



Welcome.

LONESTAR**RP3** Data Council

RP3 Connect

December 4, 2025



LONESTAR**RP3**



What is the LONESTAR^{RP}3 Data Council?

VISION

Increase visibility and use of Texas P20W data system, resources, and published research. Provide insights and recommendations to inform improvements to Texas data systems and tools to enhance their impact on education practice and policy.

PURPOSE

Address educational challenges through data-driven insights, and create shared, actionable knowledge to benefit Texas students, educators, and policymakers.

Roles & Expectations:

- Virtual and in-person participation and insight sharing
- Collaborative and inclusive discussions
- Opportunities to support completion of tasks and deliverables



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Timeline of Year 1 of Data Council

Spring 2025 – Map out priorities

Summer 2025 – Develop pilot products

Fall 2025 – Finalize products and begin COMPASS report

Spring 2026 – Prepare products and COMPASS report for dissemination



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Products

- **Tangible product(s)** aligned to Council priorities
- Focus on policy–data **alignment** and **usability**
- Supports statewide coordination through products that support researchers, policy stakeholders, and/or educational institutions
- Goal is for prototype to leverage the **high priority** and **highly actionable** deliverables
- First focus area: **CCMR**



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The COMPASS Report

Section	Focus
About the Council	Who we are and why the Council exists
Focus of the 2025 Report	Policy–data alignment in CCMR
Products & Use Cases	Crosswalk, Value of Alignment Study, LONESTAR CCMR
Insights & Takeaways	System-level findings from this year
Looking Ahead	Emerging research questions



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Product 1: Crosswalk (IBC–CTE–SOC–CIP)

- **Purpose** Integrates TEA, THECB, and TWC datasets to show how student coursework and credentials connect to real regional workforce opportunities.
- **Use Case 1 – Mapping Alignment Across Texas** Descriptive analysis showing where CTE programs and IBCs align with local labor demand; includes statewide heat maps and trends from 2019–2025.
- **Use Case 2 – The Value of Alignment** Empirical study linking aligned IBCs to higher wages and credential attainment, demonstrating measurable returns to policy-aligned pathways.
- **Policy Relevance** Shows how policy–data alignment can clarify which credentials truly prepare students for high-demand jobs.



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Product 2: LONESTAR CCMR

- **Purpose** Provides an open-source, transparent way for districts to calculate, validate, and visualize CCMR readiness consistent with TEA standards.
- **Use Case – District-Level Transparency** Enables small and rural districts to replicate TEA's accountability calculations, identify readiness gaps, and generate actionable dashboards.
- **Future Enhancements** Phased roadmap for equity dashboards, intervention tracking, and automated accountability simulations to preview TEA Domain 1 and 3 outcomes.
- **Policy Relevance** Shows how open, replicable tools can improve accuracy, reduce reporting burden, and increase equity in CCMR accountability.



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Council Members Leading Product Development



Jennifer A. Freeman
Assistant Professor
Texas Tech University



Lane Sobehrad
Coordinator of
Research & Innovation
Lubbock ISD



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Use case.

Product 1: Crosswalk (IBC–CTE–SOC–CIP)



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CREDENTIALING FOR WHAT?

EXAMINING THE LABOR MARKET RETURNS OF ALIGNED AND MISALIGNED INDUSTRY-BASED CERTIFICATIONS IN TEXAS

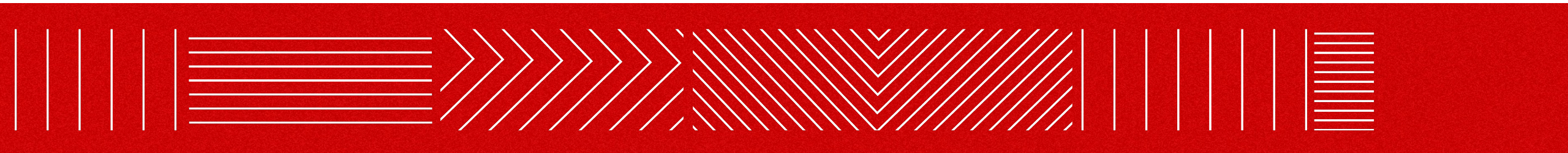
Jacob Kirksey, Jennifer Freeman, Braden Reed, Rachel Martin

Texas Tech University

Angela Crevar

Mercer University

Association for Public Policy Analysis and Management, November 13, 2025



BACKGROUND



INDUSTRY BASED CERTIFICATIONS (IBCS)

- **IBCs** are third-party credentials earned by high school students to demonstrate industry-specific knowledge and skills.
 - Awarded by recognized certifying entities (e.g., American Welding Society, Adobe) and designed to signal workforce readiness upon graduation.
- **Goal:** Increase the number of students graduating with a credential that has labor market value, especially those not immediately pursuing college.
 - IBCs are also part of Texas's broader strategy that 60% of Texans aged 25–64 holding a credential or degree by 2030.
- Districts receive both accountability credit and financial incentives when students earn IBCs.

Accelerating Alignment

Texas Workforce System Strategic Plan

Fiscal Years 2024–2031



GOVERNOR GREG ABBOTT

Accelerating Alignment

Texas Workforce System Strategic Plan

Fiscal Years 2024–2031



GOVERNOR GREG ABBOTT

Industry-Based Certification

An industry-based certification (IBC) is a type of nontraditional award that is conferred to an individual who demonstrates proficiency and knowledge, through examination, in a specific industry or trade. An IBC is not dependent on any actual education or training program. Instead, evaluating candidates for certification relies on independent, third-party professional and industry groups. These national organizations develop and maintain relevant, uniform proficiency standards that are assessed and sanctioned by industry-approved examination facilities, independent of any educational institution or training program. Defining characteristics of IBCs include:

- nationally recognized,
- third-party assessed to industry-recognized occupational standards, and
- portable across regions and state boundaries.

Accelerating Alignment

Texas Workforce System Strategic Plan

Fiscal Years 2024–2031



GOVERNOR GREG ABBOTT

Industry-Based Certification

An industry-based certification (IBC) is a type of nontraditional certification that recognizes an individual who demonstrates proficiency and knowledge, skills, and abilities in a specific occupation or trade. An IBC is not dependent on any actual education or training. Candidates for certification rely on independent, third-party organizations that develop and maintain relevant, uniform standards. IBCs are assessed and sanctioned by industry-approved examination bodies. Defining characteristics of IBCs include:

- nationally recognized,
- third-party assessed to industry-recognized occupations,
- portable across regions and state boundaries.



