

# 2022 TWC Supplemental Report

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1 **Introduction**

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3 **Report to the 88<sup>th</sup> Legislature, Texas Workforce Commission Supplemental**  
4 **Report**

5 This report is submitted in accordance with Texas Labor Code 301(A) requiring the Texas Workforce  
6 Commission (TWC) to submit a Supplemental Annual Report to the Governor and Texas Legislature.

7 TWC’s 2022 Supplemental Annual Report to the Governor and Texas Legislature contains annual  
8 reporting for the following TWC programs:

- 9       • College Credit for Heroes  
10       • Skills Development Fund  
11       • Trade Adjustment Assistance  
12       • WorksWonders: Texas Purchasing from People with Disabilities

13 We are proud of the achievements and information detailed in this report. They represent the hard  
14 work of not just the specific programs, but of the men and women who work tirelessly to provide  
15 superior workforce services.

16 With the support of the Governor and the Legislature, TWC will continue to offer high-quality assistance  
17 and resources for the people and employers of Texas.

18 [signature]

19 Chairman Bryan Daniel

20 Commissioner Representing the Public

21 [signature]

22 Julian Alvarez III

23 Commissioner Representing Labor\*

24 [signature]

25 Aaron Demerson

26 Commissioner Representing Employers

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28 \*Commissioner Alvarez served in this role for the period covered, FY 2022. His term ended on December 15, 2022.

# 1 College Credit for Heroes

## 2 Introduction, Summary, and Vision

3 The goal of College Credit for Heroes (CCH) program is to eliminate obstacles faced by veterans and  
4 transitioning service members (TSMs) to attaining licenses, certifications, degrees, or accreditation and  
5 to leveraging military experience to expedite re-entry into the Texas workforce. The program was  
6 established as a demonstration program in 2011 with passage of [Senate Bill \(SB\) 1736](#), 82nd Texas  
7 Legislature, Regular Session. Further legislation passed in 2015, [SB 806](#), changed the program’s status  
8 from a demonstration program to a permanent program.

9 CCH operates with the knowledge that Texas educational institutions value student veterans and  
10 recognize that their military experience, education, and training are commensurate with college credit.  
11 In November 2019, TWC partnered with CCH Texas institutions to create a more robust and cohesive  
12 CCH network. In February 2020, TWC announced a new grant, the College Credit for Heroes Capacity  
13 Building Program. The grant, designed to assist Texas institutions in developing or improving an  
14 integrated system for evaluating military transcripts, represents a subsequent type of funding initiative  
15 to the initial Acceleration Curricula grant program in effect from 2011-2018.

16 The Acceleration Curricula grants yielded significant results. To date, CCH has awarded a total of 43  
17 grants to 18 Texas colleges and universities. 91 courses were identified that comply with Acceleration  
18 Curricula guidelines in fields such as business, emergency medical services, surgical technology,  
19 respiratory therapy, health information technology, nursing, cybersecurity, information technology,  
20 advanced manufacturing, and logistics.

21 The existing grants described above serve as a key foundation for the continued growth of the CCH  
22 program. In addition to funding and technological resources, human capital is integral to CCH success.  
23 The program relies on individuals who value veteran and TSM employees while understanding the  
24 positive impact their knowledge and skills have within the civilian workforce. CCH stakeholders,  
25 including TWC staff and representatives from Texas military bases, meet annually to share best  
26 practices, discuss challenges, and identify next steps. These exchanges recognize and articulate ways to  
27 enhance the innovation and creativity of the CCH network, comment on lessons learned, and further the  
28 goal of preparing veterans and TSMs to enter or re-enter the workforce. As more Texas IHEs enter the  
29 CCH program, a knowledge of best practices will enable an efficient adoption of processes that affect  
30 multiple areas. To date, best practices have been established for the following areas: workforce training,  
31 accreditation and certification, outreach to military, and institutional processes. Each is discussed in  
32 more detail below.

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1 **Focus Areas – Best Practices**

2 *Workforce*

- 3 • Design programs that will move veterans and TSMs into the workforce. Eliminate repetitive
- 4 coursework that delays entry into the civilian workforce.
- 5 • Ensure new curricula are approved by national or state accrediting or licensing bodies and/or
- 6 have undergone internal approval processes at the institution developing the curricula. Prioritize
- 7 occupations with high or rapidly growing workforce demand.
- 8 • Collaborate with industry contacts. Collaborate with industry contacts to connect veterans with
- 9 potential employers. Encourage industry contacts to visit military training facilities to enhance
- 10 understanding of military curricula and training.

11 *Accreditation and Certification*

- 12 • Assess military-based education. Identify where the learning objectives and outcomes of military
- 13 education align with those of colleges and universities.
- 14 • Develop alternative pathways to meet national or state certification and accreditation
- 15 standards. Strengthen and expand current alternative pathways to award academic credit such
- 16 as competency-based learning and testing, reviews of military training and skills attainment for
- 17 alignment with college course requirements, and implementation of modular and other non-
- 18 traditional testing procedures. Be mindful, when developing alternate pathways, that it is critical
- 19 to document and reference standard practices (setting and circulating standard operating
- 20 procedures, for example).
- 21 • Understand internal and external processes and timelines for new program development at the
- 22 beginning of the project. Ensure sufficient planning to navigate multiple approval processes
- 23 within an institution. Similarly, anticipate the need to navigate approval processes for entities
- 24 that are outside of the institution (such as those involved in licensing and accreditation).
- 25 • Use previously developed CCH models to replicate streamlined curricula throughout the state.
- 26 Create networks and facilitate collaboration among Texas colleges and universities interested in
- 27 adopting CCH curricula to ensure that best practices and lessons learned are productively
- 28 shared.

29 *Outreach to Military*

- 30 • Ask the military. Support outreach efforts by military education leaders and officers who
- 31 understand both the content of military training and education and how to engage veterans and
- 32 TSMs.
- 33 • Communicate early and effectively. Assist IHEs in targeting and knowing specific populations of
- 34 veterans and TSMs who are most likely to benefit from the CCH program to offer effective
- 35 veteran-specific events and services.
- 36 • Encourage faculty to visit military training installations. Invite faculty to visit military
- 37 installations. Coordinate meetings between faculty and military instructors who can answer
- 38 questions about military education and training.

- 1 • Encourage military education staff and IHE faculty to share their curricula. Conduct training  
2 sessions for military personnel to determine shareable instructional content. Arrange meetings  
3 with IHE faculty to compare curricula and identify areas for collaboration.

#### 4 *Institutional Procedures*

- 5 • Ensure that administrative and faculty buy-in and support for recognition of military experience  
6 occurs at the institutional level. The development of degree and certification programs that  
7 allow veterans to receive college credit for military experience, education, and training requires  
8 broad support within the institution. Provide an orientation that includes expectations before  
9 the Program is launched. Garner broad-based support for CCH that enables responsive,  
10 successful degree, certificate, and certification programs.
- 11 • Implement Prior Learning Assessments to gauge levels of all student veterans, regardless of  
12 occupation or background. Allow student veterans to demonstrate acquired knowledge and  
13 skills even where no standardized exam exists. Reduce cost of programs and time to complete.
- 14 • Involve community and external groups. Create cross-sectional communication channels with  
15 businesses and veterans' support groups that can leverage resources to bring about optimal  
16 program design.
- 17 • Collaborate with industry contacts. Meet regularly with industry contacts to promote awareness  
18 of CCH and facilitate feedback for ongoing program improvement.
- 19 • Access Veterans Affairs (VA) work-study programs. Inform IHE stakeholders about VA programs  
20 that pay veteran students to work as faculty assistants, student or peer advisors, etc.
- 21 • Use external resources to their full extent. Attend military or veterans' conferences, join  
22 listservs, and seek guidance and feedback from local veterans' organizations. Use these  
23 resources to create an effective program for veterans.
- 24 • Assess the fiscal impact of CCH and make the information available to stakeholders. Generate  
25 fiscal-impact assessments for policymakers and potential funders, highlighting CCH success  
26 metrics and benefits to IHEs.
- 27 • Retain records of all military training or occupations that are evaluated, even if no credit is  
28 recommended. Return to previous documentation as understanding and knowledge of the  
29 program grows. This documentation can serve as a valuable foundation for future evaluations of  
30 military experience, education, and training and of the program itself.
- 31 • Require Green-Zone training for faculty and staff at CCH partner institutions to create an  
32 understanding of the military culture and improve faculty's ability to understand and address  
33 the unique needs of veteran students. Use the Green-Zone training model to increase  
34 understanding of military culture and improve faculty's ability to understand and address the  
35 needs of veteran students. ("Green Zone" is the military term for a safe place. Green Zone  
36 training was specifically designed to serve veteran and military students on college campuses.)
- 37 • Offer student veterans refresher training in addition to awarding course credit. Create ways for  
38 student veterans to sufficiently refresh their prior knowledge to perform satisfactorily on  
39 standardized assessments.

1 **Work within the CCH Network**

2 TWC and the Texas Higher Education Coordinating Board (THECB) staff continue to explore ways in  
3 which the program can grow and better serve veterans and TSMs. Discussions between TWC staff and  
4 CCH stakeholders focus on the three fundamental program components of CCH.

- 5 • Component 1: Capacity Building
- 6 • Component 2: Evaluations of Credit
- 7 • Component 3: Network of Partner Schools.

8 **CCH Component 1: Capacity Building**

9 On February 20, 2020, TWC issued a Request for Applications (RFA) from eligible applicants to  
10 participate in the CCH Capacity Building Program. This program allows IHEs to develop or improve their  
11 military evaluation processes by using a fully integrated system to identify and track student veterans  
12 participating in the CCH program. That same year, the Texas Workforce Commission made awards under  
13 the CCH Phase VIII Capacity Building Grant totaling \$757,271 to four IHEs in Texas: Dallas College, El Paso  
14 Community College, Temple College, and Lone Star College.

15 Grant funding for the CCH Capacity Building Program will continue over a two-year term and will include  
16 two respective phases--planning and implementation, each of twelve months duration. The four primary  
17 goals for Capacity Building Program grantees are described below and are explained in detail in the  
18 Program Report from each college recipient.

19 **Grant Goals - CCH Capacity Building Program:**

- 20 • Develop and document a pilot Military Transcript evaluation process that ensures academic  
21 credit will be awarded consistently to all veterans and service members submitting Military  
22 Transcripts for ten (10) common military courses or experiences.
- 23 • Develop a sustainable tracking method for students participating in the CCH Program, accurately  
24 gauging the benefits students are receiving and confirming that processes and policies are being  
25 implemented consistently across the institution.
- 26 • Recruit program champions from the current students, alumni, and faculty who are or have  
27 participated in the CCH Program to act as advocates and resources regarding the CCH Program.
- 28 • Integrate CCH Program information into Veteran or Active-Duty Service Member resources.

29 **Phase 1 – Planning**

30 In this reporting period, TWC partnered with the four Texas grantees to administer the CCH Capacity  
31 Building grant. Results from this partnership included innovative and collaborative programs that will  
32 enable these IHEs to maximize the amount of college and workforce credit awarded for military  
33 experience, education, and training. As shown below in the Program Reports, CCH partner IHEs revised  
34 academic curricula and college credit award criteria.

35 **Phase 2 - Implementation Period, Guidelines and Deliverables**

36 Reporting for Phase 2 included the following:

- 1 • Total number of veterans or Active-Duty Service Members newly enrolled in the college or
- 2 university
- 3 • Number of newly enrolled veterans or Active-Duty Service Members who received information
- 4 about CCH, with a target of ninety percent (90 percent)
- 5 • Number of newly enrolled veterans or Active-Duty Service Members submitting a military
- 6 transcript for evaluation, with a target of ninety percent (90 percent)
- 7 • Number of veterans and Active-Duty Service Members receiving at least one (1) credit as a
- 8 result of a military-transcript evaluation, with a target of one hundred percent (100 percent) of
- 9 those who submitted a transcript
- 10 • Number of veterans and Active-Duty Service Members receiving credit toward their chosen
- 11 degree, certificate, or licensure program as a result of one (1) or more of the ten (10) military
- 12 courses or experiences on the service members' military transcript, with a target of ninety
- 13 percent (90 percent) of those who submitted a transcript
- 14 • Average number of credit units awarded to veterans and Active-Duty Service Members as a
- 15 result of military-transcript evaluation
- 16 • Average number of required courses fulfilled as a result of military-transcript evaluation
- 17 • Average number of credit units applied toward the veteran's or Active-Duty Service Member's
- 18 chosen degree, certificate, or licensure program as a result of military-transcript evaluation
- 19 • Number of veterans and Active-Duty Service Members receiving at least one (1) credit from a
- 20 pre-approved common Military Transcript training
- 21 • Number of students who received training
- 22 • Number of students who received degrees
- 23 • Number of students who received certificates
- 24 • Employment rate of students following completion
- 25 • Number of people who received CCH program information

26 **Program Report: DALLAS COLLEGE**

27 **Grant Goal #1 - Develop and Document a Military-Transcript Evaluation Process**

28 Dallas College (DC) created a hybrid process that allows evaluations of students' military training to be  
 29 conducted and approved by faculty and relevant decision-makers on a proactive basis. The Dallas  
 30 College Transcript Evaluation Center (TEC) serves as the single entity officially charged with the award of  
 31 academic credit based on the evaluation of American Council of Education (ACE) transcripts. Completed  
 32 evaluations are uploaded to Dallas College's Military Transfer Credit (MTC) database and will be made  
 33 available for subsequent transcript reviews. Dallas College's plan is to expand the Military Transfer  
 34 Credit database, thereby allowing credit to be awarded for military experience, education, and training  
 35 without the delay of further review, assessment, or documentation.

36

1 For the 2020-21 academic year, Dallas College faculty and staff used a comprehensive Military Training  
2 Evaluation (MTE) Guide created by the college to evaluate the award of academic credit for military and  
3 veteran students. The MTE Guide is composed of three sections:

- 4 **1.** Introduction. This section explains the function of the TWC and American Council on Education  
5 (ACE) Military Guide. The Introduction also includes an overview and history of Dallas College as  
6 a critical CCH Program participant during the last ten years.
- 7 **2.** MTE Development. Written with practicality in mind, this section covers how to prepare the  
8 MTE official package containing academic program competencies, keyword search capabilities,  
9 course evaluation forms, and ways to introduce faculty to the evaluation process.
- 10 **3.** MTE Evaluation. The third and final section of the Guide explains ACE credit recommendations,  
11 guides faculty on how to apply awarded credit towards a Dallas College academic program or  
12 specific course. It also includes ACE course and occupation lists of military course designations  
13 or fields of study as shown below:

14 • Auto Body Technology

- 15 ○ NER-DC-003 – Damage Controlman
- 16 ○ NER-HT-005 – Hull Maintenance Technician
- 17 ○ MC-1712-0008 – Automotive Intermediate Maintenance
- 18 ○ AR-1714-0044 – Automotive Electrical Systems Repairer
- 19 ○ NV-1710-0117 – Construction Mechanic "A" School
- 20 ○ MOS-63 H-006 – Track Vehicle Repairer

21 • Preventive Maintenance Technician Certificate

- 22 ○ NV-1712-0032 – Diesel Engine C School Core
- 23 ○ NV-1712-0038 – Diesel Engine C School
- 24 ○ NV-1712-0040 – Diesel Engine C School
- 25 ○ NV-1712-0049 – Detroit Diesel Engine – Overhaul Technician

26 • Paralegal Associate of Applied Science (AAS) – MOS-27D-003 – Paralegal Specialist

27 • Health Information Technology AAS

- 28 ○ MOS-68K-005 – Medical Laboratory Specialist
- 29 ○ NER-HN-005 – Hospitalman

30 • Licensed Paramedic AAS / Emergency Medical Technician-Basic

- 31 ○ AR-0709-0100 – Paramedic Recertification
- 32 ○ AR-0709-0079 – EMT – Basic Recertification
- 33 ○ NER-HM-004 – Hospital Corpsman
- 34 ○ NER-HM-006 – Hospital Corpsman
- 35 ○ MOS-68W-002 – Combat Medic Specialist

36 • AAS Construction Management

- 37 ○ NV-1408-0034 – Construction Planning Management
- 38 ○ NV-1408-0035 – Construction Inspector



- 1           ○ NV-1710-0273 – Management Project Supervisor
- 2           ○ MOS-120A-001 – Construction Engineering Technician

3

#### 4   Grant Goal #2 - Develop a Sustainable CCH-Program Data Tracking System

5   Dallas College developed a state-of-the-art database tool that will be used by the Dallas College  
6   Transcript Evaluation Center (TEC) to connect current and potential Dallas College military students to  
7   degree, license, or certification programs and to track all CCH student participants.

