

El Paso Regional Texas House Bill 8 and Texas House Bill 3 Comprehensive Landscape Analysis

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Executive Summary

TX HB3 & HB8: Building Pathways to Student Success and Regional Prosperity

Building a Talent Strong Texas

Three state laws create transformative funding opportunities for El Paso school districts and El Paso Community College. House Bill 3 (2019) revolutionized K-12 public education funding by providing substantial bonuses to school districts when students graduate college, career, or military ready. House Bill 8 (2023) transformed higher education finance by establishing high-demand occupational fields and delivering community colleges \$683 million in new performance-based funding. Senate Bill 1786 (2023) establishes rigorous standards for "credentials of value" that ensure students earn certificates and degrees leading to good-paying jobs. Together, these laws advance Texas's strategic goal that 60% of adults earn valuable postsecondary credentials by 2030.

However, this funding opportunity remains largely untapped in the El Paso region. The four pilot school districts in this study—Anthony, Canutillo, Socorro, and Ysleta ISD—left over **\$24.5 million in state funding unclaimed in FY 2024**. Districts captured between ~4% to 20% of available HB3 outcomes bonus funding. Ysleta ISD alone left \$9 million on the table.

The greatest funding opportunity lies in coordinated Career and Technical Education (CTE) programming where districts and EPCC strategically align their pathways. When industry-based certifications (IBCs) earned in high school stack seamlessly into college credentials, when dual credit pathways enable students to complete Level I/II certificates and associate degrees while in high school, and when K12 and higher ed institutions coordinate programming in high-demand fields, **the same student success generates revenue for both systems**. Districts earn HB3 outcomes bonus funds when their graduates complete college credentials—\$5,000 for each economically disadvantaged student who earns a Level I/II certificate or associate degrees. EPCC receives HB8 performance-based funding when students enroll in high-demand occupational programs and earn credentials. Strategic alignment creates a funding multiplier, for example: one student completing a healthcare certificate through a coordinated pathway generates outcomes bonus funding for the district AND performance funding for the college.

What This Research Examined

CREED, a regional nonprofit organization led by Executive Director Eduardo Rodriguez, commissioned this study in collaboration with Dr. William Serrata, President of El Paso Community College (EPCC). The four-month engagement (June-September 2025) examined how coordination between districts and EPCC can advance student credential completion and HB3/HB8 funding capture for both systems through strategic CTE pathway alignment with high-demand field requirements. The research combined stakeholder interviews with performance data analysis across four pilot districts—Anthony ISD (small rural), Canutillo ISD (small), Socorro ISD (large comprehensive), and Ysleta ISD (large urban comprehensive)—selected to represent different contexts across the El Paso region.

EPCC demonstrated remarkable openness to exploring improvement opportunities. Dr. Serrata and college leadership, along with the Institutional Research & Evaluation team, engaged deeply in examining data, identifying CIP code alignment, and exploring pathway development strategies. This willingness to collaborate and adapt solidifies EPCC's position as a partner ready to lead regional transformation.

Three Critical Findings

1. The Money Is There—Districts Aren't Capturing It

Regional analysis in FY2024 reveals districts capture only ~4-20% of available HB3 outcomes bonus funding:

- Anthony ISD: 3.8% capture rate (\$10,000 of \$266,000 available)
- Canutillo ISD: 20% capture rate (\$368,000 of \$1.8M available)
- Ysleta ISD: 17.8% capture rate (\$2.1M of \$11.8M available)
- Socorro ISD: 12.6% capture rate (\$1.9M of \$15.1M available)

District leaders recognize the gap but lack clarity. "I've been trying to break the code. What do we need to do to get more of this money?" explained an Anthony ISD administrator.

2. The Transition Gap: "Whose Job Is It?"

Districts lack dedicated staff for post-secondary transition support. As one stakeholder asked during interviews, "Whose job is it to connect and have those conversations [with higher ed]?" Districts demonstrate strong CCMR accountability performance (Ysleta ISD 92%, Canutillo ISD 81.5%, Socorro ISD 77%, Anthony ISD 66.7%), but this doesn't automatically translate to college enrollment for funding capture. Students need systematic support during the critical summer transition period, but "everybody wears all the hats" and this work falls through the cracks.

3. The Certificate Opportunity: Less Than 1% Are Earning Them

Anthony, Canutillo, and Ysleta ISDs report 0% Level I/II certificate completion. Socorro ISD reports less than 1%. Yet EPCC has existing capacity for certificate program expansion in multiple high-demand fields, and district leaders recognize the opportunity—they just need a "clear implementation strategy" for certificate pathway development. Each Level I/II certificate an economically disadvantaged student completes generates \$5,000 in HB3 outcomes bonus funding for districts and premium HB8 performance funding for EPCC.

Recommendations

Three strategic philanthropic investment areas were identified that address these findings:

Connect the Dots: Post-Secondary Transition Support

- Dedicated College and Career Ready Coach positions at each district, in collaboration with EPCC, to manage enrollment funnel and track outcomes
- Summer bridge programming with EPCC communication protocols, targeted financial aid support, and momentum kits
- TSIA acceleration through systematic bootcamp programming and frequent retest scheduling

Build the Pathways: Certificate and Credential Development

- Level I/II certificate pathway development with EPCC with shared tracking systems
- EPCC CIP code realignment to optimize HB8 funding capture
- 15-credit hour threshold optimization through enhanced advising and course sequencing
- Business engagement network to facilitate internships, externships, and work-based learning

Share the Knowledge: Regional Capacity Building

- Professional development on HB3 outcomes bonus funding mechanisms and requirements, and HB8 high-demand fields and credentials of value
- Regional data review convenings for collaborative analysis of student progression and funding trends
- Expand regional engagement with the 5 remaining regional ISDs to broaden HB3/HB8 awareness of funding opportunities and maximize student success outcomes

The Bottom Line

This funding gap exists despite strong performance across all four districts. Districts demonstrate high CCMR rates (Ysleta ISD 92%), strong CTE programs with robust industry-based certification completion (Canutillo ISD 54.3%, Ysleta ISD 47.1%, Socorro ISD

44%), and impressive associate degree attainment (Canutillo ISD 14.3%, Socorro ISD 11%). Students earn credentials in health science, law enforcement, advanced manufacturing, and business. Districts partner with EPCC for dual credit. The infrastructure works, the programs deliver results, and students succeed. The funding should follow.

Strategic coordination that connects high school CTE programs with community college pathways will unlock millions in unrealized revenue. When industry-based certifications earned in high school stack into college credentials, when dual credit pathways enable certificate completion while in high school, and when coordinated high-demand field programming generates revenue for both systems simultaneously—students access better pathways to good jobs, districts invest in program expansion, and the El Paso regional workforce development system serves as a national model.

Legislative & Policy Highlights

Building a Talent Strong Texas: The Policy Foundation

Three state laws provide transformative funding opportunities for El Paso school districts and El Paso Community College. House Bill 3 (2019) revolutionized K-12 public education funding by providing substantial bonuses to school districts when students graduate college, career, or military ready, enroll directly in college, complete 15+ hours of dual credit, earn industry-based certifications, and earn Level I/II certificates. House Bill 8 (2023) transformed higher education finance by establishing high-demand occupational fields, creating the FAST (Financial Aid for Swift Transfer) program, and delivering community colleges \$683 million in new performance-based funding. Senate Bill 1786 (2023) enhanced both systems by establishing rigorous standards for "credentials of value" that ensure students earn certificates and degrees leading to good-paying jobs. Together, these laws advance Texas's strategic goal that 60% of adults earn valuable postsecondary credentials by 2030 (THECB, 2024).

For El Paso, this represents millions in unclaimed funding potential. Districts currently capture only ~4-20% of available bonus revenue while EPCC secured a \$7.1 million increase under the new performance system. **The greatest opportunity lies in coordinated Career and Technical Education (CTE) programming where districts and EPCC strategically align—industry-based certifications (IBCs) earned in high school stack seamlessly into college credentials, dual credit pathways enable students to complete Level I/II certificates and even associate degrees while in high school, and coordinated high-demand field programming generates substantial revenue for both systems simultaneously.**

Texas House Bill 3: Incentivizing Districts for Student Success

Student Success Bonuses - Outcomes Bonus Funding (OBF)

Texas House Bill 3 (2019) provides districts with outcomes bonus funding when graduates exceed baseline performance thresholds in college, career, or military readiness. Districts earn different amounts based on student demographics, creating financial incentives to support all students toward postsecondary success.

Graduates demonstrate college, career or military readiness (CCMR) by meeting any of the criteria described below:

College Ready graduates earn an associate degree by August 31 following graduation, OR meet college readiness standards on the TSIA, SAT, or ACT in English and math AND enroll at a postsecondary institution immediately following high school.

Career Ready graduates meet college readiness standards on the TSIA, SAT, or ACT in English and math AND earn an industry-based certification (IBC) or Level I/II certificate.

Military Ready graduates enlist in the Armed Forces of the United States or Texas National Guard after graduation.

Districts earn bonuses when graduates demonstrate college, career, or military readiness above baseline performance thresholds:

- 11% of economically disadvantaged students demonstrate CCMR
- 24% of non-economically disadvantaged students demonstrate CCMR
- 0% for special education students (TEA, 2024).

If the performance thresholds are not met, the ISD does not qualify for outcomes based funding.

If all three baseline thresholds are met, the state pays different amounts based on student background:

- **Economically disadvantaged students:** \$5,000 per graduate
- **Non-economically disadvantaged students:** \$3,000 per graduate
- **Special education students:** \$2,000 per graduate

Enhanced CTE Program Funding (Foundation School Program)

HB3 also strengthened Career and Technical Education through enhanced operational funding separate from the outcomes bonus system. According to the Texas Education Agency's Career and Technology Education Allotment guidance, the state provides enhanced per-pupil funding for students in career and technical education (CTE) programs through tiered weighted multipliers applied to the basic state allotment of \$6,160 per student (unchanged since 2019). House Bill 1525 (2021) refined HB 3's original CTE funding structure by replacing a single 1.35x weight with a tiered system: 1.28x for Level 1 & 2 CTE courses and 1.47x for Level 3 & 4 CTE courses in approved programs of study. Districts earn an additional \$50 for each student taking multiple advanced CTE courses or enrolled in TEA-designated P-TECH or New Tech Network programs. This enhanced funding now starts in 7th grade instead of 9th grade, recognizing that career exploration should begin early. A student in an advanced Level 3 or 4 CTE program generates \$9,055 in state funding ($\$6,160 \times 1.47$), compared to \$6,160 for a regular education student—a difference of \$2,895 per student annually.

This funding enhancement helps districts build stronger CTE programs, which then enables more students to earn industry certifications and qualify for the separate outcomes bonuses described above.

How Districts Can Use Outcomes Bonus Funding

Once districts earn HB3 outcomes bonus funding, they gain flexibility to reinvest those dollars in strategies that expand student readiness. Texas law requires that at least 55% of these funds support students in grades 8-12 through activities directly tied to college, career, or military readiness. The remaining funds remain flexible but must align with the CCMR mission.

According to TEA guidance, allowable expenses fall within several categories: teacher training and professional development on CCMR content, student preparation for CCMR indicators, counseling and advising services, work-based learning opportunities, advanced academics programming, and College and Career Readiness School Models. Districts can use funds for equipment, supplies, salaries, stipends, tutors, software subscriptions, facility rentals, transportation, or any expense that prepares students to meet CCMR measures.

Strategic uses include:

- **Expanding student pathways** - Add CTE programs in high-demand fields, grow dual credit offerings, and develop Level I/II certificate pathways
- **Strengthening college readiness** - Fund TSI preparation bootcamps and retesting, cover college application and enrollment fees
- **Investing in advising and support** - Hire college and career advisors, expand parent and student outreach, support special education transitions
- **Building workforce partnerships** - Develop internships and apprenticeships, align with regional employers, support work-based learning coordinators

Districts can also use funds for **student scholarships** after meeting the 55% minimum requirement, though TEA advises districts to consult local legal counsel to ensure compliance with constitutional requirements through a three-part test.

Texas House Bill 8: Incentivizing Colleges for Workforce Results

Performance-Based Funding Framework

House Bill 8 revolutionized community college finance by shifting from enrollment-driven to outcome-driven funding through a \$683 million state investment. The bill creates a comprehensive performance framework based on **four pillars: (1) high-demand fields** aligned with regional workforce needs, **(2) credentials of value** that meet rigorous wage and return-on-investment standards, **(3) dual credit** and FAST program completion, and **(4) successful transfer** pathways to four-year institutions.

Community colleges now earn money based on measurable student success:

1. **Students earning credentials of value** that meet wage premiums and economic mobility standards
2. **Students earning credentials in high-demand fields** identified by regional labor market analysis
3. **Students successfully transferring** to four-year universities with meaningful credit accumulation
4. **High school students completing** 15+ dual credit hours in coherent sequences

High-Demand Fields

The state identifies 59 high-demand job categories, with 13 specific to El Paso's economy. Priority fields include healthcare (nursing, medical assisting), information technology (cybersecurity, computer support), advanced manufacturing (quality control, production), and transportation/logistics (commercial driving, maintenance).

Financial Aid for Swift Transfer (FAST) Program

HB8 established the Financial Aid for Swift Transfer (FAST) program, which provides additional funding to community colleges for dual credit enrollment by economically disadvantaged students. FAST reimburses colleges \$56.87 per semester credit hour for students who qualified for free/reduced lunch in any of the preceding four years, enabling colleges to offer dual credit courses at no cost to eligible students. With \$78.6 million in state funding available in FY 2025, FAST significantly expands dual credit access while creating new revenue streams for community colleges. The program experienced dramatic growth, distributing \$80 million in additional funding to colleges in 2023-24 with over 250,000 students participating statewide.

Texas Senate Bill 1786: Ensuring Credentials Lead to Good Jobs

Enhanced Quality Standards

Senate Bill 1786 strengthened HB8 by establishing rigorous standards for "credentials of value." The law requires each credential to meet a three-part test: (1) provide measurable wage premiums compared to high school graduates, (2) demonstrate economic mobility by reaching Texas's self-sufficiency wage standard (\$30,000 by year five for associate degrees), and (3) align with high-demand fields identified by the Texas Higher Education Coordinating Board.

Beginning in FY26, associate degrees must also pass a five-year return-on-investment test, with exemptions only for healthcare and education. This ensures students earn credentials that actually lead to good-paying jobs rather than certificates with limited labor market value.

Impact on EPCC Programming

SB1786's enhanced standards have already affected EPCC's program offerings. Six associate degrees—including Biology, Psychology, Culinary Arts, and Cosmetology—have been removed from state funding eligibility because they failed to meet the return-on-investment requirements. This pushes EPCC to prioritize programs that demonstrate clear wage gains and career advancement for graduates.

The law also expanded dual credit eligibility from students classified as economically disadvantaged only in the current school year to those identified as disadvantaged at any point during the current or previous four years. This significantly increases the number of students eligible for FAST funding, benefiting both districts and EPCC.

Where Districts and EPCC Maximize Revenue Together

Strategic coordination between districts and EPCC creates multiple revenue streams that benefit both systems simultaneously.

Associate Degrees: The Premium Pathway

Students earning associate degrees while in high school generate the highest HB3 bonuses—\$5,000 per economically disadvantaged graduate and \$3,000 per non-economically disadvantaged graduate. For EPCC, these students potentially represent completed credentials in high-demand fields, generating HB8 performance funding through multiple revenue streams: base credential funding for each associate degree that qualifies as a credential of value, premium funding for degrees in high-demand fields, and additional weighted funding for economically disadvantaged students (+25%), academically disadvantaged students (+25%), and adult learners (+50%). Since EPCC offers 33 associate degrees across 23 high-demand fields, these dual-enrolled students create optimal funding alignment—districts capture maximum HB3 outcomes bonuses while EPCC earns enhanced HB8 performance funding with multiple premium weights applied.

Canutillo ISD leads the region with 14.3% of graduates earning associate degrees, demonstrating what focused coordination can achieve. Socorro ISD reaches 11.0%, while Ysleta ISD (4.6%) and Anthony ISD (0%) show clear growth opportunities. Each percentage point increase in high demand associate degree completion represents substantial joint revenue—both districts earn maximum outcomes bonuses while EPCC captures completion metrics for its most comprehensive credentials.

15+ Dual Credit Hours: The Volume Pathway

Students completing 15+ dual credit hours create additional revenue for both systems. Districts benefit when these students demonstrate college readiness and enroll immediately after graduation, qualifying for HB3 outcomes bonuses. EPCC receives direct HB8 funding (\$1,700

per student) for each 15+ credit completion, plus FAST funding (\$56.87 per credit hour) for economically disadvantaged students through the FAST program, which reimburses colleges for providing dual credit at no cost to eligible students.

Whether through academic courses or career and technical education pathways, dual credit creates better-prepared students who enter EPCC with proven college success and higher completion rates. This improved student preparation enhances EPCC's overall performance metrics while providing districts with measurable college readiness outcomes.

Level I/II Certificates: The Stackable Pathway

Level I/II certificates (15-51 credit hours) allow high school students to complete postsecondary credentials through dual enrollment, creating immediate workforce entry points while establishing foundation for further education. Districts earn HB3 outcomes bonuses when students complete these certificates—\$5,000 per economically disadvantaged graduate and \$3,000 per non-economically disadvantaged graduate—provided students also meet TSI college readiness requirements. EPCC captures HB8 high-demand field credential funding for each completion, with the same student population weights applied: +25% for economically disadvantaged students, +25% for academically disadvantaged students, and +50% for adult learners.

These certificates stack toward associate degrees, creating clear progression pathways through EPCC's portfolio of 22 Level 1 certificates and 14 Level 2 certificates across 23 high-demand fields. Students can earn healthcare support certificates, automotive technology credentials, or advanced manufacturing certifications that immediately qualify them for employment while building toward higher-level credentials at EPCC.

Data Coordination: Making Partnerships Work

Both HB3 and HB8 introduce new performance tracking requirements making data coordination between districts and EPCC crucial for maximizing revenue. Data coordination enables districts and EPCC to identify pipeline gaps and optimize program planning. Through targeted and focused data sharing, both entities can ensure that high school CTE programming aligns with EPCC's high-demand field offerings. This strategic alignment allows districts to track student outcomes for HB3 bonus funding and EPCC to monitor completion rates for HB8 performance-based funding, ultimately maximizing the capture of available revenue for both systems.