Texas Workforce
Commission



Labor Market Information

Aligning Career and Technical Education with Regional Labor Demand

Career and Technical Education downloads will provide a list of in-demand occupations that are aligned with Texas Career Cluster and Statewide CTE Programs of Study information. This data is arranged by region and contains relevant labor market information to help understand which jobs are most likely to be available and well-compensated.

Understanding how CTE programs align to meaningful employment opportunities can assist school districts make informed decisions about high-wage, in-demand occupations to justify the creation of new Career Technical Education (CTE) programs and to guide program design. The information provided ensures that students are provided appropriate CTE opportunities while strengthening local economies.

Accelerating Employment

Texas Workforce System

Fiscal Years 20



GOVERNOR GREG ABBOTT

Industry-Based Certification

An industry-based certification (IBC) is a credential that recognizes an individual who demonstrates proficiency in a specific occupation or trade. An IBC is not dependent on any academic requirements. Candidates for certification rely on independent organizations that develop and maintain relevant standards. IBCs are assessed and sanctioned by industry-approved examination bodies or training programs. Defining characteristics of

- nationally recognized,
- third-party assessed to industry-recognized occupations,
- portable across regions and state boundaries.

Aligning Career and Technical Education with Regional Labor Demand

Career and Technical Education (CTE) programs provide a list of in-demand occupations that are aligned with Texas Career Cluster and Statewide CTE Programs of Study. This data is arranged by region and contains relevant labor market information to help understand which jobs are most in-demand, available, and well-compensated. Understanding how CTE programs align to in-demand employment opportunities can assist school districts make informed decisions about high-wage, in-demand occupations to justify the creation of new Career Technical Education (CTE) programs and to guide program design. The information provided ensures that students are provided appropriate CTE opportunities while strengthening local economies.

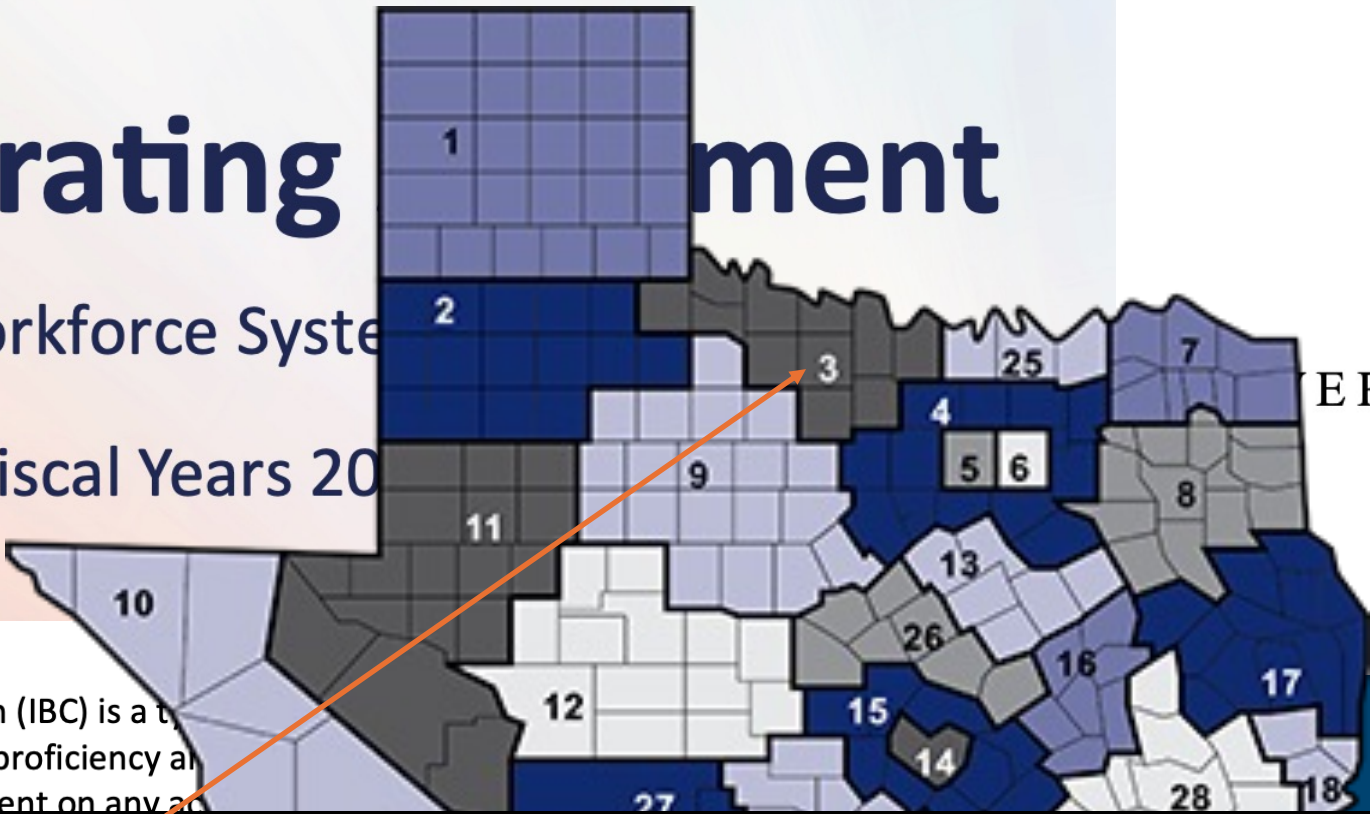
Accelerating Employment

Texas Workforce System

Fiscal Years 20



Governor Greg Abbott



Industry-Based Certification
An industry-based certification (IBC) is a... individual who demonstrates proficiency in... or trade. An IBC is not dependent on any...

Occupational Title	OEWS Current Employment (2024)	Average Annual Job Openings (2022-2032)	Estimated 10-year Employment Increase (2032)	OEWS Median Annual Wage (2024)	Typical Education & Training	State Career Cluster & Program of Study
Industrial Machinery Mechanics	630	101	552	\$61,217	High school diploma or equivalent & Long-term on-the-job training	<ul style="list-style-type: none">• Agriculture, Food and Natural Resources & Agricultural Technology and Mechanical Systems• Manufacturing & Industrial Maintenance• Manufacturing & Robotics and Automation Technology

Informa

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Texas Career Cluster and
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local economies.