8   Dallas College continues to work and refine their TEC processes in collecting data concerning individual  
9   student outcomes. The Dallas College TEC is the single office charged with the award of academic credit  
10   based on the evaluation of ACE transcripts. The TEC has helped to develop the evaluation processes for  
11   a Joint Services Transcript (JST). Using the Military Transfer Credit database as the primary evaluation  
12   tool, Dallas College is well positioned to process incoming transcripts efficiently and with consistency.

#### 13   Grant Goal #3 - Recruit CCH Champions

14   At Dallas College, CCH advocates are recruited from current students, alums, faculty, and staff who have  
15   participated in the CCH program and who can both lend support and serve as resources. Identifying and  
16   recruiting advocates for CCH promotes and increases the internal visibility of the program objectives,  
17   increases staff and faculty participation, and supports the military-connected community. CCH  
18   advocates are expected to be recruited from various academic disciplines, staff levels, and locations.  
19   Participation as an advocate is voluntary and not restricted to staff or students with current  
20   responsibilities for veteran or military student service. Advocates participate at three levels:

##### 21   *Champions*

22   Champions promote the CCH program at professional development events, faculty association  
23   meetings, new student orientations, and other occasions at Dallas College. In addition, they may assist  
24   faculty, TSMs, and veteran students by providing information about the military-transcript evaluation  
25   process at Dallas College

##### 26   *Ambassadors*

27   Ambassadors promote CCH-program awareness among students and contribute to developing an  
28   atmosphere of support for military service members and veterans' success at Dallas College campuses.

##### 29   *Evaluators*

30   Evaluators are trained staff members who take on the responsibility of evaluating military training in  
31   their own knowledge area and making recommendations for academic credit awards at Dallas College.  
32   By proactively assessing training in various program areas, military service members and veterans may  
33   be encouraged to enroll in degree programs or fields of study that provide the most credit for their  
34   military training.

1 *Training Requirements for Advocates:*

2 It is crucial that the message and purpose of the CCH program be fully understood by all advocates. In  
3 addition to the CCH program fundamentals, advocates will be encouraged to complete the Dallas  
4 College Green Zone training and other opportunities to understand the military-connected population.

5 *Recruitment:*

6 Participants at all three levels within the advocacy program will be recruited from a cross-section of  
7 academic disciplines, staff positions, and campuses to extend and strengthen the support network for  
8 the program.

9 **Grant Goal #4 - Integrate CCH Information into Veteran or Active-Duty Service Member**  
10 **Evaluations**

11 Dallas College created a training program using the comprehensive MTE handbook and designated  
12 individuals as trainers for staff and faculty. Administrators and faculty members are trained to conduct  
13 the evaluations of military coursework and experience for the recommendation of academic credit for  
14 the following academic schools:

- 15 • School of Manufacturing and Industrial Technology – Automotive Technology and Construction  
16 Management.
- 17 • School of Business, Hospitality, and Global Trade
- 18 • School of Engineering, Technology, Mathematics, and Sciences
- 19 • School of Health Sciences
- 20 • School of Business, Hospitality, and Global Trade

21 In addition to the training program, Dallas College wanted to focus on integrating CCH Program  
22 information into veteran or active-duty service member targeted outreach. To this end, Dallas College  
23 created a dedicated webpage. Accessible to internal and external users and fully transparent in its  
24 design, this online resource provides an answer to the essential question for veteran students -- How  
25 will my military education, training, and experience be valued?

26 The information provided by the webpage became central to targeted outreach within the population  
27 and provided interested students with the means to differentiate between Dallas College and CCH  
28 programs of a similar format at other institutions.

29 Other outreach efforts will draw on Dallas College's strategic efforts to establish connections with the  
30 military-connected community and provide information to potential students concerning all Dallas  
31 College programs and opportunities. All outreach/marketing will promote the program to the military-  
32 connected population at Dallas College to increase participation in CCH-supported programs. The  
33 primary informative devices will be printed literature, traditional marketing, and social media.

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1 Phase 2 Reporting: Implementation Metrics for Dallas College

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Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
Total number of Veterans or Active-Duty Service Members newly enrolled in the college or university	N/A	0	136	96	29	261	N/A
Number of newly enrolled Veterans or Active-Duty Service Members provided information on College Credit for Heroes, with a target of ninety percent (90%)	234.9	Unknown	136	96	29	261	111.11%
Number of newly enrolled Veterans or Active-Duty Service Members having a Military Transcript evaluated, with a target of ninety percent (90%)	234.9	Unknown	63	14	11	88	37.46%
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit as a result of the Military Transcript evaluation, with a target of one hundred percent (100%) of those who submitted a transcript	261	Unknown	63	14	11	88	33.72%
Number of Veterans and Active-Duty Service Members receiving credit toward their chosen degree, certificate, or licensure program as a result of one (1) or more of the ten (10) military courses or experiences on the service members Military Transcript, with a target of ninety percent (90%) of those who submitted a transcript	234.9	Unknown	0	0	1	1	0.43%
Average number of credits awarded to Veterans and Active-Duty Service Members as a result of Military Transcript evaluation	N/A	Unknown	31	14.86	19	64.85714286	N/A
Average number of required courses fulfilled as a result of Military Transcript evaluation	N/A	Unknown	6	4.50	1	11.5	N/A
Average number of credits toward the Veteran's or Active-Duty Service Member's chosen	N/A	Unknown	6	4.50	3	13.5	N/A

Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
degree, certificate, or licensure program as a result of Military Transcript evaluation							
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit from a pre-approved common Military Transcript training	N/A	Unknown	15	1	1	17	N/A
Number of students that received training		0	789	661	327	1777	
Number of students that received degrees	N/A	0	47	3	21	71	N/A
Number of students that received certificates	N/A	0	32	3	22	57	N/A
Employment rate of students following completion	N/A	0	0	0	0	0	N/A
Number of people who received College Credit for Heroes Program information	N/A	unknown	75	50	25	150	N/A

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### 3 **Program Report: EL PASO COMMUNITY COLLEGE**

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#### 5 **Grant Goal #1 - Develop and Document a Military-Transcript Evaluation Process**

6 El Paso Community College has created a CCH Advisory board that consists of representatives within El  
 7 Paso Community College’s internal departments. The advisory board studies and makes  
 8 recommendations on streamlining the processes of awarding college credits for military experience,  
 9 education, and training. The members of the board include the registrar, district-wide counselors, the  
 10 Director of El Paso Community College Veterans Center, the Liaison Dean from Ft. Bliss, and the Director  
 11 of Distance Learning Support Services.

12 EPCC evaluated ten military courses based on two criteria: credit awarded by El Paso Community College  
 13 for past military training and education and the potential growth in that region combined with the  
 14 majors most frequently chosen by military students. The corresponding El Paso Community College  
 15 courses are listed below.

- 16 • CRIJ 2313 - Correctional Systems & Practices
- 17 • CRIJ 2328 - Police Systems and Practices
- 18 • EDUC 1301 - Introduction to the Teaching Profession

- 1 • ENGL 1301 - Composition I
- 2 • ENGL 2311 - Technical & Business Writing
- 3 • FIRT 1315 - Hazardous Materials I
- 4 • HRPO 2301 - Human Resources Management
- 5 • ITSC 1301 - Introduction to Computers
- 6 • ITSY 1300 - Fundamentals of Information Security
- 7 • POFT 1309 - Administrative Office Procedure I
- 8 • SPCH 1315 - Public Speaking
- 9 • SPCH 1321 - Business & Professional Communication

10

## 11 Grant Goal #2 -Develop a Sustainable CCH-Program Data Tracking System

12 El Paso Community College uses an enterprise resource planning system called Ellucian Banner, a fully  
13 integrated, Oracle-based, internet-native technology solution that will track all CCH participating  
14 students and the awarding of academic credit.

### 15 *Other CCH-related achievements at EPCC include:*

16 El Paso Community College's Competency-Based Education (CBE) Project has provided an avenue for  
17 receiving college credit to accelerate a student's time to completion for a certificate or degree. CBE  
18 courses are 8 weeks long and delivered online, providing more flexibility for military students. El Paso  
19 Community College has six designated CBE counselors whose efforts have increased students'  
20 awareness and understanding of course options.

21 Through the CCH Capacity Building grant, El Paso Community College was able to develop an initial 10  
22 CBE courses and the number has since grown to 15 with approval pending for additional CBE course  
23 offerings. El Paso Community College's five-year plan is to offer 5 complete degree plans in a CBE  
24 modality, including Criminal Justice, Teacher Preparation, Cybersecurity, Business Management, and  
25 Medical Lab Technician.

## 26 Grant Goal #3 -Recruit CCH Champions

27 El Paso Community College has designated one counselor from each of the five El Paso Community  
28 College campuses and two staff members from the El Paso Community College CC Registrar's Office  
29 (Main Campus) as program champions. These staff members are also trained ACE evaluators.

30 The Registrar's Office serves as El Paso Community College's training center for the evaluation of all  
31 military transcripts while the Veterans Resources Center supplies information regarding the military  
32 evaluation process under CCH Program guidelines.

## 33 Grant Goal #4 -Integrate CCH Information into Veteran or Active-Duty Service Member 34 Evaluations

35 El Paso Community College has designated an outreach team that shares CCH program information  
36 throughout El Paso and on the Fort Bliss military installation. El Paso Community College has maintained  
37 a partnership with Fort Bliss for over 40 years and offers a variety of educational programs on the

- 1 installation. The CCH program is a seamless addition to the existing programs for service members  
 2 seeking additional credit toward a degree or certification.
- 3 The Chief for Continuing Education Services at Ft. Bliss has also facilitated awareness of the CCH CBE  
 4 courses.
- 5 For the academic year 2021-2022, the total number of credit units awarded following evaluation of JSTs  
 6 was 1,713 credit units awarded to a total of 1,271 students.
- 7 With respect to CBE courses, 48 students completed one or more CBE courses producing a total of 144  
 8 credit units awarded.

9 **Phase 2 Reporting: Implementation Metrics for El Paso Community College**

Deliverable	Target	Q1 F21	Q2 SP22	Q3 SP22	Q4 SP22	YTD Total	YTD % of Target Met
Total number of Veterans or Active-Duty Service Members newly enrolled in the college or university (FTIC/FTTR)	N/A	160	134	157	70	521	N/A
Number of newly enrolled Veterans or Active-Duty Service Members provided information on College Credit for Heroes, with a target of ninety percent (90%) (Subset of deliverable #1)	468.9	160	134	157	70	521	111.11%
Number of newly enrolled Veterans or Active-Duty Service Members having a Military Transcript evaluated, with a target of ninety percent (90%) (Subset of deliverable #1 with JST evaluation)	468.9	54	36	71	36	197	42.01%
Number of Veterans and Active Duty Service Members receiving at least one (1) credit as a result of the Military Transcript evaluation, with a target of one hundred percent (100%) of those who submitted	521	54	36	58	34	182	34.93%

Deliverable	Target	Q1 F21	Q2 SP22	Q3 SP22	Q4 SP22	YTD Total	YTD % of Target Met
a transcript (Subset of deliverable #1 with JST evaluation)							
Number of Veterans and Active-Duty Service Members receiving credit toward their chosen degree, certificate, or licensure program as a result of one (1) or more of the ten (10) military courses or experiences on the service members Military Transcript, with a target of ninety percent (90%) of those who submitted a transcript (Subset of deliverable #1 with JST evaluation)	468.9	0	1037	20	92	1144	243.98%
Average number of credits awarded to Veterans and Active-Duty Service Members as a result of Military Transcript evaluation (Subset of deliverable #10 with JST evaluation)	N/A	2.6	2.6	2.6	2.9	2.68	N/A
Average number of required courses fulfilled as a result of Military Transcript evaluation (Subset of deliverable #10 with JST evaluation)	N/A	2.2	2.2	2.1	2.1	2.15	N/A
Average number of credits toward the Veteran's or Active-Duty Service Member's chosen degree, certificate, or licensure program as a result of Military Transcript evaluation	N/A	1.2	1.0	2	2.15	1.5875	N/A

Deliverable	Target	Q1 F21	Q2 SP22	Q3 SP22	Q4 SP22	YTD Total	YTD % of Target Met
(Subset of deliverable #10 with JST evaluation)							
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit from a pre-approved common Military Transcript training; (Subset of deliverable #10 with JST evaluation)	N/A	339	297	329	181	1146	N/A
Number of students that received training (All enrolled veterans, reservist, active-duty service)	N/A	864	762	789	390	2805	N/A
Number of students that received degrees (Unduplicated Associates) (Su21-Q1) (F21-Q2) (F21-Q2) (Sp22-Q4)	N/A	36	65	65	68	3951	N/A
Number of student that received certificates (Unduplicated)(Su21-Q1) (F21-Q2) (F21-Q2) (Sp22-Q4)	N/A	9	18	26	20	73	N/A
Employment rate of students following completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of people who received College Credit for Heroes Program information (clicks to the EPCC College Credit for Heroes webpage)	N/A	N/A	24,205	354	1,297	25,856	N/A



# 1 **Program Report: TEMPLE COLLEGE**

## 2 **Grant Goal #1 - Develop and Document a Military Transcript Evaluation Process**

3 Temple College uses the new ACE online military guide system for the evaluation of military transcripts.  
4 All Temple College institutions plan to have an ACE account that will allow the college to upload a  
5 student's military transcript and assign a numerical identifier to the student's account. The Temple  
6 College ACE institutional accounts will also contain record of Temple College courses, degree programs,  
7 credits awarded by Temple College, and any credits awarded for military education and training by other  
8 institutions. Additionally, all student needs are handled through the Veterans Affairs Office, so students  
9 have consistent and holistic advising that is done in conjunction with the various departments and  
10 minimizes obstacles to their success.

11 The Temple College Office of Veteran's Affairs manages the process and procedures for awarding  
12 academic credit. The Coordinator of Veteran Affairs is responsible for all aspects of grants and policy  
13 compliance. An instructional designer works in conjunction with the office to create additional credit  
14 opportunities and manage the Temple College ACE portal.

15 The military courses that have been evaluated for academic credit at Temple College are as follows:

- 16 • 830-ASIV5 - Criminal Investigation
- 17 • 830-ASIV5 - Criminal Procedures
- 18 • 600-C44 - Communication
- 19 • 300-68C - Practical Nurse, Phases 1 & 2
- 20 • 805A-36B10 - Accounting
- 21 • 191-31D30-C45, 600-C44, 1-250-C49-2 - Leadership
- 22 • 531-25B10 - Networking, Operating, and Computers
- 23 • 500-42A10 - Human Resource Management
- 24 • 081-68W10 - Clinical EMS
- 25 • 600-C44 - Emergency Medical Technician

## 26 **Grant Goal #2 - Develop a Sustainable CCH-Program Data Tracking System**

27 All documentation and data are collected through the Temple College Ellucian System. The Coordinator  
28 of Veteran Affairs tracks CCH student participants.

## 29 **Grant Goal #3 - Recruit Program Champions**

30 Temple College has selected two faculty members, one from the Business and Careers Division and one  
31 from the Business and Management Division, who will serve as CCH champions and trainers. Both  
32 faculty members are former Coordinators of Veteran Affairs and have been trained in the use of the ACE  
33 military transcript system.

1 **Grant Goal #4 - Integrate CCH Information into Veteran or Active-Duty Service Member**  
 2 **Evaluations**

3 Temple College has published a webpage dedicated to the CCH program that informs prospective  
 4 military and veteran students about the possible award of academic credit for military education.  
 5 Temple College has also designed and created a CCH brochure that will be sent out to prospective  
 6 student veterans in the Temple College service area. Temple College also uses social media to promote  
 7 the CCH program

8 **Phase 2 Reporting: Implementation Metrics for Temple College**

9

Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
Total number of Veterans or Active-Duty Service Members newly enrolled in the college or university	N/A	20	25	18	18	81	N/A
Number of newly enrolled Veterans or Active-Duty Service Members provided information on College Credit for Heroes, with a target of ninety percent (90%)	72.9	20	25	18	18	81	111.11%
Number of newly enrolled Veterans or Active-Duty Service Members having a Military Transcript evaluated, with a target of ninety percent (90%)	72.9	14	0	2	18	34	46.64%
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit as a result of the Military Transcript evaluation, with a target of one hundred percent (100%) of those who submitted a transcript	81	1	4	4	7	16	19.75%
Number of Veterans and Active-Duty Service Members receiving credit toward their chosen degree, certificate or licensure program as a result of one (1) or more of the ten (10) military courses or experiences on the service members Military Transcript, with a target of ninety percent (90%) of those who submitted a transcript	72.9	1	4	4	7	16	21.95%

Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
Average number of credits awarded to Veterans and Active-Duty Service Members as a result of Military Transcript evaluation	N/A	3	3	6	6	18	N/A
Average number of required courses fulfilled as a result of Military Transcript evaluation	N/A	1	1	2	1	5	N/A
Average number of credits toward the Veteran's or Active-Duty Service Member's chosen degree, certificate, or licensure program as a result of Military Transcript evaluation	N/A	3	3	6	6	18	N/A
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit from a pre-approved common Military Transcript training;	N/A	1	4	4	7	16	N/A
Number of students that received training		0	4	4	2	10	
Number of students that received degrees	N/A	0	0	0	0	0	N/A
Number of students that received certificates	N/A	0	0	0	0	0	N/A
Employment rate of students following completion	N/A	0	0	0	0	0	N/A
Number of people who received College Credit for Heroes Program information	N/A	150	186	40	174	550	N/A

1

2 **Program Report: LONE STAR COLLEGE**

3 **Grant Goal #1 - Develop and Document a Military-Transcript Evaluation Process**

4 Lone Star College has developed a Prior Learning Assessment (PLA) process to evaluate military  
5 programs and transcripts for course alignment. Lone Star College's PLA process was developed to  
6 support the evaluation of military occupation specialties (MOSs) at the system level and provide  
7 equivalences for credit awards. This process requires support staff in various roles with PLA awareness.  
8 The table that follows provides details of the process.

