



Research and Evaluation Services

Office of State Strategies, Policy, Research
and Evaluation

Lee Posey, VP

Joe Tadlock, Director

Who we are

Research and Evaluation is the newest program housed in the Office of State Strategies. Prior to May 2025, research and evaluation operated in the Office of School Improvement, and our predominant focus was on supporting K12 leadership and instructional coaches with data collection and reporting.

In that capacity, we administered numerous surveys designed to inform and direct SI services.

- Curriculum and Instruction Review (CIR)
- Career Pathway Review (CPR)
- Making Schools Work (elementary, middle, and high schools, and technology centers)
- Project-Based Learning (PBL)
- Teaching to Lead (T2L)
- Strategic Planning

Labor Market Data Hub

- State differences
- Usability
- Specificity

Present accurate and user-friendly labor market data in the region

Occupation Snapshot

Select a region
SREB

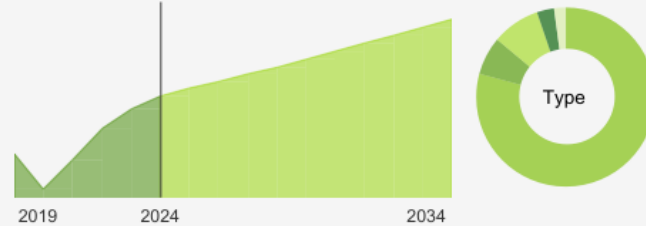
Select an occupation or group
Total - All Occupations

Hover for additional info

Employment

LQ* 1.00

62,295,266



Unemployment

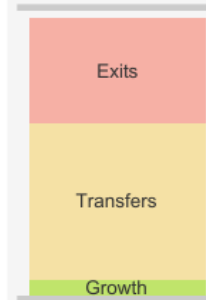
3.7%

Online Job Ads*

2,512,858

Demand

68,329,565

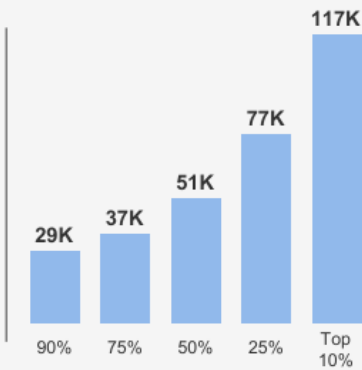


Wage

Show Adj. Wage



Entry-Level 32K
Median 51K
Experienced 83K



Education

Highschool 92%
Some College 65%
Bachelor's 39%
Master's 14%

Required Education -

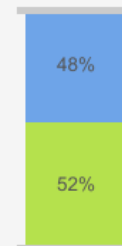
Years of Experience -

Underemployment* 14.1%

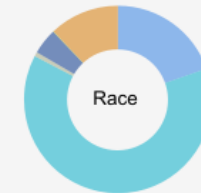
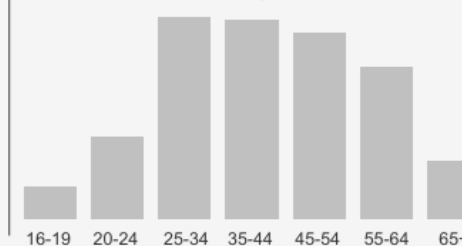
On-the-job Training -

Demographics

Gender



Age



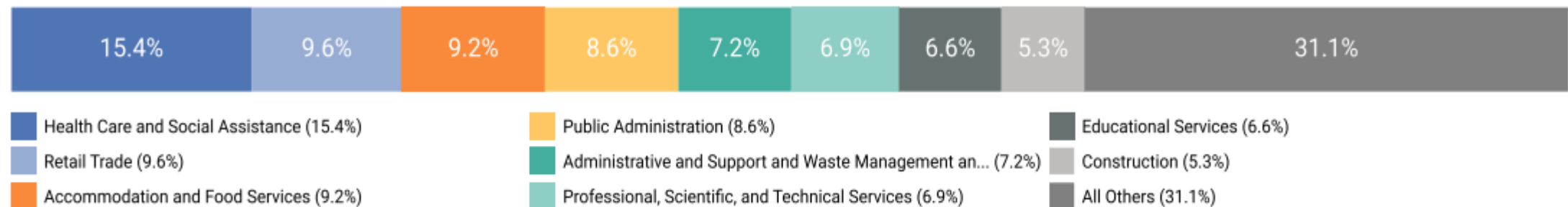
Hispanic/Latino 19.9%

Labor Market Reports

Industry Snapshot

The largest sector in Oklahoma County, Oklahoma is Health Care and Social Assistance, employing 80,620 workers. The next-largest sectors in the region are Retail Trade (50,238 workers) and Accommodation and Food Services (47,918). 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 Mining, Quarrying, and Oil and Gas Extraction (LQ = 4.26), Public Administration (1.85), and Utilities (1.19).