Accelerating Employment

Texas Workforce System

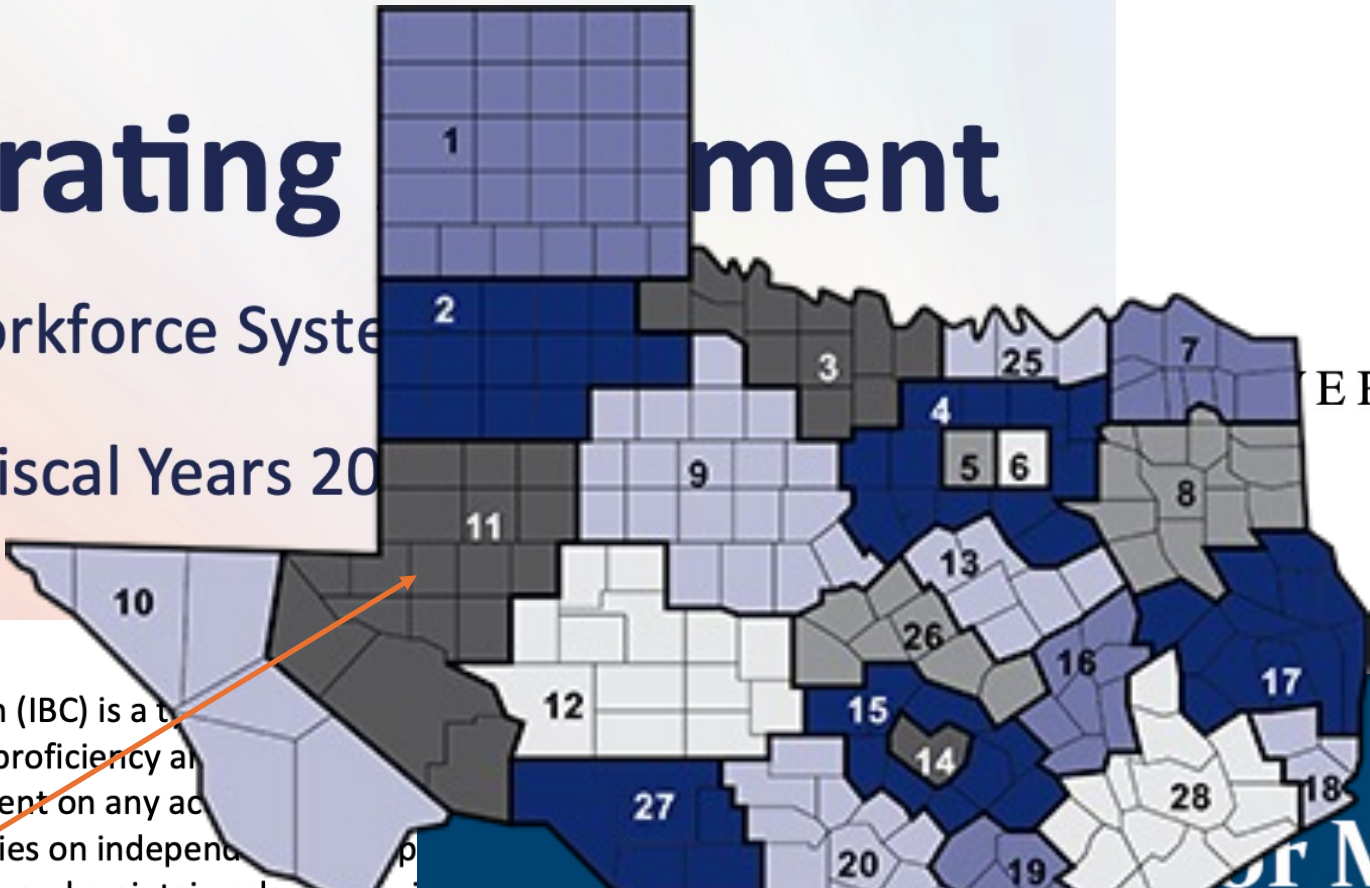
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Governor Greg Abbott

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or Market Informa

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Heavy and Tractor-Trailer Truck Drivers	10,940	1,287	1,309	\$56,769	Postsecondary nondegree award & Short-term on-the-job training	• Transportation, Distribution and Logistics & Diesel and Heavy Equipment Maintenance and Commercial Drivers

about sign.



CURRENT STUDY

- Texas policy links IBCs to approved CTE programs of study to align with in-demand industries, but the landscape is shifting as the state updates approved credentials and programs.
 - 295 active IBCs with 59 “sunsetting” after 2024–25 SY.
 - 62 programs of study with 4 added for the 2024–25 SY.
- **Questions remain:** Are students earning IBCs that reflect their CTE training and lead to meaningful employment?
- **Concern:** Misalignment between IBCs, CTE training, and local labor market needs may reduce credential value and undermine workforce policy goals.

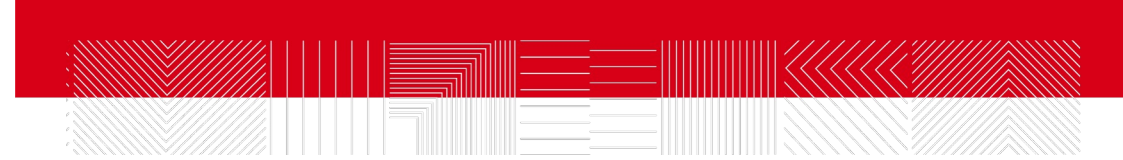


RESEARCH QUESTIONS

Policymakers are increasingly focused on improving economic outcomes for students who do not directly enroll in postsecondary institutions from high school. Our study asks:

1. For students who do not enroll in postsecondary institutions within five years of high school graduation, what is the association of earning an aligned versus misaligned IBC on early-career earnings?
2. For students who do not enroll in postsecondary institutions within one year of high school graduation, what is the association of earning an aligned versus misaligned IBC on earning an additional credential aligned to local labor market demands?

DATA AND METHODS



DATA

- Texas P20W data system spans EC-workforce
- Data linked between Texas Education Agency, Texas Higher Education Coordinating Board, and the Texas Workforce Commission (TWC)
- **Sample:** 5 cohorts of students who graduated from Texas public high schools between 2017-2021 and entered the workforce directly from high school:
 - **RQ 1 - Earnings:** (1) graduated on-time from high school; (2) did not enroll in college w/in 5 years of HS graduation (N=403,233)
 - **RQ 2 – Credential Attainment:** (1) graduated on-time from high school; (2) did not enroll in college w/in 1 year of HS graduation (N=623,463)



KEY VARIABLES

IBCs and Programs of Study

- We capture alignment between a student's IBC and program of study using:
 - **IBC Earner:** Student earned a TEA-approved IBC by the time of high school graduation
 - **Program of Study Completer:** Student completed 3+ CTE courses and 4+ credits in the same state-defined program of study, including at least one advanced course (Level 3 or 4)
- **Alignment:** IBC earned is officially linked to the student's program of study
- **Misalignment:** IBC earned is not linked to the student's program of study
- **Alignment with regional demand:** Created crosswalk from Texas Workforce Commission's biannual report linking *high-demand* occupations to CTE POS