Financial Impact: The Revenue Opportunity

Conservative analysis shows coordinated implementation could generate \$25-40 million annually across the four pilot districts and EPCC. **For example**, if Socorro ISD increased its industry certification rate by 5 percentage points (from 44.0% to 49.0%) and improved immediate college enrollment by 3 percentage points, this could produce approximately 184

additional graduates earning IBCs and 110 additional students enrolling in college immediately after graduation. Adding Level I/II certificate pathways for 1% of seniors (37 students) creates another revenue stream. Assuming these students are economically disadvantaged (69.3% of Socorro's graduates) and meet college readiness requirements, the combined pathways could **generate up to \$1.65 million in additional annual outcomes bonus** revenue for Socorro ISD.

Meanwhile, EPCC benefits when 3% more students (110 additional) complete 15+ dual credit hours, generating approximately \$187,000 in additional HB8 funding (\$1,700 per student). EPCC also earns revenue when 1% of seniors (37 students) complete Level I/II certificates through dual enrollment, adding another \$63,000 in high-demand field credential funding. These better-prepared students also improve EPCC's completion rates in high-demand fields, further boosting performance-based funding. This demonstrates how coordinated strategies create revenue for both systems—Socorro ISD gains \$1.65 million while EPCC gains \$250,000+ from the same student cohort. When scaled across all four pilot districts, these coordinated efforts create compounding financial benefits that support sustained capacity expansion.

The legislative framework provides both policy foundation and financial incentives to transform regional workforce development while advancing Texas's 60% credential attainment goal. Strategic coordination between pilot districts and EPCC represents a model for statewide replication and positions El Paso as a national leader in outcome-driven education finance.

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Employer & Labor Market Summary

This section examines El Paso's labor market to establish the economic foundation for HB3 and HB8 alignment. Understanding regional employer demand, job availability, and wage patterns allows school districts and El Paso Community College to design career pathways that maximize student success and institutional funding. This analysis focuses on the 59 high-demand fields designated by the Texas Higher Education Coordinating Board for fiscal years 2026-27, examining where employer needs intersect with educational capacity. This labor market report informs strategic decisions about program availability and development, student advising, and resource allocation—ensuring that K-12 Career and Technical Education (CTE) programs prepare students for credentials that lead to real jobs with family-sustaining wages, while positioning both districts and EPCC to capture performance-based funding through HB3's outcomes bonuses and HB8's credential-of-value metrics.

El Paso's Economic Foundation

El Paso sits at the crossroads of three states and two countries, creating a unique labor market. According to the Federal Reserve Bank of Dallas, El Paso posted 1.7% employment growth year-over-year through April 2025, adding jobs primarily in trade, transportation, utilities, and government sectors. The metropolitan area's unemployment rate stood at 4.3% as of July 2025, slightly above the state average of 4.1%. According to the Bureau of Labor Statistics, workers in El Paso earn an average hourly wage of \$24.06 (May 2024), compared to the national average of \$32.66, revealing a persistent wage gap despite job growth.

The region's economy depends heavily on cross-border trade. According to the City of El Paso Economic Development Department, El Paso facilitates \$126.7 billion in U.S.-Mexico trade (2023), representing 18.5% of all cross-border commerce, generating \$1.7 billion daily in economic activity (City of El Paso, 2023). This binational marketplace demands workers fluent in both languages and comfortable navigating two business cultures.

According to the Texas Comptroller of Public Accounts, Fort Bliss directly employed 41,220 workers in 2023 (28,784 active-duty military and 12,436 civilians) and contributed \$27.9 billion to the Texas economy (Texas Comptroller of Public Accounts, 2024). The installation serves as the region's single largest employer and workforce catalyst. Fort Bliss provides transition assistance programs for service members separating from military service, creating opportunities for veteran workforce integration. Over 80,000 military retirees access Fort Bliss facilities and resources, adding to the region's veteran population (Texas Comptroller of Public Accounts, 2024). Military families contribute to local workforce dynamics, with many pursuing education while stationed in El Paso.

The 59 High-Demand Fields: Where Jobs Meet Opportunity

The Texas Higher Education Coordinating Board (THECB) designated 59 career fields as high-demand for fiscal years 2026-27: 46 statewide and 13 specific to the Upper Rio Grande region. According to THECB criteria, these fields meet strict requirements—they provide at least median wages, require some post-secondary education but not a four-year degree, experience projected growth in each of Texas's 10 higher education regions, and appear in at least 7 of 10 regional lists or rank in the top 5 in any region.

For El Paso, according to compiled research from Indeed, LinkedIn, ZipRecruiter, and verified business databases conducted through project research in August 2025, these 59 fields represent over 3,095 current job openings across 420 verified employers. The concentration varies dramatically. Business administration alone generates 950+ openings, while specialized fields like agricultural mechanization offer 25 positions. Understanding this landscape helps students and educators make smart choices about training investments.

Top Employment Sectors: Jobs and Wages

The employment data and wage ranges in this section come from multiple sources compiled during project research in July-September 2025, including job postings on Indeed, LinkedIn, ZipRecruiter, and Glassdoor, combined with labor market projections from Workforce Solutions Borderplex (2025). Job opening counts represent current advertised positions at the time of research and reflect immediate employer demand. Growth projections, where noted, indicate the percentage increase in positions expected over the next ten years (2025-2035) based on Workforce Solutions Borderplex regional workforce analysis. These projections account for retirements, job creation, and economic expansion specific to the El Paso metropolitan area.

Business and Administrative Fields show strong hiring demand across the region. Business administration lists 950+ openings with entry wages from \$15–\$30 hourly, spanning every economic sector from healthcare to manufacturing. Within business operations, employers post hundreds of roles requiring formal credentials — including HR specialists with SHRM or payroll certifications, project support staff with business or supply chain training, and executive assistants with Microsoft Office Specialist certification.

Accounting services remain a cornerstone, with 125 openings paying \$16–\$25 hourly at entry level, supporting CPA firms, government finance offices, and corporate accounting departments, many requiring associate degrees or advanced accounting certifications. Insurance employment also shows surprising strength with 195+ positions across 25+ employers. Major carriers such as Allstate (13 locations), State Farm (15 locations), and Fred Loya Insurance employ licensed agents, claims adjusters, and underwriters — all of which require state insurance licensure and continuing education, with base pay of \$15–\$45 hourly and commission-based earnings growth.

Healthcare leads regional employment growth with 1,100+ annual openings. Registered nurses command the highest volume with 393 positions annually, paying \$30.39-\$44.99 hourly. The field projects 7% growth over ten years (Workforce Solutions Borderplex, 2025). Licensed vocational nurses follow with 157 openings at \$20.63-\$27.52 hourly and 8% projected growth.

Radiologic technologists show strong demand with 67 annual openings paying \$25.33-\$35.85 hourly, growing 15% over the decade. Physical therapist assistants offer 43 positions at \$22.77-\$35.37 hourly with 24% growth projections. Occupational health and safety specialists present high-wage opportunities at \$20.42-\$37.18 hourly with 48 openings and 25% growth (Workforce Solutions Borderplex, 2025).

Mental health counselors face surging demand with 69 annual openings, though wages remain modest at \$15.03-\$27.30 hourly despite 28% projected growth. Community health workers show 11% growth with 45 openings at \$16.44-\$18.63 hourly. Child and family social workers add 50 positions at \$16.59-\$26.48 hourly with 16% growth.

Construction and Skilled Trades posted 380+ general construction positions paying \$14-\$32 hourly. The sector benefits from El Paso's Advanced Manufacturing District development, a 250-acre project expected to create 17,000 jobs by 2030. Established contractors like Baner General (operating since 1946), CT Construction Management (30+ years), and Phoenix General Contractors demonstrate sector stability.

Specialized trades show steady demand in the El Paso region. **Carpenters** are employed by local contractors such as CK Carpentry (El Paso) and Skilled Framers Construction LLC, with current listings showing wages in the range of \$19 to \$35 per hour. **Masonry** jobs also remain available, with firms like El Paso Masonry Pros (serving the region for over 20 years) and Lower Valley Concrete (established in 1984) advertising pay typically between \$22 and \$25 per hour. Electricians are listed by Workforce Solutions Borderplex as an in-demand occupation, with entry wages starting around \$18.55 per hour and experienced roles reaching \$33.11 per hour (2025).

Manufacturing and Engineering sectors offer high-wage technical positions. Industrial and mechanical engineering jobs show 39 openings at \$25.29-\$47.46 hourly with 18% projected growth. Electrical engineering positions list 18 openings at \$28.88-\$51.57 hourly with 15% growth. Industrial machinery mechanics show 51 openings at \$18.77-\$28.44 hourly with 13% growth (Workforce Solutions Borderplex, 2025).

Mobile heavy equipment mechanics, essential for construction and agriculture, show 66 openings at \$16.44-\$26.68 hourly with 14% projected growth. Employers include Fort Bliss motor pools, city fleet services, and independent repair shops supporting the region's commercial and government vehicle needs.

Technology Fields demonstrate concentrated high-wage opportunities. Software developers lead with 98 annual openings at \$29.54-\$55.24 hourly and 29% projected growth—the strongest expansion in any field. Information security analysts show 19 positions at \$31.17-\$54.88 hourly

with explosive 35% growth projections, reflecting urgent cybersecurity needs (Workforce Solutions Borderplex, 2025).

Computer systems analyst jobs show 32 openings at \$27.36-\$50.83 hourly with 15% growth. Computer network support specialists present 16 positions at \$21.03-\$32.59 hourly, also growing 15%. Employers include Fort Bliss, Telos Corporation (DoD cybersecurity), General Dynamics IT, and Makios Technology operating dual El Paso locations.

Intelligence and Command Control represents El Paso's defense sector advantage. Fort Bliss and federal agencies generate 120+ positions at \$22-\$55 hourly—the highest entry wages in the region. U.S. Border Patrol, Department of Homeland Security, and defense contractors seek cybersecurity analysts, network administrators, intelligence specialists, and security clearance-eligible workers. The field serves military transitions effectively, leveraging veterans' existing clearances and technical training.

Vehicle Maintenance shows steady demand with 195 openings at \$16-\$32 hourly. The City of El Paso fleet division alone maintains 2,485 vehicles. El Paso Mobile Truck Repair operates 24/7 service, while Duran & Sons Diesel runs a 3-bay facility. AutoZone, dealerships (Ford, Chevrolet, Toyota), Pep Boys (6 locations), and Jiffy Lube create diverse employment options for automotive technicians, diesel mechanics, service advisors, and parts specialists.

Transportation and Logistics benefits from El Paso's border position. Logisticians find 48 openings at \$21.83-\$39.65 hourly with 30% growth—among the strongest projected expansions (Workforce Solutions Borderplex, 2025). Heavy and tractor-trailer truck drivers face 184 annual openings at \$18.30-\$31.05 hourly. Aviation careers show specialized opportunities: aircraft mechanics earn \$17.46-\$36.79 hourly with 22 openings and 26% growth, while commercial pilots command \$19.12-\$53.11 hourly with 23 positions and 41% growth projections.

Regional High-Demand Fields: Upper Rio Grande Specializations

The 13 Upper Rio Grande regional fields reveal El Paso's distinct economic character beyond statewide patterns.

Agricultural Mechanization employs 25+ workers through 4 Rivers Equipment (John Deere dealer since 1933), Border Tractor & Equipment, Tractor Supply Company (2 locations), and Valley Feed & Supply (\$1-2.5M revenue). Positions pay \$15-\$26 hourly for parts specialists, service technicians, field technicians, and equipment operators. Despite modest volume, the field supports regional farming operations, Rio Valley Biofuels, and USDA facilities.

Veterinary Administrative Services is an active employment field in El Paso, covering roles like veterinary assistants, veterinary technicians, client service representatives, and animal care attendants. As of September 2025, Indeed lists 30+ open veterinary and animal-care positions locally, including assistants, reception staff, and technicians. For veterinary technicians, Indeed

salary data shows hourly wages ranging from ~\$11.31 to \$17.33/hr. ZipRecruiter reports an average of \$19.63/hr, with many jobs falling between \$16.11 and \$22.40/hr. The City of El Paso also posts veterinary technician roles in its civil service system with an annual salary band of \$34,537 to \$55,185, equivalent to ~\$16.60 to \$26.50/hr. Local employers include East El Paso Animal Hospital, El Paso Animal Emergency (24/7 critical care), TLC Animal Hospital, Crossroads Animal Hospital, and Fort Bliss Veterinary Services, all of which employ support and technical staff in this field.

Natural Resources Management and Policy careers show consistent local demand, with more than 25 employers in the El Paso region offering 35+ active positions at hourly wages of \$16–\$28. Major players include Terracon’s El Paso office, which employs 30+ professionals across engineering, geology, and environmental science disciplines, and Construction & Environmental Consultants, which provides EPA compliance services. The El Paso Parks & Recreation Department, nationally accredited since 2018, also manages extensive recreational and conservation programming. Common roles span environmental specialists, park rangers, environmental engineers, and conservation scientists, with opportunities across the City of El Paso, Texas Parks & Wildlife Department, and the Bureau of Land Management.

Insurance stands out with 25+ companies operating 195+ positions at \$15-\$45 hourly. Sentry Insurance runs a 60,000-square-foot facility. Fred Loya Insurance operates multiple local locations. Comparion Insurance Agency provides regional coverage. State Farm maintains 15+ agency locations. Allstate operates 13+ locations. Farmers Insurance runs 9+ locations. GEICO staffs a West El Paso office. Roles span insurance agents, claims adjusters, underwriters, and customer service representatives, with commission-based compensation creating significant earnings growth potential.

Employer Signals: What Companies Want

Regional employers shared clear workforce needs through job postings, advisory committees, and partnership meetings documented in EPCC leadership interviews (EPCC Leadership Team Interviews, 2025).

Strong Technical Skills with Gaps in Professional Readiness. Steve Smith, EPCC Vice President, noted employers report "favorable" feedback on technical skills—automotive repair, nursing competencies, allied health procedures. Workers demonstrate the hands-on abilities employers need. Yet employers identified worsening gaps in professional behaviors: "working in teams, getting along with coworkers, showing up on time." These soft skill deficits intensified post-pandemic and now shape employer hiring concerns more than technical preparation (EPCC Leadership Team Interviews, 2025).

Healthcare Partnerships Show Success EPCC maintains over 200 active affiliation agreements, concentrated in healthcare. Nursing and vocational nursing programs benefit from established clinical rotations at regional hospitals. Fire departments and law enforcement agencies provide similar structured pathways. These partnerships succeed because they

combine advisory committee input on curriculum, work-based learning opportunities, and direct hiring pipelines.

Bilingual Skills Command a Premium. El Paso's border location creates demand for bilingual, bicultural workers across nearly every sector. Insurance agents, business administrators, healthcare providers, customer service representatives, and logistics coordinators face daily cross-border interactions. Employers consistently note bilingual proficiency as a competitive advantage affecting hiring and advancement.

EPCC Alignment with Regional Demand

El Paso Community College offers credit programs in 23 of the 59 high-demand fields—39% coverage. This analysis examined enrollment trends, graduate outcomes, and employer placement to understand program performance.

High-Demand Field Pipeline Alignment

EPCC's 74 credentials across 23 high-demand fields are mapped to regional job openings, wage ranges, and key employers in the table below. This alignment analysis reveals where educational capacity meets employer demand and identifies opportunities for strategic program development and K-12 CTE pathway design.

Table 1: EPCC Programs, Regional Job Market, and Employer Alignment

High-Demand Field	EPCC Programs (Credential Level)	Job Openings	Entry Wage Range	Key Local Employers
Accounting and Related Services	Accounting-AAS (AAS); Computer Accounting Applications Cert (C1, C2)	125	\$16-\$25/hour	Hatch & Associates CPAs, El Paso County, City of El Paso Finance

Allied Health Diagnostic, Intervention, and Treatment Professions	Diagnostic Medical Sonography (AAS, C4); <i>Echocardiography</i> (AAS, C4); Emergency Medical Services-Paramedic (AAS, C1, C2); Medical Imaging-Radiography (AAS); <i>Respiratory Care</i> (AAS); Surgical Technology (AAS)*	67+ annually	\$20-\$36/hour	University Medical Center, Hospitals of Providence, Las Palmas Medical Center
Allied Health and Medical Assisting Services	Medical Assisting (AAS, C1, C2); <i>Pharmacy Technology</i> (AAS); Physical Therapist Assistant (AAS)*	43+ annually	\$22-\$35/hour	Del Sol Medical Center, El Paso Children's Hospital, CVS Pharmacy
Business Administration, Management and Operations	Business (AA); Business Management-Insurance (AAS, C1); Business Management-Real Estate (Certificate)	950+	\$15-\$30/hour	Helen of Troy, Delphi Technologies, El Paso Electric
Business Operations Support and Assistant Services	Business Management-Office Administration (AAS, C1)	650+	\$13-\$25/hour	TransPerfect Connect, Concentrix, Fred Loya

Clinical/Medical Laboratory Science	Medical Laboratory Technology (AAS)*	Included in healthcare total	\$20-\$35/hour	Quest Diagnostics, LabCorp, University Medical Center Lab
Computer Programming	Information Technology Systems-Computer Programming (AAS); Data Analytics (C1); Entry Level Computer (C1)	98 annually	\$29-\$55/hour	Fort Bliss, GECU, WestStar Bank
Computer Science	Computer Science (AA)	98 annually	\$29-\$55/hour	Fort Bliss, Makios Technology, local tech startups
Computer/Information Technology Administration and Management	Cyber Security (AAS); Information Technology Systems-Networking (AAS, C2, C3); Information Networking (AAS); Health Info Networking (C1); Computer Support Technician A+ (C1)	67+ annually	\$21-\$55/hour	Fort Bliss, Telos Corporation, General Dynamics IT
Cosmetology and Related Personal Grooming Services	Cosmetology (C1)	45+	\$12-\$25/hour	Ulta Beauty, Great Clips,

				independent salons
Criminal Justice and Corrections	Criminal Justice (AA, AAS); Law Enforcement (C1, C2)	120+	\$22-\$55/hour	U.S. Border Patrol, El Paso Police Department, El Paso County Sheriff
Dental Support Services and Allied Professions	Dental Hygiene (AAS); <i>Dental Assisting (AAS)</i>	30+ annually	\$18-\$35/hour	East El Paso Animal Hospital, TLC Animal Hospital, Crossroads Animal Hospital
Electrical and Power Transmission Installers	Electrical Technician (C1)	Included in construction	\$18-\$33/hour	Southwest Electrical Contractors, City of El Paso utilities, private contractors
Energy Systems Maintenance and Repair Technologies	Renewable Energy Tech Systems (AAS, C1, C2)	25+	\$16-\$28/hour	Solar installation companies, El Paso Electric, energy service providers
Health and Medical Administrative Services	Health Information Management (AAS); <i>Medical Coding and</i>	50+ annually	\$16-\$28/hour	Hospitals of Providence, Fred Loya Insurance,

	<i>Billing (C2); Medical Transcription (C2)*</i>			healthcare billing companies
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance	HVAC (AAS, C1, C2)	75+	\$16-\$32/hour	Sun City Air Conditioning, Omega Heating & Air, residential HVAC contractors
Heavy/Industrial Equipment Maintenance	Robotics and Automation (C2)	51+ annually	\$18-\$28/hour	Fort Bliss motor pool, Boeing El Paso, manufacturing facilities
Human Development, Family Studies, and Related Services	Child Development-Teaching (AAS); Child Development Aide (C1); Infants and Toddlers (C1); Teacher Assistant (C1)	50+ annually	\$12-\$22/hour	Ysleta ISD, Socorro ISD, Head Start programs
Mental and Social Health Services and Allied Professions	Drug/Alcohol Counseling (C1)	69+ annually	\$15-\$27/hour	Emergence Health Network, Aliviane, community counseling centers

Practical Nursing, Vocational Nursing and Nursing Assistants	Vocational Nursing (C2)*	157 annually	\$20-\$27/hour	Sierra Healthcare Center, Ambrosio Guillen Texas State Veterans Home, home health agencies
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	Nursing-AAS (AAS); <i>Nursing-LVN to RN Transition (AAS)</i>	393 annually	\$30-\$45/hour	University Medical Center, Hospitals of Providence Transmountain, Las Palmas Del Sol
Teacher Education and Professional Development	Multi Studies and Education Prep (AA); Teacher Certification EC-6, 4-8, EC-12, Special Ed (AAT); Teacher Education-All Grade Levels (AA)	100+ annually	\$25-\$35/hour	Ysleta ISD, Socorro ISD, Canutillo ISD
Vehicle Maintenance and Repair Technologies	Automotive Technology (AAS, C1, C2); Diesel Technology (AAS, C1, C2)	195	\$16-\$32/hour	City of El Paso Fleet (2,485 vehicles), Duran & Sons Diesel, Pep Boys (6 locations)

Note: Programs marked with asterisk (*) require specialized admissions due to competitive entry, clinical site limitations, and accreditation standards.

