

COLLEGE CREDIT FOR HEROES

REPORT TO THE
TEXAS LEGISLATURE AND
GOVERNOR GREG ABBOTT



Texas Workforce Commission Mission:
To promote and support a workforce system that creates value and offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity.

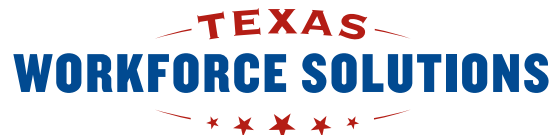


Table of Contents

- Introduction2
- History2
- Program Design2
 - Web Portal2
 - Network of College Credit for Heroes Partner Schools.....2
 - Acceleration Curricula2
- Phase I3
- Phase II3
- Phase III4
- Phase IV5
- Phase V6
- Phase VI6
- Lessons Learned—Phases I, II, and III6
- Best Practices7
 - Workforce Best Practices8
 - Accreditation and Certification Best Practices8
 - Military-Related Best Practices8
 - Education Best Practices.....8
- Recommendations: Additional Measures Needed 10
- Attachments 13
 - List of College Credit for Heroes Partner Schools..... 13
 - Curricula Developed under College Credit for Heroes..... 14
 - Senate Bill 1736..... 18
 - Senate Bill 806..... 19
 - House Bill 493.....20

Introduction

History

Senate Bill (SB) 1736, passed by the 82nd Texas Legislature in 2011, authorized the College Credit for Heroes program to identify, develop, and support methods to maximize college credit awarded to veterans and military service members for their military experience, education, and training.

In 2015, further legislation changed the program's status from a demonstration program to a permanent one. Texas Labor Code Section 302.0031(g) also requires the Texas Workforce Commission (TWC), in consultation with the Texas Higher Education Coordinating Board (THECB), to annually report to the legislature and the governor on program-related results, best practices, and additional measures needed.

House Bill (HB) 493, passed by the 85th Texas Legislature in 2017, requires TWC, in consultation with THECB, to report the number of academic credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year. The bill goes into effect January 1, 2018, and the total number of credits awarded under the program will be included in next year's report.

Program Design

The College Credit for Heroes initiative seeks to maximize college credit awarded to veterans and service members for their military experience in order to expedite their transition into the Texas workforce. The program's goal is to eliminate obstacles to attaining licensing and certification from degree awards at the state and national levels so that veterans transition more quickly from college classrooms to the workforce. Since 2011, College Credit for Heroes has focused on three primary aspects of the program: the online web portal, network of partner schools, and accelerated curriculum.

Web Portal

In April 2012, Central Texas College launched www.CollegeCreditforHeroes.org, an online application and database through which veterans and service members can receive an official evaluation of credit to be used at colleges and universities throughout the state. As of August 1, 2017, the website has received over 187,000 visits, with 94,543 veteran and service member account holders who have requested more than 32,900 evaluations for college credit. Results from the first five years show that Texas veterans and service members have been recommended an average of 25 credit hours per evaluation issued through the College Credit for Heroes website.

Network of College Credit for Heroes Partner Schools

Since the award of academic credit is contingent upon approval of the receiving Texas college or university, increasing awareness and encouraging participation is imperative. Schools sign a Memorandum of Understanding (MOU) to review College Credit for Heroes evaluations and make a commitment to award as many credits as possible and as applicable. To date, the number of College Credit for Heroes partner institutions has grown from 7 to 52. For a complete list of College Credit for Heroes MOU partners, see Attachment 1, "List of College Credit for Heroes Partner Schools."

Acceleration Curricula

Fifteen Texas colleges and universities have created a total of 92 acceleration curricula in fields such as emergency medical services, surgical technology, respiratory therapy, health information technology, nursing, cyber security, information technology, firefighting, advanced manufacturing, logistics, wind engineering, and oil field technology. Five more schools are currently developing six new acceleration curricula, and one school is replicating previously developed curricula as part of College Credit for Heroes Phase VI. For details about the specific curricula projects, see Attachment 2, "Curricula Developed under College Credit for Heroes."



Phase I

On April 13, 2010, TWC dedicated \$3 million in funds to be used for transitioning veterans back into the Texas workforce.

The 82nd Texas Legislature passed SB 1736 (see Attachment 3), which authorized the program to identify, develop, and support methods to maximize college credit awarded to veterans and military service members for their military experience, education, and training in order to expedite entry into the workforce.

Seven community colleges were selected and awarded contracts in June 2011 to develop model programs for veterans and service members to obtain the maximum credit from their military experience toward a degree or a professional certification.

