

AGENCY WORKFORCE PLAN
Schedule F to Agency Strategic Plan

FISCAL YEARS 2027 TO 2031

BY

TEXAS EDUCATION AGENCY

JUNE 1, 2026

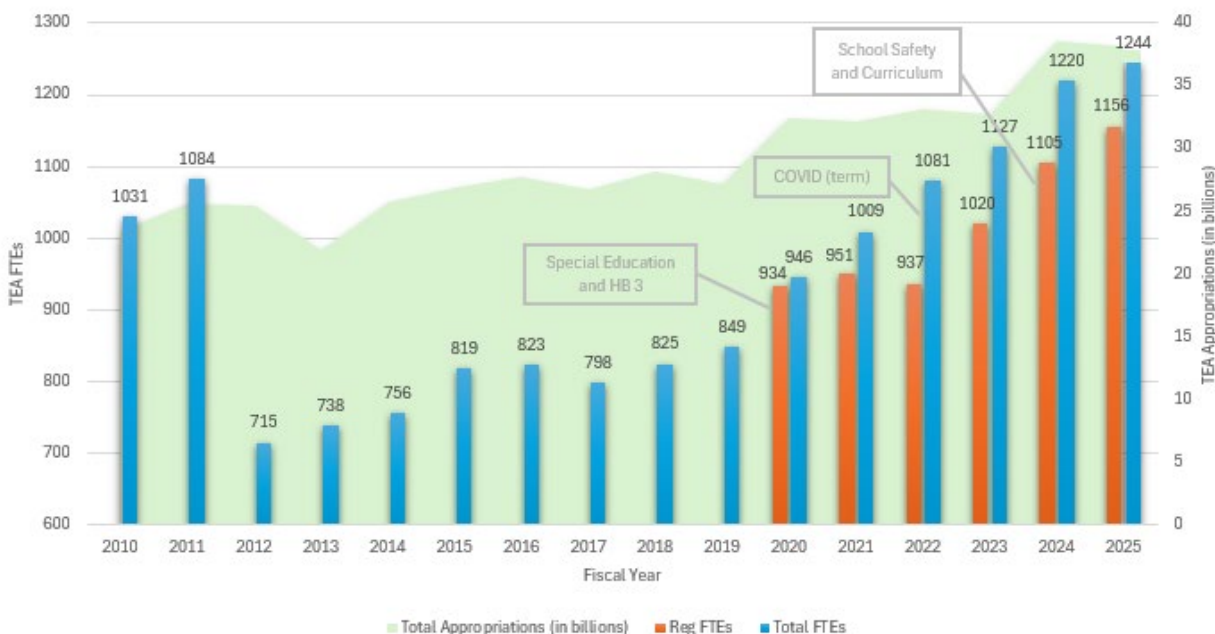


Supplemental Schedule F: Agency Workforce

Public education is the largest function of the state and most local governments. For the 2024-25 school year, the Texas Education Agency is responsible for serving **5.5** million students enrolled in **9,629** campuses that are administered by **1,218** school districts and open-enrollment charters schools. The number of Texas public school students has increased 4.7 percent since the 2015-16 school year

During the FY2024-2025 biennium, TEA distributed approximately \$76 billion to local education agencies (LEAs) through numerous state and federal programs, and administered multiple complex initiatives to support improvements in student learning at the local level. When compared to other large state agencies with significant responsibilities and complicated programs, TEA has relatively few full-time equivalent positions (FTEs). Figure 1 shows the agency's FTEs over time and separates regular (non-term) positions from term roles scheduled to end in FY 2026. Increases since 2018 were associated primarily with special education corrective actions (54 new FTEs); implementation of House Bill (HB 3) (86-R) (57 new FTEs), administration of federal and state programs to recover from learning loss caused by the COVID-19 pandemic (87-R) (140 new term FTEs), school safety programs in HB 3 (88-R) (47 new FTEs), and addition of curriculum and instructional materials programs in HB 1605 (88-R) (64 new FTEs).

