WELCOME TO POWERING THE PERMIAN TOGETHER: WORKFORCE READINESS





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Regional Data Overview

Where We Stand



Fall 2026

Testing Some Assumptions …

Population growth in Midland-Odessa is aligned to job growth.

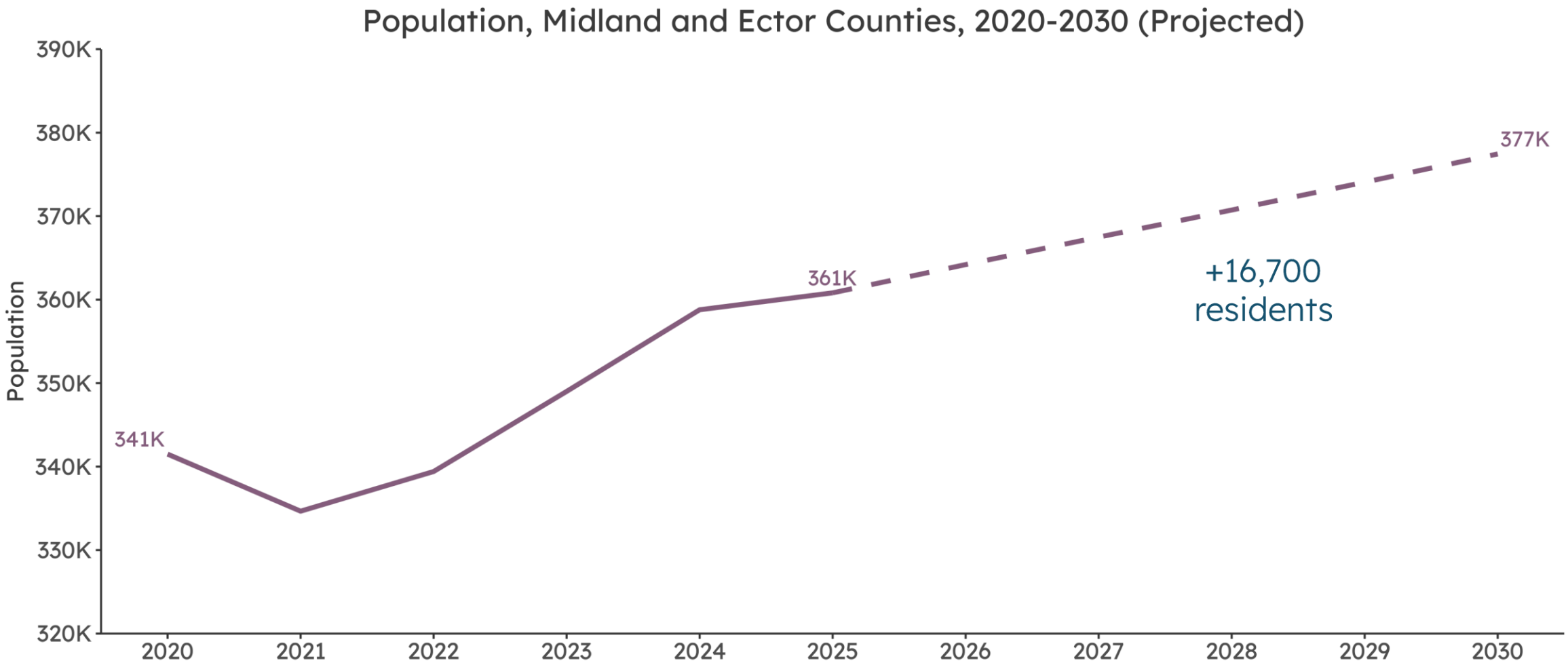
Educational attainment for Midland-Odessa is lower than the state average.

Healthcare is a major hiring pain point.

The cost of living is lower than larger, more metropolitan areas in Texas.

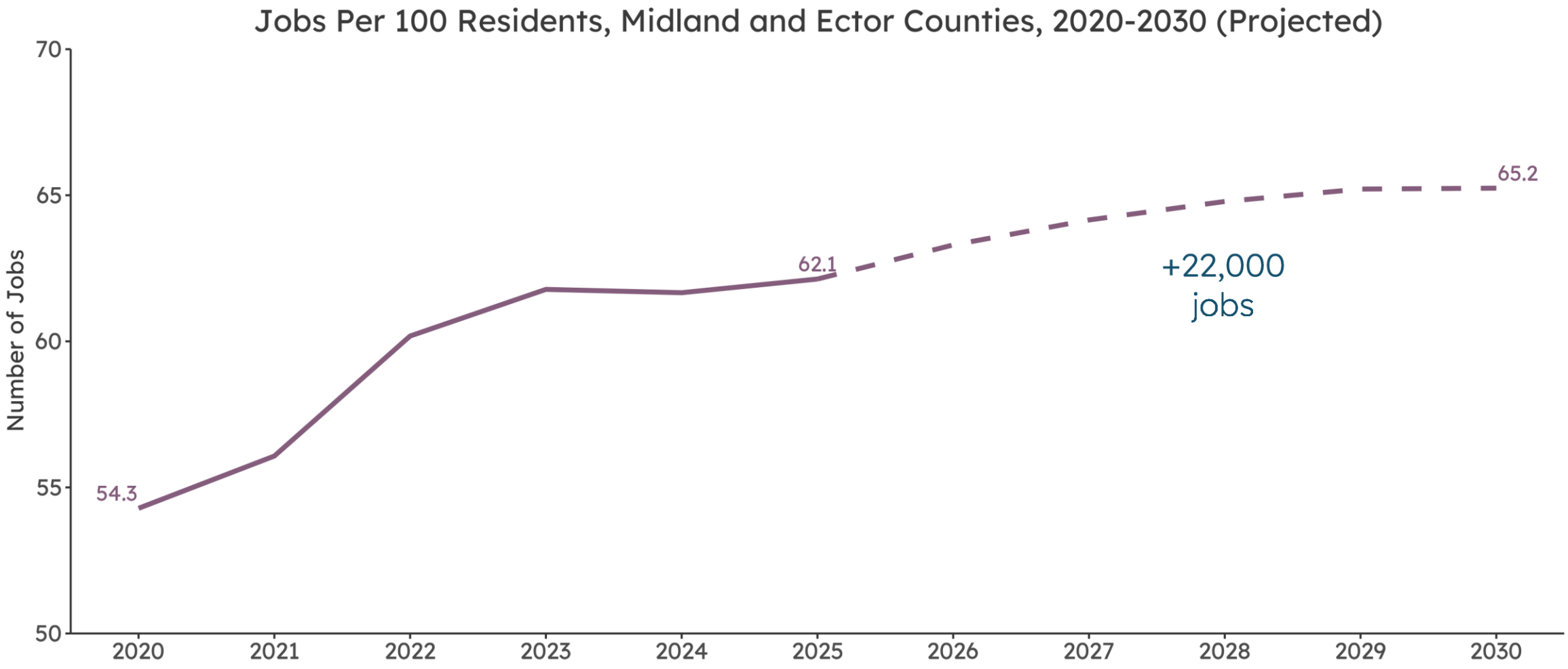
© 2026 E3 Alliance /

One Projection: +16,700 Population by 2030



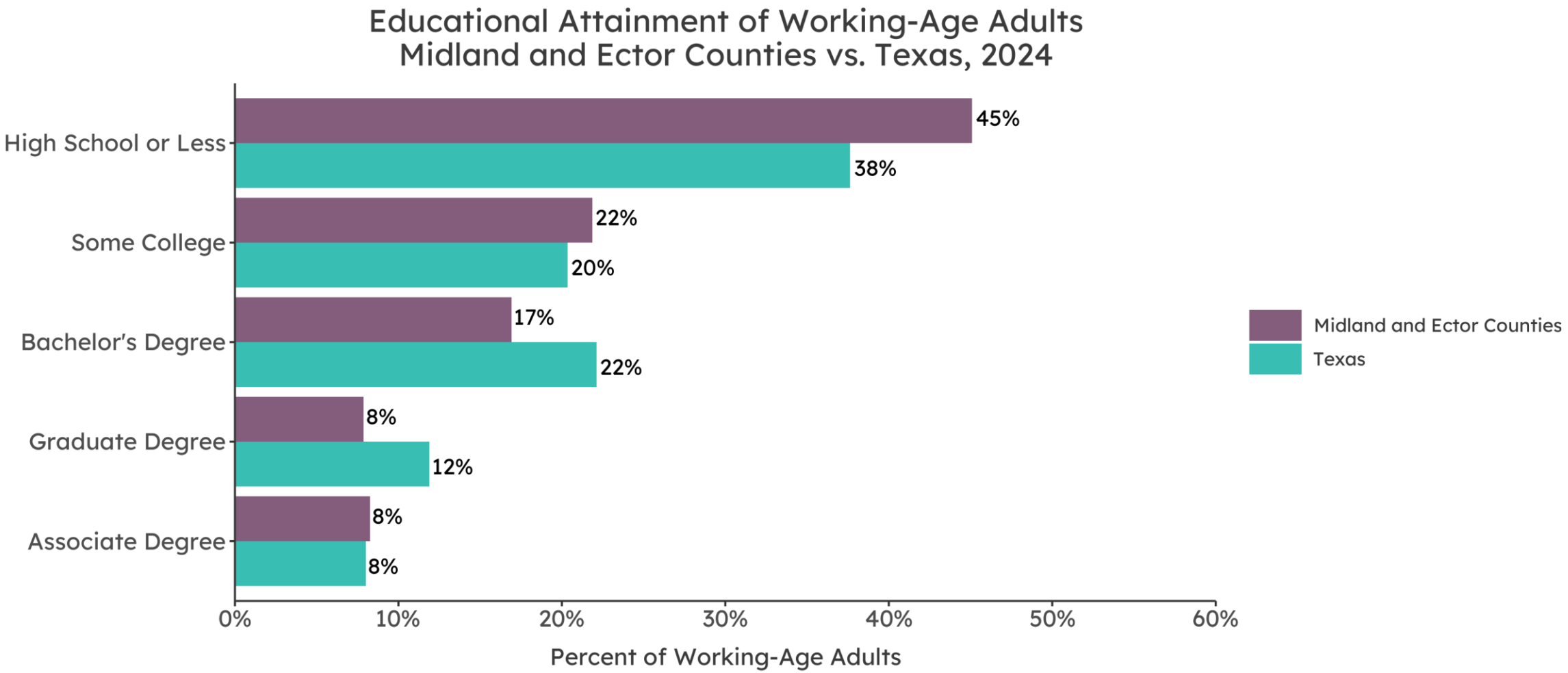
Source: Lightcast

Job Growth is Outpacing Population Growth



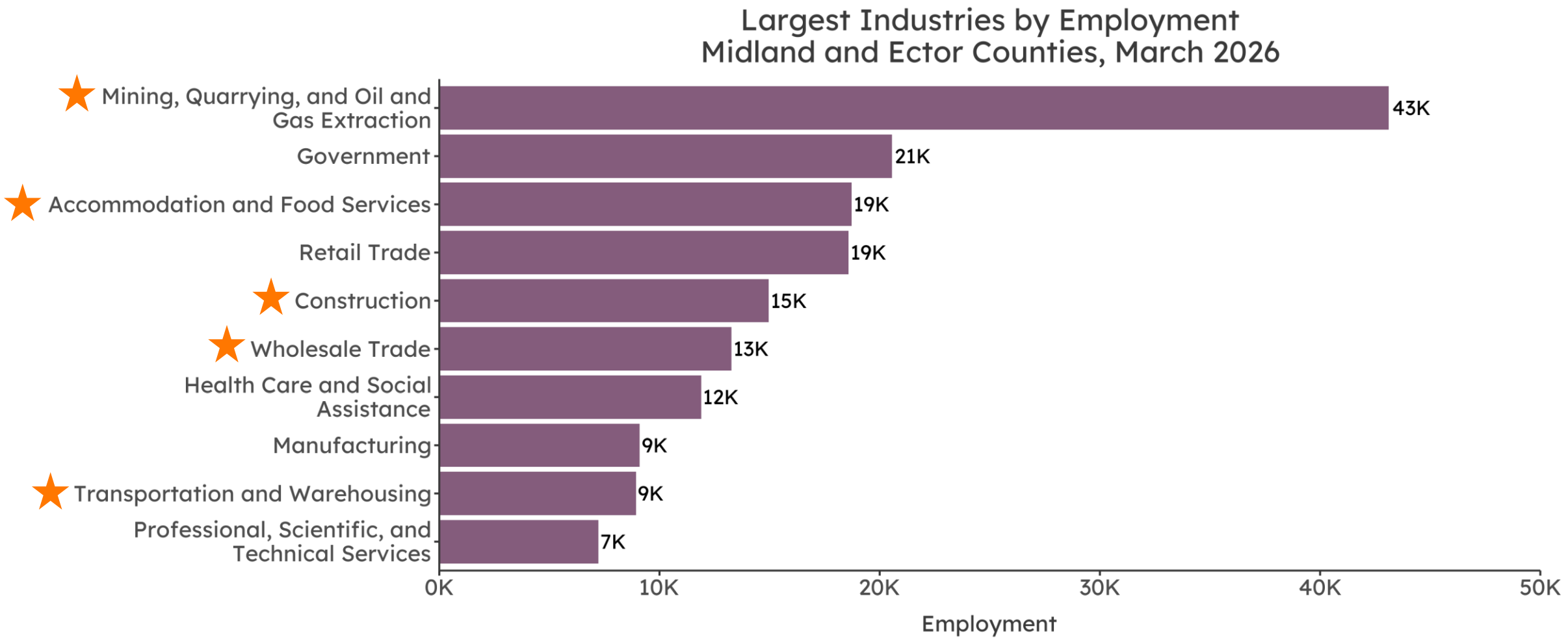
Source: Lightcast

Compared to the State, Midland-Odessa Has a Higher Rate of 'High School or Less' Education



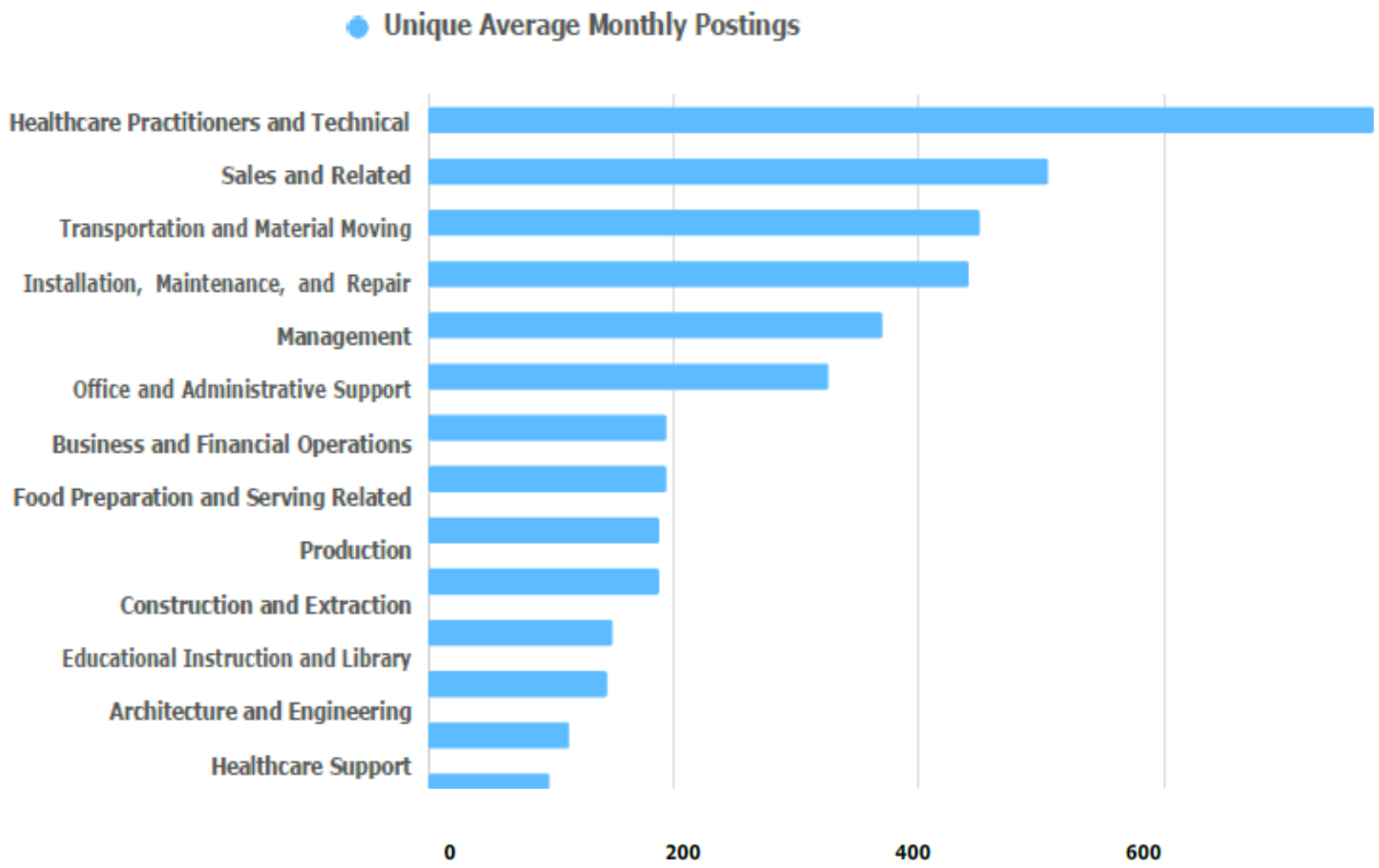
Note: Working age is defined here as 25-64. ACS estimates are based on survey samples and subject to sampling variability.
Source: E3 Alliance analysis of ACS PUMS data from U.S. Census Bureau

