Panhandle Pathways
LEADERSHIP TEAM

*Part of the **Texas Regional Pathways Network***

Tri-Agency Regional Convener Panhandle Pathways

2025-2030 Strategic Plan

Workforce Development
AREA 1

Acknowledgements

A special thank you to the Panhandle Pathways Leadership Team and their dedication to the work of the WDA1 Regional Convener.

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Executive Summary

The Texas Panhandle region,WDA 1,under the guidance of the Regional Convener and the Panhandle Pathways Leadership Team (PPLT), has identified healthcare, IT, and skilled trades as high-demand, high-wage career paths. These industries not only offer substantial growth and wage opportunities but also align with the community's vision for economic resilience and individual prosperity. The PPLT's mission is to foster collaborative, multi-sector partnerships that promote high-quality, industry-aligned career pathways, thereby empowering the local workforce and strengthening the regional economy.

Vision and Mission:

The vision of the Panhandle Pathways Leadership Team (PPLT) is that local emerging talent sees the value in seeking career opportunities in the Panhandle, increasing regional economic growth and community resiliency.

The mission of the PPLT is to facilitate multi-sector partnerships and cultivate cooperation, assets, and resources that will expand and promote industry aligned, high quality career pathways.

The PPLT envisions a future where emerging talent is encouraged to pursue regional career opportunities, thereby driving economic growth and community resilience. Its mission is to build partnerships and develop resources that expand and promote accessible, high-quality career pathways aligned with industry needs.

The PPLT supports these goals through three key areas of focus: Access, Partnerships, and Education Support and Training

1. Access

To support students' career readiness, the PPLT aims to increase access to advising and work-based learning (WBL) in high-demand fields. Key strategies include:

- **Work-Based Learning Expansion**: Create opportunities for students to explore healthcare, IT, and skilled trades through career exploration programs, virtual engagements, and pre-apprenticeship options. Develop an internship program for IT students in government and educational sectors.
- **Effective Advising**: Strengthen advising capabilities across Panhandle school districts with toolkits, software solutions, and engagement strategies to match student interests with career pathways.**Professional Development**: Offer training for educators to promote college and career readiness, including mentorship programs for new staff and externships focused on regional career pathways.

2. Partnerships

The PPLT focuses on strengthening industry partnerships to ensure sustainable career pathways that meet workforce demands. Strategies include:

- **Employer Engagement**: Employ the Next Generation Sector Partnership model to enhance collaboration with employers in healthcare, IT, and skilled trades. This will support the creation of curricula and training assets that address current workforce gaps.
- **Career Awareness**: Partner with community organizations to increase awareness of career pathways among students and families, showcasing job opportunities, expected wages, and pathways to local careers.
- **Career Fair Accessibility**: Expand access to regional career fairs, such as the EPIC Success Career Fair, by exploring transportation solutions for increased student participation.

3. Education Support and Training

Education and training providers play a crucial role in aligning curriculum with industry needs. The PPLT will focus on:

- **Program Capacity Building**: Strengthen existing healthcare and skilled trades training programs, particularly in rural areas, through partnerships like the Rural Nursing Education Consortium.
- **Dual Credit and Enrollment**: Work with regional colleges to increase dual credit opportunities and provide financial aid for low-income students, helping them transition smoothly into post-secondary education.
- **Innovation in Education**: Encourage multi-district partnerships to enhance career and technical education (CTE) in rural areas by pooling resources and aligning training with industry needs.

The levers for success in our region will be Access, Partnerships, and Education Support and Training. We will move these levers through four overarching goals and corresponding objectives, strategies, and two year action plans.

Regional Strategic Goals and Outcomes

The PPLT established four overarching regional goals to ensure a cohesive approach to workforce readiness and career pathway development:

1. **Regional Data Management**: Develop a data-sharing platform accessible to all school districts, providing key metrics on student readiness for employment, education, and enlistment.
2. **Regional Communications**: Increase community awareness and informed decision-making through enhanced communication channels, such as a regional data dashboard, newsletters, and media outreach.
3. **Regional Employer/Stakeholder Engagement**: Foster sustained collaboration among industry stakeholders to drive innovative workforce solutions and strengthen sector partnerships.
4. **Regional Work-Based Learning**: Increase WBL program availability, ensuring more students gain relevant skills and progress along chosen career pathways.

Metrics for Success

Progress in these areas will be measured by metrics such as student engagement in WBL programs, dual credit participation, employer engagement rates, and career readiness outcomes. These benchmarks will enable continuous improvement and ensure alignment with evolving regional workforce needs.

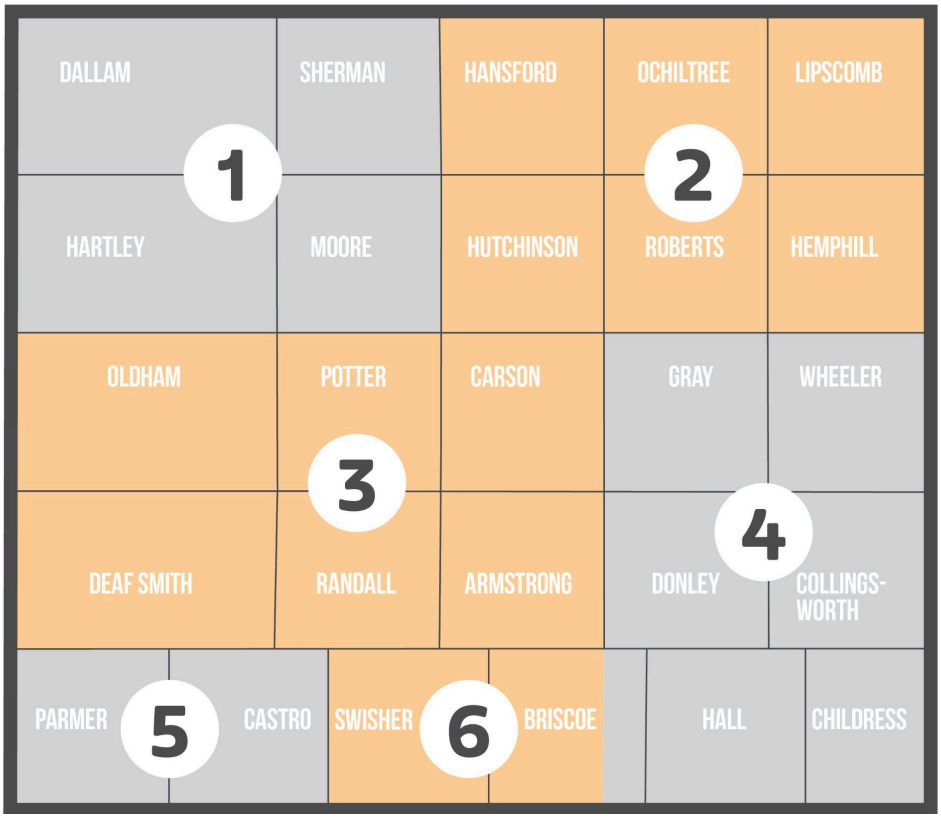
Conclusion

The Texas Panhandle's Regional Convener, supported by the PPLT, will drive sustained economic growth through strategic workforce development. This plan prioritizes data-driven decision-making, stakeholder collaboration, and adaptable strategies to build a robust ecosystem where local talent is prepared for high-demand careers. The Convener's commitment to continuous evaluation and enhancement will ensure long-term workforce sustainability and regional resilience, benefiting students, families, employers, and communities alike.