Figure 1: TEA Full-Time Equivalent Positions and TEA Appropriations, 2010-2025



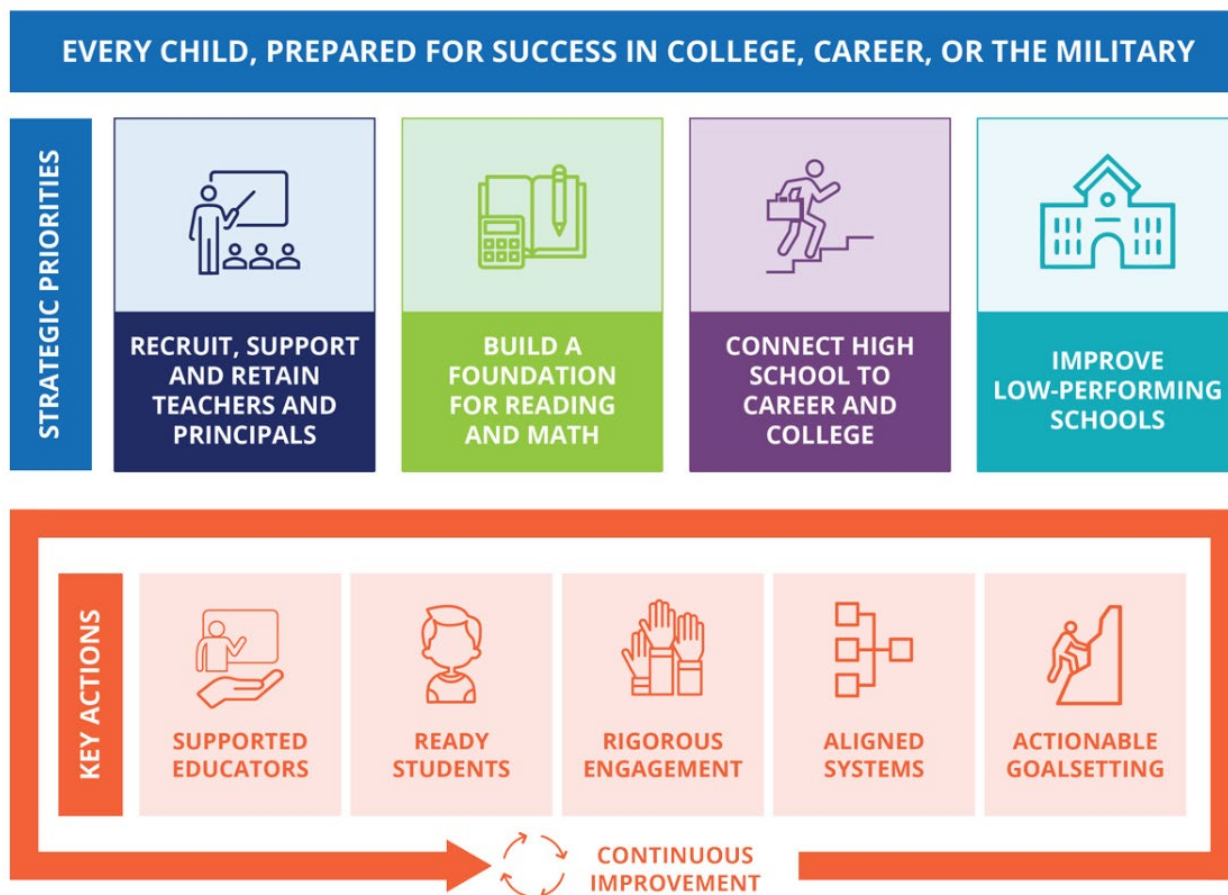
Source: FTEs: Fiscal Years 2010-2013 based on Texas State Auditor's Office FTE Report. Fiscal Year 2014-25 based on Texas State Auditor's Office FTE Dashboard; TEA Appropriations: General Appropriations Acts

Since Fiscal Year 2010, TEA's total annual appropriation has increased, primarily due to increases in Foundation School Program entitlements, from \$23.5B in FY 2010 to \$38.1B in FY

2025, a 62% increase. TEA's administrative funding, as a part of the total appropriation, only increased 31% during that same period, from \$134.1M in FY 2010 to \$176.1M in FY2025, and its FTE count increased by even less, at 21%. TEA's administrative funding, as a percentage of its total appropriation, which has always been less than 1%, has decreased since FY 2010, from 0.57% down to 0.46% in FY 2025.