9

10

1 Table 1 roles, responsibilities, and processes supported by faculty and staff

2

Role	Responsibility	Process Supported
Instructional Designer	Create course alignment document, notice of transfer form, ensure PLA Evaluation Process is complete, & support development of processes for PLA and transcript evaluation	PLA Evaluation Process & Training Development/Delivery
Curriculum Team	Evaluate course alignment documents & military transcripts	PLA Evaluation Process & Military Transcript Evaluation Process
Director of Veteran Advising/Outreach	Support development of processes for PLA and transcript evaluation	PLA Evaluation Process
Deans	Review course alignment evaluations for curriculum team approval	PLA Evaluation Process
Executive Director Veteran Services	Review course alignment evaluations for Sr. AVC approval	PLA Evaluation Process
Senior Associate Vice Chancellor (Sr. AVC)	Review course alignment evaluations for Sr. AVC approval	PLA Evaluation Process
Manager, Articulation and Prior Learning Assessment	Reviews PLA Evaluation Process documentation & submits it into Curriculum Management for final approval	PLA Evaluation Process & Military Transcript Evaluation
Manager of Transcript Evaluation Degree Audit	Records approved PLA course equivalence in Transferology	PLA Evaluation Process
Veteran Advisor	Supports the Military Transcript Evaluation Process	Military Transcript Evaluation Process
Registrar	Records credit awards from PLA	Military Transcript Evaluation Process
Designated Staff Workforce Development	Complete additional evaluation steps such as conditional acceptance and hands-on requirements	Military Transcript Evaluation Process

3

4 As part of the Capacity Building Grant, Lone Star College reviewed the following 10 military occupation  
5 specialty codes for credit award:

- 6 • 63 Dental Corps Officer
- 7 • 17C Cyber Operations Specialist
- 8 • 36B Financial Management Technician
- 9 • 91C Utilities Equipment Repairer
- 10 • 91E Allied Trades Specialist
- 11 • 25B Information Technology
- 12 • 68F Physical Therapy Specialist
- 13 • 88N Transportation Management Coordinator
- 14 • 92A Automated Logistical Specialist
- 15 • 68L Occupational Therapy Specialist

1 In addition, Lone Star College reviewed the following military occupation specialty codes for credit  
2 award:

- 3 • 68E Dental Assistant Program (Army)
- 4 • B-300-3300 Dental Assistant Program (Navy)
- 5 • L5ABJ4Y031 00AA Dental Assistant Program (Air Force)
- 6 • 92Y Unit Supply Specialist
- 7 • 51C Contracting Noncommissioned Officer

## 9 Grant Goal #2 - Develop a Sustainable CCH-Program Data Tracking System

10 The Office of Analytics and Institutional Reporting (AIR) oversees the preparation of the following  
11 reports to assist in creating a sustainable CCH program:

- 12 • Military-Transcript evaluation for each military-affiliated student
- 13 • Total number of credits awarded by the Applicant to a Veteran and Active-Duty Service Members as  
14 a result of military courses and experience, with the ability to show both per student and per subject  
15 area breakouts

16 All data reports are stored in the PLA-Veteran Services folder on Lone Star College's employee intranet.  
17 Lone Star College will use the CCH-PLA, a tracking form, and the Transferology system platform to collect  
18 data and track veteran and Active-Duty Service Members informed about the CCH Program.

19 Lone Star College will continue to follow their data tracking procedures as outlined and use the Office of  
20 Analytics Veteran College Credit for Military Experience PLA tracking form. Since Transferology did not  
21 perform as expected for this project, Lone Star College has added an additional Salesforce application  
22 tool for their admissions process and will continue to improve upon their data tracking form. The data  
23 tracking form captures the initial inquiry up until the college credit has been awarded to the student's  
24 transcript. (See Additional Documents for a more detailed explanation of this process).

## 25 Grant Goal #3 - Recruit CCH Champions

26 All faculty champions attend mandatory training and various informational events to support continued  
27 learning about CCH and the PLA process. In addition, faculty champions are trained to assist other  
28 colleagues and Lone Star College staff in the military transcript evaluation process.

## 29 Grant Goal #4 - Integrate CCH Information into Veteran or Active-Duty Service Member 30 Evaluations

31 Lone Star College has a robust outreach and education plan that includes partnerships with veteran  
32 support institutions and organizations. Lone Star College Veteran Services and Workforce Development  
33 Departments met with the Veteran Advising Council to discuss streamlining the veteran student  
34 organizations. Lone Star College also applied to partner with Student Veterans of America (SVA), an  
35 organization that strives to elevate the academic, professional, and personal development of veterans in  
36 higher education.

1 **Phase 2 Reporting: Implementation Metrics for Lone Star College**

2

Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
Total number of Veterans or Active-Duty Service Members newly enrolled in the college or university	N/A	90	114	42	68	314	N/A
Number of newly enrolled Veterans or Active-Duty Service Members provided information on College Credit for Heroes, with a target of ninety percent (90%)	282.6	90	112	42	68	312	110.40%
Number of newly enrolled Veterans or Active-Duty Service Members having a Military Transcript evaluated, with a target of ninety percent (90%)	282.6	N/A	195	42	68	305	107.93%
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit as a result of the Military Transcript evaluation, with a target of one hundred percent (100%) of those who submitted a transcript	314	N/A	NA	7	17	24	7.64%
Number of Veterans and Active-Duty Service Members receiving credit toward their chosen degree, certificate or licensure program as a result of one (1) or more of the ten (10) military courses or experiences on the service members Military Transcript, with a target of ninety percent (90%) of those who submitted a transcript	282.6	N/A	N/A	7	0	7	2.48%
Average number of credits awarded to Veterans and Active-Duty Service Members as a result of Military Transcript evaluation	N/A	N/A	N/A	N/A	173	173	N/A
Average number of required courses fulfilled as a result of Military Transcript evaluation	N/A	N/A	N/A	N/A	57	57	N/A
Average number of credits toward the Veteran's or Active-Duty Service Member's chosen degree, certificate or licensure program as a result of Military Transcript evaluation	N/A	N/A	N/A	N/A	173	173	N/A

Deliverable	Target	Q1	Q2	Q3	Q4	YTD Total	YTD % of Target Met
Number of Veterans and Active-Duty Service Members receiving at least one (1) credit from a pre-approved common Military Transcript training (PE Course)	N/A	778	112	42	250	1182	N/A
Number of students that received training (Champions)	N/A	3	3	3	3	12	N/A
Number of students that ( <i>in degree plan</i> ) received degrees	N/A	N/A	NA	1	6	7	N/A
Number of students that received certificates	N/A	N/A	NA	1	2	3	N/A
Number of people who received College Credit for Heroes Program information	N/A	3458	3266	637	1276	8637	N/A

1

## 2 **Component 2: Evaluations of Credit**

3 As evidenced in the reports from colleges, some Texas IHEs have partnered with ACE and use the  
 4 Council’s guidelines to evaluate military course eligibility for academic credit. Content in the ACE Guide  
 5 includes listings of recommended credit units in academic disciplines as well as required learning  
 6 outcomes, topics of instruction, and related competencies. The Guide is an indispensable tool for school  
 7 officials considering adding military courses equivalencies to their institutions’ degree requirements.

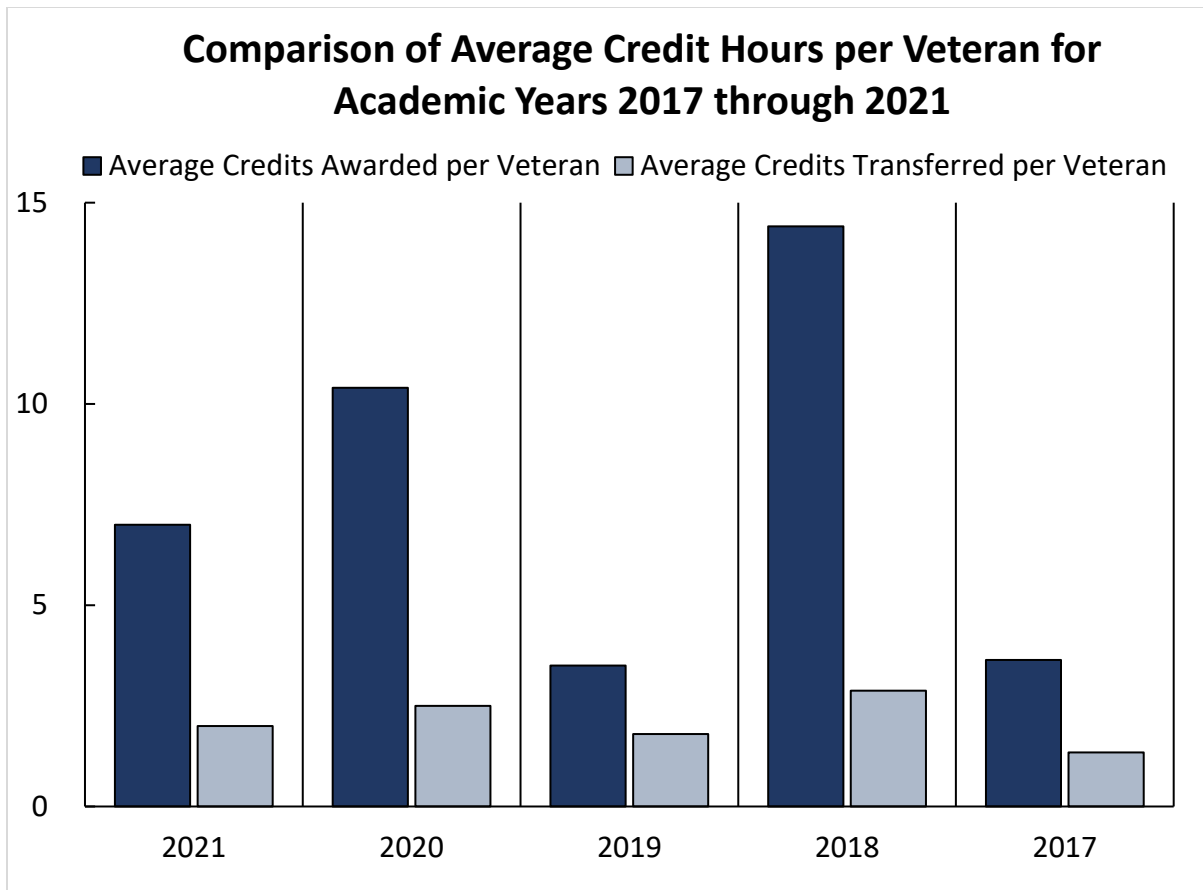
8 CCH-participating institutions continue to rely on local policies and processes for the evaluation and  
 9 award of credit. During the transcript evaluation process, IHEs use innovative methods to measure  
 10 student veterans’ depth of knowledge and skills. In addition to PLAs, these include credit by exam and  
 11 interviews. An overview of credits awarded as a result of these evaluation methods follows.

### 12 **Average Credit Hours per Veteran: CCH Grantees**

13 Data gathered in 2021 for the HB 493 study showed a decrease from the previous year in the average  
 14 number of credit hours awarded (and successfully transferred) from 10.4 to 7.0. This decrease can  
 15 possibly be attributed to disruptions created by the pandemic. The following graph provides detail on  
 16 the average credit hours awarded over the last five years of the CCH program.

17

18



1  
2

### 3 Component 3: Network of Partner Schools

4 Since the award of academic credit is contingent upon approval of the receiving Texas college or  
 5 university, awareness of and participation in CCH is imperative for student veterans. In the early years of  
 6 the program, schools signed a memorandum of understanding (MOU) to review evaluations completed  
 7 via the CCH portal and made a commitment to award as many college credits as possible and as  
 8 applicable. As the CCH program matured, many schools chose to develop evaluation systems to use in  
 9 place of CCH portal evaluations and MOU agreements, preferring to consider more localized criteria  
 10 and/or information listed on a student’s JST, recognized as an “academically accepted document  
 11 approved by the American Council on Education (ACE) to validate a service member’s military  
 12 occupational experience and training along with the corresponding ACE college credit  
 13 recommendations” (<https://jst.doded.mil/faq.html>).

14 A JST typically includes the following:

- 15 • Service member data
- 16 • Military course completions for courses that have been evaluated by ACE
- 17 • Military occupations
- 18 • College-level test scores
- 19 • Other learning experiences, including courses not evaluated by ACE
- 20 • Summary page



- An “Academic Institution Courses” page that includes degrees and certifications completed by the service member and courses completed using military tuition assistance (This final page is not included in the Army JST.)

As of 2021, the CCH program is a robust network of schools with a majority relying on localized evaluation and credit programs. Of the 6 institutions providing HB 493 survey data for this reporting period, all 6 followed localized evaluation processes.

All institutions participating in the HB 493 survey recognize the value of military experience and remain committed to supporting veterans as they enter and complete postsecondary education. For a list of schools participating in the CCH program (past and present), see College Credit for Heroes Appendix 1: CCH Partner Schools.

## CCH Highlights

The work accomplished by the partner schools throughout all components of the CCH program—acceleration curricula, evaluations of credit, and a network of schools—resulted in the following findings and observations:

- **CCH is cost-effective and expedites TSMs’ and veterans’ transitions into the civilian workforce.** Fiscal impact studies provided by partner schools through each of the phases of CCH demonstrate that veterans and TSMs, colleges and universities, and state and federal governments benefit from a program that recognizes the value of experience, education, and training gained by service members and awards college credit accordingly.
- **Many IHEs participating in the CCH program have developed local evaluation systems in which faculty and/or administrators’ complete evaluations and award credit according to local criteria.** This localization is due to a requirement from the Southern Association of Colleges and Schools Commission on Colleges. The organization requires colleges to establish local processes for transferring credits earned at other colleges or credits awarded for prior learning.
- **The majority of faculty and/or administrators at participating CCH schools prefer to complete local evaluations of military experience, education, and training.** According to CCH contacts, evaluations based on local criteria and JSTs are more closely aligned with programs of study within a specific college, better reflect a college’s unique programs and services offered to veterans and alleviate any unknowns when receiving evaluations and/or awards of credit from other IHEs.
- **Each veteran student’s military experience is unique and should be addressed accordingly.** In addition to localized evaluations and awards of credit for military experience, many Texas colleges and universities have established local support systems that include academic and personal support to ensure successful transitions from the military to postsecondary education and, ultimately, the workforce.
- **Schools that award credit following competency-based interviews and/or assessments view this approach as a promising practice that warrants additional exploration.** Competency-based education allows the veteran student to receive credit for successful demonstrations of knowledge and skills and to progress through a program at his or her own pace.
- **The CCH program creates awareness of the value of military experience and promotes sharing of best practices in working with veterans transitioning from the military to the workforce.** While a

1 significant number of Texas colleges and universities participate in the CCH program, there is an  
2 equally significant number of IHEs that have developed local programs to support veterans. All  
3 entities—military, education, government—benefit when support strategies and best practices are  
4 shared. Going forward, CCH staff will encourage conversations among all entities, regardless of  
5 program, to ensure support and success for student veterans.

## 6 **Supplemental**

7 HB 493, passed by the 85th Texas Legislature, Regular Session (2017), requires Texas Workforce  
8 Commission (TWC), in consultation with THECB, to report the number of academic credit hours awarded  
9 under the program and applied toward a degree or certification program at an institution of higher  
10 education during the most recent academic year.

11 SB 806, passed by the 84th Texas Legislature, Regular Session (2015), requires the TWC, in consultation  
12 with THECB, to report annually to the legislature and the governor on program-related results, best  
13 practices, and additional measures needed.

14 SB 806 requires TWC to report to the Texas legislature and the governor:

- 15 • “. . . measures needed to facilitate the award of academic or workforce education credit by  
16 institutions of higher education for military experience, education, and training obtained during  
17 military service;” and
- 18 • “other related measures needed to facilitate the entry of trained, qualified veterans and military  
19 servicemembers into the workforce.”

