Texas HB2 Article 6: Sections 6.01-6.11 - Incentives and Likely Results

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Opinionated Executive Summary: Workforce Training Disguised as Education Reform

This law transforms public education into a state-controlled workforce training system that treats students as economic units rather than developing minds. Here are the main unintended results:

Education Turns into 'Big Brother' Data Collection

The new system for tracking postsecondary outcomes forces schools to track students for 10 years after graduation. Schools must report data on employment, wages, and where students live. This turns education into a system of surveillance instead of learning. What students do after graduation is none of our business!

State Control Through "Readiness" Goals

New education goals explicitly prioritize immediate workforce entry over intellectual development. Schools must now focus on producing workers with state-approved credentials rather than educated citizens.

Counselors Become Job Advisors

School counselors now have to spend their time giving students state-required information about jobs, training, and wages. This takes away from the counseling support students need for personal challenges.

Plans and Paperwork Over Teaching

Schools must create detailed plans for college, career, and military readiness. They also have to hold public meetings and post reports online. This creates a huge amount of extra work that takes resources away from actually teaching students.

Competing for Limited Funds

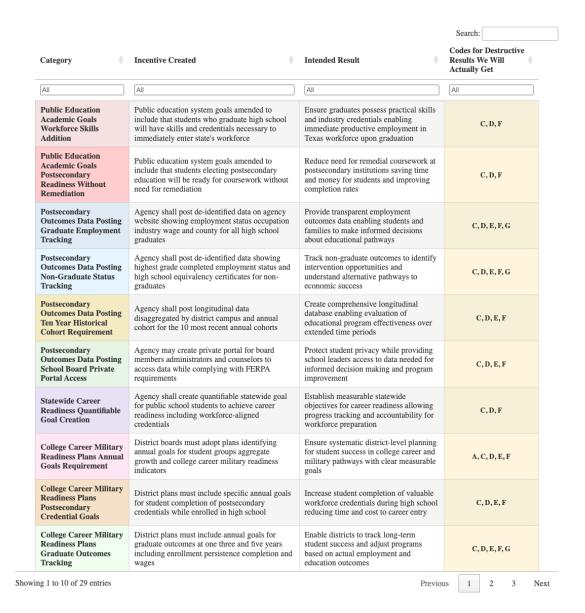
Many grant programs force schools to compete for limited state funding. This hurts collaboration within and between districts and makes them follow state rules to get money.

The Real Problem: Education Will Becomes Job Training

These rules change education from teaching critical thinking and citizenship into training workers for jobs. The state controls what skills matter, how success is measured, and which programs get money. Local communities lose the ability to decide what is best for their own children.

Detailed Analysis

Main Table



Supplemental Tables



Incentive Category	Number of Incentives
All	All
Career Readiness Assessment Instrument Option Addition	1
Career Technology Education Dual Credit Opportunity Requirement	1
Career Technology Education JROTC Program Classification	1
Career Technology Education Teacher Certification Subsidy Expansion	1
Career Technology Education Teacher Multiple Subsidy Allowance	1
$College\ Career\ Military\ Readiness\ Plans\ Administrator\ Coordination\ Assignment$	1
College Career Military Readiness Plans Annual Goals Requirement	1
College Career Military Readiness Plans Annual Public Meeting Review	1
College Career Military Readiness Plans Graduate Outcomes Tracking	1
College Career Military Readiness Plans Online Report Posting Requirement	1
College Career Military Readiness Plans Postsecondary Credential Goals	1
College Preparation Assessment Title Career Readiness Addition	1
Dual Credit P-TECH Graduated Student Eligibility	1
Military Pathway Grant Program ASVAB Test Administration Requirement	1
Military Pathway Grant Program Career Counseling Based on ASVAB	1

Title			•
All			

NEGATIVE RESULT CODE FREQUENCY

Negative Result Code	Frequency	Percentage
All	All	All
С	29	100
D	27	93.103
F	27	93.103
E	24	82.759
G	6	20.69
A	3	10.345
В	3	10.345