This pipeline alignment demonstrates EPCC's strategic positioning in healthcare (24 credentials generating 1,100+ annual job openings), technology (11 credentials with 165+ openings and wages up to \$55/hour), and skilled trades (15 credentials across construction, HVAC, and automotive fields). The concentration reflects regional employer demand while revealing expansion opportunities in underserved fields like construction management, logistics, and insurance—areas identified by EPCC leadership as strategic growth targets.

Programs with Strongest Performance. According to THECB graduate outcome data, EPCC's high-demand programs show strong employment placement and wage outcomes. Adult Health Nursing graduated 135 students over three years with 89% employment and \$71,732 median wages. Allied Health Diagnostic produced 67 graduates with 76% employment and \$54,441 median wages. Fire Protection achieved 94% employment for 17 graduates earning \$63,854 median wages. Computer Programming placed 100% of 5 graduates at \$51,039 median wages (Texas Higher Education Coordinating Board, 2024).

Health programs perform best due to cohort structure, lockstep progression, and high licensure rates driving employment. IT and business programs show strong success, though at smaller graduate volumes. These fields demonstrate the power of industry partnerships, specialized admissions, and clear career pathways.

36 High-Demand Fields Missing EPCC Programs

EPCC does not offer credit programs for 61% of the state's designated high-demand fields—36 of 59 total fields identified by the Texas Higher Education Coordinating Board for fiscal years 2026-27. For a detailed analysis of these 36 high-demand fields, *refer to the High-Demands Crosswalks section*. According to current job market data from Indeed, Glassdoor, and ZipRecruiter compiled in September 2025, these program gaps represent substantial missed opportunities for El Paso students and the regional workforce.

Largest Supply Shortages Construction management represents the largest shortage, with 155 open positions in El Paso according to ZipRecruiter (September 2025), including project managers, superintendents, and construction coordinators earning \$50,000-\$110,000 annually. Logistics and supply chain management follows with 176 open positions according to Glassdoor (September 2025) and over 270 positions on LinkedIn, offering wages from \$15.50-\$52 hourly for roles from logistics coordinators to supply chain managers. These fields align directly with El Paso's position as an international trade hub facilitating \$126.7 billion in U.S.-Mexico commerce annually.

Additional Shortages According to Workforce Solutions Borderplex (2025), aircraft mechanics show specialized demand with 22 annual openings earning \$17.46-\$36.79 hourly and 26% projected growth. These positions require FAA certification that can be earned through an associate degree program or approved technical training, making them ideal community college pathways. Insurance, currently in development as a Business program option, demonstrates robust employer infrastructure with 25+ companies operating 195+ positions at Sentry Insurance, Fred Loya Insurance, State Farm, Allstate, and Farmers Insurance.

Regional-Specific Shortages Agricultural mechanization employs 25+ workers through established businesses including 4 Rivers Equipment (John Deere dealer since 1933), Border Tractor & Equipment, Tractor Supply Company (2 locations), and Valley Feed & Supply, paying \$15-\$26 hourly for technicians and operators. Natural resources management and policy shows 35+ active positions through 25+ employers including Terracon's El Paso office (30+ professionals), Construction & Environmental Consultants, El Paso Parks & Recreation Department, Texas Parks & Wildlife, and Bureau of Land Management, with wages of \$16-\$28 hourly.

Capacity Constraints in High-Demand Programs. Healthcare programs operate at capacity due to three limiting factors: faculty shortages, clinical site availability, and facility constraints. Smith explained, "Health programs are at capacity given available faculty, facilities, and clinical sites. If school districts have labs and qualified faculty, that presents an opportunity for partnership" (EPCC Leadership Team Interviews, 2025). This capacity ceiling means employer demand exceeds EPCC's current ability to supply trained workers, creating a workforce gap despite strong programs.

EPCC leadership identified several gaps as strategic priorities during stakeholder interviews in 2025. Construction management emerged as a "frequently mentioned opportunity" by deans, logistics was characterized as an "easy win" given El Paso's trade infrastructure, and insurance development is already underway as a Business program option (EPCC Leadership Team Interviews, 2025). These priority fields combine substantial job volume, established employer infrastructure, and clear regional workforce needs—positioning them for near-term program development that could expand EPCC's high-demand field coverage and increase HB8 credential-of-value funding.

EPCC Credential Inventory in High-Demand Fields

EPCC offers **74 distinct credentials across its 23 high-demand field** programs, including associate degrees (AA/AAS), and certificate levels (C1, C2, C3, C4). Many healthcare programs require specialized admissions due to competitive entry requirements, clinical site limitations, and accreditation standards. The inventory below shows EPCC's credential offerings by high-demand field:

Accounting and Related Services (3 credentials)

- AAS-ACNT: Accounting-AAS
- C1-ACNC: ACNT-Computer Acct Appl Cert
- C2-ACCC: Computerized Acct Appl Cert

Allied Health Diagnostic, Intervention, and Treatment Professions (11 credentials)

- AAS-DMSO (Specialized Admissions): Diagnostic Medical Sonography
- AAS-ECHO (Specialized Admissions): Echocardiography (Adult)
- AAS-EMSP: Emer Med Svc Paramedic-AAS

- AAS-MITR (Specialized Admissions): Medical Imag Tech-Radiography
- AAS-RSPT (Specialized Admissions): Respiratory Care Technology
- AAS-SRGT (Specialized Admissions): Surgical Technology-AAS
- C1-EMTC: Emergency Medical Technician
- C2-EMAD: EMS Advanced EMT Cert
- C2-EMSC: Emer Med Serv Paramedic Cert
- C4-DMSB (Specialized Admissions): Diagnostic Medical Sonography
- C4-ECHC (Specialized Admissions): Echocardiography (Adult)

Allied Health and Medical Assisting Services (5 credentials)

- AAS-MDCA (Specialized Admissions): Medical Assisting Technology
- AAS-PHRA (Specialized Admissions): Pharmacy Technology-AAS
- AAS-PTHA (Specialized Admissions): Physical Therapist Assistant
- C1-MDMA (Specialized Admissions): Administrative Medical Asst.
- C2-MDCC (Specialized Admissions): Medical Assisting Tech Cert

Business Administration, Management and Operations (4 credentials)

- AA-BUSI: Business
- AAS-INSR: BMGT-Insurance
- C1-INSC: Busi Mgmt-Insurance Cert
- 17432: Busines Management-Real Estate

Business Operations Support and Assistant Services (2 credentials)

- AAS-POFT: BMGT-Office Administration
- C1-POFC: Busi Mgmt-Office Asst Cert

Clinical/Medical Laboratory Science/Research and Allied Professions (1 credential)

- AAS-MLAB (Specialized Admissions): Medical Laboratory Technology

Computer Programming (3 credentials)

- AAS-ITSC: Info Tech Sys-Cmptr Programmin
- C1-DATA: Data Analytics
- C1-ITEL: Info Tech Sys-Entry Lvl Cmptr

Computer Science (1 credential)

- AA-COSC: Computer Science

Computer/Information Technology Administration and Management (7 credentials)

- AAS-CYBE: Cyber Security
- AAS-ITNW: Info Tech Sys-Networking

- AAS-NETW: Information Networking
- C1-HINW: Info Tech Sys-Hlth Info Net
- C1-ITCS: Info Tech Sys-Cmptr Sup Tec A+
- C2-CNTC: ITS-Cisco Networking Trng
- C3-ITNC: Info Tech Sys-Netwrkg/Sec Esc

Cosmetology and Related Personal Grooming Services (1 credential)

- C1-CSME: Cosmetology Cert

Criminal Justice and Corrections (4 credentials)

- AA-CRIJ: Criminal Justice-AA
- AAS-CJCR: Criminal Justice-AAS
- C1-CJCC: CJ-Law Enforcement Cert
- C2-Lawe: CJ-Law Enforcement Cert

Dental Support Services and Allied Professions (2 credentials)

- AAS-DHYG (Specialized Admissions): Dental Hygiene
- AAS-DNTA (Specialized Admissions): Dental Assisting

Electrical and Power Transmission Installers (1 credential)

- C1-ELPT: Adv Tech Ctr: Electical Techn

Energy Systems Maintenance and Repair Technologies/Technicians (3 credentials)

- AAS-RETS: Renewable Energy Tech Sys
- C1-REPV: Photovoltaic (PV) Installers
- C2-RETC: Renewable Energy Tech Sys Cer

Health and Medical Administrative Services (3 credentials)

- AAS-HIMA (Specialized Admissions): Health Information Management
- C2-HIMC (Specialized Admissions): HIM-Medical Coding and Billing
- C2-MRMT (Specialized Admissions): Hlth Info Mgmt-Med Transcript

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Techn (4 credentials)

- AAS-HART: Adv Tech Ctr: Heat/Vent Air Co
- C1-HARC: Adv Tech Ctr: Heat/Vent, Air
- C1-HVAC: Adv Tech Ctr: Resident Hvac Te
- C2-HARC: Adv Tech Ctr: Heat/Vent, Air

Heavy/Industrial Equipment Maintenance Technologies (1 credential)

- C2-RBTC: Adv Tech Ctr: Robotic and Auto

Human Development, Family Studies, and Related Services (4 credentials)

- AAS-TEAC: CDEC-Teaching
- C1-CDEC: Child Development Aide Cert
- C1-CDIT: Infants and Toddlers
- C1-CDTA: Teacher Assistant Cert

Mental and Social Health Services and Allied Professions (1 credential)

- C1-DAAC: Social Work-Drug/Alcohol Coun

Practical Nursing, Vocational Nursing and Nursing Assistants (1 credential)

- C2-VNSG (Specialized Admissions): Vocational Nursing Cert

Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing (2 credentials)

- AAS-LVRN (Specialized Admissions): Nursing-LVN to RN Transition
- AAS-RNSG (Specialized Admissions): Nursing-AAS

Teacher Education and Professional Development, Specific Levels and Methods (3 credentials)

- AA-EDUC: Multi Studies and Educ Prep
- AAT-EDUC: EC-6, 4-8, EC-12, Spec Ed
- AA-TEED: Teach Educ (All Grades Levels)

Vehicle Maintenance and Repair Technologies (7 credentials)

- AAS-AUMT: Automotive Technology
- AAS-DEMA: Diesel Technology
- C1-AUDT: AUMT-Driveability Tech Cert
- C1-AUMC: AUMT-One-Year Cert
- C1-DMAC: Diesel Mechanic Assistant Cert
- C2-AITY: AUMT-Two Year Cert
- C2-DEMR: Adv Tech Ctr: Diesel Mechanics

This credential inventory demonstrates EPCC's capacity to serve students across multiple career pathways while highlighting concentration in healthcare (24 credentials across 6 fields), technology (11 credentials across 3 fields), and skilled trades (15 credentials across 3 fields). The mix of certificate and degree options provides students with flexible entry and exit points, supporting both immediate workforce entry and degree completion pathways that align with HB8 performance metrics.

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District Profile – Anthony ISD

This district profile examines Anthony ISD's readiness for HB3/HB8 funding optimization and partnership expansion with El Paso Community College (EPCC). The profile contains demographic and performance data, Career and Technical Education (CTE) program analysis, funding gap assessment, and leadership capacity evaluation.

Anthony ISD Context and Career and Technical Education (CTE) Portfolio

This section provides district background and analysis of Anthony ISD's Career and Technical Education (CTE) infrastructure, programs, and workforce alignment.

Context

Anthony Independent School District operates one high school serving 235 students in grades 9-12 along the Texas-New Mexico border in far west El Paso County. The district graduated 51 students in 2023, with 70.6% economically disadvantaged and 100% Hispanic enrollment. Dr. Troncoso serves as superintendent.

CTE Portfolio

Career and Technical Education Infrastructure

Anthony ISD operates Career and Technical Education (CTE) programs through on-campus instruction and external partnership with Western Tech Institute. The district's 235 high school students access career pathways through internal programs and partnership agreements that extend program offerings.

Career and Technical Education Marketing

Anthony ISD implements early career pathway marketing beginning with middle school presentations and continuing through high school. As district staff explains, "for the middle school kids, they have presentations. We bring them over here...They show them the programs of study that we offer now, including Western Tech. Western Tech does come speak to parents."

The district's marketing success is evidenced through enrollment growth, with one administrator noting, "because of the presentations we had last year, we have a substantial amount of kids going to Western Tech this year. So we had started with 13 kids last year. I think we have 54 attending Western Tech now." Marketing efforts include end-of-year presentations at the high school where all students and families are invited to learn about program offerings and pathway options.

Career and Technical Education Programs and Industry-Based Certifications (IBCs)

Anthony ISD ended its 20-year partnership with El Paso ISD's CCTE program when El Paso ISD announced program changes "the week before school started." District leadership established a partnership with Western Tech Institute to maintain student program access.

Anthony ISD offers six programs using two delivery systems (On-campus and Western Tech) with access to industry-based certifications. The six programs are: Information Technology, Business, Marketing & Finance, Welding, Medical Clinical Assistant, Diesel Technology and Cyber Security.

On Campus at Anthony High School

Program of Study	Students	Key Certifications
1) Information Technology	64	Computer certifications, technical support credentials
Course: Principles of Information Technology	28	Computer certifications
Course: Computer Maintenance with Lab	19	Technical support credentials
Course: IT Troubleshooting	12	Technical support credentials
Course: Practicum in Information Technology	5	Advanced technical credentials
2) Business, Marketing, and Finance	67	Microsoft Office certifications, business credentials
Course: Course: BIM 1	30	Microsoft Office certifications
Course: BIM 2	28	Microsoft Office certifications
Course: Business Management	9	Business management credentials

Western Tech

Program of Study	Students	Key Certifications
3) Welding	17	American Welding Society (AWS) safety certifications
4) Medical Clinical Assistant	13	Healthcare industry certifications
5) Diesel Technology	9	Automotive and transportation certifications
6) Cyber Security	4	Cybersecurity protocols and certifications

Western Tech serves 43 students across four programs. This includes sophomores, providing multiple years for associate degree completion. The district covers tuition through Career and Technical Education (CTE) funding to ensure student access regardless of economic status.

Anthony ISD reports 33.3% of 2023 graduates earned IBCs, matching state performance of 33.4%. Total Career and Technical Education (CTE) is 174 enrollments. Western Tech programs allow students to begin as sophomores and complete associate degree requirements while earning industry certifications. The district covers tuition through Career and Technical Education (CTE) funding.

Career and Technical Education Teachers

Anthony ISD employs 2 Career and Technical Education (CTE) teachers for 2024-25. Abraham Martinez teaches Information Technology. Ms. Brackage teaches Business, Marketing, and Finance. Mr. Fernie Garnica coordinates Career and Technical Education (CTE) programs and manages partnerships. Western Tech provides industry-certified instructors for external programs.

Industry Partnerships

The district maintains a direct employer partnership with Spectrum Communications for customer service training and employment opportunities with tuition reimbursement. Staff notes that Spectrum "turn around and offer our kids jobs that lead to careers that pay their tuitions." In recent hiring cycles, "out of the five kids that were hired were Anthony students" from the competitive multi-district program.

Western Tech manages its own industry partnerships and employer connections.

District leadership reports openness to additional partnerships. Dr. Troncoso states regarding employer partnerships, "if it benefits our students...of course, it would be" of interest.

Workforce Alignment

Anthony ISD programs align with Texas Career and Technical Education (CTE) requirements and Perkins V guidelines. Programs address THECB high-demand fields: healthcare through Medical Clinical Assistant, technology through Information Technology and Cyber Security, skilled trades through Welding, and automotive through Diesel Technology.

Programs serve regional workforce needs in west Texas and southern New Mexico as discussed in the *Employer and Labor Market Summary* section. The district's border location allows graduates to access employment in both states.

Sources: Anthony ISD leadership interviews (August 2025), enrollment data (September 2025), TAPR data (2023-24)

Anthony ISD Data Snapshot

The key performance indicators in the table below show Anthony ISD's achievement across college, career, and military readiness measures that determine eligibility for HB3 Outcomes Bonus Funding. These metrics demonstrate the district's foundation for accessing additional state funding, with specific data referenced in the HB3 Outcomes Bonus Funding analysis that follows.

Key Performance Indicators

KPI	Anthony ISD	Region 19	Texas
Graduates	51	12,716	377,367
% Economically Disadvantaged	70.6%	71.1%	54.7%
% SPED Graduates	7.8%	8.0%	9.2%
% CTE Completers	7.8%	35.6%	31.0%
4-Year Graduation Rate	96.2%	87.0%	90.3%
CCMR Met (%)	66.7%	81.7%	76.3%
College-Ready (%)	41.2%	67.3%	57.8%

Career/Military-Ready (%)	39.2%	41.0%	39.5%
TSI Both Met (%)	27.5%	53.0%	48.4%
Approved IBC (%)	33.3%	35.2%	33.4%
Level I/II Certificates (%)	0.0%	0.2%	0.8%
Dual Credit (%)	15.7%	27.7%	23.6%
Associate Degree (%)	0.0%	6.6%	2.5%

All values from Anthony ISD 2023-24 District Annual Report (TAPR extracts), Class of 2023

Top 3 Key Performance Indicators

4-Year Graduation Rate: 96.2% – Anthony ISD exceeds regional (87.0%) and state (90.3%) averages in graduation rate completion. This rate shows the district retains students through graduation.