10 Largest Industries



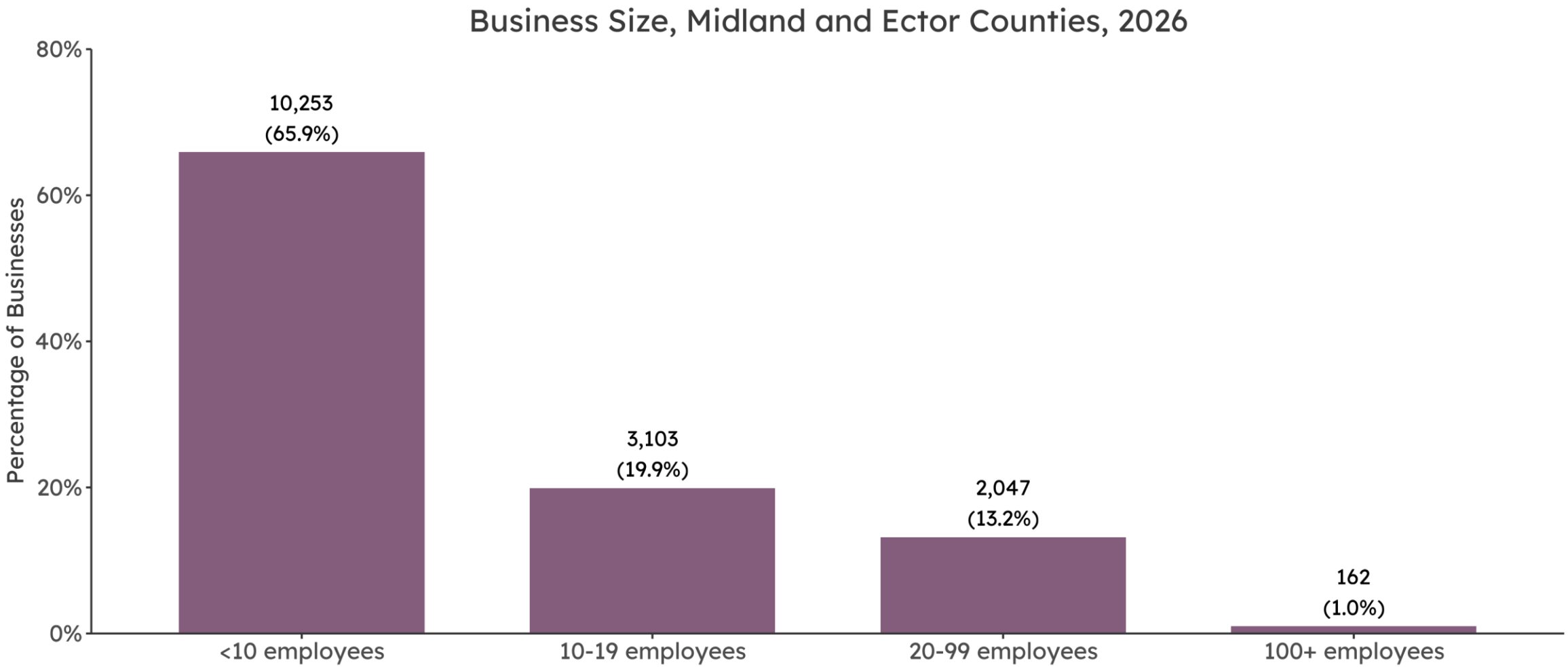
★ High-growth industry (>2,000 jobs added, 2020-2025)
Source: E3 Alliance analysis of Quarterly Census of Employment and Wages (QCEW) data from Bureau of Labor Statistics and jobs growth projections from Lightcast

Most Job Postings Are For Healthcare Practitioners



Source: Lightcast

Nearly Two-Thirds of Businesses in the Region Employ Fewer Than 10 Workers



Source: Lightcast

Understanding Cost of Living with ALICE

Asset **L**imited, **I**ncome **C**onstrained, **E**mployed

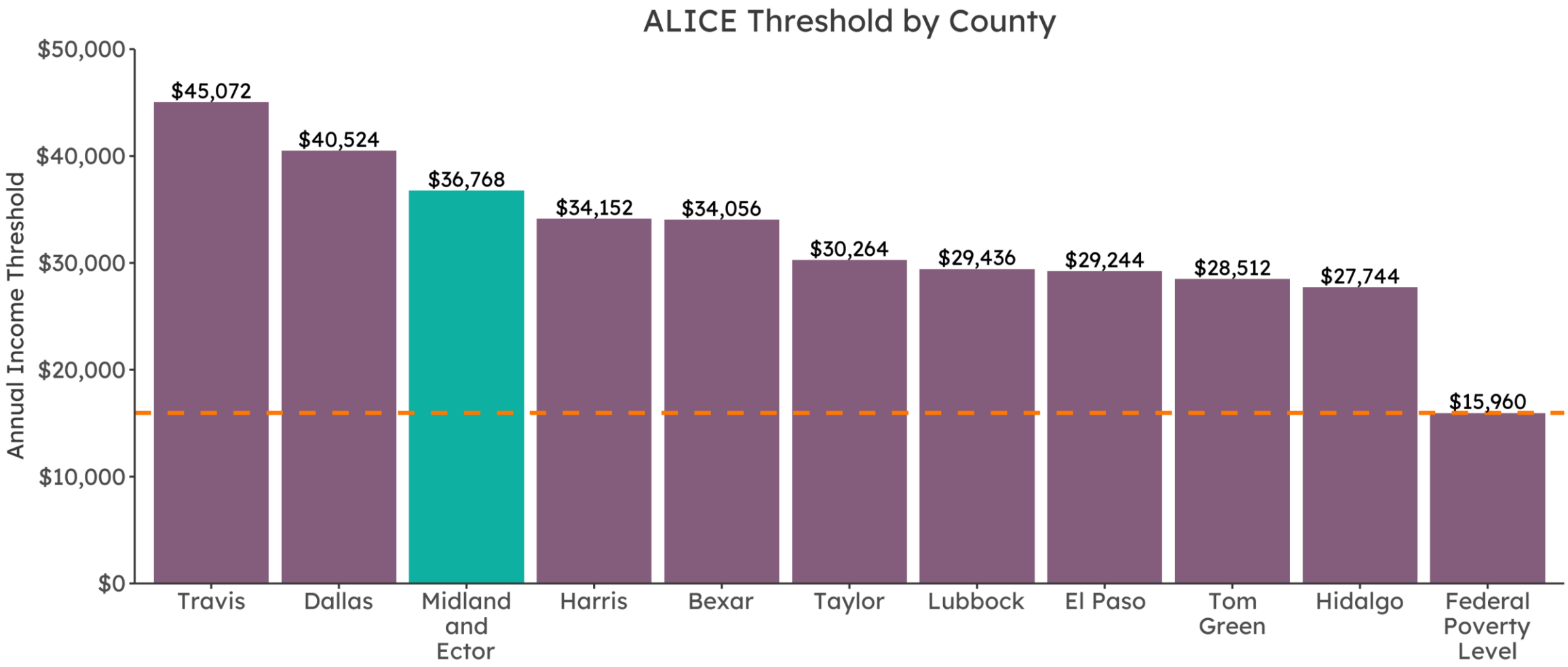
- Framework developed by United Way

Working and above Federal Poverty Level (FPL) … but no savings or home ownership and unable to meet basic needs

“Household Survival Budget” is the minimum cost to live and work:

- Housing, childcare, food, transportation, health care, and technology, plus taxes and a 10% miscellaneous category

In Midland-Odessa, An Individual Must Earn ~$37K to Cover a Survival Budget



Source: United for ALICE Budget and Income Status Tool

Recap

Population growth in Midland-Odessa is aligned to job growth.

Job growth is outpacing population growth. This suggests an opportunity for talent development (credential attainment, upskilling/reskilling, etc.).

Educational attainment for Midland-Odessa is lower than the state average.

17% of working-age adults have a bachelor's degree, compared to 22% in Texas (and 33% in Austin).

Healthcare is a major hiring pain point.

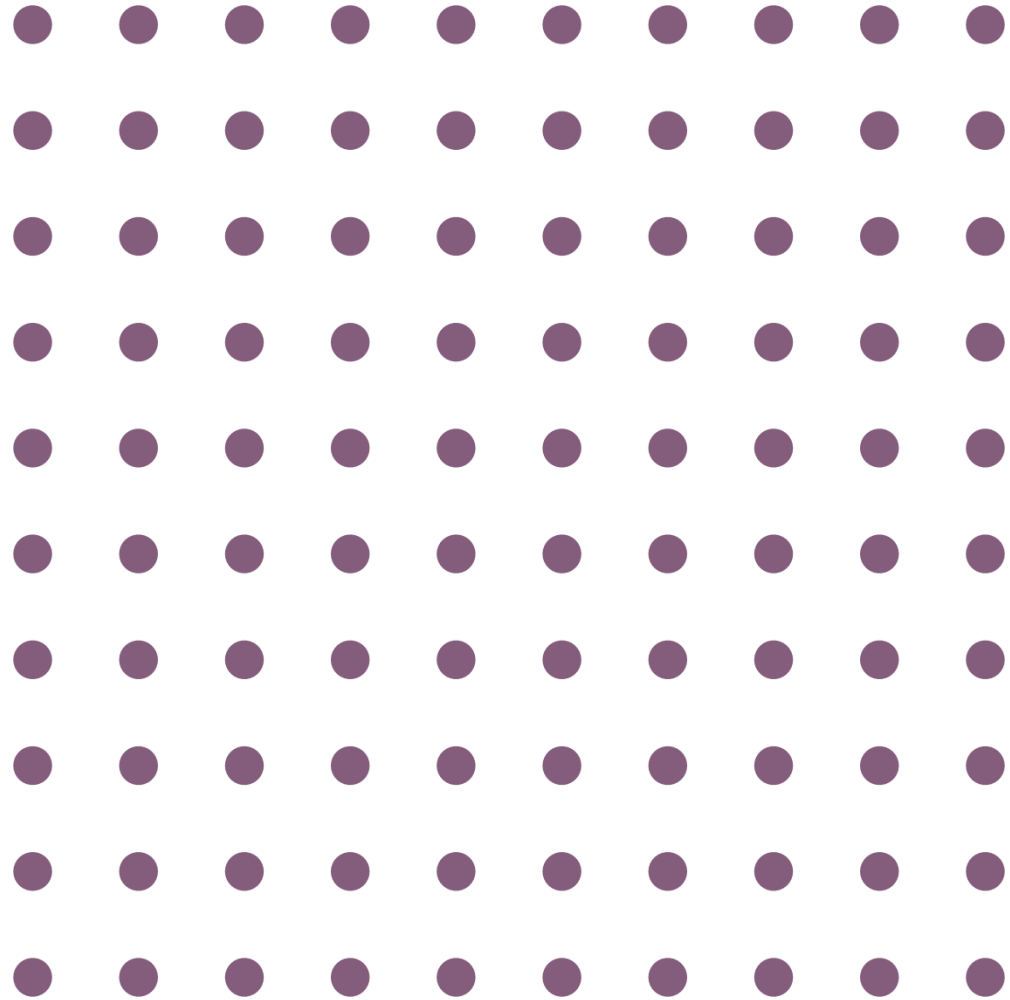
Healthcare practitioner occupations are by far the most posted in Midland-Odessa, despite healthcare not being the biggest or fastest-growing industry.

The cost of living is lower than larger, more metropolitan areas in Texas.

Midland-Odessa's cost of living is higher than other large West Texas counties, according to ALICE.

Source: E3 Alliance analysis of ACS PUMS data from U.S. Census Bureau, labor market intelligence data from Lightcast, and United for ALICE Budget and Income Status Tool

Regional Opportunity: Upskilling and Reskilling

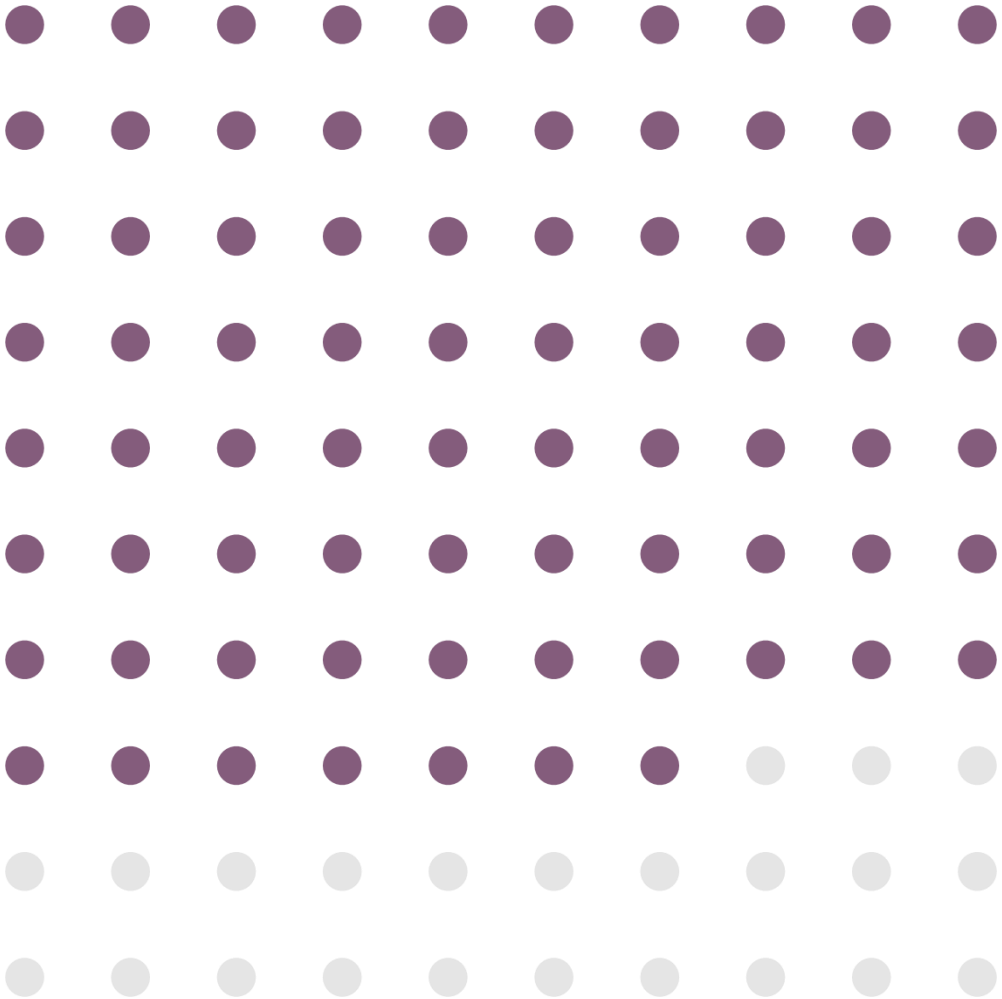


Working-Age Adults (25-64)

