

# Northeast Texas Career and Education Pathways Initiative



## Asset Map and Gap Analysis



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# Acknowledgements

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# Introduction

The Northeast Texas Pathways Leadership Team - comprised of cross-sector partners with representation from secondary education, post-secondary education, economic development, and workforce development – have been brought together as part of the Texas Pathways Regional Network to lead the northeast Texas region in an effort to better align education and employers through strengthening existing career and education pathways and building new ones. These efforts are made possible through participation in the Tri-Agency Grant for Regional Conveners. As the grant recipient, Workforce Solutions Northeast Texas is engaging stakeholders to provide a preliminary look at the assets of the region and provide baseline data for strategic planning efforts.

## Executive Summary

It is clear from the initial research that Northeast Texas has a solid foundation on which to build a comprehensive career pathways system to help students, both traditional and non-traditional, transition from education and training to careers. This included both direct and indirect pathways, and upskilling and reskilling. As the Northeast Texas Regional Convener, Workforce Solutions Northeast Texas will use the initial data collected to become the hub and driving force that links citizens of all sectors with the necessary resources for economic prosperity. A strategic plan that addresses the seven components of effective pathways and the leadership domains set by the Texas Tri-Agency will be the next step in the process.

**Regional Alignment Leadership Domain** – A Northeast Texas Pathways Leadership team has been formed of cross-sector members. Increasing engagement across all sectors will be a priority moving forward. The active engagement of people from different geographic areas as well as those from different sectors will be imperative for this initiative to succeed. We found a low survey rate, particularly from employers in the region. Strategies to improve existing relationships and develop new relationships with employers will be developed<sup>1</sup>. In addition, efforts will be made to ensure that the education and training received by regional education providers is relevant to the workforce needs of regional employers.<sup>2</sup>

**Regional Work-Based Learning** – There is evidence of work-based learning taking place across the region. The Regional Convener will continue to communicate and define the Work-Based Learning Continuum as part of the greater Career Development Continuum as well as continue to strategize ways in which to capture the statistics of the various ways in which work-based learning is occurring across the region. Rural counties of the region have very different needs for students to have equitable access to work-based learning opportunities. This gap has to be looked at through a different lens and innovative ways to bridge that gap need to be developed<sup>3</sup>. The region has 44 independent school districts and 4 institutions of higher education that adhere to the Texas Education Agency (TEA) and the Southern Association of Colleges and School Commission on Colleges (SACSCOC) standards to align core academics with work-based learning. Information and training modules will be made available for best practices and innovation to all schools in our region.<sup>4</sup>

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<sup>1</sup> Cross Sector Partnerships

<sup>2</sup> Credentials with Value in the Labor Market

<sup>3</sup> Continuum of Work-Based Learning

<sup>4</sup> Integration of Rigorous Core Academics and Career Focused Learning

**Regional Data Leadership** – The Regional Convener will create a data dashboard that will house Labor Market Information and other data points deemed necessary by cross-sector stakeholders. The LMI will need to be made more easily accessible to students, educators, and employers. Having access to the same data will strengthen data informed decisions<sup>5</sup>.

**Regional Communications Leadership Domain** – Northeast Texas encompasses 9 counties. While robust cross-sector partnerships do exist in the region, silos exist also. Immense efforts will be made to reduce them through communication of the resources. Building a map of career pathway training opportunities and related employers will benefit all parties<sup>6</sup>. The Regional Convener will add resources to the existing Career and Education Pathways webpage as they are developed. Academic Advisors and Career Coaches will have access to the same information across the region.<sup>7</sup>

## Recommendations

Based on the findings of this report, the following recommendations are being made to strengthen existing Career and Education Pathways in Northeast Texas and to build a model for new pathways.

- Develop strategies to improve existing cross-sector partnerships and create new partnership
- Efforts will be made to ensure that education and training received by regional education providers in relevant to the workforce needs of the region
- Innovative ways to bridge the gaps for rural secondary school districts to have equitable access to work-based learning opportunities
- Information and training modules for best practices and resources about work-based learning will be made available to all schools in our region
- Develop strategies to improve data access and communication
- Develop strategies to collect data about work-based learning opportunities in the region

## Workforce Solutions Northeast Texas

The Workforce Solutions Northeast Texas Board has guidance and oversight responsibility for workforce development services in Bowie, Cass, Delta, Franklin, Hopkins, Lamar, Morris, Red River and Titus Counties. The Board is committed to support regional economic growth and economic self-sufficiency within the Northeast Texas region. The Board’s mission is: To be a driving force in the area to provide employers with workforce support for the economic benefit of the communities we serve.

In partnership with the Board of Directors and Chief Elected Officials, Workforce Solutions Northeast Texas will continue to prepare an educated and skilled workforce that responds to employer needs. As the leader for workforce development for the area, the role of Workforce Solutions Northeast Texas is to bring together the

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<sup>5</sup> Alignment with Labor Market Demands

<sup>6</sup> Links Between Secondary and Post-Secondary Education

<sup>7</sup> Effective Advising

key stakeholders in the region to partner in an efficient and effective manner to produce results aimed at supporting economic growth and self-sufficiency.

Over the past decade, Workforce Solutions Northeast Texas has greatly expanded youth-focused programs to include both secondary and post-secondary students. The increased efforts focused on helping students understand the importance of career exploration at a young age and make them aware of their career options in Northeast Texas. Events such as the LEAP Expo helped connect area 8<sup>th</sup> grade students with area employers and post-secondary training providers. Future Forward is an event for high school seniors, and specifically those students not planning to attend a 4-year university. The event provided students with information relevant to entering the workforce after high school or a local short-term training program. Additionally, Workforce Solutions Northeast Texas has two staff members, who spend every day in local school districts, working with students on exploring and developing their career plans. All of these efforts are only possible through partnerships with the Region 8 Education Service Center, employers, school districts, and institutions of higher education. Workforce Solutions Northeast Texas is in an excellent position to leverage resources throughout the region and carry out the mission of the Tri-Agency Regional Convener, beginning with compiling the data and input necessary for the asset map and gap analysis report.

## Tri-Agency and Regional Convener Grant

The Texas Tri-Agency Workforce Initiative, launched by Governor Greg Abbott in 2016, seeks to achieve the ambitious goal of ensuring that all Texans achieve their full potential and contribute to the state's continued economic growth. The Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission are working collaboratively to implement the vision of House Bill 3, the transformative school finance legislation passed in 2019, and to integrate the goals of that legislation with the goals in Building a Talent Strong Texas, the state's strategic plan to increase higher education completion and workforce readiness.

In April 2023, the Tri-Agency launched a program focused on identifying, training, and designating a Tri-Agency Regional Convener in each of Texas' 28 workforce development areas to develop a regional education-workforce partnership system. The regional partnership system will explore existing career and education pathways, while identifying strategies to improve those pathways. The initiative will focus on regional alignment, data collection, and communication.

## Purpose of Asset Mapping

Asset mapping is a systematic approach of identifying a region's existing resources and incorporating those resources into regional development efforts. Asset mapping creates a starting point for these development efforts. Front-loading development efforts by highlighting positive elements of the region, creates stronger stakeholder engagement. Workforce Solutions Northeast Texas is utilizing asset mapping to support the development of education and career pathways. This asset map is specific to the seven components of effective pathways developed by the Texas Regional Pathways Network.

An education/career pathway is a sequence of experiences intentionally designed to facilitate the development of academic, technical, and employable skills connected to a set of related occupations. A pathway combines academic learning and relevant work experience with college/career advising. The goal of a fully developed pathway system is to better prepare students for high wage high demand careers. Additionally, an effective pathway system creates a skilled talent pool for area employers and support economic growth in the region.

Workforce Solutions Northeast Texas is using asset mapping to identify existing resources that correspond to the seven components of education and career pathways. Staff used labor market information to identify the target industries and occupations for this analysis. Surveys, interviews, and focus groups were used to gather information from specific groups, including:

- Secondary education
  - Teachers
  - Administrators
  - Students
- Post-Secondary Education
  - Instructors
  - Administrators
  - Students
- Workforce Development
- Economic Development
- Region 8 Education Service Center
- Employers

Input from each of these groups is critical to identifying resources related to pathway development. These groups will also play an essential role in connecting these resources and filling in gaps of each pathway. The gap analysis is an equally important part of this process. After gathering information on existing assets, staff will identify gaps related to the seven components of education and career pathways. The gap analysis will highlight areas of improvement within the region's pathway system. Workforce Solutions Northeast Texas will use the asset map and gap analysis to develop the strategic plan addressing the needs of a fully developed pathway system in the region.

## State Policies

### House Bill 8

House Bill 8 was passed in the 88<sup>th</sup> Texas Legislature session and was signed into law by Governor Greg Abbott on June 9, 2023. With an emergency plan in place until January 2024, the bill became effective September 1, 2023. This new funding model moves from a contact hour standard of funding to an outcomes-based approach and rewards community colleges in the state of Texas for awarding degrees, certificates, and other "credentials of value."

## Key Components of House Bill 8

- Financial Aid for Swift Transfer (FAST) – a new financial aid program that would allow “educationally disadvantaged” students to enroll in dual credit courses at no cost to them
- Shared Services – encourages public junior colleges to participate in institutional collaborations that help students afford college complete credentials and transfer to universities
- Performance Tier – the funding level that constitutes the majority of state funding and comprised of measurable outcomes
- Base Tier – the funding level that ensures each public junior college has access to a defined level of funding for instruction and operations
- Community College Advisory Committee – a group of community college leaders that will provide advice and council to the Texas Higher Education Coordinating Board during implementation.

Measurable student-focused outcomes for community colleges include:

- The number of credentials of value awarded, including badges, certificates, and degrees that position graduates for well-paying jobs
- Credentials of value awarded in high-demand fields where employers are looking for skilled employees
- Successful student transfers from community colleges to four-year universities
- Completion of a sequence of dual credit courses offered to high school students that can set them on early pathways to success.

## Building a Talent Strong Texas

In January of 2022, the Texas Higher Education Coordinating Board adopted a new strategic plan entitled *Building a Talent Strong Texas*. The previous 60X30TX strategic plan set a goal of 60% percent of Texans ages 25 - 34 will obtain a degree, certificate, or postsecondary credential of value by the year 2030. The expansion of this plan increased the age range to include all Texans of working age from 25 – 64 years of age. This includes a broader range of credentials other than traditional degrees and certificates that have not been historically tracked.

