



Tab 14

Final Report on the Great River Community College District Petition

Coordinating Board for Higher Education
September 15, 2021

BACKGROUND

The Coordinating Board for Higher Education (CBHE) has statutory responsibility under Chapter 178, RSMo, to establish standards for the organization of a community college district. The community sponsoring an initiative for a new two-year college must provide evidence meeting CBHE standards that shall minimally include the need within the proposed district, the assessed valuation of the proposed taxing district, and the number of high school graduates sufficient to support the new institution.

The CBHE received a notice in October 2020, from the Committee for Affordable Technical Education, stating a Steering Committee had been formed to organize a new community college district that would encompass the Cape Girardeau 63, the Jackson R-2, and the Perry County 32 public school districts. In order to meet requirements as outlined in 6 CSR 10-6.010, the Steering Committee contracted with MGT Consulting to conduct an analysis to determine compliance with the six standards for establishment of a new community college district. Those standards are:

1. The initiative originated from the area to be served.
2. There is clear need based on the educational interests of citizens and staffing needs of industry.
3. The proposed district is comprised of one or more public school districts.
4. There is substantive evidence projecting enrollment of at least 1,000 full time equivalent students.
5. The proposed district would be financially viable.
6. A feasibility study is submitted to the CBHE.

The Committee's Letter of Intent was satisfactory evidence that Standards 1 and 3 were met, and the feasibility study submitted by MGT Consulting (Attachment A) satisfies Standard 6.

CURRENT STATUS

Standard 2

Standard 2 of the administrative rule requires a survey to elicit specific educational services needed by high school students, employers, and representatives of the general public. The Steering Committee and the consulting firm worked with department staff to develop the survey (Attachment B), which was administered in April and May 2021. The standard within the administrative rule requires "[C]lear and convincing evidence of need..." to be established from the survey data. While there are some bona fide needs within the region, such as tractor-trailer truck driving certificates, dental hygienist associate degrees, and construction manager baccalaureate degrees, this survey does not highlight sufficient demand to substantiate the need for the establishment of a new community college. Therefore, Standard 2 was not satisfied.

Key factors from the surveys are provided:

Educational Services for High School Students

High school students were asked their plans after graduation. Twelve percent of students indicated interest in enrolling in a community college then transferring to a university while nine percent indicated they were interested in obtaining an associate degree or completing a technical or trade program. Approximately 55% of students were interested or somewhat interested in education or training within the area after high school completion. The most popular intended fields of study included nursing and business.

Manpower Needs of Local Industry

Forty percent of all employers responding to the survey employed fewer than 20 people, while nine percent employed 500 or more. Employers noted filling vacant positions from within the area was either somewhat or extremely difficult with particular challenges in hiring qualified candidates with a bachelor's degree. Over the next five years, employers expect to need candidates with a degree or certificate beyond high school. According to the survey, employers believe regular attendance, attention to detail, problem solving skills, and a strong work ethic are the employability skills most needed for the future of the workforce. Respondents indicated new programs or the expansion of current programs would help to meet needs in the region.

Educational Services for Representatives of the General Public

Community respondents were primarily degree-holders with 80% having an associate degree or higher. Some responders indicated they were interested in obtaining an associate degree (18%) or a career or technical certificate (23%), and the most popular fields of interest were education (15%) and business (14%). Of community respondents, 64% indicated further education or training for themselves was not needed while 82% indicated the time commitment to continue their education was a significant barrier.

Although the feasibility study does not support the creation of a new community college to meet the highlighted needs, there appear to be gaps in the region that may be filled through additional or enhanced postsecondary services. As a consequence, the department, at the direction of the CBHE, may conduct a review of alternatives to provide needed services.

Standard 4

Standard 4 of the administrative rule requires "substantive evidence to project an enrollment of at least one thousand (1,000) full-time equivalent (FTE) students within five (5) years of the initial operation of the new district." MGT Consulting examined population and enrollment trends to assist in the calculation. The data were determined in part on the demand for literacy and adult basic education, customized and contracted training and other non-credit services, and documented demand for educational services "within the proposed district's service area that are not currently within an existing community college district." The firm projected 507 FTE enrollment from within the taxing district in Year 5. Therefore, Standard 4 was not satisfied.

There was discussion between and among Steering Committee representatives, MGT Consulting, and DHEWD staff regarding the projection parameters in light of the fact that Missouri community colleges have taxing districts as well as agreed-upon service areas that cover the entirety of the state. Consequently, the calculation relied solely on population data relevant to the proposed taxing districts rather than a wider delineated service region, which may have impacted the projections.

Standard 5

Standard 5 of the administrative rule requires a calculation of factors related to financial viability including estimated operating costs, tuition and fee income based on enrollment projections, state financial aid to students, local tax levies and property tax income generated from the assessed valuation, and other revenue. The feasibility study did not address financial viability although the survey did indicate a new community college would require a tax levy of at least 10 cents per \$100 assessed valuation. As Standard 4 had been deemed unmet, the Steering Committee did not submit its viability calculations to the department. Therefore, Standard 5 was not satisfied.

Based on the results of the feasibility study, the Committee for Affordable Technical Education is formally withdrawing its petition to form a new community college (Attachment C).

NEXT STEPS

As noted in the feasibility study, there are several issues related to the administrative rule that require further review and discussion among stakeholders. DHEWD staff will facilitate a detailed review of the rule and will provide a recommendation to the CBHE at a future meeting of any necessary revisions to ensure a fair and equitable process is available to communities seeking to establish new public postsecondary institutions.

As part of this review, the department will convene stakeholders, including community and institutional representatives, to identify alternate solutions to help meet regional needs as identified in the feasibility study.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- A. Feasibility Study for the Great River Community College District
- B. Feasibility Study Survey
- C. Letter to Withdraw Petition for New Community College District

Feasibility Study

GREAT RIVER COMMUNITY COLLEGE DISTRICT

Report

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Executive Summary

MGT was retained by the Committee for Affordable Technical Education through the Cape Girardeau Chamber of Commerce in cooperation with the Missouri Department of Higher Education to assess the feasibility of a 13th community college in Missouri located in the Great River area to provide an educated career and technical workforce. For the purposes of this study, the Great River Area is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri.

The methodology to determine whether a 13th community college is feasible started with an environmental scan to collect related demographic and economic data, interviews provided data and information not available from other resources, and surveys of high school students, local businesses and employers and the local public.¹

Market Analysis

MGT's review of key market indicators related to demographics, economics, and education are highlighted in the following findings:

- The nation is facing a Sansdem, which literally means "without people." In other words, the country is facing a demographic drought, a people shortage, and this will continue throughout the century. The key drivers are a mass exodus of baby boomers from the workforce, record-low labor force participation for prime working-age Americans, and the lowest U.S. birth rates in history.
- The Great River Area will experience an almost 1 percent decline, or 3,724 people, by 2029. Those in the age cohort of 25 to 29 are expected to decline by ten percent (1,898) those in the 20 to 24 age cohort are projected to decline by five percent (1,243) and those 15 to 19 are likely to drop by 6 percent (1,194). This drop in the college going age population of 4,335 is offset by the projected increases in older age cohorts.
- The number of millennials is lower than expected and the number of people retiring soon is higher than expected. The Area boasts a larger than expected number of veterans who often have access to resources that support postsecondary attendance.
- The number of people in poverty is higher in Cape Girardeau County (14.6%) and lower in Perry County (9.1%) as compared to state and the national poverty rates. Providing access to affordable postsecondary education, especially given the number of high demand and high wage jobs with occupational gaps, will benefit the economy.
- Great River Area's educational attainment rate, the percentage of people between the ages of 24 and 64 who earned an educational credential, is lower than the state (18%) and nation (20%) for those with bachelor's degrees (14%) which highlights why employers may be struggling to find adequate numbers of candidates at the bachelor's level.
- The percent of high school graduates who continue to technical schools varies from 0 to 12.5 percent. Those who continue to a two-year institution range from four percent to 34.8 percent and those placed in a four-year institution ranged from 7.3 percent to 62.5 percent, depending

¹ Hetrick, R. (2021). The Demographic Drought.

Executive Summary

on high school. CTE programs in the high schools are largest in family consumer science and health service, business, and agriculture industries.

- Of concern is the three percent decline in postsecondary graduates in the Great River Area over five years.
- The top three growth industries in the Great River Area during 2020 were Health Care and Social Assistance; Professional, Scientific, and Technical Services; and Manufacturing. Occupations in these industries require varied levels of education and have, primarily, a career and technical focus. A review of occupations demonstrated that healthcare positions hold the top two spots for growth.
- The top in demand occupations in the Great River Area at the postsecondary nondegree award and the associate degree levels with projected annual gaps include heavy and tractor-trailer truck drivers (158); dental assistants (26); licensed practical and licensed vocational nurses (20); heating, air conditioning, and refrigeration mechanics and installers (11); dental hygienists (9); physical therapists assistants (9); embalmers (8); agricultural and food science technicians (8); radiologic technologists and technicians; and computer numerically controlled tool programmers.
- At the bachelor's degree level, the highest occupational demand in the Great River Area is for construction managers (14); buyers and purchasing agents (13); directors, religious activities, and education (12); cost estimators (11); industrial engineers (11); logisticians (8); sales representatives, wholesale and manufacturing, technical and scientific products (8); electronics, engineers, except computer (6); and mechanical engineers (6).
- Job growth is expected to increase from 2020 to 2025, although the numbers will not return to pre-pandemic level by 2025.
- In the Great River Area, the number of jobs requiring some college, non-degree award and associate degrees are lower than the number of people who have earned these degrees. Jobs requiring bachelor's degrees are greater than the number of people who have earned bachelor's degrees.
- The companies seeking the most employees from February 2019 to February 2021 included CRST International, Inc., Platinum Supplemental Insurance, Inc., and Hogan Transports, Inc. Posting intensity ranged from 2:1 to 22:1 indicating that some companies such as C. R. England, Inc. did not have to work very hard to fill positions whereas Bolt Express, LLC, worked extremely hard by posting in an extreme number of locations. The median posting duration ranged from 12 days to 142 days indicating great variability for different companies in filling positions. A posting intensity of 22 and a median posting duration of 142 days are exceptionally high indicating how challenging it may be to fill positions in the Area.
- In the Great River Area, job postings indicated great challenges with identifying candidates considering some of the extended posting durations, 56 days, and 48 days for supervisors as well as 44 days for retail salespersons and light truck drivers. The top posted occupations included heavy and tractor-trailer truck drivers; registered nurses; and retail salespersons.

Survey Analysis

Based on the surveys MGT conducted, the following findings highlight important information and data when considering the feasibility of a 13th community college in Missouri:

High School Students

- More than 60 percent of surveyed high school students plan to attend a four-year college or university, 17 percent are undecided about their future plans, and 14 percent plan to work full-time following high school. Twelve percent plan to attend a two-year community college and then transfer to a four-year institution, while 9 percent plan to earn an associate degree. Smaller shares plan to join the military (8%) or enroll in a certificate (6%) or apprenticeship program (5%).
- More than half (55%) of the high school students is at least somewhat interested in pursuing training or education in the local area.
- Students were asked to indicate their intended field of work or study, and the most popular defined response was nursing (9%, or 67 responses), followed by business and management (7%).

Employers

- Employer respondents represented a wide range of local industries, with the largest share being manufacturers (20%), followed by Professional, Scientific, and Technical Services (11%), Health Care and Social Assistance (10%), Finance and Insurance and Government (8%, each).
- Many employers indicated that hiring an adequate number of employees from the local workforce was either extremely (27%) or somewhat difficult (43%).
- Qualified candidates with a bachelor's degree were difficult to find, according to 42 percent of employer respondents, followed by associate degrees (39%), certificates (35%), and high school diplomas (34%).
- In the next five years, employers reported that they will need to hire primarily candidates with associate degrees (26%), high school diplomas (25%), and bachelor's degrees (22%).
- Employers are seeking candidates in Manufacturing, finding that they are not available and needed for the future.
- Attendance, detail oriented, problem solving, and work ethic are the employability skills that employers are seeking and believe are needed for the future.
- When asked to indicate which for positions they face a shortage of applicants, employers most frequently cited Maintenance/Mechanic, Computer/IT, Nursing, Electrician, and Truck Driver/CDL.
- Southeast Missouri State University and Southeast College of Nursing are the highest ranked postsecondary institutions for currently serving the needs of employers, followed by Ranken Technical College and Cape Girardeau Career and Technical Center. Mineral Area College, Three Rivers College and the Cape College Centered are ranked the lowest.

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- Two-thirds of employers (66%) indicated that creating new programs would be a good way for local workforce needs for education, skills, and/or training to be met in the Great River Area. Nearly 60 percent indicate that expanding current programs (59%) would be beneficial. Few indicate that current programming is adequate (5%) or that their workforce education and training needs are met (4%).
- Employers indicated limitations in the local area with capacity in programs, classes, and certificates in computer information technology, computers and networks, business and management, industrial machinery mechanics.
- Most employer respondents offer on the job training (82%), while 75 percent offer internal training. More than half (51%) offer internships or work-based training, and 36 percent offer training from an outside organization. Nearly one-third (30%) offer tuition reimbursement as a benefit to employees. Thirteen percent of employers provide input on curricula or participate in a program advisory committee.
- More than two-thirds (67%) of employer respondents indicate that job-specific education and training is most needed by their employees, followed by technology training/certification (48%), supervisory/management skills (44%), basic skills (44%), and English language skills (33%).

Local Public

- Most respondents to the community survey are over 45 years old (57%). Only 5 percent of respondents were traditional college age (18-24) with an additional 13 percent age 25-34. Most respondents indicated that they had earned at least a bachelor's degree (75%). One-third of community survey respondents had a household income of \$100K or more. One-fifth (20%) of respondents had a household income below \$50K.
- When asked about their interest in programs, most respondents expressed no interest, except for community enrichment and continuing education programs. Fifteen percent of respondents were extremely interested in continuing education programs, while an additional 19 percent were very interested. Ten percent of respondents were extremely interested in community enrichment programs, while an additional 18 percent were very interested.
- Community members indicated the fields they might be interested in pursuing in the next five years (n=168). Of those who indicated a career field, the largest share (15%) was interested in a career in education, while 14 percent were interested in business and management careers.
- The most frequently cited barrier was a lack of time (82%), while 70 percent indicated that cost is a barrier. Nearly one-quarter of community respondents reported that programs are unavailable in their field of interest locally (22%), and 13 percent indicated that programs are inconveniently located. A slightly smaller share (12%) indicated that lack of childcare is an issue. Seventeen percent were simply unsure of how to get started.
- Respondents who indicated some level of interest in education and training opportunities (n=213) were asked about their interest in coursework for specific programs. Nearly 30 percent indicated that they are not interested in pursuing further education in any listed field (28%). Of those who are, business and management were most frequently chosen (15%), followed by accounting (11%) and computer information technology (10%).

Additional Insights

- In Cape Girardeau, the Southeast Behavioral Hospital has the potential to add approximately 200 positions.
- To support businesses and industries, the Chamber of Commerce has focused on a softskills campaign, promotion of a strong workforce and educational systems, and addressing challenges such as the more than 80 percent of Southeast Missouri State University graduates who leave the area.
- Ranken Technical College offers courses in the Perry County and plans to build a location, once there is a need.
- Perry County has partnered with Spectrum and is now a gig city, promoting a work there and live here campaign focusing on being a great place to live.

Conclusions

Based on the data and information collected, a 13th community college in Missouri is not possible nor is it feasible at this time. The administrative rule is written in such a way that even if the FTE projections reached the required levels of expected enrollments, all of Missouri is currently divided into districts leaving no option to add an additional community college district. Given that Missouri operates under a coordinating board for higher education, communities have little recourse in terms of addressing needs for expanded higher education access and affordability.

The market review indicated that the population in the Great River Area is expected to decline by 2029 with the greatest declines within the typical college going ages of 15 to 29. These projections highlight the need for alternate solutions to meeting employer challenges with locating a talented and properly credentialed workforce. Further, employers find it challenging to hire employees with bachelor's degrees and data indicated a shortage in the population of those who have earned bachelor's degrees, which are also the level of degree the high school survey respondents were most interested in after high school. The occupations employers cited as most challenging to fill are also the ones projected to have future occupational gaps including truck drivers, mechanics, and healthcare workers.

Recommendations

1. Continue Expanding Postsecondary Opportunities

In cases where occupational gaps exist with no regional completions, the committee and other interested parties should work with postsecondary institutions and employers to identify solutions to meet these needs.

In the Great River Area, the following programs have the highest number of average annual openings and no postsecondary institutions in the area offering the credential. These occupations at the certificate and associate level include:

- Heavy and tractor-trailer truck divers
- Dental assistants and dental hygienists
- Embalmers
- Agricultural and food science technicians
- Computer numerically controlled tool programmers and tool and die makers
- Occupational therapy assistants
- Diagnostic medical sonographers

2. Further Enhance Pathways to Postsecondary Institutions

Location is one aspect of access to postsecondary education and funding to support education is another critical factor in providing access and building a talented workforce.

Missouri offers such resources including the A+ Scholarship Program and the Fasttrack Workforce Incentive Grant. Unfortunately, there is a common misconception that private institutions such as Ranken Technical College are not eligible for these types of programs when in actuality, they are. These resources need to be promoted among educators and families alike to ensure students know how they may access this funding.

3. Connect with Local Postsecondary Institutions

Connecting with local postsecondary institutions including Southeast Missouri State University is one avenue for enhancing access to higher education. Capacity may exist to fill seats, institutions may be interested in offering new programs, and creative partnerships are needed to focus on dual enrollment and transfer agreements to align and support stackable credentials.

4. Continue to Monitor Data

Monitoring data and projections is necessary to ensure opportunities are addressed. Shifts in population projections due to more people leaving metropolitan areas could lead to FTE projections that meet the thresholds for a 13th community college.

5. Address Barriers within the Current Administrative Rule

Based on initial feedback The Department of Higher Education and Workforce Development is planning to review the administrative rule. Hopefully, the revisions will ensure an avenue to add community colleges to meet the need. The Committee should participate in this process.

Section 1 Introduction

Career and technical education is essential for the future of Great River because eight years after their expected graduation date, students who focused on career and technical education (CTE) courses while in high school had higher median annual earnings than students who did not focus on CTE.² As students focus on CTE in high school, they need additional access and affordable opportunities after high school to continue their education.

MGT was retained by the Committee for Affordable Technical Education through the Cape Girardeau Chamber of Commerce in cooperation with the Missouri Department of Higher Education to conduct a comprehensive postsecondary education needs assessment for the local market area in southeast Missouri. Specifically, **this study was designed to assess the feasibility of a 13th community college in Missouri located in the Great River area to provide an educated career and technical workforce. The Great River Area is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri.** Although the study focused only on specific counties in Missouri due to state’s postsecondary oversight for such an institution, students from nearby counties including those in Illinois could also potentially benefit from access to a 13th community college in the Great River Area.



MGT conducted an educational needs analysis of the Cape Girardeau Area in 2009 and, although the objectives of the studies were different, the 2009 study provides a foundation for considering various aspects of this current study. Some of the issues remain the same. Now more than ever the vigorous deliberation over a potential 13th community college continues.

Background

A prior study commissioned by the Great River Community College District identified several key factors for the establishment and support of a local technical training college.³ These included:

- The absence of a technical school challenges job growth. Local community colleges provide lasting economic impact, attracting new businesses with skilled jobs.
- Identified communities of similar size that had a technical school including Craighead County, Arkansas; Greene County, Missouri; Jasper County, Missouri; Madison County, Tennessee; Putnam County, Tennessee; and Warren County, Kentucky.
- Poverty more than doubled during the 2010-2016 timeframe in Cape Girardeau; particularly pronounced among Black residents. In 2016, Cape Girardeau had the highest Black poverty rate of any U.S. city.

² U.S. Department of Education (September 2019). Bridging the Skills Gap: Career and Technical Education in High School. Retrieved from <https://www2.ed.gov/datastory/cte/index.html#data-story-title>.

³ Ernest and Young. (June 2020). Cape Girardeau Regional Economic and Demographic Benchmarking Analysis.

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- Missouri's A+ Program provides post-secondary education and training for moderately achieving students seeking skilled jobs. Students may find challenges to completion of the A+ Program such as travel time to campus, lack of transportation, conflict with school/work hours, and lack of desired degree/program offerings. In 2018-2020, 329 students within the Great River Community College District who graduated high school qualified for the A+ Program.
- The College Board's research indicates that inflation adjusted prices for two-year colleges have declined in the last decade (ending in 2016). Community college students assume lower (or no) debt, but default more often.
- Completion and transfer to four-year program rates for first-time community college students were identified as 39 percent and 10 percent, respectively.

Studies across Missouri, as well as research by Economic Modeling Specialist International (now Emsi), have identified the profound positive economic impact of local community colleges providing skilled training. Increased employment and subsequent payroll for faculty and staff of the college; increased local spending on rent, transportation, and associated living needs; and increased tax revenue with fewer dollars needed for government-funded services were among the economic benefits found in the Ozark Technical Community College and State Fair Community College Districts' studies. The economic benefit to students exists in addition to the aforementioned, as students realize a significant return on investment in earnings over their working lives.

Feedback shared by community stakeholders is skeptical of the return on their investment in colleges, citing technical training as most relevant. However, the investment of tax dollars does not seem to have wide support.

Some community members cite a need to understand the specific skills sought by employers so that a custom curriculum would be developed to deploy locally and attract new business. Precision Agriculture (includes energy study, GPS tools, drone operation, and more) is one example of a high-demand, skilled industry in the local marketplace that requires specific technical training.

In October 2020, Rich Payne, Chairman of the Technical College Steering Committee, submitted a letter of intent to the Coordinating Board for Higher Education stating that the steering committee had been formed to begin the process of establishing a new community college to be called the Great River Community College District. This action was the first in following the Missouri administrative rule 6 CSR 10-6.010 which requires a local community wishing to establish a community college district to demonstrate need for further postsecondary education and training and that a community college is the most viable means to meet that need.⁴ The administrative rule presents multiple barriers to establishing additional community college districts in Missouri. The most challenging is based on FTE projections which require documented demand for educational services to be offered by the proposed institution from areas within the proposed district's service area that are not currently within an existing community college district.

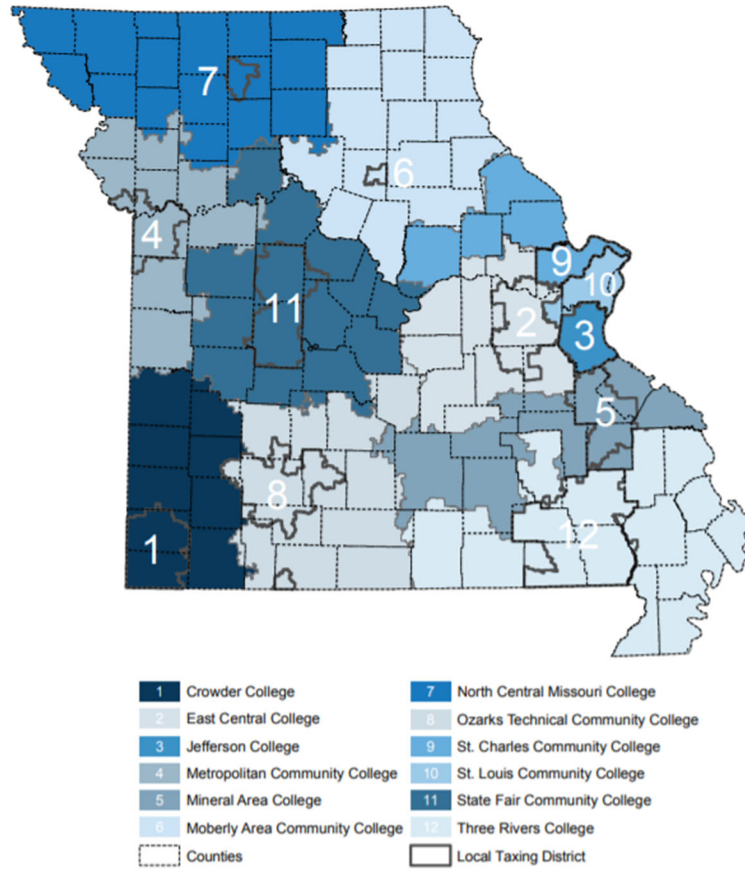
The Missouri Community College Association recommended to the Coordinating Board in 1993 that the state be divided into service regions that would cover the entire state with the intention of allowing community colleges to serve every Missourian and every Missouri business. MCCA states that it is not a

⁴ Rules of Department of Higher Education Division 10 Commissioner of Higher Education Chapter 6 Establishment of New Institutions and Instructional Sites. Retrieved from <https://www.sos.mo.gov/cmsimages/adrules/csr/current/6csr/6c10-6.pdf>.