20

21 The following recommendations originated from final project reports submitted by colleges and  
22 universities participating in CCH:

- 23 1. Encourage Texas colleges and universities to adopt the 91 [acceleration curricula](#) developed by CCH  
24 colleges, facilitating awards of associate degrees, workforce licenses, and certifications upon  
25 approval by THECB.
- 26 2. View the CCH program as a network of Texas colleges and universities that recognize the value of  
27 military experience, education, and training and offer successful education and support programs  
28 designed specifically for veterans.
- 29 3. Increase awareness of a CCH network across multiple entities, including IHEs, military installations,  
30 National Guard armories, and Reserve centers, and a variety of audiences, including veterans,  
31 employers, and other stakeholders.
- 32 4. Support the further development and growth of a network of CCH schools, enabling schools to:  
33 a. share best practices, acceleration curricula, evaluation strategies, and lessons learned; and  
34 b. build partnerships with local industries and military installations.
- 35 5. Highlight successes of locally developed programs to:  
36 a. foster a post-military, college-going culture and  
37 b. enable veterans and service members to learn more about the services and programs  
38 offered by IHEs of their choice.

- 1 6. Establish a long-term (three to five years) CCH presence at two-year colleges. This long-term  
2 presence will help in the growth and sustainability of a CCH network by:
  - 3 a. developing programs beyond the creation of individual pathways;
  - 4 b. strengthening efforts to sustain and improve services to veterans;
  - 5 c. allowing for sharing of best practices (for example, evaluations and assessments) in  
6 supporting student veterans;
  - 7 d. creating new pathways that exceed the parameters of previous CCH grants;
  - 8 e. increasing awareness of a CCH network; and
  - 9 f. developing articulation agreements to increase transferability of credits among IHEs.
- 10 7. Create a CCH handbook to support local evaluation efforts and set forth guidelines, expectations,  
11 and desired objectives. The handbook could include orientation materials for administration,  
12 faculty, and staff, as well as a Green-Zone template.
- 13 8. Encourage greater use of prior learning assessments (PLAs) and other competency-based models to  
14 maximize award of credit for military experience, education, and training. PLAs and competency-  
15 based and challenge exams award credit for demonstrated experience, saving student veterans  
16 valuable time and GI Bill benefits.
- 17 9. Encourage the development of articulation agreements between community colleges and four-year  
18 educational institutions to enhance the academic progression of veterans and service members.
- 19 10. Encourage collaboration among TWC, THECB, military installations in Texas, and colleges and  
20 universities (that is, members of a CCH network) to improve the award of college credit and the  
21 transition to the civilian workforce.
- 22 11. Highlight the fiscal impact of admitting veterans and service members to accelerated programs and  
23 awarding credit accordingly. Through acceleration, student veterans use fewer funds to earn  
24 degrees and certifications, greatly enhancing their chances for post-military success. Their success,  
25 in turn, ultimately benefits the growing Texas economy.
- 26

## 27 **Appendices**

### 28 **CCH Appendix 1: CCH Participants**

#### 29 **CCH Acceleration-Curricula Partner Schools**

- 30 1. Alamo Community College District (San Antonio College)
- 31 2. Angelo State University
- 32 3. Austin Community College District (Eastview College)
- 33 4. College of the Mainland
- 34 5. Dallas County Community College District
- 35 6. Grayson College
- 36 7. Houston Community College
- 37 8. Lee College
- 38 9. Lone Star College System
- 39 10. Tarrant County College District
- 40 11. Texas A&M University–San Antonio
- 41 12. Texas State Technical College–Harlingen
- 42 13. Texas State University
- 43 14. Texas Tech Health and Science

1 15. San Jacinto College

2 **CCH Capacity-Building Partner Schools**

- 3 1. Dallas College
- 4 2. Lone Star College
- 5 3. El Paso Community College
- 6 4. Temple College

8 **CCH Appendix 2: House Bill 493 Report, 2019-2020 Academic Year**

10 **Number of Academic or Workforce Education Semester Credit Hours Awarded**

11 Listed below are “the number of academic or workforce education semester credit hours awarded  
12 under the program and applied toward a degree or certification program at an institution of higher  
13 education during the most recent academic year, disaggregated by the subject area for which the credit  
14 hours are awarded” in accordance with HB 493, 85th Texas Legislature, Regular Session (2017).

15  
16 Per reporting from CCH partner schools, 6,271 semester credits were awarded for the 2020-2021  
17 academic year. The hours reported are the result of a variety of policies and procedures established by  
18 the reporting institutions.

Subject Area	Semester Credits Awarded 2021	Semester Credits Awarded 2020	Semester Credits Awarded 2019	Semester Credits Awarded 2018	Semester Credits Awarded 2017
Agricultural/Animal/Plant/Veterinary Science and Related Fields	0	10	0	38	12
Architecture and Related Services	0	6	0	0	0
Biological and Biomedical Sciences	26	58	71	70	28
Business, Management, Marketing, And Related Support Services	1094	1451	1287	3553	1407
Communication, Journalism, And Related Programs	105	65	324	85	27
Communications Technologies/Technicians And Support Services	68	0	0	0	
Computer and Information Sciences and Support Services	415	609	564	898	844
Construction Trades	5	39	13	28	14
Culinary, Entertainment, And Personal Services	34	40	20	15	24
Education	9	57	452	241	11
Engineering	371	1391	1309	329	35
Engineering/Engineering-Related Technologies/Technicians	0	738	350	1132	595

Subject Area	Semester Credits Awarded 2021	Semester Credits Awarded 2020	Semester Credits Awarded 2019	Semester Credits Awarded 2018	Semester Credits Awarded 2017
English Language and Literature/Letters	97	198	28	99	137
Family and Consumer Sciences/Human Sciences	6	46	7	56	51
Foreign Languages, Literatures, And Linguistics	15	19	11	0	6
Health Professions and Related Programs	420	3348	2897	2213	673
History	58	73	30	50	21
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	419	401	291	1625	333
Legal Professions and Studies	24	0	65	64	61
Leisure and Recreational Activities	94	96	28	180	174
Liberal Arts and Sciences, General Studies and Humanities	1894	3337	1083	7161	215
Mathematics and Statistics	36	19	5	8	3
Mechanic and Repair Technologies/Technicians	573	294	278	669	415
Military Science, Leadership and Operational Art	0	46	83	18	46
Military Technologies and Applied Sciences	0	2	355	0	20
Multi/Interdisciplinary Studies	0	0	9	209	52
Natural Resources and Conservation	0	0	6	0	0
Parks, Recreation, Leisure, Fitness, And Kinesiology	226	897	1951	742	203
Philosophy and Religious Studies	21	3	0	3	6
Physical Sciences	31	22	15	3	11
Precision Production	16	89	134	151	167
Psychology	58	80	2	64	3
Public Administration and Social Service Professions	15	40	20	145	53
Science Technologies/Technicians	0	3	35	61	3
Social Sciences	79	104	15	15	15
Transportation and Materials Moving	30	15	33	58	50
Unspecified Credit-Electives	0	8	0	5696	0
Visual and Performing Arts	32	106	55	126	63
	<b>6271</b>	<b>13710</b>	<b>11826</b>	<b>25805</b>	<b>5778</b>

1  
2  
3  
4  
5

Data Sources: HB 493 Study 2017, 2018, 2019, 2020 and 2021. Totals may not sum with previous reporting due to exclusion of outlier data.

1 **Number of Transfer Credit Hours**

2 Listed below are “the number of transfer credit hours awarded under the program and applied toward a  
 3 degree or certification program at an institution of higher education during the most recent academic  
 4 year” in accordance with HB 493, 85th Texas Legislature, Regular Session (2017).

5  
 6 For this report, “transfer credit hours” was defined as “the number of credit hours a school receives  
 7 from another IHE as the result of a student veteran transferring from one institution to another” (for  
 8 example, transferring from a two-year institution to a four-year institution).

9  
 10 Per reporting from CCH partner schools, 2,060 semester credits were transferred for the 2020–2021  
 11 academic year. The hours reported are the result of a variety of policies and procedures established by  
 12 the reporting institutions.

13

Subject Area	Semester Credits Transferred 2021	Semester Credits Transferred 2020	Semester Credits Transferred 2019	Semester Credits Transferred 2018	Semester Credits Transferred 2017
Agricultural/Animal/Plant/Veterinary Science and Related Fields	0	0	45	8	18
Architecture and Related Services	0	0	0	0	0
Biological and Biomedical Sciences	0	89	85	41	65
Business, Management, Marketing, And Related Support Services	719	98	1026	368	354
Communication, Journalism, And Related Programs	54	66	132	14	105
Communications Technologies/Technicians and Support Services	0	0	0	0	0
Computer and Information Sciences and Support Services	201	69	541	66	160
Construction Trades	5	0	235	3	0
Culinary, Entertainment, And Personal Services	30	4	43	25	25
Education	9	49	46	0	2
Engineering	0	309	197	25	30
Engineering/Engineering-Related Technologies/Technicians	265	39	429	89	28
English Language and Literature/Letters	21	156	279	57	153
Family and Consumer Sciences/Human Sciences	0	21	10	9	9
Foreign Languages, Literatures, And Linguistics	0	40	70	15	33
Health Professions and Related Programs	87	916	776	66	160
History	0	135	192	32	101

Subject Area	Semester Credits Transferred 2021	Semester Credits Transferred 2020	Semester Credits Transferred 2019	Semester Credits Transferred 2018	Semester Credits Transferred 2017
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	170	45	195	93	53
Legal Professions and Studies	0	15	12	0	0
Leisure and Recreational Activities	94	4	100	3	3
Liberal Arts and Sciences, General Studies and Humanities	0	587	29	2429	51
Mathematics and Statistics	0	135	84	13	46
Mechanic and Repair Technologies/Technicians	310	0	368	26	0
Military Science, Leadership and Operational Art	0	0	19	21	23
Military Technologies and Applied Sciences	0	0	29	0	0
Multi/Interdisciplinary Studies	0	9	9	0	80
Natural Resources and Conservation	0	18	8	6	6
Parks, Recreation, Leisure, Fitness, And Kinesiology	66	11	633	47	205
Philosophy and Religious Studies	0	72	51	9	27
Physical Sciences	7	56	92	15	50
Precision Production	0	0	4	6	19
Psychology	0	69	129	12	30
Public Administration and Social Service Professions	15	0	26	21	0
Science Technologies/Technicians	0	0	25	22	0
Social Sciences	7	201	232	36	93
Transportation and Materials Moving	0	0	0	6	0
Unspecified Credit-Electives	0	18	23	1610	0
Visual and Performing Arts	0	69	79	29	47
	<b>2060</b>	<b>3300</b>	<b>6253</b>	<b>5222</b>	<b>1976</b>

1  
2  
3  
4

**Data Sources:** HB 493 Study 2017, 2018, 2019, 2020, and 2021. Totals may not sum with previous reporting due to exclusion of outlier data.

# 1 Skills Development Fund

## 2 Summary and Introduction

3 The Skills Development Fund (SDF) grant program supports customized job skills training for incumbent  
4 and new employees in collaboration with Texas public community and technical colleges, and local  
5 employers. The Texas Workforce Commission leverages some Skills Development Funds to support dual-  
6 credit high school and college career and technical education programs. The training provided by SDF  
7 grant projects advances the skills of existing workers and creates new job opportunities.

8  
9 The 28 Local Workforce Development Boards support Skills Development Fund projects statewide by  
10 leveraging resources and bringing together stakeholders and partners. TWC works closely with  
11 employers and training providers to ensure that training meets specific performance measures and  
12 benefits the employers and trainees.

13  
14 The Skills Development Fund grant program has provided training opportunities in partnership with at  
15 least **4,801** employers to upgrade or support the creation of more than **419,904** jobs throughout Texas  
16 since the program’s inception in 1996. The Texas Legislature allocated more than **\$18 million** to the  
17 Skills Development Fund for FY 2022.

18  
19 This report highlights the Texas Workforce Commission’s implementation of the Skills Development  
20 Fund program in partnership with the public community and technical colleges, Texas A&M Engineering  
21 Extension Service (TEEX), and Independent School Districts to meet the workforce training needs of  
22 Texas businesses.

## 24 Program Reports

### 25 Skills Development Fund

26 In the Fiscal Year (FY) 2022, TWC’s Skills Development Fund programs received **79** proposal submissions  
27 totaling **\$20,528,226**. The proposals included applications for the Skills Development Fund, Skills for  
28 Small Business<sup>1</sup>, Foundational Skills Rider, and the Dual Credit programs. The requests resulted in the  
29 following:

- 30  
31 • **47** Skills Development Fund projects with an average amount of **\$314,341**
  - 32 ○ Served **73** businesses;
  - 33 ○ Supported the creation of **2,369** new jobs; and
  - 34 ○ Assisted with the upskilling of **6,059** existing jobs;
- 35 • **7** Dual Credit grants funded with an average award of **\$123,570**;
- 36 • **23** Skills for Small Business grants funded with an average award of **\$90,445**, including  
37 six Skills for Small Business Child Care grants, averaging **\$22,083**; and
- 38 • **One** Foundational Skills Rider award of **\$200,000**.

39  
40 <sup>1</sup> Individual business applications for Skills for Small Business program training are excluded from the  
41 total proposal count, but applications for the colleges supporting the program are included.  
42 TWC seeks to ensure the equitable distribution of SDF funds statewide to expand the state’s capacity to  
43 respond to rural and urban workforce needs.  
44



1 Statewide, the average wage paid to workers trained with Skills grants increased from \$10.33 per hour  
2 in FY 1996 to **\$27.73** per hour in FY 2022.

### 3 **Employer Contribution**

4 Business partners contribute to the Skills Development Fund projects through in-kind support. The  
5 contributions may include providing trainees' wages during training, allowing the use of training space  
6 and equipment, funding a portion of course costs if necessary, offering complementary courses not part  
7 of the Skills Development grant, and paying salaries for the staff assisting with the grant. In FY 2022, the  
8 business partner in-kind contributions totaled more than **\$10,882,450**.

### 10 **Business, Workforce/Economic Development, and Education Partners**

11 The Skills Development Fund program has successfully provided training opportunities in partnership  
12 with businesses, public community and technical colleges, economic development organizations, and  
13 TEEX for over 25 years.

14  
15 Businesses of all sizes have worked with the program stakeholders to develop customized and  
16 innovative training curriculums that are replicated and shared statewide. The 28 local workforce  
17 Development Boards continue to play a critical role in aligning stakeholders and partners. Their  
18 knowledge of employer and employee needs and their ability to leverage resources are vital to projects'  
19 success.

### 21 **Special Initiatives under the Skills Development Fund Program**

22 The **Skills for Small Business (SSB)** program provides small businesses the opportunity to respond to  
23 their operational needs by increasing the skills of their employees. The initiative provides training  
24 opportunities through existing courses offered by the participating local public community or technical  
25 college, or TEEX, to businesses with fewer than 100 employees.

26  
27 **Skills for Small Business Child Care** was introduced in FY 2022 as a part of the Skills for Small Business  
28 program to provide training to childcare providers. The program was funded through federal stimulus  
29 funds. During FY 2022, the program awarded **\$132,500** in SSB funding for child care projects.

30  
31 In FY 2022, the SSB program provided **\$2,080,250**, including funds for the SSB Child Care initiative, in  
32 training to support small businesses throughout Texas.

### 34 **Dual Credit Program**

35 The TWC Dual Credit grant program addresses local industry demands through the expanded joint credit  
36 courses in partnership with local independent school districts and public community, state, or technical  
37 colleges. The program allows grantees to enhance career and technical education (CTE) dual credit  
38 programs through equipment purchases utilizing Skills Development Funds.

39  
40 In FY 2022, TWC's Dual Credit Program:

- 41 • received **20** proposals totaling **\$2,735,042**; and
- 42 • awarded **seven** grants, with an average award of **\$123,570**.

43

1 **Highlights**

2

3 **Skills Development Fund Highlights**

4 ***Lamar Institute of Technology and RT Technical Solutions***

5 Lamar Institute of Technology partnered with RT Technical Solutions, LLC, an electromedical and  
6 electrotherapeutic apparatus manufacturing company, to participate in an SDF grant project. The  
7 project, totaling \$29,900, created six new jobs in the Nederland community and upskilled 11 existing  
8 employees.

9 Company president Kasey Taylor said her employees feel the SDF program enhanced their knowledge  
10 and skill level professionally and personally. Taylor also commented that the Skills Development Fund  
11 allowed the company to offer more extensive training than it could provide on its own. Through the  
12 grant, RT Technical Solutions employees trained as accounting clerks, master electricians, and welders.  
13 As a result, the average wages for the jobs covered by the project are expected to increase between 1%  
14 and 2%. The regional economic impact of this project is estimated at \$14.8 million.

