPECIALIST: HTML5 APPLICATION DEVELOPMENT	CERTIPORT	6
INFORMATION TECHNOLOGY SPECIALIST: JAVA	CERTIPORT	1464
INFORMATION TECHNOLOGY SPECIALIST: JAVASCRIPT	CERTIPORT	134
INFORMATION TECHNOLOGY SPECIALIST: NETWORKING	CERTIPORT	388
MICROSOFT 365 FUNDAMENTALS	MICROSOFT	72
MICROSOFT AZURE AI FUNDAMENTALS	MICROSOFT	14
MICROSOFT AZURE DATA FUNDAMENTALS	MICROSOFT	12
TRIO ELECTRICAL PRE-APPRENTICESHIP (EPP) CERTIFICATION	CONSTRUCTION CAREER COLLABORATIVE	85

IBC Name	Certifying Entity Name	Number of IBCs Awarded
AGRILIFE VETERINARY ASSISTANT CERTIFICATE	AGRILIFE LEARN	8
ASE AUTO TRANSMISSION	AUTOMOTIVE SERVICE EXCELLENCE	41
ASE ENTRY-LEVEL AUTOMOBILE AUTOMATIC TRANSMISSION/TRANSAXLE (AT)	AUTOMOTIVE SERVICE EXCELLENCE	358
ASE AUTOMOBILE SERVICE TECHNOLOGY	AUTOMOTIVE SERVICE EXCELLENCE	34
ASE ENTRY-LEVEL AUTOMOBILE SERVICE TECHNOLOGY	AUTOMOTIVE SERVICE EXCELLENCE	471
ASE BRAKES	AUTOMOTIVE SERVICE EXCELLENCE	191
ASE ENTRY-LEVEL AUTOMOBILE BRAKES (BR)	AUTOMOTIVE SERVICE EXCELLENCE	1967
ASE ELECTRICAL/ELECTRONIC SYSTEMS	AUTOMOTIVE SERVICE EXCELLENCE	84
ASE ENTRY-LEVEL AUTOMOBILE ELECTRONIC/ELECTRICAL SYSTEMS (EE)	AUTOMOTIVE SERVICE EXCELLENCE	1399
ASE ENGINE PERFORMANCE	AUTOMOTIVE SERVICE EXCELLENCE	15
ASE ENTRY-LEVEL AUTOMOBILE ENGINE PERFORMANCE (EP)	AUTOMOTIVE SERVICE EXCELLENCE	716
ASE ENGINE REPAIR	AUTOMOTIVE SERVICE EXCELLENCE	96
ASE ENTRY-LEVEL AUTOMOBILE ENGINE REPAIR (ER)	AUTOMOTIVE SERVICE EXCELLENCE	1190
ASE HEATING, VENTILATION, AC (HVAC)	AUTOMOTIVE SERVICE EXCELLENCE	98
ASE ENTRY-LEVEL AUTOMOBILE HEATING AND AIR CONDITIONING (AC)	AUTOMOTIVE SERVICE EXCELLENCE	1114
ASE MAINTENANCE LIGHT REPAIR	AUTOMOTIVE SERVICE EXCELLENCE	192

