FINAL REPORT

February 14, 2020

MGT
CONSULTING GROUP

Perkins V Comprehensive Local Needs Assessment:
Region 3 Career and Technical Education

PREPARED FOR:
College of Western Idaho

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1.0 INTRODUCTION

In October 2019, the College of Western Idaho (CWI) retained MGT Consulting Group (MGT) to conduct a Perkins V Comprehensive Local Needs Assessment (CLNA) for its 10-county service area, also known as Idaho's Region 3. The study was designed to document current and future career and technical education needs of local residents, workers, and employers; and identify the extent of demand for underserved populations and unmet career and technical program and workforce needs.

The 2018 Perkins V federal legislation and implementation guidelines identified a series of key questions as part of the initial CLNA process to examine local labor market alignment with program offerings. These key questions included:

1. What industries are projected to grow the most in the local market?

2. What occupations are in need?

3. Are current postsecondary programs broad enough to expose students to all the in-demand industry sectors or occupations in the local region?

4. How do CTE program enrollments match projected job openings?

5. Where are the biggest gaps?

6. What are the emerging occupations in the area?

7. What skill needs have industry partner identified as lacking?

8. Which graduates of existing CTE programs are thriving in the labor market and why?

9. What opportunities exist for students with disabilities, English learners, or other special populations?

In cooperation with CWI officials, the consultant team collected and analyzed a variety of demographic, education, economic, and occupational data points, and collected key stakeholder input at the state and county level, to assess needs and degree access across the region.

This report presents data, findings, and conclusions which are intended to inform decisions of the College as it considers how best to use Perkins V funds to meet the career and technical education and training needs of Region 3.

1.1 STUDY BACKGROUND

The geographic market area designated as the focal point of this study (Region 3) consists of ten counties in southwest Idaho: Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington, as shown in **Exhibit 1-1**.

EXHIBIT 1-1
REGION 3 COUNTIES CONSIDERED UNDER THE SCOPE OF THE STUDY

Source: Wikipedia map of Idaho statistical areas, 2019.

1.2   STUDY OBJECTIVES

The College of Western Idaho engaged MGT Consulting Group to gather data, conduct in-depth analyses, and provide a summary analysis of the 10 counties of Region 3 for workforce needs and corresponding CTE activities (including education and training). The CLNA focus is on training for existing and emerging industry sectors and occupations of need across the 10-county region, compared to existing CTE programs in that region. The State of Idaho intends to use this needs assessment as part of a comprehensive CLNA to address Idaho's existing and emerging industry sectors, and align state-level CTE programs to meet these needs in accordance with the new Perkins V requirements.

The primary mechanisms for conducting the comprehensive local needs assessment were:

- Project management process to adhere to proposed timeline and resulting deliverables.

- Weekly check-in meetings with CWI.

- Review of assessment tools (i.e., one-on-one interviews, group forums, web-based surveys, existing market demographics, state and regional long-term occupational projections, and current CTE enrollment and completer data analysis).

- Stakeholder interview guides which include needs of both stakeholders and students.

- Scheduled interactions with all required populations and outreach activities in all 10 counties.

1.3   REPORT OUTLINE

The needs assessment report that follows is presented in the following sequence of four additional chapters:

2.0 Region 3 Market Review – provides population, education, and occupational characteristics, data points, and trends of the defined market encompassing the study region. The market data help to identify potential segments of the population who may need postsecondary education access, as well as potential barriers that must be considered to adequately serve these populations and deliver appropriate CTE programs and support services.

3.0 Current Career and Technical Education Opportunities in the Region – provides profiles of available sources of career and technical education programs in the area, and their relative capacities to serve the region.

4.0 Stakeholder Input – summarizes both qualitative and quantitative input from local stakeholders, including employers, educators, and local community and business leaders from across Region 3. These stakeholders were surveyed and interviewed regarding expressed program needs and gaps, along with common points of interest related to CTE program exposure and access in the region relevant to local workforce needs.

5.0 Summary of Findings, Implications, and Options for CWI Perkins V Consideration – offers a summation of key findings, and conclusions of the consultant team based upon the information and data compiled in previous sections of the report contributing to:

- ◆ our understanding and analysis of the current situation in Region 3 related to market factors and existing career and technical education needs and access, and

- ◆ our experience advising system, college, and community leaders in similar circumstances which seek to address unmet needs; improve local access to education and training programs; maintain an adequately skilled local workforce; and maintain long-term economic stability of the region.

2.0 MARKET REVIEW

The foundation of any local needs assessment is a clear understanding of the current population features of the geographic market to be served, and factors that might influence demand. Each metric offers one piece of the puzzle in the description of the region and allows all parties to develop insights into the factors that may impact educational needs, barriers, and access opportunities which effect a skilled workforce. Our analysis starts with population counts and demographics for the 10-county region under the study scope. Our data collection also includes growth rate trends and projections, educational attainment, education participation, and pipeline (K-12) indicators. It concludes with Idaho Department of Labor occupational growth projections that identify the magnitude of local employment openings requiring CTE education and training applicable to CWI's mission.

2.1 POPULATION TRENDS AND PROJECTIONS

Region 3, in Southwestern Idaho, comprises the College of Western Idaho's service area, and is the largest of the state's six regions both in geography and population. Its ten counties include:

- Ada
- Adams
- Boise
- Canyon
- Elmore
- Gem
- Owyhee
- Payette
- Valley
- Washington

Ada (home of the state capital, Boise) and Canyon counties, with 693,465 residents between them, constitute nearly 40% of the state's population and 86% of the Southwest Region's population. The Region's population grew throughout the recession, growing 14.3 percent from 2008 to 2018. The Region added nearly 22,000 people between 2017 and 2018 alone, growing 2.8% to 806,688, as shown in **Exhibit 2-1**. That growth is projected to continue through a variety of circumstances.

EXHIBIT 2-1
2018 REGIONAL POPULATION BY COUNTY
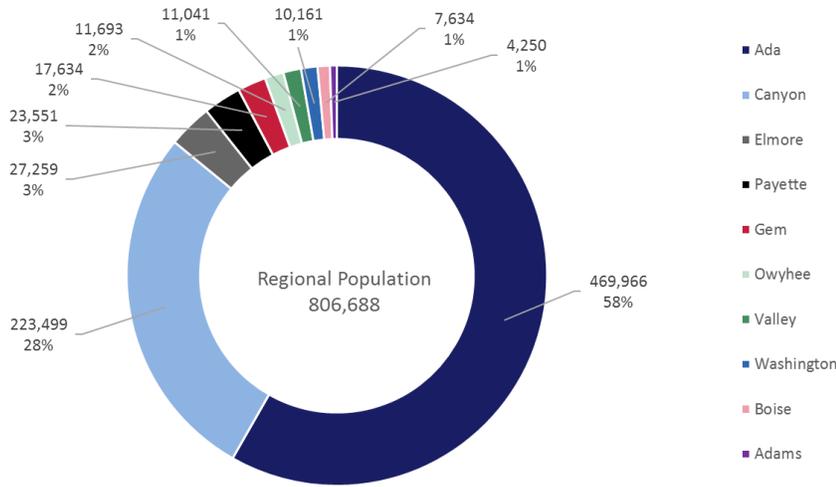
Source: U.S. Census Bureau, 2019.

Exhibit 2-2 depicts the 2018 population of the study region by age cohorts. Ada and Canyon County, which as noted earlier constitute 86% of the region's population are shown separately, with the remaining eight counties combined, along with a regional total. The proportions of the population within each age group are fairly similar across these geographies, although the aggregated eight-county group has a larger share of the population over age 65 than Ada and Canyon. Approximately 13% of the geography's residents are between the ages of 15 and 24, an approximate pipeline cohort for traditional age postsecondary enrollments. Between 23% and 28% of each geography's residents are age 25 to 44 years, the typical population segment for adult learners interested in a career change, degree completion, or skills enhancement. The distribution of the population by age across the study region closely mirrors that of the state.

EXHIBIT 2-2
2018 POPULATION BY AGE FOR THE STATE AND STUDY REGION
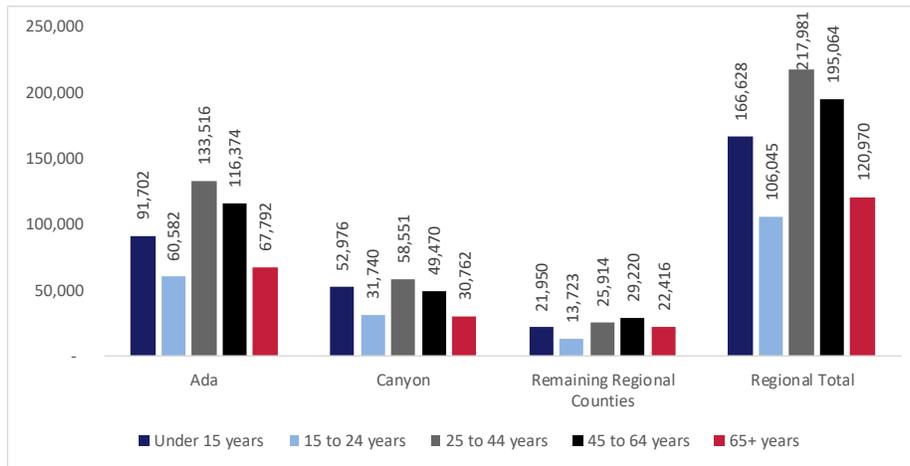
	Ada	Canyon	Remaining Regional Counties	Regional Total	Idaho
Under 15 years	20%	24%	19%	21%	21%
15 to 24 years	13%	14%	12%	13%	14%
25 to 44 years	28%	26%	23%	27%	26%
45 to 64 years	25%	22%	26%	24%	24%
65+ years	14%	14%	20%	15%	16%

Source: U.S. Census Bureau, 2019.

Exhibit 2-3 depicts the estimated population of the study region by race. While all of the counties in the study region are overwhelmingly White, some do have small, but significant shares of other ethnicities. Ada, Canyon, and Elmore Counties offer the largest counts of residents identifying as Black/African American, American Indian and Alaska Natives, and Asian in the region.

EXHIBIT 2-3

ESTIMATED POPULATION COUNTS AND PERCENTAGES BY RACE FOR THE 10-COUNTY STUDY REGION AND STATE

|	Ada	Adams	Boise	Canyon	Elmore	Gem	Owyhee	Payette	Valley	Washington	Idaho
White alone	395,726	3,779	6,588	180,693	22,773	15,496	9,758	20,761	10,009	8,797	1,507,880
Black or African American alone	5,615	13	14	939	771	0	16	90	8	4	11,231
American Indian and Alaska Native alone	2,369	49	96	2,103	439	204	385	175	21	75	21,323
Asian alone	11,307	0	76	1,746	815	113	21	168	13	100	22,720
Native Hawaiian and Other Pacific Islander alone	660	8	5	412	85	2	0	0	0	0	2,343
Some other race alone	6,287	21	24	14,646	580	576	947	882	0	723	47,964
Two or more races	13,153	76	165	6,488	769	459	257	763	53	297	43,914
Total	**435,117**	**3,946**	**6,968**	**207,027**	**26,232**	**16,850**	**11,384**	**22,839**	**10,104**	**9,996**	**1,657,375**

	Ada	Adams	Boise	Canyon	Elmore	Gem	Owyhee	Payette	Valley	Washington	Idaho
White alone	91%	96%	95%	87%	87%	92%	86%	91%	99%	88%	91%
Black or African American alone	1%	0%	0%	0%	3%	0%	0%	0%	0%	0%	1%
American Indian and Alaska Native alone	1%	1%	1%	1%	2%	1%	3%	1%	0%	1%	1%
Asian alone	3%	0%	1%	1%	3%	1%	0%	1%	0%	1%	1%
Native Hawaiian and Other Pacific Islander alone	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Some other race alone	1%	1%	0%	7%	2%	3%	8%	4%	0%	7%	3%
Two or more races	3%	2%	2%	3%	3%	3%	2%	3%	1%	3%	3%
Total Population	**395,726**	**3,779**	**6,588**	**180,693**	**22,773**	**15,496**	**9,758**	**20,761**	**10,009**	**8,797**	**1,507,880**

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, 2019.

A slightly larger share of the population of Region 3 identifies as Hispanic (13.9%) than in Idaho as a whole (12.7%). More than 87,000 residents of Region 3 identify as Hispanic, most of them in Canyon (nearly 51%) or Ada (nearly 35%) County, as shown in **Exhibit 2-4**. Nearly two-thirds (64%) of the Hispanic residents of Idaho live in Region 3, and 55% of them live in Canyon or Ada County.

EXHIBIT 2-4
HISPANIC POPULATION OF REGION 3 BY COUNTY
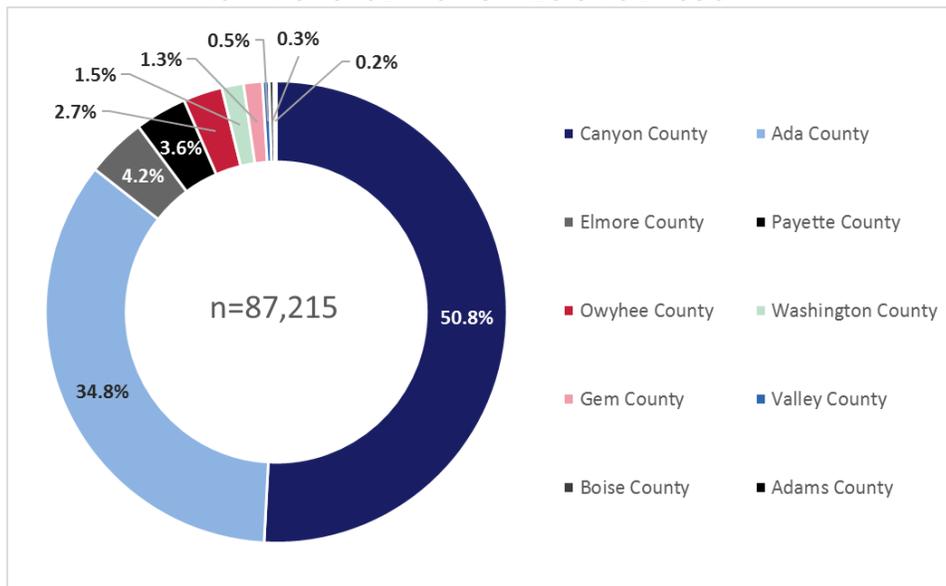
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, 2019.

The number of Hispanic residents by county is shown in **Exhibit 2-5**, along with the share of each county which identifies as Hispanic. As shown, several counties have larger shares of Hispanic residents than the Region as a whole and the state of Idaho, including Canyon, Elmore, Owyhee, Payette, and Washington.

EXHIBIT 2-5
HISPANIC POPULATION BY COUNTY

	#	%
Ada County	39,076	8.3%
Adams County	179	4.2%
Boise County	375	4.9%
Canyon County	57,144	25.6%
Elmore County	4,738	17.4%
Gem County	1,476	8.4%
Owyhee County	3,077	26.3%
Payette County	4,094	17.4%
Valley County	520	4.7%
Washington County	1,718	16.9%
Region 3 Total	**112,397**	**13.9%**
Idaho	**222,908**	**12.7%**

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, 2019.

Population projections for Region 3 and the state are displayed in **Exhibit 2-6**. As shown, annual growth in Region 3 through 2026 is projected to be 1.5%, slightly higher than that of the state as a whole (1.1%). The population growth in Region 3 accounts for nearly two-thirds of the 10-year projected state population gain by year 2026.

EXHIBIT 2-6
POPULATION PROJECTIONS FOR THE STATE AND STUDY REGION
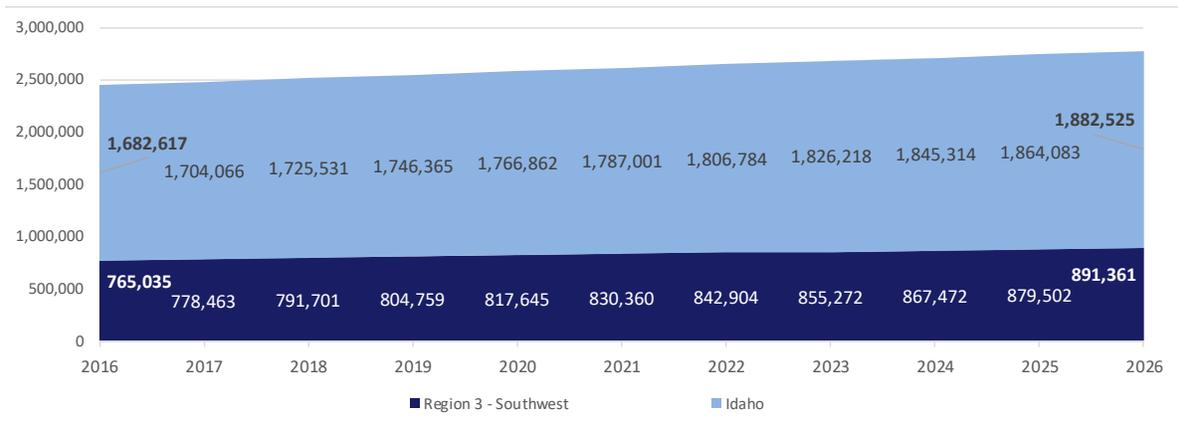
	2016	2026	10-year Net Growth	10-year Total Growth %	Annual Growth %
Region 3 - Southwest	765,035	891,361	126,326	16.5%	1.5%
Idaho	1,682,617	1,882,525	199,909	11.9%	1.1%

Source: Idaho Department of Labor, 2019.

Per capita income for the study region, state, and nation from 2009 through 2018 is displayed in **Exhibit 2-7**. Residents of the region earn approximately $9,100 less on average annually than the U.S. average, but fare better than their peers across the state of Idaho. Per capita income for Region 3 is nearly $1,450 more than that of the state. The increase in per capita income over the last 10 years has been similar in the region, state, and nation.

EXHIBIT 2-7
PER CAPITA INCOME GROWTH FOR THE STUDY REGION, STATE AND U.S.

	Region 3 Southwest	Idaho	United States
2009	$ 32,496	$ 31,186	$ 39,284
2010	$ 33,172	$ 31,957	$ 40,546
2011	$ 34,453	$ 33,515	$ 42,735
2012	$ 36,136	$ 35,188	$ 44,599
2013	$ 37,228	$ 36,200	$ 44,851
2014	$ 39,127	$ 37,896	$ 47,058
2015	$ 41,078	$ 39,857	$ 48,978
2016	$ 41,951	$ 40,670	$ 49,870
2017	$ 43,489	$ 42,094	$ 51,885
2018	$ 45,342	$ 43,901	$ 54,446
10-year Change	$ 12,846	$ 12,715	$ 15,162
10-year % Change	39.5%	40.8%	38.6%

Source: U.S. Census Bureau, 2019.

The most recent unemployment rate (November 2019) for each geography is displayed in **Exhibit 2-8**. As shown, unemployment is higher in nearly every Region 3 county than in the state as a whole (with the exception of Ada County). Four counties (Adams, Boise, Washington, and Valley) had an unemployment rate higher than the national average. Unemployment rates in these counties are higher than in the rest of the region, indicating that those geographies may be promising targets for all levels of CTE programming with adult learners interested in skills credentialing, degree completion, or career change. Unemployment declined in just two counties over the last year (Owyhee and Payette). It should be noted that when unemployment rates closely approach or drop below 3.0%, demand on the employable workforce is magnified, and constraints on the various industry sectors most impacted in a region or locality begin to take an economic toll.

EXHIBIT 2-8
NOVEMBER 2019 UNEMPLOYMENT FOR THE STUDY REGION, STATE, AND U.S.
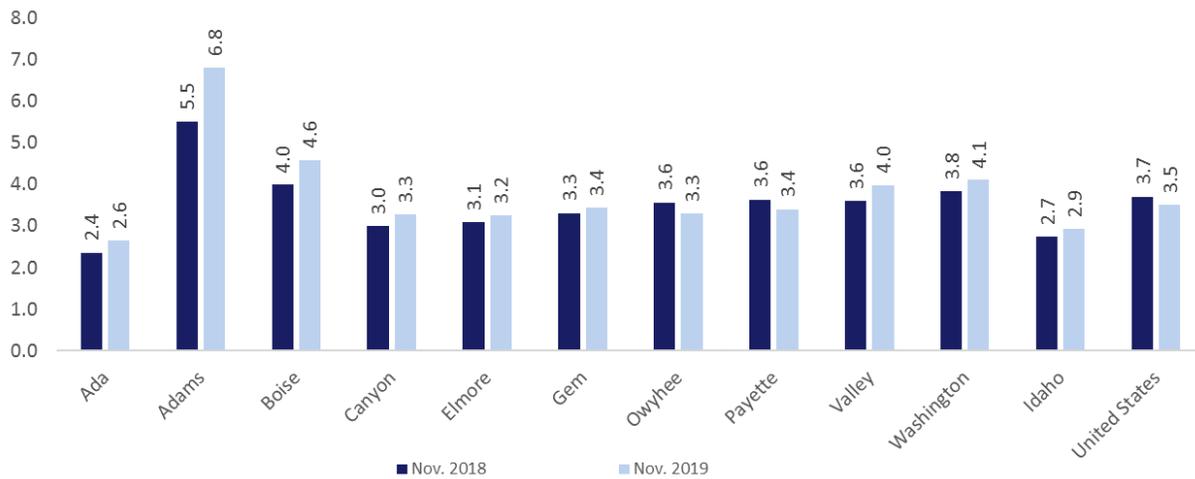
Source: Idaho Department of Labor, Research & Analysis and Public Affairs, December 2019.

2.2   EDUCATIONAL PROFILE OF THE SERVICE AREA

More than 8% of the adult population across the study region (age 18 and over) is enrolled in some college at the undergraduate or graduate level, as shown in **Exhibit 2-9**. Varying proportions of the population throughout the region are enrolled in postsecondary institutions – ranging from 3.1% (in Boise County) and 9.5% (in Ada County). Nearly 9% of the adult population across all of Idaho is enrolled in college or graduate school.

EXHIBIT 2-9
EDUCATIONAL PARTICIPATION, POPULATION AGED 18 AND OVER

Geography	Total	Enrolled in college or grad school	Enrolled in college or grad school
Ada County	327,266	31,150	9.5%
Adams County	3,253	111	3.4%
Boise County	5,704	177	3.1%
Canyon County	145,588	11,329	7.8%
Elmore County	19,424	1,436	7.4%
Gem County	12,876	584	4.5%
Owyhee County	8,347	388	4.6%
Payette County	16,663	828	5.0%
Valley County	8,243	427	5.2%
Washington County	7,658	265	3.5%
Regional Total	**555,022**	**46,695**	**8.4%**
Idaho	**1,222,764**	**106,751**	**8.7%**

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

Exhibit 2-10 displays educational attainment for the population age 25 and older in each geography. A larger proportion of Idaho residents hold a college degree (36%) than in seven of the 10 study area

regional geographies. These seven counties range in degree attainment (associate degree and beyond) from a low of 19% (in Owyhee) to 30% in (Elmore County). Ada, Boise, and Valley Counties have degree attainment rates higher than or equal to the state (47%, 40%, and 37%, respectively).

EXHIBIT 2-10
2017 EDUCATIONAL ATTAINMENT, POPULATION AGE 25 AND OLDER
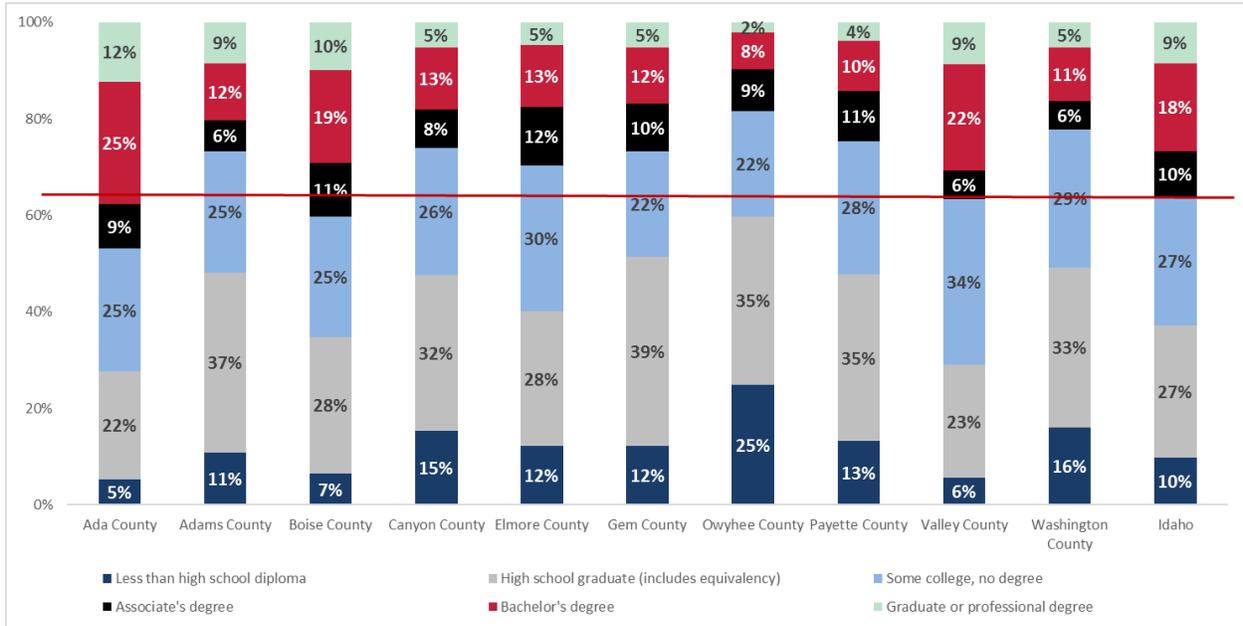
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates.

2.3   HIGH SCHOOL ENROLLMENT AND GRADUATION TRENDS

Exhibit 2-11 displays the number of high school diplomas granted in Idaho and Region 3 from 2014 through 2018. The number of graduates has increased 4.3% in the state during the five-year time period, A comparable number in Region 3 indicates 355 more diplomas were awarded in 2018 than in 2014, a 4.4% increase.

EXHIBIT 2-11
GRADUATION COUNTS (DIPLOMAS EARNED) FOR PUBLIC HIGH SCHOOLS IN
THE STUDY REGION AND IDAHO, 2014 THROUGH 2018

	2014	2015	2016	2017	2018	# change	% change
Region 3	8,084	7,628	7,971	8,204	8,439	355	4.4%
Idaho	17,649	16,923	17,433	18,053	18,410	761	4.3%

Source: Idaho State Department of Education, 2020.

Public high school graduation rates for Idaho and Region 3 are shown in **Exhibit 2-12**. As shown, graduation rates have increased each year for both Idaho and the study region. The overall graduation rate for Region 3 (78.2%) is nearly three points lower than the state's (80.9%). However, the region has improved its graduation rate more significantly over the past five years – an increase of 5.3 percentage points since 2014, as compared to 3.6 at the state level.

EXHIBIT 2-12
GRADUATION RATES FOR PUBLIC HIGH SCHOOLS IN THE STUDY REGION
2014 AND 2018
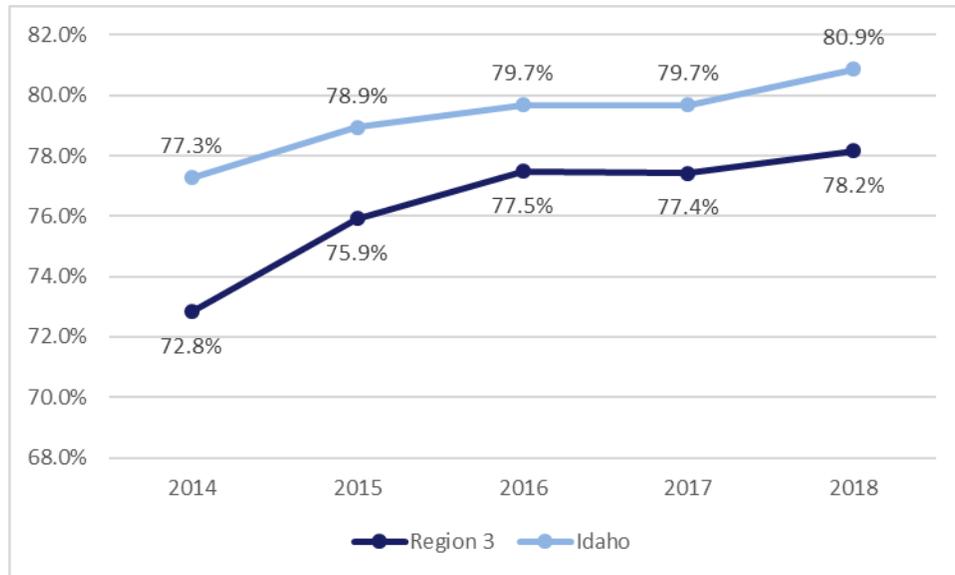
Source: Idaho State Department of Education, 2020.

2.4   MAJOR INDUSTRIES IN THE REGION

According to the Idaho Department of Labor, the major economic drivers in Region 3 include semiconductor and other computer product manufacturing, food product manufacturing, administrative and business support services and construction. The largest industries by employment are food and drinking establishments, administrative and business support services, and healthcare.

2.5   OCCUPATIONAL PROJECTIONS

Critical to the CLNA analysis, information about long-term occupational projections of job openings aligned with educational requirements that might favor CTE programming is examined in this section of the report. The Department of Labor categorizes occupations by required education level at "point of entry." The consultant team examined occupational projections across Region 3 for positions requiring some college, but less than a baccalaureate degree – postsecondary nondegree award up to an associate degree.