Measurable goals include:

- Attainment of Postsecondary Credentials – 60% of Texans ages 25 – 64 will receive a degree, certificate, or credential of value by 2030.
- Postsecondary Credentials of Value – 550,000 students will complete postsecondary credentials of value each year. 95% of students will graduate with no undergraduate student debt or manageable levels of debt in relation to their potential earnings.
- Research, Development, and Innovation – Increase of \$1 billion in annual private and federal research and development expenditures by 2030. 7,500 research doctorates awarded annually by Texas institutions of higher education.

## Northeast Texas Overview

The Northeast Texas region, comprised of nine counties, is a largely rural corner of the state but enjoys many substantial advantages in developing effective career and education pathways. The region’s proximity to Dallas/Fort Worth, access to Interstate 30, and pro-business climate provide companies with a strong foundation for success. In essence, businesses throughout the region enjoy easy access to the large customer base and sophisticated supplier networks. As a result, the region benefits from the presence of a surprisingly diverse and strong foundation of major goods producing and service providing industries. The region is also home to one university (Texas A&M University – Texarkana), three community college (Northeast Texas Community College, Paris Junior College, and Texarkana College, and 44 school districts.

The population in the Workforce Solutions Northeast Texas area was 278,911 per American Community Survey data for 2017-2021. The region has a civilian labor force of 125,369 with a participation rate of 57.3%. Of individuals 25 to 64 in the Workforce Solutions Northeast Texas region, 19.9% have a bachelor’s degree or higher which compares with 35.1% in the nation. The median household income in the Workforce Solutions Northeast Texas is \$53,256 and the median house value is \$122,422.

### Summary<sup>1</sup>

	Percent			Value		
	Workforce Solutions Northeast Texas	Texas	USA	Workforce Solutions Northeast Texas	Texas	USA
<b>Demographics</b>						
Population (ACS)	—	—	—	278,911	28,862,581	329,725,481
Male	49.3%	49.9%	49.5%	137,593	14,398,171	163,206,615
Female	50.7%	50.1%	50.5%	141,318	14,464,410	166,518,866
Median Age <sup>2</sup>	—	—	—	39.7	35.0	38.4
Under 18 Years	24.3%	25.8%	22.5%	67,726	7,446,176	74,234,075
18 to 24 Years	8.1%	9.7%	9.2%	22,689	2,796,936	30,339,089
25 to 34 Years	12.0%	14.5%	13.8%	33,534	4,180,029	45,360,942
35 to 44 Years	11.9%	13.8%	12.9%	33,327	3,979,307	42,441,883
45 to 54 Years	12.4%	12.4%	12.6%	34,482	3,575,796	41,631,458
55 to 64 Years	13.1%	11.3%	13.0%	36,459	3,263,539	42,829,413
65 to 74 Years	10.6%	7.7%	9.6%	29,677	2,233,217	31,590,619
75 Years and Over	7.5%	4.8%	6.5%	21,017	1,387,581	21,298,002
Race: White	73.9%	64.3%	68.2%	206,144	18,566,027	224,789,109
Race: Black or African American	16.5%	12.1%	12.6%	45,930	3,499,862	41,393,012
Race: American Indian and Alaska Native	0.6%	0.5%	0.8%	1,618	147,892	2,722,661
Race: Asian	0.9%	5.0%	5.7%	2,561	1,452,713	18,782,924
Race: Native Hawaiian and Other Pacific Islander	0.0%	0.1%	0.2%	82	24,608	615,557
Race: Some Other Race	3.6%	7.0%	5.6%	10,083	2,019,394	18,382,796
Race: Two or More Races	4.5%	10.9%	7.0%	12,493	3,152,085	23,039,422
Hispanic or Latino (of any race)	13.5%	39.8%	18.4%	37,645	11,479,932	60,806,969
<b>Population Growth</b>						
Population (Pop Estimates) <sup>4</sup>	—	—	—	279,719	30,029,572	333,287,557
Population Annual Average Growth <sup>4</sup>	-0.1%	1.4%	0.6%	-226	394,545	1,940,990
People per Square Mile	—	—	—	48.7	114.9	94.3
<b>Economic</b>						

## Summary<sup>1</sup>

	Percent			Value		
	Workforce Solutions Northeast			Workforce Solutions Northeast		
	Texas	Texas	USA	Texas	Texas	USA
Labor Force Participation Rate and Size (civilian population 16 years and over)	57.3%	64.9%	63.4%	125,369	14,390,216	166,672,597
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	76.8%	81.3%	82.5%	77,770	9,491,638	106,173,534
Armed Forces Labor Force	0.0%	0.5%	0.5%	102	102,600	1,196,529
Veterans, Age 18-64	5.3%	4.8%	4.4%	8,547	841,980	8,848,937
Veterans Labor Force Participation Rate and Size, Age 18-64	69.0%	78.8%	77.0%	5,894	663,239	6,809,906
Median Household Income <sup>2</sup>	—	—	—	\$53,256	\$67,321	\$69,021
Per Capita Income	—	—	—	\$27,066	\$34,255	\$37,638
Mean Commute Time (minutes)	—	—	—	20.9	26.6	26.8
Commute via Public Transportation	0.3%	1.1%	4.2%	341	152,475	6,472,373
<b>Educational Attainment, Age 25-64</b>						
No High School Diploma	11.7%	14.3%	10.3%	16,115	2,140,415	17,756,046
High School Graduate	36.0%	24.2%	25.3%	49,633	3,628,137	43,535,564
Some College, No Degree	23.7%	21.3%	20.1%	32,652	3,190,758	34,637,141
Associate's Degree	8.7%	7.9%	9.3%	12,040	1,182,642	15,944,395
Bachelor's Degree	14.0%	21.3%	22.0%	19,328	3,189,631	37,890,674
Postgraduate Degree	5.8%	11.1%	13.1%	8,034	1,667,088	22,499,876
<b>Housing</b>						
Total Housing Units	—	—	—	123,398	11,433,880	139,647,020
Median House Value (of owner-occupied units) <sup>2</sup>	—	—	—	\$122,422	\$202,600	\$244,900
Homeowner Vacancy	1.2%	1.3%	1.2%	846	85,038	1,021,651
Rental Vacancy	6.3%	7.6%	5.7%	2,257	320,865	2,674,125
Renter-Occupied Housing Units (% of Occupied Units)	31.6%	37.6%	35.4%	33,107	3,848,280	43,858,831
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	5.6%	5.2%	8.3%	5,886	533,515	10,349,174
<b>Social</b>						
Poverty Level (of all people)	16.1%	14.0%	12.6%	43,482	3,965,117	40,661,636
Households Receiving Food Stamps/SNAP	12.3%	11.5%	11.4%	12,895	1,178,059	14,105,231
Enrolled in Grade 12 (% of total population)	1.5%	1.5%	1.3%	4,237	421,868	4,425,322
Disconnected Youth <sup>3</sup>	2.8%	2.9%	2.5%	406	48,045	432,389
Children in Single Parent Families (% of all children)	36.3%	34.0%	34.0%	22,852	2,410,770	23,909,672
Uninsured	16.2%	17.6%	8.8%	43,946	4,995,381	28,489,142
With a Disability, Age 18-64	12.8%	9.5%	10.3%	19,811	1,651,720	20,537,729
With a Disability, Age 18-64, Labor Force Participation Rate and Size	37.5%	48.0%	44.2%	7,421	792,979	9,068,973
Foreign Born	6.2%	17.0%	13.6%	17,362	4,904,169	44,844,808
Speak English Less Than Very Well (population 5 yrs and over)	4.1%	13.1%	8.2%	10,674	3,532,172	25,535,259

Source: [JobsEQ®](#)

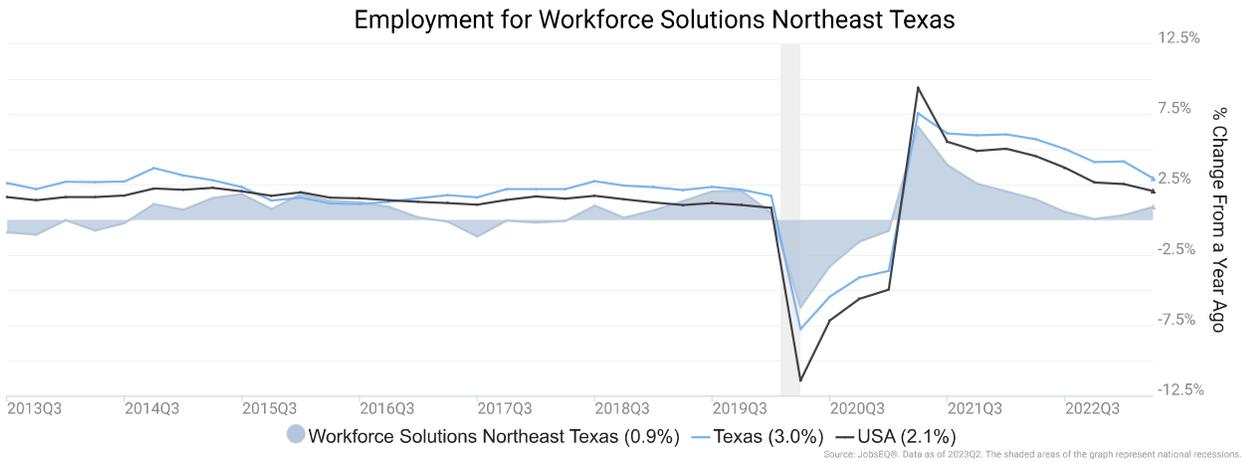
1. American Community Survey 2017-2021, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

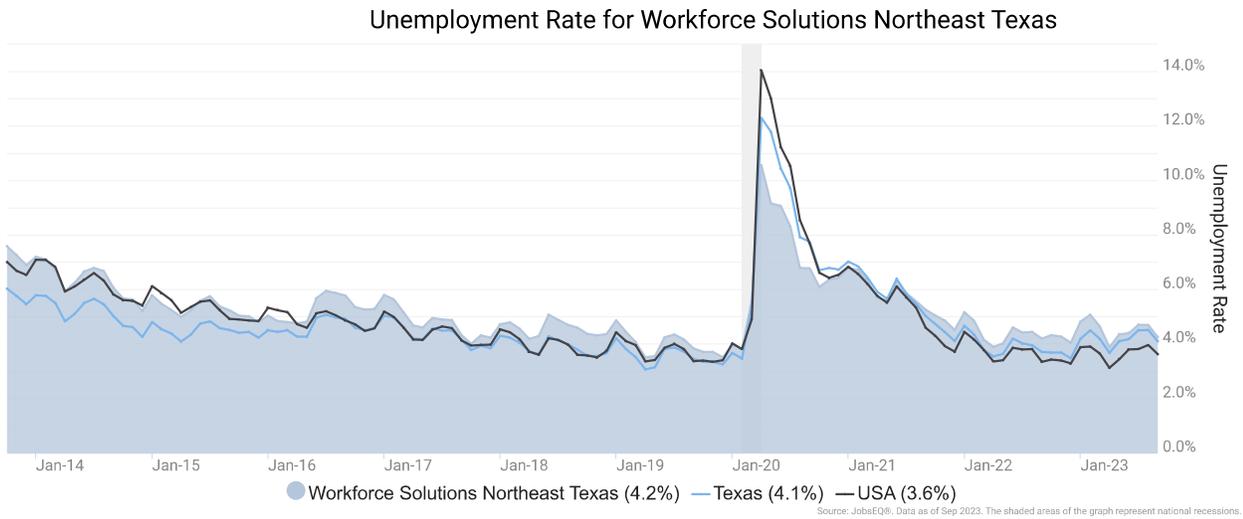
3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census Population Estimate for 2022, annual average growth rate since 2012. Post-2019 data for Connecticut counties are imputed by Chmura.