Regional Overview

One of the key challenges for the region is the geographically massive 26,000 miles and 26 counties that make up the Texas Panhandle. When considering solutions for one area of the region, we found that equity was an issue. Therefore, we have determined that the region will be divided into six sections and each section will focus on one sector where they are most likely to be successful due to resources and existing infrastructure. Our hope is that we will be able to replicate the success we achieve in each sector and eventually have equal opportunities for all. We also believe that dividing up the Panhandle into these clusters will aid in sustainability of our PPLT and our continued work.

The region has been divided as follows:



The first 2 year sector focus for each cluster site will be as follows:

Cluster 1– Skilled Trades and Healthcare
Cluster 2 – IT and Healthcare
Cluster 3 – Healthcare
Cluster 4 – Healthcare
Cluster 5 – Skilled Trades
Cluster 6 – Skilled Trades

These cluster sector focuses were based on data from the tableau, our Regional Solutions Report, LMI data, TEA data, and PPLT input. Our intent is to create models for WBL that are successful in each cluster and then replicate them. The PPLT will have an annual meeting that focuses on the data of each cluster and determines whether to expand sector focus to include other sectors based on LMI, WBL, employer engagement, and pathway opportunities. In addition, we are currently working with the Rural Pathways Excellence Partnership Program (R-PEP) in cluster #1 to bring four small rural school districts together to enter into agreements for sharing of services and pathways. We are also working with Empower Schools to guide this work.

A strong rationale for prioritizing the healthcare, skilled trades, and IT industry sectors in the Texas Panhandle aligns with both regional workforce needs and the economic potential of these fields. Here's a breakdown of why each sector should be prioritized:

1. Healthcare: Meeting Critical Workforce Demands and Community Health Needs

- **High Demand and Growth:** Healthcare occupations are in extremely high demand across the Texas Panhandle. Data indicates strong growth projections in roles such as registered nurses, licensed vocational nurses, and other healthcare support positions, with many job postings and unfilled roles.
- **Regional Health Needs:** Given the Texas Panhandle's rural nature and geographic spread, access to quality healthcare is essential. A skilled local healthcare workforce directly supports community well-being, which in turn fosters regional economic stability.
- **Educational Foundations:** Programs like the Rural Nursing Education Consortium and Gateway to Health Careers provide a foundation for expanding healthcare pathways. Strengthening these partnerships can streamline career entry for local talent and offer career progression in a critical field.
- **Retention of Talent:** By developing local healthcare talent, Region 16 can reduce the reliance on larger cities for critical healthcare roles. This retention improves healthcare access in underserved areas and provides stable, high-wage jobs for local residents.

2. **Skilled Trades: Supporting Regional Infrastructure and Filling High-Wage, High-Skill Roles**

   - **Workforce Shortages:** The Panhandle's infrastructure development and industrial sectors depend on skilled trades professionals, yet local employers report ongoing shortages. Electricians, plumbers, and mechanics, among others, are in high demand but are often difficult to recruit and retain locally.
   - **High-Wage Opportunities with Career Progression:** Skilled trades offer accessible, high-paying jobs with clear career advancement paths, requiring credentials that are achievable without a four-year degree. This makes them attractive to many residents, including those in rural areas.
   - **Partnership Opportunities:** Employers like 1-800 Plumber and Bell Helicopter are already engaged in training partnerships with Region 16. Expanding such initiatives can increase apprenticeship and internship opportunities, strengthening the pipeline of skilled trade professionals.
   - **Addressing Rural Economic Needs:** Skilled trade positions are often needed in rural areas, enabling local employment and economic growth. As Panhandle communities contend with aging infrastructure, expanding a skilled trades workforce can also address pressing regional infrastructure needs.

3. **Information Technology (IT): Preparing for Future Needs and Addressing a Critical Skill Gap**

   - **Growing Field with High Job Security:** The IT field, including cybersecurity, remains essential in modern industries. Both Bell and Pantex, major employers in the area, have expressed a need for skilled cybersecurity professionals to support their operations.
   - **Adaptability and Cross-Industry Utility:** IT skills are highly transferable across sectors, meaning local talent with IT skills could potentially serve a range of regional industries beyond traditional tech roles, including healthcare and manufacturing.
   - **Opportunity for Early Intervention in Schools:** While only two districts in Region 16 currently offer cybersecurity, the demand for IT education is clear. Programs like Coherent Cyber Education, an online four-year cybersecurity curriculum, provide an immediate pathway to meet local demand, even with limited qualified instructors.
   - **Addressing Retention and Talent Development:** Developing IT skills locally can help retain talent that might otherwise leave the Panhandle for tech hubs. Offering robust IT education ensures that residents have access to high-paying, in-demand jobs without relocating, strengthening the local economy.

Conclusion

Prioritizing High-Impact Sectors for Regional Resilience and Growth:

Together, healthcare, skilled trades, and IT sectors offer the region a strategic focus that aligns educational programs with local economic demands. Prioritizing these fields supports accessible, high-wage careers, addresses workforce shortages, and strengthens the Texas Panhandle's economic foundation. By building a robust pipeline in these areas, the Panhandle Pathways Leadership Team can ensure a sustainable, resilient workforce that fuels regional growth, economic stability, and community well-being.

Key Elements and Takeaways from the Region 16 ESC/WDA 1 Asset Map and Gap Analysis:

1. **Strategic Focus on High-Demand Industries**
    - **Target Industries:** Healthcare, skilled trades, and IT have been identified as high-need, high-wage career fields crucial to the Texas Panhandle.
    - **Pathways Development:** The Panhandle Pathways Leadership Team (PPLT) is focused on creating strong pathways into these sectors to support regional economic growth and retain local talent.
2. **Labor Market Alignment and Employer Engagement**
    - **Labor Market Demand:** Aligning pathways with labor market data ensures that training meets the evolving needs of regional employers, particularly for in-demand fields.
    - **Employer Participation:** Engaging employers in training and work-based learning programs is vital. Although there are active employer champions, opportunities exist to build broader employer consortia to strengthen pathways in specific sectors like healthcare and skilled trades.
3. **Cross-Sector Partnerships**
    - **Partnership Stability:** Building collaborative, sustainable partnerships that transcend leadership changes is essential. Clear, data-driven communication and relationship-building across sectors will ensure long-term success.
    - **Existing Partnerships:** Organizations like 1-800 Plumber, Bell Helicopter, the Coalition of Health Services, RNEC, XCEL, and Ogallalla Commons demonstrate successful employer engagement, showing potential models for other sectors to follow.
4. **Enhanced Educational Pathways**
    - **Secondary to Postsecondary Integration:** Strengthening the connection between high school and college programs is critical to avoid duplication and create seamless transitions, especially in high-demand industries.

- **Credentials with Market Value:** Programs that can be replicated or expanded such as Amarillo College's earn-and-learn model and the Rural Nursing Education Consortium exemplify effective educational partnerships that lead directly to meaningful career paths.

5. **Work-Based Learning (WBL) Expansion**
   - **WBL Opportunities:** Increasing WBL experiences across districts is needed. Partnerships with employers, such as developing a plumbing curriculum with 1-800 Plumber and a cybersecurity internship with Pantex, exemplify promising models.
   - **Challenges:** A lack of qualified instructors in fields like cybersecurity and skilled trades limits WBL. Region 16's exploration of virtual instruction options, like Coherent Cyber Education, could mitigate this issue.

6. **Advising and Counseling Gaps**
   - **Advising Shortages:** With 11 districts lacking counselors, there is an acute need for career advising support, especially in rural areas.
   - **Innovative Counseling Supports:** Leveraging technology (e.g., Panhandle Community Partnership's Career Exploration Website) and outreach initiatives can improve career advising, particularly for pathways not requiring a four-year degree.