These occupational projections for Region 3 are displayed in **Exhibit 2-13**. As shown, most of the occupations with significant openings over the next 10 years do not require an associate degree. The hourly median wage for each position is provided where available. Occupations with a pathway provided by a CWI program are noted with an asterisk.

As shown, several occupations with significant (more than 25) annual openings in the region correspond with existing CWI CTE programming, including:

◆   Heavy and Tractor-Trailer Truck Drivers
◆   Nursing Assistants
◆   Bookkeeping, Accounting, and Auditing Clerks

- Medical Assistants
- Computer User Support Specialists
- Automotive Service Technicians and Mechanics

EXHIBIT 2-13

OCCUPATIONS WITH AT LEAST 25 PROJECTED ANNUAL OPENINGS OVER THE NEXT 10 YEARS REQUIRING POSTSECONDARY EDUCATION BUT LESS THAN A BACHELOR'S DEGREE WITHIN REGION 3

Occupation	Openings
Heavy and Tractor-Trailer Truck Drivers ($19.61)*	606
Nursing Assistants ($13.33)*	503
Bookkeeping, Accounting, and Auditing Clerks ($18.15)*	466
Teacher Assistants ($11.58)	347
Medical Assistants ($16.71)*	235
Computer User Support Specialists ($20.43)*	159
Automotive Service Technicians and Mechanics ($19.50)*	159
Heating, Air Conditioning, and Refrigeration Mechanics and Installers ($21.16)	141
Forest and Conservation Technicians ($17.13)	118
Licensed Practical and Licensed Vocational Nurses ($22.56)	114
Hairdressers, Hairstylists, and Cosmetologists ($11.29)	113
Telecom Equipment Installers & Repairers, Except Line Installers ($26.69)	94
Web Developers ($26.26)	53
Medical Records and Health Information Technicians ($19.68)*	52
Dental Assistants ($17.58)*	46
Preschool Teachers, Except Special Education ($11.23)*	45
Surgical Technologists ($24.01)*	43
Architectural and Civil Drafters ($20.51)*	43
Library Technicians ($12.33)	41
Radiologic Technologists (n/a)	41
Phlebotomists ($14.89)	40
Electrical and Electronics Engineering Technicians ($26.24)	40
Computer, Automated Teller, and Office Machine Repairers ($17.75)	39
Respiratory Therapists ($27.6)	39
Emergency Medical Technicians and Paramedics ($18.30)	38
Paralegals and Legal Assistants ($23.54)	36
Electrical and Electronics Repairers, Commercial and Industrial Equipment (n/a)	35
Computer Network Support Specialists ($20.87)*	34
Medical and Clinical Laboratory Technicians (n/a)	32
Medical Transcriptionists ($13.33)*	30
Human Resources Assistants, Except Payroll and Timekeeping ($19.62)	28

Legend:
☐ Associate's degree required at entry level
■ Postsecondary non-degree award required at entry level

*Note: Occupations with a pathway provided by a CWI program are noted with an asterisk.
Source: Idaho Department of Labor, 2019.

It should be noted that the top five Region 3 occupations (excluding Teaching Assistants) that require some postsecondary education or training, but less than a degree for entry-level hires, reflect a significant proportion of the comparable 10-year statewide need (position openings) as follows:
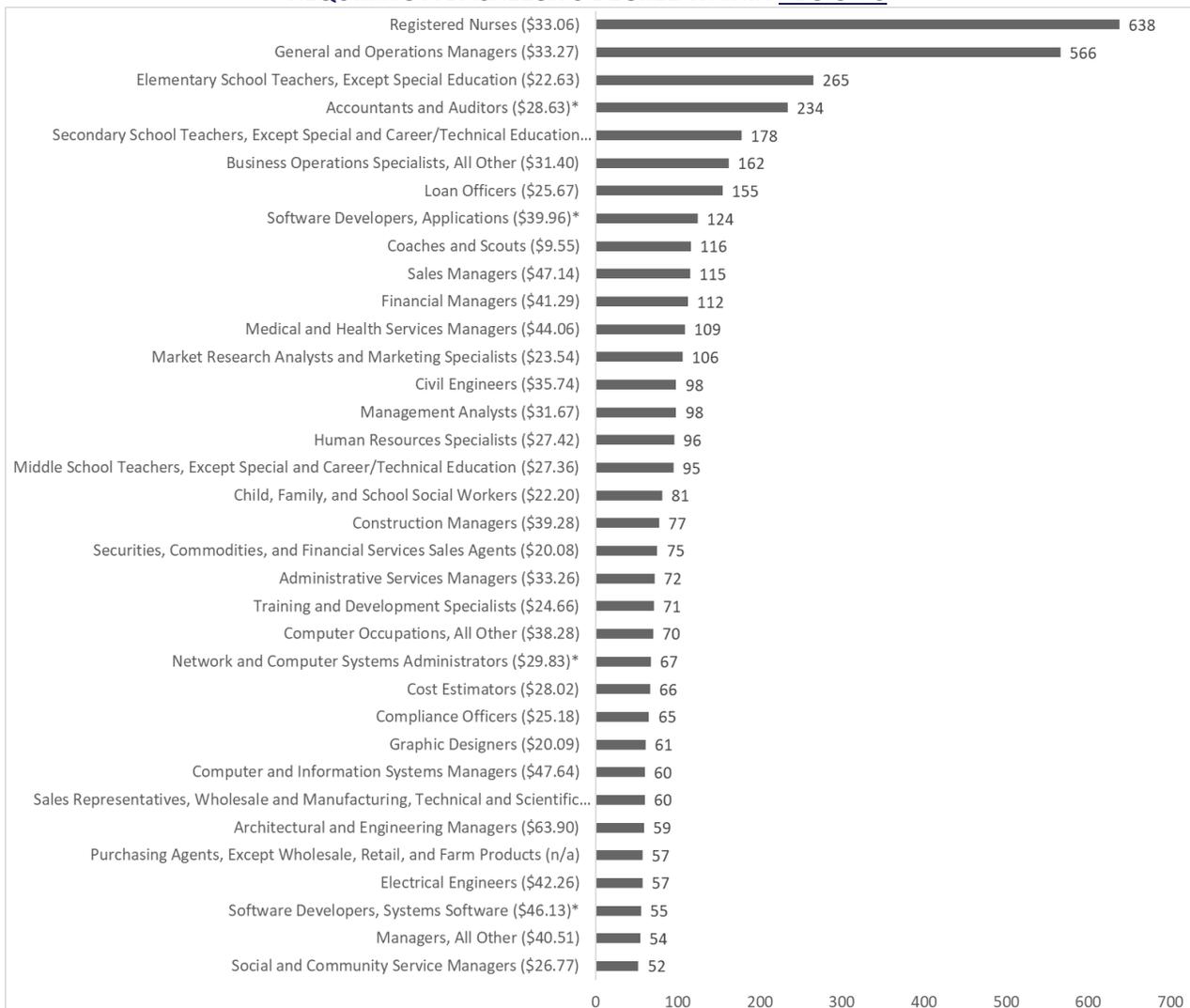
- Heavy and Tractor-Trailer Truck Drivers - 36% of statewide openings

- Nursing Assistants - 47% of statewide openings

- Bookkeeping, Accounting, and Auditing Clerks - 48% of statewide openings

- Medical Assistants - 51% of statewide openings

- Automotive Service Technicians and Mechanics - 42% of statewide openings

- Computer User Support Specialists - 58% of statewide openings

- Heating, Air Conditioning, and Refrigeration Mechanics and Installers - 56% of statewide openings

Separately, the consulting team examined projected positions requiring a bachelor's degree for entry in the region, and those figures are shown in **Exhibit 2-14**. The hourly median wage for each position is provided where available. All CWI A.A.S. degrees feed into B.A.S. degrees at all Idaho four-year state institutions. This provides a clear pathway for all CTE disciplines to continue on to bachelor's degrees. Occupations with a pathway provided by a CWI program are noted with an asterisk.

As shown, two occupations requiring a bachelor's degree for entry correspond with pathways offered through CWI CTE programs: Software Developers, Applications and Accountants and Auditors.

EXHIBIT 2-14
OCCUPATIONS WITH AT LEAST 50 PROJECTED ANNUAL OPENINGS OVER THE NEXT 10 YEARS
REQUIRING A BACHELOR'S DEGREE WITHIN REGION 3

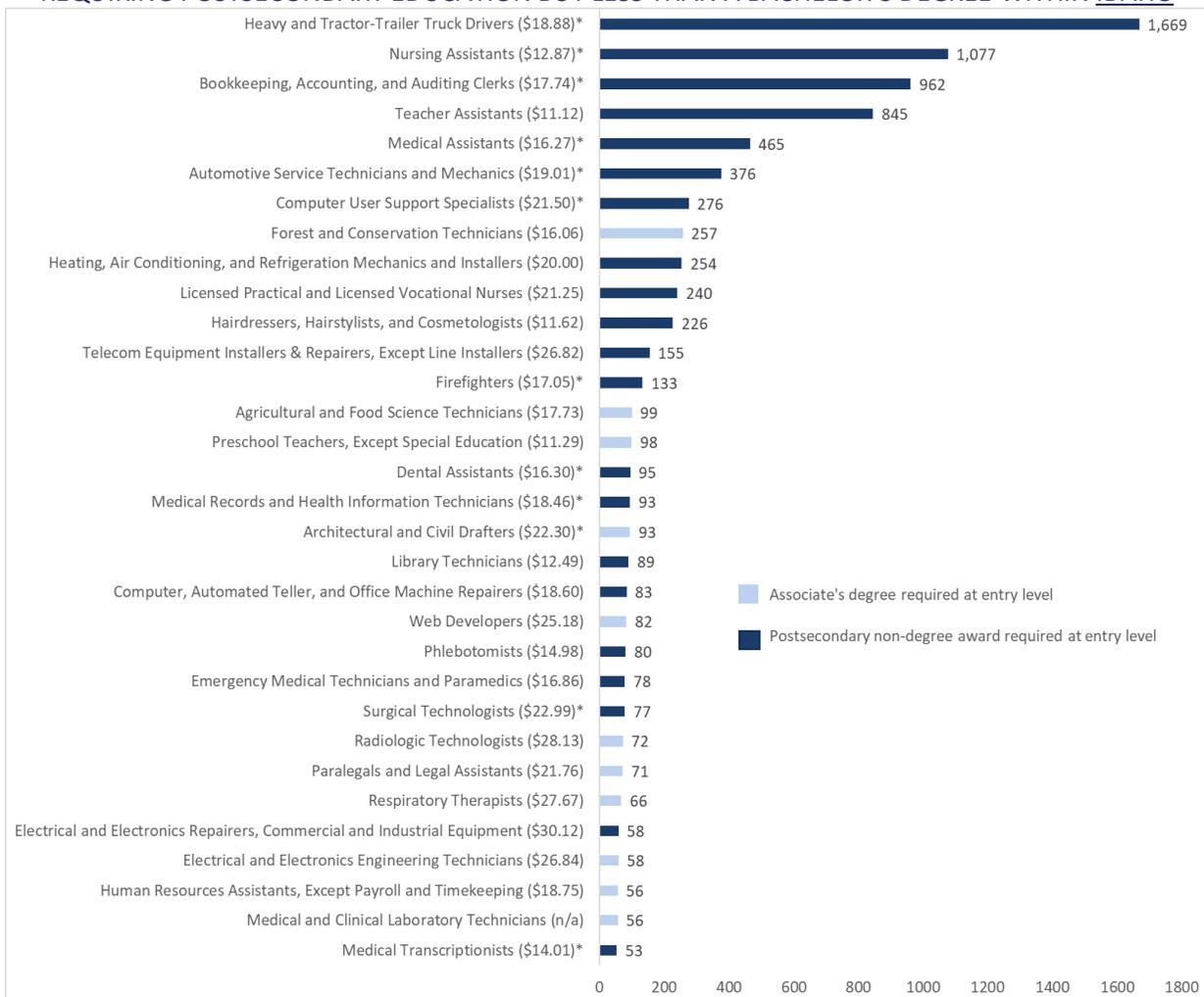| Occupation	Openings
Registered Nurses ($33.06)	638
General and Operations Managers ($33.27)	566
Elementary School Teachers, Except Special Education ($22.63)	265
Accountants and Auditors ($28.63)*	234
Secondary School Teachers, Except Special and Career/Technical Education...	178
Business Operations Specialists, All Other ($31.40)	162
Loan Officers ($25.67)	155
Software Developers, Applications ($39.96)*	124
Coaches and Scouts ($9.55)	116
Sales Managers ($47.14)	115
Financial Managers ($41.29)	112
Medical and Health Services Managers ($44.06)	109
Market Research Analysts and Marketing Specialists ($23.54)	106
Civil Engineers ($35.74)	98
Management Analysts ($31.67)	98
Human Resources Specialists ($27.42)	96
Middle School Teachers, Except Special and Career/Technical Education ($27.36)	95
Child, Family, and School Social Workers ($22.20)	81
Construction Managers ($39.28)	77
Securities, Commodities, and Financial Services Sales Agents ($20.08)	75
Administrative Services Managers ($33.26)	72
Training and Development Specialists ($24.66)	71
Computer Occupations, All Other ($38.28)	70
Network and Computer Systems Administrators ($29.83)*	67
Cost Estimators ($28.02)	66
Compliance Officers ($25.18)	65
Graphic Designers ($20.09)	61
Computer and Information Systems Managers ($47.64)	60
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific...	60
Architectural and Engineering Managers ($63.90)	59
Purchasing Agents, Except Wholesale, Retail, and Farm Products (n/a)	57
Electrical Engineers ($42.26)	57
Software Developers, Systems Software ($46.13)*	55
Managers, All Other ($40.51)	54
Social and Community Service Managers ($26.77)	52

Source: Idaho Department of Labor, 2019.

A full list of occupational openings requiring more than a high school diploma but less than a master's degree can be found in **Appendix B**.

Occupational projections for the state of Idaho are shown in **Exhibit 2-15**. As with the region data, most occupations statewide require less than an associate degree for entry, but do require a postsecondary nondegree award or credential. As shown, a number of these occupations project significant openings (more than 250 annually) in the state which correspond with CTE programs, including:

- Heavy and Tractor-Trailer Truck Drivers
- Nursing Assistants
- Bookkeeping, Accounting, and Auditing Clerks
- Medical Assistants
- Automotive Service Technicians and Mechanics
- Computer User Support Specialists

EXHIBIT 2-15

OCCUPATIONS WITH AT LEAST 50 PROJECTED ANNUAL OPENINGS OVER THE NEXT 10 YEARS REQUIRING POSTSECONDARY EDUCATION BUT LESS THAN A BACHELOR'S DEGREE WITHIN IDAHO

Occupation	Openings
Heavy and Tractor-Trailer Truck Drivers ($18.88)*	1,669
Nursing Assistants ($12.87)*	1,077
Bookkeeping, Accounting, and Auditing Clerks ($17.74)*	962
Teacher Assistants ($11.12)	845
Medical Assistants ($16.27)*	465
Automotive Service Technicians and Mechanics ($19.01)*	376
Computer User Support Specialists ($21.50)*	276
Forest and Conservation Technicians ($16.06)	257
Heating, Air Conditioning, and Refrigeration Mechanics and Installers ($20.00)	254
Licensed Practical and Licensed Vocational Nurses ($21.25)	240
Hairdressers, Hairstylists, and Cosmetologists ($11.62)	226
Telecom Equipment Installers & Repairers, Except Line Installers ($26.82)	155
Firefighters ($17.05)*	133
Agricultural and Food Science Technicians ($17.73)	99
Preschool Teachers, Except Special Education ($11.29)	98
Dental Assistants ($16.30)*	95
Medical Records and Health Information Technicians ($18.46)*	93
Architectural and Civil Drafters ($22.30)*	93
Library Technicians ($12.49)	89
Computer, Automated Teller, and Office Machine Repairers ($18.60)	83
Web Developers ($25.18)	82
Phlebotomists ($14.98)	80
Emergency Medical Technicians and Paramedics ($16.86)	78
Surgical Technologists ($22.99)*	77
Radiologic Technologists ($28.13)	72
Paralegals and Legal Assistants ($21.76)	71
Respiratory Therapists ($27.67)	66
Electrical and Electronics Repairers, Commercial and Industrial Equipment ($30.12)	58
Electrical and Electronics Engineering Technicians ($26.84)	58
Human Resources Assistants, Except Payroll and Timekeeping ($18.75)	56
Medical and Clinical Laboratory Technicians (n/a)	56
Medical Transcriptionists ($14.01)*	53

Legend:
- Associate's degree required at entry level
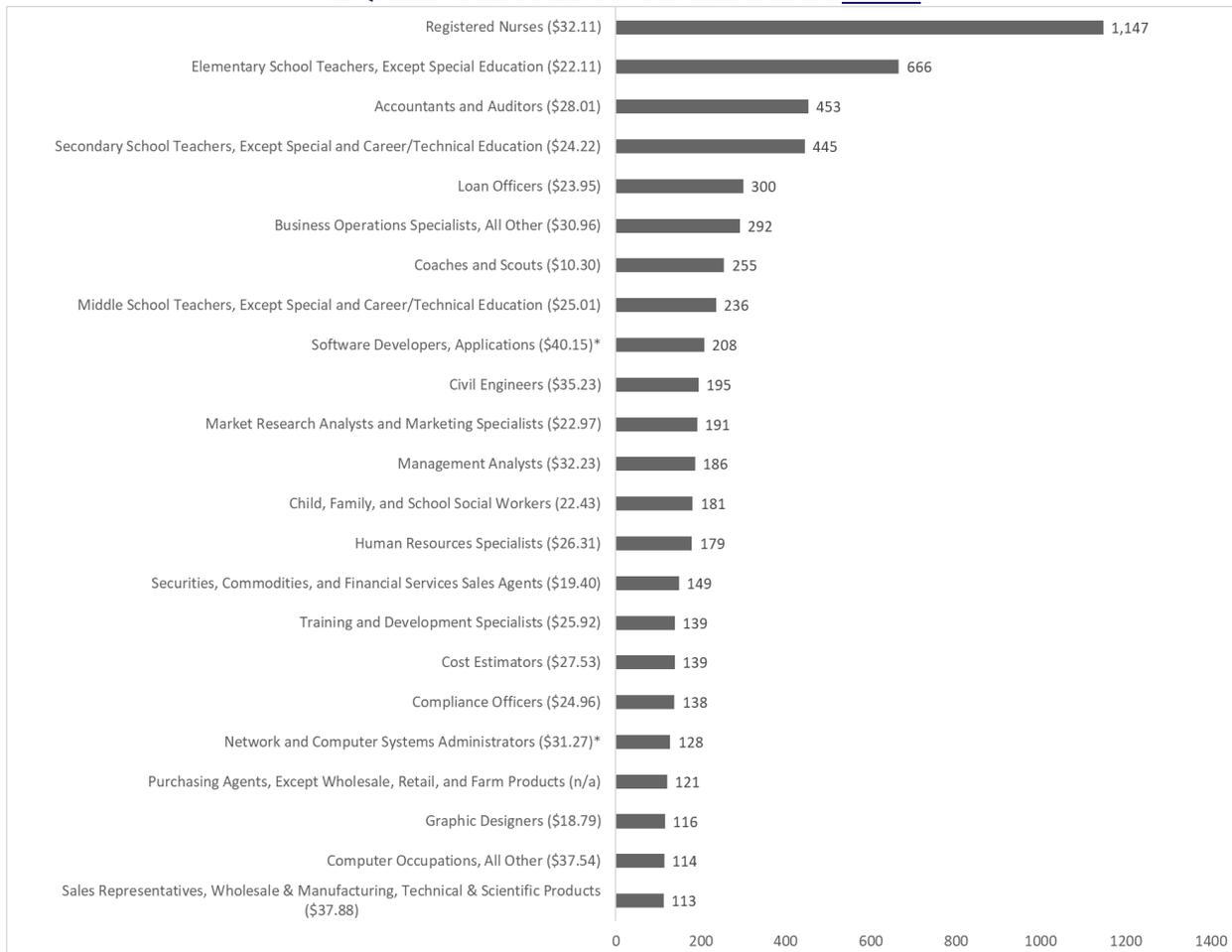- Postsecondary non-degree award required at entry level

Source: Idaho Department of Labor, 2019.

As with the regional analysis, the consulting team examined projected positions requiring a bachelor's degree for entry in Idaho, and those figures are shown in **Exhibit 2-16**. The hourly median wage for each position is provided where available. Occupations with a pathway provided by a CWI program are noted with an asterisk.

As shown, two occupations requiring a bachelor's degree project significant annual openings in the state over the next 10 years: Software Developers, Applications and Network and Computer Systems Administrators.

EXHIBIT 2-16
OCCUPATIONS WITH AT LEAST 100 PROJECTED ANNUAL OPENINGS OVER THE NEXT 10 YEARS
REQUIRING A BACHELOR'S DEGREE WITHIN IDAHO

Occupation	Projected Annual Openings
Registered Nurses ($32.11)	1,147
Elementary School Teachers, Except Special Education ($22.11)	666
Accountants and Auditors ($28.01)	453
Secondary School Teachers, Except Special and Career/Technical Education ($24.22)	445
Loan Officers ($23.95)	300
Business Operations Specialists, All Other ($30.96)	292
Coaches and Scouts ($10.30)	255
Middle School Teachers, Except Special and Career/Technical Education ($25.01)	236
Software Developers, Applications ($40.15)*	208
Civil Engineers ($35.23)	195
Market Research Analysts and Marketing Specialists ($22.97)	191
Management Analysts ($32.23)	186
Child, Family, and School Social Workers (22.43)	181
Human Resources Specialists ($26.31)	179
Securities, Commodities, and Financial Services Sales Agents ($19.40)	149
Training and Development Specialists ($25.92)	139
Cost Estimators ($27.53)	139
Compliance Officers ($24.96)	138
Network and Computer Systems Administrators ($31.27)*	128
Purchasing Agents, Except Wholesale, Retail, and Farm Products (n/a)	121
Graphic Designers ($18.79)	116
Computer Occupations, All Other ($37.54)	114
Sales Representatives, Wholesale & Manufacturing, Technical & Scientific Products ($37.88)	113

Source: Idaho Department of Labor, 2019.

2.6   SUMMARY OF KEY REGION 3 MARKET CHARACTERISTICS

- The 10-county region is home to more than 800,000 residents. Ada (home of the state capital, Boise) and Canyon counties, constitute nearly 40% of the state's population and 86% of the population of Region 3.

- Approximately 13% of the 10-county Region's residents are between the ages of 15 and 24, the approximate pipeline for traditional age postsecondary enrollments. Approximately one-quarter of the geography's residents are age 25 to 44 years, the typical population of adult learners. The distribution of the population by age across the study region closely mirrors that of the state.

- Ada, Canyon, and Elmore Counties offer the largest combined counts of Black/African American, American Indian and Alaska Natives, and Asian residents in the region.

- Hispanics account for more than 112,000 residents of the Region, and several counties have larger shares of Hispanic residents than the Region and the state of Idaho, including Canyon, Elmore, Owyhee, Payette, and Washington.

- Annual growth in Region 3 through 2026 is projected to be 1.5%, slightly higher than that of the state (1.1%).

- Region 3 residents earn approximately $9,100 less annually than the U.S. average, but fare better than their peers across the state of Idaho.

- Unemployment is higher in nearly every Region 3 county than in the state as a whole (with the exception of Ada County) as of November 2019. Adams, Boise, Washington, and Valley had unemployment rates higher than the national average and the rest of region at the end of 2019. Those geographies may be promising targets for CTE participants, especially adult learners interested in a skills credential, degree completion or career change.

- More than 8% of the adult population across the study region (age 18 and over) is enrolled in some college at the undergraduate or graduate level, similar to the state rate.

- A larger proportion of Idaho residents hold a college degree (36%) than in seven of the 10 study area regional geographies, which range from 19% (in Owyhee) to 30% in (Elmore County).

- The number of high school graduates has increased 4.3% in the state over the last five years. In addition, graduation rates have increased each year for both Idaho and the study region.

- Major economic drivers in Region 3 include semiconductor and other computer product manufacturing, food product manufacturing, administrative and business support services and construction.

- The largest employers in the area are food and drinking establishments, administrative and business support services, and healthcare.

- Most of the CTE relevant occupations with significant openings over the next 10 years in Region 3 do not require a two- or four-year degree, but do seek some level of postsecondary training or education including automotive/trucking, mechanics, healthcare, and technology.

3.0 CAREER AND TECHNICAL EDUCATION OPPORTUNITIES ACROSS IDAHO AND REGION 3

In the report sections that follow, a summary of CTE program capacities across Idaho as a whole are offered with a specific comparative focus on the College of Western Idaho serving Region 3. The respective enrollment patterns are offered to understand local access options, capacity, and program mix. Currently, CTE programs are available across the state at the middle and high school levels, and through six higher education providers with designated service regions, including:

- College of Eastern Idaho
- College of Southern Idaho
- **College of Western Idaho**
- Idaho State University
- Lewis-Clark State College
- North Idaho College

Note that all CTE programs/disciplines listed are not necessarily available in every region, and all CTE enrollments are institution-wide and do not break out enrollment at regional centers or online only, unless otherwise indicated.

3.1 SECONDARY LEVEL CTE PROGRAM CAPACITY IN IDAHO AND REGION 3

Career and technical education programs are offered throughout the state at the secondary level. In 2018, more than 84,000 enrollments in secondary CTE programs across Idaho. This represents more than an 8% increase since 2012, as shown in **Exhibit 3-1**. More than 700 programs are available across 142 school districts and 17 Career and Technical Schools according to Idaho Career and Technical Education annual report.

EXHIBIT 3-1
IDAHO SECONDARY CTE ENROLLMENTS
2012 THROUGH 2018
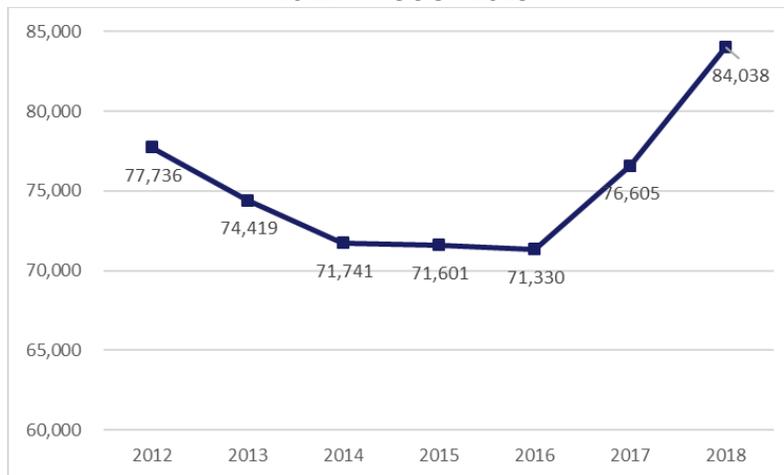
Source: Idaho Career and Technical Education, 2018 In Review Report.

In 2018, there were nearly 94,000 total course enrollments among nearly 60,000 unique student participants. Programs available and their shares of course enrollments are shown in **Exhibit 3-2**. Business Management and Marketing programs constituted nearly one-third of course enrollments at the secondary level (32%), as of 2018. Family & Consumer Sciences (17%), Agriculture & Natural Resources (16%), and Engineering & Technology (15%) account for nearly 50% of course enrollments.

EXHIBIT 3-2
TOTAL CTE SECONDARY ENROLLMENTS IN 2018
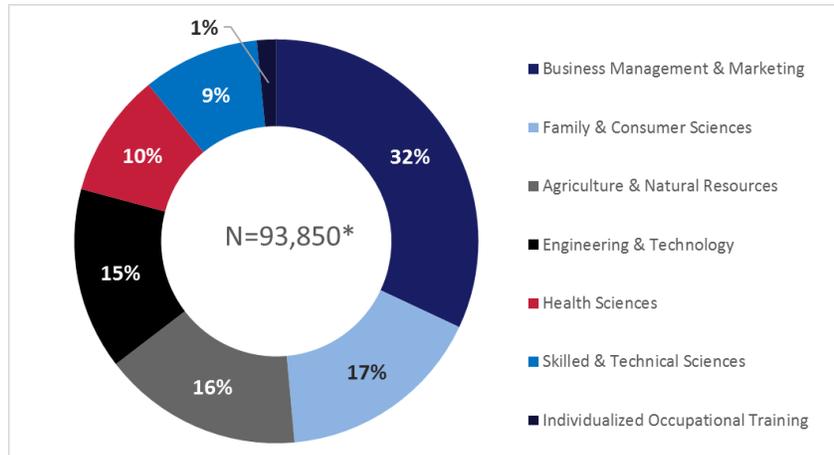
*Note: 59,849 unique career & technical education students (based on EDUID).
Source: Idaho Career and Technical Education, 2018 In Review Report.

Statewide CTE secondary intermediate and capstone enrollment profile information for the last three completed academic years is illustrated in **Exhibit 3-3** by gender, race, and special classification. Over the last three years, total CTE enrollments have grown from just over 31,100 to well over 37,000 participants, a roughly 20% gain. As shown, in the most recent academic year available, 2018-19, the majority of enrollments across the state were male (54%) and White (76%), while half of enrolled students were classified as "non-traditional."

