

Workforce Education Alignment with House Bill 8 and Funding

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High-Demand Fields

High-Demand Fields: Meeting Texas' Workforce Needs

Colleges receive extra funding for credentials aligned to either the statewide or their regional list, which will be evaluated every 2 years across key categories:

STATEWIDE

10

STATEWIDE HIGH-DEMAND FIELDS

Based on **Top 10** growing occupational groups according to 10-year demand projections from TWC and Bureau of Labor Statistics (BLS) data



EMERGING OCCUPATIONS

Fields designated by the Commissioner (in consultation with the Governor's office) that are critical to the state's economic needs and legislative priorities

REGIONAL

5

REGIONAL HIGH-DEMAND FIELDS

Based on **Top 5** growing occupational groups in each college's region not on the statewide list, where regions align with the Texas Comptroller's economic regions



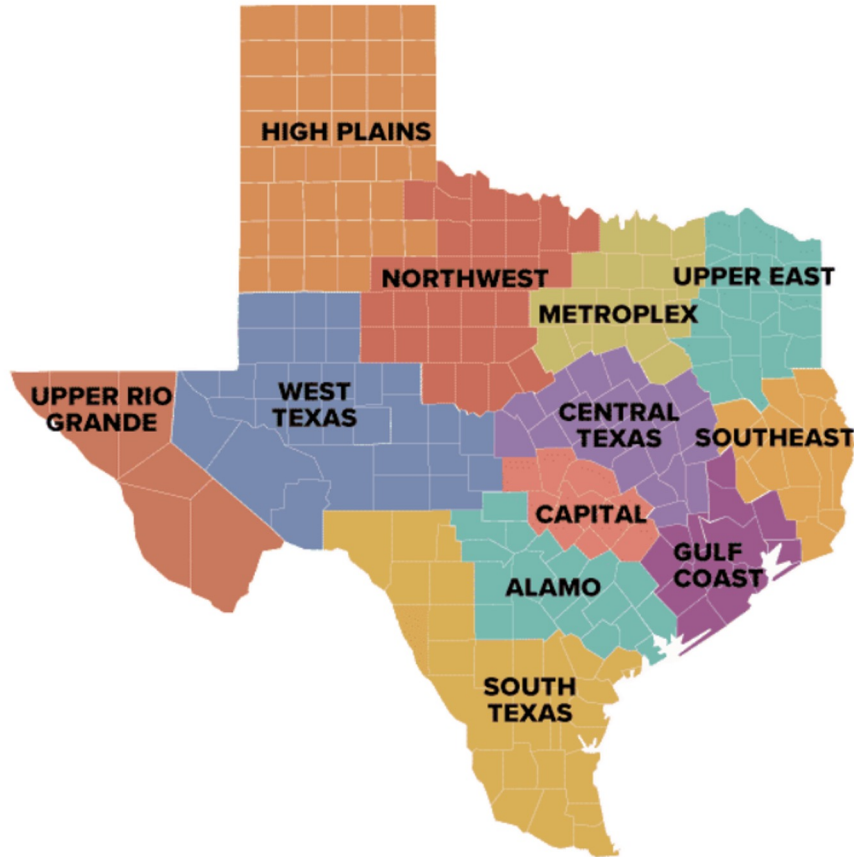
ESSENTIAL OCCUPATIONS

Colleges can petition to add **up to 5** occupational groups on their local workforce board's target list that are critical to their region's workforce needs

High-Demand Fields Methodology Overview

1. Sum all occupation growth by SOC4 for state and all regions
2. Include occupations requiring nondegree credential, some college, associate degree, or selected HS/BA
3. Rank occupations statewide and in each region
4. Top 10 state groups are state high-demand occupations; top 5 groups not in state top 10 are a region's HD occupations
5. All academic fields linked to an occupation added to its list
6. Essential Occupations considered and added

High-Demand Fields Regions



High-Demand Fields Essential & Emerging Occupations

Essential Occupations:

- Colleges petition for additional regional high-demand occupations that appear on their WDA Target Occupations list
- Up to 5 may be added per region; competitive scoring if more than 5 are requested within a region
 - End of January draft FY26-27 lists published (includes all FY24-25)
 - Early March essential occupations methodology published
 - Early May essential occupations petition opens; closes May 31
 - Recommendations to Commissioner by July 15

Emerging Occupations added to statewide list at commissioner discretion

Workforce Education

Workforce Education and Key Points of Alignment with HB 8

1

RULEMAKING CONSULTATION,
FEEDBACK, AND ADOPTION

2

WHICH CREDENTIAL?

CH2

RULEMAKING CONSULTATION,
FEEDBACK, AND ADOPTION

ADOPTED JULY 25, 2024

- ❖ **Applied Associate Degree Approval**
- ❖ **Career and Technical Education Certificate Approval**
- ❖ **Career and Technical Education Course Maintenance and Approval**
- ❖ **Local Need Course Approval**
- ❖ **WECM Advisory Committee**

Fundable Credentials



Degrees, Certificates, and Awards

- Associate degree
- Baccalaureate degree
- Level 1 or 2 Certificate
- Advanced Technical Certificate
- Continuing Education Certificate
- Occupational Skills Awards



Institutional Credentials Leading to Licensure or Certification

Completion of a credential leading to licensure or certification meeting a threshold of contact or semester credit hours

NEW IN FY25



Third-Party Credentials

Credentials listed in the American Council on Education's National Guide and meet contact hours, conferral, transcript, and other program content requirements

Occupational Skills Award

A sequence of courses that meet the minimum standard for program length specified by the Texas Workforce Commission for the federal Workforce Innovation and Opportunity Act program. The content of the credential must be recommended by an external workforce advisory committee, or the program must provide training for an occupation that is included on the Local Workforce Development Board's Target Occupations list. The credential prepares students for employment in accordance with guidelines established for the Workforce Innovation and Opportunity Act.

Institutional Credential leading to Licensure or Certification

A credential awarded by an institution upon a student's completion of a course or series of courses that represent the achievement of identifiable skill proficiency and leading to licensure or certification. This definition includes a credential that meets the definition of an Occupational Skills Award in all respects except that the program may provide training for an occupation that is not included in the Local Workforce Development Board's Target Occupations list.



THINGS TO THINK ABOUT IN CHOOSING TO OFFER A CREDENTIAL

Occupational Skills Award

9-14 SCH for credit courses or 144-359 contact hours

Student-level data reported by institutions

Funding weights are applied (economically disadvantaged, academically disadvantaged, adult 25+)

Institutional Credential leading to Licensure or Certification

5 SCH or 80 contact hours for high demand; 9 SCH or 144 contact hours for other

Student-level data (FY2024) being collected by institutions for reporting and certification in fall 2025

For FY2024, no shared contact hours between ICLCs and OSAs



THINGS TO THINK ABOUT IN CHOOSING TO OFFER A CREDENTIAL

Decision Drivers

- Listen to your Advisory Committees - recommended skill requirements and program length
- Understand your region's profile: industrial composition of the economy; current and future occupational shortages; economic development data; employer needs.
- Calibrate your institution's responses to labor market signals and keep fine-tuning.
- Plan programs for student success v plan programs to maximize funding.
- Differentiate between high demand occupations and other occupations with higher-wage outcomes.
- Determine most appropriate "credential package": OSA, ICLC, Certificate Level 1 and 2, or Continuing Education Certificate.



Texas Higher Education

COORDINATING BOARD

Thank You!