Total Workers for Oklahoma County, Oklahoma by Industry

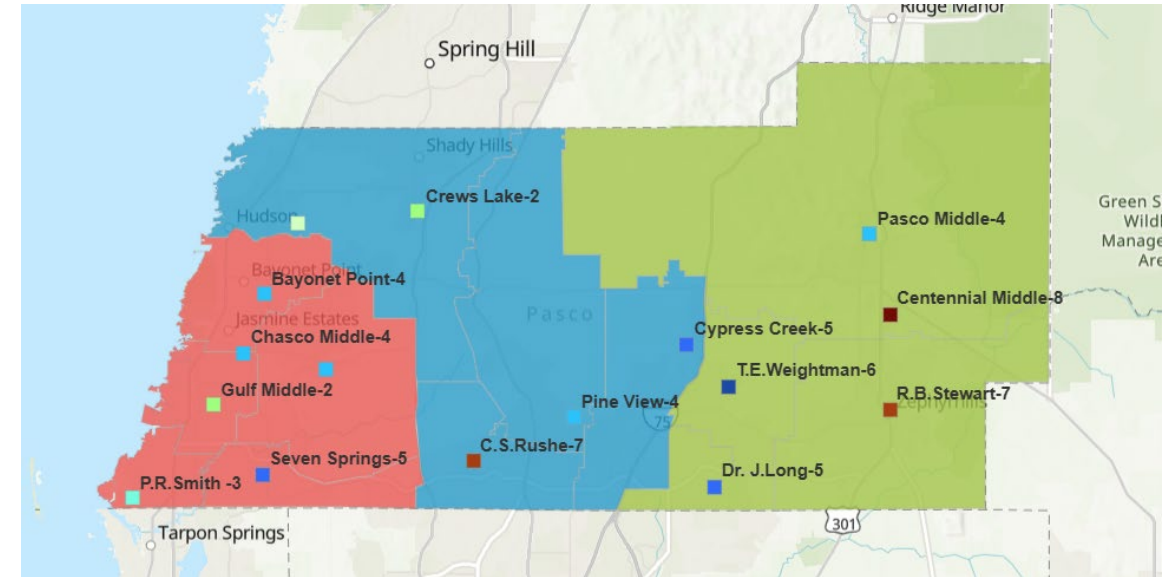


Source: JobsEQ®

Data as of 2024Q2

Note: Figures may not sum due to rounding.

SREB



Example: High School Clusters and Available Pathways.

Use Case: Labor Data to Streamline Career Pathways In South Carolina

In 2021, SC began an effort to restructure and prioritize credentials.

- Focus on “credential currency”
- **Align with labor market demands and workforce priorities**

A cross-agency collaboration began with members of the Workforce Development Council.

Industry Valued Credentials

The Goals

- Increase the number of public high school students qualifying as college and/or career-ready.
- Increase the number of students graduating with a high value credential.
- Increase number of employable individuals skilled for priority occupations in the state.

The Challenges

- A large list of credentials
- Credentials weighted equally
- Some credentials provided little value to students
- Difficult for employers to identify qualified candidates

