# Workforce-aligned Instruction

**LONESTARP3 RESEARCH #3 Team:**
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# Strand 3 |

How well do Texas Industry-Based Certifications prepare students to enter the workforce?

# LONESTARP3 Research Collaborative Team Roles

- Researchers: UT-Rio Grande Valley, Texas 2036, UT- El Paso

- Collaborating Partner Districts, ESCs and Charters: Brownsville ISD, Pharr-San Juan-Alamo ISD, Vanguard Academy, ESC 19

- Consultants: CREO, IBL

# Our Research Questions

## Qualitative

1) How do district leaders decide which IBCs to offer to students? Do district leaders offer IBCs that are not on the TEA approved list?

2) What certifications are employers looking for, and how well are those certifications represented among IBCs offered by districts? Are employers looking for certifications that are not on the IBC list or that are considered to be other types of awards/work skills, such as community college certificates, language skills, soft skills, or occupational skills awards?

## Quantitative

1) How well do IBCs align with CTE coursetaking within a program of study, as measured by whether a student's attained IBC matches their program of study coursetaking (according to the TEA IBC-program of study crosswalk)?

2) How well do IBCs- whether TEA approved or district offered- align with statewide and local labor market needs, as measured by labor market projections connecting IBCs to occupational SOC codes?

3) How well do IBCs predict a living wage within one year of high school graduation, as measured by TWC's definition of individual self-sustaining wage?

# Methods & Analysis

## Qualitative data collection and methods

Data collection:
1) Semi-structured interviews with 10 district administrators, 10 regional employers, 10 alumni of IBC programs across two borderland sites (Rio Grande Valley region and El Paso region)
2) Document/artifact collection (e.g., descriptions of programs of study, recruitment materials, etc.)

Data analysis:
1) Thematic analysis (Braun & Clarke 2022) and ethnographically-informed qualitative data analysis (Saldaña 2021) for identification of themes and patterns
2) Case Study profiles

## Quantitative data source and analysis methods

Population: Students in the 2019-20 and 2020-21 9th grade cohorts, followed through their expected graduation year (2022-23 and 2023-24) and up to one year after.

Data:
1) Student coursetaking and CTE completion calculation- TEA
2) CTE coursetaking assignment to Program of Study (POS)- TEA
3) IBC-POS crosswalks- TEA
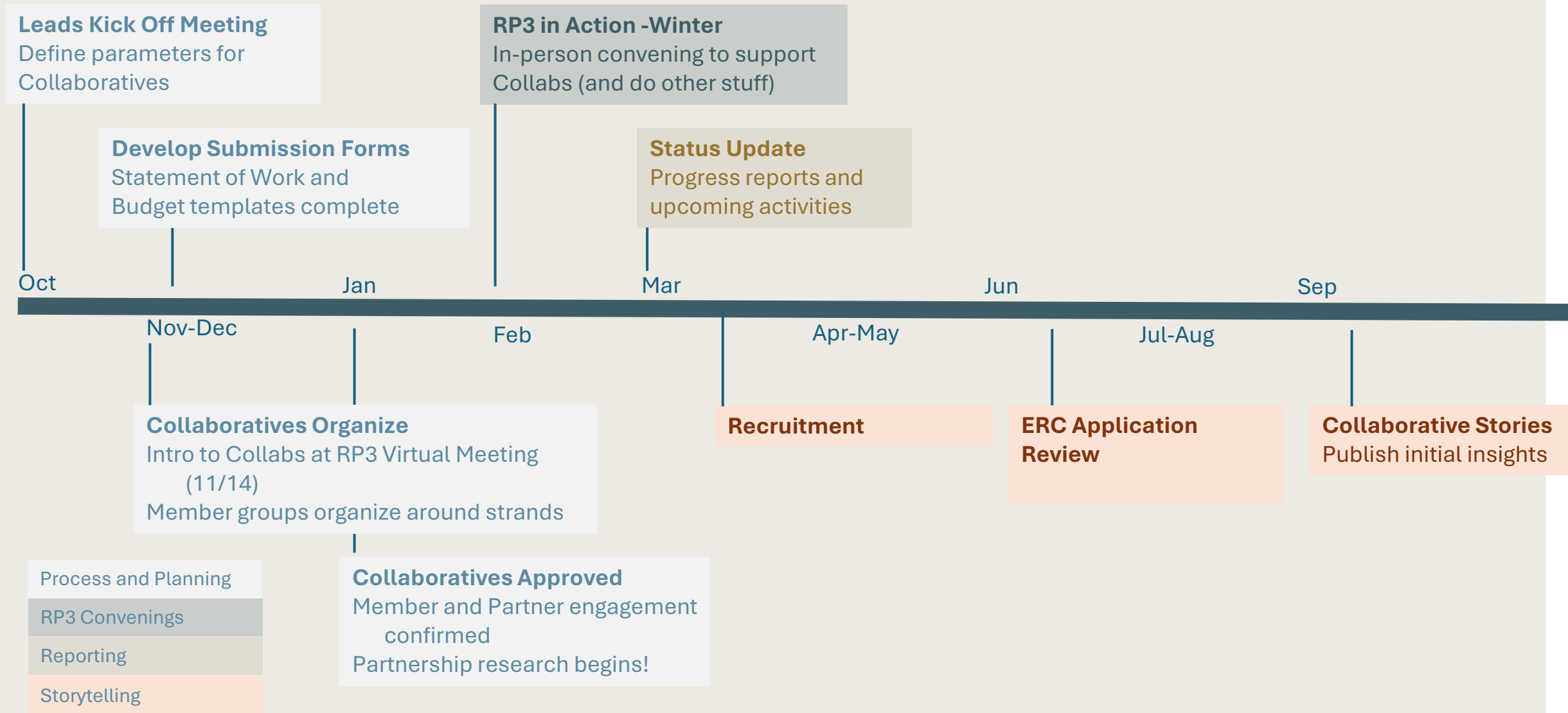4) POS- occupation code (SOC) crosswalks- TEA
5) UI wage data- TWC