100%

n = 171,288

Source: E3 Alliance analysis of 2024 ACS PUMS data from U.S. Census Bureau

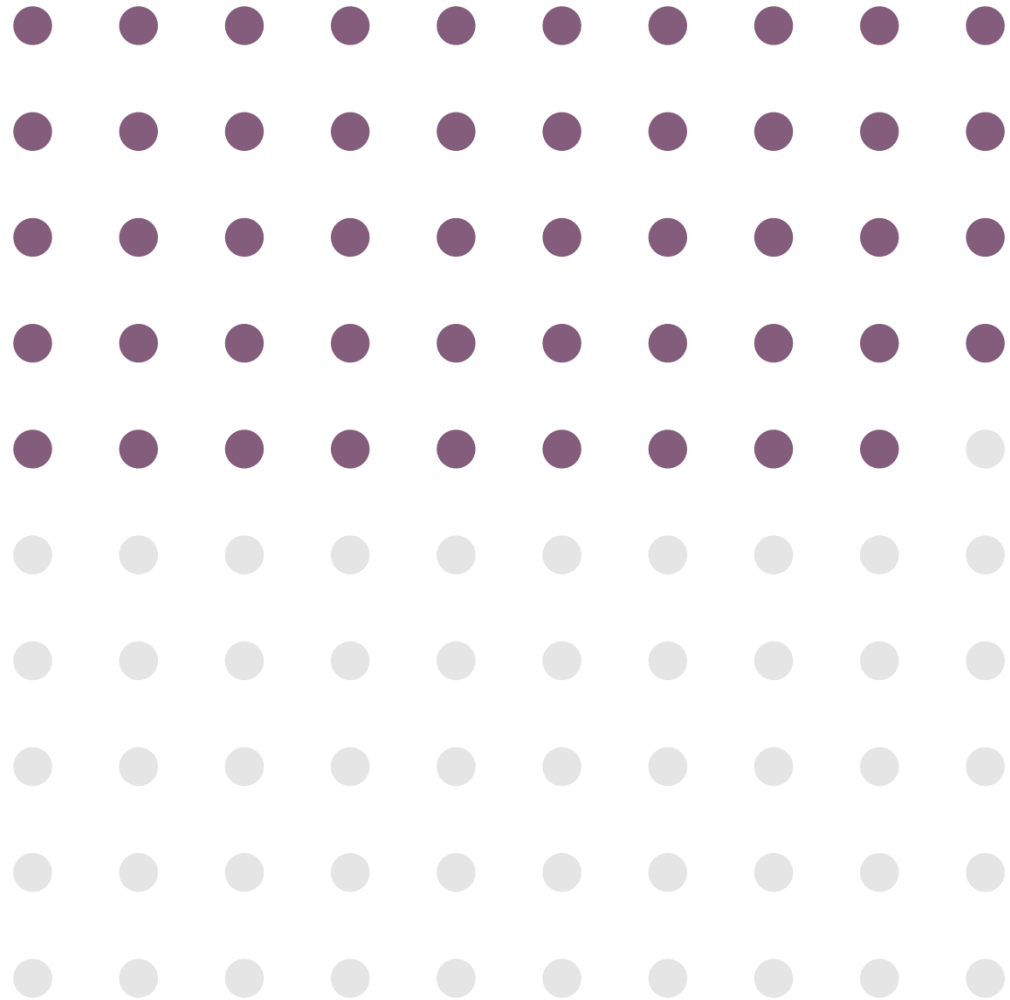


Working-Age Adults (25-64) Employed

77%

n = 131,422

Source: E3 Alliance analysis of 2024 ACS PUMS data from U.S. Census Bureau



Working-Age Adults (25-64)
Employed
HS or Less / Some College
49%
n = 84,446

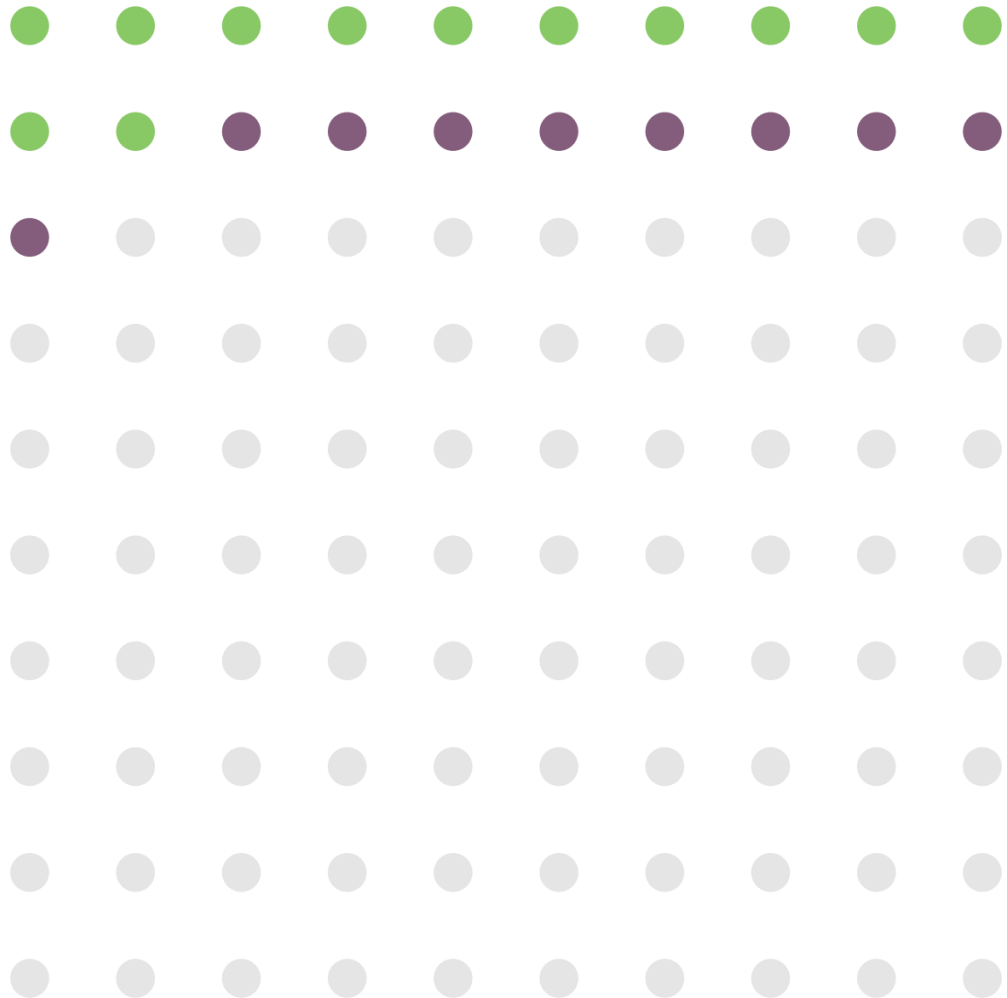
Source: E3 Alliance analysis of 2024 ACS PUMS data from U.S. Census Bureau

“Opportunity Population”

Working-Age Adults (25-64)
Employed
HS or Less / Some College
Below ALICE
21%
n = 36,521

Note: The ALICE threshold for an individual in Midland and Ector Counties is $36,768.
Source: E3 Alliance analysis of 2024 ACS PUMS data from U.S. Census Bureau

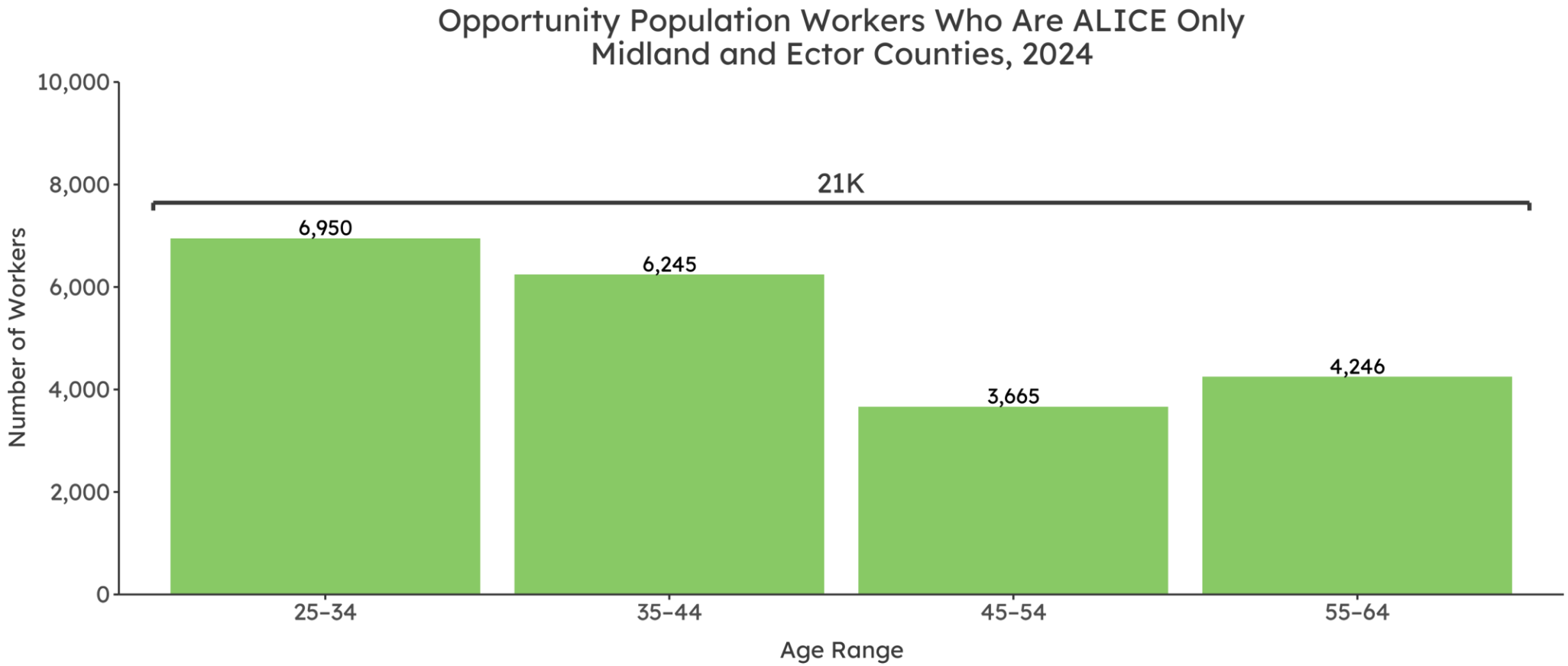
Opportunity Within the Opportunity



Working-Age Adults (25-64)
Employed
HS or Less / Some College
Below ALICE and Above FPL
12%
n = 21,106

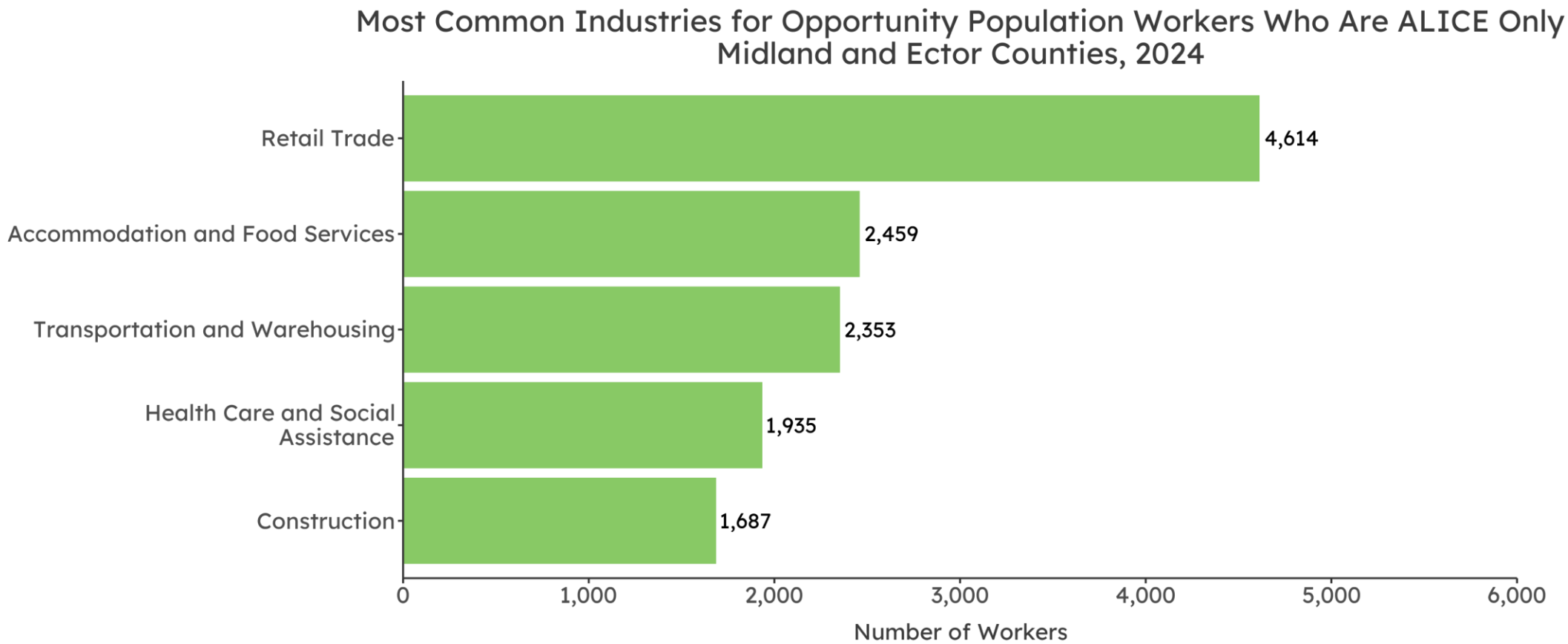
Note: The 2026 federal poverty level (FPL) for an individual is $15,960. The ALICE threshold for an individual in Midland and Ector Counties is $36,768.
Source: E3 Alliance analysis of 2024 ACS PUMS data from U.S. Census Bureau

21,000 Employed Adults Represent a Promising Reskilling/Upskilling Opportunity



Note: ACS estimates are based on survey samples and subject to sampling variability.
Source: E3 Alliance analysis of ACS PUMS data from U.S. Census Bureau

Many Of These Workers Are in Retail Trade



Note: ACS estimates are based on survey samples and subject to sampling variability.
Source: E3 Alliance analysis of ACS PUMS data from U.S. Census Bureau

Regional Bright Spot: Dual Credit

POLICY BRIEF

No. 1 | Spring, 2026

The Uneven Promise of Readiness: Which College and Career Readiness Indicators Actually Predict Success After High School?

Jacob Kirksey, *Texas Tech University*
Jennifer Freeman, *Texas Tech University*
Wesley Edwards, *University of North Texas*
Brian Holzman, *Texas A&M University*
Han Bum Lee, *University of Texas-San Antonio*

Overview

Texas uses the College, Career, and Military Readiness (CCMR) framework to assess whether high school students are prepared for life after graduation, and these measures are directly tied to school accountability and district funding. Although students can meet CCMR in many ways, the state accountability system assigns equal weight to all CCMR indicators, implicitly treating them as equally predictive of students' postsecondary success. We examined statewide data for nearly 1 million Texas high school students across eight graduating cohorts from 2015-16 to 2022-23. By linking K–12 records to postsecondary enrollment, attainment, and workforce data, we show that some CCMR indicators link to meaningful postsecondary and workforce trajectories, while others provide a false signal of readiness that does not translate into postsecondary success.



