

# **21<sup>ST</sup> CENTURY WORKFORCE: SOUTHERN 14**

## **WORKFORCE AREA IN ILLINOIS**



### **A COMMUNITY AUDIT**

**BY**

**Workforce Associates, Inc.**

**Published by the Southern 14 Workforce Investment Board, Inc.**

Printed in the United States of America.

The views in this study are those of the authors. No opinions, statements of fact, or conclusions contained in this document may properly be attributed to the Southern 14 Investment Board, Inc. or to the State of Illinois.

Reproduction by the State of Illinois, in whole or in part, is permitted for any purpose provided always that full credit and attribution is made to the authors.

Copyright © 2004 by the Southern 14 Workforce Investment Board, Inc. and Workforce Associates, Inc.

This book may be ordered by contacting:  
Southern 14 Workforce Investment Board, Inc.  
216 Industrial Ave., Suite C, Carmi, IL 62821  
Telephone: 618-382-5024



**Workforce Associates, Inc.**  
**6330 Lands End**  
**Indianapolis, IN 46220**  
**Telephone: 317-841-0133**  
**Email: wf21@workforceassociates.com**

## Preface and Acknowledgements

This study would not have been possible without the support and assistance of many people. The authors extend their deepest appreciation to everyone listed below. Our apologies to the many others whose names we did not have space to list or those whose business cards we failed to collect.

We are most grateful to the **Southern 14 Workforce Investment Board** staff members, Jim Murphy, Mary Haley and Kim Jacobs for their help in organizing our interviews and focus groups. More thanks are in order to the Steering Committee members who contributed their time, asked probing questions, made valuable comments and suggestions, and lent their expertise and insights about the area to this project: Dr. Linda Blackman, George Ewald, Dr. Terry Ludwig, Jim Taylor, Kim Watson, Royce Carter, Ginnie Hartman, Kathy Rushing, Lisa Thurston, Wayne Dunn, Chris Howton, and Cheryl Vanderford.

Southern 14 business, education, university, nonprofit, political, and community leaders in all of the counties were generous with their time and insights during our many focus groups and interviews. We applaud their commitment to making these counties a better place to live and work. Here is a list of those who attended focus groups and interviews:

Beth Anderton, Jane Baglio, Carolyn Baltimore, Rhonda Belford, Tricia Berry, Larry Bloodworth, Bill Bonan, James Bond, Jean Ellen Boyd, Robert L. Boyd, Bob Boyles, Edward Bradley, Chris Breden, Bill Brown, Harlan and Dee Browning, Jim Butler, Claude Chatterton, Terry Clark, Robert Coleman, Nathan Cox, Leon Dangbar, Tim Daugherty, Don Denny, Judy Downen, Michael Drieth, Candy Eastwood, Donna Floyd, Diane Friederich, Terry Geese, Brad Genung, Daniel Green, Eric Gregg, Patricia Healy, Jerry Heffley, Paul Hitchens, Dennis Hoffmann, Terri James, Dr. Elaine Johnson, Dana Keating, Randall Kimbrell, Ronnie Koch, Debra LaCour, Ben Maragni, Steve Martin, Sue McMasters, Chet McMullen, Lisa Michels, Lavonna Miller, Doc Milner, Bruce Mosby, Janet Moses, John O'Dell, Dr. Mary Jo Oldham, Douglas Raber, Paul Renzaglia, Paula Ross, Chris Schimp, JoEllen Seil, Gerardo Simmons, Leandra Sullivan, Sonya Thomas, Kent Vinson, Michael Williams, Jamie Willyerd, J.J. Wittenborn, Kelly Worten, Kelly Wren, Brett Whitnel, and Mike Woley.

We also thank the nearly 50 educators and employers who kindly responded to our questionnaires and surveys. Their responses helped frame many of our conclusions and ideas for the Challenges.

In addition to ourselves, the project team at Workforce Associates included David Clark, Margaret Richards, and Alisa Judy. Without their talents, energy, and efforts, this study would have been impossible.

To all of these people cited above, we are very grateful. We express our gratitude here by absolving them of any and all responsibility for the errors that remain in this document. That responsibility is ours alone.

Sincerely,

Hope Long Clark, Brian G. Hartz, Richard W. Judy, Jane M. Lommel, & John S. Washburn,  
Workforce Associates, Inc.

## **Table of Contents**

<b>Preface and Acknowledgements</b>	<b>3</b>
<b>Table of Contents</b>	<b>4</b>
<b>List of Figures and Tables</b>	<b>6</b>
<b>Executive Summary</b>	<b>9</b>
Ten Key Findings	9
Ten Key Challenges	13
<b>Chapter I: The Southern 14 Regional Economy</b>	<b>15</b>
What is the Southern 14?	15
The Southern 14 economy: Its present state and recent developments	15
A statistical view of recent trends and results in the entire region	15
The Northern Tier	21
The Central Tier	24
The Southern Tier	26
The Southern 14 export base	31
Using Location Quotient to help identify the area's export industries	32
Scenarios of potential future economic development	35
Scenario #1, the "Baseline"	35
Scenario #2, "Aspirations Realized"	36
<b>Chapter II: Workforce Needs for the Southern 14 Region's 21st Century Economy</b>	<b>40</b>
Employment projections for the US economy, 2002 to 2012	40
Employment projections for Illinois, 2000 to 2010	44
Occupational employment projections for the Southern 14 region, 2000 to 2010	44
Comparing the structure of job openings in the Nation, State, and Southern 14 region	44
Future demand for various skill sets	47
O*NET skill scores for jobs in the Southern 14	50
Educational requirements for jobs in the Southern 14	54
<b>Chapter III: Demographic and Workforce Trends in the Southern 14 Region</b>	<b>55</b>
Population trends in the Southern 14 region	55
A closer look at Southern 14 population change: workforce implications	55
Southern 14's population is older than that of Illinois	68
Population and workforce projections for the future	69
Migration and the Southern 14 region's workforce	69
Labor force status of net migration in Southern 14 counties	75
Commuter flow patterns in the Southern 14 region	75
The quality of the Southern 14 workforce	78
The educational attainment of Southern 14 adults	78
Employers' perceptions of worker quality and the need for improvement	86
A summary of Chapter III: Quantitative and qualitative gaps in future workforce supply and demand	90

## **Table of Contents (concluded)**

<b>Chapter IV: Workforce Development in the Southern 14 with Special Reference to Public Education</b>	<b>92</b>
Developing the entrant workforce	92
Public high school education in Southern 14 counties	92
Key performance indicators	92
1. Mobility rates in Southern 14 high schools during the 2002-03 academic year	93
2. Dropout rates in Southern 14 high schools	95
3. Graduation rates in Southern 14 high schools	99
4. The PSAE and student performance in the Southern 14	100
5. Tracking standardized test results across grade levels	102
6. Comparing actual with “expected” PSAE scores, 2003	104
Educational structures in the Southern 14	106
EFE, Education to Careers, and Tech Prep	106
Community Colleges	108
Conclusions about Southern 14’s educational performance	109
Summary of Chapter IV	109
<b>Chapter V: The One-Stop Center System</b>	<b>112</b>
Essential philosophy of the One-Stop system	112
A continuous improvement process for One-Stops	113
Meeting job seekers’ needs	115
Meeting employers’ needs	117
Nationwide best practices	119
Summary of Chapter V	122
<b>Chapter VI: A SWOT Analysis and Ideas, Recommendations, and Promising Practices</b>	<b>123</b>
A few words of introduction	123
SWOT Analysis	123
Ten Key Challenges	125
SWOT: Strengths vs. Challenges	126
SWOT: Weaknesses vs. Challenges	128
SWOT: Opportunities vs. Challenges	130
SWOT: Threats vs. Challenges	132
Best or promising practices keyed to the Challenges	134
<b>Bibliography and Resources</b>	<b>145</b>
<b>End Notes</b>	<b>147</b>

## **List of Figures and Tables**

### **Chapter I**

Map I.1	Southern 14 region map	15
F I-1	Real Regional GDP: Southern 14, 1977-2001	17
F I-2	Real GDP Per Capita, Southern 14, 1977-2001	17
F I-3	Indexes of Real GDP Growth for US, Illinois, and Southern 14; 1977 to 2001	18
F I-4	Indexes of Employment Growth in the Southern 14 and its Sub-Regions; 1970-2001	18
F I-5	Total Employment in Southern 14 and its Sub-Regions, 1969-2001	19
F I-6	Employment in the United States by Major Industry, 1970-2000	19
F I-7	Employment Change, Southern 14, 1970-2000, by Major Industry	20
F I-8	Employment Change, Southern 14, by Major Industrial Sector, 1970-2000	20
F I-9	Share of Southern 14 Employment by Industry, 1970	22
F I-10	Share of Southern Illinois Employment by Industry, 2000	22
F I-11	Mining Employment, Southern 14 Sub-Regions, 1970-2000	23
F I-12	Manufacturing Employment, Southern 14 Sub-Regions, 1970-2000	23
F I-13	Services Sector Employment, Southern 14 Sub-Regions, 1970-2000	28
F I-14	Retail Employment, Southern 14 Sub-Regions, 1970-2000	28
F I-15	Government Employment, Southern 14 Sub-Regions, 1970-2000	29
F I-16	Per Capita Personal Income as a Percent of US Average, Southern 14 Sub-Regions, 1970-2001	29
F I-17	Average Wage Per Job, 2001, Southern 14 Sub-Regions and their Counties	30
F I-18	Per Capita Personal Income as a Percent of US Average, Southern 14 Sub-Regions, 2001	30
T I-1	Location Quotients for Major Sectors in Southern 14 and Sub-Regions vs. US	32
T I-2	Location Quotients for Major Sectors in Southern 14 and Sub-Regions vs. Illinois	33
T I-3	Location Quotients of Industries in which Southern 14 Displays LQs higher than US or Illinois	33
T I-4	Projected Job Change, 2000-2010, by Major Sector, Southern 14 and Sub-Regions	35
T I-5	Percent of Projected Net Job gains 2000-2010, by Major Sector, Southern 14 and Sub-Regions	37
T I-6	Two-Digit Industries Projected to Show Largest Job Growth in the Southern 14, 2000-2010	37

### **Chapter II**

F II-1	Projected Employment Change, 2002-2012, by Major Occ Group, United States	41
T II-1	Employment Projections for the United States Major Occ Groups, 2002-2012	41
T II-2	Ten Occupations with Fastest Job Growth, United States, 2002-2012	42
T II-3	Employment Projections for Illinois, Major Occ Groups, 2000-2010	42
F II-2	Employment change, 2000-2010, by major industry, Southern 14 Region	43
F II-3	Percent of Total avg. Annual Job Openings Due to net Replacement and Growth	43
T II-4	Employment Projections for Southern 14 Region, Major Occ Groups, 2000-2010	45
T II-5	Employment Projections for the Northern Tier, Major Occ Groups, 2000-2010	45
T II-6	Employment Projections for the Central Tier, Major Occ Groups, 2000-2010	46
T II-7	Employment Projections for the Southern Tier, Major Occ Groups, 2000-2010	46
T II-8	Total Avg. Annual Job Openings due to Growth and Net Replacement, Major Occ Group	47



**List of Figures and Tables (continued)**

T II-9	O*NET Skill Scores Corresponding to Occ with Most Job Openings, 2000-2010	50
F II-4	Average O*NET Skill Scores for Annual Job Openings due to Growth and Net Replacements, Southern 14, 2000-2010	51
F II-5	Average O*NET Skill Scores for Total Employment in Southern 14 and Illinois, 2000	51
F II-6	Average O*NET Skill Scores for Avg. Annual Job Openings due to Growth in Southern 14 and Illinois, 2000-2010	52
F II-7	Average O*NET Skill Scores for Avg. Annual Job Openings due to Net Replacements, Southern 14 and Illinois, 2000-2010	52
F II-8	Education & Training Requirements for Growing/Shrinking Occ, % of Jobs Gained or Lost, Southern 14, 2000-2010	53

**Chapter III**

T III-1	Illinois Counties that Lost Population, 1990 to 2000	56
T III-2	Identifying the Cohorts	57
F III-1	Population Change, 1990 to 2000, Southern 14 Sub-Regions	58
F III-2	Index of Population Change, 1990 to 2000, US, Illinois, Southern 14 and Sub-Regions	58
F III-3	Numeric Changes in Population by Age Groups, Southern 14, 1990-2000	59
F III-4	Percentage Change in Population by Age Group, Southern 14, 1990 to 2000	59
F III-5	Change in Cohort Sizes, Southern 14, 1990 to 2000	60
F III-6	Percentage Change in Cohort Size, Southern 14, 1990 to 2000	60
F III-7	Numeric Changes in Population by Age Groups, Northern Tier, 1990-2000	62
F III-8	Percentage Change in Population, by Age Group, Northern Tier, 1990 to 2000	62
F III-9	Change in Cohort Sizes, Northern Tier, 1990 to 2000	63
F III-10	Percentage Change in Cohort Size, Northern Tier, 1990 to 2000	63
F III-11	Numeric Changes in Population by Age Groups, Central Tier, 1990-2000	64
F III-12	Percentage Change in Population, by Age Group, Central Tier, 1990 to 2000	64
F III-13	Change in Cohort Sizes, Central Tier, 1990 to 2000	65
F III-14	Percentage Change in Cohort Size, Central Tier, 1990 to 2000	65
F III-15	Numeric Changes in Population by Age Groups, Southern Tier, 1990-2000	66
F III-16	Percentage Change in Population, by Age Group, Southern Tier, 1990 to 2000	66
F III-17	Change in Cohort Sizes, Southern Tier, 1990 to 2000	67
F III-18	Percentage Change in Cohort Size, Southern Tier, 1990 to 2000	67
F III-19	Age Structure of the Population in 2000, Southern 14 and the State of Illinois	70
F III-20	Population Projections for the Southern 14 Sub-Regions, 2005 to 2015	70
F III-21	Southern 14 Region: 2000 & 2010 Projected Percent of Total Population by 5-Year Age Groups	71
F III-22	Five-Year Changes in the Working Age Population of the Southern 14 Region (thousands)	71
T III-3	Net Numbers of Immigrants into the Southern 14 Counties, 25 Years and Older, by Level of Educational Attainment, 1995	73
F III-23	Net Migration 1995 to 2000 of Employed in 2000 Southern 14 Counties	73
F III-24	Net Migration 1995 to 2000 of Unemployed in 2000 Southern 14 Counties	74
F III-25	Net Migration 1995 to 2000 of Persons Not in Workforce in 2000 Southern 14 Counties	74

**List of Figures and Tables (concluded)**

F III-26	Worker Flows: Northern Tier	77
F III-27	Worker Flows: Central Tier	77
F III-28	Worker Flows: Southern Tier	78
T III-4	Educational Achievement in Illinois Counties, 2000	80-81
T III-5	Percent High School Ed or Higher, All Persons 25+, Illinois Counties, According to Census 1990 and 2000	82
T III-6	Educational Underachievement in Illinois Counties, 2000	84-85
<b>Chapter IV</b>		
F IV-1	High School Student Mobility Rate, Northern Tier, 2002-2003	93
F IV-2	High School Student Mobility Rate, Central Tier, 2002-2003	94
F IV-3	High School Student Mobility Rate, Southern Tier, 2002-2003	94
F IV-4	High School Student Dropout Rate, Northern Tier, 2002-2003	96
F IV-5	High School Student Dropout Rate, Central Tier, 2002-2003	96
F IV-6	High School Student Dropout Rate, Southern Tier, 2002-2003	97
F IV-7	High School Student Graduation Rate, Northern Tier, 2002-2003	97
F IV-8	High School Student Graduation Rate, Central Tier, 2002-2003	98
F IV-9	High School Student Graduation Rate, Southern Tier, 2002-2003	98
T IV-1	Percent of Northern Tier 11th Graders Meeting/Exceeding on Spring 2003 PSAE Test	101
T IV-2	Percent of Central Tier 11th Graders Meeting/Exceeding on Spring 2003 PSAE Test	101
T IV-3	Percent of Southern Tier 11th Graders Meeting/Exceeding on Spring 2003 PSAE Test	101
F IV-10	Standardized Test Results by Grade Level, 2003	103
T IV-4	Actual vs. "Predicted" Average PSAE Scores, Southern 14 High Schools, 2003	105



## Executive Summary

### 10 KEY FINDINGS AND CHALLENGES

This study identified several key findings and challenges for the Southern 14 Workforce Investment Board's consideration. The ten key findings are as follows:

1. **Expand the size of the pie.** In 1949, while studying for his doctorate, John Nash wrote a paper that 45 years later won the Nobel Prize for economics. His out of the ordinary thinking focused on the notion of equilibrium in which multiple rivals also share common interests. He posited the possibilities of win-win situations from the more traditional win-lose situation. In short, Nash suggested that rivals can coexist and even mutually benefit one another.

Unfortunately, many small towns in the Southern 14 Region are fighting for their survival and cooperation among entities from a win-lose perspective that impedes economic progress. When representatives of the public and private sector do work together for the common good of the region, everyone has a chance for a bigger piece of the pie.

Nationally, America is returning to its rural roots and there is a great deal to work with in the Southern 14 area. Most of the towns have a mix of employers that represent the foundation of the local community. People in the region often live and work in different towns. There is sizeable movement throughout the region where people play, work, and learn often great distances from their place of residence. The area is replete with natural resources and natural beauty with lakes and forests. Traditionally strong oil and coal mining and other industries have suffered a severe decline. It will be important to build on the strengths of the region as a whole where cooperative economic development strategies among towns can result in win-win situations for all of the area's residents.

2. **You just can't get good help anymore.** In many of the discussions with employers in the region, comments were made about the "work ethic" of young people entering the workforce. In particular, self-discipline, workplace values, and goal-setting/motivation were identified as important attributes of new employees.

Every year, many workers lose their jobs because they don't take the time to find out what employers expect of them. As students transition from school to work, they need to realize that learning the technical skills required for employment may not be enough to make the individual successful on the job. Workplace values of importance to employers include: assertiveness, cooperation, dependability, enthusiasm, honesty, initiative, loyalty, pride, responsibility, time-management, trustworthiness, and continuing willingness to learn.

To thrive in the 21<sup>st</sup> Century, this region must continue to find ways in the schools to instill good workplace values in young people. They must recognize that their inappropriate behaviors in the workplace have serious and long term consequences.

3. **The loss of the region's best.** Over and over in discussions with members of financial institutions and others, people in the region expressed concern with the number of young people who leave the region to find employment elsewhere. In particular, many of these young people are the best students in the school who may not return to the region and will not "come back home" until they retire from a career in a large metropolitan area. These may be the same young people who can provide the social capital

to provide leadership for the region and small towns in the Southern 14 Region in the future. The loss of talented young people from the region is as problematic as the importance of natural resources in the region. The best and brightest young people can provide leadership for the region's future taking on various civic and community roles that help cities and towns grow and prosper.

4. **Leverage workforce development resources.** Because of the uniqueness of the large geographic region included in the Southern 14 area, three separate administrative entities have been identified to provide workforce development programs and services for youth, dislocated workers and adults. The Southern 14 Workforce Investment Board provides leadership for the entire region.

Is it possible that, through a combined effort, the fragmentation that may occur because of multiple administrative entities could be addressed by leveraging the sizeable resources in the region in a more effective and efficient manner? Many of the issues are the same. Over and over again people in the area talk about "regional things" in the context of education, tourism and workforce development. Can and will the Board provide leadership for a broader regional vision?

5. **Every kid a winner.** The sizeable number of students who drop out of high school in the region gives cause for concern. Data from the U.S. Bureau of Labor Statistics are clear. Young people who do not complete a high school education (and some postsecondary education) are seriously disadvantaged in their ability to seek employment in jobs other than those that pay only meager wages.

Several programs have been implemented to address the needs of at-risk youth. WIA representatives in schools have tried a number of alternative strategies to address the needs of these young people. Over the course of the next decade, if dropout numbers continue to occur at their current rate, many thousands of young people in the region could be condemned to adult lives of dead-end jobs and a poor lifestyle.

New federal No Child Left Behind legislation focuses on improving the achievement scores in schools. Our preference is to focus on every kid as a winner. This will require creating alternatives for high school students, to target them with the "stay in high school and graduate" message. It also means beefing up efforts in every community for adults to attend GED classes. The message should be made clear that "you're never too old to get more education."

6. **Fundamental skills are key.** Improving the quality of the K-12 education provided to young people in the region is one of the single most important steps in developing the future workforce in the Southern 14 area. To be sure, those skills include a sound academic foundation in reading, writing, mathematics, science, and social science. Fundamental skills also include computer savvy and, for some, specific technical training. As important, young people will need career development skills associated with self-knowledge, exploration and career planning as well as teamwork, customer service, and communications skills that are clearly associated with success in the workplace. It is these skill sets that are keys to the future workforce in the Southern 14 area. Special emphasis needs to be placed on what it will take for the area's children to be successful throughout their working lives.
7. **Leadership does not mean that all followers will be happy campers.** The Southern 14 Workforce Investment Board is an amalgamation of public and private sector representatives from throughout the counties in the Southern 14 area. These individuals volunteer their time to address the policy considerations of importance to those preparing

youth, dislocated workers, and working adults who need to upgrade their skills. Just understanding the intricacies of the Workforce Investment Act is difficult enough without also trying to set policy to meaningfully impact on workforce development programs and services.

It will be important to develop structured board training experiences so that those serving on the Workforce Investment Board have the knowledge necessary to set workforce development policy in the context of the Southern 14 area. Board members need to be offered experiences that allow them to view activities in other regions that might benefit the area. New Board members will need extensive training to understand the WIA system and how they as Board members can provide the leadership necessary to set policy. The Board should have a common vision and a set of strategic goals to address as a part of its mission to improve workforce development programs and services.

8. **Growing entrepreneurs.** It appears that much of the growth in the region will occur in small non-farm proprietorships which will serve as the "bread and butter" of the local economy. It is not likely that large manufacturing firms will move into the area. Moreover, it will be important to build on the entrepreneurial spirit of area residents as they create businesses and jobs.

The importance of small business development is a major key to the success of the economy in the area. Unfortunately, many small businesses across the county fail after a few short years in business. Most fail because the owners have little or no understanding of the small business development process. Potential small business owners must understand the things that work (and those that don't) with respect to starting and operating a business. The Board can be a strong catalyst to spur entrepreneurial activity throughout its region by sponsoring Junior Achievement programs for young people and expanding the reach of the SIUC Incubator programs into rural areas. It can also foster networking opportunities for those in tourism, hospitality, retail, and other small business endeavors to help them grow and flourish.

9. **Matching people to jobs.** The area has targeted healthcare, educational services, and manufacturing as key areas where there are critical workforce needs. Extensive work has been undertaken in the region to identify unique ways to address those needs with a variety of workforce development scenarios. This identification of key industry sectors continues to be important as Governor Blagojevich's administration focuses on the greater Southern Economic Development Region.

Cooperative work in conjunction with LWA 25 continues to be important as southern Illinois examines itself from a larger, regional context. The arbitrary boundaries established in the development of workforce investment service delivery areas make it critical to examine the movement of workers around the region and employment opportunities in the broader Southern Illinois and neighboring states.

10. **Site Seeing.** In his book entitled *Weaving the Web*, M. Burners-Lee speaks of the destiny of the World Wide Web. Young people in the region will not know life without email and the Internet, and the Internet will become increasingly important to develop the region's workforce development message.

While efforts are underway to develop a Web site for the Southern 14 Workforce Investment Board, the need is critical for a comprehensive Web site for people in and out of the region to understand the array of resources available to support workforce development. Little improvements like the development of a Web site can make a difference, particularly with a region that is a great place to visit, live, work and raise a family. The

diverse social and economic base of the region should be displayed proudly and prominently in the new virtual world in which we live. This also means proactive Board efforts to expand the reach of the Internet to every home in the region so that opportunities for creative business formation, on-line learning opportunities, and broad communication can take place.

## DEVELOPING A 21<sup>ST</sup> CENTURY WORKFORCE FOR SOUTHERN ILLINOIS: 10 KEY CHALLENGES

This study has sought to explore the territory that Southern Illinois must traverse in the early 21<sup>st</sup> Century. What follows is a list of 10 key challenges for building Southern Illinois' road to developing its 21<sup>st</sup> Century workforce.

1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.
2. Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area's young people. Assist them to understand the important values associated with quality work.
3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.
4. Examine the workforce development infrastructure in the Southern 14 region closely to determine if more can be accomplished by leveraging existing workforce development resources.
5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need to complete their education and obtain skills needed to be a productive member in Southern Illinois.
6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.
7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and "people skills" that are important to their students' future success.
8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.
9. Continue to work cooperative with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.

10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern Illinois a learning community with access to online learning courses and materials.

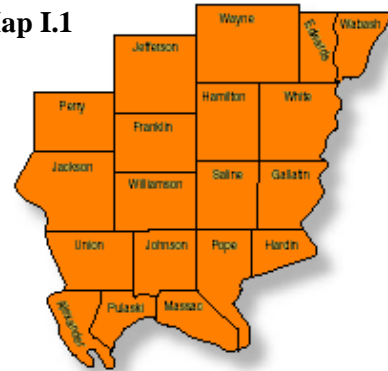
# Chapter I

## The Southern 14 Regional Economy

### What is the Southern 14?

The Southern 14 Workforce Investment Area (LWIA-26) encompasses the Illinois counties of Alexander, Edwards, Gallatin, Hamilton, Hardin, Johnson, Massac, Pope, Pulaski, Saline, Union, Wabash, Wayne, and White. The entire 14-county region spans a large and diverse geographic territory stretching along the southeastern and southern parts of Illinois, from Edwards and Wabash counties in the north to Massac and Union counties in the south.

Map I.1



The research reported here has identified marked differences between the northern, central and southern segments of the region. Economic analysis of the region and discussions with local financial and economic development professionals confirm that the regional economy must be viewed from a sub-regional perspective. Accordingly, it has often proven expedient in this study to focus on three sub-regions and, occasionally on the individual counties. The three sub-regions are these:

1. The **Northern Tier** encompassing Edwards, Wabash, Wayne, and White counties;
2. The **Central Tier** embracing Gallatin, Hamilton, Hardin, Pope, and Saline counties; and
3. The **Southern Tier** which includes Alexander, Johnson, Massac, Pulaski, and Union counties.

### The Southern 14 economy: Its present state and recent developments

We begin this section with a statistical picture of recent economic and employment trends for the entire 14-county area. After that, we look more closely at the three sub-regions, paying particular heed to what we have heard from the many interviews and focus groups conducted in the region as part of this community audit.

#### *A statistical view of recent economic and employment trends and results in the entire region*

##### **Broad measures of economic progress**

Real Gross Domestic Product in the Southern 14 region is estimated to have grown from slightly less than \$3.1 billion in 1977 to nearly \$4.0 billion in 2001 (Figure I-1).<sup>1</sup> Growth was negligible for the first five years of the period. Beginning in 1982, however, growth has been steady, except for the recessions of 1991-92 and 2001. On a per capita basis, the region's



Real GDP grew from less than \$18,000 (in prices of 1996) in 1977 to about \$24,000 by the beginning of the 21<sup>st</sup> century (Figure I-2).

These gains just cited and portrayed in Figures I-1 and I-2 are sizable and their magnitude may surprise some people prone to take a pessimistic view of economic progress in this region. Gratifying as those gains were, however, rates of economic growth in the Southern 14 region compare unfavorably to rates in the state and nation. As Figure I-3 shows, this region began the 21<sup>st</sup> century with its Real GDP about 25% above what it was in 1977. Meanwhile, over that same period, Illinois' Gross State Product expanded by nearly 70% and the U.S. Gross Domestic Product more than doubled. Clearly, the Southern 14 region has not prospered to the same extent as the state or nation.

### Employment trends

Total employment in the Southern 14 region grew from about 65,000 in 1969 to about 75,000 early in the present decade.

The dynamics of that employment growth in the Southern 14 differed significantly among the sub-regions during the past several decades (Figure I-4). Job growth in the Central Tier was reasonably steady throughout the entire period. In the Southern Tier, by contrast, employment numbers sank seriously throughout the 1980s, only to recover strongly in later years of the period. For its part, the Northern Tier saw rapid job growth until the mid-1980s and even more rapid contraction for the next seven years. Curiously, the three sub-regions ended this 32-year period with nearly the same share of total regional employment as they had at the beginning, i.e., roughly a third each (Figure I-5).

The last three decades of the 20<sup>th</sup> century brought an inexorable decline in manufacturing jobs, accompanied by a concomitant rise in service sector employment (Figure I-6). Other goods-producing sectors (e.g., farming and mining) also lost jobs over the period.

Changes in the structure of the national economy inevitably wrought their impact on employment in the Southern 14 region. Over the period from 1970 to 2000, this region lost over 1,500 jobs in both the Farming and Manufacturing sectors (Figure I-8). Meanwhile, over 9,000 jobs were added locally in the Services sector. Other services-producing sectors such as Finance, Insurance and Real Estate (usually abbreviated as "FIRE") and Retail added more jobs than were lost in Manufacturing and Farming. Other sectors (e.g., Government, Construction) also added considerable numbers of jobs.

Surprising to some will be the fact that there were more workers employed in the Mining sector at the end of the period than at the beginning. But this end-to-end comparison obscures the drastic swings in Mining sector employment that occurred *during* the period. Just how drastic those swings were emerges from a closer look at Figure I-8. Sizeable job gains in the 1970s were wiped out by even larger job losses in the 1980s. The 1990s brought modest recovery, enough to bring the net change for the thirty years back to the positive side of the ledger.

Figure I-8 also shows job losses in the Manufacturing sector in every one of the last three decades of the 20<sup>th</sup> century. The first decade of the 21<sup>st</sup> century is likely to continue that dismal trend, as will be demonstrated later in this report. Farm employment increased modestly in the 1970s and the 1990s, but huge job losses in the 1980s accounted for the net loss for the entire period shown in Figure I-7.

Although all major sectors of the Southern 14 economy recorded net job gains for the entire three-decade period after 1970, only the Services and Retail sectors showed increases in each of those decades.

Figure I-1

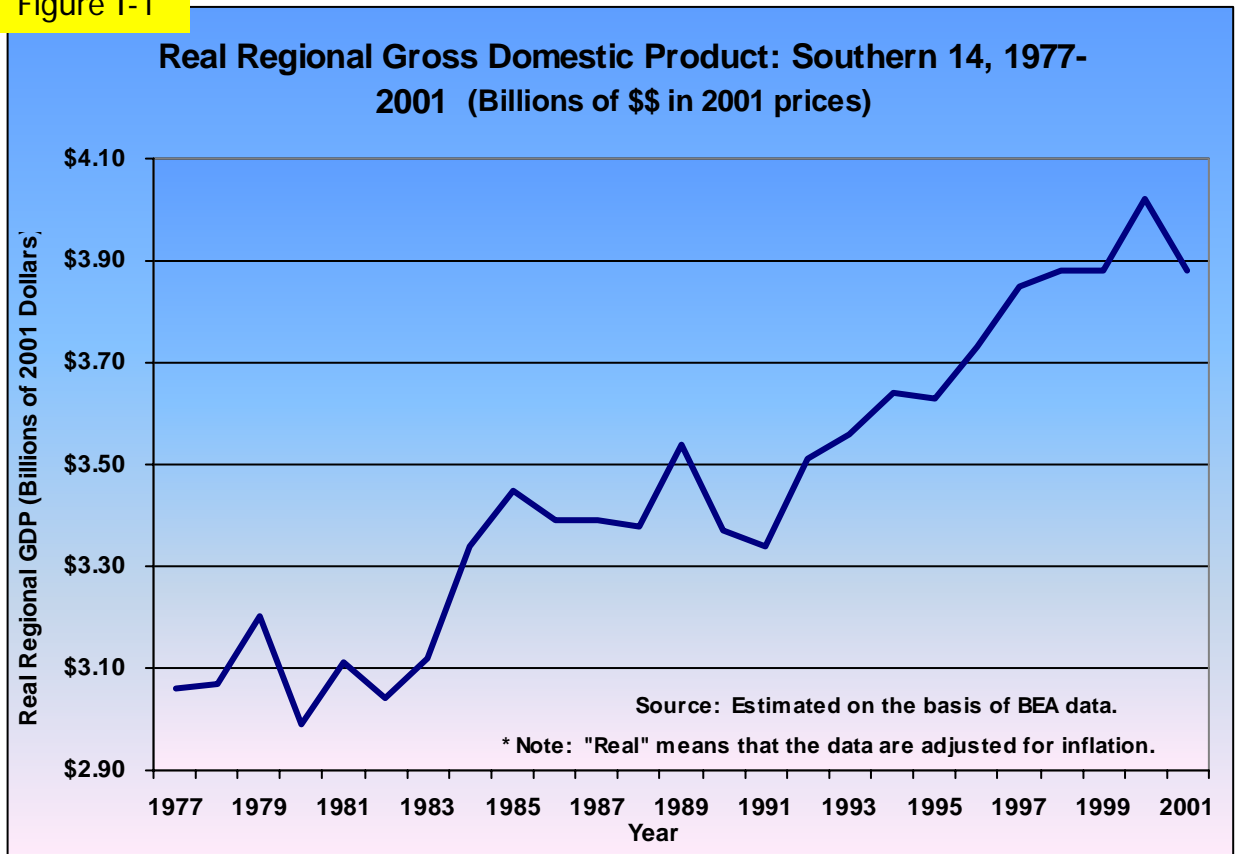


Figure I-2

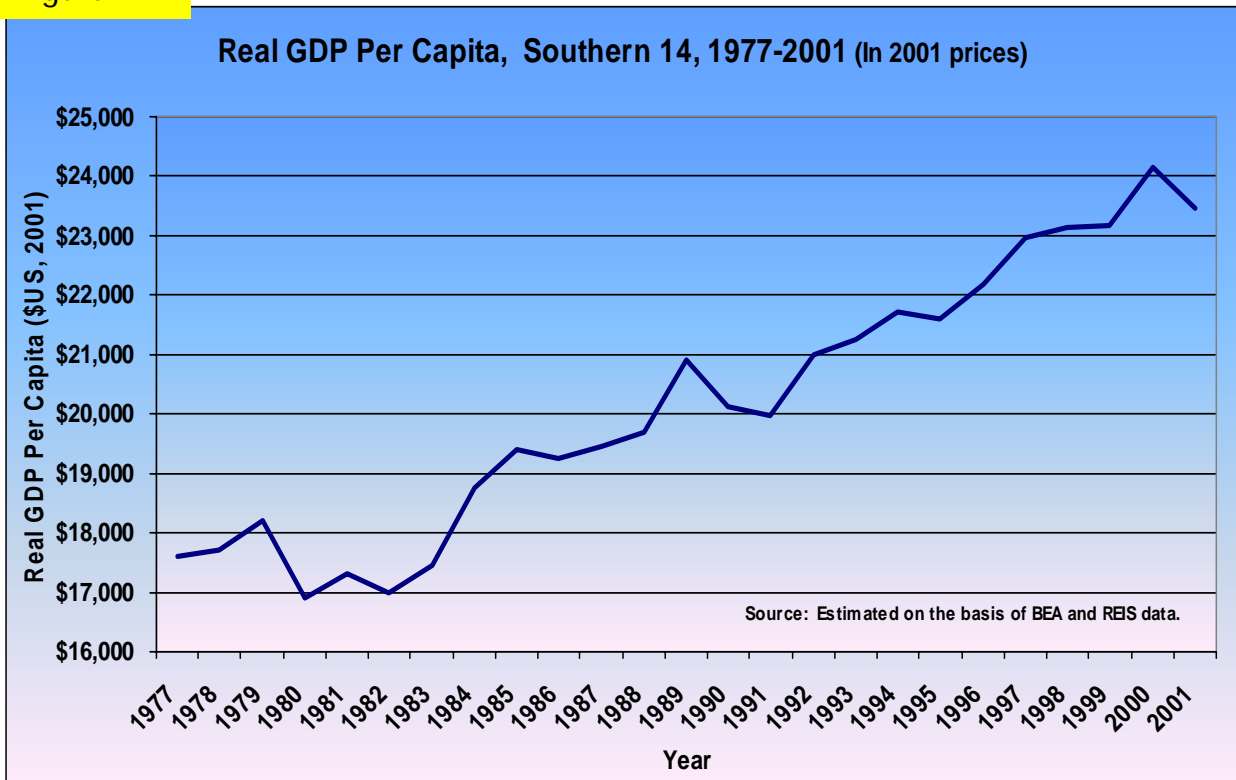


Figure I-3

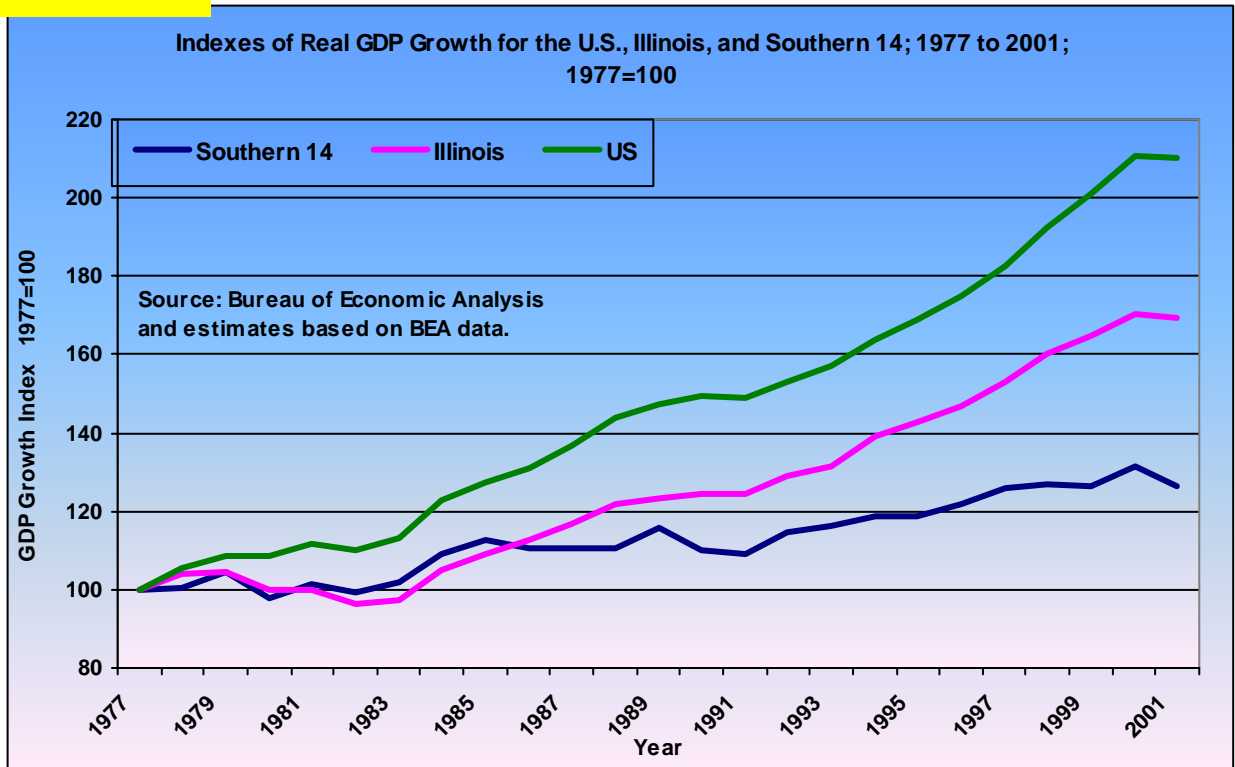


Figure I-4

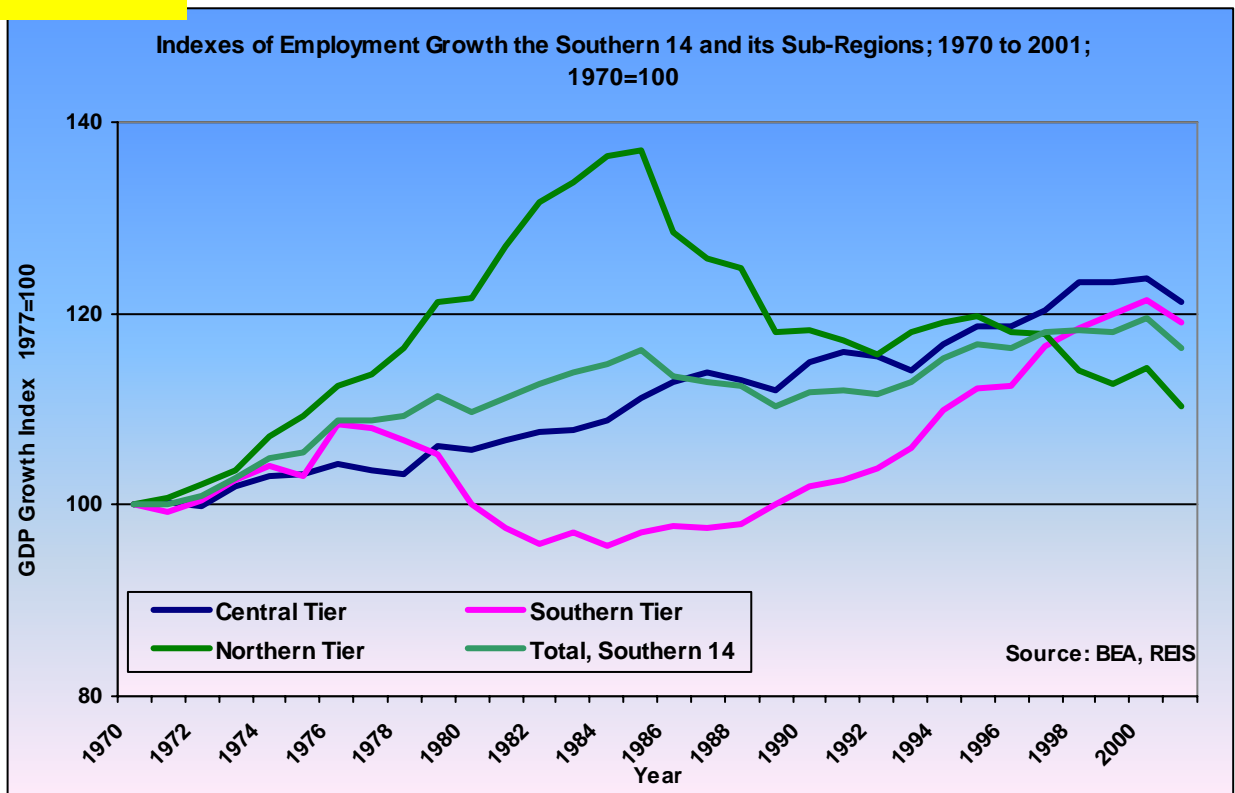


Figure I-5

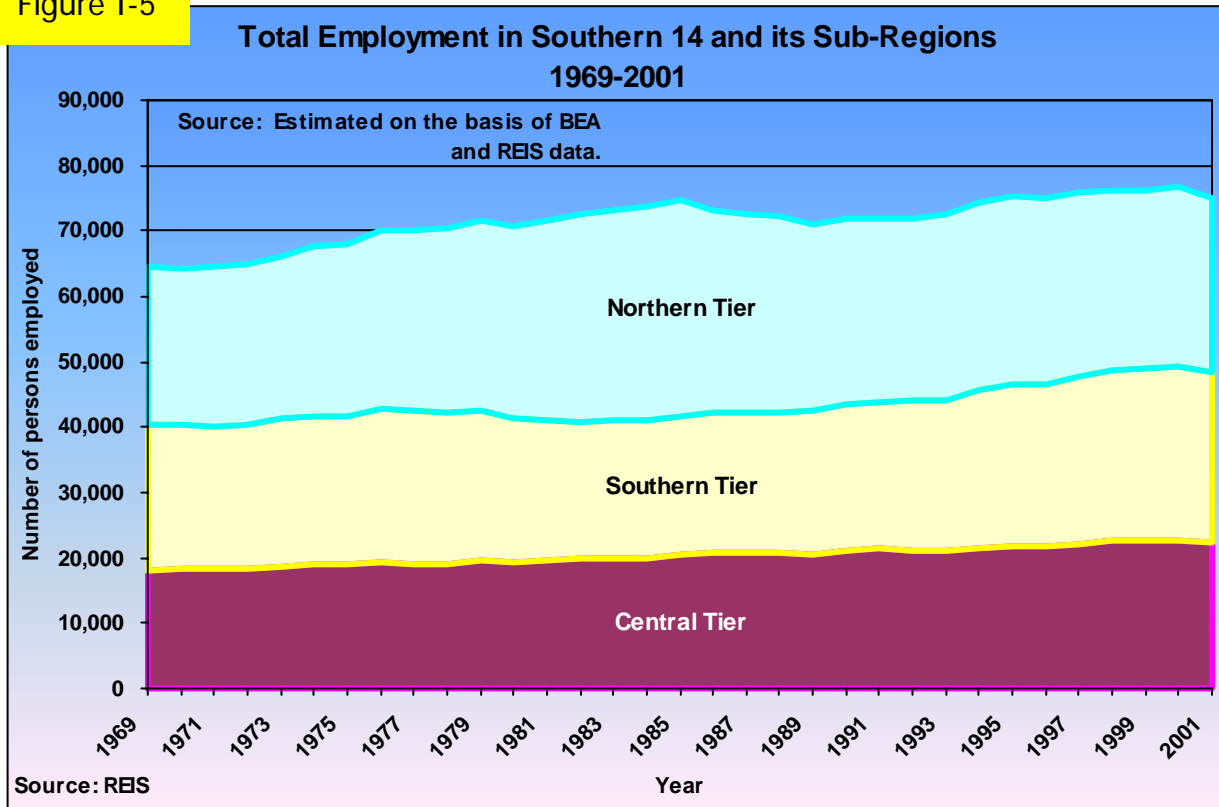


Figure I-6

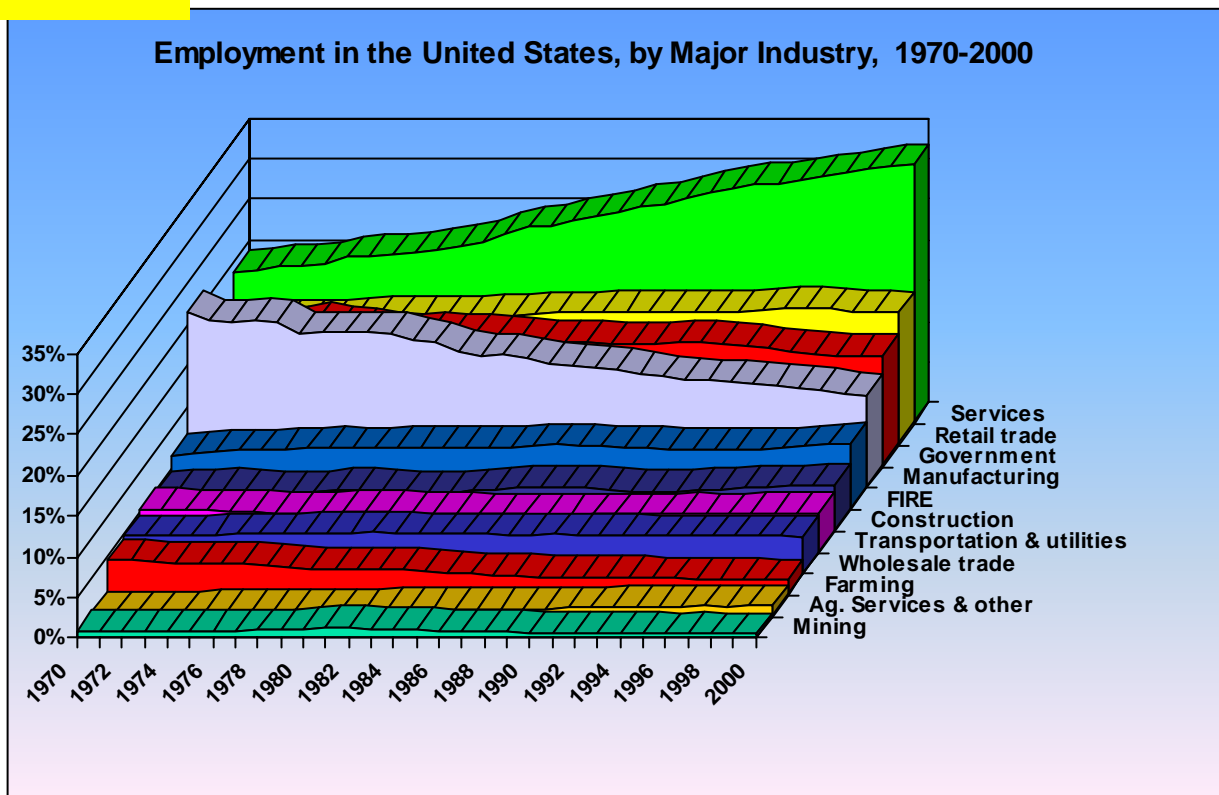


Figure I-7

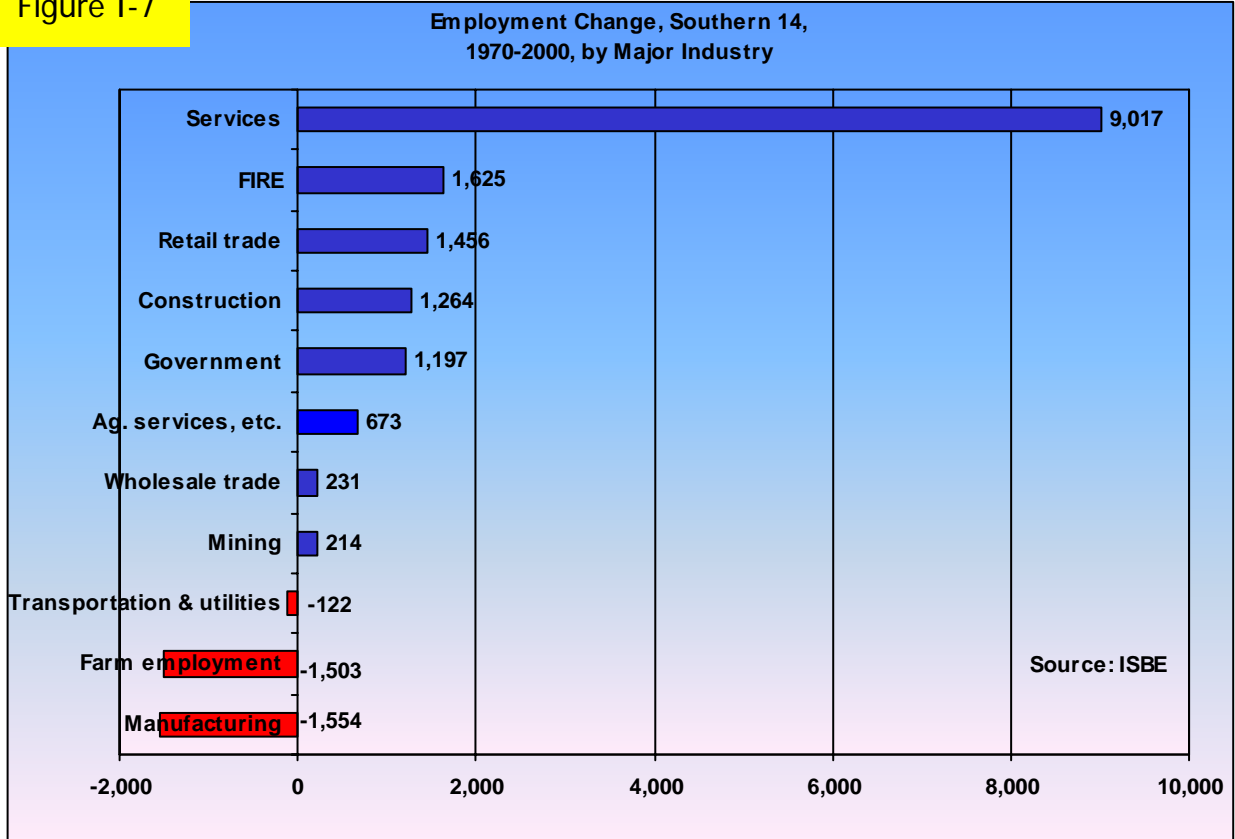
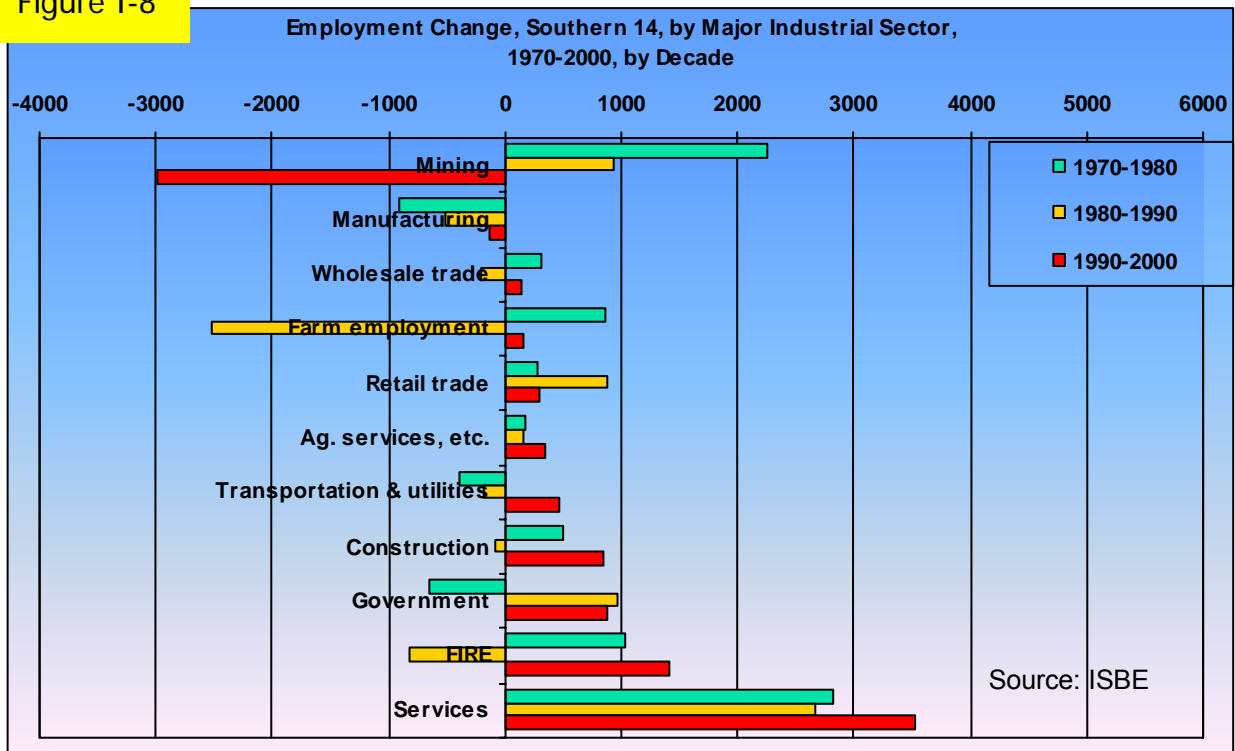


Figure I-8



These patterns of job gains and losses in the various major sectors left the Southern 14 economy very different at the beginning of the 21<sup>st</sup> century than it was three decades earlier. A comparison of Figure I-9 with Figure I-10 tells the story. Most notably, the shares of Manufacturing and Farming in total regional employment, which were 14% each in 1970, had dropped to 9% and 10% respectively by 2000. Services, by contrast, boosted its share from

15% to 25%. No other major sectors showed such dramatic change in their shares of total regional employment.

From this scan of recent trends and developments in the Southern 14 region as a whole, we shift our focus to discuss happenings in the three sub-regions.

### ***The Northern Tier***

Recall that this sub-region includes Edwards, Wabash, Wayne, and White counties.

### **Some historical perspective**

In the mid-1970s, this area was thriving economically. Oil was selling at \$40/barrel and a substantial number of peripheral businesses/industries and professionals who lived in the area provided support to various segments of the oil industry. A number of major oil companies maintained pipelines, transportation, and refineries in the area. Employment in the Mining sector (which includes the oil industry) jumped from fewer than 2,000 in 1970 to nearly 7,000 by 1985 (Figure I-11).

In the early 90s, the price of oil dropped dramatically, which caused a major economic downturn in the area. While the Illinois basin has oil from the northeast to the southeast, most of this industry has been lost and may not return, unless the price of oil increases substantially and stays at high levels. Mining sector jobs in the Northern Tier dropped steadily from 1985 to begin the 21<sup>st</sup> century about where it had been 30 years earlier.

Retail jobs have grown in number in the Northern Tier during recent decades (Figure I-14). Undoubtedly, they would have grown even more had it not been for the border influences of adjacent areas across the Wabash River in Indiana. Vincennes and Evansville have historically been strong attractions for folks in this part of the Southern 14 area, and they remain so today. Retail and other businesses must compete with competitors in Indiana, where the economic environment is often more business-friendly. Numerous residents in the area also shop in Evansville or Vincennes, and some persons interviewed as part of this study suggested that the number of retail outlets on the Illinois side of the Wabash has declined dramatically in the last decade.

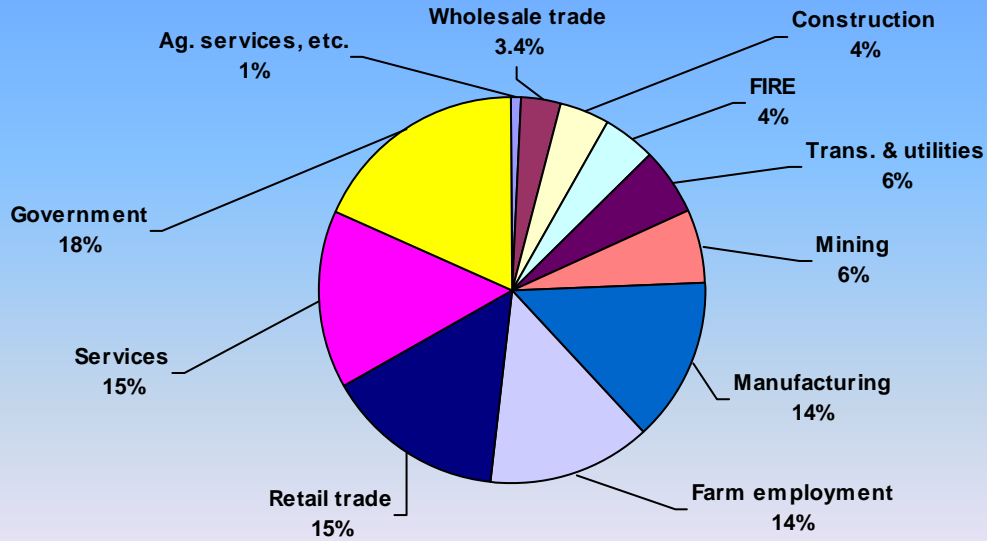
Bucking the trend, Manufacturing sector employment expanded erratically during the last decades of the 20<sup>th</sup> century in the Northern Tier (Figure I-12). That growth stagnated during the later 1990s. That may be because 11.5% of the sub-region's workers were commuting across the Wabash River in that period to work at the Toyota plant in Princeton, the Southern Indiana Gas and Electric Company (Now Vectren) headquartered in Evansville, or other companies in southwestern Indiana.