EXHIBIT 3-3
IDAHO CTE SECONDARY INTERMEDIATE AND CAPSTONE ENROLLMENT TRENDS
2016-17 THROUGH 2018-19

		2016-17	2017-18	2018-19
Gender	Female	44%	44%	46%
	Male	56%	56%	54%
RaceEthnicity	American Indian or Alaskan Native	1%	1%	1%
	Asian	1%	1%	1%
	Black	1%	1%	1%
	Hispanic/Latino	18%	18%	18%
	Native Hawaiian or Other Pacific Islander	0.4%	0.3%	0.3%
	White	76%	76%	76%
	Multi-race	2%	2%	2%
Special	Economically Disadvantaged	10%	7%	6%
	Special Ed/504	10%	11%	11%
	English Learners	4%	4%	3%
	Migrant	0.2%	0.2%	0.1%
	Non-Traditional	48%	48%	50%
	Homeless	*	*	*
	Foster	*	*	*
	Military	*	*	*
	Grand Total	**31,319**	**34,435**	**37,540**

*New special populations (Homeless, Foster, and Military) not available at time of printing.
Source: Idaho Career and Technical Education, 2019.

Statewide CTE concentrator enrollment characteristics are offered in **Exhibit 3-4** by gender, race, and special classification. As shown, in 2018-19, the majority of enrollments across the state were male (54%) and White (79%), while three in 10 enrolled students were classified as "non-traditional" status.

EXHIBIT 3-4
IDAHO SECONDARY CTE CONCENTRATORS BY PROGRAM AND STUDENT CATEGORY
2016-17 THROUGH 2018-2019

		2016-17	2017-18	2018-19
Gender	Female	46%	43%	46%
	Male	54%	57%	54%
RaceEthnicity	American Indian or Alaskan Native	1%	1%	1%
	Asian	1%	1%	1%
	Black	1%	1%	1%
	Hispanic/Latino	16%	15%	15%
	Native Hawaiian or Other Pacific Islander	0.3%	0.2%	0.2%
	White	79%	79%	79%
	Multi-race	2%	2%	2%
Special	Economically Disadvantaged	40%	32%	29%
	Special Ed/504	7%	8%	9%
	English Learners	4%	2%	2%
	Migrant	1%	1%	1%
	Non-Traditional	35%	26%	29%
	Grand Total	**6,571**	**5,067**	**5,421**

*New special populations (Homeless, Foster, and Military) not available at time of printing.
Source: Idaho Career and Technical Education, 2019.

Similar patterns are seen in the Region 3 CTE secondary enrollment data provided by the State CTE office displayed in **Exhibit 3-5**. In 2018-19, the majority of enrollments in the Region were male (55%) and White (74%), while more than half of enrolled students were classified as non-traditional (54%).

EXHIBIT 3-5
REGION 3 SECONDARY CTE INTERMEDIATE AND CAPSTONE ENROLLMENT TRENDS
BY STUDENT CHARACTERISTICS, 2016-17 THROUGH 2018-19

		2016-17	2017-18	2018-19
Gender	Female	45%	45%	45%
	Male	55%	55%	55%
RaceEthnicity	American Indian or Alaskan Native	1%	1%	1%
	Asian	2%	2%	2%
	Black	1%	1%	1%
	Hispanic/Latino	19%	18%	19%
	Native Hawaiian or Other Pacific Islander	0.5%	0.4%	0.3%
	White	74%	74%	74%
	Multi-race	3%	3%	3%
Special	Economically Disadvantaged	12%	6%	6%
	Special Ed/504	9%	12%	12%
	English Learners	4%	4%	4%
	Migrant	0.3%	0.2%	0.2%
	Non-Traditional	50%	51%	54%
	Homeless	*	*	*
	Foster	*	*	*
	Military	*	*	*
	Grand Total	**14,212**	**14,963**	**15,506**

*New special populations (Homeless, Foster, and Military) not available at time of printing.
Source: Idaho Career and Technical Education, 2019.

Again, State-provided CTE data reflect patterns in the Region 3 CTE secondary concentrator enrollments as shown in **Exhibit 3-6**. In 2018-19, the majority of enrollments in the Region were male (52%) and White (77%), while just less than a third were classified as "non-traditional" (32%).

EXHIBIT 3-6
REGION 3 SECONDARY CTE CONCENTRATORS BY STUDENT CHARACTERISTICS
2016-17 THROUGH 2018-2019

		2016-17	2017-18	2018-19
Gender	Female	48%	44%	48%
	Male	52%	56%	52%
RaceEthnicity	American Indian or Alaskan Native	0%	0%	1%
	Asian	2%	2%	2%
	Black	1%	1%	2%
	Hispanic/Latino	20%	19%	16%
	Native Hawaiian or Other Pacific Islander	0.4%	0.3%	0.3%
	White	74%	75%	77%
	Multi-race	2%	3%	3%
Special	Economically Disadvantaged	48%	30%	27%
	Special Ed/504	7%	9%	9%
	English Learners	5%	3%	3%
	Migrant	1%	1%	1%
	Non-Traditional	35%	28%	32%
	Grand Total	**3,059**	**2,302**	**2,597**

*New special populations (Homeless, Foster, and Military) not available at time of printing.
Source: Idaho Career and Technical Education, 2019.

Region 3 CTE secondary program enrollments (intermediate and capstone) by gender, race, and special classification are offered in **Exhibit 3-7.** These historical data were provided by the State CTE office.

EXHIBIT 3-7
REGION 3 SECONDARY INTERMEDIATE AND CAPSTONE ENROLLMENTS
BY CTE PROGRAM AND STUDENT CHARACTERISTICS, 2018-2019

	Female	Male	American Indian or Alaskan Native	Asian	Black	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Multi-race	Economically Disadvantaged	Special Ed/504	English Learner	NonTrad	Migrant	2018-19 Total
Business Management	1,476	2,075	16	80	69	628	14	2,642	102	173	349	134	1,476	3	3,551
Administrative Services	1,432	1,969	16	71	57	599	16	2,550	92	115	360	116	1,969	2	3,401
Marketing	1,094	1,601	12	55	42	588	13	1,925	60	118	231	106	1,601	3	2,695
Applied Accounting	1,038	1,361	14	58	40	414	5	1,786	82	64	265	85	1,361	2	2,399
Agribusiness	1,055	779	13	26	17	282	6	1,433	57	58	256	56	1,055	2	1,834
Animal Science	1,105	687	11	23	18	264	6	1,410	60	71	247	51	1,105	1	1,792
Rehabilitation Services	1,155	558	8	37	25	367	3	1,216	57	84	87	46	558	4	1,713
Business Digital Communications	509	820	7	21	16	299	3	955	28	29	141	61		2	1,329
Nursing Assistant	1,026	274	9	35	22	298	5	891	40	210	71	43	274	7	1,300
Emergency Medical Technician	896	319	8	31	18	255	2	854	47	108	61	35	896	3	1,215
Ornamental Horticulture	702	480	7	12	8	220	4	899	32	58	179	43	702	2	1,182
Agriculture Welding	144	941	7	12	7	118	4	917	20	107	198	19	144	3	1,085
Digital Media Technology - Broadcasting	249	820	9	22	21	119	4	842	52	25	149	34	249		1,069
Plant and Soil	588	479	6	12	9	185	4	824	27	41	163	41	588	2	1,067
Agriculture Mechanics and Power Systems	139	898	4	12	6	128	4	861	22	60	202	23	139	1	1,037
Digital Media Technology - Commercial Photography	683	352	2	22	18	161	1	799	32	34	93	52	683		1,035
Pharmacy Technician	747	257	6	28	14	217	2	699	38	84	46	30	257	4	1,004
Dental Assisting	729	246	6	28	14	218	2	674	33	81	44	34	246	3	975
Pre-Engineering Technology (PLTW)	130	667	5	25	7	85	4	636	35	11	66	17	130		797
Culinary Arts	445	325	1	14	10	171	3	548	23	42	102	33	445		770
Graphic Design	243	299	4	17	12	92	2	394	21	21	58	24		2	542
Agriculture Small Engine Repair/Power Sports	48	431	3	3	1	55	2	403	12	24	94	6	48	1	479
Automotive Maintenance & Light Repair	27	327	5	7	4	83	1	244	10	51	51	19	27	3	354
High School of Business	144	187		2	5	100		219	5	7	32	9	144		331
Programming & Software Development	39	261	2	14	4	28	3	235	14	9	45	8	39		300
Law Enforcement	108	177	2	2	1	137		134	9	20	29	18	108		285
Ecology and Natural Resource Management	135	122		3	4	46		199	5	54	19	8	135	1	257
Computer Support	18	183	1	8	2	38		151	1	6	34	5	18	1	201
Network Support	22	176	1	10	3	36		147	1	7	31	6	22	1	198
Certified Welding	21	165	1		1	50		124	10	37	30	9	21	1	186
Web Design & Development	34	148	1	9		13	1	151	7	3	15	5	34		182
Child Development & Services	141	39	1	2	1	64	1	109	2	21	30	10	39	2	180
Automotive Collision Repair	12	132	1	1	1	47		91	3	15	34	12	12	2	144
Construction Trades Technology	12	128	2	1	4	26		104	3	13	33	7	12	1	140
Firefighting	29	81	2	2		28		76	2	19	13	1	29		110
Heavy Equipment/Diesel Technology	2	91	1	1		12		79		14	15	5	2		93
Drafting	21	68			2	27		59	1	5	7	4	21		89
Education & Training	74	3		1	1	21	1	51	2	1	5	3	3	1	77
Digital Media Technology - Journalism	45	19	1	5	3	9		42	4	4	7	3	19		64
Cabinetmaking & Bench Carpentry	12	37		1		11		37			5	13	3	12		49
Pre-Engineering Technology (ITEEA - EbD)	11	33	1			4		37	2	5	11	2	11		44
Electronics Technology	4	37			1	2		38		4	5	1	4		41
Cosmetology	37					16		21		6	3	2		1	37
Small Engine Repair/Power Sports	2	26				6		21	1	2	2		2		28
Hospitality Services	14	8						22		5	4		8		22
Precision Machining		15	1					14			2	1			15
Agriculture Communications & Leadership	4	9				1		12			2		4		13
Automated Manufacturing															-
Industrial Mechanics															-
Masonry															-
Grand Total	7,022	8,484	84	298	224	2,943	52	#####	457	929	1,844	578	8,337	25	15,506
Percentage of All CTE enrollments	45%	55%	1%	2%	1%	19%	0%	74%	3%	6%	12%	4%	54%	0%	100%

Source: Idaho Career and Technical Education, 2019.

## 3.2   POSTSECONDARY LEVEL CTE PROGRAM CAPACITY IN IDAHO AND REGION 3

CTE programming is available through six postsecondary providers across Idaho, as shown in **Exhibit 3-8**. In 2018, the College of Western Idaho was one of the top two higher education providers of CTE programming in the state (along with Idaho State University) and enrolled nearly 1,250 students (22% of the statewide enrollments).

EXHIBIT 3-8
TOTAL CTE POSTSECONDARY ENROLLMENTS IN 2018
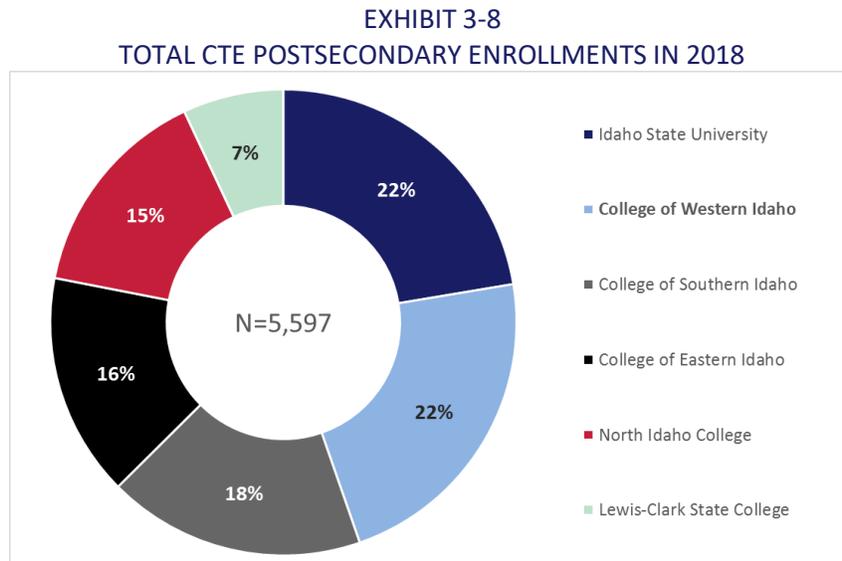
Source: Idaho Career and Technical Education, 2018 In Review Report.

As shown in **Exhibit 3-9**, overall CTE enrollments declined at every higher education provider in Idaho between 2012 and 2018. However, CWI's 12% enrollment decline is the smallest of the six providers. The rest of the institutions experienced more significant enrollment declines - between 33% and 50% - over the time horizon.

EXHIBIT 3-9
CTE POSTSECONDARY HEADCOUNT ENROLLMENT TRENDS, 2012 THROUGH 2018
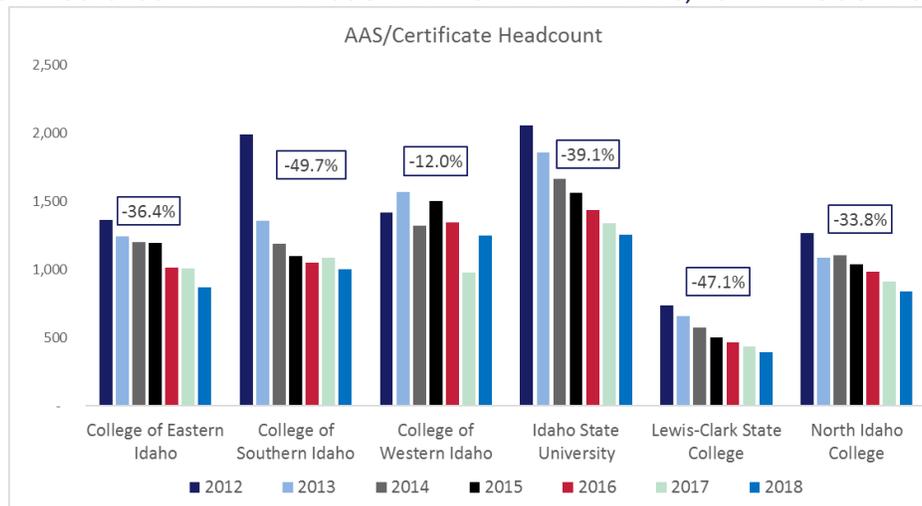
Source: Idaho Career and Technical Education, 2018 In Review Report.

Similarly, CWI has experienced a smaller decrease in FTE generated through CTE programs since 2012 than the other institutions in the state. As shown in **Exhibit 3-10**, CWI's FTE has declined just over 2% over the time horizon, while the other institutions have experienced declines between 16% and 45%.

EXHIBIT 3-10
CTE POSTSECONDARY FTE TRENDS, 2012 THROUGH 2018
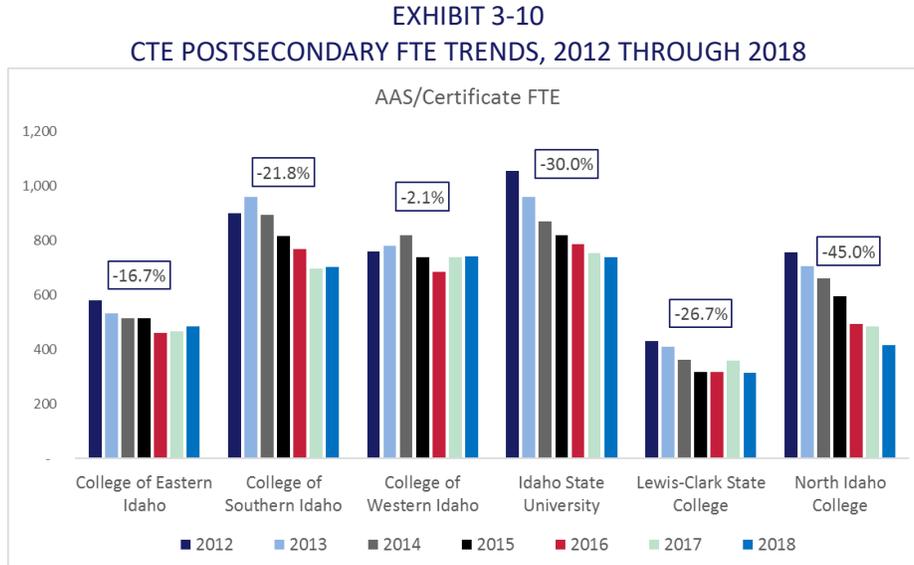
Source: Idaho Career and Technical Education, 2018 In Review Report.

3.3   CTE ENROLLMENTS AT CWI

The College of Western Idaho offers CTE programs in more than 30 different disciplines or specialties, including:

- Administrative Specialist
- Advanced Mechatronics Engineering Technology
- Applied Accounting
- Auto Body Technology
- Automotive Technology
- Cisco Networking and Security Technologies
- Computer Support Specialist
- Culinary Arts
- Cybersecurity
- Dental Assisting
- Drafting Technology
- Early Childhood Education
- Fire Service Technology
- Heavy Duty Truck Technician
- Heavy Equipment Technician

- Heavy Equipment Welding & Fabrication
- Horticulture Tech, Horticulturist
- Law Enforcement
- Machine Tool Technology
- Marketing/Management Technology
- Medical Administrative Support
- Medical Assistant
- Network & System Administration
- Physical Therapist Assistant
- Powersports & Small Engine Repair Technology
- Professional Truck Driving
- Software Development
- Surgical Technology
- Western States CAT Technician

Source: CWI Institutional Research Office.

More than 1,500 students were enrolled in CWI's CTE programs as of Fall 2019. The 15 programs with the highest Fall enrollments (each enrolling more than 45 students) constituted 76% of all CTE enrollments, as shown in **Exhibit 3-11**.

EXHIBIT 3-11
CTE PROGRAMS ENROLLMENTS AT THE COLLEGE OF WESTERN IDAHO

	Fall 2019	Share of Overall Enrollments
Automotive Technology	127	8%
Advanced Mechatronics Engineering Technology	98	6%
Administrative Specialist	95	6%
Cybersecurity	92	6%
Welding and Metals Fabrication	91	6%
Software Development	90	6%
Horticulture Technology	74	5%
Accounting and Bookkeeping	72	5%
Marketing Communications	70	5%
Drafting Technology	66	4%
Education, Early Childhood	66	4%
Medical Assistant	61	4%
Machine Tool	58	4%
Computer Support Specialist	48	3%
Medical Administrative Support	47	3%
Heavy Duty Truck Technician	43	3%
Cisco Networking and Security Technologies	41	3%
Law Enforcement	38	3%
Horticulture Technology	36	2%
Network Administration	36	2%
Auto Body	32	2%
Physical Therapy Assistant	25	2%
Dental Assistant	25	2%
Powersports and Small Engine Repair Technology	21	1%
Surgical Assistant	18	1%
Practical Nursing	15	1%
Western States CAT Technician	11	1%
Unmanned Arial Systems	9	1%
Fire Management	5	0%
Grand Total	**1,510**	**100%**

Source: College of Western Idaho, 2019.

Enrollment and Degree Trends

Enrollment and degree award trend data for CWI's CTE programs are displayed in **Exhibit 3-12** and **Exhibit 3-13**. As shown, five programs have grown more than 20% over the last three years, including Medical Assistant (135%), Marketing Communications (63%), Law Enforcement (36%), Cybersecurity (33%), and Horticulture Technology (25%).

EXHIBIT 3-12
COLLEGE OF WESTERN IDAHO CTE ENROLLMENTS BY PROGRAM
FALL 2017 THROUGH 2019

CTE Program	Fall Enrollment				
	2017	2018	2019	3-Year Change	3-Year % Change
Medical Assistant	26	52	61	35	135%
Marketing Communications	43	58	70	27	63%
Cybersecurity	69	82	92	23	33%
Horticulture Technology	59	72	74	15	25%
Law Enforcement	28	28	38	10	36%
Machine Tool	48	48	58	10	21%
Drafting Technology	58	68	66	8	14%
Welding and Metals Fabrication	88	107	91	3	3%
Horticulture Technology	35	34	36	1	3%
Education, Early Childhood	66	72	66	-	0%
Cisco Networking and Security Technologies	42	44	41	(1)	-2%
Fire Management	6	11	5	(1)	-17%
Physical Therapy Assistant	26	24	25	(1)	-4%
Dental Assistant	27	28	25	(2)	-7%
Surgical Assistant	21	20	18	(3)	-14%
Heavy Duty Truck Technician	46	42	43	(3)	-7%
Western States CAT Technician	14	7	11	(3)	-21%
Auto Body	39	30	32	(7)	-18%
Automotive Technology	134	118	127	(7)	-5%
Advanced Mechatronics Engineering Technology	108	102	98	(10)	-9%
Powersports and Small Engine Repair Technology	31	27	21	(10)	-32%
Administrative Specialist	107	87	95	(12)	-11%
Network Administration	49	30	36	(13)	-27%
Computer Support Specialist	70	69	48	(22)	-31%
Medical Administrative Support	69	46	47	(22)	-32%
Accounting and Bookkeeping	96	73	72	(24)	-25%
Software Development	123	116	90	(33)	-27%
Practical Nursing			15	n/a	n/a
Unmanned Arial Systems			9	n/a	n/a
Grand Total	1,528	1,495	1,510	(18)	-1%

Source: College of Western Idaho, 2019.

Access is critical, but completion is also a key measure of meeting local education and workforce needs. As shown in **Exhibit 3-13**, nearly 1,500 have completed CTE degrees through CWI over the last three years. In addition, completions increased by 23% over the three-year period - from 451 completions in 20167 to 555 in 2018. The 10 programs with the most completions over the three-year time horizon constitute 55% of all CTE completions.

- Automotive Technology - 8%
- Heavy Equipment Welding & Fabrication - 7%
- Advanced Mechatronics Engineering Tech - 7%
- Professional Truck Driving - 6%
- Law Enforcement - 6%

- Medical Assistant - 5%
- Machine Tool Technology - 4%
- Surgical Technology - 4%
- Dental Assisting - 4%
- Cybersecurity – 4%

Among the current CWI programs that most align with projected occupational categories with greatest need in the coming years are Automotive Technology, Heavy Duty Truck Technician, Computer Support Specialist, and Medical Assistant.

EXHIBIT 3-13
COLLEGE OF WESTERN IDAHO CTE COMPLETIONS BY PROGRAM
2016 THROUGH 2018

	2016	2017	2018	3-Year Total	# Change	% Change
Automotive Technology	36	31	53	120	17	47%
Heavy Equipment Welding & Fabrication	28	31	49	108	21	75%
Advanced Mechatronics Engineering Technology	26	28	42	96	16	62%
Professional Truck Driving	54	41		95	-54	-100%
Law Enforcement	29	30	30	89	1	3%
Medical Assistant	18	17	40	75	22	122%
Machine Tool Technology	10	17	34	61	24	240%
Surgical Technology	14	14	33	61	19	136%
Dental Assisting	14	25	16	55	2	14%
Cybersecurity	15	17	20	52	5	33%
Drafting Technology	11	11	29	51	18	164%
Heavy Duty Truck Technician	17	16	18	51	1	6%
Medical Administrative Support	21	21	8	50	-13	-62%
Software Development	7	13	30	50	23	329%
Network & System Administration	13	19	16	48	3	23%
Computer Support Specialist	13	15	17	45	4	31%
Powersports & Small Engine Repair Technology	16	13	13	42	-3	-19%
Applied Accounting	15	15	10	40	-5	-33%
Auto Body Technology	10	21	9	40	-1	-10%
Cisco Networking and Security Technologies	7	13	18	38	11	157%
Early Childhood Education	11	10	13	34	2	18%
Heavy Equipment Technician	6	9	17	32	11	183%
Physical Therapist Assistant	10	11	9	30	-1	-10%
Horticulture Tech, Horticulturist	12	6	7	25	-5	-42%
Western States CAT Technician	12	4	8	24	-4	-33%
Administrative Specialist	10	8	5	23	-5	-50%
Marketing/Management Technology	11	7	1	19	-10	-91%
Fire Service Techology	1	3	10	14	9	900%
Culinary Arts	4			4	-4	-100%
Total	**451**	**466**	**555**	**1,472**	**104**	**23%**

Source: College of Western Idaho, 2019.

In addition to these CTE programs, CWI offers a series of Workforce Development programs which are non-credit educational programs for individuals who are usually employed in the profession. Apprenticeship programs (e.g., electrician) may be for three years in a specific trade and the non-apprenticeship offerings (business and health science) are usually short term or topic specific courses.

These enrollments are reported separately for informational purposes only and are not included in the credit course/CTE program FTE/Headcount counts of CWI.

EXHIBIT 3-14
WORKFORCE DEVELOPMENT ENROLLMENT TRENDS
2017 THROUGH 2019

	F 2017	F 2018	F 2019	Total
Apprenticeships				
Electrical	566	647	779	1,992
HVAC	317	375	413	1,105
Plumbing	385	438	502	1,325
Apprenticeships Subtotal	**1,268**	**1,460**	**1,694**	**4,422**
Business & Manufacturing				
Business	641	600	538	1,779
Manufacturing	153	195	194	542
Business & Manufacturing Subtotal	**794**	**795**	**732**	**2,321**
WD Health				
Allied Health Professions	1,015	850	217	2,082
First Responder	1,214	1,285	890	3,389
WD Nursing Assistant	4,474	4,757	4,836	14,067
WD Health Subtotal	**6,703**	**6,892**	**5,943**	**19,538**
TOTAL	**8,765**	**9,147**	**8,369**	**26,281**

Source: College of Western Idaho, 2019.

Statewide CTE enrollments are offered in **Exhibit 3-15** by gender, race, and special classification. As shown, in 2018-19, the majority of enrollments across the state were male (52%) and White (74%), while nearly one-third of enrolled students were classified as economically disadvantaged (31%).

EXHIBIT 3-15
STATEWIDE CTE ENROLLMENTS BY STUDENT CATEGORY
2016-17 THROUGH 2018-2019

		2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Gender	Female	2,839	2,669	2,488	49%	48%	48%
	Male	2,915	2,928	2,746	51%	52%	52%
RaceEthnicity	White	4,361	4,210	3,891	76%	75%	74%
	Hispanic/Latino	765	799	806	13%	14%	15%
	American Indian or Alaskan Native	111	91	102	2%	2%	2%
	Unknown	304	251	192	5%	4%	4%
	Black or African American	41	65	70	1%	1%	1%
	Asian	81	81	78	1%	1%	1%
	Two or More Races	78	88	82	1%	2%	2%
	Native Hawaiian or Other Pacific Islander	13	12	13	0.2%	0.2%	0.2%
Special	Non-Traditional	10	265	830	0.2%	5%	16%
	Individual with a Disability	110	117	122	2%	2%	2%
	English Learners	92	103	94	2%	2%	2%
	Economically Disadvantaged	2,671	2,598	1,627	46%	46%	31%
	Displaced Homemaker	117	308	300	2%	6%	6%
	Single Parent	299	508	271	5%	9%	5%
	Out-of-workforce	*	*	*	*	*	*
	Homeless	*	*	*	*	*	*
	Grand Total	**5,754**	**5,597**	**5,234**	**5,754**	**5,597**	**5,234**

Source: Idaho Career and Technical Education, 2019.

CTE enrollment trends at CWI by gender, race, and special classification are offered in **Exhibit 3-16**. As shown, in 2018-19 a larger share of enrollments at CWI were male (59%) than across the state. In addition, nearly half of CWI enrollments were classified as economically disadvantaged (49%), as compared to one-third at the state level.

- CWI's share of the total CTE statewide enrollments is 21%.
- CWI enrolls a somewhat larger share of the non-White population (23%) as compared to the state.
- 16% of 1,100 CTE enrollments at the College for the 2018-19 academic year were Hispanic/Latino.
- 7% of students are single parents.

EXHIBIT 3-16
CWI CTE ENROLLMENTS BY STUDENT CATEGORY
2016-17 THROUGH 2018-2019

		2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Gender	Female	373	476	446	38%	38%	41%
	Male	605	773	654	62%	62%	59%
RaceEthnicity	White	715	905	793	73%	72%	72%
	Hispanic/Latino	130	191	180	13%	15%	16%
	American Indian or Alaskan Native	7	11	8	1%	1%	1%
	Unknown	62	62	47	6%	5%	4%
	Black or African American	19	27	28	2%	2%	3%
	Asian	29	29	28	3%	2%	3%
	Two or More Races	13	20	12	1%	2%	1%
	Native Hawaiian or Other Pacific Islander	3	4	4	0.3%	0.3%	0.4%
Special	Non-Traditional	n/a	64	173	n/a	5%	16%
	Individual with a Disability	n/a	n/a	n/a	n/a	n/a	n/a
	English Learners	11	19	15	1%	2%	1%
	Economically Disadvantaged	502	630	539	51%	50%	49%
	Displaced Homemaker	n/a	n/a	n/a	n/a	n/a	n/a
	Single Parent	53	64	76	5%	5%	7%
	Out-of-workforce	*	*	*	*	*	*
	Homeless	*	*	*	*	*	*
	Grand Total	**978**	**1,249**	**1,100**	**978**	**1,249**	**1,100**

Source: Idaho Career and Technical Education, 2019.

