



# 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.



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# Introduction

## History

Senate Bill (SB) 1736, passed by the 82nd Texas Legislature in 2011, authorized the College Credit for Heroes (CCH) 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. SB 806, passed by the 84th Texas Legislature, 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.

## 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, certification and accreditation, and degree awards at 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](http://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, 2016, the website has received over 137,000 visits, with 72,000 veteran and service member account holders who have requested more than 19,000 evaluations for college credit. Results from the first four 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 47. For a complete list of College Credit for Heroes MOU partners, see Attachments, "List of College Credit for Heroes Partner Schools."

## Acceleration Curricula

Fourteen Texas colleges and universities have created a total of 84 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. Three more schools are currently developing three new acceleration curricula, and one school is replicating previously developed curricula as part of College Credit for Heroes Phase IV. For details about the specific curricula projects, see Attachments, "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 Attachments), 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 and to maintain [www.collegecreditforheroes.org](http://www.collegecreditforheroes.org). Phase II expanded to other regions of the state and focused on occupations requiring technical skills by developing accelerated curricula in areas such as:

- Cyber Security
- Information Technology
- Fire Fighting

- Advanced Manufacturing
- Logistics
- Wind Engineering
- Oil Field Technology

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 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, replicating College Credit for Heroes curricula at new schools, and to maintain [www.collegecreditforheroes.com](http://www.collegecreditforheroes.com).

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 will continue the expansion of the program to Texas colleges and universities.

## Lessons Learned—Phases I, II, and III

The work accomplished by the partner colleges and TWC during Phases I, II, and III 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.

**The inventory of nursing and allied health programs across the state points to directions for further reforms.** Three health programs were studied—surgical technology, associate's degree in nursing, and emergency medical services—yet a vast array of other health programs also can be studied with the intent of streamlining military training into civilian licensing, certification, or degree programs. The 64 health programs at the Medical Education and Training Campus (METC) provide a wide menu of choices for next steps.

**Nursing and allied health education can be streamlined for experienced veterans and service members and still meet state and national licensing or certification guidelines.** TWC, academic faculty, and the State of Texas want qualified health practitioners to enter into their professions. College Credit for Heroes projects have proven that streamlined civilian education courses for experienced veterans and service members meet state and national licensing, certification, and accrediting guidelines.

**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.

## 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 four 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).

## Accreditation and Certification Best Practices

**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.

**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 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

**Memoranda of understanding or similar agreements can assist in overcoming intercollegiate barriers.** Establishing ground rules up front can define roles and responsibilities and eliminate potential problems.

### **Establish clear and open communications.**

Regular meetings, including teleconferences and other communication means, add to communication successes. Sharing of ideas, challenges, and best practices will help other colleges replicate programs statewide. College registrars, veterans' certifying officials, and veteran's student groups are useful in implementation.

### **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.

**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.

**Evaluate student performance.** Student performance is the ultimate test of a program's success. Did they pass the test or get their license? Did they obtain a job in their course of study?

**Record, document, and share best practices.** Thousands of service members will be exiting the military as the announced drawdown of forces occurs and will be ready to use their GI education benefits. Every Texas College can adapt programs and processes to welcome them, provide training, and assist them to enter the civilian workforce.

**Require faculty and staff members to attend training sessions offered by the American Council on Education (ACE).** Training helps participants understand how ACE evaluates transcripts and makes recommendations on course credit. Training participants can share what they've learned with other faculty and staff members on campus.

**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.

**Offer veterans who are students refresher training in addition to awarding them course credit.** Veterans who are students 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 service members 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 84 streamlined curricula developed by College Credit for Heroes colleges toward associate's degrees, workforce licenses, and certifications upon approval by THECB.**

**Encourage greater use of prior learning assessments and other competency-based models to maximize award of credit for military experience and training.**

Prior learning assessments and competency and challenge exams award credit for demonstrated experience, saving 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. 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.**

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

College Credit for Heroes Partner Schools

Brookhaven College  
Cedar Valley College  
Central Texas 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  
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 14 curricula development projects and 84 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 Information Technology (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 curricula 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, an 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 assistant, dental assistant, 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.

**Lone Star College system** developed streamlined curricula 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.

**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.

## Phase IV

**Austin Community College** is replicating 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** is creating two online, competency-based bachelors 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** is developing accelerated AAS degrees in business management technology, computer networking, and security technology.

## 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 I. 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.

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President of the Senate

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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.

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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 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.

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President of the Senate

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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.

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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

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