As of 2023Q2, total employment for the Workforce Solutions Northeast Texas Region was 126,525 (based on a four-quarter moving average). Over the year ending 2023Q2, employment increased 0.9% in the region.

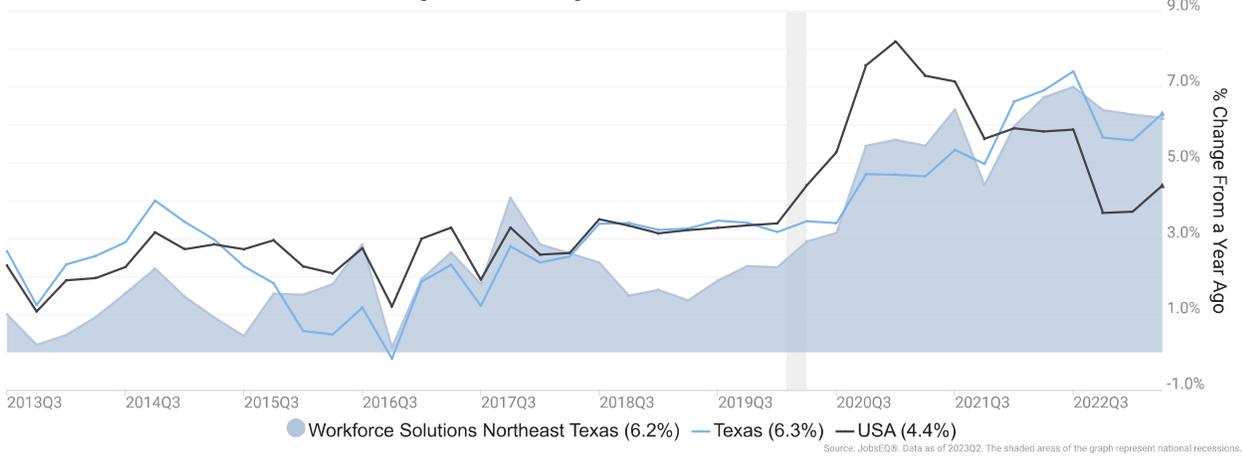


The unemployment rate for the Workforce Solutions Northeast Texas Region was 4.2% as of September 2023. The regional unemployment rate was higher than the national rate of 3.6%. One year earlier, in September 2022, the unemployment rate in the Workforce Solutions Northeast Texas was 4.2%.



The average worker in the Workforce Solutions Northeast Texas Region earned annual wages of \$48,235 as of 2023Q2. Average annual wages per worker increased 6.2% in the region over the preceding four quarters. For comparison purposes, annual average wages were \$70,318 in the nation as of 2023Q2.

Average Annual Wages for Workforce Solutions Northeast Texas



The largest sector in the Workforce Solutions Northeast Texas Region is Health Care and Social Assistance, employing 20,905 workers. The next-largest sectors in the region are Manufacturing (19,583 workers) and Retail Trade (14,632). High location quotients (LQs) indicate sectors in which a region has high concentrations of employment compared to the national average. The sectors with the largest LQs in the region are Agriculture, Forestry, Fishing and Hunting (LQ = 3.02), Manufacturing (1.92), and Utilities (1.29).

Sectors in the Workforce Solutions Northeast Texas Region with the highest average wages per worker are Management of Companies and Enterprises (\$97,546), Utilities (\$87,132), and Mining, Quarrying, and Oil and Gas Extraction (\$71,072). Regional sectors with the best job growth (or most moderate job losses) over the last 5 years are Manufacturing (+1,733 jobs), Construction (+1,239), and Retail Trade (+1,116).

Over the next 10 years, employment in the Workforce Solutions Northeast Texas Region is projected to contract by 2,955 jobs. The fastest growing sector in the region is expected to be Health Care and Social Assistance with a +0.6% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+1,323 jobs), Transportation and Warehousing (+82), and Professional, Scientific, and Technical Services (+53).

Workforce Solutions Northeast Texas, 2023Q2<sup>1</sup>

NAICS	Industry	Empl	Current	5-Year History		10-Year Forecast					
			Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
62	Health Care and Social Assistance	20,905	\$49,603	1.15	776	0.8%	23,364	10,138	11,903	1,323	0.6%
31	Manufacturing	19,583	\$66,556	1.92	1,733	1.9%	20,107	7,705	13,152	-750	-0.4%
44	Retail Trade	14,632	\$37,201	1.16	1,116	1.6%	18,827	8,518	11,389	-1,080	-0.8%
61	Educational Services	11,114	\$42,708	1.11	154	0.3%	9,969	5,029	5,571	-631	-0.6%
72	Accommodation and Food Services	10,727	\$20,677	0.98	327	0.6%	18,165	8,348	10,119	-302	-0.3%
23	Construction	7,818	\$54,773	1.03	1,239	3.5%	7,343	2,709	4,827	-193	-0.2%
92	Public Administration	6,198	\$57,773	1.07	-953	-2.8%	5,606	2,454	3,504	-353	-0.6%
81	Other Services (except Public Administration)	5,349	\$29,042	0.99	129	0.5%	6,256	2,664	3,715	-123	-0.2%
42	Wholesale Trade	5,079	\$63,852	1.06	428	1.8%	5,184	2,010	3,455	-280	-0.6%
56	Administrative and Support and Waste Management and Remediation Services	4,943	\$38,946	0.61	39	0.2%	5,923	2,413	3,530	-20	0.0%

### Workforce Solutions Northeast Texas, 2023Q2<sup>1</sup>

NAICS	Industry	Current			5-Year History		10-Year Forecast				
		Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
11	Agriculture, Forestry, Fishing and Hunting	4,894	\$27,491	3.02	-270	-1.1%	5,435	2,619	3,284	-468	-1.0%
48	Transportation and Warehousing	4,250	\$60,655	0.68	-514	-2.3%	5,191	2,060	3,048	82	0.2%
52	Finance and Insurance	3,421	\$61,641	0.68	-8	0.0%	3,095	1,188	1,968	-61	-0.2%
54	Professional, Scientific, and Technical Services	3,033	\$66,502	0.33	408	2.9%	2,799	1,010	1,736	53	0.2%
53	Real Estate and Rental and Leasing	1,401	\$53,115	0.62	137	2.1%	1,416	641	794	-19	-0.1%
71	Arts, Entertainment, and Recreation	962	\$25,271	0.39	79	1.7%	1,473	612	843	19	0.2%
22	Utilities	825	\$87,132	1.29	-192	-4.1%	603	264	466	-128	-1.7%
51	Information	684	\$52,505	0.27	-90	-2.5%	627	234	422	-30	-0.4%
55	Management of Companies and Enterprises	499	\$97,546	0.25	33	1.4%	489	175	300	14	0.3%
21	Mining, Quarrying, and Oil and Gas Extraction	146	\$71,072	0.32	-229	-17.2%	141	48	100	-8	-0.5%
99	Unclassified	61	\$46,867	0.22	-41	-9.8%	69	29	42	-2	-0.3%
<b>Total - All Industries</b>		<b>126,525</b>	<b>\$48,235</b>	<b>1.00</b>	<b>4,300</b>	<b>0.7%</b>	<b>140,857</b>	<b>59,970</b>	<b>83,842</b>	<b>-2,955</b>	<b>-0.2%</b>

Source: [JobsEQ®](#)

Data as of 2023Q2

Note: Figures may not sum due to rounding. 1. All data based upon a four-quarter moving average. Exits and transfers are approximate estimates based upon occupation separation rates.

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2023Q1 with preliminary estimates updated to 2023Q2. Forecast employment growth uses national projections adapted for regional growth patterns

The per capita income, education attainment, and poverty level of the nine counties that comprise Northeast Texas were measured against state levels and overall regional level. Three of the nine (represented in yellow below) counties measured negative in all three categories. Two (represented in green below) Measured negative in two out of three categories. These five counties are considered to be the most under-resourced counties in the region.

	Per Capita Income	Associate Degree or Higher	Poverty Level
Texas	\$34,255	40.3%	14.0%
Workforce Solutions Northeast Texas	\$27,066	28.5%	16.1%
Bowie	\$28,630	30.7%	16.4%
Cass	\$24,465	24.3%	18.4%
Delta	\$30,315	35.0%	15.9%
Franklin	\$34,631	36.2%	8.7%
Hopkins	\$28,882	30.9%	12.5%
Lamar	\$26,686	29.6%	16.9%
Morris	\$24,165	21.9%	14.6%
Red River	\$22,998	21.3%	21.4%
Titus	\$22,855	23.2%	16.9%

## Aligned Efforts

The Northeast Texas region is home to several organizations supporting pieces of the career pathways model. Some of these organizations have a regional focus, while other efforts focus on a single county or city. Organizations with a regional focus include Workforce Solutions Northeast Texas, ArTex Council of Governments, and the Region 8 Education Service Center. Organizations with a smaller focus include the Texarkana Chamber, Mount Pleasant Chamber, Paris Chamber, Sulphur Springs Chamber, Ar-Tex Redi Economic Development, Nash Industrial Foundation, TexAmericas Center, City of Texarkana TX, Atlanta EDC, Linden EDC, Mount Pleasant EDC, Paris EDC, Sulphur Springs EDC, and private industry employers. Each of these organizations has a professional interest in supporting area employers with skilled and qualified workers. Although some of this work may not be defined by the organization as career pathway efforts, the activities and anticipated outcomes relate to pathway development. One of the goals of Workforce Solutions Northeast Texas will be to make each of these organizations aware of how their efforts fit into the regional pathways model. There appears to be evidence of inequities across the region related to funding and efforts for career pathway development. Naturally, the more populated areas and larger school districts have more resources devoted to career pathways. The region's largest school districts have multiple career focused learning tracks, more employer partners for work-based learning, more technology for distance based dual credit, and the ability to transport students to post-secondary partners based on proximity. The asset map and gap analysis table, located in this report, will show the need for shared resources and additional support for the region's students located in the most rural school districts. The region must develop efforts to better connect these students with post-secondary and career exploration opportunities.