CTE program enrollments at CWI by gender, race, and special classification are offered in **Exhibit 3-17**.

EXHIBIT 3-17
CWI CTE ENROLLMENTS BY PROGRAM AND STUDENT CATEGORY
2018-2019

	Gender		Race/Ethnicity								Non Traditional	English Learner	Economically Disadvantaged	Single Parent	2018-19 Total
---	Female	Male	White	Hispanic/Latino	American Indian or Alaskan Native	Unknown	Black or African American	Asian	Two or More Races	Native Hawaiian /Pacific Islander					
Automotive Technology	8	82	59	22		4		5			8		39	2	90
Electronics Technology	16	69	66	6		4	4	4	1		16		25	1	85
Software Development	10	64	55	8		5		4	2		10	1	37	2	74
Applied Accounting	48	13	43	14	1	2		1			13		36	6	61
Horticulturist	35	21	48	5		1	1	1			35		24	3	56
Administrative Specialist	50	4	37	12	1	3		1			4	2	34	9	54
Medical Assistant (Itc To Be Discontinued Fall 2017)	47	2	25	14	1	3	2	1	2	1	2		31	5	49
Early Childhood Education	43		26	8		1	2	3	2	1		3	28	9	43
Welding & Metals Fabrication	4	39	36	5	1		1				4		28	1	43
Drafting Technology	12	30	28	8		3	1	1	1		12		18	3	42
Advanced Welding & Metals Fabrication	7	33	34	2		3		1			7		17	1	40
Information Security And Digital Forensics	6	33	30	3		3	1		1	1	6	1	15		39
Marketing/Management Technology	17	18	22	6		3	2	1	1		18	2	19	3	35
Medical Administrative Support	31	2	24	3	1	2	2	1			2	1	23		33
Computer Support Specialist	3	29	20	8		1	3					2	16	2	32
Machine Tool Technology	2	30	29	2			1				2		14	2	32
Certified Dental Assisting	29	1	18	7		3	1	1			1	2	16	1	30
Law Enforcement	8	20	18	7		2	1				8		11	2	28
Network Administration	3	24	18	2	1		2	2	2		3		20	3	27
Physical Therapist Assistant	16	8	19	5							8		8		24
Cisco Networking & Security Technologies	1	22	21	2							1	1	11	2	23
Surgical Technology	17	6	19	3		1					6		11	6	23
Practical Nursing Inactivated 1/11	20	1	15	4			2						11	6	21
Heavy Duty Truck Technician	2	15	11	5				1			2		8	1	17
Heavy Equipment Technician		17	10	4	1	1	1						11		17
Auto Body Technology	1	14	8	5	1	1					1		10	2	15
Basic Powersports & Small Engine Repair Tech	1	12	10	2						1	1		6		13
Wildland Fire Management		13	13										1	1	13
Advanced Heavy Duty Truck Technician		10	7	3									4	2	10
Powersports And Small Engine Repair Technology	1	7	6	2							1		3		8
Basic Machine Tool Technology	1	5	6								1				6
Western States Cat Technician		6	5	1									1		6
Advanced Heavy Equipment Technician	1	4	4			1							1	1	5
Child Development Associate	5		2	2			1						2		5
Culinary Arts Inactivated 12/2015	1		1								1				1
Advanced Machine Tool Technology															-
Fire Service Technology															-
Heavy Equipment Welding And Fabrication															-
Professional Truck Driving															-
Total	446	654	793	180	8	47	28	28	12	4	173	15	539	76	1,100
Percentage of All CTE enrollments	41%	59%	72%	16%	1%	4%	3%	3%	1%	0%	16%	1%	49%	7%	100%

Source: Idaho Career and Technical Education, 2019.

3.4   SUMMARY OF FINDINGS

- Career and technical education programs are offered throughout Idaho at the secondary level, to more than 84,000 students in 2018, a more than 8% increase since 2012. More than 700 programs are available across 142 school districts and 17 Career and Technical Schools.

- In 2018, there were nearly 94,000 total course enrollments among nearly 60,000 unique students. The most popular include Business Management and Marketing (32%), Family &

Consumer Sciences (17%), Agriculture & Natural Resources (16%), and Engineering & Technology (15%).

◆ CTE programming is available through six postsecondary providers in Idaho, and the College of Western Idaho was one of the top two higher education providers (along with Idaho State University), constituting 22% of the statewide enrollments.

◆ CTE enrollments declined at every higher education provider in Idaho between 2012 and 2018. The other institutions experienced more significant enrollment declines - between 33% and 50% - than CWI's enrollment decline of 12%. Additionally, CWI experienced a smaller decrease in FTE since 2012 than the other institutions in the state.

◆ The College of Western Idaho offers CTE programs in more than 30 disciplines, enrolling more than 1,500 students in Fall 2019.

◆ Five programs have grown more than 20% over the last three years, including Medical Assistant (135%), Marketing Communications (63%), Cybersecurity (33%), Horticulture Technology (25%), and Law Enforcement (36%).

◆ More than 550 students have completed CTE degrees through CWI over the last three years, a 23% increase over the time horizon.

◆ The current CWI programs that most align with projected high demand occupations in the near future are Automotive Technology, Heavy Duty Truck Technician, Computer Support Specialist, and Medical Assistant.

◆ In 2018-19, a larger share of enrollments at CWI were male (59%) than across the state. In addition, nearly half of were classified as economically disadvantaged (49%) at CWI, as compared to one-third at the state level.

4.0 STAKEHOLDER INPUT

In any regional assessment of postsecondary education access, it is important to look beyond the demographic data (population trends, educational participation and attainment rates, and occupational projections) across the study area to identify career and technical education needs. It is critical to seek direct feedback from local employers and community leaders knowledgeable about the market in order to have a complete understanding of the needs across Region 3. With the assistance of the staff at CWI, a list of potential community representative contacts was developed, including:

- Area employers
- Community/business leaders
- Economic development representatives
- Local education administrators

An online stakeholder survey was initiated by MGT in cooperation with CWI CTE Coordinators. Additionally, MGT conducted focus groups with community members during site visits to the Nampa and Boise area in December 2019, and by phone as stakeholders were identified through January. The results of these meetings and interviews are summarized in this chapter.

The focus of the stakeholder engagement was identification of existing barriers for local residents, employees, and employers who require or seek postsecondary education and training opportunities to upgrade skills, or earn credentialing, a certificate, or degree completion. Stakeholders were asked to identify any local population sub-groups or geographies that were at a disadvantage when seeking access to postsecondary CTE opportunities. Each respondent offered their perceptions and opinions about programs of need, appropriate delivery options, and potential solutions to improving or expanding local access across the designated study region most applicable to the mission of College of Western Idaho and its CTE program portfolio.

4.1 STAKEHOLDER SURVEY FINDINGS

An online survey was sent via email to nearly 500 local stakeholders in Region 3, including current and former CWI TAC members, school district representatives, chamber of commerce representatives, and business leaders whose contact information was provided by the CWI project team. The survey was initially launched on November 19, 2019 and remained open until January 10, 2020. Survey access was also available on the CWI CTE website, and through individual links sent to specific stakeholder contacts. Approximately 190 stakeholders completed all or part of the survey.

SURVEY RESPONDENT DEMOGRAPHICS

The largest share of respondents to the survey represent private sector employers/businesses (40%), followed by public sector employers (23%), and CTE Educators/Coordinators within a school district or school administrator (21%).

EXHIBIT 4-1
EMPLOYMENT SECTOR SURVEY RESPONDENTS REPRESENT

n=191

Legend:
- Private Sector Employer/Business
- Public Sector Employer
- CTE Educator/Coordinator within a School District or other School Administrator
- Other
- Economic Development/Chamber of Commerce Representative
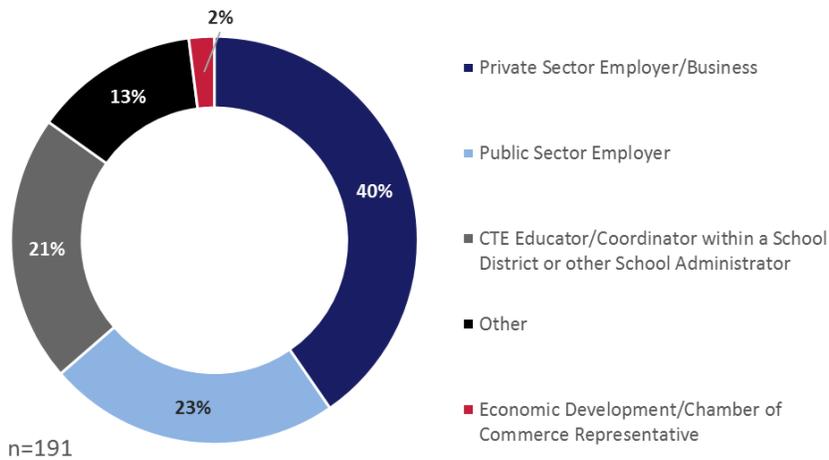
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

More than half of survey respondents currently serve on a TAC for the College (56%), and an additional 4% have served previously.

EXHIBIT 4-2
HAVE RESPONDENTS SERVED ON A CWI TAC?

n=191

Legend:
- Yes
- No
- I served in the past
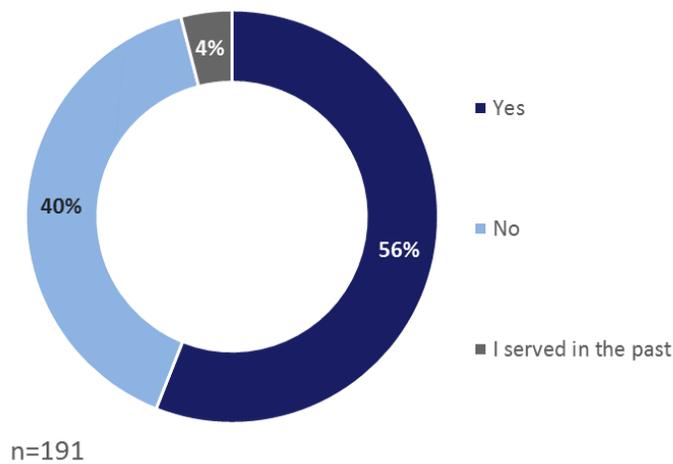
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

When asked what program those respondents who served on a TAC represented, the most frequent responses were:

- Automotive
- Early Childhood Education
- Fire Service Technology
- Horticulture
- Law Enforcement
- Mechatronics
- Welding

More than half of all survey respondents indicate that they primarily represent Ada County (57%) followed by Canyon (30%), and Boise (3%). All other counties were primarily represented by fewer than 3% of respondents (Adams, Elmore, Gem, Owyhee, Payette, Valley, and Washington).

EMPLOYER SPECIFIC SURVEY RESPONSES

Employers were asked how many people were employed with their company/organization, and the largest share employ more than 200, as shown in **Exhibit 4-3**.

EXHIBIT 4-3
HOW MANY ARE EMPLOYED WITH YOUR COMPANY?
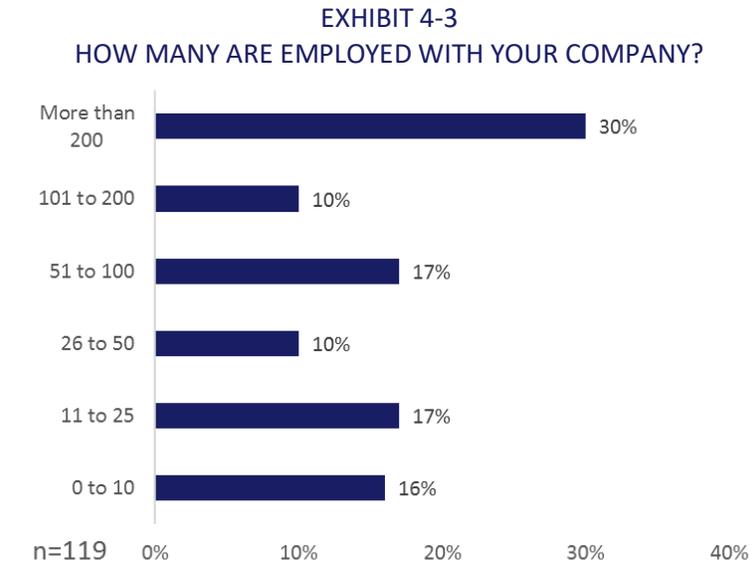
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

When asked if their business hires individuals who have completed a Career and Technical Education (CTE) program, more than half of respondents indicated that occasionally their company hires CTE completers (51%). More than one-quarter of companies hire CTE completers frequently (26%).

EXHIBIT 4-4
DOES YOUR COMPANY HIRE CTE PROGRAM COMPLETERS?
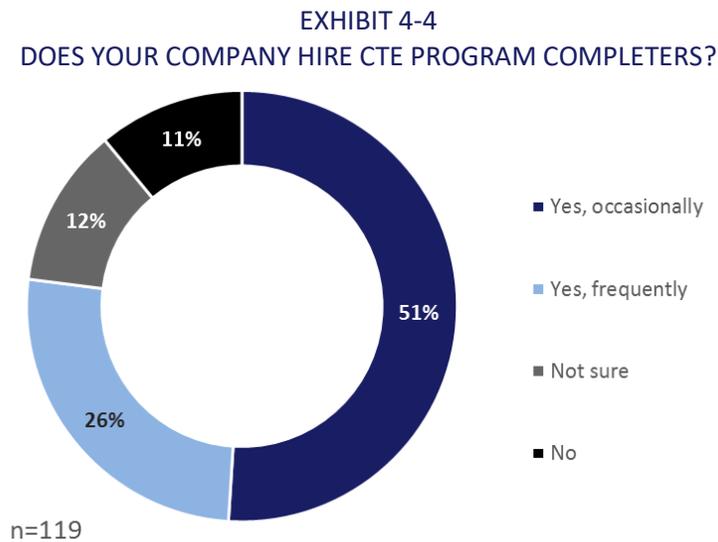
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

CTE programs with which respondents were most familiar included:

- Auto Body Technology - 24%
- Automotive Technology - 23%
- Welding and Metals Fabrication - 19%
- Law Enforcement - 15%
- Powersports and Small Engine Repair Technology - 15%
- Heavy Duty Truck Technician - 14%
- Heavy Equipment Technician - 13%
- Construction Trades - 13%
- Machine Tool Technology - 12%
- Nursing - 12%

All other programs were familiar to fewer than 10% of respondents.

Respondents were also asked from which programs they have hired candidates, and the most popular responses included:

- Law Enforcement - 8%
- Auto Body Technology - 7%
- Nursing - 7%
- Powersports and Small Engine Repair Technology - 6%
- Welding and Metals Fabrication - 6%
- Administrative Specialist - 5%
- Medical Assistant - 5%

Fewer than 5% of respondents indicated they had hired a candidate from one of CWI's other programs.

Respondents were asked if they believe the number of qualified graduates is well-matched with the number of available job openings in the local area with respect to career and technical programs. Three-quarters of respondents indicated that there are far more jobs available in the region than qualified applicants, as shown in **Exhibit 4-5**.

EXHIBIT 4-5
DOES YOUR COMPANY HIRE CTE PROGRAM COMPLETERS?
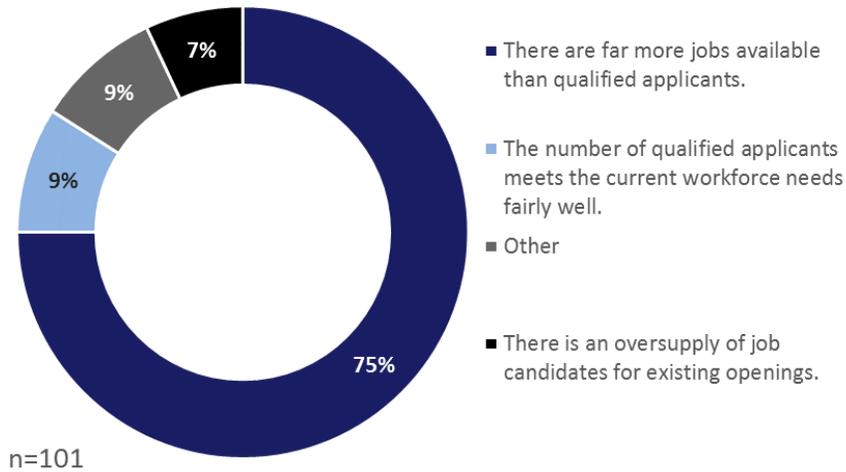
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

When asked what business/industry sectors are projected to experience significant growth in the local area, the most popular responses were as follows (n=98):

- Architecture & Construction - 43%
- Manufacturing - 37%
- Health Sciences - 36%
- Transportation, Distribution & Logistics - 34%
- Information Technology - 30%
- Science, Technology, Engineering & Mathematics - 29%
- Law, Public Safety, Corrections & Security - 26%
- Business Management & Administration - 24%
- Hospitality & Tourism - 22%
- Education & Training - 18%
- Agriculture, Food & Natural Resources - 17%

Survey respondents were asked to rate typical entry-level job applicants on a number of soft skills on a scale of 0-10 based on their experience or what they've heard from the local business community. As shown in **Exhibit 4-6**, no soft skill received an average rating of 7 or higher. Computer literacy, the highest rated skill, received an average rating of 6.7, while all other skills received an average rating between 5 and 6.

EXHIBIT 4-6
EMPLOYER RESPONDENTS' RATINGS OF APPLICANTS' SOFT SKILLS

n=96-98
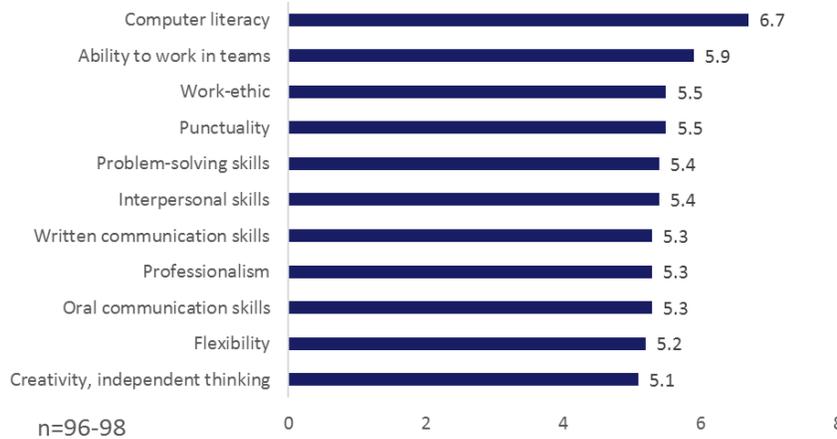
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

Employers were asked to identify the three greatest obstacles/barriers currently faced by residents and employees seeking education and training in the local area. The most frequently identified barrier, cited by three-quarters of survey respondents (75%), was financial constraints/cost of college attendance, followed by time constraints (54%). Obstacles noted by approximately one-third of survey respondents included: transportation/distance (33%), program availability (28%), and access to childcare (27%). All other barriers were cited by smaller shares of survey respondents (see **Exhibit 4-7**).

EXHIBIT 4-7
BARRIERS TO EDUCATIONAL PURSUITS ACCORDING TO EMPLOYER RESPONDENTS

n=95
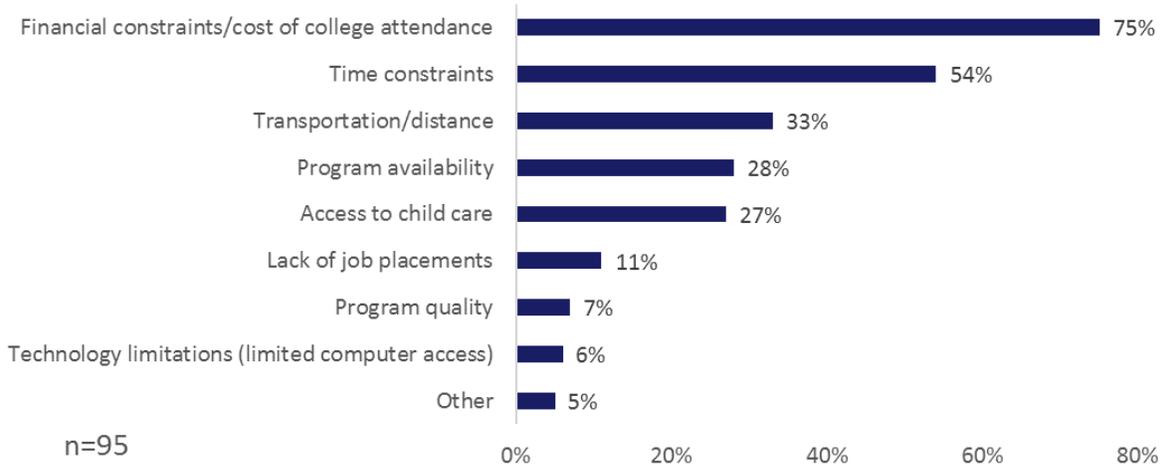
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

SCHOOL ADMINISTRATOR/CTE EDUCATOR SPECIFIC SURVEY RESPONSES

School administrators and CTE Educators constituted 21% of all survey respondents, and answered specific questions about the CTE program in local school districts. When asked to indicate how many students are currently enrolled in CTE courses/programs, answers ranged from zero to 7,887, with an average of 97.

Educator respondents were asked how well CTE programs at CWI align with CTE instruction provided at their own school districts. Nearly two-thirds of respondents indicated that CTE instruction in the school districts are very or somewhat aligned with CWI programming, as shown in **Exhibit 4-8**.

EXHIBIT 4-8
RESPONDENTS' ASSESSMENT OF THE ALIGNMENT OF CWI CTE PROGRAMS AND THOSE IN THE SCHOOL DISTRICT
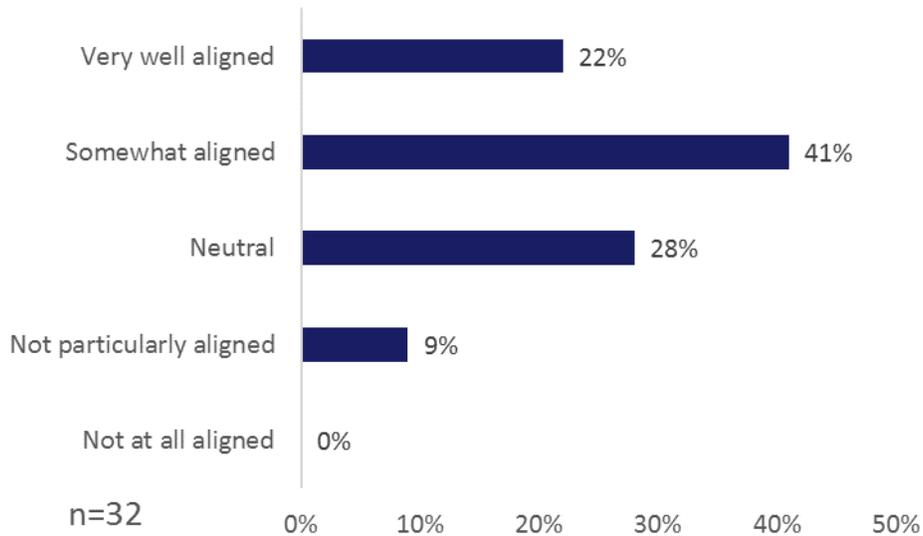
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

When asked what student segments are underrepresented in local CTE programs, educators indicated students with disabilities, low-income students, and females (23% each). Educators indicated the percent of their district's/school's annual CTE participants who transition to CWI or another postsecondary institution, and the average was 31%. Of those who transition, an average of 26% pursue a postsecondary CTE program, according to educator respondents. For those secondary CTE participants who graduate and immediately join the workforce, educator respondents estimate that an average of 30% are in jobs that utilize their CTE training.

Educators were asked to identify the three greatest obstacles/barriers currently faced by residents and employees seeking education and training in the local area. Similar to employers, the most frequently identified barrier cited by educators was financial constraints/cost of college attendance (68%). Nearly half of respondents indicated that transportation/distance (45%) was a significant barrier, followed by program availability (41%), and time constraints (27%). All other barriers were cited by smaller shares of survey respondents (see **Exhibit 4-9**).

EXHIBIT 4-9
BARRIERS TO EDUCATIONAL PURSUITS ACCORDING TO EDUCATOR RESPONDENTS

n=22
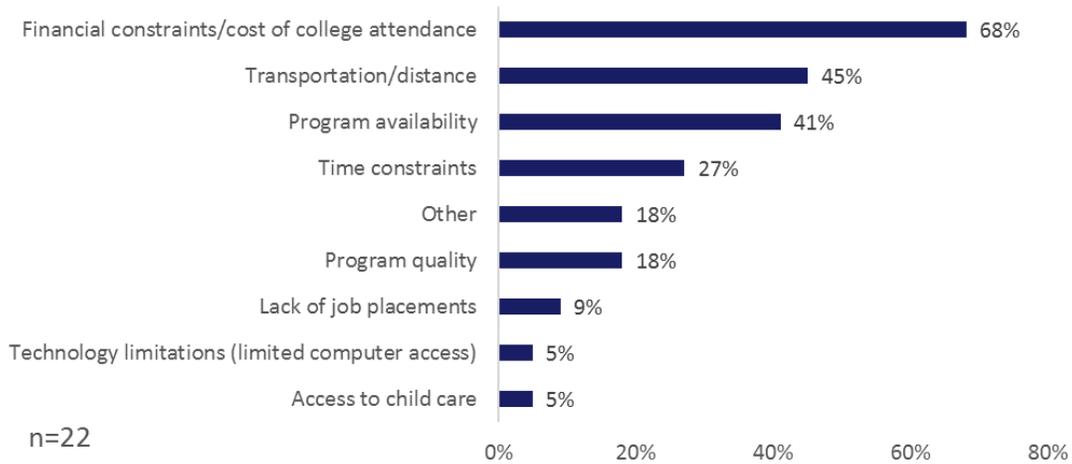
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

When educators were asked what accommodations, modifications, and supportive services should be made available to ensure access to and completion of CTE programs by special populations, the largest share indicated that mentoring would be helpful (37%), followed by direct outreach (32%), and tutoring (16%), as shown in **Exhibit 4-10**.

EXHIBIT 4-10
ACCOMMODATIONS WHICH WOULD HELP STUDENTS ACCORDING TO RESPONDENTS

n=19
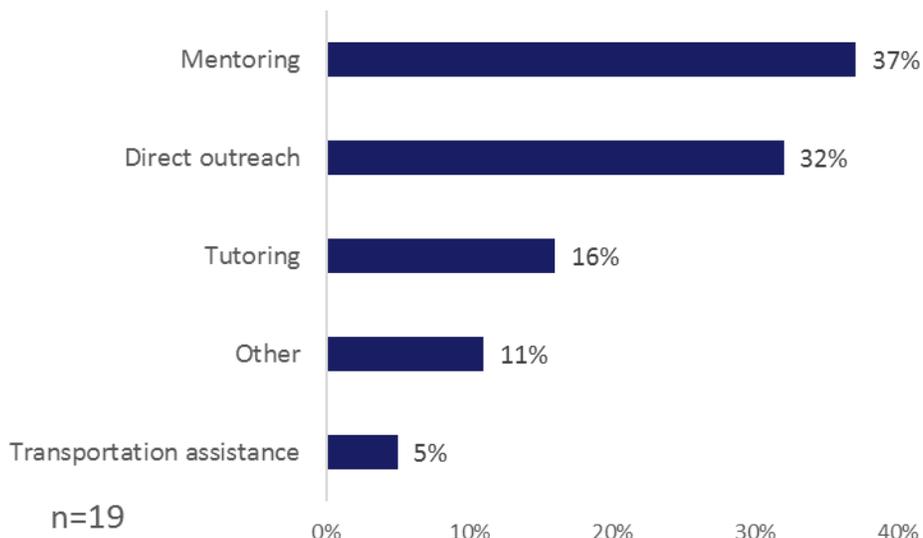
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

CHAMBER OF COMMERCE/ECONOMIC DEVELOPMENT AND 'OTHER' RESPONDENTS SURVEY RESPONSES

Like employers, representatives from Chambers of Commerce and Economic Development organizations and those in the "other" category overwhelmingly indicated that there are far more jobs available in the region than qualified applicants (72%). Fewer than one-quarter of these respondents believe the

number of qualified applicants meets the current workforce needs fairly well (22%), and none indicated there is an oversupply of qualified candidates.

Industry sectors projected to grow in the region by the largest share of Chamber/Economic Development and Other survey respondents included:

- Health Sciences - 56%
- Law, Public Safety, Corrections & Security - 39%
- Architecture & Construction - 33%
- Education & Training - 33%
- Information Technology - 33%
- Science, Technology, Engineering & Mathematics - 33%
- Hospitality & Tourism - 28%
- Marketing - 28%

When rating typical entry-level job applicants' soft skills, Chamber/Economic Development representatives and Other survey respondents agree with employers. As shown in **Exhibit 4-11**, no soft skill received an average rating above 6, with the exception of computer literacy, while all other skills received an average rating of between 4.8 and 6.