POLICY BRIEF

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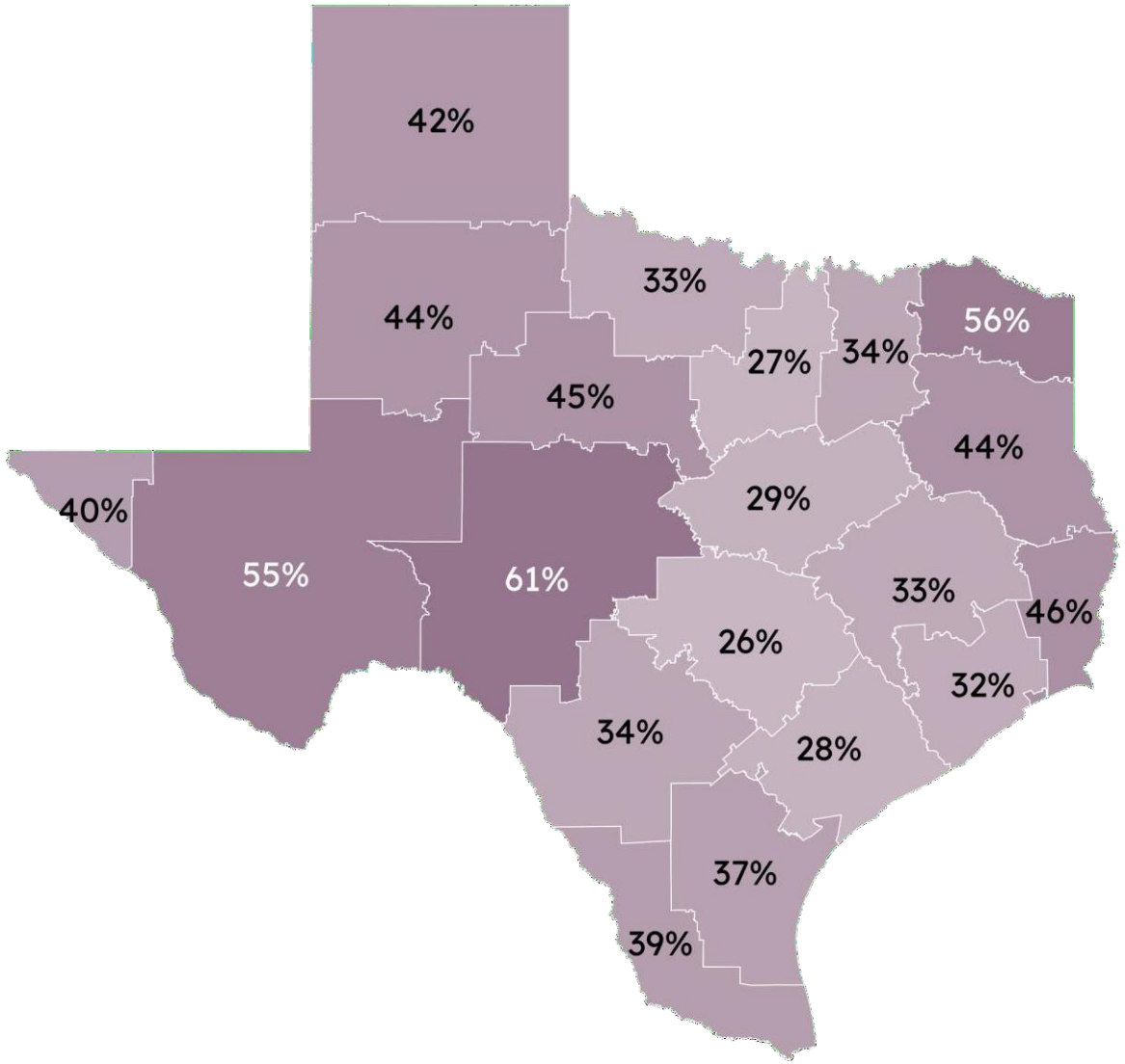
Jacob Kirksey, *Texas Tech University*
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Overview

Texas uses the College, Care
high school students are pre
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from 2015-16 to 2022-23. B
and workforce data, we sho
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translate into postsecondary

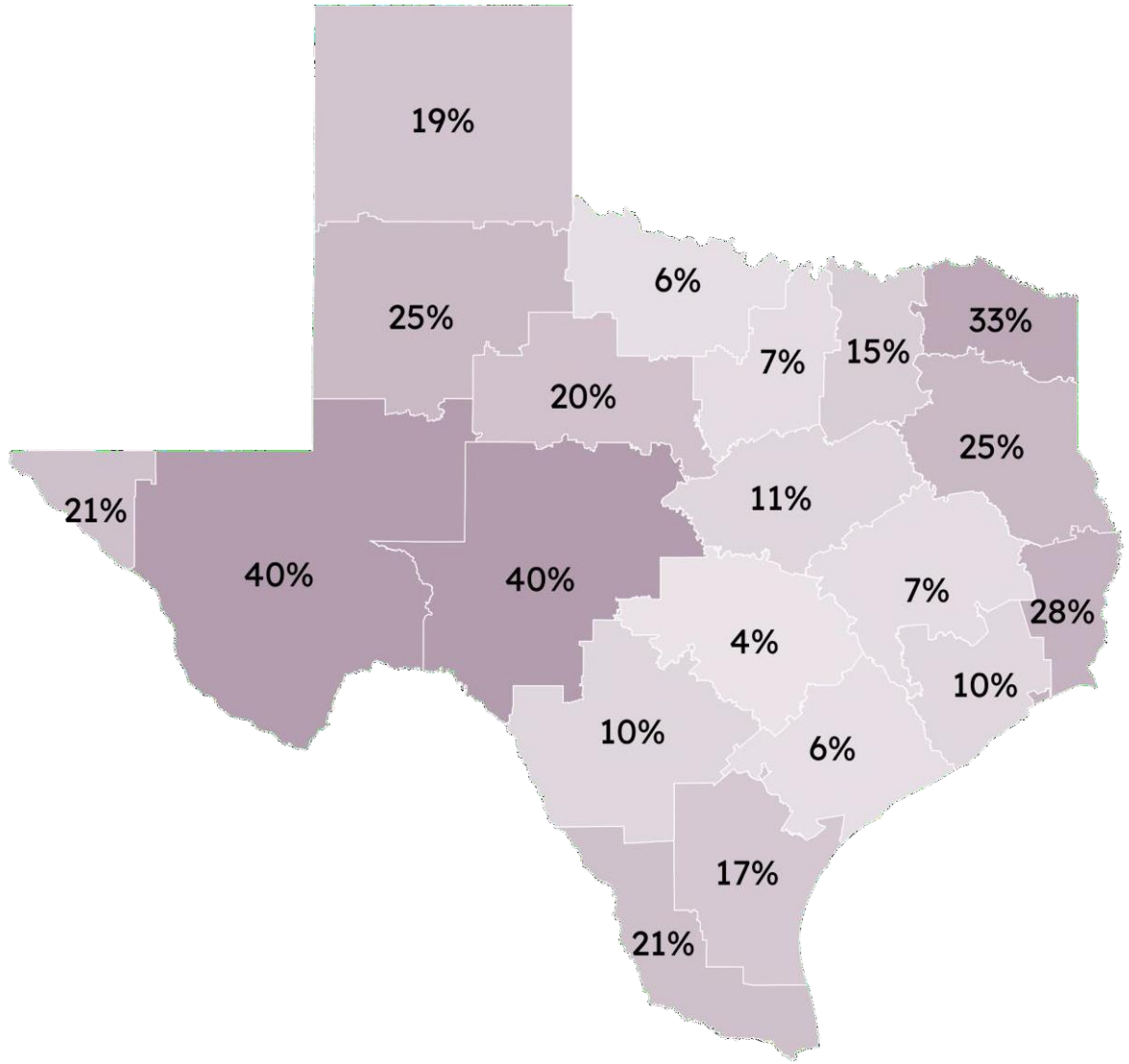
"At the end of the day, the current CCMR framework incentivizes districts to prioritize indicators that increase accountability points rather than those that maximize student opportunity. **And students follow the pathways that districts signal as valuable through their course offerings** and advising practices."

High School Seniors Who Completed 1+ Dual Credit Course While in High School, by ESC Region, 2025



Source: E3 Analysis of Texas Education Agency data at the UT Austin Education Research Center

High School Seniors Who Completed 1+ Dual Credit CTE Course While in High School, by ESC Region, 2025



Source: E3 Analysis of Texas Education Agency data at the UT Austin Education Research Center

Thank you.

Kyle Seipp
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kseipp@e3alliance.org

Follow us on:

E3 Alliance℠

REGION 18
education service center

supporting you. enriching them.

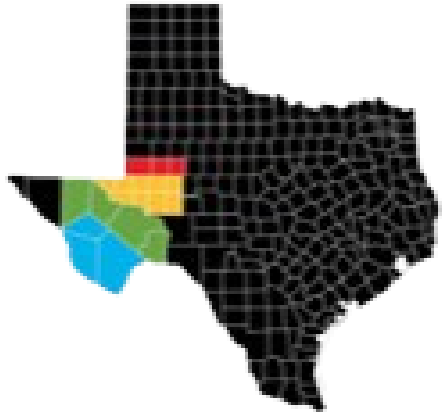
Career & Technical Education Overview

Shannon McQueen

Who We Are

OUR FUNCTIONS

- Act as a liaison for the Texas Education Agency to support educational objectives and initiatives.
- Offer direct assistance to campuses with unacceptable performance ratings.
- Train, assist, and provide instructional resources to educators in core subject areas through direct student support, databases, lesson-planning networks, and customized professional development.
- Train and assist administrators, board members, and site-based committee members to enhance district and campus leadership and accountability.
- Provide guidance in complying with all applicable federal and state laws and regulations.
- Support student and financial software — including data collection, retention, and submissions.
- Facilitate technology and web-based services: high-speed internet, email, data retention and security, installation, training, and support.
- Help districts build a culture of safety while preparing for emergency management and counseling.



OUR REGION

37,563 square miles

19 counties

33 school districts

7 charter schools

5 higher-ed institutes

6,300+ educators

110,000+ students

CTE Programs of Study

14

Career Clusters

64

Statewide Programs

Core Components:

Coherent Course Sequences

- Clear, structured academic and technical pathways

Industry-Based Certifications

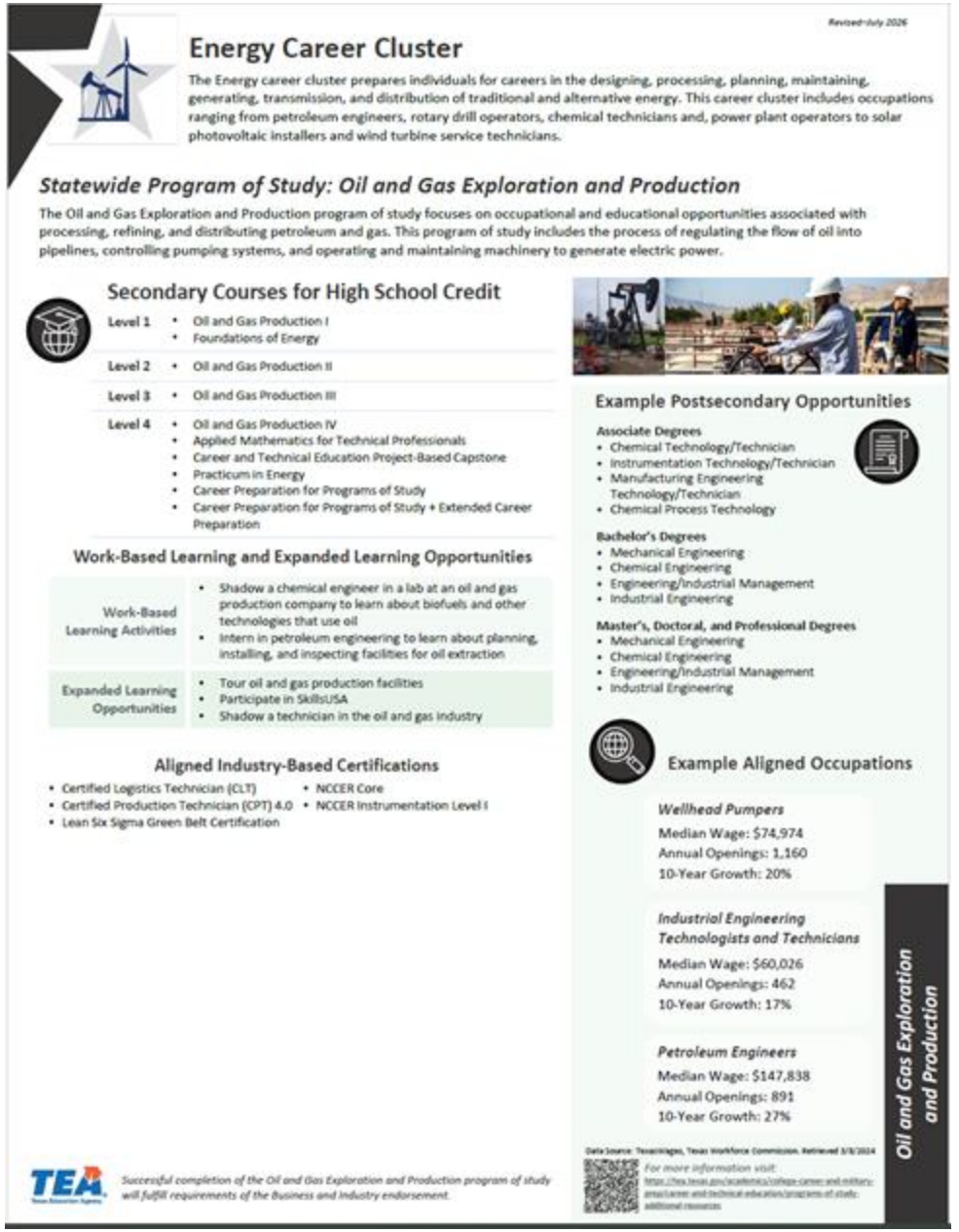
- Valued credentials aligned with Texas workforce needs

Work-Based Learning Opportunities

- Real-world practical experience and industry exposure

Student Career Outcome Target

Ensuring students are fully prepared for **high-wage**, **in-demand**, and **high-skill** careers in Texas.



Revised July 2026

Energy Career Cluster

The Energy career cluster prepares individuals for careers in the designing, processing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy. This career cluster includes occupations ranging from petroleum engineers, rotary drill operators, chemical technicians and, power plant operators to solar photovoltaic installers and wind turbine service technicians.

Statewide Program of Study: Oil and Gas Exploration and Production

The Oil and Gas Exploration and Production program of study focuses on occupational and educational opportunities associated with processing, refining, and distributing petroleum and gas. This program of study includes the process of regulating the flow of oil into pipelines, controlling pumping systems, and operating and maintaining machinery to generate electric power.