IBC Name	Certifying Entity Name	Number of IBCs Awarded
ASE ENTRY LEVEL AUTOMOBILE MAINTENANCE AND LIGHT REPAIR (MR)	AUTOMOTIVE SERVICE EXCELLENCE	1908
ASE MANUAL DRIVE TRAIN AXLES	AUTOMOTIVE SERVICE EXCELLENCE	11
ASE ENTRY-LEVEL AUTOMOBILE MANUAL DRIVE TRAIN AND AXLES (MD)	AUTOMOTIVE SERVICE EXCELLENCE	387
ASE ENTRY-LEVEL COLLISION MECHANICAL AND ELECTRICAL COMPONENTS (ME)	AUTOMOTIVE SERVICE EXCELLENCE	48
ASE NON-STRUCTURAL ANALYSIS DAMAGE REPAIR	AUTOMOTIVE SERVICE EXCELLENCE	25
ASE ENTRY-LEVEL COLLISION NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (SR)	AUTOMOTIVE SERVICE EXCELLENCE	128
ASE PAINTING & REFINISHING ENTRY LEVEL	AUTOMOTIVE SERVICE EXCELLENCE	48
ASE ENTRY-LEVEL COLLISION PAINTING AND REFINISHING (PR)	AUTOMOTIVE SERVICE EXCELLENCE	300
ASE REFRIGERANT RECOVERY AND RECYCLING	AUTOMOTIVE SERVICE EXCELLENCE	2883
ASE ENTRY-LEVEL COLLISION STRUCTURAL ANALYSIS AND DAMAGE REPAIR	AUTOMOTIVE SERVICE EXCELLENCE	88
ASE SUSPENSION AND STEERING	AUTOMOTIVE SERVICE EXCELLENCE	183
ASE ENTRY-LEVEL AUTOMOBILE SUSPENSION AND STEERING (SS)	AUTOMOTIVE SERVICE EXCELLENCE	1322
ASE ENTRY-LEVEL MEDIUM/HEAVY TRUCK, BRAKES (TB)	AUTOMOTIVE SERVICE EXCELLENCE	132

IBC Name	Certifying Entity Name	Number of IBCs Awarded
ASE TRUCK TECHNICIAN DIESEL ENGINES	AUTOMOTIVE SERVICE EXCELLENCE	9
ASE ENTRY-LEVEL MEDIUM/HEAVY TRUCK, DIESEL ENGINES (DE)	AUTOMOTIVE SERVICE EXCELLENCE	96
ASE ENTRY-LEVEL MEDIUM/HEAVY TRUCK, ELECTRICAL/ELECTRONIC SYSTEMS (TE)	AUTOMOTIVE SERVICE EXCELLENCE	71
ASE ENTRY-LEVEL MEDIUM/HEAVY TRUCK, SUSPENSION AND STEERING (TS)	AUTOMOTIVE SERVICE EXCELLENCE	87
AWS D1.1 STRUCTURAL STEEL	AMERICAN WELDING SOCIETY	6284
AWS D9.1 SHEET METAL WELDING	AMERICAN WELDING SOCIETY	12251
AWS CERTIFIED WELDER	AMERICAN WELDING SOCIETY	743
AWS SENSE LEVEL 1: ENTRY WELDER	AMERICAN WELDING SOCIETY	476
BARBER OPERATOR LICENSE	TEXAS DEPARTMENT OF LICENSING AND REGULATION	54
BASIC STRUCTURE FIRE PROTECTION	TEXAS COMMISSION ON FIRE PROTECTION	80
C++ CERTIFIED ASSOCIATE PROGRAMMER	C++ INSTITUTE	13
CERTIFIED DENTAL ASSISTANT	DENTAL ASSISTANT NATIONAL BOARD	149
CERTIFIED EKG TECHNICIAN	AMERICAN ALLIED HEALTH	725
CERTIFIED EKG TECHNICIAN	AMERICAN MEDICAL CERTIFICATION ASSOCIATION	68
CERTIFIED EKG TECHNICIAN	AMERICAN SOCIETY OF PHLEBOTOMY TECHNICIANS	36
CERTIFIED EKG TECHNICIAN	NATIONAL HEALTHCAREER ASSOCIATION	3254
CERTIFIED FUNDAMENTALS COOK	AMERICAN CULINARY FEDERATION	104