EXHIBIT 4-11
CHAMBER/ECONOMIC DEVELOPMENT RESPONDENTS' RATINGS OF APPLICANTS' SOFT SKILLS

Skill	Rating
Computer literacy	6.1
Ability to work in teams	5.8
Written communication skills	5.4
Problem-solving skills	5.4
Punctuality	5.3
Professionalism	5.3
Work-ethic	5.2
Oral communication skills	5.2
Interpersonal skills	5.2
Creativity, independent thinking	5.2
Flexibility	4.8

n=18
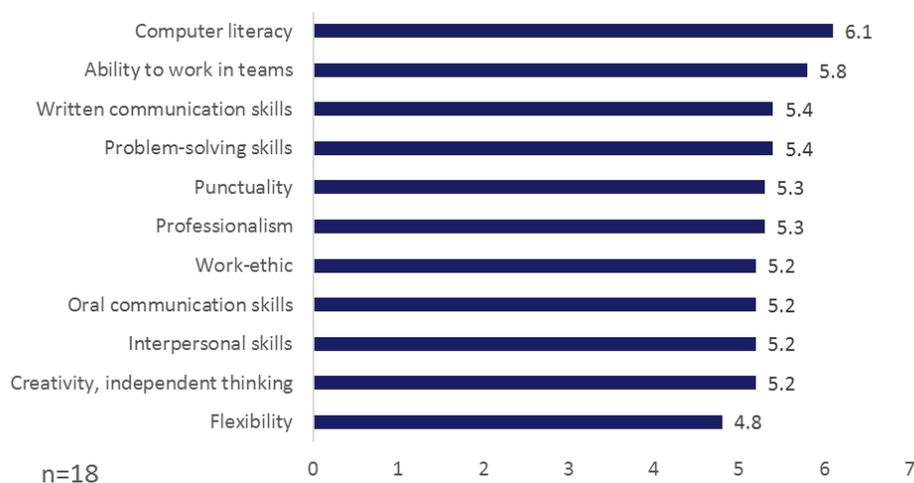
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

As with the previous groups, Chamber/Economic Development representatives and Other survey respondents noted financial constraints/cost of college attendance (71%) most frequently as an obstacle for residents and employees seeking education and training in the local area. More than half of respondents indicated that access to childcare was a significant barrier (53%), followed by transportation/distance (35%), and program availability and time constraints (29% each), as shown in **Exhibit 4-12**.

EXHIBIT 4-12
BARRIERS TO EDUCATIONAL PURSUITS ACCORDING TO CHAMBER/ECONOMIC DEVELOPMENT
RESPONDENTS
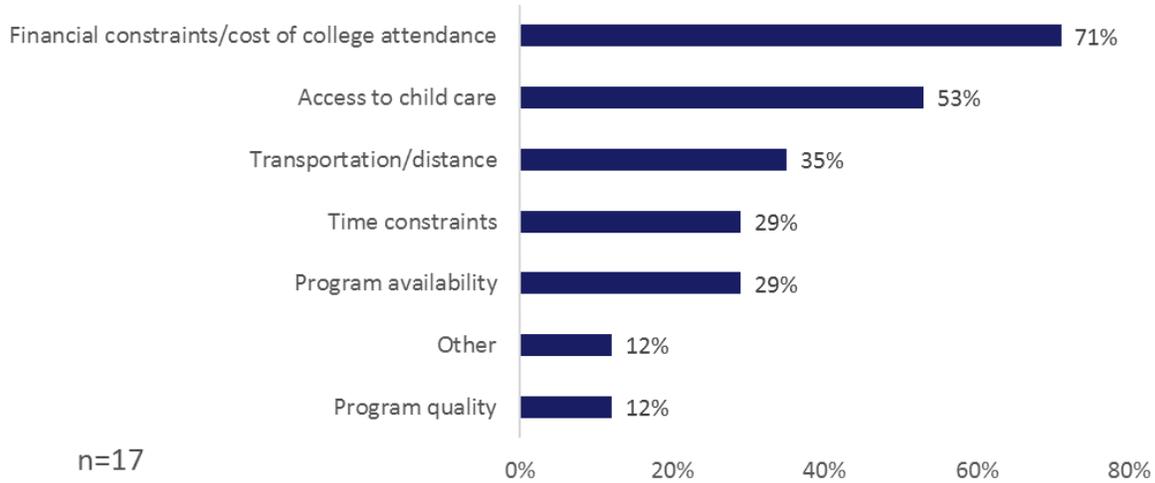
Source: CWI CTE Stakeholder Survey, MGT analysis, 2019.

4.2   STAKEHOLDER INTERVIEW AND FOCUS GROUP FINDINGS

MGT spoke with over 50 stakeholders across the region by phone or in person to discuss the workforce needs of the community and how the college might better serve employers and residents seeking CTE training. Among the groups of stakeholders who provided input were:

- County Agents (from Elmore, Payette, Valley, and Washington)
- Retired and active healthcare professionals and administrators
- Real estate and construction/building trades industry representatives
- Emergency services personnel
- Economic Development professionals & local Chamber leaders
- Tribal Community Education Director
- School district administrators and educators
- CWI CTE program leaders and Technical Advisory Committee (TAC) members

Note: The narrative offered through the remainder of this chapter is a summation of the representative comments and input provided by the stakeholders.

Key Local Industry Sectors Which Anticipating Significant Growth

- Agriculture and Agribusiness – including agricultural services which rely on this industry, such as mechanics for tractors and farm implements, farm and feed stores.

- Social services will continue to be a high need for some high-poverty areas (mental health counseling, drug and alcohol addiction and recovery).

- Geriatric Care – nurses aids for assisted living facilities.

- Expansion of Medicare in Idaho will bring growth of other health related services due to better access.

- Due to a shortage of physicians, increased numbers of nurse practitioners and physician assistants is anticipated to meet healthcare needs in rural communities. Licensed practical nurses are being phased out, although they are still being used in some of the mental health and assisted living facilities.

- Service industry and administrative positions.

- Manufacturing including food processing and heavy equipment. Perhaps some fabrication such as with Simplot.

- Technology (including Micron and Hewlett Packard).

- Education.

- Tourism/Hospitality.

Emerging Industries in Need of CTE Programming

- With greater urbanization, construction and related service industries are expected to grow (particularly residential).

- Drone technology.

- Solar energy.

- Agricultural education related to irrigation.

- IT and cybersecurity, including robotics, GIS mapping, and wireless control systems.

- Prefabrication of modular housing units.

- Public Safety Academy – students could transition from this Academy to a college program in emergency services. This program could provide training for firefighter 1 level or entry level EMT. Meridian School District has a program comparable to this, but at this time the students cannot continue their education in Idaho.

Concerns About Current CTE Programming and Alignment

- The educational system is not seamless. The number of students who choose to go on to higher education is extremely small in the state of Idaho. The average "go-on" rate for Idaho high school graduates is roughly 45% (206 schools) compared to 70% for the U.S. as a whole. Part of that may be due to the lack of alignment between high school and postsecondary programming.

- Courses offering soft skills are needed, including communication and working across diverse cultures.

- Many local farmers are trained by their parents, so they miss the skills gained by a formal education. Is there a way the college can reach out to these younger generation farmers to help them innovate and grow their enterprises in Idaho?

- Construction trades careers such as electrician and plumber are needed.

- Nurses with associate degrees are now required to complete a bachelor's degree.

- There is a large portion of our population the questions the value of higher education, and this barrier must be overcome in order to improve enrollments.

- Online coursework/engagement might be the most viable option for program delivery in rural areas. The Internet service in some counties is fairly accessible, but outlying areas are using satellite as a means to receive the Internet. For some individuals the cost of Internet service would be a significant expense factor.

- The speed of change is slow. It takes a long time to develop and implement new programming. A more fluid and flexible education program would better meet student's needs and be responsive to the community.

- Finding teachers willing to work for lower salary when they can make significantly more money in the industry is a key issue. Using content experts and mentors from industry may help.

- Utilizing prior learning assessment to award students credit.

- Expanding our dual credit offerings in career technical education.

- Crisis intervention training is needed, along with active shooter training. Currently, in the Treasure Valley there is not any training available for dispatching, records, and GIS. All of these skills are needed in emergency services.

Population Segments With Limited Access

- Single women, especially single mothers, as childcare can often be a significant barrier.

- Moms trying to re-enter the workforce as their children grow, but must often start from the beginning.

- Refugees and other displaced persons not familiar with education and training options or with a language or cultural barrier.

- Those needing skill sets to enter or re-enter the workforce and make a living wage.

- Hispanic and Latinex populations could use general training and information about certificates. Many may be undocumented or have transportation constraints which prevent them from successfully entering the workforce.

Stakeholder General Observations

- A high school diploma that is career technical education based could focus on technical concepts in math, English and other general education areas along with the technical content of the specific profession.

- Capstone courses could offer highly focused curriculum developed for specific profession credentials.

- Develop curriculum for secondary professions; for example, instead of firefighting perhaps a curriculum in fire investigation, or a gaming curriculum as a subset of computer programming.

- Develop more internships and apprenticeships in a broader spectrum of occupations.

- Perhaps Idaho needs to develop a statewide collaborative marketing program for career technical education. Small communities need to know what programming may be available to them.

- Competitive entry into postsecondary programs is a significant barrier.

- High school programming should have an exploratory emphasis and provide students a designated pathway to postsecondary CTE programming.

- A good articulation system between high school and postsecondary programs, and from postsecondary into industry, would benefit the Region.

- The cohort model of delivery can be very restrictive in admitting students, particularly those who need a flexible time schedule.

- Secondary program should be active and visible, giving students an opportunity to have significant exposure to the various professions.

- Idaho has a very narrow scope for training facilities, and would benefit from multi-purpose training facilities.

4.3   STAKEHOLDER INPUT NARRATIVE SUMMARIES

General Community Forums (3)

Key Industry Sectors:

- Agriculture to include the production of hops
- Manufacturing, including food processing, heavy equipment, and fabrication.
- Manufactured homes
- Healthcare
- Small engine repair for recreational vehicles and lawn care services
- IT and cybersecurity
- Small electrical items for electrical cars. Drones, Electric bicycles
- Childcare
- Fire and law enforcement, EMT certification
- Viticulture
- Tourism (McCall area)
- Food services
- Construction (particularly residential)

High Growth/Emerging Occupations:

- Healthcare (all areas)
- Construction (building trades)
- Agriculture/Horticulture
- Manufacturing
- IT/Technology
- Truck Drivers
- Wireless Control Systems
- Cybersecurity
- Robotics

Secondary/Postsecondary CTE Alignment:

- Programs align fairly well, but need to expand at the secondary level. Need capacity to offer more CTE programming at CWI.

- It takes a long time to develop and implement new programming.

- CWI technical advisory committees (TAC's) have a role in what and how the institution offers CTE programming at both secondary and postsecondary levels.

- Need to be more fluid in education and be more flexible to meet students' needs.

- Funding continues to be a challenge.

- Finding CTE instructors willing to work for the salary when they can make significantly more in their industry.

- Often students who get their certified nursing assistant certificate while in high school go directly to the job once they graduate. Sometimes they may come back to school, but often they do not.

- Competitive entry into postsecondary CTE programs is a significant barrier.

- High school programming should have an exploratory emphasis and provide students a clearly defined and accessible pathway to pursue postsecondary CTE programs.

Needed CTE Program Changes:

- CWI needs to become more fluid in CTE offerings and delivery options.

- Finding teachers is a very difficult task. Need more flexibility in who can be hired in a CTE teaching position.

- Have mentors from industry who are willing to work with new teachers.

- Perhaps using industry experts to teach specific tasks (content experts).

- More flexible in teaching methods.

- Utilize prior learning assessment to award student credit.

- Expand dual credit offerings in career technical education.

Special Populations Access:

- Develop a high school diploma that is CTE based. The curriculum would lean toward technical concepts in math, English and other general education areas along with technical content of the specific profession.

- Utilize capstone courses which would have curriculum that has been developed for specific professions.

- Develop curriculum for related secondary professions; for example, instead of firefighting perhaps a curriculum in fire investigation. Maybe a gaming curriculum that is attuned to some students who are autistic.

- Develop alternative programs and methods to help parents identify various options for their children.

- Support single parents in their quest for additional education (e.g., childcare, convenient locations, adjusted course scheduling and length of term).

- Develop and market more internships and apprenticeships to employers, partners, and students.

- A statewide collaborative marketing program for career technical education would be beneficial.

Other CTE-Related Issues for CWI:

- Need better ways to market our CTE programs to all parties.

- Availability of accurate data (internally & statewide) about CTE programming, enrollments, graduates is critical.

- The occupational data often is not uniform.

- A big barrier is related to inaccurate data or data not available.

- CWI does not have a good articulation system between high school and postsecondary, and from postsecondary into industry.

- The cohort model of delivery can be very restrictive in admitting students particularly those who need a more flexible time schedule.

- Need to do better informing small/rural communities know what CTE programming is available to them.

Phone Interviews (13)

Idaho Business for Education

Nearly all professions requiring specialized training and/or credential have challenges filling open positions in the current robust economy with extremely low unemployment. Could that change in the future? It is a possibility. A survey of employers within the last 5-7 years confirmed that 61% of employers need workers with some specialized credential (degree or non-degree). CWI needs to take CTE training out to the customers.

All healthcare fields are in demand, including patient care positions and back-office jobs as well. That industry sector will not be slowing down in the future, due to aging of the existing population, profession turnover/retirements, and influx of new residents of retirement age relocating to the region. Pressure on healthcare professionals to engage in a team approach to care delivery will require more trained professional/technical staff at lower levels in the healthcare hierarchy.

IT/software development, coding, informatics, technical equipment maintenance, cyber security are all areas of growing demand for skilled IT workers. Some of the private/for profit training providers are quite expensive, and not as reliable as CWI.

There is a current shortage of construction management and related building trades skilled workers to meet local demand. The gap between demand and availability of skilled workers is causing significant delays in project starts or completions, which has a ripple effect across the local/regional economy.

Finally, the fire and public safety CTE programs at CWI could take a more advantageous position with the National Interagency Fire Center's location in the greater Boise area.

The Lewiston CTE center model, with a single facility servicing both secondary and postsecondary enrollees, is still in its early stages. Could CWI's CTE campus in Nampa also serve both program levels locally?

Idaho Association of Commerce and Industry

Representatives of this organization identified a number of industries and occupations that are growing or in high demand across the state, and in the Boise metro area of Region 3. These included a cadre of healthcare professions, manufacturing, distribution, as well as IT and tech related jobs that revolve around semi-conductor research, design, and manufacturing roles. Food production and distribution, the new Amazon facility, and the construction industry are other areas where jobs are plentiful. What is critical to feed the workforce pipeline with skilled candidates is continuity between local secondary CTE options and access to local/regional postsecondary CTE programs. Currently, there is a disconnect for high school CTE completers and their ability to enter a college level CTE pathway. Advocacy for preferential program acceptance into a postsecondary program should be available to successful CTE program completers at the high school level. Additionally, there are other barriers to access and delivery that may interfere or disrupt CTE participation and completion such as time and distance to a desired program location, connectivity/reliability issues, and scheduling conflicts.

Idaho Workforce Development Council

The organization has created a new interactive "in demand" occupational data tool to guide career decisions and employment opportunities and related information. Critical workforce needs are apparent in industry sectors of construction, hospitality & tourism, and healthcare (the latter across numerous health-related occupations). The College of Southern Idaho has an extensive trades apprenticeship program that is well received by employers and students alike. It is a multi-year program that can result in establishing a strong relationship with a successful employer, and the pay is good. Getting younger residents interested in the skilled labor trades is often difficult. The Council is expanding their informational portfolio to give prospective workers, current employees, and employers across the state access to information and data to make informed decisions about career choices that align with local or state needs.

Local Healthcare Providers

All across Region 3, and particularly in the greater Boise/Nampa metro area (one of the fastest growing areas in the country), a full cadre of health professions and support service occupations show strong demand for a technically trained talent pool. At the top of most lists are the following CTE related healthcare positions: LPNs, Certified Surgical Techs, medical assistants, Certified Nurse Assistants, phlebotomy/medical techs, ultrasound techs, RN to BSN completion, and pharmacy techs. Additionally, there are a number of support positions such as medical coding, accounting, marketing, information technology, cyber security, facilities maintenance and management, and human resources that must also be filled in order to deliver the needed quality healthcare services. These needs are at all locations of the major health systems in the region, but is particularly problematic to staff smaller clinical sites in outlying counties.

Healthcare providers are expanding in this region due to significant population growth driven by an influx of new arrivals from other states, at both the workforce age and retirement age cohorts. The latter group places additional pressures on the local healthcare provider capacities. Expansion of

technology has given rise to telemedicine options extending to more rural areas of the state and the region, but requires team delivery of care.

A number of the major healthcare providers in the region have become active partners with education entities - from school districts to colleges - to expose students to these critical occupations and the related training programs.

Rural County Needs *(Elmore, Payette, Valley, & Washington)*

Local stakeholders pointed out that occupational demands and corresponding CTE training needs in the greater Boise metro area are not often applicable to the rural parts of Region 3. The only exception may be in-demand healthcare occupations, but not at the magnitude (capacity) of a more populated area. Residents in more rural areas are seeking work opportunities, but they may need local access to appropriate training. Many of the job opportunities involve small businesses or entrepreneurial ventures. CTE training for those may focus on how to run a business, in addition to the occupation-specific skill sets. At the secondary level, exposure to a broad mix of career options may be more limited due to capacity, and availability of credentialed instructors at rural schools. Another focus of CTE could be directed to tech-related jobs that offer a "work anywhere" scenario. Other program needs may focus on agriculture, irrigation, agribusiness, retail sales and marketing, education, and public administration functions. Several underserved populations, though smaller numbers in rural counties, include older adults with limited options for employment, displaced homemakers, disabled residents, single parents, those with limited English proficiency, and migrants.

Tribal Education Needs

For purposes of this needs assessment, two Native American tribes were identified, but both are predominantly located outside Region 3.

The Nez Perce Tribal headquarters is in north-central Idaho, near Lewiston. Roughly 60% of the 3,500 tribe members reside and work in that area, outside the CWI Region 3 boundaries. Tribe members have a long-standing agreement with the State of Idaho for tuition waiver for local public postsecondary training and education including CTE programs. Lewis & Clark State College is the primary provider of CTE and other academic credentialing for Nez Perce tribal members.

Other areas of workforce demand that would possibly involve CTE programming include: large scale long-haul truck driver training, heavy equipment operators, various jobs associated with manufacturing, production lines, inventory, distribution logistics, as well as hospitality and tourism. Finally, healthcare provider and support professions are in critical need across the state, and most certainly in the greater Nampa/Boise region.

The tribe cooperates extensively with local education partners to expose young learners (members) to the various in-demand fields of study/occupations that may be a pathway to the workforce, especially those that support tribal enterprises. There are a variety of support mechanisms in place to provide access to high quality education at all levels.

The Shoshone-Paiute tribe at Duck Valley Indian Reservation to the south straddling the Nevada border was also noted. However, very few members actually live in Idaho, and access to any communities north or south is distant. We were unable to identify any representative contact for input.

Idaho Office for Refugees

The current Federal Administration has been very clear about its intent to close down or at least greatly diminish the flow of refugees into the US, and, to varying degrees, they have succeeded. Impacts to the region include:

- 50% decrease in arrivals to Idaho;

- much longer wait times for those approved to resettle in the US to actually be able to travel here (this slowdown has been especially difficult for family reunification cases);

- the Muslim ban has greatly reduced the number of refugees arriving from high need countries like Syria that are predominantly Muslim;

- Idaho has already lost one resettlement agency (World Relief);

- several community partners ,like school districts and medical offices, have lost funding or reduced staff and programming to support refugees.

The Idaho Office for Refugees is in the process of launching an effort to create an "Academy" for young adults with a refugee/immigrant background that need academic/life skill/ELT support in order to move towards goals like finishing their GED, accessing CTE, or getting into college. A gap exists in current programming to serve this demographic. The Office intends to include CWI partners in the planning process. In addition, more varied CTE offerings like the multicultural CNA program and opportunities for leadership development are needed.

Most of the programs that community colleges offer are beneficial to students with a refugee background, but often there is a need to support more academic ELT learning options, so that students enrolled in programs have a better chance to succeed.

The Office has a stronger focus on youth/young adult programming now than in the past and plans further growth in that arena. They will continue to work in partnership in the community to address issues like housing, transportation, employment and overall social integration. Advocacy and building networks in support in the State will also be a focus.

Firefighters, Law Enforcement, Public Safety

The region needs employees with fire science degrees, not only AA or AAS, but also baccalaureate and master's degrees, which are needed for advancement. The emergency services professions need both workforce training programs and credit programs.

Currently, in the Treasure Valley, there is no training available for dispatching, records, and GIS. All of these skills are needed in emergency services. Education is now the ladder to the next level in the emergency services profession. This is achieved through continuing education that includes degrees. Another model that is being adopted is leadership development. Other needed training includes:

- Writing skills and communication skills.

- Crisis intervention and mental health crisis skills for public safety and emergency services workers.

Public safety professions need to have a physical presence in the schools at the secondary level. Secondary programs should be active and visible, giving students an opportunity to have significant exposure to the various professions. A Public Safety Academy would be a model for secondary

education. Students then could transition from this Academy to a college program in emergency services. This program could provide training for firefighter 1 level or entry level EMT. Meridian School District has a program comparable to this, but the students cannot continue their education in Idaho.

Emergency services are looking for diversity in the workforce. Colleges are a diverse place and are a great model for diversity. The "good old boy" culture of emergency services of the past just doesn't work well anymore.

In the emergency services arena, mental health and wellness is always a major concern. Because of the demands on individuals in the profession, the attrition rate is 50% or higher.

5.0 SUMMARY OF FINDINGS, IMPLICATIONS, AND OPTIONS FOR CWI PERKINS V CONSIDERATION

Based on Perkins V guidelines articulated for the Comprehensive Local Needs Assessment (CLNA) process, a set of key questions to be addressed in the study are listed below:

1. What industries are projected to grow the most in the local market?

2. What occupations are in need?

3. Are current postsecondary programs broad enough to expose students to all the in-demand industry sectors or occupations in the local region?

4. How do CTE program enrollments match projected job openings?

5. Where are the biggest gaps?

6. What are the emerging occupations in the area?

7. What skill needs have industry partner identified as lacking?

8. What opportunities exist for students with disabilities, English learners, or other special populations?

Relevant Market Conditions - Region 3

The 10-county Region 3 of the Southwestern Idaho service area for the College of Western Idaho is home to over 800,000 residents. Nearly 700,000 of those live in Ada (home of the state capital) and Canyon counties, which constitute the bulk of the greater Boise/Nampa metro area. This concentration provides capacity opportunities for CWI and its local CTE programming, yet simultaneously creates some access challenges and disparities for residents across the remaining eight counties.

A sizeable area of Region 3 is quite rural, and a number of small communities are a substantial distance from CWI's sites in Boise and Nampa, well beyond a reasonable driving distance to attend CTE programs at those CWI campuses.

Expected regional growth through year 2026 will exceed the growth rate of the state by nearly five percentage points, adding more than 90,000 new residents to the region, most of which will occur across the two-county hub. One caveat to this growth is a significant portion will be retirees moving into the region from other states.

Roughly 13% of the region's population falls within the 15-24 year old age cohort, which typically drives both secondary enrollments and traditional age postsecondary education participation, providing a sustainable demand on the education resources of the 10-county area. Simultaneously, annual increases in Region 3 high school graduation numbers have kept pace with the State increase over the last five years.

Census estimates suggest nearly 47,000 residents age 18 and over were enrolled in some level of college or graduate school during the five-year window (2013-2017). Of those, just under 42,500, or 91%, were from the Ada/Canyon area. Again, this concentration of postsecondary participants bodes well on continued demand for postsecondary CTE programs locally. Only three counties (Ada, Boise, and Valley) have college degree attainment rates equal or exceeding the state as a whole.

Racial make-up of the region is predominantly White, with six of ten counties having less than 10% minority populations. For the last 10 years, per capita income for Region 3 has slightly exceeded that of the state of Idaho. Anecdotally, the Boise metro area has been recognized as one, if not the fastest growing MSA in the country. With that surge in population come a variety of economic expansion, job growth, and workforce demand pressures. At the same time, the unemployment rate has dropped to dramatically low levels across most Region 3 counties, adding more importance and urgency to reassessing local CTE program alignment and availability.

➢ **CONCLUSION: Based on the above market conditions, the outlook for potential expansion of CTE participation at the postsecondary level is quite positive in Region 3. As in the past, much of that growth will be centered around the two-county metro area.**

Industry/Occupational Needs

For purposes of this Perkins V comprehensive local needs assessment (CLNA) which focused on CWI CTE programming, 10-year occupational projection data were examined for Region 3. The scope was further focused on occupations that typically require some level of postsecondary education or training, but less than a four-year degree for an entry-level job. This focus reflects potential need or demand for comparable CTE or degree programming that might be available through CWI. Referring back to the earlier **Exhibit 2-11** (Chapter 2), nearly all listed programs with at least 20 annual openings align with current CWI CTE programming. In descending order by magnitude of annual openings, the top nine occupations have projected annual openings as follows:

    606 - Heavy & Tractor Trailer Truck Drivers
    503 - Nursing Assistants
    347 - Teacher Assistants
    235 - Medial Assistants
    159 - Computer User Support Specialists
    159 - Automotive Service Technicians & Mechanics
    141 - HVAC & Refrigeration Mechanics & Installers
    114 - LPNs & Licensed Vocational Nurses
     94 - Telecom Equipment Installers & Repairers.

A similar list with a greater magnitude of annual openings results when projected statewide occupational openings are examined (see prior **Exhibit 2-13**). Furthermore, the top five occupations above (excluding teacher assistants) reflect a significant proportion of the comparable 10-year statewide need (occupational openings) as follows for Region 3:

- ◆ Computer User Support Specialists = 58% of statewide openings
- ◆ Medical Assistants = 51% of statewide openings
- ◆ Bookkeeping, Accounting, and Auditing Clerks = 48% of statewide openings
- ◆ Nursing Assistants = 47% of statewide openings
- ◆ Automotive Service Technicians and Mechanics = 42% of statewide openings
- ◆ Heavy and Tractor-Trailer Truck Drivers = 36% of statewide openings

Additional relevant market information is available in **Appendix F** for a selected number of the identified top growth occupations that may require a CTE credential in Region 3.

➢ *CONCLUSION: Based on a review of the CTE program inventory currently offered by CWI, the top projected growth occupations across Region 3 are fairly well represented in the College's current CTE program portfolio.*

➢ *CONCLUSION: A number of the top Region 3 occupations experiencing large numbers of annual openings represent a disproportionately greater share of the comparable statewide openings.*

Current CWI CTE Program Mix and Capacity

Data sets sourced from both the CWI IR office, and the Idaho Career and Technical Education Office were provided to the consultant team for analyses of CWI CTE program capacities (enrollment and completion). In some instances, the data, though labeled in a similar manner, did not align for given years. Therefore, both sets of data in **Chapter 3** are provided for review purposes. Additionally, Secondary CTE program capacity and outcome data were provided by the State CTE office.

We first reviewed postsecondary CTE data relevant to the CWI CLNA analysis. CWI and Idaho State University each have a 22% share of the nearly 5,600 CTE headcount enrollment across the state in 2018. The other five institutions have experienced a declining CTE headcount pattern since 2012 ranging from 34% to 50% loss. The lone exception is CWI (a 12% decline), which was the only institution that showed a gain from 2017 to 2018 (the most recent year of available data). Further, CWI only experienced a five year decline in CTE FTE of 2%, while the other institutions' FTE declines range from 17% to 45%.

CWI has a CTE portfolio of more than 30 programs. The top 15 programs (based on Fall 2019 enrollment data) account for 76% of all CTE capacity at the College (see prior **Exhibit 3-11**). Over the last three fall terms, only nine existing CTE programs showed net positive growth in enrollments. Two of the 29 programs registered enrollments only in 2019, so no trends were available. The remaining 18 programs experienced a three-year decline in fall enrollment, however eight of those programs had a net neutral or positive enrollment change from Fall 2018 to 2019.

The CWI CTE programs with a respectable three-year Fall growth rate between 25% to 40% were:

◆ Law Enforcement (36%); Fall 2019 enrollment = 38
◆ Cybersecurity (33%); Fall 2019 enrollment = 92
◆ Horticulture Technology (25%); Fall 2019 enrollment = 74

Subsequently, CWI CTE programs experiencing the greatest three-year Fall term growth rate included:

◆ Medical Assistant (135%); Fall 2019 enrollment = 61
◆ Marketing Communications (63%); Fall 2019 enrollment = 70

Finally, the CWI CTE programs with the greatest number of completions across the last three full academic years (2016-17 to 2018-19) include:

◆ Automotive Technology (47%); three-year completions = 120
◆ Heavy Equipment Welding & Fabrication (173%); three-year completions = 108
◆ Advanced Mechatronics Engineering Technology (62%); three-year completions = 96
◆ Professional Truck Driving (-100%); three-year completions = 95 (program revisions in progress)
◆ Law Enforcement (3%); three-year completions =89

*(See prior **Exhibits 3-12** and **3-13** for the full lists)*

➢ ***CONCLUSION: The College has CTE programs which have experienced significant growth in enrollments and completions over the last three years, but their relative local capacities may vary greatly from very small to quite large.***

➢ ***CONCLUSION: Similarly, some CTE programs at CWI have experienced substantial increases in annual enrollments and completions across the three-year timeframe, but their growth rates vary dramatically, and in some instances indicate a recent decline.***

➢ ***CONCLUSION: Under both of the circumstances noted above, the value of a program's relevancy to local workforce needs must be taken into careful consideration when evaluating portfolio realignment as mandated by Perkins V.***

Skills Gaps

The focus of both qualitative and quantitative input from stakeholders (particularly among employers) regarding skills gaps focused far more intently on the "soft skills" or "employability" skills for trainees and CTE program completers than technical skills. The list includes two levels.