PRODUCT FROM DATA COUNCIL

CTE-IBC-POS Crosswalk

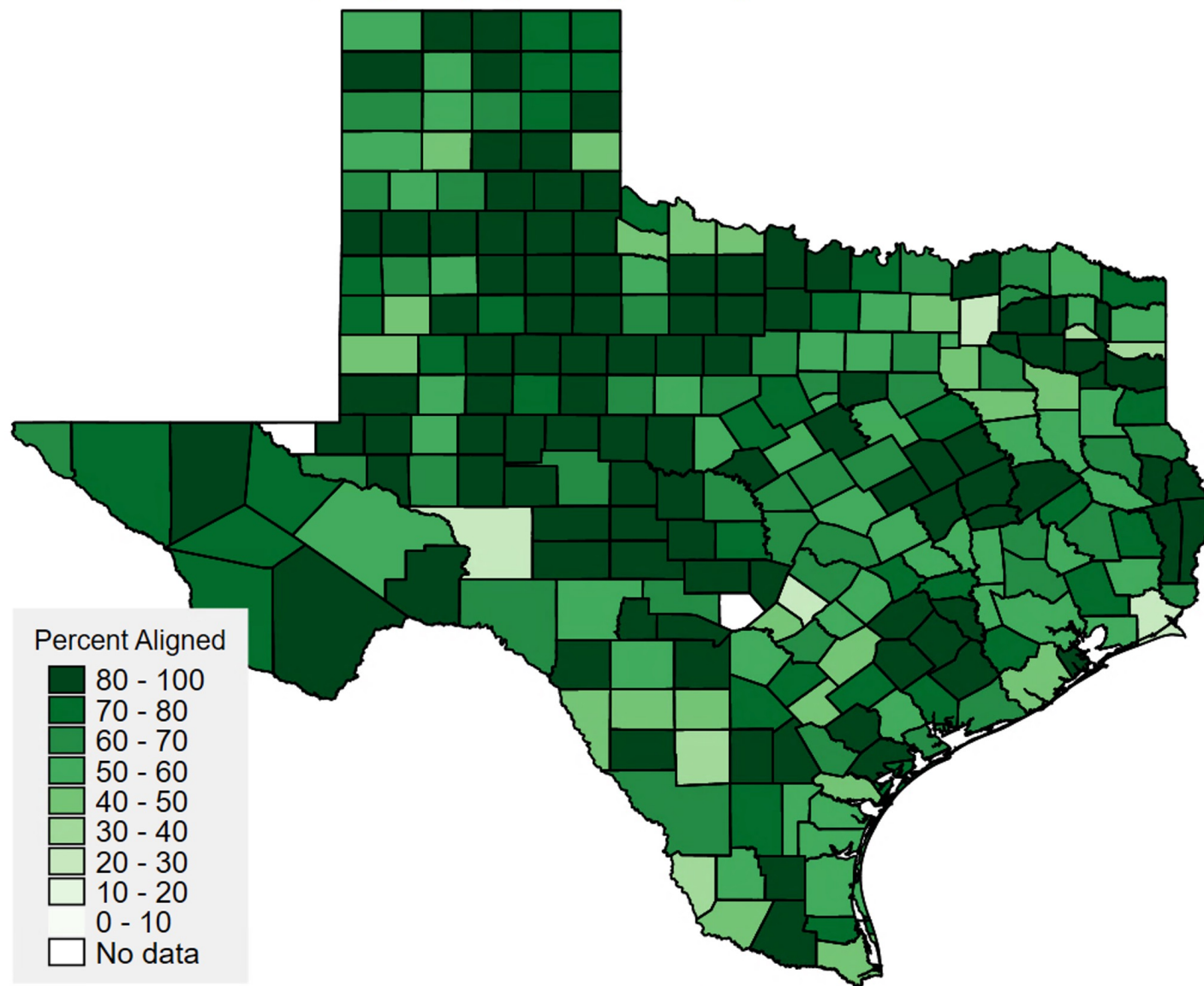
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RESULTS

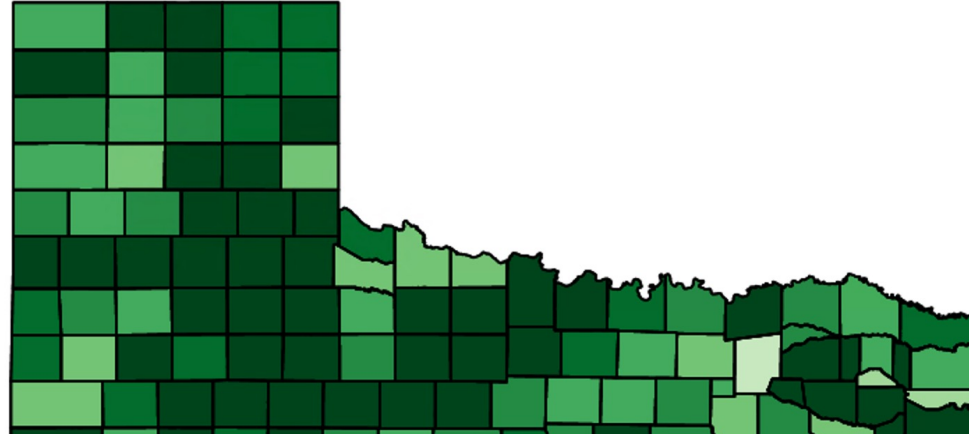
WHAT IS THE CURRENT STATE OF ALIGNMENT IN TEXAS?