7. **Rural and Transportation Challenges**
   - **Geographic Barriers:** The vast geography of Region 16 limits access to resources and creates transportation challenges for students, particularly in accessing WBL.
   - **Resource Allocation:** Population loss and rural school consolidation reduce workforce capacity. Solutions must account for these structural challenges to improve access to education and employment in these communities.

8. **Regional Demographics and Workforce Potential**
   - **High Youth Population:** Region 16 has a competitive advantage with a high percentage of youth. Addressing enrollment and advising gaps could harness this potential, creating a future workforce aligned with regional demand.
   - **Income and Education Disparities:** Region 16 has lower median household incomes and educational attainment compared to state and national levels. Strengthening career pathways that lead to high-wage jobs could mitigate this.

Goal Area #1: Regional Communication

Parents, students, and community members will gain enhanced knowledge, understanding and capability to make informed decisions regarding career pathways.

Objective	Strategy	Partners
1.1 – Identify, strengthen, and enhance community access to data and information to foster a culture of informed and purposeful guidance and increase awareness of options and opportunities	**1.1** – Leverage the media presence and marketing capabilities of the PPLT and partners	Panhandle Pathways Leadership Team Channels 4,7, 10 local news LEAs Panhandle Community Partnership website
1.2 – Support students by increasing access to effective advising to work-based learning in high demand careers in the Panhandle	**1.2** – Create a customizable data dashboard that provides students, parents, educators, and employers with current data pertaining to each school district in the region	TIP Strategies Region 16 LEAs Amarillo College, Clarendon College, Frank Phillips College, WTAMU
1.3 – Support employers by raising awareness of local career opportunities and convenings	**1.3** – Provide resources/technical assistance to in presenting data to parents and students in small, digestible chunks including local employer opportunities	Next Gen Partnerships Local employers Workforce Solutions WTAMU, CC, FPC, AC PPLT
1.4 – Support education and training providers in teaching curriculum aligned with industry needs and increasing capacity to serve more	**1.4** – Train stakeholders in education, non-profit, industry, and the community to use the data dashboard to increase the likelihood of student use and understanding	Amarillo Area Foundation City of Amarillo website Regional Non-Profits

Regional Communications Metrics:

% of students completing a prioritized pathway
Increase in % of prioritized pathways occupations being filled in the region
% of secondary and postsecondary programs aligned to prioritized pathways

Regional Communications Goal: 1
Parents, students, and community members will gain enhanced knowledge, understanding and capability to make informed decisions regarding career pathways

Regional Communications Objective: 1.1
Identify, strengthen, and enhance community access to data and information to foster a culture of informed and purposeful guidance and increase awareness of options and opportunities.

Regional Communications Strategy: 1.1
Leverage the media presence and marketing capabilities of the PPLT and partners

1:1 Action Steps	Timeline
1.1.1 – Collaborate with stakeholders to define the key metrics and data elements	Year 1
1.1.2 – Training for data input to domain	Year 1
1.1.3 – Contact local news stations with updates on dashboard and new or enhanced pathways	Year 2
1.1.4 – Data training for stakeholders	Year 2

Regional Communications Goal: 1
Parents, students, and community members will gain enhanced knowledge, understanding and capability to make informed decisions regarding career pathways

Regional Communications Objective: 1.2
Support students by increasing access to effective advising to work-based learning in high demand careers in the Panhandle

Regional Communications Strategy: 1.2
Create a customizable data dashboard that provides students, parents, educators, and employers with current data pertaining to each school district in the region

1:2 Action Steps	Timeline
1.2.1 – Identify tool for data dashboard	Year 1
1.2.2 – Work with AAF to transfer website to R16 management	Year 1
1.2.3 – Seek input from stakeholders and PPLT on data dashboard content	Year 1 & 2
1.2.4 – Design and build a user-friendly, customizable data dashboard that updates in real time and allows users to filter and access information specific to their needs.	Year 1

Regional Communications Goal: 1
Parents, students, and community members will gain enhanced knowledge, understanding and capability to make informed decisions regarding career pathways

Regional Communications Objective: 1.3
Support employers by raising awareness of local career opportunities and convening

Regional Communications Strategy: 1.3
Provide resources/technical assistance to districts in presenting data to parents and students in small, digestible chunks including local employment opportunities

1.3 Action Steps	Timeline
1.3.1 – Create a training guide including slide decks that would help LEAs disseminate data	Year 2
1.3.2 – Provide training or tutorials for stakeholders to maximize dashboard utilization.	Year 2
1.3.3 – Create and distribute a monthly CTE/CCMR newsletter that includes pathway information as well as employer opportunities	Year 1

Regional Communications Goal: 1
Parents, students, and community members will gain enhanced knowledge, understanding and capability to make informed decisions regarding career pathways

Regional Communications Objective: 1.4
Support education and training providers in teaching curriculum aligned with industry needs and increasing capacity to serve more

Regional Communications Strategy: 1.4
Train stakeholders in education, non-profit, industry, and the community to use the data dashboard to increase the likelihood of student use and understanding

1.4 Action Steps	Timeline
1.4.1 – Develop a cadence of training each regional LEA cluster, non-profits, and partner employers	Year 2
1.4.2 – Develop and implement a comprehensive training program for stakeholders, including workshops, webinars, and user guides, that demonstrates how to access, navigate, and apply the data dashboard to support student success.	Year 2
1.4.3 – Tailor training sessions to the specific needs of each stakeholder group (e.g., educators focusing on academic outcomes, employers emphasizing workforce readiness).	Year 1
1.4.4 – Collect feedback post-training to refine and improve future sessions.	Year 2

Goal Area #2: Regional Data Management

Develop a data dashboard platform/site that is accessible by each of the 60 school districts in the Texas Panhandle that will house key characteristics essential to preparing students for their future, whether it be employment, enrollment in higher education, or enlistment.

Objective	Strategy	Partners
2.1 – Support students by increasing access to effective advising and to work-based learning in high demand careers in the Panhandle.	**2.1** – Develop MOUs for data sharing and collection to acquire needed data sets for aggregation and analysis	LEAs IHEs
2.2 – School districts, higher education, and business partners will have current data readily available to strategically plan and provide increased opportunities for engaging students in meaningful high-wage, high-demand occupations and aid in the decision making process.	**2.2** – Disaggregate data to assist in aligning K-16 pathways to meet regional labor market demands	R16 PEIMS dept Workforce Solutions Panhandle Local employers R16 CTE/CCMR lead
2.3 – Support employers by raising awareness of local career opportunities and convening	**2.3** – Use K-16 data to support employer recruitment efforts	R16 PEIMS dept TIP Strategies Data dashboard
2.4 – Support education and training providers in teaching curriculum aligned with industry needs and increasing capacity to serve more students	**2.4** – Collect student participation data in career exploration events	R16 LEA IHE Workforce Solutions Panhandle Education Specialist

Regional Data Metrics:

% of students completing a prioritized pathway
% of students becoming gainfully employed in the prioritized pathways
% of secondary and postsecondary programs aligned to prioritized pathways
# of students accessing data dashboard

Regional Data Goal: 2.1
Develop a data dashboard platform/site that is accessible by each of the 60 school districts in the Texas Panhandle that will house key characteristics essential to preparing students for their future, whether it be employment, enrollment in higher education, or enlistment.

Regional Data Objective: 2.1
Support students by increasing access to effective advising and to work-based learning in high demand careers in the Panhandle.