### **Recent economic and employment trends and presently prevailing conditions**

Recent economic events in the area have had a negative effect on the local economy. The closing of the Snap-On Tool Company has meant the loss of approximately 275 jobs, down from a peak of 900 in earlier years. Coal mines in the area now employ only about 200 people,

Figure I-9

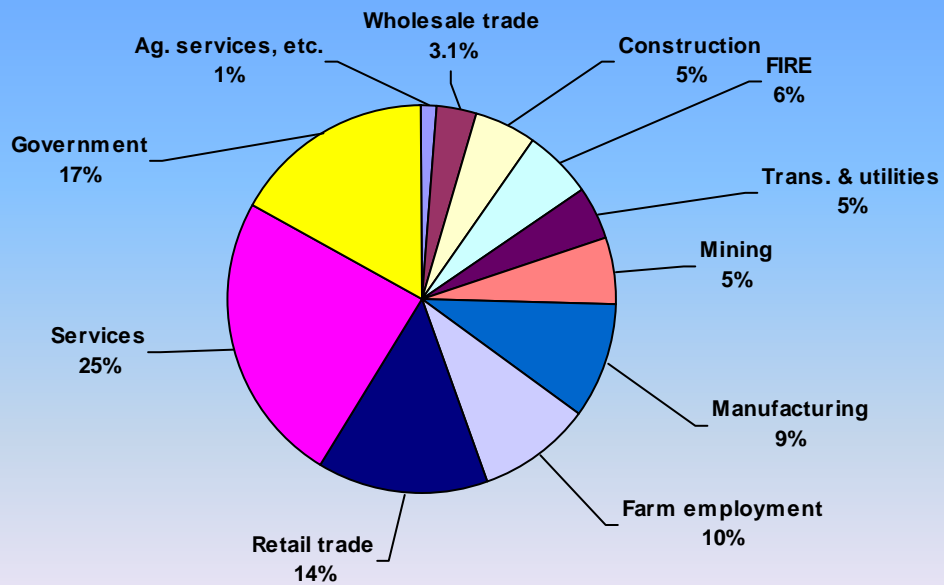
Share of Southern 14 Employment by Industry, 1970



Source: Bureau of Economic Analysis, REIS

Figure I-10

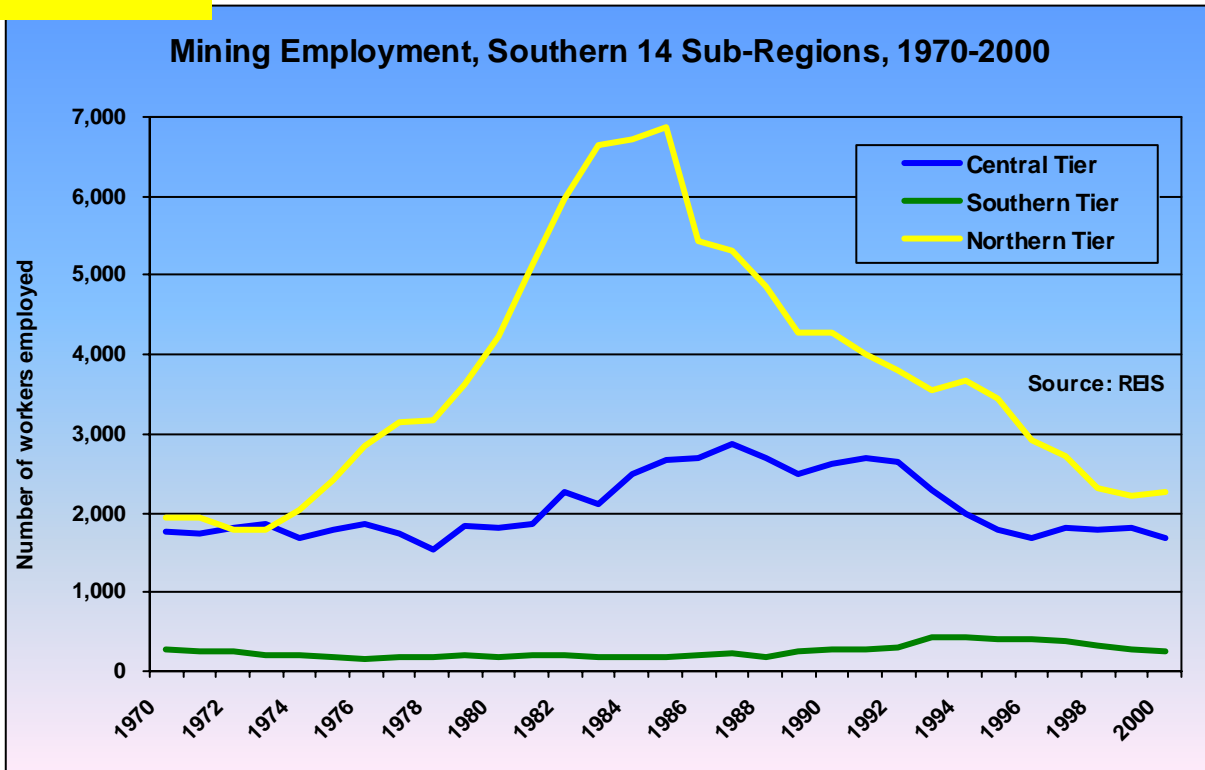
Share of Southern Illinois Employment by Industry, 2000



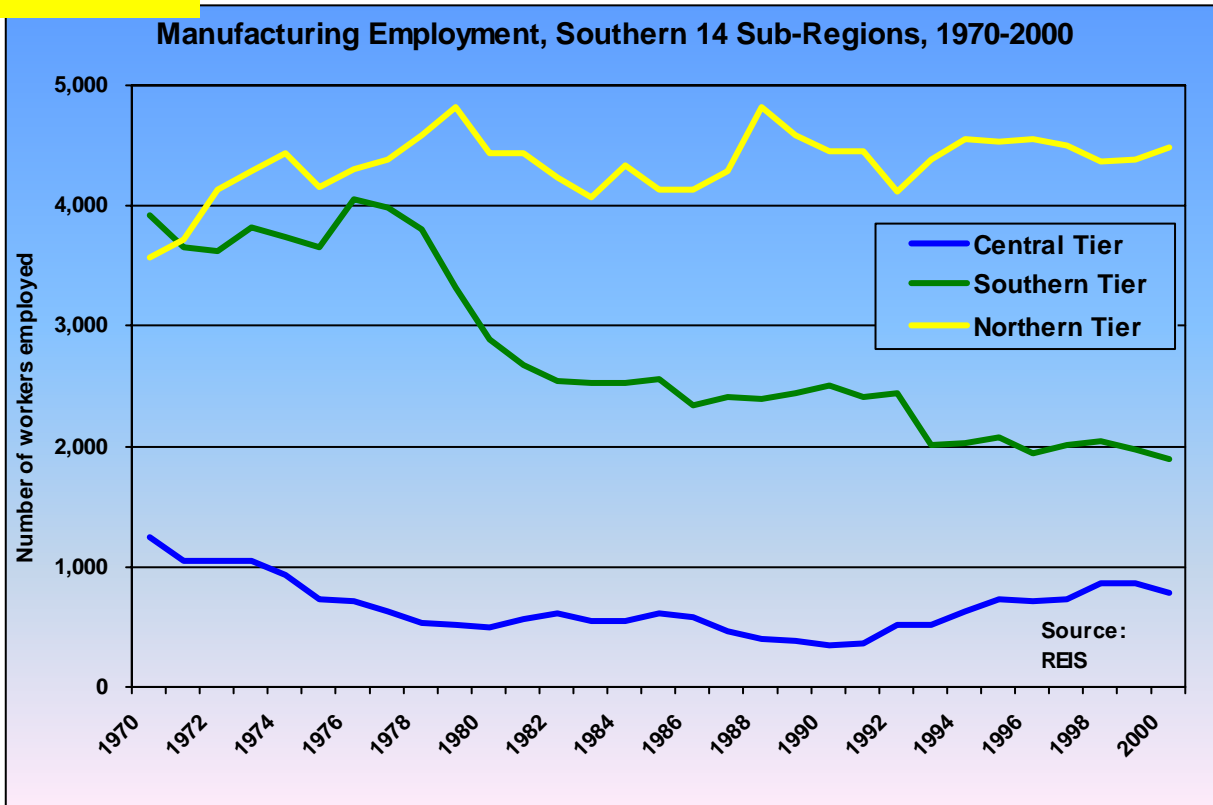
Source: Bureau of Economic Analysis, REIS



**Figure I-11**



**Figure I-12**



less than one quarter of its historical peak. Financial institutions in the area have recently lost 75-80 high paying jobs because of the sale of independent banks to larger institutions. Work has been halted on the proposed Grayville Prison, which would have brought 700-800 jobs to the area and the establishment of peripheral businesses surrounding the correctional facility. Unlike the other two Southern 14 sub-regions, the Northern Tier saw its Government sector employment drop in the 1990s.

At present, there is a heavy reliance on Champion Laboratories and Toyota (in Princeton, Indiana) for employment in the area. If either one of these two companies or their industries suffered severe economic decline, it would devastate the local economy. Interestingly, immediately to the north of the Southern 14 Region in Illinois, several suppliers for Toyota have emerged and appear to be successful. To date, however, no Toyota suppliers have appeared in the Southern 14 area.

There is an interesting paradox in this area with respect to government funding. The area does not have a sizeable population of low-income residents nor many high-income residents. As a result, it does not qualify for priority government funding. There are no enterprise zones in the area and there is little access to rural development money that might spur economic development.

Some serious social problems have arisen in recent years that negatively impact the Northern Tier's economic and workforce development. Discussions with representatives in the area suggest continuing problems with the production and distribution of methamphetamines. The rural nature of the area makes it an ideal location for illegal activity of this type, and a number of groups are working aggressively to address this important problem.

The health services industry is important for the Northern Tier from the standpoints of employment and workforce health. Even so, physicians and hospitals are addressing myriad problems associated with the high costs of malpractice insurance, the complex Illinois licensure process for physicians, reimbursement policies for Medicare/Medicaid patients, and issues associated with Managed Care. Local hospitals work hard to serve residents in the region and to compete with more specialized healthcare services that are available in Evansville, Indiana.

Service sector jobs have grown in the Northern Tier at a pace comparable to the other two Southern 14 sub-regions (Figure I-13).

While businesses in the area have been negatively impacted by uncertainty and instability in the local economy, they nonetheless support the creation and expansion of local businesses and are eager to create a business climate that is inviting to private enterprise. Community and business leaders recognize the array of economic, land, and market factors that impact the region and are willing to provide the support necessary for residential and commercial growth.

Average wages in the Northern Tier counties are substantially below the Illinois state average and even the non-metropolitan portion of the state (Figure I-17). They are also far below the nearby St. Louis MSA. These comparatively low wages per job cut two ways. On the one hand, they should help local economic developers attract and retain employers seeking competitively priced labor. On the other hand, of course, they lead to lower levels of per capita personal income (Figure I-18), which negatively impacts the demand for the services of retailers and other businesses catering to the service needs of the local population.

### ***The Central Tier***

Recall that this sub-region of the Southern 14 Workforce Investment Area includes Gallatin, Hamilton, Hardin, Pope, and Saline counties.

## **Some historical perspective:**

In the 70s and 80s coal mining was a flourishing employment sector in this segment of the region. Unfortunately, subsequent years brought a serious decline in employment in coal mining and therefore in the broader Mining sector of the economy (Figure I-11). There are now some sparks of growth again in this industry, with three new mines planned for Saline and Gallatin counties. External policy and economic factors will largely determine the future of the Central Tier's coal industry, particularly decisions by the federal government on mercury emission regulations.

The Retail sector has added jobs in the past several decades, but not as many as had been hoped (Figure I-14). Contrary to earlier expectations, the new four-lane highway connecting Harrisburg and Marion has had a net negative impact on the retail economy of the region. Before the highway was built, it was expected that retail and other businesses would locate themselves along the new stretch of road just as they had farther to the west. But financial experts interviewed as part of this project suggested that the net effect has been to shift retail shopping to areas outside of the region (especially to the burgeoning retail and service establishments along the Route 13 corridor between Marion and Carbondale). This has dramatically affected sales tax receipts and has disadvantaged schools and city/county governments. The remaining local retail centers in Hardin, Pope, Gallatin and Saline counties appear to be in Harrisburg and Eldorado, and it seems an exaggeration to say that they are thriving.

## **Recent economic and employment trends and presently prevailing conditions**

The need for aggressive leadership to attract and retain business in the area remains strong. There has been some growth in non-farm proprietorships and in retail areas. However, the availability of specialty stores along the Marion to Carbondale corridor makes for very stiff competition.

Agriculturally, the focus is on smaller farms growing row crops; however, there is some corporate involvement in farming. Efforts in the area to stimulate aquaculture are meeting with some success, but this industry has so far not generated a significant number of jobs. Opportunities for tourism in the area are excellent, though the relative scarcity of desirable restaurants and lodging in the area impede the development of this industry.

Manufacturing jobs in the Central Tier declined from the mid-1970s to the early 1990s (Figure I-12). There was a modest pickup of factory jobs in the final years of the 20<sup>th</sup> century, but this new century finds the Central Tier with the fewest workers in this sector of all three Southern 14 sub-sectors.

As in the Northern Tier, problems in the Central Tier associated with the production and distribution of methamphetamines are substantial and they carry the same negative consequences for economic and workforce development.

Service sector employment growth in the Central Tier has been impressive in very recent years. Healthcare services, in particular, have shown strong growth. But the Healthcare industry in the area suffers from some of the same problems identified in the Northern Tier. Emergency services are not always available or reliable. Some critical skills are in short supply. For example, healthcare providers have a need for RNs and LPNs. Government sector jobs also have increased significantly in recent years (Figure I-15).

With the improvements of Route 13 and Route 45, the Central Tier's transportation infrastructure moves gradually toward what the area needs. The mass transportation RIDES system

available in the area has been instrumental in addressing the needs of the senior populations, estimated at greater than 35% of the population in Saline County.

As in the Northern Tier, community leaders in the Central Tier understand that the region's unique aspects may serve as a focal point for future economic development activity. The potential for tourism, non-traditional agriculture, and services provided to seniors illustrate such future prospects that may contribute to a positive economic climate in this area. Several Central Tier counties (Hamilton, Hardin, and Pope) are distinguished by the lowest average wage levels in the entire Southern 14 region (Figure I-17). Even so, it seems reasonable to suppose that economic growth in the area will not occur in firms that employ large numbers of employees.

For the most part, the Central Tier – like most of the rest of the Southern 14 – will need to “grow its own” employment opportunities. This reality highlights the importance of entrepreneurship to the area. Recent growth in the number of non-farm proprietorships in the area suggests a

growing need for young people who understand how to start a small business and the practices that provide the best opportunities for a small business to succeed. The continuing work of the Small Business Development Center at Southeastern Illinois College to assist existing and future business owners is critical to the long-term health of this area.

### ***The Southern Tier***

Recall that this segment of the Southern 14 Workforce Investment Area includes Alexander, Johnson, Massac, Pulaski and Union counties.

### **Recent economic and employment trends and presently prevailing conditions**

The Southern Tier's economy is different in several important respects from those of the other two sub-regions. Mining sector jobs were never numerous here and are not so today (Figure I-11). Manufacturing sector employment shrank dramatically over the past several decades (Figure I-12). Indeed, all of the Southern 14's net loss of factory jobs over the past several decades occurred in the Southern Tier. Service sector job growth since the early 1990s has been much more buoyant in the Southern Tier than in its neighbors to the north (Figure I-13). Harrah's Casino in Metropolis and Shawnee Community College account for a considerable part of this Service sector job growth.

Much of the land in this area (and also in the Central Tier) is included in the Shawnee National Forest. Opportunities for tourism in this area are excellent. A considerable and growing number of Illinois' 44 wineries are located in this sub-region.<sup>2</sup> Aquaculture facilities and related prawn festivals and use of the area for hunting, fishing, hiking and biking are excellent for tourism purposes. Tourism representatives in the area suggest the need for a regional approach to tourism as this and related industries can become an economic driver for the Central and Southern tiers of southernmost Illinois. A number of niche tourism groups are growing, but still maintain separate affiliations. The Southern Illinois Collegiate Common Market has funding to provide hospitality training at the five community colleges in the Southern 14 area.

Defining Route 37 as a sinuous east/west dividing line in the area, we observe generally that the area west of Route 37 is doing less well economically than the area east of that highway. The identification of some areas as an empowerment zone from the Mississippi Delta Region Project has the potential of significantly impacting the region by providing tax and employment

credits for businesses willing to relocate or expand. The empowerment zone designation includes all of Pulaski and part of Alexander and Johnson counties. This empowerment zone designation is one of only 10 rural empowerment zones in the country.

A great deal of infrastructure development has taken place and three industrial sites are now available for business expansion in Alexander, Pulaski and Johnson counties. A number of new businesses have started or expanded considerably in the last several years. A major economic development study completed for the area shows potential for business growth in several target industries including plastics, wood manufacturing, small steel, viticulture, aquaculture, printing, and landscaping materials.

The border influences of Cape Girardeau in Missouri and Paducah in Kentucky on the Southern Tier are substantial. Many residents work and shop in those metropolitan areas as opportunities for employment in the Southern Tier are limited. Cape Girardeau serves the western segment of the area and Paducah the eastern segment.

Traveling east to west in the area is not easy because of inadequate transportation infrastructure. The new SMART Mass Transit System has the potential for addressing the local transportation needs of many residents in the region. Much of the local employment in the Southern Tier is in the government sector in correctional facilities and the large mental health center located in Anna. Other government employees work in human services and

transportation. Because of the nature of the area, there are a number of people working on grant-funded initiatives through a variety of sources.

While much of the land in the area is tillable, many of the small family farms are being purchased by neighbors or by people outside of the region for hunting purposes. In many of the farm families, one member of the family will also work off the farm to contribute to its financial well-being.

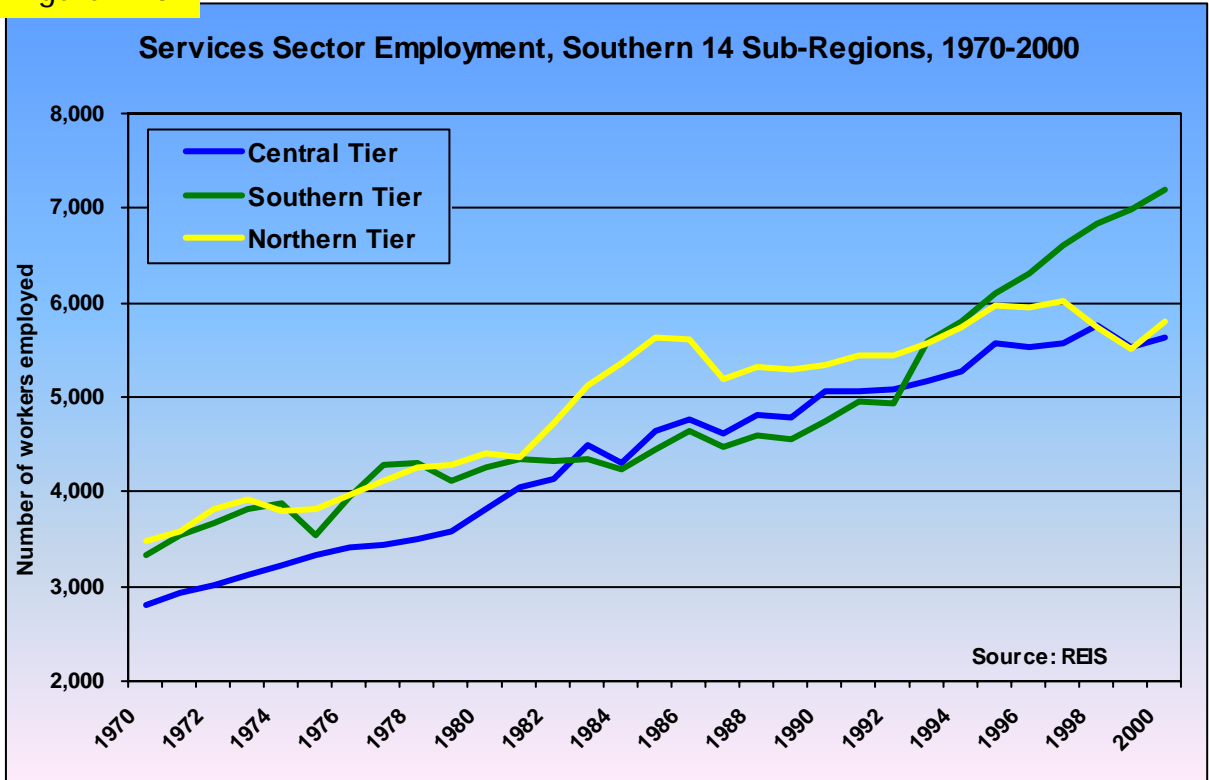
Health services, or the lack of them, impede both economic and workforce development in the Southern Tier. There are no hospital facilities in Pulaski, Alexander, and Johnson counties. There is a clinic in Cairo. For most residents in the region, healthcare is provided in Cape Girardeau or in the Marion/Carbondale area. The Anna Hospital serves Union County and is expanding as a part of the larger Southern Illinois Healthcare system. Participants recognize the importance of healthcare to the large number of senior citizens in the area.

Shawnee College is working aggressively to address the entrepreneurial needs of citizens in the region. Individuals recognize the entrepreneurial nature of the economy, and the important need to provide employees that have good skills and a sound academic foundation.

Major needs exist for socio-economic support in Cairo. Many people are working aggressively to address the climate for this disadvantaged area. The city provides wonderful opportunities for inviting private enterprise into the region, but much remains to be done to support its economic viability.

Individuals in the Southern Tier understand the importance of the empowerment zone designation. Certainly, the continuing growth of Shawnee College will contribute to the future economic health of the region. College leaders are supportive of government, quality education and labor, resources, and creating a climate to encourage business expansion and relocation.

**Figure I-13**



**Figure I-14**

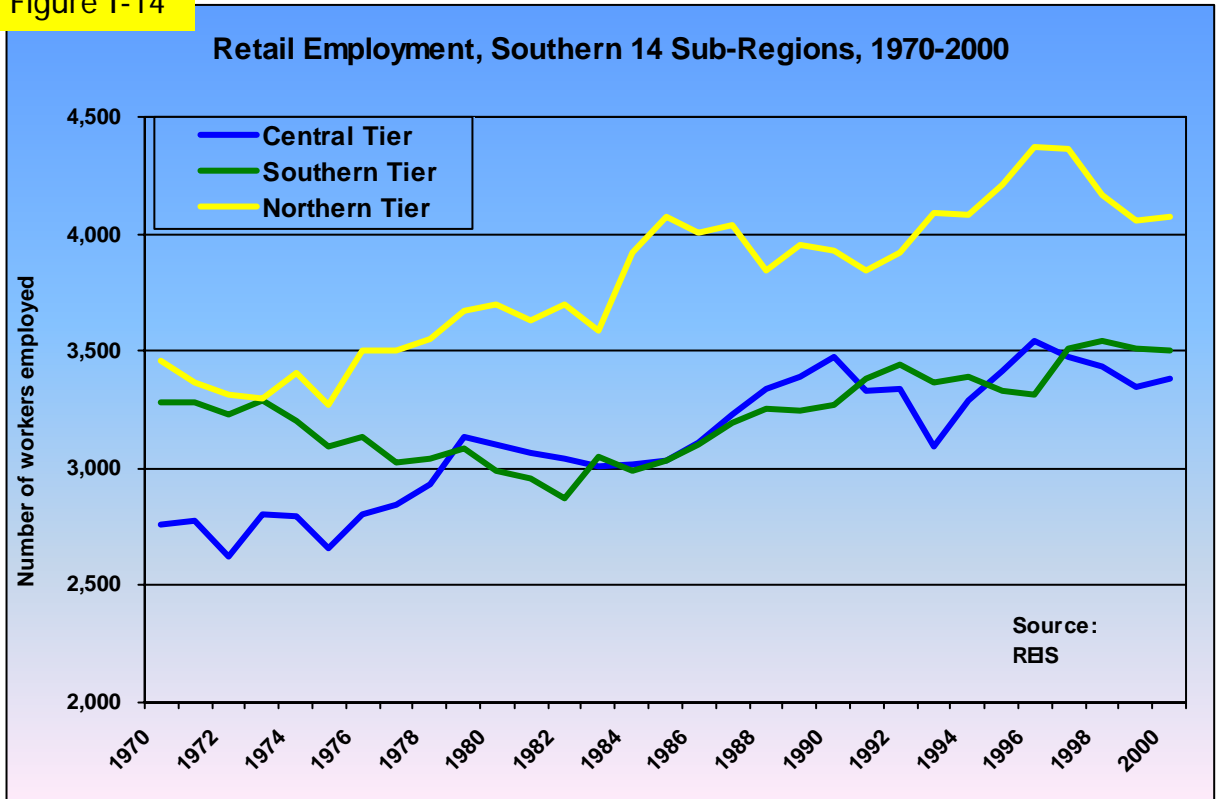


Figure I-15

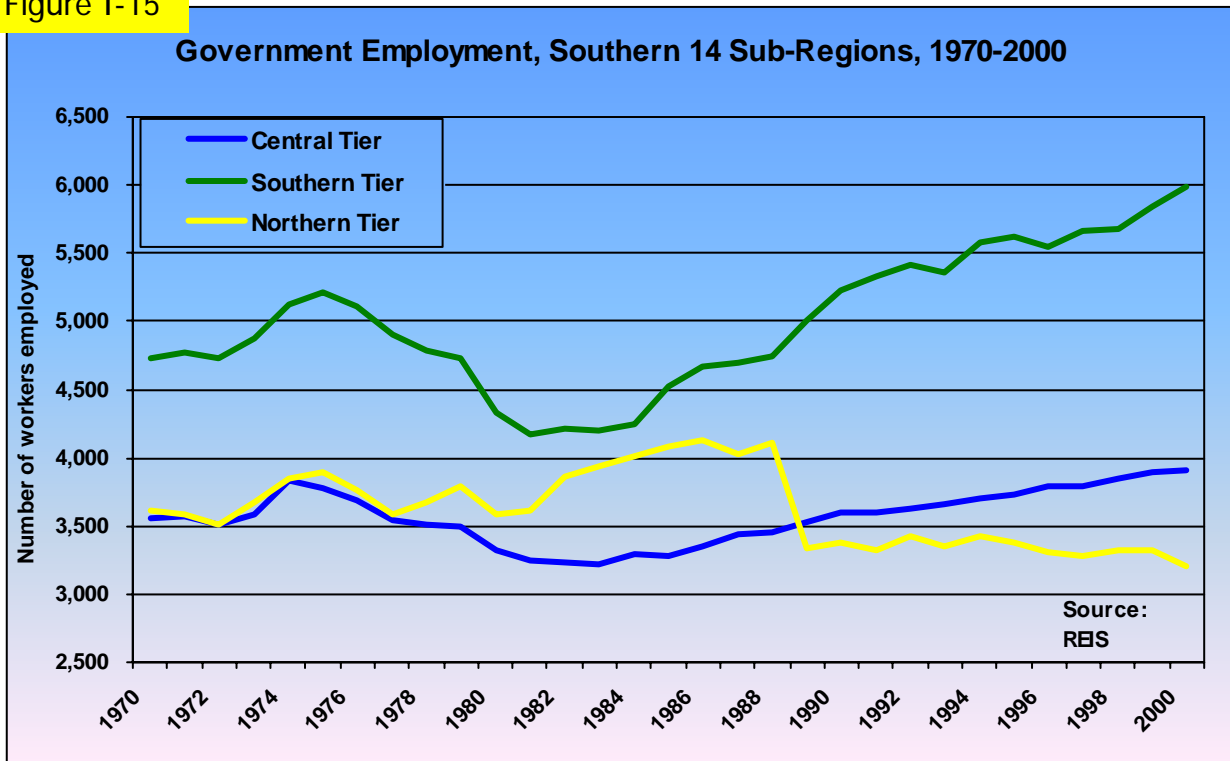
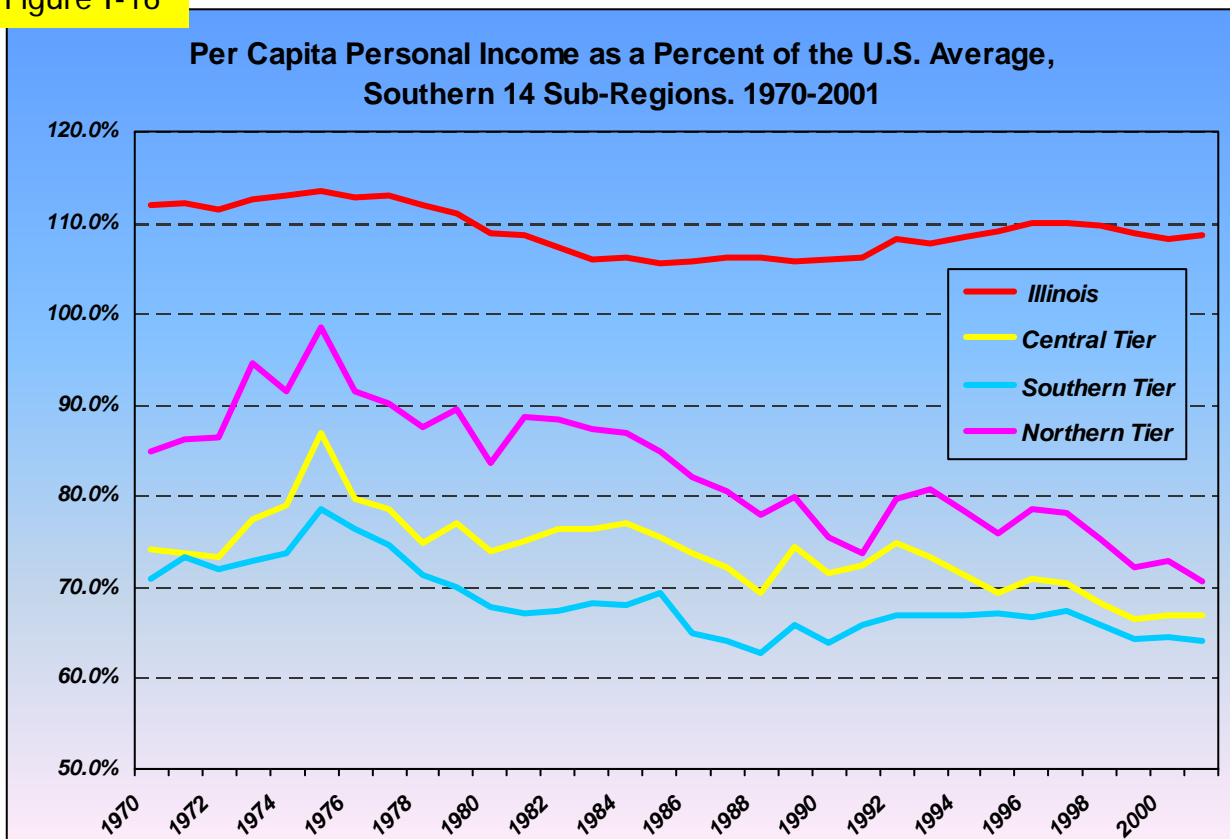
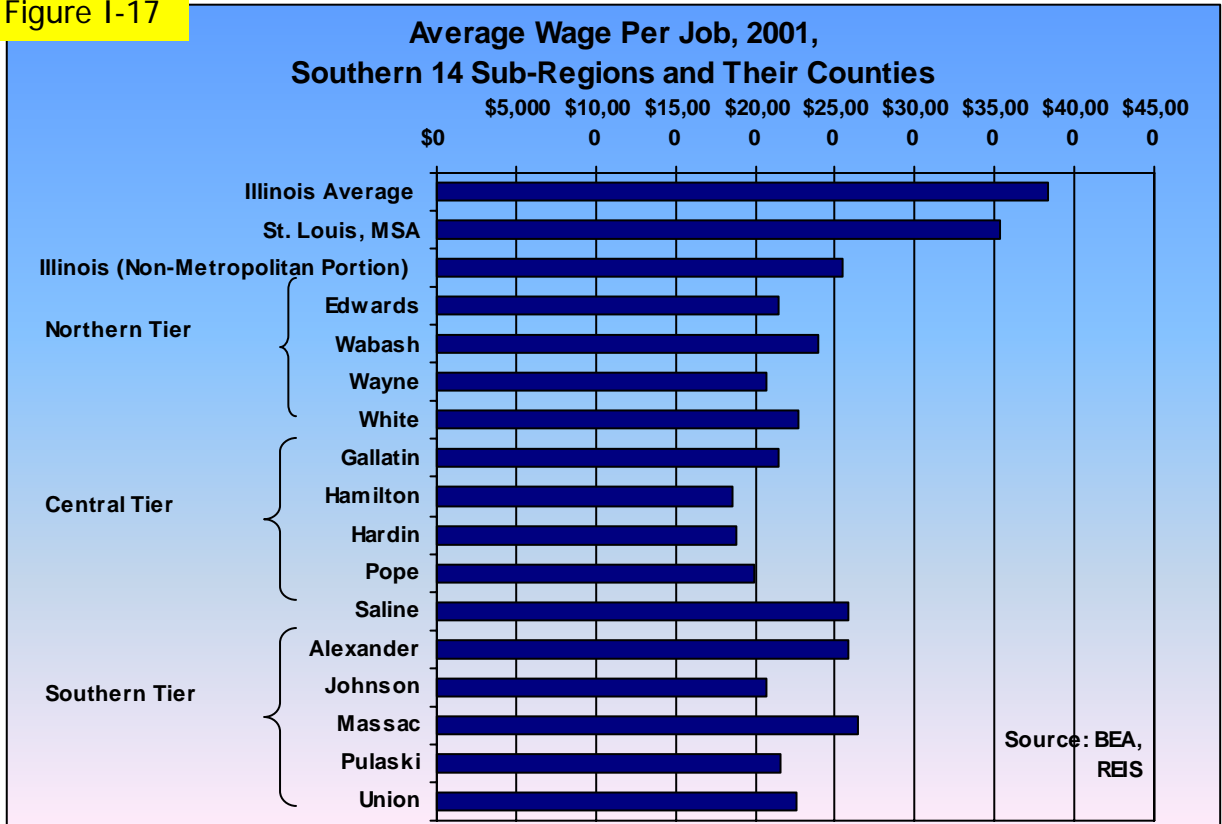


Figure I-16

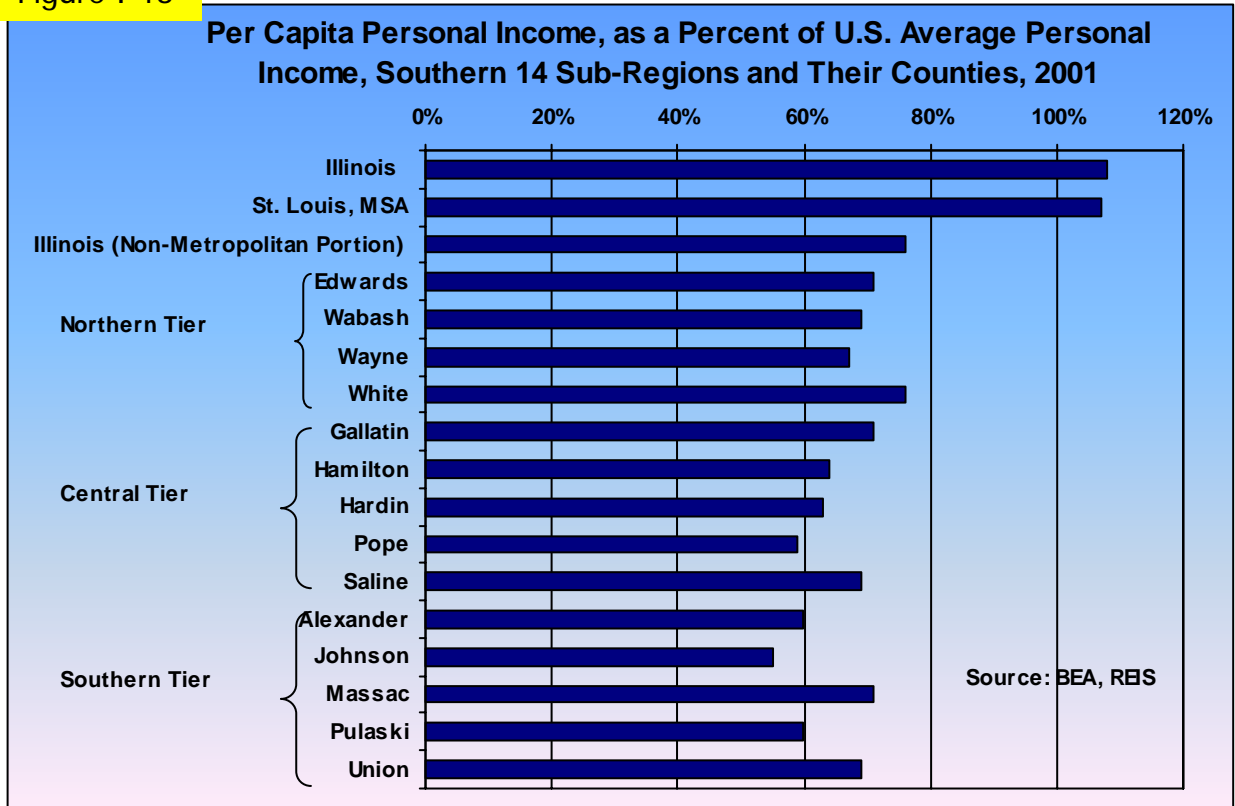




**Figure I-17**



**Figure I-18**



## The Southern 14 export base

No country in the 21<sup>st</sup> century global economy is completely self-sufficient. To a greater or lesser degree, all nations trade with other nations. Each nation tends to specialize in the production of some goods and/or services that it trades for goods and services produced in other countries. In the language of international trade, we call the industries whose output exceeds domestic usage that nation's *export* industries. Generally speaking, nations that are heavy exporters tend to be more prosperous than nations that are not. The reasons are straightforward:

- ⇒ Nations that export a lot can afford to import a lot in return.
- ⇒ Nations tend to export products that they can produce less expensively relative to other nations and they tend to import products where other nations have a comparative economic advantage. All participating nations gain from this exchange.
- ⇒ Higher productivity is the key. Nations and regions tend to export those goods and services in which their higher productivity confers competitive advantages in markets beyond their borders. That greater productivity stems from the following:
  - Producing beyond domestic needs enables a nation's producers to specialize in what they can do best, and to realize economies of scale inside their factories and other places of production.
  - External economies of scale arise as a specialized infrastructure, a qualified workforce, and clusters of local service firms develop to serve the special needs of the nation's export industries.

Of course, not all export industries are created equal; some are more desirable than others. Prosperous nations tend to specialize and become globally competitive in the production and export of high value-added, high-margin goods and services. The more efficient and productive a nation's export industries are, the more it can afford to import and the more prosperous it becomes. At the other end of the spectrum are nations that export little and/or export mainly low value-added, low-margin goods and services. These are semi-autarchic nations and/or commodity producing nations, and they tend to be less prosperous, often quite poor.

A few examples of actual nations will suffice to illustrate the point. Singapore, Hong Kong, Costa Rica, and Uruguay have populations of roughly the same size, in the range of 3.2 to 6.7 million, but their similarity ends there. The two Asian countries are very heavy exporters and their GDP per capita is very high. In both cases, commodities (i.e., agricultural and other raw materials, food, and fuel) comprise a small share of their total exports. In contrast, commodities comprise the bulk of the exports of Costa Rica and Uruguay, and the per capita GDP of these two Latin American countries is very low.

As it is with nations, so it is with regions within nations: those that export heavily tend to be more prosperous than those that do not. Regions that export mainly high value-added, high-margin goods and services tend to enjoy higher per capita incomes than those that export mainly low-margin commodities.<sup>3</sup> As Harvard Business School guru Michael Porter has strongly emphasized, the key to producing and exporting high-margin products is high productivity.

What are the Southern 14 Region's export industries today and what will they be tomorrow?<sup>4</sup> Will they be high-productivity, high value-added, high-margin industries? Or will they tend to be mainly commodity-producing industries offering relatively low wages and salaries?

## **Using Location Quotient to help identify the area's export industries**

In this section we search for the Southern 14 Region's export industries analytically with a tool called *Location Quotient Analysis*.<sup>5</sup>

Nations, as everybody knows, employ armies of statisticians to collect detailed data on exports and imports. Analysis of such data reveals the relative importance of various goods and services and makes the identification of a nation's export industries quite easy. Unfortunately, no one collects such data for areas like the Southern 14 Region. Therefore, we are compelled to employ surrogate measures and "devious" tools to tease information about the region's export industries from the data that are available.

Location Quotient Analysis (LQA) is one such "devious" tool. Its logic is quite simple: if a given industry in the region employs a higher percentage of the total regional workforce (i.e., it has a higher *Location Quotient* or "LQ") than that same industry does in a designated reference area (in this study, we use two reference areas: the entire United States and the State of Illinois), then we call that industry a *basic* industry in the region in question. Stretching a bit, we can take a basic industry to be the functional equivalent of an export industry.

The Southern 14 region had four major industrial sectors in which its concentration of jobs in 2004 impressively exceeded that of both the United States and the state of Illinois.<sup>6</sup> These were Agriculture, Forestry & Fishing, Mining, Transportation & Public Utilities, and Government (Table I-1 and Table I-2).

**Table I-1**

<b>Location Quotients for Major Sectors in Southern 14 and Sub-Regions</b>				
<b>Major Industrial Sector</b>	<b>vs. the United States</b>			
	<b>Southern 14</b>	<b>Northern Tier</b>	<b>Central Tier</b>	<b>Southern Tier</b>
Agriculture, Forestry, and Fishing	<b>2.61</b>	<b>3.00</b>	<b>2.74</b>	<b>2.16</b>
Mining	<b>8.69</b>	<b>11.14</b>	<b>13.44</b>	<b>2.69</b>
Construction	0.62	0.61	0.70	0.58
Manufacturing	0.89	<b>1.63</b>	0.39	0.57
Transportation and Public Utilities	<b>1.23</b>	0.83	1.06	<b>1.74</b>
Wholesale Trade	0.91	0.74	<b>1.86</b>	0.34
Retail Trade	0.94	0.95	<b>1.14</b>	0.79
Finance, Insurance, and Real Estate	0.54	0.65	0.55	0.44
Services	0.98	0.81	0.94	<b>1.17</b>
Government	<b>1.22</b>	0.79	1.04	<b>1.78</b>

Source: Dun & Bradstreet Marketplace database, 2nd quarter, 2004.

Examination of the Location Quotients in the three sub-regions comprising the Southern 14 Region area reveals both similarities and dissimilarities among them. All three sub-regions show high LQs (i.e., ones greater than 1.1) for Agriculture et al. and Mining. Two of them (the Central and Southern tiers) show strength in Government. From there, the differences emerge.

- ⇒ **The Northern Tier** is quite strong in Manufacturing, whose LQ is 1.63 vs. the United States and 1.43 vs. Illinois. The sub-region shows weakness in FIRE (Finance, Insurance, and Real Estate) and Wholesale Trade and it is none too strong in Construction. Retail Trade's LQs are close to parity (i.e., 1.0) versus both the state and nation, which signals that about the same proportion of the local workforce is in the sector as in the two larger jurisdictions.

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

- ⇒ **The Central Tier** shows strength in the Wholesale and Retail trade sectors as well as in Government. Its greatest weakness is in Manufacturing and FIRE. It is about on par with the state and nation in Transportation & Public Utilities and Services.
- ⇒ **The Southern Tier's** specialization is strong in Transportation & Public Utilities, Government, and Services. Its weaknesses lie in FIRE and Manufacturing. Like the Northern Tier, the Southern Tier's Construction sector does not show great strength.

**Table I-2**

<b>Location Quotients for Major Sectors in Southern 14 and Sub-Regions</b>				
<b>Major Industrial Sector</b>	<b>vs. Illinois</b>			
	<b>Southern 14</b>	<b>Northern Tier</b>	<b>Central Tier</b>	<b>Southern Tier</b>
Agriculture, Forestry, and Fishing	<b>3.01</b>	<b>3.45</b>	<b>3.15</b>	<b>2.48</b>
Mining	<b>18.02</b>	<b>23.09</b>	<b>27.85</b>	<b>5.57</b>
Construction	0.75	0.73	0.84	0.69
Manufacturing	0.78	<b>1.43</b>	0.34	0.51
Transportation and Public Utilities	<b>1.23</b>	0.83	1.06	<b>1.73</b>
Wholesale Trade	0.82	0.67	<b>1.68</b>	0.30
Retail Trade	1.04	1.04	<b>1.25</b>	0.87
Finance, Insurance, and Real Estate	0.43	0.52	0.44	0.35
Services	0.98	0.81	0.94	<b>1.18</b>
Government	<b>1.54</b>	0.99	<b>1.31</b>	<b>2.23</b>

Source: Dun & Bradstreet Marketplace database, 2nd quarter, 2004.

**Table I-3**

<b>Location Quotients of SIC 2-digit Industries in which the Southern 14 Region Displays LQs Significantly Higher than Either the United States or Illinois or Both</b>				
<b>SIC 2 Code</b>	<b>Industry Name</b>	<b>LQ versus:</b>		<b>Total Number of Employees in 2004</b>
		<b>US</b>	<b>Illinois</b>	
1	Agricultural Production - Crops	<b>5.90</b>	<b>4.68</b>	1,718
2	Agricultural Production - Livestock and Animal Specialties	<b>2.33</b>	<b>4.67</b>	371
12	Coal Mining	<b>27.88</b>	<b>28.39</b>	1,025
13	Oil and Gas Extraction	<b>3.84</b>	<b>18.88</b>	583
14	Mining and Quarrying of Nonmetallic Minerals, Except Fuels	<b>13.21</b>	<b>10.57</b>	533
16	Heavy Cnstrctn, Except Building Construction - Contractors	0.94	<b>1.66</b>	330
24	Lumber and Wood Products, Except Furniture	<b>1.34</b>	<b>3.45</b>	410
28	Chemicals and Allied Products	<b>1.47</b>	1.04	723
32	Stone, Clay, Glass, and Concrete Products	<b>1.64</b>	<b>2.15</b>	380
37	Transportation Equipment	<b>5.25</b>	<b>7.20</b>	3,240
41	Local, Suburban Transit & Interurbn Hgwy Passenger Transport	<b>1.34</b>	<b>1.26</b>	380
42	Motor Freight Transportation	<b>1.16</b>	0.98	1,041
43	United States Postal Service	<b>1.30</b>	<b>1.49</b>	388
44	Water Transportation	<b>14.62</b>	<b>22.95</b>	985
49	Electric, Gas and Sanitary Services	<b>1.86</b>	<b>2.84</b>	938
51	Wholesale Trade - Nondurable Goods	<b>1.23</b>	<b>1.20</b>	1,278
52	Building Matrials, Hrdwr, Garden Supply & Mobile Home Deals	<b>1.13</b>	<b>1.24</b>	507
54	Food Stores	<b>1.48</b>	<b>1.84</b>	1,940
55	Automotive Dealers and Gasoline Service Stations	<b>1.36</b>	<b>1.60</b>	1,291
60	Depository Institutions	<b>1.35</b>	1.03	946
76	Miscellaneous Repair Services	<b>1.20</b>	<b>1.23</b>	367
79	Amusement and Recreation Services	<b>1.46</b>	<b>1.45</b>	1,163
80	Health Services	<b>1.36</b>	<b>1.41</b>	6,700
82	Educational Services	<b>1.36</b>	<b>1.37</b>	5,206
83	Social Services	<b>1.50</b>	<b>1.62</b>	1,955
86	Membership Organizations	<b>1.74</b>	<b>1.60</b>	2,019

Source: Workforce Associates, Inc. computations on the basis of Dun & Bradstreet data.  
 Note 1: Private sector only.  
 Note 2: To be considered "significant," an industry's LQ must be 1.10 or greater and it must employ at least 300 workers.

Table I-3 displays the location quotients for some second-tier industries (the so-called “two-digit” industries) in which the Southern 14 Region employment is highly concentrated relative to the state and/or nation. Among those that qualify or may qualify as “export” industries are these:

- ⇒ Agricultural production of crops and livestock; Very large employment, high LQ vs. both U.S. and Illinois. Clearly this is a major export industry.
- ⇒ Coal Mining, Oil and Gas Extraction and other mining (SIC Codes 12, 13, and 13) show great competitive strength. Employment, although down from previous years, remains considerable in the Region. Obviously, these are strong export industries in the Southern 14 Region.
- ⇒ Transportation Equipment manufacturing employs more than 3,000 workers, pre dominantly in Edwards, Wayne, Massac, and White counties. Production is concentrated in a relatively few fairly large companies (e.g., Champion, Airtex Products, Teco Barge Lines, Trelleborg, Inc.). With a very high LQ, Transportation Equipment is definitely an export industry.
- ⇒ Motor Freight Transportation is an important component of the rapidly growing Logistics cluster of industries, as is Water Transportation. These industries provide transportation services as well as warehousing and storage services. The two industries employ more than two thousand workers in the Southern 14 Region. A large number of fairly small firms populate the Motor Freight Transportation industry, which is represented in all three sub-regions. The services of the industry are divided between local trucking and storage and an export-oriented portion that provides logistics support to rail and highway linkages that cross the region. Not surprisingly, the Water Transportation industry is concentrated in the Southern Tier of counties along the Ohio and Mississippi rivers. These logistics industries are important generators of export earnings in the Southern 14 region.
- ⇒ Amusement and Recreational Services employment in the Southern 14 Region is dominated by Massac County, mainly the gaming industry in Metropolis. To the degree that it attracts clients from beyond the region, the gaming industry is an export industry.
- ⇒ Health Care industry employment in the Southern 14 is spread among many sub-industries, of which hospitals and nursing care facilities are the largest. To the extent that hospitals as well as the offices of doctors and dentists in the Region primarily serve local clients, they do not qualify as exporters. Long-term care facilities, however, comprise a more mixed industry. Many features of the Southern 14 Region, particularly in its Central and Southern tiers, are attractive to retirees and the elderly. To the extent that the Health Care industry provides services to persons who relocate and bring their purchasing power here from other regions of the state or nation, it does qualify as an export industry.

Most of the remaining industries that combine high LQs and high employment are geared to supplying goods and services to customers resident in the Southern 14 area. That would include industries such as Food Stores (SIC 54), Automotive Dealers, etc. (SIC 55). It would also include Educational Services (SIC 80), which is dominated by K-12 schools, and Membership Organizations where civic and religious associations predominate. These, of course, are not export industries.

It should be noted that few of the two-digit Southern 14 Region industries combining both high LQs and high employment in 2000 are what might be characterized as “knowledge-intensive” industries. Few also are industries offering large numbers of high-skills, high-wage jobs. The exceptions to that generalization would be the health and educational services, which both offer a considerable number of premium jobs. This is not to say that there are not *some* well-paying jobs in other industries with both high LQs and high employments in the Southern 14 area, but such jobs are a fairly small proportion of total employment in those industries.

## Scenarios of potential future economic development

Here we develop two scenarios of how the Southern 14 regional economy could develop in the future. Scenario #1, the “Baseline Scenario,” corresponds to the most recent official projections of local economic and employment growth for the period 2000-2010. Scenario #2 is an “Aspirations Realized” scenario, and takes into account information gathered from interviews and focus groups to distinguish the desirability of the various scenarios according to explicit evaluation criteria and/or as they may be perceived by the local community.

### Scenario #1, the “Baseline”

The Illinois Department of Employment Security (IDES) regularly produces long-term projections of employment by industry and occupation. The making of these projections combines a model-based methodology provided by the Bureau of Labor Statistics (BLS) with on-the-spot insights supplied by IDES’s own staff, especially the regional economists *situated throughout the state*. *The latest IDES projections are for this present decade, 2000 to 2010.*

Table I-4 displays the IDES employment projections for the major industrial sectors in the Southern 14 and its three sub-regions. In total, employment in the Region is projected to grow by 3,611. This projected gain is fairly evenly distributed among the three sub-regions, with the Southern Tier getting slightly more than its northern counterparts.

Table I-4

Projected Job Change, 2000-2010, By Major Sector, Southern 14 and Sub-Regions				
Industry Title	Entire Southern 14	Northern Tier counties	Central Tier counties	Southern Tier counties
Total, All Industries	3,611	-	726	-
Agriculture, Forestry, & Fishing	-151	0	-11	0
Mining	135	0	91	0
Construction	130	0	48	0
Manufacturing	354	0	-18	0
Durable Goods Manufacturing	403	0	5	0
Nondurable Goods Manufacturing	-49	0	-23	0
Transportation, Communications, & Utilities	130	0	28	0
Transportation	116	0	27	0
Communications & Utilities	14	0	1	0
Wholesale & Retail Trade	709	0	156	0
Wholesale Trade	51	0	15	0
Retail Trade	657	0	141	0
Finance, Insurance, & Real Estate	27	0	7	0
Services	2,066	0	391	0
Government	214	0	34	0

Source: IDES projections  
 Note 1: n.g. means no projected job gains in this industry in this area.  
 Note 2: The three sub-regions do not always sum to the total for the entire Southern 14 Region. The reason for this is unclear.



Table I-5 shows the distribution of net job gains during the decade for the Southern 14 Region and the three sub-regions. Note that most job growth in all the areas is expected to come in the Services sector. Services are projected to account for over 57% of net job growth for the region as a whole. In the Southern Tier, the share of this sector is expected to be more than 67% of all net employment growth.

Retail Trade comes in second place for all areas. Durable Goods Manufacturing is projected to add over 9% of job growth in the Northern Tier but only negligible amounts in the other two tiers. The growth of employment in the Mining sector is projected to account for nearly 13% of job growth in the Central Tier. Two major sectors are projected to lose jobs in the Region and all three of its sub-regions. These job-losing sectors are Agriculture, Forestry, & Fishing and Nondurable Goods Manufacturing.

Health Services, within the broad Services sector, is the Southern 14 “two-digit” industry where job growth (856) is expected to be the greatest (Table I-6). The Educational Services industry is in second place, while Eating & Drinking Places come in third. None of these are “export” industries. By contrast, the Transportation Equipment manufacturing industry, which comes in fourth place, is a very significant export industry as is the Coal Mining industry in sixth place. Unfortunately, few of the other industries with significant projected job growth are export oriented.

Table I-6 lists 13 industries where net job losses are projected by the IDES. Agriculture Production (farming) leads this list. Private household help and the self-employed are the only other “industry” in which job losses are projected to be in triple digits.

### **Scenario #2, “Aspirations Realized”**

*Site Selection* magazine has identified factors that have an influence on business retention and economic development. There are infrastructure factors including the availability of skilled labor, highway accessibility, availability of financing, cost of land, and energy availability and costs. There are also quality of life factors such as climate, housing availability, health facilities, recreational opportunities, and crime rate.

In a survey of public and private sector representatives in southern Illinois conducted in September 2000, participants identified *availability of skilled labor*, highway accessibility, telecommunications services and availability of long-term financing as keys to economic development in the region. Survey participants also identified ratings of public schools, housing availability, health facilities, and educational opportunities as the prime quality of life factors effecting economic development and business retention.

The Southern 14 region does not lack economic development councils and agencies. Municipalities, counties, and clusters of counties have them. All of them work hard to attract and retain businesses for their areas. Much less does the region lack aspirations for its betterment. The interviews and focus groups conducted as part of this Community Audit revealed many hopes for the economic and social development of this region.

There is, however, no overarching economic plan for the entire region or the three tiers into which they conveniently are divided. The nearest approximation to a Southern 14 regional economic development plan may be *Opportunity Returns: Southern Region* which was recently published by the Illinois Department of Commerce and Economic Opportunity over the signature of Governor Rod R. Blagojevich.<sup>7</sup>

*Opportunity Returns: Southern Region* posits six goals specifically designed to respond to the economic and workforce development needs of the Southern region. They are these:



# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table I-5

## Percent of Projected Net Job Gains, 2000-2010, By Major Sector, Southern 14 and Sub-Regions

Industry Title	Entire Southern 14	Northern Tier counties	Central Tier counties	Southern Tier counties
Total, All Industries	100.0%	100.0%	100.0%	100.0%
Agriculture, Forestry, & Fishing	n.g.	n.g.	n.g.	n.g.
Mining	3.7%	0.9%	12.7%	n.g.
Construction	3.6%	6.5%	6.4%	5.0%
Manufacturing	9.8%	7.4%	n.g.	n.g.
Durable Goods Manufacturing	11.2%	9.2%	0.6%	0.0%
Nondurable Goods Manufacturing	n.g.	n.g.	n.g.	n.g.
Transportation, Communications, & Utilities	3.6%	4.5%	6.0%	1.7%
Transportation	3.2%	4.2%	5.6%	1.1%
Communications & Utilities	0.4%	0.4%	0.3%	0.3%
Wholesale & Retail Trade	19.6%	24.1%	20.0%	19.1%
Wholesale Trade	1.4%	1.9%	2.4%	0.9%
Retail Trade	18.2%	22.2%	17.6%	18.1%
Finance, Insurance, & Real Estate	0.7%	1.2%	5.5%	0.8%
Services	57.2%	57.5%	52.0%	67.5%
Government	5.9%	3.0%	4.2%	10.5%

Source: IDES projections Note: n.g. means no projected job gains in this industry in this area.

Table I-6

## Two-Digit Industries Projected to Show Largest Job Growth in the Southern 14, 2000-2010

SIC	Industry Title	Employment		Employment Change	
		2000	2010	Number	Percent
80	Health Services	6,579	7,435	856	13.0%
82	Educational Services	5,943	6,620	677	11.4%
58	Eating & Drinking Places	2,662	3,090	428	16.1%
37	Transportation Equipment	3,126	3,491	365	11.7%
83	Social Services	1,675	1,877	202	12.1%
12	Coal Mining	1,646	1,826	180	10.9%
92	State Government, Except Ed. & Hosp.	2,318	2,460	142	6.1%
17	Special Trade Contractors	1,102	1,242	140	12.7%
73	Miscellaneous Business Services	454	594	140	30.8%
42	Trucking & Warehousing	857	986	129	15.1%
59	Miscellaneous Retail Stores	746	847	101	13.5%
93	Local Government, Except Ed. & Hosp.	2,674	2,761	87	3.3%
87	Engineering, Acctg., & Mgmt. Services	529	607	78	14.7%
07	Agricultural Services	148	205	57	38.5%

Source: IDES Note: Only industries with at a projected job gain of at least 50 are shown in this table.

## **1. Modernize and Expand Local Businesses**

- ⇒ Help Regional Employers Retain and Add Jobs
- ⇒ Support Manufacturing Modernization
- ⇒ Reduce the Cost of Doing Business
- ⇒ Promote New Business Locations

## **2. Improve Local Infrastructure**

- ⇒ Help Communities Upgrade Water and Sewer Systems
- ⇒ Expand Broadband for Growth
- ⇒ Address Transportation Needs

## **3. Strengthen Education and Job Training**

- ⇒ Expand Facilities at SIUC
- ⇒ Support Community Colleges
- ⇒ Improve Local Schools
- ⇒ Develop the “21st Century Jobs” Training Initiative

## **4. Support Coal Industry and Use of Renewable Energy**

- ⇒ Build the Case for FutureGen
- ⇒ Establish the Coal Competitiveness Grant Program
- ⇒ Improve Transportation/Distribution of Coal
- ⇒ Promote and Assist Ethanol Production

## **5. Promote Regional Tourism**

- ⇒ Create a Tourism and Hospitality Training Program
- ⇒ Support Recreational Opportunities

## **6. Assist Entrepreneurs and Small Business**

- ⇒ Support Value-Added Agriculture
- ⇒ Develop the Entrepreneurship Center
- ⇒ Create the Illinois Opportunity Fund
- ⇒ Expand “Buy Illinois”
- ⇒ Conduct Sector-Specific Foreign Trade Missions

Suppose, for the sake of this Scenario, that all of these aspirations and goals were achieved in what might be called a “reasonable measure” by the end of this present decade. If they were, how might they affect the pattern of industrial employment? Table 7 indicates how Scenario #2 might translate into employment by major industrial sector. These changes result from the following posited developments:

- ⇒ Viticulture, aquaculture, cheese-making and other types of non-traditional agriculture build momentum in the last half of this decade. The result is to add 500 new jobs to the Agriculture, Forestry & Fishing sector. This compares to a net loss of 151 jobs in Scenario #1 (IDES projections).
- ⇒ National and state developments in energy policy accelerate the recovery of the Southern 14 coal mining and oil & gas extraction industries. The result boosts employment in the Mining sector by 405 jobs, in contrast to only 135 as projected by IDES.
- ⇒ Durable Goods Manufacturing strengthens in the Southern 14 Region, especially in The net result is that 7,521 new jobs are created in the Transportation Equipment

industry. The result is to add 906 Manufacturing sector jobs rather than 354 as projected by the IDES.