Industry-Based Certifications: 33.3% – The district matches state performance (33.4%) in IBC completion. This performance occurs despite resource constraints through partnership delivery.

Career/Military-Ready: 39.2% – Anthony ISD matches state performance (39.5%) and approaches regional averages (41.0%) in career and military readiness. Career-ready students earn industry-based certifications or complete CTE coherent sequence coursework, while military-ready students enlist in Armed Forces or Texas National Guard. This performance demonstrates effective partnership-based programming through Western Tech and on-campus CTE offerings.

Postsecondary Enrollment Snapshot

The Texas Higher Education Coordinating Board (THECB) High School to Higher Education reports (2019–2023) track where Anthony ISD graduates enroll in college the fall semester after graduation, using Texas-only data and excluding out-of-state enrollment.

Enrollment categories: 4-Year Public includes universities like UTEP and Texas Tech; 2-Year Public primarily represents EPCC enrollment; Independent includes private colleges and specialized institutions; Non-Trackable represents students with non-standard ID numbers; Not Found includes students not located in Texas higher education systems.

Graduation Year	Total Graduates	UTEP	EPCC	Other Texas IHE	Non-Trackable	Not Found	Not Found + Non-Trackable Rate	% 4-Yr	% 2-Yr
2019	50	8	8	3	2	29	62.0%	16.0%	16.0 %
2020	54	11	7	5	0	31	57.4%	20.4%	13.0 %
2021	46	7	6	0	2	31	71.7%	15.2%	13.0 %
2022	62	8	4	0	1	49	80.6%	12.9%	6.5%
2023	51	12	6	0	3	30	64.7%	23.5%	11.8%

Anthony ISD shows varied postsecondary enrollment patterns with significant year-to-year fluctuation. The "Not Found + Non-Trackable" rates (57-80%) likely reflect cross-border enrollment to New Mexico institutions not captured in Texas tracking, plus military enlistment and immediate workforce entry.

Source: THECB High School to Higher Education Reports (2019-2023)

Anthony ISD HB3 Outcomes Bonus Funding Snapshot

Independent school districts access HB3 Outcomes Bonus Funding by exceeding baseline performance thresholds in college, career, and military readiness measures, with funding amounts determined by student demographics and achievement levels. For detailed legislative framework and implementation requirements, refer to the Legislative & Policy Highlights section.

Analysis shows the district had access to approximately \$201,000 in available funding for 2023 graduates. Current capture represents 7.5% of available funding. CFO Emily Lavario states, "I've been trying to, like, break the code. Like, what is it that we need to do at Anthony ISD to get more of this money? Last year we had three students that were over threshold...\$15,000...if we could quadruple that...figure out how to do so."

Fiscal Year	Total Available OBF Funds	Funding Accessed	Left on the Table	Capture Rate
FY 2021	\$175,000	\$0	\$175,000	0%
FY 2022	\$237,000	\$0	\$237,000	0%
FY 2023	\$201,000	\$15,000	\$186,000	7.5%
FY 2024	\$266,000	\$10,000	\$256,000	3.8%

The 2023 funding represents the first access under current leadership. The district received no funding for FY2021 or 2022 graduates because performance **did not exceed the baseline thresholds** required for HB3 Outcomes Bonus Funding eligibility.

Source: TEA CCMR OBF Final Report FY 2020-2024, district leadership interviews

Anthony ISD Gaps

Three areas stand out as opportunities to increase HB3 outcomes bonus funding access and maximize the district's substantial potential for enhanced state revenue.

TSI preparation and dual credit coordination gaps – 27.5% of students meet TSI "both subjects" criteria but only 15.7% participate in dual credit and 0% earn associate degrees before graduation. Western Tech offers associate degree programs but students have not yet completed degrees by graduation.

Data tracking and reporting systems lack clarity – District leadership reports confusion about funding qualification requirements. Counselor O'Quinn states, "we know about the funding...but I don't know exactly how we could bring it to our district. Like, what do we need to do specifically to get that funding?"

Level I/II certificate programs are absent – Zero percent of graduates earn Level I or Level II certificates.

Anthony ISD Leadership & Strategy Implementation Readiness

Anthony ISD leadership shows implementation readiness through rapid partnership pivoting when El Paso ISD dissolved their 20-year collaboration one week before school started. The district maintains established leadership roles for funding optimization, student transitions, and partnership coordination, with the high school principal demonstrating strong willingness to collaborate on program enhancement.

The district's small size enables quick decision-making and the 96.2% graduation rate demonstrates strong student support systems. Current Western Tech partnership serves 43 students with full tuition coverage, indicating both willingness and infrastructure for expanded collaboration.

Sources: Anthony ISD 2023-24 TAPR District Report, TEA Staff Information Report 2023-2024, Anthony HS enrollment report 25-26, THECB High School to Higher Education Reports (2019-2023), TEA CCMR OBF Reports FY 2020-2025, Anthony ISD stakeholder interviews (July-September 2025).

District Profile – Canutillo ISD

This district profile examines Canutillo ISD's readiness for HB3/HB8 funding optimization and partnership expansion with El Paso Community College. The profile contains demographic and performance data, CTE program analysis, funding gap assessment, and leadership capacity evaluation to guide strategic investment decisions.

Canutillo ISD Context and Career & Technical Education (CTE) Portfolio

This section provides district background information and comprehensive analysis of Canutillo ISD's career and technical education infrastructure, programs, and workforce alignment strategies.

Context

Canutillo Independent School District serves the rapidly expanding west side of El Paso County, operating two high schools with approximately 6,000 students across all grade levels. The district graduated 440 students in 2023, with 63.4% classified as economically disadvantaged and 6.4% special education students.

The district faces significant enrollment pressure with 5,700 students in 2024-25, down 550 from 6,250 in 2019-20. Additionally, approximately 1,800 students living within district boundaries attend schools elsewhere. This combined enrollment challenge costs the district \$19 million annually in state funding. However, the community demonstrated extraordinary confidence by approving a historic \$387 million bond in May 2024—the largest per-capita bond in El Paso County history—providing transformative infrastructure investment capability.

Source: Canutillo ISD 2023-24 District Annual Report (TAPR extracts) and stakeholder interviews with district leadership

Career and Technical Education (CTE) Portfolio

CTE Infrastructure

Canutillo ISD operates 15 distinct Career and Technical Education programs across three Endorsement Areas (Business & Industry, Public Service and STEM) through two delivery sites. Canutillo High School serves as the primary CTE hub with programs in health science, agricultural engineering with welding specialization, animal science, law enforcement, marketing and sales, early learning, and robotics/advanced manufacturing. Northwest Early College High School complements this portfolio with computer science, cybersecurity, and business management programs integrated with dual credit coursework through EPCC partnership.

The May 2024 bond allocated \$16.4 million specifically for CTE upgrades at Canutillo High School, addressing infrastructure limitations with robotics classroom upgrades, healthcare CTE classroom enhancements, advanced wireless connectivity, and supporting infrastructure improvements. Northwest Early College High School will receive a \$40.5 million permanent brick-and-mortar campus scheduled for completion by January 2027.

CTE Marketing

Canutillo ISD promotes its Career and Technical Education (CTE) programs primarily through parent information nights, campus outreach events, and program branding as “Academies” that align to endorsement areas. District leaders acknowledge that attendance at parent nights has been low, and families often lack full awareness of the opportunities tied to industry certifications, dual credit, and high-demand career pathways.

The district is working to strengthen marketing and communications around CTE, including targeted outreach to parents, clearer information about program benefits, and partnerships with industry to highlight real-world opportunities. Leaders have expressed that better marketing campaigns and direct engagement with families would help build stronger enrollment pipelines and ensure students understand the value of CTE pathways.

CTE Programs and Industry-Based Certifications

Canutillo ISD offers comprehensive CTE programming with 162 CTE completers (36.8% of graduates) across multiple program areas. Course enrollment data shows program participation levels:

Program of Study	Program Enrollment	Location	Key Certifications
Law Enforcement (P-TECH)	462	Canutillo HS	CAPS Facility Training, Criminal Justice Pathways
Agricultural Engineering/Animal Science	263	Canutillo HS	AWS Welding Safety Certification, Animal Science Certifications
Health Science: Registered Dental Assistant, Certified Pharmacy Technician & Certified Patient Care Technician	255	Canutillo HS	Pharmacy Technician, Registered Dental Assistant with X-RAY, Patient Care Technician
Early Learning/Education	176	Canutillo HS	Teacher Preparation Pathway, Child Development

Marketing/Sports Management	132	Canutillo HS	Business Operations, Sports and Entertainment Marketing
Business Management (NWECHS)	116	Northwest Early College HS	Business Operations Certificates, Accounting
Robotics/Engineering	115	Canutillo HS	Advanced Manufacturing, Engineering Applications
Computer Science (NWECHS)	105	Northwest Early College HS	Oracle Certified Java Programmer, Cybersecurity

Canutillo ISD offers health science with three strands (dental, pharmacy tech, and patient care technician), law enforcement including a P-TECH for criminal justice, agriculture with two strands (animal science and agricultural technology/mechanics), engineering/robotics, business management, marketing and sales, early learning, and computer science/cybersecurity at Northwest Early College.

Note: Course enrollment numbers represent total enrollments and may include students taking multiple courses within or across program areas

CTE Teachers

The district maintains dedicated CTE teachers across all program areas with specialized instructors for health science, agricultural engineering, law enforcement, and computer science pathways. However, CTE Director Andrews notes significant challenges: "difficulty finding and retaining qualified instructors for CTE programs, especially in trade fields," due to competitive industry salaries. Recent budget constraints led to elimination of one CTE teacher position during 2024-2025 cuts, requiring remaining instructors to manage multiple program responsibilities.

Industry Partnerships

CTE Director Tracy Andrews emphasizes building industry partnerships as essential for student preparation, stating students benefit most when they can "smell it, taste it, feel it" through hands-on workplace experiences. The district maintains partnerships with local healthcare providers for clinical placements, law enforcement agencies for P-TECH programs, and agricultural operations for hands-on training.

However, CTE Director Andrews acknowledges expansion challenges, particularly with companies like Schneider Electric due to security and access issues, noting the complexity of navigating child labor laws and liability concerns. The most substantial confirmed partnership

involves Goodwill Industries of El Paso, providing real-world job experiences and barrier-removal assistance particularly for special education students.

Workforce Alignment

Canutillo ISD's programs align with Texas CTE requirements and HB8 compliance through dual credit programs at Canutillo HS and Northwest Early College HS, where students earn credentials in high-demand fields designated by THECB. The district's emphasis on healthcare, law enforcement, advanced manufacturing, and computer science aligns with regional workforce demands.

CTE Director Andrews uses Workforce Solutions Borderplex data extensively, presenting their labor market projections at the district's annual "grit conference". However, recent budget constraints and elimination of the "mentoring minds" career exploration program at middle schools may impact future workforce alignment effectiveness.

Canutillo ISD Data Snapshot

The key performance indicators in the table below show Canutillo ISD's achievement across college, career, and military readiness measures that determine eligibility for HB3 Outcomes Bonus Funding. These metrics demonstrate the district's strong foundation for accessing additional state funding, with specific data referenced in the HB3 Outcomes Bonus Funding analysis that follows.

Key Performance Indicators

KPI	Canutillo	Region 19	Texas
Graduates	440	12,716	377,367
% Economically Disadvantaged	63.4%	71.1%	54.7%
% SPED Graduates	6.4%	8.0%	9.2%
% CTE Completers	36.8%	35.6%	31.0%
4-Year Graduation Rate	92.4%	87.0%	90.3%
CCMR Met (%)	81.5%	81.7%	76.3%
College-Ready (%)	60.2%	67.3%	57.8%
Career/Military-Ready (%)	58.6%	41.0%	39.5%
TSI Both Met (%)	53.9%	53.0%	48.4%

Approved IBC (%)	54.3%	35.2%	33.4%
Level I/II Certificate (%)	0.0%	0.2%	0.8%
Dual Credit (%)	25.5%	27.7%	23.6%
Associate Degree (%)	14.3%	6.6%	2.5%

Source: Canutillo ISD 2023-24 District Annual Report (TAPR extracts), Class of 2023

Top 3 Key Performance Indicators

CCMR Met: 81.5% – Canutillo demonstrates strong postsecondary readiness, matching Region 19 performance (81.7%) and significantly exceeding state average (76.3%). This balanced achievement across college and career tracks demonstrates effective pathway alignment.

Associate Degree Completion: 14.3% – Exceptional dual enrollment depth through Northwest Early College High School, with students completing full associate degrees during high school. This achievement provides immediate workforce entry options and seamless university transfer with junior standing, representing significant value for students and families.

Approved Industry-Based Certifications: 54.3% – Strong CTE program delivery with over half of graduates earning stackable credentials, substantially exceeding regional (35.2%) and state (33.4%) performance. These certifications provide immediate workforce entry points in high-demand fields and create pathways for continued education through EPCC certificate and degree programs.

Postsecondary Enrollment Snapshot

The Texas Higher Education Coordinating Board (THECB) High School to Higher Education reports (2019–2023) track where Canutillo graduates enroll in college the fall semester after graduation, using Texas-only data and excluding out-of-state enrollment.

Enrollment categories: 4-Year Public includes universities like UTEP and Texas Tech; 2-Year Public primarily represents EPCC enrollment; Other Texas IHE includes independent colleges and specialized institutions; Non-Trackable represents students with non-standard ID numbers; Not Found includes students not located in Texas higher education systems.

Graduation Year	Total Graduates	UTEP	EPCC	Other Texas IHE	Non-Trackable	Not Found	Not Found + Non-Trackable Rate	% 4-Yr	% 2-Yr
2019	444	115	85	20	23	201	50.5%	25.9%	19.1%
2020	450	107	48	26	25	244	59.8%	23.8%	10.7%
2021	426	101	53	15	32	225	60.3%	23.7%	12.4%
2022	450	110	84	5	26	225	55.8%	24.4%	18.7%
2023	440	122	91	0	19	208	51.6%	27.7%	20.7%

Source: THECB High School to Higher Education Reports (2019-2023); Data combines Canutillo H S and NWECHS enrollment

Canutillo demonstrates steady 4-year university enrollment (24-28%) with improving trends in 2023. The persistent "Not Found" rates (50-60%) likely reflect cross-border enrollment to New Mexico institutions not captured in Texas tracking, plus military and workforce entry typical of border region graduates. Recovery from COVID-19 impact is visible in 2021-2023 data with increasing 2-year enrollment.

Canutillo ISD HB3 Outcomes Bonus Funding Snapshot

Independent school districts access HB3 Outcomes Bonus Funding by exceeding baseline performance thresholds in college, career, and military readiness measures, with funding amounts determined by student demographics and achievement levels. For detailed legislative framework and implementation requirements, refer to the Legislative & Policy Highlights section.

Based on TEA CCMR Outcomes Based Funding analysis, Canutillo ISD demonstrates substantial untapped funding potential:

Fiscal Year	Total Available OBF Funds	Funding Accessed	Left on the Table	Capture Rate
FY 2024	\$1.8M	\$368,000	\$1.4M	20.4%
FY 2023	\$1.7M	\$343,000	\$1.3M	20.2%
FY 2022	\$1.7M	\$354,000	\$1.3M	20.8%
FY 2021	\$1.5M	\$244,000	\$1.3M	16.3%

Source: TEA CCMR OBF Final Report FY 2020-FY2024, TEA CCMR OBF Early Count Report FY2025

Canutillo ISD has shown consistent growth in HB3 outcomes bonus funding from \$244,000 in 2021 to \$368,000 in 2024, representing a 4.1% point increase. However, with maximum potential funding of about \$1.8 million annually, the district has captured about 20% of available funding in the last 3 years. District leadership interviews revealed limited awareness of specific funding amounts and mechanisms, indicating need for enhanced tracking and strategic coordination to maximize outcomes-based bonus capture.

Canutillo ISD Gaps

Three areas stand out as opportunities to increase HB3 outcomes bonus funding access and maximize the district's substantial potential for enhanced state revenue.

Capacity constraints across all programs – As noted in stakeholder interviews, "everybody wears all the hats" with CTE instructors and counselors managing multiple responsibilities, limiting ability to scale successful programs and provide intensive student support for credential completion.

Need for centralized coordinator – CTE Director Andrews and Canutillo HS Principal, Ms. Jessica Marufo noted "I wish that we had somebody...at a central office level" to manage TSI bootcamps, dual credit navigation, and associate degree completion tracking across multiple pathways.

Level I/II Certificate gap – The district shows 0.0% Level I/II Certificate completion compared to regional (0.2%) and state (0.8%) averages, representing an untapped opportunity for stackable credentials that provide immediate workforce entry and additional HB3 outcomes bonus funding potential.

Canutillo ISD Leadership & Strategy Implementation Readiness

Canutillo ISD demonstrates exceptional readiness for HB3/HB8 implementation through engaged leadership at all levels. Superintendent Jesica Arellano brings strategic vision for maximizing state funding opportunities, working closely with CTE Director Andrews who provides specialized expertise in career pathway development and Principal Marufo who ensures campus-based implementation support. This multi-level leadership coordination creates the foundation necessary for systematic HB3 outcomes bonus funding optimization and enhanced EPCC partnership development.

Geographic Growth Advantage

The district benefits from significant geographic advantages, positioned in the rapidly expanding west El Paso economic corridor where "this side of town is growing exponentially" creates immediate demand for skilled workforce development. This geographic positioning provides unique opportunities to partner directly with incoming employers, create job placement pipelines, and establish the district as the premier workforce development provider for west El Paso.

Strategy Implementation Coordination Needs

The district's readiness for expanded partnership with EPCC is strengthened by existing dual credit infrastructure at both high school campuses and systematic student outcome tracking capabilities. However, maximizing the \$1.8 million (FY24) in uncaptured HB3 outcomes bonus funding requires dedicated coordination to align CTE completions with funding requirements and manage the transition from current 20% funding capture rate to optimal levels.

Specific implementation priorities include establishing systematic Level I/II certificate pathways to address the current 0.0% completion gap, coordinating industry partnerships beyond the current Goodwill Industries model, and developing data systems that track student credential completion rates to optimize HB3 outcomes bonus funding capture.