Section 1 Introduction

system and instead “12 separate and independent local colleges with a history of being responsible and adaptable to state and local needs.”⁵ Currently, all areas in Missouri are part of a Community College Service District as shown in Exhibit 1. Cape Girardeau County is within the Three Rivers Community College District and Perry County is within the Mineral Area College District. Both institutions offer courses and programs at the Cape Girardeau Career and Technology Center. According to their websites, Mineral Area College also offers courses and programs at Perryville Area Career and Technology Center as well as the Perryville Higher Education Center.

Exhibit 1. Missouri Community College Service Districts and Taxing Districts.



Source: Missouri Community College Association.

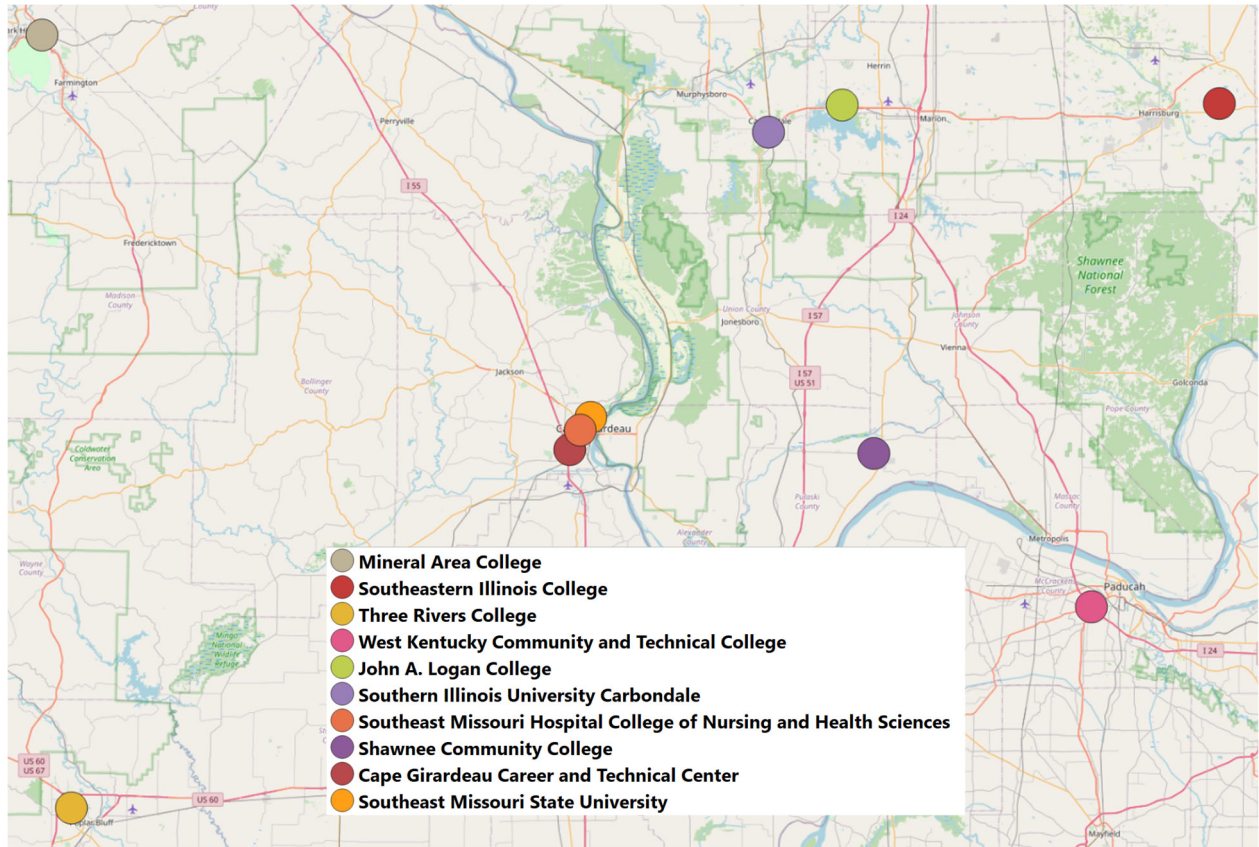
The administrative rule also provides guidelines that student commuting time should not exceed 45 minutes each way. The rule is silent on how FTE should be calculated to account for retention, graduation, and transfer as well as part-time and full-time status. The rule does not specify ways in which a new community college district may be added when all areas fall within a community college service district. Postsecondary education in Missouri is led by a coordinating higher education board with limited authority. Local interest in expanding post-secondary education follows a process set forth by the state and the coordinating board. When disagreements arise regarding how postsecondary education should be delivered there is little recourse for seeking support and equitable solutions.

⁵ Missouri Community College Association. Our Colleges. <https://www.mccatoday.org/our-colleges>

Current Opportunities for Postsecondary Education

A few postsecondary education opportunities are based in Cape Girardeau. Although institutions offer programs and courses in Perryville, no college or university has a main campus based in Perryville. Exhibit 2 shows the primary locations of institutions within a 65-mile radius. Centers and course offerings are not indicated on the map.

Exhibit 2 Regional Postsecondary Institutions.



Source: National Center for Education Statistics, College Navigator.

Although it is not part of the Missouri Community College Districts, Ranken Technical College, with its main campus in St. Louis, has a location in Perryville.

Section 2 Methodology

To conduct this study, MGT worked closely with the Committee for Affordable Technical Education, the Cape Girardeau Chamber of Commerce, the Perry County Economic Development Authority, and the Missouri Department of Higher Education. The study consisted of two primary tasks, data gathering and surveying the business community, local students, and the general public in the Great River Area.

MGT collected market data from Emsi which is a powerful tool that integrates real-time and traditional labor market data into one source including educational programs, occupations, industries, skills, job postings, and demographic data extracted from the U.S. Bureau of Labor Statistics, the National Center for Education Statistics, multiple sources of online job postings, and multiple sources for profile and resume posting including LinkedIn. Real-time data collection targets in demand skills from employer postings and professional profiles for comparison. The data were reviewed at the county, region, state, and national level to provide a context and framework for understanding projected needs for technical postsecondary education in the Great River Area.

MGT also conducted interviews to provide additional context and gather information not otherwise available. MGT triangulated the data using market research, quantitative and qualitative data, as well as best practices for academic program development to draw conclusions and make recommendations for the future of affordable technical education and beyond in the Great River Area.

The survey methodology in Exhibit 3. Survey Methodology describes the process by which MGT collected insight and data from high school students, the public, and employers.

As part of this study, MGT relied on Missouri Law and administrative rule to determine the requirements and possibility of adding a 13th community college in Missouri.

MGT reviewed and analyzed the gathered data and information to determine the findings as well as analyze strengths, barriers, opportunities, and threats that led to the development of the outlined recommendations.

Additional information regarding methodology is included in Appendix A: Additional Methodology Explanation.



Exhibit 3. Survey Methodology.

Technical Aspects of Surveying for Great River

Several important factors were considered to effectively conduct the Great River surveys including the following:

- ▶ **Pre-survey planning.** MGT worked with the identified committee in the pre-survey planning process which included the Chairman of the Committee for Affordable Technical Education, staff from the Missouri Department of Higher Education and Workforce Development, a representative from Cape Girardeau Area Chamber of Commerce, and a representative from the Perry County Economic Development Authority. The Committee followed requirements and parameters outlined in 6 CSR 10-6.010, which requires a local community wishing to establish a community college district to demonstrate need for further postsecondary education and training and that a community college is the most viable means to meet that need.
- ▶ **Target populations.** Target populations, as required per 6 CSR 10-6.010, consist of high school students, businesses and employers, and the general public. This study is focused on those target populations located within the Great River Area, which is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri and Jackson, Randolph, and Union Counties in Illinois. The primary target population is within the noted Missouri counties, which would be included in property taxing. The high school student population in the noted Missouri counties is 6,322,⁶ the general population, age 20 to 64, is 156,516,⁷ and 1,250⁸ businesses and employers. At a 95% confidence level and a confidence interval of 4 and 5, goal response levels fall respectively at 548 and 362 for high school students, 598 and 383 for the general population, and 406 and 294 for businesses and employers.⁹
- ▶ **Instrument design.** MGT and the Committee developed the survey based on the required and sample items available in the *Guidance to Identify Local Need for Education and Training after High School*. The Committee reviewed and revised the survey based on local demographic and economic data as well as items included in the 2009 study. The Committee test piloted the survey to ensure the items were free of jargon, clear, and collected the expected information. The “Introductory Information” provided details about the purpose of the study and the survey ended with a “Thank you” page.
- ▶ **Implementation.** The Chairman of the Committee for Affordable Technical Education shared the survey link for high school students with the superintendents. High school students in Perry and Cape Girardeau had the opportunity to participate during advising time. The survey links were shared with media outlets and through social media to widely distribute the survey throughout the Great River Area. The Cape Girardeau Area Chamber of Commerce and the Perry County Economic Development Authority distributed the Businesses and Employer Survey links with requests for participation. Surveys remained open from April 19 to May 7, 2021. The responses reached 1,115 for the high school survey, 732 for the general population, and 383 for the businesses and employers. All the responses met the goal response level. Only the businesses and employers’ responses were below the upper level.
- ▶ **Follow up.** Timely follow up was critical to achieve goal response levels. For the two and half weeks the survey was active, MGT provided daily updates to the Committee with response rates and the number of in progress surveys to encourage further participation. In addition, MGT responded to user comments and questions (e.g., providing alternate response formats, answering specific questions relating to test items).

⁶ Missouri Department of Elementary and Secondary Education.

⁷ EMSI Q2 Data Set.

⁸ Cape Girardeau Area Chamber of Commerce and the Perry County Economic Development Committee.

⁹ Survey System Sample Size Calculator.

Section 3 The Evolving Population

As the world works to recover from the pandemic, our nation is facing a Sansdemic, which literally means "without people." In other words, the country is facing a demographic drought, a people shortage, and this will continue throughout the century. The key drivers are a mass exodus of baby boomers from the workforce, record-low labor force participation for prime working-age Americans, and the lowest U.S. birth rates in history. Higher education needs to brace for one of its most historical challenges, the impending enrollment cliff that will occur while businesses and industries struggle with recruiting a talented workforce.¹⁰

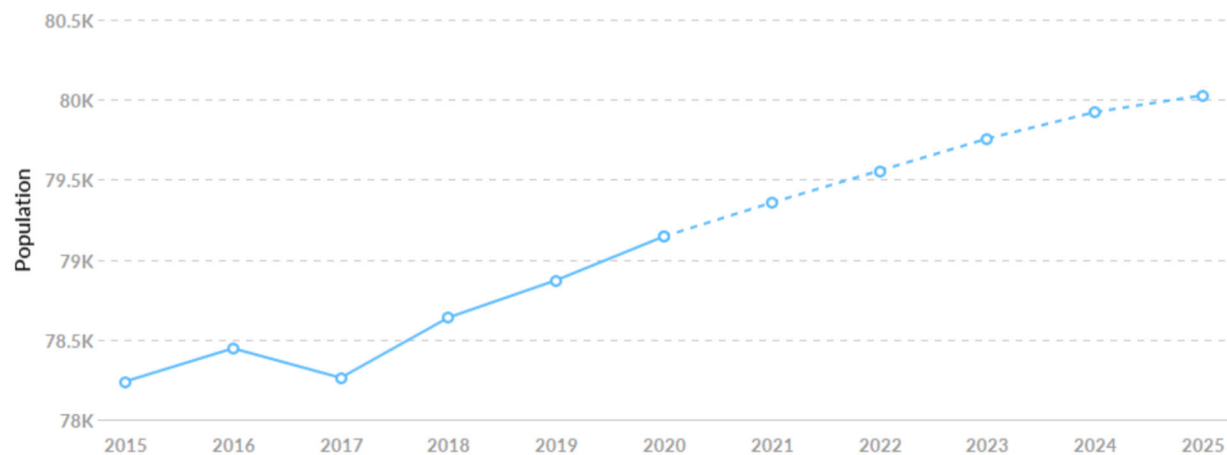
Through 2025, the population trends noted below highlight growth of slightly over 1,000 people in the Cape Girardeau and Perry Counties. A review of the larger Great River Area during the same time is also contrary to the anticipated trend and is expected to increase by 1,304 by 2025. When considering the feasibility of a community college further consideration requires a review of population projections by age cohorts. Overall, a review of the population projections through 2029 indicate a negative impact on the local area as noted in the following sections.

Population Trends

Cape Girardeau County Population Trends

The population in Cape Girardeau County increased by 1.2 percent since 2015, growing by 907. The population is expected to increase by 1.1 percent between 2020 and 2025, adding 882 people.

Exhibit 4. Cape Girardeau County Population Trends.



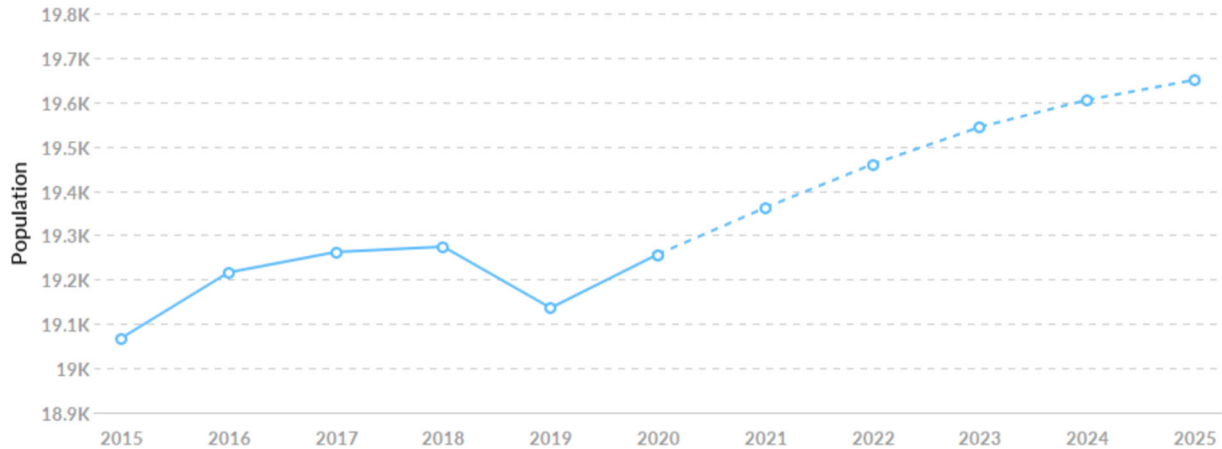
Source: Emsi Q2 Data Set.

¹⁰ Hetrick, R. (2021). The Demographic Drought.

Perry County Population Trends

The population in Perry County increased by 1 percent since 2015, growing by 189. The population is expected to increase by 2 percent between 2020 and 2025, adding 393 people.

Exhibit 5. Perry County Population Trends.

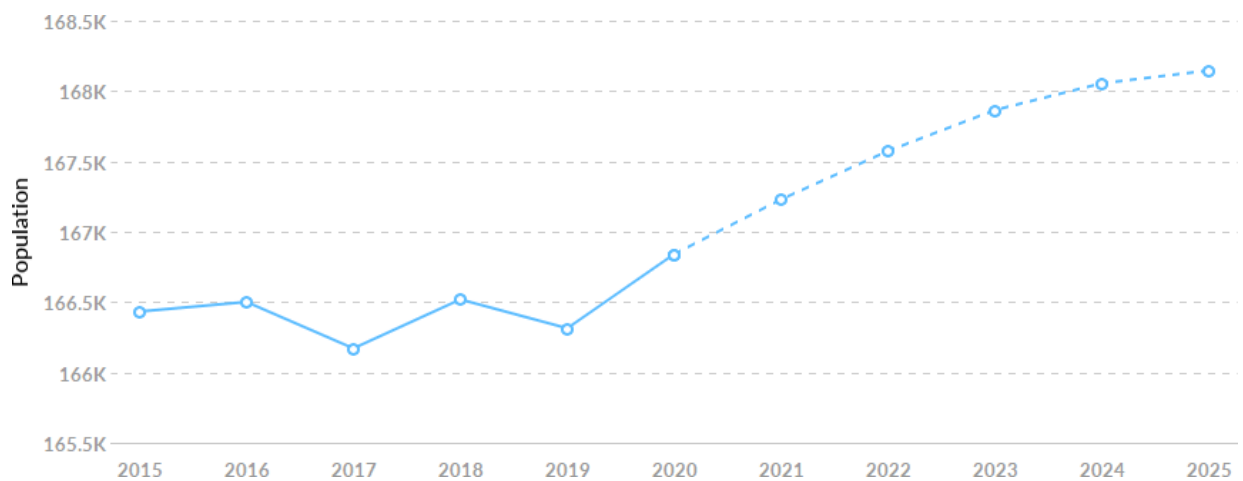


Source: Emsi Q2 Data Set.

Great River Area Population Trends

The population in the Great River Area declined by 0.2 percent since 2015, falling by 408. The population is expected to increase by 0.8 percent between 2020 and 2025, adding 1,304 people.

Exhibit 6. Great River Area Population Trends.



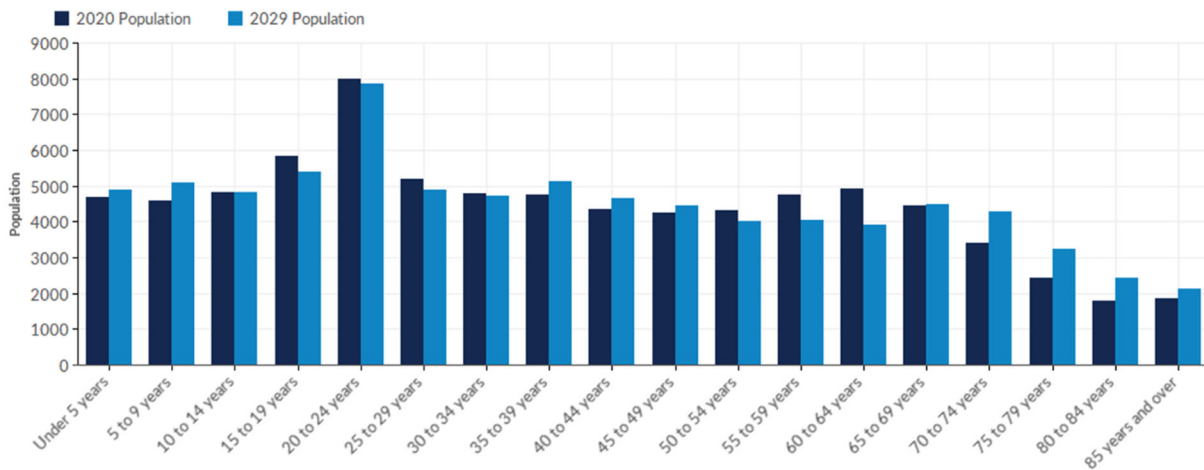
Source: Emsi Q2 Data Set.

Population by Age Cohort

Cape Girardeau County Population by Age Cohort

Although the population is expected to increase through 2025, declines in population are expected between the age 25 to 34 cohorts, a typical audience for community colleges. A decline in the traditional college population age 15 to 24 cohorts is also projected.

Exhibit 7. Cape Girardeau County Population Projections by Age Cohort.

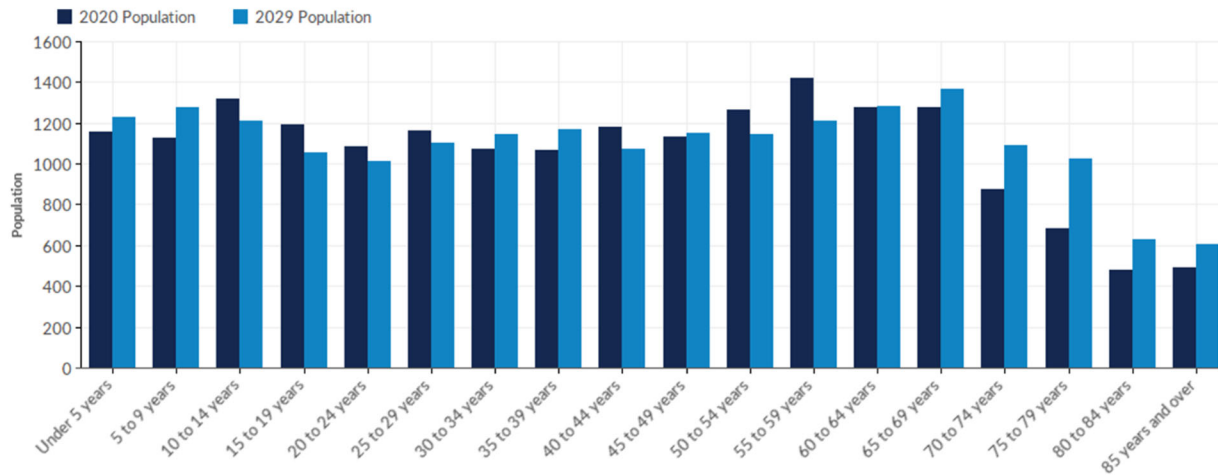


Age Cohort	2019 Population	2029 Population	Change	% Change	2019 %
Under 5 years	4,689	4,887	198	4%	5.92%
5 to 9 years	4,601	5,105	504	11%	5.81%
10 to 14 years	4,803	4,828	25	1%	6.07%
15 to 19 years	5,820	5,406	-414	-7%	7.35%
20 to 24 years	7,997	7,857	-140	-2%	10.1%
25 to 29 years	5,195	4,873	-322	-6%	6.56%
30 to 34 years	4,801	4,704	-97	-2%	6.07%
35 to 39 years	4,757	5,116	359	8%	6.01%
40 to 44 years	4,349	4,643	294	7%	5.49%
45 to 49 years	4,263	4,436	173	4%	5.39%
50 to 54 years	4,306	3,997	-309	-7%	5.44%
55 to 59 years	4,754	4,040	-714	-15%	6.01%
60 to 64 years	4,908	3,917	-991	-20%	6.20%
65 to 69 years	4,464	4,487	23	1%	5.64%
70 to 74 years	3,397	4,274	877	26%	4.29%
75 to 79 years	2,414	3,250	836	35%	3.05%
80 to 84 years	1,787	2,435	648	36%	2.26%
85 years and over	1,841	2,119	278	15%	2.33%
	79,145	80,371	1,228	2%	

Perry County Population by Age Cohort

The population of the age 25 to 29 cohort is expected to decrease; however, the population of the age 30 to 34 cohort is expected to increase. The traditional college population age 15 to 24 cohorts are expected to decline.

Exhibit 8. Perry County Population Projections by Age Cohort.