CTE Aligned with Regional High-Demand Occupations

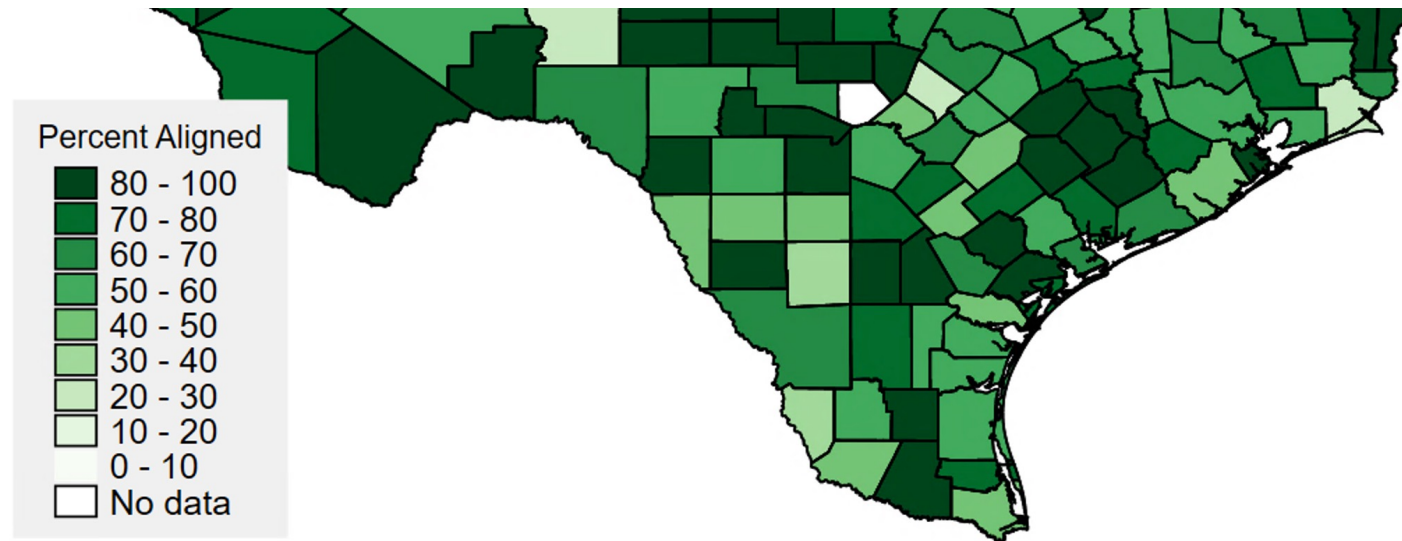
Students Completing CTE programs aligned to regional labor market demands



CTE Aligned with Regional High-Demand Occupations
Students Completing CTE programs aligned to regional labor market demands

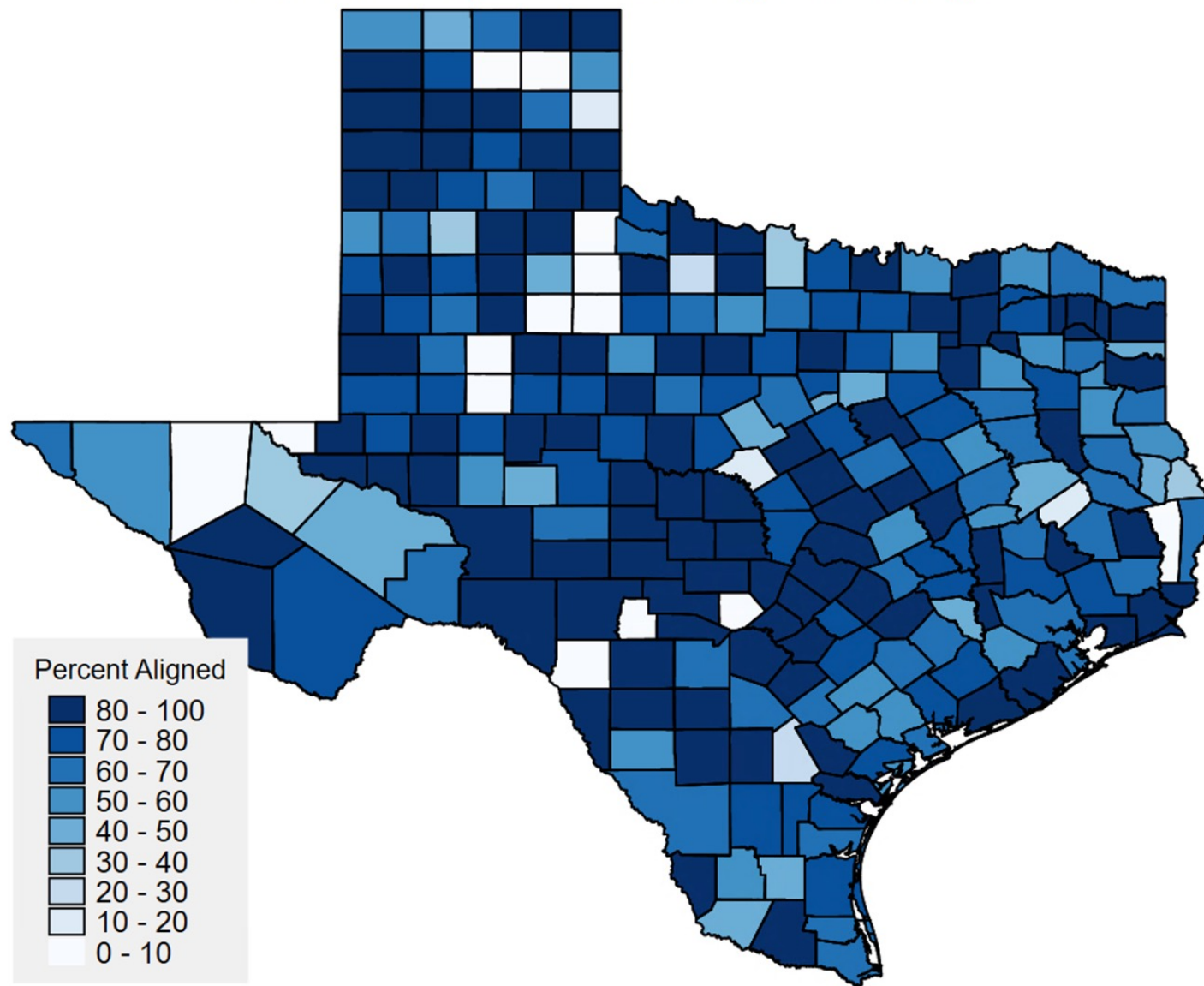


~71% of CTE program of study completers have a program of study that aligns with regional high-demand occupations