Agency's Strategic Goals, Priorities and Objectives

TEA's mission is to improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems so that every child is prepared for success in college, career, or the military. To achieve this mission, the agency has four strategic priorities and six key actions outlined in its [Strategic Plan](#):



Across all initiatives included in the Agency strategic plan, the agency is committed to increasing transparency, fairness, and rigor in district and campus academic and financial performance; ensuring compliance by effectively implementing and informing policymakers; and strengthening organizational foundations that include resource efficiency, effectiveness, capabilities, and partnerships.

Core Business Functions

Texas Education Agency, under the leadership of the Commissioner of Education, conducts the following functions:

- Administers the distribution of state and federal funding to public schools
- Administers the statewide assessment program and accountability system
- Provides support to the State Board of Education (SBOE)
- Assists the SBOE in the instructional materials adoption process and managing the instructional materials purchase process for LEAs
- Provides curricular resources and instructional support to school systems
- Provides support to the State Board of Educator Certification (SBEC)
- Provides oversight of school safety for schools throughout the state
- Administers a data collection system on public school information
- Performs the administrative functions and services of the State Board for Educator Certification
- Monitors for compliance with certain federal and state laws

Workforce skills critical to the mission and goals of the agency

The following areas and skills required for their implementation are critical to achieve the mission and goals of the agency.

- **Accountability and Assessment**
 - Statewide assessment, accreditation, and financial and academic accountability systems
 - Regulation through audit, monitoring, complaints, investigations, and enforcement; supervision of compliance with grants and State and Federal regulations
 - Collection, analysis, and dissemination of public school data
- **Academics**
 - Curricular design and instructional material quality
 - College, career, and military preparation expertise
 - Instructional material logistics
 - Early childhood education
 - Innovative school models
 - Supporting the State Board of Education in standards development, instructional materials adoption, and other constitutional and statutory activities
- **District Planning and Implementation**
 - Data-driven diagnosis of district and campus systems
 - Strategic planning at district and campus levels
 - Data-driven performance management of implementation
 - Academic and curricular rigor and delivery
 - Strategic resource allocation including recommended state supports for grants and allotments that align with local plans.
 - School and school system turnaround expertise
- **Educator Support**
 - Supporting the State Board of Educator Certification in improving educator preparation; increased oversight of educator misconduct
 - Educator leadership, support, retention
 - School system level innovation and supports for partnerships, staffing, compensation, and scheduling
 - Charter school authorizing and supports
- **Funding and Grant Management**
 - Distribution and oversight of federal and state funding
 - Familiarity with State education funding for new or modified allotments and incentives such as the Teacher Incentive Allotment, CCMR Outcomes Bonus, Compensatory Education Allotment
- **Information Technology**
 - Architecture & Development
 - Quality Assurance & Quality Assurance Automation

- Technology Operations
 - Data Center Services
 - Database Administration
 - Tools Administration
 - Web Services
 - IT Business Analysis
 - Texas Student Data Systems Support
 - Cybersecurity, Security Operations
 - Cybersecurity, Governance, Risk, and Compliance
 - IT Audit Compliance
 - IT Budget, IT Procurement, IT Grants, & IT Contracts Administration
 - IT Data Analysis
 - Emerging Technology Governance and Strategy
- **Operations and Administration**
 - Knowledge and familiarity with operational efficiencies in all administrative functions - including finance, operations, legislative, media and communications, legal, human resources, and information technology systems and support
 - Innovative human capital models: compensation, mentoring, and staffing
- **Communications, Strategy, Policy, and Performance Management**
 - Effective internal and external communications
 - Stakeholder engagement and change management
 - Strategy development
 - Implementation of processes to support performance management of individual goals and agency initiatives
 - Project management
 - Product development
 - Data-informed decision-making
 - Policy analysis and development
 - Data analysis and evaluation
- **Special Education and Student Supports**
 - Knowledge of state and federal requirements for students with diverse learning needs, such as those with disabilities, who are emergent bilingual, who are military dependents, who are in foster care, and who require mental health and behavioral supports.
 - A focus on improving student outcomes
 - Leadership in encouraging a strengths-based approach and design to all initiatives
 - Collaboration and strong technical assistance through monitoring systems, creation of resources, and implementation of project grants
- **School Safety and Security**
 - District Vulnerability Assessments
 - Intruder Detection Audits
 - Behavioral Threat Assessments
 - On-site School Safety Technical Assistance
 - Tabletop Emergency Response Exercises