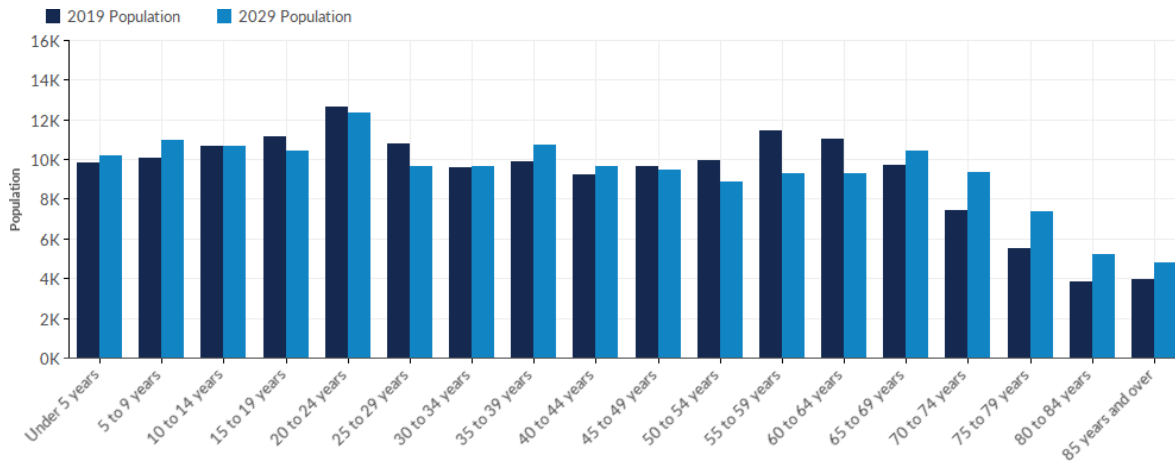
Age Cohort	2019 Population	2029 Population	Change	% Change	2019 % of Cohort
Under 5 years	1,125	1,227	102	9%	5.88%
5 to 9 years	1,148	1,279	131	11%	6.00%
10 to 14 years	1,318	1,212	(106)	(8%)	6.89%
15 to 19 years	1,216	1,054	(162)	(13%)	6.35%
20 to 24 years	1,075	1,014	(61)	(6%)	5.62%
25 to 29 years	1,161	1,100	(61)	(5%)	6.07%
30 to 34 years	1,050	1,142	92	9%	5.49%
35 to 39 years	1,104	1,166	62	6%	5.77%
40 to 44 years	1,146	1,075	(71)	(6%)	5.99%
45 to 49 years	1,168	1,152	(16)	(1%)	6.10%
50 to 54 years	1,275	1,145	(130)	(10%)	6.66%
55 to 59 years	1,425	1,208	(217)	(15%)	7.45%
60 to 64 years	1,245	1,284	39	3%	6.51%
65 to 69 years	1,235	1,366	131	11%	6.45%
70 to 74 years	835	1,093	258	31%	4.36%
75 to 79 years	659	1,023	364	55%	3.44%
80 to 84 years	469	628	159	34%	2.45%
85 years and over	482	607	125	26%	2.52%
Total	19,136	19,774	638	3%	100.00%

Source: Emsi Q2 Data Set.

Great River Area Population by Age Cohort

In the Great River Area, the overall population is projected to decline by one percent (3,724 people). The greatest declines in population will occur for the age 25 to 29 cohort, a typical population trend for community colleges, as well as a decline in the traditional college population age 15 to 24 cohorts.

Exhibit 9. Great River Population Projections by Age Cohort.



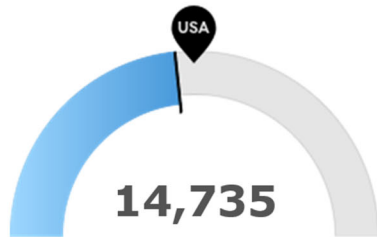
Age Cohort	2019 Population	2029 Population	Change	% Change	2019 %
Under 5 years	15,436	15,872	436	3%	5.69%
5 to 9 years	15,492	16,474	982	6%	5.71%
10 to 14 years	16,098	15,871	-227	-1%	5.93%
15 to 19 years	18,479	17,285	-1,194	-6%	6.81%
20 to 24 years	24,393	23,150	-1,243	-5%	8.98%
25 to 29 years	18,137	16,239	-1,898	-10%	6.68%
30 to 34 years	16,078	14,773	-1,305	-8%	5.92%
35 to 39 years	16,012	15,775	-237	-1%	5.90%
40 to 44 years	14,816	15,252	436	3%	5.46%
45 to 49 years	15,485	14,879	-606	-4%	5.70%
50 to 54 years	15,675	13,626	-2,049	-13%	5.77%
55 to 59 years	18,234	14,262	-3,972	-22%	6.72%
60 to 64 years	17,686	14,390	-3,296	-19%	6.51%
65 to 69 years	15,742	16,442	700	4%	5.80%
70 to 74 years	12,181	14,855	2,674	22%	4.49%
75 to 79 years	8,804	11,893	3,089	35%	3.24%
80 to 84 years	6,126	8,552	2,426	40%	2.26%
85 years and over	6,625	8,185	1,560	24%	2.44%
Total	271,499	267,780	-3,724	-1%	100.00%

Source: Emsi Q2 Data Set.

Key Population Characteristics

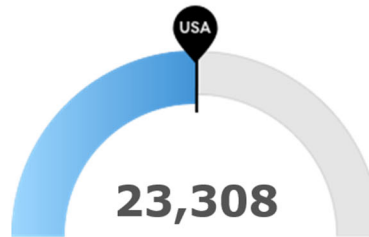
Cape Girardeau County Population Characteristics

Cape Girardeau County has fewer millennials than expected and an average risk of retirement, which highlights a population that is aging. This Area is substantially less racially diverse than expected. The county has a higher-than-expected population of veterans and higher crime rates for an area of this size.



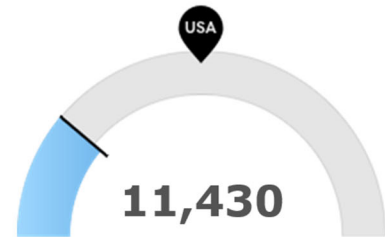
Millennials

Cape Girardeau County, MO has 14,735 millennials (ages 25-39). The national average for an area this size is 16,262.



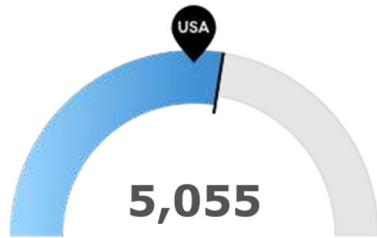
Retiring Soon

Retirement risk is about average in Cape Girardeau County, MO. The national average for an area this size is 23,189 people 55 or older, while there are 23,308 here.



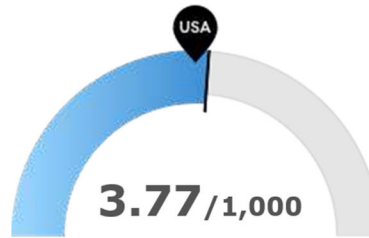
Racial Diversity

Racial diversity is low in Cape Girardeau County, MO. The national average for an area this size is 31,460 racially diverse people, while there are 11,430 here.



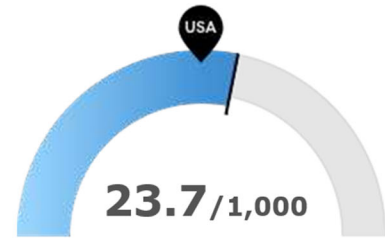
Veterans

Cape Girardeau County, MO has 5,055 veterans. The national average for an area this size is 4,380.



Violent Crime

Cape Girardeau County, MO has 3.77 violent crimes per 1,000 people. The national rate is 3.53 per 1,000 people.



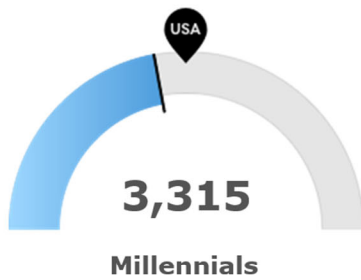
Property Crime

Cape Girardeau County, MO has 23.7 property crimes per 1,000 people. The national rate is 19.79 per 1,000 people.

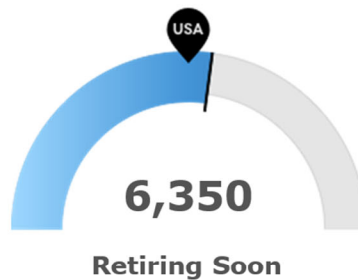
Source: Emsi Q2 Data Set.

Perry County Population Characteristics

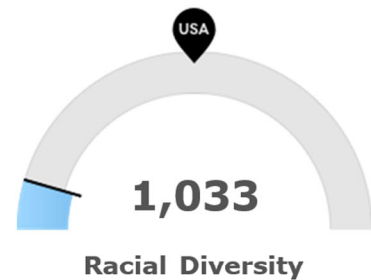
Perry County has fewer millennials than expected and greater risk of retirement than expected, which highlights an older and aging population. This county is substantially less racially diverse than expected. The county has a higher-than-expected population of veterans and lower crime rates for an area of this size.



Perry County, MO has 3,315 millennials (ages 25-39). The national average for an area this size is 3,946.



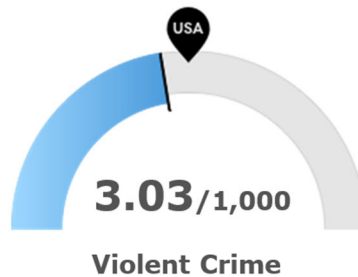
Retirement risk is high in Perry County, MO. The national average for an area this size is 5,626 people 55 or older, while there are 6,350 here.



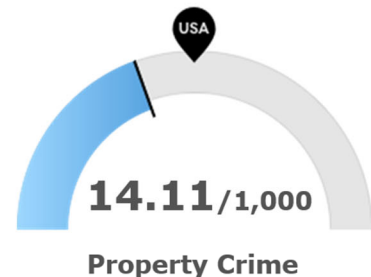
Racial diversity is low in Perry County, MO. The national average for an area this size is 7,633 racially diverse people, while there are 1,033 here.



Perry County, MO has 1,176 veterans. The national average for an area this size is 1,063.



Perry County, MO has 3.03 violent crimes per 1,000 people. The national rate is 3.53 per 1,000 people.

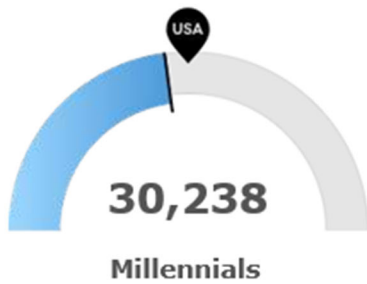


Perry County, MO has 14.11 property crimes per 1,000 people. The national rate is 19.79 per 1,000 people.

Source: Emsi Q2 Data Set.

Great River Area Population Characteristics

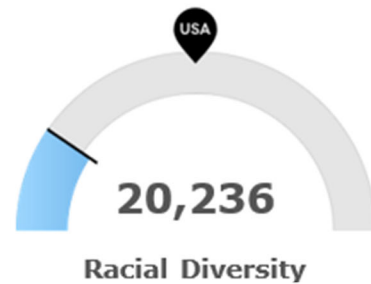
The Great River Area has fewer millennials than expected and greater risk of retirement than expected, which highlights an older and aging population. This Area is substantially less racially diverse than expected. The Area has a higher-than-expected population of veterans and lower crime rates for an area of this size.



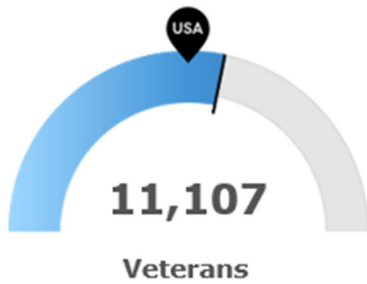
Your area has 30,238 millennials (ages 25-39). The national average for an area this size is 34,291.



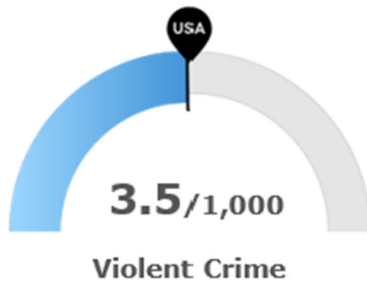
Retirement risk is about average in your area. The national average for an area this size is 48,899 people 55 or older, while there are 52,900 here.



Racial diversity is low in your area. The national average for an area this size is 66,340 racially diverse people, while there are 20,236 here.



Your area has 11,107 veterans. The national average for an area this size is 9,237.



Your area has 3.5 violent crimes per 1,000 people. The national rate is 3.53 per 1,000 people.

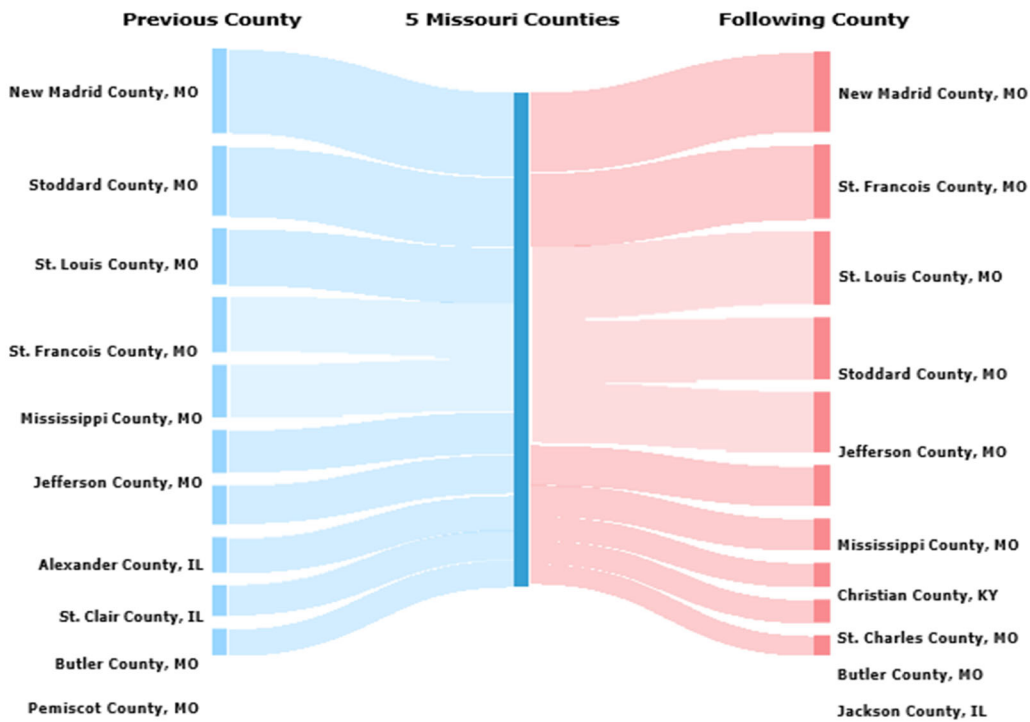


Your area has 19.25 property crimes per 1,000 people. The national rate is 19.79 per 1,000 people.

Source: Emsi Q2 Data Set.

Inbound and Outbound Migration

As of 2018, 354 people have migrated from New Madrid County to the Great River Area. In the same year, 335 people left the Great River Area migrating to New Madrid County resulting in a Net Migration of -26, the number of emigrants or people leaving the Great River Area exceeds the number of immigrants or those entering the area.



Source: Emsi Q2 Data Set.

Median Household Income and Poverty Rate

Median Household income is lower than the state average in Cape Girardeau County and higher than the state average for Perry County. Both counties have median household incomes that are lower than the U.S. The percentage of persons in poverty is higher for Cape Girardeau County and lower for Perry County when compared to the state and the nation as noted in Exhibit 10. **Error! Reference source not found.** Exhibit 10. Median Household Income and Poverty, 2015-2019.

Area	Median Household Income (in 2019 dollars)	Persons in Poverty
Cape Girardeau County	\$53,732	14.6%
Perry County	\$55,863	9.1%
Missouri	\$55,461	12.9%
United States	\$62,843	10.5%

Source: U.S. Census Bureau Quick Facts.

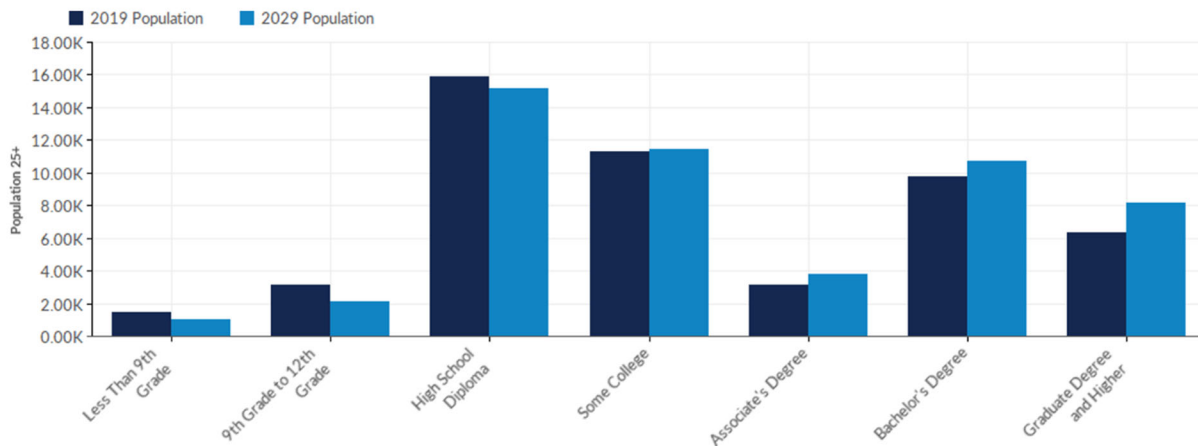
Section 4 Educational Attainment

Educational attainment is the percentage of people between the ages of 24 and 64 who earned an educational credential. Educational attainment is useful when reviewing the needs of the local community for a talented workforce.

Cape Girardeau County

The number of potential students in Cape Girardeau County who earned a high school diploma is 4 percent higher than the national average at 31 percent. Bachelor’s degree completion is 1 percent less than the national average at 19 percent and 6 percent earned an associate degree, 2 percent below the national average.

Exhibit 11. Cape Girardeau County Educational Attainment.



Education Level	2019 Population	2029 Population	2019 % of Population	2019 State % Population	2019 National % Population
Less Than 9th Grade	1,480	1,007	3%	3%	5%
9th Grade to 12th Grade	3,103	2,091	6%	7%	7%
High School Diploma	15,867	15,123	31%	31%	27%
Some College	11,294	11,454	22%	22%	20%
Associate's Degree	3,160	3,769	6%	8%	8%
Bachelor's Degree	9,801	10,698	19%	18%	20%
Graduate Degree and Higher	6,305	8,147	12%	11%	12%
	51,010	52,290	100%	100%	100%

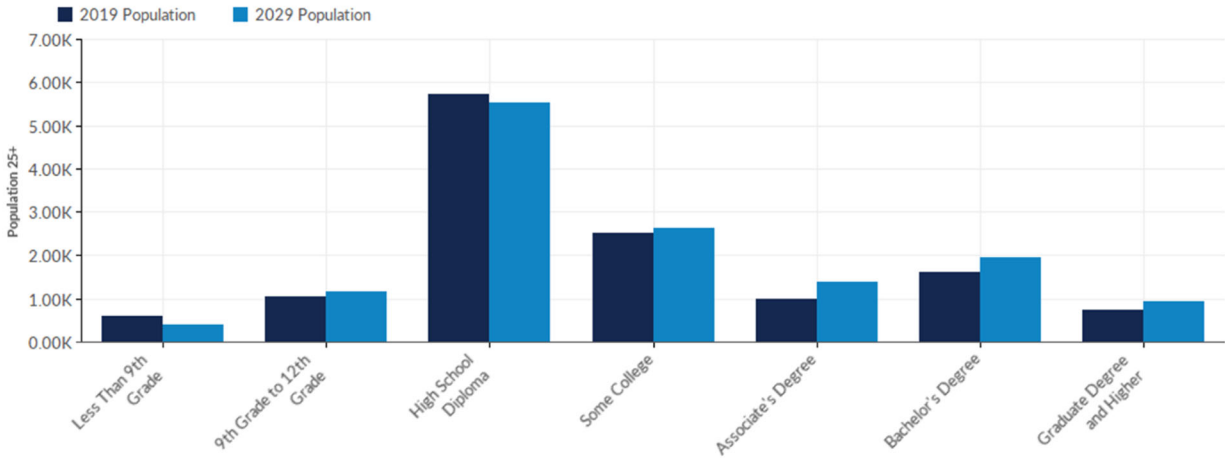
Source: Emsi Q2 Data Set.

Section 4 Educational Attainment

Perry County

The number of potential students in Perry County who earned a high school diploma is 16 percent higher than the national average at 43 percent. Bachelor's degree completion is 8 percent lower than the national average at 12 percent and 8 percent hold an associate degree, which mirrors the national average.

Exhibit 12. Perry County Educational Attainment.



Source: Emsi Q2 Data Set.

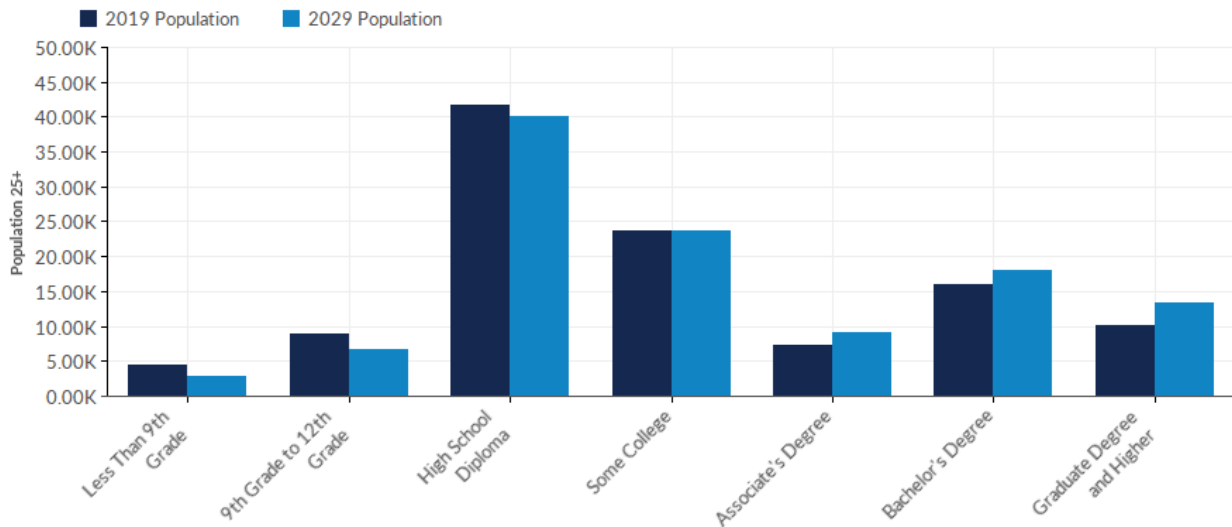
Education Level	2019 Population	2029 Population	2019 % of Population	2019 State % Population	2019 National % Population
Less Than 9th Grade	596	409	4%	3%	5%
9th Grade to 12th Grade	1,053	1,156	8%	7%	7%
High School Diploma	5,727	5,534	43%	31%	27%
Some College	2,529	2,643	19%	22%	20%
Associate's Degree	1,002	1,377	8%	8%	8%
Bachelor's Degree	1,603	1,945	12%	18%	20%
Graduate Degree and Higher	744	926	6%	11%	12%
	13,254	13,989	100%	100%	100%

Source: Emsi Q2 Data Set.