- Alamo Community College District
- Central Texas College
- Houston Community College System
- Lee College
- Lone Star College System
- San Jacinto College
- Temple College

The first phase of the project focused on high-demand allied health careers such as nursing, surgical technology, and emergency medical technology. Each of the seven colleges worked individually on its own project, as well as collectively—as part of the Texas Inter-College Council on Veterans—to develop and test models for maximizing

college and workforce credit awarded from military training and experience. The formation of the Texas Inter-College Council on Veterans enabled the colleges to meet monthly to discuss challenges, report on progress, and exchange ideas and information. TWC and THECB participated in meetings, with TWC hosting several of them.

Phase II

College Credit for Heroes Phase II began on September 4, 2012, with approval to set aside \$1.5 million to be used for transitioning veterans back into the Texas workforce. Phase II expanded to other regions of the state and focused on occupations requiring technical skills. The \$1.5 million included funds to continue the website launched by Central Texas College. Veterans use the website to receive an official evaluation of the credit they can receive at Texas colleges and universities.

Through a competitive Request for Proposals (RFP) process, eight community colleges, one technical college, and one university were selected in April 2013 to develop model programs for veterans and service members to obtain the maximum credit from their military experience toward a degree or a professional certification.

- Alamo Community College District
- Angelo State University
- Austin Community College
- Dallas County Community College District
- Grayson College



- Lee College
- Lone Star College System
- San Jacinto College
- Tarrant County College District
- Texas State Technical College–Harlingen

Phase III

College Credit for Heroes Phase III began on April 3, 2014, with approval to set aside \$1 million to be used for transitioning veterans back into the Texas workforce. Phase III expanded the project by awarding funding for additional college partners to create acceleration

curricula in new fields and replicating College Credit for Heroes curricula at new schools. Phase III also supported partnerships with industry leaders to create jobs for veterans and provided paid internships.

Through a competitive Request for Proposals (RFP) process, three community colleges, one technical college, and one university were selected in June 2015 to develop model programs for veterans and service members to obtain the maximum credit from their military experience toward a degree or a professional certification.

- Alamo Community College District
- Grayson College

- Lone Star College System
- Texas State Technical College–Harlingen
- Texas Tech University Health Sciences Center

Phase IV

College Credit for Heroes Phase IV began on August 11, 2015, with approval to set aside \$1.4 million in federal Workforce Innovation and Opportunity Act (WIOA) funds. Phase IV expanded the project by awarding funding for additional college partners to create acceleration curricula in new fields and replicating College Credit for Heroes curricula at new schools. The \$1.4 million included funds to continue the website launched by Central Texas

College. Veterans use the website to receive an official evaluation of the credit they can receive at Texas colleges and universities.

Through a competitive RFP process, one community college, one technical college, and one university were selected in June 2016 to develop model programs for veterans and service members to obtain the maximum credit from their military experience toward a degree or a professional certification.

- Austin Community College District
- Texas A&M University–San Antonio
- Texas State Technical College





Phase V

College Credit for Heroes Phase V built upon the work of the program by using the Phase IV funds discussed above. Phase V expanded the project by awarding funding for additional college partners to create acceleration curricula in new fields and replicating College Credit for Heroes curricula at new schools:

- Dallas Community College District
- Houston Community College
- Lee College
- Texas State University

Phase VI

College Credit for Heroes Phase VI continues the work of the program and expands the project by awarding funding for additional college partners to create acceleration curricula in new fields and by replicating College Credit for Heroes curricula at new schools.

Lessons Learned— Phases I, II, and III

The work accomplished by the partner colleges and TWC during Phases I–IV resulted in the following findings.

College Credit for Heroes has been very cost-effective and speeds veterans' entry into the civilian workforce. Fiscal impact studies provided by partner schools through the first three phases of College Credit for Heroes demonstrate that veterans and service members, colleges and universities, and state and federal governments will all benefit from continuing the program.

Each individual college is required by the Southern Association of Colleges and Schools Commission on Colleges to have a process for transferring credits earned at another college or awarding credits for prior learning. Each college must independently evaluate the CCH transcripts they receive.

Conflicting student experiences and outcomes when military experience is applied to college credit. Student veterans may in some instances have negative consequences (real or perceived) with the award of credit for their military service. This usually is the result of the credit interfering with their ability to attend full time and maximize the VA benefits they receive, or it hampers their ability to take elective courses whether the courses assist in pursuit of their objectives or serve interests other than the declared degree plan. This concern was addressed through the development of specific advising practices for the interplay of GI Bill® regulations and academic requirements.