Regional Data Strategy: 2.1
Develop MOUs for data sharing and collection to acquire needed data sets for aggregation and analysis

2:1 Action Steps	Timeline
2.1.1 – Maintain TABLEAU with current information annually	Year 1 & 2
2.1.2 – Convene a collaborative working group with representatives from education, non-profits, industry, and community organizations to identify the specific data sets needed for the dashboard.	Year 1
2.1.3 – Draft Memoranda of Understanding (MOUs) that outline data-sharing agreements, including the scope of data to be shared, confidentiality and security protocols, usage rights, and compliance with relevant regulations.	Year 1
2.1.4 – Facilitate stakeholder review and feedback sessions to ensure alignment with organizational goals and secure formal approval for data-sharing agreements.	Year 1
2.1.5 – Establish a process for periodic review and updates to the MOUs to adapt to evolving data needs and regulations.	Year 2

Regional Data Goal: 2.2
Develop a data dashboard platform/site that is accessible by each of the 60 school districts in the Texas Panhandle that will house key characteristics essential to preparing students for their future, whether it be employment, enrollment in higher education, or enlistment.

Regional Data Objective: 2.2
School districts, higher education, and business partners will have current data readily available to strategically plan and provide increased opportunities for engaging students in meaningful high-wage, high-demand occupations and aid in the decision making process.

Regional Data Strategy: 2.2
Disaggregate data to assist in aligning K-16 pathways to meet regional labor market demands

2.2 Action Steps	Timeline
2.2.1 – Update platform annually with: completion, employment, enrollment, college and career credentials, coursework, SAT, TSIA performance, sustained employment, local business partners, intern or apprentice opportunities	Year 1 & 2
2.2.2 – Disaggregate student data by relevant factors (e.g., grade level, academic performance, career interests, demographics) and align these insights with labor market demands.	Year 1 & 2
2.2.3 – Analyze regional labor market trends and identify high-demand industries and skills by collaborating with workforce boards, economic development agencies, and local employers	Year 1 & 2

Regional Data Goal: 2.3
Develop a data dashboard platform/site that is accessible by each of the 60 school districts in the Texas Panhandle that will house key characteristics essential to preparing students for their future, whether it be employment, enrollment in higher education, or enlistment.

Regional Data Objective: 2.3
Support employers by raising awareness of local career opportunities and convening

Regional Data Strategy: 2.3
Use K-16 data to support employer recruitment efforts

2.3 Action Steps	Timeline
2.3.1 – Create an informational toolkit for K-12 advisors which provides resources and ESC's access to superintendents and principals to distribute	Year 2
2.3.2 – Partner with regional employers to identify the skills, certifications, and educational qualifications most needed in the workforce.	Year 1
2.3.3 – Develop targeted recruitment materials and events, such as job fairs or industry-specific roundtables, that connect employers with students and recent graduates who meet their hiring criteria.	Year 2
2.3.4 – Provide employers with data insights to inform their outreach strategies, emphasizing the alignment between student outcomes and their workforce needs.	Year 1

Regional Data Goal: 2.4
Develop a data dashboard platform/site that is accessible by each of the 60 school districts in the Texas Panhandle that will house key characteristics essential to preparing students for their future, whether it be employment, enrollment in higher education, or enlistment.

Regional Data Objective: 2.4
Support education and training providers in teaching curriculum aligned with industry needs and increasing capacity to serve more students

Regional Data Strategy: 2.4
Collect student participation data in career exploration events

2:4 Action Steps	Timeline
2.4.1 – Train students, teachers, parents, employers on platform use	Year 1
2.4.2 – Utilize R16 Field Services Team to distribute information to LEAs about dashboard	Year 1
2.4.3 – Develop a standardized system for tracking student participation in career exploration events, such as sign-in sheets, QR code check-ins, or digital registration platforms.	Year 1

Goal Area #3: Regional Work-Based Learning

The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time

Objective	Strategy	Partners
3.1 – Strengthen the talent pipeline by focusing on employer engagement and increasing the number of students who have access to WBL programs, acquiring skills and knowledge valued by employers, and entering and advancing in the identified career pathways.	**3.1** – Collaborate with employers to provide job shadow days, industry tours, and other activities associated with the Tri-Agency WBL Continuum	Workforce Solutions Panhandle Local employers
3.2 – Develop and implement processes or mechanisms to monitor, track, and evaluate established WBL programs in the region focused on those that are aligned to targeted industries.	**3.2** – Create an effective base level framework that provides learning opportunities and support for employers in planning for effective internships and WBL to maximize the benefit for both employers and participants	Region 16 CTE/CCMR lead Local employers LEAs IHEs
3.3 – Establish a comprehensive tracking system to monitor and analyze the frequency of work-based learning (WBL) engagements, such as internships, apprenticeships, and job shadowing, that lead to measurable outcomes. Use this data to demonstrate the effectiveness of WBL opportunities in developing a skilled talent pipeline and provide clear evidence of ROI to employers, thereby encouraging their sustained or increased participation in offering WBL experiences.	**3.3** – Gather data on the frequency of WBL engagements that convert to employment or completion of relevant programs (e.g., CTE, IBCs, degrees) to illustrate the pipeline development benefits to employers to incentivize providing the opportunities	Region 16 Empower Schools LEAs Local employers

3.4 – Design and implement innovative remote learning platforms and transportation solutions to ensure equitable access to work-based learning (WBL) opportunities and programming for rural students.	**3.4** – Develop remote and transportation solutions to increase the accessibility of innovative programming and WBL for rural students	RPEP Empower Schools Region 16 Rural LEAs
3.5 – Establish a systematic evaluation framework to collect and analyze data on work-based learning (WBL) implementation across the region. This framework should measure key indicators such as student participation, employer engagement, skill acquisition, and post-WBL outcomes (e.g., certifications, employment, or continued education).	**3.5** – Evaluate data in relation to WBL implementation across the region to gauge effectiveness and pain points in the process	Region 16 PPLT
3.6 – Develop a structured communication plan to provide regular updates to stakeholders on the progress, outcomes, and challenges of work-based learning (WBL) initiatives.	**3.6** – Effectively communicate progress and course corrections with stakeholders to drive accountability	PPLT

Regional Data Metrics

Increase % of LEAs offering WBL
% of increase of students taking and completing at least one WBL course

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time.

Regional WBL Objective: 3.1
Strengthen the talent pipeline by focusing on employer engagement and increasing the number of students who have access to WBL programs, acquiring skills and knowledge valued by employers, and entering and advancing in the identified career pathways.

Regional WBL Strategy: 3.1
Collaborate with employers to provide job shadow days, industry tours, and other activities associated with the Tri-Agency WBL Continuum.

Action Steps	Timeline
3.1.1 – Engage employers in planning and coordination	Year 1
3.1.2 – Create toolkits for employers that include templates for schedules, student engagement activities, and evaluation forms.	Year 2
3.1.3 – Track participation and collect feedback	Year 2

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time

Regional WBL Objective: 3.2
Develop and implement processes or mechanisms to monitor, track, and evaluate established WBL programs in the region focused on those that are aligned to targeted industries

Regional WBL Strategy: 3.2
Create an effective base level framework that provides learning opportunities and support for employers in planning for effective internships and WBL to maximize the benefit for both employers and participants

Action Steps	Timeline
3.2.1 – Develop a comprehensive employer toolkit	Year 3
3.2.2 – Host training workshops and webinars	Year 2
3.2.3 – Establish ongoing support and feedback protocol	Year 2

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time

Regional WBL Objective: 3.3
Establish a comprehensive tracking system to monitor and analyze the frequency of work-based learning (WBL) engagements, such as internships, apprenticeships, and job shadowing, that lead to measurable outcomes. These outcomes include employment offers, completion of relevant certifications (e.g., CTE, Industry-Based Certifications, degrees), or enrollment in advanced education programs. Use this data to demonstrate the effectiveness of WBL opportunities in developing a skilled talent pipeline and provide clear evidence of ROI to employers, thereby encouraging their sustained or increased participation in offering WBL experiences.