Great River Area

The number of potential students in the Great River Area who earned a high school diploma is closely aligned with the national average. Bachelor’s degree completion is 10 percent less in the Great River Area than the national average and 7.7 percent hold an associate degree, less than 1 percent below the national average.

Exhibit 13. Great River Area Educational Attainment.



Education Level	2019 Population	2029 Population	2019 % of Population	2019 State % Population	2019 National % Population
Less Than 9th Grade	4,496	2,765	4%	3%	5%
9th Grade to 12th Grade	8,812	6,587	8%	7%	7%
High School Diploma	41,691	40,155	37%	31%	27%
Some College	23,585	23,648	21%	22%	20%
Associate's Degree	7,375	9,161	7%	8%	8%
Bachelor's Degree	15,926	18,013	14%	18%	20%
Graduate Degree and Higher	10,050	13,361	9%	11%	12%
	111,935	113,689	100%	100%	100

Source: Emsi Q2 Data Set.

High School Enrollment, Graduation, and Placement

Great River Area

Schools serving 9th-12th grade students in these Missouri counties, Cape Girardeau, Bollinger, Scott, Perry, and St. Genevieve, have graduation rate data alongside CTE detail and post-secondary placement information in Exhibit 14. School district enrollment is included in the table to understand the number of individuals served and to determine the FTE for a potential 13th community college in Missouri.

Exhibit 14. Great River Area Schools Serving 9th-12th Grade Students.

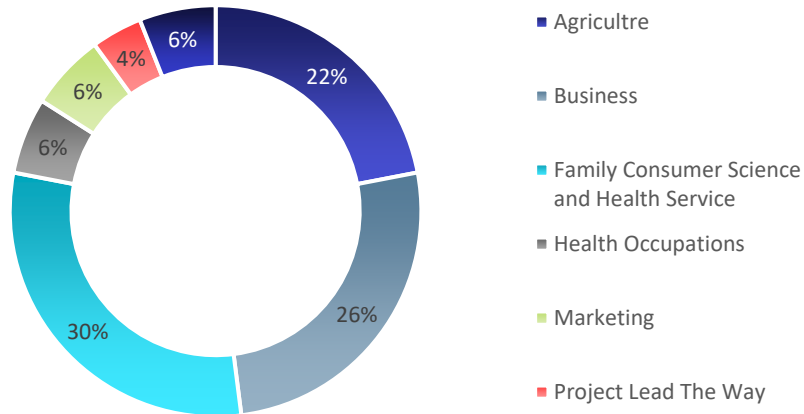
Missouri School District	2021 District Enrollment		Graduation Rate (%)			Post-secondary placement (2020 Grads)				
	PK-12	9-12	2018	2019	2020	4 Year %	2 Year %	Technical %	Employed %	Military %
Cape Girardeau63	4326	1284	89.3	85.5	87.5	37.2	17.5	2.5	24.7	3.2
Chaffee R-li	630	212	95.2	96.2	92.0	18.9	20.8	5.7	43.4	9.4
Delta R-V	230	77	100	94.1	100	12.5	6.3	6.3	68.8	6.3
Jackson R-il	5490	1658	94.0	95.6	93.6	49.7	12.7	0	23.4	3.7
Leopold R-liii	176	51	92.3	100	100	62.5	12.5	12.5	6.3	6.3
Meadow Heights R-II	528	151	91.3	90.0	94.7	7.3	22.0	7.3	36.6	9.8
Oak Ridge R-Vi	361	115	90.4	100	93.7	37.5	18.8	3.1	31.3	6.3
Perry Co 32	2137	728	87.3	87.6	85.1	21.3	26.4	2.8	28.7	8.4
Scott Co R-I (Scott City)	810	252	96.5	98.0	95.2	38.8	16.3	6.1	28.6	2.0
Scott Co R-I v	979	364	92.4	93.5	92.3	42.7	4.0	9.3	28.0	2.7
Ste Genevieve Co R-li	1829	554	84.9	90.3	92.8	27.0	32.8	1.6	27.9	6.6
Woodland R-IV	815	236	100	88.2	100	17.4	34.8	10.9	34.8	0
Zalma R-V	223	74	93.7	100	100	18.2	22.7	4.5	36.4	13.6
Total Enrolled	18,534	6,322								

Note: Altenberg 48 is not included as it is a K-8 district. Kelso C-7 and Nell Holcomb R-lv are not included as data is not available.
 Source: Missouri HEWD.

Section 4 Educational Attainment

CTE programs in the identified Missouri counties are primarily within the Family Consumer Science, Business, and Agriculture industries. Project Lead the Way represents an engineering curriculum preparing students for a range of opportunities across STEM careers.

Exhibit 15. CTE Programs in Great River Schools.



Section 5 Postsecondary Education

Current State of Postsecondary Education

According to the National Center for Education Statistics, three public and private postsecondary education institutions are located within a 45-minute drive of Cape Girardeau, which aligns with the state’s consideration of 45-minute or less commute when determining a new community college district. Although the distances are further, the same is true for Perryville. Additional institutions may offer programs within this area although their main campus is located in a different place and disaggregated data for the local area is not available. Ranken Technical College, primarily an associate granting not-for-profit institution that offers four-year bachelor’s degrees, falls into this category with the main campus in Saint Louis, Missouri.

The average net price ranges from \$11,651 to \$22,395 for a two- or four-year institution. Graduation rates vary from 38 percent to 100 percent while the student population ranges from 154 to 10,637. Further, these institutions offer a range of educational options including technical and specialized two- and four-year degrees.

Exhibit 16. Postsecondary Institutions within a 45-minute commute in Missouri.

Institution	Type of Institution	Student Population	Graduate Rate	Net Price*
Southeast Missouri State University	4-year, Public	10,637	50%	\$12,350
Cape Girardeau Career and Technology Center	2-year, Public	246	77%	\$11,651
Southeast Missouri Hospital College of Nursing and Health Sciences	4-year, primarily associate's, Private not-for-profit	154	100%	\$22,395

Source: College Navigator. NCES.

*Net Price is Average Net Price for 2018-2019 generated for full-time beginning undergraduate students who were awarded grant or scholarship aid from federal, state, or local governments, or the institution. For public institutions only students paying the in-state or in-district rate are included. For institutions that charge students by program, net price is generated for the institution’s largest program.

Exhibit 17. Additional Postsecondary Institutions.

Institution	Type of Institution	Student Population	Graduate Rate	Net Price*
Ranken Technical College	4-year, primarily associate's, Private not-for-profit	1,799	53%	\$14,686

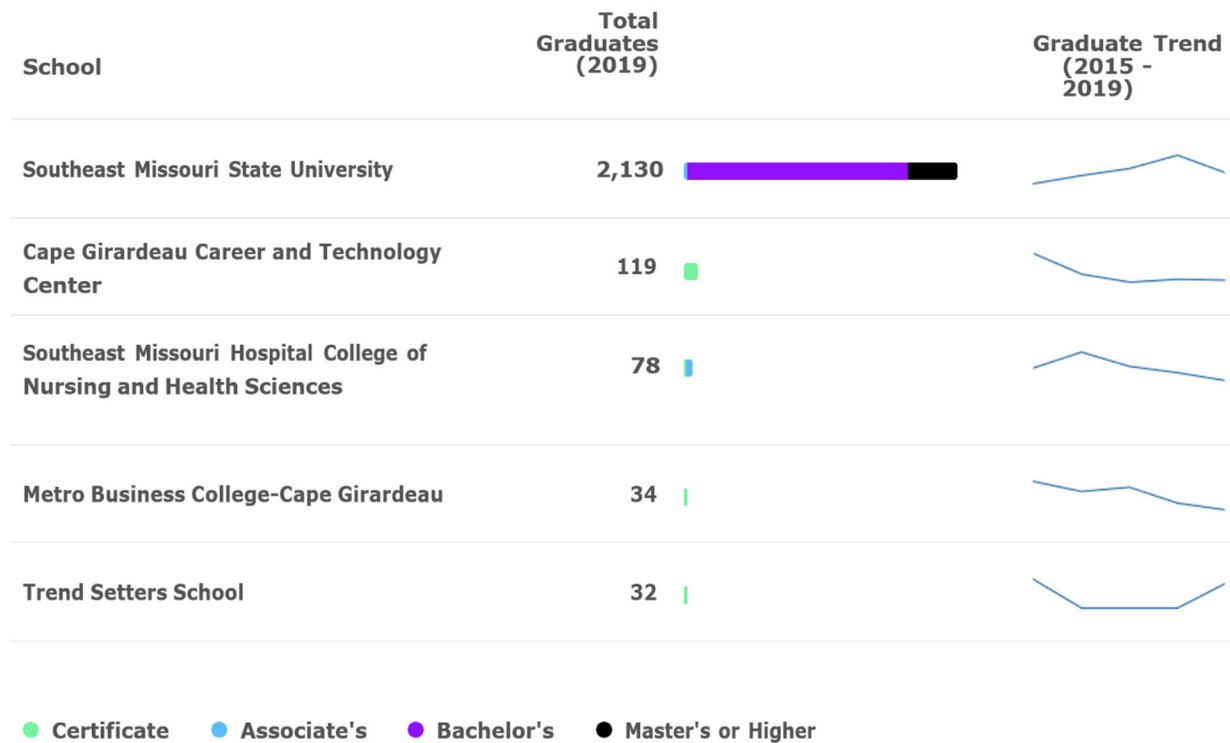
Source: College Navigator. NCES.

*Net Price is Average Net Price for 2018-2019 generated for full-time beginning undergraduate students who were awarded grant or scholarship aid from federal, state, or local governments, or the institution. For public institutions only students paying the in-state or in-district rate are included. For institutions that charge students by program, net price is generated for the institution’s largest program.

Cape Girardeau County

In 2019, Cape Girardeau County, Missouri, had 2,393 postsecondary graduates. This pipeline has shrunk by 1 percent over the last five years. The highest share of these graduates come from General Studies, Registered Nursing/Registered Nurse, and Biology/Biological Sciences, General.

Exhibit 18. Cape Girardeau County Postsecondary Graduates.



Source: Emsi Data Set Q2

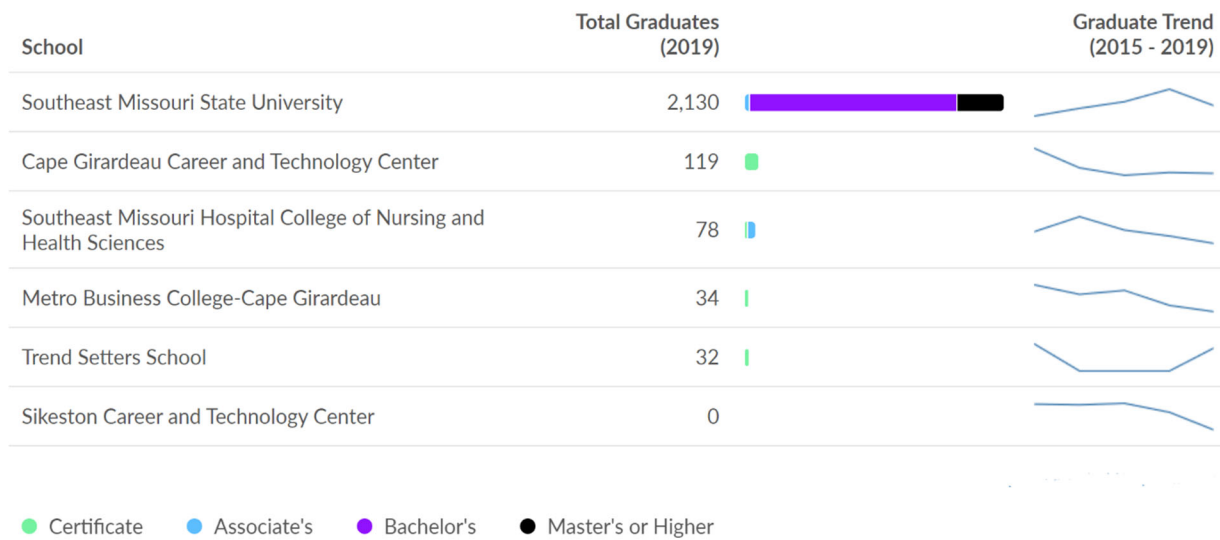
Perry County

Over the last five years, no colleges or universities located in Perry County produced graduates.

Great River Area

In 2019, there were 2,393 graduates in the Great River Area. This pipeline has shrunk by 3 percent over the last five years. The highest share of these graduates come from General Studies, Registered Nursing/Registered Nurse, and Biology/Biological Sciences, General.

Exhibit 19. Great River Area Postsecondary Graduates.



Source: Emsi Data Set Q2

Section 6 Industries and Companies

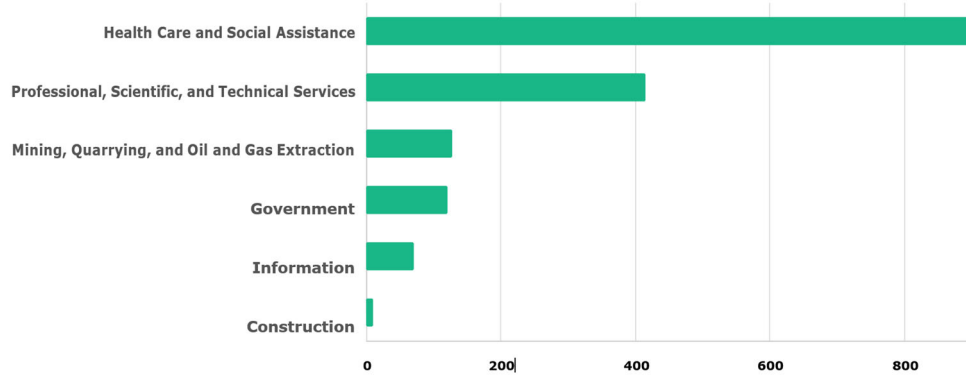
Top Growth Industries

Industries who are growing at the highest rates in the local area highlight the opportunities for the future and indicate areas in which education programs should be expanded.

Cape Girardeau County

The top three industries in 2020 were Health Care and Social Assistance; Professional, Scientific, and Technical Services; and Mining, Quarrying, and Oil and Gas Extraction.

Exhibit 20. Postsecondary Industry Jobs Growth.

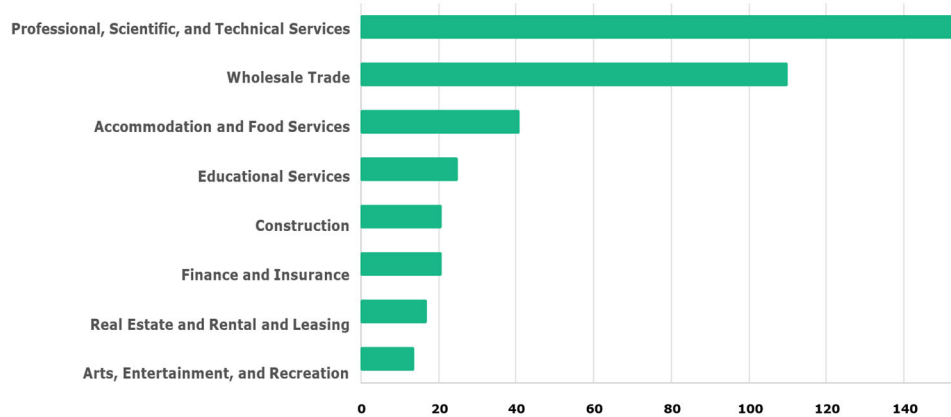


Source: Emsi Data Set Q2

Perry County

The top three industries with jobs growth in Perry County during 2020 were Professional, Scientific, and Technical Services; Wholesale Trade; and Accommodation and Food Services.

Exhibit 21. Perry County Industry Jobs Growth.

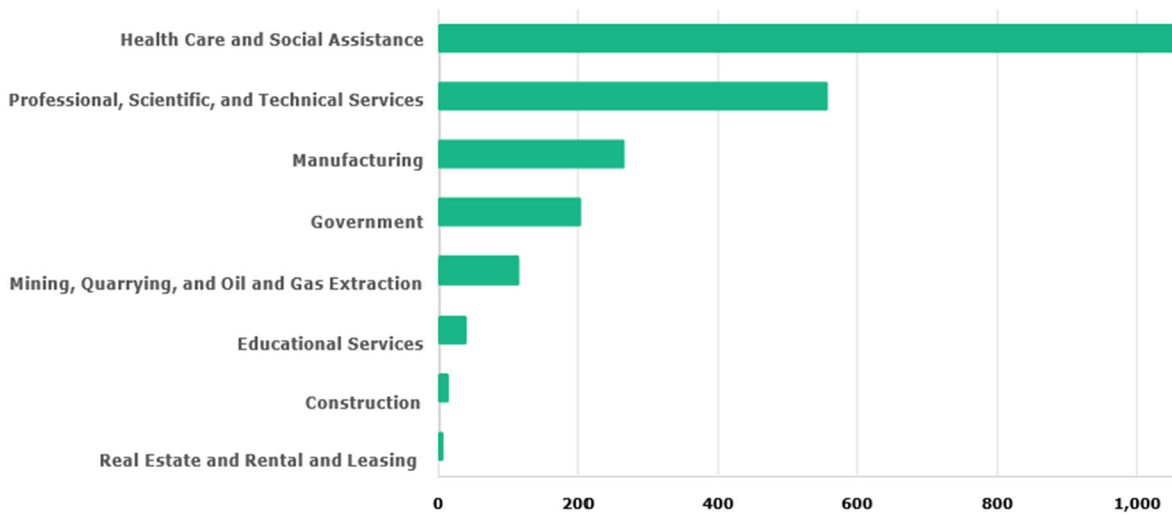


Source: Emsi Data Set Q2

Great River Area

The top three industries in the Great River Area during 2020 were Health Care and Social Assistance; Professional, Scientific, and Technical Services; and Manufacturing. Occupations in these industries require varied levels of education and have, primarily, a career and technical focus.

Exhibit 22. Great River Area Industry Jobs Growth.



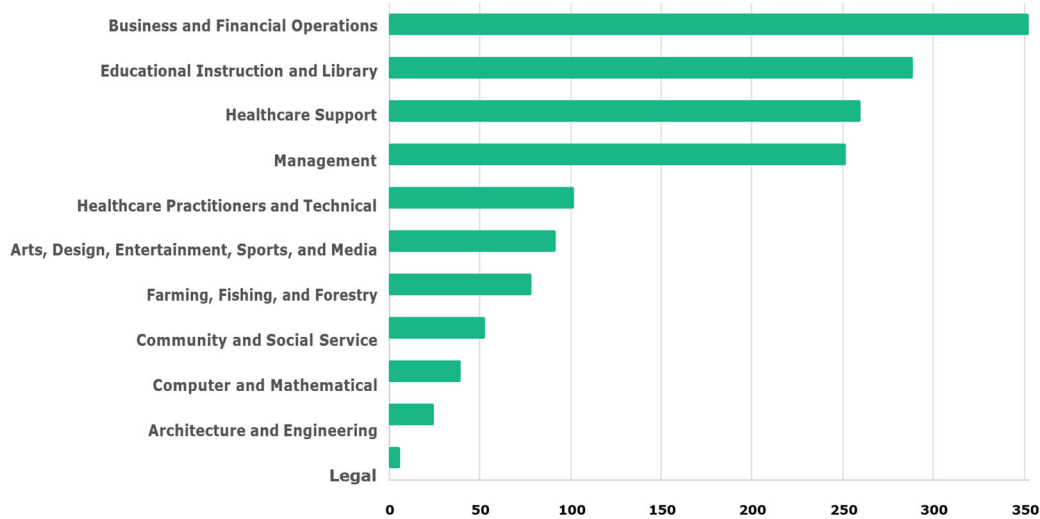
Source: Emsi Data Set Q2

Section 7 Occupations

Cape Girardeau County

Occupations with the greatest growth in Cape Girardeau included Business and Financial Operations; Educational Instruction and Library; and Healthcare Support.

Exhibit 23. Occupations Growth in Cape Girardeau County.

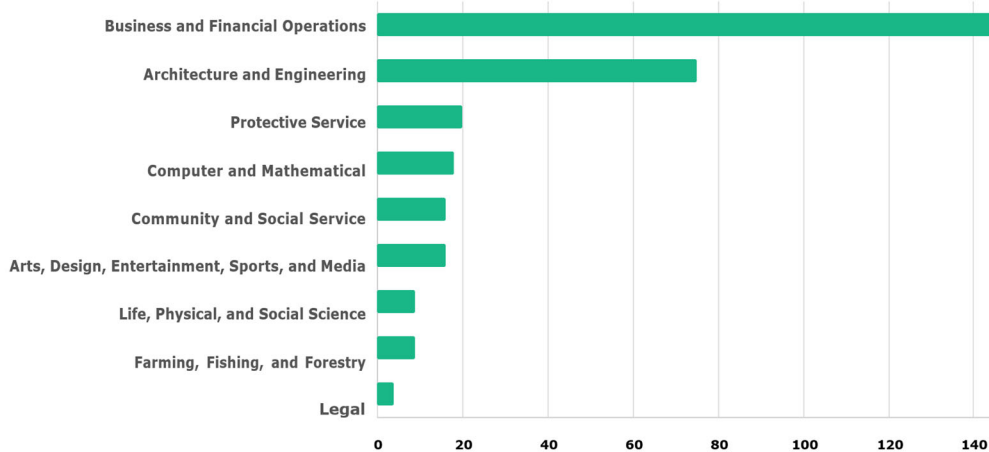


Source: Emsi Data Set Q2

Perry County

In Perry, Business and Financial Operations occupations also top the list of growth followed by Architecture and Engineering and Protective Services.

Exhibit 24. Occupations Growth in Perry County.

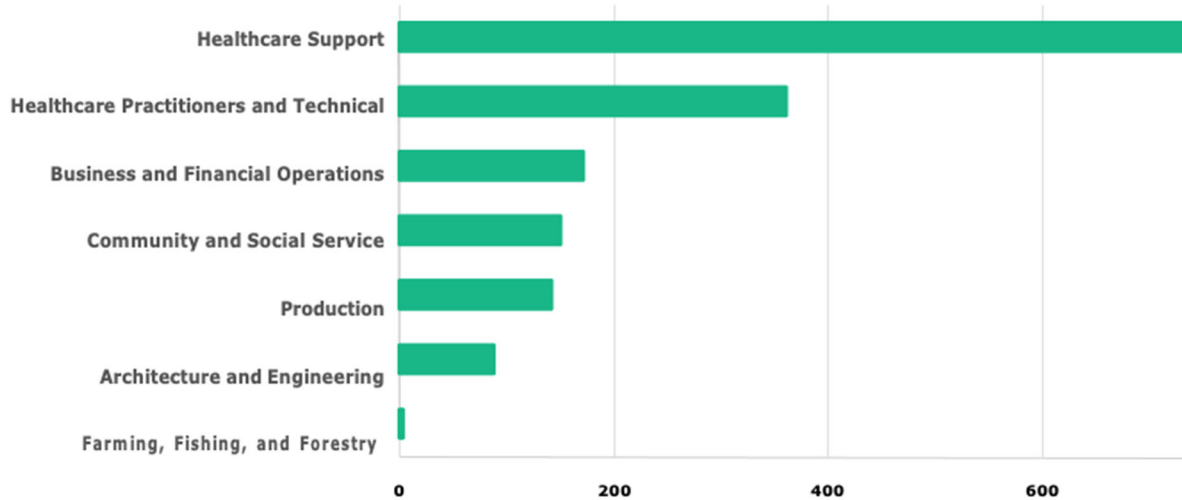


Source: Emsi Data Set Q2

Great River Area

In the Great River Area, Healthcare Support and Healthcare Practitioners and Technical indicate the greatest occupations growth.