- ⇒ Non-Durable Goods Manufacturing adds 100 new jobs (rather than losing 49 of them), not least of all in the food processing industry due to the expansion of alternative agriculture.
- ⇒ Transportation, Communications, and Utilities expand employment by 192 jobs, mainly to meet the demand derived from expansion elsewhere in the regional economy, but also because of expanded shipping on the Ohio and Mississippi rivers and the interstate highways that cross the Region.
- ⇒ More buoyant economic activity drives job growth in the Wholesale & Retail Trade, Services, Construction and Government sectors.
- ⇒ the decade from 2000 to 2010. This represents an increase 10.7% over employment in the year 2000. And it compares to job growth of only 3,311 in Scenario #1 (i.e., according to the IDES projections.)

Is Scenario #2 feasible and within reach? We believe it is. In each of Southern 14's sub-regions, the business climate can contribute positively or negatively to the environment in which businesses operate. A good business climate is safe and stable for business and provides strong and supportive government, quality education and labor, and favorable taxation policies among other factors that contribute to economic development. Much of the remainder of this report will describe the workforce implications of realizing the happier results of Scenario #2 in the Northern, Central and Southern tiers of the Southern 14 Workforce Investment Area.

Merely stating the possibility of a positive outcome, however, does little to bring it about. To move beyond the "baseline" scenario, businesses, government agencies, and organizations devoted to economic and workforce development will need to work together in unified and unprecedented ways. This study is a first step in that direction. The Southern 14 area clearly has economic strengths and advantages that could be leveraged to create opportunities, but it takes an active and concerted effort to do so – just because an advantage exists now does not mean that it will remain if nothing is done to maintain the "edge." There are plenty of problems to address and threats to ward off and the Southern 14's workforce efforts need to become proactive lest the region lose the opportunities that its strengths and advantages can create.

## **Chapter II**

# **Workforce Needs for the Southern 14 Region's 21<sup>st</sup> Century Economy**

As part of Scenario #1 of the previous chapter we explored IDES employment projections for 2000-2010 by major industrial sectors and also for certain more narrowly defined “two-digit” industries.

This chapter first examines the BLS projections of national occupational employment for the period 2002 to 2012. It then moves on to look at those future jobs through the lenses of the O\*NET skills groups to identify the knowledge and skill sets distinguishing the occupations that are projected to grow in years to come from those that are projected to shrink. Against that background of national occupational projections, the chapter sets out the IDES employment projections by occupation for this decade and compares the skills required for expanding occupations from those that are contracting in the Southern 14 Region.

### **Employment projections for the US economy, 2002 to 2012**

The long-term trend toward a services-producing economy seems certain to continue unabated throughout the first decade of the 21st century and beyond. All of the net job growth in the nation's economy during the decade from 2002-2012 will come in the service-providing industries.<sup>8</sup> The most recent projections of the BLS for the year 2012 foresee a continued contraction of employment in the goods-producing industries – agriculture, mining, and manufacturing.

Focusing mainly on the shifting industrial structure tends to obscure an even more fundamental transformation that is taking place; namely, the shift toward a knowledge-based economy. This becomes more evident as we examine the economy's changing occupational composition and the changing levels of education, skills, and knowledge that the most rapidly growing occupations require.

Figure II-1 and Table II-1 summarize the latest BLS projections of job growth by major occupational group. According to these data, nearly a third (30.3%) of job growth in this decade will come in the “Professional and Related” occupations, and another 11.2% will come in “Managerial, Business, and Financial” occupations. The vast majority of occupations in these two broad categories are knowledge-based, as are a substantial share of those grouped under “Service” occupations which will account for another 25% of U.S. job growth from 2002-2012..

A closer look at the specific occupations in which jobs are expected to grow and those in which jobs should contract is quite instructive. Table II-2 shows the ten occupations projected to grow most rapidly in the US economy from 2002 to 2012. Strikingly, virtually all of these occupations fall into either the information technology or health care fields of work. Even more interestingly, more than half of them require some kind of postsecondary education. Generally, the occupations typically requiring education beyond high school tend to pay much better than those that do not. In short, well-paying jobs requiring education and training beyond a high school diploma practically fill this list of the very fastest growing occupations in the US economy. Another very significant characteristic of several rapidly growing occupations is that they are new; they did not exist even in 1990. Or, if they did exist, the content of their work has changed dramatically. The age of rapid technological innovation will bring many surprises, but of one thing we can be sure: many more new occupations requiring new kinds of skills and knowledge will emerge by 2012.

**Figure II-1**



**Table II-1**

### Employment Projections for the United States Major Occupational Groups, 2002-2012

Title of Occupational Group	Total employment (in thousands)		2002-2012 change in total employment		Average Annual Number of Job Openings (in thousands)		
	2002	2012	Number (in thousands)	Percentage	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	144,014	165,319	21,305	14.8%	2,131	3,389	5,477
Management	10,056	11,277	1,221	12.1%	122	173	295
Business and Financial Operations	5,445	6,606	1,162	21.3%	116	97	213
Computer and Mathematical	3,018	4,069	1,051	34.8%	105	41	146
Architecture and Engineering	2,587	2,809	222	8.6%	22	57	80
Life, Physical, and Social Science	1,237	1,450	212	17.2%	21	30	51
Community and Social Services	2,190	2,764	574	26.2%	57	42	99
Legal	1,168	1,357	190	16.2%	19	14	33
Education, Training, and Library	8,530	10,639	2,109	24.7%	211	178	389
Arts, Design, Entertainment, Sports, and Media	2,377	2,769	393	16.5%	39	45	85
Healthcare Practitioners and Technical	6,580	8,288	1,708	26.0%	171	125	296
Healthcare Support	3,310	4,452	1,143	34.5%	114	53	167
Protective Service	3,116	3,885	769	24.7%	77	88	165
Food Preparation and Serving Related	10,200	11,807	1,607	15.8%	161	405	566
Building and Grounds Cleaning and Maintenance	5,485	6,386	901	16.4%	90	110	200
Personal Care and Service	4,458	5,375	917	20.6%	92	107	198
Sales and Related	15,260	17,231	1,971	12.9%	197	487	690
Office and Administrative Support	23,851	25,464	1,613	6.8%	161	545	750
Farming, Fishing, and Forestry	1,072	1,107	35	3.3%	4	29	33
Construction and Extraction	7,292	8,388	1,096	15.0%	110	145	255
Installation, Maintenance, and Repair	5,696	6,472	776	13.6%	78	131	209
Production	11,258	11,612	354	3.1%	35	268	336
Transportation and Material Moving	9,828	11,111	1,282	13.0%	128	220	220

Source: BLS

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table II-2

The Ten Occupations With the Fastest Job Growth, United States, 2002-2012					
Occupation	Total employment (in thousands)		2002-2012 change in total employment		Education & Training Level
	2002	2012	Number (thousands)	Percent	
Medical assistants	365	579	215	59%	Moderate-term on-the-job training
Network systems and data communications analysts	186	292	106	57%	Bachelor's degree
Physician assistants	63	94	31	49%	Bachelor's degree
Social and human service assistants	305	454	149	49%	Moderate-term on-the-job training
Home health aides	580	859	279	48%	Short-term on-the-job training
Medical records and health information technicians	147	216	69	47%	Associate degree
Physical therapist aides	37	54	17	46%	Short-term on-the-job training
Computer software engineers, applications	394	573	179	46%	Bachelor's degree
Computer software engineers, systems software	281	409	128	45%	Bachelor's degree
Physical therapist assistants	50	73	22	45%	Associate degree

Source: Bureau of Labor Statistics

Table II-3

Employment Projections for the Illinois, Major Occupational Groups, 2000-2010							
Title of Occupational Group	Total employment		2000-2010 change in total employment		Average Annual Number of Job Openings		
	2000	2010	Number	Percent	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	6,573,411	7,359,631	786,220	12.0%	78,622	154,110	232,732
Management	574,082	633,323	59,241	10.3%	5,924	9,417	15,341
Business and Financial Operations	257,371	299,158	41,787	16.2%	4,179	4,904	9,082
Computer and Mathematical	139,675	212,585	72,910	52.2%	7,291	1,361	8,652
Architecture and Engineering	103,505	111,760	8,255	8.0%	826	2,141	2,967
Life, Physical, and Social Science	42,845	48,461	5,616	13.1%	562	1,207	1,769
Community and Social Services	87,925	107,185	19,260	21.9%	1,926	1,467	3,393
Legal	47,085	52,697	5,612	11.9%	561	389	950
Education, Training, and Library	357,587	420,815	63,228	17.7%	6,323	7,581	13,903
Arts, Design, Entertainment, Sports, and Media	92,613	106,295	13,682	14.8%	1,368	1,776	3,145
Healthcare Practitioners and Technical	290,933	349,145	58,212	20.0%	5,821	6,105	11,926
Healthcare Support	117,539	147,187	29,648	25.2%	2,965	2,098	5,062
Protective Service	116,107	143,035	26,928	23.2%	2,693	3,398	6,090
Food Preparation and Serving Related	425,411	481,176	55,765	13.1%	5,577	18,966	24,542
Building and Grounds Cleaning and Maintenance	226,138	255,849	29,711	13.1%	2,971	4,558	7,529
Personal Care and Service	157,270	178,874	21,604	13.7%	2,160	4,820	6,980
Sales and Related	641,150	697,276	56,126	8.8%	5,613	20,316	25,929
Office and Administrative Support	1,108,814	1,177,367	68,553	6.2%	6,855	23,107	29,963
Farming, Fishing, and Forestry	108,484	107,288	-1,196	-1.1%	0	3,023	3,023
Construction and Extraction	290,169	333,189	43,020	14.8%	4,302	5,437	9,739
Installation, Maintenance, and Repair	228,199	248,487	20,288	8.9%	2,029	5,053	7,081
Production	672,688	704,443	31,755	4.7%	3,176	15,251	18,426
Transportation and Material Moving	487,821	544,036	56,215	11.5%	5,622	11,738	17,359

Source: IDES projections.

Figure II-2

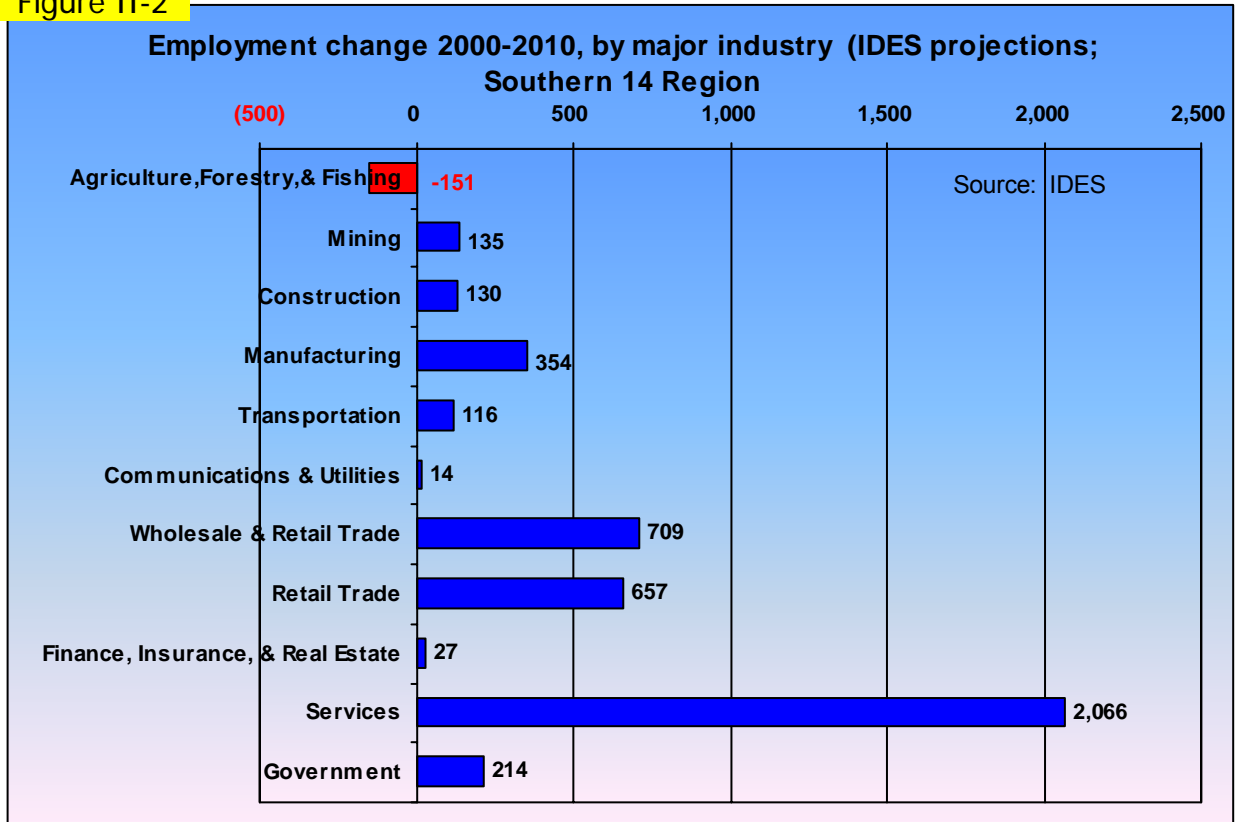
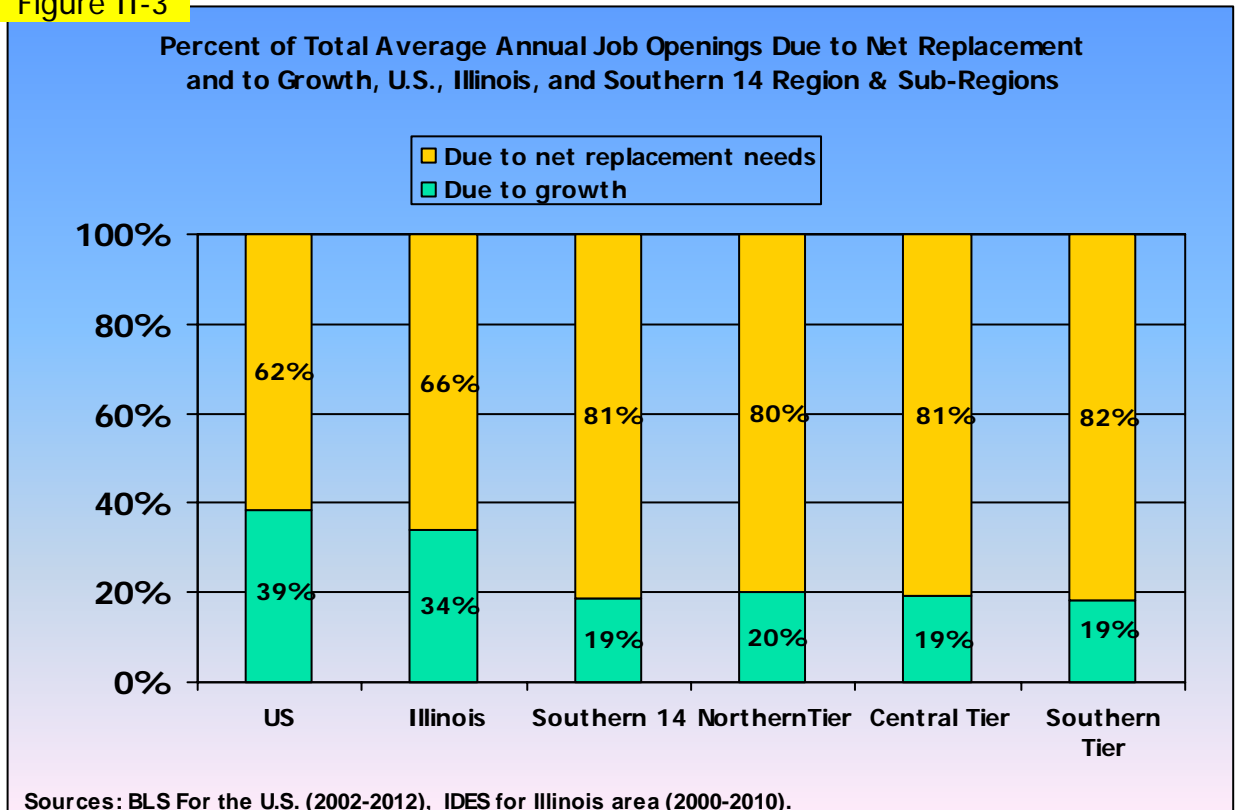


Figure II-3





Economic growth will not be the only source of job openings during the period 2002-2012. This decade will see a rising tide of retirements as members of the Baby Boom generation move into their 50s and 60s. Additionally, many workers will leave their old occupations to enter new ones. In fact, over 62% of total projected job openings in the US economy during this period will come about due to “net replacements,” i.e., because of the need to replace workers who have left the workforce or switched occupations (Figure II-3). The only major group with fewer openings from replacement needs than from employment growth is professional and related occupations, the fastest growing. Even within this group, according to the BLS, replacement openings exceed growth openings in three subgroups — architecture and engineering; life, physical, and social scientists; and arts, design, entertainment, sports, and media occupations.<sup>9</sup>

## Employment projections for Illinois, 2000 to 2010

As noted in the previous chapter, the most recent employment projections provided by the Illinois Department of Employment Security (IDES) cover the decade 2000 to 2010. As with the national job projections, those for Illinois indicate growth mainly in the service-producing occupations (Table II-3). Computer and Mathematical occupations are the occupational group projected to add jobs at the fastest rate during this decade in Illinois. The largest number of job openings, however, will come in the Office and Administrative Support group of occupations. As in the nation, the job openings due to net replacement need (over 66% of them) will account for the total (Figure II-3).

## Occupational employment projections for the Southern 14 region and its sub-regions, 2000 to 2010

Table II-4 summarizes the occupational job projections for the Southern 14 region. Tables II-5, II-6, and II-7 do the same for the Northern, Central and Southern tiers. Scenario #1 (the IDES projection) foresees a growth of 3,610 during this decade for the region as a whole. That amounts to a 5.1% expansion of the regional job base. On average, the region should expect nearly 2,000 job openings annually during this decade, 1,578 from net replacements and the remainder from economic growth. As in the nation and state, the Computer and Mathematical occupational group is slated to grow the fastest (by 33.7%), although that translates into only 19 new jobs per year. Farming, Fishing and Forestry is the occupational group expected to offer the greatest number of job openings per year (209), all of them due net replacements. Indeed, job numbers in this occupational group are expected to contract by 104 over the course of the decade.

Table II-5 shows the occupational employment projections for the Northern Tier of counties. For this sub-region, the largest numbers of job openings due to growth and also to net replacement are in the Production occupations. These represent, in large measure, manufacturing job growth. Farming, Fishing and Forestry occupations are slated to offer the largest number of job openings in this decade in the Central Tier (Table II-6) and the Southern Tier (Table II-7).

## Comparing the structure of job openings in the Nation, State, and the Southern 14 region

The structure of job openings at the state and national level are roughly similar (Table II-8). Taken together, a series of relatively low-paying occupational groups will account for a large share of total job openings. These groups include Sales and Administrative Support occupations, Sales and Related occupations, and Food Preparation & Serving Related occupations.

**Table II-4**

<b>Employment Projections for the Southern 14 Region Major Occupational Groups, 2000-2010</b>							
Title of Occupational Group	Total employment		2000-2010 change in total employment		Average Annual Number of Job Openings		
	2000	2010	Number	Percent	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	70,165	73,775	3,610	5.1%	361	1,578	1,939
Management	11,677	11,722	45	0.4%	5	122	126
Business and Financial Operations	1,521	1,615	94	6.2%	9	31	40
Computer and Mathematical	576	770	194	33.7%	19	6	25
Architecture and Engineering	607	614	7	1.2%	1	13	14
Life, Physical, and Social Science	427	466	39	9.1%	4	13	17
Community and Social Services	1,224	1,389	165	13.5%	17	19	36
Legal	329	353	24	7.3%	2	4	6
Education, Training, and Library	4,240	4,865	625	14.7%	63	90	152
Arts, Design, Entertainment, Sports, and Media	569	627	58	10.2%	6	11	17
Healthcare Practitioners and Technical	3,619	4,127	508	14.0%	51	75	126
Healthcare Support	1,488	1,758	270	18.1%	27	26	53
Protective Service	1,216	1,377	161	13.2%	16	35	51
Food Preparation and Serving Related	3,576	3,950	374	10.5%	37	159	196
Building and Grounds Cleaning and Maintenance	1,924	1,956	32	1.7%	3	39	43
Personal Care and Service	1,644	1,775	131	8.0%	13	47	60
Sales and Related	4,337	4,627	290	6.7%	29	143	172
Office and Administrative Support	8,643	8,517	-126	-1.5%	0	184	184
Farming, Fishing, and Forestry	7,468	7,364	-104	-1.4%	0	209	209
Construction and Extraction	3,356	3,633	277	8.3%	28	80	107
Installation, Maintenance, and Repair	2,334	2,465	131	5.6%	13	54	67
Production	4,913	5,121	208	4.2%	21	111	132
Transportation and Material Moving	4,477	4,684	207	4.6%	21	108	129

Source: IDES projections.

**Table II-5**

<b>Employment Projections for the Northern Tier Major Occupational Groups, 2000-2010</b>							
Title of Occupational Group	Total employment		2000-2010 change in total employment		Average Annual Number of Job Openings		
	2000	2010	Number	Percent	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	24,925	26,279	1,354	5.4%	136	535	671
Management	4,331	4,363	32	0.7%	4	43	47
Business and Financial Operations	418	464	46	11.0%	4	9	13
Computer and Mathematical	144	198	54	37.5%	6	0	7
Architecture and Engineering	240	256	16	6.7%	3	7	8
Life, Physical, and Social Science	65	70	5	7.7%	0	2	3
Community and Social Services	337	399	62	18.4%	8	5	11
Legal	63	66	3	4.8%	0	0	0
Education, Training, and Library	1,318	1,508	190	14.4%	20	25	44
Arts, Design, Entertainment, Sports, and Media	115	130	15	13.0%	2	1	2
Healthcare Practitioners and Technical	1,023	1,172	149	14.6%	16	21	34
Healthcare Support	438	516	78	17.8%	7	8	16
Protective Service	287	303	16	5.6%	2	8	9
Food Preparation and Serving Related	1,100	1,236	136	12.4%	14	50	62
Building and Grounds Cleaning and Maintenance	645	651	6	0.9%	2	13	14
Personal Care and Service	426	451	25	5.9%	2	12	15
Sales and Related	1,750	1,854	104	5.9%	10	54	63
Office and Administrative Support	2,751	2,737	-14	-0.5%	1	61	63
Farming, Fishing, and Forestry	2,792	2,755	-37	-1.3%	0	75	75
Construction and Extraction	1,192	1,285	93	7.8%	9	25	34
Installation, Maintenance, and Repair	895	968	73	8.2%	7	21	28
Production	2,911	3,120	209	7.2%	21	63	84
Transportation and Material Moving	1,681	1,773	92	5.5%	10	38	49

Source: IDES projections. Note: Some data for smaller counties were not available because of confidentiality restrictions.

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

**Table II-6**

## Employment Projections for the Central Tier Major Occupational Groups, 2000-2010

Title of Occupational Group	Total employment		2000-2010 change in total employment		Average Annual Number of Job Openings		
	2000	2010	Number	Percent	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	20,128	21,149	1,021	5.1%	102	434	537
Management	3,544	3,550	6	0.2%	2	33	35
Business and Financial Operations	395	419	24	6.1%	2	7	10
Computer and Mathematical	121	159	38	31.4%	4	1	5
Architecture and Engineering	76	77	1	1.3%	0	2	2
Life, Physical, and Social Science	65	72	7	10.8%	1	2	2
Community and Social Services	374	424	50	13.4%	5	7	11
Legal	94	98	4	4.3%	0	1	1
Education, Training, and Library	1,390	1,599	209	15.0%	21	27	48
Arts, Design, Entertainment, Sports, and Media	95	100	5	5.3%	1	2	2
Healthcare Practitioners and Technical	1,101	1,246	145	13.2%	15	22	35
Healthcare Support	457	539	82	17.9%	8	7	16
Protective Service	333	366	33	9.9%	2	10	12
Food Preparation and Serving Related	977	1,085	108	11.1%	11	46	56
Building and Grounds Cleaning and Maintenance	533	524	-9	-1.7%	0	10	10
Personal Care and Service	418	445	27	6.5%	3	11	15
Sales and Related	1,372	1,454	82	6.0%	9	44	51
Office and Administrative Support	2,350	2,328	-22	-0.9%	0	53	53
Farming, Fishing, and Forestry	2,236	2,194	-42	-1.9%	0	60	60
Construction and Extraction	1,363	1,499	136	10.0%	15	33	48
Installation, Maintenance, and Repair	657	697	40	6.1%	4	16	20
Production	732	733	1	0.1%	0	16	17
Transportation and Material Moving	1,424	1,514	90	6.3%	9	33	42

Source: IDES projections. Note: Some data for smaller counties were not available because of confidentiality restrictions.

**Table II-7**

## Employment Projections for the Southern Tier Major Occupational Groups, 2000-2010

Title of Occupational Group	Total employment		2000-2010 change in total employment		Average Annual Number of Job Openings		
	2000	2010	Number	Percent	Due to growth	Due to net replacement needs	Total
<b>Total, All Occupations</b>	25,113	26,336	1,223	4.9%	122	540	661
Management	4,264	4,288	24	0.6%	3	44	48
Business and Financial Operations	581	605	24	4.1%	2	12	14
Computer and Mathematical	166	238	72	43.4%	7	1	10
Architecture and Engineering	123	121	-2	-1.6%	0	2	2
Life, Physical, and Social Science	171	187	16	9.4%	2	6	7
Community and Social Services	591	669	78	13.2%	7	9	17
Legal	159	164	5	3.1%	0	1	3
Education, Training, and Library	1,669	1,910	241	14.4%	24	31	57
Arts, Design, Entertainment, Sports, and Media	200	214	14	7.0%	2	2	5
Healthcare Practitioners and Technical	1,510	1,701	191	12.6%	20	30	49
Healthcare Support	623	740	117	18.8%	12	10	22
Protective Service	662	779	117	17.7%	12	17	30
Food Preparation and Serving Related	1,417	1,553	136	9.6%	14	64	77
Building and Grounds Cleaning and Maintenance	816	836	20	2.5%	3	16	17
Personal Care and Service	765	844	79	10.3%	7	22	29
Sales and Related	1,470	1,564	94	6.4%	10	46	55
Office and Administrative Support	3,180	3,144	-36	-1.1%	0	68	68
Farming, Fishing, and Forestry	2,638	2,594	-44	-1.7%	0	73	73
Construction and Extraction	922	940	18	2.0%	5	16	21
Installation, Maintenance, and Repair	592	599	7	1.2%	1	13	14
Production	1,138	1,144	6	0.5%	1	24	25
Transportation and Material Moving	1,456	1,502	46	3.2%	6	32	37

Source: IDES projections. Note: Some data for smaller counties were not available because of confidentiality restrictions.

**Table II-8**

Title of Occupational Group	Area					
	US (2002-12)	Illinois (2000-10)	LWIA 26 (2000-10)	Northern Tier (2000-10)	Central Tier (2000-10)	Southern Tier (2000-10)
<b>Total, All Occupations</b>	100%	100.0%	100.0%	100.0%	100.0%	100.0%
Management	5%	6.6%	6.5%	7.0%	6.5%	7.3%
Business and Financial Operations	4%	3.9%	2.1%	1.9%	1.9%	2.1%
Computer and Mathematical	3%	3.7%	1.3%	1.0%	0.9%	1.5%
Architecture and Engineering	1%	1.3%	0.7%	1.2%	0.4%	0.3%
Life, Physical, and Social Science	1%	0.8%	0.9%	0.4%	0.4%	1.1%
Community and Social Services	2%	1.5%	1.9%	1.6%	2.0%	2.6%
Legal	1%	0.4%	0.3%	0.0%	0.2%	0.5%
Education, Training, and Library	7%	6.0%	7.8%	6.6%	8.9%	8.6%
Arts, Design, Entertainment, Sports, and Media	2%	1.4%	0.9%	0.3%	0.4%	0.8%
Healthcare Practitioners and Technical	5%	5.1%	6.5%	5.1%	6.5%	7.4%
Healthcare Support	3%	2.2%	2.7%	2.4%	3.0%	3.3%
Protective Service	3%	2.6%	2.6%	1.3%	2.2%	4.5%
Food Preparation and Serving Related	10%	10.5%	10.1%	9.2%	10.4%	11.6%
Building and Grounds Cleaning and Maintenance	4%	3.2%	2.2%	2.1%	1.9%	2.6%
Personal Care and Service	4%	3.0%	3.1%	2.2%	2.8%	4.4%
Sales and Related	13%	11.1%	8.9%	9.4%	9.5%	8.3%
Office and Administrative Support	14%	12.9%	9.5%	9.4%	9.9%	10.3%
Farming, Fishing, and Forestry	1%	1.3%	10.8%	11.2%	11.2%	11.0%
Construction and Extraction	5%	4.2%	5.5%	5.1%	8.9%	3.2%
Installation, Maintenance, and Repair	4%	3.0%	3.5%	4.2%	3.7%	2.1%
Production	6%	7.9%	6.8%	12.5%	3.2%	3.8%
Transportation and Material Moving	4%	7.5%	6.7%	7.3%	7.8%	5.6%

Sources: BLS for U.S. (2002-2012). IDES for other areas (2000-2010).

The pattern of job openings in the Southern 14 region and all three of its sub-regions differs markedly from those of the state and nation. The big difference is the importance of job openings in Farming, Fishing and Forestry occupations in the local region. Whereas these occupations are expected to account for 1% and 1.3% of all job openings in the nation and state, respectively, they will offer 11% of the total in the Southern 14 Region and its sub regions.<sup>10</sup>

A much higher proportion of total job openings in the Southern 14 Region will occur due to net replacement needs than in the nation or state (Figure II-3). Whereas 62% and 66% of job openings in the nation and state, respectively, will be due to net replacements, over 80% of total job openings in the Southern 14 and its sub-regions will arise from this source. That means that job growth in the local area is far less important as a generator of job in the Southern 14 than in the nation and state. It is a signal that the local economy is not as dynamic in terms of business and employment growth as would be hoped.

## Future local demand for various skill sets

We gain insight into the changing demand for workers with various levels of skills by combining industrial and occupational employment projections with skills information from the O\*NET database. O\*NET (the Occupational Information Network) is a comprehensive database of worker attributes and job characteristics. As the replacement for the *Dictionary of Occupational Titles* (DOT), it is becoming the nation's primary source of occupational information. It is a resource that supports public and private sector efforts to identify and develop the skills of the American workforce, and it provides a common language for discussing the skill and knowledge requirements for specific occupations.

O\*NET is extraordinarily comprehensive and detailed. Its database provides occupational profiles according to a large number of skills.<sup>11</sup> A partial listing of them includes these:

- ⇒ *Basic Skills* - developed capacities that facilitate learning and information acquisition
- ⇒ *Content Skills* - fundamental skills needed to work with or acquire more specific skills
- ⇒ *Process Skills* - procedures that contribute to the more rapid acquisition of knowledge and skill
- ⇒ *Cross-Functional Skills* - developed capacities that facilitate performance of activities that occur across jobs
- ⇒ *Social Skills* - developed capacities used to work with people to achieve goals
- ⇒ *Complex Problem-Solving Skills* - developed capacities used to solve novel, ill-defined problems in complex, real-world settings
- ⇒ *Technical Skills* - developed capacities used to design, set up, operate, and correct malfunctions involving application of machines or technological systems
- ⇒ *Systems Skills* - developed capacities used to understand, monitor and improve socio-technical systems
- ⇒ *Resource Management Skills* - developed capacities used to allocate resources efficiently

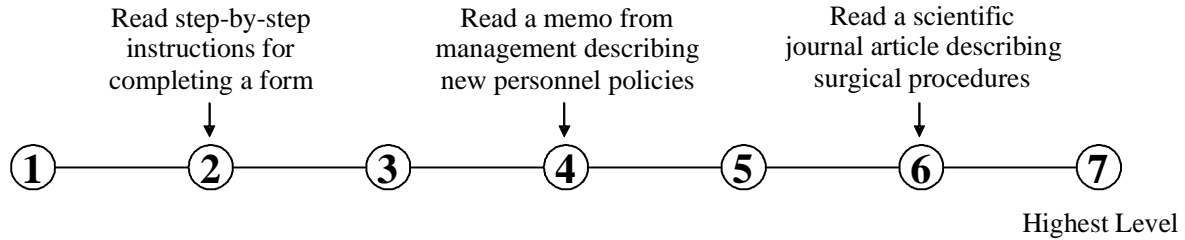
O\*NET's great volume and breadth of skills information is impossible to list or even to summarize for the occupations prevalent in the Southern 14 region. By visiting the O\*NET Web site, an inquisitive person may obtain indicators of the importance of these various skills for many hundreds of specific occupations. The site also provides numerical values denoting the level of each skill typically required for all these occupations.

It is instructive, however, to examine the a few of the skill levels attendant to the occupations projected to grow most rapidly in the Southern 14 Region from 2000 to 2010. For this, we have selected these:

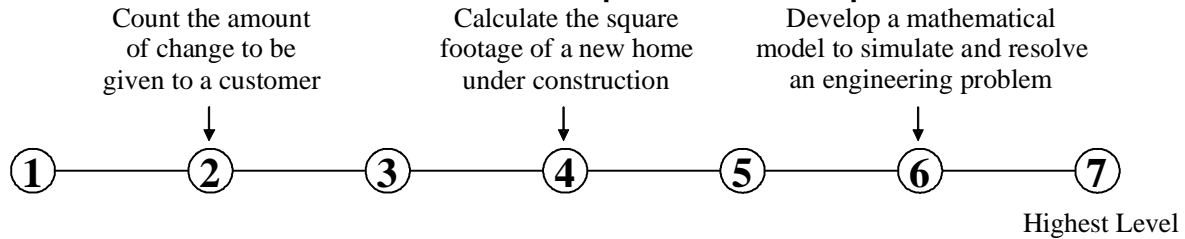
⇒ <b>Reading Comprehension</b>	Understanding written sentences and paragraphs in work related documents.
⇒ <b>Writing</b>	Communicating effectively in writing as appropriate for the needs of the audience.
⇒ <b>Mathematics</b>	Using mathematics to solve problems.
⇒ <b>Science</b>	Using scientific rules and methods to solve problems.
⇒ <b>Critical Thinking</b>	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Each of these skills is scored on a scale that runs from 1 (lowest) to 7 (highest). The following questions and scaled values are examples illustrating the meaning of the skill level scores.

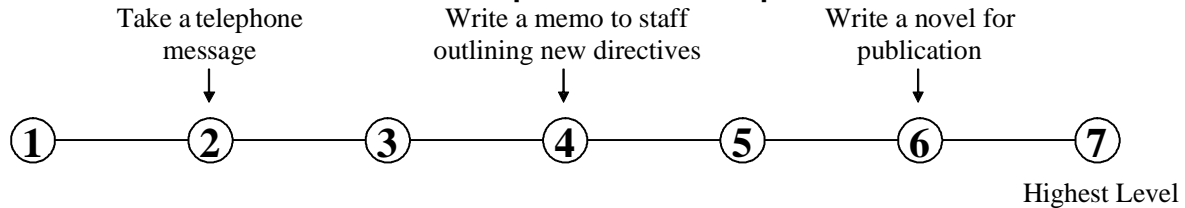
**What level of READING COMPREHENSION is needed to perform this occupation?**



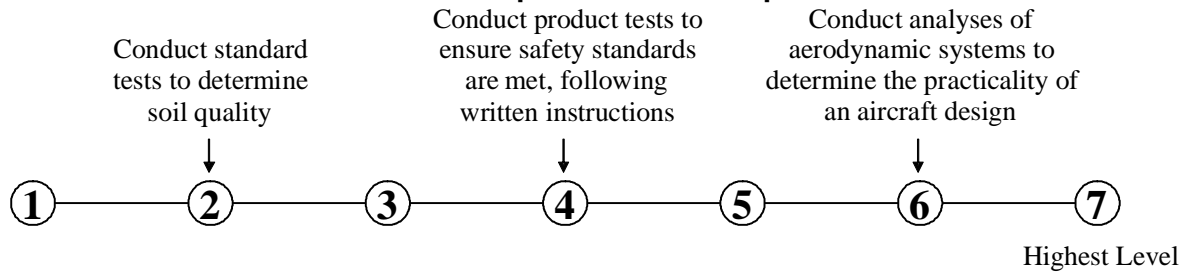
**What level of MATHEMATICS is needed to perform this occupation?**



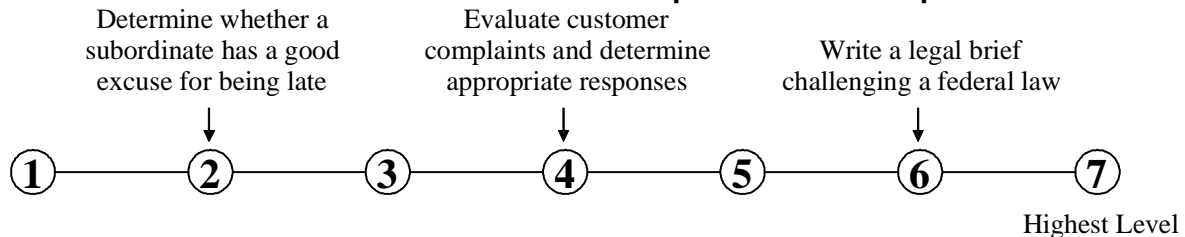
**What level of WRITING is needed to perform this occupation?**



**What level of SCIENCE is needed to perform this occupation?**



**What level of CRITICAL THINKING is needed to perform this occupation?**





***O\*NET skill scores for jobs in the Southern 14***

Table II-9 sets out the O\*NET skill levels for the 25 occupations that are projected to offer the largest number of job openings annually in the Southern 14 Region from 2000 to 2010. Note that most of these skill level requirements cluster toward the lower end of the ranges.

**Table II-9**

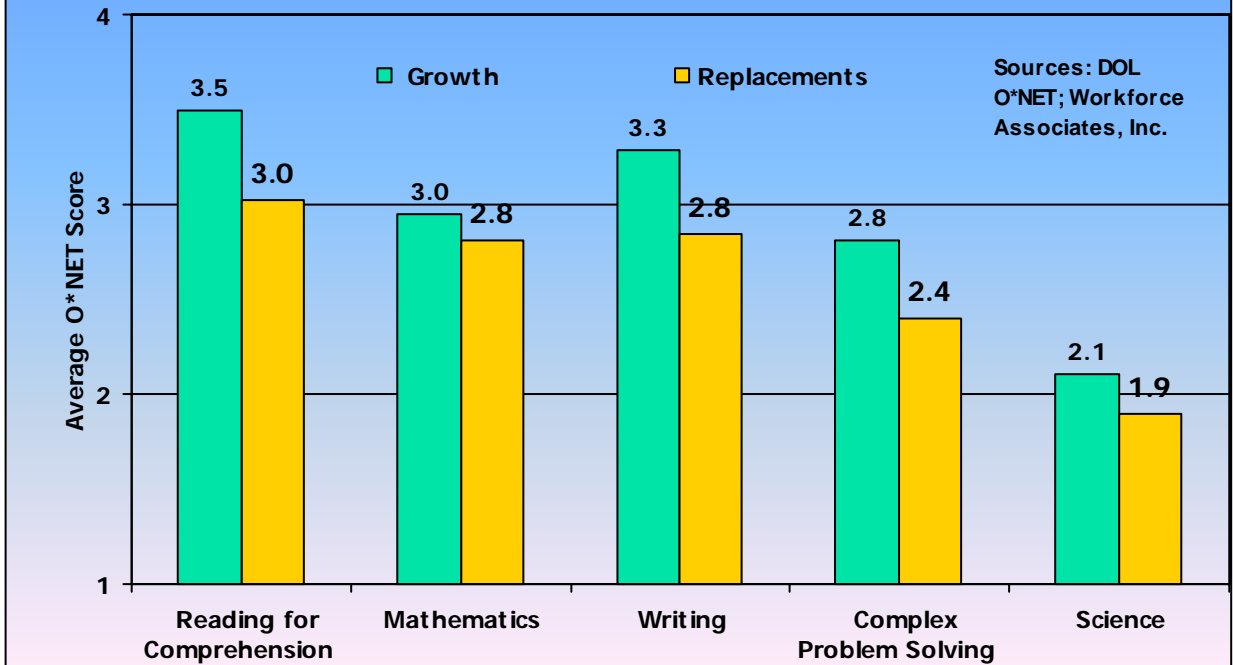
<b>O*NET Skill Scores Corresponding to the Occupations Projected to Offer the Greatest Number of Job Openings in the Southern 14 Region From 2000-2010</b>							
<b>Standard Occupational Classification (SOC)</b>			<b>O*NET Scores</b>				
<b>Code</b>	<b>Title</b>	<b>Average Annual Number of Job Openings</b>	<b>Reading for Information</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Complex Problem Solving</b>	<b>Science</b>
45-2099	Agricultural Workers not elsewhere classified	164	2.50	2.10	2.65	2.18	2.55
41-2011	Cashiers	71	2.66	4.16	2.66	1.70	1.00
35-3031	Waiters and Waitresses	48	2.00	2.83	3.66	1.39	1.00
41-2031	Retail Salespersons	47	2.99	3.75	3.23	1.80	1.13
29-1111	Registered Nurses	46	3.91	2.16	3.58	3.04	3.58
35-3021	Combined Food Preparation & Serving Workers, Incl Fast Food	46	2.33	3.16	3.33	1.29	1.00
45-9099	Farming, Fishing, and Forestry Workers, All Other	41	2.18	1.93	2.36	1.95	2.39
11-9012	Farmers and Ranchers	38	3.40	3.40	2.80	2.73	3.60
35-2021	Food Preparation Workers	28	2.50	1.33	1.83	1.35	1.00
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	28	1.50	1.33	1.33	1.43	1.00
25-2021	Elementary School Teachers, Except Special Education	25	4.16	3.33	4.00	3.18	3.16
43-5081	Stock Clerks and Order Fillers	25	2.50	3.00	2.33	1.94	1.00
43-9061	Office Clerks, General	25	3.90	2.89	3.35	1.91	1.13
25-9041	Teacher Assistants	22	3.80	2.60	3.40	2.83	1.80
25-2031	Secondary School Teachers, Exc. Special & Vocational Ed	21	4.33	4.00	3.83	3.56	2.66
11-1021	General and Operations Managers	19	4.50	4.00	4.83	4.10	1.33
11-9011	Farm, Ranch, and Other Agricultural Managers	19	3.50	3.66	3.00	3.35	3.66
33-3012	Correctional Officers and Jailers	19	2.60	1.60	2.60	2.13	1.40
35-3022	Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	19	2.00	3.00	2.50	1.60	1.00
37-2011	Janitors & Cleaners, Exc. Maids & Housekeeping Cleaners	19	2.16	1.50	1.83	1.54	1.66
53-3032	Truck Drivers, Heavy and Tractor-Trailer	19	2.50	2.33	2.50	1.43	1.00
39-9011	Child Care Workers	17	3.00	1.66	2.00	2.23	1.16
51-2092	Team Assemblers	17	3.50	4.00	1.50	2.39	2.50
11-9199	Managers, All Other	16	3.98	3.40	3.75	3.52	1.90
31-1012	Nursing Aides, Orderlies, and Attendants	16	3.00	2.33	3.00	1.87	2.33

Sources: IDES for the projections. O\*NET for the skill scores (<http://online.onetcenter.org/>)



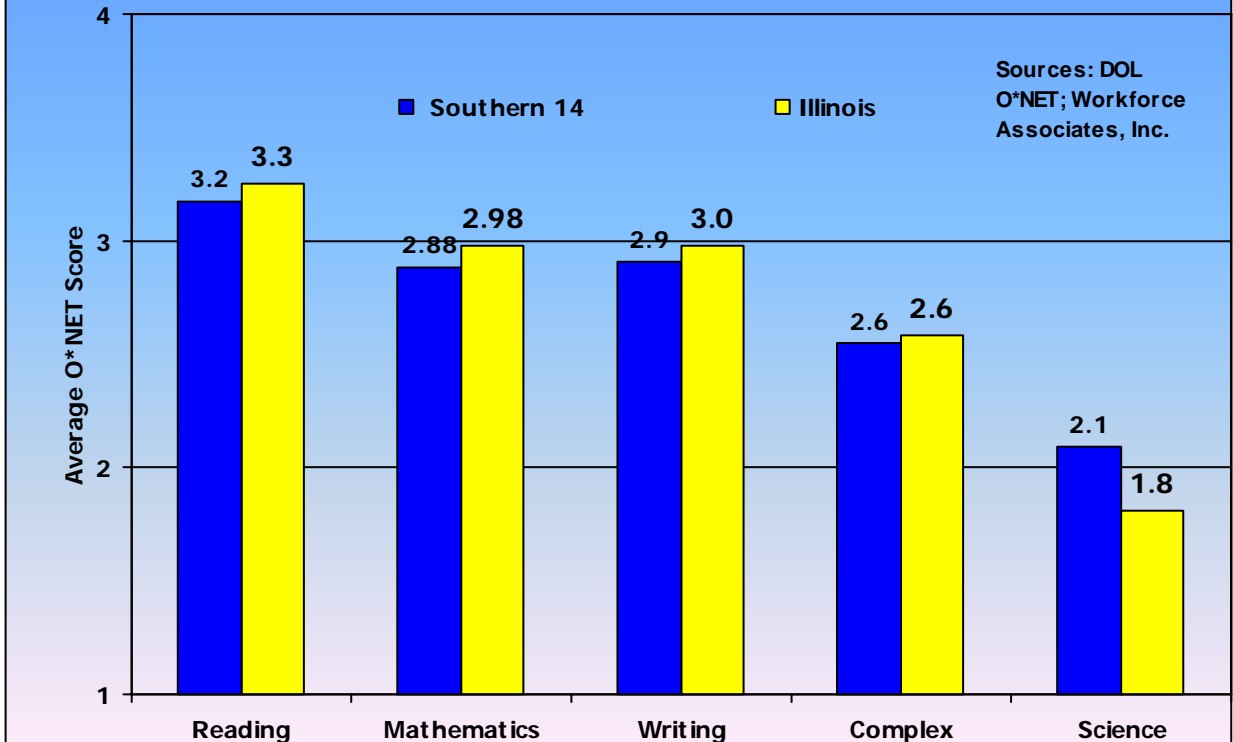
**Figure II-4**

**Average O\*NET Skill Scores for Average Annual Job Openings due to Growth and to Net Replacements, Southern 14 Region, 2000-2010**

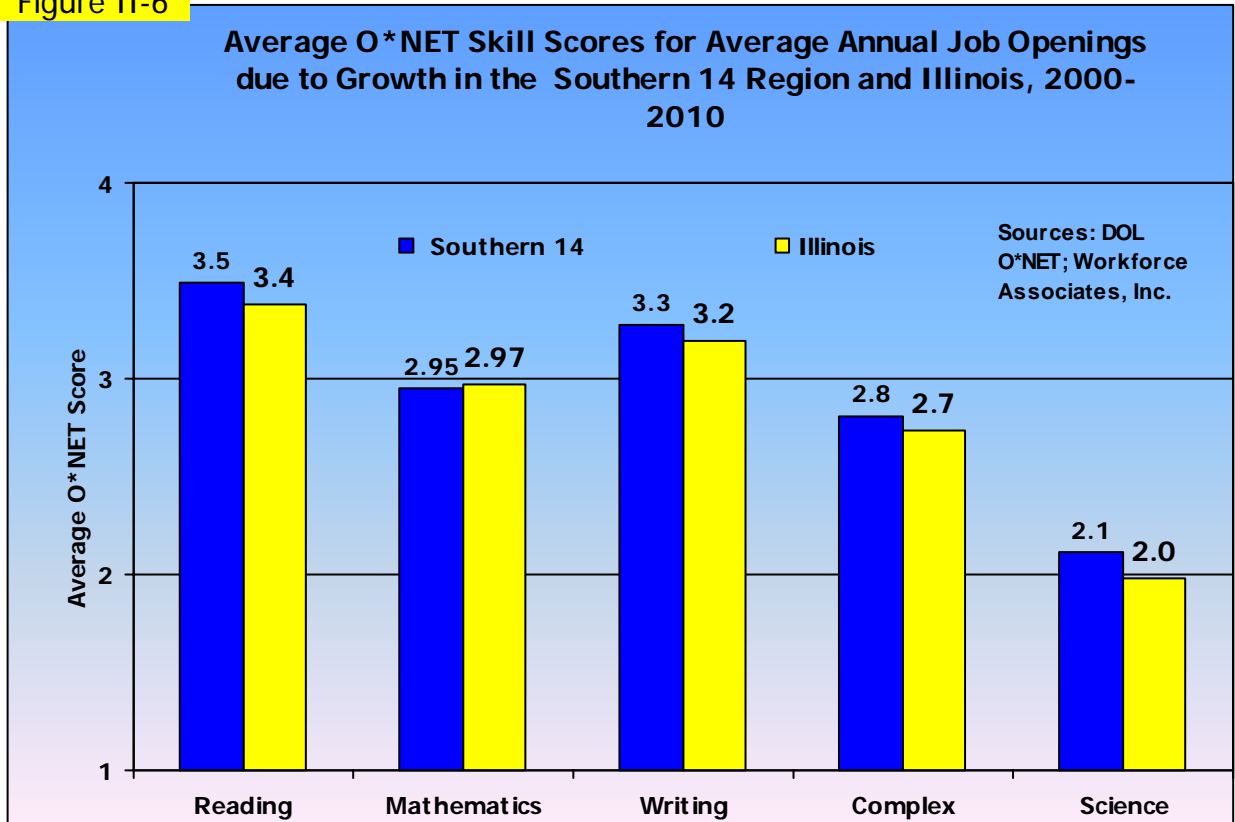


**Figure II-5**

**Average O\*NET Skill Scores for Total Employment in the Southern 14 Region and Illinois, 2000**



**Figure II-6**



**Figure II-7**

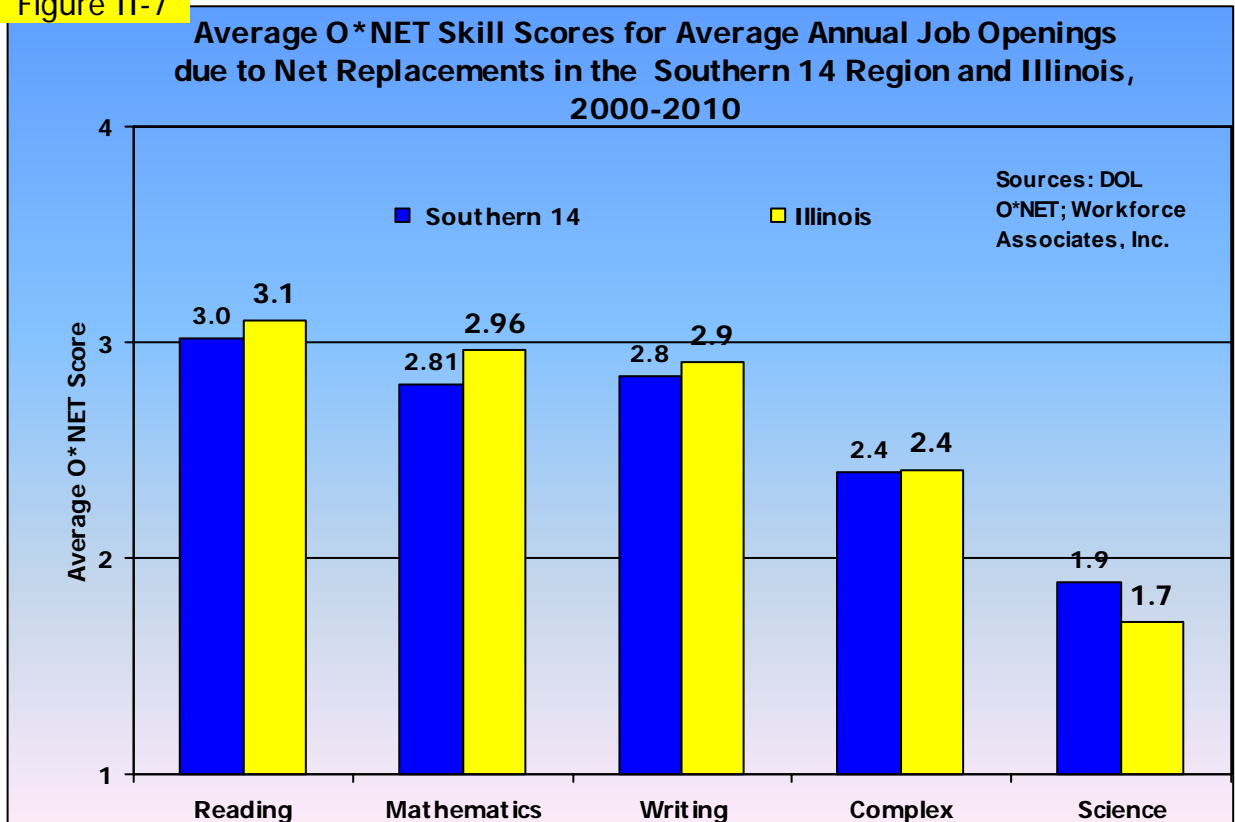
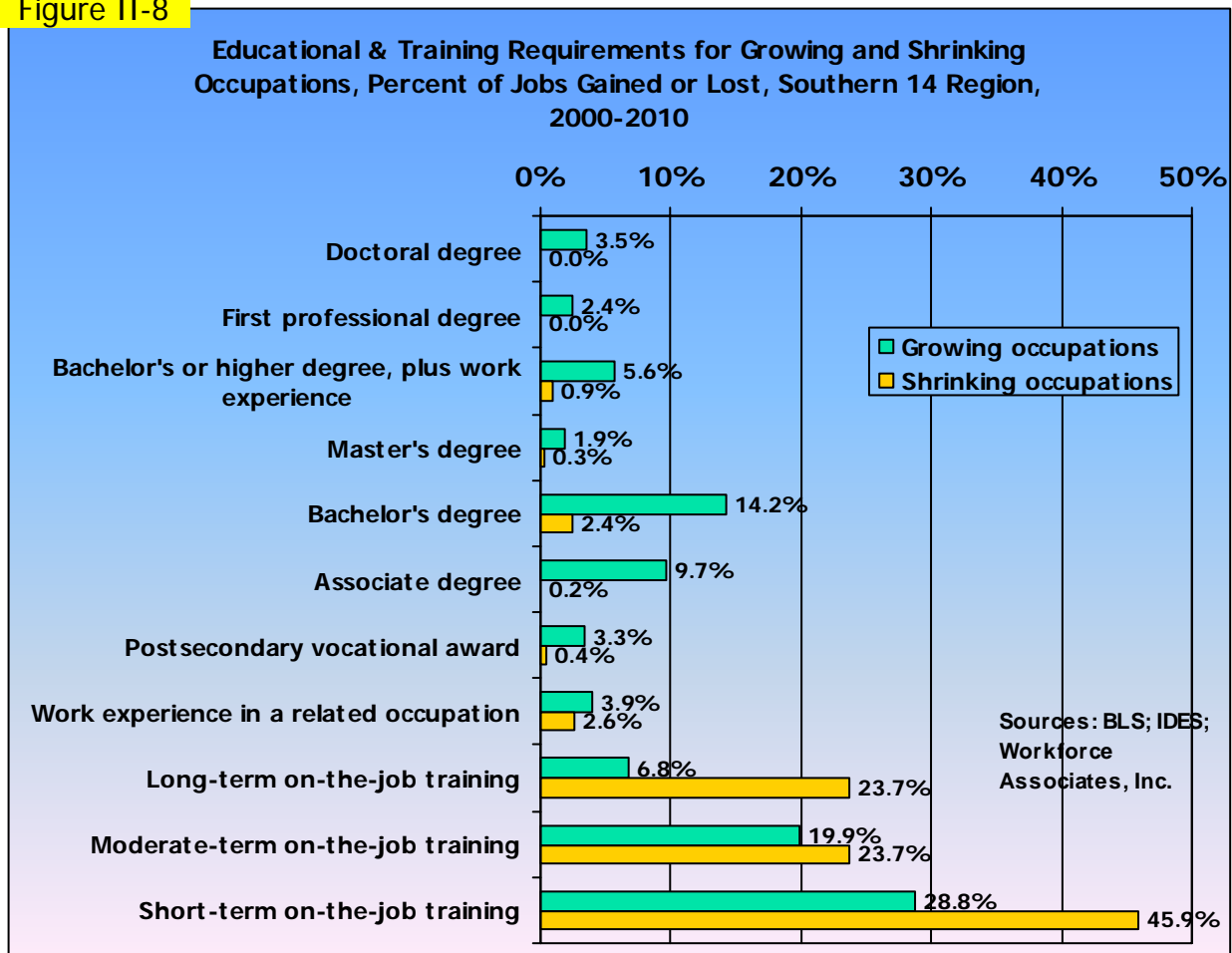


Figure II-4 displays the weighted average of O\*NET skill levels for the two categories of jobs that are projected to open up in the Southern 14 Region during this decade. Note that, on average, the jobs that will open up due to occupational growth will require higher levels for all five types of skills than the jobs arising because of net separations. In other words, the jobs of the future (i.e., those arising because of growth) will increasingly require higher levels of skills than the jobs of the past (i.e., those where openings occur because of replacements). In particular, the skill levels are rising rapidly for reading, writing, and complex problem solving.

Figure II-5 compares the average O\*NET skill levels for all occupations in both the Southern 14 and the entire state of Illinois.<sup>12</sup> Interestingly, the overall skill profile of jobs in the Southern 14 is below that in the state except for Science. Note that Reading enjoys the highest level of skill requirement among all five skills displayed in this figure. This is a quantitative indication of the critical importance of reading as a basic skill in the workplace.

Figure II-6 displays the average O\*NET skill levels for jobs due to open because of growth while Figure II-7 does the same for the job openings due to replacements. Both figures compare the average skill levels for the Southern 14 Region and the state of Illinois. Interestingly, the required skill levels for the growth occupations in the Southern 14 Region are higher than those for the state as a whole except in the case of Mathematics. Conversely, the skill requirements of the fading occupations (i.e., the job openings due to arise because of replacements) in all fields are higher for the state except in Science where they are lower (Figure II-8).

Figure II-8



## **Educational requirements for jobs in the Southern 14**

According to the IDES, some 417 occupations will grow in numbers over the period 2000 to 2010; 124 others will shrink in size, while 75 more will show no change.<sup>13</sup> The educational requirements for jobs in the Southern 14 Region are changing rapidly.

It is highly instructive to compare the typical educational and training requirements for the expanding and shrinking occupations.<sup>14</sup> From Figure II-7 we observe the following:

- Occupations requiring only short term on-the-job training (OJT) will account for close to half (45.9%) of job losses in shrinking occupations in the Southern 14 Region during this decade. Meanwhile, such occupations will account for only 28.8% of job gains in growing occupations.
- Occupations requiring long term OJT will account for 23.7% of jobs lost in shrinking occupations but only 6.8% of jobs gained in growing occupations.
- In general, jobs that require only OJT are shrinking in number. It turns out that 93.3% of jobs due to disappear in shrinking occupations require only OJT of some kind, whereas only 55.5% of jobs in occupations that area growing require nothing beyond OJT.
- In contrast, growing occupations will require higher levels of education than in the past. Occupations requiring a Bachelor's degree or higher will account for 27.6% of job gains in growing occupations but only 3.6% of job losses in shrinking occupations. Associate's degrees will be required by nearly a tenth (9.7%) of job growth but only 0.4% of job shrinkage.

The conclusion is an important one and it bears repeating: The occupations that are growing in number in the Southern 14 region will require much more formal education than in the past. Again, our efforts should be directed toward achieving the "Aspirations Realized" scenario – this means identifying and nurturing growth sectors of the Southern 14 economy. While a disproportionate number of jobs in the Southern 14 are expected to come from replacements, the industries in which replacement will be the primary source of job openings will continue to be those with questionable futures in the US economy of the 21<sup>st</sup> century.