IBC Name	Certifying Entity Name	Number of IBCs Awarded
CERTIFIED FUNDAMENTALS PASTRY COOK	AMERICAN CULINARY FEDERATION	20
CERTIFIED HOSPITALITY & TOURISM MANAGEMENT PROFESSIONAL	AMERICAN HOTEL AND LODGING ASSOCIATION EDUCATIONAL INSTITUTE	116
CERTIFIED INSURANCE SERVICE REPRESENTATIVE	NATIONAL ALLIANCE FOR INSURANCE EDUCATION & RESEARCH	49
CERTIFIED NURSE AIDE (CNA)	TEXAS HEALTH AND HUMAN SERVICES	2696
CERTIFIED PERSONAL TRAINER	NATIONAL ACADEMY OF SPORTS MEDICINE	127
CERTIFIED PERSONAL TRAINER	NATIONAL EXERCISE TRAINERS ASSOCIATION	6
CERTIFIED SOLIDWORKS ASSOCIATE	SOLIDWORKS	36
CERTIFIED VETERINARY ASSISTANT, LEVEL 1	TEXAS VETERINARY MEDICAL ASSOCIATION	1055
CHILD DEVELOPMENT ASSOCIATE (CDA)	COUNCIL FOR PROFESSIONAL RECOGNITION	34
CERTIFIED CLINICAL MEDICAL ASSISTANT	AMERICAN ALLIED HEALTH	244
CERTIFIED CLINICAL MEDICAL ASSISTANT	AMERICAN MEDICAL CERTIFICATION ASSOCIATION	70
CERTIFIED CLINICAL MEDICAL ASSISTANT	AMERICAN MEDICAL TECHNOLOGISTS	11
CERTIFIED CLINICAL MEDICAL ASSISTANT	NATIONAL ASSOCIATION FOR HEALTH PROFESSIONALS	575
CERTIFIED CLINICAL MEDICAL ASSISTANT	NATIONAL CENTER FOR COMPETENCY TESTING	8
CERTIFIED CLINICAL MEDICAL ASSISTANT	NATIONAL HEALTHCAREER ASSOCIATION	5636
COMMUNITY HEALTH WORKERS	TEXAS DEPARTMENT OF STATE HEALTH SERVICES	1767
COMPTIA A+ CERTIFICATION	COMPTIA	92
COMPTIA IT FUNDAMENTALS+	COMPTIA	477

IBC Name	Certifying Entity Name	Number of IBCs Awarded
COMPTIA NETWORK+	COMPTIA	88
COMPTIA SECURITY+	COMPTIA	181
COSMETOLOGY ESTHETICIAN LICENSE	TEXAS DEPARTMENT OF LICENSING AND REGULATION	5
COSMETOLOGY MANICURIST LICENSE	TEXAS DEPARTMENT OF LICENSING AND REGULATION	65
COSMETOLOGY OPERATOR LICENSE	TEXAS DEPARTMENT OF LICENSING AND REGULATION	1962
EDUCATIONAL AIDE I	TEXAS EDUCATION AGENCY	2127
ENTREPRENEURSHIP AND SMALL BUSINESS	CERTIPORT	16486
ELECTRICAL APPRENTICESHIP CERTIFICATE LEVEL 1	INDEPENDENT ELECTRICAL CONTRACTORS TEXAS	87
EMERGENCY MEDICAL TECHNICIAN - BASIC	NATIONAL REGISTRY OF EMERGENCY MEDICALTECHNICIANS	484
FAA AVIATION MAINTENANCE TECHNICIAN GENERAL	FEDERAL AVIATION ADMINISTRATION	12
FAA PART 107 REMOTE DRONE PILOT	FEDERAL AVIATION ADMINISTRATION	388
FANUC ROBOT OPERATOR 1	FANUC AMERICA	15
GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION	GOOGLE	1301
LICENSED VOCATIONAL NURSE	TEXAS BOARD OF NURSING	39
MEDICAL LABORATORY ASSISTANT	AMERICAN MEDICAL TECHNOLOGISTS	16
MICROSOFT OFFICE SPECIALIST EXCEL	MICROSOFT	6292
MICROSOFT OFFICE SPECIALIST WORD	MICROSOFT	12975
MICROSOFT OFFICE SPECIALIST: MICROSOFT EXCEL EXPERT (EXCEL AND EXCEL 2019)	MICROSOFT	1494