Exhibit 25. Occupations Growth in Great River Area.



Source: Emsi Data Set Q2.

Occupational Demand

Workforce needs are indicated by occupational demand and can be approximated based on the average number of job openings in each area minus the number of postsecondary completions. The typically required entry level education provides insight into what level of degree is needed to enter the occupation. Occupations were included above a median income of \$13.00 per hour. The regional postsecondary completions for Perry County are zero because there are no colleges or universities with a main campus in the county.

Occupational demand is a useful guide for considering postsecondary program expansion, contraction, or elimination. Considering the limitations based on the locations of college and university main campuses and employers, narrowing the scope to counties may skew the actual demand. Occupational demand tables are included in Appendix B: Occupational Demand Tables. The county and area tables include all occupations, and the state tables only include the top 30 based on occupational gap.

Cape Girardeau County

The top in demand occupations in Cape Girardeau at the postsecondary nondegree award and associate degree levels with projected annual gaps include heavy and tractor-trailer truck (51), dental assistants (18), embalmers (7), dental hygienists (7), and computer numerically controlled tool programmers (5). At the bachelor's level, the highest occupational demand in Cape Girardeau is for training and development specialists (8), buyers and purchasing agents (6), cost estimators (6), construction managers (6), and directors of religious activities and education (6).

Perry County

The top in demand occupations in Perry County at the postsecondary nondegree award and the associate degree levels with projected annual gaps include heavy and tractor-trailer truck drivers (30), licensed practical and licensed vocational nurses (3); heating, air conditioning, and refrigeration mechanics and installers (2); architectural and civil drafters (2), and mechanical engineering technologists and technicians (2). At the bachelor's level, the highest occupational demand in Perry County is for general and operations managers (15), accountants and auditors (12), secondary school teachers (8), middle school teachers (7), and elementary school teachers (5).

Great River Area

The top in demand occupations in the Great River Area at the postsecondary nondegree award and the associate degree levels with projected annual gaps include heavy and tractor-trailer truck drivers (158); dental assistants (26); licensed practical and licensed vocational nurses (20); heating, air conditioning, and refrigeration mechanics and installers (11); dental hygienists (9); physical therapists assistants (9); embalmers (8); agricultural and food science technicians (8); radiologic technologists and technicians; and computer numerically controlled tool programmers. At the bachelor's degree level, the highest occupational demand in the Great River Area is for construction managers (14); buyers and purchasing agents (13); directors, religious activities, and education (12); cost estimators (11); industrial engineers (11); logisticians (8); sales representatives, wholesale and manufacturing, technical and scientific products (8); electronics, engineers, except computer (6); and mechanical engineers (6).

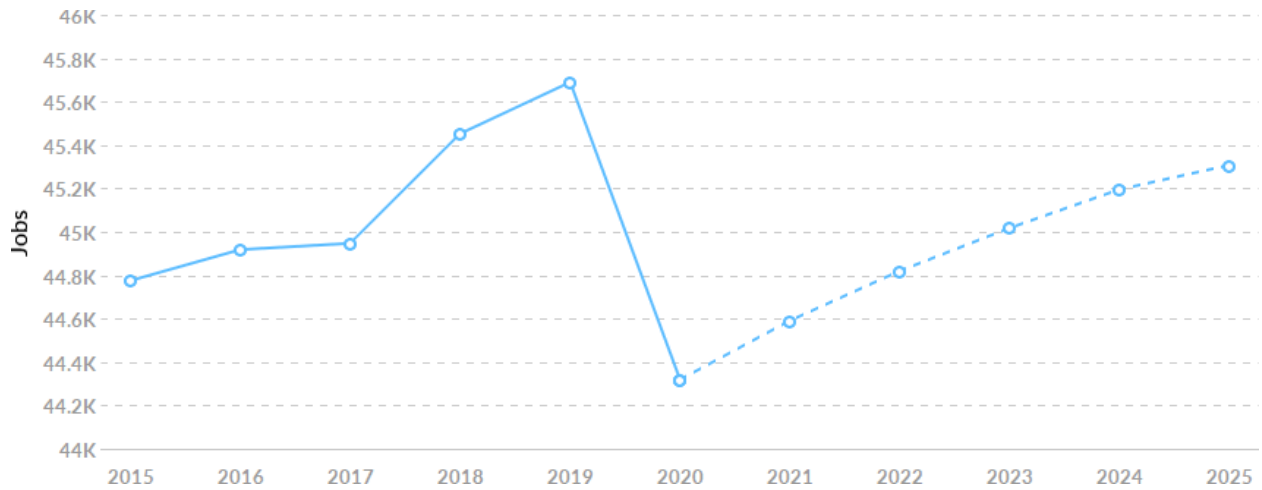
Missouri

The top in demand occupations in Missouri at the postsecondary nondegree award and the associate degree levels with projected annual gaps include heavy and tractor-trailer truck drivers (4,831); automotive service technicians and mechanics (923); paralegals and legal assistants (685); sales representatives, wholesale and manufacturing, technical, and scientific products (538); and dental assistants (329). At the bachelor's degree level, the highest occupational demand is for sales representatives, wholesale and manufacturing, technical and scientific products (538); educational instruction and library workers (232); sales engineers (113); interior designers (77); and religious workers (66).

Cape Girardeau County

From 2015 to 2020, jobs declined by 1 percent in Cape Girardeau County from 44,775 to 44,318. This change fell short of the national growth rate of 1.3 percent by 2.3 percent.

Exhibit 26. Job Growth in Cape Girardeau County, 2015 to 2025.

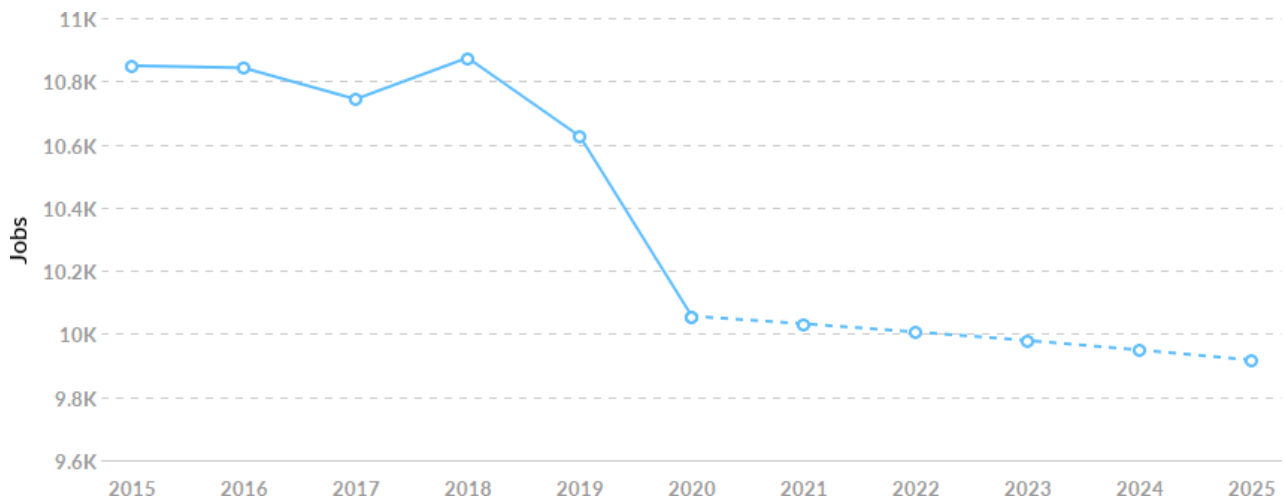


Source: Emsi Data Set Q2.

Perry County

From 2015 to 2020, jobs declined by 7.3 percent in Perry County from 10,849 to 10,056. This change fell short of the national growth rate of 1.3 percent by 8.6 percent.

Exhibit 277. Job Growth in Perry County, 2015 to 2025.

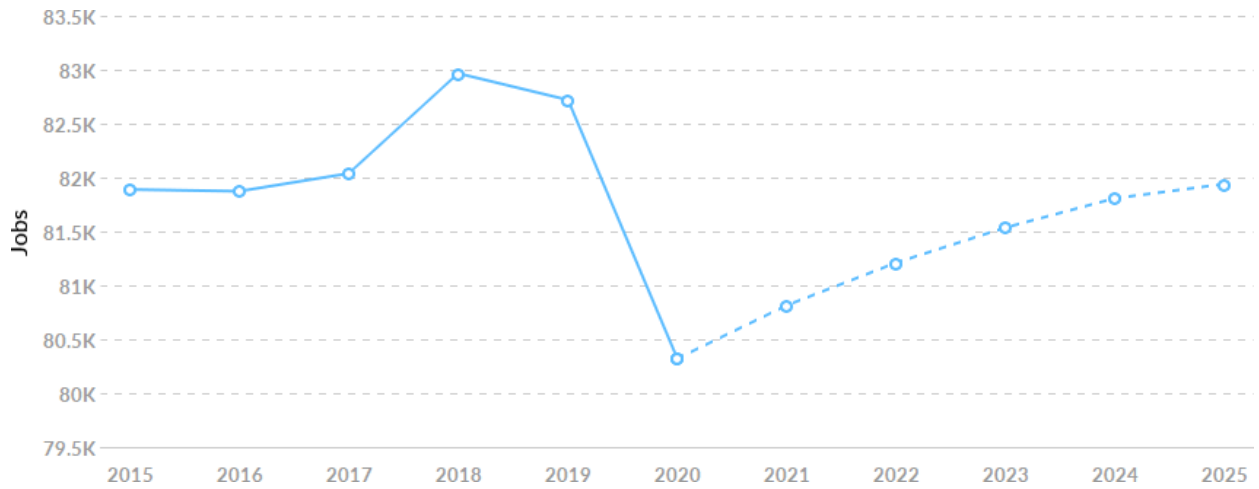


Source: Emsi Data Set Q2.

Great River Area

From 2015 to 2020, jobs declined by 1.9 percent in the Great River Area from 81,889 to 80,319. This change fell short of the national growth rate of 1.3 percent by 3.2 percent. As the number of jobs declined, the labor force participation rate decreased from 62.84 percent to 62.46 percent between 2015 and 2020. **Job growth is expected to increase from 2020 to 2025, although the numbers will not return to pre-pandemic level by 2025.**

Exhibit 288. Job Growth in Great River Area, 2015 to 2025.

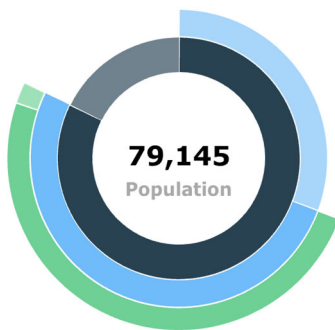


Section 8 Employment

Labor Force Participation

Most notable with labor force participation is the slightly lower rate of 58.2 percent compared to the 61.7 percent rate of the American population participating in the labor force. Labor Force information for the state is also included for comparison.

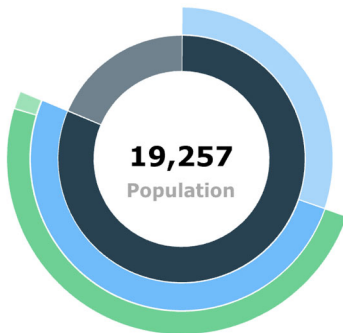
Cape Girardeau County



Population

● Total Working Age Population	65,052
● Not in Labor Force (15+)	24,261
● Labor Force	40,791
● Employed	39,181
● Unemployed	1,610
● Under 15	14,093

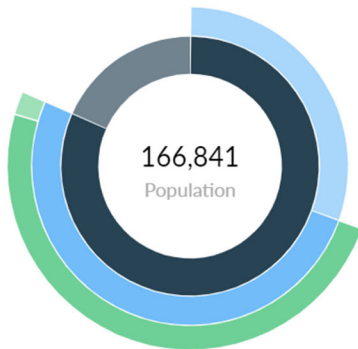
Perry County



Population

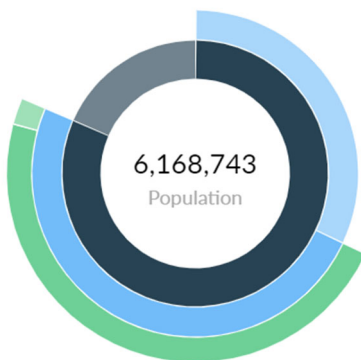
● Total Working Age Population	15,652
● Not in Labor Force (15+)	5,823
● Labor Force	9,829
● Employed	9,498
● Unemployed	331
● Under 15	3,605

Great River Area



	Population
● Total Working Age Population	136,066
● Not in Labor Force (15+)	50,850
● Labor Force	85,216
● Employed	81,760
● Unemployed	3,456
● Under 15	30,775

Missouri



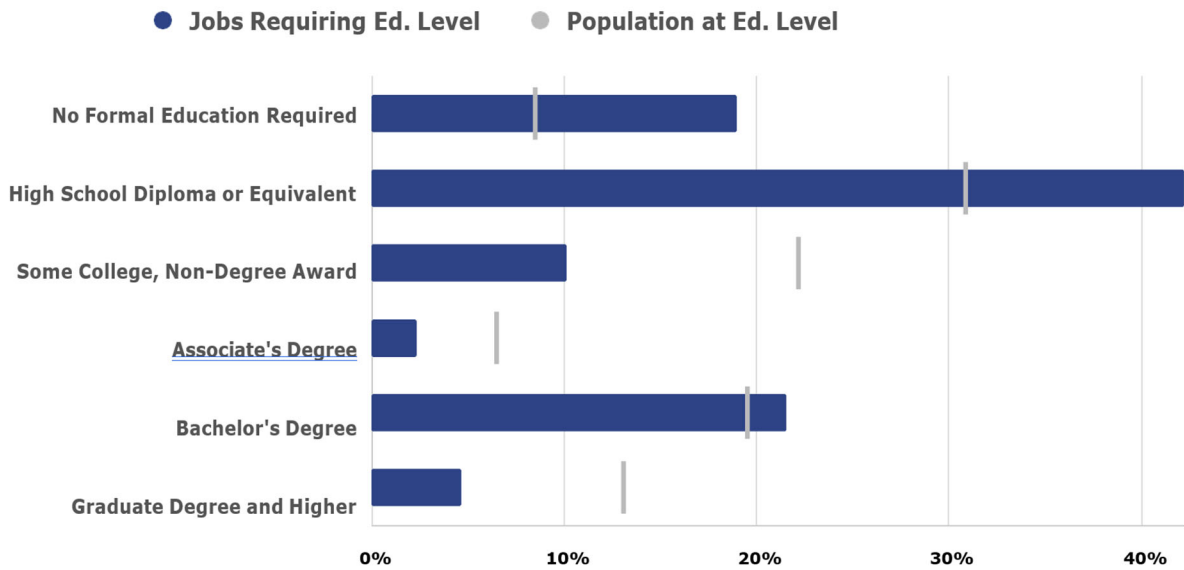
	Population
● Total Working Age Population	5,024,562
● Not in Labor Force (15+)	1,968,770
● Labor Force	3,055,792
● Employed	2,913,854
● Unemployed	141,938
● Under 15	1,144,181

Underemployment

Jobs data on underemployment compares jobs requiring an educational level and the educational level of the population. The population is under employed in positions requiring some college, non-degree awards, associate degrees, and graduate and higher degrees. This data indicates the need to ensure that some college, non-degree awards and associate degrees are designed to be stackable.

Cape Girardeau County

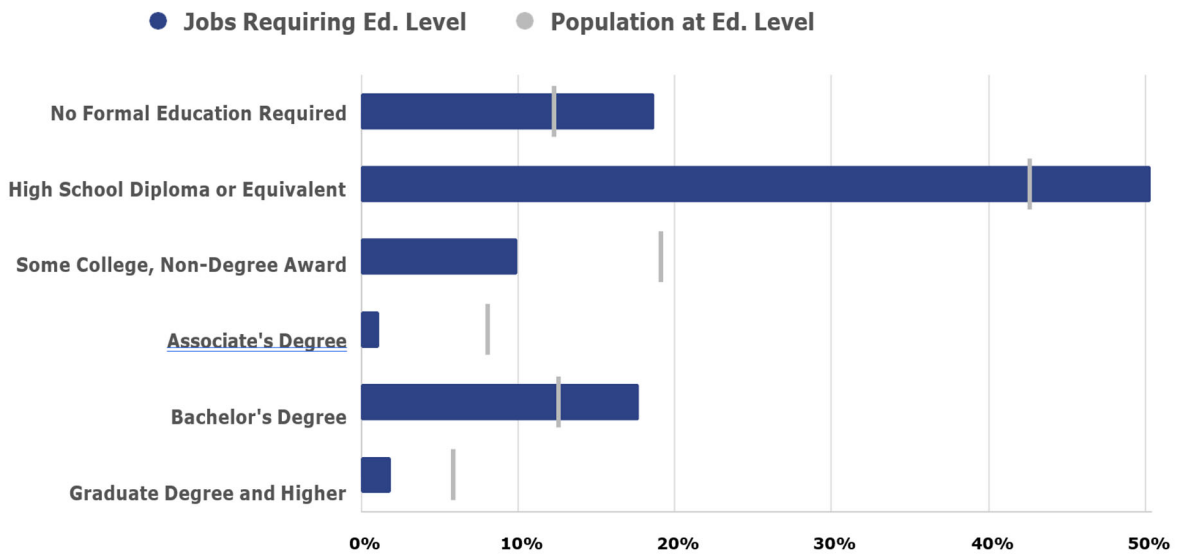
Exhibit 29. Underemployment in Cape Girardeau County.



Source: Emsi Data Set Q2.

Perry County

Exhibit 30. Perry County Underemployment.

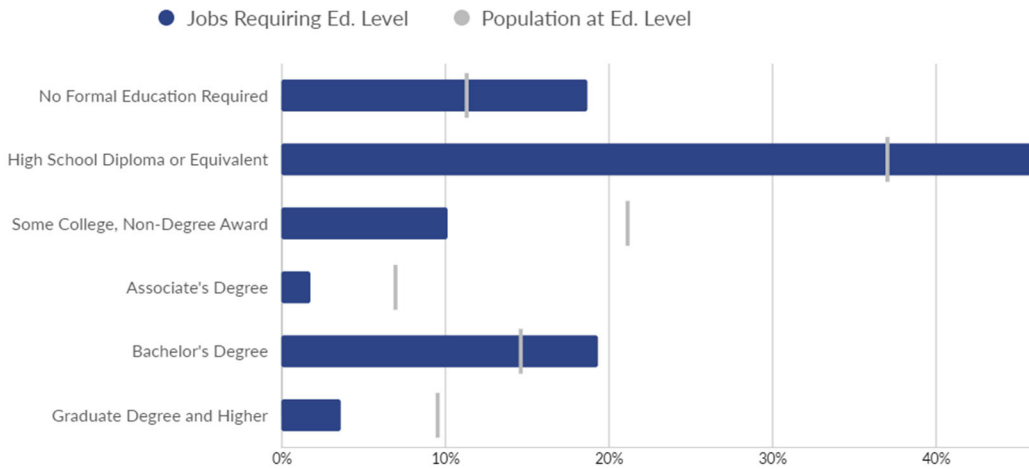


Source: Emsi Data Set Q2.

Great River Area

In the Great River Area, the number of jobs requiring some college, non-degree award and associate degrees are lower than the number of people who have earned these degrees. Jobs requiring bachelor's degrees are greater than the number of people who have earned bachelor's degrees.

Exhibit 31. Underemployment Great River Area.



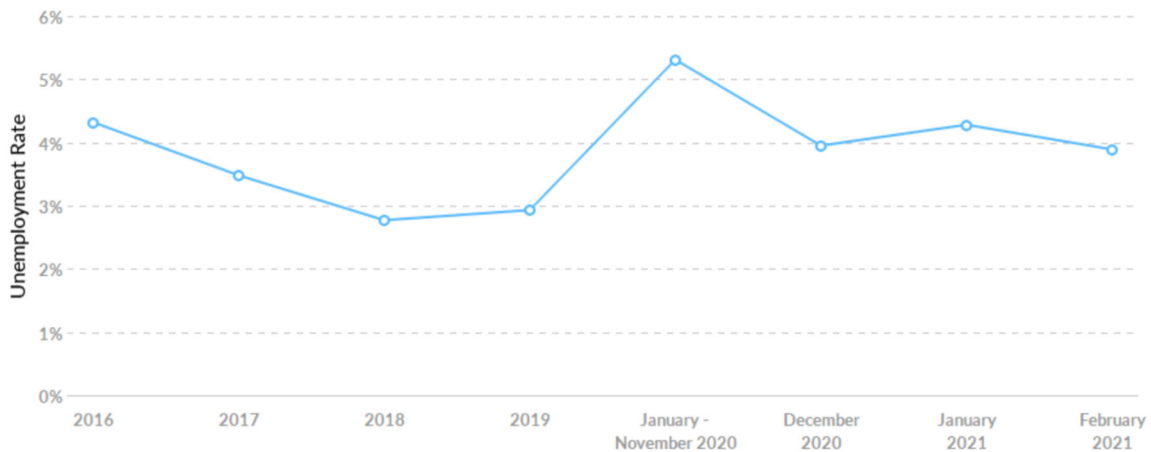
Source: Emsi Data Set Q2.

Unemployment

Cape Girardeau County

Cape Girardeau County had a February 2021 unemployment rate of 3.89 percent, decreasing from 4.32 percent five years before.

Exhibit 32. Cape Girardeau County Unemployment.

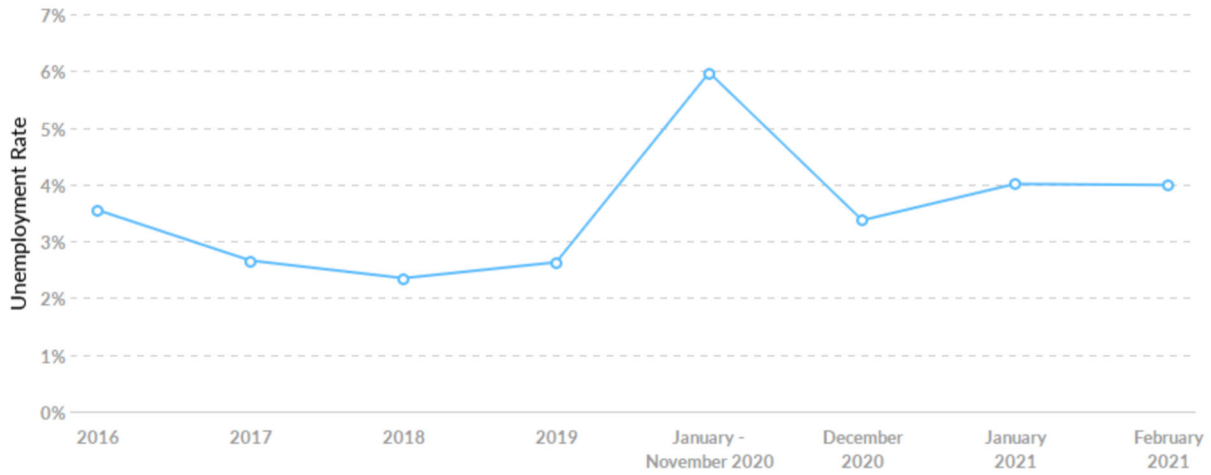


Source: Emsi Q2 Data Set.

Perry County

Perry County had a February 2021 unemployment rate of 3.99 percent, increasing from 3.55 percent five years before.

Exhibit 33. Perry County Unemployment.