Continued outreach to veterans, service members, and colleges is key to encouraging other Texas institutions to adopt College Credit for Heroes best practices and to award credit for military training and experience. Other Texas colleges and institutions have been very receptive to undertaking their own College Credit for Heroes projects. TWC plans to continue this outreach to benefit veterans and service members.

Providing accurate and timely information to academic advisors is the key to successfully integrating VA benefits with course scheduling, which, depending on the student's path, can often be convoluted. This is often compounded by uninformed attitudes toward the use of GI Bill® benefits.

Each student's experience is unique and should be assessed and evaluated accordingly. For instance, Texas Tech University Health Sciences Center provided materials for former medics and corpsmen to use to refresh their knowledge before taking an assessment exam. The exam is evaluative rather than instructive, so if a student is not successful the student can continue with the full course and complete the program of study after refreshing his or her knowledge of other areas.

More work is needed to understand the effectiveness of awarding experiential credit. There is neither broad knowledge nor acceptance of the efficacy of competency-based programs in higher education.

Outreach is fundamental to success. Veterans cannot use the benefits from the CCH project unless they know about them. Recruiting requires much effort—announcements must be placed throughout the campus all semester. It is important to take advantage of community health fairs, veterans service organizations, and military installations, such as Camp Swift, Fort Hood, Camp Mabry, and the Texas Guard.

Texas Operation Welcome Home is providing new opportunities to outreach transitioning service members 180 days prior to their separation from the military. Transitioning service members must meet Career Readiness Standards in one of four mandatory tracks: employment, education, career technical training or entrepreneurship.

Transitioning service members remaining in Texas are being educated on the College Credit for Heroes program by Texas Veterans Leadership Program staff who are working on Fort Hood and Fort Bliss. The briefings and follow up appointments are arming the transitioning service members with the facts they need to know make informed decisions on how to best use their GI Bill Benefits by participating in the College Credit for Heroes Program.

Best Practices

College Credit for Heroes identifies, develops, and supports methods to maximize college or workforce education credit awarded to veterans and service members for their military experience, education, and training to expedite entry into the workforce. The primary focus is on the award of college and workforce credit toward degrees, certifications, and licenses.

Each of these best practices stems from innovations, lessons learned, and the creativity of the member colleges working with TWC in the College Credit for Heroes program. These practices exemplify how Texas colleges can best prepare returning veterans and service members to find jobs in the civilian workforce.

Other Texas colleges and universities should replicate these practices, which fall into seven general areas: workforce, accreditation and certification, military-related, and education.

Workforce Best Practices

Design programs and practices that will move veterans and help transition service members into the workforce quickly.

- Ensure new curricula are approved by national or state accrediting or licensing bodies—or by internal approval at the institution developing the curricula. Prioritize occupations with high or rapidly growing workforce demand. Maximize early outreach. Participate in the Concurrent Admission Program (ConAp).

Collaborate with industry contacts. Collaboration within the industry of study helps connect veterans with potential employers. At Austin Community College, collaboration with clinical contacts to reach military and service members helps to forge a direct dissemination of information and can lead to pathways for employment. Visiting military training facilities with industry contacts helps everyone understand military curriculum and training methods.

Accreditation and Certification Best Practices

Assess military training. Military education has many of the same learning objectives and content as education in colleges and universities. Assessing the training saves resources that would otherwise be used to evaluate individual transcripts.

Develop alternative pathways to meet national or state certification or accreditation standards. Competency testing, review of military training and skills, award of academic credit and modular testing are examples of alternative pathways that colleges use to award college credit for veterans and service members. It is critical to develop fully documented standard practices that can be used to replicate programs or as a template to develop alternate pathways.

Understand internal and external processes and time frames at the beginning of the project.

Developing a new degree program or pathway may require multiple approval processes within an institution as well as for outside licensing or accreditation entities.

Use previously developed models to replicate streamlined curricula throughout the state. Texas colleges and universities that are interested in replicating existing CCH curricula are encouraged to work with the schools that developed the curricula to ensure that best practices are followed.

Military-Related Best Practices

Ask the military. Military education leaders and officers who work daily with veterans and service members know the content of military training and education and understand how to outreach to veterans and service members.

- Train college staff and faculty on the American Council on Education's (ACE) Military Guide. Communicate early and effectively with the military. Know your potential population of veterans and service members. Make changes that include all branches of the military, to the fullest extent possible. Use veteran-specific events and services. Establish a veterans' center on your campus.

Invite faculty to visit military training installations. Faculty members who have questions about military training should visit military training institutions and meet with military instructors. The CCH program has close relationships with training facilities in Texas and can coordinate the meetings.