IBC Name	Certifying Entity Name	Number of IBCs Awarded
MICROSOFT OFFICE SPECIALIST: MICROSOFT WORD EXPERT (WORD AND WORD 2019)	MICROSOFT	6100
MICROSOFT OFFICE SPECIALIST 2016 MASTER	MICROSOFT	235
NCCER CARPENTRY LEVEL I	NCCER	527
NCCER CARPENTRY LEVEL II	NCCER	83
NCCER CONSTRUCTION SITE SAFETY TECHNICIAN	NCCER	132
NCCER CONSTRUCTION TECHNOLOGY CERTIFICATION LEVEL I	NCCER	26
NCCER CORE	NCCER	8488
NCCER ELECTRICAL LEVEL I	NCCER	279
NCCER ELECTRICAL LEVEL II	NCCER	62
NCCER HEATING, VENTILATION, AIR CONDITIONING LEVEL I	NCCER	157
NCCER INSTRUMENTATION LEVEL I	NCCER	17
NCCER PIPEFITTING LEVEL I	NCCER	54
NCCER PLUMBING LEVEL I	NCCER	120
NCCER PLUMBING LEVEL II	NCCER	53
NCCER WELDING LEVEL I	NCCER	383
NON-COMMISSIONED SECURITY OFFICER LEVEL II	TEXAS DEPT OF PUBLIC SAFETY APPROVED LEVEL III OR LEVEL IV TRAINING CENTER	2650
ORACLE CERTIFIED ASSOCIATE JAVA SE 8 PROGRAMMER	ORACLE	20
OSHA 30 HOUR CONSTRUCTION	360TRAINING ROOM	209
OSHA 30 HOUR CONSTRUCTION	ADVANCEONLINE	22
OSHA 30 HOUR CONSTRUCTION	CLICKSAFETY	14

IBC Name	Certifying Entity Name	Number of IBCs Awarded
OSHA 30 HOUR CONSTRUCTION	PURE SAFETY	88
OSHA 30 HOUR CONSTRUCTION	SUMMIT TRAINING SOURCE	82
OSHA 30 HOUR CONSTRUCTION	UNIVERSITY OF SOUTH FLORIDA HEALTH	175
OSHA 30 HOUR GENERAL	360TRAINING ROOM	955
OSHA 30 HOUR GENERAL	SUMMIT TRAINING SOURCE	274
OSHA 30 HOUR GENERAL	UNIVERSITY OF SOUTH FLORIDA HEALTH	452
OSHA HAZARDOUS WASTE OPERATIONS AND EMERGENCY RESPONSE	OTHER	9
PATIENT CARE TECHNICIAN	AMERICAN ALLIED HEALTH	447
PATIENT CARE TECHNICIAN	AMERICAN MEDICAL CERTIFICATION ASSOCIATION	100
PATIENT CARE TECHNICIAN	NATIONAL CENTER FOR COMPETENCY TESTING	236
PATIENT CARE TECHNICIAN	NATIONAL HEALTHCAREER ASSOCIATION	3290
PHARMACY TECHNICIAN	PHARMACY TECHNICIAN CERTIFICATION BOARD	447
PHARMACY TECHNICIAN	NATIONAL HEALTHCAREER ASSOCIATION	1057
PHLEBOTOMY TECHNICIAN	AMERICAN ALLIED HEALTH	713
PHLEBOTOMY TECHNICIAN	AMERICAN MEDICAL CERTIFICATION ASSOCIATION	122
PHLEBOTOMY TECHNICIAN	NATIONAL CENTER FOR COMPETENCY TESTING	99
PHLEBOTOMY TECHNICIAN	NATIONAL HEALTHCAREER ASSOCIATION	2220
INTUIT QUICKBOOKS CERTIFIED USER	INTUIT	1293
SERVSAFE MANAGER	NATIONAL RESTAURANT ASSOCIATION	6568
CERTIFIED PROFESSIONAL PROGRAMMER	UNITY	181
IAED EMERGENCY TELECOMMUNICATOR	INTERNATIONAL ACADEMY OF EMERGENCY DISPATCH	3287