15

16 ***Eastman Chemical Company and Kilgore College***

17 Eastman Chemical Company, a Fortune 500 specialty materials company, has been a key player in the  
18 chemical and specialty materials industry since 2012. In 2022, with the support of the East Texas  
19 Workforce Development Board and the Longview Economic Development Corporation, Eastman  
20 partnered with Kilgore College on a \$731,075 SDF grant to train 863 new and incumbent employees in  
21 manufacturing occupations.

22 The project addressed the company’s immediate challenges — ensuring enough employees are trained  
23 in multiple processes, providing high-quality training to preserve a well-maintained environment, and  
24 protecting desirable jobs in the East Texas region. The grant allowed 726 participants to upgrade their  
25 skills and train 137 new employees. The project’s regional economic impact is estimated to be \$30  
26 million.

27 “Eastman Texas Operations is committed to providing training for our employees, and the TWC Skills  
28 Development Fund enabled us to provide training beyond our original plans for this year. This grant has  
29 had a positive impact providing additional specialized training to help our employees grow in their  
30 current position and potentially prepare for the next one,” said Cathy London, Business Information  
31 Manager, Eastman Chemicals Company.

32

33 ***Lonestar Truck Group and Texarkana College***

34 Headquartered in Grapevine, Texas, the Lonestar Truck Group partnered with Texarkana College on a  
35 \$460,316 Skills project to train 43 new and 212 incumbent employees. The company’s facilities recently  
36 added the service of electric vehicles. Adapting the new technology prepares the company to service the  
37 next generation of trucks from major brands such as Freightliner, Western Star, Mercedes, Oshkosh, and  
38 Meritor Certified. As a result of this addition, the company’s employee group requested assistance from

1 Texarkana College to develop a coordinated training model to raise the skill level and product-specific  
2 knowledge of their mechanics and service technicians at all their Texas locations.

3 “The grant funding allows us to have more training available to the employees that we couldn’t  
4 accomplish otherwise. The training helped them further their knowledge, careers, and income,” said  
5 Jason Galow, Training Manager for Lonestar Truck Group. “The employees greatly appreciated the  
6 expanded knowledge that allowed them to further their skill set; they also felt the company is investing  
7 in them.”

8

## 9 **Fund Review**

10 Every even-numbered year, Texas A&M Engineering Extension Service, and each public community or  
11 technical college that provides workforce training using the Skills Development Funds conduct a review  
12 of its training programs in a detailed written report. The Texas Workforce Commission collects and  
13 summarizes the results of the reports, in this case for FY 2020-2021.

14 The program's overall results have been overwhelmingly successful during its 26 years of administration  
15 by TWC. The submitted data reflects:

- 16 • Employers are receiving a positive return on employees’ time spent in training;
- 17 • Employees are successfully completing training and upgrading their skill set;
- 18 • There is a positive economic impact in the local region with an increase in employee average  
19 wages;
- 20 • Employee retention is stable; and
- 21 • The agency awards grants over wide, geographically diverse areas of the state.

22 The program introduced special initiatives to increase program participation in the past two years,  
23 including the COVID-19 Special Initiative. The streamlined funds and a simplified process allowed the  
24 agency to meet businesses’ immediate training needs quickly. The corresponding grant and survey data  
25 show that this initiative provided the means for TWC to offer training to rehire, reskill, and in many  
26 cases, retain employees all over the state, contributing to a strong and steady economic recovery. One  
27 partner organization noted that the COVID-19 Initiative provided grant partners with the ability to  
28 provide in-person, online, and a combination (hybrid) to the community partners in our COVID grant.  
29 The initiative helped the community partners provide upskilling training convenient for them and the  
30 employees during challenging times. It showed the community partners that training could become  
31 more customized for their needs.

32 Several others mentioned that the flexible training modalities allowed businesses and employees to  
33 continue training and upskilling during a tough time for businesses.

34 This study allowed TWC to review the COVID-19 initiative and the SDF process so the agency may  
35 implement improvements where needed and position the program to enter a new era of funding for  
36 innovative training.

## Appendices

**TABLE 1: Skills Development Fund Applications by Comptroller Region**

Shows the total number of applications submitted and approved for funding in FY 2022 for each region of the state. Data reflects Skills Development Fund applications for customized training, Dual Credit, and the Foundational Skills Rider.

Region	Total Number of Applications Submitted	Number of Applications Approved
Alamo	1	0
Capital	2	2
Central	4	4
Gulf Coast	7	7
High Plains	3	1
Metroplex	10	9
Northwest	2	2
South	12	8
Southeast	6	5
Upper East	2	1
Upper Rio Grande	4	3
West	3	1
<b>Statewide Total</b>	<b>56</b>	<b>43</b>

Notes:

- Four applicants withdrew their applications. The applications included one in the Gulf Coast, two in the Southeast, and one in the South region.
- Number of applications submitted reflect some that were submitted but not awarded in FY 2022, as well as proposals submitted for Dual Credit and the Foundational Skills Rider that could not be funded in the competitive RFA process.
- No applications were rejected in FY 2022.

1 **TABLE 1a: Skills for Small Business Applications by Comptroller**  
 2 **Region**  
 3 Shows the number of Skills for Small Business applications received and awarded for each region of the  
 4 state.

Region	Number of College Applications Submitted and Approved
Alamo	1
Capital	2
Central	2
Gulf Coast	1
High Plains	1
Metroplex	6
Northwest	2
South	4
Southeast	1
Upper East	1
Upper Rio Grande	1
West	1
<b>Statewide Total</b>	<b>23</b>

5

6

1 **TABLE 2: Skills Development Fund Award Amount by Region**  
 2 Shows the total amount of funding awarded in each region of the state, and the percentage those  
 3 amounts represent of total dollars awarded on a statewide basis. The second and third columns show  
 4 data for FY 2022 only, and the last two columns show cumulative data from FY 1996 (program inception)  
 5 through FY 2022.

Region	Amount Awarded by Region FY22 (Sum of Funds awarded below)	Percent of Statewide Funds Awarded FY22	Total Amount of Funds Awarded by Region, Cumulative Since Inception FY96-FY22	Percent of Total Statewide Funds Awarded, Cumulative FY96-FY22
Alamo	\$52,500	<1%	\$59,806,910	12%
Capital	\$319,230	2%	\$25,502,735	5%
Central	\$1,175,159	7%	\$40,445,144	8%
Gulf Coast	\$3,181,492	18%	\$79,690,519	16%
High Plains	\$3,562,793	20%	\$14,980,128	3%
Metroplex	\$4,845,776	27%	\$140,545,711	28%
Northwest	\$590,110	3%	\$17,629,590	3%
South	\$2,045,873	12%	\$56,369,822	11%
Southeast	\$532,403	3%	\$14,023,875	3%
Upper East	\$767,095	4%	\$33,482,730	7%
Upper Rio Grande	\$171,130	1%	\$13,915,257	3%
West	\$475,746	3%	\$14,476,986	3%
Statewide	\$0	0%	\$115,000	<1%
<b>Statewide Total:</b>	<b>\$17,719,307</b>	<b>100%</b>	<b>\$510,984,407</b>	<b>100%</b>

6

7

- 1 **TABLE 3: Skills Development Fund Percentage of Funding by Region**  
 2 Shows the percentage of total funding awarded to each region of the state, as well as each region's  
 3 percentage of the:
- 4 • State population
  - 5 • Civilian labor force
  - 6 • Number of unemployed people
  - 7 • Number of grant applications submitted

Comptroller Region	Percent of Statewide Funds Awarded FY 2022	Percent of State's Population	Percent of State's Civilian Labor Force	Percent of Statewide Unemployed	Percent of Grant Applications FY 2022
Alamo	0.3%	10%	9%	9%	10%
Capital	2%	8%	10%	7%	10%
Central	7%	4%	4%	4%	6%
Gulf Coast	18%	25%	25%	28%	12%
High Plains	20%	3%	3%	2%	4%
Metroplex	28%	28%	30%	26%	19%
Northwest	3%	2%	2%	1%	6%
South	11%	8%	7%	11%	18%
Southeast	3%	3%	2%	3%	3%
Upper East	4%	4%	4%	4%	4%
Upper Rio Grande	1%	3%	3%	3%	1%
West	3%	2%	2%	2%	7%
Statewide	0%	0%	0%	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

8  
9

1 **TABLE 4: Skills Development Fund Average and Median Weekly Wage**  
 2 Shows the statewide average and median weekly wage levels of individuals to be trained under new FY  
 3 2022 grants. The data include wages for current employees that will be retrained and those who will be  
 4 hired into new positions.

All Trainees	Statewide Average Weekly Wage	Statewide Median Weekly Wage
New Jobs	\$1,060	\$1,056
Upgraded Jobs	\$1,222	\$1,237

5 Note: Does not include Skills for Small Business or Dual Credit due to the nature of the programs.

6 **TABLE 5: Skills Development Fund Average and Median Weekly Wage by**  
 7 **Comptroller Region**

8 Shows the average and median weekly wage levels of all individuals to be trained under new FY 2022  
 9 grants. These wage levels are presented for each region of the state with awarded projects.

Comptroller Region	Average Weekly Wage	Median Weekly Wage
Alamo	\$0	\$0
Capital	\$952	\$876
Central	\$1,156	\$1,611
Gulf Coast	\$1,523	\$1,478
High Plains	\$1,170	\$1,180
Metroplex	\$1,042	\$1,010
Northwest	\$852	\$812
South	\$779	\$781
Southeast	\$1,245	\$1,157
Upper East	\$1,644	\$1,644
Upper Rio Grande	\$762	\$594
West	\$1,309	\$1,230

10

11



1 **Table 5a: Skills Development Fund – Wage Levels**

2 Shows the number of new jobs and the number of incumbent jobs by wage level.

Average Wage	Total # New Jobs	Total # Retrained Jobs
\$10.00 to \$15.00	10	0
\$15.01 to \$20.00	654	998
\$20.01 to \$25.00	603	1191
\$25.01 to \$30.00	610	1683
\$30.01 to \$35.00	162	541
\$35.00 to \$40.00	8	46
\$40.00 to \$50.00	199	1126
\$50.00+	123	474
<b>Total</b>	<b>2369</b>	<b>6059</b>

3

4 **TABLE 6: Skills Development Fund – Funds Awarded by Employer Size**

5 Shows the total amount of funds awarded in FY 2022 to micro-employers, small employers, medium  
 6 employers, and large employers, as defined by the number of employees working for each business. The  
 7 data are presented for each region of the State.

Region	Micro (<21 Employees)	Small (21-99 Employees)	Medium (100-499 Employees)	Large (500+ Employees)
Alamo	\$18,944	\$30,751	\$0	\$0
Capital	\$5,627	\$12,148	\$66,624	\$179,052
Central	\$14,175	\$36,893	\$14,742	\$851,359
Gulf Coast	\$1,800	\$330,234	\$226,846	\$2,541,321
High Plains	\$4,140	\$1,350	\$37,908	\$0
Metroplex	\$29,175	\$512,091	\$321,966	\$6,545,525
Northwest	\$3,600	\$82,135	\$269,055	\$255,528
South	\$9,511	\$336,828	\$303,212	\$817,344
Southeast	\$0	\$117,068	\$60,054	\$111,205
Upper East	\$0	\$0	\$0	\$730,961
Upper Rio Grande	\$803	\$9,307	\$91,618	\$0
West	\$6,100	\$73,857	\$365,540	\$0
<b>Statewide Totals</b>	<b>\$93,875</b>	<b>\$1,542,662</b>	<b>\$1,757,565</b>	<b>\$12,032,295</b>

8 Note: This table includes Skills Development Fund and Skills for Small Business information but does not  
 9 include Dual Credit since businesses are not receiving training under that program.

10

11

- 1 **TABLE 7: Skills Development Fund – Trainees by Comptroller Region**  
 2 Shows the total number of individuals to be trained under new FY 2021 grants by regions of the state.  
 3 The total for each region includes the number of trainees who will enter new jobs and the number of  
 4 current workers to be retrained.

Region	Total Number of Trainees
Alamo	0
Capital	118
Central	734
Gulf Coast	1459
High Plains	18
Metroplex	3582
Northwest	324
South	780
Southeast	259
Upper East	863
Upper Rio Grande	46
West	245
<b>Statewide Total:</b>	<b>8428</b>

5 Note: Does not include Skills for Small Business or Dual Credit information.

6

7 **Table 8: Skills Development Fund—Trainees by Industry**

- 8 Shows the total number of individuals to be trained under the FY 2022 program by industry  
 9 classification. The total for each industry includes the number of trainees who will enter new jobs and  
 10 the number of current workers to be retrained.

Industry	Total Number of Trainees
Aerospace and Defense	62
Construction	371
Health Care and Social Assistance	334
Information Technology	514
Manufacturing	3893
Mining	301
Other Specialty Trade Contractors	16
Services	1747
Transportation and Warehousing	507
Utilities	683
<b>Statewide Total</b>	<b>8428</b>

11 Note: Does not include Skills for Small Business or Dual Credit information.

**Table 9: Skills Development Fund—Trainees Receiving Medical Insurance Benefits**

<b>Medical Insurance Provided?</b>	<b>Trainees</b>
Yes	8428
<b>Grand Total</b>	<b>8428</b>

100% of trainees received medical insurance in FY 2022

**Table 10: Skills Development Fund Trainees Receiving Other Benefits**

Benefits Table for FY 2022	
<b>Other Benefits provided</b>	<b>Trainees</b>
No	50
Yes	8378
<b>Grand Total</b>	<b>8428</b>

99.41% of trainees received other benefits in FY 2022

# 1 Trade Adjustment Assistance

## 2 Introduction

3 Trade Adjustment Assistance (TAA) is a US Department of Labor (DOL) program that helps workers  
4 adversely affected by foreign imports or the shifting of jobs from the United States to other countries.  
5 TAA seeks to provide impacted Texans with opportunities to obtain the skills, credentials, resources, and  
6 support necessary to become reemployed. A group of workers may be eligible for TAA if their jobs are  
7 lost or threatened due to trade-related circumstances, as determined by a DOL investigation. The TAA  
8 program is administered by the Texas Workforce Commission (TWC) in cooperation with Texas' 28 Local  
9 Workforce Development Boards (Boards).

10 The services and benefits available to participants vary based on the law in effect at the time of  
11 certification. The TAA-certified workers addressed in this report were certified under and are subject to  
12 the rules of:

- 13 • the Trade Act of 2002;
- 14 • the Trade and Globalization Adjustment Assistance Act of 2009;
- 15 • the Trade Adjustment Assistance Extension Act of 2011;
- 16 • the Trade Adjustment Assistance Reauthorization Act of 2015; or
- 17 • the reversion provisions of the 2015 law, known as Reversion 2021.

18 The TAA program began a phased termination on July 1, 2022, which follows a one-year reversion  
19 period from July 1, 2021, to June 30, 2022. The reversion period limited group eligibility, reduced  
20 program funding, and restricted benefits available to workers.

21 Under the phased termination, Boards must:

- 22 • continue to administer the 2002, 2009, 2011, 2015, and Reversion 2021 TAA programs and serve  
23 trade-affected workers;
- 24 • provide benefits and services to eligible workers, such as:
  - 25 ○ training;
  - 26 ○ job search and relocation allowances;
  - 27 ○ employment and case management; and
- 28 • outreach members of certified worker groups.

29 This report describes the services and outcomes of TAA-certified workers who participated in or  
30 completed training in the TAA program during State Fiscal Year 2022 (SFY22). During SFY22, 56 new  
31 workers applied for TAA services or benefits, 392 workers participated in TAA-supported training  
32 services, and 85 percent of workers who completed TAA services found employment within six months  
33 of exit.

34 A TAA petition is designed to identify a specific worker group at a company and may cover all individuals  
35 in that group. If a worker is laid off, a petition must be submitted within one year of the layoff for the  
36 worker to be covered and certified under a DOL-approved TAA petition.

1 **TAA Benefits and Services**

2 TAA-certified workers may be eligible for the following benefits and services at a local Workforce  
3 Solutions Office:

- 4 • Employment and Case Management Services, including skills assessments, career counseling,  
5 support services, and information on training
- 6 • Occupational Training for up to 130 weeks
- 7 • Trade Readjustment Allowances equaling up to 130 weeks of wage subsidies for workers  
8 enrolled in training within 26 weeks of their trade-related layoff or the petition certification,  
9 whichever date is later
- 10 • Alternative/Reemployment Trade Adjustment Assistance, a wage subsidy available to workers  
11 aged 50 or older who are reemployed at an annual wage of \$50,000 or less
- 12 • Job Search Allowances, which reimburse workers for the costs of job searches outside their local  
13 commuting area
- 14 • Relocation Allowances, which reimburse workers for relocation costs for a job outside their local  
15 commuting area

16 For additional information on TAA benefits and services, visit the [Trade Adjustment Assistance Program](#)  
17 [Overview](#) page on TWC’s website.