Regional WBL Strategy: 3.3
Gather data on the frequency of WBL engagements that convert to employment or completion of relevant programs (e.g., CTE, IBCs, degrees) to illustrate the pipeline development benefits to employers to incentivize providing the opportunities

3.3 Action Steps	Timeline
3.3.1 – Develop a data collection framework	Year 1
3.3.2 – Post engagement surveys and follow-ups	Year 2
3.3.3 – Analyze and share insights with stakeholders	Year 2

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time

Regional WBL Objective: 3.4
Design and implement innovative remote learning platforms and transportation solutions to ensure equitable access to work-based learning (WBL) opportunities and programming for rural students. Collaborate with regional employers, education providers, and transportation agencies to create flexible options such as virtual internships, online skill-building workshops, and shared transportation networks. Monitor participation rates and gather feedback from rural students to refine these solutions, ensuring they effectively address barriers to access and expand opportunities for all students in the region.

Regional WBL Strategy: 3.4
Develop remote and transportation solutions to increase the accessibility of innovative programming and WBL for rural students

3.4 Action Steps	Timeline
3.4.1 – Create and expand virtual WBL opportunities, such as online internships, job shadowing, and career exploration programs.	Year 1 & 2
3.4.2 – Create cluster transportation partnerships	Year 2
3.4.3 – Leverage other funding opportunities such as RPEP	Year 1

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time

Regional WBL Objective: 3.5
Establish a systematic evaluation framework to collect and analyze data on work-based learning (WBL) implementation across the region. This framework should measure key indicators such as student participation, employer engagement, skill acquisition, and post-WBL outcomes (e.g., certifications, employment, or continued education). Use the findings to identify trends, assess the effectiveness of current programs, and pinpoint challenges or gaps in the WBL process. Regularly share insights with stakeholders to drive continuous improvement, align efforts with regional needs, and enhance the overall impact of WBL initiatives.

Regional WBL Strategy: 3.5
Evaluate data in relation to WBL implementation across the region to gauge effectiveness and pain points in the process

3.5 Action Steps	Timeline
3.5.1 – Develop a regional framework for collecting consistent data on WBL activities	Year 2
3.5.2 – Gather qualitative feedback on students' and employers' experiences with WBL implementation	Year 2

Regional WBL Goal: 3
The talent pipeline will be strengthened by increasing the number of students who successfully complete WBL programs, acquiring skills and knowledge valued by employers. As a result, the percentage of students entering and advancing in their careers increases over time.

Regional WBL Objective: 3.6
Develop a structured communication plan to provide regular updates to stakeholders on the progress, outcomes, and challenges of work-based learning (WBL) initiatives. Use data dashboards, reports, and stakeholder meetings to transparently share key performance metrics, success stories, and areas requiring improvement. Establish feedback loops to incorporate stakeholder input and collaboratively address challenges, ensuring accountability and fostering continuous improvement in WBL implementation across the region.

Regional WBL Strategy: 3.6
Effectively communicate progress and course corrections with stakeholders to drive accountability.

3.6 Action Steps	Timeline
3.6.1 – Host regular stakeholder meetings	Year 1
3.6.2 – Develop a transparent reporting system	Year 2

Goal Area #4: Regional Employer/Stakeholder Engagement

Industry will lead innovative solutions to develop and maintain the local workforce pipeline, building a flexible, responsive, and healthy regional labor market

Objective	Strategy	Partners
4.1 – Support employers by raising awareness of local career opportunities and convening	**4.1** – Host Sector-Specific Roundtables by bringing together employers, educators, and community leaders to discuss workforce trends and needs.	Workforce Solutions Panhandle Local employers
4.2 – Enhance Industry/Education Partnerships	**4.2** – Facilitate collaborations between industry leaders and educational institutions to enhance or co-design curricula, certifications, and training programs that address current and emerging labor market needs.	PPLT Local employers Region 16
4.3 – Promote Employer-Led Work-Based Learning Initiatives	**4.3** – Encourage employers to lead and expand innovative work-based learning opportunities, such as apprenticeships, internships, and mentorship programs, to ensure students and workers gain relevant skills and real-world experience.	PPLT Region 16 6 Cluster LEAs
4.4 – Develop Regional workforce data systems	**4.4** – Create a data-driven framework for industry stakeholders to identify skills gaps, forecast workforce needs, and design targeted solutions to support a dynamic and adaptable local labor market.	PPLT Regional Convener

Regional Employer/Stakeholder Engagement Metrics

# of employers engaged and retained in relevant sector partnerships
Measure stakeholder confidence in their awareness and knowledge of career pathways opportunities and initiatives in the Panhandle.

Goal Regional Employer/Stakeholder Engagement: 4
Industry will lead innovative solutions to develop and maintain the local workforce pipeline, building a flexible, responsive, and healthy regional labor market

Objective Regional Employer/Stakeholder Engagement: 4.1
Support employers by raising awareness of local career opportunities and convening

Strategy Regional Employer/Stakeholder Engagement: 4.1
Host Sector-Specific Roundtables by bringing together employers, educators, and community leaders to discuss workforce trends and needs.

4:1 Action Steps	Timeline
4.1.1 – Create opportunities for different stakeholders to co-design training programs, apprenticeships, or job placement initiatives.	Year 1
4.1.2 – Work with employers to establish internships, apprenticeships, and on-the-job training opportunities.	Year 1
4.1.3 – Survey employers and gather feedback to assess satisfaction with the talent pool and identify gaps.	Year 2

Goal Regional Employer/Stakeholder Engagement: 4
Industry will lead innovative solutions to develop and maintain the local workforce pipeline, building a flexible, responsive, and healthy regional labor market

Objective Regional Employer/Stakeholder Engagement: 4.2
Enhance Industry/Education Partnerships

Strategy Regional Employer/Stakeholder Engagement: 4.2
Facilitate collaborations between industry leaders and educational institutions to co-design curricula, certifications, and training programs that address current and emerging labor market needs

4:2 Action Steps	Timeline
4.2.1 − Advocate for credentialing programs that align with in-demand skills.	Year 1
4.2.2 − Partner with schools, colleges, and vocational training centers to align career pathways with local employer needs.	Year 1

Goal Regional Employer/Stakeholder Engagement: 4
Industry will lead innovative solutions to develop and maintain the local workforce pipeline, building a flexible, responsive, and healthy regional labor market

Objective Regional Employer/Stakeholder Engagement: 4.3
Promote Employer-Led Work-Based Learning Initiatives

Strategy Regional Employer/Stakeholder Engagement: 4.3
Encourage employers to lead and expand innovative work-based learning opportunities, such as apprenticeships, internships, and mentorship programs, to ensure students and workers gain relevant skills and real-world experience

4.3 Action Steps	Timeline
4.3.1 − Create a list of local employers in key industries who might benefit from or are interested in developing work-based learning programs.	Year 1
4.3.2 − Meet with employers to understand their workforce challenges and opportunities for collaboration and identify skill gaps and align work-based learning opportunities with those needs.	Year 1 & 2
4.3.3 − Create forums where employers can share best practices, lessons learned, and innovative ideas for work-based learning.	Year 3

Goal Regional Employer/Stakeholder Engagement: 4
Industry will lead innovative solutions to develop and maintain the local workforce pipeline, building a flexible, responsive, and healthy regional labor market

Objective Regional Employer/Stakeholder Engagement: 4.4
Develop Regional workforce data systems

Strategy Regional Employer/Stakeholder Engagement: 4.4
Create a data-driven framework for industry stakeholders to identify skills gaps, forecast workforce needs, and design targeted solutions to support a dynamic and adaptable local labor market

4.4 Action Steps	Timeline
4.4.1 − Share labor market data demonstrating the demand for skilled workers and the impact of work-based learning on employee retention and productivity.	Year 1
4.4.2 − Identify skill gaps and align work-based learning opportunities with those needs.	Year 2 & 3

Conclusion

Overall Recommendations

1. Build network of Employer Partners: Engage regional employers in industry-specific partnerships to guide program development and expand WBL.
2. Strengthen Secondary-Postsecondary Pathways: Align K-12 and college programs to reduce overlap and create smoother transitions, particularly in targeted industries.
3. Develop Flexible Advising Solutions: Expand advising resources and technology to ensure students, particularly in rural areas, receive guidance aligned with regional career opportunities.
4. Address Infrastructure Gaps: Pursue virtual training solutions and alternative methods to overcome barriers in instructor availability and transportation.
5. Increase Outreach and Alignment: Regularly update stakeholders on regional goals and progress, fostering a unified mission across districts and sectors.