## Target Industries

The asset map and gap analysis will focus on four target industries and three target occupations within each of those industries. Staff used a number of data points to identify and select target industries and occupations. Data points included existing employment, potential growth, average wages, education requirements, and advancement potential. Healthcare, manufacturing, and education are three of the region's largest industries by employment. Information Technology is a growing industry and critical to the long-term success of the regional economy. This section will take a deep dive into the data for each of these industries and occupations. The average wage for the region is \$48,235, and the median wage is \$39,400. Each year, Workforce Solutions Northeast Texas calculates a self-sufficiency wage for the region. The self-sufficiency wage is based on family size and represents the wage a person needs to earn to support themselves without the need for additional help. The self-sufficiency wage level for a family of one in Northeast Texas for 2023 is \$33,490, which is calculated at 85% of the region's median wage. Using the Department of Labor's lower living standard income levels for the Northeast Texas region, each additional family member adds \$8,661 to the self-sufficiency wage level.

The Northeast Texas region has a number of highly qualified economic development professionals and organizations to support growth. The Workforce and Economic Development Advisory group of the Northeast Texas Workforce Board meets periodically to discuss current efforts, available resources, and future needs. This group is made up of economic development professionals from economic development organizations, municipalities, council of governments, chambers of commerce, and private industry. Several major economic

development initiatives are underway in Northeast Texas. TexAmericas Center, a redevelopment authority, has enlisted the help of The Center on Rural Innovation (CORI) to study the region's tech-based economy and develop strategies to support the growth of that economy. The ArTex Council of Governments recently conducted a Population Study on the region. One of the main concerns for the Northeast Texas region, regarding the ability to provide a skilled workforce for economic growth, is population growth. The population study may serve as a baseline report to explore methods for attracting talent to the region. Over the past several years, economic development organizations in Mount Pleasant, Paris, and Sulphur Springs have partnered with Workforce Solutions Northeast Texas on several High Demand Job Training (HDJT) grants from the Texas Workforce Commission. The HDJT program provides funding for the creation or expansion of high demand job training programs at high schools or community colleges. The grant requires a matching funds commitment from an economic development corporation. Over the past six years, Northeast EDC partners have provided \$800,000 in matching funds to \$800,000 in grant funds, for a total investment of \$1.6 million. These funds have been concentrated on purchasing equipment to improve training programs and make them more relevant to employer workforce needs. The Board and EDC partners solicit input from area employers to ensure equipment purchased matches the equipment used in those employer facilities. Equipment purchased with HDJT/EDC funds include robotics, auto mechanics items, healthcare simulators, high frequency welding machines, PLC stations, construction equipment, computers, and CNC machining equipment. The Texarkana Chamber of Commerce oversees the Manufacturing Partnership Council for the Texarkana Region. This is a group of manufacturing employers that meets periodically to discuss various topics related to their operations. The group has three areas of focus, including technical training, soft skills, and student engagement. Stakeholders from workforce, economic development, city government, non-profits, and education participate as resource guides for the employer efforts.

The [Northeast Texas Landscape Map](#)<sup>8</sup> of education and training opportunities in Northeast Texas can be found on the Workforce Solutions Northeast Texas website on the Career and Education Pathways Initiative webpage.

### **Target Industry 1: Manufacturing**

#### Target Occupations:

- Industrial Maintenance Technician
- Electrician
- Welder

The manufacturing industry is critical to the Northeast Texas region and economy. The largest industry by current employment and fourth highest average wages for all industries in the Northeast Texas region. The region's position along I-30, proximity to large metro areas, low utility costs, and supply of natural resources make it an ideal location for manufacturing employers to succeed. Secondary and postsecondary training providers have continued to improve technical training programs related to the manufacturing industry with the addition of robotics, engineering, and mechatronics programs. Updated and relevant training programs will be a critical part of manufacturing pathways. Stakeholders such as education, workforce, economic development, and employers, just work together to understand and adapt training programs to meet employer needs. Although manufacturing is forecasted to lose jobs over the next 10 years, the industry will also need to replace about 20,000 workers during that time frame from retirements and transfers. Major employers in the

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<sup>8</sup> [Nextworkforce.org/507/Career-and-Education-Pathways-Initiative](http://Nextworkforce.org/507/Career-and-Education-Pathways-Initiative)

manufacturing industry include: Red River Army Depot, Graphic Packaging, Campbell Soup, Saputo, and Texarkana Aluminum.

Industry	Current			5- Year History		10-Year Forecast				
	Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Manufacturing	19,583	\$66,556	1.92	1,733	1.9%	20,107	7,705	13,152	-750	-0.4%

Occupation	Current			10-Year Forecast				
	Empl	Mean Ann Wages	LQ	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Industrial Machinery Mechanics	522	\$65,300	1.65	515	189	281	45	0.8%
Electricians	546	\$56,200	0.91	562	186	372	4	0.1%
Welders	1,168	\$49,700	3.44	1,252	361	896	-6	0.0%

Data as of 2023Q2

Note: Figures may not sum due to rounding.

1. All data based upon a four-quarter moving average

2. Wage data represent the average for all Covered Employment

Exits and transfers are approximate estimates based upon occupation separation rates.

Manufacturing is the most diverse industry among the four target industries, considering the type of operations and the types of career opportunities. The Northeast Region is home to many types of manufacturing, including rubber products, paper products, food and beverage, machinery, diesel engines, trailer, plastic products, pharmaceuticals, furniture, textiles, and rail cars. Many direct pathways into the manufacturing industry exist, with dual credit and post-secondary courses in mechatronics, electrical s, machining, robotics, and welding. Students can gain basic mechanical skills in high school, and stack those with additional skills at the post-secondary level to obtain entry level positions at a manufacturing plant. One of the main challenges for manufacturing employers, is the additional time necessary to train qualified workers on their specific machinery and operations. Indirect pathways into manufacturing include robotics clubs and agriculture. Robotic clubs and competitions at the high school level continue to grow, similar to the growth in robotics in manufacturing operations. Robotics clubs may provide students with base level skills needed by manufacturing employers to operate and troubleshoot robotic machinery. The interest in robotics may lead these students along a path into a high wage, high demand job in manufacturing. The Northeast Texas region has a significant presence of agriculture, and therefore most high schools have a strong agriculture program. These students may develop skills such as mechanics and welding, which is in high demand from several area manufacturing employers. Additional support from private industry for both robotics and agriculture programs may help grow the interest from students, and ultimately grow the pipeline of skilled workers.

## Target Industry 2: Healthcare

### Target Occupations

- Registered Nurse
- Clinical Laboratory Technician
- Surgical Technologist

Healthcare is the second largest industry by employment in the region. Texarkana has two regional hospital systems, and numerous clinics. Other parts of the region have significant health care representation as well. Healthcare, more than any other industry, is set up for very defined career pathways. Workers can start at entry level positions with short-term training, and relatively little experience. These entry level positions are an excellent way to explore career interests in healthcare. Additional training and experience can propel workers along a career pathway with higher pay and additional responsibilities. While most industries in Northeast Texas are forecasted to lose jobs over the next 10 years, healthcare is forecasted to add about 900 new jobs during that timeframe. Training programs and career advising is critical to create the workforce supply healthcare employers will need. Major employers in the healthcare industry include: Christus St. Michael, Wadley Regional Medical Center, Paris Regional Health, and Collom and Carney Clinic.

Industry	Current			5- Year History		10-Year Forecast				
	Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Healthcare	17,433	\$54,313	1.20	-37	0.0%	18,396	7,972	9,495	929	0.5%

Occupation	Current			10-Year Forecast				
	Empl	Mean Ann Wages	LQ	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Registered Nurses	2,713	\$79,300	1.10	1,625	876	684	64	0.2%
Clinical Laboratory Technicians	225	\$52,300	0.85	141	63.0%	78	0	0.0%
Surgical Technologists	94	\$53,300	1.08	65	28	36	1	0.1%

Data as of 2023Q2

Note: Figures may not sum due to rounding.

1. All data based upon a four-quarter moving average

2. Wage data represent the average for all Covered Employment

Exits and transfers are approximate estimates based upon occupation separation rates.

Healthcare, more than any other industry, has very defined career pathways. This is primarily due to industry driven regulations and certifications. There are many direct pathways into healthcare. The most easily defined career pathway in healthcare is nursing. Entry level positions include certified nursing assistant, certified medical assistant, phlebotomist, and medication aide. These positions require relatively little experience and short-term training. Workers can then transition to a licensed vocational nurse or health technician through additional experience and education. Finally, nurses can transition to a registered nurse, nurse practitioner, or

nurse manager with additional experience and education. In addition to defined pathways, most healthcare professions require an industry-based certification. Many healthcare professions have clearly defined requirements for work based learning or clinical training. Healthcare providers in Northeast Texas have strong relationships with post-secondary education institutions to deliver the necessary types of training and provide clinical practice opportunities. Career pathways within the healthcare industry may provide a strong model for other industries to replicate. Due to the defined direct pathways into the healthcare industry, there are fewer indirect pathways. However, the high demand and low supply of healthcare workers, specifically nursing, has increased the need for workers and forced healthcare providers to explore all possibilities.

**Target Industry 3: Information Technology**

Target Occupations:

- Software Developer
- Computer Systems Analyst
- Information Security Analyst

Information technology is an emerging industry for the Northeast Texas region. The industry does not currently have significant employment or forecasted growth. This industry was selected based on conversations with economic development professionals. There are intentional efforts throughout the region to further support information technology jobs within the region and recruit those positions and employers to the region. A number of these IT jobs are forecasted to grow over the next ten years, and these jobs pay significant wages. The expanded ability for IT professionals to work remotely opens additional possibilities for workers in Northeast Texas. The region must continue to expand IT career and education pathways in order to remain competitive in the Texas economy. Additional technologies will also make other industries in the region more reliant on IT professionals and IT skillsets. Major employers in the information technology industry include: Net Data, Windstream Communications, Basic Software Systems, IT Network Specialists, and Red River Credit Union.