18 **TAA Service Provision and Outcomes**

19 During State Fiscal Year 2022 (SFY22), the Texas workforce system provided comprehensive TAA services  
20 that resulted in the following outcomes:

- 21 • 2,362 workers were determined potentially eligible for TAA and were outreached for service  
22 provision.
- 23 • 56 workers applied for TAA services or benefits.
- 24 • 392 workers participated in TAA-supported training services. The most common training  
25 occupations supported were:
  - 26 ○ truck drivers, heavy equipment drivers, and tractor-trailer drivers;
  - 27 ○ heating, air-conditioning, and refrigeration mechanics and installers;
  - 28 ○ general and operations managers;
  - 29 ○ medical assistants; and
  - 30 ○ hairdressers, hairstylists, and cosmetologists.
- 31 • 18 workers participated in vocational and remedial training programs.
- 32 • 19 workers participated in basic skills enhancement during TAA-supported training.

33 The following TAA performance results were attained in SFY22:

- 34 • 229 workers (63.3 percent) entered employment.
- 35 • 91.9 percent of workers entering employment retained employment over the following three  
36 quarters.

- 1 • Workers who secured employment regained 85 percent of their pre-program participation wage  
2 levels, based on a six-month follow-up.

3 The following were the most common sectors in which workers secured employment:

- 4 • Manufacturing
- 5 • Administrative and Support
- 6 • Professional, Scientific, and Technical Services
- 7 • Finance and Insurance
- 8 • Health Care and Social Assistance
- 9 • Wholesale Trade
- 10 • Educational Services

## 11 **WorksWonders**

### 12 **Texas Purchasing from People with Disabilities Program**

#### 13 **Summary and Introduction**

14 The Texas Purchasing from People with Disabilities (PPD) program, commonly referred to as the State  
15 Use program, helps individuals with disabilities during their transition toward independence and  
16 provides them with direct benefits by offering stable, vocational rehabilitation in their own  
17 communities. This training results in meaningful employment and fair wages, which promotes self-  
18 sufficiency for program participants. Administered by the Texas Workforce Commission (TWC), its daily  
19 operations are managed by WorkQuest, a central nonprofit agency, and the program is marketed as  
20 WorksWonders.

21 Through partnerships with community rehabilitation programs (CRPs), 6,396 Texans with a wide range  
22 of disabilities were employed in 120 local nonprofit CRPs in Fiscal Year 2022 (FY22). These individuals,  
23 whose disabilities include mental health conditions (1,469), physical impairments (1,138), intellectual  
24 disabilities (963), chemical disorders (541), learning disabilities (503), visual impairments (397), deafness  
25 or hard of hearing (142), brain injuries (41), and various other disabilities (1,202), earned a combined  
26 total of more than \$64.2 million in wages and benefits from products or services purchased by cities,  
27 counties, state agencies, schools, and political subdivisions through the WorksWonders program.

#### 28 **Oscar Holbrook: Going Above and Beyond in the Workplace**

29 If you are on a road trip and stop at the Eastland County Eastbound Safety Rest Area, you may come  
30 across Oscar Holbrook greeting you with a friendly smile and a helping hand.

31 Holbrook has been employed for the last six years by Work Services Corporation (WSC), a nonprofit that  
32 is also a CRP in the WorksWonders program. In his role at the safety rest area, Holbrook takes on several  
33 responsibilities such as setting up cleaning supplies, cleaning, maintain the grounds, and leading the  
34 information services desk.

1 “WSC serves any person in the community who has a disability and wants to work,” said Work Services  
2 Corporation President/CEO David Toogood. “We aim to build a strong team of leaders, align and  
3 motivate all members of the organization to achieve our goals, and serve people in a manner that helps  
4 move toward our vision of social, economic, and vocational equality for people with disabilities.”

5 Having made many memories during his time at WSC, Holbrook says the best part of his job is getting  
6 the opportunity to support others in any way he can. “I love getting to help other people by assisting  
7 them, helping with directions, and answering their questions,” Holbrook said.

8 Around the workplace, Holbrook is known for being hardworking, committed, dependable, and  
9 passionate. “This job is literally my life, and the people I work with are like my family,” Holbrook said. “I  
10 show up two hours early to every shift because I’d rather be a year early than a second late.”

11 Holbrook’s peers and project manager, Damon “Banjo” Berryman, have definitely noticed his  
12 hardworking mentality. “His strongest quality is his willingness to help and his ability to be available in  
13 any way he can. He is just a very faithful employee,” Berryman said. “He is always there when you need  
14 him and is always there to cover for people when they are sick or unable to make their shift.”

15 As for Holbrook, he is grateful to have a job that he enjoys and that gives him financial stability. “I can  
16 now afford to live on my own, which I couldn’t before,” Holbrook said. “I’m glad to still be here today;  
17 it’s a very fun place to work.”

18 Of the 120 CRPs participating in the WorksWonders program, 82 offer vocational rehabilitation and  
19 outplacement services to their employees in an attempt to secure competitive employment that meets  
20 their strengths and capabilities. These services include, but are not limited to, adaptive visual equipment  
21 training, chemical/alcohol dependency counseling, educational training, financial planning, high school  
22 equivalency prep courses, interview coaching, job coaching, job placement services, job skills training,  
23 and supported employment services.

24 Through vocational rehabilitation and outplacement services, placing individuals with disabilities in jobs  
25 that they want as a career and are ideally suited for has resulted in better employee retention,  
26 productivity, consistency, and overall higher team satisfaction.

27 With the influence of outplacement services and positive effects on the employees who use them, 1,609  
28 individuals with disabilities were placed in either competitive integrated employment or non-direct  
29 labor positions within their CRP.

### 30 CRPs That Provide Career Counseling

31

CRPs providing career counseling or other related services for employees with disabilities	82
CRPs not providing career counseling or other related services for employees with disabilities	19

32

1 Note: Data is not required from the 19 CRPs without individuals employed under State Use contracts.

2 **Stephan F. Austin State University Conducts Economic Impact Study on the PPD Program**

3 As part of the 2015 Sunset Advisory Commission Report on the PPD program (at that time the Texas  
4 Council on Purchasing from People with Disabilities), TWC was directed to “study the cost to the State of  
5 continuing to administer the State Use program.” To fulfill this requirement, TWC entered into an  
6 agreement with Stephen F. Austin State University’s Department of Economics and Finance to conduct a  
7 study identifying the costs of administering the PPD program and its overall economic impact on the  
8 Texas economy. Stephen F. Austin State University gathered data from TWC, the Texas Comptroller of  
9 Public Accounts, WorkQuest, CRPs, and agency customers. The study was finalized in February 2022.

10 As a result of the study, Stephen F. Austin State University found that the PPD program “plays an  
11 important role in the state of Texas” and concluded that the actual cost for the state to administer the  
12 program was relatively small and was far outweighed by the program’s substantial benefit in terms of  
13 economic impact. The study concluded that the PPD program makes important contributions to the  
14 statewide and regional economies. Through a review of all the regions of Texas, Stephen F. Austin State  
15 University stated that “all areas of the state were significantly positively impacted by program  
16 activities.”

17 Additionally, the study described how the state incurs little administrative costs for the PPD program.  
18 The program receives no allocated funds, and oversight expenses for TWC and Comptroller of Public  
19 Accounts are paid for by a portion of the program’s product and service sales. Other state agency costs  
20 are relatively small and offset by the savings incurred when participating in the program. This includes  
21 the reduction of time and money on the bid process and the savings from the purchase of program  
22 products and services, which were found to be priced below comparable market rates.

23 The study analyzed the direct, indirect, and multiplier effects that program sales and wages had on the  
24 Texas economy and found that substantial output, income, and employment contributions were  
25 provided by program activities. For example, every in-state dollar of income directly paid by the  
26 program in 2019 resulted in a total of \$2.23 in personal income for Texas residents. In the same year,  
27 every dollar spent by the program in Texas translated to a \$1.97 increase in the state gross domestic  
28 product. The program also increased employment opportunities statewide. In 2019, for every job  
29 created, an average of 1.29 other jobs were created in the state.

30 According to the study, individuals with disabilities are significantly and positively impacted by  
31 employment through the PPD program. Stephen F. Austin State University found that wages paid to  
32 individuals with disabilities continue to rise each year and that the average wage for these individuals  
33 has risen faster than for program participants without disabilities. This has resulted in a significant  
34 closing of the wage gap. The program also provides a pathway to competitive integrated employment  
35 through CRP vocational rehabilitation activities, job training, and outplacement services. Wages earned  
36 through the program and the stable employment provided to individuals with disabilities has also  
37 reduced the reliance on government assistance programs for PPD participants. Additionally, the study



1 found that the program provided added value “in improving individuals with disabilities’ health  
2 outcomes, social ties, sense of identity, and belonging.”

### 3 **Mark Dudley: Small Details Can Make a Great Impact**

4 At the West Texas Lighthouse for the Blind (the Lighthouse) in San Angelo, Texas, Mark Dudley is an  
5 employee known for his punctuality, effectiveness, and attention to detail. You may find him working on  
6 numerous production lines assembling and packaging pens, safety items, gloves, and lanyards.

7 For the last six years, Dudley has been employed by the West Texas Lighthouse, a nonprofit organization  
8 that is also a CRP in the WorksWonders program, that offers on-the-job training, upward mobility, and  
9 advocacy for blind and visually impaired individuals.

10 Dudley enjoys having a job that consists of many tasks and attributes his success to being a detail-  
11 oriented person. “I find joy in making the products and packaging everything neatly and properly,” said  
12 Dudley. “I don’t like sloppy work, so I always make sure everything is correct and complete.”

13 His attention to detail, accuracy, and task management skills are traits that make him stand out among  
14 others and allow him to be recognized by his peers and supervisors.

15 “Mark has a great work ethic. He always makes sure everything is done right and he recognizes how his  
16 job impacts the company as a whole,” said West Texas Lighthouse Operations Manager Joshua Glaze.  
17 “He has an understanding of the bigger picture and that is one of the many reasons why he is a great  
18 employee.”

19 Aside from seeing how his work can impact the company, Dudley also says his job has made an impact  
20 on his life—a life that he is very grateful for. “I like my job at the Lighthouse because it keeps me  
21 financially secure. My steady income helps me pay my bills and it keeps me from relying on anybody  
22 else,” said Dudley.

23 Since 1963, the West Texas Lighthouse has been changing lives by providing stable jobs with competitive  
24 pay and benefits to people who are blind.

25 “We are the only employer in all of West Texas that focuses on providing jobs to people that are blind or  
26 visually impaired,” said West Texas Lighthouse CEO Dave Wells. “A lot of our employees would not have  
27 jobs if it wasn’t for us, so we are happy to be able to provide them with a way to be financially  
28 independent.”

### 29 **Wages and Hours for Employees with Disabilities**

30 In past years, a small number of CRPs participating in the WorksWonders program have used a special  
31 wage certificate issued by the US Department of Labor (DOL) under Section 14(c) of the Fair Labor  
32 Standards Act (29 USC 214(c)) to pay certain workers with significant disabilities at a rate below the  
33 federal minimum wage. The allowable commensurate wage rate involves documentation and  
34 calculations of a worker’s abilities and productivity and permits the CRP employer to pay a lower hourly

1 wage rate approved by DOL. The process is subject to regular auditing and oversight and permits certain  
2 CRPs to offer employment to individuals who may otherwise be unemployed.

3 Senate Bill 753, passed by the 86th Texas Legislature, Regular Session (2019), became effective  
4 September 1, 2019, and amended Chapter 122 of the Human Resources Code to require CRPs that are  
5 participating in the State Use program to pay their employees no lower than the federal minimum wage.  
6 The bill also requires TWC to help CRPs develop transition plans that address the payment of  
7 subminimum wages to workers employed under State Use contracts through the WorksWonders  
8 program and provide CRPs with information to ensure that the increased wages will not affect the  
9 worker's eligibility to receive federal benefits.

10 TWC successfully established a Transition and Retention Plan tool for CRPs paying less than minimum  
11 wage to increase employee wages to at or above the federal minimum wage. At the beginning of FY22,  
12 there remained only one CRP still using the special wage certificate on State Use contracts. With the  
13 assistance of TWC and WorkQuest, the CRP developed a Transition and Retention Plan to increase  
14 program wages to earn at or above the federal minimum and met monthly with TWC and WorkQuest  
15 staff to provide progress updates. The CRP has successfully met the goals and objectives outlined in their  
16 Transition and Retention Plan and will have all employees fully transitioned to earn at or above the  
17 federal minimum wage by the first quarter of FY23.

18 As a result of these successful transitions, the number of direct labor hours worked by individuals  
19 making less than minimum wage decreased almost 75 percent compared to the previous year. The  
20 practice of paying less than minimum wage will be fully eliminated from the WorksWonders program  
21 early in the next fiscal year.

## 22 [Betty Johnson: Making a Difference behind the Scenes](#)

23 Betty Johnson has been working at the Texas Health and Human Services Commission (HHSC) office in  
24 Pasadena, Texas, since the location opened four years ago. She is employed through Second Chances—  
25 Starting Over Again, a CRP in the WorksWonders program that provides employment opportunities for  
26 individuals with disabilities.

27 In the HHSC office, employees admire Johnson's ability to keep everything perfectly clean at any given  
28 time. "I start my routine first thing in the morning," Johnson said. "I do my first round of cleaning and  
29 tidying up, and then I make sure to continue cleaning throughout the day to keep everything looking  
30 nice."

31 Second Chances supervisor Ambery Walker is thankful to have an employee like Johnson. "Supervising  
32 Betty is truly an honor because she is the ideal employee," Walker said. "She always keeps her building  
33 very clean and always wants to do a good job to make sure everyone around her is happy."

34 Johnson's ability to maintain a clean environment is crucial and was especially necessary during the  
35 COVID-19 pandemic, when cleaning and disinfecting were critical to keeping everyone safe. "Betty  
36 would be the first to come in, and she immediately took initiative and control of the situation," Walker  
37 said. Although supervisors usually take the lead in projects, Johnson had no problem taking charge by

1 letting her supervisor know where and how she needed assistance. “She is always eager to do her job  
2 while making sure to take the lead.”

3 Johnson has been fortunate to make close connections with the employees at HHSC. “I get along very  
4 well with everyone at my job, and everyone is very friendly with me,” Johnson said. “I especially enjoy  
5 getting to meet all of the friendly people that come into the office throughout the day.”

6 “Our employees do work that is imperative in their communities,” Second Chances CEO Alisa Walker  
7 said. “Having a clean work environment is one of the small things that sometimes goes unnoticed, but  
8 we know that it makes a difference. These jobs allow us to make a difference.”

9 “I enjoy keeping people satisfied with the work I do around the office,” Johnson said. “That is  
10 what makes me look forward to coming into work every day.”

11

## 12 **Highlights**

13 In 2022, 6,396 Texans with disabilities were employed in 120 nonprofit CRPs across the state  
14 participating in the WorksWonders program. These individuals, whose disabilities include mental health  
15 conditions (1,469), physical impairments (1,138), intellectual disabilities (963), chemical disorders (541),  
16 learning disabilities (503), visual impairments (397), deafness or hard of hearing (142), brain injuries  
17 (41), and varying other disabilities (1,202), earned a combined total of more than \$64.2 million in wages  
18 and benefits in FY’22, an increase of nearly 5percent over the previous year.

<b>Fiscal Year</b>	<b>Texans with Disabilities Employed Through WorksWonders State Use Program:</b>
1982	325
1987	2,505
1992	3,822
1997	4,992
2002	7,218
2007	6,949
2012	6,317
2017	6,133
2022	6,396

19

1 **WorksWonders**  
 2 **Texas Purchasing from People with Disabilities Appendices**  
 3 **WorksWonders Appendix 1—FY22 Numbers**  
 4

Individuals with disabilities employed in the program making minimum wage or higher	6,361
Individuals with disabilities employed in the program making less than minimum wage	35
Hours worked on State Use contracts by individuals with disabilities employed at CPRs paying minimum wage or higher	3,922,316
Hours worked on State Use contracts by individuals with disabilities employed at CPRs paying less than minimum wage	395
Individuals with disabilities that receive at least one type of non-mandatory benefit	2,359
Individuals without disabilities that receive at least one type of non-mandatory benefit	675

5

1 **WorksWonders Appendix 2—Benefits Paid by CRPs to Individuals Employed**  
 2 **under State Use Contracts in FY22**

<b>Type of Benefit</b>	<b>CRPs Paying Benefits to Individuals with Disabilities</b>	<b>Individuals with Disabilities Receiving Benefits</b>	<b>CRPs Paying Benefits to Individuals without Disabilities</b>	<b>Individuals without Disabilities Receiving Benefits</b>
Medical	23	732	32	244
Dental	18	371	18	134
Vision	13	301	15	106
Retirement	16	328	20	130
Paid Vacation	23	935	29	393
Bonuses	14	623	13	264
Other	21	634	18	117

3

1 **WorksWonders Appendix 3—Texans Employed through the Program in FY22**

Type of Disability	Individuals Employed FY21	Individuals Employed FY22
Mental Health Condition	1,681	1,469
Intellectual Disability	899	1,138
Physical Impairment	1,496	963
Chemical Disorder	532	541
Learning Disability	617	503
Visual Impairment	364	397
Deaf or Hard of Hearing	143	142
Brain Injury	53	41
Other	732	1,202
Individuals with Disabilities Employed through the Program	6,517	6,396
Individuals Employed through the Program	1,998	1,848

2 Note: The category Other includes disabilities such as being emotionally disturbed or emotionally  
 3 disturbed with criminal offenses coming from halfway houses, being dyslexic, having an accidental  
 4 injury, poisoning, attention deficit disorder, severe diabetes, and metabolism disorder. The number  
 5 employed reflects individuals who may work part- or full-time under State Use contracts. Employees  
 6 who have multiple disabilities are listed only once, under their primary disability.