Join us in shaping a brighter future for the Texas Panhandle! By fostering innovation, collaboration, and strategic alignment, we can create a resilient workforce and unlock the full potential of our region. Whether you're an employer ready to partner, an educator eager to strengthen pathways, or a community leader committed to progress, your contribution is vital. Together, let's build a unified mission, overcome challenges, and empower the next generation to thrive. The Panhandle Pathway Leadership Team invites you to take action today—connect with us, share your expertise, and be part of this transformative journey!

Appendices

Sustainability Strategy

A sustainability strategy for a regional convener in the Texas Panhandle begins with building strong partnerships rooted in the unique strengths of the area. Collaboration with local businesses, schools, and nonprofits can foster shared goals that reflect the Panhandle's priorities in healthcare, skilled trades, and IT. By engaging private sector stakeholders, public-private partnerships can be cultivated to drive investments in sustainable infrastructure, workforce development, and community resources. Through cross-sector collaboration, teams can align their efforts, maximizing the impact of shared initiatives and creating a cohesive approach to regional challenges.

Workforce and economic development are at the heart of sustainability. By enhancing career and technical education (CTE) programs, the Panhandle can prepare a workforce equipped to sustain regional industries while adapting to the evolving needs of the job market. Integrating training in healthcare, the skilled trades, and technology will ensure that future skills are prioritized. To retain local talent, partnerships with regional employers can incentivize graduates to remain in the area, strengthening the community and fostering economic resilience.

Equity and education are vital components of a sustainable strategy. Collaborating with schools and organizations to expand access to technology and resources will promote educational equity. Engaging young people in sustainability initiatives can empower the next generation, fostering innovation and a deep commitment to the community's well-being.

Fostering community resilience involves proactive planning, developed in partnership with local governments and teams, to address challenges. Health initiatives in collaboration with healthcare providers can target regional challenges and improve overall well-being. Advocating for sustainable pathways will further enhance the region's ability to thrive.

Measuring impact and adapting strategies is essential to ensure success. Clear metrics, such as increased CTE enrollment, increased pathways, and apprenticeship opportunities provide a way to track progress. Engaging stakeholders in regular feedback sessions will ensure that initiatives align with community needs and priorities. By continuously evaluating outcomes and adjusting approaches, the strategy will remain dynamic, responsive, and impactful.

Quarterly meetings with each of the six cluster sites and re-evaluating shared services as well as partnership options and WBL opportunities will create a cadence for identifying and updating targeted industries and occupations.

Through these interconnected efforts, the regional convener in WDA 1, the Texas Panhandle can build a sustainable future that balances economic growth and educational equity, ensuring a thriving community for generations to come.

Looking at the factors driving population change (see Figure 9, page 10), Region 16 ESC averaged a net gain of more than 1,800 annually since 1991. In that time, the region has only lost population year-over-year eight times, however, seven of those have occurred in the last 10 years, largely due to domestic net migration. The average year-over-year population change since 2013 is a loss of 347 people each year. This recent trend is concerning and validates the PPLT's desire to support the Panhandle's homegrown talent staying or returning to the region.

More than one-quarter (28.8 percent) of the population in Region 16 ESC is 19 years old or younger (see Figure 10, page 11). While this figure is in line with the state—28.2 percent of Texas's population falls into this cohort—Region 16 ESC has a considerably higher share of young people relative to the US (24.8 percent). At a time when the national fertility rate is declining, having young people comprise a relatively high share of the population is a competitive advantage that Region 16 ESC should lean into. But, with a higher share of young people comes an increased demand for quality career advising services and work-based learning opportunities, making it even more important to build strong career pathways.

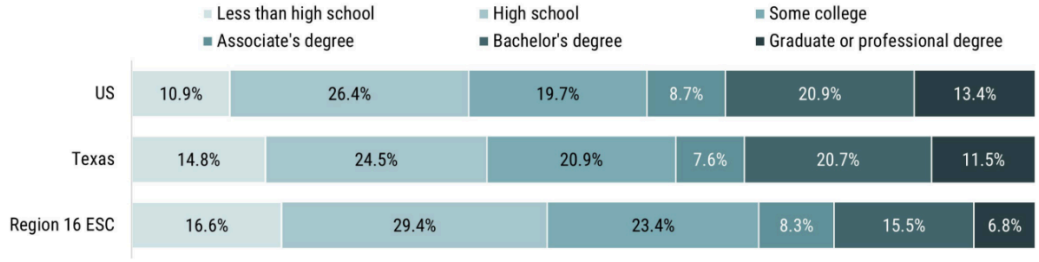
FIGURE 8. POPULATION CHANGE FROM 1990 TO 2022

GEOGRAPHY	1990 POPULATION	2022 POPULATION	PERCENT CHANGE
Texas	**17,056,756**	**29,243,342**	**71.4%**
Randall County, TX	89,736	141,489	57.7%
Hartley County, TX	3,629	5,369	47.9%
United States	**249,670,111**	**331,097,593**	**32.6%**
Dallam County, TX	5,446	7,165	31.6%
Potter County, TX	97,908	117,905	20.4%
Moore County, TX	17,846	21,284	19.3%
Region 16 ESC	**371,340**	**434,569**	**17.0%**
Childress County, TX	5,958	6,781	13.8%
Ochiltree County, TX	9,113	9,924	8.9%
Parmer County, TX	9,871	9,809	-0.6%
Lipscomb County, TX	3,122	3,038	-2.7%
Deaf Smith County, TX	19,164	18,585	-3.0%
Oldham County, TX	2,273	2,171	-4.5%
Armstrong County, TX	2,018	1,912	-5.3%
Hemphill County, TX	3,697	3,371	-8.8%
Hansford County, TX	5,817	5,270	-9.4%
Donley County, TX	3,671	3,298	-10.2%
Gray County, TX	23,781	21,272	-10.6%
Carson County, TX	6,553	5,801	-11.5%
Swisher County, TX	8,079	6,989	-13.5%
Wheeler County, TX	5,801	4,980	-14.2%
Sherman County, TX	2,844	2,414	-15.1%
Castro County, TX	9,007	7,381	-18.1%
Collingsworth County, TX	3,553	2,865	-19.4%
Hutchinson County, TX	25,577	20,595	-19.5%
Roberts County, TX	1,039	764	-26.5%
Hall County, TX	3,891	2,847	-26.8%
Briscoe County, TX	1,946	1,290	-33.7%

Source(s): US Census Bureau, Population Estimates Program; 2022 American Community Survey (ACS) 5-year sample; TIP Strategies, Inc.