- State School Safety Requirements
- Emergency Management

Current Workforce Profile (Supply Analysis)

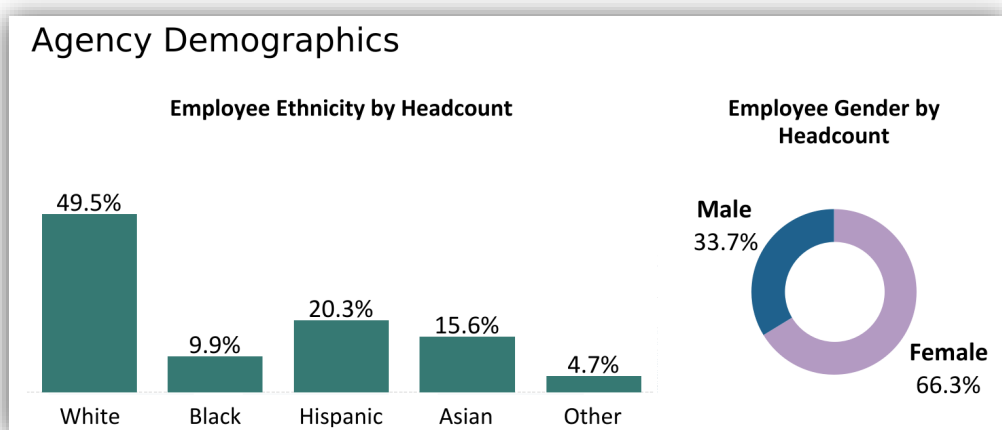
Workforce Demographics

Upon hire, agency employees self-report their gender, race, and ethnicity from the categories provided by the statewide Centralized Accounting and Payroll/ Personnel System (CAPPS) that are reported below for fiscal year 2025 as reported in the [Agency Turnover and Demographics](#) Dashboard published by the State Auditor's Office. In addition, 5% of agency employees are veterans.

Gender. The agency's employees are 66.3 percent female and 33.7 percent male.

Race and Ethnicity. 49.5 percent of TEA's workforce is White, while 20.3 percent is Hispanic, 15.6 percent is Asian, and 9.9 percent is African American. 4.7 percent represent other racial backgrounds. (See Figure 2).