Industry	Current			5- Year History		10-Year Forecast				
	Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Information Technology	684	\$52,505	0.27	-90	-2.5%	627	234	422	-30	-0.4%

Occupation	Current			10-Year Forecast				
	Empl	Mean Ann Wages	LQ	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Software Developers	332	\$105,200	0.26	297	64	172	61	1.7%
Computer Systems Analysts	187	\$89,700	0.46	135	47	84	3	0.2%
Information Security Analysts	52	\$102,400	0.40	52	13	28	11	1.9%

Data as of 2023Q2  
 Note: Figures may not sum due to rounding.  
 1. All data based upon a four-quarter moving average  
 2. Wage data represent the average for all Covered Employment  
 Exits and transfers are approximate estimates based upon occupation separation rates.

The Information Technology industry in the Northeast Texas region is relatively small compared to the other target industries, however increased technology demands from every industry will increase the need for IT professionals. The IT industry and IT occupations are an emerging industry for Northeast Texas. The supply/demand of IT workers also creates an interesting challenge. Current demand is still relatively low, but to attract new industry and prepare for existing industry needs, the area must produce skilled IT workers. Compounding this challenge is the ability for IT workers to work remotely. Direct pathways for the IT industry include computer science courses in secondary and post-secondary education that leads to analyst jobs. Analyst jobs may lead to administrator jobs with experience and additional education. Similar to healthcare, the IT industry does have some clearly defined industry-based certifications such as CompTIA, AWS, and Google. Information security analysts are in short supply now, but demand for this occupation will continue to grow due to the importance of cybersecurity. Traditionally, the IT industry is dominated by males, but there are efforts to expand IT opportunities for female workers. The Texas Workforce Commission offers grant funding to host coding camps for middle school girls during the summer. This is an indirect pathway for the IT industry, as it introduces IT skills and careers to students that may not otherwise explore those career options. Paris Junior College has hosted several of these coding camps over the past several years. Expanding this program to other areas of the region should be a goal to increase awareness of IT occupations.

**Target Industry 4: Education**

Target Occupations:

- Secondary Teachers
- Postsecondary Teachers
- Elementary and Middle School Teachers

Education is the fourth largest industry by employment in the region. The industry is forecasted to remain relatively unchanged over the next 10 years but will need to replace about 1,000 workers from retirements and transfers. The Northeast Texas has a strong presence of both secondary and postsecondary education, with one university, three community colleges, and forty-four school districts. Additionally, the region is very close to several additional postsecondary institutions. The education industry in Northeast Texas, like many areas of the state and country, is facing a shortage of interested and qualified workers/teachers. It is critical for the region, and all other industries, that our secondary and postsecondary institutions have qualified teachers. School districts, community colleges, and universities are responsible for training the future workforce for all industries. A well-defined career pathway with all necessary components will help produce those teachers. Major employers in the education industry include: Texas A&M University Texarkana, Texarkana ISD, Paris Junior College, Mount Pleasant ISD, Sulphur Springs ISD, Northeast Texas Community College, and Texarkana College.

Industry	Current			5- Year History		10-Year Forecast				
	Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Educational Services	11,114	\$42,708	1.11	154	0.3%	9,969	5,029	5,571	-631	-0.6%

Occupation	Current			10-Year Forecast				
	Empl	Mean Ann Wages	LQ	Total Demand	Exists	Transfers	Empl Growth	Ann % Growth
Secondary School Teachers	1,317	\$59,000	1.51	804	372	500	-68	-0.50%
Postsecondary Teachers	408	\$77,400	0.4	338	183	154	1	0.00%
Elementary and Middle School Teachers	2,378	\$55,100	1.54	1,569	787	903	-121	-0.50%

Data as of 2023Q2

Note: Figures may not sum due to rounding.

1. All data based upon a four-quarter moving average

2. Wage data represent the average for all Covered Employment

Exits and transfers are approximate estimates based upon occupation separation rates.

The educational services industry has a unique set of direct pathways. In Texas, to become a teacher, in most cases, someone must obtain a bachelor’s degree from an accredited college or university. They must then complete an educator preparation program, pass the appropriate teacher certification exams, submit a state application, and be fingerprinted as part of a national criminal background check. For first time teachers, this process is more complicated than most entry level careers. The Northeast Texas region is well positioned to provide high quality training for teachers. Texas A&M University – Texarkana has a strong education program, offering bachelor’s, master’s, doctorate, and teacher certifications. These education programs offer very direct pathways into teaching at both the secondary and post-secondary levels. Education is also unique, in that it’s the only industry where students spend a significant amount of time within the operations prior to starting their careers. One thing noted in the gap analysis of this report, is the lack of enough dual credit certified teachers, especially in the most rural school districts. Increasing the number of dual credit certified teachers will be important to enhance all career pathways for students in Northeast Texas. Private industry offers an interesting indirect pathway into education. The growing need to better connect industry needs with secondary and post-secondary education, creates a need for teachers with industry experience. Professionals from a variety of industries, can bring their expertise to the classroom by becoming a teacher or professor. Their industry experience may improve career focused learning and lesson plans for students. Schools struggling to find qualified teachers may turn to private industry to fill this need.

### Direct and Indirect Pathways

Feeder jobs, are entry level or jobs that require less experience or education, and jobs that pay a lower wage. Next step jobs, are those that require additional experience or education, and pay a higher wage. During a typical career path, workers will start at an entry level job, and as they add experience and education, will transition to next step jobs. It is important for students to understand career paths, as a method to grow in their career and earn a high wage.

The category helps to define the target occupation by the type of transition from the source occupation. The four categories are:

- Advancement: Jobs that pay more and are within the same occupation group as the source occupation.
- Lateral Advancement: Jobs that pay more but require transition to a new occupation group.

- Similar: Jobs that pay a comparable salary and are within the same occupation group as the source occupation.
- Lateral Transition: Jobs that pay a comparable salary but require transition to a new occupation group.

The relevance is calculated based on how closely aligned the skills are between the source occupation and the listed target occupation.

For a comprehensive list of feeder and next-step jobs, please see [Appendix A](#).

## Seven Components of an Effective Pathways

Representatives from each entity of the Tri-Agency agreed that there are seven components that are essential in an effective pathway. Members of the Northeast Texas Pathways team have identified assets and gaps within the following components:

- Cross-Sector Partnerships
- Credentials with Value in the Labor Market
- Alignment with Labor-Market
- Links between Secondary and Postsecondary Education
- Integration of Rigorous Core Academics and Career-Focused Learning
- Continuum of Quality Work-Based Learning Experiences
- Effective Advising

## Assets and Gaps of Northeast Texas

### Process

To establish the assets and gaps of Northeast Texas, the regional convener, along with the Pathways Leadership Team, used the Pathways Landscape Map, surveys, information sessions and focus groups, and conducted interviews.

The Pathways Landscape Map is a “reverse” pathways map from target industries to postsecondary and secondary education pathways. Labor market data from Lightcast and JobsEQ was used to establish the entry level and median hourly wages of each target industry as well as historical, current, and projected growth. In addition, the top 3 – 5 employers for each were identified. The process was replicated further for each target occupation with each industry. Next, four postsecondary institutions of higher education were identified in the region: Paris Junior College, Northeast Texas Community College, Texarkana College, and Texas A&M University-Texarkana. Using the websites of each, possible credentials of value were categorized and listed as postsecondary pathways to the target occupations and industries. Finally, Region 8 Education Service Center provided a list of career and technical education classes that would help prepare students for employment in the targeted fields. This list distinguished possible dual enrollment courses with regional community colleges. Further research with community colleges will be needed to establish the accuracy of each of the courses identified as dual credit and determine the program of study these courses are associated with.

Surveys within the following categories were disseminated across the Northeast Texas Region: secondary education, postsecondary education, economic development and workforce boards, employers, and students. The secondary students were surveyed by Workforce Solutions Career Coaches and postsecondary

surveys were distributed to the institution pathway liaisons at each institution. Response rates varied and the tools will continue to be used as momentum for the regional pathways initiative grows.

Information sessions and focus groups were conducted to inform and get feedback concerning the regional pathways initiative. Secondary CTE instructors and administrators as well as postsecondary educators were targeted as the foundation to begin. Information about the Tri-Agency, the seven components of successful pathways, and the Regional Convener grant were presented to these groups. Feedback about the value of regional pathways, the successes and challenges of work-based learning, and ways in which the workforce board can help each group was gleaned. Employers were engaged at a local workforce board hiring event to inform them of the career and education pathways initiative. Information was also presented at the regional economic developers advisory group meeting. The Regional Convener will continue to look for opportunities to engage all stakeholders using these methods as well as implementing new methods.

**Cross-Sector Partnerships**

Building regional cross-sector partnerships is critical to strengthening existing career and education pathways and building new ones. Regional partners from all sectors should be engaged in the design and implementation of local pathways to ensure that they successfully bridge K-12, higher education, and the labor market. Stakeholders are connected by an intermediary that, with contributions and feedback from representatives from local sectors, help develop a shared vision and goals for pathways, plan for sustainability, and evaluate the success of pathways to plan for continuous improvement.