Despite having a higher share of residents with less than a high school education (see Figure 11), the region's high school graduation rates exceed the state's. Since 2016, Region 16 ESC has recorded more than 5,000 high school graduations each year. Most recently, Region 16 ESC's four-year high school graduation rate for the class of 2022 surpassed 93 percent compared to Texas' 89.7 percent.[4]

FIGURE 11. EDUCATIONAL ATTAINMENT
Resident population 25 years and over



Source(s): 2022 American Community Survey (ACS) 5-year sample; TIP Strategies, Inc.
Note(s): Educational attainment only measured for population 25 years and older. High school includes equivalency. Some college indicates no degree was received. Graduate degree includes professional degrees and doctoral programs.

FIGURE 19. TOP INDUSTRY EMPLOYERS IN INDIVIDUAL COUNTIES
Based on share of total 2022 jobs

COUNTY	2022 JOBS	#1 INDUSTRY EMPLOYER			#2 INDUSTRY EMPLOYER			#3 INDUSTRY EMPLOYER		
		Industry	*Jobs*	*Share*	*Industry*	*Jobs*	*Share*	*Industry*	*Jobs*	*Share*
Armstrong	**643**	Education	145	23%	Construction	89	14%	Prof. Svcs.	66	10%
Briscoe	**471**	Agriculture	106	23%	Education	66	14%	Retail Trade	45	10%
Carson	**6,197**	Manufacturing	4,003	65%	Construction	491	8%	Agriculture	272	4%
Castro	**3,672**	Agriculture	1,754	48%	Education	456	12%	Transp./Whs.	201	5%
Childress	**3,048**	Education	512	17%	Retail Trade	404	13%	State Govt.	354	12%
Collingsworth	**981**	Healthcare	294	30%	Agriculture	120	12%	Retail Trade	93	9%
Dallam	**5,858**	Agriculture	2,272	39%	Manufacturing	796	14%	Whlse. Trade	387	7%
Deaf Smith	**10,178**	Agriculture	2,788	27%	Manufacturing	2,013	20%	Retail Trade	964	9%
Donley	**1,206**	Local Govt.	366	30%	Agriculture	150	12%	Retail Trade	120	10%
Gray	**8,414**	Manufacturing	1,190	14%	Retail Trade	1,038	12%	Education	862	10%
Hall	**997**	Agriculture	190	19%	Education	184	18%	Retail Trade	149	15%
Hansford	**2,986**	Agriculture	814	27%	Construction	430	14%	Education	333	11%
Hartley	**3,608**	Agriculture	1,911	53%	Construction	254	7%	Retail Trade	199	6%
Hemphill	**2,036**	Oil, Gas, Mining	321	16%	Healthcare	239	12%	Pers./Other Svcs.	192	9%
Hutchinson	**8,662**	Oil, Gas, Mining	1,169	13%	Construction	1,082	12%	Retail Trade	954	11%
Lipscomb	**1,498**	Manufacturing	338	23%	Education	273	18%	Agriculture	233	16%
Moore	**13,563**	Manufacturing	4,239	31%	Agriculture	2,349	17%	Education	1,211	9%
Ochiltree	**5,121**	Oil, Gas, Mining	995	19%	Agriculture	952	19%	Education	615	12%
Oldham	**1,118**	Education	252	23%	Agriculture	225	20%	Pers./Other Svcs.	156	14%
Parmer	**7,813**	Agriculture	2,656	34%	Manufacturing	2,169	28%	Construction	686	9%
Potter	**84,404**	Healthcare	12,727	15%	Manufacturing	8,697	10%	Education	8,645	10%
Randall	**42,496**	Retail Trade	6,993	16%	Accomm./Food	5,003	12%	Education	4,209	10%
Roberts	**377**	Agriculture	92	24%	Education	70	19%	Local Govt.	38	10%
Sherman	**1,587**	Agriculture	809	51%	Education	176	11%	Retail Trade	128	8%
Swisher	**2,433**	Agriculture	607	25%	Education	502	21%	Pers./Other Svcs.	160	7%
Wheeler	**2,061**	Education	531	26%	Retail Trade	291	14%	Accomm./Food	270	13%

Source(s): BLS; Lightcast 2023.4—QCEW Employees, Non-QCEW Employees, and Self-Employed; TIP Strategies, Inc.

○○○○○○ No Formal Educational Credential
●○○○○○ High School Diploma or Equivalent
●●○○○○ Postsecondary Nondegree Award
●●●○○○ Some College
●●●●○○ Associate's Degree
●●●●●○ Bachelor's Degree
●●●●●● Graduate or Professional Degree

FIGURE 23. TOP 25 DETAILED OCCUPATIONS IN REGION 16 ESC BY 2022 JOBS
With a comparison of the occupation's median hourly earnings to the median hourly earnings for all occupations in the region

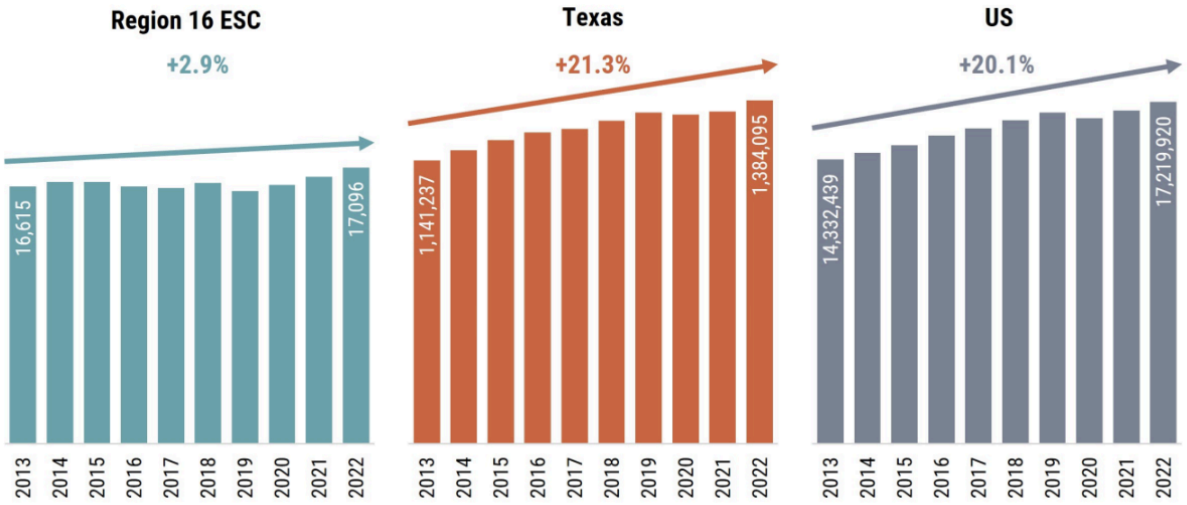
SOC	DESCRIPTION	2022 Jobs	Median Hourly Earnings	Typical Entry Level Education	Work Experience Required	Typical On-The-Job Training
11-9013	Farmers, Ranchers, & Other Agricultural Managers	8,339	$16.50	●○○○○○	5 years +	None
11-1021	General & Operations Managers	5,973	$35.83	●●●●●○	5 years +	None
35-3023	Fast Food & Counter Workers	5,233	$10.43	○○○○○○	None	Short
41-2011	Cashiers	5,165	$11.08	○○○○○○	None	Short
53-3032	Heavy & Tractor-Trailer Truck Drivers	5,025	$21.52	●●○○○○	None	Short
45-2092	Farmworkers & Laborers, Crop, Nursery, & Greenhouse	4,863	$12.80	○○○○○○	None	Short
37-2011	Janitors & Cleaners, Except Maids & Housekeeping Cleaners	4,709	$16.44	○○○○○○	None	Short
41-2031	Retail Salespersons	4,608	$13.02	○○○○○○	None	Short
53-7065	Stockers & Order Fillers	4,173	$14.86	●○○○○○	None	Short
43-9061	Office Clerks, General	4,006	$14.50	●○○○○○	None	Short
53-7062	Laborers & Freight, Stock, & Material Movers, Hand	3,691	$16.31	○○○○○○	None	Short
29-1141	Registered Nurses	3,530	$36.80	●●●●●○	None	None
35-3031	Waiters & Waitresses	3,038	$9.82	○○○○○○	None	Short
43-6014	Secretaries & Admin. Assists., Except Legal, Medical, & Exec.	3,021	$16.32	●○○○○○	None	Short
43-4051	Customer Service Representatives	2,816	$15.08	●○○○○○	None	Short
49-9071	Maintenance & Repair Workers, General	2,770	$17.60	●○○○○○	None	Moderate
25-2021	Elementary School Teachers, Except Special Education	2,698	$27.58	●●●●●○	None	None
43-3031	Bookkeeping, Accounting, & Auditing Clerks	2,495	$18.92	●●●○○○	None	Moderate
31-1128	Home Health & Personal Care Aides	2,406	$10.76	●○○○○○	None	Short
47-2061	Construction Laborers	2,286	$16.28	○○○○○○	None	Short
41-1011	First-Line Supervisors of Retail Sales Workers	2,260	$17.31	●○○○○○	< 5 years	None
43-1011	First-Line Supervisors of Office & Admin. Support Workers	2,155	$24.40	●○○○○○	< 5 years	None
25-9045	Teaching Assistants, Except Postsecondary	2,095	$12.91	●●●○○○	None	None
51-3022	Meat, Poultry, & Fish Cutters & Trimmers	2,041	$17.24	○○○○○○	None	Short
37-2012	Maids & Housekeeping Cleaners	1,895	$11.06	○○○○○○	None	Short