IBC Name	Certifying Entity Name	Number of IBCs Awarded
CERTIFIED LOGISTICS TECHNICIAN (CLT)	MANUFACTURING SKILL STANDARDS COUNCIL (MSSC)	21
MACHINING CNC MILL OPERATIONS LEVEL I	NIMS	46
CNC LATHE OPERATIONS	NIMS	8
MACHINING DRILL PRESS LEVEL I	NIMS	5
MACHINING GRINDING LEVEL I	NIMS	5
MACHINING MILLING LEVEL I	NIMS	10
MACHINING MEASUREMENT, MATERIAL, AND SAFETY LEVEL I	NIMS	261
REAL ESTATE SALES AGENT LICENSE	TEXAS REAL ESTATE COMMISSION	18
REFRIGERANT HANDLING	EPA	421
REGISTERED DENTAL ASSISTANT X-RAY CERTIFICATION	TEXAS STATE BOARD OF DENTAL EXAMINERS	435
ACCOUNTING - BASIC	NOCTI	145
ACCOUNTING FOUNDATIONS	NOCTI	387
ADMINISTRATIVE ASSISTING	NOCTI	91
AUDIO-VISUAL COMMUNICATIONS - JOB READY	NOCTI	18
AUTODESK ASSOCIATE (CERTIFIED USER) 3DS MAX	AUTODESK	165
AUTODESK ASSOCIATE (CERTIFIED USER) AUTOCAD	AUTODESK	2921
AUTODESK ASSOCIATE (CERTIFIED USER) FUSION 360	AUTODESK	3421
AUTODESK ASSOCIATE (CERTIFIED USER) INVENTOR FOR MECHANICAL DESIGN	AUTODESK	2461

IBC Name	Certifying Entity Name	Number of IBCs Awarded
AUTODESK ASSOCIATE (CERTIFIED USER) REVIT ARCHITECTURE	AUTODESK	1563
AUTODESK ASSOCIATE (CERTIFIED USER) REVIT FOR ELECTRICAL	AUTODESK	124
AUTODESK CERTIFIED PROFESSIONAL FUSION 360	AUTODESK	173
AUTODESK CERTIFIED PROFESSIONAL IN INVENTOR FOR MECHANICAL DESIGN	AUTODESK	82
AUTODESK CERTIFIED PROFESSIONAL IN REVIT FOR ARCHITECTURAL DESIGN	AUTODESK	55
BASF PLANT SCIENCE CERTIFICATION	BASF	1416
BIOTECHNICIAN ASSISTANT CREDENTIALING EXAM (BACE)	BIOTILITY APPLIED	275
BROADCASTING AND JOURNALISM	NOCTI	100
BUSINESS INFORMATION PROCESSING	NOCTI	108
C-101 CERTIFIED INDUSTRY 4.0 ASSOCIATE -BASIC OPERATIONS	SMART AUTOMATION CERTIFICATION ALLIANCE	506
C-103 CERTIFIED INDUSTRY 4.0 ASSOCIATE - ROBOT SYSTEM OPERATIONS	SMART AUTOMATION CERTIFICATION ALLIANCE	23
C-200 CERT INDUSTRY 4.0 AUTOMATN SYSTEM SPECIALIST I-201 ELECTRICAL SYSTEM1	SMART AUTOMATION CERTIFICATION ALLIANCE	9
CERTIFIED ENTRY-LEVEL PYTHON PROGRAMMER (PCEP)	PYTHON INSTITUTE	1091

IBC Name	Certifying Entity Name	Number of IBCs Awarded
CERTIFIED MANUFACTURING ASSOCIATE	SME	83
CERTIFIED WEB ANIMATOR ASSOCIATE	WEBPROFESSIONALS.ORG	8
CISCO CCNA (200-301) IMPLEMENTING AND ADMINISTERING CISCO SOLUTIONS	CISCO	10
COMMERCIAL FOODS	NOCTI	70
COMPTIA LINUX+	COMPTIA	19
COMPUTER NETWORKING FUNDAMENTALS - JOB READY	NOCTI	39
COMPUTER REPAIR TECHNOLOGY - JOB READY	NOCTI	47
CULINARY MEAT SELECTION & COOKERY CERTIFICATION	AMERICAN MEAT SCIENCE ASSOCIATION	1305
CYBERSECURITY FUNDAMENTALS	NOCTI	550
DIGITAL VIDEO PRODUCTION FOUNDATIONS	NOCTI	812
EARLY CHILDHOOD EDUCATION AND CARE - ADVANCED	NOCTI	5
EARLY CHILDHOOD EDUCATION AND CARE - BASIC	NOCTI	289
ECG TECHNICIAN	NATIONAL CENTER FOR COMPETENCY TESTING	321
ELANCO FUNDAMENTALS OF ANIMAL SCIENCE CERTIFICATION	ELANCO	6625
ELANCO VETERINARY MEDICAL APPLICATIONS CERTIFICATION	ELANCO	3344