Secondary Courses for High School Credit

Level 1	• Oil and Gas Production I • Foundations of Energy
Level 2	• Oil and Gas Production II
Level 3	• Oil and Gas Production III
Level 4	• Oil and Gas Production IV • Applied Mathematics for Technical Professionals • Career and Technical Education Project-Based Capstone • Practicum in Energy • Career Preparation for Programs of Study • Career Preparation for Programs of Study + Extended Career Preparation

Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	• Shadow a chemical engineer in a lab at an oil and gas production company to learn about biofuels and other technologies that use oil • Intern in petroleum engineering to learn about planning, installing, and inspecting facilities for oil extraction
Expanded Learning Opportunities	• Tour oil and gas production facilities • Participate in SkillsUSA • Shadow a technician in the oil and gas industry

Aligned Industry-Based Certifications

- Certified Logistics Technician (CLT)
- Certified Production Technician (CPT) 4.0
- Lean Six Sigma Green Belt Certification
- NCCER Core
- NCCER Instrumentation Level I

Example Postsecondary Opportunities

Associate Degrees
- Chemical Technology/Technician
- Instrumentation Technology/Technician
- Manufacturing Engineering Technology/Technician
- Chemical Process Technology

Bachelor's Degrees
- Mechanical Engineering
- Chemical Engineering
- Engineering/Industrial Management
- Industrial Engineering

Master's, Doctoral, and Professional Degrees
- Mechanical Engineering
- Chemical Engineering
- Engineering/Industrial Management
- Industrial Engineering

Example Aligned Occupations

Wellhead Pumpers
Median Wage: $74,974
Annual Openings: 1,160
10-Year Growth: 20%

Industrial Engineering Technologists and Technicians
Median Wage: $60,026
Annual Openings: 462
10-Year Growth: 17%

Petroleum Engineers
Median Wage: $147,838
Annual Openings: 891
10-Year Growth: 27%

Data Source: Texasinfogov, Texas Workforce Commission. Retrieved 3/3/2026

For more information visit:

Successful completion of the Oil and Gas Exploration and Production program of study will fulfill requirements of the Business and Industry endorsement.

Oil and Gas Exploration and Production

REGION 18
education service center
supporting you. enriching them.

CAREER CLUSTERS

Region 18 Programs of Study | Grade 9–12

ALL 14 CLUSTERS • RANKED BY REPORTED COMPLETERS

1 Health Science

Completers	Concentrators
2,442	7,025

5 Programs of Study

2 Business, Marketing, and Finance

Completers	Concentrators
595	7,008

5 Programs of Study
1 completer value(s) unreported

3 Agriculture, Food, and Natural Resources

Completers	Concentrators
498	3,435

6 Programs of Study

4 Engineering

Completers	Concentrators
464	2,373

5 Programs of Study

5 Manufacturing

Completers	Concentrators
403	1,574

4 Programs of Study

6 Human Services

Completers	Concentrators
280	1,877

3 Programs of Study

7 Arts, Audio/Visual Technology, and Communications

Completers	Concentrators
226	1,669

3 Programs of Study

8 Transportation, Distribution, and Logistics

Completers	Concentrators
191	502

5 Programs of Study
3 completer value(s) unreported

9 Law and Public Service

Completers	Concentrators
159	859

4 Programs of Study
1 completer value(s) unreported

10 Information Technology

Completers	Concentrators
158	1,851

5 Programs of Study
1 completer value(s) unreported

11 Hospitality and Tourism

Completers	Concentrators
157	1,777

3 Programs of Study
1 completer value(s) unreported

12 Architecture and Construction

Completers	Concentrators
94	688

7 Programs of Study
3 completer value(s) unreported

13 Education and Training

Completers	Concentrators
81	1,100

2 Programs of Study

14 Energy

Completers	Concentrators
49	284

3 Programs of Study
1 completer value(s) unreported; 1 concentrator value(s) unreported

Concentrator: completed two or more courses in a single Program of Study

Completer: Completed three or more courses for four or more credits including one advanced course.

PERMIAN BASIN WORKFORCE DEMAND

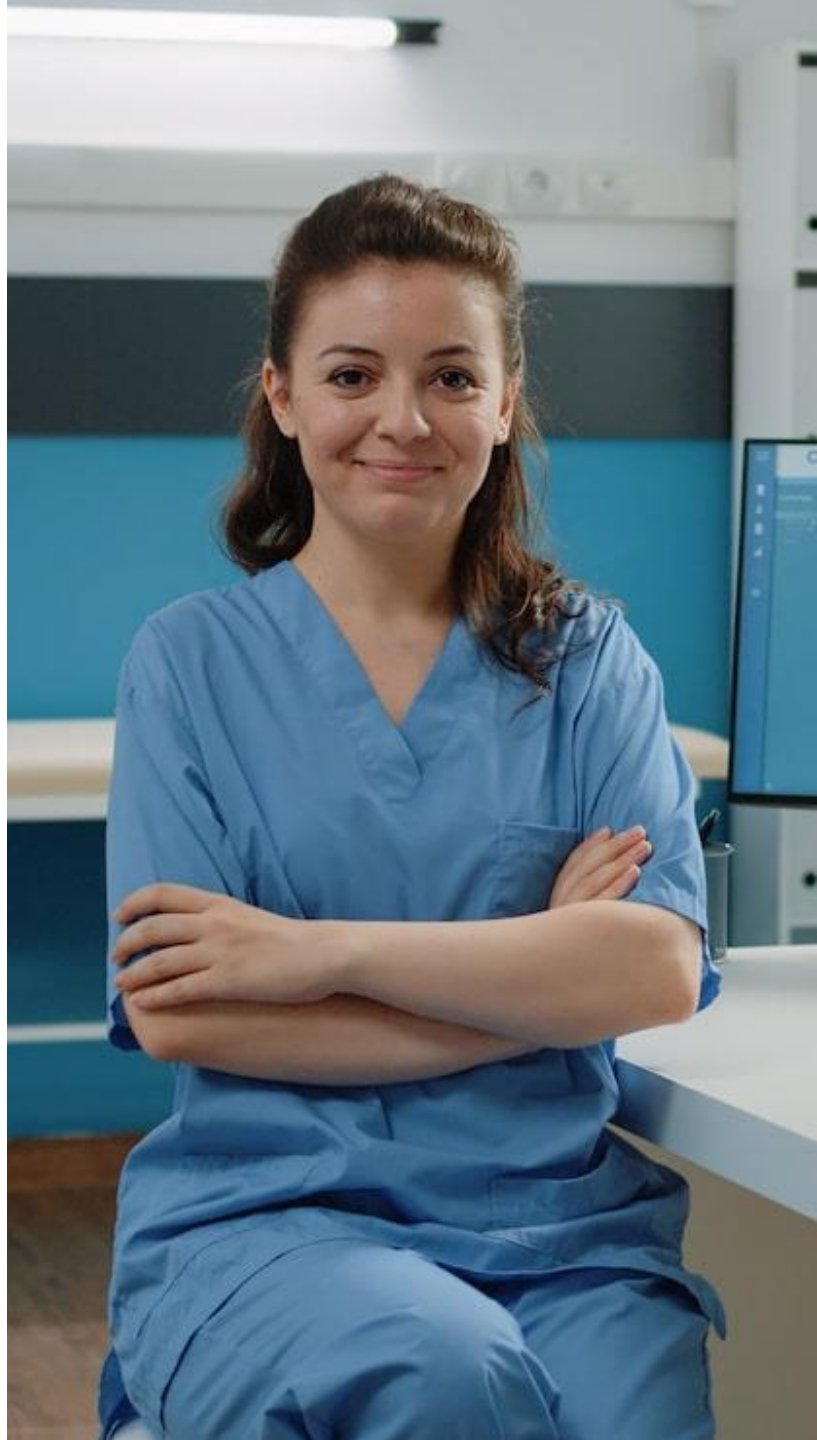
Top and Mid-Range programs Steadily increasing

Region 18's workforce data highlights four career clusters in which occupations are classified as High Wage or High Growth. Many of the occupations are not represented in the data, as they are entry-level positions to work up from.

HOSPITALITY & TOURISM	INFORMATION TECHNOLOGY	EDUCATION & TRAINING	HEALTH SCIENCE
157	158	81	2442
CTE Completers	CTE Completers	CTE Completers	CTE Completers
1,020 openings	**203** openings	**7** openings	**273** openings

Our opportunity: Collaborate with students to establish a timeline for transitioning into professional employment opportunities.

Together, we can prepare more students with the skills and credentials the Permian Basin workforce needs.



CAREER CLUSTER

HOSPITALITY & TOURISM

157
CTE Completers

1,777
CTE Concentrators

1,020
Projected annual openings (High Wage/High Need)

Seven occupations in the WDA Hospitality sheet meet both high-wage and high-need benchmarks.

The Gap:

- Strengthen progression to completion and align the Culinary Arts, Lodging and Resort Management, and Travel, Tourism, and Attractions pathways with regional occupations and relevant credentials.
- Develop industry partnerships to increase participation in Work-Based Learning experiences.

Qualifying occupations & Projected annual openings

Qualifying occupations	Projected annual openings
Market Research Analysts and Marketing Specialists	**52**
Marketing Managers	**26**
General and Operations Managers	**816**
Administrative Services Managers	**52**
Lodging Managers	**22**
Food Service Managers	**43**
Chefs and Head Cooks	**9**



CAREER CLUSTER

INFORMATION TECHNOLOGY

158

CTE Completers

1,851

CTE Concentrators

203

Projected annual openings (High Wage/High Need)

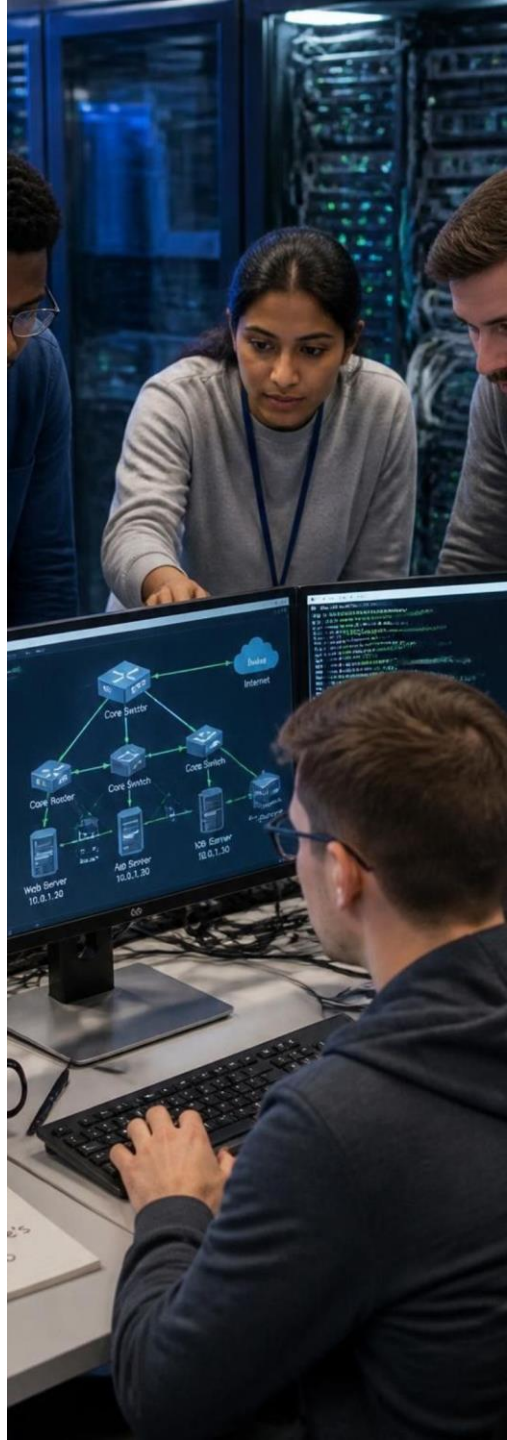
Eight occupations in the WDA Information Technology sheet meet both high-wage and high-need benchmarks.

The Gap:

- Strengthen progression to completion and align cybersecurity, software, networking, and IT support pathways with qualifying regional occupations and relevant certifications.
- Partner with local businesses and industry partners to develop Work-Based Learning initiatives.

Qualifying Occupations & Projected Annual

Qualifying occupations	Projected annual openings
Information Security Analysts	**8**
Software Developers	**40**
Computer Occupations, All Other	**21**
Computer and Information Systems Managers	**23**
Computer Network Support Specialists	**15**
Network and Computer Systems Administrators	**41**
Database Administrators	**9**
Computer User Support Specialists	**46**



CAREER CLUSTER

EDUCATION & TRAINING

81

CTE Completers

1,100

CTE Concentrators

7

Projected annual openings (High Wage/High Need)

Only one occupation in the WDA Education & Training sheet is classified as High Wage / High Need.

The Gap:

- The career cluster reports 81 completers and 1,100 concentrators, but the WDA workbook identifies only 7 annual openings in occupations meeting both high-wage and high-need benchmarks.

- Review how local education and training programs align with the specific qualifying occupation; do not treat this single occupation as the full employment demand for education careers.

QUALIFYING OCCUPATION

Qualifying Occupation & Annual openings

Qualifying occupation	Annual openings
Education Administrators, All Other	7
Teachers (All Subjects)	**709**



CAREER CLUSTER

HEALTH SCIENCE

2,442
CTE Completers

7,025
CTE Concentrators

273
Projected annual openings (High Wage/High Need)

There are 888 openings for nursing assistants, Medical Assistants, LVNs, and Registered Nurses.

The Gap:

- Align Programs of Study and credentials to the specific high-wage, high-need occupations.
- Strengthen clinical learning and employer partnerships that connect students to careers.
- Review progression from concentrator to completer and access to postsecondary pathways.

Qualifying Health Science Occupations

Occupation	Openings
Nurse Practitioners	22
Medical and Health Services Managers	67
Physician Assistants	11
Diagnostic Medical Sonographers	11
Respiratory Therapists	11
Physical Therapist Assistants	18
Dental Hygienists	7

Occupation	Openings
Dentists, General	5
Coaches and Scouts	35
Radiologic Technologists and Technicians	26
Life, Physical, and Social Science Technicians, All Other	14
Nursing Instructors and Teachers, Postsecondary	30
Health Specialties Teachers, Postsecondary	16



PERMIAN BASIN WORKFORCE DEMAND

CLOSING THE GAP BETWEEN CTE AND WORKFORCE DEMAND

Region 18's workforce data highlights four career clusters in which occupations classified as High Wage/High Need for growth and wages offer significant projected employment opportunities.

MANUFACTURING

403

CTE Completers

2,314 openings

LOGISTICS

191

CTE Completers

3,405 openings

CONSTRUCTION

94

CTE Completers

2,325 openings

ENERGY

49

CTE Completers

3,729 openings

Our opportunity: Expand access to high-demand Programs of Study, improve student completion, strengthen industry-based certification attainment, and build meaningful partnerships with employers.

Together, we can prepare more students with the skills and credentials the Permian Basin workforce needs.



CAREER CLUSTER

MANUFACTURING

403

CTE Completers

1,574

CTE Concentrators

2,314

Projected Annual Openings

Manufacturing has more reported completers than Energy and Architecture and Construction, but projected demand remains substantial.

The Gap:

- Strengthen Welding, Industrial Maintenance, Robotics and Automation Technology, and Manufacturing Technology pathways.
- Review whether students have access to the equipment, technical coursework, and industry-based certifications that employers value. Continue to build partnerships with business and industry.

REGIONAL DEMAND OCCUPATIONS

Leading Occupations & Annual Openings

Leading occupations	Annual openings
Electricians	**443**
Industrial Machinery Mechanics	**392**
Welders, Cutters, Solderers, and Brazers	**396**
Construction Managers	**190**
Machinists	**159**
First-Line Supervisors of Production and Operating Workers	**155**



CAREER CLUSTER

TRANSPORTATION, DISTRIBUTION & LOGISTICS

191

CTE Completers

502

CTE Concentrators

3,405

Projected Annual Openings

The largest demand driver in this cluster is heavy and tractor-trailer truck drivers, followed by construction equipment operators and diesel-related occupations.

REGIONAL DEMAND OCCUPATIONS

Leading Occupations & Annual Openings

Leading occupations	Annual openings
Heavy and Tractor-Trailer Truck Drivers	**2,087**
Operating Engineers and Other Construction Equipment Operators	**381**
Bus and Truck Mechanics and Diesel Engine Specialists	**203**
Mobile Heavy Equipment Mechanics	**135**
Buyers and Purchasing Agents	**116**

Potential gap:

- Review access to commercial driver training, diesel and heavy equipment programs, and industry-based certifications.
- Partnerships with transportation and logistics employers could help students gain relevant skills and work experience.



CAREER CLUSTER

ARCHITECTURE & CONSTRUCTION

94

CTE Completers

688

CTE Concentrators

2,325

Projected Annual Openings

This cluster has the second-lowest number of completers among the four clusters. Skilled trades and construction supervision account for much of the projected demand.