Source(s): BLS; Lightcast 2023.4—QCEW Employees, Non-QCEW Employees, and Self-Employed; TIP Strategies, Inc.
Note(s): Redder shading indicates lower median hourly wages, while more teal shading indicates higher median hourly earnings.

HEALTHCARE

WORKFORCE

FIGURE 34. HEALTHCARE WORKFORCE TRENDS
Healthcare Practitioners & Technical Occupations and Healthcare Support Occupations, 2013-2022

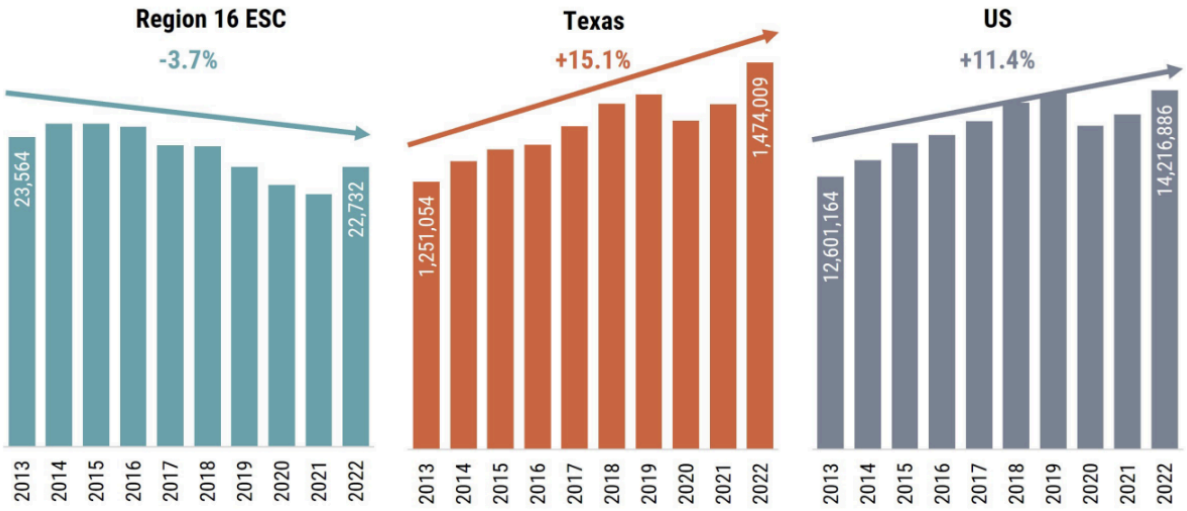


Source(s): BLS; Lightcast 2023.4—QCEW Employees, Non-QCEW Employees, and Self-Employed; TIP Strategies, Inc.
Note(s): To improve readability, employment levels in this exhibit are scaled to each geography (i.e., Region 16 ESC, Texas, and US).

SKILLED TRADES

WORKFORCE

FIGURE 40. SKILLED TRADES WORKFORCE TRENDS
Construction, Extraction, Installation, Maintenance, and Repair Occupations, 2013-2022

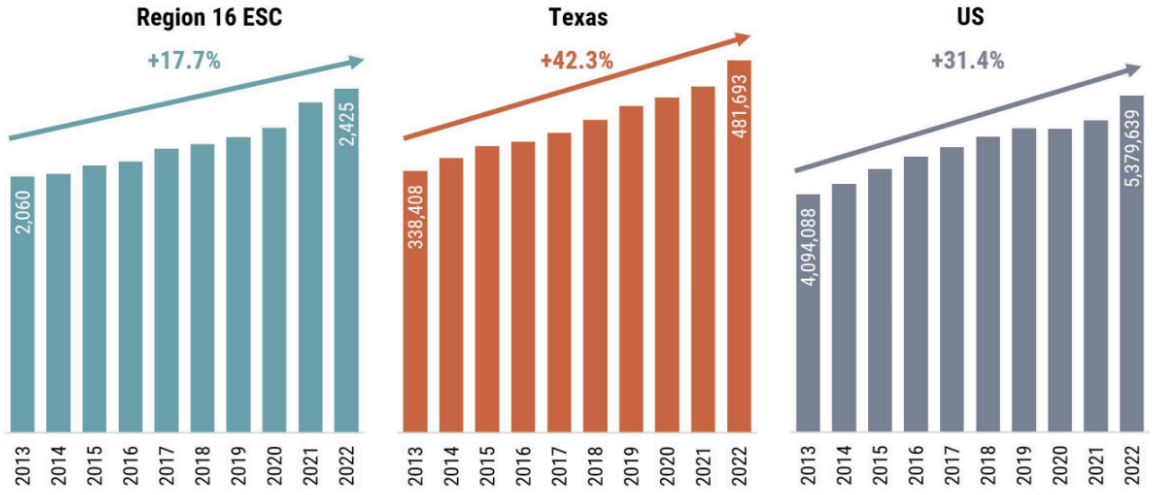


Source(s): BLS; Lightcast 2023.4—QCEW Employees, Non-QCEW Employees, and Self-Employed; TIP Strategies, Inc.
Note(s): To improve readability, employment levels in this exhibit are scaled to each geography (i.e., Region 16 ESC, Texas, and US).

INFORMATION TECHNOLOGY

WORKFORCE

FIGURE 46. INFORMATION TECHNOLOGY WORKFORCE TRENDS
Computer and Mathematical Occupations, 2013-2022



Source(s): BLS; Lightcast 2023.4—QCEW Employees, Non-QCEW Employees, and Self-Employed; TIP Strategies, Inc.
Note(s): To improve readability, employment levels in this exhibit are scaled to each geography (i.e., Region 16 ESC, Texas, and US).