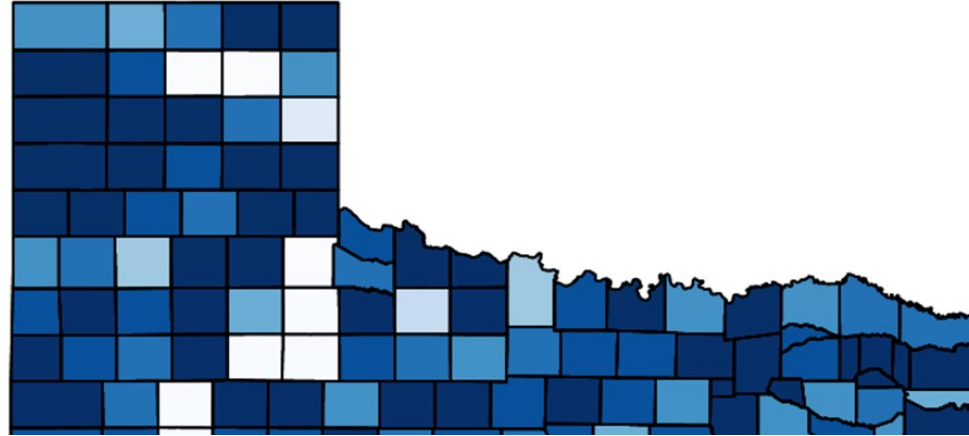


IBC Aligned with CTE Program

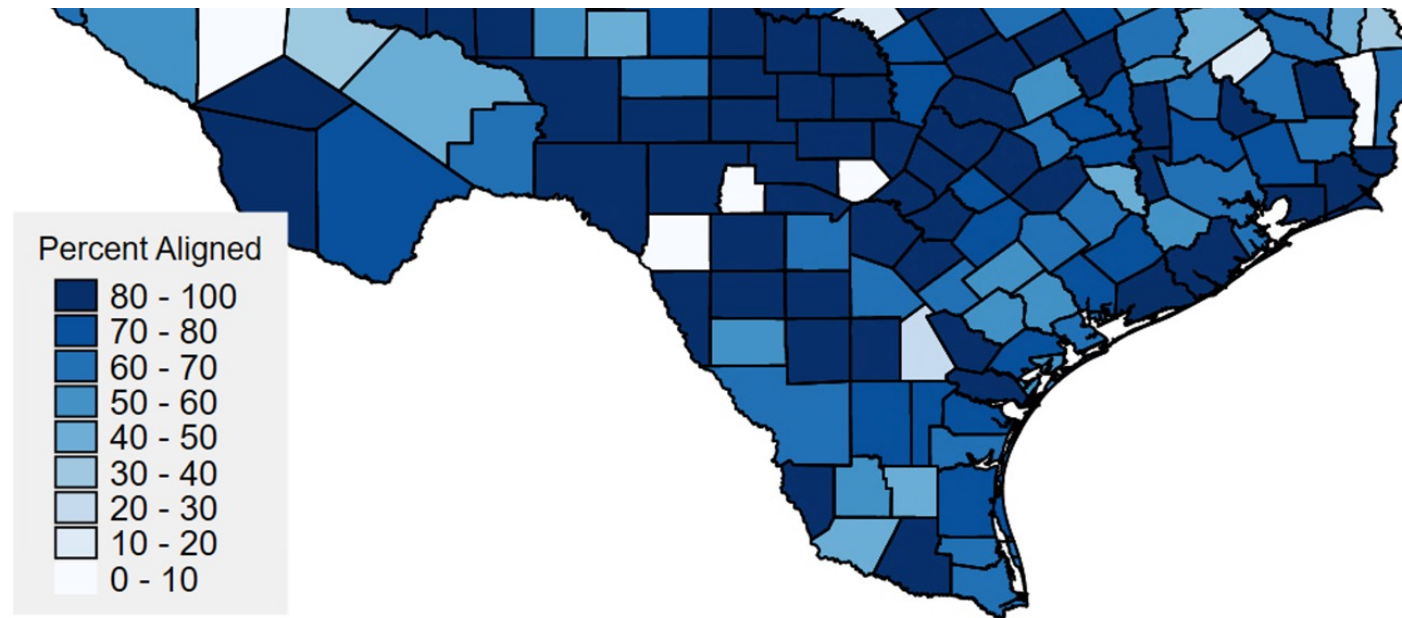
Students with industry-based certification aligned to CTE program



IBC Aligned with CTE Program
Students with industry-based certification aligned to CTE program