Remember the idea of "expanding the size of the pie" and fostering a culture of entrepreneurship. The way to put more people in jobs is to create more jobs. The way to create more jobs than the market currently offers is to promote new and different kinds of businesses. New businesses require new skills, and new skills require more intensive preparation on the part of job seekers. Better preparation means a more desirable workforce, which in turn encourages development and relocation of new businesses in the area. This is the kind of cycle that the Southern 14 workforce development community could help to create, with the right kind of effort and action.

## Chapter III

# Demographic and Workforce Trends in the Southern 14 Region

This chapter asks if the Southern 14 region and its sub-regions will provide a workforce adequate in quantity and quality to meet the employment projections outlined in Chapter II. The chapter begins with a review of population changes in the 20<sup>th</sup> century with special reference to those in that century's last decade, i.e., from 1990 to 2000, then explores the workforce implications of those population trends. From there it moves on to explore migration patterns and their workforce portents in the region and its counties, together with a look at commuter flows in the Southern 14 Region and its sub-regions. An analysis of the quality of the Southern 14 region's workforce as revealed by adult educational attainment follows. The chapter ends with a summary of Southern 14 employers' perceptions of worker quality and their ideas for improvement.

### Population trends in the Southern 14 region

Thirty-four Illinois counties lost population between 1990 and 2000 according to the censuses of those two years (Table III-1). Eight of those counties were in the Southern 14 region. Two of the region's sub-regions lost population: The Northern Tier of counties lost 1,884 persons while the Central Tier lost 509. Meanwhile, the Southern Tier gained 1,403. Overall, the Southern 14 region's population declined by 990 during the last decade of the 20<sup>th</sup> century.

Population loss is nothing new for the Southern 14 region. Figure III-1 displays the course of population change, decade by decade, during the entire 20<sup>th</sup> century according to the official censuses. Population decline for the region as a whole was more or less continuous for the first seven decades of the last century. The drop began early for the Northern Tier and after 1940 for the Central and Southern tiers. The decline slowed greatly after 1970; nonetheless, all three sub-regions ended the 20<sup>th</sup> century with much smaller populations than at its beginning. The Northern Tier lost 21,281 or 28% of its population between 1900 and 2000. The Central Tier lost 30,277 (38%) while the Southern Tier lost 25,508 (30%). Every county in the Region lost population during the 20<sup>th</sup> century except Saline and Wabash counties. The Southern 14 Region as a whole lost 77,066 or 32% of its 1900 population.

The long term trends in the Southern 14 toward population decline or stagnation contrast sharply with counterpart trends in the nation, state and even with other areas in Southern Illinois (Figure III-2). The total United States population in 2000 was 369% of what it had been in 1900. Illinois' population was 258% of its level a century earlier. Even the five counties of LWIA 25 to the west (Jackson, Marion, Franklin, Perry, and Jefferson counties) finished the 20<sup>th</sup> century with a population 173% of what it was in 1900. The Southern 14 counties, meanwhile, had a population in 2000 that was 69% of its level in 1900.

In summary, population numbers in the Southern 14 Region have dwindled for a hundred years or more. That's the bad news. The good news is that the downward movement has moderated in the past four decades. Indeed, the region's population in 2000 was 2% above its level in 1970. Even so, it was about 5% below the 1980 level.

### ***A closer look at Southern 14 population change: workforce implications***

From the perspective of workforce development, it is not only change in total population numbers that matters. Even more important is the age distribution of those changes. How is the

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table III-1

Illinois Counties that Lost Population, 1990 to 2000					
County	Census Year		Population Loss		Percent white, non-Hispanic in 2000
	1990	2000	Number	Percent	
<b>Alexander County</b>	<b>10,626</b>	<b>9,590</b>	<b>-1,036</b>	<b>-9.7%</b>	<b>63.0%</b>
<b>Hardin County</b>	<b>5,189</b>	<b>4,800</b>	<b>-389</b>	<b>-7.5%</b>	<b>95.4%</b>
<b>White County</b>	<b>16,522</b>	<b>15,371</b>	<b>-1,151</b>	<b>-7.0%</b>	<b>98.2%</b>
<b>Gallatin County</b>	<b>6,909</b>	<b>6,445</b>	<b>-464</b>	<b>-6.7%</b>	<b>98.4%</b>
McDonough County	35,244	32,913	-2,331	-6.6%	92.9%
<b>Edwards County</b>	<b>7,440</b>	<b>6,971</b>	<b>-469</b>	<b>-6.3%</b>	<b>98.9%</b>
Hancock County	21,373	20,121	-1,252	-5.9%	98.7%
Vermilion County	88,257	83,919	-4,338	-4.9%	85.8%
Jasper County	10,609	10,117	-492	-4.6%	99.1%
Calhoun County	5,322	5,084	-238	-4.5%	98.8%
Schuyler County	7,498	7,189	-309	-4.1%	98.8%
Greene County	15,317	14,761	-556	-3.6%	98.1%
Lawrence County	15,972	15,452	-520	-3.3%	98.0%
Franklin County	40,319	39,018	-1,301	-3.2%	98.6%
Stark County	6,534	6,332	-202	-3.1%	98.6%
St. Clair County	262,852	256,082	-6,770	-2.6%	67.9%
Richland County	16,545	16,149	-396	-2.4%	98.2%
Jackson County	61,067	59,612	-1,455	-2.4%	80.8%
<b>Pulaski County</b>	<b>7,523</b>	<b>7,348</b>	<b>-175</b>	<b>-2.3%</b>	<b>66.5%</b>
Warren County	19,181	18,735	-446	-2.3%	95.6%
Macon County	117,206	114,706	-2,500	-2.1%	83.5%
Randolph County	34,583	33,893	-690	-2.0%	88.7%
Mercer County	17,290	16,957	-333	-1.9%	98.4%
Scott County	5,644	5,537	-107	-1.9%	99.5%
Mason County	16,269	16,038	-231	-1.4%	98.8%
<b>Wabash County</b>	<b>13,111</b>	<b>12,937</b>	<b>-174</b>	<b>-1.3%</b>	<b>97.9%</b>
Pike County	17,577	17,384	-193	-1.1%	97.4%
Knox County	56,393	55,836	-557	-1.0%	89.9%
Carroll County	16,805	16,674	-131	-0.8%	96.9%
<b>Wayne County</b>	<b>17,241</b>	<b>17,151</b>	<b>-90</b>	<b>-0.5%</b>	<b>98.7%</b>
Bureau County	35,688	35,503	-185	-0.5%	96.8%
Henry County	51,159	51,020	-139	-0.3%	96.2%
Montgomery County	30,728	30,652	-76	-0.2%	94.9%
Ford County	14,275	14,241	-34	-0.2%	98.2%

Sources: Census 1990 and 2000

population of the working age groups changing? What is happening to the younger age groups, those who are in the working ages today and those who will enter the workforce in the next few years?

Figures III-3 to III-6 cast a revealing light on the answers to these questions. Figure III-3 shows the numeric changes between 1990 and 2000 in the Southern 14 region with respect to 15 different age groups, each of which covers five individual years of age. Figure III-4 shows those same changes in percentage terms, i.e., it shows the percentage change in each of the 15 age groups during the 1990s. What patterns emerge from these two figures?

- ⇒ The Southern 14 Region lost numbers in every 5-year age group below the age of 40 except one from 1990 to 2000. The sole exception was age group 15 to 19, which gained 787 for a 6.8% gain.
- ⇒ In total, the Southern 14 Region had 6,994 fewer people younger than 40 in 2000 than in 1990. This is a danger signal for future regional workforce numbers.
- ⇒ Balancing that, however, was a gain of 7,386 in the age groups 40 to 59. That means that the mature members of the regional working age population increased in number.
- ⇒ Older people in the age groups 60 to 84 were fewer by 2,876.
- ⇒ The very old, aged 85 and older, increased by 794 for a gain of 21.8%.

To better understand the dynamics underlying population change in the Southern 14, we need to go beyond changes in *age groups* to examine the changes taking place in various *cohorts*. Before doing this, we need to strengthen our grasp on how these two categories are defined.

- ⇒ The population of an *age group* is the number of people in a given area whose ages fall between the boundaries of that group. For example, Southern 14's population of persons in the age group 40 to 44 was 10,790 in 1990 and it was 12,638 in 2000 – a gain of 1,848 as shown in Figure III-3 (17.1% as shown in Figure III-4). Note that none of the people who were in any age group in 1990 could have been in that same age group in 2000, since they all would have been ten years older in 2000.
- ⇒ A *cohort* includes all of the people in a given area that were born in the same period of time. For example, all of the people born between 1946 and 1950 belong to the same cohort. As Table III-2 shows, we arbitrarily call that cohort Cohort #3.

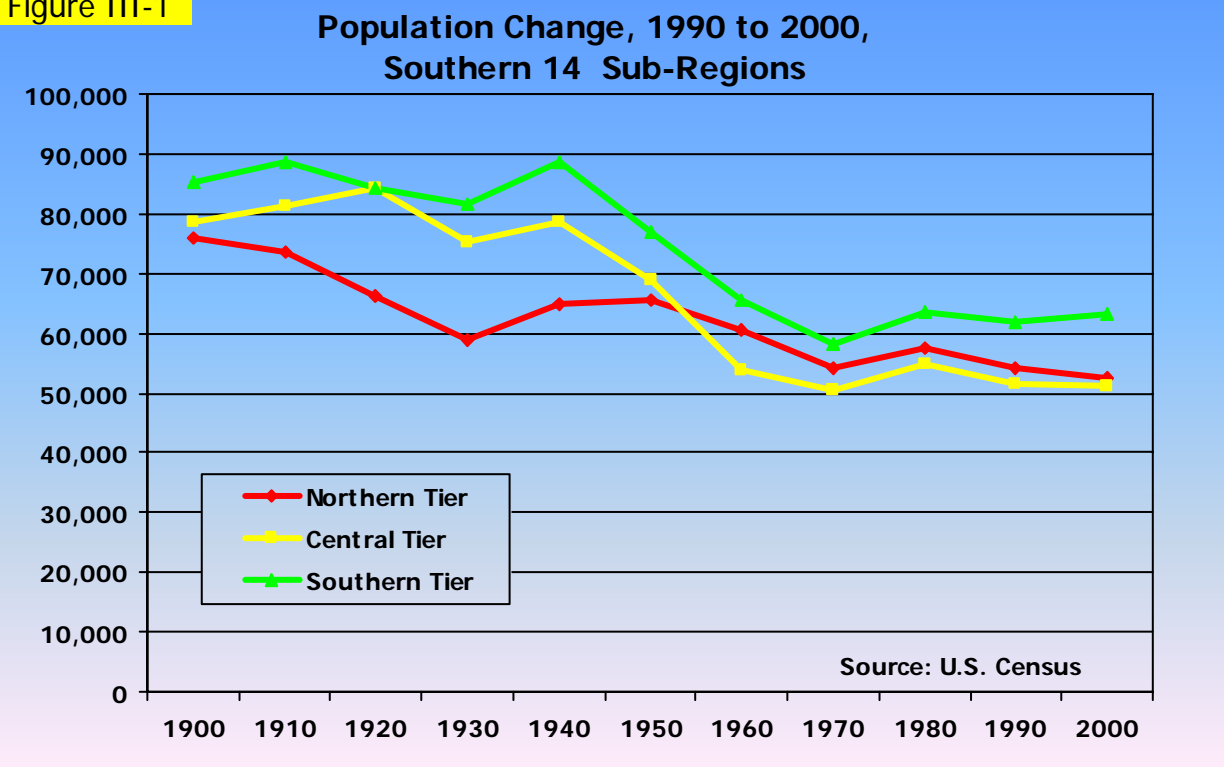
Members of that cohort were aged 40 to 44 in 1990 and they were obviously ten years older (i.e., 50 to 54) in the year 2000. Note that individual persons always belong to the

Table III-2

<i>Identifying the Cohorts</i>			
Cohort Number	Born between	Age in	
		1990	2000
#10	1981 and 1985	5 to 9	15 to 19
#9	1976 and 1980	10 to 14	20 to 24
#8	1971 and 1975	15 to 19	25 to 29
#7	1966 and 1970	20 to 24	30 to 34
#6	1961 and 1965	25 to 29	35 to 39
#5	1956 and 1960	30 to 34	40 to 44
#4	1951 and 1955	35 to 39	45 to 49
#3	1946 and 1950	40 to 44	50 to 54
#2	1941 and 1945	45 to 49	55 to 59
#1	1936 and 1940	50 to 54	60 to 64



**Figure III-1**



**Figure III-2**

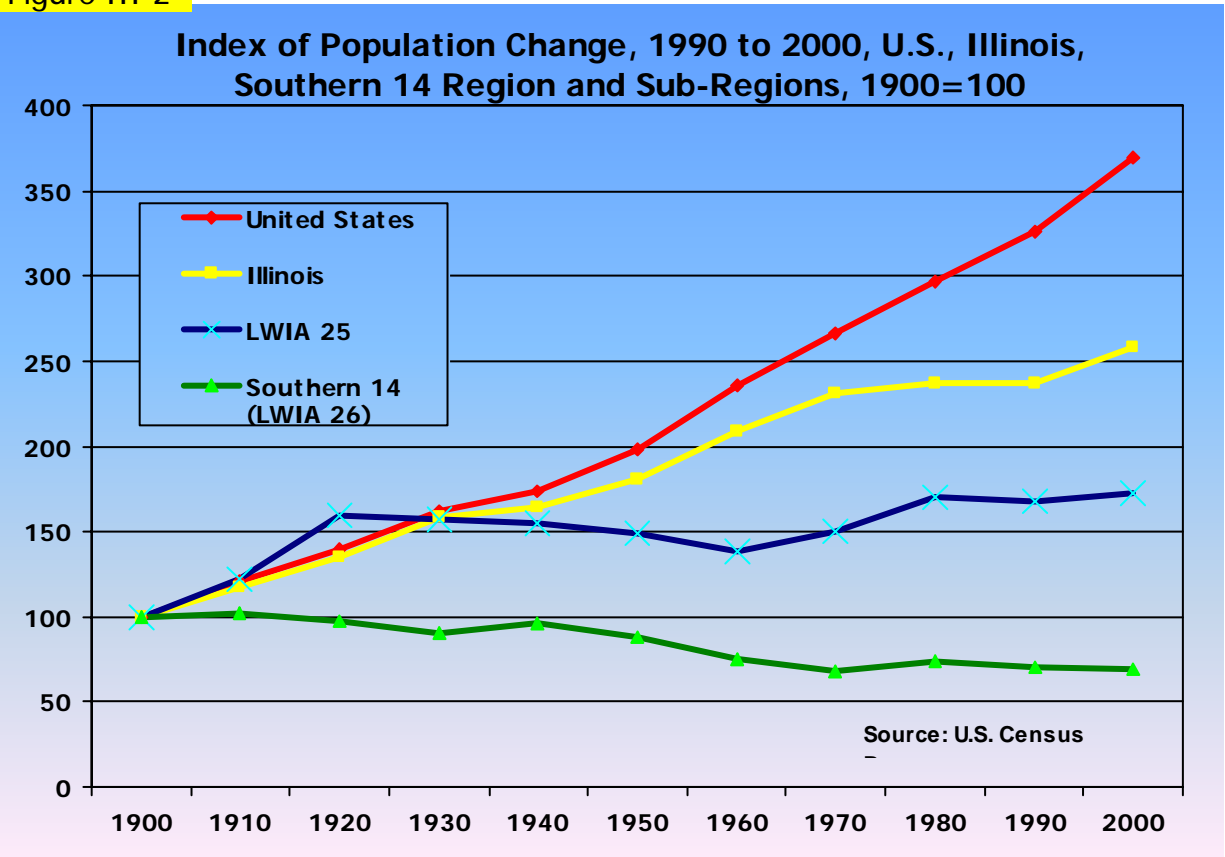


Figure III-3

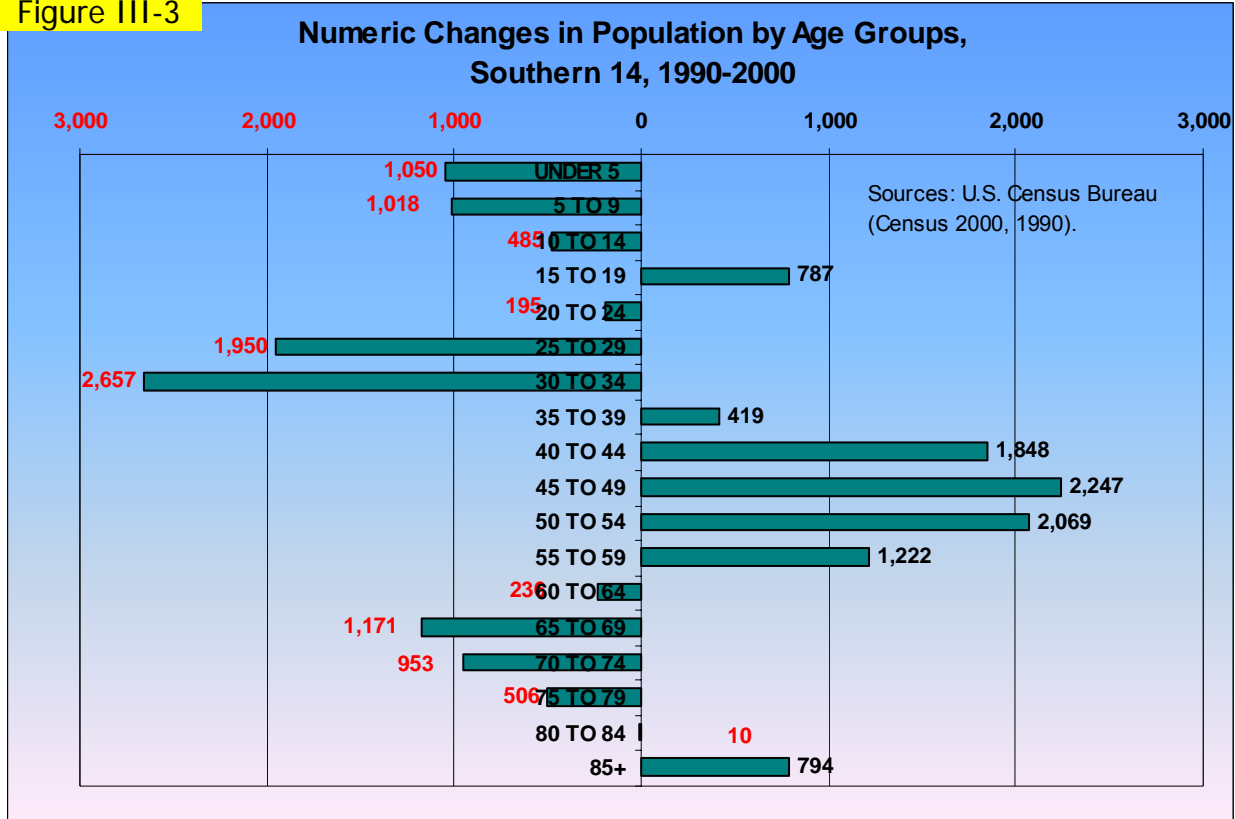


Figure III-4

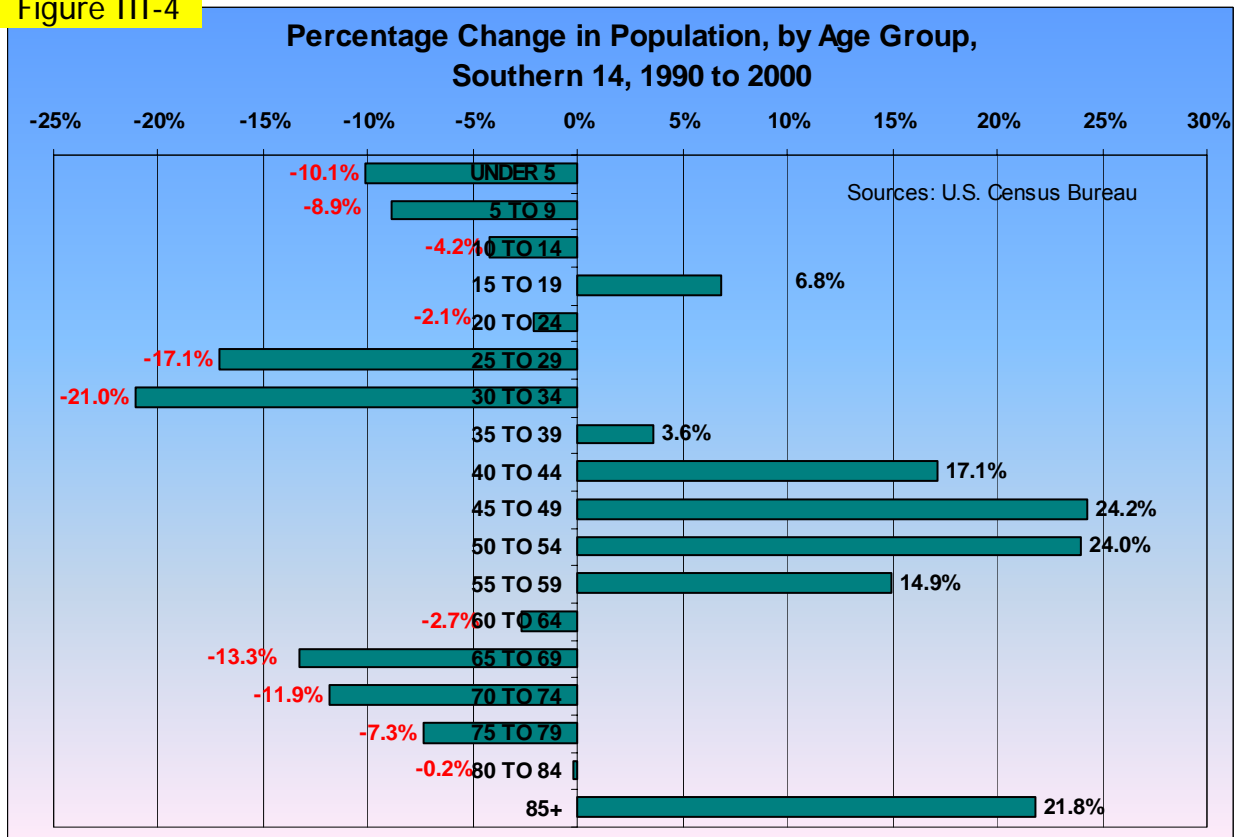


Figure III-5

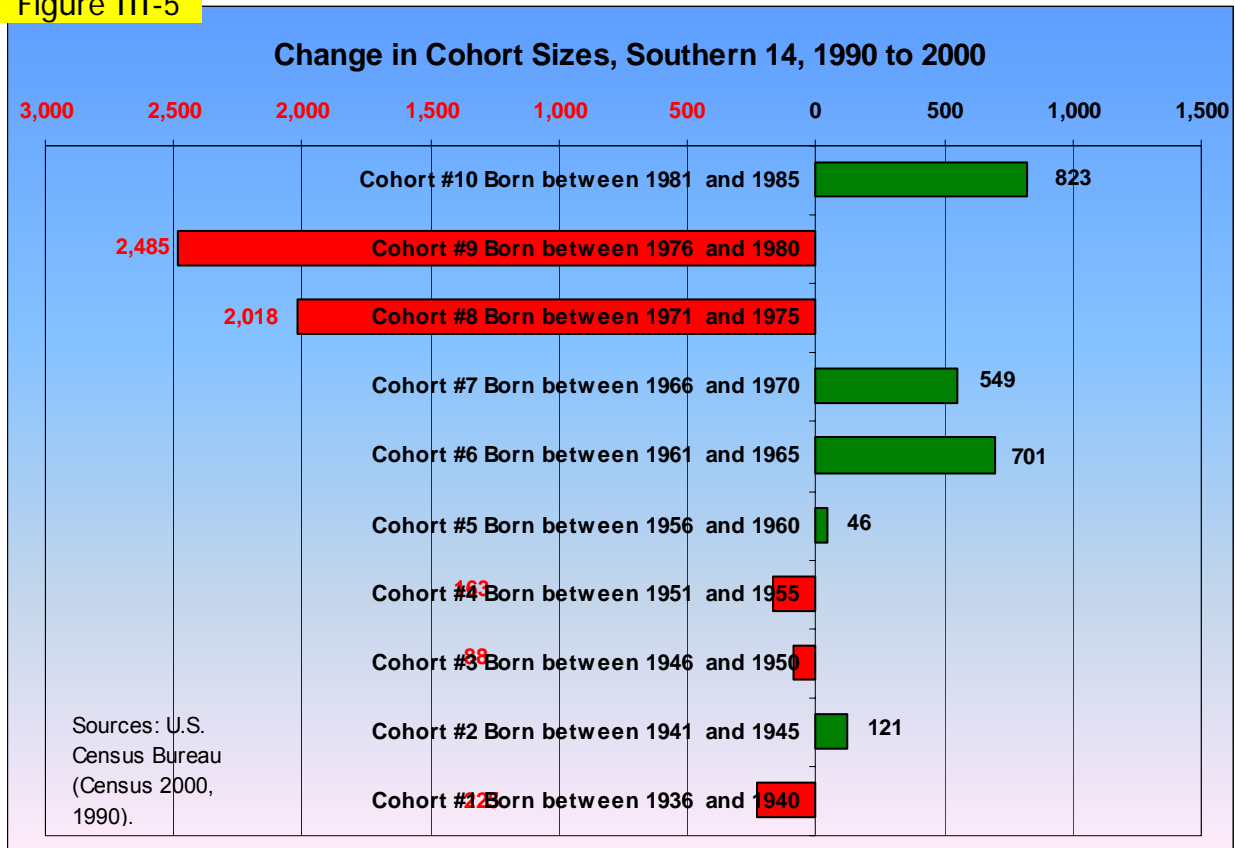
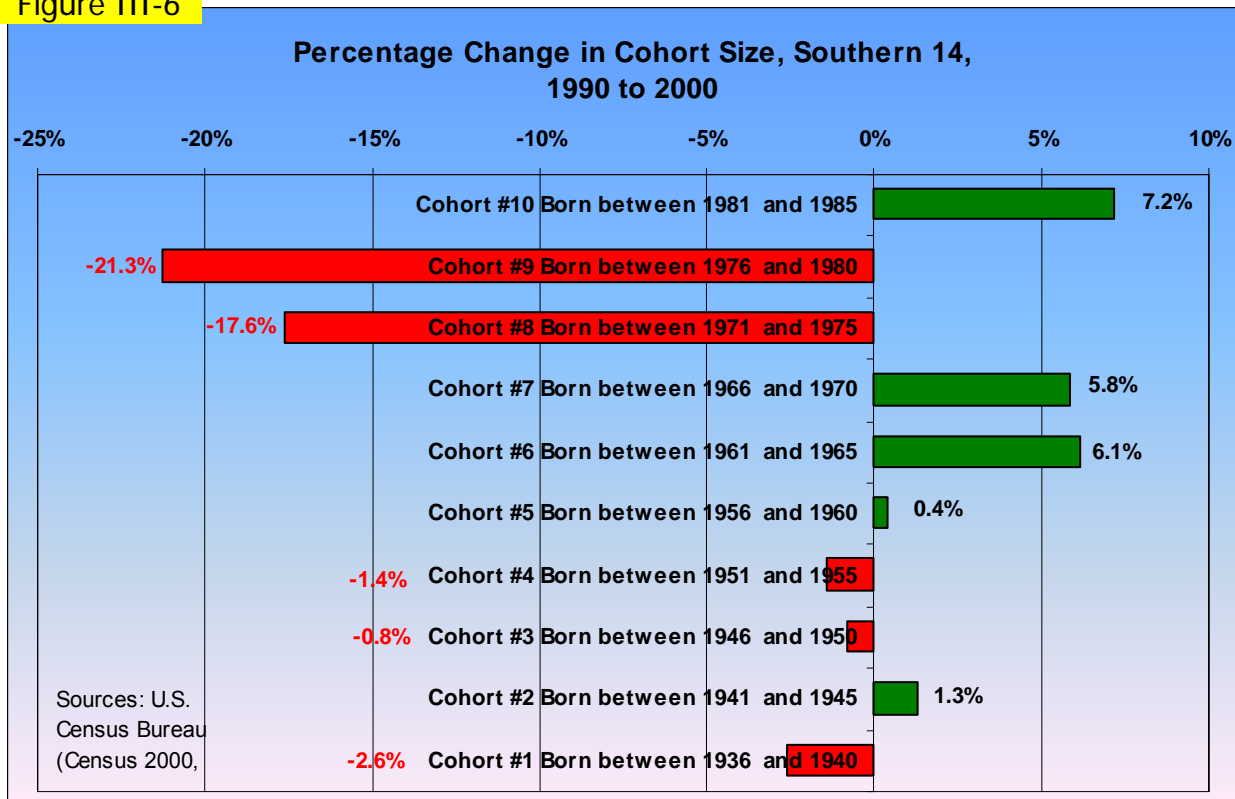


Figure III-6



same cohort.

Figures III-5 and III-6 display what happened between 1990 and 2000 to numeric and percentage change in 10 different cohorts that are of special relevance to the Southern 14 Region's workforce numbers. What patterns and trends emerge from the data displayed in these two figures? Their relevance extends well into our present decade and to future years.

- ⇒ The bad news is that Southern 14 Region is suffering a major drain of young people. Cohorts #8 and #9 taken together (i.e., persons born between 1971 and 1980) were, respectively, 2,018 and 2,485 persons fewer in 2000 than in 1990. These two cohorts include people who would have been aged 20 to 29 in the year 2000 and, obviously, ages 24 to 33 in 2004. As such, they represent the Region's new blood. Where have these 4,503 young people gone? Will some of them come back? Will members of the same cohorts immigrate into the region from outside it in the years ahead?
- ⇒ Figures III-4 and III-5 contain some good news. Cohorts #6, #7, and #8 (i.e., people born between 1956 and 1970) in the Southern 14 Region were 1,296 more numerous in 2000 than in 1990. These are people who would have been aged 30 to 44 in the year 2000, i.e., in the prime ages of family formation and rearing. The increased size of these three cohorts suggests that some people are entering the region, to return home after a spell away in their twenties, to raise families or both. Obviously, members of the same cohorts also could be immigrating into the Southern 14 Region to reside there for the first time. Whatever the case, it is a healthy development and one that needs encouragement for the sake of the region's future workforce numbers.
- ⇒ Taken together, the changes in cohorts #1, #2, #3 and #4 are small and insignificant. Only 130 fewer members of these three cohorts were counted in 2000 than in 1990. That amounted to less than one tenth of one percent of the 40,391 persons enumerated in these cohorts in 1990.
- ⇒ In summary, the main challenge before the Southern 14 Region as a whole is to retard the outflow of young people in the third decade of their lives and encourage the inflow of those in their fourth through sixth decades.

Figures III-7 through III-10 provide for the Northern Tier sub-region the same kind of information that figures III-3 through III-6 did for the Southern 14 Region. Similarly, figures III-11 through III-14 do the same for the Middle Tier and figures III-15 through III-18 do it for the Southern Tier. The comments that follow here highlight points specific to the three sub-regions.

- ⇒ The charts showing changes in population *age groups* (figures 7&8, 11&12, and 15 & 16) tell much the same story for all three sub-regions as they did for the Southern 14 Region as a whole.
  - All three sub-regions show serious population declines for all age groups below 35. These drops are greatest in the Northern Tier (where they extend to the 35 to 39 age group) but also sizeable in the Central Tier. Declines in the younger age groups are much more modest in the Southern Tier than in the north.
  - All three sub-regions recorded gains in the middle years of the population generally from ages 40 to 59. Of the three sub-regions, the Southern Tier shows the greatest increase in these middle age brackets.
  - All three sub-regions show declining numbers among the "young old" popu-