Methods:
1) Calculate IBC-POS alignment at state, region, district levels
2) Predict IBC-POS alignment by student and district characteristics
3) Predict high wage/high growth occupations, by IBC and alignment
4) Predict individual-sustaining wage, by IBC and alignment

# Describe how you developed your research questions

1. Leads Expertise

2. Data-Council Meetings

3. In-Person Meetings

4. Connection with other RP3 Partners: E3 Alliance,  Kyle (E3 Alliance), Matt (UT Austin)

5. Previous Service and Research with TWC, leadership, qual, quant

6. Concern for research along the border

# Timeline:

**Leads Kick Off Meeting**
Define parameters for Collaboratives

**Develop Submission Forms**
Statement of Work and Budget templates complete

**RP3 in Action -Winter**
In-person convening to support Collabs (and do other stuff)

**Status Update**
Progress reports and upcoming activities

Oct

Nov-Dec

Jan

Feb

Mar

Apr-May

Jun

Jul-Aug

Sep

**Collaboratives Organize**
Intro to Collabs at RP3 Virtual Meeting (11/14)
Member groups organize around strands

**Collaboratives Approved**
Member and Partner engagement confirmed
Partnership research begins!

**Recruitment**

**ERC Application Review**

**Collaborative Stories**
Publish initial insights

Process and Planning

RP3 Convenings

Reporting

Storytelling

# Discussion

Early successes
- Open Communication, talking to others about the issues that concern us as researchers.
- Organization, IRB done! University support
- Opportunity Found, Data council

Leveraging resources
- Border as a locale and opportunity to do this work, K-12 partners, RP3 partners

Meeting challenges
- Situation is fluid and dynamic
- Scope of work given the timeline and budgetary constraints: We know this is exploratory and there will be gaps. Hopefully, this is the start to a longer-term project/collaboration where we can ask deeper questions, engage more stakeholders
- What are some employers that we should speak to? Has anyone used the IBC-POS crosswalks or the POS-SOC crosswalks

# Q&A

1) What insights should we be aware of from your perspectives in your roles?

2) Are others using these kinds of data, and what connections/relevance do you see with your work?

3) Are there challenges that we should anticipate? Or successes that you've had that might inform this work?