<b>Assets:</b>	<b>Gaps:</b>	<b>System level changes they would like to see:</b>
Goal of 12,000 jobs brought to the area – <b>Reported by Economic Development</b>	Reliance on the same old knowledge and networks – <b>Reported by Economic Development</b>	Strategic discussion– <b>Reported by Economic Development</b>
Strong partnership with TC– <b>Reported by Economic Development</b>	Feels a major challenge with engaging employers and education providers is not being asked to the table - <b>Reported by Economic Development</b>	Regional job fairs– <b>Reported by Economic Development</b>
Wants to build a “city college” to house educational and training activities for use by all ISDs and institutions of higher ed – <b>Reported by Economic Development</b>	Partnerships with education institutions feedback: willing, but don’t want to fund something that is not action based. Initiatives need a clear mission, deliverables, budget, and timeline – <b>Reported by Economic Development</b>	Continued efforts to remove bureaucracy in workforce program implementation or through non-bureaucratic institutions– <b>Reported by Economic Development</b>
65 employers including owners, lessors and contracted services in targeted primary companies: manufacturing, wholesale, trucking, mining, etc. – can be	Dislike of planning for planning’s sake – <b>Reported by Economic Development</b>	The way community colleges are incentivized to work with private industry– <b>Cross- Sector Partnerships</b>

used as an information distributor to these. – <b>Reported by Economic Development</b>		
Facilitator between employers and workforce pipeline providers– <b>Reported by Economic Development</b>	No strategic discussion occurring around barriers for bringing people to the region such as, insufficient housing for relocation, low educational attainment, no organized regional job fairs– <b>Reported by Economic Development</b>	More micro-credentialing and less self-branding by colleges – <b>Reported by Economic Development</b>
Can help with some funding – – <b>Reported by Economic Development</b>	Identified that they are not aware of initiatives that are bringing key stakeholders to the table– <b>Reported by Economic Development</b>	More economic development minded legislation at state level – <b>Reported by Economic Development</b>
Works well with NTCC, ISDs, WSNETX, and Region 8 – <b>Reported by Economic Development</b>	Says past results prevent employers from engaging more – <b>Cross- Sector Partnerships</b> fully.	The ability to gather meaningful data from employers to help shape workforce development services– <b>Reported by Workforce Development</b>
Identified High Age Job Training grant as an incentive to engage employers in workforce initiatives — <b>Reported by Economic Development</b>	Educator funding and resources not being aligned with private sector expectations – <b>Reported by Economic Development</b>	
States that employers are flexible with training and apprenticeship programs– <b>Reported by Economic Development</b>	Hesitancy to enter into “time-wasting” meetings – <b>Reported by Economic Development</b>	
A lot of independent communities with definitive strengths and potential resources – <b>Reported by Economic Development</b>	Fear of bureaucratic governance – <b>Reported by Economic Development</b>	
Engages and supports employers– <b>Reported by Workforce Development</b>	All education institutions appear to have been effective at building partnerships with some employers, but not sure if those partnerships represent a large percentage of the total employers in the region– <b>Reported by Workforce Development</b>	

Convenes stakeholders - <b>Reported by Workforce Development</b>	Need more input from advisory groups – <b>Reported by Secondary Education</b>	
Existing efforts with career coaches and youth career events - <b>Reported by Workforce Development</b>	Silos exist. We must understand the specific work needs for various parts of the region – <b>Reported by Workforce Development</b>	
Can use existing employer connections to learn more about WBL and share that information with students (and education partners) – <b>Reported by Workforce Development</b>	Lack of local employer partnerships - <b>Reported by Secondary Education</b>	
Uses LMI and distributes - <b>Reported by Workforce Development</b>	Not working with K12 or Postsecondary schools – <b>Reported by Employers</b>	
Existing partnerships from university to K12 - <b>Reported by Postsecondary Education</b>	Need a better understanding of what local education has to offer. – <b>Reported by Employers</b>	
Advisory Boards are in place at the postsecondary level- <b>Reported by Postsecondary Education</b>	Current relationships with community colleges help, but a lack of local industry partners hinders students from participating in work-based learning. - <b>Reported by Secondary Education</b>	
Industry Tours in some districts – <b>Reported by Secondary Education</b>	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	
Relationships with local EDCs – <b>Reported by Postsecondary Education</b>		
Some business and industry partnerships – <b>Reported by Secondary Education</b>		

## Credentials with Value in the Labor Market

Pathways enable students to earn industry-based credentials that are stackable and portable allowing them to compete in the labor market. Degrees and credentials create on- and off- ramps for pathways that allow students to enter the workforce and pursue further education according to their interests and career goals. For a complete list of education and training compiled related to the four target industries of manufacturing, healthcare, information technology, and education please see the [Northeast Texas Landscape Map<sup>9</sup>](#) located on the Career and Education Pathways webpage of the Workforce Solutions Northeast Texas website.

<b>Assets:</b>	<b>Gaps:</b>	<b>System level Changes they would like to see:</b>
Apprenticeships and development of pre-apprenticeships are developing – <b>Reported by Postsecondary Education</b>	Apprenticeships and development of pre-apprenticeships are developing only in the north part of the region - <b>Reported by Postsecondary Education</b>	Certificates and/or certifications embedded in all degree programs – <b>Reported by Postsecondary Education</b>
Occupational Skills awards for workforce programs that can be achieved through dual enrollment in high school and in one semester for adult students - <b>Reported by Postsecondary Education</b>	Cost associated with offering workforce programs is high. (For example, welding equipment.) - <b>Reported by Postsecondary Education</b>	
Students who complete workforce training can complete a Bachelors of Applied Arts and Sciences (BAAS) through a prior learning assessment. – <b>Reported by Postsecondary Education</b>	The main hindrance of our teacher residency program is that the teacher residents are not earning a living wage. The residency is attractive to students because they are completely ready to have their own classroom when they complete the program. – <b>Reported by Postsecondary Education</b>	
BAAS is undergoing a name change to Bachelor of Science in Leadership. This will help employers recognize this degree more readily and increase the perceived value. – <b>Reported by Postsecondary Education</b>	Funding to keep labs current with industry needs - <b>Reported by Postsecondary Education</b>	
HB08 provides FAST funds that will help socioeconomically disadvantaged students access dual credit and CTE classes at	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	

<sup>9</sup> [Nextworkforce.org/507/Career-and-Education-Pathways-Initiative](http://Nextworkforce.org/507/Career-and-Education-Pathways-Initiative)

no cost. - <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>		
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Credentials that can be earned at the Secondary Education Level aligned to targeted industries and occupations with the number of students who earned those credentials in the 2021 – 2022 and 2022 – 2023 school years as reported by the Region 8 Education Service Center:

<b>Secondary Certification Licensure</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>
011 - Adobe Certified Professional Animate	250	50
015 - Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	692	310
016 - Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign	14	14
017 - Adobe Certified Professional in Visual Design Using Adobe Photoshop	428	1852
018 - Adobe Certified Professional in Digital Video Using Adobe Premiere Pro	122	317
033 - Adobe Certified Expert Photoshop (Last Used 21-22)	231	0
100 - API 1104 Welding Pipelines and Related Facilities	215	10
1020 - Microsoft Office Specialist: Microsoft Access Expert (Access and Access 2019)	0	32
1055 - Certified SOLIDWORKS Associate (CSWA) - Mechanical Design	0	27
150 - ASE Electrical/Electronic Systems	98	12
331 - Autodesk Certified Professional or User AutoCAD (Last Used 21-22)	84	0
340 - AWS D1.1 Structural Steel	2405	2855
350 - AWS D9.1 Sheet Metal Welding	1418	2227
351 - AWS Certified Welder	313	163
360 - AWS SENSE Level 1: Entry Welder	14	217
380 - Certified EKG Technician	755	1215
390 - Certified Nurse Aide (CNA)	625	497
470 - Certified Clinical Medical Assistant	586	763
481 - CompTIA IT Fundamentals+	16	0
511 - Educational Aide I	121	324
512 - Entrepreneurship and Small Business	471	95
530 - Emergency Medical Technician - Basic	14	0
536 - Feedyard Technician in Cattle Care and Handling	68	115
538 - Google Analytics Individual Qualification	1684	440
551 - Microsoft Office Specialist Excel	1199	922
552 - Microsoft Office Specialist Word	7689	3122
560 - Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019)	31	280
570 - Microsoft Office Specialist: Microsoft Word Expert (Word and Word 2019)	115	2441
594 - Microsoft Technology Associate (MTA) Intro Programming Using Java (Last Used 21-22)	49	0

595 - Microsoft Technology Associate (MTA) Intro Programming Using JavaScript (Last Used 21-22)	76	0
760 - NCCER Welding Level I	361	375
784 - OSHA 30 Hour General	1999	747
786 - Patient Care Technician	551	831
800 - Phlebotomy Technician	716	939
839 - Microsoft Technology Associate (MTA) Windows Operating System Fundamentals (Last Used 21-22)	24	0
870 - Refrigerant Handling	0	14
939 - Autodesk Associate (Certified User) AutoCAD	0	205
940 - Autodesk Associate (Certified User) Fusion 360	0	12
963 - Certified Entry-Level Python Programmer (PCEP)	0	12
Total number of credentials earned by secondary education students	23,434	21,435

### Alignment with Labor Market Demand

Pathways aligned to labor market demand are reverse mapped from industry to postsecondary to K12 to ensure that students develop the skills they need to succeed in local careers. These pathways build a skilled labor talent pipeline for employers by equipping students for jobs in high-wage, in demand industries and career advancement opportunities. Business and industry are facing a talent shortage. Pathways aligned with labor market and workforce demands meet workforce needs leading to regional economic growth.

<b>Assets:</b>	<b>Gaps:</b>	<b>System Level Changes they would like to see:</b>
Use focus groups, state and national data, and community needs assessments. – <b>Reported by Postsecondary Education</b>	The LMI report shows our market to be mostly restaurants and nursing, but not much more. We already offer Healthcare Therapeutics and Culinary. – <b>Reported by Secondary Education</b>	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>
Uses EDC, job market data, local industry meetings, workforce solutions to identify new programs. - <b>Reported by Postsecondary Education</b>	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	
Availability of labor market data for the region. – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	Limited resources to provide the necessary LMI training for all education partners. – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	