EPCC Partnership Readiness

A strong foundation exists for enhanced EPCC collaboration through established dual credit programming at both Northwest Early College High School and Canutillo High School, strategic geographic positioning on El Paso's expanding west side, and proven student success outcomes. The district's 14.3% associate degree completion rate—more than double the state average of 6.6%—demonstrates effective early college implementation, while 20.7% of graduates enroll at EPCC, creating a substantial pipeline for HB8 high-demand field programming expansion. This combination of infrastructure, location, and performance positions Canutillo as a ready partner for coordinated pathway development that maximizes both district HB3 outcomes bonus funding and EPCC performance-based revenue.

Sources: *Stakeholder interviews with Canutillo ISD leadership (July-August 2025), TAPR performance data (2023-24), HB3/HB8 Project comprehensive interview analysis, TEA CCMR outcomes bonus funding reports, THECB High School to Higher Education reports (2019-2023), and bond investment documentation.*

District Profile – Socorro ISD

The district profile examines Socorro ISD's readiness for HB3/HB8 funding optimization and partnership expansion with El Paso Community College. The profile contains demographic and performance data, CTE program analysis, funding gap assessment, and leadership capacity evaluation to guide strategic investment decisions.

Socorro ISD Context and Career and Technical Education (CTE) Portfolio

This section describes Socorro ISD's geographic location, student demographics, comprehensive CTE infrastructure, industry partnerships, and workforce alignment that positions the district as the region's largest provider of career pathway programming.

Context

Socorro Independent School District serves as El Paso County's largest educational provider in the four pilot cohort, encompassing the rapidly expanding southeast corridor of El Paso County. The district operates seven distinctive high schools—Americas, Eastlake, Montwood, Pebble Hills, El Dorado, Socorro, and Mission Early College High School—strategically positioned across diverse communities from established neighborhoods to emerging residential developments.

With a total enrollment of 47,204 students, Socorro ISD graduated 3,683 students in 2024. The district serves 69.3% economically disadvantaged students, 28.6% English learners, and 13.4% special education students. This demographic composition creates substantial HB3/HB8 funding opportunities while demonstrating the district's role in serving students who benefit most from career pathway development.

Career and Technical Education Portfolio

CTE Infrastructure

Socorro ISD operates **42 Career and Technical Education pathways** across seven high school campuses with El Paso Community College, Texas State Technical College and Tech University Health Sciences Center- El Paso. Current 2024-25 SISD research and evaluation data shows 4,836 Industry-Based Certification attempts across **55+ certification types** with **74% success rate (FY25)**.

Program Delivery operates across specialized high school campuses with Mission Early College High School serving as the specialized on-site early college model. Americas High School houses Advanced Automotive Technology programs with ASE Entry-Level certifications in Automobile Maintenance and Light Repair, Brakes, Electronic/Electrical Systems, Engine

Performance, and Engine Repair. Eastlake High School delivers comprehensive Business Management programs including Microsoft Office Specialist certifications in Word Expert and Excel Expert, plus Entrepreneurship and Small Business pathways.

Texas State Technical College provides direct pathways in automotive technology, diesel technology, welding, and digital media programs, with students taking courses on Socorro campuses while earning TSTC credentials. As district leadership explains, "TSTC, we have automotive, we have diesel, we just started welding, and have digital media...four different" programs delivered through this partnership.

The Texas Tech University Health Sciences Center-El Paso supports health science pathways including pre-nursing programs with systematic coordination for student transitions to advanced healthcare education. The district also maintains "the pre nursing with portal medicine" and computer science pathway coordination ensuring students have access to specialized health science programming beyond what individual high schools can provide.

Campus-Based Specialized Programs include Healthcare and Medical Programs demonstrating exceptional performance with certifications in Health Professions Academy (Dentistry, EMT, Pharmacy) including Certified Clinical Medical Assistant, Certified Dental Assistant, Emergency Medical Technician-Basic, Pharmacy Technician, and Patient Care Technician. Students earn industry-recognized certifications through clinical partnerships with local healthcare facilities and systematic preparation programs.

Information Technology and Digital Media programs serve substantial student populations across Cybersecurity Fundamentals, CodeHS Cybersecurity Level I Certification, Computer and Network Systems including CompTIA A+ Certification Associate and CompTIA Network+, plus comprehensive Adobe Creative Suite certifications in After Effects, Illustrator, InDesign, Photoshop, Premiere Pro, and Visual Design.

CTE Marketing

Socorro ISD markets career pathways as equally valuable to college preparation. The district uses collaborative coordination between public relations, counseling, and CTE staff with regular data review meetings. Socorro showcases student success stories, industry partnerships, and employment outcomes through elementary and middle school outreach, social media campaigns, industry partner testimonials, and parent information sessions.

CTE Programs, Industry-Based Certifications (IBCs), and Enrollment

Program enrollment analysis reveals strategic concentrations aligned with regional workforce demands:

Program of Study	Students	Key Certifications
Business Management	335	Microsoft Office Expert (Word/Excel), Entrepreneurship and Small Business
Robotics and Automation Technology	322	Autodesk Associate Fusion 360, Industrial Automation Systems
Criminal Justice	298	Non-Commissioned Security Officer Level II License, IAED Emergency Telecommunicator
Computer Science	287	CodeHS Cybersecurity Level I, Information Technology Specialist JAVA
Automotive Technology	255	Automotive Service Excellence Entry-Level certifications (Brakes, Electronic/Electrical, Engine Performance)
Healthcare Programs	240	Health Professions Academy (Dentistry, EMT, Pharmacy), Certified Clinical Medical Assistant, Patient Care Technician
Engineering Foundations	225	Autodesk Certified User Fusion 360, PLTW Engineering certifications
Digital Media Arts	198	Adobe Creative Suite (Photoshop, Illustrator, InDesign, Premiere Pro)
Welding Technology	156	American Welding Society (AWS), BACE Biotechnician
Agriculture/Animal Science	145	Certified Veterinary Assistant, Licensed Veterinary Technician

Specialized Early College and Academy Programs:

Socorro ISD operates comprehensive early college and specialized academy programs across multiple sectors:

- **Health Professions Academy** - Health Professions Academy Dentistry, EMT, Pharmacy certifications with clinical partnerships
- **P-TECH Pre-Nursing Pathway** - Direct articulation to nursing programs with clinical preparation
- **Aztec Architecture Academy** - Specialized design and construction pathway
- **Sparta Business Academy** - Finance and accounting focus with industry partnerships
- **P-TECH Business (Accounting & Economics)** - Associate degree pathways in business fields
- **Libertas Academy** - Government and public administration specialization
- **SATA P-TECH Computer Science** - Advanced programming and cybersecurity focus
- **P-TECH Criminal Justice** - Law enforcement pathway with security officer certification
- **P-TECH Education** - Educational Aide I certification with teacher preparation
- **Synergi P-TECH Biomedical** - Biotechnician Assistant Credentialing Exam preparation
- **Fire Science Technology** - Emergency services and fire safety specialization

Outstanding Sector Performance includes Advanced Automotive Technology programs achieving 91% success rates across Automotive Service Excellence Entry-Level certifications, Healthcare programs with 77% success rates across Health Professions Academy certifications, and Welding programs achieving 99% success rates with American Welding Society credentials.

2024-25 High-Volume Certification Programs by Attempts:

Certification Category	Total Attempts	Key Programs
Adobe Creative Suite	1,071	After Effects, Illustrator, InDesign, Photoshop, Premiere Pro, Visual Design
Business and Office Skills	797	Microsoft Office Expert (Word/Excel), Entrepreneurship certifications
Automotive Technology	644	ASE Entry-Level certifications (Brakes, Electronic/Electrical, Engine Performance)
Information Technology	580	CompTIA certifications, CodeHS Cybersecurity, JAVA programming
Health Professions	465	Clinical Medical Assistant, Dental Assistant, Pharmacy Technician, Patient Care
Engineering and Manufacturing	412	Autodesk certifications, AWS Welding, Industrial Automation

Based on current 2024-25 certification attempt data showing 3,585 earned certifications from 4,836 attempts

CTE Teachers

Socorro ISD employs 134.9 Full-Time Equivalent Career and Technical Education teachers (4.8% of total teaching staff), supporting program delivery across 42 CTE pathways. The district includes specialized coordinators for major pathway areas, industry-certified instructors, and partnerships with regional institutions for instructor sharing and professional development. Recent budget constraints resulted in the loss of 15 CTE teachers, though district leadership maintains program quality through strategic resource allocation.

Industry Partnerships

Socorro ISD has developed extensive industry partnerships supporting work-based learning across its CTE pathways. The district maintains relationships with major regional employers providing direct employment pathways, internship placements, and curriculum alignment with workforce needs.

Automotive and Transportation Partnerships demonstrate exceptional employer engagement through Peterbilt, which "hired three to four of our kids each year" over the past four years with graduates progressing from student programs directly to full-time employment. As district leadership explains, "Most of the students who want jobs get hired" from the automotive programs, with approximately 90 students completing programs annually.

Healthcare and Medical Partnerships include systematic clinical placement programs with local hospitals, dental offices, pharmacies including Walgreens, and veterinary clinics providing students hands-on experience and employment connections. Students participate in externships, clinical rotations, and direct employment pathways through established healthcare facility partnerships.

Higher Education and Training Partnerships expand program reach through formal agreements with multiple institutions. El Paso Community College provides pathway coordination in child development, criminal justice, healthcare, computer science, education and training, business and finance, and biomedical sciences. Texas State Technical College delivers automotive technology and graphic design programs. Texas Tech University Health Sciences Center El Paso School of Nursing supports health science pathways. Socorro ISD covers tuition and textbook costs through CTE funds and grants ensuring student access regardless of economic circumstances.

Workforce Alignment

Socorro ISD's 42 CTE pathways align with high-demand field designations under Texas CTE requirements and HB8 community college funding priorities. The district's program portfolio addresses multiple high-growth sectors in the Upper Rio Grande region with proven performance metrics validating workforce relevance.

Healthcare Pathway Alignment directly supports regional employment growth, creating systematic transitions from high school Industry-Based Certifications to EPCC nursing, allied health, and medical technology programs. Students progress from high school CNA, pharmacy technician, and dental assistant certifications to EPCC associate degree programs with established clinical partnerships ensuring workforce-ready graduates.

Manufacturing and Engineering Alignment connects with EPCC advanced manufacturing, welding, and engineering technology programs through proven pathway progressions. Students earning welding certifications achieve 99% success rates transitioning to EPCC advanced programs and employment with regional manufacturers including automotive suppliers, aerospace components manufacturers, and construction companies.

Information Technology and Business Alignment supports EPCC cybersecurity, computer information systems, and business administration programs while addressing El Paso's position as a major trade and transportation hub. Students progress from high school certifications in cybersecurity, programming, and business management to EPCC logistics management, IT programs, and employment with regional transportation companies, warehousing operations, and international trade facilitators.

Socorro ISD Data Snapshot

The key performance indicators demonstrate Socorro ISD's achievement across college, career, and military readiness measures that determine eligibility for HB3 Outcomes Bonus Funding. These metrics show the district's strong foundation for accessing additional state funding opportunities. The CCMR Outcomes Bonus Funding section follows and references this performance data. Additional context on HB3 Outcomes Bonus Funding appears in the Legislative and Policy Highlights section.

Key Performance Indicators

KPI	Socorro	Region 19	Texas
Graduates	3,683	12,716	377,367
% Economically Disadvantaged	69.3%	71.1%	54.7%
% SPED Graduates	8.0%	8.0%	9.2%
% CTE Completers	53.1%	35.6%	31.0%
4-Year Graduation Rate	97.0%	87.0%	90.3%
CCMR Met (%)	77.0%	81.7%	76.3%

College-Ready (%)	58.8%	71.5%	61.9%
Career/Military-Ready (%)	45.1%	37.3%	36.4%
TSI Both Met (%)	48.4%	53.0%	48.4%
Approved IBC (%)	44.0%	35.2%	33.4%
Level I/II Certificate (%)	0.1%	0.2%	0.8%
Dual Credit (%)	30.3%	27.7%	23.6%
Associate Degree (%)	11.0%	6.6%	2.5%

Source: Socorro ISD 2024 TAPR District Report, Class of 2024

Top 3 Key Performance Indicators

CTE Completers: 53.1% – Socorro leads regionally with exceptional CTE program completion rates, significantly exceeding Region 19 (35.6%) and state averages (31.0%). This achievement demonstrates effective program delivery across 42 CTE pathways with systematic quality rather than isolated successes, positioning the district as a proven regional leader in career preparation.

Industry-Based Certifications: 44.0% – Strong CTE program delivery with nearly half of graduates earning stackable workforce credentials, substantially exceeding regional (35.2%) and state (33.4%) performance. Current 2024-25 data shows 3,585 earned certifications from 4,836 attempts across 55+ certification types, validating both historical performance and current program excellence.

Associate Degree Completion: 11.0% – Exceptional higher education partnership effectiveness enabling students to earn associate degrees while in high school, substantially outperforming regional (6.6%) and state (2.5%) averages. This achievement demonstrates systematic EPCC partnership coordination and student support creating accelerated pathway opportunities for workforce entry or continued education.

Postsecondary Enrollment Snapshot

The Texas Higher Education Coordinating Board (THECB) High School to Higher Education reports (2019–2023) track where Socorro graduates enroll in college the fall semester after graduation, using Texas-only data and excluding out-of-state enrollment.

Enrollment categories: 4-Year Public includes universities like UTEP and Texas Tech; 2-Year Public primarily represents EPCC enrollment; Other Texas IHE includes independent colleges

and specialized institutions; Non-Trackable represents students with non-standard ID numbers; Not Found includes students not located in Texas higher education systems.

Graduation Year	Total Graduates	UTEP	EPCC	Other Texas IHE	Non-Trackable	Not Found	Not Found + Non-Trackable Rate	% 4-Yr	% 2-Yr
2019	3,412	698	578	198	102	1,836	56.8%	26.3%	16.9%
2020	3,285	672	545	185	95	1,788	57.3%	26.1%	16.6%
2021	3,508	721	591	203	108	1,885	56.8%	26.3%	16.8%
2022	3,561	569	598	195	99	1,101	50.6%	26.9%	16.8%
2023	3,783	850	556	257	111	1,714	48.2%	28.5%	14.7%

Source: THECB High School to Higher Education Reports (2019-2023); Data aggregated across all Socorro ISD high schools

Socorro ISD demonstrates strong local higher education enrollment patterns with UTEP and EPCC serving as primary destinations for graduates. The "Not Found + Non-Trackable" rates (48-57%) across years likely reflect cross-border enrollment to New Mexico institutions, military service, and immediate workforce entry rather than lack of postsecondary engagement. EPCC serves as the predominant community college pathway supporting regional workforce development goals and creating systematic pipeline for continued education and career advancement.

Socorro ISD HB3 Outcomes Bonus Funding Snapshot

Independent school districts access HB3 Outcomes Bonus Funding by exceeding baseline performance thresholds in college, career, and military readiness measures, with funding amounts determined by student demographics and achievement levels. For detailed legislative framework and implementation requirements, refer to the Legislative & Policy Highlights section.

Based on TEA CCMR Outcomes Based Funding analysis, Socorro ISD demonstrates substantial untapped funding potential:

Fiscal Year	Total Available OBF Funds	Funding Accessed	Left on the Table	Capture Rate
FY 2024	\$15.1M	\$1.9M	\$13.2M	12.6%
FY 2023	\$14.4M	\$1.9M	\$12.5M	13.2%
FY 2022	\$13.8M	\$1.7M	\$12.1M	12.3%
FY 2021	\$13M	\$1.8M	\$11.2	13.8%

Source: TEA CCMR OBF Final Report FY 2020-2024, TEA CCMR OBF Early Count Report FY 2025

Socorro ISD's substantial unclaimed funding (\$11-13 million annually) represents the largest capture opportunity among pilot districts. With 69.3% economically disadvantaged students and 13.4% special education students, the district qualifies for enhanced outcomes bonuses across multiple categories providing substantial funding multipliers.

The consistent 12-13% funding access rate indicates opportunities for improvement through enhanced tracking systems, completion support programs, and post-graduation transition coordination.

Socorro ISD Gaps

Three areas stand out as opportunities to increase HB3 outcomes bonus funding access and maximize the district's substantial potential for enhanced state revenue.

Post-Graduation Transition Support – Despite strong CCMR achievement (77%), significant funding remains unclaimed when graduates don't complete postsecondary enrollment or credential earning. The district needs systematic tracking and support for graduates transitioning from high school certifications to continued education, employment, or military service to capture outcomes bonus funding for these achievements.

Level I and II Certificate Pathway Development – Current completion at 0.1% represents significant opportunity for enhanced career readiness funding. These 15-51 credit hour programs create stackable pathways connecting high school Industry-Based Certifications to employment and further education through EPCC partnerships, with substantial funding premiums available for completion.

TSI Preparation and IBC Pairing Strategy – Students earning Industry-Based Certifications without meeting TSI college readiness requirements miss outcomes bonus funding eligibility. Systematic pairing of IBC achievement with TSI preparation creates dual qualification opportunities maximizing funding capture while enhancing student postsecondary preparation.

Socorro ISD Leadership & Strategy Implementation Readiness

Socorro ISD demonstrates exceptional readiness for HB3/HB8 implementation based on proven leadership capacity, comprehensive infrastructure, and established partnership management. George Thomas, Director of Career/Technical Education, oversees 42 pathways across seven high school campuses with demonstrated results: 4,836 certification attempts achieving 74% success rate, including welding programs at 99% success, automotive at 91%, and healthcare at 77%. The district maintains strong employer partnerships and covers tuition costs through strategic funding management.

This foundation positions Socorro for enhanced EPCC partnership opportunities under HB8. The district's scale creates optimal conditions for expanded dual credit delivery, Level I/II certificate pathway development, and regional workforce coordination. Socorro's proven capacity to manage complex multi-campus programming and systematic industry partnerships enables the district to serve as a regional hub for HB8 implementation, generating substantial return on strategic investment through enhanced state funding capture.

Sources: Socorro ISD 2024 TAPR District Report, TEA Staff Information Report 2023-24, Socorro ISD IBC Analysis SY 2024-25, ODS Program of Study Analysis 2025-26, THECB High School to Higher Education Reports (2019-2023), TEA CCMR OBF Reports FY 2020-2025, and stakeholder interviews with district leadership conducted during summer 2025.

District Profile – Ysleta ISD

Purpose: This district profile examines Ysleta ISD's readiness for HB3/HB8 funding optimization and partnership expansion with EPCC. The profile contains demographic and performance data, CTE program analysis, funding gap assessment, and leadership capacity evaluation to guide strategic investment decisions.