IBC Name	Certifying Entity Name	Number of IBCs Awarded
EMERGENCY MEDICAL RESPONDER	NATIONAL REGISTRY OF EMERGENCY MEDICALTECHNICIANS	15
ENGINEERING TECHNOLOGY FOUNDATIONS	NOCTI	1338
EQUINE MANAGEMENT & EVALUATION CERTIFICATION	NATIONAL HORSE JUDGING TEAM COACHES ASSOCIATION	1723
FACEBOOK DIGITAL MARKETING ASSOCIATE CERTIFICATION	FACEBOOK (META)	247
FOOD PROTECTION MANAGER CERTIFICATION	AMERICAN NATIONAL STANDARDS INSTITUTE	2605
FOOD SAFETY & SCIENCE CERTIFICATION	AMERICAN MEAT SCIENCE ASSOCIATION	3253
GENERAL MANAGEMENT	NOCTI	1361
GOOGLE IT SUPPORT PROFESSIONAL CERTIFICATE	GOOGLE	210
HBI PRE-APPRENTICESHIP CERT TRAINING (PACT), BRICK MASONRY	HOME BUILDERS INSTITUTE	17
OTHER CERTIFICATIONS		35

Texas Department of Criminal Justice

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Literary (UEB) Proficiency	Library of Congress	2
Literary (UEB)	Library of Congress	14
Nemeth Math	Library of Congress	1
Transcriber Music	Library of Congress	1
Forklift Operator Safety Training	Overton Safety Training Inc.	436

Windham School District

IBC Name	Certifying Entity Name	Number of IBCs Awarded
AQUAPONICS ASSOCIATION ENDORSEMENT	Aquaponics Association Endorsement	138
ASE, Diesel Engines (T2)	National Institute of Automotive Service Excellence	5
ASE, Maintenance and Light Repair	National Institute of Automotive Service Excellence	43
Certified Customer Service Specialist (CSS)	Electronics Technician Association	970
CERTIPORT, ENTREPRENEURSHIP AND SMALL BUSINESS	Certiport	86
C-Tech Copper and Cabling	C-Tech Manufacturing	356
C-Tech Energy Management	C-Tech Manufacturing	260
C-Tech Fiber Optics	C-Tech Manufacturing	316
C-Tech Grounding and Bonding	C-Tech Manufacturing	70
C-Tech Home Entertainment	C-Tech Manufacturing	130
C-Tech Telecommunications	C-Tech Manufacturing	390
EETC - 2 Stroke	Equipment and Engine Training Counsel	22
EETC - 4 Stroke	Equipment and Engine Training Counsel	34
EPA 609 Approved Mobile Air Cond. Refrigerant Handling	Environmental Protection Association	423
EPA R-410A	Environmental Protection Association	73
EPA Section 608 Type I	Environmental Protection Association	394
EPA Section 608 Type II	Environmental Protection Association	381
EPA Section 608 Type III	Environmental Protection Association	373
EPA Universal Refrigerant Handling	Environmental Protection Association	382
HVAC Preventive Maintenance Technician	Heating, Ventilation and Air Conditioning	342
MSSC CERTIFIED PRODUCTION TECHNICIAN	Manufacturing Skills Standard Certification	14