The Gap:

- Evaluate whether districts offer sufficient opportunities in electrical, plumbing, carpentry, HVAC, and construction-related Programs of Study**.**
- **Industry partnerships could support hands-on learning, credentials, equipment, and career exposure.**

REGIONAL DEMAND OCCUPATIONS

Leading Occupations & Annual Openings

Leading occupations	Annual openings
First-Line Supervisors of Construction Trades and Extraction Workers	**722**
Electricians	**443**
Plumbers, Pipefitters, and Steamfitters	**203**
Project Management Specialists	**192**
Construction Managers	**190**
Carpenters	**149**



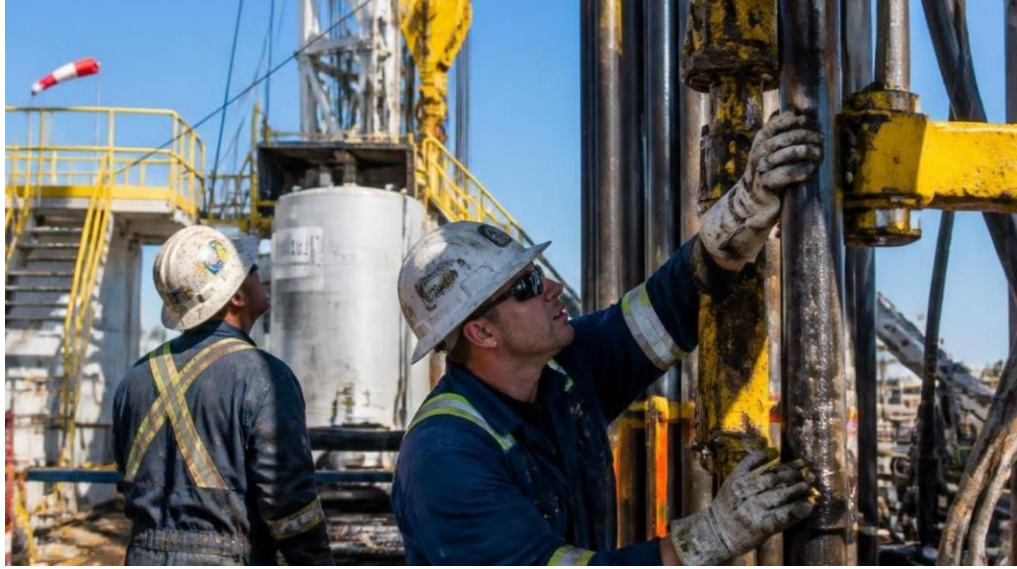
CAREER CLUSTER

ENERGY

49
CTE Completers

284
CTE Concentrators

3,729
Projected Annual Openings



REGIONAL DEMAND OCCUPATIONS

Leading Occupations & Annual Openings

Leading occupations	Annual openings
Service Unit Operators, Oil and Gas	**1,125**
First-Line Supervisors of Construction Trades and Extraction Workers	**722**
Electricians	**443**
Petroleum Engineers	**184**
Rotary Drill Operators, Oil and Gas	**178**

Energy has the lowest number of reported completers among the four clusters, despite substantial projected demand in occupations meeting both benchmarks.

Potential gap:

- Strengthen the pipeline into oil and gas operations, electrical occupations, and energy-related technical careers
- Barriers to program access and completion
- Qualified teacher availability
- Employer-supported training

Growing Our Own Energy Workforce in the Permian Basin

Region 18 ESC is helping build a strong Energy pathway to prepare local students for careers right here in our own backyard.

Through the **three-day Energy Day STEM Institute**, teachers in grades 5–12 from science, math, STEM, and oil and gas explored the energy sector, with a focus on the oil and gas industry.

Teachers participated in hands-on learning at the Petroleum Museum, toured an active oil rig, and engaged in classroom-ready lesson demonstrations led by Region 18 ESC consultants.

The impact: Teachers gained a deeper understanding of our region's workforce needs and practical strategies to connect classroom learning to real-world energy careers—helping us grow our own future workforce.









Region 18 Historical to Current CCMR ratings

2022 (2021 Grads)	2023 (2022 Grads)	2024 (2023 Grads)	2025 (2024 Grads)	2026 (2025 Grads)
62%	**67%**	**81%**	**86%**	**90%**

College and Career Military Readiness Indicators:

College Readiness

- Meet Texas Success Initiative (TSI) criteria in Reading Language Arts (RLA) and Mathematics
- Earn dual course credits
- Earn an associate degree
- Complete an eligible college preparatory course
- Meet qualifying SAT or ACT criteria
- Meet qualifying Advanced Placement (AP), International Baccalaureate (IB), or OnRamps criteria

Career Readiness

- Earn an approved Industry-Based Certification (IBC) and complete an aligned CTE Program of Study, as applicable to the accountability year
- Earn an eligible Level I or Level II certificate from a postsecondary institution
- Graduate with a completed IEP and demonstrate workforce readiness
- Graduate under an advanced diploma plan while identified as a current special education student

Military Readiness

- Meet the qualifying military enlistment indicator

Today's Students. TOMORROW'S WORKFORCE.

OUR STUDENTS ARE MAKING TREMENDOUS STRIDES

in meeting the College and Career Military Readiness (CCMR) indicators.

- College Ready
- Career Ready
- Military Ready

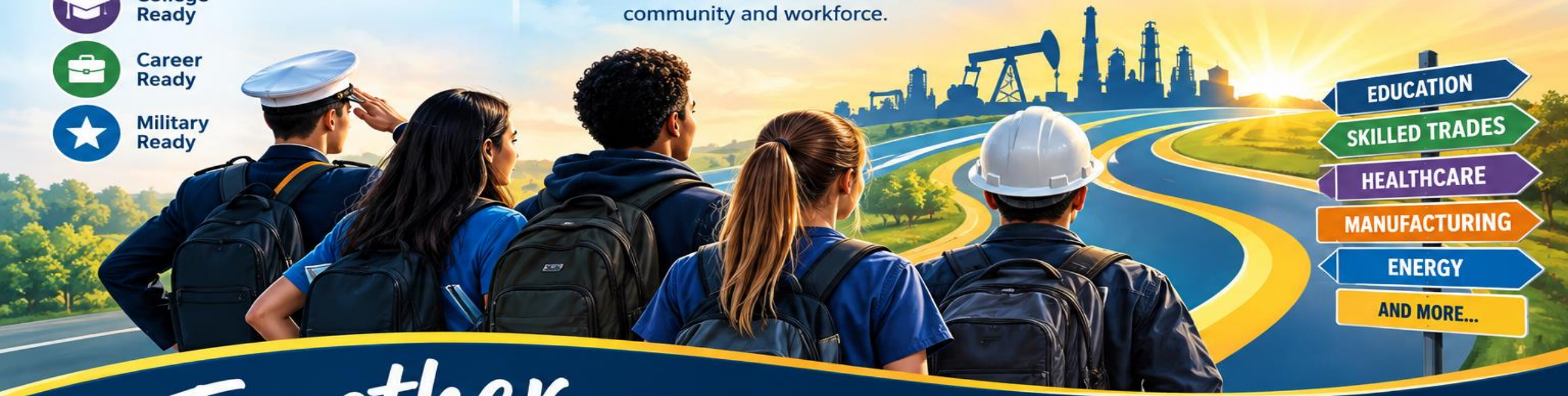
OUR EDUCATION GOALS AND STATE REQUIREMENTS

are becoming more rigorous.

We are building students up to be not only critical thinkers and problem solvers, but also contributing members to their community and workforce.

IT WILL TAKE ALL OF US

working together to help the students become the next generation that will feed our workforce needs.



Together

WE CAN PREPARE, SUPPORT, AND EMPOWER OUR STUDENTS FOR A **STRONGER TOMORROW.**

REGION 18
education service center



supporting you. enriching them.

facebook.com/Region18

www.esc18.net
info@esc18.net

@Region18ESC

Steady State Impact

The “Local” in Labor Market Analyses

Powering the Permian Together

October 29th, 2026

Who We Are: Steady State Impact



Garrett Landry, CEO and Founder of Steady State Impact

Steady State is dedicated to **empowering social sector organizations** to achieve maximum impact through enhanced organizational effectiveness and seamless sector coordination.

We firmly advocate that by pinpointing critical leverage points and addressing **systemic interdependencies**, organizations can optimize their resources and drive meaningful change within their communities.

Our mission is to assist organizations in identifying these leverage points, crafting tailored strategies for organizational effectiveness, and ultimately **delivering measurable and significant outcomes** for their beneficiaries.

Our Impact

K-12 Schools
Over
1.6 million
students
served

NGOs
Over
2.5 million
stakeholders
served

Government
Over
2.6 million
citizens served

Higher Education
Over
61,000
students
served

Philanthropy
Over
$3.5B
in assets
supported

Identifying the Local Labor Market

Labor market analyses exist at the federal, state, regional, and local level.

BLS
BUREAU OF LABOR STATISTICS
U.S. DEPARTMENT OF LABOR

TEXAS
Labor Analysis

Local Labor Market Methodology

In order to create hyper-local recommendations for workforce alignment, our team leverages a set of weighted criteria to identify high-priority jobs that are specific to the region.

Inputs	Weight	Thresholds
Pay	**NA** – *all occupations below living wage excluded prior to weights being applied*	**$24.00** *110% of TX-wide minimum living wage (single adult, no children) of $21.82*
Projected 10-Year Job Growth	**45%**	**10%+** *Slightly below statewide average of 15% to capture occupational therapy data (which has a projected growth rate of 10%)*
Job Count	**30%**	**No threshold**
Supply-Demand Indicator	**25%**	**0.75+** *This ratio compares the **Projected Annual Job Openings against Local Degrees and Awards Conferred (any level)**—by occupation across TX.* *An ideal score is 1+ where a 1 signifies that for every graduate there is 1 job opening. A score >1 indicates that there are more job openings than graduates—a favorable condition for job seekers, etc.* *Note: Occupations without designated award programs (per BLS/NCES) have been excluded from these calculations.*

The Labor Market of the Permian Basin

With over 214,000 jobs and an economy built on energy, the Permian Basin is concentrated, competitive, and hiring, so the courses districts offer today will shape who fills these jobs tomorrow.

214,300

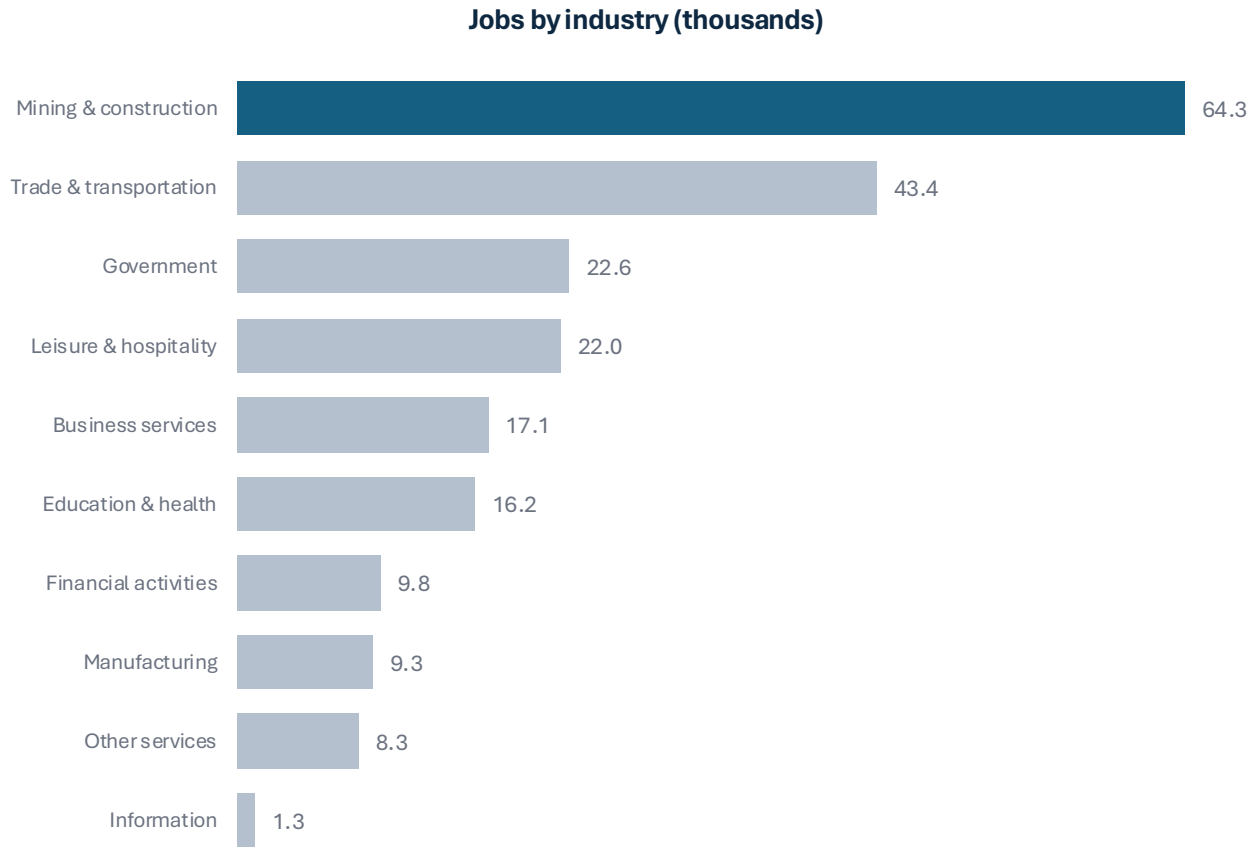
jobs across the Midland and Odessa metros

3 in 10

of jobs are in mining, logging and construction (about 6% nationally)

3.4% | 4.3%

unemployment, Midland | Odessa, Jul 2026



SOURCE: BLS Economy at a Glance, Midland MSA and Odessa MSA (preliminary), BLS Employment Situation, Table B-1,

How a Labor Market Can Inform Local Offerings

As districts consider career pathway offerings, it's important to consider a few key questions:

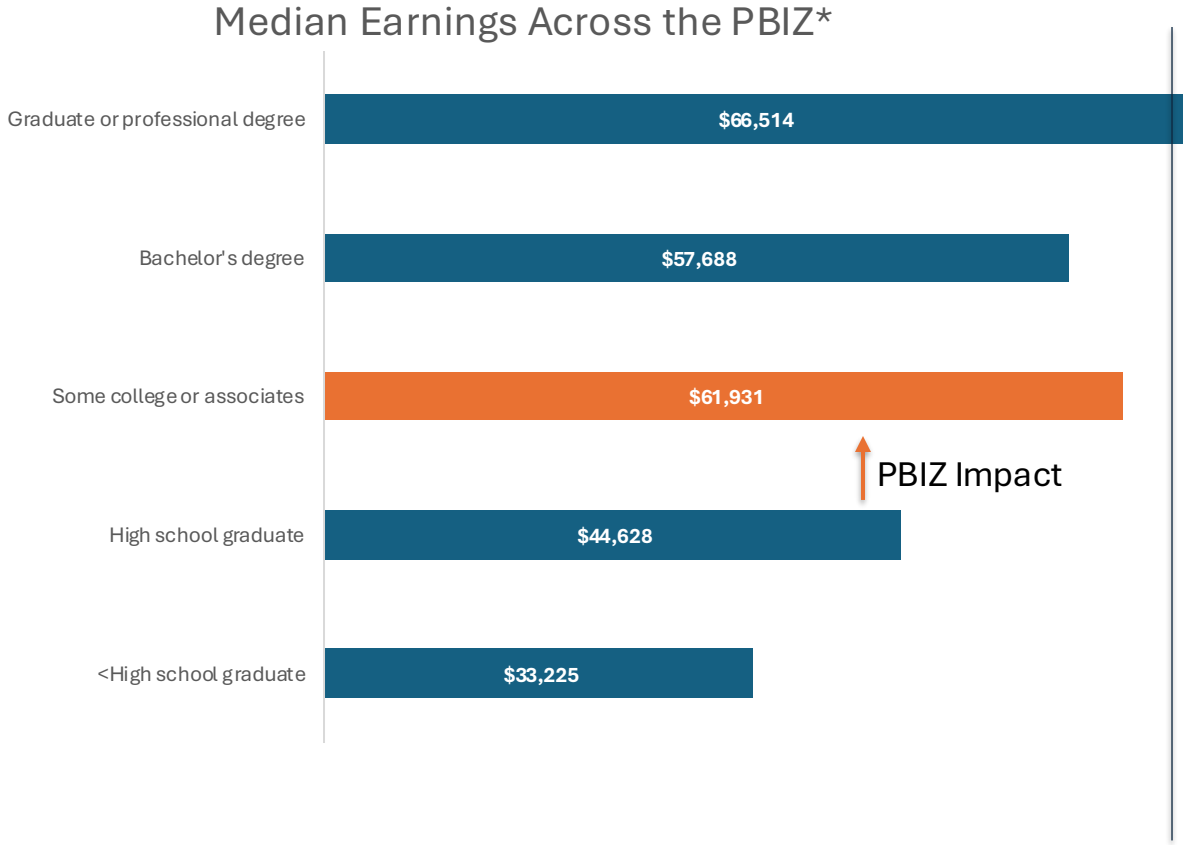
1. **Demand:** Are there jobs locally? What skills or professions are needed in our region?
2. **Wages:** Which of these jobs pay above the local median ($54k Midland, $49k Odessa)?
3. **Pathway:** What pathways are **meaningful,** as students strive for these careers? What prepares them?