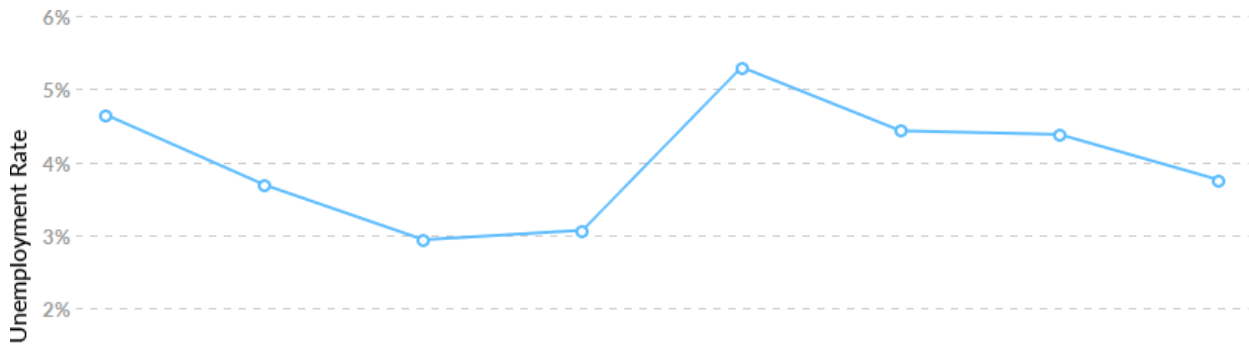


Source: Emsi Q2 Data Set.

Great River Area

As of March 2021, the unemployment rate of 3.76 percent was 4.65 percent five years before.

Exhibit 34. Unemployment in the Great River Area.



Source: Emsi Q2 Data Set.

Job Postings

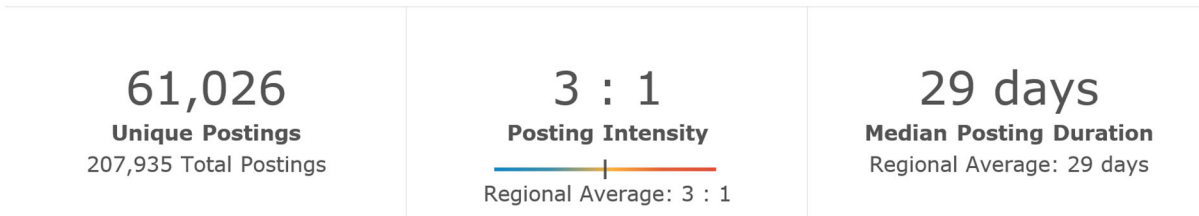
Job growth, projections, underemployment, and unemployment outline part of the employment market and future opportunities. Job postings provide a deeper understanding of current needs for the workforce.

Cape Girardeau

There were 207,935 total job postings from September 2016 to April 2021, of which 61,026 were unique. These numbers indicate a posting intensity of 3-to-1, meaning that for every three job postings, one is unique.

This is close to the posting intensity for all other occupations and companies in the Area (3-to-1), indicating that employers were putting average effort toward hiring for these positions.

Exhibit 35. Job Posting information for Cape Girardeau County, 2016-2021.



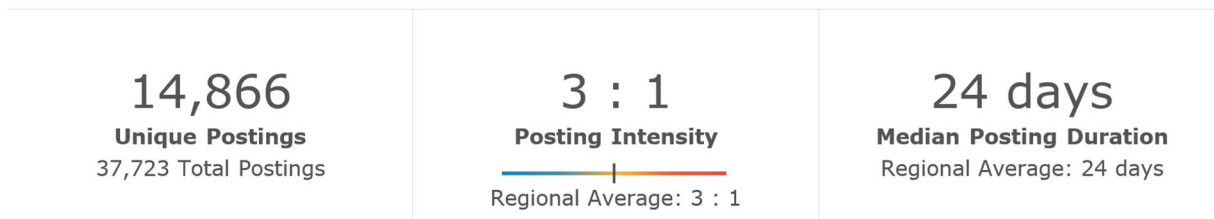
Source: Emsi Q2 Data Set.

Perry County

There were 37,723 total job postings from September 2016 to April 2021, of which 14,866 were unique. These numbers indicate a posting intensity of 3-to-1, meaning that for every three job postings, one is unique.

This is close to the posting intensity for all other occupations and companies in the Area (3-to-1), indicating that they were putting average effort toward hiring for these positions.

Exhibit 36. Job Posting information for Perry County, 2016-2021.

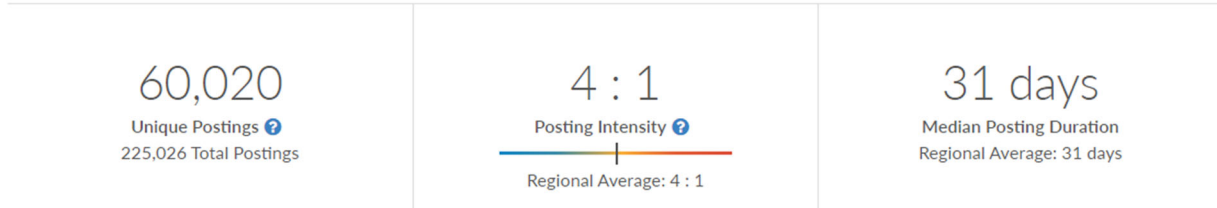


Source: Emsi Q2 Data Set.

Great River Area

Reviewing job postings in Great River over the past two years provided a better understanding of what companies in the Area were seeking. The job postings data in Exhibit 35 indicate companies were posting each job in four different places, which is an average effort toward hiring for these positions.

Exhibit 37. Job Posting information for Great River Area, 2016-2021.



Source: Emsi Q2 Data Set.

Education Requirements in Recent Job Postings

Cape Girardeau County

Most of the job postings in Cape Girardeau County did not list education (62 percent). Of those that did include education requirements, 8 percent were seeking an associate degree and 14 percent were seeking bachelor’s degrees.

Exhibit 38. Education Level by Job Postings.

No Education Listed	37,870	62%
High school or GED	10,108	17%
Associate's degree	4,967	8%
Bachelor's degree	8,758	14%
Master's degree	2,422	4%
Ph.D. or professional degree	1,728	3%

Source: Emsi Q2 Data Set.

Perry County

Most of the job postings in Perry County did not list education (78 percent). Of those that did include education requirements, 6 percent were seeking an associate degree.

Exhibit 39. Educational Level by Job Postings.

No Education Listed	11,656	78%
High school or GED	1,470	10%
Associate's degree	881	6%
Bachelor's degree	965	6%
Master's degree	223	2%
Ph.D. or professional degree	90	1%

Source: Emsi Q2 Data Set.

Great River Area

Most of the job postings in the Area did not list education (70 percent). Of those that did include education requirements, 6 percent were seeking an associate degree and 9 percent were seeking bachelor's degrees.

Exhibit 40. Education Level Job Posting Requirements.

No Education Listed	41,835	70%
High school or GED	8,921	15%
Associate's degree	3,603	6%
Bachelor's degree	5,593	9%
Master's degree	1,571	3%
Ph.D. or professional degree	1,136	2%

Source: Emsi Q2 Data Set.











Companies Seeking Employees

A review of the companies seeking employees provides additional insight into those who are offering opportunities to citizens in the local areas. Companies seeking employees may be headquartered in other locations and recruit from a variety of areas.

Cape Girardeau County

The companies seeking the most employees from September 2016 to April 2021 included Anthem, CRST International, Southeast Health, and Platinum Supplemental Insurance, Inc. Posting intensity ranged from 2:1 to 5:1 and the median posting duration ranged from nine to 51 days.

Exhibit 41. Companies Posting Jobs in Cape Girardeau County.

Company	Total/Unique (Sep 2016 - Apr 2021)	Posting Intensity	Median Posting Duration
Anthem, Inc.	7,777 / 3,521	2 : 1 	18 days
CRST International, Inc.	8,606 / 2,398	4 : 1 	34 days
Southeast Health	5,026 / 1,417	4 : 1 	48 days
Platinum Supplemental Insurance, Inc.	3,572 / 956	4 : 1 	9 days
Saint Francis Health System, Inc.	3,061 / 732	4 : 1 	37 days
Southeast Missouri State University	2,109 / 530	4 : 1 	43 days
USA Truck, Inc.	939 / 509	2 : 1 	37 days
ManpowerGroup Global	2,408 / 504	5 : 1 	27 days
Verity, Inc	876 / 488	2 : 1 	51 days
Hogan Transports Inc	922 / 479	2 : 1 	32 days











Source: Emsi, Inc. Q2 Data Set.

Section 8 Employment

Perry County

The companies seeking the most employees from September 2016 to April 2021 included CRST International, Inc., Platinum Supplemental Insurance, Inc., and Hogan Transports, Inc. Posting intensity ranged from 2:1 to 6:1 and the median posting duration ranged from eight to 49 days.

Exhibit 42. Companies Posting Jobs in Perry Girardeau County.

Company	Total/Unique (Sep 2016 - Apr 2021)	Posting Intensity	Median Posting Duration
CRST International, Inc.	3,985 / 1,103	4 : 1 	34 days
Platinum Supplemental Insurance, Inc.	1,989 / 470	4 : 1 	8 days
Hogan Transports Inc	771 / 350	2 : 1 	39 days
Tg Missouri Corporation	978 / 278	4 : 1 	48 days
USA Truck, Inc.	492 / 277	2 : 1 	37 days
C.R. England, Inc.	617 / 267	2 : 1 	29 days
Perry County Medical Clinic	722 / 209	3 : 1 	45 days
J.B. Hunt Transport Services, Inc.	320 / 192	2 : 1 	14 days
U.S. Xpress, Inc.	480 / 177	3 : 1 	16 days
Taco Bell Corp	887 / 143	6 : 1 	49 days

Source: Emsi Q2 Data Set

Great River Area

The companies seeking the most employees from February 2019 to February 2021 included CRST International, Inc., Platinum Supplemental Insurance, Inc., and Hogan Transports, Inc. Posting intensity ranged from 2:1 to 22:1 indicating that some companies such as C. R. England, Inc. did not have to work very hard to fill positions whereas Bolt Express, LLC, worked extremely hard by posting in an extreme number of locations. The median posting duration ranged from 12 days to 142 days indicating great variability for different companies in filling positions. A posting intensity of 22 and a median posting duration of 142 days are exceptionally high indicating how challenging it may be to fill positions in the Area.

Exhibit 43. Companies Posting Jobs in the Great River Area.

Company	Total/Unique (Feb 2019 - Feb 2021)	Posting Intensity	Median Posting Duration
CRST International, Inc.	25,229 / 4,433	6 : 1 	45 days
Platinum Supplemental Insurance, Inc.	6,960 / 2,413	3 : 1 	12 days
Hogan Transports Inc	5,204 / 2,231	2 : 1 	30 days
U.S. Xpress, Inc.	5,008 / 1,745	3 : 1 	21 days
Southern Company	5,206 / 1,437	4 : 1 	37 days
Dollar General Corporation	3,954 / 1,290	3 : 1 	67 days
Bolt Express, LLC	25,322 / 1,126	22 : 1 	44 days
Southeast Health	4,393 / 1,113	4 : 1 	61 days
C.R. England, Inc.	2,235 / 950	2 : 1 	31 days
HealthCare Employment Network	2,881 / 922	3 : 1 	142 days

Source: Emsi Q2 Data Set.

Top Posted Occupations

Job postings by occupations reflect the unique postings and this information illuminates challenges in filling positions and working to find candidates for specific occupations.

Cape Girardeau County

Job postings in Cape Girardeau County reflect how quickly positions are filled. Typically, a 30-day median posting is expected. Longer posting durations indicate challenges with finding candidates and posting intensity highlights how hard employers are working to identify candidates.

Exhibit 44. Job Posting by Occupations in Cape Girardeau County.

Occupation (SOC)	Total/Unique (Sep 2016 - Apr 2021)	Posting Intensity	Median Posting Duration
 Heavy and Tractor-Trailer Truck Drivers	48,784 / 14,317	3 : 1 	27 days
 Registered Nurses	12,397 / 3,947	3 : 1 	21 days
 Retail Salespersons	8,904 / 2,071	4 : 1 	41 days
 First-Line Supervisors of Retail Sales Workers	5,911 / 1,628	4 : 1 	44 days
 Insurance Sales Agents	5,490 / 1,446	4 : 1 	12 days
 Light Truck Drivers	5,888 / 1,232	5 : 1 	35 days
 Customer Service Representatives	4,362 / 1,088	4 : 1 	29 days
 First-Line Supervisors of Food Preparation and Serving Workers	2,523 / 878	3 : 1 	45 days
 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,827 / 798	4 : 1 	24 days
 Stockers and Order Fillers	2,769 / 752	4 : 1 	34 days










Source: Emsi Q2 Data Set.

Section 8 Employment

Perry County

Job postings for Perry County from September 2016 to April 2021 indicated similar challenges in identifying talent based on posting duration and posting intensity, with some employers posting each position in multiple locations.

Exhibit 45. Job Posting by Occupations in Perry County.

Occupation (SOC)	Total/Unique (Sep 2016 - Apr 2021)	Posting Intensity	Median Posting Duration
 Heavy and Tractor-Trailer Truck Drivers	13,136 / 5,887	2 : 1 	24 days
 Registered Nurses	1,413 / 522	3 : 1 	20 days
 Insurance Sales Agents	2,048 / 482	4 : 1 	8 days
 Light Truck Drivers	1,186 / 367	3 : 1 	34 days
 First-Line Supervisors of Retail Sales Workers	770 / 253	3 : 1 	37 days
 Retail Salespersons	560 / 235	2 : 1 	31 days
 First-Line Supervisors of Food Preparation and Serving Workers	766 / 184	4 : 1 	48 days
 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	697 / 177	4 : 1 	13 days
 Home Health and Personal Care Aides	686 / 166	4 : 1 	29 days
 Industrial Engineers	402 / 140	3 : 1 	37 days


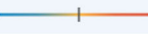


















Source: Emsi Q2 Data Set.

Great River Area

In the Great River Area, job postings indicated great challenges with identifying candidates considering some of the extended posting durations, 56 days, and 48 days for supervisors as well as 44 days for retail salespersons and light truck drivers. The top posted occupations included heavy and tractor-trailer truck drivers; registered nurses; and retail salespersons.

Section 8 Employment

Exhibit 46. Job Posting by Occupations in the Great River Area.

Occupation (SOC)	Total/Unique (Feb 2019 - Feb 2021)	Posting Intensity	Median Posting Duration
 Heavy and Tractor-Trailer Truck Drivers	74,158 / 18,785	4 : 1 	33 days
 Registered Nurses	9,708 / 2,783	3 : 1 	27 days
 Retail Salespersons	7,388 / 1,665	4 : 1 	44 days
 First-Line Supervisors of Retail Sales Workers	6,733 / 1,637	4 : 1 	56 days
 Light Truck Drivers	9,948 / 1,595	6 : 1 	44 days
 Insurance Sales Agents	4,132 / 1,267	3 : 1 	19 days
 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,601 / 969	4 : 1 	16 days
 Customer Service Representatives	4,443 / 949	5 : 1 	35 days
 First-Line Supervisors of Food Preparation and Serving Workers	2,646 / 788	3 : 1 	48 days
 Physicians, All Other; and Ophthalmologists, Except Pediatric	2,165 / 760	3 : 1 	31 days

Source: Emsi Q2 Data Set.

Seeking Candidates Who Hold Certifications

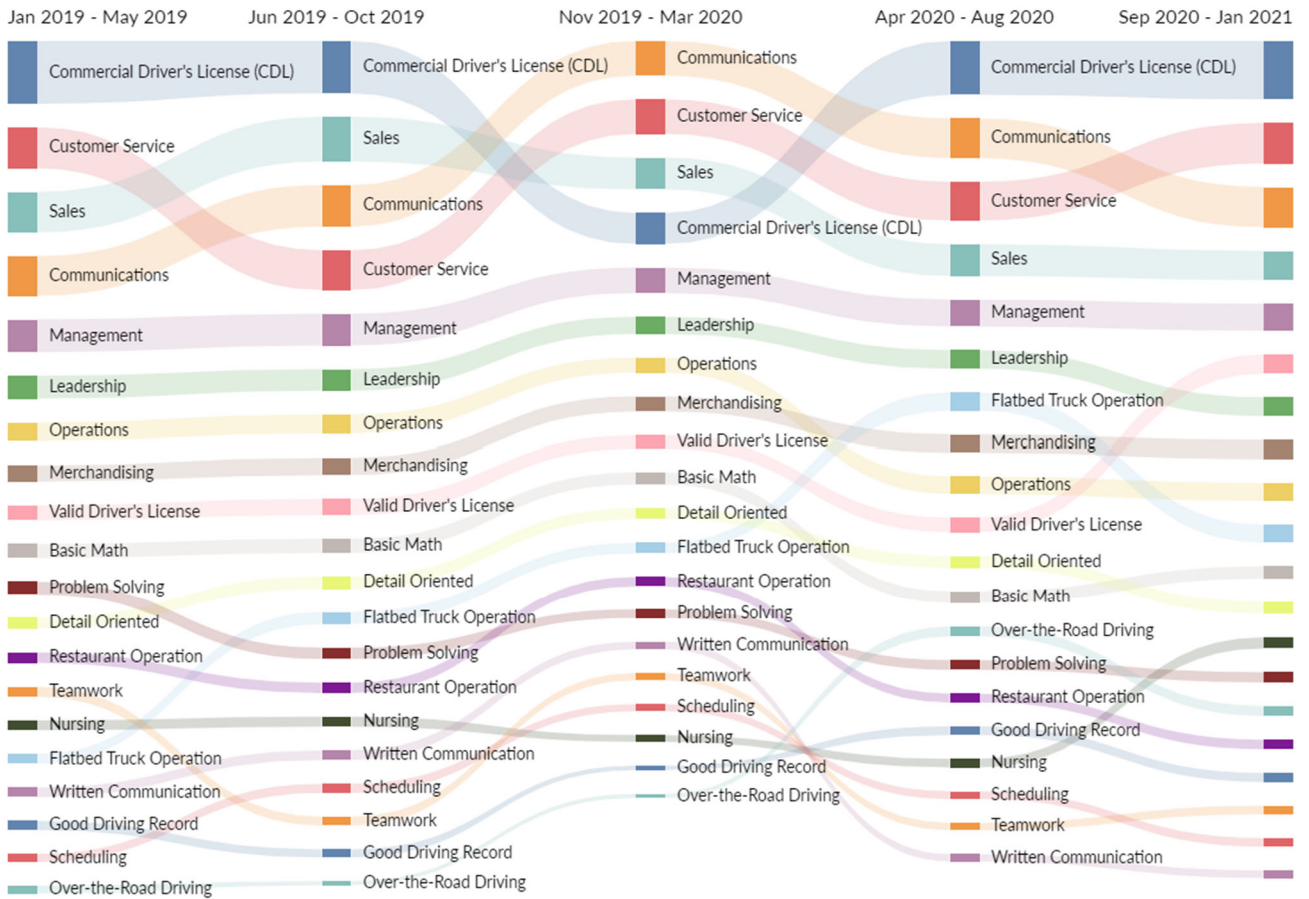
The occupations where certificates are required or preferred to tend to fall with truck driving and healthcare. For this review, only the Great River Area data is needed to highlight the overall picture of requirements and needs for certification.

Great River Area

The certificates companies are pursuing have changed over the two-year period, January 2019 to January 2021. The top in demand certification, a commercial Driver's License (CDL), dipped between October 2019 and April 2020 but returned to the top of the list by January 2021. Most of the desired certificates in the Area are related to truck driving and retail.

Section 8 Employment

Exhibit 47. Certification Volatility January 2019 to January 2021.



Source: Emsi Q2 Data Set.

Section 9 Stakeholder Insight and Analysis

Surveys were conducted with local high school students, employers, and community members to gather perceptions of the need for workforce and technical higher education in the Great River Area. The process for conducting the surveys is included in Section 2 Methodology.

High School Survey

More than half of high school survey respondents (52%) reside in Cape Girardeau County in ZIP Code 63701. Another 24 percent live in 63755, northeast of Cape Girardeau. Nearly 9 percent live in 63703, while 6 percent live in 63775 near Perryville.

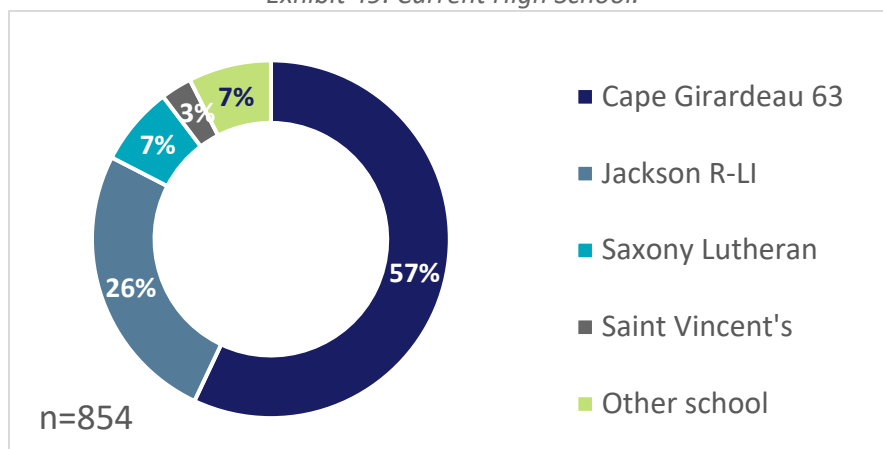
Exhibit 48. High School Participants' ZIP Codes.

ZIP Code	Share of Respondents
63701	52%
63755	24%
63703	9%
63775	6%
Some other ZIP Code	9%
Total Responses	700

Source: MGT Consulting Group survey.

The largest share of respondents attends Cape Girardeau High School (57%), followed by Jackson High School (26%), Saxony Lutheran (7%), and Saint Vincent (3%). All other schools combined constituted an additional 7 percent of respondents.

Exhibit 49. Current High School.

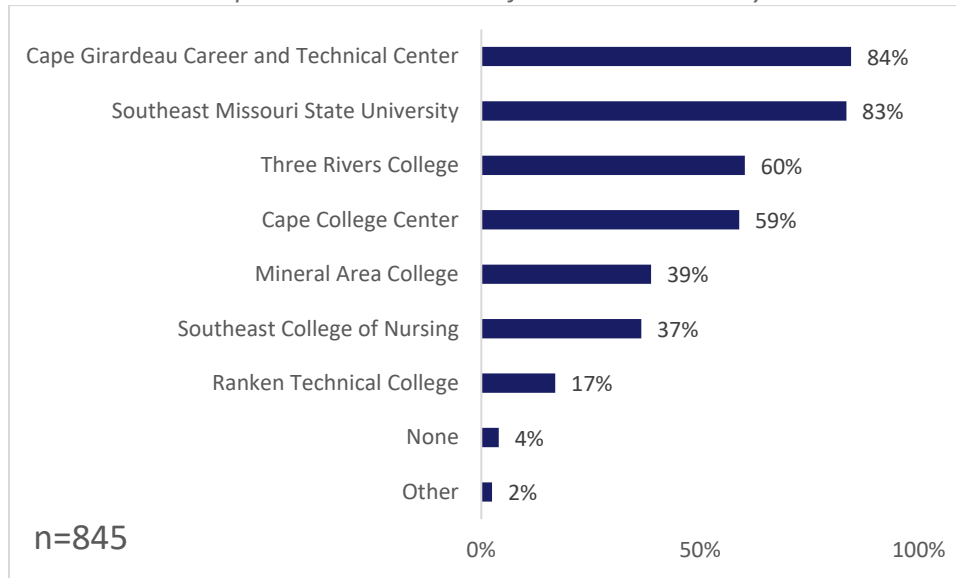


Source: MGT Consulting Group survey.