Figure 2: TEA's Workforce in 2025



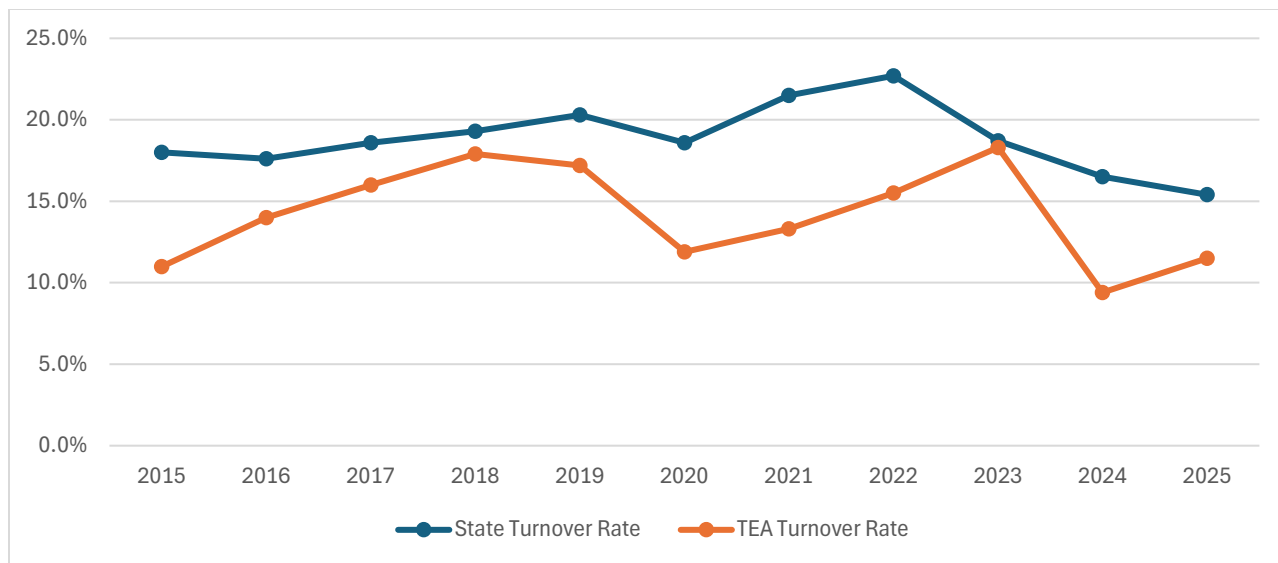
Length of Service

56 percent of TEA's workforce has been with the agency for less than five years, while 19 percent has been employed for five to nine years, and 15 percent has been employed from ten to 19 years. Of the remainder, 4 percent of TEA's employees have worked for the agency between 20 and 29 years, and less than one percent have worked for the agency for over 30 years.

Employee Turnover

A comparison of the state's employee turnover rate to TEA's turnover rate for fiscal years 2012 through 2023 is depicted in Figure 3. TEA's turnover rate has consistently been below the state's turnover rate for the past decade. The turnover increase in Fiscal Year 2023 occurred when the Permanent School Fund (PSF), which was a business unit at TEA, became a separate entity, the [Texas Public School Fund Corporation](#).

Figure 3 Comparison of Employee Turnover Rate by Year 2015 to 2025



Source: Texas State Auditor's Office Reports No. 13-704, 14-701, 15-703, 16-702, 17-704, 18-703, 19-703, 20-703, 21-703, 22-702, 23-703, 24-702, 27-705, 26-703, and [State of Texas Classified Employee Turnover Dashboard for Fiscal Year 2025](#).

In the most recent administration of the Survey of Employee Engagement, in June 2025, 4.7% of TEA respondents reported that they do not plan to be working for the agency in one year. 81.9% reported they plan to stay, and 13.4% did not provide an answer.

Retirement Eligibility

Table 1: Percent of TEA Employees Eligible to Retire by Year 2031

	FY26	FY27	FY28	FY29	FY30	FY31
Number of Employees Eligible to Retire	114	19	25	37	35	35
Percent of Workforce	9.0%	1.5%	2.0%	2.9%	2.8%	2.8%
Cumulative Number of Employees Eligible to Retire	114	133	158	195	230	265
Cumulative Percent of Current TEA Workforce (1271)	8.96%	10.46%	12.43%	15.34%	18.09%	20.84%

Over the next six fiscal years (including the year in which this plan is published), TEA expects a steadily rising share of its workforce to reach retirement eligibility. As shown in the retirement potential table, approximately 114 employees (about 9% of current FTEs) are eligible to retire in FY26. Eligibility then increases cumulatively each year—reaching 133 employees (10.5%) in FY27, 158 (12.4%) in FY28, 195 (15.3%) in FY29, 230 (18.1%) in FY30, and 265 (20.84%) by FY31. These figures reflect retirement eligibility rather than expected retirements, and historical experience across public-sector organizations suggests that not all employees who are eligible

will retire immediately or within a given year.

Texas Education Agency Workforce Allocation

As of May 2026, the Program Management (35%), Education (20%), and Information Technology (19%) categories make up three fourths of the agency's workforce. The remaining 26% of the agencies employees perform functions in the Accounting, Auditing, and Finance (6%), Planning, Research, and Statistics (4%), Compliance, Inspection, and Investigation (4%), Legal (3%), Property Management and Procurement (3%), Administrative Support (2%), Safety (2%), Information and Communication (1%), and **Human Resources and Training and Development (1%) occupational categories