Title	♦
All	

KEY CODED PATTERN FINDINGS

Finding	Description
[All	All
Universal Pattern of Control	$Codes\ C, D, F\ appear\ together\ in\ 96.552\%\ of\ incentives, creating\ a\ comprehensive\ system\ of\ state\ control,\ measurement\ substitution,\ and\ local\ elimination$
State Dependency Complete Saturation	$\label{local_cond} Code C (state dependency) appears in 100.000\% of incentives, making every aspect of education dependent on state approval, funding, and compliance$
Accountability Substitution Dominance	$Code\ D\ (accountability\ substitute)\ appears\ in\ 100.000\%\ of\ incentives, replacing\ educational\ quality\ with\ data\ collection, reporting,\ and\ credentialing$
Local Control Total Elimination	lem:code:code:code:code:code:code:code:code
Administrative Burden Near Universal	$\label{lem:code} Code\ E\ (administrative\ burden)\ appears\ in\ 89.655\%\ of\ incentives,\ diverting\ massive\ resources\ from\ teaching\ to\ compliance\ and\ reporting\ activities$
People-as-Problem Significant Presence	$\label{lower_conditions} Code\ G\ (people\ as\ problem)\ appears\ in\ 24.138\%\ of\ incentives,\ particularly\ in\ tracking\ and\ counseling\ provisions\ that\ treat\ students\ as\ data\ points$
Competition for Resources Pattern	$Code\ B\ (competition)\ appears\ in\ 10.345\%\ of\ incentives, creating\ destructive\ competition\ for\ limited\ grant\ funds\ and\ teacher\ subsidies$
Extrinsic Motivation Corruption	Code A (extrinsic motivation) appears in 13.793% of incentives, replacing intrinsic educational values with external rewards and compliance
Most Destructive Policy Areas	Postsecondary outcomes tracking and counselor requirements show highest concentration of harmful codes, fundamentally redefining education's purpose
Workforce Training Prioritization	New education goals explicitly prioritize immediate workforce entry over intellectual development, corrupting the fundamental purpose of public education

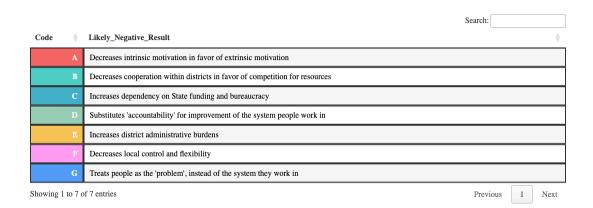
Title	
COD	DED ANALYSIS SUMMARY STATISTICS
Metric	Value
Total Incentives Analyzed	29
Most Problematic Code	Codes C and D (both appear 29 times)
Most Frequent Code Combination	C, D, E, F (complete state control package)
Policy Categories with Code C	29
Policy Categories with Code D	27
Average Codes per Incentive	4.1

Key List of Likely Negative Results

The evaluation codes are based on these axioms:

- Central planning (one size fits all) degrades everyone's performance
 - Makes nearly every district action a legal matter
 - Robs people of pride in their work
- Efforts at 'accountability' will not improve performance of anyone
- Cooperation within an organization is far more effective than competition

• All incentives work; some promote and some pervert the *intention* of the incentive



Interesting Counter-Intuitive Implications

Element	Unintended Result(?)
Education Goals Eliminate Education	New education goals explicitly prioritize immediate workforce entry and credential acquisition over critical thinking, creativity, and intellectual development - essentially making districts include job training in their workload
Data Transparency Creates Opacity	Massive data collection and reporting requirements create so much information that meaningful insights become impossible while privacy concerns limit access to those who most need the data
Career Readiness Prevents Career Development	Focus on state-approved career readiness assessments and credentials prevents students from exploring diverse interests and developing unique talents that don't fit predetermined workforce categories
Counseling Requirements Reduce Counseling	Counselors must spend so much time delivering state-mandated information about wages and training programs that they have little time for actual counseling of students facing personal challenges
Military Support Becomes Military Recruitment	Military Pathway Grant program pays schools to establish JROTC and administer military aptitude tests. The rare provision that might actually create a student benefit
Choice Expansion Eliminates Choice	Addition of career readiness assessment 'options' actually constrains student choices by forcing them into state-approved testing categories rather than allowing genuine educational exploration