Figure III-7

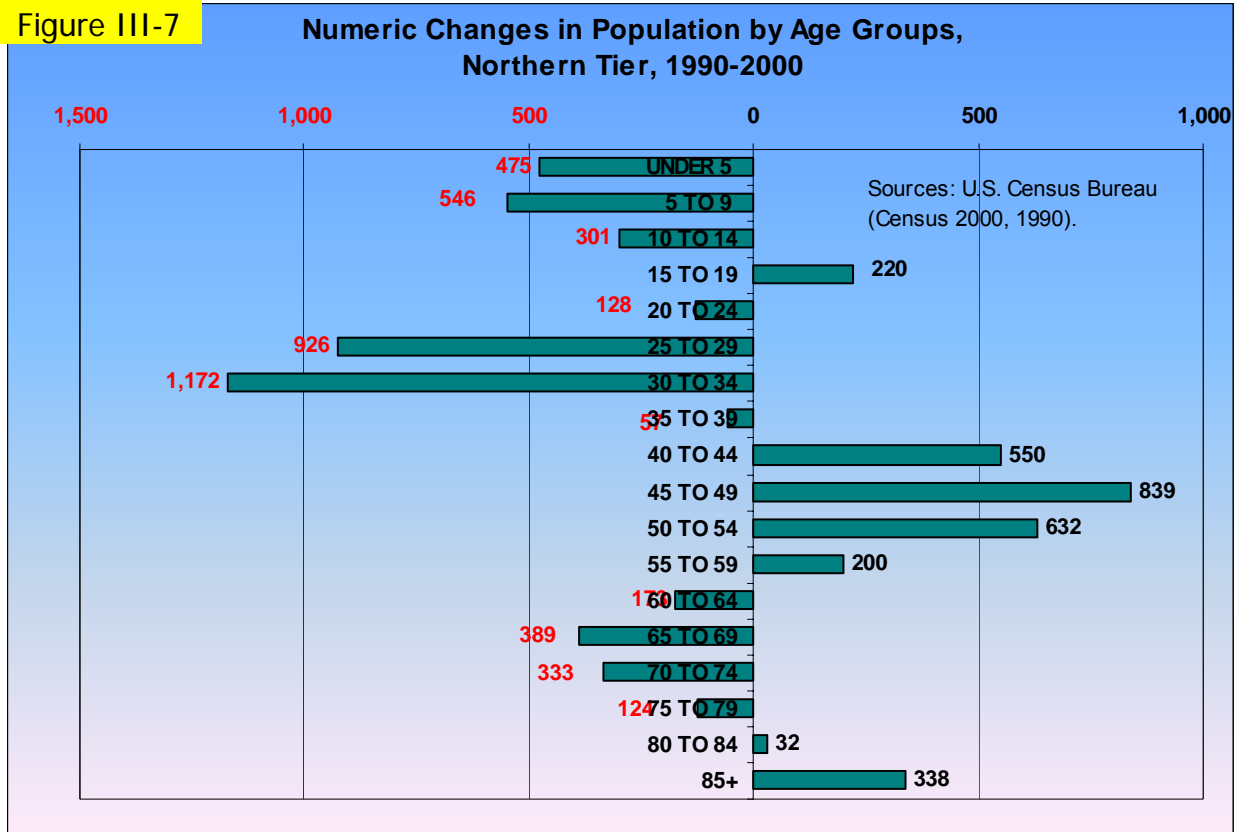


Figure III-8

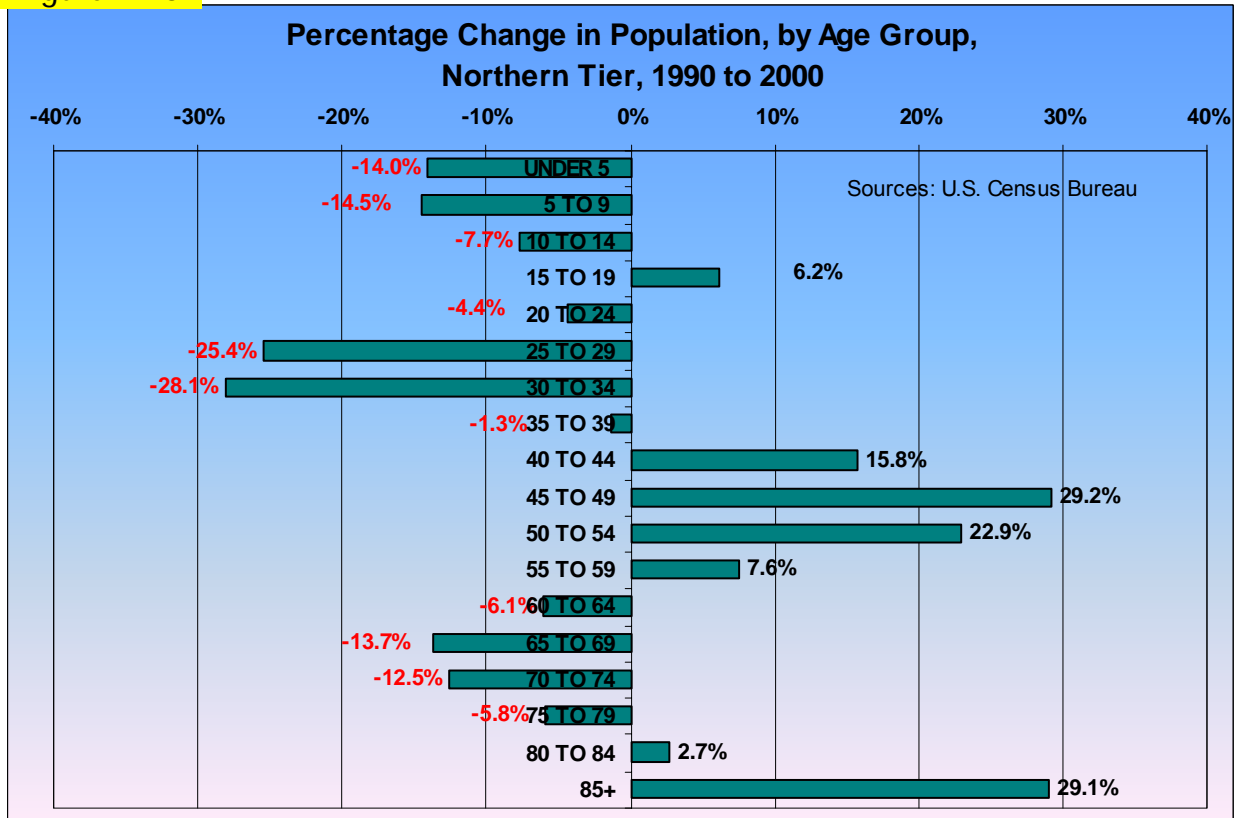


Figure III-9

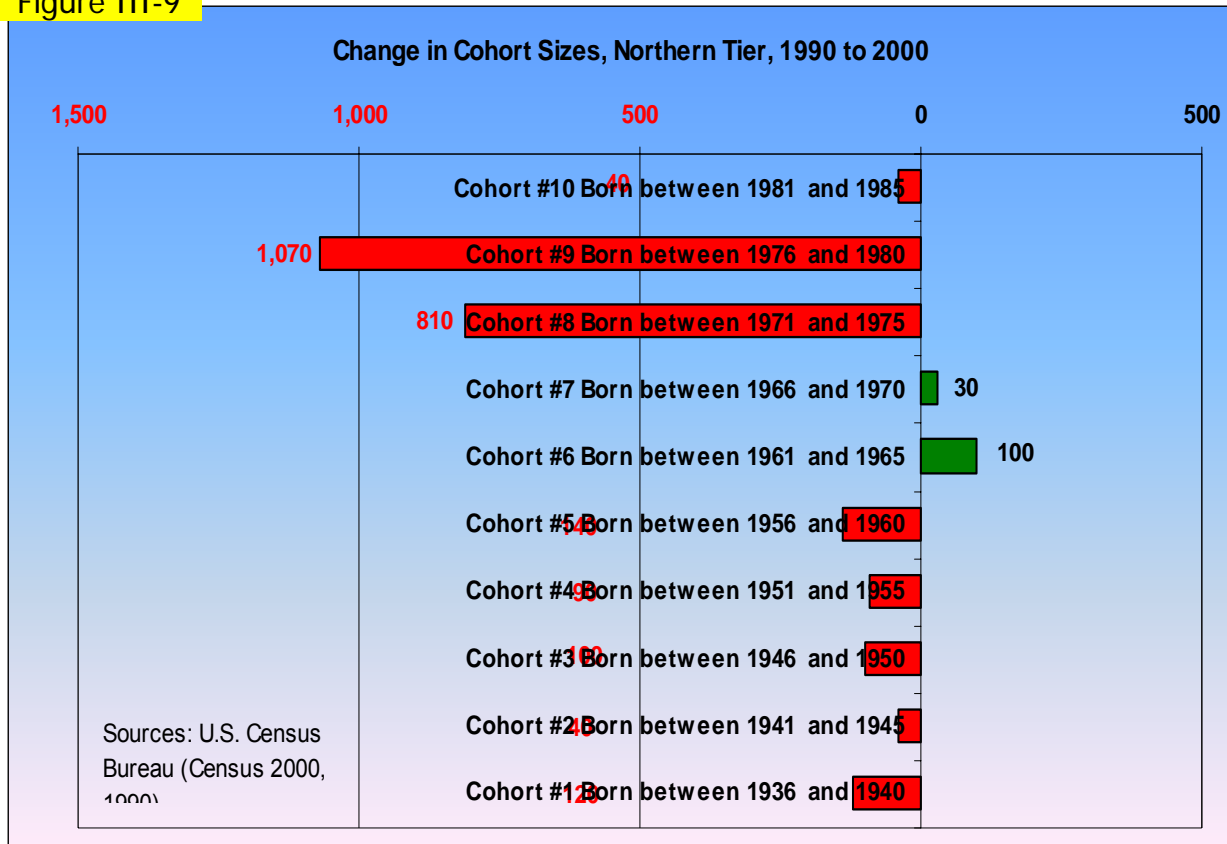


Figure III-10

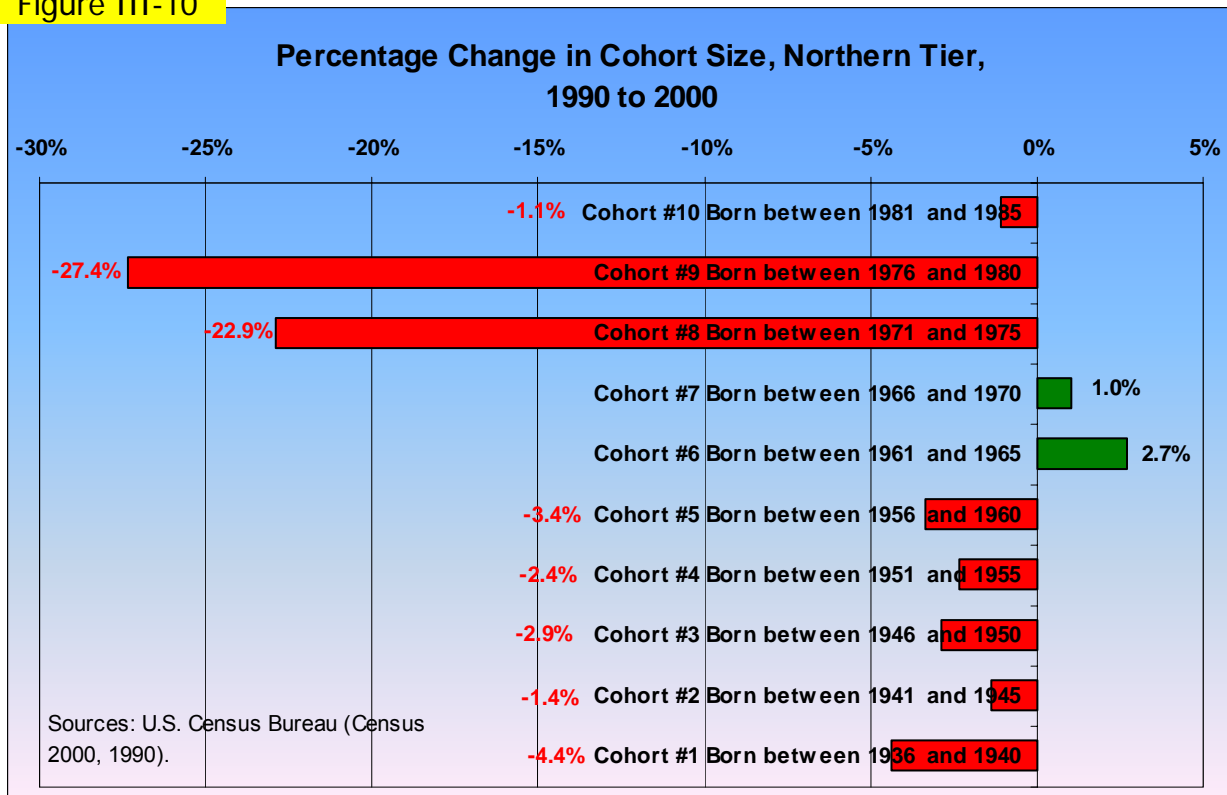


Figure III-11

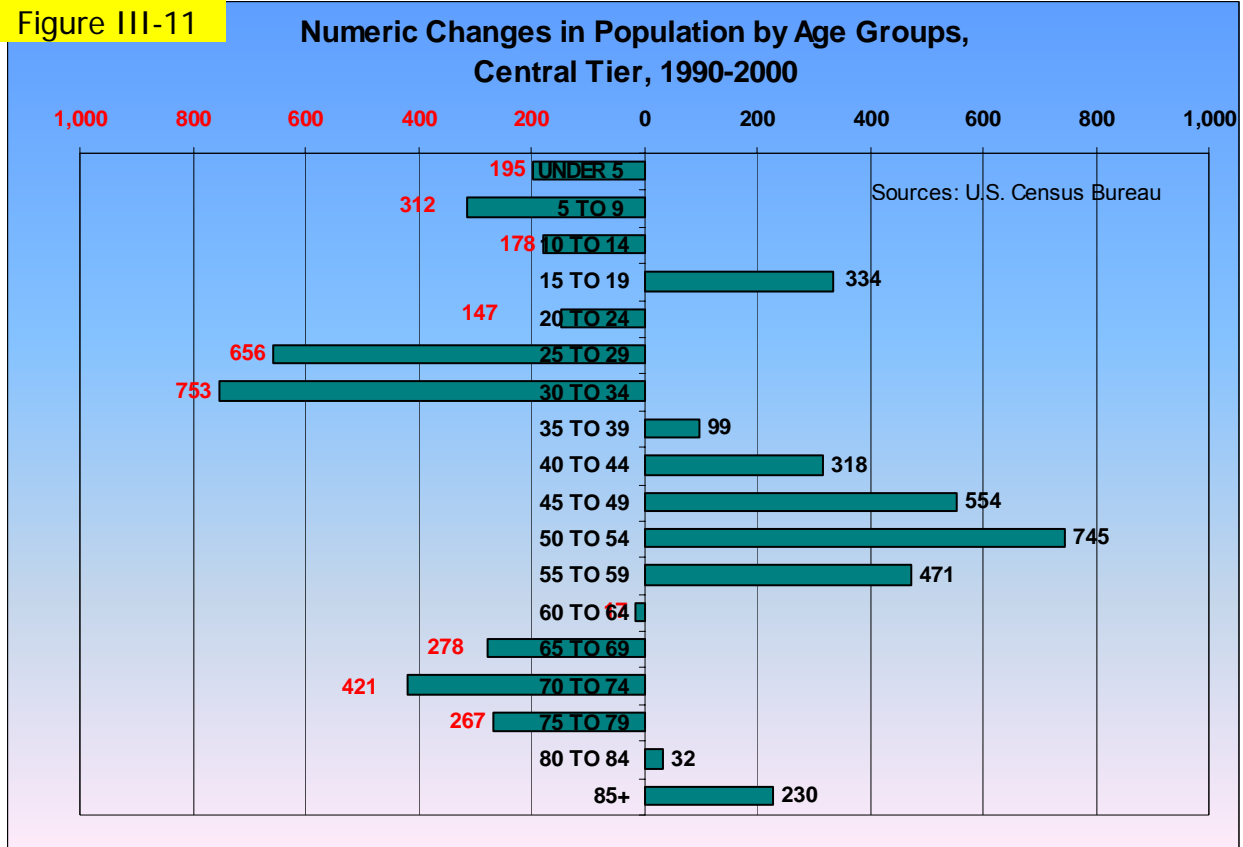


Figure III-12

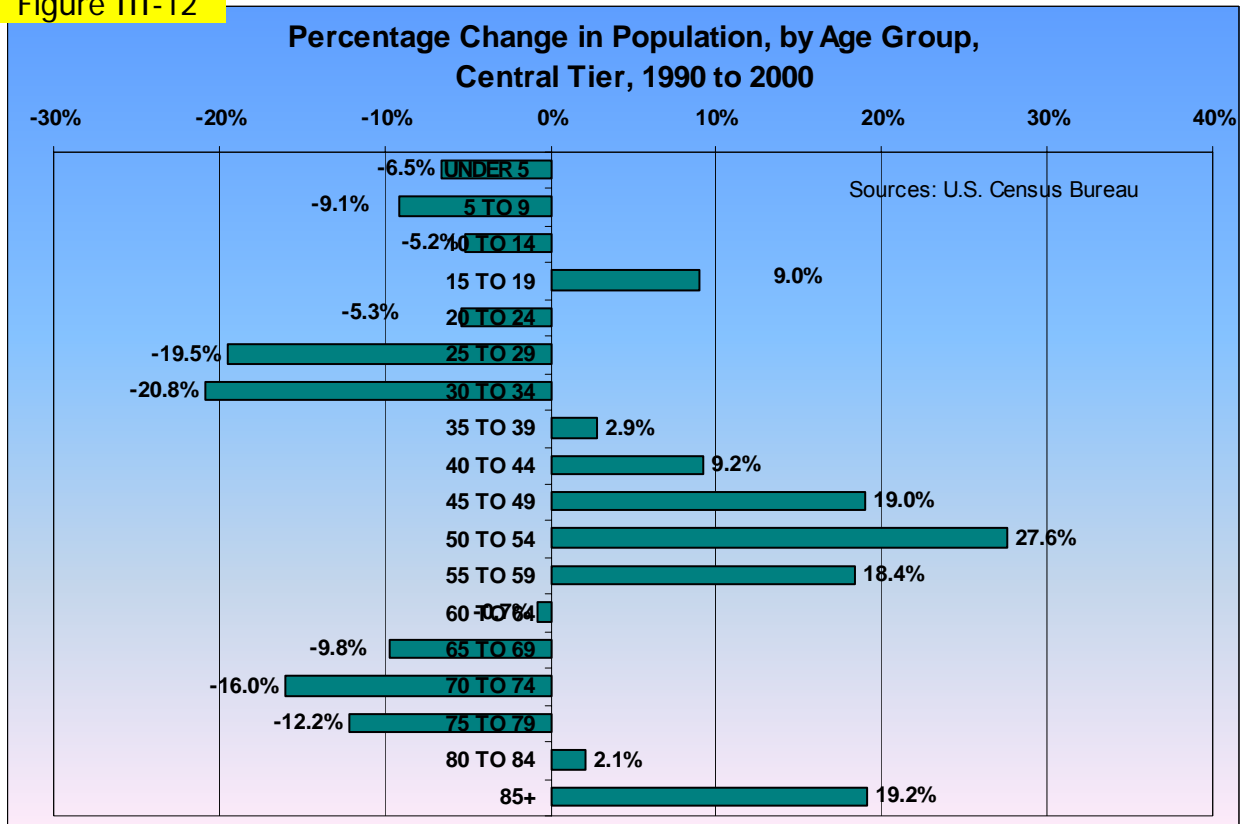




Figure III-13

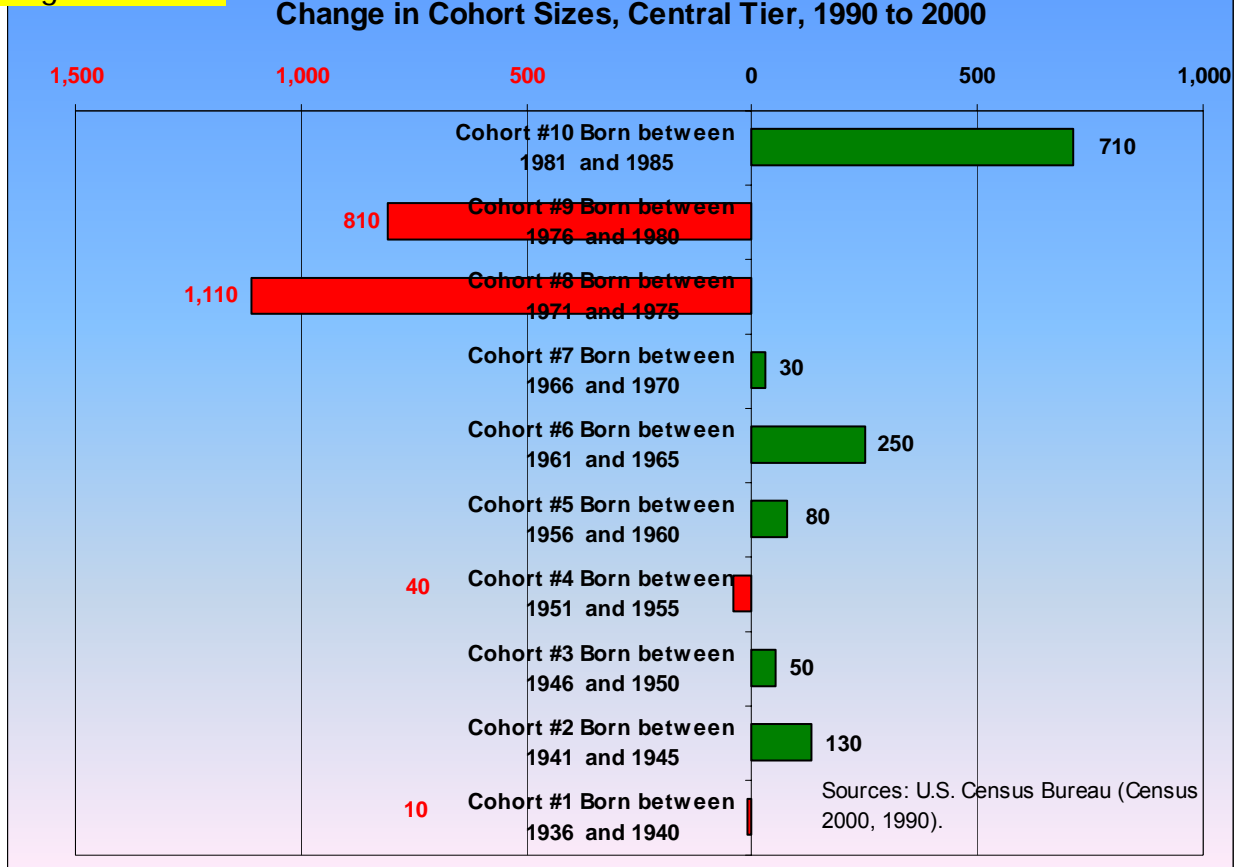


Figure III-14

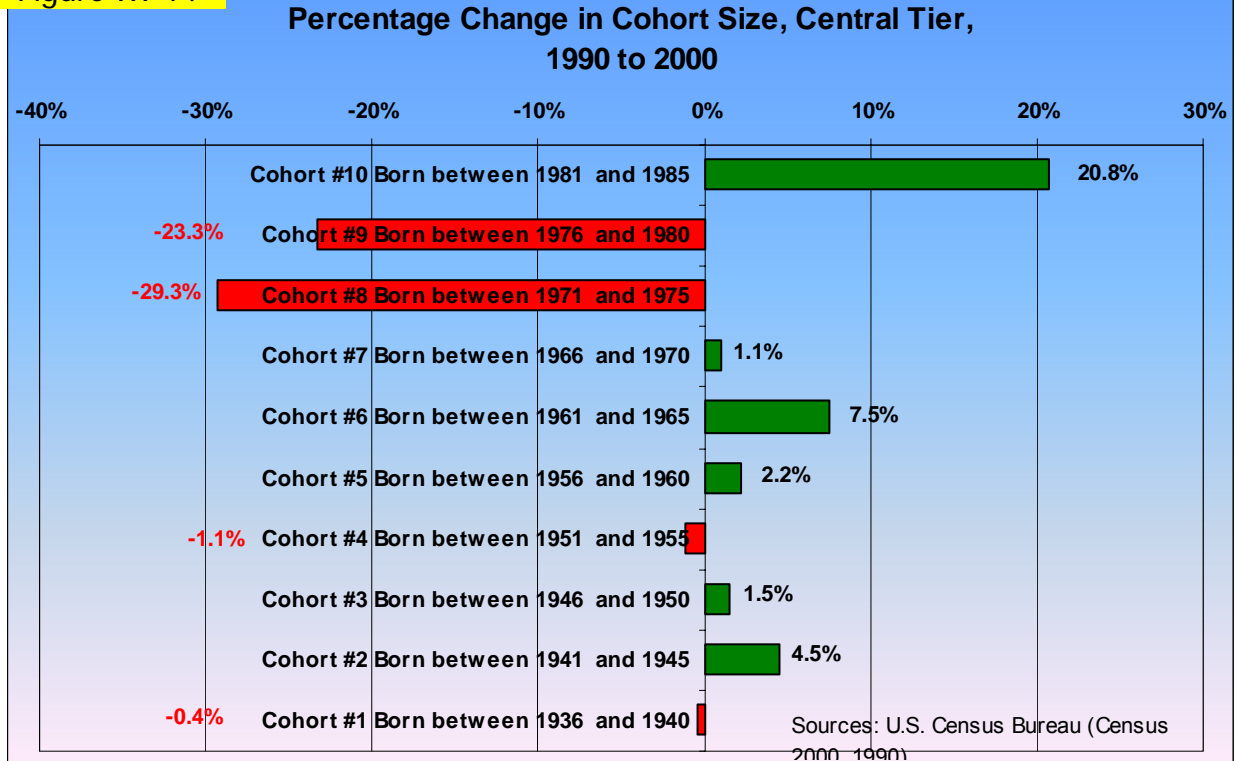


Figure III-15

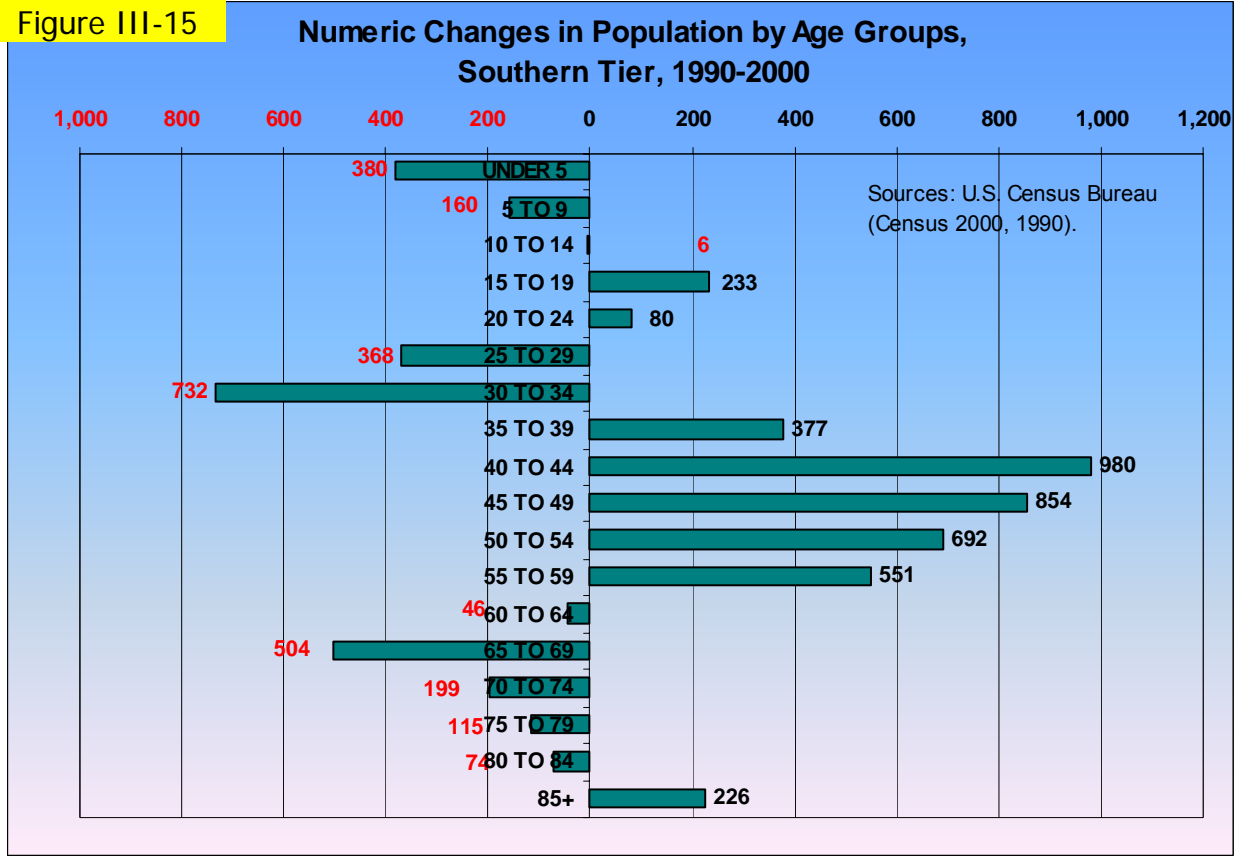


Figure III-16

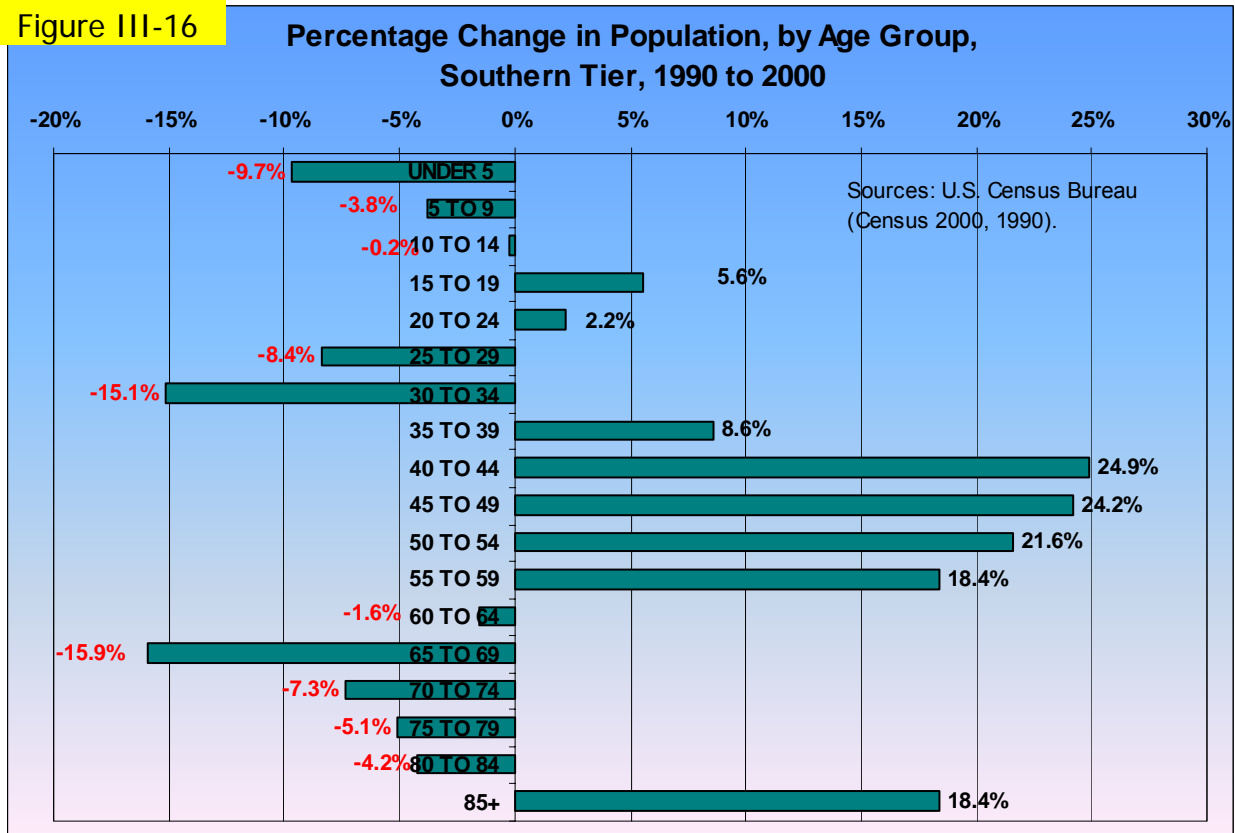


Figure III-17

Change in Cohort Sizes, Southern Tier, 1990 to 2000

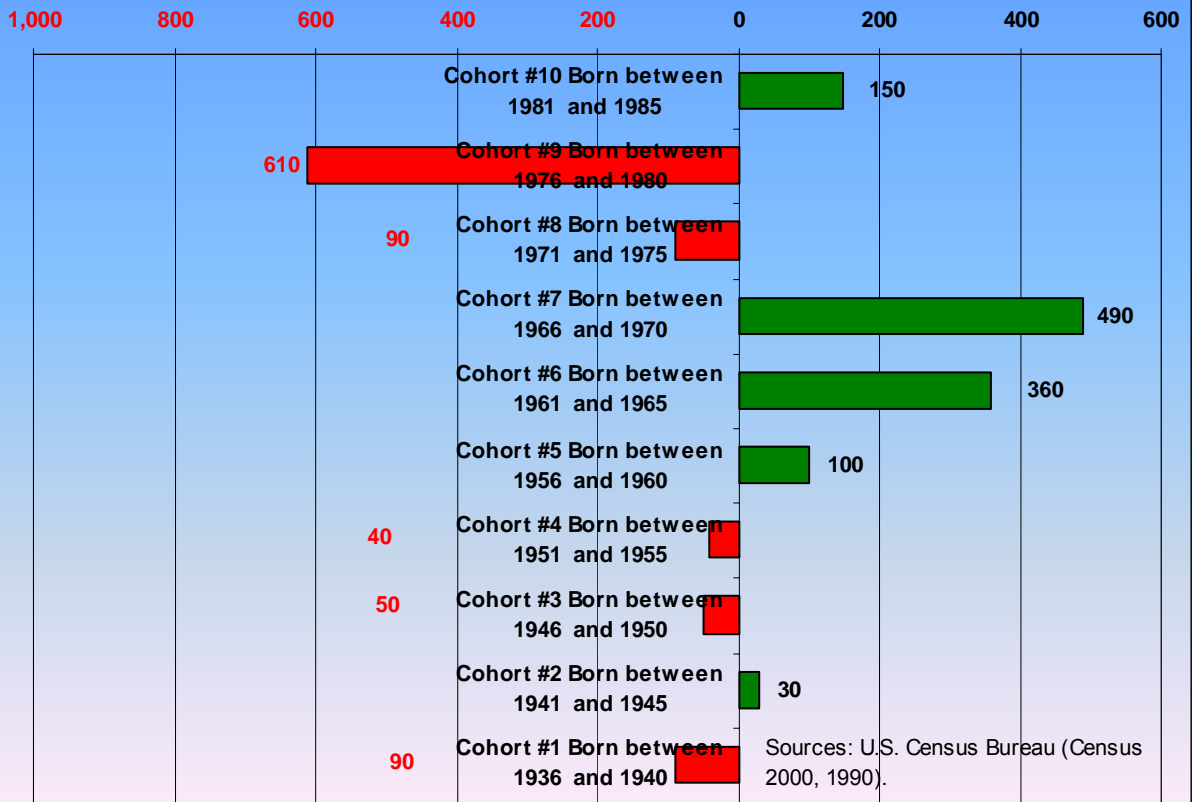
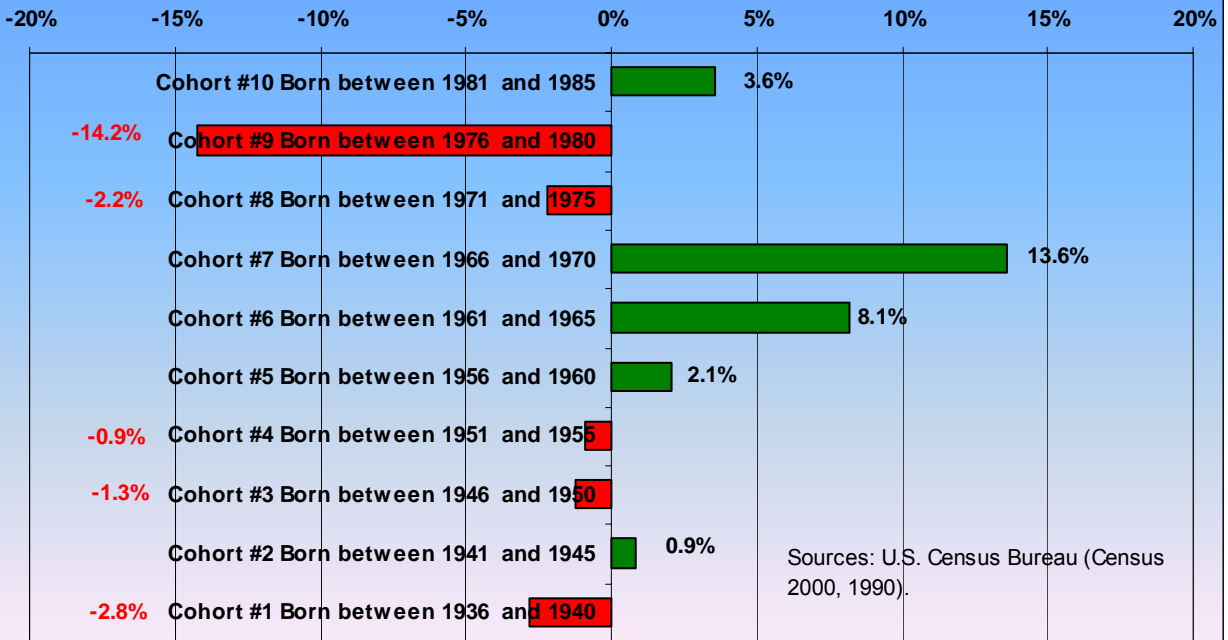


Figure III-18

Percentage Change in Cohort Size, Southern Tier, 1990 to 2000



lation, i.e., people aged 60 to about 80.

- All three sub-regions are experiencing rapid growth of their “old old” populations, i.e., folks aged 80 and above.
- All of these changes reflect strong generational shifts. For example, the increasing numbers of the middle aged are in large measure the consequence of the aging of the Baby Boom generation. These generational differences are “washed out” in the cohort analysis that follows.
- Viewed from the standpoint of workforce size, the age group changes of the last decade are reasonably innocuous. They show a workforce that is aging but not yet geriatric. But projecting the trends of recent decades a few years into the future foretells just that, i.e., an old workforce, not one that is simply aging. That rather dismal outlook applies with greater force as one’s gaze runs from the north to the south among the three Southern 14 sub-regions.

⇒ With respect to *cohort changes* (figures 9 & 10, 13 & 14, and 17 & 18), we see significant differences among the three sub-regions.

- The Northern Tier shows declines in all but two cohorts. Most disquieting are the declines of 22.9% and 27.4%, respectively, in cohorts #8 and #9 which should form the nucleus of the future workforce. These losses are far from offset by the anemic gains in the two exceptions (#6 and #7) which are only of 1% and 2.7% respectively. The declines in older cohorts #1 through #5 are not huge in absolute terms but they do signal a gradual erosion of the area’s mature workforce numbers. Taken together, these cohort changes portend very serious challenges to the size and age distribution of the future workforce in the Northern Tier.
- The Central Tier presents a somewhat more optimistic picture than its northern neighbor. Losses in cohorts #8 and #9 of 29.3% and 23.3% are just as disquieting as losses in those same cohorts in the Northern Tier. However, those losses are somewhat ameliorated by modest gains in cohorts #1, #5, #6, and #7
- The Southern Tier shows very different movement than the other two sub-regions. True, this sub-region also shows losses in cohorts #8 and #9 but they are much smaller (of 2.2% and 14.2%, respectively) than in its sister sub-regions. Furthermore, the Southern Tier shows significant percentage gains of 8.1% and 13.6% respectively in cohorts #6 and #7. Not only is this sub-region losing smaller shares of its younger population than its northern neighbors in the Southern 14, it is experiencing larger percentage gains in the cohorts that comprise the middle range of the workforce.

## ***Southern 14’s population is older than that of Illinois***

The trends chronicled so far in this chapter have affected the age structure of the Southern 14 region’s population. The result is a population that already is significantly older than the state of Illinois as a whole. Figure III-19 shows that the percentage of the Illinois population for every age group below age 45 is larger than the corresponding percentage of the Southern 14 population. Conversely, the share of the population in every age group 45 and older is larger in the Southern 14 than in the entire state of Illinois.

These differences in population age structures are significant from a workforce perspective.

They are the least in the middle years, i.e., between ages 35 and 54. Here, in prime working age groups, the regional and state percentages do not differ greatly. But the differences become more pronounced at the extremes of the population pyramids displayed in Figure III-19. The state's population is much more concentrated in the younger while the region's is more concentrated in the older (i.e., upper) age brackets. This portends an aging of the Southern 14's population relative to the state's that will become more pronounced as more time passes.

### ***Population and workforce projections for the future***

The total population of the Southern 14 region is expected to show slow growth over the next few years. From about 167 thousand in 2000, the region's population is expected to grow to about 168 thousand by 2005, to 169 thousand by 2010 and to 171 thousand by 2015.<sup>15</sup> Figure III-20 displays the projections for each of the sub-regions. Note that the Southern and Central tiers are expected to show slow growth – the Southern slightly faster – while the Northern Tier is actually expected to lose about 200 people by 2010 and level off thereafter.

The demographic trends operating in the Southern 14 Region will cause a continued aging of its population. Figure III-21 is a population "pyramid" that shows the percentage of the Region's total population to be found in each of the 18 age groups. Between 2000 and 2010, the largest concentration of the Region's population will shift from the 35-49 age groups to those in the range of 50-64. Many of the younger age groups will be smaller in 2010 than in 2000 if these projections come true.

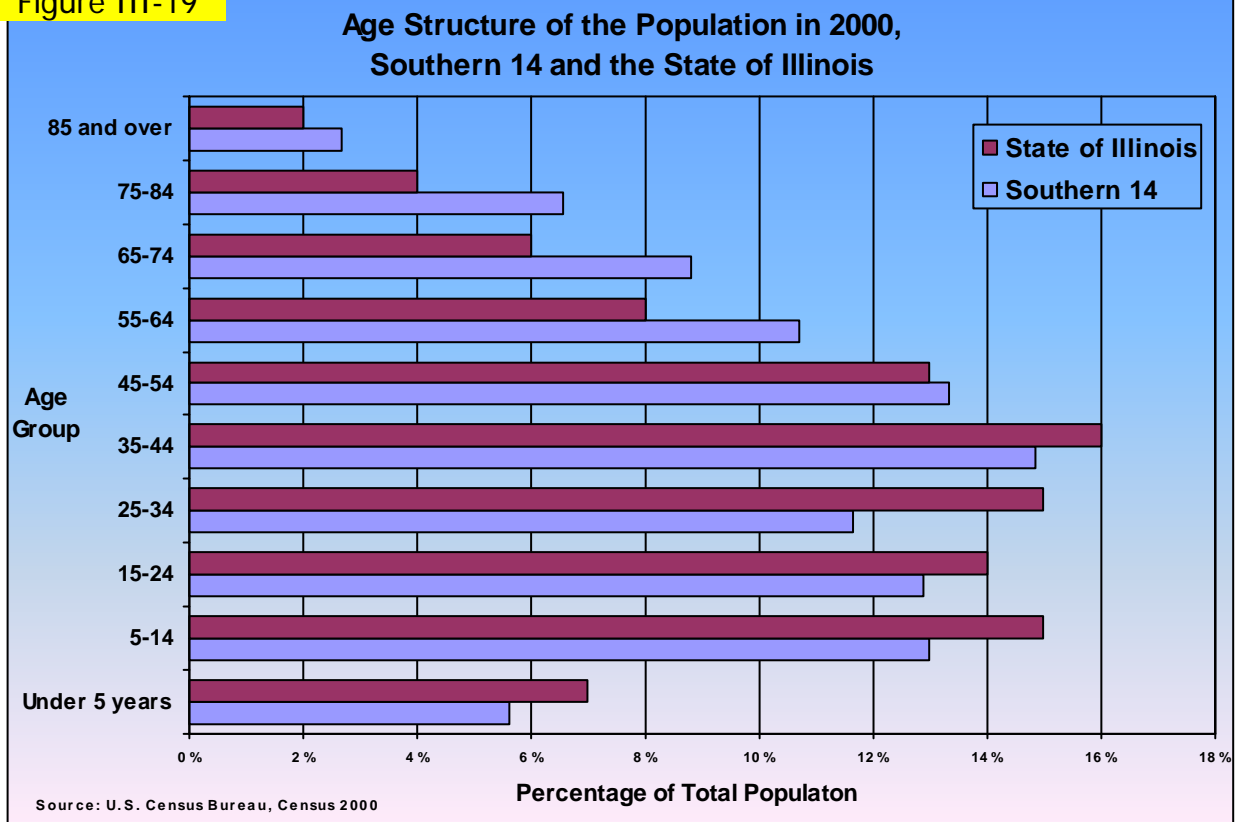
What do these demographic prospects portend for workforce numbers? Figure III-22 displays the increases by five year periods in the age groups from 15 to 64, which we may suppose include the prime working ages. From a projected increase of 2.3 thousand in the Southern 14's prime working age population from 2000 to 2005, the projection is for a smaller gain of only 840 from 2005 to 2010. After that, as the Baby Boomers move rapidly into their retirement years, the Region's working age population goes into decline, according to these projections.

### **Migration and the Southern 14 region's workforce**

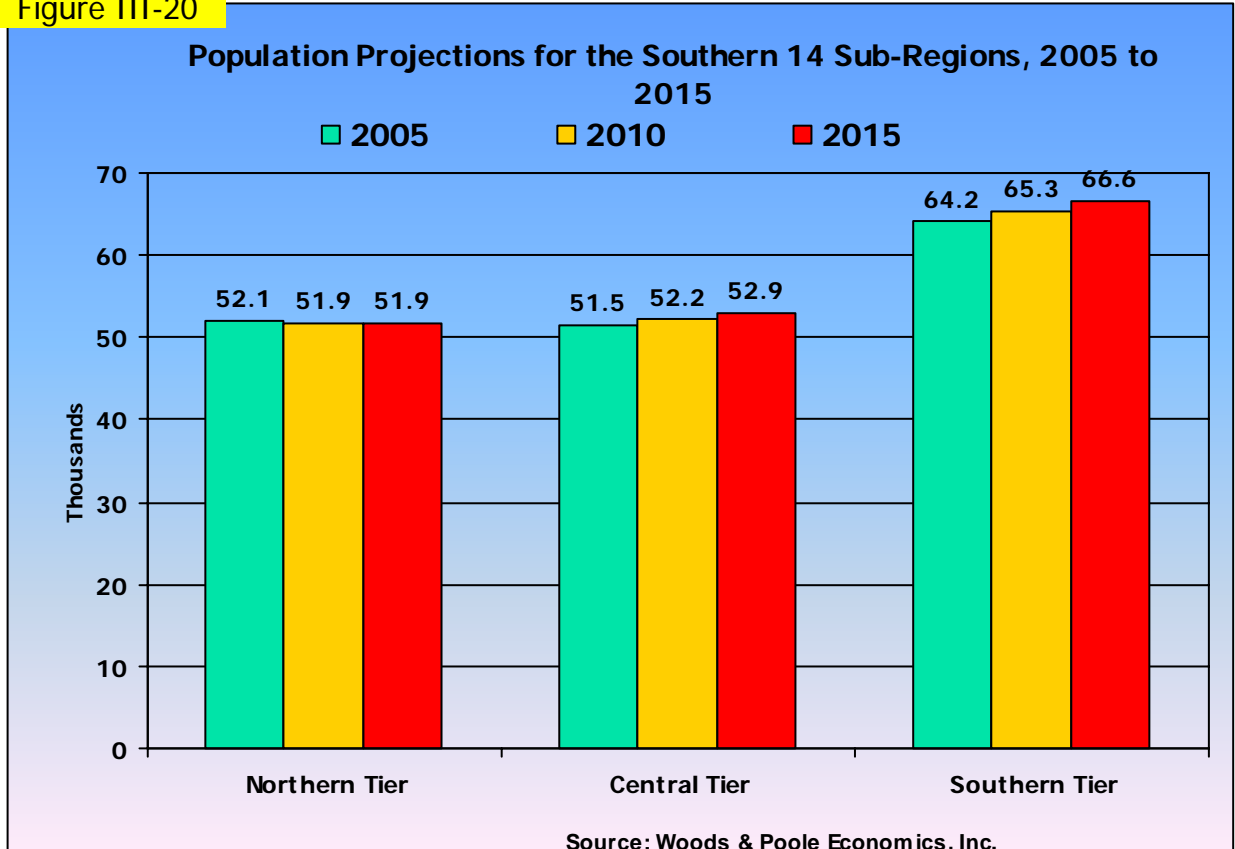
Earlier sections of this chapter discussed cohort population changes in the Southern 14 Region and its sub-regions. Significant declines were noted in cohorts that should form the basis of the region's future workforce. These changes and those to most other cohorts are linked to the movement of population into (immigration) and out of (emigration) the region.<sup>16</sup> Americans are a mobile people. They change their places of residence and work with a frequency unknown in, for example, Europe. From a workforce standpoint, the relevant questions to ask about immigration and emigration are these:

- ⇒ Is the net flow into an area positive (i.e., immigration exceeds emigration) or negative?
- ⇒ What can be said about the skills and/or educational attainment level of the influx and outflow?
- ⇒ What can be said about the workforce status of the net migration flow? What was the net migration flow of the employed? The unemployed? What about migrations of people outside the workforce?
- ⇒ What is the probable net result of these migration flows on the area's workforce

**Figure III-19**

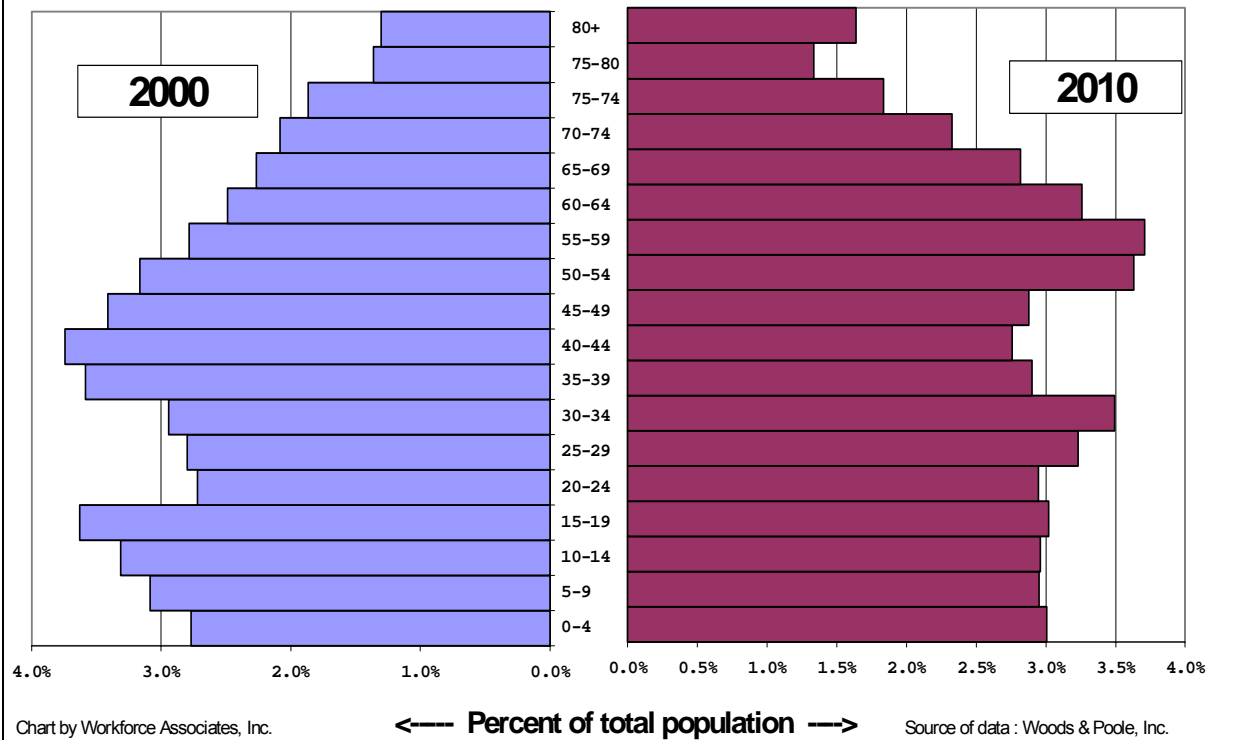


**Figure III-20**



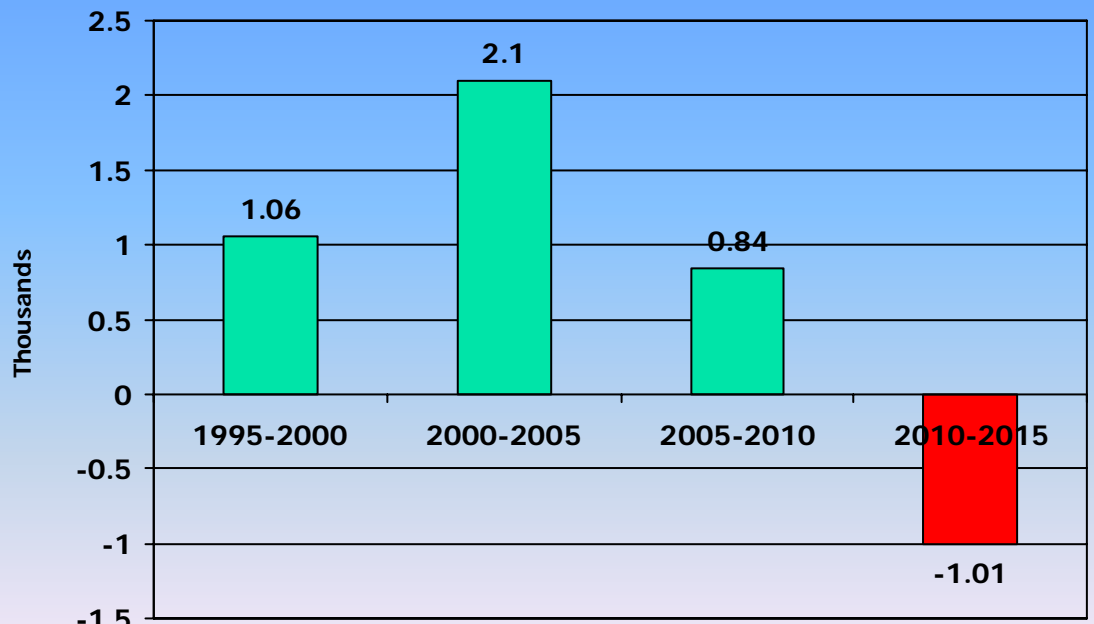
**Southern 14 Region: 2000 & 2010 Projected**  
**Percent of Total Population by 5-year Age Groups**

**Figure III-21**



**Figure III-22**

**Five-Year Changes in the Working Age Population of the Southern 14 Region (thousands)**



Note: Changes from 2000 are projected.      Source: Woods & Poole Economics, Inc.



quantity and quality?

Table III-3 looks at net immigration of adults (defined here as persons aged 25 and older) into the Southern 14 counties in terms of the educational attainment. For reference, the counties are grouped into the Region's three sub-regions. Educational attainment levels are grouped into five categories:

1. **Less than a high school education** includes persons with less than a 9<sup>th</sup> grade education and those who have attended some high school, but have no diploma or GED.
2. **High school graduate or equivalency** includes persons with a high school diploma or GED but have pursued no further formal education beyond that level.
3. **Some college or Associate's degree** includes persons who have attended college but receive no degree and those who have attained an Associate's degree.
4. **Bachelor's degree** includes persons for whom the baccalaureate is the highest level of formal education.
5. **Graduate or professional degree** includes persons with Master's, Doctorate, or professional degrees.

Adults in Category 1 (Less than high school) comprised the greatest number of net migrants in ten of the Southern 14 region's counties.<sup>17</sup> For six of those ten, the net inflow was positive, i.e., more adults with Category 1 levels of education arrived in those counties than departed. By itself, this finding does not indicate an improvement of those counties' workforce quality.

Nine of the 14 counties recorded a net influx of adults with no more than a high school education. In the Central and Southern tiers, four of the five counties in each showed a net inflow of adults with this level of education attainment.

Eight of the counties show a net inflow of adults with at least some college or an Associate's degree. The same number of counties – though not necessarily the same counties themselves – shows net inflows of adults with Bachelor's or advanced degrees.

Among the Northern Tier counties, Edwards County's net flows appear most favorable from a workforce quality point of view. While that county did gain a net 216 persons with very low (less than high school) educational attainment, it lost a significant number (145) with only a high school education and it gained significantly in the top three educational attainment categories. Wabash and Wayne counties' numbers are mixed and support no definite conclusion as to their impact on workforce quality. White County lost adults in all five educational achievement categories with most of the loss coming among the very poorly educated and also those with Bachelor's degrees.

Results for the Central Tier counties are mixed. Gallatin County's flows may have, on balance, improved workforce educational quality but not by much. With gains of 53 adults with Bachelor's degrees and 22 with advanced degrees, Hamilton County's net flows look more positive for workforce quality. Pope County's net flows were small but, on the whole, they appear positive for workforce quality; the county lost 25 very poorly educated adults and gained in every other category. Saline County's picture is definitely one of "brain drain;" on balance, the county gained poorly educated adults and lost well-educated ones.

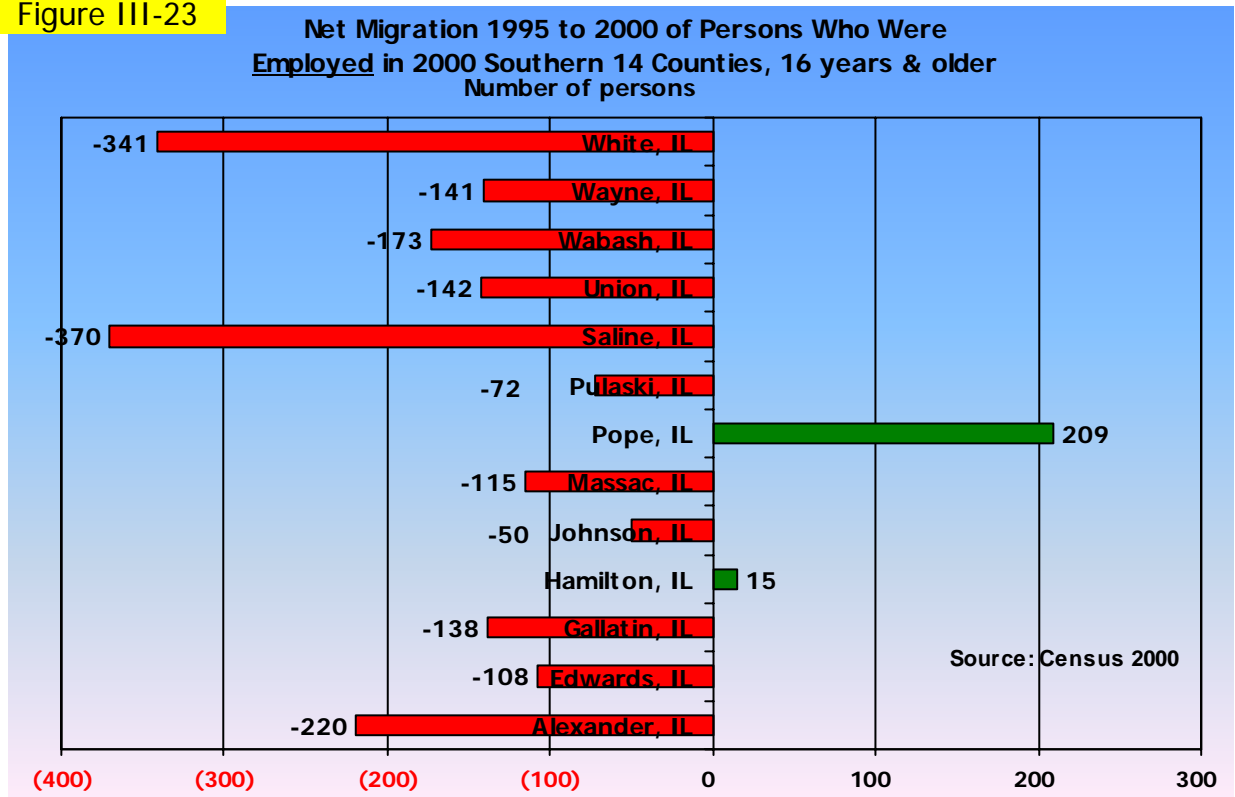
The Southern Tier, as is often the case, presents a rather different picture. Alexander County is the single county among the 14 to show net inflows of adults in all educational attainment categories, but the bulk of that flow was poorly or modestly educated. It would be difficult to argue that net immigration worked to improve workforce quality in Alexander County, though Johnson

**Table III-3**

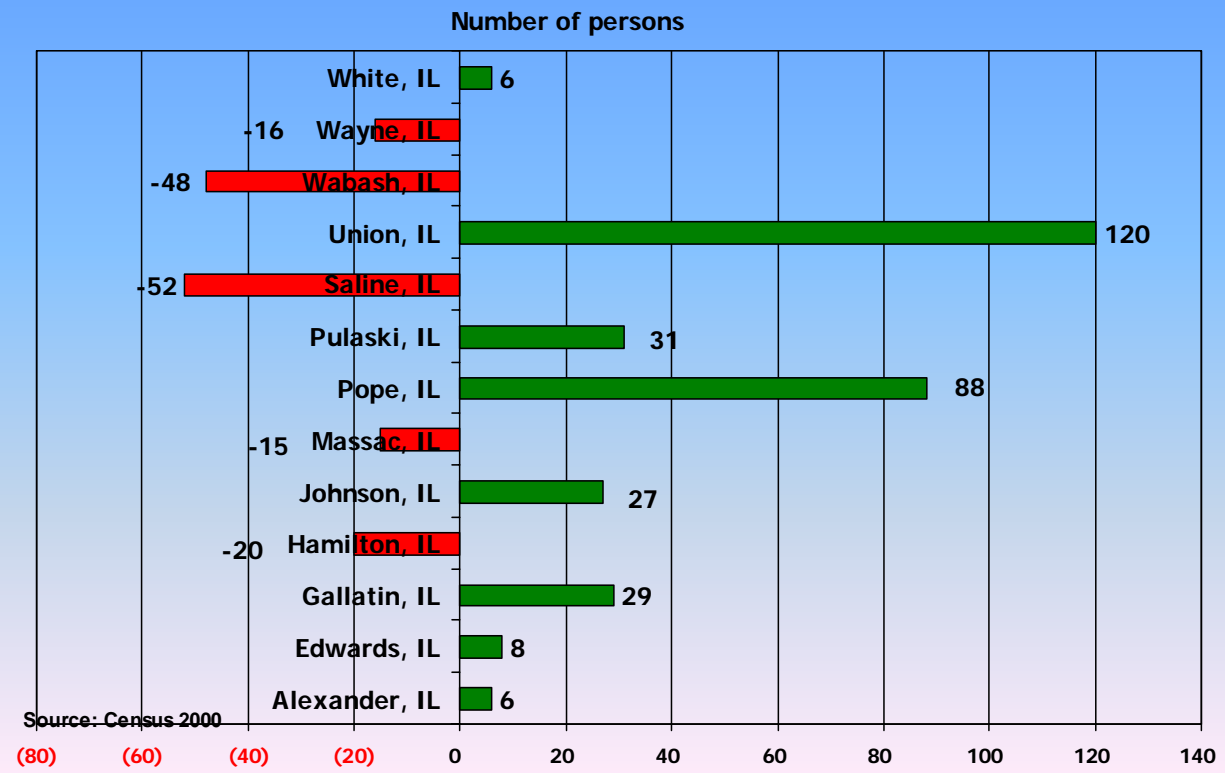
<b>Net Numbers of Immigrants into the Southern 14 Counties, 25 Years and Older, by Level of Educational Attainment, 1995 to 2000</b>						
<b>Sub-Region</b>	<b>County</b>	<b>Less than High School</b>	<b>High school graduate or equivalency</b>	<b>Some college or Associate degree</b>	<b>Bachelor's degree</b>	<b>Graduate or professional degree</b>
<b>Northern Tier</b>	Edwards	216	-145	24	146	81
	Wabash	35	-77	-44	-30	15
	Wayne	-314	117	-37	-7	-49
	White	-222	-8	-50	-113	-3
<b>Central Tier</b>	Gallatin	112	101	114	4	-5
	Hamilton	111	88	-32	53	22
	Hardin	204	-36	78	-21	55
	Pope	-25	55	16	8	2
	Saline	374	30	-40	-65	-18
<b>Southern Tier</b>	Alexander	783	276	183	24	16
	Johnson	-193	44	68	1	4
	Massac	155	50	2	-17	-7
	Pulaski	44	-44	48	-5	1
	Union	9	65	-94	-12	-3

Source: U.S. Census Bureau  
 Note: A negative number means that the number of persons flowing out of the county exceeded the number flowing into it.

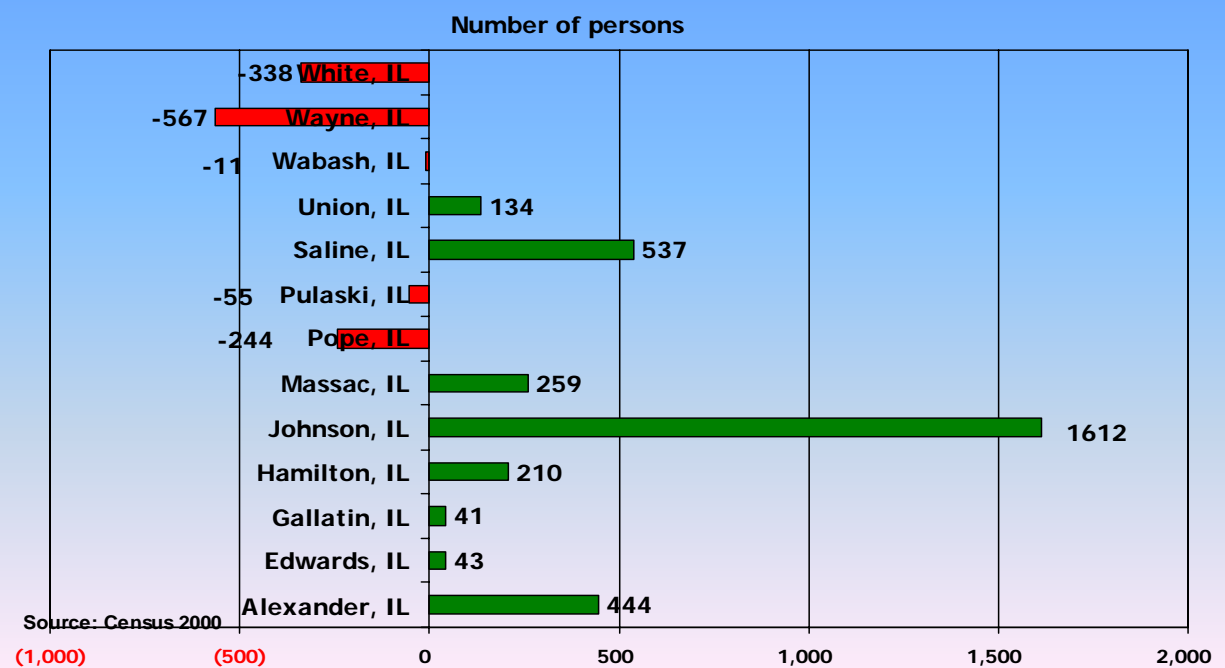
**Figure III-23**



**Figure III-24** Net Migration 1995 to 2000 of Persons Who Were Unemployed in 2000, Southern 14 Counties, 16 years & older,



**Figure III-25** Net Migration 1995 to 2000 of Persons Who Were Not in the Workforce in 2000, Southern 14 Counties, 16 years & older,



County's numbers look somewhat better. It lost numbers of poorly educated adults and received net inflows of the modestly educated, but an insignificant number of highly educated individuals. Massac and Union Counties' workforce quality declined, judged by the educational attainment levels of net migrants. Both counties gained numbers in the poorly educated categories and lost numbers of the well educated. Pulaski County presents a mixed picture showing little sign of workforce improvement.

The effect of net adult migration flow from 1995 to 2000 appears to be negative to slightly negative for most counties in the Southern 14 region. The exceptions are Gallatin, Hamilton, and Pope counties, for which reasonably credible arguments can be made that net migration flows improved workforce quality.

### ***Labor force status of net migration in Southern 14 counties***

Figures III-23, III-24 and III-25 deliver information about the labor force status of net migration flows in the Region's counties from 1995 to 2000. By "labor force status," we mean (i) employed, (ii) unemployed, or (iii) not in the labor force.

Figure III-23 shows that 12 of the Region's 14 counties experienced a net outflow of employed adults during the second half of the last decade. The greatest outflows were from Saline, White and Alexander counties. Pope County saw a considerable net inflow (209) of employed adults while Hamilton County experienced a small inflow of jobholders.

Figure III-24 displays the net flows of unemployed adults for the Southern 14 counties. Note that eight of the 14 counties saw a net influx of the unemployed during this five-year period. Union County was the leader with 120 more unemployed adults arriving than departing. A comparison of Figure III-23 and Figure 24 reveals significant combinations of net flows of employed and unemployed. Of all 14 counties, Hamilton County is the only county to show the most desirable result, i.e., a net inflow of employed adults and an outflow of the unemployed. Six counties showed the less desirable result, i.e., a net inflow of unemployed adults accompanied by a net outflow of those who were employed. Those six were White, Union, Pulaski, Johnson, Gallatin and Alexander counties.

Figure III-25 shows the net flows of adults recorded as not being in the workforce. Eight of the Region's counties realized net inflows of such persons. Among them was Johnson County, which received 1,612 more adults not in the workforce. These numbers should not be "over-interpreted" from the workforce point of view since they include the influx of older adults such as retirees who move into an area. Since these are Census data, they also include the net influx of incarcerated and other institutionalized persons which, of course, the more familiar BLS labor force data do not.

The period 1995 to 2000 was one of tight and/or tightening labor markets across the United States. Counties and other areas with strong economies attracted workers and would-be workers, both the unemployed who came seeking jobs and the employed who came seeking better jobs. The fact that all but two Southern 14 counties endured net outflows of employed adults and simultaneous net inflows of the unemployed signals challenges relating to the job situation in the region.

### ***Commuter flow patterns in the Southern 14 region***

The geographical configuration of the Southern 14 Region is such that most of the constituent

counties share at least one border with parts of other workforce areas. Nine of the Region's counties border other states: Indiana on the east, Kentucky on the south, and Missouri on the southwest. Although the state boundaries are demarked by rivers, those rivers are spanned by bridges that make interstate commuting to work a reasonable proposition. Consequently, workforce commuting is quite common in the Southern 14.

Figures III-26, III-27 and III-28 show the importance of commuting in the Southern 14 Region's three sub-regions. All three figures display eight pairs of bars. The top bar (blue) indicates the percentage of each sub-region's resident working population that works in the area indicated along the right-hand axis. The bottom bar (yellow) shows the percentage of the total number of persons working in each sub-region that resides in the areas indicated along the right-hand axis. These figures are revealing.

## **Northern Tier (Figure III-26)**

Seventy-three percent of working persons who reside in the Northern Tier also work in that same sub-region. Another 1.6% work elsewhere in the Southern 14 region. That leaves about a quarter of these residents working somewhere else. But where? It turns out that about half of them work in Illinois outside the Southern 14 Region, while the other half crosses the Wabash River to work in Indiana.

When we look to see where the people who actually work in the Northern Tier counties reside, it turns out that over 87% of them also live in those same counties. A few commute from other counties in the Southern 14 but most inbound commuters arrive from Illinois outside the Southern 14 region or from Indiana.

## **Central Tier (Figure III-27)**

The same picture generally holds true for the Central Tier of counties. The sub-region exports nearly 30% of its resident workforce to work elsewhere. About 7% work in other counties of the Southern 14 and twice that many work in Illinois outside the region.

Most people (87%) who work in the Central Tier of counties also live in that same sub-region. Eight percent commute from Illinois residences outside the region and half that number arrive from Southern 14 counties outside the Central Tier.

## **Southern Tier (Figure III-28)**

The Southern Tier is even more of a workforce exporter than its two northern sister sub-regions. Fully one-third of its resident workers commute to jobs outside their own sub-region. Most of these commuters travel to work in Kentucky (11.4%) or Missouri (7.3%). Only a tiny share (1%) commutes to work in other counties of the Southern 14 region although a fair number (12%) travel to jobs in Illinois counties outside the region.

Compared to the other two sub-regions, the Southern Tier imports a larger share (nearly 20%) of the total number of workers who actually work in the sub-region. Most of these come from Illinois outside the Southern 14 (7.4%) and Kentucky (6%). Only 3.6% commute to jobs in the Southern Tier from residences elsewhere in the Southern 14 region.

The overall conclusions that emerge from this analysis of commuting patterns in the Southern 14 region are these:

- ⇒ The region and all three sub-regions individually are net workforce exporters. The number of workers residing in the region and its sub-regions that commute to jobs outside their own areas considerably exceeds the number of inbound commuters

Figure III-26

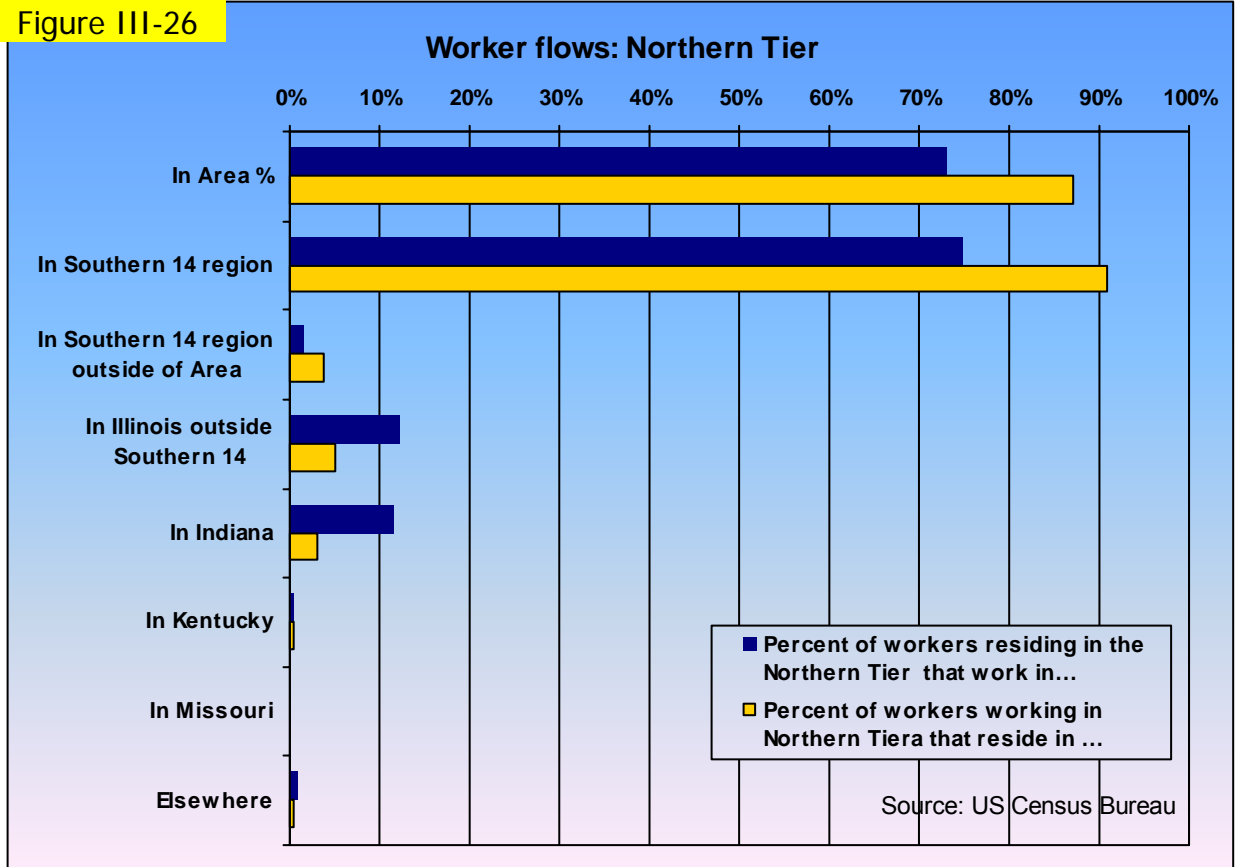


Figure III-27

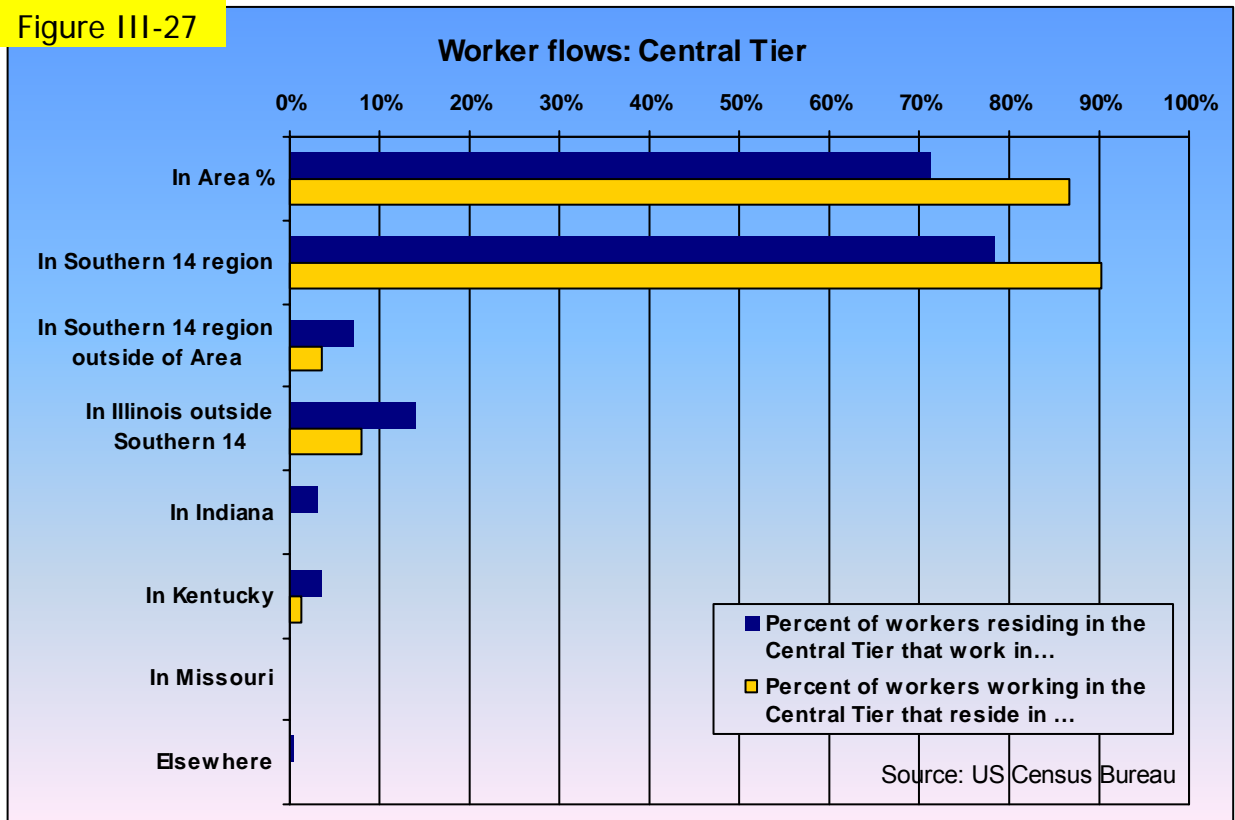
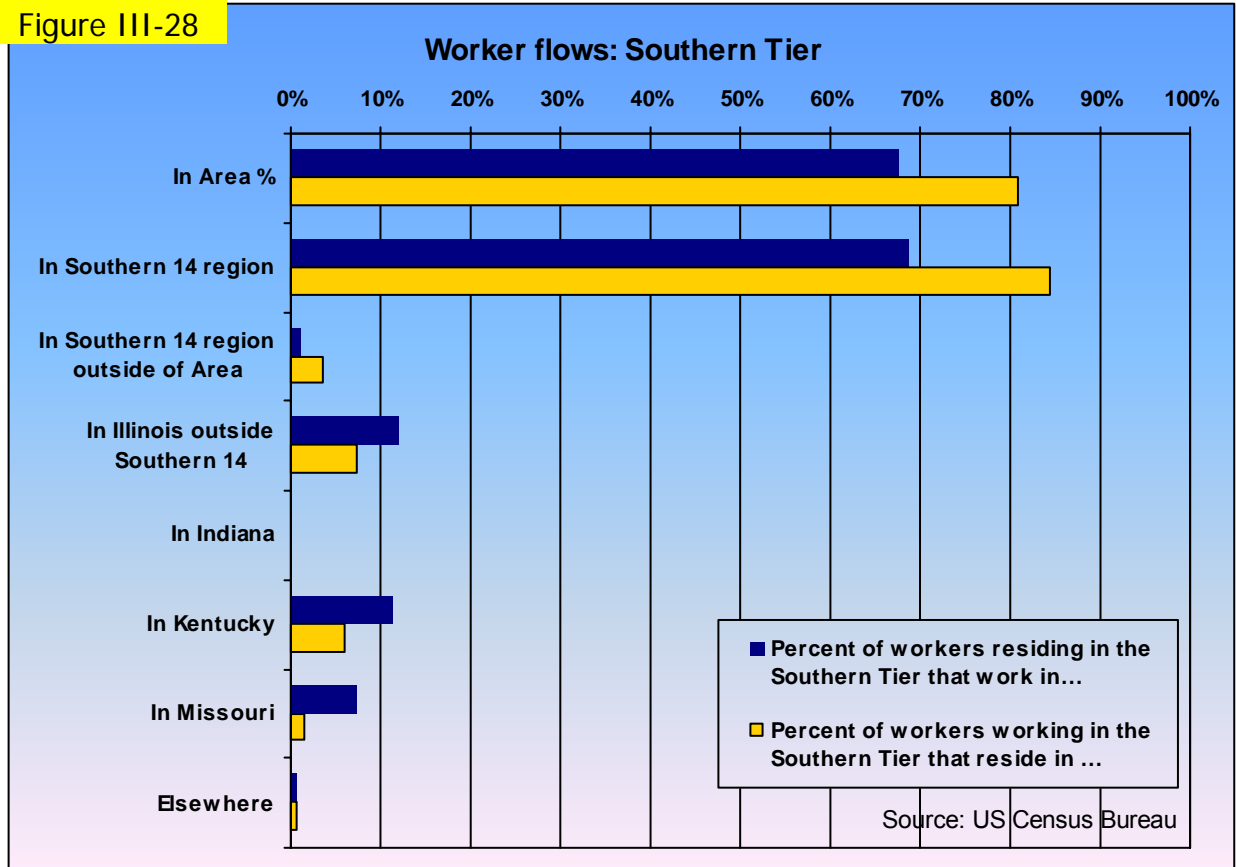


Figure III-28



that live elsewhere.

- ⇒ Most workers residing in the region and its sub-regions who commute to work outside their own areas go to work outside the Southern 14 region. Most go to jobs in Indiana, Kentucky, Missouri and Illinois workplaces outside the region.
- ⇒ Inbound commuters to the Southern 14 sub-regions come mainly from residences outside the region itself.
- ⇒ **The summary conclusion is that the sub-regions of the Southern 14 region are weakly connected by linkages of workforce commuter flows. All three of the sub-regions are more closely linked to areas outside the region than to its other parts. In this sense, the Southern 14 cannot be judged an “integrated workshed.”**

## The quality of the Southern 14 workforce

Chapter II argued that yesterday’s skills and knowledge are inadequate for the jobs of tomorrow. Today’s jobs demand better cognitive, communication and people skills than did previous ones. Tomorrow’s jobs will demand still higher levels of skills, knowledge, and—most critical of all—the willingness and ability to continue learning throughout life.

### *The educational attainment of Southern 14 adults*

The charts and tables that follow focus mainly on the education levels of adults ages twenty-five years and older as reported by Census 2000. The level of education attained indicates



whether or not the adults in an area are equipped to meet the demands of the 21<sup>st</sup> century economy, an economy that demands not only increasing levels of skills, but also basic reading, math and problem solving abilities. It also indirectly indicates the degree of importance that the area's residents place on continuing education.

## Achieving college and high school diplomas

To gauge the qualitative strengths of the Southern 14 workforce, it is instructive to compare the percentage of area adults aged 25 and older who have achieved various levels of education with similar data from other Illinois counties. Table III-4 presents the following comparisons:

The first set of columns of Table III-4 shows the percentage of adults 25 years and older who have attained at least a high school diploma. Only two counties, Edwards and Wabash in the Northern Tier, rank among the top 52 counties in the state. The remaining twelve counties rank from 85<sup>th</sup> down to 101<sup>st</sup>. The Southern Tier tends to dominate the lowest ranking counties, with Pulaski, Johnson, and Alexander counties at #98, #100, and #101, respectively.

The second set of columns shows the percentage of adults who have completed at least a bachelor's degree. None of the Southern 14 counties comes close to the state average of 26.1% at this level of educational attainment. The county with the most educated population is Union County in the Southern Tier, in which 15.8% of adults hold a college degree. The remaining thirteen counties have rates from 6.9% in Alexander County in the Southern Tier, which is the lowest in the entire state, up to Wabash County in the Northern Tier with 12.5% of its residents holding college or university degrees.

The third set of columns of Table III-4 shows the prevalence of bachelor's degrees or higher among members of the younger adult population, 25 to 34 years of age. Across the state of Illinois, younger adults generally have a higher level of educational attainment than the adult population as a whole. Comparing the numbers at the top of the third set of columns with those at the top of the second set, we see that, on average in Illinois, 32.3% of the younger adults hold bachelor's or higher degrees. The numbers for all 14 counties are disappointing in this regard. Union County once again performed best among them, with 21.4% of its young adults better educated than its adult population at large.

There is considerable room for generational improvement in the other counties in all three tiers. For example, Saline County in the Central Tier registered only a 3.6% percent gain between younger adults and their elders (15.7% vs. 12.1%). The comparisons in the remaining counties remained equally unimpressive: Hamilton (15.3% younger vs. 10.5% older), White (14.4% younger vs. 10.4% older) Johnson (13.8% younger vs. 11.7% older) Wabash (13.6% younger vs. 12.5% older) Massac (13.4% younger vs. 10.7% older) Pope (12.6% younger vs. 10.5% older) Edwards (12.4% younger vs. 9.8% older) Hardin (12.0% younger vs. 9.6% older) Gallatin (11.9% younger vs. 7.7% older) Wayne (10.6% younger vs. 10.0% older) Pulaski (10.1% younger vs. 7.1% older) and Alexander County with the lowest educational ranking for the state (4.7% younger vs. 6.9% older). Encouraging adults of all ages to take advantage of their community colleges and access to higher educational institutions in the region is critical for this area to become a vital part of the demanding 21<sup>st</sup> century knowledge economy.