Figure 4: TEA Employees by Occupational Category

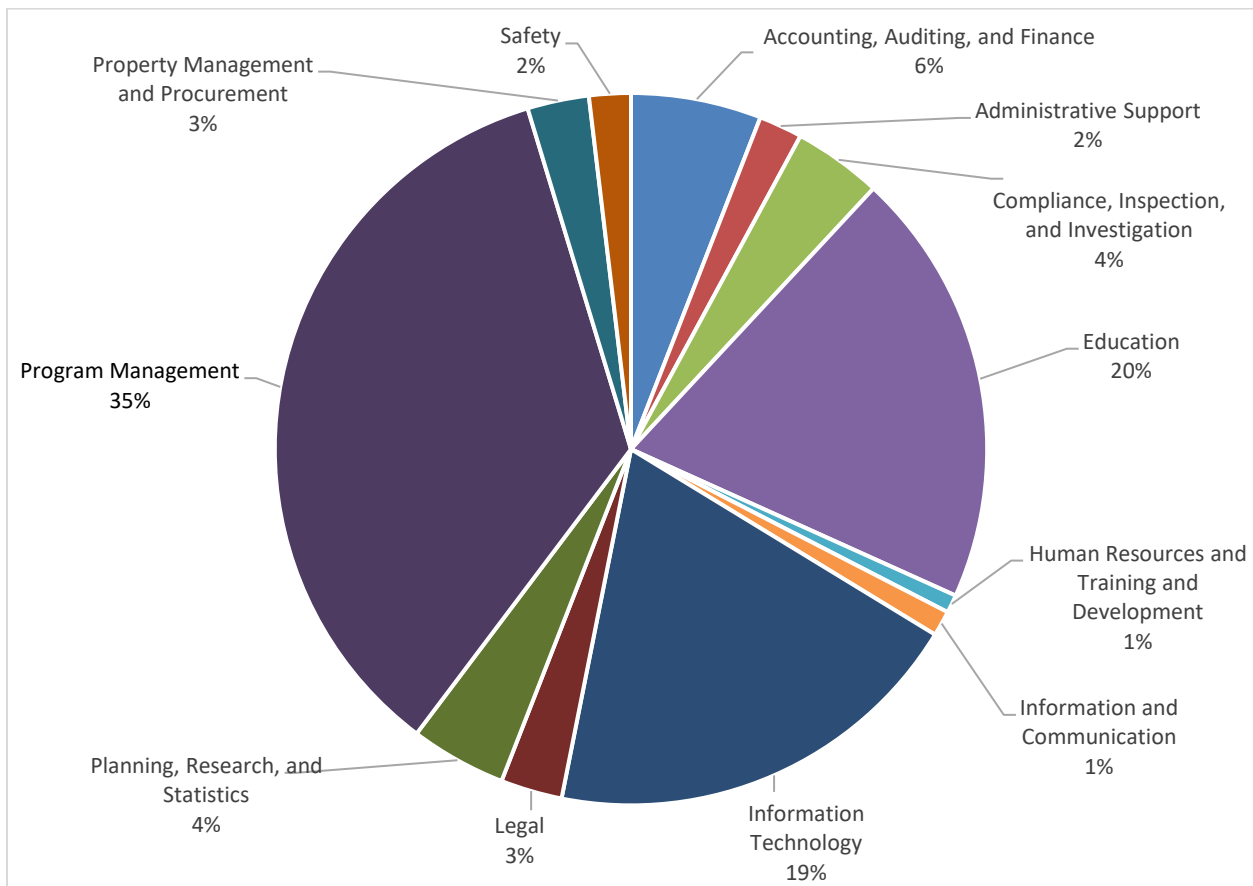


Table 2: TEA Employees by Organizational Unit and Occupational Category

TEA's workforce is organized into the following organizational units and occupational categories.

Organizational Unit	Employee Count
Office of the Commissioner	16
Commissioner of Education	1
Administrative Support	2
Education	1
Information and Communication	6
Program Management	6
Department of SBOE Support	5
Administrative Support	1
Program Management	4
Office of Analytics, Assessment and Reporting	150
Administrative Support	3
Education	22
Information and Communication	2
Information Technology	33
Planning, Research, and Statistics	30
Program Management	60
Office of District Planning and Implementation	64
Administrative Support	1
Education	31
Planning, Research, and Statistics	2
Program Management	30
Office of Educator Support	140
Administrative Support	7
Education	59
Information Technology	6
Legal	1
Planning, Research, and Statistics	10
Program Management	57
Office of Finance and Administration	228
Accounting, Auditing, and Finance	72
Administrative Support	3
Compliance, Inspection, and Investigation	5
Education	1
Human Resources and Training and Development	10
Information and Communication	1
Information Technology	15
Planning, Research, and Statistics	3
Program Management	86
Property Management and Procurement	32