Encourage the sharing of college curricula with the military and vice versa. Conducting training sessions with the military helps to determine the content to be shared. College faculty should meet with military faculty to compare curricula and identify areas for collaboration.

Education Best Practices

Administrative and faculty support for military experience must occur at the institutional level. The development of a bachelor's degree program that is focused on allowing veterans to use military training and educational courses as part of their degree requires broad support for the use of alternate degree models, such as the one Texas A&M University–San Antonio

uses, the Bachelor's of Applied Arts & Sciences. Providing orientation and expectations to faculty before acceptance of participation is key.

Prior Learning Assessments (PLAs) are an effective way to assess all veterans, regardless of occupation or background. PLAs help control tuition expenses by awarding college credits for work life and non-collegiate learning. They also accelerate the time to degree completion and enable veterans to demonstrate learning for which there is no standardized exam. Involve community and external groups. Community employers, businesses, and veterans' support groups can leverage limited resources and provide valuable information on program design.

Make full use of Veterans Affairs (VA) work-study students. The VA will pay for veteran students to work as faculty assistants, student advisors, peer advisors, etc. Often veterans are most effective when working with other veterans.

Use external resources to their full extent. Attend military or veterans' conferences, join listservs, and use these resources to create an effective program for veterans. College registrars, veterans' certifying officials, and veterans' student groups are useful in implementation.

Assess the fiscal impact of the program. Fiscal impact assessments inform policymakers and potential funders of program success and give the college an understanding of all components of the program. Creation of outcome documentation that is usable by all concerned parties is key to this process.

It is imperative to retain a record of all military training or occupations that are evaluated, even if no credit is recommended, as this will assist with replication and individual advising efforts.

Require faculty and staff members to attend Green Zone training—that is, training on how best to teach veterans who are students. After sending civilian faculty members to Green Zone training, it became apparent how little some of them know about military culture. Attending the training improved their ability to understand and address the unique needs of veteran students. (Green Zone is the military term for a safe place. Green Zone training helps participants understand how to serve veteran and military students.)

Offer student veterans refresher training in addition to awarding them course credit. Student veterans need an opportunity to refresh the knowledge they gained in the service to perform satisfactorily on the





standardized assessments used to measure competency-based learning.

Recommendations: Additional Measures Needed

SB 806 (see Attachments) requires TWC to report to the Texas legislature and the governor specifically on:

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

The following recommendations stem from final project reports submitted by colleges and universities participating in College Credit for Heroes.

Expand TWC’s College Credit for Heroes program to other colleges and universities, geographic areas, and other professions. Funding is now available for colleges to replicate the curricula at their own schools.

- Increase MOU participation among partner colleges and universities.

Encourage Texas colleges and universities to adopt the 92 streamlined curricula developed by College Credit for Heroes colleges toward associate’s degrees, workforce licenses, and certifications upon approval by THECB.

The CCH program has progressed to a stage where the database can be put to use in a more effective manner. However, greater acceptance, usage, and access must be promoted at all levels .

Develop processes for continued improvement and increased usage of the CCH database.

Develop a standard process by which partner institutions can submit updated or additional evaluations on an ad hoc basis.

Promote the use and acceptance of the database across all Texas institutions, in addition to promoting created pathways.

Allow full access to partner institutions for research within the database. This would provide greater flexibility for replicating or developing pathways without the need of additional evaluations of training.

Include a requirement within the MOU on the transferability of course credit between institutions of higher education for curricula developed under this section and awarded to qualified veterans or military service members.

Regional Lower Division Institutions of Higher Education CCH Representation

The establishment of a long-term (three to five years) CCH presence at regional lower division institutions would help to promote and strengthen the program by:

- developing the program past the creation of individual pathways;
- promoting ongoing efforts to sustain and improve service to veterans;
- allowing for development of regional acceptance and use of the database;

- encouraging ongoing efforts in creating additional pathways outside of grant-specific parameters and funding;
- increasing awareness of the CCH program; and
- developing articulation agreements to increase transferability between institutions of higher education.

One strategy would be to increase grant timelines in certain cases from one year to several years to allow for greater development of the CCH program institutionally as well as regionally.

Create specific methodology and reporting requirements for development of pathways and CCH programs.

Create a CCH handbook to support evaluation efforts and set forth requirements, expectations, and desired objectives. The handbook could include orientation materials for faculty, administration, and staff, and possibly a Green Zone template.

Marketing and Promotion

Increase the exposure of the CCH program at all levels, including institutions of higher education administrators, faculty and staff, military installations, National Guard armories, Reserve centers, veterans, employers, and other stakeholders.