IBC Name	Certifying Entity Name	Number of IBCs Awarded
MSSC MAINTENANCE AWARENESS	Manufacturing Skills Standard Certification	25
MSSC MANUFACTURING PROCESS AND PRODUCTION	Manufacturing Skills Standard Certification	63
MSSC QUALITY PRACTICES AND MEASUREMENT	Manufacturing Skills Standard Certification	68
MSSC SAFETY	Manufacturing Skills Standard Certification	71
NCCER LEVEL 1 HEAVY EQUIPMENT OPERATOR	National Center for Construction Education & Research	73
NCCER, Alternative Energy	National Center for Construction Education & Research	1
NCCER, Carpentry Level-1	National Center for Construction Education & Research	246
NCCER, Const. Site Safety	National Center for Construction Education & Research	2497
NCCER, Construction Technology	National Center for Construction Education & Research	132
NCCER, Core	National Center for Construction Education & Research	2405
NCCER, Electrical Level-1	National Center for Construction Education & Research	502
NCCER, Electrical Level-2	National Center for Construction Education & Research	10
NCCER, Green Environment	National Center for Construction Education & Research	3
NCCER, Masonry Level-1	National Center for Construction Education & Research	33
NCCER, Pipefitting Level-1	National Center for Construction Education & Research	55
NCCER, Plumbing Level-1	National Center for Construction Education & Research	137
NCCER, Welding Level-1	National Center for Construction Education & Research	150
NCCER, Welding Level-2	National Center for Construction Education & Research	22

IBC Name	Certifying Entity Name	Number of IBCs Awarded
Professional Communication	Interactive Creative Educational Video (iCEV)	173
RV Service Tech	RV Technical Institute	38
ServSafe	US National Restaurant Association	155
ServSafe Food Handler	US National Restaurant Association	898
ShopBot Level 1	ShopBot	76
ShopBot Level 2	ShopBot	13
TDLR, Cosmetology	Texas Department of Licensing and Regulation	23
Texas Nursery & Landscape Endorsed Certificate	Texas Nursery and Landscape Endorsed Certificate	132
TNLA, CERTIFIED LANDSCAPE ASSOCIATE	Texas Nursery and Landscape Endorsed Certificate	19
TX CDL, (N) Tanker Endorsement	Texas Department of Public Safety	41
TX CDL, (T) Double/Triple Trailer Endorsement	Texas Department of Public Safety	12
TX CDL, Class A	Texas Department of Public Safety	62
TX CDL, Class B	Texas Department of Public Safety	16

Texas Juvenile Justice Department

IBC Name	Certifying Entity Name	Number of IBCs Awarded
NCCER - CORE CURRICULUM	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	74
NCCER CARPENTRY LEVEL 1	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	14
NCCER MILL & CABINET	NATIONAL CENTER FOR CONSTRUCTION EDUCATION & RESEARCH	2
AMERICAN WELDING SOCIETY (AWS)	AMERICAN WELDING SOCIETY (AWS)	15

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

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Appendix C: Formal Measures

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

Program	Administrative Agency	Measure 1 Educational Achievement	Measure 2 Entered Employment	Measure 3 Employment Retention	Measure 4 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		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	X
Supplemental Nutrition Assistance Program Employment and Training	TWC	X	X	X	X
Temporary Assistance for Needy Families Choices	TWC	X	X	X	X
Trade Adjustment Assistance	TWC	X	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

Texas Workforce Investment Council

System Partners

Economic Development and Tourism	Texas Higher Education Coordinating Board
Texas Department of Criminal Justice	Texas Juvenile Justice Department
Texas Education Agency	Texas Veterans Commission
Texas Health and Human Services Commission	Texas Workforce Commission

Members	Representing
Rick Rhodes (Chair), Austin	Business and Industry
Michelle Harper (Vice-Chair), San Marcos	Community-Based Organization
Paloma Ahmadi, Shavano Park	Business and Industry
Joe Arnold, Muldoon	Education
Jesse Gatewood, Corpus Christi	Labor
Lindsey Geeslin, Waco	Labor
Aida Coronado, Brownsville	Business and Industry
Thomas Halbouty, Southlake	Business and Industry
John Martin, San Antonio	Labor
Wayne Oswald, Houston	Business and Industry
Paul Puente, Houston	Labor
Richard Rhodes, Austin	Education
Johnny Vahalik, San Antonio	Education
Bobby Smith, Austin	Labor
Wynn Rosser, Austin	Texas Higher Education Coordinating Board
Mike Morath, Austin	Texas Education Agency
Randy Townsend, Austin	Texas Workforce Commission
Cecile Young, Austin	Texas Health and Human Services Commission
Adriana Cruz, Austin	Economic Development and Tourism, Office of the Governor