Office of General Counsel	39
General Counsel	
Information and Communication	3
Legal	17
Program Management	3
Inspector General of Educator Misconduct	
Legal	15
Program Management	1
Office of Governance	88
Administrative Support	1
Compliance, Inspection, and Investigation	40
Education	2
Information Technology	1
Legal	1
Planning, Research, and Statistics	1
Program Management	42
Office of School Programs	121
Administrative Support	5
Education	70
Information and Communication	2
Information Technology	1
Planning, Research, and Statistics	1
Program Management	42
Office of School Safety and Security	35
Compliance, Inspection, and Investigation	4
Planning, Research, and Statistics	1
Program Management	7
Safety	23
Office of Special Populations and Student Supports	103
Administrative Support	1
Education	55
Planning, Research, and Statistics	2
Program Management	44
Property Management and Procurement	1
Office of Technology	228
Information Technology	180
Planning, Research, and Statistics	3
Program Management	44
Property Management and Procurement	1
Total	1217

The headcount above, reported as of May 8, 2026, excludes staff from the Texas Council for Developmental Disabilities, (TCDD) a separate agency supported administratively by TEA.

Future Workforce Profile (Demand Analysis)

Expected Workforce Changes and Needs

TEA must be strategic in preparing for future workforce changes given limited FTEs and administrative budget. The agency competes with both public and private sector organizations for high-quality talent, which creates challenges for retaining our highest performers and recruiting candidates committed to the ambitious, outcome-oriented mission of the agency. Specifically, TEA workforce planning is challenged by:

- The rapid emergence of tools to help automate work requires deliberate investment in workforce upskilling and role adaptation to ensure staff can effectively leverage new technologies and that the agency can continue its efforts to increase efficiency in the operation of its mission
- An increasing need for higher levels of knowledge, skills, education, experience, and expertise to perform complex programmatic functions to meet the agency's mission and strategic goals.
- An aging workforce, with nearly 21 percent eligible to retire in the next six years, and the potential retirement of employees with significant historical knowledge and expertise.
- Increasing cost of living in the locations where the majority of TEA employees live, and associated upward pressure for competitive staff salaries.
- Recent increases in agency responsibilities caused by federal or state legislative changes and expectations, including implementation of recent legislation.

Anticipated Increase/Decrease in Number of Employees Needed to Perform Core Functions

Shifts in FTE counts are not new to the agency. In 2011, due to significant budget cuts, TEA went through a significant staff reduction. Recent legislative initiatives, such as the establishment of TEA's Office of School Safety & Security, resulted in an increase of 47 FTEs to support the agency's new core function of facility and safety support.

During the COVID-19 pandemic, the agency's FTE count grew significantly with the influx of temporary, term-limited positions tied to pandemic recovery support functions. This skewed the agency's FTE count. However, such positions are being phased out during the 2026-27 biennium with a corresponding FTE reduction request in our 2028-29 LAR of approximately 140.

Potential Employee Retirements

Sustained levels of retirement eligibility over multiple years can create pressure on critical functions if departures become concentrated in key roles or specialized program areas. The most significant organizational risk is not only a potential reduction in staffing capacity, but also the loss of institutional knowledge and leadership continuity if long-tenured employees retire in larger numbers. TEA will continue to monitor retirement eligibility alongside actual retirements and other forms of attrition to ensure workforce impacts are understood in real time.

Organizational Strategy and Development

Organizational Strategy and Development

Over the past several years, TEA has taken targeted actions to strengthen workforce capacity in response to evolving agency and school system needs. These efforts have prioritized high-impact strategies to improve talent acquisition, development, engagement, and retention, while maintaining alignment with the agency's mission and long-term strategic priorities.

To address current and projected workforce needs, the agency will implement a set of long-term strategies focused on workforce readiness, consistency, and organizational capacity. Key areas of focus include improving the predictability and transparency of hiring processes and expanding talent pipelines to support access to mission-aligned candidates. The agency will also emphasize strengthening supervisor accountability for performance and engagement and enhancing the use of employee feedback to inform continuous improvement. In addition, TEA will prioritize performance management, risk-based succession planning, and supervisor development to support workforce continuity and leadership readiness.

The Human Resources division will support these efforts by aligning workforce strategies with agency priorities and operational needs. Through coordination with senior leadership, HR will provide guidance, tools, and services that enable informed decision-making, strengthen organizational effectiveness, and support the development and retention of a high-performing workforce to serve Texas' public school students.