Wages and Benefits Paid to Individuals Employed through the Program	FY21	FY22
Amount of annual wages and benefits paid to individuals with disabilities*	\$60,965,955	\$64,215,048
Amount of annual wages and benefits paid to non-disabled individuals**	\$18,622,303	\$17,935,184
<b>Total Wages Paid through the Program ***</b>	<b>\$79,588,258</b>	<b>\$82,150,232</b>

7 \*The average of weekly earnings (including benefits) paid to individuals with disabilities is \$16.37 per  
 8 hour. The range of weekly earnings (including benefits) is \$7.25–\$35.16 per hour.

1   \*\*The average of weekly earnings (including benefits) paid to non-disabled individuals is \$17.32 per  
2   hour. The range of weekly earnings (including benefits) is \$8.01–\$43.39 per hour.

3   \*\*\*The benefits paid in this time period totaled \$5,961,020 for individuals with disabilities and  
4   \$1,731,825 for individuals without disabilities.

5   The Piece rates are calculated and considered on the federal commensurate labor rate standards, which  
6   are calculated using a base rate of the federal minimum wage rate.

1 **WorksWonders Appendix 4—Individual Outplacement/Supported**  
 2 **Employment**

Individuals with Disabilities Outplaced from CRPs	1,325
Individuals with Disabilities Who Previously Worked on State Use Contracts Outplaced	723
Individuals with Disabilities Promoted within the CRPs	284
Individuals with Disabilities Promoted with the CRPs Who Previously Worked on State Use Contracts	182

3 Note: Individual outplacement is the number of State Use–related individuals with disabilities who have  
 4 been placed in competitive or supported employment positions in the community or within the CRP and  
 5 who no longer work on State Use contracts. This number includes outplacements for the total facility.

Type of Disability	Individuals with Disabilities Outplaced from CRPs	Individuals with Disabilities Who Previously Worked on State Use Contracts Outplaced	Individuals with Disabilities Promoted within the CRPs	Individuals with Disabilities Promoted with the CRPs Who Previously Worked on State Use Contracts
Mental Health Condition	28%	28%	18%	19%
Physical Impairment	33%	42%	24%	29%
Intellectual Disability	7%	5%	7%	9%
Chemical Disorder	7%	6%	5%	7%
Learning Disability	8%	10%	7%	10%
Visual Impairment	2%	2%	11%	6%
Deafness or Hard of Hearing	1%	1%	2%	1%
Brain Injury	1%	1%	1%	2%
Other*	13%	5%	25%	17%

6 \*The category Other includes disabilities such as being emotionally disturbed or emotionally disturbed  
 7 with criminal offenses coming from halfway houses, being dyslexic, having an accidental injury,  
 8 poisoning, attention deficit disorder, severe diabetes, and metabolism disorder.



<b>Hour Range</b>	Individuals with Disabilities Outplaced from CRPs	Individuals with Disabilities Who Previously Worked on State Use Contracts Outplaced	Individuals with Disabilities Promoted within the CRPs	Individuals with Disabilities Promoted with the CRPs Who Previously Worked on State Use Contracts
0-9	1%	2%	1%	0%
10-9	2%	0%	0%	1%
20-29	9%	2%	6%	7%
30-39	7%	7%	8%	11%
40+	81%	89%	85%	81%

<b>Wage Range</b>	Individuals with Disabilities Outplaced from CRPs	Individuals with Disabilities Who Previously Worked on State Use Contracts Outplaced	Individuals with Disabilities Promoted within the CRPs	Individuals with Disabilities Promoted with the CRPs Who Previously Worked on State Use Contracts
\$7.25-7.99 per hour	3%	3%	1%	0%
\$8.00-8.99 per hour	3%	1%	1%	2%
\$9.00-9.99 per hour	7%	7%	10%	10%
\$10.00+ per hour	87%	89%	88%	88%

1 **WorksWonders Appendix 5—Number of Community Rehabilitation Programs**  
 2 **in Cities across the State**

City	Number of CRPs
Alice	1
Amarillo	1
Arlington	1
Austin	9
Beaumont	3
Big Springs	1
Brownwood	1
Bryan	1
Canton	1
Corpus Christi	7
Crawford	1
Crystal City	1
Dallas	8
Devine	1
Dilley	1
Eagle Pass	1
Early	1
El Paso	5
Floresville	1
Fort Worth	8
Glidden	1
Houston	18
Humble	1
Huntsville	3
Jacksonville	1
Katy	2
Lakeway	1
Lubbock	2
Lufkin	4

<b>City</b>	<b>Number of CRPs</b>
Magnolia	1
Mexia	1
Midland	1
Mount Pleasant	1
Pantego	1
Pittsburg	1
Pollok	1
Poteet	1
San Angelo	1
San Antonio	9
Seguin	1
Sherman	2
Tyler	4
Universal City	1
Waco	2
Weslaco	2
Wharton	1
Wichita Falls	2

1 **WorksWonders Appendix 6—Wages and Hours for Employees with**  
 2 **Disabilities**

3 One Texas CRP participating in the WorksWonders program used a special wages certificate issued by  
 4 DOL under Section 14(c) of the Fair Labor Standards Act (29 USC 214(c)) to pay certain workers with  
 5 significant disabilities at a rate below the federal minimum wage. The allowable commensurate wage  
 6 rate involves documentation and calculations of a worker’s abilities and productivity, in addition to  
 7 permitting the CRP employer to pay a lower hourly wage rate approved by DOL. The process is subject  
 8 to regular auditing and oversight, and it permits certain CRPs to offer employment to individuals who  
 9 may otherwise be unemployed. The day jobs often permit the worker’s parent or guardian to secure  
 10 their own employment to support the family.

11 **CRPs Paying Less Than Minimum Wage on State Use Contracts**

CRP	Contract Amount	Employees with Disabilities	Employees Paid Less Than Minimum Wage	Employees without Disabilities
VRC Industries—Austin State Supported Living Center	\$192,083	37	35	0
<b>TOTAL</b>	<b>\$192,083</b>	<b>37</b>	<b>35</b>	<b>0</b>

12

1 **WorksWonders Appendix 7—Financial Statement for the PPD Program**

2 Notes:

3 The Financial Statement for the Purchasing from People with Disabilities Program is provided to satisfy  
 4 the reporting requirement of Texas Human Resource Code, Title 8, Section 122.022.

5

6 The Purchasing from People with Disabilities program is included as part of the general fund activity of  
 7 the Texas Workforce Commission. As a general fund the accompanying financial statements are  
 8 accounted for using the modified accrual method basis of accounting. Under the modified accrual,  
 9 revenues are recognized in the period in which they become both measurable and available to finance  
 10 operations at fiscal year-end.

<b>Purchasing from People with Disabilities</b>	
<i>September 1, 2021 - August 31, 2022</i>	
	<b>FY 2022</b>
<b>ASSETS</b>	
Current Assets:	
Cash in State Treasury	171,614.92
Total Current Assets	\$ 171,614.92
<b>Total Assets</b>	<b>\$ 171,614.92</b>
<b>LIABILITIES AND FUND BALANCES</b>	
Current Liabilities:	
Deferred Revenues	171,614.92
Total Current Liabilities	\$ 171,614.92
<b>Total Liabilities</b>	<b>\$ 171,614.92</b>
<b>Fund Financial Statement-Fund Balances</b>	
<b>Total Fund Balances</b>	<b>\$ 0.00</b>
<b>REVENUES:</b>	
Total Fund Balance at September 1st	0.00
Revenues from TIBH	742,772.85
<b>Total Revenues</b>	<b>\$ 742,772.85</b>
<b>EXPENDITURES</b>	
Salaries and Wages	325,597.86

Payroll Related Costs	124,236.27
Professional Fees and Services	233,579.06
Travel	11,074.20
Materials and Supplies	39,485.06
Communication and Utilities	1,531.16
Repairs and Maintenance	1,088.47
Other Operating Expenditures	6,180.77
<b>Total Expenditures</b>	\$ <u>742,772.85</u>
<b>EXCESS (DEFICIT) OF REVENUES OVER EXPENDITURES</b>	\$ <u>0.00</u>

1 **WorksWonders Appendix 8—Community Rehabilitation Program (CRP)**  
 2 **Contract Listing for FY22**  
 3 Listed Alphabetically by City

	Community Rehabilitation Program	Contract Services	\$ Total Contract Amount	Individuals with Disabilities	Individuals without Disabilities
1.	<b>Upper Valley Helpsource, Inc.</b> 1809 Walker Drive Alice, Texas 78332 (361) 668-6818	Roadside and Right of Way Mowing	820,779	13	0
2.	<b>Fresh Start of Monroe, Inc.</b> 6500 Canyon Drive, Suite 500 Amarillo, Texas 79109 (817) 243-9661	Debris Pickup, Grounds Maintenance and Janitorial	1,264,496	12	1
3.	<b>A Brother's Keeper</b> 110 W Randol Mill Road, Suite 216 Arlington, Texas 76011 (817) 863-2282	Grounds Maintenance, Janitorial, Landscaping Tree and brush control	105,854	15	0
4.	<b>Austin Task, Inc.</b> Reliable Facilities Service, Inc. 7305-B Burleson Road Austin, Texas 78744 (512) 389-3333	Document Destruction, Janitorial	4,098,870	119	66

5.	<b>Easter Seals Central Texas, Inc.</b> 8505 Cross Park Drive, Suite 120 Austin, Texas 78754 (512) 615-6801	Grounds Maintenance and Janitorial	1,499,044	33	7
6.	<b>Goodwill Temporary Services, Inc.</b> Goodwill - Service Contracts 1015 Norwood Park Boulevard Austin, Texas 78753 (512) 637-7100	Carpet Cleaning, Janitorial, Data Entry, Mail Room Services	5,498,053	169	106
7.	<b>Goodwill Temporary Services, Inc.</b> 1015 Norwood Park Boulevard Austin, Texas 78753 (512) 637-7100	Temporary Employment Services	17,550,423	511	322
8.	<b>Peak Performers St. Vincent DePaul</b> Rehabilitation Service of Texas, Inc. 4616 Triangle Avenue, Suite 405 Austin, Texas 78751 (512) 453-8833	Temporary Employment Services	32,559,011	865	153



9.	<b>Professional Contract Services, Inc.</b> 718 FM 1626 West, Building 100 Austin, Texas 78748 (512) 358-8887	Air Filter Service, Janitorial	1,243,958	46	4
10.	<b>Relief Enterprise of Texas, Inc.</b> 6448 Highway 290 East, Suite E-107 Austin, Texas 78723 (512) 467-0115	Bat Guano Removal Debris Pickup, Janitorial, Grounds Maintenance	5,656,495	209	129
11.	<b>Travis Association for the Blind</b> 2307 Business Center Drive Austin, Texas 78744 (512) 442-2329	Dispensers, Lotion and Soap, Assorted Products	1,601,601	52	17
12.	<b>VRC Industries Austin State Supported Living Center</b> 2203 West 35th Street Austin, Texas 78703 (512) 374-6667	Toothbrushes, Assorted Products	192,083	37	0
13.	<b>Beaumont Products &amp; Services, Inc.</b> 1305 Washington Boulevard	Grounds Maintenance, Litter Pickup	604,219	36	6

	Beaumont, Texas 77705 (409) 838-2029				
14.	<b>Opportunities for Deserving Individuals, Inc.</b> 5925 Phelan Boulevard Beaumont, Texas 77706 (409) 835-3547	Janitorial Maintenance	480,079	32	9
15.	<b>Spindletop Center</b> 655 South Eighth Street Beaumont, Texas 77701 (409) 784-5400	Janitorial Maintenance	10,239	16	0
16.	<b>West Texas Centers for MHMR</b> 501 Birdwell Lane, Suite 28-F Big Spring, Texas 79720 (432) 264-2676	Janitorial Maintenance, Picnic Area Maintenance	50,525	12	12
17.	<b>Center for Life Resources/ Janie Clements Industries Central Texas MHMR Center</b> 408 Mulberry Street Brownwood, Texas 76804 (325) 643-3526	Undergarments/Sleepwear, Women, Grounds Maintenance, Janitorial	583,747	28	11

18.	<b>Junction Five-O-Five</b> 4410 College Main Street Bryan, Texas 77801 (979) 846-3670	Janitorial, Mowing Maintenance, Picnic Area Maintenance, Recycling Maintenance	173,217	14	4
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19.	<b>SDR &amp; Associates, Inc.</b> 22281 State Highway 64 Canton, Texas 75103 (214) 405-9097	Grounds Maintenance, Janitorial, Litter Pickup	726,115	7	2
20.	<b>G &amp; H EQUITAS Foundation</b> 7413 Elizondo Drive Corpus Christi, Texas 78414 (361) 549-3434	Janitorial Maintenance	127,892	15	2
21.	<b>Goodwill Industries of South Texas, Inc.</b> 2961 South Port Avenue Corpus Christi, Texas 78405 (361) 884-4068	Document Destruction	559,900	24	0
22.	<b>Goodwill Industries of South Texas, Inc.</b> Goodwill Temporary Services 2961 South Port Avenue Corpus Christi, Texas 78405 (361) 884-4068	Temporary Employment Services	1,846,630	54	5
23.	<b>Nueces Center for Mental Health and Intellectual Disabilities</b> MHMR of Nueces County 1630 South Brownlee Boulevard Corpus Christi, Texas	Grounds Maintenance, Litter Pickup	222,219	9	2

	78404 (361) 886-6900				
24.	<b>South Texas Lighthouse for the Blind</b> 4421 Agnes Street Corpus Christi, Texas 78405 (361) 883-6553	Bags, Paper Assorted Products	9,496,918	35	2
25.	<b>The EB Foundation</b> 4402 Crosstown Expressway Corpus Christi, Texas 78415 (361) 857-6633	Grounds Maintenance, Picnic Maintenance	722,047	23	22
26.	<b>Woods Etc.</b> Corpus Christi State Supported Living Center 902 Airport Road Corpus Christi, Texas 78405 (361) 883-1540	Broom and Dustpan Set File Folders, Janitorial, Picnic Maintenance	47,593	22	0
27.	<b>Bootstraps Occupation Services, Inc.</b> 5785 Old McGregor Crawford Road Crawford, Texas 76638 (254) 366-6256	Janitorial/Grounds Maintenance, Litter Pickup	1,811,203	18	6
28.	<b>Dimmit/Zavala County IDD Work Center</b> Camino Real Community Services 613 West Zavala Street	Raisins	1,063,181	14	0

	Crystal City, Texas 78839 (830) 876-2421				
29.	<b>A Lift for Life Outreach Center, Inc.</b> 230 Turin Street Dallas, Texas 75217 (214) 367-0600	Grounds Maintenance, Janitorial	1,754,645	60	4
30.	<b>U&amp;I</b> Citizens Development Center 880 Ambassador Row Dallas, Texas 75247 (214) 637-2911	Janitorial/Grounds Maintenance	55,934	12	4
31.	<b>U&amp;I</b> Citizens Development Center Temporary Services 880 Ambassador Row Dallas, Texas 75247 (214) 637-2911	Temporary Employment Services	2,377,969	649	0
32.	<b>Envision/ Dallas Lighthouse for the Blind</b> 4306 Capitol Avenue Dallas, Texas 75204 (214) 420-9401	Fish, Safety Shirts, Etc.	7,346,562	51	5
33.	<b>Goodwill Industries of Dallas, Inc.</b> 3020 North Westmoreland Dallas, Texas 75212 (214) 638-2800	Janitorial Maintenance	25,613	15	0