Promote developed pathways outside of CCH. Offer support to institutions in formulating plans for increased usage, with assistance in addressing the common challenges presented in the award of military credit.

Schedule a CCH roundtable discussion with participating institutions to discuss and develop best practices.

Encourage greater use of prior learning assessments and other competency-based models to maximize award of credit for military experience and training to save service members valuable time and GI Bill benefits.

Ensure continued communication among colleges, universities, TWC, THECB, and local employers and businesses on the award of college credit for veterans and service members.

Disseminate information statewide on College Credit for Heroes projects and encourage Texas colleges and universities to adopt College Credit for Heroes best practices.

- Provide best practices information to Texas colleges and universities.
- Continue to participate in higher education conferences, forums, and other discussions regarding veterans' education.

Encourage Texas colleges and universities to partner through MOUs to accept all credit evaluated or awarded for military service under the College Credit for Heroes program.

Encourage Texas colleges and universities to make CCH transcripts the standardized method for evaluating veteran and service member experience.

- Schools such as Del Mar College, Grayson College, and Texas A&M University–San Antonio have standardized the use of CCH evaluations for all of their veteran and service member students.
- The recommendations from CCH evaluations are the same as those from the US Department of Defense's Joint Service Transcript, but simply translate the recommendations for Texas schools into more specific courses as outlined by THECB's Common Course Numbering System.
- Standardizing the recommendations creates a more even playing field for schools and increases the likelihood that veterans will receive the credit they have earned.



Encourage the development of additional articulation agreements between community colleges and four-year educational institutions to enhance the academic progression of veterans and service members.

Continue collaboration between TWC and THECB, military bases and installations in Texas (including METC, Fort Hood, Fort Sam Houston, Fort Bliss, and others), and colleges and universities to improve the award of college credit and the transition to the civilian workforce.

When developing a competency-based curriculum, it is important to separate the process

of curriculum development from the process of program deployment. This allows for the curriculum development to be expedited without addressing academic concerns about program deployment.

Highlight the fiscal impact of admitting selected categories of veterans and service members to an accelerated program.

- Using fewer funds to earn degrees greatly enhances veterans' opportunities for academic progression.\
- Graduating an increased number of students, especially in occupational areas where a shortage exists, such as nursing, greatly benefits the workforce system.

Attachments

List of College Credit for Heroes Partner Schools

College Credit for Heroes Curricula-Developing Partner Schools

Alamo Community College District
Angelo State University
Austin Community College District
Dallas County Community College District
Eastview College – Austin Community College District
Grayson College
Houston Community College
Lee College
Lone Star College System
San Antonio College- Alamo College District
San Jacinto Community College District
Tarrant County College District
Temple College
Texas A&M University–San Antonio
Texas State Technical College–Harlingen
Texas State University
Texas Tech University Health Sciences Center

College Credit for Heroes Partner Schools

Brookhaven College
Cedar Valley College
Central Texas College
Clarendon College
Del Mar College
Eastfield College
El Centro College
Galveston College
McLennan Community College
Mountain View College
National University, Texas locations
Navarro College
North Lake College
Our Lady of the Lake University
Parker University
Prairie View A&M University
Richland College
Tarleton State University
Texas A&M University Health Science Center
Texas A&M International University
Texas A&M University
Texas A&M University–Central Texas
Texas A&M University–Commerce
Texas A&M University–Corpus Christi



Texas A&M University at Galveston
Texas A&M University–Kingsville
Texas A&M University–Texarkana
Texas State Technical College System
Texas Tech University
The University of Texas at Arlington
The University of Texas at El Paso
The University of Texas at San Antonio
Vernon College
West Texas A&M University
Western Governor’s University–Texas

Curricula Developed under College Credit for Heroes
Listed below are the 18 curricula development projects and 92 individual curricula that have been accelerated under College Credit for Heroes. For each curriculum, the number of credit hours required for each existing catalog course is listed, along with the number of credit hours required for the accelerated curricula and the resulting reduction between the two. For curricula that are noted as resulting in the award of a certification without further study, students may be awarded credit hours toward an associate’s degree in the field as noted under the Veterans Success Through IT Career Pathways.

Phase I

Alamo Community College

District

Military to Registered Nurse (RN) Career Mobility Track Program

Military service members and veterans who have completed training in the Army Combat Medic, Navy Corpsman, and the Air Force Medic programs qualify for the accelerated RN Career Mobility Track program. Qualified military service members and veteran students receive advanced standing credit for 11 nursing credit hours. The accelerated pathway to an associate’s degree in applied science (AAS) in nursing facilitates the transition of these military specialists into the Texas civilian nursing workforce. The Military to RN Career Mobility Track Program is now accredited by the National Council of State Boards of Nursing.