Priority Occupations

Number by Career Cluster¹ and Education

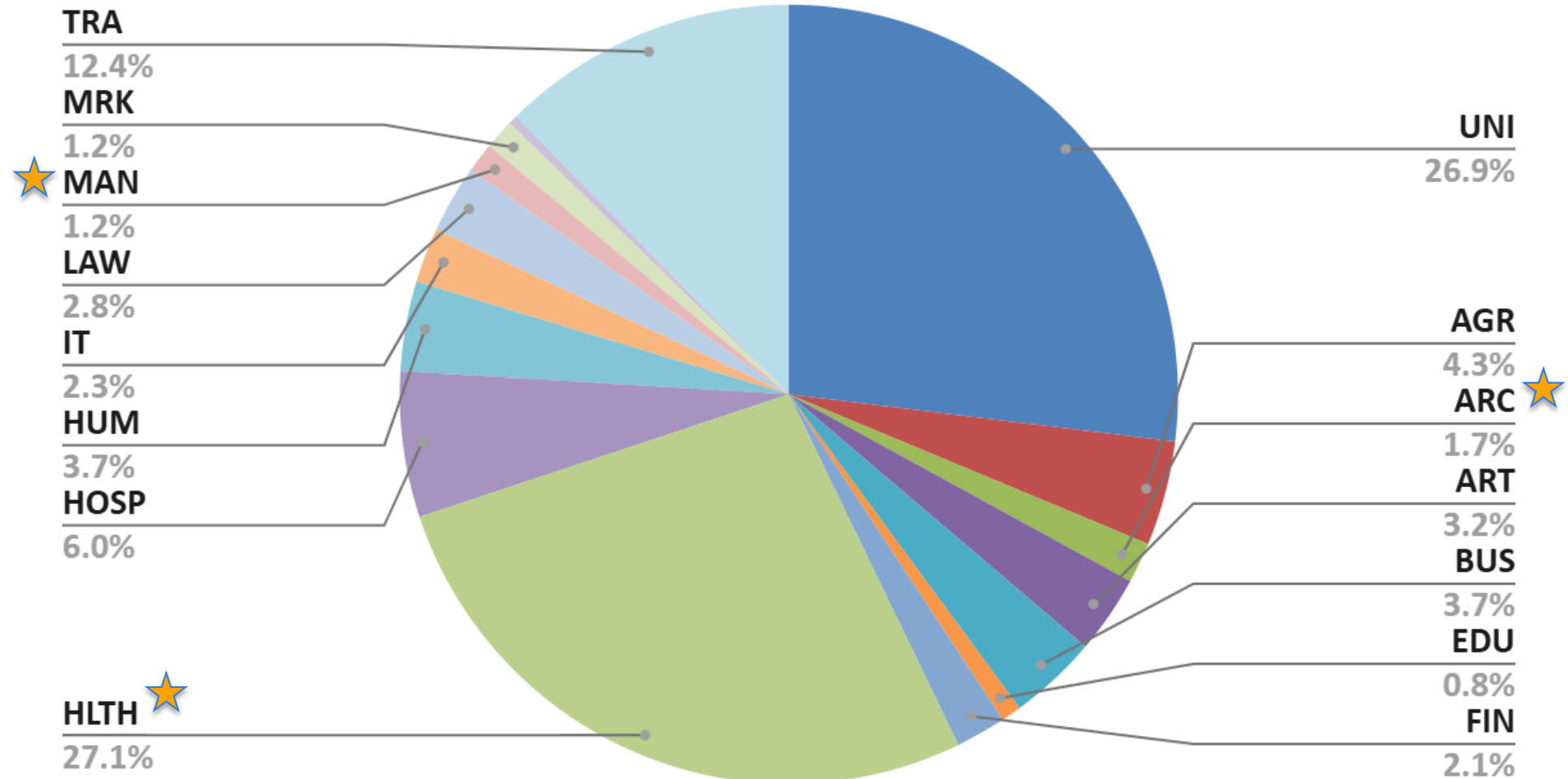
Every career cluster has at least 2 priority occupations.

	Occupation typically requires for entry	
	High School diploma or less	Higher Education Credential
Agriculture, Food & Natural Resources	2	0
Architecture & Construction	20	4
Arts, Audio/Video Technology & Communications	3	1
Business Management & Administration	7	5
Education & Training	1	5
Finance	3	6
Government & Public Administration	2	1
Health Science	6	18
Hospitality & Tourism	11	0
Human Services	4	4
Information Technology	0	7
Law, Public Safety, Corrections & Security	9	3
Manufacturing	15	0
Marketing	9	2
Science, Technology, Engineering & Mathematics	0	3
Transportation, Distribution & Logistics	11	3



The List – Usage

SY23-24 Credential Usage by Cluster



Moving towards a Tiered System

The South Carolina Tiered Credential System is a structured framework that **classifies industry-recognized credentials** based on their alignment with ***workforce priorities, employer demand, and career progression opportunities***. It helps students, educators, and employers understand the **value** of different credentials in preparing individuals for high-demand, high-wage careers.

The system is organized into three tiers based on the economic impact, job market relevance, and career advancement potential of each credential.

Tier Descriptors

Tier 1	Tier 2	Tier 3
Introductory	Intermediate	Career Ready
<ul style="list-style-type: none"> • Foundational Skills: Validates basic competencies for further education or training. • Regionally Recognized: Accepted by local industries but not a statewide hiring requirement. • Early Career Pathway: Earned in the first stages of a CTE program, leading to higher-level credentials. 	<ul style="list-style-type: none"> • Industry-Aligned: Valued by employers but not always required for hiring. • Supports Career Pathways: Provides an employment advantage and job readiness. • Enhances Workforce Participation: Increases employability, but additional training may be needed for advancement. 	<ul style="list-style-type: none"> • High-Demand Careers: Required for employment in priority, high-wage occupations. • Clear Economic Benefits: Leads to significant wage gains, promotions, or job retention. • Career Advancement: Recognized entry point into further education, training, and certifications.

Annual Review and Maintenance Process



Recommended Steps to Determine Impact

- Evaluation of Tiering impact
 - Pre/post comparison of credential attainment
 - Compare with similar states with no or different tiering systems
- Link credentials with performance on other indicators of academic performance
- Link credentials attainment with employment outcomes

Choose Your Own (Research Evaluation) Adventure!

Table talk time – choose an education issue in your state that you'd like to see evaluated

- What are the *research questions* you would want to answer?
- What *data* is needed to answer your questions?
- *Who* would need to be involved?
- How would that data be *used* to evaluate and answer those questions?

What did you come up with?

Your Feedback



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Thank you!

SREB Research and Evaluation team

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