34.	<b>Precious Gems Services, Inc.</b> 7702 Los Gatos Drive Dallas, Texas 75232 (972) 224-5638	Landscape Maintenance	166,012	25	0
35.	<b>Rising Star Resource Development</b> 4308 Bryan Street Dallas, Texas 75204 (972) 679-2965	Furniture Cleaning/Reupholstering	1,382,110	35	27
36.	<b>Rising Star Resource Development</b> Temporary Services 4308 Bryan Street Dallas, Texas 75204 (972) 679-2965	Temporary Employment Services	659,366	39	24
37.	<b>Tex-Spice</b> Medina County Shelter Workshop 198 County Road 6702 Devine, Texas 78016 (830) 663-9248	Headphones, Spices, Herbs, Seasonings	1,147,637	20	0

38.	<b>Frio County IDD Work Center</b> Camino Real Community Services 509 Martin Branch Road Dilley, Texas 78017 (830) 965-4004	Canes, Crutches, Walkers, etc. Office furniture	86,286	5	0
39.	<b>Maverick County IDD Work Center</b> Camino Real Community Services 757 Rio Grande Street Eagle Pass, Texas 78852 (830) 752-1346	Dips, Sauces, Condiments, Picture Frames, Framing Supplies	70,248	28	0
40.	<b>Aldersgate Enrichment Center</b> 5001 Highway 183/84 East Early, Texas 76802 (325) 646-5608	Grounds Maintenance. Litter Pickup	594,259	24	4
41.	<b>Goodwill Services, Inc.</b> 11460 Pellicano Drive El Paso, Texas 79936 (915) 778-1858	Document Destruction, Bus Cleaning	917,200	45	14
42.	<b>Goodwill Services, Inc.</b> Goodwill Temporary Services 11460 Pellicano Drive El Paso, Texas 79936 (915) 778-1858	Temporary Employment Services	119,112	1	3
43.	<b>PRIDE Industries</b> 11601 Pellicano Drive #B13	Janitorial Maintenance	390,062	18	7



	El Paso, Texas 79936 (916) 788-2134				
44.	<b>Readyone Industries</b> 1414 Ability Drive El Paso, Texas 79936 (915) 858-7277	No Sales in September 2021–August 2022			
45.	<b>Xceed Resources</b> Border TM Industries, Inc. 201 North Clark, Suite B El Paso, Texas 79905 (915) 779-6431	Grounds Maintenance	1,845,373	49	12
46.	<b>Wilson County IDD Work Center</b> Camino Real Community Services 1323 Third Street Floresville, Texas 78114 (830) 216-7402	Dips, Sauces, Condiments	416,102	33	0

47.	<b>ABG Fulfillment</b> MHMR of Tarrant County 2716 Cullen Street Fort Worth, Texas 76107 (817) 569-4819	No Sales in September 2021–August 2022			
48.	<b>Amplify</b> Expanco, Inc. 3005 Wichita Court Fort Worth, Texas 76140 (817) 293-9486	Document Destruction	465,852	12	7
49.	<b>Goodwill North Central Texas</b> Goodwill Industries of Fort Worth Goodwill Temporary Services 4005 Campus Drive Fort Worth, Texas 76119 (817) 332-7866	Temporary Employment Services	3,525,398	98	57
50.	<b>Growing New Generations</b> 4500 Mercantile Plaza Drive Fort Worth, Texas 76137 (817) 821-5586	No Sales in September 2021–August 2022			
51.	<b>Liberty Proclaimed Ministry</b> 5817 East Berry Street Fort Worth, Texas 76119 (817) 922-8238	Grounds Maintenance, Janitorial	2,827,038	119	16
52.	<b>Lighthouse for the Blind of Fort Worth</b>	Bond Paper Etc.	4,520,318	28	0

	Tarrant County Association for the Blind 912 West Broadway Avenue Fort Worth, Texas 76104 (817) 332-3341				
53.	<b>New Hope Academy of Fort Worth</b> 6917 Battle Creek Road Fort Worth, Texas 76116 (817) 377-8094	Office Supplies	214,384	1	0
54.	<b>Redirection Opportunities</b> 361 South Riverdale Drive	Grounds Maintenance	73,716	17	0
55.	<b>Woodcreek Outreach Rehabilitation Development</b> 3575 FM 2434 Glidden, Texas 78943 (936) 661-0405	Janitorial Maintenance	210,434	6	1
56.	<b>Center for Recovery and Wellness Resources</b> 170 Heights Boulevard Houston, Texas 77007 (713) 819-0699	Janitorial Maintenance	188,328	15	0
57.	<b>G &amp; H Nutrition Centers of Texas, Inc.</b> 14511 Falling Creek Drive, Suite 104	No Sales in September 2021–August 2022			

	Houston, Texas 77014 (281) 580-8200				
58.	<b>Goodwill Industries of Houston</b> Goodwill Temporary Services 1140 West Loop North Houston, Texas 77055 (281) 480-3930	Temporary Employment Services	2,772,226	167	64
59.	<b>L&amp;V Enterprise Resources Inc.</b> 13100 Wortham Center Drive, Suite 319 Houston, Texas 77065 (832) 336-0126	No Sales in September 2021–August 2022			
60.	<b>Launch Point CDC Inc.</b> 5807 Little York Road Houston, Texas 77016 (281) 541-9776	No Sales in September 2021–August 2022			
61.	<b>Lending Helping Hands to Others</b> 505 North Sam Houston Parkway, Suite 264A Houston, Texas 77060 (281) 405-5527	Janitorial Maintenance	229,498	13	0
62.	<b>Lieutenant's House David &amp; Ivory Ministries, Inc.</b> 4728 Gunter Street	Janitorial Maintenance	2,152,412	343	0

	Houston, Texas 77020 (713) 675-3823				
63.	<b>Lighthouse for the Blind of Houston</b> 3602 West Dallas Street Houston, Texas 77019 (713) 527-9561	Call Center Services	1,757,540	19	0
64.	<b>Link Labor and Construction</b> 10101 Fondren Road #265 Houston, Texas 77096 (832) 202-4447	Landscape Maintenance	2,596,127	50	9
65.	<b>On Our Own Services, Inc.</b> 2310 McAllister Road Houston, Texas 77092 (713) 688-6892	Rest Area Maintenance, Janitorial Maintenance	9,817,626	208	115
66.	<b>Open Wings Independent Living Inc.</b> 2800 Post Oak Boulevard, Suite 4100 Houston, Texas 77054 (832) 253-1155	Janitorial Maintenance	212,312	21	10
67.	<b>Southeast Keller Corporation</b> 12727 Featherwood Drive Suite 130 Houston, Texas 77034 (713) 640-2730	Janitorial Maintenance	827,834	13	7
68.	<b>Southeast Vocational Alliance, Inc.</b> 12727 Featherwood	Shipping Logistics	1,454,418	3	2

	Drive, Suite 130 Houston, Texas 77034 (713) 996-8171				
69.	<b>Texas House Texas Alcoholism Foundation, Inc.</b> 2208 West 34th Street Houston, Texas 77018 (713) 956-6337	Landscape Maintenance	1,197,672	295	3
70.	<b>The Homestead Community Development Corporation</b> 10914 Bridlepark Circle Houston, Texas 77016 (713) 598-4803	Pest Control	30,910	3	2
71.	<b>The Phoenix Assembly</b>  440 Louisiana Street, Suite 575  Houston, Texas 77002  (832) 659-4668	Janitorial Maintenance	1,433	0	0
72.	<b>United Resource Group US</b> 7011 Harwin Drive  Suite 210–212 Houston, Texas 77036 (832) 677-0138	No Sales in September 2021–August 2022			
73.	<b>Xtra Spark Cleaning Services</b> 14101 Rio Bonito Road Suite 292	No Sales in September 2021–August 2022			

	Houston, Texas 77083 (646) 508-2710				
74.	<b>Second Chances - Starting Over Again</b> 525 North Sam Houston Parkway East Suite 172G Humble, Texas 77060 (713) 962-7167	Janitorial Maintenance	2,198,106	63	18
75.	<b>ODJ, Inc.</b> 11 Jacobs Street Huntsville, Texas 77320 (936) 296-9508	Grounds Maintenance	16,042	3	0
76.	<b>RUCON, Inc.</b> 7136 Highway 75 South Huntsville, Texas 77340 (936) 439-5271	Litter Pickup, Etc.	6,936,616	65	17

77.	<b>Saumya, Inc.</b> 1020 Martin Luther King Drive, Suite B Huntsville, Texas 77320 (832) 591-6771	Grounds Maintenance	19,697	5	2
78.	<b>Gateway Community Partners, Inc.</b> 417 Southeast Loop 456 Jacksonville, Texas 75766 (903) 568-0437	Delineator Replacement	542,461	28	10
79.	<b>Laceking Global Services, Inc.</b> 27603 Sierra Willow Way Katy, Texas 77494 (281) 770-5498	No Sales in September 2021–August 2022			
80.	<b>NBT Public Services, Inc.</b> 19646 Summerlin Drive Katy, Texas 77449 (832) 541-8176	Janitorial Maintenance Texas Military Department	6,252		
81.	<b>Enterprise Professional Services, Inc.</b> 3 Lakeway Centre Court, Suite 100 Lakeway, Texas 78734 (512) 433-9770	Grounds Maintenance, Janitorial	1,266,909	20	9
82.	<b>Goodwill Industries of Lubbock Contract Services, Inc.</b> 715 28th Street	Document Destruction	83,878	17	3



	Lubbock, Texas 79404 (806) 744-8419				
83.	<b>Marian Moss Enterprises, Inc.</b> 4001 Martin Luther King Jr. Boulevard Lubbock, Texas 79404 (806) 763-1856	Landscape Maintenance	1,521,400	68	25
84.	<b>Burke Center</b>  2001 South Medford Drive  Lufkin, Texas 75901  (936) 275-9645	Janitorial Maintenance	1,080,337	93	20
85.	<b>Goodwill Industries of Central East Texas, Inc.</b> 301 Hill Street Lufkin, Texas 75904 (936) 632-8838	Janitorial Maintenance Texas Parks and Wildlife Department	4,881	1	0
86.	<b>Goodwill Industries of Central East Texas, Inc.</b> Goodwill Temporary Services 301 Hill Street Lufkin, Texas 75904 (936) 632-8838	Temporary Employment Services	317,303	9	3

87.	<b>Oak Creek Day Habilitation/Vocational Center</b> 1514 West Frank Street Lufkin, Texas 75904 (936) 633-7480	Janitorial Maintenance, Grounds Maintenance	216,128	33	6
88.	<b>Squeaky Clean Solutions.org</b> 28618 Hidden Cove Magnolia, Texas 77854 (281) 844-1687	No Sales in September 2021– August 2022			
89.	<b>Cen-Tex A.R.C.</b> 104 East Main Street Mexia, Texas 76667 (254) 562-2891	Janitorial/Grounds Maintenance	181,763	21	4
90.	<b>PermiaCare</b> Permian Basin Community Centers for MHMR 401 East Illinois Avenue, Suite 401 Midland, Texas 79701 (432) 570-3333	Janitorial Maintenance	282,834	30	0
91.	<b>Vocational Opportunity Center of Northeast Texas, Inc.</b> 3501 County Road 1200 Mount Pleasant, Texas 75455 (903) 572-2929	Delineator Replacement, Etc.	453,204	36	2
92.	<b>I Am Works Association</b> 3630 Pioneer Parkway Suite 114 Pantego, Texas 76013 (888) 542-1531	No Sales in September 2021– August 2022			

93.	<b>Camp County Developmentally Disabled Association, Inc.</b>  523 Elm Street  Pittsburg, Texas 75686  (903) 956-6822	Grounds Maintenance	490,229	23	2
94.	<b>Lufkin State Supported Living Center</b> 6844 Highway 69 North Pollok, Texas 75969 (936) 853-8350	No Sales in September 2021– August 2022			
95.	<b>Atascosa County IDD Work Center</b> Camino Real Community Services 510 Avenue H Poteet, Texas 78065 (210) 276-8578	Chairs, Desk and Office Furniture	221,587	29	0
96.	<b>West Texas Lighthouse for the Blind</b> 555 East Sixth Street San Angelo, Texas 76903 (325) 653-4231	Office Supplies and accessories	6,625,440	46	4
97.	<b>E.Q.U.I.P. Enterprises, Inc.</b> 5726 West Hausman Road, Suite 115A San Antonio, Texas 78249 (210) 520-4840	Janitorial/Grounds Maintenance	7,698,438	109	92
98.	<b>Endeavors Unlimited, Inc.</b> 535 Bandera Road San Antonio, Texas	Janitorial/Grounds Maintenance	971,012	33	13

	78228 (210) 431-6466				
99.	<b>Goodwill Industries of San Antonio Contract Services</b> Temporary Services 406 West Commerce Street San Antonio, Texas 78207 (210) 599-4997	No Sales in September 2021–August 2022			
100.	<b>HIP Healthy Innovative Processes</b> 8415 Data Point, Suite 400B San Antonio, Texas 78229 (210) 271-3630	No Sales in September 2021–August 2022			
101.	<b>San Antonio Lighthouse for the Blind</b> 2305 Roosevelt Avenue San Antonio, Texas 78210 (210) 533-5195	Pens, General Writing Types	71,006	60	0
102.	<b>San Antonio State Supported Living Center</b> 6711 South New Braunfels Avenue San Antonio, Texas 78223 (210) 531-5151	Picnic Area Maintenance	39,484	4	0
103.	<b>South Texas Housing and Community Development, Inc.</b> 611 North Flores Street	No Sales in September 2021–August 2022			

	Suite 200 San Antonio, Texas 78207  (210) 223-4088				
104.	<b>Training, Rehabilitation &amp; Development Institute, Inc.</b> 425 Soledad  Suite 800 San Antonio, Texas 78205 (210) 736-6675	No Sales in September 2021– August 2022			
105.	<b>World Technical Services, Inc.</b> 4903 Northwest Industrial Drive San Antonio, Texas 78238 (210) 333-1514	Janitorial/Grounds Maintenance	6,766,983	316	119
106.	<b>Daniel Pest Control and Professional Services</b> St. Dominic of Silos Rehabilitation Services, Inc. 425 Oak Springs Drive Seguin, Texas 78155 (512) 925-4541	Pest Control	573,136	8	1
107.	<b>Goodwill Industries of Northeast Texas</b> 2206 East Lamar Street Sherman, Texas 75090 (903) 893-3145	Janitorial Maintenance	82,336	6	1
108.	<b>Goodwill Industries of Northeast Texas</b> Temporary Services 2206 East Lamar Street	Temporary Employment Services	115,075	5	0

	Sherman, Texas 75090 (903) 893-3145				
109.	<b>Andrews Diversified Industries</b> Andrews Center 1411 South Bennett Avenue Tyler, Texas 75701 (903) 595-0404	Grounds Maintenance	417,315	29	4
110.	<b>Goodwill Industries of East Texas, Inc.</b> Goodwill Opportunities in Tyler 409 West Locust Street Tyler, Texas 75702 (903) 593-8438	Delineators/ Posts for Delineator Markers	3,008,016	31	1
111.	<b>Goodwill Industries of East Texas, Inc.</b> Goodwill Opportunities in Tyler, Temporary Services 409 Locust Street Tyler, Texas 75702 (903) 593-8438	Temporary Employment Services	473,347	11	14
112.	<b>Horizon Industries</b> East Texas Lighthouse for the Blind 500 North Bois D'Arc Avenue Tyler, Texas 75702 (903) 595-3444	Safety Shoes and Boots, Etc.	1,496,851	21	6
113.	<b>Worship Anointed Ministries</b> 508 Pat Booker Road, PMB 386	No Sales in September 2021– August 2022			

	Universal City, Texas 78184 (830) 515-9719				
114.	<b>Goodwill Contract Services, Inc.</b> 1700 South New Road Waco, Texas 76711 (254) 753-7337	Grounds Maintenance	456,682	13	3
115.	<b>Heart of Texas Goodwill Industries, Inc.</b> 1700 South New Road Waco, Texas 76711 (254) 753-7337	Temporary Employment Services	346,691	12	0
116.	<b>RGG Construction Company</b> 6700 North Mile 3-1/2 West Weslaco, Texas 78596 (956) 968-6773	No Sales in September 2021– August 2022			
117.	<b>RGR Industries, Inc.</b> 6700 North Mile 3-1/2 West Weslaco, Texas 78596 (956) 968-6773	Guard Rail Repair	4,560,063	19	4
118.	<b>Texana Center</b> 1017-1/2 Alabama Road Wharton, Texas 77488 (979) 532-5900	Janitorial Maintenance	100,259	10	0
119.	<b>Beacon Lighthouse, Inc.</b> 300 Seventh Street Wichita Falls, Texas	Light Bars, Etc.	2,376,306	20	4

	76301 (940) 767-0888				
120.	<b>Work Services Corporation</b> 1343 Hatton Road Wichita Falls, Texas 76302 (817) 766-3207	Rest Area Maintenance Etc.	7,944,786	119	176
	<b>Total</b>		205,009,210	6,396	1,848

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