Ysleta ISD Context and Career & Technical Education (CTE) Portfolio

This section provides district background information and comprehensive analysis of Ysleta ISD's career and technical education infrastructure, programs, and workforce alignment strategies.

Context

Ysleta Independent School District serves the central and east side communities of El Paso, Texas, operating 11 high school campuses with nearly 35,000 students across all grade levels. The district graduated 2,821 students in 2024, with 69.6% classified as economically disadvantaged and 95.8% Hispanic enrollment, representing the demographic characteristics of the border region.

Career and Technical Education (CTE) Portfolio

CTE Infrastructure

Ysleta ISD operates a comprehensive three-tier CTE delivery system that provides students access to career pathways through centralized specialized facilities, district-wide early college programming, and campus-based courses. This innovative approach maximizes student access while maintaining program quality across all delivery methods.

The **Career Center** behind Riverside High School serves students from all 11 high school campuses through specialized programs housed in two buildings: one dedicated to cosmetology, culinary arts, gaming design, and architecture; another for welding, electrical, automotive, and diesel technology. Career Center enrollment has grown from 255 to 585 students since the new state-of-the-art facility opened approximately one year ago, demonstrating strong demand for hands-on technical training.

The district's **P-TECH program** operates uniquely by serving all high schools rather than being limited to a single campus like traditional models. The Health Professions P-TECH program provides district-wide access to early college programming with seamless transition to EPCC health science degrees, allowing students from any high school to participate.

Campus-based CTE programs operate at comprehensive high schools including Bel Air, Del Valle, Eastwood, and others. Students can access programs in business management, law enforcement, engineering, healthcare, and digital communications without transportation to the centralized facility.

CTE Marketing

District leadership has undertaken deliberate internal cultural transformation to position career pathways as equally valuable to traditional college preparation. As district leadership explains, "in our district, they know college is important, but we've made the career as equally important now," reflecting intentional messaging changes to "respect and value all the different jobs that are out there for people to do."

The comprehensive marketing strategy operates through collaborative coordination involving public relations, counseling, and CTE staff, with regular data review meetings focused on messaging alignment.

CTE Programs and Industry-Based Certifications (Campus-based and P-TECH)

Ysleta ISD offers **13 programs** of study serving **7,742 enrollments** with access to **47 distinct industry-based certifications** across all program areas:

Program of Study	Students <i>(counts may be duplicated)</i>	Key Certifications
Law Enforcement	1,998	IAED Emergency Telecommunicator
Engineering Foundations	1,180	Autodesk Associate Fusion 360, AutoCAD, Inventor, Revit Architecture, 4Certified SOLIDWORKS Associate – Academic
Business Management	1,001	Entrepreneurship and Small Business, Microsoft Office Expert (Word/Excel), VITA Advanced IRS, VITA Basic IRS
Entrepreneurship	561	Entrepreneurship and Small Business, Microsoft Office Expert (Word/Excel 2019)
Graphic Design and Interactive Media	426	Adobe Certified Professional (Animate, Illustrator, Photoshop, Premiere Pro, Visual Design, InDesign)
Diagnostic and Therapeutic Services	394	Pharmacy Technician, Certified EKG Technician, Certified Nurse Aide/Assistant, Phlebotomy Technician, Registered Dental Assistant, Medical Coding and Billing Specialist, Emergency Medical Technician

Family and Community Services	311	Community Health Worker
Digital Communications	281	Adobe Certified Professional (Visual Design, Premiere Pro, Photoshop, After Effects, Illustrator)
Bio-Medical Science	202	Biotechnician Assistant Credentialing Exam
Graphic Design and Interactive Media-Fashion	121	Adobe Certified Professional (fashion-focused design certifications)
Animal Science	120	Certified Veterinary Assistant TVMA, Elanco Veterinary Medical Applications, Elanco Fundamentals of Animal Science Certification
Programming and Software Development	82	Certified User Programmer-Unity
Fire Science	65	IAED Emergency Telecommunicator (shared with Law Enforcement)

Career Center Specialized Programs (585 students total):

- Automotive/Diesel - Automotive Service Excellence-ASE, Inter-Industry Conference on Auto Collision Repair-ICAR certifications
- Culinary Arts - ServSafe Manager certification
- Electrical - National Center for Construction Education & Research-NCCER, Electrical Level I certifications
- Welding - American Welding Society (AWS) certification
- Real Estate - Entrepreneurship and Small Business, Texas Realtor License certifications
- Teaching and Training - Educational Aide I certification

CTE Teachers

Ysleta ISD employs 102.5 FTE Career and Technical Education teachers (4.3% of total teaching staff), with 88.1% Hispanic educators providing cultural and linguistic alignment with the student population. Average teacher experience of 14.7 years significantly exceeds the state average of 11.1 years, and the district maintains a low turnover rate of 9.7% compared to the state average of 19.1%.

The district systematically recruits and retains qualified CTE instructors with relevant industry experience and supports professional development for industry credentialing. The centralized Career Center model enables more specialized staffing and shared resources across programs, ensuring students receive instruction from industry-certified professionals capable of preparing them for certification success and seamless transitions to regional employment opportunities.

Source: Ysleta ISD 2024 TAPR Staff Information Report

Industry Partnerships

The district maintains active relationships with major regional employers including Marathon, Schneider Electric, TxDOT, El Paso Electric, Pueblo de Sur, and Spectrum. A dedicated work-based learning coordinator develops and sustains employer partnerships. Recent partnership expansion includes collaboration with ACEC (Association of Consulting Engineering Companies), opening opportunities for students across multiple construction and architecture firms.

The district collaborates with Workforce Solutions Borderplex to identify regional "hot jobs" and ensure program alignment with high-demand, high-wage opportunities. Advisory committees including business and industry partners meet twice yearly as part of Perkins grant requirements.

Workforce Alignment

The district uses the Indigo platform for career exploration and workforce alignment, making it the first district in Texas to utilize this system. As district leadership notes, "we forecast by five years at least" and "surveying our sixth graders...what's interesting them" for early pathway planning.

Programs align strategically with Texas CTE requirements and HB8 compliance through emphasis on law enforcement, business administration, healthcare, advanced manufacturing, and automotive technology that match regional workforce demands and projected job growth in the El Paso border economy.

YISD Data Snapshot

The key performance indicators in the table below show Ysleta ISD's achievement across college, career, and military readiness measures that determine eligibility for HB3 Outcomes Bonus Funding. These metrics demonstrate the district's strong foundation for accessing additional state funding, with specific data referenced in the HB3 Outcomes Bonus Funding analysis that follows.

Key Performance Indicators

KPI	Ysleta	Region 19	Texas
Graduates	2,821	12,716	377,367
% Economically Disadvantaged	69.6%	71.1%	54.7%
% SPED Graduates	9.9%	8.0%	9.2%

% CTE Completers	34.0%	35.6%	31.0%
4-Year Graduation Rate	88.7%	87.0%	90.3%
CCMR Met (%)	92%	81.7%	76.3%
College-Ready (%)	75.8%	71.5%	61.9%
Career/Military-Ready (%)	51.4%	37.3%	36.4%
TSI Both Met (%)	63.8%	53.0%	48.4%
Approved IBC (%)	47.1%	35.2%	33.4%
Level I/II Certificate (%)	0.0%	0.2%	0.8%
Dual Credit (%)	20.0%	27.7%	23.6%
Associate Degree (%)	4.6%	6.6%	2.5%

Source: Ysleta ISD 2024 TAPR District Report, Class of 2023

Top 3 Key Performance Indicators

CCMR Met: 92% – Ysleta leads regionally with exceptional postsecondary readiness, exceeding Region 19 performance (81.7%) and significantly surpassing state average (76.3%). This strong achievement across college and career tracks demonstrates effective pathway alignment.

TSI Both Met: 63.8% – Strong college preparation with students meeting both reading and mathematics college-readiness standards at rates above regional (53.0%) and state (48.4%) averages. This performance indicates effective academic preparation for postsecondary success.

Approved Industry-Based Certifications: 47.1% – Nearly half of graduates earn stackable credentials, substantially exceeding regional (35.2%) and state (33.4%) performance. These certifications provide immediate workforce entry points in high-demand fields and create pathways for continued education through EPCC certificate and degree programs.

Postsecondary Enrollment Snapshot

The Texas Higher Education Coordinating Board (THECB) High School to Higher Education reports (2019–2023) track where Ysleta graduates enroll in college the fall semester after graduation, using Texas-only data and excluding out-of-state enrollment.

Enrollment categories: 4-Year Public includes universities like UTEP and Texas Tech; 2-Year Public primarily represents EPCC enrollment; Other Texas IHE includes independent colleges and specialized institutions; Non-Trackable represents students with non-standard ID numbers; Not Found includes students not located in Texas higher education systems.

Graduation Year	Total Graduates	UTEP	EPCC	Other Texas IHE	Non-Trackable	Not Found	Not Found + Non-Trackable Rate	% 4-Yr	% 2-Yr
2019	2,830	490	647	253	78	1,362	50.9%	26.3%	22.9%
2020	2,659	453	585	234	72	1,315	52.2%	25.8%	22.0%
2021	2,845	485	628	251	81	1,400	52.0%	25.9%	22.1%
2022	2,821	482	622	248	78	1,391	52.1%	25.9%	22.0%
2023	2,823	484	623	249	79	1,388	52.0%	25.9%	22.1%

Source: THECB High School to Higher Education Reports (2019-2023)

Ysleta ISD demonstrates consistent postsecondary enrollment patterns with 48-50% of graduates tracked in Texas higher education systems. The substantial "Not Found" rates likely reflect cross-border enrollment to New Mexico institutions, military enlistment, and direct workforce entry typical of border region graduates. Strong 2-year enrollment rates (22%) support regional workforce development pathways, with 22% of all graduates enrolling at EPCC.

YISD HB3 Outcomes Bonus Funding Snapshot

Independent school districts access HB3 Outcomes Bonus Funding by exceeding baseline performance thresholds in college, career, and military readiness measures, with funding amounts determined by student demographics and achievement levels. For detailed legislative framework and implementation requirements, refer to the Legislative & Policy Highlights section.

Based on TEA CCMR Outcomes Based Funding analysis, Ysleta ISD demonstrates substantial untapped funding potential despite strong student performance:

Fiscal Year	Total Available OBF Funds	Funding Accessed	Left on the Table	Capture Rate
FY 2024	\$11.8M	\$2.1M	\$9.7M	17.8%
FY 2023	\$11.3M	\$1.4M	\$9.8M	12.4%
FY 2022	\$11.9M	\$893,000	\$11M	7.5%
FY 2021	\$10.3M	\$753,000	\$9.5M	7.3%

Source: TEA CCMR OBF Final Report FY 2020-2024, TEA CCMR OBF Early Count Report FY 2025

As district leadership noted in stakeholder interviews, "last year we left like 8 million on the table...drew almost close to two," highlighting the significant funding opportunity. Current funding capture represents approximately 17.8% of maximum potential.

Ysleta ISD Gaps

Three areas stand out as opportunities to increase HB3 outcomes bonus funding access and maximize the district's substantial potential for enhanced state revenue.

Post-graduation transition support – Despite 92% CCMR achievement, significant funding remains unclaimed due to students not following through with postsecondary enrollment. As district leadership explained, "everybody doesn't show up day one [at college]" and "post high school...that's our big piece."

Level I and II certificate pathway development – Current completion at 0.0% represents significant opportunity for enhanced career readiness funding. These 15-51 credit hour programs create stackable pathways to employment and further education through EPCC partnerships.

Dual credit pathway expansion – Current participation at 20.0% falls below the regional average (27.7%), creating opportunities for enhanced funding capture through dual credit completion and seamless transition to higher education.

YISD Leadership & Strategy Implementation Readiness

Ysleta ISD demonstrates exceptional readiness for HB3/HB8 implementation through sophisticated systems, proven leadership capacity, and established infrastructure that positions the district to maximize funding opportunities and student outcomes.

Systematic Leadership Excellence

District leadership operates with sophisticated coordination mechanisms that create optimal conditions for scaling successful programs. As leadership describes, "we meet every two weeks...for the past four years" through a CCMR committee that includes CTE directors, counselors, and data teams. This systematic approach reflects a collaborative culture where "we all are part of this" rather than working in isolation.

The district's commitment to continuous improvement is evidenced through their "strategic abandonment" philosophy. Leadership explains, "what I'm most proud of is our systems internally to strategic abandon...if this program is not making we don't want to eliminate it, what can we do differently? And we're always trying to do those things."

Data-Driven Decision Making Infrastructure

The district uses the Indigo forecasting platform, making them "the first district to utilize them (Indigo) in Texas." This system integrates real-time labor market data and helps students identify career pathways aligned with their interests and regional opportunities. Long-term planning extends to elementary students, as "surveying our sixth graders...what's interesting them" demonstrates comprehensive pathway development from early grades.

Ysleta ISD has implemented custom-built technology systems that provide real-time tracking and forecasting capabilities. As district leadership explains, "we have a dashboard...internally built for everything" and "I have one for CCMR bonus outcomes too. That helps me forecast how much money is out there that I'm going to get and how much money we're leaving."

Innovation and Partnership Capacity

The district's comprehensive three-tier CTE delivery system creates a replicable framework for efficient CTE delivery while maintaining comprehensive employer partnerships with Marathon, Schneider Electric, TxDOT, El Paso Electric, and other major regional employers. Recent expansion includes collaboration with ACEC (Association of Consulting Engineering Companies) opening opportunities across multiple construction and architecture firms.

EPCC Partnership Readiness

A strong foundation exists for enhanced EPCC collaboration through established dual credit programming, P-TECH implementation serving all high schools, and systematic student tracking that follows graduates into postsecondary pathways. The district's 22% EPCC enrollment rate

among 2023 graduates provides a substantial pipeline for HB8 high-demand field programming expansion.

District leadership's sophisticated understanding of funding mechanisms, combined with proven data systems and systematic collaboration processes, creates optimal conditions for maximizing both HB3 outcomes bonus funding and HB8 performance-based funding through strategic program coordination and enhanced post-graduation support.

Sources: Stakeholder interviews with Ysleta ISD leadership (August 2025), TAPR performance data (2024), TEA CCMR outcomes bonus funding reports, THECB High School to Higher Education reports (2019-2023).

El Paso Community College HB8 Alignment Analysis

El Paso Community College operates as a Hispanic-Serving Institution serving nearly 25,000 students under HB8's performance-based funding framework. The college received \$7.1 million in enhanced state funding in FY 2024 (22% increase from previous year) through HB8 performance metrics. EPCC operates five campuses serving a student population that is 81.6% Hispanic, 4.6% White, 1.7% African American, and 11.5% other populations.

Building a Talent Strong Texas Context

Building a Talent Strong Texas is an initiative of the Texas Higher Education Coordinating Board and establishes the goal that 60% of Texans ages 25-64 will receive a degree, certificate, or other postsecondary credential of value by 2030. According to the Workforce Solutions Borderplex 2025 Hot Jobs Report, Texas employment will increase by more than 2.1 million jobs from 2022 to 2032, representing 14.7% growth, with more than 72% of expected job growth requiring some form of education or training beyond high school.

HB8's performance-based funding framework is based on four pillars that align institutional performance with state workforce development priorities. They are (1) high-demand fields, (2) credentials of value, (3) dual credit and FAST programs, and (4) transfer pathways. This analysis examines EPCC's current alignment with these four pillars to evaluate EPCC alignment with state funding priorities.

Pillar 1: High-Demand Fields

EPCC's portfolio of programs is strongly aligned with the state's High-Demand Fields (HDF) framework, ensuring students have access to education pathways connected to the region's most critical workforce needs. According to data from EPCC Institutional Research Department (August 2025), the college currently offers programs in **23 distinct high-demand fields**. Of these, **21 are delivered through credit-bearing programs, one through continuing education, and one in a dual credit/continuing education (CR/CE) format.**

These high-demand programs span the full range of the El Paso regional economy. In **technology**, EPCC provides pathways in Computer Programming, Computer Science, and IT Administration. In the **skilled trades**, offerings include Electrical Power Transmission, HVAC, and Energy Systems Maintenance. The college has an especially strong footprint in **healthcare**, with programs covering Dental Support Services, Health and Medical Administrative Services, Allied Health Assisting, and Diagnostic/Intervention Technologies. EPCC also supports community needs through HDFs in **public service and safety** (e.g., Criminal Justice/Peace Officer training) and **education** (Teacher Education and Human Development).

The inclusion of continuing education and hybrid CR/CE options demonstrates EPCC's responsiveness to students who require short-term training but may later transition into credit-bearing awards. This flexibility provides multiple entry points into high-demand fields and supports stackable pathways that align with employer demand.

This alignment ensures that students are being prepared in areas that matter most to the economy, while also positioning EPCC to maximize outcomes funding under HB8.

The following tables provide detailed enrollment and completion trends for each high-demand field.

Table 1: Healthcare High-Demand Fields Performance (Fall 2022-2024)

		Enrollment				Completion			
Field	CIP	Fall 2022	Fall 2023	Fall 2024	3-Yr Change	AY 2023	AY 2024	*AY 2025	3-Yr Change
Registered Nursing	5138	278	280	312	+12%	36	41	37	+3%
Allied Health/Medical Assisting	5108	86	83	92	+7%	53	54	71	+34%
Allied Health Diagnostic Services	5109	242	304	295	+22%	80	120	106	+33%
Dental Support Services	5106	41	38	49	+20%	33	23	16	-52%
Practical Nursing/Vocational Nursing	5139	41	4 out 0	41	0%	105	130	45	-57%
Mental and Social Health Services	5115	16	15	19	+19%	7	3	5	-29%
Health and Medical Administrative Services	5107	8	9	10	+25%	3	5	4	+33%

Clinical/Medical Laboratory Science	5110	18	17	22	+22%	9	5	8	-11%
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**AY 2025 represents partial year data*

Allied Health Diagnostic Services represents the largest healthcare (latest) enrollment (295 students) with +33% increase in completion. Allied Health/Medical Assisting shows +34% increase in completion. Practical Nursing shows -57% decrease in completion despite stable enrollment. Healthcare programs face faculty recruitment challenges, with EPCC leadership identifying "finding qualified faculty and clinical sites" as the primary expansion barrier.

Table 2: Technology High-Demand Fields Performance (Fall 2022-2024)

		Enrollment				Completion			
Field	CIP	Fall 2022	Fall 2023	Fall 2024	3-Yr Change	AY 2023	AY 2024	*AY 2025	3-Yr Change
Computer/IT Administration	1110	193	242	277	+44%	34	63	80	+135%
Computer Programming	1102	96	120	120	+25%	16	31	21	+31%
Computer Science	1107	775	764	725	-6%	62	73	63	+2%

**AY2025 is ongoing*

Computer/IT Administration demonstrates the strongest performance with +44% enrollment growth and +135% completion growth. The college maintains partnerships with Microsoft, ADP, and Fort Bliss defense contractors.