Higher Order Skills such as:
- ◆ Critical thinking
- ◆ Written and verbal communication
- ◆ Ability to work on teams or in groups

Basic Employability Skills:
- ◆ Personal appearance/dress
- ◆ Showing up for work
- ◆ Follow instructions & rules
- ◆ Basic computer use
- ◆ Understand lines of authority

➢ ***CONCLUSION: Based on discussions with employers, TAC members and internal CWI representatives, the College has begun to integrate all levels of soft or employability skills into their CTE program curriculum.***

CTE Opportunities for Special Populations

Based on CWI CTE data for 2018-19 (see prior **Exhibit 3-16**), Hispanic/Latinos make up 16% of enrollments. Given all minority students combined, that minority participation rate in CWI CTE rises to 24%.

Other special populations currently active in CTE at the College includes non-traditional age students (16%), single parent enrollees (7%), and economically disadvantaged persons (49%) of the total 1,100 enrollments.

Discussions with a representative of the Nez Perce Indian tribe in Idaho noted that more than 60% of their members live in North Central Idaho, and would not likely access CWI programs in person. The tribal education group has a very solid partnership with Lewis and Clark State College near Lewiston.

> ➢ *CONCLUSION: There appears to be potential to increase CTE participation at CWI among some of the special populations noted, but these numbers may be limited solely by their availability in the Regional population.*

Barriers to CTE Participation/Completion

Both the quantitative section of the stakeholder survey along with anecdotal/qualitative commentary derived from phone interviews and community forum sessions indicated that the following are significant barriers to those interested in pursuing CTE training and education in the region:

- ◆ Financial constraints/cost of college attendance (75%)
- ◆ Time constraints (54%)
- ◆ Transportation/distance (33%)
- ◆ Program Availability (28%)
- ◆ Childcare (27%)

All other barriers were cited by smaller shares of survey respondents (see **Exhibit 4-7** for detail). Based on stakeholder conversations, time, distance, and connectivity in rural communities are the most significant barriers to CTE access and participation. However, when discussing CTE program completion, cost of attendance is by far the biggest reason a CTE enrollee does not obtain a degree or other credential.

> ➢ *CONCLUSION: Reduction or elimination of perceived or real barriers to both CTE participation and program completion at CWI will require a longer-term effort. The College could explore creative and efficient program delivery options, introducing innovative delivery modes, reducing scheduling issues, and counteracting financial burdens for potential students.*

LEGAL DISCLAIMER

MGT's needs assessment analysis and report for the College of Western Idaho's response to Perkins V legislation and implementation requirements which identifies current and potential program offerings across the Region 3 service area relies on the accuracy of information provided by the College, the State of Idaho, and other sources as well as near-term and long-term assumptions influenced by factors outside of MGT's control that may adversely impact the College's plans and activities. Changes such as those to the College's financial health, program delivery strategies, and costs, as well as state, local, and global economic conditions, may impact both the demand for the programs, costs, and/or the project's conclusions and assumptions. Additional risks to the program expansion include but are not limited to changes to program demand, competitive programs, regulatory changes, enrollment changes, and general acts of disaster.

APPENDIX A – DEMOGRAPHIC DETAILS

	Ada		Adams		Boise		Canyon		Elmore		Gem		Owyhee		Payette		Valley		Washington		Regional Total		Idaho	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Under 15 years	91,702	20%	622	15%	999	13%	52,976	24%	5,970	22%	3,290	19%	2,484	21%	5,069	22%	1,655	15%	1,861	18%	166,628	21%	370,340	21%
15 to 24 years	60,582	13%	327	8%	678	9%	31,740	14%	4,245	16%	1,954	11%	1,527	13%	2,900	12%	911	8%	1,181	12%	106,045	13%	239,400	14%
25 to 44 years	133,516	28%	743	17%	1,375	18%	58,551	26%	7,641	28%	3,737	21%	2,630	22%	5,398	23%	2,459	22%	1,931	19%	217,981	27%	451,411	26%
45 to 64 years	116,374	25%	1,337	31%	2,663	35%	49,470	22%	5,729	21%	4,790	27%	2,970	25%	5,853	25%	3,244	29%	2,634	26%	195,064	24%	414,775	24%
65+ years	67,792	14%	1,221	29%	1,919	25%	30,762	14%	3,674	13%	3,863	22%	2,082	18%	4,331	18%	2,772	25%	2,554	25%	120,970	15%	278,282	16%
Total	469,966	100%	4,250	100%	7,634	100%	223,499	100%	27,259	100%	17,634	100%	11,693	100%	23,551	100%	11,041	100%	10,161	100%	806,688	100%	1,143,410	100%

REGION 3 – SOUTHWESTERN IDAHO

Associate's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Forest and Conservation Technicians	$17.13	118
Web Developers	$26.26	53
Preschool Teachers, Except Special Education*	$11.23	45
Architectural and Civil Drafters*	$20.51	43
Radiologic Technologists		41
Electrical and Electronics Engineering Technicians	$26.24	40
Respiratory Therapists	$27.60	39
Paralegals and Legal Assistants	$23.54	36
Computer Network Support Specialists*	$20.87	34
Medical and Clinical Laboratory Technicians		32
Human Resources Assistants, Except Payroll and Timekeeping	$19.62	28
Agricultural and Food Science Technicians*	$18.61	24
Veterinary Technologists and Technicians	$15.46	21
Cardiovascular Technologists and Technicians	$25.79	19
Environmental Science and Protection Technicians, Including Health	$24.69	19
Diagnostic Medical Sonographers	$40.04	17
Physical Therapist Assistants*	$19.65	17
Chemical Technicians	$19.06	16
Dental Hygienists		15
Medical Equipment Repairers	$19.40	14
Civil Engineering Technicians	$23.26	14
Nuclear Technicians		13
Engineering Technicians, Except Drafters, All Other	$25.86	12
Industrial Engineering Technicians	$19.32	10
Occupational Therapy Assistants	$27.10	9
Electrical and Electronics Drafters*	$22.54	9
Magnetic Resonance Imaging Technologists	$34.52	6
Dietetic Technicians	$14.35	6
Mechanical Drafters*	$21.45	6
Broadcast Technicians	$18.91	5
Radiation Therapists	$41.94	3
Nuclear Medicine Technologists	$36.45	3
Avionics Technicians	$23.17	3
Air Traffic Controllers		3
Drafters, All Other*		3
Radio, Cellular, and Tower Equipment Installers and Repairs		3
Legal Support Workers, All Other	$22.99	2

REGION 3 – SOUTHWESTERN IDAHO

Postsecondary Nondegree Award Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Heavy and Tractor-Trailer Truck Drivers*	$19.61	606
Nursing Assistants*	$13.33	503
Medical Assistants*	$16.71	235
Automotive Service Technicians and Mechanics*	$19.50	159
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$21.16	141
Licensed Practical and Licensed Vocational Nurses	$22.56	114
Hairdressers, Hairstylists, and Cosmetologists	$11.29	113
Telecommunications Equipment Installers and Repairers, Except Line Installers	$26.69	94
Medical Records and Health Information Technicians*	$19.68	52
Dental Assistants*	$17.58	46
Surgical Technologists*	$24.01	43
Library Technicians	$12.33	41
Phlebotomists	$14.89	40
Emergency Medical Technicians and Paramedics	$18.30	38
Electrical and Electronics Repairers, Commercial and Industrial Equipment		35
Medical Transcriptionists*	$13.33	30
Massage Therapists	$20.07	22
Aircraft Mechanics and Service Technicians	$26.96	22
Audio and Video Equipment Technicians	$15.87	19
Health Technologists and Technicians, All Other	$27.17	18
Psychiatric Technicians	$14.72	13
Electronic Home Entertainment Equipment Installers and Repairers	$15.84	12
First-Line Supervisors of Fire Fighting and Prevention Workers*	$28.64	11
Prepress Technicians and Workers*	$20.71	9
Manicurists and Pedicurists	$13.45	7
Skincare Specialists	$20.82	6
Healthcare Practitioners and Technical Workers, All Other	$24.33	4
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay		4
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic*	$25.16	4
Insurance Appraisers, Auto Damage		3
Ophthalmic Medical Technicians	$12.81	3
Court Reporters	$26.70	2

REGION 3 – SOUTHWESTERN IDAHO

Some College, No Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Bookkeeping, Accounting, and Auditing Clerks*	$18.15	466
Teacher Assistants	$11.58	347
Computer User Support Specialists*	$20.43	159
Computer, Automated Teller, and Office Machine Repairers	$17.75	39

REGION 3 – SOUTHWESTERN IDAHO

Bachelor's Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Registered Nurses	$33.06	638
General and Operations Managers	$33.27	566
Elementary School Teachers, Except Special Education	$22.63	265
Accountants and Auditors*	$28.63	234
Secondary School Teachers, Except Special and Career/Technical Education	$24.56	178
Business Operations Specialists, All Other	$31.40	162
Loan Officers	$25.67	155
Software Developers, Applications*	$39.96	124
Coaches and Scouts	$9.55	116
Sales Managers	$47.14	115
Financial Managers	$41.29	112
Medical and Health Services Managers	$44.06	109
Market Research Analysts and Marketing Specialists	$23.54	106
Management Analysts	$31.67	98
Civil Engineers	$35.74	98
Human Resources Specialists	$27.42	96
Middle School Teachers, Except Special and Career/Technical Education	$27.36	95
Child, Family, and School Social Workers	$22.20	81
Construction Managers	$39.28	77
Securities, Commodities, and Financial Services Sales Agents	$20.08	75
Administrative Services Managers	$33.26	72
Training and Development Specialists	$24.66	71
Computer Occupations, All Other	$38.28	70
Network and Computer Systems Administrators*	$29.83	67
Cost Estimators	$28.02	66
Compliance Officers	$25.18	65
Graphic Designers	$20.09	61

Bachelor's Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	$40.07	60
Computer and Information Systems Managers	$47.64	60
Architectural and Engineering Managers	$63.90	59
Electrical Engineers	$42.26	57
Purchasing Agents, Except Wholesale, Retail, and Farm Products		57
Software Developers, Systems Software*	$46.13	55
Managers, All Other	$40.51	54
Social and Community Service Managers	$26.77	52
Marketing Managers	$45.10	47
Chief Executives	$42.91	47
Industrial Engineers	$43.87	46
Computer Systems Analysts	$37.50	45
Wholesale and Retail Buyers, Except Farm Products		45
Health Educators	$26.14	44
Biological Technicians	$16.27	40
Public Relations Specialists	$30.32	39
Human Resources Managers	$39.41	38
Medical and Clinical Laboratory Technologists		35
Zoologists and Wildlife Biologists	$33.36	33
Vocational Education Teachers, Postsecondary	$19.58	33
Mechanical Engineers	$37.76	32
Information Security Analysts*	$39.46	31
Logisticians	$34.17	29
Financial Analysts	$34.28	28
Engineers, All Other		28
Probation Officers and Correctional Treatment Specialists	$20.59	28
Meeting, Convention, and Event Planners	$17.34	25
Operations Research Analysts	$35.23	24
Fundraisers	$21.92	24
Personal Financial Advisors	$32.01	24
Legislators	$8.31	23
Chemists	$29.61	22
Financial Specialists, All Other	$24.40	22
Environmental Scientists and Specialists, Including Health	$28.49	22
Editors	$21.38	22
Special Education Teachers, Kindergarten and Elementary School	$22.76	21
Clergy	$22.67	20
Graduate Teaching Assistants	$18.53	19

Bachelor's Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Substance Abuse and Behavioral Disorder Counselors		19
Environmental Engineers	$38.39	18
Adult Basic and Secondary Education and Literacy Teachers and Instructors		18
Nuclear Engineers		17
Education, Training, and Library Workers, All Other	$17.12	17
Industrial Production Managers	$43.81	17
Kindergarten Teachers, Except Special Education		16
Database Administrators	$28.54	16
Appraisers and Assessors of Real Estate	$24.17	16
Computer Hardware Engineers	$47.02	16
Compensation, Benefits, and Job Analysis Specialists	$26.52	15
Natural Sciences Managers	$46.14	15
Conservation Scientists	$34.33	14
Computer Programmers	$33.41	14
Purchasing Managers	$43.86	14
Dietitians and Nutritionists	$25.46	13
Credit Analysts	$27.96	13
Producers and Directors	$28.19	13
Technical Writers	$29.15	13
Agricultural Inspectors	$19.08	13
Reporters and Correspondents	$16.05	13
Public Relations and Fundraising Managers	$38.22	13
Special Education Teachers, Secondary School	$26.73	12
Architects, Except Landscape and Naval	$31.04	12
Foresters		12
Sales Engineers	$47.96	11
Surveyors	$32.44	11
Cartographers and Photogrammetrists	$27.73	11
Biological Scientists, All Other	$35.28	11
Physical Scientists, All Other	$30.41	11
Writers and Authors	$22.31	10
Advertising and Promotions Managers	$32.67	10
Soil and Plant Scientists	$29.44	10
Hydrologists	$24.32	10
Occupational Health and Safety Specialists	$30.91	9
Food Scientists and Technologists	$29.86	8
Career/Technical Education Teachers, Secondary School		8
Labor Relations Specialists		8
Tax Examiners and Collectors, and Revenue Agents	$23.16	8

Bachelor's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Athletic Trainers	$18.01	7
Special Education Teachers, Middle School		7
Community and Social Service Specialists, All Other	$17.26	7
Proofreaders and Copy Markers	$9.44	7
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	$42.86	6
Financial Examiners	$34.91	6
Directors, Religious Activities and Education		6
Budget Analysts	$30.42	6
Forensic Science Technicians	$23.29	6
Education Administrators, Preschool and Childcare Center/Program	$18.08	6
Credit Counselors	$17.69	5
Fish and Game Wardens		5
Training and Development Managers	$40.09	5
Emergency Management Directors	$32.38	5
Life Scientists, All Other		4
Education Administrators, All Other	$24.75	4
Broadcast News Analysts		4
Airline Pilots, Copilots, and Flight Engineers	$39.99	4
Microbiologists	$26.97	4
Chemical Engineers		4
Compensation and Benefits Managers	$38.75	4
Art Directors	$35.71	4
Geoscientists, Except Hydrologists and Geographers	$41.44	3
Social Workers, All Other	$36.31	3
Music Directors and Composers		3
Buyers and Purchasing Agents, Farm Products		3
Atmospheric and Space Scientists	$48.94	2
Recreational Therapists	$16.00	2
Landscape Architects		2
Aerospace Engineers		1

STATEWIDE IDAHO

Associate's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Forest and Conservation Technicians	$16.06	257
Agricultural and Food Science Technicians	$17.73	99

Associate's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Preschool Teachers, Except Special Education	$11.29	98
Architectural and Civil Drafters*	$22.30	93
Web Developers	$25.18	82
Radiologic Technologists	$28.13	72
Paralegals and Legal Assistants	$21.76	71
Respiratory Therapists	$27.67	66
Electrical and Electronics Engineering Technicians	$26.84	58
Medical and Clinical Laboratory Technicians		56
Human Resources Assistants, Except Payroll and Timekeeping	$18.75	56
Computer Network Support Specialists*	$21.33	49
Environmental Science and Protection Technicians, Including Health	$28.38	48
Veterinary Technologists and Technicians	$14.38	44
Chemical Technicians	$18.63	39
Nuclear Technicians	$35.39	38
Physical Therapist Assistants*	$25.80	35
Cardiovascular Technologists and Technicians	$27.70	31
Diagnostic Medical Sonographers	$37.80	29
Medical Equipment Repairers	$22.35	29
Dental Hygienists	$35.81	29
Civil Engineering Technicians	$24.15	29
Industrial Engineering Technicians	$24.84	25
Engineering Technicians, Except Drafters, All Other	$25.86	21
Mechanical Drafters*	$22.27	20
Morticians, Undertakers, and Funeral Directors	$24.77	16
Electrical and Electronics Drafters*	$20.64	14
Dietetic Technicians	$12.45	12
Magnetic Resonance Imaging Technologists	$34.20	11
Broadcast Technicians	$17.88	10
Nuclear Medicine Technologists	$37.07	8
Air Traffic Controllers	$44.44	8
Mechanical Engineering Technicians	$24.97	7
Drafters, All Other*	$23.50	7
Avionics Technicians	$23.59	6
Radio, Cellular, and Tower Equipment Installers and Repairs		6
Radiation Therapists	$42.31	5
Environmental Engineering Technicians	$22.68	4
Geological and Petroleum Technicians	$16.74	4

Associate's Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Legal Support Workers, All Other	$22.05	4
Respiratory Therapy Technicians		0

STATEWIDE IDAHO

Postsecondary Nondegree Award Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Heavy and Tractor-Trailer Truck Drivers*	$18.88	1,669
Nursing Assistants*	$12.87	1,077
Medical Assistants*	$16.27	465
Automotive Service Technicians and Mechanics*	$19.01	376
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$20.00	254
Licensed Practical and Licensed Vocational Nurses	$21.25	240
Hairdressers, Hairstylists, and Cosmetologists	$11.62	226
Telecommunications Equipment Installers and Repairers, Except Line Installers	$26.82	155
Firefighters*	$17.05	133
Dental Assistants*	$16.30	95
Medical Records and Health Information Technicians*	$18.46	93
Library Technicians	$12.49	89
Phlebotomists	$14.98	80
Emergency Medical Technicians and Paramedics	$16.86	78
Surgical Technologists*	$22.99	77
Electrical and Electronics Repairers, Commercial and Industrial Equipment	$30.12	58
Medical Transcriptionists	$14.01	53
Aircraft Mechanics and Service Technicians	$26.38	46
Massage Therapists	$21.53	44
Audio and Video Equipment Technicians	$16.74	38
Health Technologists and Technicians, All Other	$23.63	34
First-Line Supervisors of Fire Fighting and Prevention Workers*	$26.60	24
Electronic Home Entertainment Equipment Installers and Repairers	$16.80	24
Psychiatric Technicians	$14.30	23
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	$19.62	19
Prepress Technicians and Workers	$18.68	17
Manicurists and Pedicurists	$12.52	13
Motorcycle Mechanics*	$17.15	13

Postsecondary Nondegree Award Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Skincare Specialists	$14.32	12
Healthcare Practitioners and Technical Workers, All Other	$26.11	7
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay		7
Ophthalmic Medical Technicians	$13.54	7
Tool and Die Makers*	$22.91	5
Court Reporters	$26.70	5

STATEWIDE IDAHO

Some College, No Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Bookkeeping, Accounting, and Auditing Clerks*	$17.74	962
Teacher Assistants	$11.12	845
Computer User Support Specialists*	$21.50	276
Computer, Automated Teller, and Office Machine Repairers	$18.60	83

STATEWIDE IDAHO

Bachelor's Degree Required for Entry		
Title	Hourly Median Wage	Total Annual Openings
Registered Nurses	$32.11	1,147
Elementary School Teachers, Except Special Education	$22.11	666
Accountants and Auditors	$28.01	453
Secondary School Teachers, Except Special and Career/Technical Education	$24.22	445
Loan Officers	$23.95	300
Business Operations Specialists, All Other	$30.96	292
Coaches and Scouts	$10.30	255
Middle School Teachers, Except Special and Career/Technical Education	$25.01	236
Software Developers, Applications*	$40.15	208
Civil Engineers	$35.23	195
Market Research Analysts and Marketing Specialists	$22.97	191
Management Analysts	$32.23	186
Child, Family, and School Social Workers	$22.43	181
Human Resources Specialists	$26.31	179

Bachelor's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Securities, Commodities, and Financial Services Sales Agents	$19.40	149
Cost Estimators	$27.53	139
Training and Development Specialists	$25.92	139
Compliance Officers	$24.96	138
Network and Computer Systems Administrators*	$31.27	128
Purchasing Agents, Except Wholesale, Retail, and Farm Products		121
Graphic Designers	$18.79	116
Computer Occupations, All Other	$37.54	114
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	$37.88	113
Electrical Engineers	$44.10	98
Industrial Engineers	$44.04	93
Wholesale and Retail Buyers, Except Farm Products		88
Health Educators	$25.07	85
Vocational Education Teachers, Postsecondary	$19.78	85
Biological Technicians	$16.06	84
Computer Systems Analysts	$37.25	81
Software Developers, Systems Software	$46.56	72
Public Relations Specialists	$28.44	71
Probation Officers and Correctional Treatment Specialists	$20.53	69
Mechanical Engineers	$38.47	67
Zoologists and Wildlife Biologists	$32.38	64
Medical and Clinical Laboratory Technologists		59
Food Scientists and Technologists	$28.71	57
Information Security Analysts*	$38.75	56
Special Education Teachers, Kindergarten and Elementary School	$21.34	53
Logisticians	$33.89	50
Environmental Scientists and Specialists, Including Health	$27.70	50
Chemists	$33.80	47
Meeting, Convention, and Event Planners	$17.01	47
Engineers, All Other	$53.39	46
Financial Analysts	$33.73	45
Financial Specialists, All Other	$24.51	43
Personal Financial Advisors	$33.98	42
Substance Abuse and Behavioral Disorder Counselors		42
Fundraisers	$22.41	41
Kindergarten Teachers, Except Special Education	$24.10	41

Bachelor's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Environmental Engineers	$45.93	41
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$22.69	39
Operations Research Analysts	$32.37	38
Editors	$20.17	38
Clergy	$21.47	35
Appraisers and Assessors of Real Estate	$23.49	35
Nuclear Engineers	$59.79	33
Special Education Teachers, Secondary School	$24.55	32
Database Administrators	$30.85	31
Foresters	$26.76	31
Agricultural Inspectors	$19.75	30
Credit Analysts	$26.94	29
Soil and Plant Scientists	$32.23	28
Graduate Teaching Assistants	$11.73	28
Compensation, Benefits, and Job Analysis Specialists	$24.54	27
Conservation Scientists	$30.69	27
Education, Training, and Library Workers, All Other	$14.00	27
Reporters and Correspondents	$15.61	27
Sales Engineers	$47.42	26
Dietitians and Nutritionists	$25.45	25
Cartographers and Photogrammetrists	$26.43	25
Computer Network Architects		25
Producers and Directors	$22.63	24
Physical Scientists, All Other	$26.37	24
Architects, Except Landscape and Naval	$31.50	24
Computer Programmers	$33.30	24
Occupational Health and Safety Specialists	$33.78	23
Technical Writers	$31.18	23
Biological Scientists, All Other	$34.34	23
Hydrologists	$21.31	22
Tax Examiners and Collectors, and Revenue Agents	$22.39	22
Surveyors	$29.68	21
Insurance Underwriters	$30.47	21
Camera Operators, Television, Video, and Motion Picture		20
Career/Technical Education Teachers, Secondary School	$30.25	19
Special Education Teachers, Middle School	$27.96	18
Materials Engineers		17

Bachelor's Degree Required for Entry		
Title	**Hourly Median Wage**	**Total Annual Openings**
Computer Hardware Engineers	$48.57	17
Forensic Science Technicians	$24.01	14
Writers and Authors	$21.80	14
Labor Relations Specialists	$27.32	14
Financial Examiners	$34.64	13
Buyers and Purchasing Agents, Farm Products		13
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	$45.38	12
Budget Analysts	$30.16	12
Community and Social Service Specialists, All Other	$17.70	12
Proofreaders and Copy Markers	$11.59	12
Credit Counselors	$18.25	11
Fish and Game Wardens		11
Directors, Religious Activities and Education	$22.07	9
Film and Video Editors	$18.99	9
Microbiologists	$27.77	9
Social Workers, All Other	$36.45	8
Geoscientists, Except Hydrologists and Geographers	$39.99	8
Music Directors and Composers		8
Chemical Engineers	$51.34	7
Radio and Television Announcers	$19.36	7
Art Directors	$32.30	7
Life Scientists, All Other	$39.03	6
Atmospheric and Space Scientists	$46.98	6
Actuaries	$43.40	5
Special Education Teachers, Preschool		5
Recreational Therapists	$17.01	5
Mining and Geological Engineers, Including Mining Safety Engineers	$35.20	5
Aerospace Engineers		4
Landscape Architects	$29.71	3
Social Scientists and Related Workers, All Other	$25.32	3

APPENDIX C – STAKEHOLDERS CONTACTED

Using lists provided by the College of Western Idaho, MGT reached out to more than 500 local stakeholders to seek their participation in the study through an online survey and attendance at one of the community forums held on campus. Categories of stakeholders and counts are offered below.

Stakeholder Category	Count
Auto Body	22
Auto Tech	19
Dental	17
Drafting	12
Early Childhood	15
Fire Safety	29
Heavy Equipment	21
Heavy Truck	15
Horticulture	19
Law Enforcement	31
Machine Tool	18
Mechatronics	14
Medical Administration	11
Medical Assistant	17
Nursing	9
Physical Therapy Assistant	8
Powersports	11
Practical Nursing	14
Surgical	19
Unmanned Arial Systems	5
Welding	34
Economic Development	112
School District	63

Career & Technical Education - Stakeholder Survey

All respondents received items 1 through 3.

1. What best describes who you represent?

- o Private Sector Employer/Business (owner/manager)
- o Public Sector Employer (manager/representative)
- o CTE Educator/Coordinator within a School District or other School Administrator
- o Economic Development/Chamber of Commerce Representative
- o Other (please specify): _____

2. Do you currently serve on a College of Western Idaho (CWI) program Technical Advisory Committee (TAC)?

- o Yes
- o I served in the past, but no longer
- o No

2a. Which CWI program did you represent on the TAC?

3. In what county are you located? If more than one county, select your primary location.

- o Ada
- o Adams
- o Boise
- o Canyon
- o Elmore
- o Gem
- o Owyhee
- o Payette
- o Valley
- o Washington

Private and Public Sector Employers (response to item 1) received items 4 through 13.

4. How many people are employed at your business/organization/agency?

- o 0-10
- o 11-25
- o 26-50
- o 51-100
- o 101-200
- o More than 200

5. Does your business hire individuals who have completed a Career and Technical Education (CTE) program?

- o Yes, frequently
- o Yes, occasionally
- o No
- o Not sure

6. Which of the following CTE programs offered in Southwestern Idaho are you familiar with, and has your organization hired program graduates from any of the programs within the last five years?

	Familiar with the program	Have hired candidates with this credential
Administrative Specialist		
Advanced Mechatronics Engineering Technology		
Auto Body Technology		
Automotive Technology		
Bookkeeping and Accounting		
Cisco Networking and Security Technologies		
Computer Support Specialist		
Construction Trades		
Cybersecurity		
Dental Assisting		
Drafting Technology		
Early Childhood Education		
Fire Service Technology		
Heavy Duty Truck Technician		
Heavy Equipment Technician		
Horticulture Technician		
Law Enforcement		
Machine Tool Technology		
Marketing Communications		
Medical Administrative Support		
Medical Assistant		
Network and System Administration		
Nursing		
Physical Therapist Assistant		
Powersports and Small Engine Repair Technology		
Software Development		
Surgical Technology		
Unmanned Aerial Systems		
Welding and Metals Fabrication		
Western States CAT Technician		
Wildland Fire Management		

7. With respect to career and technical programs (like those listed in the previous question), do you believe the number of qualified graduates is well-matched with the number of available job openings in your local area?

- o There is an oversupply of job candidates for existing openings.
- o The number of qualified applicants meets the current workforce needs fairly well.
- o There are far more jobs available than qualified applicants.
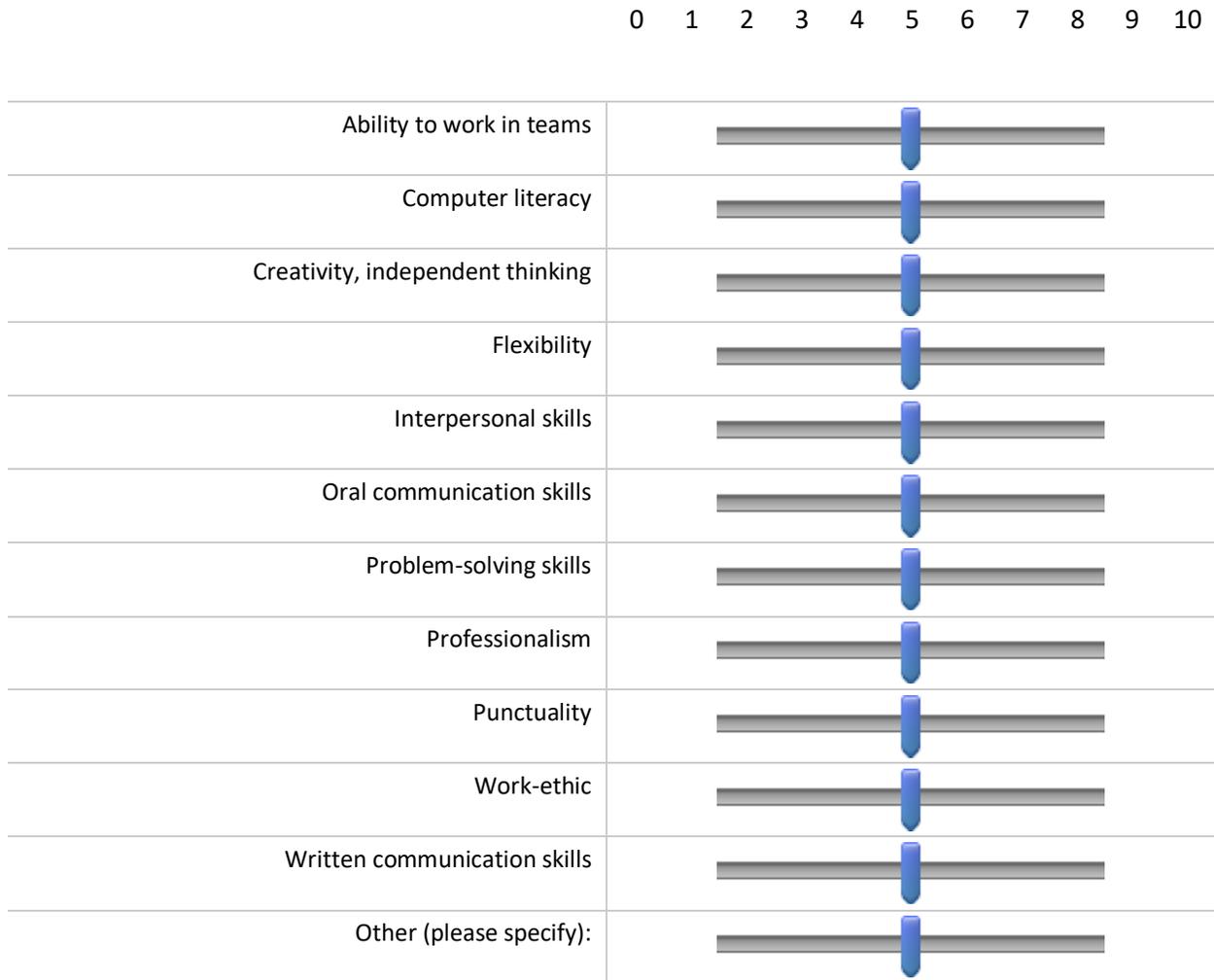- o Other (please explain): _____

8. What business/industry sectors are projected to experience significant growth in your local area? *Select all that apply.*

- o Agriculture, Food & Natural Resources
- o Architecture & Construction
- o Arts, A/V Technology & Communications
- o Business Management & Administration
- o Education & Training
- o Finance
- o Government & Public Administration
- o Health Sciences
- o Hospitality & Tourism
- o Human Services
- o Information Technology
- o Law, Public Safety, Corrections & Security
- o Manufacturing
- o Marketing
- o Science, Technology, Engineering & Mathematics
- o Transportation, Distribution & Logistics
- o Other (please specify): _____

9. What are some of the new/emerging occupations in your area that might benefit from expanded CTE program opportunities?