## Progress in raising adult educational attainment levels

Table III-5 indicates the degree of progress made in raising the level of educational attainment of the adult population between 1900 and 2000. For Illinois as a whole, the percentage of adults 25 years and older with at least a high school diploma rose from 76.2% in 1990 to 81.4% in 2000, an improvement of 5.2 points. All 14 counties beat the state average in per-

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table III-4

Educational Achievement in Illinois Counties, 2000								
Percent of all persons 25 years with a high school diploma or higher			Percent of all persons 25 years and older with a bachelor's degree or higher			Percent of all persons aged 25 to 34 with a bachelor's degree or higher		
Illinois		81.4%	Illinois		26.1%	Illinois		32.3%
Rank in state	County		Rank in state	County		Rank in state	County	
1	Champaign	91.0%	1	DuPage	41.7%	1	McLean	49.1%
2	McLean	90.7%	2	Lake	38.6%	2	Champaign	48.5%
3	DuPage	90.0%	3	Champaign	38.0%	3	Jackson	45.1%
4	Kendall	89.9%	4	McLean	36.2%	4	Lake	39.2%
5	McHenry	89.2%	5	Jackson	32.0%	5	DuPage	36.7%
6	Piatt	88.7%	6	Sangamon	28.6%	6	Sangamon	35.8%
7	Menard	88.3%	7	Cook	28.0%	7	Cook	34.5%
8	Sangamon	88.1%	8	McHenry	27.7%	8	Monroe	33.3%
9	Woodford	87.8%	9	Kane	27.7%	9	McHenry	33.3%
10	DeKalb	87.5%	10	McDonough	26.9%	10	Morgan	31.7%
11	Monroe	87.2%	11	DeKalb	26.8%	11	McDonough	31.4%
12	Grundy	86.9%	12	Will	25.5%	12	Peoria	30.9%
13	McDonough	86.9%	13	Kendall	25.3%	13	Woodford	30.5%
14	Will	86.9%	14	Peoria	23.3%	14	Will	30.1%
15	Lake	86.6%	15	Woodford	21.1%	15	Kendall	29.7%
16	Ford	86.0%	16	Piatt	21.0%	16	DeKalb	27.4%
17	Hancock	85.7%	17	Coles	20.8%	17	Coles	25.6%
18	Jackson	85.2%	18	Menard	20.5%	18	Menard	24.8%
19	Marshall	85.0%	19	Monroe	20.4%	19	Madison	24.2%
20	Tazewell	85.0%	20	Morgan	19.9%	20	Tazewell	23.7%
21	Mercer	84.9%	21	Winnebago	19.4%	21	Clinton	22.7%
22	Henry	84.5%	22	St. Clair	19.3%	22	Williamson	22.6%
23	Madison	84.3%	23	Madison	19.2%	23	Adams	22.4%
24	Bureau	84.1%	24	Tazewell	18.1%	24	Piatt	22.0%
25	Stephenson	84.1%	25	Adams	17.6%	25	Kane	21.9%
26	Peoria	83.8%	26	Williamson	17.2%	26	Union	21.4%
27	Putnam	83.8%	27	Rock Island	17.1%	27	Marshall	21.3%
28	Adams	83.7%	28	Ogle	17.0%	28	Grundy	21.1%
29	Jo Daviess	83.6%	29	Macon	16.9%	29	Henry	21.0%
30	Schuyler	83.6%	30	Warren	15.8%	30	Macon	20.4%
31	De Witt	83.5%	31	Union	15.8%	31	St. Clair	20.3%
32	Effingham	83.4%	32	Henry	15.7%	32	Macoupin	19.7%
33	Richland	83.4%	33	Bureau	15.7%	33	Stark	19.6%
34	Stark	83.4%	34	Stephenson	15.6%	34	Winnebago	19.5%
35	Carroll	83.3%	35	Hancock	15.6%	35	Effingham	19.5%
36	Macon	83.2%	36	Richland	15.2%	36	Franklin	18.9%
37	Ogle	83.1%	37	Jo Daviess	15.2%	37	Ogle	18.5%
38	Scott	83.1%	38	Grundy	15.2%	38	Kankakee	18.5%
39	Coles	82.9%	39	Effingham	15.1%	39	Jo Daviess	18.5%
40	Shelby	82.9%	40	Kankakee	15.0%	40	Hancock	18.3%
41	Jasper	82.6%	41	Bond	15.0%	41	Ford	18.3%
42	Rock Island	82.6%	42	Moultrie	14.7%	42	Cumberland	17.7%
43	Jersey	82.5%	43	Knox	14.6%	43	Knox	17.6%
44	Henderson	82.4%	44	Marshall	14.5%	44	Bureau	17.5%
45	Edwards	82.3%	45	Boone	14.5%	45	Douglas	17.1%
46	Warren	82.3%	46	Logan	14.2%	46	Clay	17.1%
47	Wabash	82.2%	47	Ford	13.9%	47	Whiteside	17.0%
48	Macoupin	82.1%	48	Douglas	13.8%	48	Stephenson	16.9%
49	Knox	81.8%	49	Jefferson	13.7%	49	Putnam	16.9%
50	Edgar	81.4%	50	Clark	13.6%	50	Shelby	16.6%
51	La Salle	81.4%	51	Washington	13.4%	51	Rock Island	16.2%
52	Winnebago	81.4%	52	Stark	13.4%	52	Washington	16.1%

Source: Census 2000

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table III-4 (conc.)

Educational Achievement in Illinois Counties, 2000 (concluded)								
Percent of all persons 25 years with a high school diploma or higher			Percent of all persons 25 years and older with a bachelor's degree or higher			Percent of all persons aged 25 to 34 with a bachelor's degree or higher		
Illinois		81.4%	Illinois		26.1%	Illinois		32.3%
Rank in state	County		Rank in state	County		Rank in state	County	
53	Lawrence	81.3%	53	De Witt	13.4%	53	Saline	15.7%
54	Christian	81.0%	54	La Salle	13.3%	54	Henderson	15.6%
55	St. Clair	80.9%	55	Edgar	13.3%	55	Moultrie	15.5%
56	Boone	80.8%	56	Lee	13.2%	56	Marion	15.4%
57	Logan	80.4%	57	Carroll	13.1%	57	Jasper	15.3%
58	Iroquois	80.3%	58	Clinton	13.0%	58	Hamilton	15.3%
59	Cumberland	80.2%	59	Mercer	12.6%	59	Cass	15.1%
60	Kane	80.2%	60	Livingston	12.6%	60	Calhoun	15.1%
61	Lee	80.2%	61	Jersey	12.6%	61	Warren	14.8%
62	Cass	80.0%	62	Cass	12.6%	62	La Salle	14.8%
63	Clark	80.0%	63	Wabash	12.5%	63	White	14.4%
64	Calhoun	79.9%	64	Vermilion	12.5%	64	Mason	14.4%
65	Mason	79.9%	65	Scott	12.1%	65	Perry	14.2%
66	Morgan	79.9%	66	Saline	12.1%	66	De Witt	14.1%
67	Kankakee	79.8%	67	Putnam	12.1%	67	Jefferson	14.0%
68	Whiteside	79.8%	68	Marion	12.1%	68	Carroll	13.9%
69	Williamson	79.8%	69	Macoupin	11.8%	69	Vermilion	13.8%
70	Pike	79.6%	70	Iroquois	11.8%	70	Johnson	13.8%
71	Crawford	79.3%	71	Schuyler	11.7%	71	Wabash	13.6%
72	Douglas	79.3%	72	Johnson	11.7%	72	Iroquois	13.6%
73	Marion	79.1%	73	Shelby	11.5%	73	Christian	13.5%
74	Washington	79.1%	74	Fulton	11.4%	74	Massac	13.4%
75	Greene	78.9%	75	Whiteside	11.3%	75	Jersey	13.3%
76	Moultrie	78.8%	76	Franklin	11.3%	76	Boone	13.2%
77	Vermilion	78.7%	77	Montgomery	11.2%	77	Richland	13.0%
78	Fulton	78.3%	78	Mason	11.2%	78	Clark	12.7%
79	Livingston	78.1%	79	Jasper	11.2%	79	Pope	12.6%
80	Cook	77.7%	80	Massac	10.7%	80	Edgar	12.6%
81	Clinton	77.4%	81	Pope	10.5%	81	Lee	12.4%
82	Montgomery	77.1%	82	Hamilton	10.5%	82	Edwards	12.4%
83	Jefferson	77.0%	83	Christian	10.5%	83	Scott	12.3%
84	Franklin	76.7%	84	White	10.4%	84	Mercer	12.1%
85	Massac	76.5%	85	Crawford	10.3%	85	Hardin	12.0%
86	Saline	76.1%	86	Perry	10.1%	86	Montgomery	11.9%
87	Clay	75.9%	87	Greene	10.1%	87	Gallatin	11.9%
88	Pope	75.8%	88	Cumberland	10.1%	88	Logan	11.0%
89	Wayne	75.2%	89	Wayne	10.0%	89	Greene	11.0%
90	Union	74.8%	90	Henderson	10.0%	90	Wayne	10.6%
91	White	74.6%	91	Pike	9.9%	91	Fayette	10.6%
92	Hamilton	74.3%	92	Edwards	9.8%	92	Crawford	10.5%
93	Gallatin	73.6%	93	Lawrence	9.7%	93	Pulaski	10.1%
94	Bond	72.8%	94	Clay	9.7%	94	Lawrence	9.9%
95	Perry	72.3%	95	Hardin	9.6%	95	Bond	9.6%
96	Fayette	72.2%	96	Calhoun	9.4%	96	Fulton	9.5%
97	Randolph	71.3%	97	Brown	9.2%	97	Randolph	9.3%
98	Pulaski	70.7%	98	Fayette	9.0%	98	Livingston	7.4%
99	Hardin	68.1%	99	Randolph	8.6%	99	Schuyler	6.4%
100	Johnson	67.1%	100	Gallatin	7.7%	100	Brown	5.6%
101	Alexander	67.0%	101	Pulaski	7.1%	101	Pike	4.9%
102	Brown	63.3%	102	Alexander	6.9%	102	Alexander	4.7%

Source: Census 2000

**Table III-5**

<b>Percent High School Education or Higher, All Persons Aged 25+ Years Illinois Counties, According to Census 1990 and Census 2000</b>					
County	1990 Census	2000 Census	County	1990 Census	2000 Census
Champaign	87%	93%	Warren	76%	83%
DuPage	89%	91%	La Salle	73%	83%
Kendall	84%	91%	<b>Edwards</b>	<b>70%</b>	<b>82%</b>
McLean	85%	91%	Edgar	74%	82%
McHenry	85%	90%	Henderson	73%	82%
Lake	85%	90%	Jersey	72%	82%
Sangamon	82%	89%	Macoupin	73%	82%
Will	80%	89%	Crawford	76%	82%
Piatt	83%	89%	<b>Wabash</b>	<b>75%</b>	<b>82%</b>
DeKalb	84%	88%	Christian	73%	82%
Menard	77%	88%	Morgan	76%	82%
Woodford	80%	88%	Cass	72%	82%
Grundy	79%	87%	Livingston	74%	82%
Monroe	76%	87%	Lawrence	69%	81%
McDonough	80%	87%	Iroquois	73%	81%
Peoria	78%	86%	Whiteside	73%	81%
Ford	77%	86%	Fulton	74%	81%
Hancock	78%	86%	Vermilion	73%	81%
Macon	76%	86%	Pike	70%	80%
Tazewell	79%	85%	Cumberland	72%	80%
Kane	78%	85%	Mason	73%	80%
Marshall	78%	85%	Clark	71%	80%
Jackson	79%	85%	Douglas	74%	80%
Stephenson	77%	85%	Williamson	72%	80%
Mercer	77%	85%	Calhoun	63%	80%
Henry	77%	85%	Marion	70%	80%
Madison	76%	85%	Jefferson	70%	79%
Bureau	77%	85%	Greene	69%	79%
Knox	77%	84%	Washington	66%	79%
Rock Island	77%	84%	Moultrie	70%	79%
St. Clair	73%	84%	Clinton	67%	79%
Adams	75%	84%	Montgomery	72%	79%
Putnam	76%	84%	Bond	69%	78%
Winnebago	76%	84%	Franklin	67%	77%
Ogle	78%	84%	<b>Massac</b>	<b>65%</b>	<b>77%</b>
Jo Daviess	74%	84%	<b>Saline</b>	<b>63%</b>	<b>76%</b>
De Witt	75%	84%	Randolph	64%	76%
Effingham	75%	84%	Perry	68%	76%
Schuyler	69%	84%	Fayette	69%	76%
Logan	76%	84%	Clay	66%	76%
Stark	77%	83%	<b>Pope</b>	<b>65%</b>	<b>76%</b>
Richland	73%	83%	<b>Union</b>	<b>64%</b>	<b>76%</b>
Boone	75%	83%	<b>Wayne</b>	<b>63%</b>	<b>75%</b>
Scott	74%	83%	<b>Johnson</b>	<b>66%</b>	<b>75%</b>
Carroll	76%	83%	Brown	69%	75%
Lee	76%	83%	<b>White</b>	<b>66%</b>	<b>75%</b>
Kankakee	73%	83%	<b>Hamilton</b>	<b>60%</b>	<b>74%</b>
Cook	73%	83%	<b>Pulaski</b>	<b>60%</b>	<b>74%</b>
Shelby	73%	83%	<b>Gallatin</b>	<b>58%</b>	<b>74%</b>
Coles	76%	83%	<b>Alexander</b>	<b>60%</b>	<b>73%</b>
Jasper	70%	83%	<b>Hardin</b>	<b>60%</b>	<b>71%</b>

Source: U. S. Census Bureau, Census 1990, Census 2000

centage gains. Edwards County's improvement went from 70% to 82% for an impressive rise of twelve points. Wabash County's numbers rose from 75% to 82% for an improvement of seven points. The remaining counties also showed improvements between 9% and 14%. However, none of the 14 counties was among the top 50 counties in the state in terms of the numbers of adults who completed high school. There is still vast room for improvement in all Southern 14 counties.

## Educational Underachievement

Table III-6 presents data that probe deeper into the issue of educational *under-achievement*. It furnishes the following comparisons:

The first set of columns on the left side of Table III-6 shows the percent of all adults 25 years and older who have *less than a 9<sup>th</sup> grade* education. The Illinois average here is 7.5% - that average is pulled down by the poor showing of populous Cook County, where 9.6% of adults have not completed 9<sup>th</sup> grade. Wabash County in the Northern Tier ranks the best of the 14 counties, but still rates a "so-so" in Illinois as a whole, at #36. Edwards County, also in the Northern Tier, ranks 53<sup>rd</sup> at 7.2%, Johnson County in the Southern Tier ranks #73 at 8.6%, and the remaining counties rank well below the median with a range of 10.3% down to 14.9%, with ranks between #84 to the lowest in the state - #102 for Hardin County in the Central Tier.

The middle set of columns on this Table shows the percent of all adolescents aged 16 to 19 who are *neither in high school nor have graduated from high school*. This is a measure of a county's high school dropout problem whose accuracy arguably surpasses that reported by the public schools (and displayed in charts found in Chapter IV of this study). On average, an appallingly high 9.9% of all Illinois teenagers in these age groups are not in school and have no high school diploma. Edwards County has an impressively low rate of 3.0%, placing it with a rank of #6 in the state. Wabash, Hamilton, Gallatin, Alexander, Massac, Hardin, and Wayne Counties' numbers were well under the state average at 5.5%, 6.1%, 7.1%, 7.8%, 8.4%, 8.8%, and 9.3% respectively. Sadly, the situation is worse than the state average in the remaining six counties. Union County, recording 10.6%, ranks 76<sup>th</sup> among the 102 counties. White ranks #93 with 13.8% and well above the state average of 9.9%. Johnson, Pope, Pulaski, and Saline counties, where the dropout problem is worse still, show between 15.2% - 26.6% of young people neither in school nor holding diplomas, and rank dead last among all Illinois counties. This situation does not bode well for the future of these counties.

The third, rightmost, column of Table III-6 displays the percentage of persons 18 to 24 years of age who are *not enrolled in college or graduate school*. On average, nearly two-thirds (65.2%) of young Illinoisans in this age group are not in pursuit of higher education. That is far too high for a state that aspires to leadership in America's 21<sup>st</sup> century knowledge economy. Again, the situation in most of the Southern 14 counties is much worse than the state average. Hardin County in the Central Tier notched the ranking of #21 with 66.4% of its younger population not in school. All the other counties rank well below the Illinois average. In Wabash County in the Northern Tier, 69.4% of young people ages 18 to 24 are not in college, putting it 25<sup>th</sup> from the top among all 102 counties. In the remaining twelve counties, the percentages are much lower, ranging from 71.4% in Edwards County all the way down to 82.7% in Johnson County in the Southern Tier, which has a ranking of #94. These results are disappointing, considering that all counties are in reasonable proximity to three fine community colleges and a major Illinois pub-



# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table III-6

**Educational Under-achievement in Illinois Counties, 2000**

Percent of all persons 25 years & older with <u>less than a 9th grade education</u>			Percent of all persons aged 16 to 19 <u>not enrolled in high school &amp; not a high school graduate</u>			Percent of all persons aged 18 to 24 <u>not enrolled in college or graduate school</u>		
Illinois			Illinois			Illinois		
7.5%			9.9%			65.2%		
Rank in state	County		Rank in state	County		Rank in state	County	
1	McLean	3.0%	1	Piatt	1.6%	1	McDonough	16.7%
2	Champaign	3.1%	2	Jasper	2.3%	2	Jackson	20.1%
3	Kendall	3.3%	3	Champaign	2.7%	3	Champaign	22.1%
4	Sangamon	3.4%	4	McDonough	2.8%	4	Coles	24.2%
5	McHenry	3.6%	5	Schuyler	2.8%	5	DeKalb	25.3%
6	DuPage	3.9%	6	<b>Edwards</b>	<b>3.0%</b>	6	McLean	30.2%
7	Piatt	3.9%	7	DeKalb	3.4%	7	Warren	47.4%
8	Grundy	4.1%	8	Crawford	3.8%	8	Bond	48.2%
9	DeKalb	4.2%	9	Monroe	3.8%	9	Jersey	55.2%
10	Mercer	4.2%	10	Woodford	3.9%	10	Morgan	58.9%
11	Macon	4.3%	11	Cumberland	4.1%	11	Peoria	59.3%
12	Will	4.3%	12	McLean	4.2%	12	Madison	60.5%
13	Ford	4.6%	13	Putnam	4.2%	13	Logan	61.9%
14	McDonough	4.7%	14	Mercer	4.3%	14	Woodford	62.3%
15	Tazewell	4.7%	15	Hancock	4.8%	15	Knox	63.1%
16	Menard	4.7%	16	Coles	4.8%	16	DuPage	63.2%
17	Woodford	4.8%	17	Grundy	4.9%	17	Richland	63.5%
18	Knox	4.8%	18	Jo Daviess	4.9%	18	Macon	63.7%
19	Putnam	4.8%	19	Effingham	5.1%	19	Rock Island	64.6%
20	Schuyler	4.8%	20	Tazewell	5.3%	20	Adams	66.3%
21	Henry	5.1%	21	De Witt	5.4%	21	<b>Hardin</b>	<b>66.4%</b>
22	Henderson	5.1%	22	Jackson	5.4%	22	Washington	67.3%
23	Rock Island	5.2%	23	<b>Wabash</b>	<b>5.5%</b>	23	Cook	68.7%
24	Hancock	5.2%	24	Jersey	5.6%	24	Macoupin	69.0%
25	Stephenson	5.3%	25	Warren	5.7%	25	<b>Wabash</b>	<b>69.4%</b>
26	Edgar	5.3%	26	Henry	5.8%	26	Shelby	69.6%
27	De Witt	5.4%	27	Menard	5.9%	27	Jasper	69.8%
28	Stark	5.5%	28	Scott	5.9%	28	Monroe	70.1%
29	Peoria	5.6%	29	Bond	5.9%	29	Williamson	70.3%
30	Ogle	5.6%	30	Calhoun	5.9%	30	Will	70.3%
31	Madison	5.7%	31	Ogle	6.0%	31	Kankakee	70.3%
32	Warren	5.8%	32	Adams	6.1%	32	Calhoun	70.5%
33	Marshall	5.8%	33	<b>Hamilton</b>	<b>6.1%</b>	33	Kendall	70.5%
34	Winnebago	5.8%	34	Carroll	6.4%	34	<b>Edwards</b>	<b>71.4%</b>
35	Adams	5.9%	35	DuPage	6.5%	35	St. Clair	72.1%
36	<b>Wabash</b>	<b>5.9%</b>	36	Clinton	6.6%	36	Cumberland	72.3%
37	Crawford	6.0%	37	Logan	6.7%	37	Piatt	72.6%
38	Bureau	6.0%	38	McHenry	6.9%	38	<b>Hamilton</b>	<b>72.6%</b>
39	Lake	6.0%	39	Macoupin	7.0%	39	<b>Gallatin</b>	<b>72.6%</b>
40	Carroll	6.0%	40	Stephenson	7.1%	40	Clinton	72.8%
41	Logan	6.1%	41	Shelby	7.1%	41	McHenry	72.8%
42	La Salle	6.2%	42	<b>Gallatin</b>	<b>7.1%</b>	42	Marshall	72.8%
43	St. Clair	6.3%	43	Kendall	7.2%	43	Clark	73.2%
44	Lee	6.4%	44	Marshall	7.4%	44	Sangamon	73.2%
45	Jackson	6.5%	45	Clark	7.4%	45	Crawford	73.4%
46	Bond	6.5%	46	Williamson	7.5%	46	<b>Pulaski</b>	<b>73.4%</b>
47	Scott	6.5%	47	<b>Alexander</b>	<b>7.8%</b>	47	Franklin	73.5%
48	Fulton	6.5%	48	Henderson	8.1%	48	Putnam	73.6%
49	Monroe	6.8%	49	Peoria	8.1%	49	Henry	74.3%
50	Livingston	6.8%	50	Rock Island	8.2%	50	Stephenson	74.3%
51	Jersey	6.9%	51	Clay	8.2%	51	Hancock	74.5%
52	Macoupin	6.9%	52	Lawrence	8.3%	52	Tazewell	74.7%

Source: Census 2000

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Table III-6 (conc.)

Educational Under-achievement in Illinois Counties, 2000 (concluded)								
Percent of all persons 25 years & older with <u>less than</u> a 9th grade education			Percent of all persons aged 16 to 19 <u>not enrolled</u> in high school & not a high school graduate			Percent of all persons aged 18 to 24 <u>not enrolled</u> in college or graduate school		
Illinois		7.5%	Illinois		9.9%	Illinois		32.3%
Rank in state	County		Rank in state	County		Rank in state	County	
53	Edwards	7.2%	53	Sangamon	8.4%	53	Union	74.9%
54	Mason	6.9%	54	Will	8.4%	54	Henderson	75.0%
55	Boone	6.9%	55	Massac	8.4%	55	Effingham	75.3%
56	Coles	7.0%	56	Madison	8.7%	56	Kane	75.4%
57	Jo Daviess	7.0%	57	St. Clair	8.8%	57	Saline	75.5%
58	Vermilion	7.1%	58	Hardin	8.8%	58	Menard	75.7%
59	Shelby	7.2%	59	Morgan	8.9%	59	Lawrence	76.0%
60	Christian	7.3%	60	Whiteside	9.1%	60	Winnebago	76.1%
61	Morgan	7.4%	61	Washington	9.1%	61	Whiteside	76.3%
62	Effingham	7.4%	62	Wayne	9.3%	62	Bureau	76.7%
63	Richland	7.5%	63	Stark	9.4%	63	Scott	76.8%
64	Kankakee	7.5%	64	La Salle	9.4%	64	Grundy	77.0%
65	Lawrence	7.5%	65	Richland	9.4%	65	Perry	77.2%
66	Pike	7.5%	66	Bureau	9.5%	66	Lake	77.3%
67	Iroquois	8.1%	67	Ford	9.8%	67	Massac	77.5%
68	Clark	8.2%	68	Kankakee	9.8%	68	Ogle	77.8%
69	Jasper	8.3%	69	Marion	9.8%	69	De Witt	78.4%
70	Williamson	8.5%	70	Jefferson	9.8%	70	Wayne	78.4%
71	Greene	8.5%	71	Lee	9.9%	71	Ford	78.4%
72	Montgomery	8.5%	72	Christian	9.9%	72	La Salle	78.8%
73	Johnson	8.6%	73	Franklin	9.9%	73	Jefferson	78.8%
74	Cumberland	8.7%	74	Lake	10.1%	74	Lee	79.2%
75	Whiteside	8.8%	75	Fulton	10.4%	75	White	79.4%
76	Jefferson	8.9%	76	Union	10.6%	76	Marion	79.6%
77	Marion	8.9%	77	Greene	10.8%	77	Fulton	79.6%
78	Franklin	9.0%	78	Randolph	10.8%	78	Mason	79.6%
79	Fayette	9.4%	79	Boone	10.9%	79	Carroll	79.9%
80	Cass	9.5%	80	Edgar	11.2%	80	Jo Daviess	80.1%
81	Cook	9.6%	81	Knox	11.3%	81	Iroquois	80.6%
82	Kane	9.7%	82	Fayette	11.4%	82	Douglas	80.6%
83	Randolph	9.9%	83	Macon	11.5%	83	Mercer	80.8%
84	Massac	10.3%	84	Iroquois	11.5%	84	Boone	81.3%
85	Alexander	10.3%	85	Vermilion	11.8%	85	Vermilion	81.7%
86	Pope	10.4%	86	Montgomery	11.8%	86	Alexander	81.8%
87	Brown	10.5%	87	Moultrie	12.0%	87	Clay	81.8%
88	Perry	10.6%	88	Pike	12.1%	88	Pope	81.8%
89	Saline	11.1%	89	Cook	12.1%	89	Greene	82.0%
90	Wayne	11.3%	90	Winnebago	12.2%	90	Cass	82.0%
91	Clay	11.3%	91	Cass	12.2%	91	Stark	82.1%
92	Moultrie	11.3%	92	Mason	13.5%	92	Randolph	82.2%
93	Calhoun	11.5%	93	White	13.8%	93	Schuyler	82.7%
94	White	11.8%	94	Douglas	14.2%	94	Johnson	82.7%
95	Douglas	12.2%	95	Livingston	14.4%	95	Pike	83.0%
96	Pulaski	12.4%	96	Perry	14.9%	96	Christian	83.6%
97	Union	12.4%	97	Johnson	15.2%	97	Moultrie	84.0%
98	Gallatin	12.9%	98	Kane	15.9%	98	Fayette	84.4%
99	Clinton	12.9%	99	Pope	17.8%	99	Edgar	86.3%
100	Washington	13.8%	100	Brown	17.9%	100	Montgomery	86.3%
101	Hamilton	13.9%	101	Pulaski	21.0%	101	Livingston	87.2%
102	Hardin	14.9%	102	Saline	26.6%	102	Brown	91.4%

Source: Census 2000

lic university.

## Effects on workforce quality

The conclusions emerging from the information just presented should be sobering:

- ⇒ Southern 14 counties compete not only with counties throughout Illinois but across the country in attracting companies to its area. Top quality companies select communities that demonstrate a high and/or rising level of education among its working adults.
- ⇒ Measured solely by the percentage of the adult population with at least a high school education, the educational attainment levels of all 14 counties improved between 1990 and 2000. All of the counties raised attainment levels by 7-13%, which is quite considerable.
- ⇒ However, educational attainment by area adults needs even more improvement. Only residents in two of the 14 counties exceed the state average of 81.4% holding high school degrees. Far too many have not completed even this level of basic education. As is noted in the Executive Summary, more efforts must be made to ensure that all residents know about GED programs and that volunteers are available to tutor those before the test.
- ⇒ Although the area has an abundance of educational institutions, and there has been an increase in the numbers of high school graduates in the Southern 14 counties, far too many young adults do not enroll in classes to improve their skills or obtain higher degrees. Continuous learning must become part of everyone's daily life.
- ⇒ **Judged by the educational achievement levels of adults and older adolescents, workforce quality in all counties compares unfavorably with many other Illinois counties with which the area competes for businesses. Those employers seek highly skilled workers and talented professionals who themselves seek to live in communities already populated by people with similar levels of education. Every effort must be made to reconnect with those who have left the area to return with their talents and skills to re-invigorate the area with their expertise and experience from living in other parts of the state and country.**

## ***Employers' perceptions of worker quality and the need for improvement***

In addition to mobilizing statistical information, this study has sought the perceptions of many Southern 14 employers. In focus groups and interviews, close to 50 leaders in manufacturing, human resources, social services, tourism and hospitality, city and county government, economic development and health care shared their views about the quality of workers. These focus groups, group discussions, and individual interviews were conducted between July 2003 and March 2004. In addition, 165 surveys were sent to a representative sample of businesses throughout the region during the summer of 2004. Responses from 27 major employers tended to complement what was stated in the focus groups and interviews. Below is a summary of this input from employers in the area.



## The workforce “savvy” of Southern 14 workers

Many, if not most, employers expressed disappointment in the quality of oral and written communication skills, as well as the reading and math abilities of the entry-level workforce. They report that a considerable percentage of job applicants fails interviews because of weak communications skills and poorly prepared resumes. Higher percentages of applicants also fail drug tests and physical or criminal screenings.

The perception is widespread among area employers that the supply of entrant workers emerging from public high schools leaves much to be desired. Employers do not ask that entrant workers already be trained, simply that they be “workforce ready and trainable.” Overemphasis on narrow academic preparation, weak funding for vocational training, and lack of time by guidance counselors for meaningful career preparation have combined to produce students who are quite unaware of economic development in their own area, good career opportunities locally, emerging occupations, and opportunities to set up new businesses.

Employers also lamented insufficient teamwork skills, customer service skills and, too often, a lack of a positive workforce attitude. Employers especially criticized entrant workers for their lack of a strong positive work ethic. Complaints were numerous about the lack of appropriate dress, lack of willingness to perform fully on the job, lack of understanding about what the job entailed and unwillingness to find out, as well as a lackadaisical attitude toward punctuality.

As a group, employers seemed to share certain common concerns:

- ⇒ More than 33% of employers identified specific skills deficiencies of their employees in listening, speaking, and writing.
- ⇒ More than 40% of firms responding identified decision-making and problem solving skills as areas needing improvement for prospective employees.
- ⇒ More than 30% of firms identified responsibility and self-management as areas needing improvement.
- ⇒ More than 40% of employers identified the inability to use time wisely as an important area needing improvement.
- ⇒ More than 40% of employers identified the lack of teamwork and unwillingness to have a customer service attitude as deficiencies among employees.
- ⇒ **More than 60% of firms indicated that employees did not know how to find information, interpret it accurately, analyze it on the computer, and communicate that material persuasively.**

## Promoting entrepreneurship

Many employers felt that public schools are not doing enough to encourage education in entrepreneurship and opportunities in growing fields. They stress that more and better entrepreneurship must become an important driver of the area’s future economic development. Small companies are often the grist for economic development and must be encouraged to help the counties enjoy economic buoyancy.

The Southern 14 counties are fortunate in having ample resources for entrepreneurs. For example, there is a very active Small Business Development Center at Frontier Community College through the Illinois Eastern Community College system. The staff offers extensive busi-

ness counseling services to help entrepreneurs expand existing businesses or those contemplating starting a new business. Shawnee Community College also has impressive outreach to the business community in its area. Its staff actively works with area businesses to help them to function more effectively, increase their chances of new venture success, and thereby increase their competitiveness. Since its inception in 1990, this SBDC has helped close to 1,000 business clients. Southeastern Illinois College also runs a dynamic SBDC in its eight county district. Their experienced staff offers management counseling, customized training and workshops, numerous resources, and active networking with business support agencies in the area. They have many success stories to cite.

In addition, Southern Illinois University at Carbondale has a Small Business Incubator Program. This program has helped more than 100 companies start and expand their operations since the program's inception in 1991. Presently there are close to 20 firms serving more than 100 entrepreneurs in its program. The Incubator is actively involved in providing startups and expanding firms in the area with the tools necessary to succeed.

As is mentioned in the Executive Summary and Chapter I of this study as well as in the *Opportunity Returns: Southern Region* document, the Southern 14 counties have many opportunities to "grow their own" businesses in a wide variety of fields. What is necessary is the leadership and extensive marketing of entrepreneurship workshops and funding to revitalize the area with more locally generated businesses that provide niche products and services.

### **Implementing WorkKeys<sup>®</sup> as a common language for employers and employees**

WorkKeys<sup>®</sup>, a set of learning skills assessments from ACT, Inc., is offered for use by local firms in employee selection and training analysis through Frontier Community College at its Workforce Development Center. These assessments cover topics such as Reading for Information, Applied Mathematics, Observation, Locating Information, and other work related skills. The WorkKeys<sup>®</sup> process begins with Job Profiling, in which a group of existing employees participate in a task identification process for their job. The task analysis is then used to select learning skills which apply and to set levels of performance for each skill. After the Job Profile is developed, the WorkKeys<sup>®</sup> assessments can be used to measure current employee capabilities for training development, or can be used as part of a selection process for new hires.

Employers who were familiar with WorkKeys in other parts of the state or country wondered out loud about its availability through the One-Stop Centers and/or the other community colleges in the area. To many, it sounded like a worthwhile tool to help employers and job hunters alike to quantify the level of workplace skills that are necessary for the job. It is also a valuable tool to target training for job seekers who need one or several workplace skills to be further developed quickly and efficiently.

### **Building active business/school partnerships**

Links between businesses, school districts, and postsecondary institutions are in place but many employers expressed the view that they can and should be greatly strengthened in all 14 counties. Business owners we interviewed often reported that they often do not feel welcome in schools to discuss the world of work and the new demands of the workplace. Mentoring and internship programs for teachers and students are seen as too few in number.

Employers also expressed their willingness during focus groups to develop strong paid internship programs during the Christmas holidays and summers for teachers, guidance counselors, and students. This effort could be spearheaded by the Workforce Investment Board in collabo-

ration with the area's economic development agencies. This would complement a proposed mentoring program that would pair students and their career aspirations with area employees who are already working in that field. It would also supplement job shadowing opportunities for students throughout the counties. Many Workforce Boards take advantage of a day in early February every year to have regular job shadowing opportunities for middle school and high school students to "sample" careers and the day in the lives of 21<sup>st</sup> century professionals.

Employers also suggested that much more collaboration with schools would help to lower the extensive dropout problem that afflicts Southern 14 counties. This will be discussed in greater length in Chapter IV. They also suggested making a major effort to stop the brain drain of the best and brightest from the area by tracking high school graduates for the last ten years and instituting regular email contact with them to tell them about area attractions, job openings, proximity to many cultural and arts amenities in St. Louis, and small town quality of life factors.

A vast majority of employers (like their colleagues elsewhere in Illinois and across the nation) bemoan the dogged resistance by many, if not most, Southern 14 parents toward their children's acquisition of technical skills in vocational occupations rather than college preparatory courses. Courses that smack of being "vocational" tend to be seen as leading to "dead end" jobs. Employers and educators both commented in interviews that parents need to be taught that "vocational and technical" skills include vital computer capabilities, rigorous math and science courses, opportunities to visit workplaces, and work preparedness training that employers highly value in their workers. They need to learn, moreover, that skilled jobs not requiring college degrees can pay very well.

### **Making health care training a top priority**

The health care industry is a major employer in the Southern 14 counties and it will continue to be so for the foreseeable future. Health care leaders, local hospitals, representatives of secondary and postsecondary institutions, and representatives of long-term health care facilities gathered for a focus group on the growing shortages of nursing faculty, LPNs, critical care RNs, medical imaging professionals, pharmacists and pharmacy technicians, and therapists of all kinds. With near unanimity, they stressed that all area public high schools need to intensify their efforts to make students aware of top quality health care jobs in the area. These human resource professionals indicated that students were receiving insufficient guidance counseling regarding opportunities in health care. Many students have weak math and reading skills which make it difficult for them to enter these demanding programs.

Health care employers also agreed with the findings of this study that merely to meet the employment projections of the Illinois Department of Employment Security will seriously challenge the ability of the area to produce, recruit, and retain the necessary number of skilled health care workers. Southern 14's proximity to larger communities in Indiana, Kentucky, and Missouri is causing many residents to travel great distances for their health care. And high medical malpractice insurance rates in Illinois are starting to drive specialists and their staffs out to neighboring states where rates are much lower. Even more challenging will be the task of meeting the ambitious aspirations of the area's economic development planners to make Southern 14 a Mecca for retirees, who will need and want more health care nearby.

At present, there are many excellent and varied health care and allied health training programs at Frontier Community College, Shawnee, and Southeastern Illinois College. In addition, the Southern Illinois University School of Medicine offers certificate and baccalaureate programs for future doctors, pharmacists, and physicians' assistants. But the number of health care graduates in these programs currently falls short of the number of positions to be filled in the

years ahead, according to area health care leaders and IDES projections.

In addition to the lack of nursing instructors and a supply of prepared students, there is no Nurse Refresher program in the area that can help nurses whose licenses have lapsed to return to their profession by preparing them for the license exam. Other efforts to augment online learning classes, offer scholarships and stipends for students, increase salaries for nursing instructors, etc. could substantially increase and improve the pool of applicants and abate the looming shortage.

Guidance counselors need a greater understanding of the potential for health care careers in the area. According to interviewees, counselors tend to steer young people into technology fields other than the vast array of health care opportunities. Opportunities for allied health professionals through the Illinois Hospital Association to talk to teachers and guidance counselors about careers have already begun but need to be an annual event, with elementary school teachers also taking part. Girls and minorities should be encouraged in every way to excel in math and science so as to be better prepared for careers in these vital and well-paying professions.

## **Building well constructed career ladders**

The Southern 14 Region has long had a reputation for an abundance of small manufacturers offering a wide variety of goods and services. Often, however, it appears that young people do not see manufacturing as an attractive or promising career. With the advent of globalization and relentless technological innovation, there is no question that this field is changing dramatically. Yet, contrary to popular wisdom, the US will continue to be a global manufacturer – but the nature of the goods produced and the way that they are produced has changed dramatically. Gone are commodity products that are labor intensive. In particular, American manufacturing in the 21<sup>st</sup> century will increasingly produce customized products for each customer, and will employ processes requiring highly skilled workers.

Many employers expressed disappointment that students often reject opportunities to learn more about manufacturing in the area because of bad headlines. They believe that the need is even greater for counselors, teachers, parents, and professors to become educated about the satisfying and remunerative careers that are and will be available in manufacturing. Explanations are also needed about the skills and educational requirements for each of the numerous manufacturing jobs targeted for growth in all counties, expected starting salary ranges, and opportunities for targeted training and career advancement.

The same high tech niche manufacturing career ladder model can also be used to help students explore opportunities in health care, logistics, education, tourism, niche agriculture, entrepreneurship, and the other occupations targeted for economic development in Southern 14 counties.

## **A summary of Chapter III: Quantitative and qualitative gaps in future workforce supply and demand**

This chapter has asked two main questions:

1. Will there be the *right numbers* of workers in the 14 county area to sustain its economic development?
2. Will the area's workers be the *right kinds* of workers with the skills and knowledge required for the 21<sup>st</sup> century economy?

The main findings of this chapter are these:

With respect to Question #1: Will there be the **right numbers** of workers?

- ⇒ The projected slow rates of growth of the working age population cast doubt on the region's ability to provide sufficient numbers of workers to meet the employment projections presented in Chapter II.

With respect to Question #2: Will area's workers be the **right kinds** of workers?

- ⇒ The knowledge and skill requirements for 21<sup>st</sup> century jobs are escalating rapidly in the area.
- ⇒ Perhaps even more important than a worker's existing stock of knowledge and skills is his or her ability and willingness to work throughout life to learn what is not yet known.
- ⇒ Adult and older adolescent educational attainments in the area are not as strong as they need to be to provide the right kind of workers for 21<sup>st</sup> century knowledge-economy jobs.
- ⇒ Many other areas in Illinois and beyond have workforces with higher levels of educational attainment and participation than in Southern 14 counties. These areas compete vigorously with this area for jobs and top talent.
- ⇒ The job mix of the area's incumbent workforce is more heavily weighted than other Illinois areas toward the occupations and workers suitable for a traditional 20<sup>th</sup> century economy.
- ⇒ Area employers express considerable concern about the quality of the local workforce and especially strong concern about the readiness of young workers entering employment from local high schools.
- ⇒ Those employers express their willingness to collaborate much more closely with local schools to improve the quality of the entrant workforce.
- ⇒ Much rides on the ability and willingness of the incumbent workforce and entrant workers to make rapid transitions into the kind of workforce that the Southern 14 region needs to compete successfully in the early 21<sup>st</sup> century.

## **Chapter IV**

# **Workforce Development in the Southern 14 with Special Reference to Public Education**

### **Developing the entrant workforce**

Traditional workforce development focuses on marginal work populations and is remedial, because it corrects problems of individuals who find themselves ill-equipped to cope successfully in the workplace. Although such work is important, it is essentially social work, and only a small part of the broader arena of workforce development, which also includes linkages to economic development, and meeting the identified needs of employers.

Many members of the incumbent workforce experience unemployment at some point during their working lives and may need unemployment insurance to sustain them through short periods of joblessness. Nevertheless, only a small percentage makes use of traditional workforce development services. For most workers in Southern 14, their primary and secondary education is the most important type of formal workforce development preparation that they will ever undergo.

That makes the Southern 14's K-12 school system the single most important piece of a strong workforce development system. The bulk of this chapter, then, will examine the performance of public high school students in Southern 14 counties. While it is impossible to overemphasize the importance of early childhood education, in the interests of limiting the scope and size of this report, we focus here on the secondary and postsecondary levels.

### **Public high school education in Southern 14 counties**

Whether a high school diploma marks the end of an adult's workforce preparation or a springboard to college or vocational schools, Southern 14 high schools are critically important workforce development institutions. Unless otherwise indicated, the remarks and analyses in this section pertain exclusively to the 27 public high schools in the region. Private high schools, while important, are excluded, because of this report's limited scope, and because data about private education are much more limited than for public education.

How well are the 14 counties' high schools preparing youth for the adult world of work and continued study? The Illinois State Board of Education provides information that directly addresses this question.

### **Key performance indicators**

The bar of what constitutes a good basic education continues to rise. A generation ago, when the Southern 14 economy consisted primarily of farms and factories, a "good basic education" may have been completed by the eighth grade. As the nature of the regional and national economy has changed, so have its educational needs.

As an example of these changing needs, take the case of women's participation in the workforce. Even as recently as 1970, only 43% of American women worked formally and a large proportion of these workers held jobs requiring little more than an eighth grade education. By the year 2000, however, over 60% of the nation's women participated in the workforce, holding professional and other knowledge-based jobs requiring high levels of skills and education.



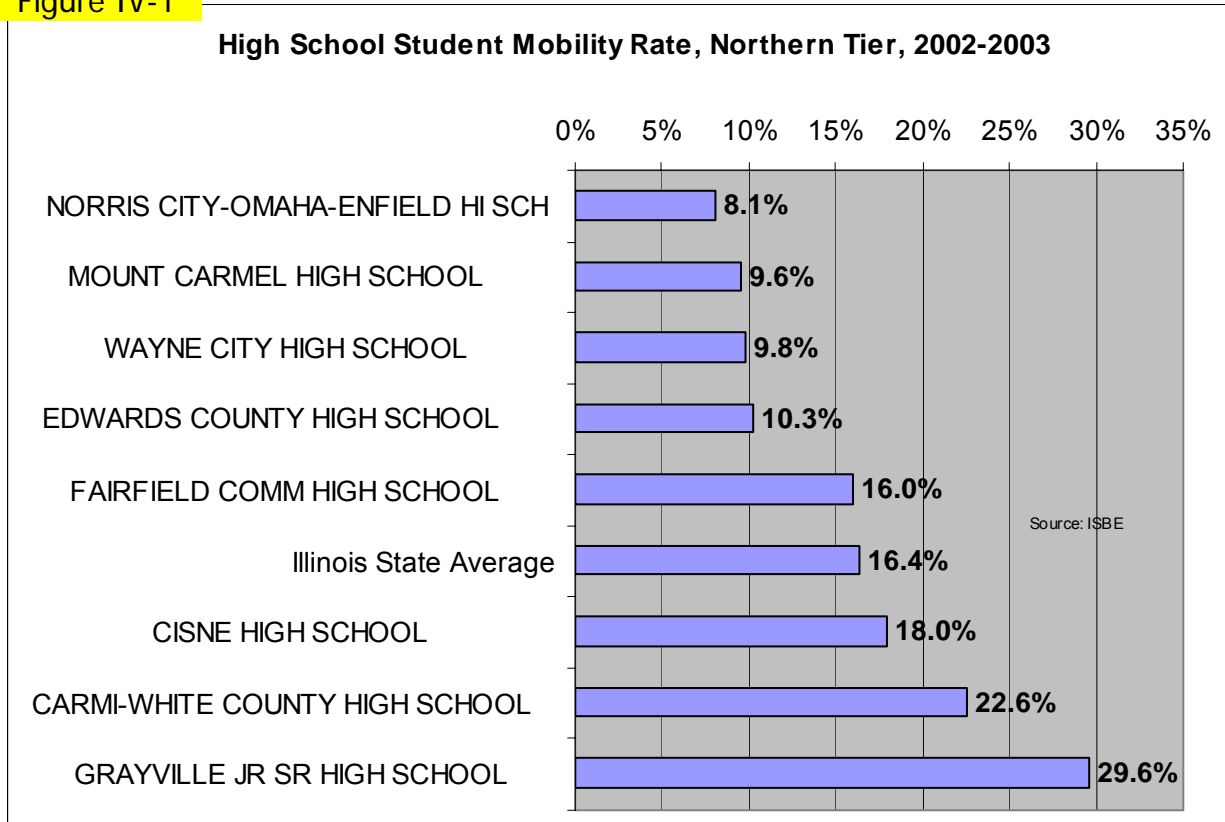
The point is that most 21<sup>st</sup> century jobs, whether they are in the service or the goods-producing sectors, and whether men or women hold them, *require the equivalent of at least a full high school education*. For that reason, this section of our study focuses on how the public high schools in the Southern 14 area are performing according to several criteria.

## 1. Mobility rates in Southern 14 high schools during the 2002-03 academic year

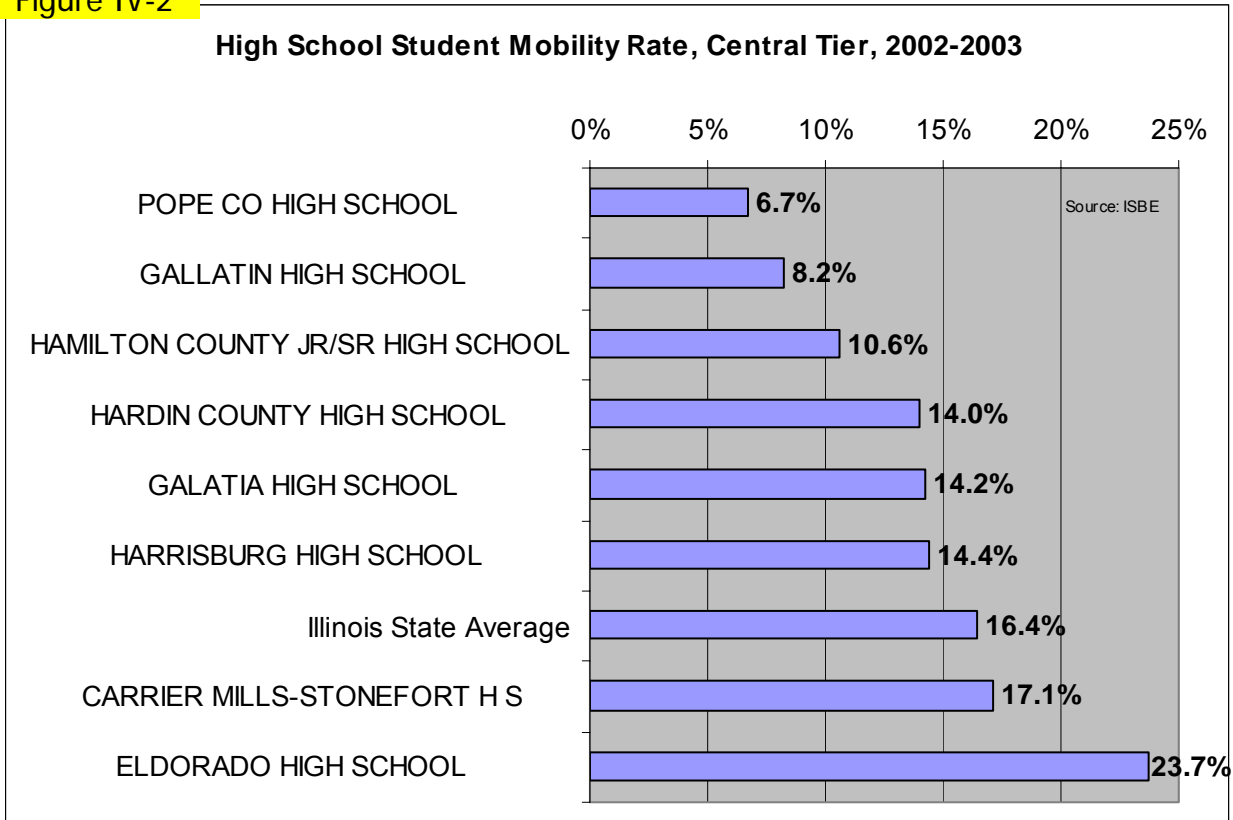
One factor, when combined with minority numbers and low income status, plays a hugely important role in frustrating satisfactory educational performance. This factor is “turnover,” or the movement of students from one school to another, especially during the course of the academic year. Just as turnover in the workplace reduces employee productivity and bleeds employer profits, turnover in the “schoolplace” disrupts student focus and morale. The result is the same: lower productivity, whether on the job or in the schoolroom. Especially when combined with other indicators such as the percentage of minority and low income students, high student mobility can cripple students’ capacity for classroom success. This is why we take a look at this important measure that is often ignored by communities.

Figure IV-1 describes the range of student mobility rates among Northern Tier schools. The Illinois state average – an uncomfortably high 16.4% – appears on the chart as a point of reference. While five of the high schools in the Northern Tier fall below that state average, rates of 8.1% to 16.0% still leave room for improvement. Even Norris City-Omaha-Enfield High School, at 8.1%, should probably devote serious attention to student retention. Far more troubling are the three high schools whose mobility rates exceed the state average – Cisne at 18.0%, Carmi-White County, at 22.6%, and the alarming Grayville Junior/Senior High School. At Grayville, 29.6% of the student body looked different at the end of the 2002-03 school year than when it began.

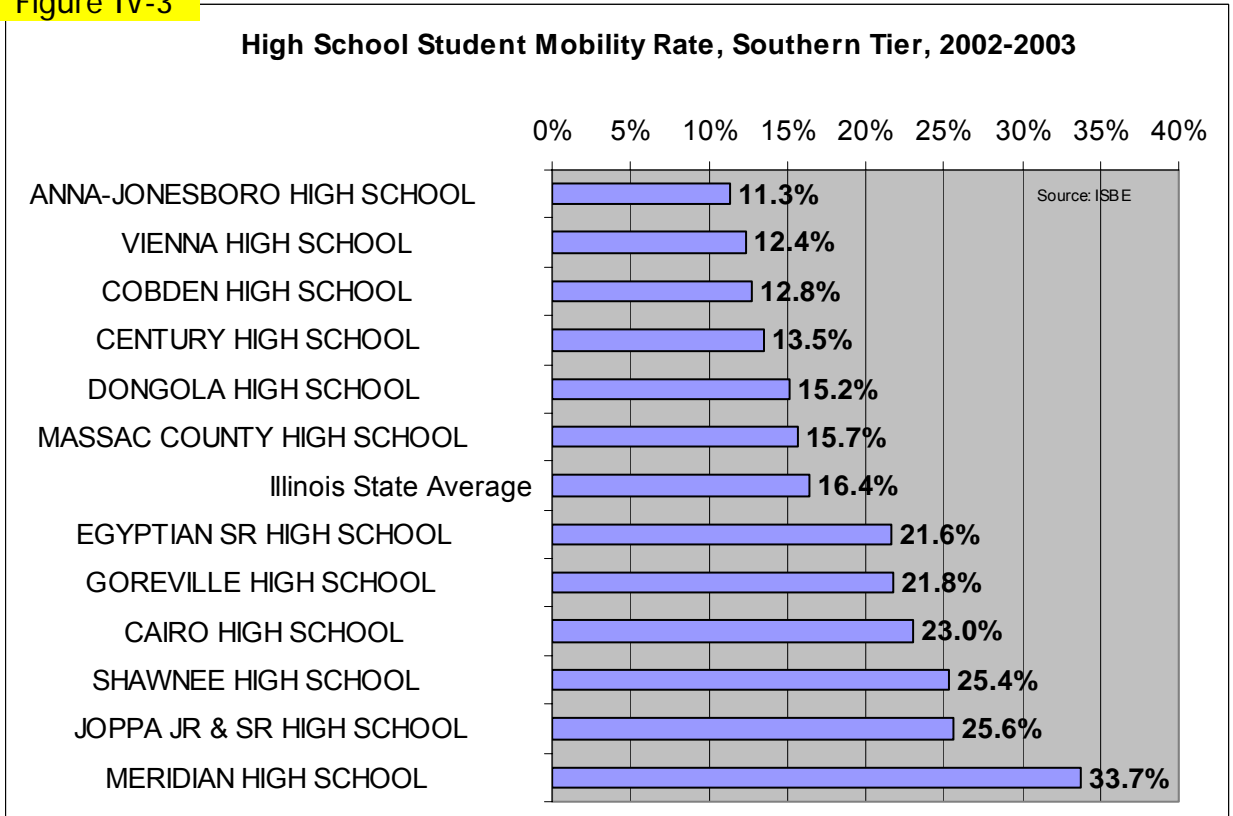
Figure IV-1



**Figure IV-2**



**Figure IV-3**





The mobility rates in the Central Tier high schools are generally better, but not by much. Figure IV-2 notes that six high schools posted rates below the state average. Pope County boasts the lowest rate in the Southern 14 as a whole, 6.7%. On the other side of the state average, Carrier Mills-Stonefort and Eldorado high schools have disturbingly high rates of 17.1% and 23.7%, respectively.

In the Southern Tier of counties, the figures are troublingly high according to Figure IV-3. The 12 public high schools in the area fall evenly above and below the state average for mobility. Even on the lower side, however, rates are consistently above 10%. Even the school with the lowest mobility in the Southern Tier, Anna-Jonesboro, exhibits a rate of 11.3%. All the six schools on the higher side of the state average posted mobility rates over 20%. Rounding out the bottom three, Shawnee and Joppa Junior/Senior both had rates over 25%, and Meridian High School suffered the worst of any school in the Southern 14 region, with a staggering 33.7% mobility rate.

Reduction of turnover or mobility rates involves major community and business attention. School districts around the country have formed parent-school committees to address this complex problem. Such an effort requires careful examination of school boundary policies, adjustments to public transportation routes, evaluation of the morale at high schools that may inadvertently cause students to stray, and tutoring programs to help keep the students consistently performing at grade level. Conscientious Workforce Investment Boards are working hard to lower mobility rates. They know that these efforts will help to ensure economic prosperity for everyone, especially young people. Mobility is one of the major factors that contribute to students falling behind, which often makes them candidates to drop out of school. Failure to obtain a high school diploma is economic suicide in the 21<sup>st</sup> century economy.

## **2. Dropout rates in southern 14 high schools**

The Illinois State Board of Education defines the **dropout rate** as follows:

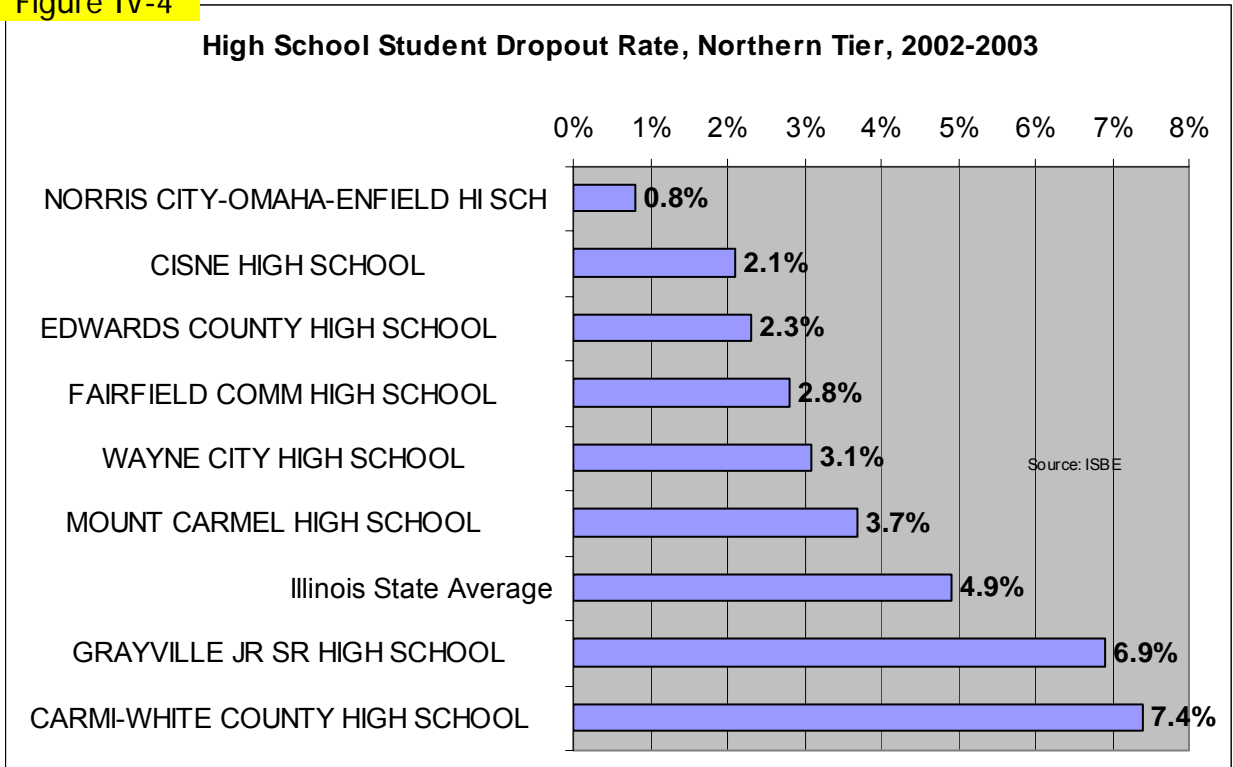
*The dropout rate is the number of dropouts, divided by the fall enrollment, minus postgraduates, multiplied by 100. Dropouts include students in grades 9-12 whose names have been removed from the district housed roster for any reason other than death, extended illness, graduation/completion of program studies, transfer to another public/private school or expulsion.*<sup>18</sup>

For the most recent academic year available, area schools generally had a lower high school dropout rate than the statewide average of 4.9%. However, there was great variation among high schools and within the three tiers in the region. Also, according to some Southern 14 educators, the calculation of dropout rates throughout the state has been quite “creative,” so examining these numbers calls for a degree of skepticism.