Houston Community College

Accelerated Alternate Delivery Program (AADP)

Houston Community College (HCC) developed and implemented an accelerated refresher program for surgical technicians who were trained in the military to sit for the national accrediting exam and receive credit toward an associate’s degree in allied health. Due to work that the college conducted with the National Board of Surgical Technology (NBST), the board no longer requires 37 credit hours prior to taking the national certification exam. As an accelerated alternative, HCC developed a five-hour refresher course instead.

Temple College

Accelerated Emergency Medical Services Program for Veterans (AEMSP)

Temple College developed and implemented an accelerated program in emergency medical services for veterans and service members with military medical experience. Well-qualified veterans who receive high scores on a prior learning assessment competency exam can be awarded nearly half the credit toward their level II paramedic certification.

Phase II

Alamo Community College

District

Accelerated AAS Degree in Respiration Technology (RT)

Graduates of this two-year AAS degree program are eligible to sit for the National Board of Respiratory Care entry-level examination (CRT) and the advanced-level examination (RRT) for respiratory care practitioners. Veterans who have received 16 weeks of didactic training at METC at Fort Sam Houston (San Antonio, Texas) will receive an average of 15 credits applied to the AAS degree.

Accelerated AAS degree in Health Information Technology (HIT)

The awarding of 31 transfer credit hours for having completed military Medical Laboratory Technician technical courses results in a reduction from 61 required credit hours to 30. This reduction enables the student to complete the degree in three semesters rather than the six semesters needed if no transfer credits were awarded.

Angelo State University

Accelerated Pathways to Master's Degrees in Security Fields

Angelo State University developed and implemented accelerated pathways toward a master's degree. The university grants graduates of the Air Force Intelligence Officers course 12 semester credit hours of the 36 required to obtain their Master's in Intelligence, Security Studies, and Analysis.

Austin Community College

Accelerated Pathways to Certifications in Advanced Technology Fields (APCAT)

Austin Community College has streamlined the college's systemic evaluation process to award college credits to veterans and service members with equivalent military training in advanced technologies and energy industries. The programs evaluated include robotics, automation and controls, nanoelectronics technology manufacturing, and renewable energy. Well-qualified veterans and service members enrolled in the program have saved an average of 24 hours in transfer credits, with a maximum of 30 credits awarded if possible.

Dallas County Community College District

Veteran Success Through Accelerated IT Career Pathways

Dallas County Community College District (DCCCD) has developed and implemented a district-wide evaluation process for Military Occupation Specialties (MOS), resulting in the award of college credit. A total of 60 IT certificates and degrees and four online prior learning

assessments were modified and streamlined for the entire DCCCD. To date, DCCCD has enrolled 390 students in College Credit for Heroes programs.

In each accelerated curriculum listed below, the number of credit hours required for existing curricula is listed as it appears in the DCCCD course catalog, followed by the number of hours required by the Veterans Success Through IT Career Pathways accelerated curricula developed by DCCCD under College Credit for Heroes.

For programs that indicate "Certificate Granted," a veteran may receive course credit, a certificate, and additional course credits that can be used toward a higher-level certification or AAS based on an evaluation of their military training and experience.

Grayson College

Accelerated Curricula in Advanced Technologies and Manufacturing

Grayson College developed and implemented a curriculum crosswalk plan for four programs in advanced technologies and high-demand occupations. Programs include electrical technology; heating, ventilation, and refrigeration (HART); industrial maintenance; machining; occupational safety and health; and welding. Grayson College also assessed and overhauled all institutional services to veterans and established a one-stop shop called the Veteran Hub for all veteran advising and benefit processing needs.

Lee College

Accelerated Manufacturing and Logistics Certifications and Associate's Degree Programs

Lee College developed and implemented accelerated curricula in an AAS in Logistics Management, a one-semester certificate of completion in Logistics and Supply Chain Management, and a Manufacturing Skills Standards Council Certified Logistics Technician (MSSC CLT) certification. Lee College also awarded 15 scholarships for veterans in the MSSC CLA and CLT certification programs. Additionally, the school created new internship partnerships with Walmart and United Parcel Service for logistics students and signed articulation agreements with American Intercontinental University and Lamar University.

Lone Star College System

Fast-Track Field Service Technician Marketable Skills Award toward Oil Field Certification

Lone Star College developed and implemented a fast-track technician certification program, which also provides job placement services, using strong oil and gas industry connections with the college to leverage good-paying jobs for veteran students. The Fast-Track Engineering Technician Marketable Skills Award Certification program prepares veterans and service members to work in high-demand engineering and technology positions in the oil and gas industry. Well-qualified veterans and service members who acquired skills and military occupational specialty training can receive college credits for their experience, which expedites their completion of the program.