10. What are some of the existing occupations in your area that might benefit from updated CTE program opportunities?

11. Based on what you've experienced or heard from the local business community, in general, how would you rate typical entry-level job applicants on the following <u>soft skills</u>? Assume 0=Poor and 10=Strong.

	0 1 2 3 4 5 6 7 8 9 10
Ability to work in teams	
Computer literacy	
Creativity, independent thinking	
Flexibility	
Interpersonal skills	
Oral communication skills	
Problem-solving skills	
Professionalism	
Punctuality	
Work-ethic	
Written communication skills	
Other (please specify):	
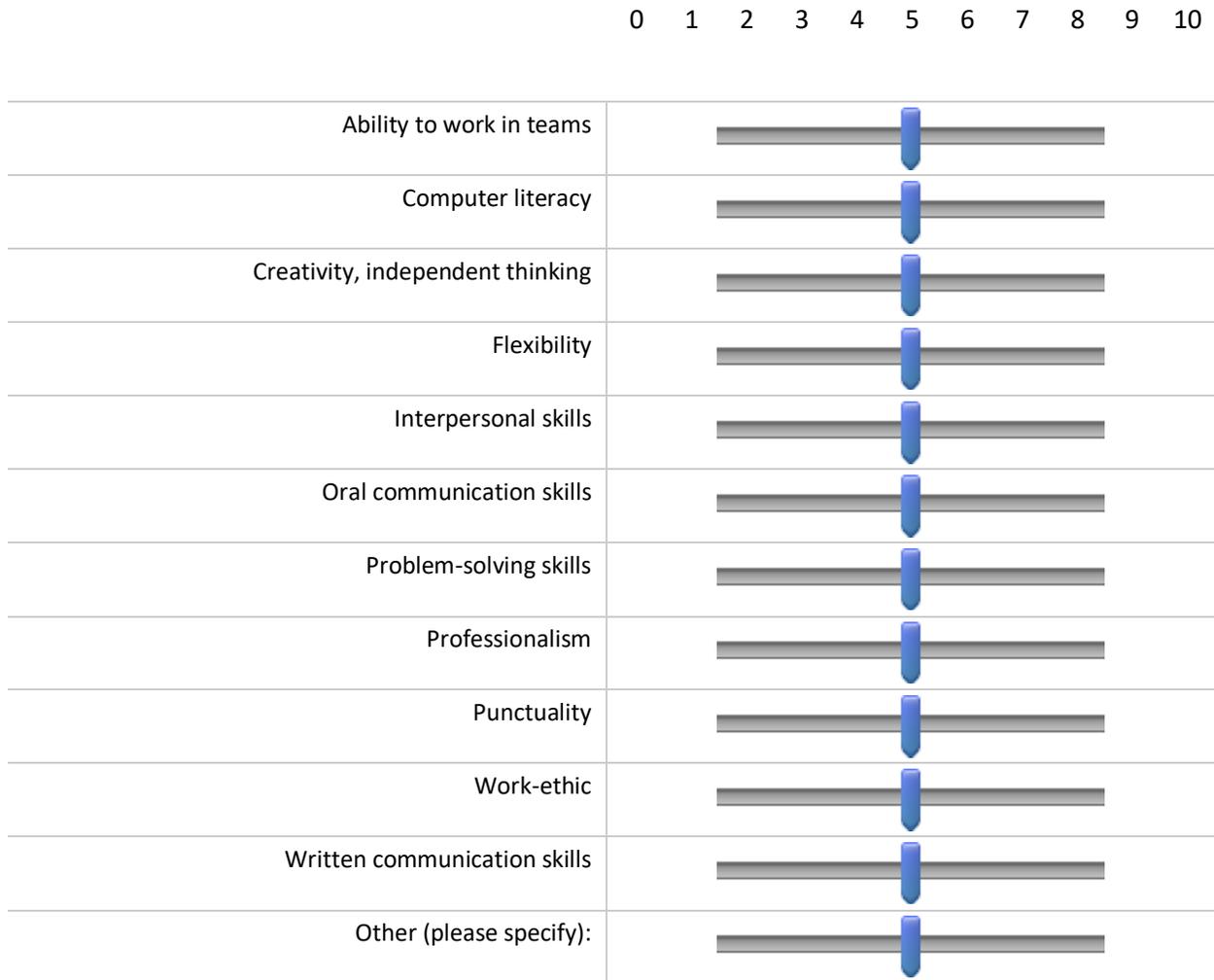
12. What key <u>technical or industry specific skills</u> are you looking for in a qualified job applicant? Please identify the occupation and the specific skill(s).

13. What are the <u>three greatest</u> obstacles/barriers currently faced by residents and employees seeking education and training in the local area? *Please select no more than three.*

- o Access to childcare
- o Financial constraints/cost of college attendance
- o Lack of job placements
- o Program availability
- o Program quality
- o Time constraints
- o Technology limitations (limited computer access)
- o Transportation/distance
- o Other _____

CTE Educators (response to item 1) received items 14 through 22.

14. How many students are in high school in your school/district?

15. How many students are currently enrolled in CTE courses/programs?

16. How well do CTE programs at CWI align with CTE instruction provided at your school district?

- o Very well aligned
- o Somewhat aligned
- o Neutral
- o Not particularly aligned
- o Not at all aligned

16a. Please explain why you responded the way you did.

17. Are any population segments underrepresented in local CTE programs overall?

- o First-generation college students
- o Low-income students
- o Students of color/ethnicity
- o Students with disabilities
- o Other (please specify): _____

18. What are the three biggest obstacles/barriers currently faced by your students seeking to continue their career and technical education beyond high school? *Please select no more than three.*

- o Access to childcare
- o Financial constraints/cost of college attendance
- o Lack of job placements
- o Program availability
- o Program quality
- o Time constraints
- o Technology limitations (limited computer access)
- o Transportation/distance
- o Other _____

19. Approximately what percent of your district's/school's annual CTE participants transition to CWI or another postsecondary institution? *Please enter a number between 1 and 100 below.*

20. Of those who transition, approximately what percent pursue a postsecondary CTE program? *Please enter a number between 1 and 100 below.*

21. What accommodations, modifications, and supportive services should be made available to ensure access to and completion of CTE programs by these special populations?

- o Direct outreach
- o Extra test time
- o Mentoring
- o Note taking
- o Transportation assistance
- o Tutoring
- o Other (please specify): _____

22. For those secondary CTE participants who graduate and immediately join the workforce, what percentage of them are in jobs that utilize their CTE training? *Please enter a number between 0 and 100 below.*

Chamber/Economic Development/Other Respondents (response to item 1) received items 23 through 30.

23. If you are a Chamber of Commerce representative, how many members do you have?

24. With respect to career and technical programs, do you believe the number of qualified candidates is well-matched with available job openings in your local area?

- o There is an oversupply of job candidates for our openings.
- o The number of qualified applicants meets the current workforce needs fairly well.
- o There are far more jobs available than qualified applicants.
- o Other (please explain): _____

25. What business/industry sectors are projected to grow the most in your local area? *Select all that apply.*

- o Agriculture, Food & Natural Resources
- o Architecture & Construction
- o Arts, A/V Technology & Communications
- o Business Management & Administration
- o Education & Training
- o Finance
- o Government & Public Administration
- o Health Sciences
- o Hospitality & Tourism
- o Human Services
- o Information Technology
- o Law, Public Safety, Corrections & Security
- o Manufacturing
- o Marketing
- o Science, Technology, Engineering & Mathematics
- o Transportation, Distribution & Logistics
- o Other (please specify): _____

26. What are some of the new/emerging occupations in your area that might benefit from expanded CTE program opportunities?

27. What are some of the existing occupations in your area that might benefit from updated CTE program opportunities?

28. Based on what you've experienced or heard from the local business community, in general, how would you rate typical entry-level job applicants on the following <u>soft skills</u>? Assume 0=Poor and 10=Strong.

	0 1 2 3 4 5 6 7 8 9 10
Ability to work in teams	
Computer literacy	
Creativity, independent thinking	
Flexibility	
Interpersonal skills	
Oral communication skills	
Problem-solving skills	
Professionalism	
Punctuality	
Work-ethic	
Written communication skills	
Other (please specify):	

29. In the near future, what key <u>technical training or industry-specific skills</u> are critical to your local workforce, but aren't readily available now?

30. What are the three biggest obstacles/barriers currently faced by residents and employees seeking education and training in the local area? *Please select no more than three.*

- o Access to childcare
- o Financial constraints/cost of college attendance
- o Lack of job placements
- o Program availability
- o Program quality
- o Time constraints
- o Technology limitations (limited computer access)
- o Transportation/distance
- o Other _____

All Respondents received item 31.

31. As part of the Region 3 CTE Perkins V Comprehensive Local Needs Assessment, the College of Western Idaho is hosting two in-person forums for community input and comment at their Nampa campus.

If you would be interested in participating in one of the upcoming stakeholder forums, please indicate which one below.

- o **November 18th, 9:00am - 11:30am**
  CWI Nampa campus, NMEC building Room 1701 AB
- o **November 19th, 3:30pm - 6:00pm**
  CWI Nampa campus, NASP building Room 127
- o I'm not interested in participating in a forum at this time.

Respondents who have not served on a TAC (response to item 2) received item 32.

32. Are you interested in learning more about serving on a College of Western Idaho Technical Advisory Committee (TAC)?

- o Yes - please send me further information.
- o No thanks - not at this time.

Respondents who are interested in more information received item 33.

33. Please let us know how to get in touch with you to provide more information.

Name:	
Title:	
Company/Organization:	
Email:	
Phone number:	

COMMUNITY FORUM DISCUSSION GUIDE

Career Technical Education Community Meeting
Stakeholder Questions

Directions: As a group discuss the following questions and take notes below each question. You will be asked to report back to the total group with your answers for additional discussion. Your notes will also be collected to serve as a resource for the consulting team.

_____

1. What are the key industry sectors and which ones do you believe will have significant growth in the next five years in Region 3?

2. What existing occupations do you believe will show significant growth in the next five years in Region 3 and are there emerging occupations that will need new CTE programming?

3. Do current secondary and postsecondary CTE programs align with new and growing professions?

4. Are there changes that need to be made to current CTE programming to meet future occupational needs in Region 3?

5. How do we ensure that special population students have access to CTE programming? (Older adults, minorities, displaced homemakers, ADA, single parents, limited English proficiency and migrant and non-traditional.)

6. In Idaho one in 10 students who take a secondary CTE class continue from secondary to postsecondary CTE programming. Is that an adequate number to meet the future employment needs?

Bonus Question: Is there additional information that you feel is important for the consultant team to know that would enhance this needs assessment?

PHONE INTERVIEW GUIDE

1. What are the key industry sectors and which ones do you believe will have significant growth in the next five years in your county?

2. Are there emerging occupations that will need new CTE programming?

3. Do current secondary and postsecondary CTE programs align with the occupational needs of your county? If not, what career and technical programs would best meet local needs?

4. Are there any population segments that could benefit from an enhanced CTE programming but currently have limited access? (Older adults, minorities, displaced homemakers, ADA, single parents, limited English proficiency and migrant and non-traditional.)

5. What additional information is important for us to know that would enhance this needs assessment?

APPENDIX F – EMSI OCCUPATIONAL DETAILS

EMSI reports were pulled for specific occupational categories relevant to the CTE programs of interest to this study. Data from all 10 Region 3 counties were included in each data pull, including:

- Ada
- Adams
- Boise
- Canyon
- Elmore

- Gem
- Owyhee
- Payette
- Valley
- Washington

What is EMSI Data?

EMSI data is a hybrid dataset derived from official government sources such as the U.S. Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, the EMSI data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumes, and job postings to give you a complete view of the workforce.

EMSI data is frequently cited in major publications such as The Atlantic, Forbes, Harvard Business Review, The New York Times, The Wall Street Journal, and USA Today.

Auto Body

Light Job Posting Demand Over a Thin Supply of Regional Jobs

264

Jobs (2017)

Your area is not a hotspot for this kind of job. The national average for an area this size is 378* employees, while there are 264 here.

$41,171

Compensation

Earnings are about average in your area. The national median salary for Automotive Body and Related Repairers is $41,702, compared to $41,171 here.

4

Job Posting Demand

Job posting activity is low in your area. The national average for an area this size is 5* job postings/mo, while there are 4 here.

*National average values are derived by taking the national value for Automotive Body and Related Repairers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Region	2017 Jobs	2029 Jobs	Change	% Change
10 Idaho Counties	264	347	83	31.4%
National Average	378	438	60	15.8%
United States	163,322	173,056	9,734	6.0%

*National average values are derived by taking the national value for Automotive Body and Related Repairers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Automotive Repair and Maintenance Industry Sector
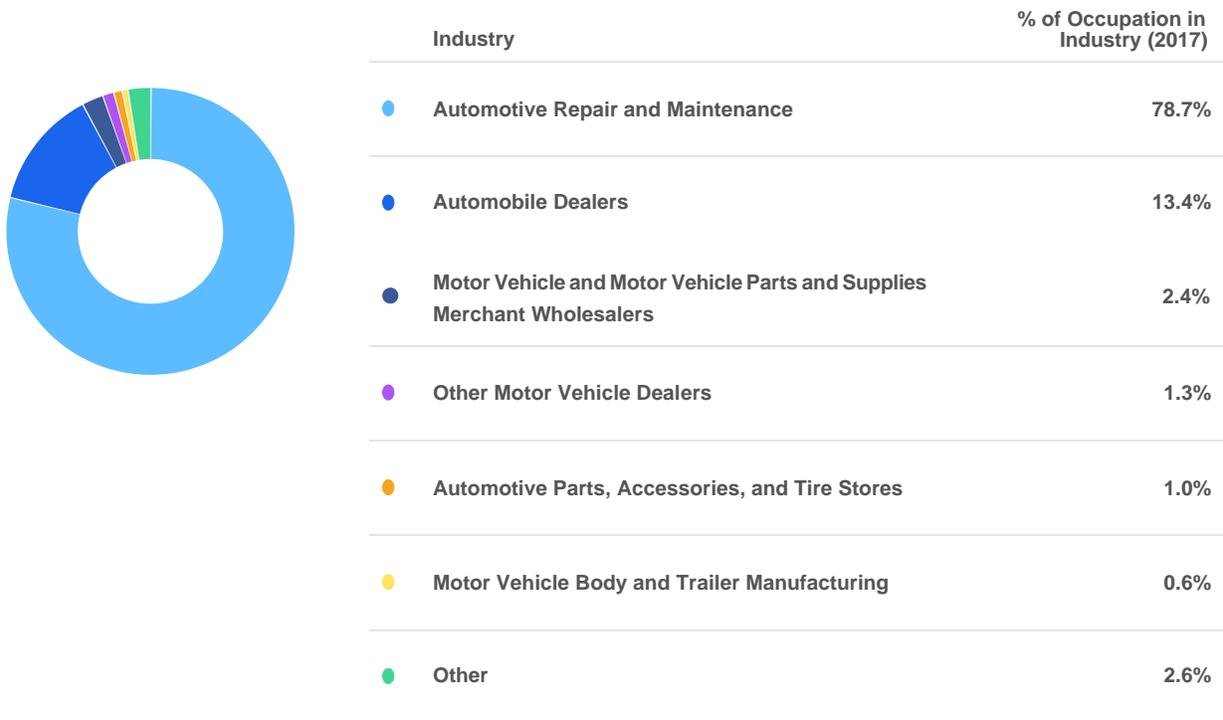
Industry	% of Occupation in Industry (2017)
Automotive Repair and Maintenance	78.7%
Automobile Dealers	13.4%
Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	2.4%
Other Motor Vehicle Dealers	1.3%
Automotive Parts, Accessories, and Tire Stores	1.0%
Motor Vehicle Body and Trailer Manufacturing	0.6%
Other	2.6%

Retirement Risk Is About Average, While Reliable Diversity Information Is Not Available

62
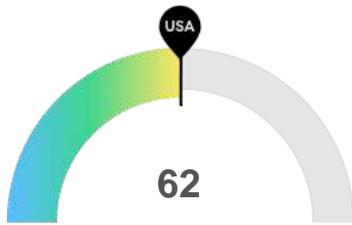
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 62* employees 55 or older, while there are 62 here.
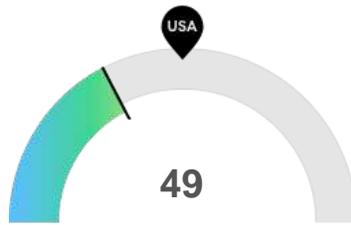
49

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 80* racially diverse employees, while there are 49 here.

N/A

Gender Diversity

Reliable gender diversity information is not available in your area, because there are too few employees.

*National average values are derived by taking the national value for Automotive Body and Related Repairers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National Educational Attainment
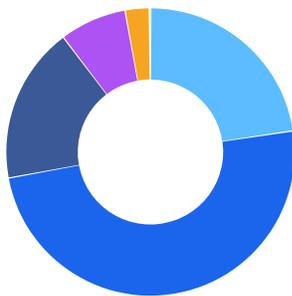
	% of Jobs
Less than high school diploma	22.6%
High school diploma or equivalent	49.5%
Some college, no degree	17.6%
Associate's degree	7.5%
Bachelor's degree	2.7%
Master's degree	0.1%
Doctoral or professional degree	0.1%

Computer Support Specialists

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs
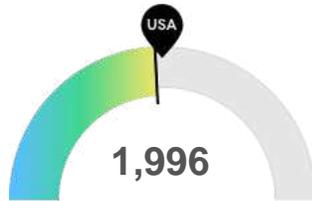
USA	USA	USA
1,996	**$42,925**	**123**
Jobs (2017)	**Compensation**	**Job Posting Demand**

Your area is about average for this kind of job. The national average for an area this size is 2,090* employees, while there are 1,996 here.
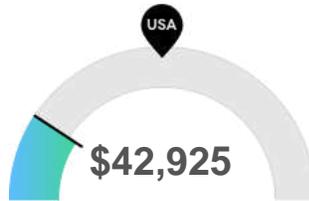
Earnings are low in your area. The national median salary for Computer Support Specialists is $53,266, compared to $42,925 here.
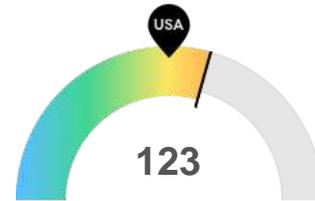
Job posting activity is high in your area. The national average for an area this size is 97* job postings/mo, while there are 123 here.

Region	2017 Jobs	2029 Jobs	Change	% Change
● 10 Idaho Counties	1,996	2,533	537	26.9%
● National Average	2,090	2,642	552	26.4%
● United States	902,143	1,043,744	141,600	15.7%

*National average values are derived by taking the national value for Computer Support Specialists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Computer Systems Design and Related Services Industry Sector
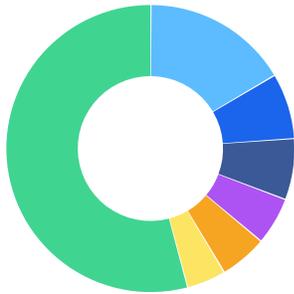
Industry	% of Occupation in Industry (2017)
● Computer Systems Design and Related Services	16.4%
● Education and Hospitals (State Government)	7.4%
● Computer and Peripheral Equipment Manufacturing	6.9%
● Business Support Services	5.4%
● Education and Hospitals (Local Government)	5.3%
● Employment Services	4.4%
● Other	54.2%

Retirement Risk Is About Average, While Overall Diversity Is Low
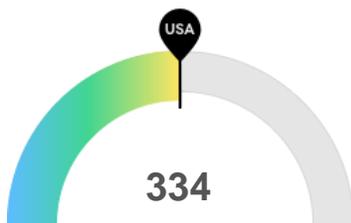
334

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 335* employees 55 or older, while there are 334 here.
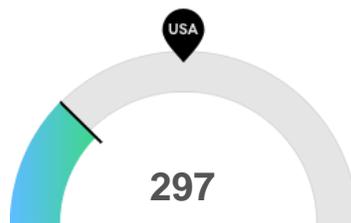
297

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 722* racially diverse employees, while there are 297 here.
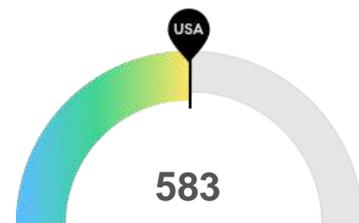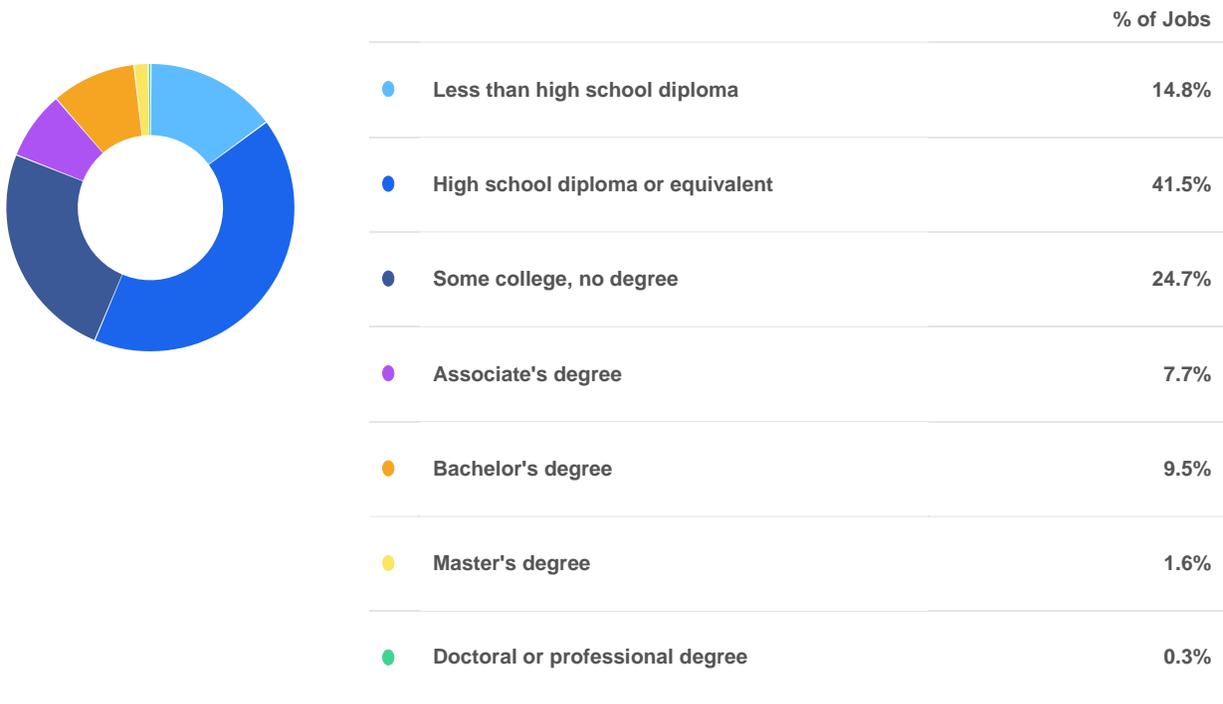
583

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 580* female employees, while there are 583 here.

First-Line Supervisors of Construction Trades and Extraction Workers

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs

1,924

Jobs (2017)
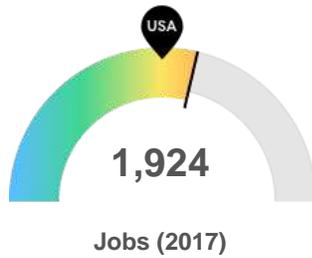
Your area is a hotspot for this kind of job. The national average for an area this size is 1,564* employees, while there are 1,924 here.

$59,583

Compensation
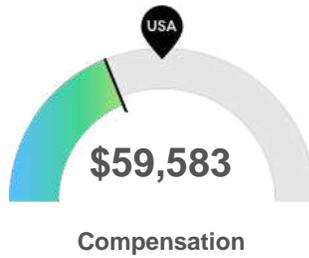
Earnings are low in your area. The national median salary for First-Line Supervisors of Construction Trades and Extraction Workers is $62,930, compared to $59,583 here.
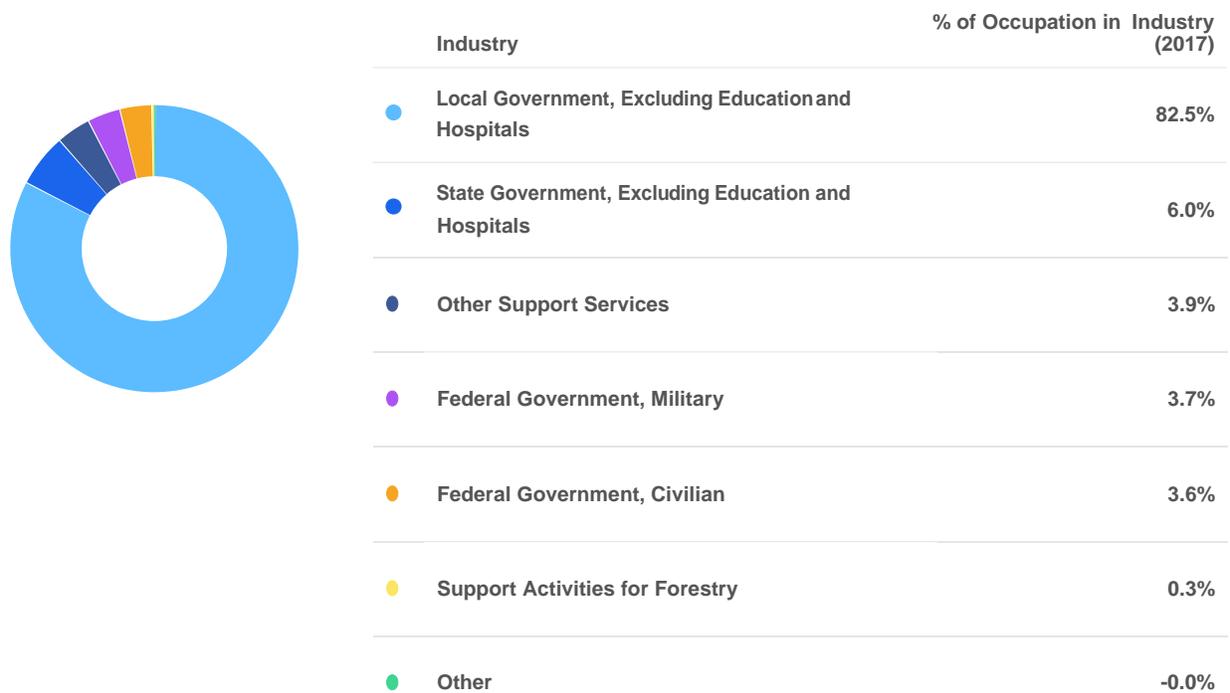
29

Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 21* job postings/mo, while there are 29 here.