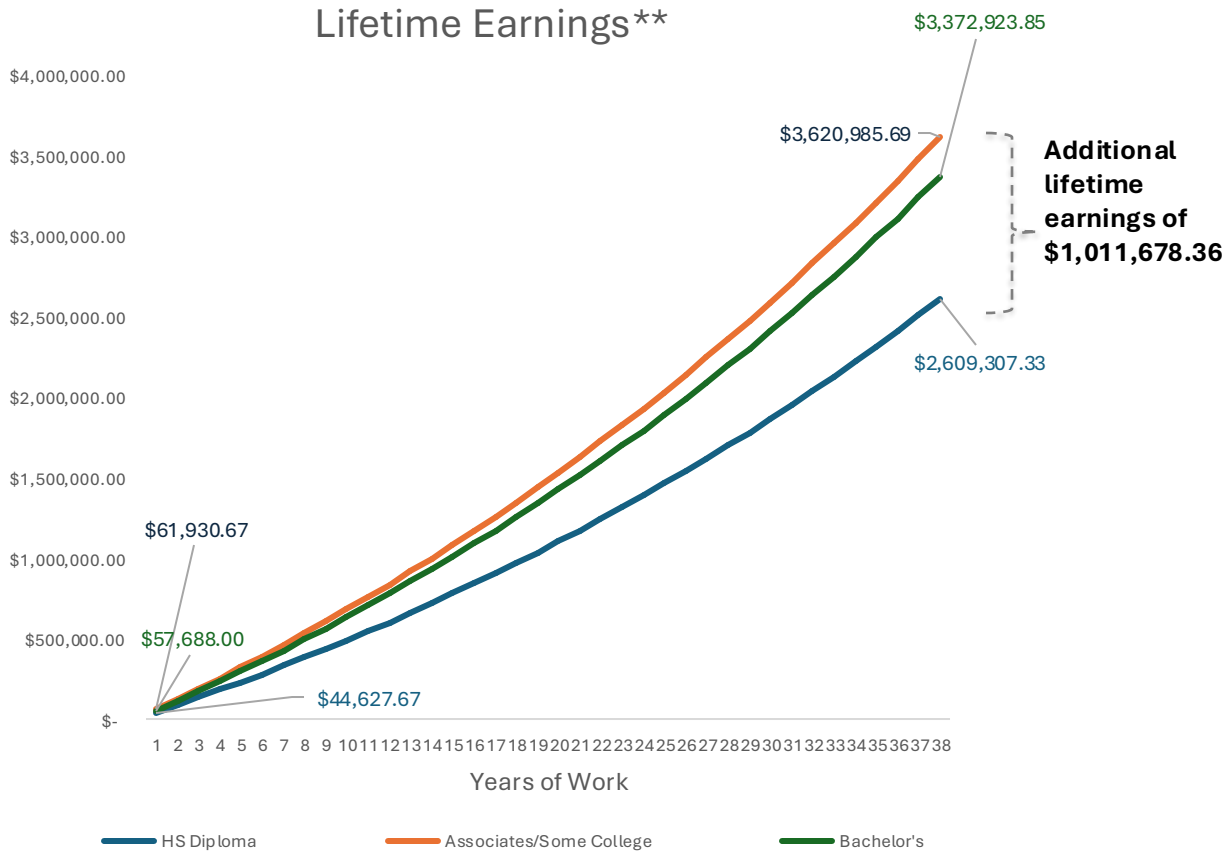
Occupation	Local jobs	Median pay Midland | Odessa	CTE cluster
Heavy & tractor-trailer truck drivers	7,730	$58K | $58K	Transportation & Logistics
Industrial machinery mechanics	4,290	$60K | $60K	Manufacturing
Registered nurses	2,350	$82K | $81K	Health Science
Electricians	2,010	$60K | $57K	Architecture & Construction
Wellhead pumpers	1,990	$72K | $75K	Energy
Welders	1,600	$61K | $63K	Manufacturing

SOURCE: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics, May 2025, Midland and Odessa metro areas. Local jobs = Midland + Odessa combined.

Coordinated Efforts are Long-Term Investments

When communities come together and work to create a coordinated support system for their rising workforce, the payoff goes far beyond just school accountability. Communities reap the economic and developmental benefits for years to come.





*Source: US Census Bureau, ACS Median Earnings in the Past 12 Months by Sex by Educational Attainment for the Population 25 Years and Over. Average of Crane, Ward, and Upton Counties.

**To estimate salary increases and inflation over time, the median annual salary increased by 2.2% each year. This increase is the median cost-of-living adjustment from the Social Security Administration from 2000 to 2023. (Source: Social Security Cost-of-Living Adjustments.)This analysis assumes a 37-year work tenure (age 25-62). The Census Bureau reports median wages starting at age 25. Sixty-two is the median US retirement age. (Source: EBRI 2023 Retirement Survey.)

-Confidential-

What This Means for Districts

01

Know the market

Review all offered programs against local jobs and wages cyclically, using regional data rather than statewide lists of what pathways districts are allowed to offer.

02

Align pathways

Prioritize programs that lead to in-demand, family-sustaining jobs, and make credentials stack, such as CNA to LPN to RN, into higher education partners.

03

Partner long-term

Co-design with employers and colleges through dual credit, work-based learning, and shared instructors.

Conne vaila to wo ch us
by email Garre am.

A Model Built on On A Regional Perspective

education institutions, and industry to deliver shared, high-quality, locally relevant CTE pathways. Students engage across district lines to attend courses offered by partner districts.

2+ Districts

- Scheduling & Cross-District Logistics
- Facilities, Transportation & Staffing
- Student Enrollment & Access

Higher Education

- Dual Enrollment & Early College
- Curriculum & Instructional Support
- Advisory Input on Pathways

Industry

- Work-Based Learning & Internships
- Employer Advisory & Pathway Review
- Regional Talent & Hiring Demand

Texas Rural Pathway Excellence Partnership Program (R-PEP)

This regional approach broadens access to quality CTE and college and career pathways by pooling resources and building local collaborations, enabling districts to address challenges like **limited capacity, geographic isolation, and resource shortages.**

Questions?

How can we help?

FROM CLASSROOM to Career

Building a workforce pipeline for a changing Permian Basin

SNYDER INDEPENDENT SCHOOL DISTRICT

DEVELOPMENT CORPORATION OF SNYDER, TEXAS

Cogdell MEMORIAL HOSPITAL

POWERING THE PERMIAN TOGETHER • OCTOBER 29, 2026

Snyder ISD Overview

- District carries a C rating, up from a D in 24-25
- Serve 2,220 students at 4 campuses
- 312 full-time staff and 157 full-time teachers
- 65% Hispanic, 30% Caucasian and 72% economically disadvantaged
- 10 Programs of Study
- 97% college-career military readiness met last year
- 97% graduation rate

Build the local pipeline—by design.

- Start with the strengths we already have: graduation and CCMR.
- Ask what comes next for students, employers, and our community.
- Redesign pathways around local opportunity—not historical offerings.

Know the TEA game. Build beyond it.

- Use graduation, CCMR, and accountability measures as a foundation.
- Balance student interest, teacher desire/certification, and industry demand.
- Choose programs with a clear purpose, credential, and next step.

DCOS connects education to employers.

- Partner with the Development Corporation of Snyder (DCOS).
- Use industry-specific CTE roundtables to hear real workforce needs.
- Turn relationships and employer feedback into programming decisions.

DEVELOPMENT CORPORATION OF
SNYDER, TEXAS

Building the pipeline at scale.

Workforce readiness is not a single event. It's an intentional system of experiences.

- Workforce Solutions Partnership
- Mock Interviews
- Industry-Specific Career Fairs
- Workforce Signing Day
- Workforce Pep Rally

DEVELOPMENT CORPORATION OF
SNYDER, TEXAS

Growing our own pipeline with Cogdell.

- Expanding the Local Healthcare Pipeline
- Stackable Credentials & Postsecondary Partnerships
- Health Sciences Program Expansion
- Industry-Driven Pathway Development
- Clinical Exposure & Career Connections
- Local Talent Recruitment & Retention

Cogdell
MEMORIAL HOSPITAL

Stackable credentials.

Local opportunity.

- Use WTC and Odessa College partnerships to expand options.
- Build sequences from high school to certificates, college, and employment.
- Prioritize credentials with value to students and local employers.

WESTERN TEXAS COLLEGE

ODESSA COLLEGE

Make partnerships active, not ceremonial.

- Use Community Conversations to listen and identify opportunity.
- Connect Workforce Solutions, mock interviews, and placement fairs.
- Celebrate student next steps through workforce pep rallies.

Emerging industry changes the pipeline.

- Collaborate with DCOS, WTC, and industry on data center workforce needs.
- Explore electrical, plumbing, HVAC, and data technician pathways.
- Adjust program offerings as local jobs and credentials evolve.

Our strategic plans should connect.

- Align Snyder ISD priorities with Cogdell, DCOS, colleges, and employers.
- Use shared workforce needs to guide investments and program changes.
- Revisit the data and the partnerships—not just the plan on paper.
- Measure success by student opportunity and pathway outcomes.

Build what our community needs.

- Protect graduation and CCMR strengths while redefining what comes next.
- Prioritize student choice, certified teachers, stackable credentials, and local demand.
- Steady work. Strong results.

Let’s build the next workforce

together.

Powering the Conversation: Meet Our Panelists



Dr. Jennifer Seybert,
Dean of College of Education
University of Texas Permian Basin



Rachel Overman,
Chief Operating Officer
Insignia Hospitality Group



Eric McManus,
CEO & Co-Founder
Permian Proving Grounds



MODERATOR
Monica Tschauner, Workforce Development
Odessa Chamber of Commerce
Odessa Development



Luke Bentsen,
Critical Facilities Manager
Stream Data Centers



Stacy Brown,
CEO
Odessa Regional Medical Center



Bianca Stewart,
Senior Recruiter
Permian Resources



Monica Tschauner

Monica Tschauner is a lifelong Odessan and graduate of Odessa High School and Texas Tech University. She currently serves as the Workforce Development Specialist for the Odessa Chamber of Commerce Economic Development Department.

With more than a decade of experience in community leadership, Monica previously served as Executive Director of the John Ben Shepperd Leadership Institute at the University of Texas Permian Basin, Director of Discover Odessa, and Executive Director of West Texas Gifts of Hope. Her career has provided opportunities to work with businesses, nonprofit organizations, educational institutions, and community leaders, with a continued focus on building relationships and serving Odessa.

Monica is actively involved in her community and enjoys opportunities to give back. She and her husband, Chris, have three children, Lindsey, Christian, and Cade. Outside of work, she enjoys spending time with family and friends, reading, exercising, and cheering on the Texas Tech Red Raiders!



Dr. Jennifer Seybert

Dr. Jennifer Seybert is a native West Texan and Dean of the College of Education at The University of Texas Permian Basin. She oversees undergraduate and graduate programs in teacher certification, school counselor certification, educational leadership, special education, and superintendent certification.

Dr. Seybert brings 28 years of experience in Texas public education. She has been a classroom teacher, Director of Mathematics, and Instructional Services Director, and she has led five West Texas campuses as principal. Each role shaped her approach to leadership and deepened her commitment to excellent schools for West Texas students. Today she builds partnerships with school districts and community organizations across the region so that educator preparation meets the needs of local schools.

Dr. Seybert holds a Doctor of Education in Educational Leadership from The University of Texas at San Antonio and master’s and bachelor’s degrees from UTPB. She is certified in Texas as a superintendent, principal, and teacher.



Rachel Overman

Rachel Overman began her hospitality career with Insignia Hospitality Group in 2006 as General Manager of a Comfort Inn property. Over the past two decades, she has held a variety of leadership positions throughout the organization, including serving as Vice President of Sales & Marketing for 9 years. In October 2017, she was promoted to Chief Operating Officer.

In this role, she continues to help drive the company's growth and strengthen its position as one of the nation's leading hospitality management companies. The company is headquartered in Midland, Texas.



Eric McManus

Eric C. McManus is the CEO and Co-Founder of Permian Proving Grounds, which delivers emerging technology solutions to the oil and gas sector while diversifying workforce opportunities across the Permian Basin. Under his leadership, the company has secured 36.5 square miles for testing and deploying commercial autonomous systems, robotics, and energy technology. It has also built partnerships with defense and technology stakeholders in Ukraine, Israel, and Australia.

Eric brings 20 years of experience in defense technology and program leadership. A U.S. Navy veteran and former certified Aegis Test Director, he directed live-fire testing at White Sands Missile Range and Wallops Island, then led programs at Lockheed Martin, where he grew a lean pilot into a $35M, five-year Program of Record. As Executive Director of the Texas Space Alliance, he helped advance the state’s Space Infrastructure Tax Credit Program and the expansion of the Texas Space Commission.

Eric holds a BBA from New Mexico State University. Learn more at provingrange.com



Luke Bentsen

Luke Bentsen serves as a Critical Facilities Manager for Stream Data Centers. His career reflects a pathway from military technical training and hands-on experience to leadership in the data center industry.

Luke served in the U.S. Navy from 2011 to 2019 as a Machinist's Mate. He completed the Naval Nuclear Power training program and spent four years aboard the submarine USS Oklahoma City, where he operated and maintained systems supporting the nuclear reactor. He later served aboard the submarine tender USS Frank Cable. His time in the Navy provided him with hands-on technical experience, discipline, problem-solving skills, and administrative capabilities that helped him successfully transition into a civilian career in data centers.

After leaving the Navy, Luke began working in the data center industry in 2020. He continued developing his technical and leadership skills on the job, progressing from technician to lead technician before being promoted to Critical Facilities Manager in 2025. In that role, he was assigned to a new facility in San Antonio and worked alongside the team to help transition the building from construction into full operations.

Luke's career demonstrates how technical training, hands-on experience, and continued learning can translate into long-term career opportunities and advancement within the data center industry.



Stacey Brown

Stacey Brown is a native Odessan with a 35-year career in healthcare, the majority of which has been devoted to Odessa Regional Medical Center (ORMC). A retired CPA, she has served as both Chief Financial Officer and, for the past 17 years, Chief Executive Officer of ORMC.

Throughout her tenure, Stacey has recruited more than 60 physicians to the Odessa community, significantly expanding access across primary care and numerous specialty areas. She has led the development and implementation of new service lines, overseen major renovation projects, and guided ORMC through critical designations and certifications, including Maternal and NICU Level III Designations, ISO 9001 Certification, and Stroke Certification. Her leadership has strengthened ORMC's capabilities and reinforced its role as a trusted healthcare provider for the Permian Basin.