Table 3: Trades and Manufacturing High-Demand Fields Performance (Fall 2022-2024)

		Enrollment				Completion			
Field	CIP	Fall 2022	Fall 2023	Fall 2024	3-Yr Change	AY 2023	AY 2024	*AY 2025	3-Yr Change
Vehicle Maintenance	4706	1,651	1,644	1,632	-1%	134	142	153	+14%
HVAC Technology	4702	65	93	106	+63%	32	46	36	+13%
Electrical Installation	4603	79	84	79	0%	30	50	13	-57%
Energy Systems Maintenance	4707	22	27	16	-27%	15	17	10	-33%
Heavy/Industrial Equipment Maintenance	4703	19	16	9	-53%	3	10	1	-67%

**AY2025 is ongoing*

Vehicle Maintenance enrolls 1,632 students with +14% increase in completion despite slight enrollment decline (-1%). HVAC Technology shows +63% increase in enrollment and +13% increase in completion. Heavy/Industrial Equipment Maintenance shows -53% decrease in enrollment and -67% decrease in completion.

Table 4: Other High-Demand Fields Performance (Fall 2022-2024)

		Enrollment				Completion			
Field	CIP	Fall 2022	Fall 2023	Fall 2024	3-Yr Change	AY 2023	AY 2024	*AY 2025*	3-Yr Change
Criminal Justice	4301	1,546	1,458	1,293	-16%	215	182	201	-7%
Teacher Education	1312	843	745	716	-15%	143	146	120	-16%
Business Operations Support	5204	308	349	405	+31%	10	3	5	-50%

Human Development/Family Studies	1907	154	168	179	+16%	43	41	44	+2%
Business Administration/Management	5202	176	128	124	-30%	237	265	266	+12%
Accounting and Related Services	5203	108	102	110	+2%	18	15	14	-22%
Cosmetology and Related Services	1204	46	43	38	-17%	59	55	25	-58%

**AY2025 is ongoing*

Criminal Justice maintains substantial enrollment (1,293 students) but shows -16% decrease in enrollment with -7% decrease in completion. Business Operations Support shows +31% increase in enrollment but -50% decrease in completion. Teacher Education shows -15% decrease in enrollment and -16% decrease in completion.

Pillar 2: Credentials of Value

Texas Senate Bill 1786 reshaped how community colleges demonstrate value by requiring each credential to meet a rigorous **three-part test**: (1) provide a measurable **wage premium** compared to high school graduates, (2) demonstrate **economic mobility** by reaching Texas' self-sufficiency wage standard (\$30,000 by year five for associate degrees), and (3) align with **high-demand fields** identified by the Texas Higher Education Coordinating Board. Beginning in FY26, associate degrees must also pass a **five-year return-on-investment (ROI) test**, with exemptions granted only for healthcare and education.

At EPCC, credentials of value include associate degrees, Level 1 certificates, and Level 2 certificates. According to the **THECB 2024 Almanac**, EPCC associate degrees average **3.7 years to completion and 74 semester credit hours**, with graduation rates of **31.9% for college-ready students** and **19.6% for those entering with developmental coursework**. These metrics underscore both the challenge of meeting accelerated ROI expectations and the opportunity to strengthen student success strategies.

The data from the EPCC Institutional Research department in August 2025 show that EPCC's portfolio of high-demand programs is both broad and intentionally stackable. Across **23 high-demand fields**, the college currently offers **34 associate degrees, 22 Level 1 certificates, and 14 Level 2 certificates**. These degrees and certificates are important to highlight because they represent the pool of credentials that are **candidates for designation as Credentials of Value** under the Texas Higher Education Coordinating Board's forthcoming

FY26 rules. Many programs within the high-demand fields provide students with multiple on- and off-ramps, such as beginning with a certificate and progressing to an associate degree, ensuring flexibility and responsiveness to workforce needs. This stackable design is critical for expanding access, accelerating time-to-credential, and supporting the state's emphasis on short-term awards with strong labor market outcomes.

Not all of these programs, however, will qualify as credentials of value (COV) after 2025. EPCC leadership has already acknowledged that **six associate degrees**—including Biology, Psychology, Culinary Arts, and Cosmetology—have been **removed from state funding** eligibility because they failed to meet the enhanced COV ROI test. Final determinations rest with the Texas Higher Education Coordinating Board, which will publish the updated FY26 rules and credential-of-value lists before funding eligibility is set.

In the meantime, EPCC's strategy under Pillar 2 is clear: **prioritize and expand programs that meet the three-part test, reinforce capacity in high-performing certificates and technical degrees, and redesign or phase out low-return awards**. This alignment matters: every credential in a high-demand field that qualifies as a credential of value not only improves wage outcomes for students, but also generates direct HB8 performance funding — with **premium dollars attached** for associate degrees and certificates that demonstrate wage gains and ROI.

Pillar 3: Dual Credit & FAST

HB8 creates two direct financial incentives for dual credit completion. First, community colleges receive **funding for dual credit students completing 15+ semester credit hours**. Second, HB8 established the Financial Aid for Swift Transfer (FAST) program, which provides additional funding to community colleges for dual credit enrollment by economically disadvantaged students. FAST provides **\$56.87 per semester credit hour** for students who qualified for free/reduced lunch in any of the preceding four years, with \$78.6 million in state funding available in FY 2025.

SB1786 expands dual credit eligibility from students classified as educationally disadvantaged only in the current school year to **those identified as disadvantaged at any point during the current or previous four school years**. This expansion means students who received free/reduced lunch in 9th or 10th grade but whose family income improved by senior year still qualify for FAST funding. The change significantly increases the number of eligible students.

Districts receive HB3 outcomes bonus funding when graduates enroll in postsecondary education immediately following high school. Students earning associate degrees while in high school generate **\$5,000 per economically disadvantaged graduate, \$3,000 per non-economically disadvantaged graduate, and \$2,000 per special education graduate** when the ISD exceeds performance thresholds.

EPCC's Dual Credit Infrastructure

EPCC operates a comprehensive dual credit network across El Paso County. The college serves **over 11,000 students (fall 2025) through dual credit and early college programs** and operates **39 P-TECH and early college high schools**. This infrastructure positions EPCC as the primary early college access point for the region.

Regional Performance Against Funding Thresholds

The four pilot districts serve **6,995 class of 2023 graduates** with dual credit participation ranging from 25.5% to 30.3% across districts. Texas Academic Performance Reports measure dual credit participation as students earning at least 9 credit hours in reading/language arts, mathematics, or any subject during high school.

Table 5: Pilot District Dual Credit Performance

District	2023 Graduates	Dual Credit Completion (9+ hr)	Associate Degrees	Level I/II Certificates
Socorro ISD	3,683	30.3%	11.0%	<1%
Ysleta ISD	2,821	29.7%	8.4%	0%
Canutillo ISD	440	25.5%	14.3%	0%
Anthony ISD	51	26.3%	0%	0%
Total Pilot Districts	6,995	29.1%	9.8%	<1%
Region 19	12,716	27.7%	6.6%	0.2%

Source: TAPR 2023-24 District Reports

15+ Credit Hour Performance: The Key Funding Metric

HB8 provides enhanced revenue for dual credit students completing 15+ semester credit hours. Current dual credit patterns show most students complete 6-12 credit hours, below the funding threshold.

Table 6: District Performance on 15+ Credit Hour Completion Trends (2019-2023)

District	2019	2020	2021	2022	2023	Total Change	Trend
Socorro ISD	18.3 %	22.0 %	24.4 %	22.0 %	24.0 %	+5.7 points	↗ Strong Growth
Ysleta ISD	11.6 %	12.8 %	18.1 %	16.6 %	20.1 %	+8.5 points	↗ Strong Growth
Canutillo ISD	30.2 %	31.1 %	32.9 %	32.4 %	27.5 %	-2.7 points	↘ Slight Decline
Anthony ISD	0.0%	1.9%	13.0 %	9.7%	15.7 %	+15.7 points	↗ Strong Growth
Regional Average	15.0 %	17.0 %	22.1 %	20.2 %	21.8 %	+6.8 points	↗ Overall Improvement

Table 7: Raw Numbers of Students Earning 15+ Credit Hours (2020-2024)

District	2020 Grads	2020 Count	2021 Grads	2021 Count	2022 Grads	2022 Count	2023 Grads	2023 Count	2024 Grads	2024 Count
Socorro ISD	3,501	771	3,504	854	3,683	810	3,649	875	N/A	944
Ysleta ISD	2,789	358	2,740	495	2,860	475	2,716	545	N/A	459
Canutillo ISD	450	140	426	140	450	146	440	121	N/A	104
Anthony ISD	54	1	46	6	62	6	51	8	N/A	4
Regional Total	6,794	1,270	6,716	1,495	7,055	1,437	6,856	1,549	N/A	1,511

Each student meeting the 15+ hour threshold generates **\$1,700 in additional state funding** for EPCC under HB8. Regional growth from 1,270 students in 2020 to 1,549 students in 2023 demonstrates a strong foundation for HB8 funding optimization.

With 1,549 students meeting the 15+ threshold in 2023, EPCC likely generated approximately **\$2.6 million in HB8 funding** from this metric alone. The 2024 cohort of 1,511 students represents continued strong performance. Every percentage point increase in regional dual credit completion translates to roughly 68 additional students and \$115,600 in additional state funding based on current enrollment levels.

FAST Program Integration

The FAST program distributed **nearly \$80 million in additional funding** to colleges in 2023-24 with 250,000+ students participating. Nearly all community colleges opted into the program.

FAST Rate Impact: At \$56.87 per semester credit hour, qualifying students completing 15 credit hours generate **\$853.05 in FAST funding** for EPCC when they qualify under the four-year eligibility lookback.

Regional Opportunity: With high economically disadvantaged populations across pilot districts (51.5% to 85.1%), FAST program expansion creates substantial funding opportunities for both student access and institutional revenue.

CTE Dual Credit: Bridge to High-Demand Fields

Regional districts operate extensive CTE programming with strong industry-based certification production:

- **Socorro ISD:** 42 CTE programs, 44.0% IBC completion
- **Ysleta ISD:** 3-Tier CTE approach, 47.1% IBC completion
- **Canutillo ISD:** 54.3% IBC completion
- **Anthony ISD:** 33.3% IBC completion

Current connections between district CTE programming and EPCC credit-bearing high-demand field programs represent a key opportunity. Districts show strong industry certification performance, but limited integration with EPCC pathways for stackable credentials.

College Readiness

College readiness affects dual credit access and completion rates. TSI testing participation varies across districts, with performance data showing significant variation in college preparation levels.

Table 8: TSI Both Subjects Performance (Class of 2023)

District	TSI Both Subjects Met	Region 19	Texas
Ysleta ISD	57.3%	53.0%	48.4%
Canutillo ISD	53.9%	53.0%	48.4%
Anthony ISD	27.5%	53.0%	48.4%
Socorro ISD	48.4%	53.0%	48.4%

The data shows substantial variation in college readiness preparation across districts. Canutillo significantly outperforms regional and state averages, while Anthony faces considerable challenges in TSI preparation.

College Connect Solution: College Connect courses provide alternative pathways for subject-specific college readiness through competency-based progression. Students who pass become college-ready in specific areas (English language arts or mathematics). These courses offer:

- Accelerated earning of college credit hours
- Integrated and individualized support supplementing course content
- Flexible assignments relevant to credit courses and students' area of study

As EPCC leadership explained, "The college connect courses help address this, as students who pass become college-ready in that particular area (English language arts or math)."

Pillar 4: Transfers Pathways

HB8 created performance-based funding for community colleges when students successfully transfer to four-year universities. SB1786 expanded this from public universities only to **all Texas universities**, including private institutions. Community colleges earn funding when transfer students complete 15+ credit hours and demonstrate academic success at the receiving institution.

EPCC Transfer Performance

According to the THECB 2024 Almanac, EPCC achieves a 24.4% transfer rate, representing 1,014 successful transfers annually from a cohort of 4,145 students. These transfer relationships position EPCC as a bridge between workforce development and four-year degree pathways, serving the region's need for both technical workers and professionals with bachelor's degrees.

The primary transfer destination remains UTEP, reflecting the strong regional partnership between the institutions. This relationship benefits from shared geographic location, aligned academic programs, and coordinated transfer agreements that ensure seamless credit acceptance.

HB8 Funding Impact

EPCC's transfer success contributes directly to the college's performance-based funding under HB8's framework. Students must earn at least 15 semester credit hours at a community college before enrolling in a four-year university to qualify as a "successful transfer" under HB8, and colleges are financially rewarded for successful transfers to four-year public universities in Texas. The "Performance Tier" formula composes over 90% of state funding awarded to community colleges, with transfer success being one of four key metrics.

The funding model includes enhanced support for disadvantaged students, as community colleges earn an additional weight of 25 percent for supporting students experiencing economic or academic disadvantage who successfully transfer. This performance-based approach has generated substantial revenue for EPCC, with the college receiving an additional \$7.1 million in FY 2024 under HB8, representing a 22% increase, with projections of almost \$44 million in HB8 funding for fiscal year 2025.

Regional Workforce Impact

Transfer pathways support regional workforce development by creating multiple educational routes to professional careers. Students who transfer from EPCC to UTEP or other universities complete bachelor's degrees in fields like engineering, business, education, and healthcare, then return to the regional workforce with advanced credentials and higher earning potential.

The SB1786 expansion to include private universities creates additional transfer opportunities, particularly relevant for students seeking specialized programs or faith-based education options. This flexibility supports diverse student needs while maintaining the performance funding incentive that rewards EPCC for successful student preparation.

Data Sources: Texas Higher Education Coordinating Board 2024 Almanac Data, district TAPR reports, HB8 and SB1786 implementation documentation, EPCC 2025-2026 catalog, EPCC Institutional Research Dual Credit Earned by ISD graduates 2015-2025 data and EPCC High-Demand Fields Analysis, Aug. 2025, EPCC Leadership and Data Team stakeholder interviews (July-Sept. 2025), Workforce Solutions Borderplex 2025 Hot Jobs Report 2025, SB1786 fiscal impact analysis, HB8 performance-based funding framework documentation, web sources as cited.

High-Demand Fields Crosswalk Analysis: Four-District Regional Assessment

Overview

This crosswalk analysis examines how well the four pilot school districts align with El Paso Community College's (EPCC) programs across 59 high-demand career fields identified by the Texas Higher Education Coordinating Board (THECB). These fields include 46 statewide priorities and 13 specific to the Upper Rio Grande region. EPCC currently offers credit programs in 23 of these 59 fields (39% coverage), creating significant opportunities for regional workforce development.

The analysis reveals each district's unique strengths and strategic positioning. Anthony ISD operates efficiently through Western Tech partnerships, Canutillo ISD provides specialized programs unavailable elsewhere, Ysleta ISD demonstrates systematic P-TECH excellence, and Socorro ISD leads in comprehensive scale and programming breadth. Together, these districts serve over thousands of CTE students across diverse pathways that either align well with EPCC programs or represent expansion opportunities.

About the Crosswalks

These crosswalks map all 59 high-demand fields against current program offerings at both EPCC and each school district. The analysis identifies three types of **pathway status**:

Strong Alignments show where districts have CTE programs that connect directly to EPCC credit pathways, creating possible student progression opportunities and leading to funding capture under HB3 and HB8.

EPCC Strengths or ISD Advantages highlight fields where districts serve students but EPCC lacks corresponding credit programs (or vice versa), representing immediate expansion targets for enhanced regional workforce development.

Regional Gaps indicate high-demand fields where neither the district nor EPCC currently offers programs, suggesting future partnership opportunities.

Each district's crosswalk provides detailed CIP codes, programs offered, and pathway status to support strategic planning and resource allocation decisions. Note: EPCC and ISD programs may **offer various** courses, certifications and credentials. These are reflected in the EPCC and ISD program columns.

Individual District Crosswalks:

- [\[Anthony ISD High-Demand Fields Crosswalk\]](#)
 - [\[Canutillo ISD High-Demand Fields Crosswalk\]](#)
 - [\[Ysleta ISD High-Demand Fields Crosswalk\]](#)
 - [\[Socorro ISD High-Demand Fields Crosswalk\]](#)
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Anthony ISD: Strategic Efficiency Through Partnership

Anthony ISD serves as a model of strategic efficiency through its 6 CTE programs delivered via two systems: Two on-campus programs (Information Technology and Business, Marketing & Finance) and four Western Tech Institute programs (Welding, Medical Clinical Assistant, Diesel Technology, and Cyber Security). The district's Western Tech partnership serves 43 students, creating pathways to high-demand fields where EPCC has limited or no credit programs while maintaining strong alignments where programs connect directly.

Finding 1: Strategic Partnerships Create Access to Specialized Fields

Despite being the smallest district, Anthony ISD's Western Tech partnership provides access to specialized training in fields where EPCC has limited credit program coverage. The 4 Western Tech programs (Welding, Medical Clinical Assistant, Diesel Technology, and Cyber Security) connect to multiple high-demand fields including Ground Transportation, Agricultural Mechanization, Security Science and Technology, and Computer Systems Networking/Telecommunications. This partnership model allows Anthony to offer specialized workforce preparation that complements rather than competes with EPCC's portfolio.

Finding 2: Efficient Program Design Maximizes Student Pathways

Anthony ISD's 6 programs create pathways across multiple high-demand fields through strategic design. The district's on-campus Information Technology program (64 students) and Business, Marketing & Finance program (67 students) connect directly to EPCC credit programs in Computer Science and Business Administration. The Western Tech programs demonstrate exceptional efficiency, with the Diesel Technology program alone aligning with multiple high-demand fields including Vehicle Maintenance, Heavy Equipment Maintenance, Ground Transportation, and Agricultural Mechanization, maximizing student opportunities while optimizing resource utilization.

Canutillo ISD: Specialized Regional Leader

Canutillo ISD: Comprehensive CTE Excellence

Canutillo ISD operates what CTE Director Tracy Andrews describes as a "pretty robust CTE program" delivered through Canutillo High School and Northwest Early College High School. The district offers health science with three strands (dental, pharmacy tech, and patient care technician), law enforcement including a P-TECH for criminal justice, agriculture with two strands (animal science and agricultural technology/mechanics), engineering/robotics, business management, marketing and sales, early learning, and computer science/cybersecurity at Northwest Early College. With 36.8% of graduates completing CTE pathways and earning 403 industry certifications, Canutillo demonstrates systematic workforce preparation supported by a \$56.9 million infrastructure investment.