Students were asked if they were aware of the education institutions that are available in the area after high school, and 845 students responded, as shown in Exhibit 44. Note that respondents could select more than one answer, so totals do not equal 100 percent. Cape Girardeau Career and Technical Center

was most familiar to respondents (84%) followed by Southeast Missouri State University (83%). Approximately 60 percent of high school respondents indicated familiarity with Three Rivers College and Cape College Center and/or Cape College Center. Mineral Area College and Southeast College of Nursing are familiar to 39 percent and 37 percent of respondents, respectively, while 17 percent were familiar with Ranken Technical College. Just 4 percent of high school respondents indicated they were not familiar with any of the listed institutions.

Exhibit 50. Respondents' Awareness of Local Postsecondary Institutions.



Source: MGT Consulting Group survey.

High School Graduate Postsecondary Enrollment

Nationally, 62.7 percent of high school students who graduated between January and October 2020 enrolled in postsecondary education by October 2020. The labor force participation rate for those high school graduates enrolled in college in October 2020 was 33 percent. Those not enrolled in college participated in the labor force at 67.2 percent.¹¹

In Missouri, the number of public high school students is declining and COVID impacted recent postsecondary enrollments. Enrollment for first-time full-time degree seeking undergraduates decreased overall in the postsecondary sector by 6.3 percent. Considering by institution type, enrollment declined by 4.8 percent at public two-year institutions and 7.3 percent at public four-year institutions.¹² Nationally, enrollments for high school graduates aged 16 to 24 also declined during the same time frame by 3.5 percent.

Students were asked about their plans following high school, and the responses of 853 students are shown in Exhibit 45. Note that respondents could select more than one answer, so totals do not equal 100 percent. More than 60 percent plan to attend a four-year college or university, 17 percent are

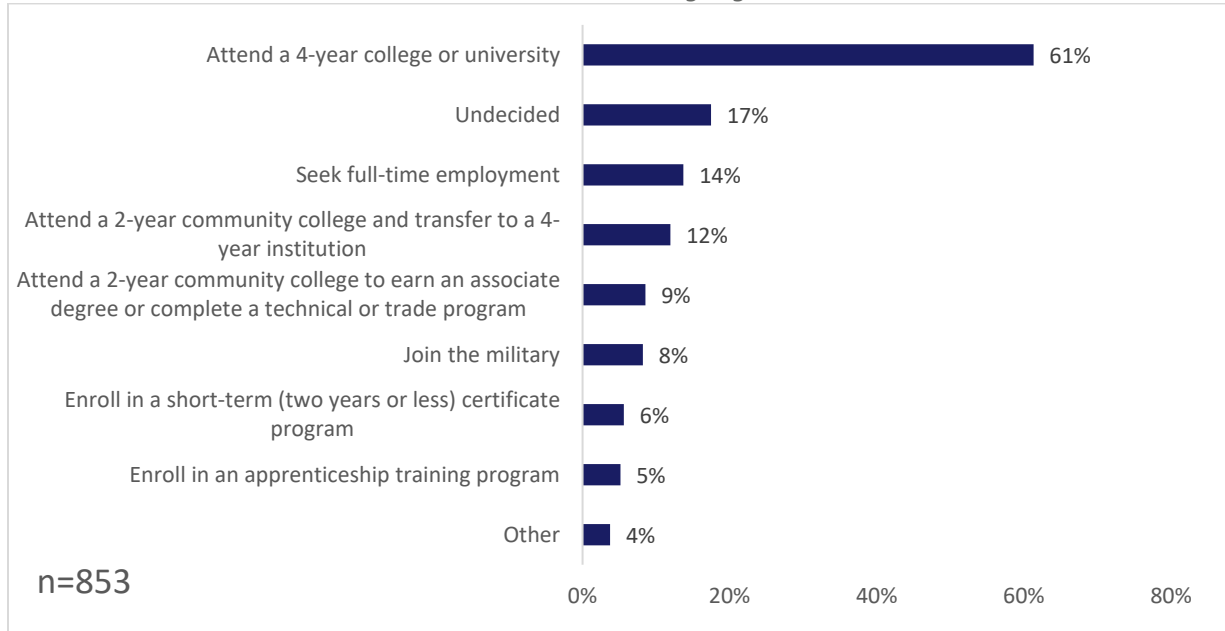
¹¹ U.S. Bureau of Labor Statistics. (2021, April 27). College Enrollment and Work Activity of Recent High School and College Graduates Summary.

¹² Coordinating Board for Higher Education (2021, March 3). Report on High School Graduates Performance.

Section 9 Stakeholder Insight and Analysis

undecided about their future plans, and 14 percent plan to work full-time following high school. Twelve percent plan to attend a two-year community college and then transfer to a four-year institution, while 9 percent plan to earn an associate degree. Smaller shares plan to join the military (8%) or enroll in a certificate (6%) or apprenticeship program (5%).

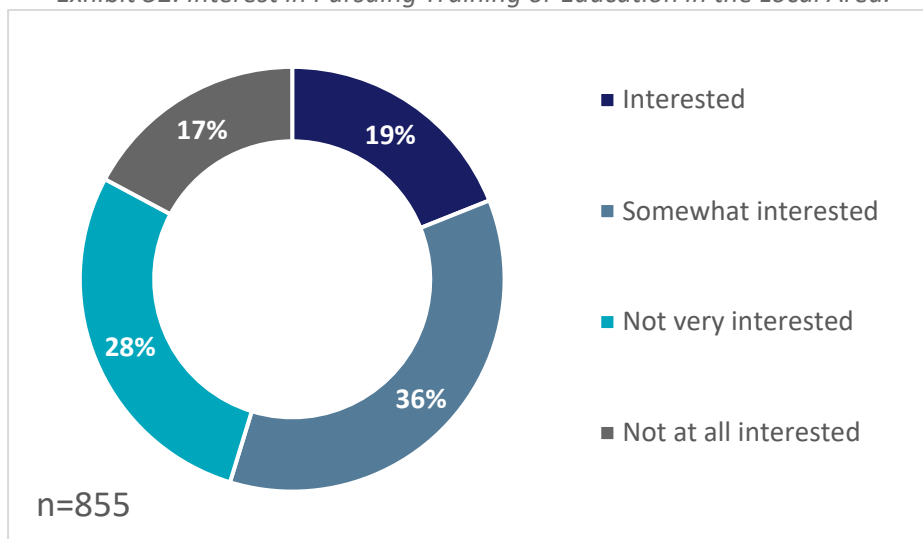
Exhibit 51. Plans Following High School.



Source: MGT Consulting Group survey.

More than half (55%) are at least somewhat interested in pursuing training or education in the local area (n=855).

Exhibit 52. Interest in Pursuing Training or Education in the Local Area.



Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

Students were asked to indicate their intended field of work or study, and the most popular defined response was nursing (9%, or 67 responses), followed by business and management (7%). “Other” responses were coded and categorized, resulting in several other categories other than those offered on the initial survey. Fields with at least 10 responses are offered below. Nearly 20 percent answered “other” and offered uncategorized responses which ranged from athlete to photography. The intended fields of work or study are included in Exhibit 53 and those in bold align with occupational gaps in the Great River Area.

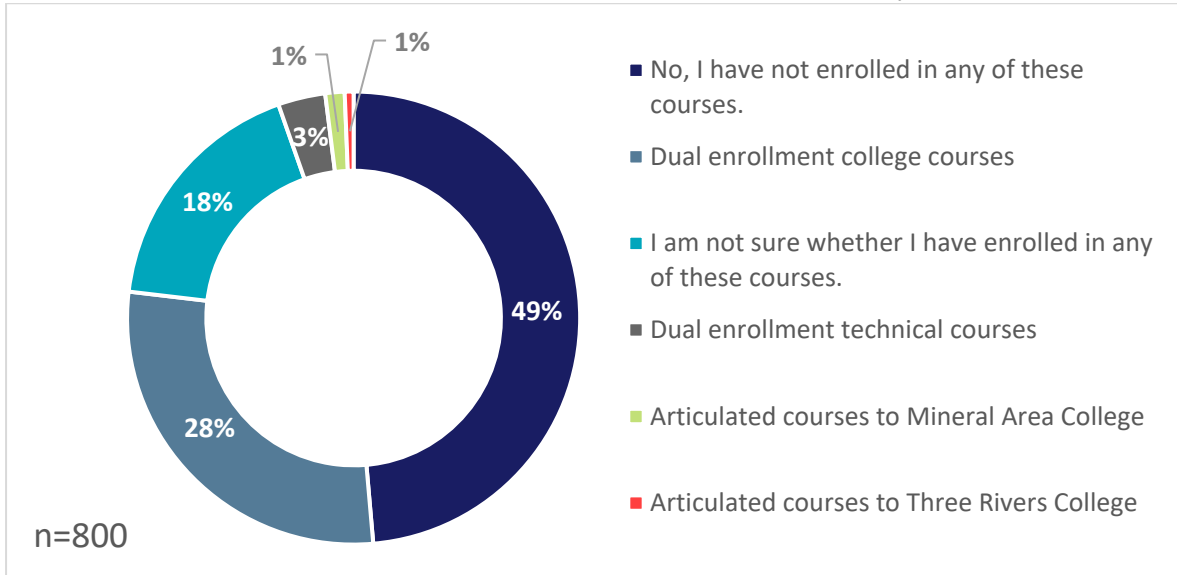
Exhibit 53. Intended Field of Work or Study.

Field	Response Count	Percentage of Responses
Nursing practical	67	9%
Business and management	56	7%
Healthcare (including doctor, nurse, physical therapist, pharmacy)	36	5%
Early childhood development	36	5%
Welding technology	33	4%
Criminal justice/law enforcement	23	3%
Animal Science (including veterinary)	20	3%
Physical therapist assistant	18	2%
Surgical technology	18	2%
Engineering	18	2%
Accounting	17	2%
Industrial engineering	17	2%
Undecided	17	2%
Electronics technology	16	2%
Music	15	2%
Education	15	2%
Computers and networks	15	2%
Computer information technology	11	1%
Emergency medical technician	11	1%
Visual or Performing Arts	11	1%
Law	10	1%
Construction technology	10	1%
Culinary arts - chef apprenticeship	10	1%
Occupational therapy assistant	10	1%

Source: MGT Consulting Group survey.

Students were asked to indicate any dual enrollment or other college level courses. Of the 800 respondents, nearly half had not enrolled in any of these courses, and 18 percent are unsure. More than one-quarter (28%) have taken dual enrollment college courses, and another 3 percent have taken dual enrollment technical courses.

Exhibit 54. Dual Enrollment and Articulation Course Participation.



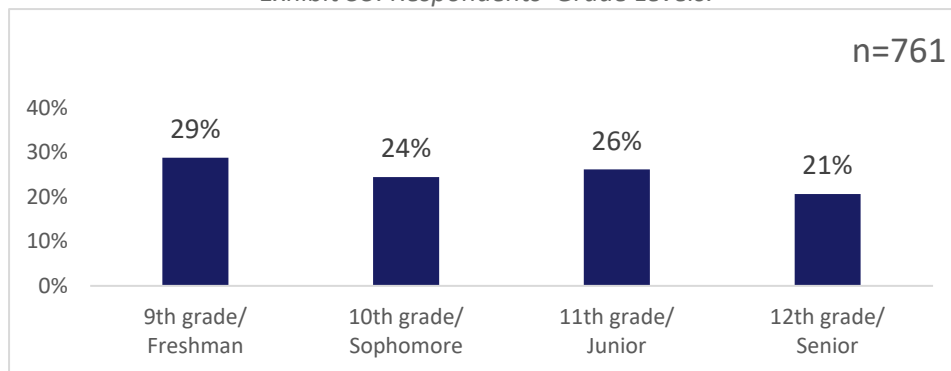
Source: MGT Consulting Group survey.

Dual Enrollment Participation

A 2019 U.S. Department of Education longitudinal study determined that approximately 34 percent of high school students enroll in dual enrollment for postsecondary credit during high school. Students whose parent or guardian had higher levels of education were more likely to take postsecondary courses for credit in high school. For students with parents who earned a bachelor’s degree or higher, 42 percent participated and 26 percent of students whose parents earned lower than a high school diploma participated.¹³

Respondents were evenly distributed between grade levels with 21-29 percent at each class level.

Exhibit 55. Respondents' Grade Levels.



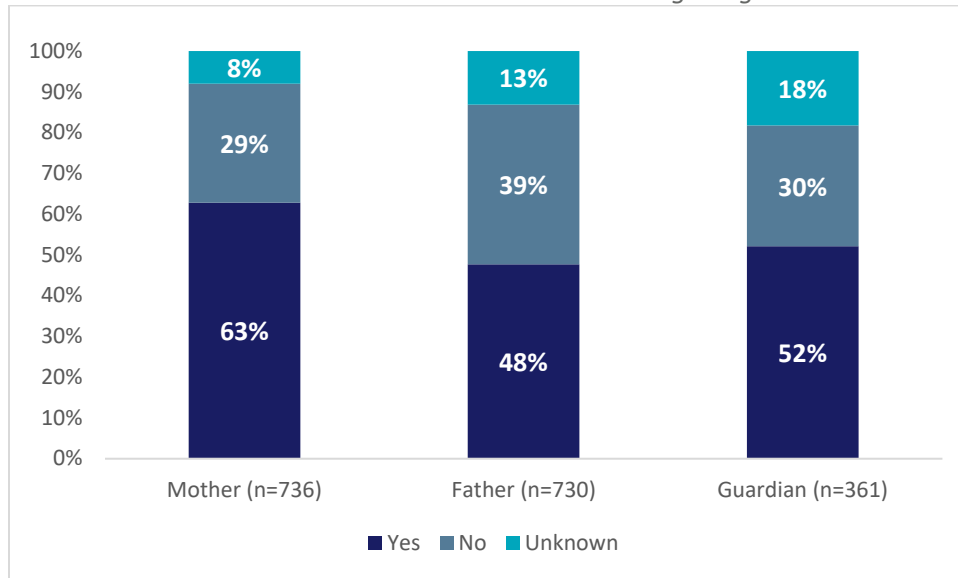
Source: MGT Consulting Group survey.

¹³ U.S. Department of Education (2019, February). Dual Enrollment: Participation and Characteristics.

Section 9 Stakeholder Insight and Analysis

When asked about whether their parents or guardian had a college education, more high school students indicated their mother was a college graduate (63%) than their father (48%). More than half indicated a guardian had a college degree (52%). When asked to indicate if a guardian or a parent without a college education was currently enrolled in college classes, more than 92 percent said No.

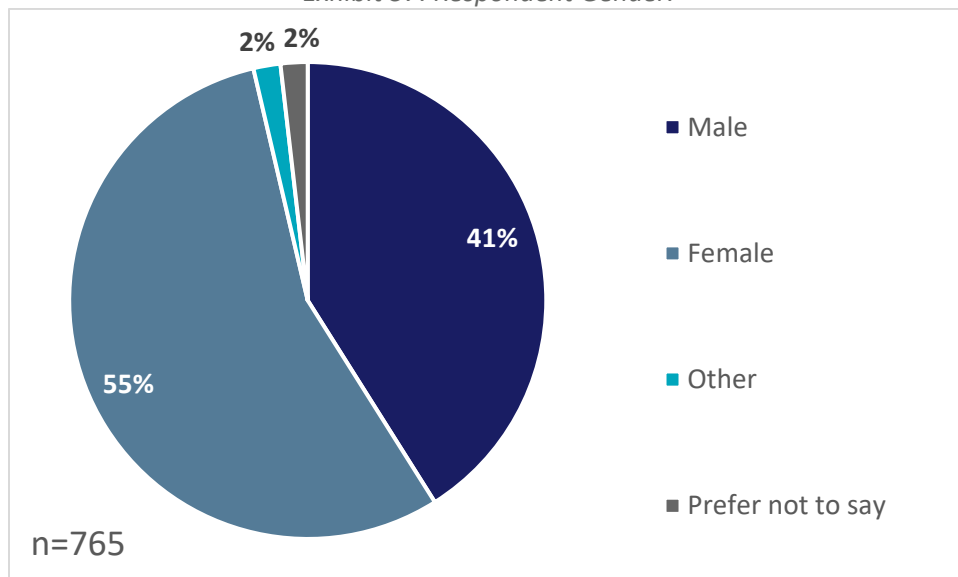
Exhibit 56. Parents or Guardian with College Degree.



Source: MGT Consulting Group survey.

More than half of high school respondents identified as female (55%), while 41 percent identified as male. Small shares of respondents indicated Other or preferred not to answer.

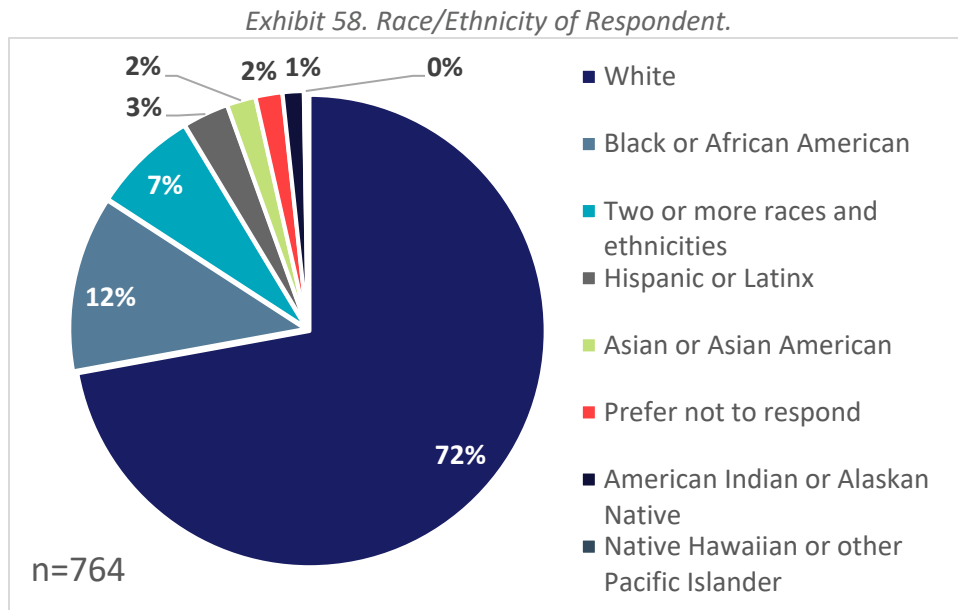
Exhibit 57. Respondent Gender.



Source: MGT Consulting Group survey.

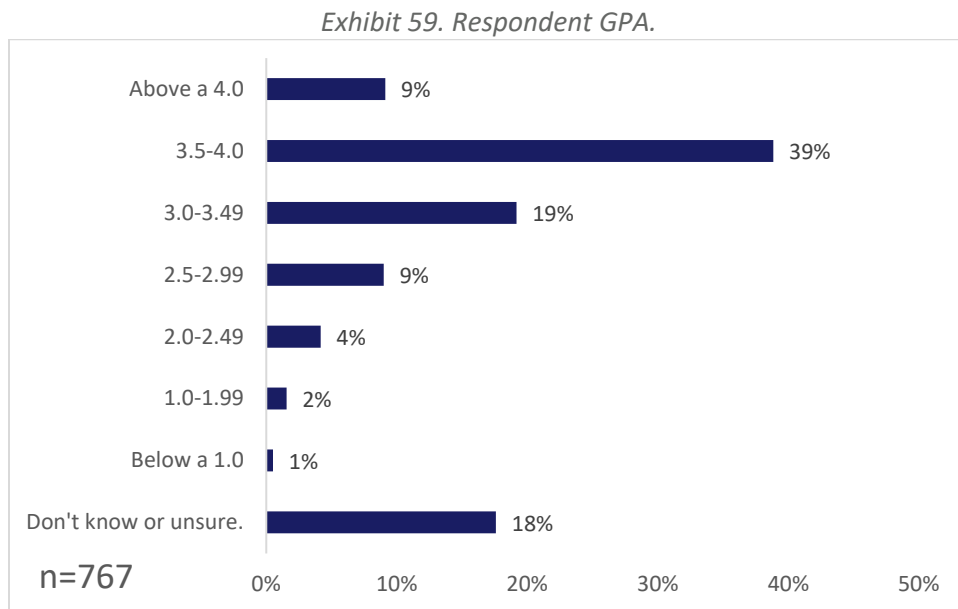
Section 9 Stakeholder Insight and Analysis

Nearly three-quarters of respondents were white (72%), while 13 percent were African American, and 7 percent identified with more than one race.



Source: MGT Consulting Group survey.

The largest share of respondents (39%) had a GPA of 3.5 to 4.0. Nearly 20 percent had a GPA between 3.0 and 3.49, while 18 percent did not know or were unsure of their GPA.



Source: MGT Consulting Group survey.

Employer Survey

The largest share of employer survey respondents (41%) had locations in Cape Girardeau County in ZIP Code 63701. Another 19 percent operated in 63755, northeast of Cape Girardeau. Fifteen percent had a location in 63703, while 11 percent were located in 63775 near Perryville.

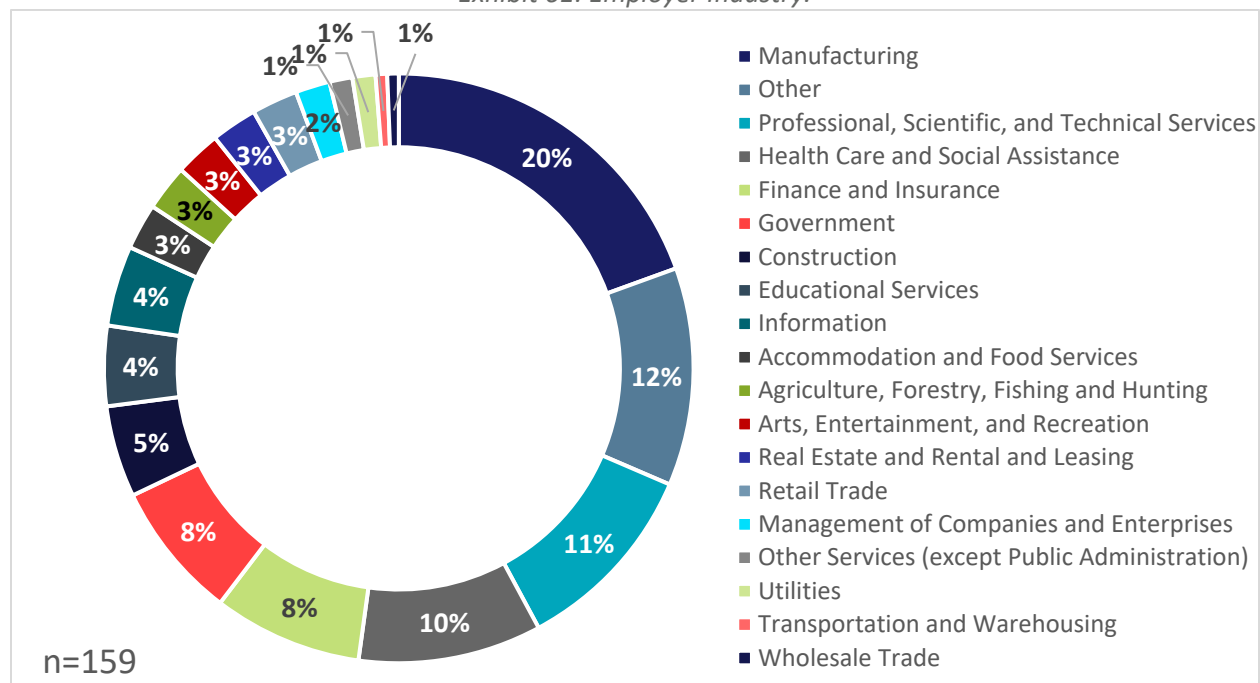
Exhibit 60. Employer Participants' ZIP Codes.