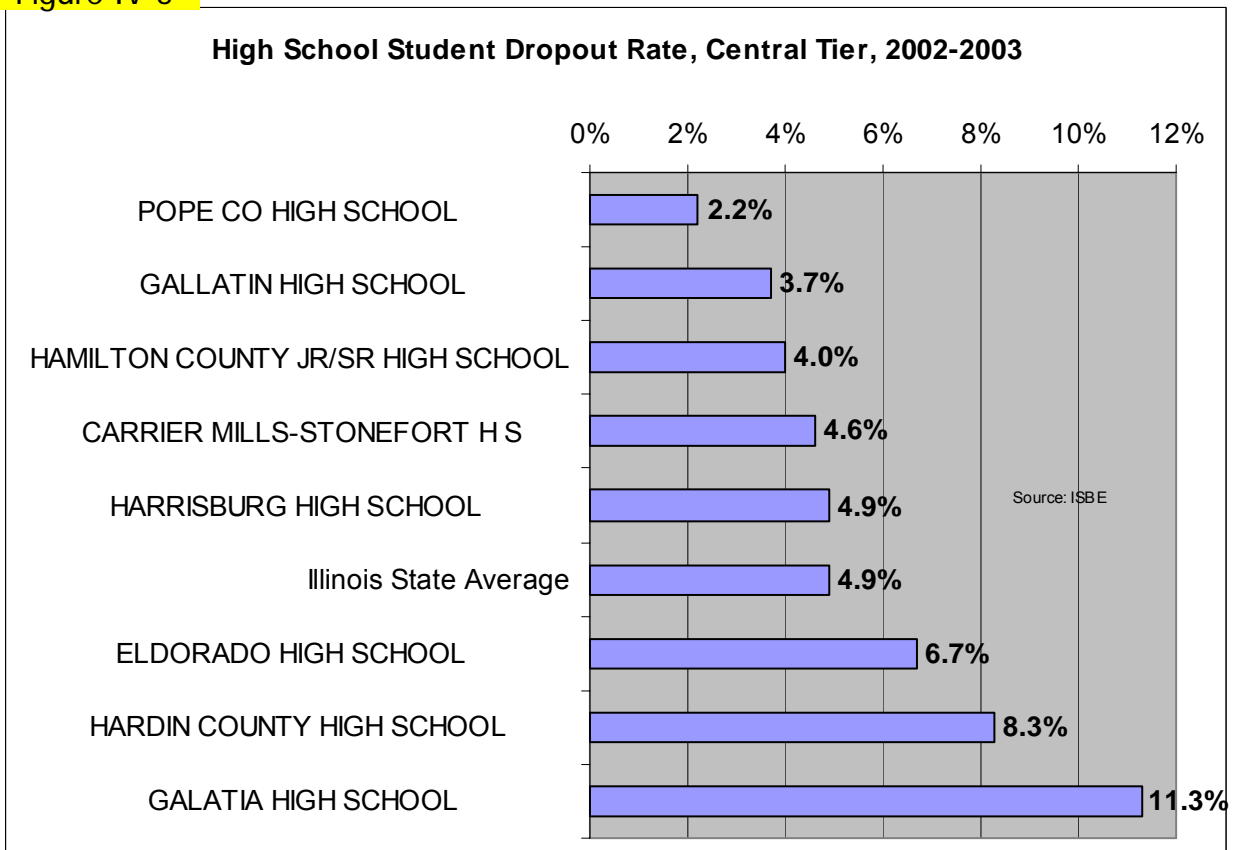
In the Northern Tier, Norris City-Omaha-Enfield High School reported an impressively low rate of 0.8%, according to Figure IV-4. Five additional high schools reported rates below the state average. Unfortunately, the remaining two high schools in the area exceeded the average, from 6.9% at Grayville Junior/Senior High School up to a discouraging 7.4% at Carmi-White County High School.

The picture in the Central Tier, exhibited in Figure IV-5, is not much different with regard to dropout rates. Here five high schools reported rates at or below the state average of 4.9%. These included Pope County at 2.2%, Gallatin at 3.7%, Hamilton County Junior/Senior at 4.0%, Carrier Mills-Stonefort at 4.6%, and Harrisburg at 4.9%. Three high schools had distressingly higher rates. Eldorado lost 6.7%; Hardin County had a rate of 8.3%, and Galatia High School had a dropout rate of 11.3%.

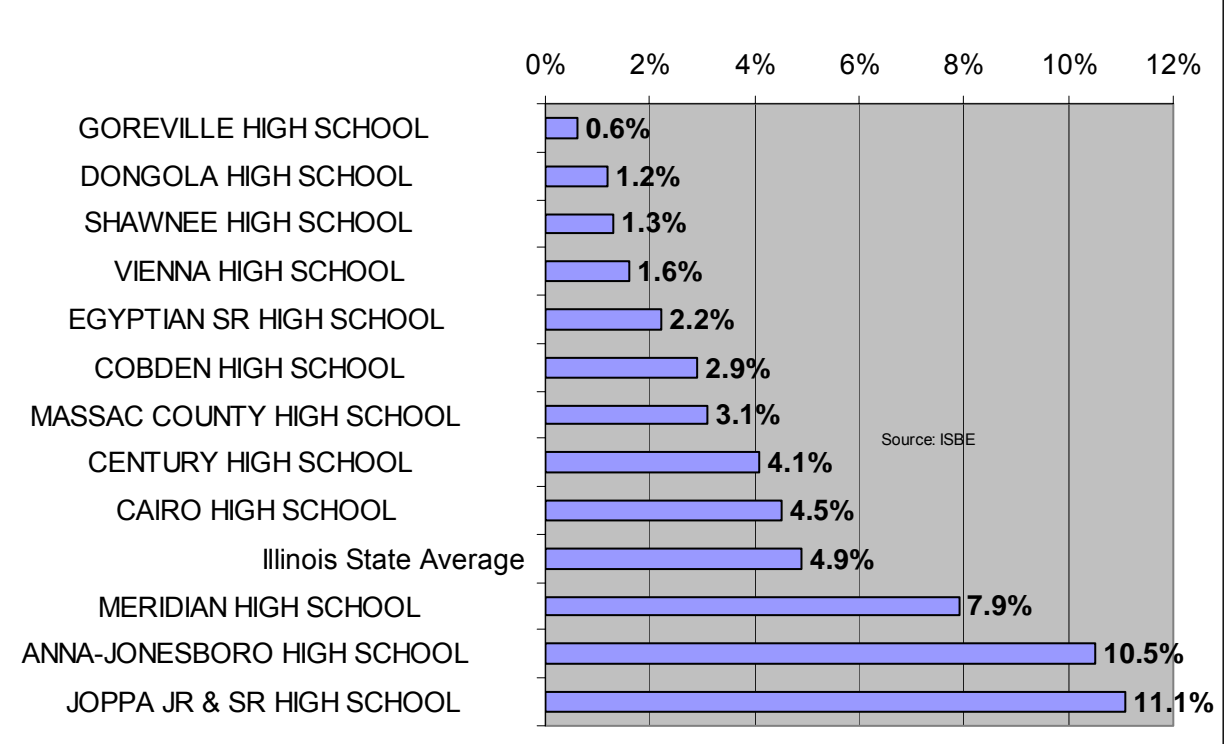
**Figure IV-4**



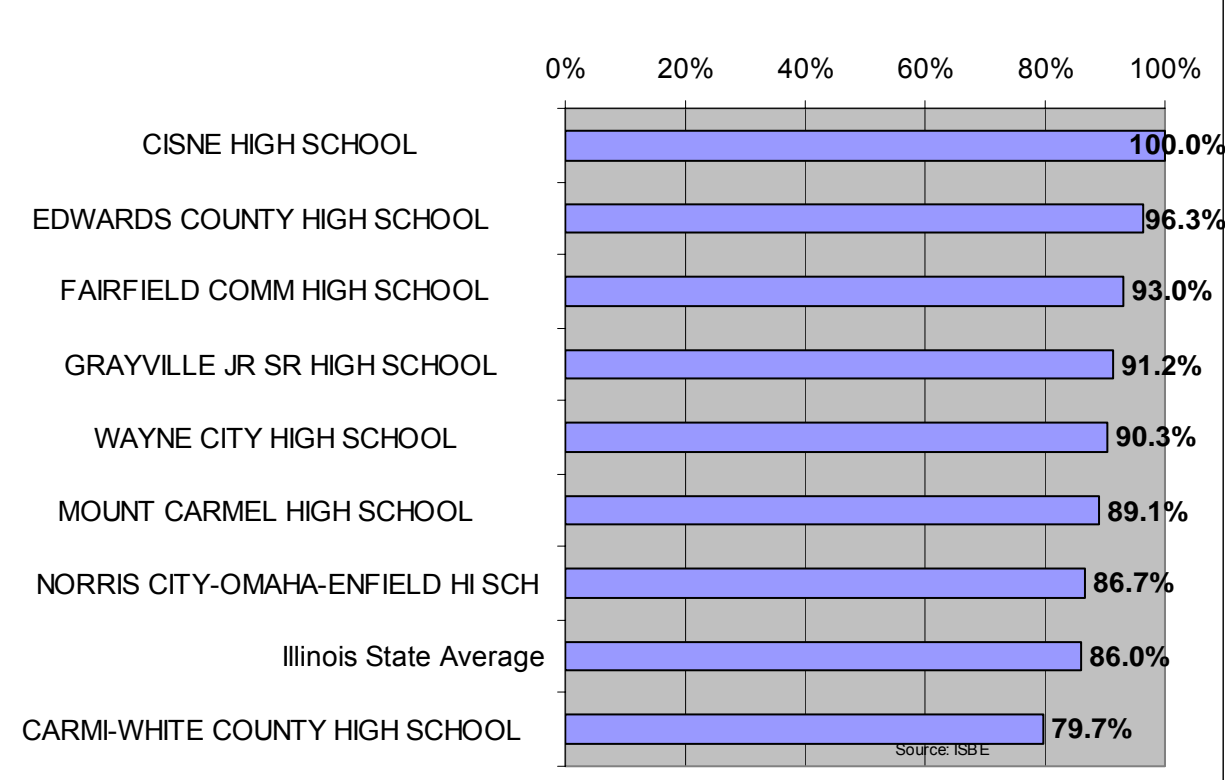
**Figure IV-5**



**Figure IV-6 High School Student Dropout Rate, Southern Tier, 2002-2003**

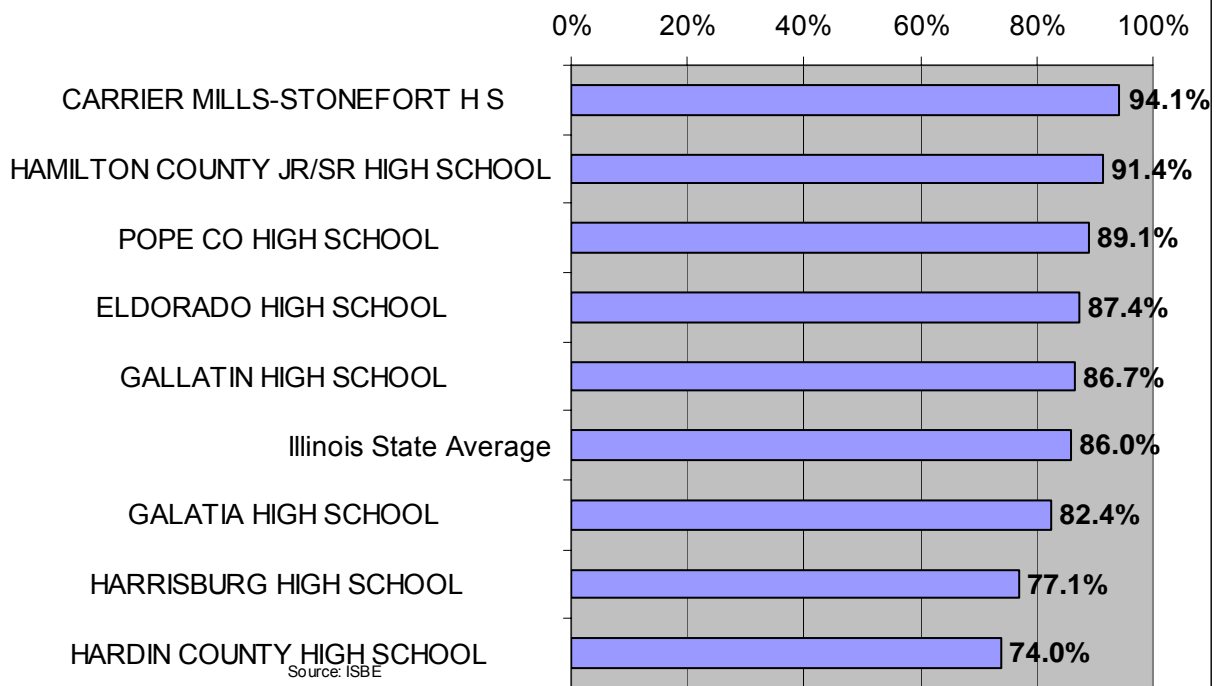


**Figure IV-7 High School Student Graduation Rate, Northern Tier, 2002-2003**



**Figure IV-8**

**High School Student Graduation Rate, Central Tier, 2002-2003**



**Figure IV-9**

**High School Student Graduation Rate, Southern Tier, 2002-2003**

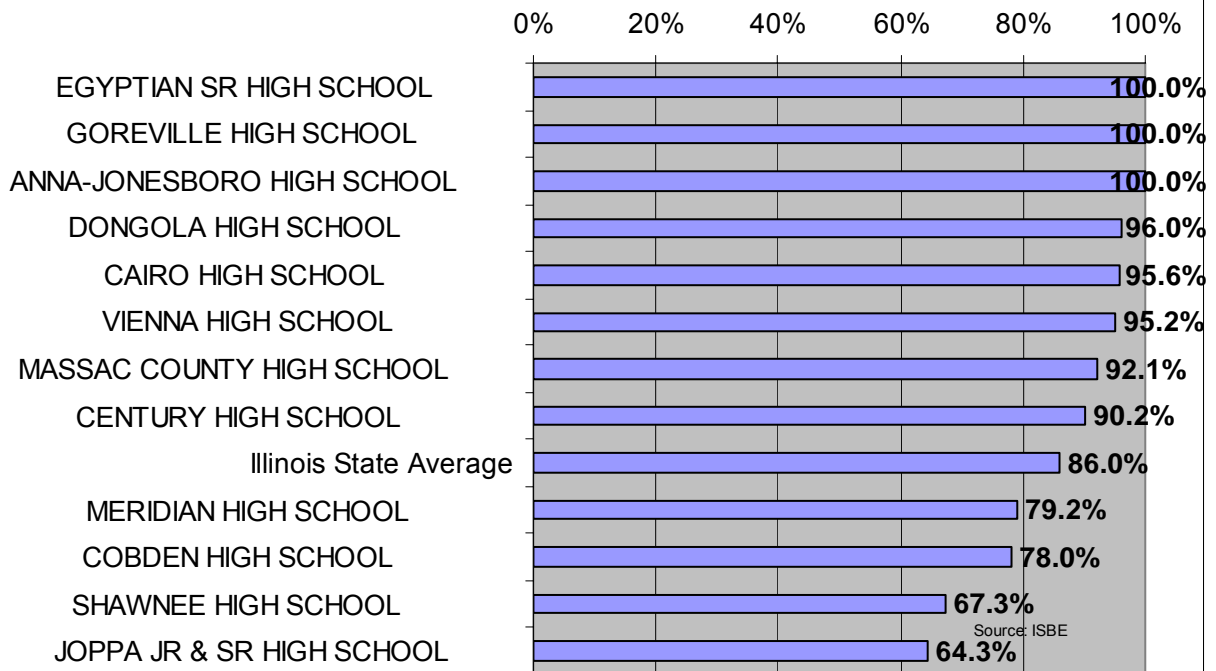


Figure IV-6 for the Southern Tier looks familiar, with five high schools holding their dropout rates below the state average, including Goreville, with the lowest dropout rate of the Southern 14 schools at 0.6%. However, Meridian with its 7.9% rate, Anna-Jonesboro at 10.5% and Joppa Junior/Senior at 11.1% need broad community and Board support to reduce these troubling rates. These numbers translate into hundreds of young people annually who end up without a solid skill foundation or the ability to compete well for highly skilled 21st century jobs.

### 3. Graduation rates in Southern 14 high schools

Figures IV-7 to IV-9 focus on graduation rates in individual high schools. The ISBE defines the **graduation rate** for the 2002-03 school year as follows:

*The Graduation Rate is the number of 2002-03 high school graduates divided by the first-time ninth grade 1999 enrollment, minus the number of students transferred out, plus students transferred in, multiplied by 100. Thus the numerator equals the number of graduates; the denominator equals 9th grade enrollment minus transfers out plus transfers in. Transfers as defined by the ISBE refer to this specific graduation class and are accumulated over a four-year period.*

As demonstrated in Figure IV-7, within the Northern Tier, schools posted a respectable range of graduation rates. Seven high schools had impressive graduation rates during the 2002-2003 school year of higher than the state average of 86.0%, including Cisne High School, which reported a rate of 100.0%. Only one school in the Northern Tier, Carmi-White County High School, reported a graduation rate lower than the state average, at 79.7%.

Figure IV-8 describes a similar picture for the Central Tier of counties during the academic year 2002-03. Five high schools had graduation rates above the state average and should be commended, including the Central Tier's high achiever, Carrier Mills-Stonefort, at 94.1%. However, Hardin County at 74.0%, Harrisburg at 77.1%, and Galatia at 82.4% all need to improve their graduation rates in order to compete.

The Southern Tier of public high schools shows an unusual pattern with regard to graduation rates, according to Figure IV-9. Egyptian Senior, Goreville, and Anna-Jonesboro high schools all notched commendable 100% graduation rates. However, the 10.5% reported dropout rate at Anna-Jonesboro for the same year raises the question of accuracy for a 100% graduation rate. Further questions arise upon examining the Census 2000 percentages of 16-19 year olds by county who are not enrolled in school or high school graduates. Egyptian Senior is located in Alexander County, which noted 7.8% of young people outside school. Johnson County, home of Goreville High School, reported a 15.2% rate of out-of-school youngsters. Anna-Jonesboro High School is located in Union County, which reported a 10.6% rate of these school-age students unconnected to education. These observations are not intended to single out these specific schools or to suggest that others might not have similar problems of statistical mismatches. These examples are cited merely to highlight a potential trend, and to suggest that recalculation may be necessary in some exceptional cases across the Southern 14 schools.

On the opposite end of the Southern Tier, however, we see a different problem. Four high schools dropped below the state average of 86.0% graduation. These include Meridian at 79.2% graduation, Cobden at 78.0%, Shawnee at 67.3%, and Joppa Junior/Senior High School in critical condition at 64.3%.

These numbers show a wide variety of educational results, but the overall picture is of too many students slipping through the cracks in the school system. This is obvious in the cases of

those schools whose graduation rates fall below the state average. Stepping back still further, however, is even an 86% average graduation rate for this area's high schools good enough? This rate means that 14% of the students who were freshmen in the Southern 14 in 1999 failed to earn a diploma by the spring of 2003. Again, such numbers translate into hundreds of young people facing an uncertain economic future. We hope, of course, that most will complete their high school education or obtain a GED. But what about those who do not? What kinds of jobs will be available to them?

#### **4. The PSAE and student performance in the Southern 14**

The Prairie State Achievement Examination (PSAE) was administered for the first time to all students in the spring of 2001. All Illinois 11<sup>th</sup> graders were required to take it except special education students or those with limited English proficiency. The PSAE measures mastery of core material in reading, math, writing, science, and social science. Students are placed into one of four categories according to their score:

1. Academic Warning
2. Below Standards
3. Meets Standards

Exceeds Standards

The state publishes PSAE results for each school and district, which indicate the percentages of students at each school who meet or exceed minimum performance requirements – i.e. numbers 3 and 4 on the above list.

#### **The Big Picture**

The overall results, discussed in detail by region below, find 15 of the 27 schools performing at or above a 50% passing rate for the average score, but none exceeding the 61.7% score garnered by Mount Carmel High School. Bringing up the rear is Cairo High School, with a 17.8% passing rate. The results for individual categories show wider variance. Reading again shows 15 of the 27 schools at or above 50% – though not quite the same 15 – with just slightly better numbers than the average scores; i.e. 63.1% on the high end (Norris City-Omaha-Enfield) and 22.2% on the low end (Cairo again). The Writing scores demonstrated wide variance – only 12 schools ranked at or above 50% here, but there seem to be few “fence-sitters” – schools demonstrated performance rates significantly above or below this “halfway” mark, ranging from 65.6% at Mount Carmel to a mere 10.4% at Meridian High School. Just nine schools out of 27 performed at or above 50% success in Math. (The students at those nine schools might have the skill with fractions to recognize that this is only one third of the schools in the region.) The high end score is a reasonably respectable 62.8%, at Goreville High School, but from there, scores plummet across the remaining high schools to a shocking 5.6% passing rate at Cairo.

Another convenient point of reference for school performance is the state of Illinois' reported average passing rates for each section and the average overall PSAE score. These are 56.4% for Reading, 53.3% for Math, and 58.9% for writing, with an average score of 56.2%. Held to this standard, only 7 schools in the Southern 14 area managed to exceed the average state score.

#### **Geographic Inequities**

This big picture, however, tells only part of the story of the Southern 14 region's PSAE scores. When we divide the data into the three “tiers,” we begin to see patterns that shed new light on each of the three tiers, and a potentially disturbing geographic trend.

Table IV-1

<b>Percent of Northern Tier 11th Graders Meeting or Exceeding on the Spring 2003 PSAE Test</b>				
<b>High School</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Average</b>
EDWARDS COUNTY HIGH SCHOOL	61.8%	57.4%	62.7%	60.6%
MOUNT CARMEL HIGH SCHOOL	59.4%	60.2%	65.6%	61.7%
CISNE HIGH SCHOOL	59.3%	55.6%	63.0%	59.3%
GRAYVILLE JR SR HIGH SCHOOL	60.0%	50.0%	65.0%	58.3%
NORRIS CITY-OMAHA-ENFIELD HI SCH	63.1%	53.8%	56.9%	57.9%
WAYNE CITY HIGH SCHOOL	56.5%	56.5%	58.7%	57.2%
<b>Average for all Illinois High Schools</b>	<b>56.4%</b>	<b>53.3%</b>	<b>58.9%</b>	<b>56.2%</b>
CARMI-WHITE COUNTY HIGH SCHOOL	61.2%	59.5%	45.2%	55.3%
FAIRFIELD COMM HIGH SCHOOL	53.8%	47.9%	54.2%	52.0%

Source: Illinois State Board of Education

Table IV-2

<b>Percent of Central Tier 11th Graders Meeting or Exceeding on the Spring 2003 PSAE Test</b>				
<b>High School</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Average</b>
<b>Average for all Illinois High Schools</b>	<b>56.4%</b>	<b>53.3%</b>	<b>58.9%</b>	<b>56.2%</b>
GALLATIN HIGH SCHOOL	54.5%	50.9%	45.5%	50.3%
HARRISBURG HIGH SCHOOL	57.1%	50.0%	60.3%	55.8%
GALATIA HIGH SCHOOL	44.4%	48.1%	59.3%	50.6%
ELDORADO HIGH SCHOOL	47.2%	41.7%	38.9%	42.6%
HAMILTON COUNTY JR/SR HIGH SCHOOL	47.0%	39.0%	37.8%	41.3%
HARDIN COUNTY HIGH SCHOOL	36.6%	36.6%	36.6%	36.6%
CARRIER MILLS-STONEFORT H S	45.5%	24.2%	33.3%	34.3%

Source: Illinois State Board of Education

Table IV-3

<b>Percent of Southern Tier 11th Graders Meeting or Exceeding on the Spring 2003 PSAE Test</b>				
<b>High School</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Average</b>
GOREVILLE HIGH SCHOOL	58.1%	62.8%	58.1%	59.7%
<b>Average for all Illinois High Schools</b>	<b>56.4%</b>	<b>53.3%</b>	<b>58.9%</b>	<b>56.2%</b>
ANNA-JONESBORO HIGH SCHOOL	52.7%	44.6%	64.2%	53.8%
COBDEN HIGH SCHOOL	57.9%	47.4%	50.0%	51.8%
SHAWNEE HIGH SCHOOL	50.0%	46.9%	56.3%	51.1%
MASSAC COUNTY HIGH SCHOOL	49.6%	43.0%	47.9%	46.8%
VIENNA HIGH SCHOOL	46.2%	46.2%	44.9%	45.8%
EGYPTIAN SR HIGH SCHOOL	42.1%	31.6%	28.1%	33.9%
JOPPA JR & SR HIGH SCHOOL	50.0%	31.3%	18.8%	33.4%
DONGOLA HIGH SCHOOL	38.5%	23.1%	30.8%	30.8%
CENTURY HIGH SCHOOL	25.8%	9.1%	30.3%	21.7%
MERIDIAN HIGH SCHOOL	30.6%	16.3%	10.4%	19.1%
CAIRO HIGH SCHOOL	22.2%	5.6%	25.7%	17.8%

Source: Illinois State Board of Education



The Northern Tier, as evidenced by table IV-1, seems to be holding its own in terms of PSAE performance – the schools in this area account for 8 of the 15 schools in the whole region whose students passed the test at rates of 50% or more, at least on the average score. Furthermore, the highest passing percentages in the average score and in the three section scores (listed above) all came from schools in the Northern Tier. Only two schools in this area had difficulty getting 50% or more of their students across the finish line in individual categories – Fairfield Community High School with a 47.9% passing rate for Math, and Carmi-White County High School with only 45.2% passing the Writing section. Still, compared to the other two tiers we are about to see, the Northern Tier's schools have been relatively successful at passing the PSAE.

Among the seven schools in the Central Tier, shown in Table IV-2, only three seem to be keeping their collective heads above the 50% water level. The area's leader, Harrisburg High School, is the only one to demonstrate passing rates of 50% or above in all sections of the test and the average – though the passing rate in Math only just barely hits the halfway mark. The other two, Galatia and Gallatin High Schools, stay just above 50% overall but fall below this point in at least one of the section scores. Of the four remaining schools, Hardin County High School demonstrated a strangely consistent, but unimpressive, passing rate of 36.6% across all sections, and Carrier Mills-Stonefort High School shows cause for concern with passing rates of just 24.2% in Math and 33.3% in Writing. Even those scores may seem respectable, however, when contrasted with the PSAE performance in the Southern Tier.

Table IV-3 shows us that only four schools in the Southern Tier posted passing rates above 50% on the 2003 exam, and nearly all of the "bottom feeders" from the overall list can be found in this area. Only Goreville High School was able to achieve passing rates significantly exceeding 50% in all areas, including the highest percentage of students who passed the Math exam in the Southern 14 region. On the other end, three schools' results are alarming: Century High School (21.7% average), Meridian High School (19.1%), and Cairo High School (17.8%). Additionally, two of these three schools can collectively claim the dubious distinction of garnering the lowest regional scores in each of the test's three sections – Meridian in Writing, and Cairo in Reading and Math. The Math scores of 9.1% at Century and 5.6% at Cairo merit immediate and serious attention.

Standardized test scores, of course, are not the only measure of educational performance or necessarily the most effective. There is serious and legitimate debate as to the relation between test scores and students' abilities and preparation for the workforce – which is, after all, our primary concern. Still, these scores are the most easily accessible, quantifiable, and understandable measures we have at our disposal for a scientifically based study. We could write another, much more detailed book simply on the state of education in the Southern 14, but our focus is workforce development. Furthermore, current government thinking on education at the local, state, and national levels places serious importance on test scores as a determining factor for funding decisions about education and training programs. Test results are therefore important, irrespective of purely academic concerns.

### ***5. Tracking standardized test results across grade levels***

Illinois public schools are required to test students in nearly every year from the 3<sup>rd</sup> grade to the 11<sup>th</sup>. At the primary and middle school levels in the 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grades, students take the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. In the 4<sup>th</sup> and 7<sup>th</sup> grades, they take the ISAT test in science and social science. At the 11<sup>th</sup> grade level, they take the Prairie State Achievement Test (PSAE) in all five subjects: reading, mathematics, writing, science and social science.



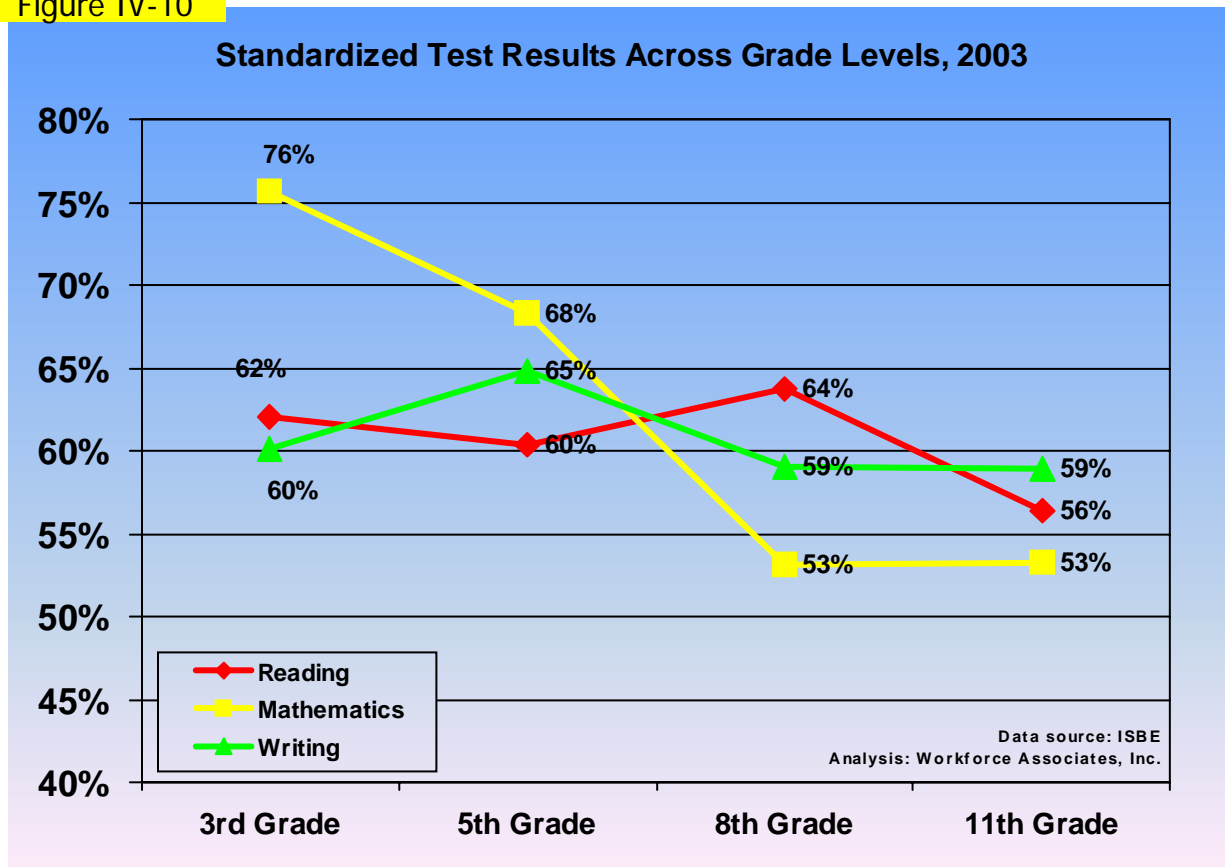
The 11<sup>th</sup> grade PSAE results discussed in the previous section are only a snapshot of one point in a student's educational progress, the result of the cumulative experiences of more than a decade in the public school system. By this point, a student has encountered a number of vital turning points in his or her educational path, and is approaching a particular destination along that path. What happens when we back up from the "destination" to examine the journey? How can we find the turning points and patterns that may inform us as to how students have arrived at the destinations described by the 11<sup>th</sup> grade scores?

The ISAT is administered at the 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade levels, with equivalent sections and scoring rubrics. Taking the reported scores for these grade levels in 2003 as well, it is possible to chart comparisons between the percentages at each level who register passing scores. Such an analysis may provide new insight into the journey of student performance through the educational system.

Figure IV-10 shows the graph generated by this comparison for the entire state of Illinois. It is important to note that the numbers shown as plot points on each line of the graph do *not* track the progress of an individual cohort, i.e. an individual class, over time. Rather, they are snapshots of student performance at each of these grade levels in 2003 alone. With that in mind, this graph still allows us to form the beginnings of a picture of students' academic progress as they pass through the educational system.

This chart demonstrates a general downward drift in passing rates from 3<sup>rd</sup> to 11<sup>th</sup> grade, but the declining trend is most pronounced in Mathematics. Whereas the state average passing rates for Reading and Writing hover at or around 60%, Math clearly takes a nosedive. Impressively, 74% of the state's 3<sup>rd</sup> graders, on average, meet or exceed Math standards for their

Figure IV-10



level. By the 8<sup>th</sup> grade level however, passing rates have bottomed out at just 53%, and they do not appear to budge from that level by 11<sup>th</sup> grade. Students' competency levels in Math, seemingly the strongest subject in early years of education, plummet below the respective levels for Reading and Writing over the course of a student's academic journey.

In general, the comparable charts generated for each of the Southern 14's 24 school districts showed similar trends, many with accordingly sharp declines in Math performance. Such analysis, while it does not reveal the causes of academic variation over these grade levels, can help to diagnose where students become disengaged from the system in troubled schools. In general, it seems that the earlier a school can address such a problem, the better.

**6. Comparing actual with "expected" PSAE scores, 2003**

It is well known that the educational performance of students in any school reflects, to some degree, the socioeconomic composition of the student body and the surrounding community. Based on this fact, one might have certain expectations of student performance that arise from these socioeconomic factors, independent of the schools' efforts. Statistical analysis allows us to control for these influences through multivariate analysis. Using data provided by ISBE describing students' socioeconomic characteristics in each Illinois public high school and the actual 11<sup>th</sup> grade PSAE scores from those schools, we can compute statistically "expected" scores for each school in the Southern 14 region. If a school performs close to its expected score, we can conclude with reasonable certainty that its performance might be explained by socioeconomic factors. If it deviates, then we can infer that there may be other factors affecting the school's academic performance.

Table IV-4 displays comparisons of the statistically expected scores for each school and its actual average PSAE score. Based on these comparisons, the schools of the Southern 14 region fall roughly into one of three categories:

- ⇒ **Schools performing about as expected statistically:** Based on our analysis, Edwards County High School, with 2.0% minority representation in its student body and an 18.4% low income rate, would have expected an average 2003 PSAE score of 157.2. Its actual performance deviated by only one hundredth of a point, and its actual score doesn't even register the difference – The score indicated for Edwards County is 157.2, right in line with expectations. Other scores performing very close to expectations include Cisne High School, Wayne City High School, Carmi-White County High School, Norris City-Omaha-Enfield, Goreville, and Joppa Junior/Senior High School.
- ⇒ **Schools performing better than statistically expected:** Cobden High School would only be expected to score a 152.0 on the PSAE, based on its 15.6% minority representation and a low income rate of 44.5%. Nonetheless, Cobden High School's actual average score was nearly 4.8 points higher, a 156.8. Also, Mount Carmel High School, with 31.6% of its students listed as "low income," pulled off a score of 158.2, 3.66 points higher than its expected 154.5. These deviations are not enormous, but they are enough to indicate potentially that these schools have found some way to establish and attain high educational standards, even under less than favorable conditions.
- ⇒ **Schools performing below statistical expectations:** Hamilton County Junior/Senior High School, with 1.4% minority representation and 23.3% of its students in low income situations (a relatively low number for the Southern 14 region), might have been expected to score 156.2 on average on the PSAE. Instead, its students

**Table IV-4**

<b>Actual vs. "Predicted" Average PSAE Scores, Southern 14 High Schools, 2003</b>						
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Sub-Region</b>	<b>High School Name</b>	<b>Minority %</b>	<b>Low Income %</b>	<b>Average PSAE Score (actual)</b>	<b>Predicted PSAE Score</b>	<b>Difference (Bigger is better)</b>
Northern	EDWARDS COUNTY HIGH SCHOOL	2.0%	18.4%	157.2	157.2	-0.01
Northern	MOUNT CARMEL HIGH SCHOOL	0.0%	31.6%	158.2	154.5	3.66
Northern	CISNE HIGH SCHOOL	0.7%	20.6%	157.0	156.8	0.24
Northern	FAIRFIELD COMM HIGH SCHOOL	1.8%	17.4%	156.0	157.4	-1.41
Northern	WAYNE CITY HIGH SCHOOL	0.0%	19.9%	156.8	156.9	-0.10
Northern	CARMI-WHITE COUNTY HIGH SCHOOL	2.3%	22.5%	157.2	156.4	0.81
Northern	GRAYVILLE JR SR HIGH SCHOOL	2.1%	31.4%	155.8	154.6	1.20
Northern	NORRIS CITY-OMAHA-ENFIELD HI SCH	0.4%	21.2%	155.8	156.6	-0.84
Central	GALLATIN HIGH SCHOOL	0.8%	22.0%	154.8	156.5	-1.68
Central	HAMILTON COUNTY JR/SR HIGH SCH	1.4%	23.3%	152.4	156.2	-3.82
Central	HARDIN COUNTY HIGH SCHOOL	2.6%	37.3%	150.6	153.4	-2.81
Central	POPE CO HIGH SCHOOL	0.0%	38.7%	n.a.	153.1	n.a.
Central	CARRIER MILLS-STONEFORT H S	17.8%	55.3%	148.2	149.9	-1.69
Central	ELDORADO HIGH SCHOOL	0.8%	25.6%	152.2	155.8	-3.56
Central	GALATIA HIGH SCHOOL	0.9%	21.7%	154.4	156.5	-2.14
Central	HARRISBURG HIGH SCHOOL	6.9%	15.7%	155.6	157.8	-2.19
Southern	CAIRO HIGH SCHOOL	93.0%	89.5%	142.0	143.5	-1.50
Southern	EGYPTIAN SR HIGH SCHOOL	25.9%	53.1%	149.8	150.4	-0.59
Southern	GOREVILLE HIGH SCHOOL	0.6%	24.1%	156.8	156.1	0.74
Southern	VIENNA HIGH SCHOOL	1.1%	50.5%	154.0	150.7	3.25
Southern	JOPPA JR & SR HIGH SCHOOL	4.3%	54.8%	150.2	149.9	0.30
Southern	MASSAC COUNTY HIGH SCHOOL	10.4%	18.8%	153.6	157.2	-3.59
Southern	CENTURY HIGH SCHOOL	29.3%	79.6%	143.0	145.1	-2.07
Southern	MERIDIAN HIGH SCHOOL	68.3%	67.2%	144.8	147.8	-3.03
Southern	ANNA-JONESBORO HIGH SCHOOL	3.7%	27.7%	156.4	155.4	1.05
Southern	COBDEN HIGH SCHOOL	15.6%	44.5%	156.8	152.0	4.75
Southern	DONGOLA HIGH SCHOOL	3.5%	52.9%	147.2	150.3	-3.08
Southern	SHAWNEE HIGH SCHOOL	0.0%	49.0%	153.0	151.0	1.96

Note: Data on Percent Minority (col. 2) and Percent Low Income (col. 3) are from the ISBE. The Average PSAE Score (col. 4) is the arithmetic mean of 11th grade PSAE scores in Reading, Mathematics, Writing, Science, and Social Science.

only reached an average of 152.4 – the difference registers as negative 3.82 points. Other underachievers included Massac County High School (-3.59 points), Eldorado (-3.56 points), and Dongola (-3.08).

The less-than-stellar performance of students in the underachieving schools cannot be explained by their student bodies' socioeconomic conditions. Other factors are at work here – high achievers, like Cobden, Mount Carmel, and Vienna High School show that they can beat expectations. The underachievers deserve special attention from parents, the community, Southern 14 area employers, and the Workforce Investment Board to improve their educational performance and their students' workforce preparation.

## **Educational structures in the Southern 14**

Three Regional Offices of Education support the school districts in the Southern 14 counties. These ROEs provide assistance in such areas as school improvement, planning, staff development, technology, curriculum, certification, and truancy. Specific projects and programs vary among regions by title and focus.

It should be noted that these ROEs overlap with, but are not the same as, the three “tiers” we have discussed throughout this study. The ROEs are divided amongst the Southern 14 counties as follows:

- ⇒ ROE #20 includes Edwards, Gallatin, Hardin, Pope, Saline, Wabash, Wayne and White counties.
- ⇒ ROE #25 includes Hamilton and Jefferson counties. (Jefferson County is not part of the Southern 14 Workforce Investment Area.)
- ⇒ ROE #2 includes Alexander, Johnson, Massac, Pulaski and Union counties.

## **EFE, Education to Careers, and Tech Prep**

Complex arrays of educational systems have sprung up over the years to support the workforce development needs of youth in the Southern 14 area. These systems and programs are an important adjunct to high school education, since they focus on using education to create strong and sustainable career paths. Education alone certainly has merit, but in order to create a viable workforce, education must be leveraged successfully into the ability to secure employment and to do a job well. The programs summarized below address the challenges of career planning and preparation directly.

### ***1. Education for Employment***

In the 1980s the Illinois State Board of Education established Education for Employment systems (EFE), designed to help local districts coordinate their programs and services for career and technical education. In the Southern 14 Area the Five-County Education for Employment System serves Alexander, Johnson, Massac, Pulaski and Union counties. Hamilton County is served by the Rend Lake Area EFE System. For other districts in the Central and Northern tiers, the Ohio and Wabash Valley EFE System provides leadership in career and technical education.

The EFE consortia's tasks are many and inestimably valuable. They work with local district teachers, counselors, administrators, and community college faculty and staff to articulate academic and occupational offerings. All of these systems place special emphasis on providing professional development for staff and employers about the importance of work-based learning.

EFE systems work in conjunction with special education cooperatives to address the needs of special populations. They have undertaken several major initiatives directed toward disadvantaged and handicapped students, many of whom are WIA eligible. The systems have been involved in working with in-school WIA youth and have been instrumental in supporting the Jobs for Illinois Graduates (JILG) Programs in local districts. The JILG program was designed to address the needs of at-risk youth, but funding for that program was eliminated in the State Board of Education's budget.

The Education for Employment systems' central points of contact are important for coordinating academic and career and technical education services with the three administrative WIA entities in the region and local community colleges. The Ohio and Wabash Valley Education for Employment System, in particular, has made extensive efforts to connect with the WIA system.

## **2. Education to Careers**

Using funding from the School-to-Work Opportunities Act, the Illinois State Board of Education created a statewide system of local partnerships for Illinois Education to Careers. The Mid-South Regional Partnership supports Education to Careers initiatives in Hamilton County. The Ohio Valley Partnership provides Education to Careers support in the central and northern tiers of the southern 14 area. The Shawnee/Five County Partnership provides Education to Careers services in the southernmost part of the state.

The Education to Careers program includes three components: work-based learning, school-based learning, and connecting activities. The Ohio Valley Education to Careers System (OVETCS) developed a nationally recognized Education to Careers Learning Guide, which was developed to focus expressly on activities for the school-based component of school-to-work legislation. Teachers and counselors were involved in the development of learning modules for elementary and secondary school students and more than 100 teacher-based lessons were developed for use in the schools. The OVETCS provided local in-service in the Southern 14 area and statewide to address the variety of competencies necessary to provide a comprehensive foundation for young people who are preparing for their futures.

As a result of the Education to Careers initiative, staff in ROE #20 launched a major project to focus more intensely on the personal management skills of importance to youth. The region felt compelled to address issues associated with the character of the region's youth, believing that these issues were key to one's employability. These issues included apathy, rising youth anger, increasing dishonesty, disrespect for parents and teachers, peer cruelty, and a decline in work ethic. As a result, the ROE #20 staff produced a handbook encouraging schools to develop a program that supports core character traits. They have also conducted extensive in-service with local school districts to help faculty recognize the importance that the next generations will play as stewards of our communities and nation.

## **3. Tech Prep**

The Illinois State Board of Education has established Tech Prep consortia wherein secondary and postsecondary educators can work with one another to address the technical preparation needs of youth and adults. Specifically, this work has focused on articulating high school and community college technical programs for students interested in pursuing an Associate of Applied Sciences degree. This activity began before the advent of dual credit options for students. Dual credit initiatives in the State have allowed the tech prep consortia to flourish and help high school age youth. In the Southern 14 area, tech prep consortia are coordinated by several partnerships between EFE systems and their local community colleges.



## **Community Colleges**

The importance of the work of the community colleges in support of the workforce development initiatives in the Southern 14 workforce investment area also cannot be overstated. The community colleges have been instrumental in providing training for youth, dislocated workers, and adults. They serve as the principal locations for training services provided through WIA, and have also been instrumental in establishing the One-Stop Centers in the areas they serve.

Shawnee Community College provides an extensive array of transfer programs, occupational programs, distance learning activities, cooperative programs and cooperative education programs. The main campus is in Ullin, with satellite centers in Anna and Metropolis. The College offers extensive programs in allied health, business, occupational and technical programs with two-year AAS degrees, and a variety of related certificate programs. The College also provides substantial support through its Small Business Development Center and Center for Workforce Development, providing seminars, workshops and community education, placement services, employment information, older adult programs, and other activities.

Southeastern Illinois College, located in Harrisburg, serves the Central tier and a portion of the Northern tier of the Southern 14 Workforce Investment Area. Nearly 50 programs are available for students in workforce development; including, but not limited to, Certified Nurse Assistant, computer network technician, game management, emergency medical technician, and surgical technology. As with Shawnee Community College, Southeastern Illinois College serves as an educational and cultural center of the community. The main campus located in Harrisburg, Illinois is supported by a satellite center in White County at Carmi. Special relationships have been established with the schools for dual credit, summer honors, and summer vocational offerings. The College offers a variety of community education programs, a small business development center, and specialized programs to address the needs of area residents. As with all community colleges in the Southern 14 area, Southeastern Illinois College is instrumental in providing training for youth, dislocated workers, and adults served by WIA.

Two community colleges serve the Northern tier of the Southern 14. They include Wabash Valley College in Mt. Carmel and Frontier Community College in Fairfield. These colleges are a part of the larger Illinois Eastern Community Colleges System, which also includes Lincoln Trail College in Robinson and Olney Central College in Olney. Wabash Valley College and Frontier Community College have been instrumental in working with the schools and WIA agencies to provide an array of degree and certificate programs. As with other community colleges, they have been actively involved with the private sector in establishing special programs to identify unique workforce development needs in the area.

In 1974, Frontier Community College was opened as a continuing education facility in Fairfield. Since then, it has grown and now provides an array of certificate and degree programs. A new workforce development center houses automotive technology programs, with plans to add further business and industry training programs.

Each of the community colleges recognizes that students who complete Associate's degrees and certificates have the potential of increasing their earning power by becoming productive members of a skilled workforce. To that end, they all provide creative solutions to addressing the unique needs of the areas they serve. The economic impact of these services is substantial. Salaries for full and part-time faculty and staff impact the local community. Construction projects initiated by the Colleges provide employment in the construction trades. Most importantly, each of the Colleges works to help adults complete the GED and to obtain the training they need to increase their earning power and become gainfully employed in the community college districts where they were trained.

## Conclusions about Southern 14's educational performance

We summarize the educational performance measures for public high schools in Southern 14 as follows:

- ⇒ As we know from a Chapter 3, the educational attainment of most area residents needs improvement. Close to 40% of area adults have only high school degrees. Far too many (21%) have not completed this basic education.
- ⇒ Not enough high schools perform adequately as measured by the performance measures featured here (low dropout rates, high graduation rates, and good scores on standardized tests).
- ⇒ No area high school is among Illinois' better ones as measured by these indicators.
- ⇒ Considerable variation exists in student performance among the area's 27 public high schools. Some of that variation can be "explained" by reference to socio-economic conditions, though that should not excuse poor performance. The remaining variation certainly warrants further examination.
- ⇒ Several area high schools perform poorly by every educational indicator. These schools need to decrease their dropout rates, increase their graduation rates, and improve their educational performance markedly.
- ⇒ Far too many young people in the area do not complete high school. We know this not only from the reported high school dropout rates but, perhaps more reliably, from the Census 2000 data as reported in Chapter 3.
- ⇒ The data presented in this chapter indicate that those who do graduate often do not learn what they need in order fulfill the demanding requirements of 21<sup>st</sup> century jobs.
- ⇒ **Educators in the Southern 14 are aware of the need for improvement in their schools. Many are undertaking intensified reading and math programs in elementary schools. Some are making more conscientious efforts to refer students who are not succeeding in regular classrooms to alternative programs and vocational classes to keep them in school.**

## Summary of Chapter IV

This chapter has focused on the importance of a solid education to all residents of the Southern 14 region. After examining the public high schools in detail, we have concluded:

- ⇒ Improvement is possible at each Southern 14 high school. School records across the state and nation demonstrate that determined school and community leadership can improve student performance even under difficult circumstances.
- ⇒ Too many high schools have made insufficient progress in improving their dropout and graduation rates. Too many youngsters drop out of area schools every year. This leaves them with few future opportunities and the region or elsewhere in their adult lives.
- ⇒ All schools, whether elementary, middle, or high schools, should address exceptionally high mobility rates where they occur. These directly contribute to the dropout problem.
- ⇒ Teachers and guidance counselors need to play a proactive role in preparing students for the complex and challenging world of work. From the earliest grades, stu-

dents should be encouraged not only to master their academic subjects but also to learn “soft skills” including teamwork, self-directed learning and customer service skills. Teachers need continuing professional development to teach to many different learning styles. Guidance counselors need more opportunities to visit area businesses and learn first hand about the challenges in the 21<sup>st</sup> century workplace and the increased skills that are required for today’s jobs.

- ⇒ Entrepreneurial education must increase through the community colleges, the SIU Incubator, and the Chambers of Commerce, to help workers who cannot or do not wish to be wage or salary employees achieve income independence. This area suffers from an entrepreneur-averse climate that needs to be addressed and overcome.
- ⇒ **Career education needs to be emphasized in high school so that youth understand the linkages between classroom study and workforce skills. In most high schools, career education and apprenticeship training are being phased out. Parents and schools are placing too much importance on all young adults obtaining a college degree. Some youth may not pursue higher education and instead need career education or apprenticeship training so that they can participate more fully in the labor force. There are many occupations that are in great demand that do not require a college education, but can provide substantial wages to individuals with honed skills.**

### Expanded role for the Southern 14 Workforce Board in education

Like other rural regions in the nation, the Southern 14 Workforce Investment Area provides a complex array of programs and services for residents of all ages. Providing leadership at the Board level to help improve school performance and educational attainment around the region should be one of its highest priorities. To ignore this challenge is to compromise the area’s future workforce and economic development, undermine its future economic prosperity and even imperil its social stability. The following are concrete ways in which the Workforce Investment Board can exert its leadership to improve educational standards and education throughout the region:

- ⇒ Market training services at the community colleges and the One-Stop Centers to all working age residents in Southern 14 so that employers will have skilled and experienced workers who can “hit the ground running.” They should offer more targeted training that helps improve their technical and business skills. They also need to include “people skills” training in the curricula such as customer service training and skill in writing resumes that are clear to employers.
- ⇒ Partner with businesses to design and promote alternative education and training opportunities for low income young people, those who do not plan on attending college or university right after high school, those for whom apprenticeships will be their avenue to respectable and alternative career paths, and those who have dropped out.
- ⇒ Offer customized training that includes basic workplace preparedness for young people. This includes the complete understanding about consistently high attendance on the job and ensuring that there are alternative transportation and daycare arrangements so that the new employee is not tardy or absent from work.



- ⇒ Foster collaborations between businesses and schools can help raise graduation rates and PSAE performance as well as increase the percentage of students who take the ACT exam.
- ⇒ Improving school performance is a community challenge and responsibility.
- ⇒ Implement special training for the highly skilled and professional workforces in the region. Employers in the survey indicated that they either want to hire workers who already have skills or train workers in those skills. Due to increasing competition, the time available for them to provide their own on-the-job training has diminished. Many companies have concluded that they cannot afford the time, risk, and uncertainty associated with “making” the employees they need through training or retraining.
- ⇒ Increase entrepreneurial education through the community colleges and Junior Achievement to help workers achieve salary independence and to educate young people about running their own businesses as a career option.

## **Chapter V**

# **The One-Stop Center System**

### **Essential philosophy of the One-Stop system**

The first several chapters have laid out the beginnings of a road map to economic and workforce revitalization in the Southern 14 area, and suggestions for the kind of action necessary to start along the road. The vehicle for such progress has not yet been discussed. This is the One-Stop Career Center system. A necessary and vital part of the WIA strategy, the One-Stop system provides a nerve center for community, government, and business involvement in Southern 14 workforce development. The system supports the Southern 14 economy by creating and continuously improving an environment that provides:

- ⇒ Opportunity for businesses to increase their productivity through skilled and qualified workers who are trained and retained.
- ⇒ Opportunity for workers and entrepreneurs – both current and future – to be part of a growing economy.
- ⇒ Opportunity for businesses and individuals to grow and be self-sustaining.
- ⇒ Opportunity for the One-Stop's partners and collaborators to develop an integrated, high quality system of services that promotes excellence.
- ⇒ Opportunity for the Southern 14 Workforce Investment Board to demonstrate its leadership in workforce development.

The key elements and general principles embodied in this extensive role are these:

- ⇒ Continuous improvement is a goal. The One-Stop cannot continue to operate without change just because performance measures were met or yesterday's goals were achieved.
- ⇒ The One-Stop provides opportunity for business and workers; it does not make things happen for them without effort on their part. One-Stop Career Centers do not fill employers' job openings. Rather, they develop and provide access to a pool of talent from which employers have the ability to select.
- ⇒ A One-Stop Career Center does not place people in jobs. Rather, it equips local residents with the knowledge, skills, and resources they need to identify and obtain employment or self-employment opportunities.
- ⇒ Skill upgrades and motivation for continuous learning are at the heart of improving productivity for both businesses and individuals.
- ⇒ The One-Stop recognizes that entrepreneurship, or self-employment, is a valid path to self-sufficiency and the economy's well-being and actively promotes it.
- ⇒ The One-Stop is not just about job placement to meet immediate needs for employers and workers. It is about long-term gains in productivity and increased personal wealth. Its specialized Business Services Team offers customized services for businesses of all sizes, of which providing qualified applicants for job openings is just one.
- ⇒ Incumbent (current) workers and entrant workers (youth) are important parts of the labor pool that must be developed for long-term sustainability and growth of the economy.

- ⇒ Partners from the business and nonprofit sectors are attracted to partnership in the system because of the expanded opportunities it provides them to excel on behalf of their customers and in organizational achievement. Being part of the system is a good deal and a “win-win” for all concerned.
- ⇒ **The One-Stop is not about mandates. It is about creating a culture and environment where businesses, workers, youth, and service providers are able to maximize their talents and wealth throughout the region for all residents.**

## A continuous improvement process for One-Stops

There needs to be a Continuous Improvement Committee of the Board whose mission would be to provide a forum for system accountability and establish standards for certification, continuous improvement and customer satisfaction. This Committee would consist of a majority of private sector Board members and the One-Stop Center manager.

The Continuous Improvement Committee would be responsible for the following:

- ⇒ Implementing the Business Plan guidelines.
- ⇒ Evaluating the efficiency, effectiveness, and flexibility of One-Stop Center operations and making recommendations for improvements.
- ⇒ Evaluating responses from job seeker and employer customers to determine ways in which to improve One-Stop services.
- ⇒ Making sure that all Center staff maintain their competence in customer service and career development.
- ⇒ **Monitoring the progress of the One-Stop in pursuing performance excellence.**

## Developing Center-wide performance measures

To the best of our knowledge, currently there are no “Center-wide” measures in place. Most One-Stop partners do not have a good indication of how well the Center as a whole is performing. It should be one of the first priorities of the Continuous Improvement Committee to develop a system of reporting on the various facets of the One-Stop to the Board and the community on a regular basis.

For example, here is some of the information that would be helpful to residents in understanding the importance of the One-Stop in their region:

- ⇒ Over xxx thousand Southern 14 residents secured employment with the assistance of the One-Stop Center during the period of July 1, 200X through June 30, 200X.
- ⇒ The One-Stop helped xxx or XX% of former welfare clients find gainful employment with good benefits and promise of career advancement during the period of July 1, 200X through June 30, 200X. This represented a XX% improvement compared to PY 0X performance.
- ⇒ Of the xx Workforce Investment Act Adults who were employed at registration and exited the program, xx attained a credential. This xx% success rate represents a xx% improvement compared to the PY 0X performance of xx%.
- ⇒ The One-Stop was a top performer in helping youth enrolled in the WIA program to attain their educational and employment goals. A total of xxx out of xx or XX% of

## WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

attempted youth goals were achieved in PY 0X compared to xx% in PY 0X. Over xx% of youth enrolled in the WIA program positively exited by securing employment or meeting their educational or training goals.

Bullet points such as these should be included in the Board's Annual Report and circulated to community leaders throughout the region. In addition, it would be very helpful to summarize all the programs that are run through the One-Stops, with a description of each program, the amounts allotted, and percentage of the totals that were spent during the last financial year. A simple table such as the following one would be very useful to be included in the Board's Annual Report:

Another table that describes who are the contracted service providers and community partners

<b>Program</b>	<b>Description</b>	<b>Amount</b>	<b>% Total</b>	<b>% Spent</b>
WIA - ADULT	Job placement & training funds for eligible adults w/ employment barriers			
WIA - DISLOCATED	Company targeted re-employment & training funds for dislocated workers			
WIA - YOUTH	Career exploration & job placement funds for income eligible youth			
WIA - EMPLOYED WORKER	Job training funds for company specific employed workers			
WIA/WP - INCENTIVE	Incentive funds for meeting state and federal program goals			
WTP - SPECIAL YOUTH PROJECT	Youth employment preparation, job fair & job placement			
WELFARE TO WORK	Welfare Transition planning & outreach funds			
	<b>Totals</b>	<b>\$</b>	<b>%</b>	<b>%</b>

would also be very helpful in demonstrating all the efforts underway to provide quality workforce development services within the Southern 14 region. This table would complement the Community Resources Directory online and refer to it for more detail.

<b>Organization</b>	<b>Services provided</b>
Frontier Community College	Industry based training; leadership training for first time supervisors
Southern 14 Transit	Discounted bus passes and transit services
Southern Illinois Council on Aging	Job placement and support
Staffing agencies	Training and job placement
Etc.	

## Improving One-Stop marketing

There is consensus that all One-Stops around the state need to do a better job of marketing their services to both job seekers and employers. The Southern 14 One-Stop system currently does not have a website, which is essential to providing access to information and services. The menu of services listed on the online Community Resource Directory could provide the foundation for an effective web presence.

Additional market penetration needs to occur to ensure that customers from diverse backgrounds and disabilities are informed and can access the services available through the Center.

All staff should divide up the social service, business, and educational organizations in the Region and be responsible to serve as liaisons to several of them, attending their meetings regularly and presenting information about the One-Stop's activities.

In addition, the One-Stops should have an open house each quarter to invite different groups of people to see its resources and meet the staff. For example, one evening could be devoted to healthcare professionals, telling them about the CSSI initiative and efforts to educate local residents about positions in healthcare, teaching, entrepreneurship, and other growth fields. Another open house could be targeted toward young people to show them materials about good jobs in the area and where they can talk about their career aspirations with the One-Stop staff individually.

## Aggressive pursuit of funding

Most partners feel that the Workforce Board should have the primary responsibility for raising funds through a collaborated effort among board members. However, many feel that there is not adequate Workforce Board staff to pursue additional grants to enhance One-Stop Center development. If the One-Stop Centers want to compete for grants, this needs to be assigned to a staff member who will have this as his/her primary responsibility.

Because of funding cuts across partner programs, there appears to be some skepticism about the feasibility of funding One-Stop Centers' activities. Partners are mostly concerned about their own individual program goals in order to ensure that they continue to receive individual program funding. They need to be encouraged to look for grant possibilities that benefit all partners and the One-Stops. In addition, they need to consider adding service fees for some services to cover the shortfall of budget cuts to their programs.

## Improving customer service

Center staff needs to be reminded continually about the importance of their vital role in helping improve the economic and workforce development of the Southern 14 counties. A well-trained and highly qualified staff will be able to ensure that:

- ⇒ The first impression of each One-Stop Center is always a pleasant and helpful one, not frustrating and cumbersome.
- ⇒ Customers, whether job seekers, employers, or members of the community, will have an opportunity to assess their needs and determine the appropriate services available to them. A menu of services will be readily visible in the common reception area.
- ⇒ All staff will be dressed in business attire and have nametags that identify them as being part of the One-Stop, not their individual agency.

- ⇒ Center staff will be cross trained so that they can accommodate the flow in Center traffic during various times of the day. Staff will also be willing to have flexible shifts so that early morning and evening classes can be held for the benefit of customers from Monday morning through Saturday afternoon.
- ⇒ Information will be clearly posted about access to and availability of staff who are qualified to work with persons with disabilities, persons who do not speak English, older workers, and those experiencing substance abuse issues.
- ⇒ **The Center's mission and vision should be clearly posted in various locations throughout the Center, including public and employee restrooms.**

## Meeting job seekers' needs

There is a common perception among members of the public that One-Stop services are solely geared to unemployed, low-income, "blue collar," and middle aged workers. For the most part, a One-Stop tends to act in a "reactive" mode because the vast majority of individuals served are unemployed or laid off. It is also primarily geared toward serving adults looking for work with much less focus on serving youth in the region. Considering the fact that most youth receive minimal guidance counseling during their high school years, this is a vital role for the One-Stop to play in guiding young people to training programs and jobs in the area that are high paying and in growth industries.