San Jacinto Community College District

Veterans' Information Technology Fast Track to Employment Program

San Jacinto College developed and implemented the Veteran's Information Technology Fast Track to Employment Project, which tracks veterans into short-term "boot camps" leading to certifications in network and security engineers, network and security analysts, IT support specialists, software developers, database administrators, computer numerical controllers, IT technicians, IT managers, and computer support specialists. During the grant period, they enrolled, trained, and awarded certification to 115 veterans, in addition to having created the curricula to serve all future veteran students. They also established an articulation agreement with Western Governors University, ensuring seamless transferability for students in the program to receive credit towards a bachelor's degree.

Tarrant County College District

Fire Technology

Tarrant County College developed and implemented an accelerated AAS in Fire Technology and an accelerated certification in both basic and advanced firefighting. The

college graduated its first class of firefighter candidates in August 2014 and has greatly modified the award of credit process for all future candidate classes.

Texas State Technical College—Harlingen

Wind Engineering Technology Program

Texas State Technical College—Harlingen developed and implemented an accelerated certification and degree program in Wind Engineering Technology (WET). Additionally, they established a Veteran's Center on campus providing counseling, advising, evaluation of prior training or experience, testing, tutoring, and assistance with applications for scholarships.

A total of up to six credit hours are awarded to service members and veterans who qualify and meet requirements to successfully receive credit for the WET program. These six credit hours can be applied to the level II WET certification, their associate's degree, or both. In addition to the exit points, students take core courses that are transferable between Wind Energy Technology, Biomedical Equipment Technology, and Mechatronics Technology. These transferable courses include DC Circuits, Basic Fluid Power, AC Circuits, and Digital Fundamentals.

Phase III

Alamo Colleges developed five new accelerated curriculum programs leading to an associate's degree in applied science in preparation for employment as a pharmacy technologist, emergency medical technician, medical assisting, dental assisting, and nurse.

Grayson College collaborated with industry partners to offer internships leading to the advanced technologies and manufacturing certifications created during Phase I. The college also collaborated with industry partners to replicate the program areas developed by CCH grantees during Phase I and II that award academic credit for military training and experience in health care.

Texas State Technical College in Harlingen developed a streamlined associate's degree in applied science, based on the requirements for obtaining a Ford Maintenance and Light Repair certificate. Well-qualified veterans have the opportunity to transform their military skills into college credit for up to one full semester under the proposed program.

Texas Tech University Health Sciences Center's School of Nursing developed the pilot program Operation RevUp, an accelerated one-year bachelor of science degree in nursing that is designed specifically for veterans.

Lone Star College system developed a streamlined curriculum for fast-track certificates to be awarded based on assessments of a veteran student's prior learning in the fields of industrial diesel technology, oil and gas drilling, and electrical technology.

Phase IV

Austin Community College replicated Alamo College's associate's degree in applied science in nursing developed during Phase I of the CCH program. Army combat medics, navy corpsmen, or air force medics who were trained by the military within the last 10 years can turn the experience into certification as a licensed vocational nurse, paramedic, and surgical technologist.

Texas A&M University–San Antonio created two online, competency-based bachelor of applied arts and sciences (BAAS) degree programs in health care services administration and health care services informatics. Well-qualified veterans, with their core curricula already completed, can earn a BAAS in as few as 36 credit hours, as opposed to 120.

Texas State Technical College in Harlingen developed accelerated AAS degrees in business management technology, computer networking, and security technology.

Phase V

Dallas County Community College District (DCCCD) is dedicated to developing the Veterans Education Transition program, designed to create an accelerated transition to a civilian career by replicating existing programs developed by Grayson College and Lee College. The selected program models include heating, ventilation, and air conditioning technology; welding; logistics and supply chain management; and manufacturing technology.

Houston Community College (HCC) developed the Veterans Academy for veterans and service members to capitalize on previous military experiences, translating skills, training, and experiences into academic credit and gainful workforce employment opportunities within Texas. The Veteran Academy will use a "fast-track" streamlined model that targets two "credit for prior learning" pathways consisting of Transcript Evaluation for College Credit and Conversion of Continuing Education Contact Hours to College Credit in health care, information technology, transportation, and logistics.