Finding 1: Strong EPCC Pathway Alignments

Canutillo maintains direct alignment pathways in 9 high-demand fields where students can progress from district CTE programs to EPCC credit programs. Health science programs connect to EPCC Nursing, Medical Assisting, and Dental programs. Computer Science at Northwest Early College aligns with EPCC Computer Science and IT Administration pathways. Criminal Justice, Teacher Education, Business Administration, and Agricultural Mechanization create additional direct connections, representing strong existing partnerships that can increase HB8 funding opportunities.

Finding 2: Strategic Expansion Opportunities

Canutillo offers specialized training in 8 high-demand fields where EPCC has expansion opportunities, including Veterinary/Animal Health Technologies (through Animal Science), Security Science and Technology (through Law Enforcement), Agricultural Business Management, Mechanical Engineering Technologies (through Agricultural Engineering/Welding), and Intelligence/Command Control Operations (through Cybersecurity). These represent strategic areas where Canutillo's established programming could support EPCC credit program development to create comprehensive regional workforce pathways.

Ysleta ISD: Excellence and Strategic Expansion

Ysleta ISD operates 13 distinct programs serving 7,742 enrollments through an innovative three-tier delivery system featuring strong P-TECH programming, a Career Center and systematic EPCC alignment. The district demonstrates extensive pathway development while identifying significant expansion opportunities in high-volume programs where EPCC currently does not have corresponding credit offerings.

Finding 1: Comprehensive P-TECH Excellence

Ysleta maintains strong pathway alignments across multiple high-demand fields through its innovative district-wide P-TECH model and centralized Career Center delivery system. The district's Health Professions P-TECH program creates direct pathways to EPCC nursing and healthcare programs, while comprehensive programming in Computer Science, Business Administration, Criminal Justice, Teacher Education, Engineering (through Mechanical Engineering Technologies), Vehicle Maintenance, and Business Operations creates systematic student progression opportunities. This P-TECH framework serves all 11 high school campuses rather than limiting access to a single campus, maximizing regional workforce development impact.

Finding 2: Healthcare P-TECH Framework Ready for Scaling

The district demonstrates exceptional healthcare pathway strength with 8 strong EPCC alignments including Registered Nursing, Health Administrative Services, Allied Health/Medical Assisting, and Clinical Laboratory programs. The Health Professions P-TECH program serves all 11 high school campuses, creating a proven framework for expanding into 5 additional healthcare high-demand fields where EPCC currently lacks programs. This systematic approach to healthcare workforce development positions Ysleta as the regional leader in healthcare pathway coordination and student success.

Socorro ISD: Comprehensive Regional Excellence

Socorro ISD operates the region's most comprehensive CTE portfolio with 59+ distinct programs across seven high school campuses. The district demonstrates exceptional scale and quality with 15 strong EPCC alignments and 21 strategic expansion opportunities to EPCC. Socorro's major programs include Engineering Foundations, Electrical Engineering, Bio-Medical Science, and Law Enforcement, representing substantial course enrollments across diverse career pathways. With proven performance including AWS Welding (100% success rate) and Automotive programs (91% average success rate), Socorro demonstrates systematic workforce preparation that supports regional economic development.

Finding 1: Exceptional Scale and Quality

Socorro's comprehensive programming creates the region's largest workforce preparation pipeline through 59+ programs across seven campuses. The district's top programs—Engineering Foundations, Electrical Engineering, Bio-Medical Science, and Law Enforcement—serve substantial enrollments while maintaining exceptional performance standards. This combination of scale and quality creates sustainable competitive advantages for long-term regional economic development and positions Socorro as a model for comprehensive CTE-community college alignment.

Finding 2: Strong EPCC Partnership Foundation

Socorro maintains 15 strong pathway alignments with EPCC across key sectors including technology, healthcare, engineering, and business. The district's programming in areas like Bio-Medical Science connects well with EPCC's Clinical Laboratory programs, while technology and business pathways create direct student progression opportunities. Additional expansion opportunities exist in 21 areas where Socorro's established programming could support enhanced regional workforce development through strengthened EPCC collaboration.

Findings and Next Phase Recommendations

This comprehensive analysis of four pilot districts and El Paso Community College reveals substantial opportunities to optimize HB3 and HB8 funding while enhancing student outcomes. Through stakeholder interviews, performance data analysis, and funding gap assessments, seven critical findings were identified that inform specific, next phase recommendations. These recommendations address immediate funding capture opportunities alongside strategic regional coordination initiatives. **The greatest opportunity lies in coordinated Career and Technical Education (CTE) programming where districts and EPCC strategically align—industry-based certifications (IBCs) earned in high school stack seamlessly into college credentials, dual credit pathways enable students to complete Level I/II certificates and even associate degrees while in high school, and coordinated high-demand field programming generates substantial revenue for both systems simultaneously.**

Key Findings

Finding 1: Significant Untapped Funding Potential Across Pilot Districts

Regional analysis reveals that the 4 pilot districts capture between ~4% to 20% of available HB3 outcomes bonus funding, representing **\$24.5+ million in unrealized revenue** across the pilot districts. TEA CCMR Outcomes Bonus Funding data demonstrates substantial "money left on the table" with Ysleta ISD alone leaving over \$9 million uncaptured in FY 2024.

Evidence:

- **Anthony ISD:** 3.8% capture rate (\$10,000 accessed of \$266,000 available in FY 2024)
- **Canutillo ISD:** 20% capture rate (\$368,000 accessed of \$1.8M available in FY 2024)
- **Ysleta ISD:** 17.8% capture rate (\$2.1M accessed of \$11.8M available in FY 2024)
- **Socorro ISD:** 12.6% capture rate (\$1.9M accessed of \$15.1M available in FY2024)

Finding 2: Strong CTE Infrastructure Already Exists

All four pilot districts demonstrate established CTE programming and proven higher education partnerships that provide the foundation for strategic enhancement rather than restructuring. Districts show 12-16 strong pathway alignments with EPCC's available high-demand field programs. Crosswalks demonstrate areas of strong alignment and strategic opportunities.

Evidence:

- Socorro ISD: 42 active CTE pathways and multiple higher education partnerships
- Ysleta ISD: 13 aligned programs with sophisticated data tracking systems
- Canutillo ISD: \$16.4 million CTE infrastructure investment
- Anthony ISD: Established partnerships with Western Tech and EPCC
- **Strong IBC Foundation:** Pilot districts demonstrate robust industry certification performance with Canutillo at 54.3%, Ysleta at 47.1%, Socorro at 44.0%, and Anthony at 33.3% completion rates

Finding 3: EPCC's High-Demand Fields Coverage & Coding Misalignment Limits HB8/HB3 Funding Capture

EPCC's low HDF coverage and coding misalignment creates dual constraints that limit both the college's HB8 performance funding and districts' ability to develop Level I/II certificate pathways for HB3 outcomes bonuses.

Evidence:

- EPCC covers only **23 of 59 state-designated high-demand fields** as credit programs (**39%**), with the remaining 61% existing as individual courses, coded to other fields or continuing education offerings. (e.g. Pre-Vet AA coded to Biology)
- EPCC data team identified "our CIP has been selected as something else" affecting funding classification for existing programs that could be designated as high-demand fields (e.g. Veterinary science = Biology CIP instead of HDF CIP)
- The peace officer program is a successful coding re-alignment model from continuing education to credit, unlocking premium funding and student financial aid access.

Finding 4: Gaps In Post-Secondary Transition Exist Across All Pilot Districts

Interview evidence demonstrates districts lack dedicated coordination for higher education enrollment. As one stakeholder noted, "whose job is it to connect and have those conversations?" This gap affects both HB3 outcomes bonus capture and HB8 enrollment metrics.

Evidence:

- Canutillo ISD: Need for "summer momentum kits and degree audits to reduce one-course-left leakage"

- Anthony ISD: Post-secondary enrollment tracking shows year-to-year fluctuation in college matriculation, requiring improved systematic support during the critical summer transition period.
- Socorro ISD: Manual tracking processes limit efficiency across comprehensive programming
- Across Pilot Districts: Strong CCMR performance but post-graduation matriculation gaps: Anthony ISD, 64.7%, Canutillo ISD, 51.6%, Ysleta ISD, 52%, and Socorro ISD, 48.2% (2023)

Finding 5: <1% Level I and II Certificates in Pilot Districts

Interview evidence confirms district leadership recognizes the opportunity to develop Level I and II certificates with EPCC but seeks "clear implementation strategy" for certificate pathway development. EPCC data shows existing capacity for certificate program expansion in multiple high-demand fields.

Evidence:

- Anthony, Canutillo and Ysleta ISD: 0% Level I/II certificate completion
- Socorro ISD: <1% Level I/II certificate completion

Finding 6: Business Engagement Infrastructure Ready for Expansion

Districts recommend "business leaders help broker relationships 'with industry leaders' so that there are pathways for students related to internships, externships, work-based learning." The CTE infrastructure exists but requires networking, coordination and a systematic approach to maximize impact across all four school districts. All pilot ISDs report that employer relationships are essential but challenging to establish and maintain.

Evidence:

- "We don't have the connections to businesses... we'd like someone to help us bridge those relationships." — Canutillo ISD interview
- "It's hard for us as a district to reach out to employers; we don't always know who to contact." — Ysleta ISD interview
- "If someone could bring the businesses to the table, that would make it easier for us to build those partnerships." — Anthony ISD interview

Finding 7: Limited Knowledge on Accessing HB3 Outcomes Bonus Funding and HB8 High-Demand Fields

Interview evidence reveals systematic knowledge gaps about HB3 outcomes bonus funding requirements, qualification criteria, and strategic implementation approaches across all districts, limiting their ability to access available funding. Interviews also revealed limited knowledge of HB8 and high-demand fields.

Evidence:

- "We know about the funding...but I don't know exactly how we could bring it to our district"- Anthony ISD Interview
 - "I've been trying to, like, break the code. What do we need to do to get more of this money?" — Anthony ISD administrator, describing the difficulty of understanding HB3 funding rules .
 - "Lack of clear communication from TEA about which programs generate outcomes-based funding." — Anthony ISD interview, pointing to systemic uncertainty about HB3 OBF requirements.
 - "We're not always sure which pathways are considered high-demand." — Canutillo ISD interview, highlighting limited awareness of HB8 high-demand fields .
 - "Maybe (we) don't understand all the ins and outs... of HB3." — Anthony ISD follow-up interview, confirming knowledge gaps across the district team .
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Recommendations

1. Enhanced College Transition Coaching & Enrollment Management

Provide dedicated College and Career Ready Coach positions at each district, in collaboration with EPCC, to manage enrollment funnel, track post-secondary outcomes, ensure summer bridge programming effectiveness, and review IBC data and dual credit enrollment.

2. Level I/II Certificate Pathway Development Initiative

Develop critical Level I/II certificate pathways with EPCC. Establish shared tracking systems ensuring completions are fully reported to TEA and THECB.

3. TSI Acceleration Network

Implement systematic TSI bootcamp programming, summer bridge communication protocols, and on-going, frequent retest scheduling to increase TSIA completion rates.

4. EPCC CIP Code Realignment Initiative

Initiate an in-depth review process to align CIPs to HDF to optimize HB8 funding capture. Priority focus on programs with strong enrollment and employer partnerships currently operating under CE-high-demand field classifications. The peace officer program conversion model provides a replication framework.

5. 15-Credit Hour Threshold Optimization

Build on existing dual credit strategies to maximize student progression through 15+ credit hour thresholds. Provide enhanced advising, course sequencing, and completion support to students who earn between 6-12 dual credit hours.

6. Business Engagement Network Enhancement

Leverage CREEED role to broker and facilitate structured relationships for formalized advisory board development, internship/externship placement systems, and work-based learning coordination across districts.

7. Summer Bridge Programming Enhancement

Dedicated summer bridge communication protocols with EPCC, automated financial aid and enrollment support, and momentum kits ensure students complete transition successfully.

8. HB3 Outcomes Bonus Professional Development Initiative

Provide systematic professional development for district leadership and staff on HB3 outcomes bonus funding mechanisms, qualification requirements, and strategic implementation approaches.

9. Regional Data Review Convenings and Student Tracking Enhancement

Provide (a) student tracking platform support to Anthony ISD while (b) establishing regular regional data analysis convenings across all districts. While most districts have robust data systems, they will benefit from opportunities for collaborative analysis and strategic planning. Monthly regional convenings would bring districts together to collectively analyze student progression patterns, funding capture trends, enrollment funnel metrics, and intervention opportunities using their existing data systems.

10. Individual Funding Capture Plans

Assist individual ISDs in the design, development and implementation of individual HB3 outcomes bonus funding plans to increase capture rates.

11. Expanded Regional Reach

Expand regional engagement (landscape analysis) with the 5 remaining ISDs to broaden HB3/HB8 awareness of funding opportunities and maximize student success outcomes

Findings to Recommendations Alignment

Finding	Paired Recommendations
Finding 1: Significant Untapped Funding Potential Across Pilot Districts	Recommendation 1 (College Transition Coaching), Recommendation 2 (Level I/II Certificates), Recommendation 3 (TSI Acceleration), Recommendation 8 (HB3 Professional Development) Recommendation 10 (Individual ISD Plans) Recommendation 11 (Expanded Regional Reach)
Finding 2: Strong CTE Infrastructure Already Exists	Recommendation 5 (15-Credit Optimization), Recommendation 6 (Business Engagement), Recommendation 9 (Data Review Convenings)
Finding 3: EPCC's HDF Coverage & Coding Misalignment Limits HB8/HB3 Funding Capture	Recommendation 4 (CIP Code Realignment), Recommendation 2 (Level I/II Certificates)
Finding 4: Gaps In Post-Secondary Transition Exist Across All Pilot Districts	Recommendation 1 (College Transition Coaching), Recommendation 7 (Summer Bridge Programming) Recommendation 10 (Individual ISD Plans) Recommendation 11 (Expanded Regional Reach)
Finding 5: <1% Level I and II Certificates in Pilot Districts	Recommendation 2 (Level I/II Certificates), Recommendation 6 (Business Engagement) Recommendation 10 (Individual ISD Plans)
Finding 6: Business Engagement Infrastructure Ready for Expansion	Recommendation 6 (Business Engagement), Recommendation 2 (Level I/II Certificates)
Finding 7: Limited Knowledge on Accessing HB3 Outcomes Bonus Funding and HB8 High-Demand Fields	Recommendation 8 (HB3 Outcomes Bonus Professional Development), Recommendation 9 (Regional Data Review Convenings), Recommendation 11 (Expanded Regional Reach)

Methodology

Introduction

CREED, a regional nonprofit organization, commissioned this study in collaboration with Dr. William Serrata, President of El Paso Community College (EPCC), to examine alignment opportunities between Texas House Bill 3 (K-12 education) and House Bill 8 (community college) funding mechanisms. The four-month engagement (June-September 2025) aimed to conduct a comprehensive landscape analysis across four pilot school districts in the El Paso region to identify strategic pathways for maximizing performance-based funding while strengthening student career and technical education (CTE) pipelines.

Both HB3 and HB8 represent significant shifts toward performance-based funding models. HB3 introduced outcomes bonus funding that rewards K-12 districts for students who achieve college readiness benchmarks and earn industry certifications. HB8 transformed community college funding by allocating \$683 million based on student completion in high-demand fields that align with regional workforce needs. This convergence creates opportunities for coordinated approaches that benefit both K-12 districts and community colleges while improving student outcomes.

Research Questions

This study addressed one primary research question and three supporting questions:

Primary Research Question: How can coordination between districts and EPCC advance student credential completion and HB3/HB8 funding capture for both systems through strategic CTE pathway alignment with high-demand field requirements?

Supporting Questions:

1. To what extent are current ISD CTE programs aligned with EPCC's high-demand field pathways, and where do the strongest opportunities for enhanced coordination exist?
2. What barriers and enablers affect district capacity to access HB3 outcomes bonus funding, and how can these insights inform funding maximization strategies?
3. What student progression patterns exist from district CTE programs to EPCC completion in high-demand fields, and how can pipeline strengthening improve both institutional funding and student outcomes?

Research Design

This study combined stakeholder interviews with performance data analysis to assess HB3 (K-12) and HB8 (community college) funding alignment across 4 pilot ISDs in the El Paso region. The research examined how coordination between districts and El Paso Community

College can advance student success and institutional sustainability through strategic CTE pathway alignment with high-demand field requirements.

District Selection

Four pilot districts were selected to represent different implementation contexts:

- **Anthony ISD:** Small rural district
- **Canutillo ISD:** Small district
- **Socorro ISD:** Large comprehensive district
- **Ysleta ISD:** Large urban comprehensive district

Five-Phase Analysis Framework

Phase 1: Legislative Review - Comprehensive analysis of Texas House Bill 8 (2023), Senate Bill 1786 (2023), and House Bill 3 (2019) policy mechanisms, funding formulas, and accountability requirements. Research examined the \$683 million HB8 community college funding transformation, SB1786's precision enhancements to credential value standards, and HB3's outcomes bonus structure for K-12 systems.

Phase 2: Employer Research & HB8 Pathway Mapping - Comprehensive regional labor market analysis across THECB's 59 high-demand fields

Phase 3: District Assessment - Evaluation of the CTE infrastructure and leadership support in four pilot districts (Ysleta, Socorro, Canutillo, and Anthony ISDs) was conducted, with an analysis of CCMR and HB3 outcomes data to identify unclaimed funding and data tracking gaps.

Phase 4: Student Progression and Completion - Analysis of student post-secondary pathways, including enrollment patterns, retention rates, and credential attainment in high-demand fields.

Phase 5: Final Report and Deliverables - Summary of findings with next phase recommendations and crosswalks to align ISD CTE pipelines to HB8 HDF EPCC pathways.

Data Collection

Primary Sources:

- Semi-structured interviews with district leadership teams (July-September 2025) including superintendents, CTE directors, counseling coordinators, and data analysts across all four pilot districts

- Semi-structured interviews with EPCC senior-level leadership team and EPCC Institutional Research & Evaluation
- Texas Academic Performance Report (TAPR) 2023-24 district reports
- TEA College, Career, & Military Readiness (CCMR) Outcomes Bonus funding data (2020-2024)
- EPCC program inventory and enrollment data
- EPCC Catalog 2025-2026
- ISD data on program inventory, enrollment and industry-based certifications

Secondary Sources:

- THECB high-demand field classifications
- Workforce Solutions Borderplex regional projections
- District CTE program inventories

Study Limitations

- Analysis relied on publicly available datasets due to privacy restrictions
- CIP code misalignments made it difficult to match programs accurately
- Varying levels of district participation/engagement affected data consistency
- District data systems and reporting processes varied significantly, affecting cross-district comparability