Helping all job seekers, regardless of age or experience, get around "roadblocks" to employment with testing/assessment, counseling, and workplace readiness workshops needs to be a higher priority by all partners at the One-Stop Centers.

One way to do this is to provide extended hours in the evening and on Saturday for individuals who are not able to access services during the normal business hours. In particular, the computer lab should be staffed for job seekers to learn and upgrade their computer skills and to use the plethora of Internet job Web sites. Staff also needs to be willing to work with job seekers at other locations, such as the local library, churches, social service agencies, etc. to share their expertise about how to find jobs.

## Connecting job seekers to high-demand, high growth jobs in the region

1. Focus on customer access to multiple services, not merely co-location of partners. Cross train all partners to answer questions about one another's programs.
2. Offer regular job search workshops and computer skills workshops for job seekers.
3. Offer WorkKeys as an assessment tool and workshops for those whose workplace skills fall below standards for jobs.
4. Develop the One-Stop Web site with links to area companies, entrepreneurship sites, HR and counseling sites, area agencies, the community colleges, the economic development agencies, Internet job boards, local and business newspapers, state government agencies, tourism and hospitality sites, the media, Board minutes, workforce news throughout the area, etc.
5. Encourage co-enrollment of customers in partner programs.
6. Market the programs and services for job seeker customers of all ages, skill levels, languages, and abilities to area organizations.
7. Invite staffing agencies to locate at the One-Stops to offer even more services to job seekers.

## Meeting Employers' Needs

While the Southern 14 Workforce Board has many active employers among its members, employers "out in the field" seemed to have little understanding of the role of the Board or even any awareness of its existence. This situation is not unique to the Southern 14 Region. Traditionally, the public workforce system was not concerned or involved with its local business community. However, with the advent of the Workforce Investment Act of 1998, more attention is turning to meeting the employers' needs as well as those of the job seekers. This wholly new and different approach to delivering workforce products and services is challenging many Boards and One-Stop Center staff who are more comfortable working with dislocated workers and those who have difficulties finding and keeping employment.

## Developing a Business Services Team at the One-Stop

Employers indicated that it is difficult for them to find out who among One-Stop Center staff members, if anyone, works specifically with employers. They recommended that the One-Stop develop a special task team for employer services. This would help establish a single point of contact for employers accessing the local One-Stop Center. The point of access should be a direct phone call or through the One-Stop's new website.

This small but highly qualified team at each One-Stop needs to cultivate employers. Each member would have prior business experience and a good reputation in the business community. They need to dress in business attire and read all the state and national business publications on a regular basis. Each member would take an account executive approach to employers, by being responsible for their own "stable" of employers. In addition, they would become involved in job fairs, attend regular economic development meetings, and work closely with the community colleges' business and industry departments in order to complement services, not duplicate them.

Business team members would also be responsible to educate their colleagues at the One-Stop Center on a regular basis about each employer in the Region: their products and services, working environment, corporate culture, minimum job requirements, opportunities for career advancement, benefits, etc. One page summaries about each local business would to be available to all job seekers and updated on a regular basis.

## Extending the reach of small employers

Employers in the Southern 14 have indicated that they have increasing needs to develop the human capital in their workplaces. Most companies in the Southern 14 region are "HR challenged." By this we mean that they are so small that they have no reason to hire specialists in human resources. Their staffs are not educated, nor do they have the time to develop their businesses' workforce fully.

This provides an excellent opportunity for a Business Services Team at the Southern 14 One-Stops to help companies address their needs and improve their productivity and competitiveness. One-Stops could conduct mini-workshops on HR issues, tailored specifically to the needs of small Southern 14 employers. Workshop topics could include any or all of the following, many of which are areas in which employers expressed a need for help in the summer 2004 study:

- ⇒ Determining competitive wages and salaries in this region.
- ⇒ Developing flexible work schedules that increase productivity without undermining staff morale.



- ⇒ Recruiting workers from non-traditional backgrounds, including older workers, single parents, women, immigrants, released felons, retired military, the disabled, etc.
- ⇒ Developing effective employee referral systems.
- ⇒ Harnessing the Internet as a recruiting tool. This would include learning about how to add effective career sections to their company Web sites and using regional job boards.
- ⇒ Learning about who is providing which kinds of customized training and what resources are provided in the Southern 14 region. Many employers are not investing in their workers' skills upgrades because training is perceived to cost too much.
- ⇒ Successfully recruiting healthcare professionals and managers of all industries with their families to rural southern Illinois.
- ⇒ Educating employers about effective strategies to reduce turnover rates and costs, including the pros and cons of exit interviews.
- ⇒ Preparing for upcoming retirements by the Baby Boom generation.
- ⇒ Discussing the implications of the recent Southern 14 21<sup>st</sup> Century Community Audit for businesses in the area.
- ⇒ Providing leadership training for first-time supervisors.

### Improving access to Labor Market Information

Many local employers have found that it is difficult to locate local up-to-date labor market information. They would appreciate the One-Stop offering this information online and regularly updating it. Here are the components of a labor market information system that could operate in the area and be available to all residents free online:

- ⇒ **Employer training needs and practices:** Information on training needs for current employees (incumbent workers).
- ⇒ **Hiring difficulty:** Indicators of the difficulty of identifying and hiring new workers with required qualifications. Examples include data on length of time a vacancy is unfilled and the number of applications per hire.
- ⇒ **Employer recruitment, assessment, and hiring practices:** Information on the recruitment methods used, the types of assessment used to screen applicants, and hiring practices such as use of incentives.
- ⇒ **Employer hiring requirements:** Information on employer's specific skill and qualification requirements for hiring new workers, including basic or "soft" skills as well as occupational or technical skills.
- ⇒ **Skill requirements:** This information indicates skill requirements generally, rather than an individual employer's specific requirements.
- ⇒ **Current job vacancies by occupation (summary information):** Information about the number of job vacancies by occupation, summarized for the geographic area. This information is distinguished from lists of specific job openings by individual employer.
- ⇒ **Projected job openings by occupation:** Information on future job openings, including information from employer surveys of job vacancies and expected hiring activity by occupation.

- ⇒ **Occupational employment trends (past trends to current date):** Time series information on employment by occupation.
- ⇒ **Benefits Information:** Information on employer-provided benefits such as health insurance and retirement programs, by industry or occupation.
- ⇒ **Recruiting and retention support information:** Information about internships, mentoring programs, career ladders, certificates, licenses, customized training programs in the region, economic development initiatives, and recent workforce studies.

## Nationwide best practices

### 1) Tulare Region, California Business Resource Center

Services in Tulare Region are delivered through the Tulare Region Employment Connection—its local One-Stop system. The Centers are divided by function into:

- a. The Business Resource Center (BRC) serving the employer and business community; and
- b. The Job Resource Center which serves the job seeker.

The BRC provides services to approximately 720 companies a year, including hiring/training, technical assistance, financial assistance, and local services. See <http://www.tcwib.org/BRC/> for more details.

Tulare employer services are designed to provide a bridge between the economic development community and employment and training providers by coordinating resources, averting layoffs, and facilitating provisions of WIA related assistance with job creation efforts. The BRC serves as a single point of contact for its local business community, providing a full range of services. It is staffed by three trained Business Resource Specialists who assist with recruitment of employees, screening, the application process, and hiring incentives. Employers are encouraged to contact the Center for any hiring needs. Its Business Visitation Program—going directly to the businesses—fosters early intervention and enhances business retention efforts throughout Tulare Region.

The BRC has a comprehensive resource room designed especially for employers. Complete in each resource room is an ever-increasing library of business related titles, pamphlets and business directories, audio and video tapes on business related subjects, and computers with Internet access and links to business sites. In addition to the resource room, the center offers interviewing rooms and a small conference/training room. Special localized Business Resource Guides have been compiled with extensive listings of business information and resources. The guides are available in the resource rooms or employers may receive a personal copy by request.

One of the most challenging factors in implementing the Tulare Region BRCs has been altering the mindset of the “old” way of doing business. Many One-Stop staff and partner agencies have had a long history in workforce development and had not been trained in ways to interact with the local business community. At the same time, local businesses had a hard time adjusting to the “new” way of doing business. There was still a perception that the One-Stop system is just interested in obtaining jobs for their customers, who are often welfare recipients or chronically unemployed.

An additional challenge had been in determining how to market this “separate but same” concept of the BRC to employers. The traditional marketing had focused almost entirely on the job

seeker. A new vision and new ways of reaching the “employer as customer” had to be researched and implemented. Many new and innovative approaches were discussed and some implemented. The method that seems to work best for the BRC has been that of personal visits to employers. It is truer than ever that employers have a limited amount of time, and, therefore, they appreciate having new products and services discussed at their offices in a short period of time. The visits have been very successful in getting information to the business community.

## **2) Racine and Kenosha counties, Wisconsin Employer Services Team**

One of the unusual features of the Racine Region Workforce Development Center is the extent to which services for employers are provided. The local Chamber of Commerce, known as Racine Area Manufacturers and Commerce, and the Racine Region Economic Development Corporation, as well as staff from other organizations, advise the Business Services Team. Their active involvement helps to ensure that the Center is a valuable resource to employers and that all of the Team’s activities are in step with employer needs. See <http://racinebizservices.com/> for more details.

Following are some of the services provided by this team of professionals in Racine:

### **A) Meeting Human Resource Needs**

- ⇒ Finding and keeping employees – from skilled professionals to entry-level staff.
- ⇒ Helping to prepare job descriptions.
- ⇒ Advising and conducting pre-employment assessments.
- ⇒ Evaluating resumes and sorting them for employers.
- ⇒ Holding career fairs at least three times a year; one is a multi-region collaboration.
- ⇒ Sponsoring targeted job fairs for specialized occupations such as healthcare.
- ⇒ Coordinating career awareness workshops for guidance counselors and teachers about growth occupations in the area.
- ⇒ Developing and coordinating job shadowing experiences, mentoring, and internship programs for middle school and high school students.
- ⇒ Developing a database of those who have left the area to provide them with information about better paying jobs in the area.
- ⇒ Helping companies develop the career sections on their own websites to recruit and retain workers better.

### **B) Business Consulting and Problem Solving**

The Team members offer information about business financing, start up assistance, State Department of Commerce programs and more. They also closely coordinate with the local SBA to offer entrepreneurial programs. The Team helps to start and coordinate local Junior Achievement programs in the local schools.

### **C) Forming Strategic Relationships**

Members of the Team maintain ongoing relationships with local businesses to identify areas of need and suggest solutions. Often this involves referral to a partner organization such as the area economic development heads, the employment association in the area, manufacturing

extension center, relevant university departments and business incubators, the state labor market economist, etc. These partnerships facilitate the delivery of a variety of services impacting a company's ability to compete in an increasingly challenging global market.

### **D) Offering Assessment Services**

The Team offers pre-employment assessment at break-even pricing including behavioral, aptitude, and proficiency tests. The benefits to employers of having assessment performed at a neutral location are that it:

- ⇒ Improves quality of new employees.
- ⇒ Identifies training needs.
- ⇒ Provides information for making staff assignments.
- ⇒ Reduces in-house staffing hours related to assessment, particularly in scheduling candidates, test proctoring, and scoring.
- ⇒ Reduces traffic flow and disruption at an employer's facility.
- ⇒ Assures test reliability through the use of trained Team staff that proctor tests in a consistent, quiet, and controlled atmosphere.

### **E) Conducting Business-related Workshops on HR issues and trends**

These "brown bag" sessions are held during the noon hour with lunch provided by the Racine Team. Guest speakers from the local university and community college talk during the working lunch. Popular topics include the following:

- ⇒ First Steps in Starting Your Own Small Business
- ⇒ Basic Finances
- ⇒ Business Writing
- ⇒ Communication for Success
- ⇒ Persuasion Presentation: Selling a Business Idea
- ⇒ Techniques for Record Keeping and File Organization
- ⇒ Time Management Skills for Business & Home
- ⇒ Using the Internet as a Research Tool
- ⇒ Small Biz Information Session for networking among small business owners
- ⇒ Small Biz Business Planning Series - This 15 week series provides in-depth learning for starting a business.

## Summary of Chapter V

These are the major goals for the Southern 14 Workforce Investment Board and its One-Stop Center to implement full service integration for job seekers and employers:

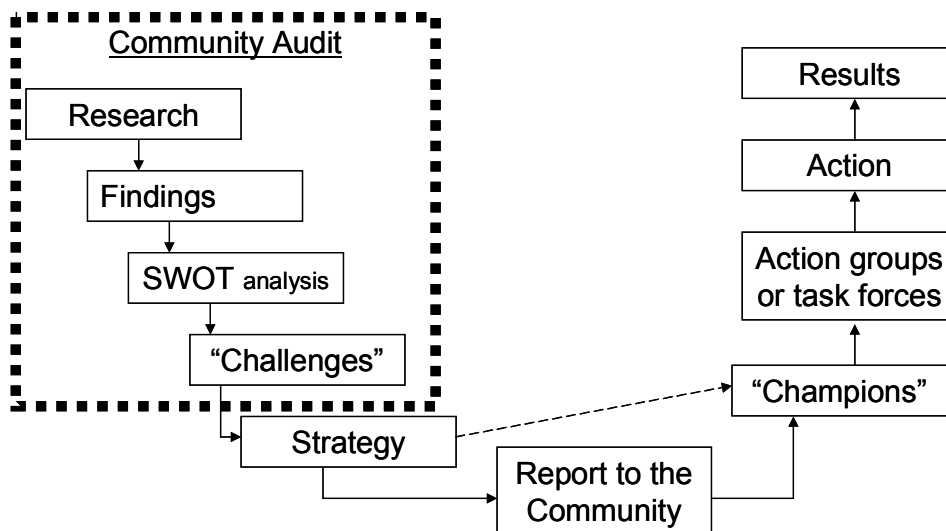
1. The Board provides leadership and direction to all of its One-Stop partners in order to maximize coordination of public workforce development efforts and to reduce fragmentation and redundancies in the delivery of services to employers and job seekers. It does this with strategic and operations plans that all partners fully endorse.
2. The Board regularly monitors all One Stop partner programs, as identified in the WIA, to continually improve its services based on objective market research and customer needs.
3. The Board itself engages in regular programs to ensure that it was a well-informed, representative, and dynamic group that provides leadership in workforce development throughout the Region.
4. The Board establishes clear standards and expectations for operating One Stop Centers. It requires evidence that performance measures are met or exceeded on a continual basis and closely monitors the One Stop Center and its manager through its Continuous Improvement Committee.
5. The Board determines the brand identity of the One-Stop and evaluates all materials, signage, One-Stop names, and image that it conveys.
6. The One-Stop Center becomes the place in the Southern 14 Region for job seekers of all kinds to find quality jobs, career counseling, and workforce preparation and training. Staff members are professionally trained through staff development and cross training and have a strong customer service attitude.
7. The One Stop Center is a relevant, employer-friendly place that provides extensive employer services through a Business Services Team and co-location of staffing agencies.
8. The One-Stop Center maximizes informed customer choice by providing complete information about the full range of services and financial assistance that are available.
9. The One-Stop includes a unified and comprehensive marketing campaign to inform and attract diverse customers of all ages, skill levels, and ethnic and racial groups.
10. The One-Stop is universally accessible and links career services with the individual customer to optimize their earning capacity, while prioritizing intensive and training services for persons with multiple barriers to employment.
11. The Board and One-Stop work closely with all segments of the business, nonprofit, and education community to ensure that Southern 14 and the region will be economically secure throughout the 21<sup>st</sup> century.

## Chapter VI A SWOT Analysis and

### Ideas, Recommendations, and Promising Practices

#### A few words of introduction

The Workforce Associates Inc. method of working with workforce boards to develop a workforce strategy observes the following steps:



This chapter begins with a “SWOT” Analysis. This is a chronicle of the main Strengths, Weaknesses, Opportunities and Threats confronting the Southern 14 Region. Then comes a listing of the ten key challenges that appeared in the Executive Summary. All of these are, in turn, keyed to the elements of the SWOT analysis.

#### 1. Strengths

- ⇒ Highway and water transportation infrastructure
- ⇒ Active economic development agencies
- ⇒ Workforce with manufacturing experience
- ⇒ Civic pride and broad community leadership
  
- ⇒ Frontier, Southeastern, and Shawnee community colleges that are outstanding academically and active in workforce development
  
- ⇒ Proximity to Southern Illinois University at Carbondale with its impressive talent pools and research capabilities

## ***Weaknesses***

- ⇒ Relatively low educational attainment of the population and workforce
- ⇒ Relatively elevated high school dropout rates and low graduation rates
- ⇒ Relatively low performance of high school students as measured by standardized tests such as PSAE
- ⇒ Experience of the workforce, especially in manufacturing, poorly matches the more rapidly growing services-producing segments of the Illinois and U.S. economies
- ⇒ A relatively weak ability, thus far, to attract newcomers to settle and work in the Southern 14 region

## ***Opportunities***

- ⇒ To lower high school dropout rates and raise graduation rates
- ⇒ To strongly encourage adults lacking high school diplomas (or equivalent) to pursue a GED
- ⇒ To leverage each of the community colleges to an even greater degree to educate and train the local workforce
- ⇒ To take advantage of the proximity of SIU at Carbondale
- ⇒ to encourage workers to complete Bachelors' or advanced degrees, and
- ⇒ to stimulate commercialization of SIUC research results within the Southern 14 region because of lower local labor and other costs
- ⇒ To attract entrepreneurs to Southern 14 counties by touting lower costs of living and relatively abundant and inexpensive labor, as well as proximity to the community colleges' and SIUC's talent pools and training opportunities
- ⇒ To attract and encourage small but highly innovative companies devoted to manufacturing, service, and tourism
- ⇒ To attract talented domestic and international newcomers to the region
- ⇒ To attract persons raised in the region (but who now live and work elsewhere) to return home to raise their families in a familiar small town environment



## **Threats**

- ⇒ The lure of regional metros (e.g., St. Louis, Evansville, Paducah, and Cape Girardeau) and especially of Williamson and Jackson counties
  - for Southern 14 retail shoppers because of State Highway 13 and consumer access to O'Fallon and larger centers across the bridges
  - for Southern 14 youth who see these larger metro areas as more exciting places to live and work
  - for Southern 14 workers, especially the most educated and skilled, because they perceive superior job opportunities elsewhere
- ⇒ Globalization, rapid technological innovation, and the changing structure of the American economy pose serious challenges to traditional manufacturing (especially commodity producers)
- ⇒ An aging, mainly white, workforce – Many of the Baby Boom generation will be retiring soon; some may leave the community
- ⇒ Continued population decline
- ⇒ A continuing “brain drain,” particularly of young people, that is not compensated by “brain gain”

## **Developing a 21st Century Workforce for the Southern 14:**

### **Ten Key Challenges**

Here we revisit the challenges we presented in the Executive Summary in light of what we have learned as a result of this study. By matching the challenges with the findings of this study, as distilled into the main points of the SWOT analysis, we hope to convey a structure through which the ideas and recommendations presented here can become a reality.

The key challenges are these:

1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.
2. Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area's young people. Assist them to understand the important values associated with quality work.
3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.
4. Examine the workforce development infrastructure in the Southern 14 region closely to determine if more can be accomplished by leveraging existing workforce development resources.
5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and

skills upgrades to those adults who need to complete their education and obtain skills needed to be a productive member in Southern Illinois.

6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.
7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and "people skills" that are important to their students' future success.
8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.
9. Continue to work cooperatively with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.
10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern Illinois a learning community with access to online learning courses and materials.

## SWOT: Strengths

Here is how the "Challenges" correspond to the "Strengths" identified in the SWOT analysis.

Strengths	Challenge
⇒ Highway and water transportation infrastructure	1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.
⇒ Active economic development agencies	4. Examine closely the workforce development infrastructure in the Southern 14 area to determine if more can be accomplished by leveraging existing workforce development resources.
⇒ Workforce with manufacturing experience	5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.

# WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Strengths	Challenge
⇒ Workforce with manufacturing experience	7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.
⇒ Civic pride and broad community leadership	3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.  6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.
⇒ Frontier, Southeastern, and Shawnee community colleges that are outstanding academically and active in workforce development	2 Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area’s young people. Assist them to understand the important values associated with quality work.  4. Examine closely the workforce development infrastructure in the Southern 14 area to determine if more can be accomplished by leveraging existing workforce development resources.  5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.  7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.
⇒ Proximity to Southern Illinois University at Carbondale with its impressive talent pools and research capabilities	8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship

## WORKFORCE 21<sup>ST</sup> CENTURY: SOUTHERN 14 ILLINOIS

Strengths	Challenge
⇒ Relatively low performance of high school students at least as measured by standardized tests such as PSAT and ACT.	7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.
⇒ Experience of the workforce (especially in manufacturing) poorly matches the more rapidly growing segments of the Illinois and U.S. economies.	8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.  10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board “brand” providing an accurate picture of the Board’s strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.
⇒ Workforce Investment Board that needs better region wide recognition and internal professional development	6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area’s workforce development system.

### SWOT: Weaknesses

Here is how the “Challenges” correspond to the “Weaknesses” identified by the SWOT analysis.

Weaknesses	Challenge
⇒ Relatively low educational attainment of the population and workforce.	5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.

Weakness	Challenge
<p>⇒ Relatively elevated high school dropout rates and low graduation rates</p>	<p>2. Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area’s young people. Assist them to understand the important values associated with quality work.</p> <p>3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.</p> <p>5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.</p>
<p>⇒ Relatively low performance of high school students at least as measured by standardized tests such as PSAT and ACT.</p>	<p>7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.</p>
<p>⇒ Experience of the workforce (especially in manufacturing) poorly matches the more rapidly growing segments of the Illinois and U.S. economies.</p>	<p>8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.</p> <p>10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.</p>
<p>⇒ Workforce Investment Board needs better region wide recognition and internal professional development</p>	<p>6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area’s workforce development system.</p>

## SWOT: Opportunities

Here is how the “Challenges” correspond with the “Opportunities” identified by the SWOT analysis.

Opportunity	Challenge
To lower high school dropout rates and raise graduation rates.	<p>5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.</p> <p>7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.</p>
⇒ To strongly encourage adults lacking high school diplomas (or equivalent) to pursue a GED	5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.
⇒ To strongly encourage adults lacking high school diplomas (or equivalent) to pursue a GED	5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.
⇒ To leverage each of the community colleges to an even greater degree to educate and train the local workforce	1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.
<p>⇒ To take advantage of the proximity of SIU at Carbondale:</p> <ul style="list-style-type: none"> <li>• to encourage workers to complete bachelors’ or advanced degrees, and</li> <li>• to stimulate commercialization of SIUC research results within the Southern 14 region because of lower local labor and other costs</li> </ul>	4. Examine closely the workforce development infrastructure in the Southern 14 area to determine if more can be accomplished by leveraging existing workforce development resources.

<b>Opportunity</b>	<b>Challenge</b>
<p>⇒ To attract entrepreneurs to Southern 14 counties by touting lower costs of living and relatively abundant and inexpensive labor, as well as proximity to the community colleges' and SIUC's talent pools and training opportunities</p>	<p>8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.</p>
<p>⇒ To attract and encourage small but highly innovative manufacturing, service, tourism, and other companies</p>	<p>1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.</p>
<p>⇒ To attract talented domestic and international newcomers to the region</p>	<p>9. Continue to work cooperatively with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.</p>
<p>⇒ To attract persons raised in the region (but who now live and work elsewhere) to return home to raise their families in a familiar and small town environment</p>	<p>10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.</p>
<p>⇒ To have the Workforce Board become the leading regional authority on workforce issues, trends, and solutions.</p>	<p>6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.</p>



## SWOT: Threats

Here is how the “Challenges” correspond to the “Threats” identified in the SWOT analysis.

Threat	Challenge
<p>⇒ The lure of regional metros (e.g., St. Louis, Evansville, Paducah, and Cape Girardeau) and especially of Williamson and Jackson counties</p> <ul style="list-style-type: none"> <li>• for Southern 14 retail shoppers because of State Highway 13 and consumer access to O’Fallon and larger centers across the bridges;</li> <li>• for Southern 14 youth who see these larger metro areas as more exciting places to live and work; and</li> <li>• for Southern 14 workers, especially the most educated and skilled, because they perceive superior job opportunities elsewhere.</li> </ul>	<ol style="list-style-type: none"> <li>1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.</li> <li>8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.</li> </ol>
<p>⇒ Globalization, rapid technological innovation, and the changing structure of the American economy pose serious challenges to traditional manufacturing (especially commodity producers)</p>	<ol style="list-style-type: none"> <li>2. Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area’s young people. Assist them to understand the important values associated with quality work.</li> <li>3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.</li> </ol>
<p>⇒ An aging, mainly white, workforce. Many of the boomer generation will be retiring soon. Some may leave the community.</p>	<ol style="list-style-type: none"> <li>5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need them.</li> </ol>

<b>Threat</b>	<b>Challenge</b>
<p>⇒ Continued population decline.</p>	<p>9. Continue to work cooperatively with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.</p> <p>10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.</p>
<p>⇒ A continuing “brain drain,” particularly of young people, that is not compensated by “brain gain.”</p>	<p>1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.</p> <p>4. Examine closely the workforce development infrastructure in the Southern 14 area to determine if more can be accomplished by leveraging existing workforce development resources.</p> <p>7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and “people skills” that are important to their students’ future success.</p>

Threat	Challenge
<p>⇒ The Workforce Investment Board finds its leadership and impact diminished</p>	<p>6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.</p> <p>9. Continue to work cooperatively with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.</p> <p>10. Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.</p>
<p>⇒ Entrepreneurs overlook Southern 14's richness of talent, rural lifestyle, and lower costs and move elsewhere.</p>	<p>8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.</p>

**Best or Promising Practices keyed to the Challenges**

1. Actively collaborate with economic development professionals and others in the region to develop economic/workforce development strategies. Work to develop a new regional configuration that can craft a broad regional vision for Southern Illinois.

The Opportunity Returns Initiative emphasizes the importance of focusing on regional cooperation. There is an old adage: "the whole is greater than the sum of its parts." In short, this adage suggests that the difference between maximum and minimum productivity is based on the synergistic effect of all of the variables which impact that productivity. Workforce Associates was struck by the regional flavor of discussions occurring in southern Illinois, many of which were precipitated before the announcement of Governor Blagojevich's Opportunity Returns Initiative.

For example:

- ⇒ K-16 initiatives are underway to connect all levels of education with one another.
- ⇒ The empowerment zone designation in the southern tier of Illinois suggests a regional approach to economic development.
- ⇒ Tourism groups have begun working with one another to promote regional tourism.
- ⇒ Labor unions are working in concert with community colleges to prepare youth and adults for work.
- ⇒ Hospitals and other healthcare facilities are working with one another to address critical skills shortages in the health professions.

Manufacturers are collaborating with one another to identify ways in which they can work together to improve the manufacturing climate in southern Illinois.

The current initiative by Governor Blagojevich to amalgamate all 19 southern Illinois counties for the purposes of economic development planning can be useful if it doesn't become bogged down in bureaucratic minutiae or partisan politics. It must be more than a sweeping-together of individual public works and populist measures as a catalyst to a more regional approach to making southern Illinois work.

Unfortunately, there are no ready answers on the shelf. The private sector will probably inevitably be the key to forging the organization or the planning mechanism for a more regional approach to promoting the strengths and resources of southern Illinois. The Southern 14 Workforce Investment Board, with leadership provided by the private sector, provides the right environment to provide leadership and begin to connect with other groups concerned about the future of southern Illinois.

2. Build on the fine work in the Education to Careers Learning Guide for intensive work with high school teachers/counselors to address the workplace and academic skills of the area's young people. Assist them to understand the important values associated with quality work.

Danville Area Community College provides a nationally recognized counseling certificate program entitled "Career Development Facilitator" that many guidance counselors, career coaches, and One-Stop Center counselors in eastern Illinois have taken advantage of. See [www.dacc.edu](http://www.dacc.edu) for information about this program and DACC's extensive offerings of leadership, technical, and technology programs to employers in their area. We would recommend that Shawnee, Southeastern, and Frontier all consider providing this program.

There need to be more opportunities for students to learn about local mentoring programs and internships that could help them make informed decisions about their futures. Mentoring and internships are also valuable ways for incumbent workers to learn about new career opportunities. A Web site that gives labor market information as well as mentoring and internship opportunities would give a boost to the area. The National Mentoring Partnership offers practical tips and suggestions to set up a successful program. See <http://www.mentoring.org> for more information.

3. Provide leadership development opportunities for area youth on subjects such as regional economic and workforce development history, the importance of education and continuous learning, and how government operates, to groom young people for a future of civic responsibility.

While the numbers of vocational programs have declined overall in Southern 14 high schools, there have been some high schools around the nation that have maintained and even increased their vocational offerings to help local companies hire talented and experienced workers. One notable example is *High Schools That Work* (HSTW), the nation's first large-scale effort to combine challenging academic courses and modern vocational/technical studies to raise the achievement of high school students. *High Schools That Work* is the largest and oldest of the Southern Regional Education Board's (SREB) seven school improvement initiatives for high school leaders and teachers. More than 1,100 HSTW sites in 27 states are using the HSTW framework of goals and key practices to raise student achievement through career and technical programs.

These initiatives are joined in their goal to prepare students for careers and further education by improving curriculum and instruction in high schools and middle grades. SREB and an initial group of state partners launched HSTW in 1987. Through the years, the work has taken on new dimensions as needs have arisen in the areas of middle grades education, transition from middle grades to high school, raising performance in low-performing and urban high schools, and raising standards in career/technical education. There are many examples of high schools in Ohio, Delaware, Georgia, West Virginia, and Kentucky which have raised academic standards, increased their graduation rates, and collaborated with community colleges to produce workers who are ready for the 21<sup>st</sup> century New Economy. For more information online see [www.sreb.org/programs/hstw/](http://www.sreb.org/programs/hstw/).

Although most students understand in theory that the more education they obtain, the better their lifestyle will be, it is hard to give them concrete data that means something to them in their teens. The Employment Policy Foundation has recently published a report and developed well designed online materials that help to address the gap between the theory of having more education and desirable items that young people can identify with, such as movie tickets and CDs. Education Pays is designed to encourage students to stay in school and achieve higher levels of education, lest they be consigned to a dismal future with few options. In particular, Education Pays is designed to help guidance counselors, teachers, parents and students understand the economic value associated with higher levels of education. They invite you to explore the well designed fact sheets online or to use their Education Pays calculator to learn the bottom line benefit of education in today's labor force. See [www.educationpays.org](http://www.educationpays.org) for more information.

Rather than choosing from dozens of courses with many tracks of optional difficulty, research has shown that students at small, specialized, diverse high schools with coherent curricula that prepare them for postsecondary institutions, multiple careers, and good citizenship have higher attendance and graduation rates than those at regular high schools. These schools also tend to do a better job in guiding and preparing young people for further education. The ultimate goal is that these academically and workplace savvy young people are better able to make an informed choice of the most suitable environment for further learning; whether it is work-based, a technical institute, community college, or four-year university. They also understand how to transition from their first career into new ones through career ladders and continuing counseling. For more details, see the Coalition of Essential Schools, whose Web site is at <http://www.essentialschools.org/>. The Coalition includes several outstanding Illinois high schools.

Twenty years ago, *A Nation At Risk* called for all high school students to complete a minimum number of courses each in English, math, science, social studies, and computer science, and for college-bound students to add two years of a foreign language. Most students today are taking these “new basics” courses, but recent studies suggest that its quality (academic level) that counts more than quantity. Too many poor and minority students are being tracked away from the advanced levels needed to give them a shot at postsecondary education. Algebra II seems to be the key threshold to completing a bachelor’s degree. With the demand for occupations that require computer skills, critical thinking, and higher levels of mathematical competence, it behooves parents, businesses, and educators to insist that all students complete Algebra II. *Education Week’s* superb article on the subject, which reviews what the leading experts are saying about the importance of Algebra II, is in its April 23, 2003 issue. Go online at <<http://www.edweek.org/ew/ewstory.cfm?slug=32courses.h22>> to view this article

There is a remarkable foundation, which operates only in Tulsa schools, to foster professional development for teachers and improved educational performance in every classroom. Its Board is made up of leading businesspeople and school administrators who collaborate on cutting edge education reforms. For the last 12 years, more than 15,000 Tulsa County educators have structured their vision of educational excellence and gained practical skills for making learning fun by attending Foundation for Tulsa Schools (FTS) Learning Institutes. These annual forums provide teachers and administrators with the new techniques and inspiration essential to maintaining excellence in today’s demanding educational environment. Speakers are nationally acclaimed in the field of education. They include prominent educator Dr. Rubie K. Payne, whose book, *Understanding the Framework of Poverty*, is used in many alternative education programs. For more information, see [www.foundationfortulaschools.org/](http://www.foundationfortulaschools.org/) about the extensive programs that the Foundation offers in addition to the Learning Institutes.

4. Examine the workforce development infrastructure in the Southern 14 region closely to determine if more can be accomplished by leveraging existing workforce development resources.

This refers especially to the fine community colleges scattered around the region. They are tremendous assets to each county already, but can learn from other institutions around the country that have further developed their workforce development outreach.

An excellent example is Kirkwood Community College in Cedar Rapids, Iowa. It is known for its quality academic programs for young people; however, its real claim to fame is its strong Training and Outreach Services Center, which provides 15-20% of the College’s annual revenue. It also has an Advanced Manufacturing Center and a Quality Center, both of which address the needs of small and medium sized businesses in the area. Kirkwood Training Services has proven its commitment to working partnerships with business and industry and other public agencies. By working cooperatively with business and industry, Kirkwood has jointly addressed many of the workforce and training needs of the region and community. As proof of its energy and commitment to incumbent workers, Kirkwood was honored as the 2000 Community College of the Year by the National Alliance of Business. One of a select few Distinguished Performance Award winners named each year, Kirkwood was recognized for outstanding contributions to regional workforce education through active collaboration with local business. It enjoys strong ties to the University of Iowa which is nearby, providing highly qualified graduates who go on to obtain four year degrees. Go to <http://www.kirkwood.cc.ia.us/>.

Anne Arundel Community College is another National Association of Business award winner because of the extensive number of certificates and licenses, which it offers around the clock to busy professionals, those in transition, and those whose jobs require further skills. These



are accredited programs from nationally known associations, including American Management Association, Society for Human Resource Management, health licensing agencies of all kinds, financial planners, employee benefits specialists, etc. For more information, see [www.aacc.cc.md.us/](http://www.aacc.cc.md.us/).

Dayton, Ohio, once the “Silicon Valley” for aviation, has struggled for decades to make a successful transition from heavy manufacturing to leaner production and to diversify its economy into health care, logistics, and business services. Sinclair Community College in Dayton has been a full partner in this transition. It reaches well beyond the traditional academic offerings with a comprehensive dropout intervention program called “Fast Forward.” A high percentage of this alternative high school’s 1,400 students graduate and immediately start taking classes at Sinclair. Sinclair cleverly located this program on its own campus to make the transition easier for these students. Fast Forward students are engaged in small academies, where individualized instruction and small class sizes are helping a vast majority to graduate with academic rigor and workplace skills in healthcare, law enforcement, and technology. The site at <http://www.sinclair.edu/organizations/ffc/index.cfm> is the place to go for more details online.

Sinclair Community College also has a comprehensive ACT Center, where WorkKeys job profiling and assessment testing are available to employers nearly 24/7, and maintains its own Learning Center at a major business park in the Dayton area. This location is close to employers, and offers management, supervisory, customer service, technology and technical training to more than 3,000 companies and workers yearly. <http://mvrp.sinclair.edu/>

5. Assure that every young person in the region is a winner by actively reducing dropout rates and raising graduation rates in Southern Illinois schools. Market GED classes and skills upgrades to those adults who need to complete their education and obtain skills needed to be a productive member in Southern Illinois.

Sarasota County, Florida’s community organization, called SCOPE, recently published a comprehensive report about the county’s dropout problem and the extent of local efforts and organizations who are involved in trying to reduce it. The report noted considerable underreporting of dropouts in schools because no one was following up on the data and the definition of “dropout” differed from school to school. One of the major points from that study indicated that students who are retained for two or more grades will almost certainly drop out. Secondly, students often leave school at the end of eighth grade for home schooling or alternative schools and are not counted as dropouts because they never reach high school. Thirdly, schools that implemented alternative teaching and learning styles had fewer dropouts. This was because dropouts often are more engaged by hands-on learning and active participation in class than by the traditional “chalk and talk” method by teachers. See [www.scope.org](http://www.scope.org) for more details.

One major indicator of a student’s vulnerability to dropping out is having to change schools during the school year — what educators call “mobility” and what the private sector calls turnover. If students have to move, during their high school years in particular, their chances of dropping out are greatly heightened. The National Center for Educational Statistics has funded several major studies that confirm this fact. See [www.nces.ed.gov/nationsreportcard/](http://www.nces.ed.gov/nationsreportcard/).

There have been major efforts in the Chicago Public Schools during the last seven years to reduce student mobility. The mission of the “Staying Put” program, developed by the nonprofit Chicago Panel on School Policy, is to improve educational quality for all children and to reduce the adverse effects of student mobility. To accomplish this, “Staying Put” was specifically designed to:



- ⇒ Make educators, students, parents, and community members aware of the academic and social consequences of student mobility.
- ⇒ Promote the establishment of school-based programs and the dissemination of information about school boards' enrollment policies as an alternative to student transfers to other schools.
- ⇒ Ensure that the transfer process, when necessary, reduces the disruptions to student learning and achievement.

For more information, contact [www.chicagopanel.org](http://www.chicagopanel.org)

The Business Roundtable published a comprehensive report in February 2003, noting their concerns about the nature and extent of the dropout problem. Their best estimates indicate that somewhere between 25 and 30 percent of America's teenagers, including recent immigrants, fail to graduate from high school with a regular high school diploma, and that the incidence of such dropout problems has not diminished over the past 20 years. High school dropout problems tend to be more severe among men than among women, in the nation and in every state and large public school district. These dropout problems also vary widely across states and large public school districts, and are greater among Blacks and Hispanics than among Whites. Many of the nation's cities are confronted with particularly acute high school dropout problems. The high influx of young adult immigrants with limited formal schooling from their own countries has exacerbated the dropout problems of this nation.

According to this report, the hidden dropout crisis in America's high schools must be immediately acknowledged and addressed by national, state, and local policymakers, such as Workforce Investment Boards, if the nation is to achieve important educational and economic goals in the 21<sup>st</sup> century. The report is entitled *The Hidden Crisis in the High School Dropout Problems of Young Adults in the US: Recent Trends in Overall School Dropout Rates and Gender Differences in Dropout Behavior*. It is available online at <http://www.businessroundtable.org/pdf/914.pdf>.

Successful dropout prevention and recovery programs actively involve the business community. In 1993 Saint Joseph, Missouri had a dismally high dropout rate of 26.5%. Within ten years they have reduced it below 11% through a consortium of the United Way, local businesses and the Chamber of Commerce, the schools, social service agencies, workforce organizations, unions, and the media. This unique program, entitled Profit in Education (PIE), has two components:

- ⇒ Reduce the dropout rate in all St. Joseph schools.
- ⇒ Motivate those who have dropped out to get their GED.

The PIE program encourages successful partnerships between schools and businesses in which the businesses agree not to hire dropouts unless the employee signs a covenant to pursue a high school equivalency diploma and attain a GED. In St. Joseph, a decade after Profit in Education began with 19 participating businesses, the school dropout rate had dropped by 11.5% and 200 businesses were participating. Hundreds of dropouts are completing their GED requirements each year. PIE is being replicated in communities around the country, who value the coordinated efforts by business and schools to keep young people in school, and to help those who dropped out get another chance by attaining their GED. One offshoot of PIE is "Finish First" in Vermilion County, Illinois. See [www.vermilionadvantage.com/workforce/](http://www.vermilionadvantage.com/workforce/) for more information.

There is a national organization that addresses the trends, research, and best practices in dropout prevention and intervention. It is the National Dropout Prevention Center/Network, lo-

cated at Clemson University in South Carolina. At its recent national conference in Kansas City, principals from alternative schools in Vandalia, Kankakee, and Rockford, spoke about the challenges and successes of their programs. We would encourage the Workforce Development Board to meet with principals at these special schools. We would also suggest that someone from the Board and an alternative school attend the NDPN conferences this year. See [www.dropoutprevention.org](http://www.dropoutprevention.org) for details.

The Job Education and Enhancement Program (JEEP) was established nearly three years ago at John A. Logan College in Carterville to provide comprehensive services to at-risk youth. The program encourages students to complete their high school diploma or GED through providing stipends for successful attendance and achievement of academic benchmarks. Within the GED classrooms, the Payne Learning Styles Inventory is utilized. JEEP also works with youth to explore and identify career interests, investigate career areas, and develop effective job seeking and job keeping skills. All youth participate in the Success Portfolio which facilitates goal setting and attainment in academic, employment and personal areas. As part of the Success Portfolio, youth identify learning styles and personality styles, and complete an Interest Inventory. A social worker visits each JEEP classroom weekly to work with the group on subjects of their choice. Topics include but are not limited to: anger management, dealing with parents and authority figures, peer pressure, self-esteem, and depression. Youth also participate in community service throughout the three counties, including: the Salvation Army, literacy tutoring, special population events, the Red Cross bloodmobile, nursing homes, hospitals, food pantries, crisis centers, etc.

More than 100 young people are involved in JEEP, which has extensive waiting lists. In interviewing several JEEP students, they noted how much they appreciated the personal attention that JEEP teachers and counselors provide. This was in sharp contrast to the indifference that they found from many of their teachers in traditional high schools, who were unwilling to teach in any other fashion than “chalk-talk.” All of them learned about the program from radio commercials, and they all planned to attend John A. Logan College to further their education. Several mentioned that JEEP helped them set their goals higher, so they were already planning professions that involved a baccalaureate degree. This program is actively supported by the Southern Illinois Workforce Investment Board, which is to be commended for this fine initiative. One would hope that it could be expanded to help non-traditional students in the area succeed in obtaining their high school diplomas or GEDs.

Since all Southern 14 counties have a disproportionate number of older residents and those vulnerable to layoffs in manufacturing, there needs to be special emphasis on the needs of older workers who need skills upgrades. Operation ABLE (Ability based on Long Experience, found at [www.operationablechicago.org/](http://www.operationablechicago.org/)) has been an innovative leader in the field of employment and training of older workers (aged 50+) in Metropolitan Chicago since 1977. For example, there are annual awards luncheons for exceptional “Experience Workers who work wonders,” its own staffing agency of pre-qualified seniors who are trained in customer service and high tech office skills, and its Career Connections Centers where laid off workers are groomed for new positions. This Center has been the model for One-Stop Center services to laid-off professionals.

6. Provide a structured set of Board development experiences to assist new and existing Southern 14 Board members as they provide leadership for the area's workforce development system.

The following organizations provide tools and guidance in pursuing the road to performance excellence by Workforce Investment Boards:

- ⇒ The Workforce Excellence Network (WEN) provides excellent resources for self-assessing Workforce Boards and One-Stop Career Centers: [www.workforce-excellence.net](http://www.workforce-excellence.net).
- ⇒ The Illinois Lincoln Award for Business Excellence: [www.lincolaward.org](http://www.lincolaward.org).
- ⇒ One-Stop Center Career Center Accreditation based on the standards set by the Commission for Accreditation of Rehabilitation Facilities (CARF): [www.carf.org](http://www.carf.org).

In addition, WIBs around the country are actively pursuing Board development. Among the best examples is that of the Workforce Investment Board in Cattaraugus - Allegany counties in rural downstate New York. The Board has adopted The Baldrige Framework document that gives an overview of the Visions and Expectations, Action Plan Responsibilities and Plan Range of the Board in concise language. The document is divided into 7 categories outlining the Visions and Expectations, Action Plan Responsibilities and Plan Range pertinent to each category. For more information, see [www.cawib.net](http://www.cawib.net). Another excellent example of Board development is Centralina (NC)'s Web site, which references a rich array of resources for Board members as well as employers, job seekers, and economic developers in this seven county, mostly rural area. See <http://www.centralinaworks.com/> for more information.

7. Improve educational outcomes of the K-14 system with a special emphasis on the fundamental academic, technical, and workplace skills. Integrate academic and technical subject matter so that young people have many opportunities to understand connections between learning in school and their future in the workplace. Put in place opportunities for teachers and guidance counselors to learn more about emerging occupations and "people skills" that are important to their students' future success.

WorkKeys<sup>®</sup> is a validated assessment tool that is familiar to some educators and businesses in the area. These eight tests assess workforce readiness skills such as Applied Mathematics, Reading for Information, Listening, Locating Information, Observation, Teamwork, Applied Technology, and Writing.

To the best of our knowledge, there are no certified WorkKeys<sup>®</sup> Centers in the area that test job applicants, incumbent workers, and/or area ninth graders, with follow-up testing in twelfth grade, to demonstrate to employers how well they perform in skills that are necessary to successfully enter the work world or to pursue further formal education.

There are many examples around the country of the successful use of WorkKeys in schools and workforce settings. One notable case study is WorkKeys<sup>®</sup> testing of high school students that has been carried out for the last four years in Omaha Public Schools, assisted by the Omaha Chamber of Commerce and the Omaha Herald. This project, known as the X Files Project, is dedicated to "building a better workforce through education." It has won several regional and national awards from business groups. For details, see <http://www.omahachamber.org/xfiles>.

It is essential that counselors and teachers have opportunities during the summer to spend time with area businesses to learn for themselves about the changing world of work and the demand for higher academic and "people" skills that employers in the area increasingly require. The programs through local Chambers are excellent, but funding has been problematic. Every effort should be made to expand this program to more teachers and guidance counselors, with reasonable reimbursement and opportunities to present their lesson plans to their colleagues during professional development sessions.

One excellent example of a summer internship program for teachers and counselors is the Christa McAuliffe Academy in Fox Valley, Wisconsin. Now in its eighth year under the auspices of the Fox Valley Chamber of Commerce, area schools, businesses, and universities, the Academy continues to offer high-quality, cost-effective science and math enrichment opportunities with business leaders to educators. Teachers are also given paid development time to modify their curricula on the basis of their experiences. See [www.wasdi.org/christa.html](http://www.wasdi.org/christa.html) for details.

The latest National Education study about the quality of guidance counseling and the preparation of professional development for guidance counselors is sobering. Most counselors stated that their chief function was to guide students through the maze of courses during their four years of high school. Time spent in preparing students for life after their high school years was minimal. Still more distressing were the few hours of organized professional development that guidance counselors were given or the commitment that they themselves made to learn about the changing nature of work, emerging occupations, and the demands of the modern workplace through internships and job shadowing experiences. See <http://nces.ed.gov/pubs2003/2003015.pdf> for more details about areas for improvement in career and guidance counseling.

8. Place special emphasis on small business development for help making non-farm proprietorships and entrepreneurial efforts succeed. Spur the development of organizations that assist business start up and growth and for young people to learn entrepreneurship.

Examples abound about entrepreneurial activity around this country, but we may focus on a few notable examples.

Start-up Florida is probably the best known of efforts to promote entrepreneurial activity in Florida. Startup Florida brings together commercial, government, and academic resources to catalyze business development. See [www.StartupFlorida.com](http://www.StartupFlorida.com) for more details.

Sources of entrepreneurial materials and ideas include the Kauffman Center for Entrepreneurial Leadership (KCEL) that provides extensive training resources. Information about KCEL's programs can be found at [www.entroworld.org](http://www.entroworld.org). Among them are the FastTrac New Venture business development classes, designed to train potential entrepreneurs about the basics of starting their own businesses. FastTrac classes are held in many Illinois towns and cities and around the country. See [www.fasttrac.org](http://www.fasttrac.org) for more information.

Another resource is The National Foundation for Teaching Entrepreneurship ([www.nfte.com](http://www.nfte.com)), whose mission is to teach entrepreneurship to low-income young people, ages 11 through 18, so they can become economically productive members of society by improving their academic, business, technology, and life skills.

Leaders in Central Illinois have realized that the area needs to counter the hoary perception that permanent, semi-skilled work is always available at Caterpillar. Recently, Peoria Next, the initiative by local university, business, and community leaders to develop Peoria's potential as a biotechnology center, won a \$600,000 grant from the National Science Foundation to pursue entrepreneurial education for all students and residents to take advantage of commercialization possibilities coming out of their Agriculture Research Labs and among the cadre of entrepreneurs already in the area. See [www.peorianext.org](http://www.peorianext.org) for details about this new grant and their other activities.

LEAD (Leadership Education and Development) is a national partnership of business and educators that encourages the best and brightest high school students to pursue careers in busi-

ness. LEAD selects talented and promising minority high school students to participate in comprehensive summer business institutes at top graduate business schools in the US. By providing students with a broad perspective of the business world, LEAD helps students choose the best career direction, and provides them with the information they need to map an educational path to success. After completing the summer program, LEAD supports students through college and beyond by opening doors to its partners' mentoring programs, internships and permanent jobs. There are close to 7,000 alumni from this exceptional program. <http://www.leadnational.org/>

The Entrepreneurial Development Center, Inc. (EDC), the first of its kind in the area, officially opened its doors recently at the Cedar Rapids Area Chamber of Commerce. The goal of the EDC is to improve overall economic growth in the Cedar Rapids/Iowa City Technology Corridor through the development and expansion of entrepreneurial enterprise. The Entrepreneurial Development Center provides a centralized resource to guide entrepreneurs in the creation, operation and/or expansion of their business. Services include professional mentoring by successful community leaders, guidance in locating appropriate community resources, educational and monthly networking programs, and assistance in locating financial assistance. See [www.CedarRapids.org](http://www.CedarRapids.org) for more information.

9. Continue to work cooperatively with LWA #25 to address critical skills shortages in the region. Make a concerted effort to meet all employers' needs for skilled workers. Collaborate with them to reverse the brain drain that afflicts the entire region.

The Springfield-Clark County Chamber of Commerce in Ohio has had an initiative for the last few years to recruit and retain college graduates through a multi-pronged approach as a result of extensive focus groups with young people in the area. Among the action steps they have taken are paid internships, job fairs, a regional lifestyles magazine about opportunities for young singles, and a web-based calendar of events. It has produced a report about its results thus far entitled "The Brain Trust", which is available through the Chamber. [www.springfieldnet.com](http://www.springfieldnet.com)

Yet another valuable resource for strategies to regain young talent is *Plugging the Brain Drain*, a report from Carnegie Mellon University's Center for Economic Development. The report is available at: <http://www.smartpolicy.org/publications.shtml>

Develop a comprehensive Web site as a practical way to grow the Southern 14 Workforce Development Board "brand" providing an accurate picture of the Board's strengths, vision, resources, and opportunities. Expand the reach of the Internet into each household in the region. Make Southern 14 a learning community with access to online learning courses and materials.

There are excellent examples of One Stop Center "branding" by a strong Board that has succeeded in addressing the needs of its employers. One of these is the Racine, Wisconsin One-Stop Center, which is staffed by multiple agencies that are nationally recognized for meeting the broad needs of employers and job seekers with the active support of the city and county [www.hsd.racineco.com/wdcservices/](http://www.hsd.racineco.com/wdcservices/) For example, the local chamber of commerce, called Racine Area Manufacturers and Commerce, and the Racine County Economic Development Corporation, as well as staff from other business organizations and community colleges cooperate closely. The inclusion of staff and management of organizations that focus on economic development helps ensure that the Center is a valuable resource to employers and that employee development activities are in step with employer needs.

Here is a sample of the employer services that the Racine One-Stop provides:

- ⇒ Recruitment services, such as job fairs and offices for on-site recruitment.
- ⇒ Access to Internet resources, such as job banks.
- ⇒ Comprehensive labor market information.
- ⇒ Full collaboration with local educational institutions re: new employment opportunities and demands of the workplace.
- ⇒ Assessment testing for prospective workers and incumbent workers as skill demands change.
- ⇒ Regular workshops about hiring and retention best practices.

Central Michigan Works! is run by a consortium known as Eightcap ([www.eightcap.org](http://www.eightcap.org)), which has an excellent Web site. The Web site integrates the mission and activities of many related economic development, social service, and workforce agencies to provide the viewer, whether an employer or job seeker, with up-to-date information, resources, and a current calendar of workshops and activities.



## **Bibliography and Resources**

1. 1993 Overall Economic Development Plan for Alexander, Johnson, Massac, Pulaski and Union Counties, Illinois.
2. 2000-2005 Comprehensive Economic Development Strategy for Alexander, Johnson, Massac, Pulaski and Union Counties, Illinois.
3. 2002 Comprehensive Economic Development Strategy, prepared by the Southwestern Illinois Regional Planning and Development Commission September 2002.
4. 2002-2005 Comprehensive Economic Development Strategy for Alexander, Johnson, Massac, Pulaski and Union Counties, Illinois; prepared for the US Department of Commerce Economic Development Administration.
5. 2003 Comprehensive Economic Development Strategy, Southeastern Illinois Regional Planning and Development Commission, September 2003.
6. 2003 Strategic Plan for the Southeastern Illinois College Small Business Development Center; prepared by Becky Williams, Director, and staff.
7. Annual FY02 Report: State and Regional Development Strategy: The Southeast Region; prepared by Raymond C. Lenzi and Jim Hanson.
8. Building a Brighter Future for Rural Illinois: Goals for Stronger Communities.
9. Community SWAP Data Profile for Albion, Illinois & Orleans, Indiana
10. Competitive Assessment of the SIDEZ Region, Final Report, January 2004.
11. County Business Patterns 1983.
12. Critical Skills Shortage Initiative for the Southern Illinois Economic Development Region: Identification of Key Industry Sectors and Related Occupations; Draft Report by Sandra Hastings Associates, March 17, 2004.
13. Development and Marketing Plan for the Cairo-Alexander County Enterprise Zone and The Mound City-Pulaski County Enterprise Zone, September 22, 1989.
14. Economic Overview for the SIDEZ Region, Final Report, January 2004.
15. Economic Overview, Competitive Assessment, and Target Industry Study for the Southernmost Illinois Delta Empowerment Zone Region, Presentation of Final Reports, January 7, 2004.
16. Executive Summary, prepared by the Institute for Local Government Administration and Rural Development.
17. Five Year State and Regional Development Strategy; prepared by the Illinois Economic Development Board, February 1, 2001.
18. FY03 Annual Report: State and Regional Development Strategy: The South Region.
19. Gallatin County Action Plan, prepared by Gallatin County Economic Development Group, March 1997 with revisions each year.
20. Grow Illinois: An Existing Business Retention and Expansion Project, prepared by Southeastern Illinois College Small Business Development Center and Southeastern Illinois Re-



gional Planning & Development Commission, 1998-2003. Status Report on March 6, 2002. Status report on March 7, 2003. Final Report on April 2, 2004.

21. Hardin County Action Plan, prepared and revised by Hardin County Rural Development Council, prepared April 1994 with revisions each year.
22. Illinois Counties Reap Benefits from Tourism, August 2001.
23. Illinois Eastern Community Colleges 2001-2003 Catalog.
24. Industrial Guide Update 1983 for Alexander, Johnson, Massac, Pulaski, and Union Counties.
25. Industrial Report Mounds Area Community, 1959.
26. Little Egypt Hospitality Training Program Proposal, May, 2002.
27. Oil and Gas Industry in Illinois collection of materials.
28. Opportunity Returns, Southern Region, State of Illinois, 2003.
29. Overall Economic Development Program 1986 for Alexander, Johnson, Massac, Pulaski and Union Counties, Illinois.
30. Pope County Action Plan, prepared by Golconda Main Street, March 1997 with revisions each year.
31. Pope-Hardin Action Plan, prepared by the Pope-Hardin CCI Team, April 1998.
32. Potential for Industry Clusters in the Illinois Delta Region, Greater Egypt Regional Planning and Development Commission and Illinois Institute for Rural Affairs, December 1, 2003.
33. Rural Education at a Glance, prepared by the US Department of Agriculture Economic Research Service, November 2003.
34. Rural Illinois Advocate, serving the research needs of agriculture and rural communities; prepared by SIUC College of Agricultural Sciences.
35. Rural Partners Illinois, Work Plan for January through December 2003.

## End Notes

1. All quantities cited here are in prices of 1996, i.e., they have been adjusted to remove the impact of inflation.
2. See the list provided at <http://www.illinoiswine.org/wineries.html>.
3. The exports of some commodities, such as oil or agricultural products, may produce handsome royalties or land rents that may greatly benefit the owners of the mineral resources or farmland. Typically, however, the workers in those commodity industries do not share well in proceeds of those exports.
4. Some economists use different terms for what we here term export industries. Some, for example, call them “basic” industries
5. For an explanation of the methodologies of both Shift-Share Analysis and Location Quotient Analysis, the interested reader could do worse than examine the on-line notes of Professor Barbara McDade of the University of Florida, See <http://www.clas.ufl.edu/users/bmcdade/G4554Fall2002EconBaseLQ.htm>
6. To be “impressive,” we require an industry’s LQ to equal or exceed 1.1.
7. See [http://www.illinoisbiz.biz/regionalplans/Southern\\_Regional\\_Plan.pdf](http://www.illinoisbiz.biz/regionalplans/Southern_Regional_Plan.pdf) Note that this “Plan” pertains not only to the fourteen counties comprising the Southern 14 (i.e., LWIA 26) but also the five counties making up LWIA 25.
8. Bureau of Labor Statistics, February 2004.
9. *Monthly Labor Review*, February 2001, p. 104.
10. The observant reader will wonder how it could be possible that these three occupations could account for more than 11% in all three sub-regions but only 10.8% in the Southern 14 Region as a whole. The answer is that, for reasons of confidentiality, the IDES does not disclose the numbers of persons employed in certain occupations where the numbers of employers are few. By the same token, neither does it disclose its projections for these same occupations. At the county level of detail, which is the basis of the sub-region data presented in these tables, the projections for those occupations are not included either in the occupational group or in the total of all occupations. Data on Farming, Fishing and Forestry occupations are provided for all 14 counties in the Region but, since the total lacks data for some occupations in some counties (and, therefore the sub-regional totals), the denominator is slightly understated for the sub-regions while the numerator is not. This accounts for the slight discrepancy noted at the beginning of this footnote.
11. Visit this site to learn more about using O\*NET: <http://www.onetcenter.org/usingOnet.html>
12. These are weighted averages where the weights are the number of persons employed in each of the two areas in 2000. Employment data are those provided by IDES.
13. There are another 117 occupations for which the IDES chose not to make projections for reasons of employer confidentiality.

14. These “typical” educational or training requirements for the various occupations are provided by the Bureau of Labor Statistics. See the BLS employment projections by occupation for the period 2002 to 2012 in the *Monthly Labor Review*, February, 2004.

15. The projections are from Woods & Poole Economics, Inc.

16. The exceptions are the cohorts whose members were born before about 1935 for which the Grim Reaper bears much responsibility for the changes from period to period.

17. Note that it is not possible to sum the counties to produce a total for the Region or sub-regions. That is because the Census Bureau does not provide educational achievement information for the county-to-county migration flow data. Any attempt to summarize the county data to produce regional or sub-regional totals would run the risk of double counting.

18. See <http://www.isbe.net/research/ReportCardDef00.htm>. Despite the cogency of this definition, Workforce Associates, Inc. harbors serious misgivings about the uniformity and accuracy of the officially reported dropout rates (and, to a lesser extent, of graduation rates) for individual schools. Those misgivings arise both because our interviews across Illinois have uncovered seeming inconsistencies in how various student departures are coded by different coders, because schools’ administrators know that they are judged by the reported rates, and because there is virtually no state auditing of how student disappearances are coded. It should be noted that Illinois is no exception among the states in this regard. Dropout rates in most jurisdictions around the nation are of suspect quality. Press reports have identified some cases of egregious fraud in their reporting.