Lee College developed an accelerated emergency medical technician (EMT) program. The school will replicate fast-track curriculum based on the work done by Temple College to establish a noncredit accelerated program. Veterans who received emergency medical training while serving in the military will have the opportunity to gain credit for previous learning experience and credit by exam for their military coursework, and will be eligible to receive credit for basic EMT certification (Level 1) and parts of advanced EMT (AEMT) certification (Level 2) and paramedic certification (Level 3).

Texas State University (TSU) created and implemented the Accelerate TX State project by developing various online PLA curriculum. Veterans and service members will have access to accelerated learning for employment areas that include athletics, business, business with computer information systems, criminal justice, engineering technology, geography information systems, health care administration, human resource development, occupational therapy, real estate, and

Senate Bill 1736

S.B. No. 1736

AN ACT

relating to the establishment of the College Credit for Heroes program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter A, Chapter 302, Labor Code, is amended by adding Section 302.0031 to read as follows:

Sec. 302.0031. COLLEGE CREDIT FOR HEROES PROGRAM. (a) In this section, «institution of higher education» has the meaning assigned by Section 61.003, Education Code.

(b) The commission shall establish and administer the College Credit for Heroes demonstration program to identify, develop, and support methods to maximize academic or workforce education credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education, and training obtained during military service in order to expedite the entry of veterans and military servicemembers into the workforce.

(c) The commission shall work cooperatively with other state agencies, including the Texas Higher Education Coordinating Board, public junior colleges, and other institutions of higher education, to accomplish the purposes of this section.

(d) The commission may award grants to state, local, or private entities that perform activities related to the purposes of this section.

(e) The commission shall administer the program using money previously appropriated to the commission or received from federal or other sources.

(f) The commission may adopt rules as necessary for the administration of this section.

(g) Not later than November 1, 2012, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:

(1) the results of any grants awarded under this section;

(2) the best practices for veterans and military servicemembers to achieve maximum academic or workforce education credit at institutions of higher education for military experience, education, and training obtained during military service;

(3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; and

(4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce.

(h) This subsection and Subsection (g) expire January 1, 2013.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2011.

President of the Senate Speaker of the House

I hereby certify that S.B. No. 1736 passed the Senate on April 21, 2011, by the following vote: Yeas 31, Nays 0; and that the Senate concurred in House amendment on May 27, 2011, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

I hereby certify that S.B. No. 1736 passed the House, with amendment, on May 20, 2011, by the following vote: Yeas 149, Nays 0, one present not voting.

Chief Clerk of the House

Approved: _____

Date _____

Senate Bill 806

S.B. No. 806

AN ACT

relating to the College Credit for Heroes program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 302.0031, Labor Code, is amended by amending Subsection (b) and adding Subsection (g) to read as follows:

(b) The commission shall establish and administer the College Credit for Heroes [demonstration] program to identify, develop, and support methods to maximize academic or workforce education credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education, and training obtained during military service in order to expedite the entry of veterans and military servicemembers into the workforce.

(g) Not later than November 1 of each year, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:

(1) the results of any grants awarded under this section;

(2) the best practices for veterans and military servicemembers to achieve maximum academic or workforce education credit at institutions of higher

education for military experience, education, and training obtained during military service;

(3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; and

(4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

President of the Senate Speaker of the House

I hereby certify that S.B. No. 806 passed the Senate on March 31, 2015, by the following vote: Yeas 30, Nays 0.

Secretary of the Senate

I hereby certify that S.B. No. 806 passed the House on May 27, 2015, by the following vote: Yeas 144, Nays 0, two present not voting.

Chief Clerk of the House

Approved:

Date

House Bill 493

H.B. No. 493

AN ACT

relating to reporting requirements for the College Credit for Heroes program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 302.0031(g), Labor Code, is amended to read as follows:

(g) Not later than November 1 of each year, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:

- (1) the results of any grants awarded under this section;
- (2) the best practices for veterans and military servicemembers to achieve maximum academic or workforce education credit at institutions of higher education for military experience, education, and training obtained during military service;
- (3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; [and]
- (4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce;

(5) the number of academic or workforce education semester credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year, disaggregated by the subject area for which the credit hours are awarded; and

(6) the number of transfer credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year.

SECTION 2. The change in law made by this Act to Section 302.0031(g), Labor Code, applies beginning with the report due under that subsection not later than November 1, 2018.

SECTION 3. This Act takes effect January 1, 2018.

President of the Senate Speaker of the House
I certify that H.B. No. 493 was passed by the House on May 9, 2017, by the following vote: Yeas 145, Nays 0, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 493 was passed by the Senate on May 19, 2017, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

APPROVED: _____

Date

Governor

Texas Workforce Commission
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