## Links between Secondary and Postsecondary Education

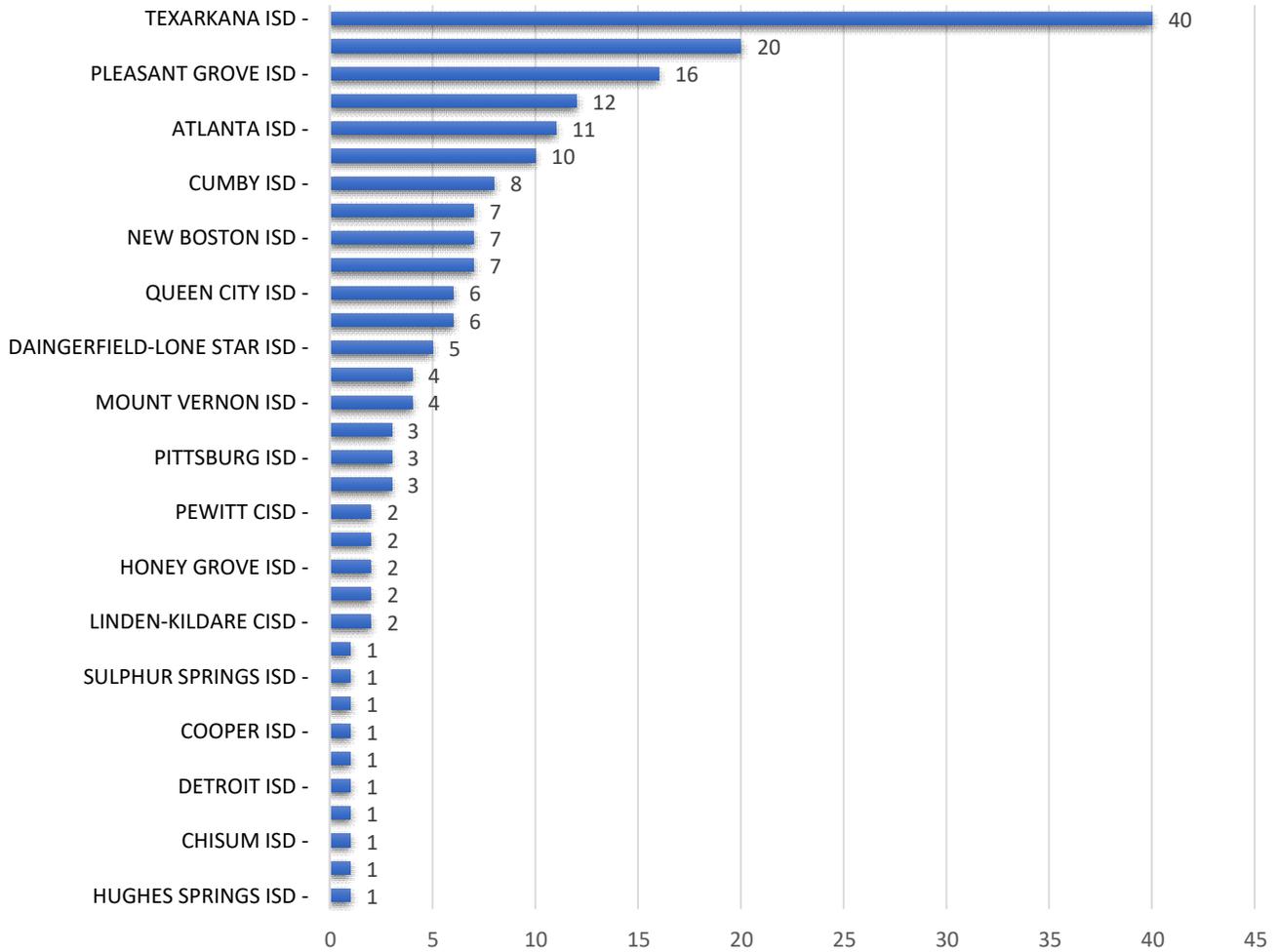
Pathways increase postsecondary attainment by bringing opportunities to earn rigorous postsecondary credit and credentials into secondary education. High school curricula are aligned and educators plan for articulation and transferability.

Assets:	Gaps:	System level changes they would like to see:
Online Dual Credit and CTE course work well for rural districts. – <b>Reported by Secondary Education</b>	Lack of transportation for students to attend dual credit and workforce classes – <b>Reported by Secondary Education</b>	
Web-based interviews for hard to access college recruiters – <b>Reported by Secondary Education</b>	Not enough CTE and dual credit teachers - <b>Reported by Secondary Education</b>	
School district transports to college preview days - <b>Reported by Secondary Education</b>	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	

The transition from high school to college and universities is often challenging for students. Dual credit courses can help student navigate this transition smoothly. In addition, Workforce Solutions Northeast Texas places Career Coaches in school districts to help students understand resources available to them. Presently Career Coaches have standard rotations in 11 of the 44 school districts and focus on rural school districts in the region.

There are 44 school districts in the Northeast Texas Region. There are 192 Career and Technical Education (CTE) courses that are also offered as dual credit with postsecondary institutions. Of the 44 school districts, 33 offer at least one CTE class that is dual credit. However, there are only 6 districts that offer 10 or more with one district offering 20% of all CTE dual credit classes are offered in one district.

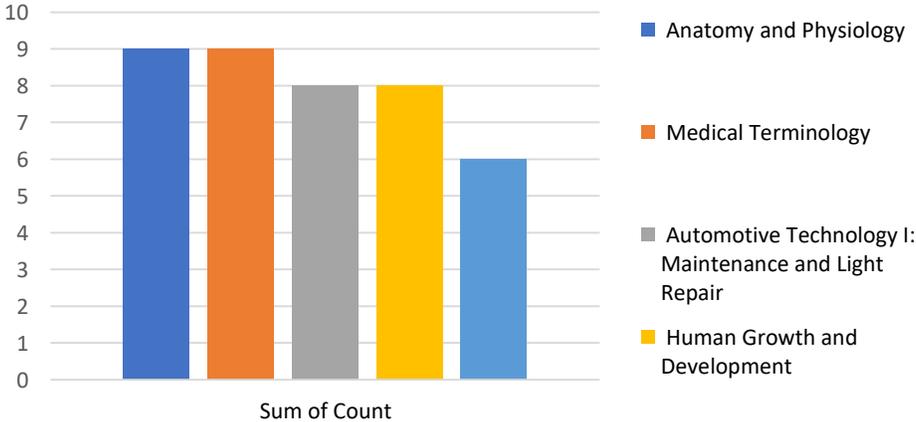
## Total number of Dual Credit CTE courses School Year 2022-23



Data Source: Region 8 Education Service Center

Of the top five dual credit CTE classes, four can be categorized as pathways to the targeted industries and occupations. Anatomy and Physiology and Medical Terminology are essential classes for the healthcare industry. Automotive Technology can be an indirect pathway to industrial maintenance technician. Human Growth and Development is included in education career pathway curriculum. There is a gap present because information technology is not represented as one of the top 5 classes.

### TOP 5 DUAL CREDIT CTE CLASSES School Year 2022-23



Data Source: Region 8 Education Service Center

### Integration of Rigorous Core Academics and Career Focused Learning

The design of pathways incorporates crosswalks that provide a road map for how students will progress through the courses and pathways that lead to a range of postsecondary options including certificates, associate’s degrees, and bachelor’s degrees. Pathways are supported by structure and processes – such as integrated projects and curriculum units, project-based learning, team teaching, common planning time for teachers, and lessons that embed CTE content in academic courses. This enables educators to integrate core academics into career-focused learning.

Assets	Gaps:	System level changes they would like to see:
Upward Bound and Talent Search in some districts – <b>Reported by Secondary Education</b>	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	
P-Tech in some districts – <b>Reported by Secondary Education</b>	Lack of local employer partnerships - <b>Reported by Secondary Education</b>	
Students who complete workforce training can complete a Bachelors of Applied		

Arts and Sciences (BAAS) through a prior learning assessment process. – <b>Reported by Postsecondary Education</b>		
HB 8 provides financial incentives for community colleges that integrate credentials of value into their curriculum. – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>		

### Continuum of Work-Based Learning Experience

Work-based learning is a continuum of intentional activities and experiences such as mock interviews, job-shadowing, and practicum and other capstone experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Students gain real-world experience and valuable technical and employability skills while learning about career options.



<b>Assets:</b>	<b>Gaps:</b>	<b>Systemic Changes they would like to see:</b>
Industry Tours in some districts – <b>Reported by Secondary Education</b>	Educators face time constraints because of the many hats they must wear – <b>Reported by Postsecondary Education</b>	
Beginning stages of incorporating more career-focused learning in elementary and middle schools – <b>Reported by Secondary Education</b>	Geographical distance from rural districts to colleges and/or employers. Lack of transportation – <b>Reported by Secondary Education</b>	
If a student is willing to listen and learn, they can be trained. – <b>Reported by Employers</b>	Skills gaps: technical and essential soft skills. Employees do not come to them work ready – <b>Reported by Employers</b>	

	Students are limited by work experience. - <b>Reported by employers</b>	
	Low Survey Response Rate – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	

### Effective Advising

Effective advising happens when students learn about a range of college and career options and the education requirements linked to careers of interest. Students progress through a continuum of developmentally appropriate, structured activities that begins in elementary school and continues through postsecondary education. Educators need access to resources and professional development opportunities that enable them to effectively advise students.

<b>Assets</b>	<b>Gaps</b>	<b>System level changes they would like to see:</b>
61% of Middle School/Jr High Students reported knowledge of Career Pathways – <b>Reported by Students</b>	Teachers have multiple job responsibilities – <b>Reported by Secondary Education</b>	100% of students with knowledge about career pathways
75% of High School students reported knowledge of Career Pathways – <b>Reported by Students</b>	High Student Survey participation, but only from 3 districts – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	
77% of Middle School/Jr High Students reported that someone has talked to them about their career interests – <b>Reported by Students</b>	Funding limitations do not allow Workforce Solutions Career Coaches in all school districts. – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>	
86% of High School Students reported that someone has talked to them about their career interests. – <b>Reported by Students</b>		
Workforce Solutions Career Coaches in regional school districts – <b>Reported by Workforce Solutions Northeast Texas (Regional Convener)</b>		

## Conclusion

Building a comprehensive education to career pathways system is beneficial to every citizen of Northeast Texas. Recognizing that even though organizations across the region have competing priorities, there are common goals that can be worked toward collectively is the first step our region can take in achieving the goal of a prosperous region. This goal is to build a regional talent pipeline by ensuring that all students, employees, and employers have access to educational and training needs for a competitive economy. Next steps will include writing a strategic plan and implementation plan that leverages the strengths of Northeast Texas and addresses places where gaps have been identified.