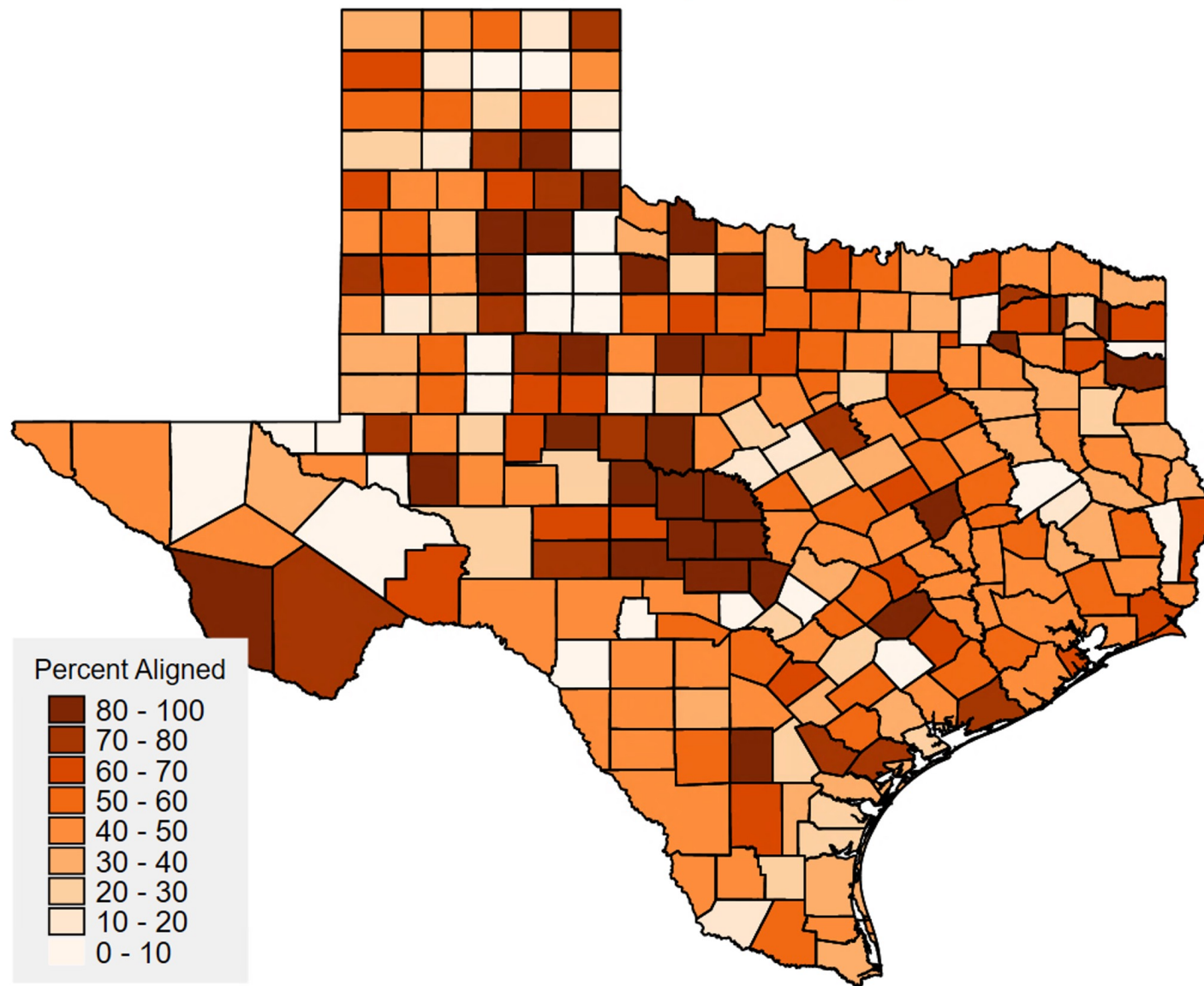


~73% of IBC earners have an aligned CTE program of study

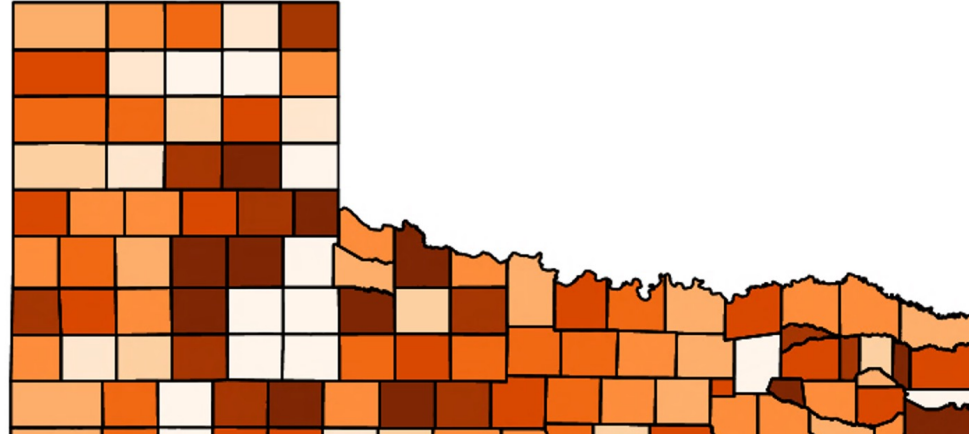


IBC-CTE-SOC Full Alignment

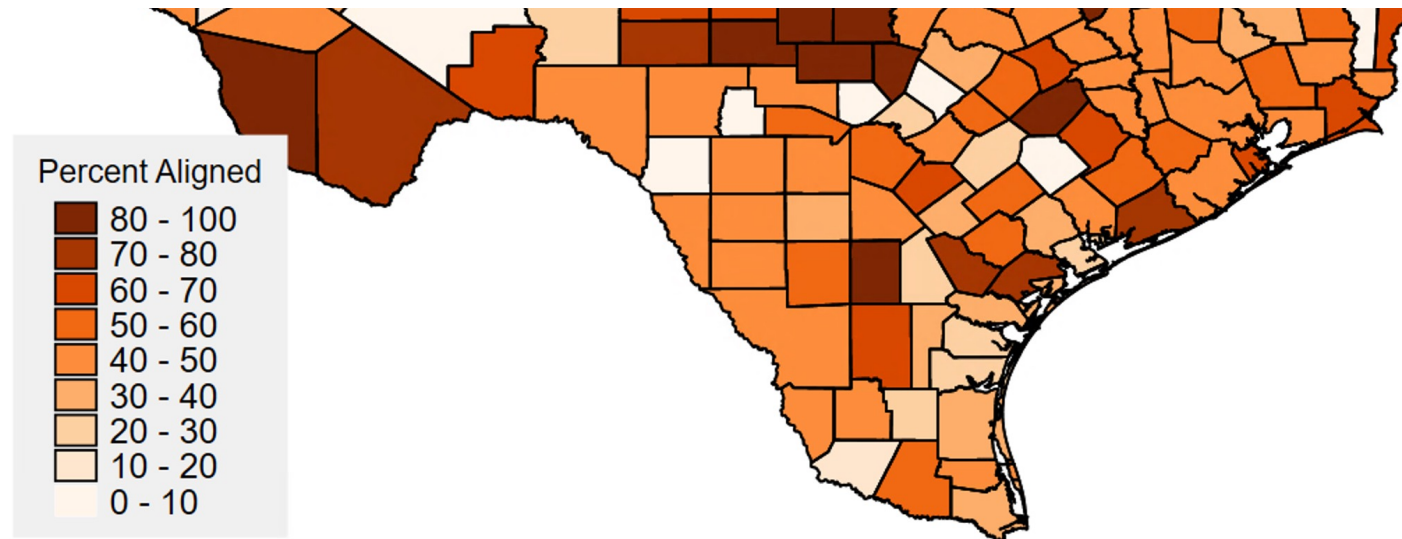
Students with IBC, CTE, and occupation code all aligned



IBC-CTE-SOC Full Alignment
Students with IBC, CTE, and occupation code all aligned