*National average values are derived by taking the national value for First-Line Supervisors of Construction Trades and Extraction Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.
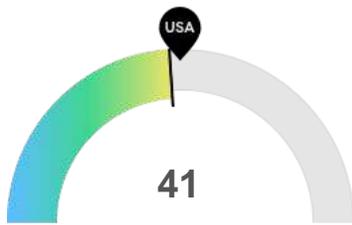
	Region	2017 Jobs	2029 Jobs	Change	% Change
●	**10 Idaho Counties**	**1,924**	**2,726**	**802**	**41.7%**
●	**National Average**	**1,564**	**2,005**	**441**	**28.2%**
●	**United States**	**674,974**	**792,013**	**117,039**	**17.3%**

*National average values are derived by taking the national value for First-Line Supervisors of Construction Trades and Extraction Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Nonresidential Building Construction Industry Sector
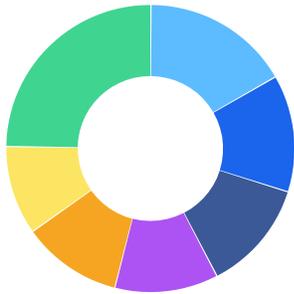
Industry	% of Occupation in Industry (2017)
Nonresidential Building Construction	16.6%
Residential Building Construction	13.2%
Other Specialty Trade Contractors	12.5%
Building Equipment Contractors	11.6%
Foundation, Structure, and Building Exterior Contractors	11.2%
Building Finishing Contractors	10.0%
Other	24.8%

Retirement Risk Is About Average, While Overall Diversity Is About Average
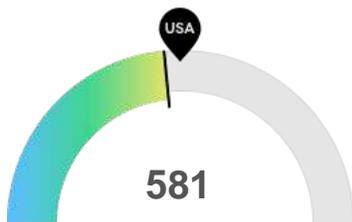
581

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 635* employees 55 or older, while there are 581 here.
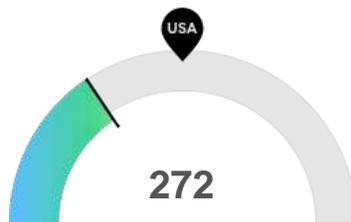
272

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 503* racially diverse employees, while there are 272 here.

117
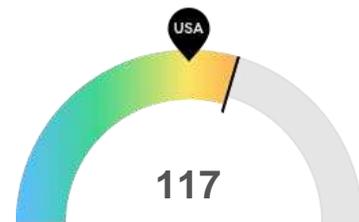
Gender Diversity

Gender diversity is high in your area. The national average for an area this size is 91* female employees, while there are 117 here.

*National average values are derived by taking the national value for First-Line Supervisors of Construction Trades and Extraction Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National Educational Attainment

	% of Jobs
● Less than high school diploma	14.8%
● High school diploma or equivalent	41.5%
● Some college, no degree	24.7%
● Associate's degree	7.7%
● Bachelor's degree	9.5%
● Master's degree	1.6%
● Doctoral or professional degree	0.3%

Firefighters

Average Job Posting Demand Over a Thin Supply of Regional Jobs

511

Jobs (2017)

Your area is not a hotspot for this kind of job. The national average for an area this size is 750* employees, while there are 511 here.

$50,350

Compensation

Earnings are about average in your area. The national median salary for Firefighters is $49,608, compared to $50,350 here.

1

Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 1* job posting/mo, while there is 1 here.

*National average values are derived by taking the national value for Firefighters and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Region	2017 Jobs	2029 Jobs	Change	% Change
● 10 Idaho Counties	511	573	61	12.0%
● National Average	750	890	140	18.7%
● United States	323,730	351,718	27,988	8.6%

*National average values are derived by taking the national value for Firefighters and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Local Government, Excluding Education and Hospitals Industry Sector

	Industry	% of Occupation in Industry (2017)
●	Local Government, Excluding Education and Hospitals	82.5%
●	State Government, Excluding Education and Hospitals	6.0%
●	Other Support Services	3.9%
●	Federal Government, Military	3.7%
●	Federal Government, Civilian	3.6%
●	Support Activities for Forestry	0.3%
●	Other	-0.0%

Retirement Risk Is About Average, While Overall Diversity Is Low

41

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 43* employees 55 or older, while there are 41 here.
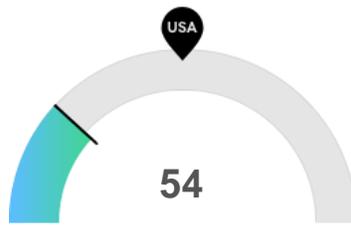
54

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 139* racially diverse employees, while there are 54 here.
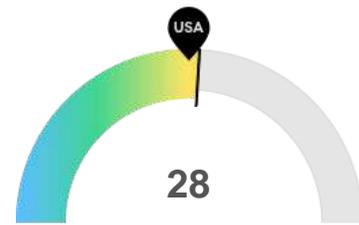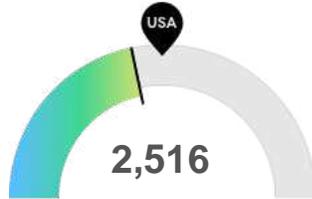
28

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 27* female employees, while there are 28 here.

*National average values are derived by taking the national value for Firefighters and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National Educational Attainment
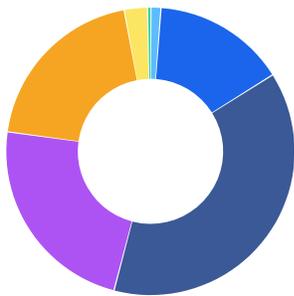
	% of Jobs
● Less than high school diploma	1.1%
● High school diploma or equivalent	14.9%
● Some college, no degree	38.0%
● Associate's degree	23.1%
● Bachelor's degree	19.9%
● Master's degree	2.6%
● Doctoral or professional degree	0.4%

Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs

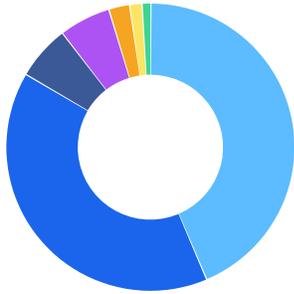|		
626	**$45,613**	**7**
Jobs (2017)	**Compensation**	**Job Posting Demand**
Your area is a hotspot for this kind of job. The national average for an area this size is 489* employees, while there are 626 here.	Earnings are low in your area. The national median salary for Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics is $49,796, compared to $45,613 here.	Job posting activity is high in your area. The national average for an area this size is 4* job postings/mo, while there are 7 here.

*National average values are derived by taking the national value for Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

	Region	2017 Jobs	2029 Jobs	Change	% Change
●	**10 Idaho Counties**	626	805	179	28.6%
●	**National Average**	489	614	125	25.5%
●	**United States**	210,994	242,477	31,483	14.9%

*National average values are derived by taking the national value for Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Machinery, Equipment, and Supplies Merchant Wholesalers Industry Sector
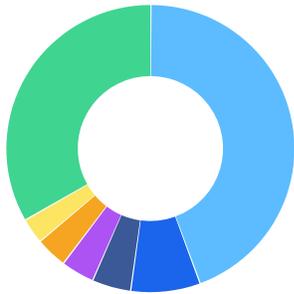
Industry	% of Occupation in Industry (2017)
● Machinery, Equipment, and Supplies Merchant Wholesalers	44.3%
● Other Specialty Trade Contractors	7.8%
● Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	4.4%
● Federal Government, Civilian	3.7%
● Local Government, Excluding Education and Hospitals	3.5%
● Railroad Rolling Stock Manufacturing	2.9%
● Other	33.3%

Retirement Risk Is Low, While Reliable Diversity Information Is Not Available
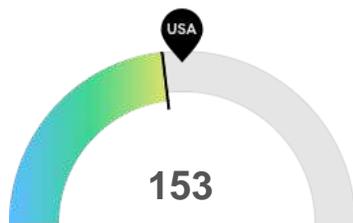
153

Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 171* employees 55 or older, while there are 153 here.
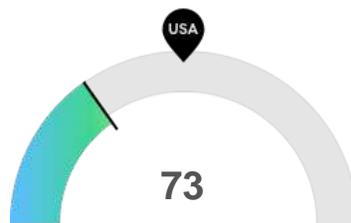
73

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 138* racially diverse employees, while there are 73 here.

N/A

Gender Diversity

Reliable gender diversity information is not available in your area, because there are too few employees.

*National average values are derived by taking the national value for Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Law Enforcement

Aggressive Job Posting Demand Over a Thin Supply of Regional Jobs

2,516

Jobs (2017)

$44,964

Compensation

15

Job Posting Demand

Your area is not a hotspot for this kind of job. The national average for an area this size is 3,060* employees, while there are 2,516 here.

Earnings are low in your area. The national median salary for Law Enforcement Workers is $56,039, compared to $44,964 here.
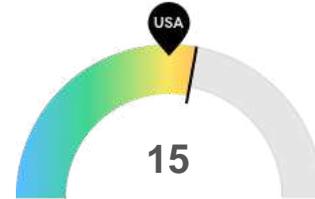
Job posting activity is high in your area. The national average for an area this size is 13* job postings/mo, while there are 15 here.

*National average values are derived by taking the national value for Law Enforcement Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Region	2017 Jobs	2029 Jobs	Change	% Change
10 Idaho Counties	2,516	2,598	81	3.2%
National Average	3,060	3,408	349	11.4%
United States	1,320,504	1,346,502	25,998	2.0%

*National average values are derived by taking the national value for Law Enforcement Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Most Jobs are Found in the Local Government, Excluding Education and Hospitals Industry Sector

Industry	% of Occupation in Industry (2017)
● Local Government, Excluding Education and Hospitals	43.6%
● State Government, Excluding Education and Hospitals	39.8%
● Federal Government, Military	6.1%
● Federal Government, Civilian	5.8%
● Education and Hospitals (State Government)	2.3%
● Facilities Support Services	1.4%
● Other	1.0%

Retirement Risk Is Low, While Overall Diversity Is Low
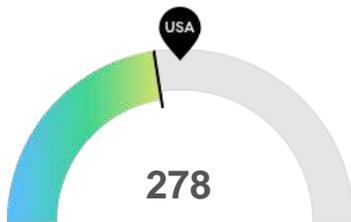
USA

278

Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 321* employees 55 or older, while there are 278 here.
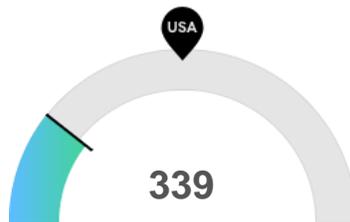
USA

339

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 980* racially diverse employees, while there are 339 here.
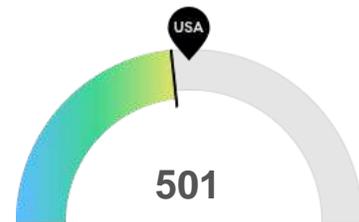
USA

501

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 553* female employees, while there are 501 here.

*National average values are derived by taking the national value for Law Enforcement Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Network and Computer Systems Administrators

Average Job Posting Demand Over a Thin Supply of Regional Jobs

714
Jobs (2017)

$62,833
Compensation

83
Job Posting Demand

Your area is not a hotspot for this kind of job. The national average for an area this size is 891* employees, while there are 714 here.

Earnings are low in your area. The national median salary for Network and Computer Systems Administrators is $81,882, compared to $62,833 here.

Job posting activity is about average in your area. The national average for an area this size is 78* job postings/mo, while there are 83 here.

*National average values are derived by taking the national value for Network and Computer Systems Administrators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Region	2017 Jobs	2029 Jobs	Change	% Change
10 Idaho Counties	714	875	160	22.4%
National Average	891	1,033	142	16.0%
United States	384,421	408,138	23,717	6.2%

*National average values are derived by taking the national value for Network and Computer Systems Administrators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Most Jobs are Found in the Computer Systems Design and Related Services Industry Sector
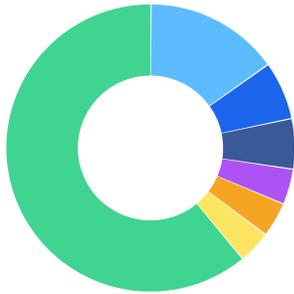
Industry	% of Occupation in Industry (2017)
Computer Systems Design and Related Services	15.1%
Management of Companies and Enterprises	6.6%
Semiconductor and Other Electronic Component Manufacturing	5.6%
Education and Hospitals (Local Government)	4.0%
State Government, Excluding Education and Hospitals	3.9%
Wired and Wireless Telecommunications Carriers	3.7%
Other	61.1%

Retirement Risk Is About Average, While Overall Diversity Is Low
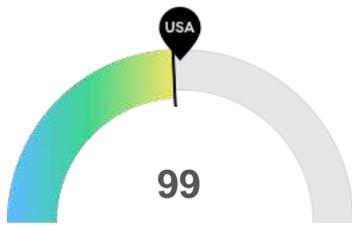
99

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 103* employees 55 or older, while there are 99 here.
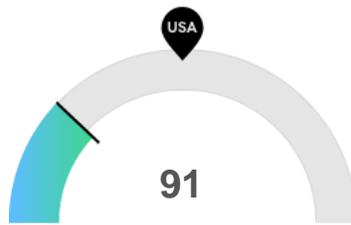
91

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 227* racially diverse employees, while there are 91 here.
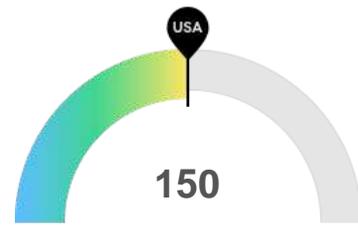
150

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 151* female employees, while there are 150 here.

*National average values are derived by taking the national value for Network and Computer Systems Administrators and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National Educational Attainment
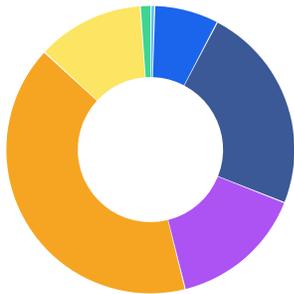
	% of Jobs
● Less than high school diploma	0.4%
● High school diploma or equivalent	7.2%
● Some college, no degree	23.3%
● Associate's degree	15.1%
● Bachelor's degree	40.7%
● Master's degree	12.0%
● Doctoral or professional degree	1.2%

Nursing Assistants

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs
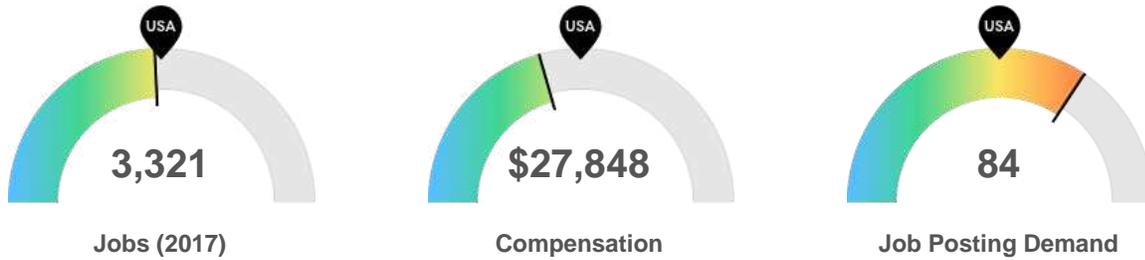
| **3,321**	**$27,848**	**84**
Jobs (2017)	**Compensation**	**Job Posting Demand**

Your area is about average for this kind of job. The national average for an area this size is 3,463* employees, while there are 3,321 here.

	Region	2017 Jobs	2029 Jobs	Change	% Change
●	**10 Idaho Counties**	**3,321**	**4,054**	**733**	**22.1%**
●	**National Average**	**3,463**	**4,153**	**691**	**19.9%**
●	**United States**	**1,494,350**	**1,640,701**	**146,351**	**9.8%**

*National average values are derived by taking the national value for Nursing Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Most Jobs are Found in the General Medical and Surgical Hospitals Industry Sector
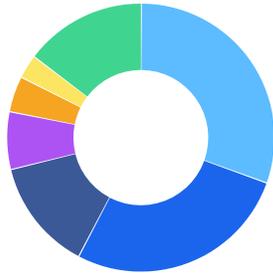
Industry	% of Occupation in Industry (2017)
● General Medical and Surgical Hospitals	30.4%
● Nursing Care Facilities (Skilled Nursing Facilities)	27.2%
● Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	13.5%
● Home Health Care Services	6.9%
● Specialty (except Psychiatric and Substance Abuse) Hospitals	4.3%
● Employment Services	2.9%
● Other	14.8%

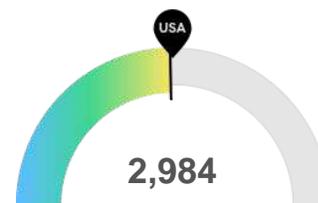## Retirement Risk Is Low, While Overall Diversity Is Low
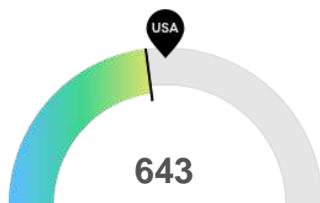
643

Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 725* employees 55 or older, while there are 643 here.
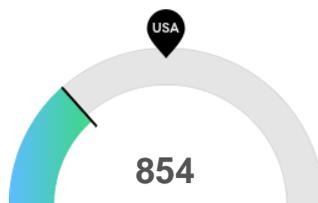
854

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 1,891* racially diverse employees, while there are 854 here.

2,984

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 3,035* female employees, while there are 2,984 here.

*National average values are derived by taking the national value for Nursing Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.
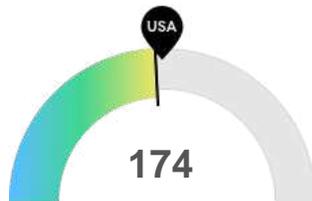
National Educational Attainment
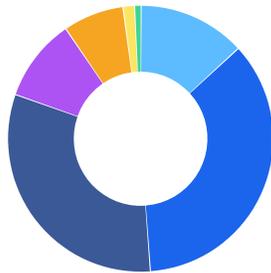
		% of Jobs
●	Less than high school diploma	13.1%
●	High school diploma or equivalent	35.7%
●	Some college, no degree	31.6%
●	Associate's degree	10.1%
●	Bachelor's degree	7.4%
●	Master's degree	1.4%
●	Doctoral or professional degree	0.8%

Small Engine Mechanics

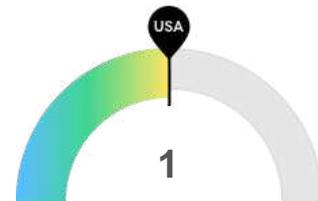## Average Job Posting Demand Over an Average Supply of Regional Jobs

174

Jobs (2017)

Your area is about average for this kind of job. The national average for an area this size is 182* employees, while there are 174 here.

$34,945

Compensation

Earnings are low in your area. The national median salary for Small Engine Mechanics is $36,531, compared to $34,945 here.
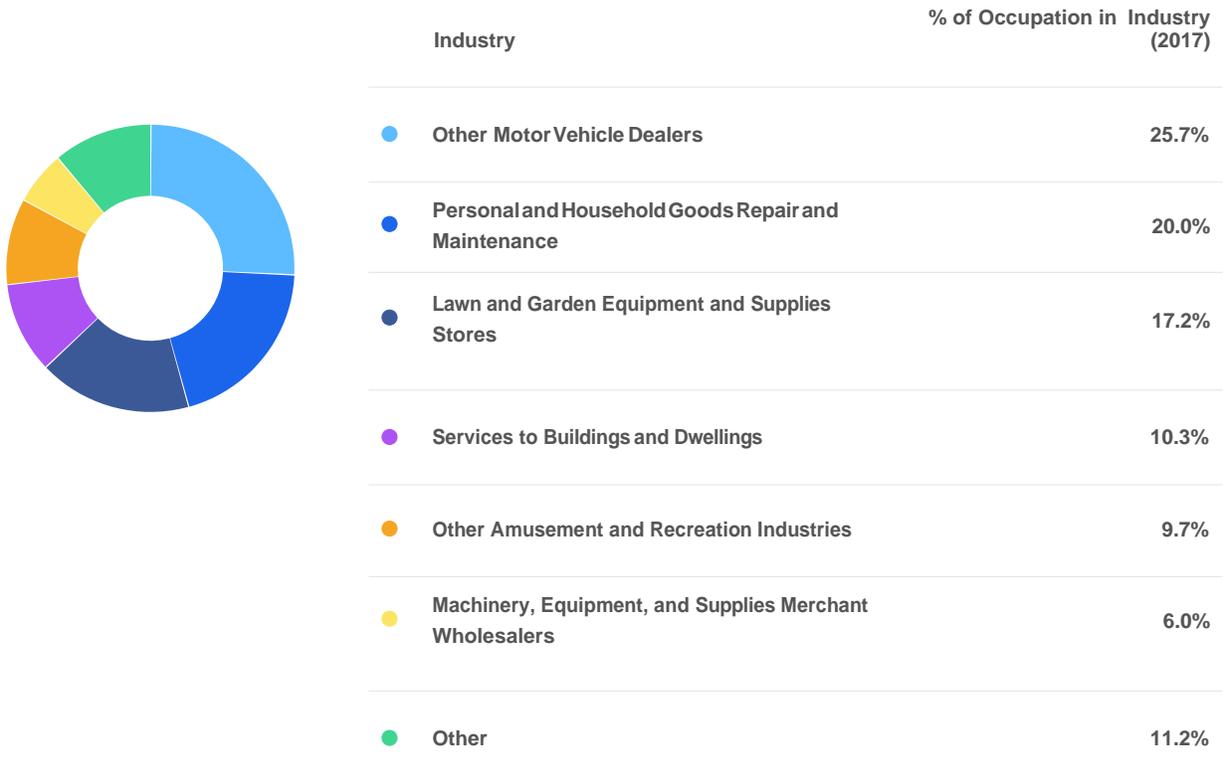
1

Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 1* job posting/mo, while there is 1 here.

*National average values are derived by taking the national value for Small Engine Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Region	2017 Jobs	2029 Jobs	Change	% Change
● 10 Idaho Counties	174	208	34	19.4%
● National Average	182	216	34	19.0%
● United States	78,480	85,431	6,951	8.9%

*National average values are derived by taking the national value for Small Engine Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.
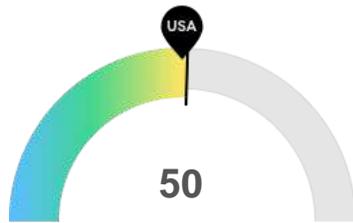
## Most Jobs are Found in the Other Motor Vehicle Dealers Industry Sector

Industry	% of Occupation in Industry (2017)
● Other Motor Vehicle Dealers	25.7%
● Personal and Household Goods Repair and Maintenance	20.0%
● Lawn and Garden Equipment and Supplies Stores	17.2%
● Services to Buildings and Dwellings	10.3%
● Other Amusement and Recreation Industries	9.7%
● Machinery, Equipment, and Supplies Merchant Wholesalers	6.0%
● Other	11.2%

Retirement Risk Is About Average, While Reliable Diversity Information Is Not Available

50

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 48* employees 55 or older, while there are 50 here.
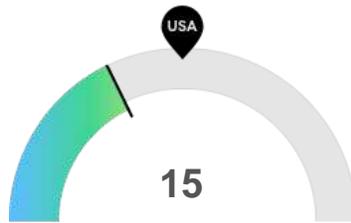
15

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 23* racially diverse employees, while there are 15 here.

N/A

Gender Diversity

Reliable gender diversity information is not available in your area, because there are too few employees.

*National average values are derived by taking the national value for Small Engine Mechanics and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Surgical Assistants

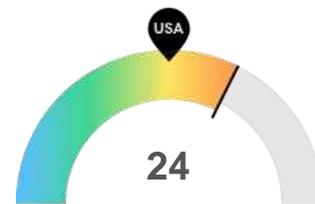## Aggressive Job Posting Demand Over a Thin Supply of Regional Jobs
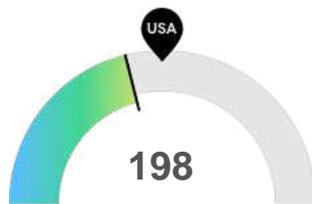
198

Jobs (2017)

Your area is not a hotspot for this kind of job. The national average for an area this size is 250* employees, while there are 198 here.

$50,097

Compensation

Earnings are high in your area. The national median salary for Surgical Technologists is $47,310, compared to $50,097 here.

24

Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 16* job postings/mo, while there are 24 here.
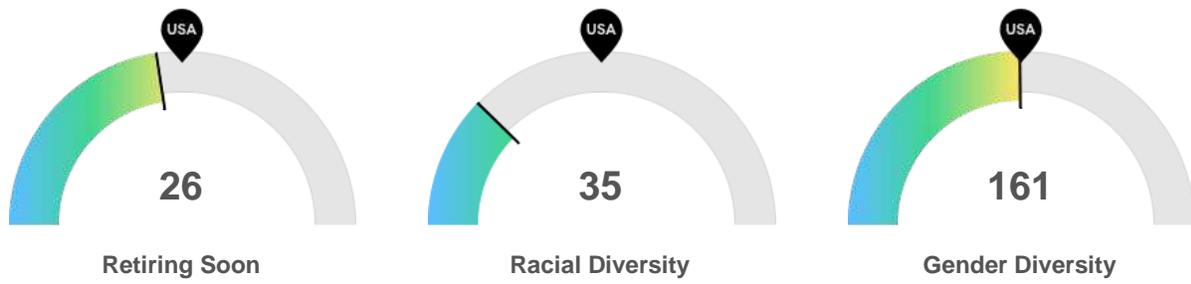
*National average values are derived by taking the national value for Surgical Technologists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

	Region	2017 Jobs	2029 Jobs	Change	% Change
●	**10 Idaho Counties**	**198**	**263**	**65**	**33.0%**
●	**National Average**	**250**	**319**	**69**	**27.5%**
●	**United States**	**108,060**	**126,085**	**18,025**	**16.7%**

Most Jobs are Found in the General Medical and Surgical Hospitals Industry Sector
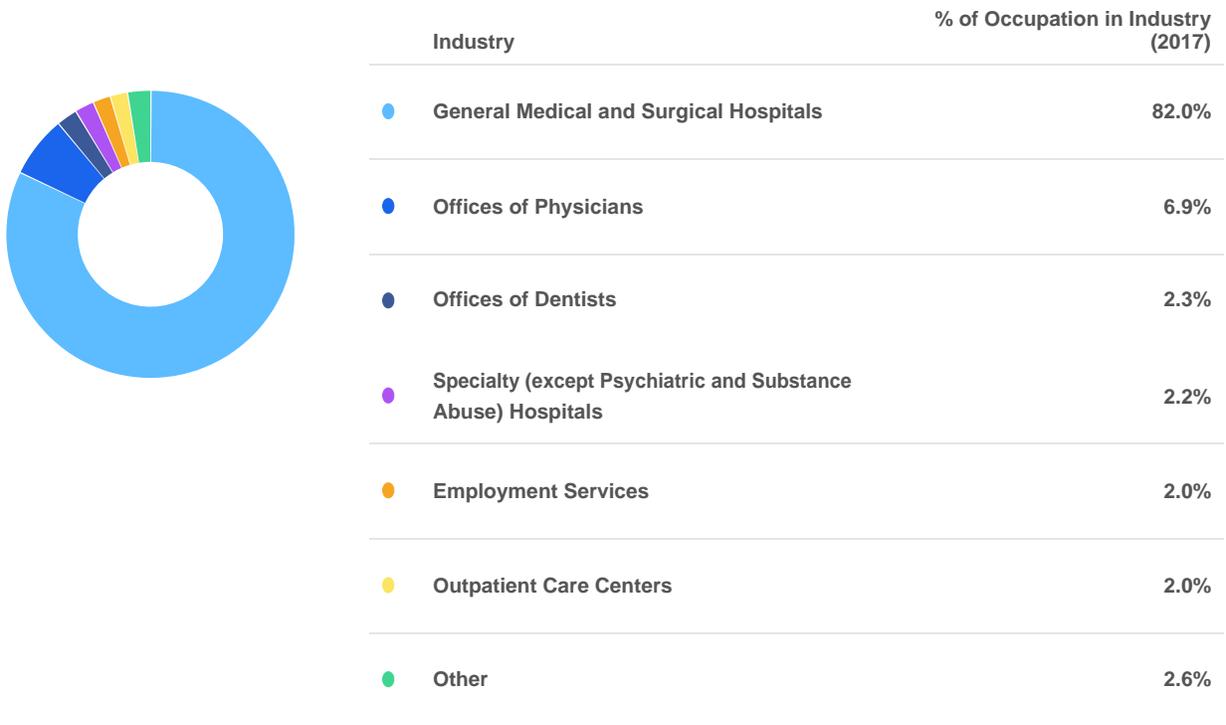
	Industry	% of Occupation in Industry (2017)
●	**General Medical and Surgical Hospitals**	**82.0%**
●	**Offices of Physicians**	**6.9%**
●	**Offices of Dentists**	**2.3%**
●	**Specialty (except Psychiatric and Substance Abuse) Hospitals**	**2.2%**
●	**Employment Services**	**2.0%**
●	**Outpatient Care Centers**	**2.0%**
●	**Other**	**2.6%**

Retirement Risk Is Low, While Overall Diversity Is Low

26

Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 30* employees 55 or older, while there are 26 here.

35

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 86* racially diverse employees, while there are 35 here.

161

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 162* female employees, while there are 161 here.

*National average values are derived by taking the national value for Surgical Technologists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National Educational Attainment

		% of Jobs
🔵	**Less than high school diploma**	**1.8%**
🔵	**High school diploma or equivalent**	**20.1%**
🔵	**Some college, no degree**	**34.7%**
🟣	**Associate's degree**	**21.6%**
🟠	**Bachelor's degree**	**18.2%**
🟡	**Master's degree**	**2.5%**
🟢	**Doctoral or professional degree**	**1.1%**