# Appendix A

## Industrial Maintenance Technician

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Installation, Maintenance, and Repair Workers, All Other	Advancement	95%	139	134	-5
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	Lateral Advancement	83%	132	136	-1
Maintenance and Repair Workers, General	Advancement	82%	1273	1214	-13
Pump Operators, Except Wellhead Pumpers	Lateral Advancement	81%	11	13	0
Farm Equipment Mechanics and Service Technicians	Lateral Advancement	78%	58	57	1
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	Lateral Advancement	77%	37	34	-4
Helpers--Installation, Maintenance, and Repair Workers	Advancement	71%	123	143	-3

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Elevator and Escalator Installers and Repairers	Lateral Advancement	81%	36	29	-2
Control and Valve Installers and Repairers, Except Mechanical Door	Advancement	80%	45	30	-3
Electricians	Lateral Advancement	79%	546	562	4
First-Line Supervisors of Mechanics, Installers, and Repairers	Lateral Advancement	78%	576	499	-21
Stationary Engineers and Boiler Operators	Lateral Advancement	72%	21	22	-2
Power Distributors and Dispatchers	Lateral Advancement	71%	8	5	-2

## Electrician

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Helpers--Electricians	Lateral Advancement	92%	62	67	-5
Electrical and Electronic Engineering Technologists and Technicians	Lateral Advancement	88%	44	43	-3
Industrial Machinery Mechanics	Lateral Advancement	79%	522	515	45
Solar Photovoltaic Installers	Advancement	74%	31	41	5
Terrazzo Workers and Finishers	Advancement	62%	1	0	0
Structural Iron and Steel Workers	Advancement	53%	53	51	-2

## Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	Lateral Advancement	82%	32	22	-5
Control and Valve Installers and Repairers, Except Mechanical Door	Lateral Transition	82%	45	30	-3
Electro-Mechanical and Mechatronics Technologists and Technicians	Lateral Transition	78%	7	6	0
Elevator and Escalator Installers and Repairers	Lateral Transition	77%	36	29	-2
Electrical Engineers	Lateral Advancement	63%	81	43	-5
Electrical and Electronics Drafters	Lateral Advancement	62%	13	10	-1

## Welder

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	Advancement	83%	37	34	-4
Textile Cutting Machine Setters, Operators, and Tenders	Lateral Advancement	63%	3	3	0
Miscellaneous Assemblers and Fabricators	Lateral Advancement	62%	1833	1948	-130
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	Lateral Advancement	62%	11	10	-2
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	Advancement	61%	73	78	-9
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	Lateral Advancement	60%	97	91	-4

## Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Layout Workers, Metal and Plastic	Advancement	88%	3	3	0
Millwrights	Lateral Advancement	75%	55	43	-4
Model Makers, Metal and Plastic	Advancement	65%	1	1	0
Industrial Machinery Mechanics	Lateral Advancement	64%	522	515	45
Industrial Engineering Technologists and Technicians	Lateral Advancement	61%	43	40	-1
Tool and Die Makers	Advancement	60%	27	27	-2
Mechanical Engineering Technologists and Technicians	Lateral Advancement	60%	27	24	-2

## Registered Nurse

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Health Education Specialists	Lateral Advancement	93%	37	42	1
Healthcare Practitioners and Technical Workers, All Other	Lateral Advancement	88%	19	12	0
Licensed Practical and Licensed Vocational Nurses	Lateral Advancement	83%	842	718	27
Nursing Assistants	Lateral Advancement	79%	1262	1903	8
Healthcare Diagnosing or Treating Practitioners, All Other	Advancement	79%	32	21	-1
Healthcare Support Workers, All Other	Lateral Advancement	74%	110	156	0

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Medical and Health Services Managers	Lateral Transition	87%	491	539	117
Magnetic Resonance Imaging Technologists	Lateral Transition	42%	25	16	1
Radiation Therapists	Similar	39%	12	5	0
Diagnostic Medical Sonographers	Lateral Transition	37%	66	43	6
Nuclear Medicine Technologists	Lateral Transition	37%	13	6	-1

## Clinical Laboratory Technician

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Ophthalmic Laboratory Technicians	Lateral Advancement	70%	14	14	0
Biological Technicians	Lateral Advancement	69%	27	33	-1
Phlebotomists	Lateral Advancement	68%	98	143	3
Health Technologists and Technicians, All Other	Advancement	60%	139	103	3
Medical Assistants	Lateral Advancement	56%	626	961	61

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Microbiologists	Lateral Advancement	76%	7	5	0
Chemists	Lateral Advancement	71%	22	18	0
Biological Scientists, All Other	Lateral Advancement	66%	24	19	-1
Biochemists and Biophysicists	Lateral Advancement	66%	3	3	0
Operations Research Analysts	Lateral Advancement	58%	52	45	8
Cardiovascular Technologists and Technicians	Advancement	52%	46	29	0

## Surgical Technologist

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Surgical Assistants	Lateral Advancement	89%	17	11	0
Medical Equipment Preparers	Lateral Advancement	67%	41	59	0
Healthcare Support Workers, All Other	Lateral Advancement	67%	110	156	0
Licensed Practical and Licensed Vocational Nurses	Advancement	56%	842	718	27
Health Technologists and Technicians, All Other	Advancement	55%	139	103	3
Veterinary Technologists and Technicians	Advancement	53%	94	114	16

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Registered Nurses	Lateral Advancement	68%	2713	1625	64
Cardiovascular Technologists and Technicians	Similar	66%	46	29	0
Healthcare Diagnosing or Treating Practitioners, All Other	Lateral Transition	59%	32	21	-1
Medical and Health Services Managers	Lateral Advancement	54%	491	539	117
Magnetic Resonance Imaging Technologists	Advancement	44%	25	16	1
Radiologic Technologists and Technicians	Advancement	44%	186	101	1

## Software Developer

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Computer Programmers	Advancement	95%	38	19	-6
Web Developers	Advancement	88%	25	21	2
Computer Systems Analysts	Advancement	84%	187	135	3
Database Administrators	Advancement	84%	31	21	0
Software Quality Assurance Analysts and Testers	Advancement	82%	48	42	6
Web and Digital Interface Designers	Advancement	75%	35	32	2
Network and Computer Systems Administrators	Advancement	70%	140	85	-7

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Computer and Information Systems Managers	Lateral Advancement	83%	193	160	15
Mathematicians	Lateral Transition	70%	1	1	0
Computer Hardware Engineers	Lateral Transition	64%	14	8	0
Electronics Engineers, Except Computer	Lateral Transition	58%	42	26	0
Aerospace Engineers	Lateral Transition	54%	16	9	0

## Computer Systems Analyst

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Computer Network Support Specialists	Advancement	77%	63	47	-1
Network and Computer Systems Administrators	Advancement	77%	140	85	-7
Engineering Technologists and Technicians, Except Drafters, All Other	Lateral Advancement	75%	48	43	-3
Business Operations Specialists, All Other	Lateral Advancement	74%	571	179	-19
Computer User Support Specialists	Advancement	70%	309	223	-10
Compliance Officers	Lateral Advancement	66%	253	195	-5

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Computer and Information Systems Managers	Lateral Advancement	89%	193	160	15
Software Developers	Advancement	84%	332	297	61
Database Architects	Advancement	84%	17	12	1
Engineers, All Other	Lateral Advancement	83%	69	40	-3
Architectural and Engineering Managers	Lateral Advancement	76%	97	64	-3
Information Security Analysts	Advancement	70%	52	52	11

## Information Security Analyst

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Network and Computer Systems Administrators	Advancement	79%	140	85	-7
Computer Network Support Specialists	Advancement	74%	63	47	-1
Computer Systems Analysts	Advancement	70%	187	135	3
Computer Programmers	Advancement	68%	38	19	-6
Detectives and Criminal Investigators	Lateral Advancement	68%	220	155	-13
Web and Digital Interface Designers	Advancement	66%	35	32	2
Database Administrators	Advancement	60%	31	21	0
Computer User Support Specialists	Advancement	60%	309	223	-10

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Computer and Information Systems Managers	Lateral Advancement	77%	193	160	15
Engineers, All Other	Lateral Transition	77%	69	40	-3
Financial Risk Specialists	Lateral Transition	69%	25	22	1
Mathematicians	Lateral Transition	62%	1	1	0
Petroleum Engineers	Lateral Transition	61%	14	8	-1
Nuclear Engineers	Lateral Transition	56%	4	2	0

## Secondary Teachers

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Substitute Teachers, Short-Term	Lateral Advancement	91%	597	666	-5
Kindergarten Teachers, Except Special Education	Advancement	91%	156	154	-8
Tutors	Lateral Advancement	87%	91	130	-2
Self-Enrichment Teachers	Lateral Advancement	84%	101	112	-1
Teaching Assistants, Except Postsecondary	Lateral Advancement	76%	1162	1260	-62
Career/Technical Education Teachers, Middle School	Advancement	75%	17	11	-1
Teaching Assistants, Postsecondary	Lateral Advancement	74%	38	42	-1

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	Lateral Transition	84%	26	22	-4
Education Administrators, Kindergarten through Secondary	Lateral Advancement	81%	344	230	-18
Postsecondary Teachers	Lateral Advancement	78%	408	338	1
Instructional Coordinators	Lateral Advancement	72%	244	205	-11
Music Directors and Composers	Lateral Transition	67%	34	31	-1

## Postsecondary Teachers

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Teaching Assistants, Postsecondary	Lateral Advancement	84%	38	42	-1
Career/Technical Education Teachers, Secondary School	Lateral Advancement	83%	150	91	-8
Tutors	Lateral Advancement	81%	91	130	-2
Middle School Teachers, Except Special and Career/Technical Education	Lateral Advancement	80%	740	488	-38
Self-Enrichment Teachers	Lateral Advancement	79%	101	112	-1
Secondary School Teachers, Except Special and Career/Technical Education	Lateral Advancement	78%	1167	713	-60
Elementary School Teachers, Except Special Education	Lateral Advancement	78%	1621	1070	-82

### Next Stop Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Education Administrators, Kindergarten through Secondary	Lateral Advancement	80%	344	230	-18
Health Education Specialists	Lateral Transition	73%	37	42	1
Education Administrators, Postsecondary	Lateral Advancement	73%	47	33	-1
Training and Development Managers	Lateral Advancement	64%	19	17	0
Medical and Health Services Managers	Lateral Advancement	62%	491	151	117

## Elementary and Middle School Teachers

### Feeder Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Substitute Teachers, Short-Term	Lateral Advancement	93%	597	666	-5
Tutors	Lateral Advancement	86%	91	130	-2
Teaching Assistants, Except Postsecondary	Lateral Advancement	80%	1162	1260	-62
Teaching Assistants, Postsecondary	Lateral Advancement	77%	38	42	-1
Special Education Teachers, Preschool	Advancement	69%	4	3	0
Preschool Teachers, Except Special Education	Advancement	67%	545	583	2
Education and Childcare Administrators, Preschool and Daycare	Lateral Advancement	63%	69	45	-4

### Next Step Jobs

Occupation	Category	Relevance	Current Employment	10-Year Demand	10-Year Growth
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	Lateral Transition	86%	26	22	-4
Self-Enrichment Teachers	Lateral Transition	86%	101	112	-1
Education Administrators, Kindergarten through Secondary	Lateral Advancement	84%	344	230	-18
Postsecondary Teachers	Lateral Advancement	80%	408	338	-1
Instructional Coordinators	Lateral Advancement	74%	244	205	-11
Music Directors and Composers	Lateral Transition	68%	34	31	-1
Education Administrators, Postsecondary	Lateral Advancement	54%	47	33	-1

Source: JobsEQ and Lightcast: January 8, 2024



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