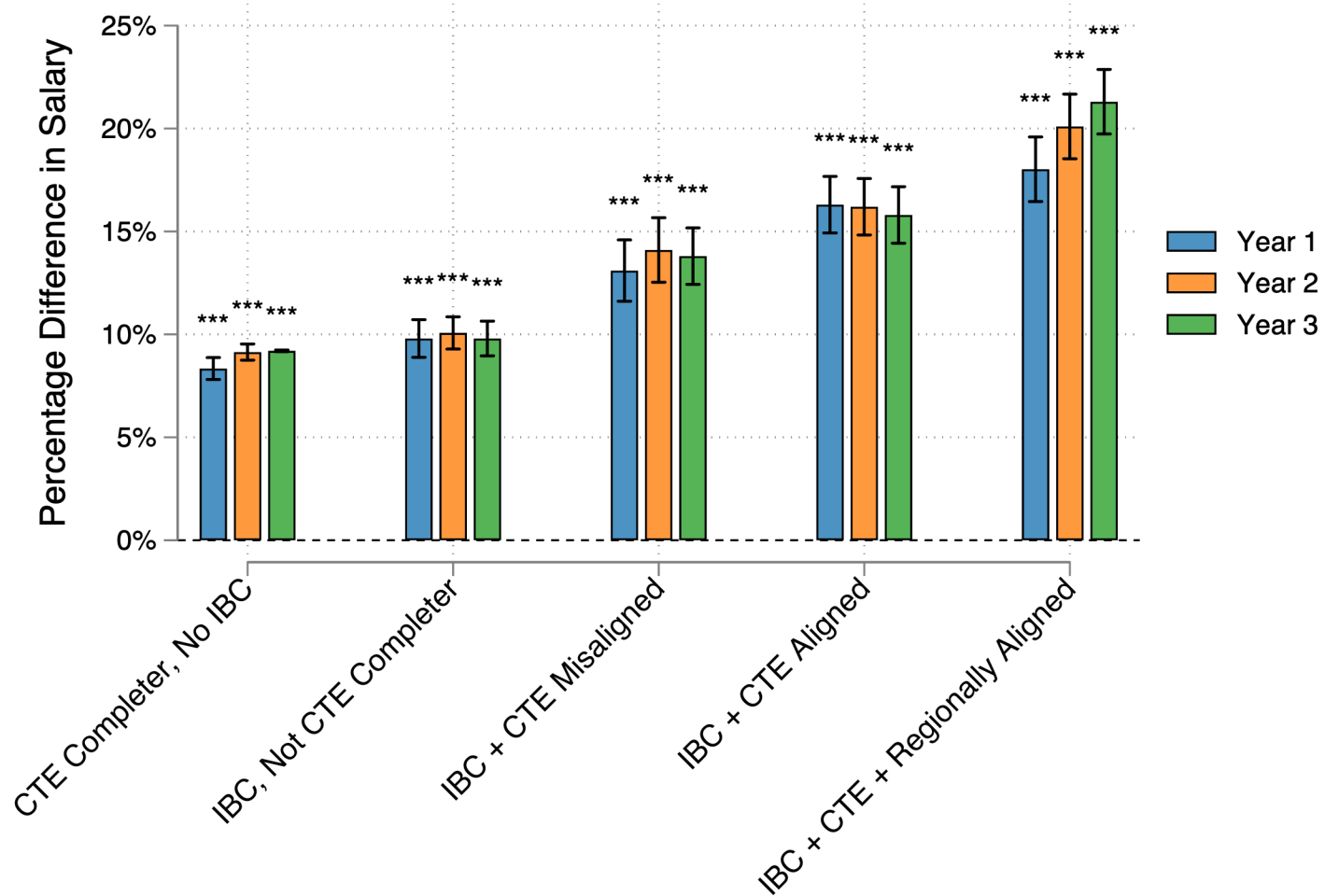
~47% of IBC earners have an aligned CTE program of study that aligns with regional high-demand occupations



DOES ALIGNMENT MATTER?

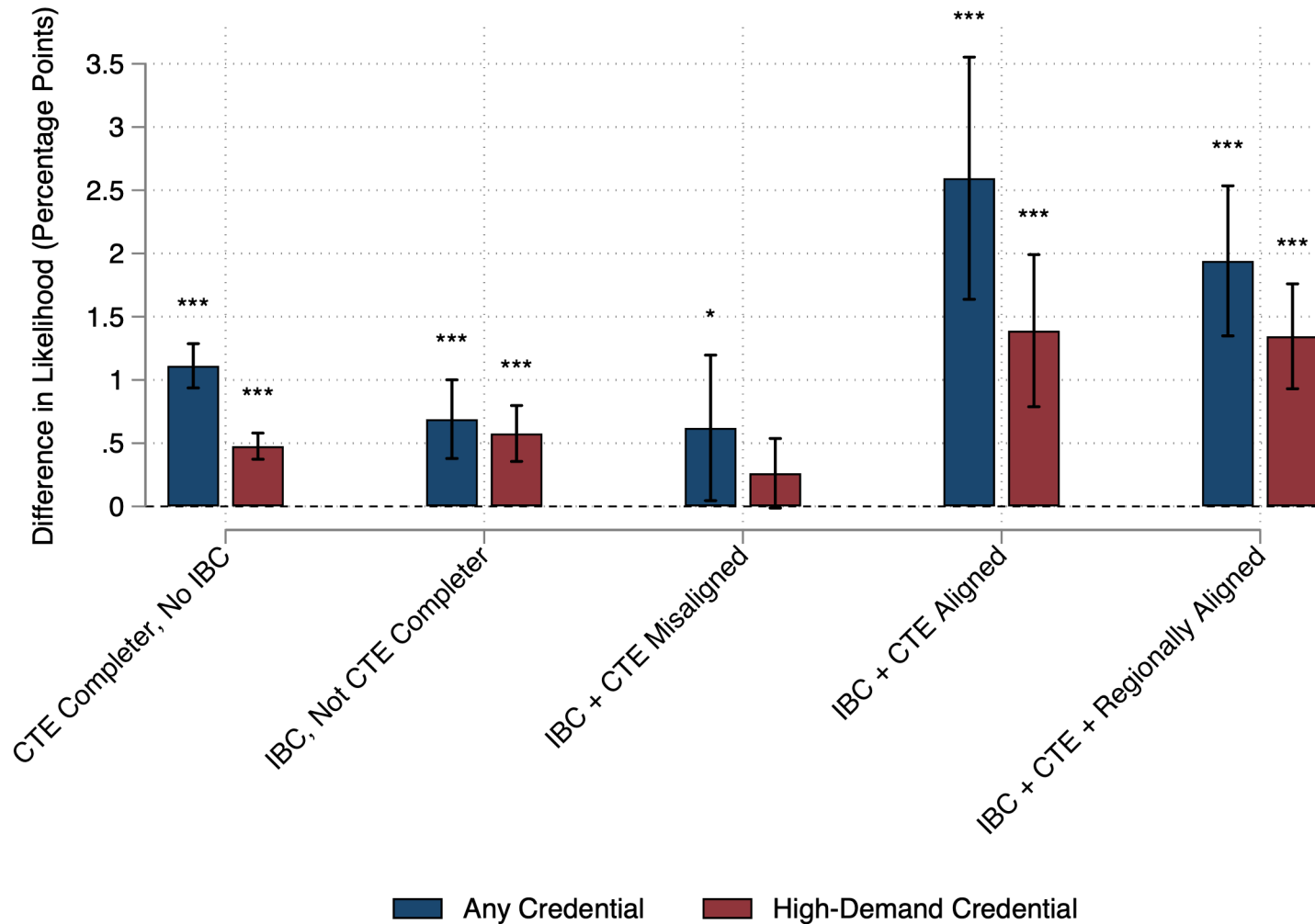


RQ 1: WAGES





RQ 2: POSTSECONDARY CREDENTIALS





TAKEAWAYS

Bright Spots

- CTE programs and IBCs correspond to better wages for students entering the workforce directly from high school
- CTE programs of study earned tend to align with IBCs, which fits within the CCMR framework
- Strong alignment in rural regions in Texas

Challenges

- Less alignment across CTE programs – IBCs – High-demand Occupations, which yields the greatest wages for students
- Limited analysis on IBC-CTE earners and alignment to postsecondary degrees, which are required by many high-demand fields
- CTE programs and IBC offerings change frequently

Questions and Additional Feedback

QUESTIONS?

SUGGESTIONS?

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LONESTAR**RP3**