Stacey is also an active community leader, having served on multiple local boards. Her involvement includes the Odessa Chamber of Commerce, where she spent eight years on the Executive Committee and is a past Board Chair, as well as Harmony Home, Camp Fire USA, March of Dimes, and the Permian Basin Area Foundation. Her professional and civic contributions have earned her numerous honors, including Tenet Outstanding CFO Awards, the Girl Scouts of the Desert Southwest Women of Distinction Award, The Athena Leadership Award, and the Heritage of Odessa Foundation Community Statesman Award in Business. In 2023, Stacey was inducted into the Odessa Chamber of Commerce Business Hall of Fame.

Stacey is married to Michael, and together they have five children and three grandchildren.



Bianca Stewart

Bianca Stewart is a Senior Recruiter at Permian Resources with more than a decade of talent acquisition experience across multiple industries, including the past seven years focused on oil & gas. She is passionate about building strong partnerships, connecting great people with the right opportunities, and creating a positive candidate experience.

She takes pride in recruiting within the Permian Basin and supporting the talented workforce that continues to drive the region forward.

Van Horn Technical Early College High School

Committed to excellence, equity, and the holistic development of our students.





Van Horn School
Van Horn Technology Early College High School



- Pre-K through 12th Grade Campus
- Enrollment: 375 Students
- 87.1% Economically Disadvantaged

- VH Tech Early College High School Serves Every Student
- Pathways: Biomedical Science, Computer Science, Engineering, Welding
- Class of 2026: 26 Graduates; 24 Graduated from Odessa College
- 150 Miles from Odessa College (IHE Partner)







Driving Success!

Blue Origin

Culberson Hospital







Unlocking Potential!

Odessa College

PLTW SystemsGo







Shaping Tomorrow!

Together, we forge a path of educational success, inspiring a love for learning and empowering our students to shape a bright and promising future for themselves and our community.

ROUND 4 · TABLE ACTIVITY

Working Backwards to Work-Based Learning

25 minutes

First, assign roles

Sector Voices first: K-12 · Higher Ed · Industry
Then: Facilitator · Note-Taker · Connector · Reporter
Table of 8? Add a Timekeeper.
Can't decide? Birthday closest to today picks first.

PART 1 — 5 min

Start at the Finish Line

- Picture a student's internship that went great
- Name the 2 relationships that made it possible

PART 2 — 12 min

Pick Your Moves

- Choose up to 6 from the menu, or add your own
- Circle who each one connects
- Name a first step and an owner

PART 3 — 8 min

Commit & Connect

- Choose your top move
- Form a cross-sector partner pair
- Set a date for your first touchpoint
- Swap contact info

Leave with a person, not just an idea. Note-takers: turn in your sheet at the end.

Partner Spotlight: Building a Seamless Energy Workforce Pipeline

Carlsbad High School | Southeast New Mexico College | Permian Basin Industry Partners

1. District Administration

Strategic K-12 Alignment & Vision

Regional Permian Basin leadership & workforce alignment

2. Secondary Education

4-year CTE Energy Pathway, hands-on lab & SME classroom visits

3. Post-Secondary Education

SENMC Dual Credit integration & Energy Certificate completion

PILLAR 1

District Administration: Regional Strategy & Industry Alignment

Key Administrative Initiatives

- **Permian Basin Energy Hub:** Aligning educational objectives with energy sector leaders across 66 regional counties in the highest-producing oil basin in the United States to build the future energy workforce (Energy Information Administration).

- **Educational Partnerships:** Collaborating with EPPB, Permian Strategic Partnership (PSP), Education Strategy Group (ESG), and SREB (curriculum development).

- **Workforce Talent Pipeline:** Building local talent pathways that keep high school graduates employed locally in high-wage STEM careers.



PILLAR 2 — CARLSBAD HIGH SCHOOL

Secondary Education: 4-Year Energy Curriculum & Dual Credit

Year 1: Foundations of Energy

Students are introduced to the energy industry, diverse energy sources and undergo career exploration.
SENMC Dual Credit: ENER 1110

Year 2: Energy & Power

Students operate, troubleshoot, and analyze the fundamental tools essential to energy production.
SENMC Dual Credit: ENER 1120

Year 3: Applications of Energy

Students evaluate energy efficiency and design sustainable solutions to solve modern energy generation, conservation, and distribution challenges.
SENMC Dual Credit: ENER 2110

Year 4: Energy Capstone Projects

Students develop a specialized, real-world industry capstone project by collaborating with an industry mentor.
SENMC Dual Credit: ENER 2999



Pillar 2: Multi-Year Enrollment Growth & 4-Year Academic Progression

SY 2023–2024
50 Students
Course 1 Pilot Cohort

SY 2024–2025
56 Students
Course 1: 35 | Course 2: 21

SY 2025–2026
79 Students
Course 1: 49 | Course 2: 13 | Course 3: 17

SY 2026–2027
75 Students
Current Total | 11 Capstone Seniors

YEAR 1
Foundations of Energy & Natural Resources

SENMC Dual Credit: ENER 1110

- Safety standards, PPE, and tool safety.
- Geology, natural resources & energy basics.
- Simple electric motors, pump trainers & Z-Space VR energy demos.

YEAR 2
Energy & Power Generation / Distribution

SENMC Dual Credit: ENER 1120

- Power generation, distribution, & electrical systems.
- Instrumentation, Snap-On hand tool certification.
- Drilling/completing a well & production site projects.

YEAR 3
Applications of Integrated Energy Systems

SENMC Dual Credit: ENER 2110

- Process control, hydraulics, & pneumatics.
- Artificial lift & refinery reliability projects.

YEAR 4
ENRM Practicum & Energy Capstone

SENMC Dual Credit: ENER 2999

- 11 Capstone Seniors in SY 2026–27.
- Individual industry mentorship & specialization.
- Direct path to SENMC Energy Certificate & employment.

STRATEGIC RATIONALE

Industry Partnerships Drive Authentic Skills, Resource Access, and Local Hiring

Alignment with Industry Needs

Ensures CTE curricula adapt directly to workforce demands and equip students with entry-level technical skills.

Real-World Hands-On Experience

Connects classroom math & science standards with practical industry applications through work-based learning.







STRATEGIC RATIONALE

Industry Partnerships Drive Authentic Skills, Resource Access, and Local Hiring

Enhanced Employment Outcomes

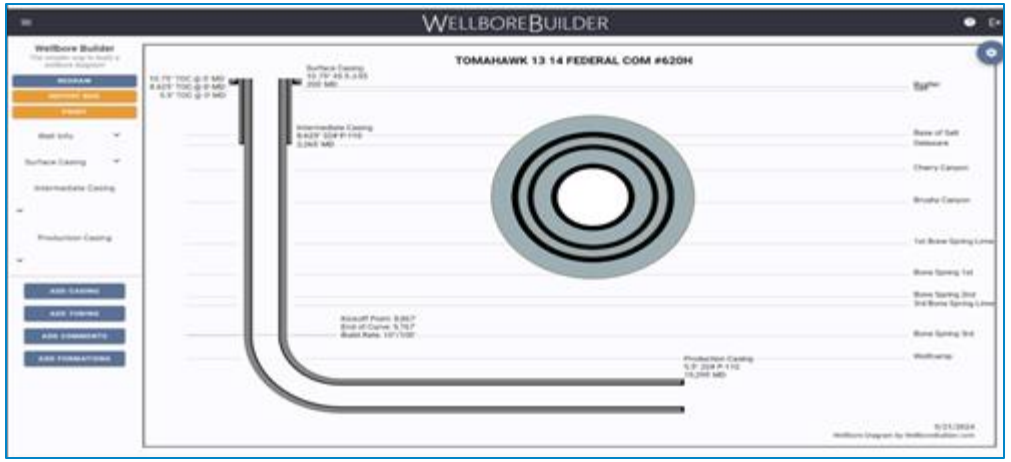
Employers active in CTE pathways are significantly more inclined to hire graduates trained on their own processes.

Resource Sharing & Support

Provides direct access to industry equipment, specialized software, grants, and expert technical guidance.







IMPLEMENTATION FRAMEWORK

Six Core Engagement Mechanisms Embed Industry Across the Student Experience

Advisory Boards

Local professionals meet bi-annually to review curriculum relevance and align projects with emerging workforce skills.

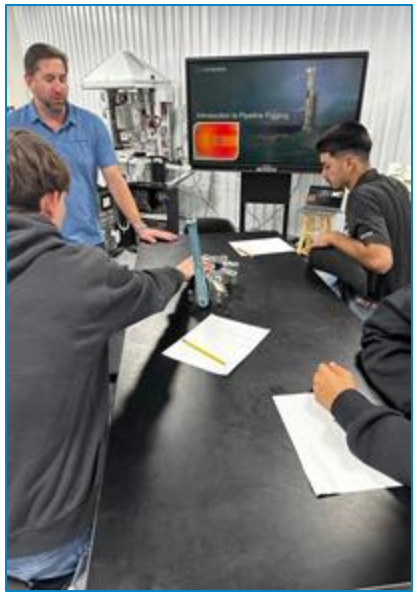
Industry-Supported Projects

Real-world challenges (e.g. BLM Well Plan project) where industry experts set criteria and evaluate student deliverables.

Guest Speakers & SMEs

Engineers, geologists, and technicians visit classrooms for technical demos (e.g. Lockout/Tagout, Pipeline Pigging).



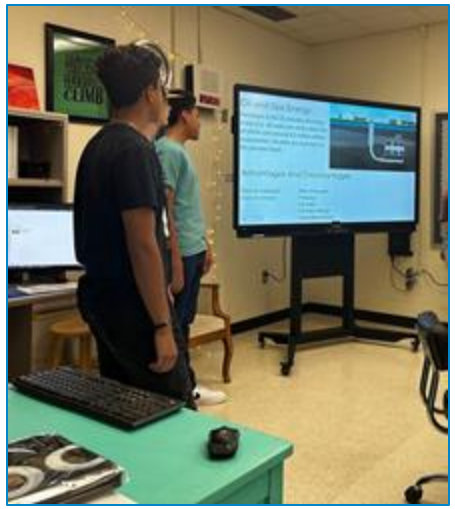






IMPLEMENTATION FRAMEWORK

Six Core Engagement Mechanisms Embed Industry Across the Student Experience











Work-Based Learning & Tours

Field experiences at active completion sites, battery facilities, control centers, and regional college facilities.

Authentic Audiences

Students present final capstone solutions directly to industry panels and government agency officials.

IMPLEMENTATION FRAMEWORK

Six Core Engagement Mechanisms Embed Industry Across the Student Experience

Industry Tools & VR

Students train on commercial PetroSkills modules, Festo Lab-Volt trainers, VR gas site simulations, and Snap-On tools.















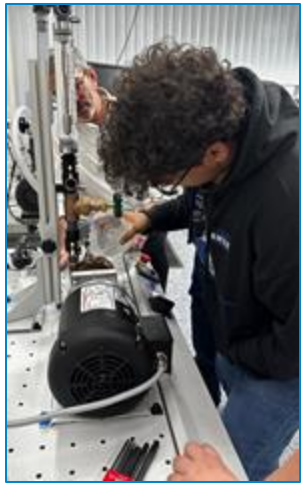
PILLAR 2 — CLASSROOM & LAB

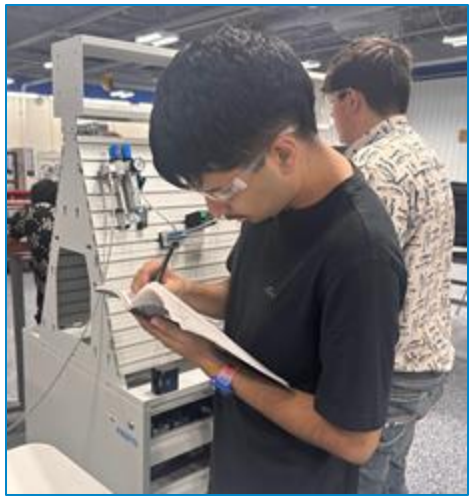
Hands-On Energy Lab & Subject Matter Expert Integration

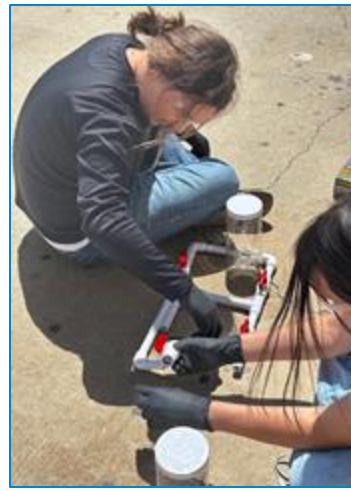
Industry-Grounded Learning

- **Festo Training Stations:** 10 hands-on industrial stations covering AC/DC controls, centrifugal pumps, three phase separator, hydraulics, process control, PLCs, mechanical drives, motor controls, solar/wind, and pneumatics.

- **Subject Matter Experts (SMEs)/Site Visits:** Industry professionals visit classrooms during hands-on projects to mentor students, and serve as an authentic audience for project presentations. Students conduct site visits to better understand the energy industry.











PILLAR 2 — CLASSROOM & LAB

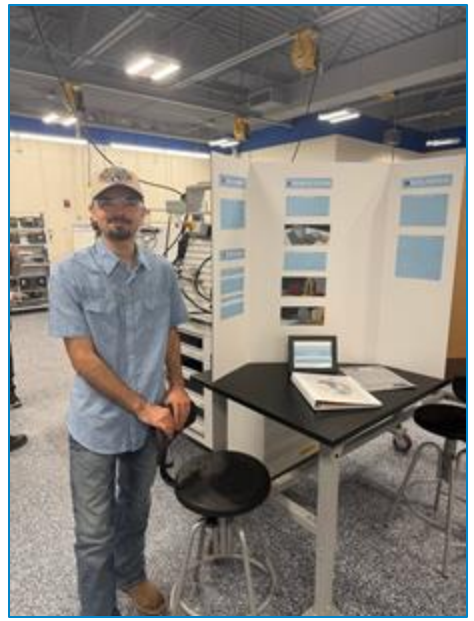
Reverse Career Fair - Carlsbad High School 2025-2026

- **Student Stations:** Course 3 students each had a station in the energy lab for industry partners to visit. Students created a portfolio of work including their resumes, certifications earned, and highlighted three projects from their energy pathway experience.

- **Industry Partner Involvement:** Industry professionals visited each station and students were the ones behind the table learning to professionally network and demonstrate not only their content knowledge but included a hands-on demonstration of a chosen skill they learned while in the pathway.

- **Networking Lunch:** Industry professionals and students sat down for a networking lunch afterwards to better understand networking in a less formal setting.









PILLAR 3 — HIGHER ED

Post-Secondary Education: SENMC Dual Credit & Energy Certificate

Seamless Post-Secondary Pathway

- **Dual Credit Foundation:** High school energy courses align directly with Southeast New Mexico College (SENMC) academic course codes. 57 students have earned dual credit as of 25-26 school year.

- **Energy Certificate:** Students graduate high school equipped with foundational energy knowledge and an official Energy Certificate. This is the goal; students 3 years from now will be the first to earn it.

- **Accelerated Degree Progression:** Graduates enter SENMC or 4-year degree programs with transferable college credits, reducing time and tuition costs. Planning was taken to align with 4 year and 2 year colleges nearby (SENMC, UTPB, Midland College, Odessa College, NMJC)



SUMMARY & CALL TO ACTION

Powering the Permian Basin Through Shared Collaboration

District Administration

Provides strategic leadership, regional resource advocacy, and community support.

Secondary Education

Delivers 4-year CTE pathway, hands-on equipment training, and SME project visits.

Post-Secondary Education

Grants dual credit and Energy Certificates through SENMC for direct career progression.

How Industry Partners Can Get Involved:

1. Serve as Subject Matter Experts (SMEs) during classroom project work.
2. Participate in Industry Advisory Boards to guide curriculum relevance.
3. Provide equipment, PPE, and authentic student project challenges.

Stay Connected. Stay Engaged. Make an Impact.