ZIP Code	Share of Respondents
63701	41%
63755	19%
63703	15%
63775	11%
Some other ZIP Code	14%
Total Responses	130

Source: MGT Consulting Group survey.

Employer respondents represented a wide range of local industries, with the largest share being manufacturers (20%), followed by Professional, Scientific, and Technical Services (11%), Health Care and Social Assistance (10%), Finance and Insurance and Government (8%, each). Twelve percent of employers listed their industry as Other, with responses ranging from auto repair to winery and vineyard.

Exhibit 61. Employer Industry.

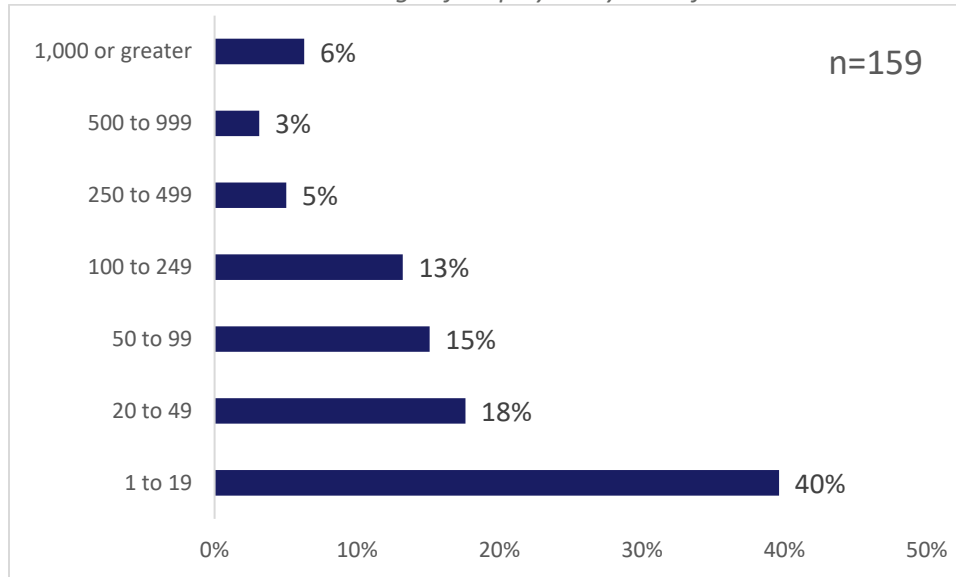


Source: MGT Consulting Group survey.

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Forty percent of employer respondents employed fewer than 20 people. While 18 percent employed between 20 and 49. Ninety-one percent of employer respondents employed less than 500 people, which categorized these employers as small businesses in Missouri.

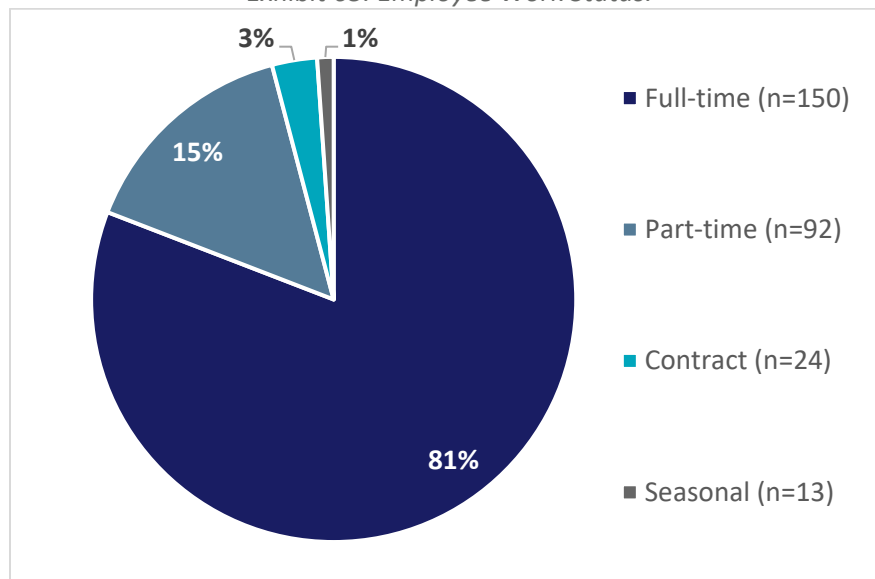
Exhibit 62. Percentage of Employers by Size of Business.



Source: MGT Consulting Group survey.

Employer respondents reported that their staff consisted primarily of full-time employees (81%, on average). Part-time employees constituted 15 percent of the staff on average, while seasonal and contract workers were used less frequently. The number of employers who reported employees in each category are shown in Exhibit 56.

Exhibit 63. Employee Work Status.

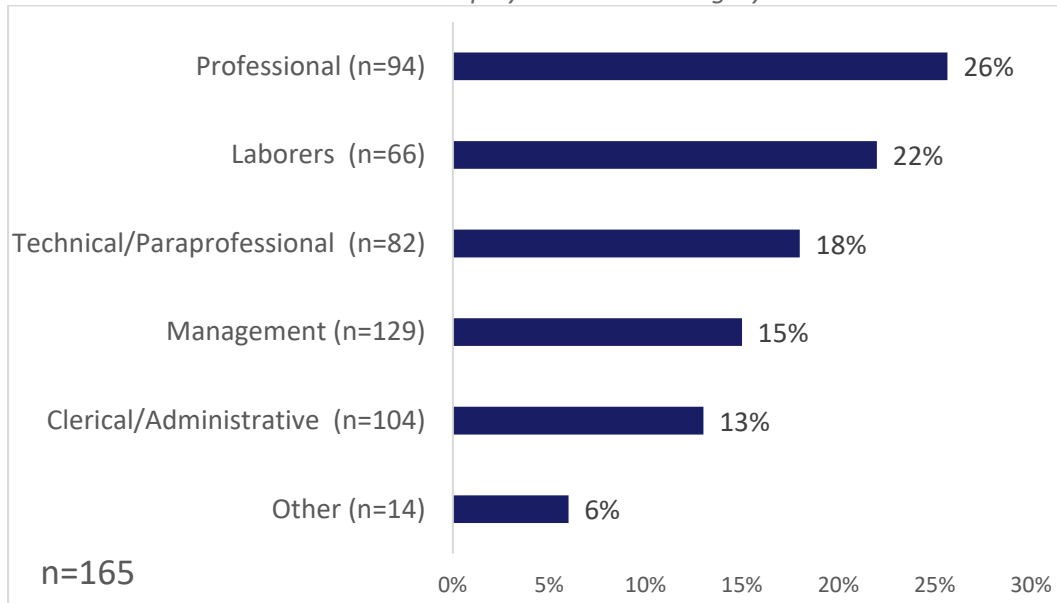


Source: MGT Consulting Group survey.

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When asked to categorize their staff by type of position, among employers who reported staff in each category the largest of employees were considered Professional (26%), followed by Laborers (22%) and Technical/paraprofessional (18%). The number of employers who reported employees in each position type are shown in the exhibit below.

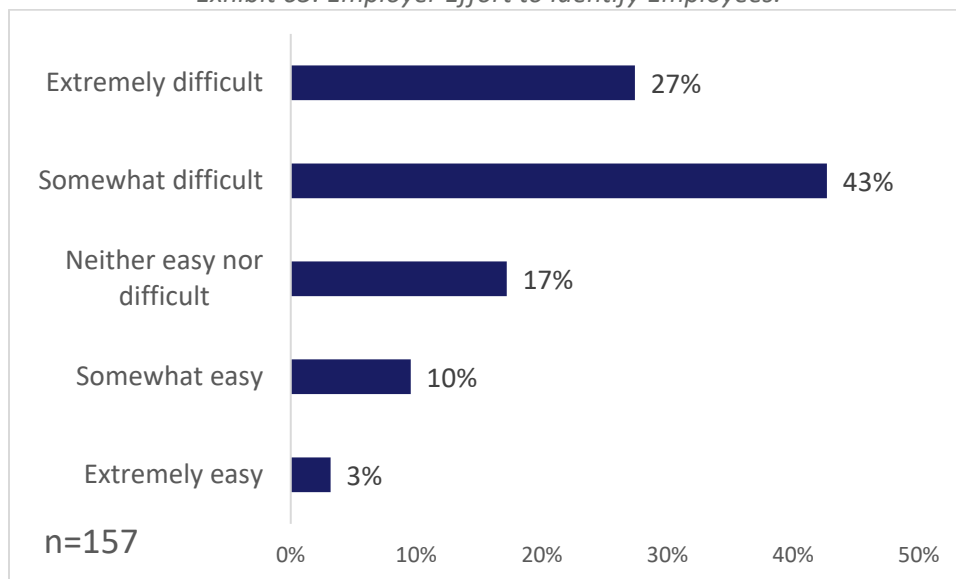
Exhibit 64. Employee Position Category.



Source: MGT Consulting Group survey.

Many employers indicated that hiring an adequate number of employees from the local workforce was either extremely (27%) or somewhat difficult (43%). Few described the hiring environment as somewhat or extremely easy (13% total).

Exhibit 65. Employer Effort to Identify Employees.

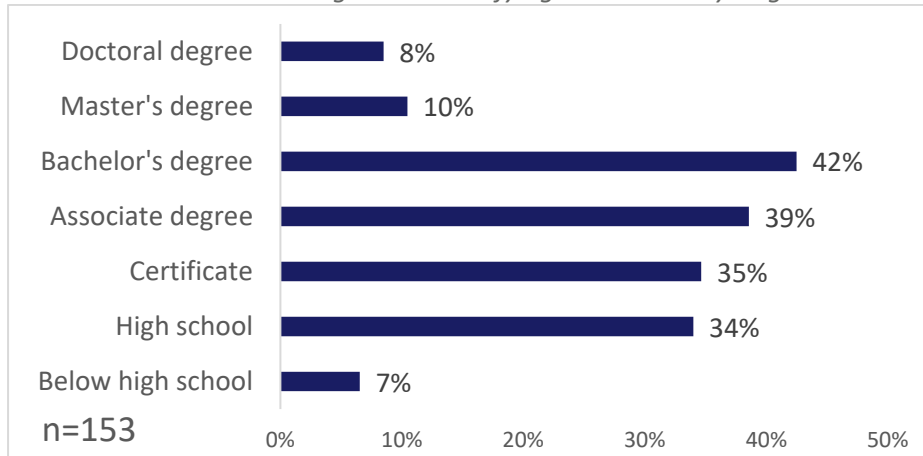


Source: MGT Consulting Group survey.

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Qualified candidates with a bachelor's degree were difficult to find, according to 42 percent of employer respondents, followed by associate degrees (39%), certificates (35%), and high school diplomas (34%).

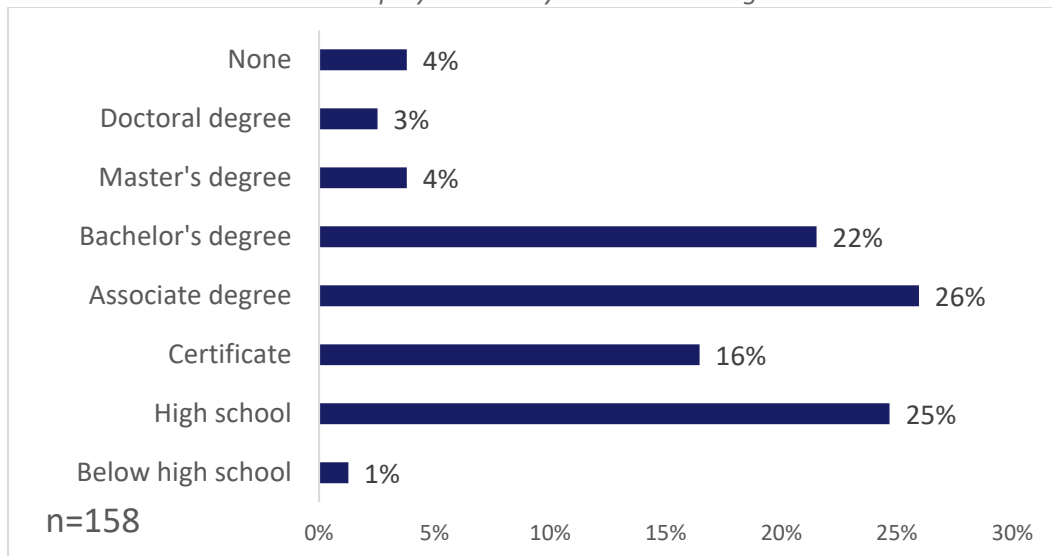
Exhibit 66. Challenge with Identifying Candidates by Degrees.



Source: MGT Consulting Group survey.

In the next five years, employers reported that they will need to hire primarily candidates with associate degrees (26%), high school diplomas (25%), and bachelor's degrees (22%). Few will be hiring at the master's or doctoral levels (4% and 3%, respectively).

Exhibit 67. Employer Need by Educational Degree Level.

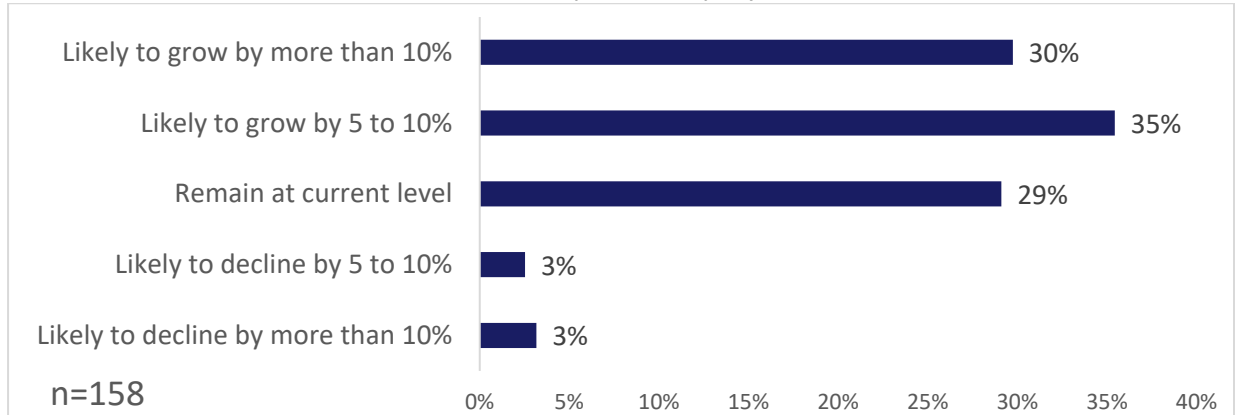


Source: MGT Consulting Group survey.

Nearly two-thirds of employers anticipate growth in the next five years, with 35 percent expecting to grow by 5-10 percent and 30 percent planning to grow more than 10 percent. Twenty-nine percent expect their business to remain at the current level.

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Exhibit 68. Anticipated Company Growth.



Source: MGT Consulting Group survey.

Employers were asked to indicate what types of technical skills they are currently looking to hire (seeking), which are challenging to find in current candidates (not available), and which they will likely need in the future, and the results are shown below. Skill sets indicated by more than 20 employer respondents are highlighted in green. As shown, employers are seeking candidates in Manufacturing, finding that they are not available and needed for the future. Accounting, Customer Experience, Selling Techniques, and other skills meet thresholds in two categories. “Other” commonly noted skills include mechanical/maintenance, computer programming/IT, electrical, and welding.

Exhibit 69. Technical Skills Employers are Seeking, Not Finding, and Need for the Future.

	Seeking	Not available	Needed for the Future
Accounting	22	17	46
Auditing	8	16	17
Basic Life Support	5	20	3
Billing	10	17	21
Budgeting	9	16	14
Cardiopulmonary Resuscitation (CPR)	6	20	3
Case Management	10	20	9
Customer Experience	37	9	32
Data Analysis	19	16	27
Human Services	11	15	16
Loans	4	19	5
Manufacturing	34	26	21
Mental Health	6	20	3
Nursing	9	20	6
Nursing Care	8	20	5
Patient Safety	6	19	4
Psychology	0	20	3
Rehabilitation	1	21	4
Selling Techniques	24	19	20
Social Work	8	18	8
Treatment Planning	3	19	4
Other	44	17	31
Not applicable	6	10	5

Source: MGT Consulting Group survey.

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Additionally, employers were asked to indicate what types of employability skills they are currently looking to hire (seeking), which are challenging to find in current candidates (not available), and which they will likely need in the future, and the results are shown below. Skills indicated by 50 or more employers are highlighted in green.

The following skills are currently sought by 75 or more employer respondents.

- Attendance
- Communications
- Detail Oriented
- Leadership
- Problem Solving
- Professional Behavior
- Verbal Communication Skills
- Work ethic

Attendance, detail oriented, problem solving, and work ethic are the employability skills that employers are seeking and believe are needed for the future.

Exhibit 70. Employability Skills Employers are Seeking, Not Finding, and Need for the Future.

	Seeking	Not available	Needed for the Future
Attendance	107	13	52
Communications	89	9	49
Coordinating	36	6	20
Customer Service	71	9	39
Detail Oriented	89	18	50
Interpersonal Communications	69	11	40
Leadership	78	14	49
Management	51	10	40
Microsoft Excel	41	6	30
Microsoft Office	46	6	30
Operations	54	10	29
Planning	39	8	25
Presentations	24	8	17
Problem Solving	88	12	50
Professional Appearance	64	8	34
Professional Behavior	76	13	45
Research	18	15	10
Sales	37	12	18
Scheduling	25	7	18
Teaching	19	11	8
Valid Driver's License	54	5	27
Verbal Communication Skills	76	9	39
Work ethic	102	20	55
Written Communication	67	13	41
Other	11	6	8
Not applicable	3	3	2

Source: MGT Consulting Group survey.

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When asked to indicate which for positions they face a shortage of applicants, employers most frequently cited the following as their highest ranked needs:

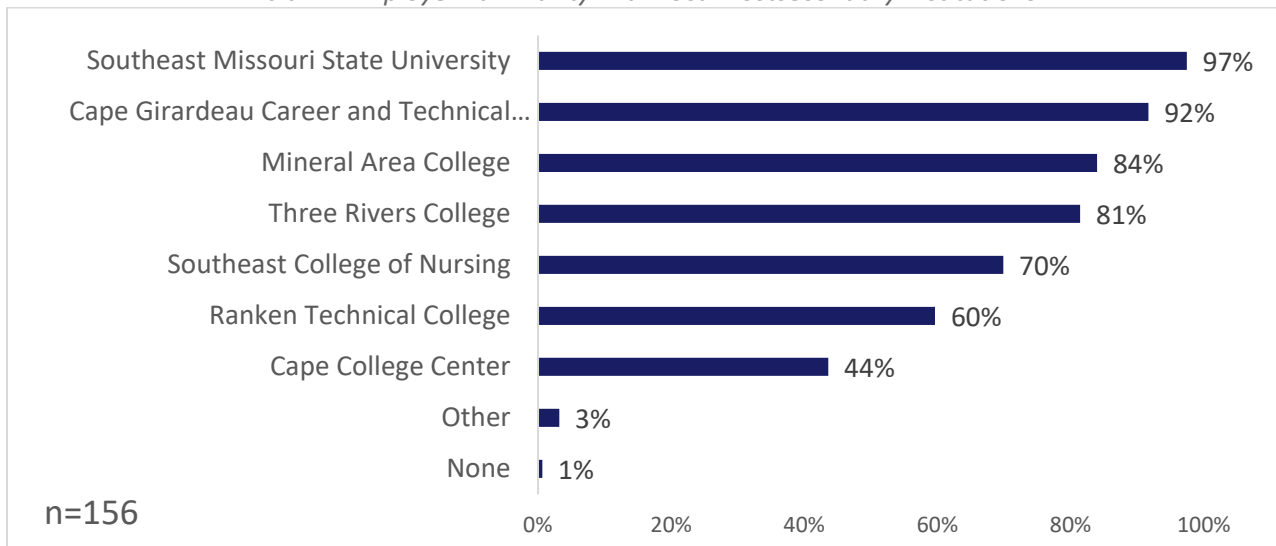
- Maintenance/Mechanic – 14 responses
- Computer/IT – 9 responses
- Nursing – 6 responses
- Electrician – 6 responses
- Truck Driver/CDL – 6 responses

Employers indicate familiarity with the local higher education institutions, with 70 percent or more indicating they are aware of the following institutions:

- Southeast Missouri State University
- Cape Girardeau Career and Technical Center
- Mineral Area College
- Three Rivers College
- Southeast College of Nursing

Ranken Technical and Cape College Center are less familiar to local employers, 60 percent, and 44 percent, respectively.

Exhibit 71. Employer Familiarity with Local Postsecondary Institutions.

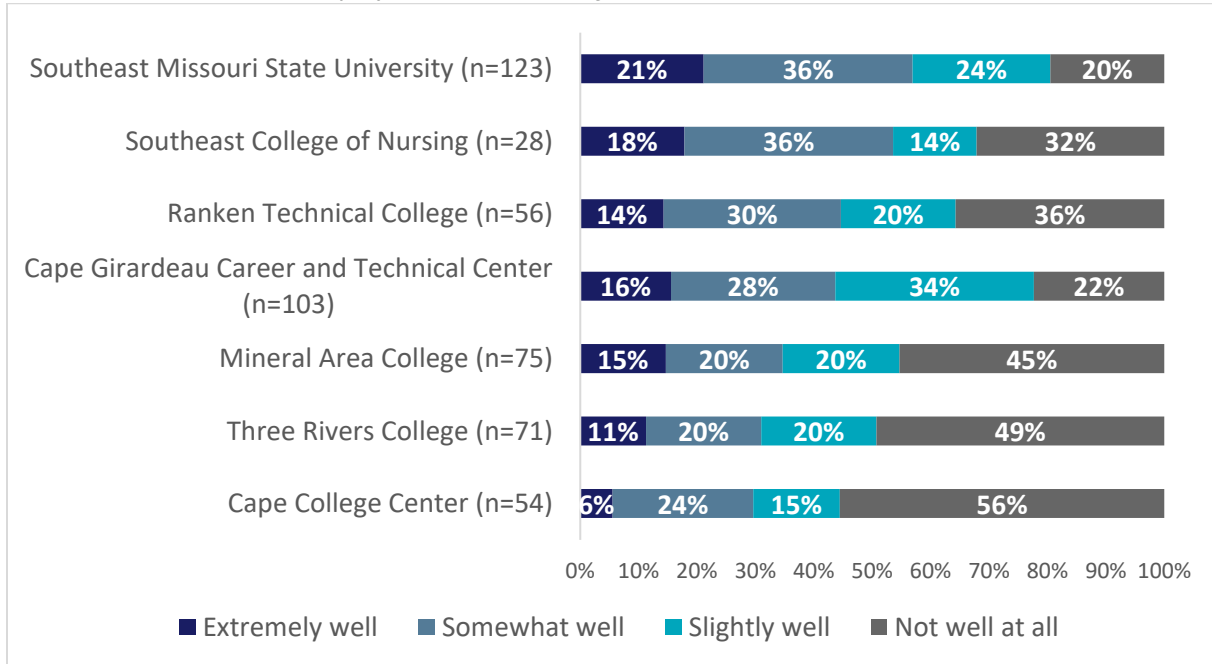


Source: MGT Consulting Group survey.

Employers were asked to indicate how well each institution meets their hiring needs, and the results are shown below, ordered by magnitude of the positive response total. As shown, Southeast Missouri State University and Southeast College of Nursing are currently serving the needs of employers, 57 percent, and 54 percent, respectively. Note that “Not applicable” responses are removed from this data set and only employers with applicable ratings are included in these frequencies.

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Exhibit 72. Employers' Assessment of How Well Each Institution Meets Needs.



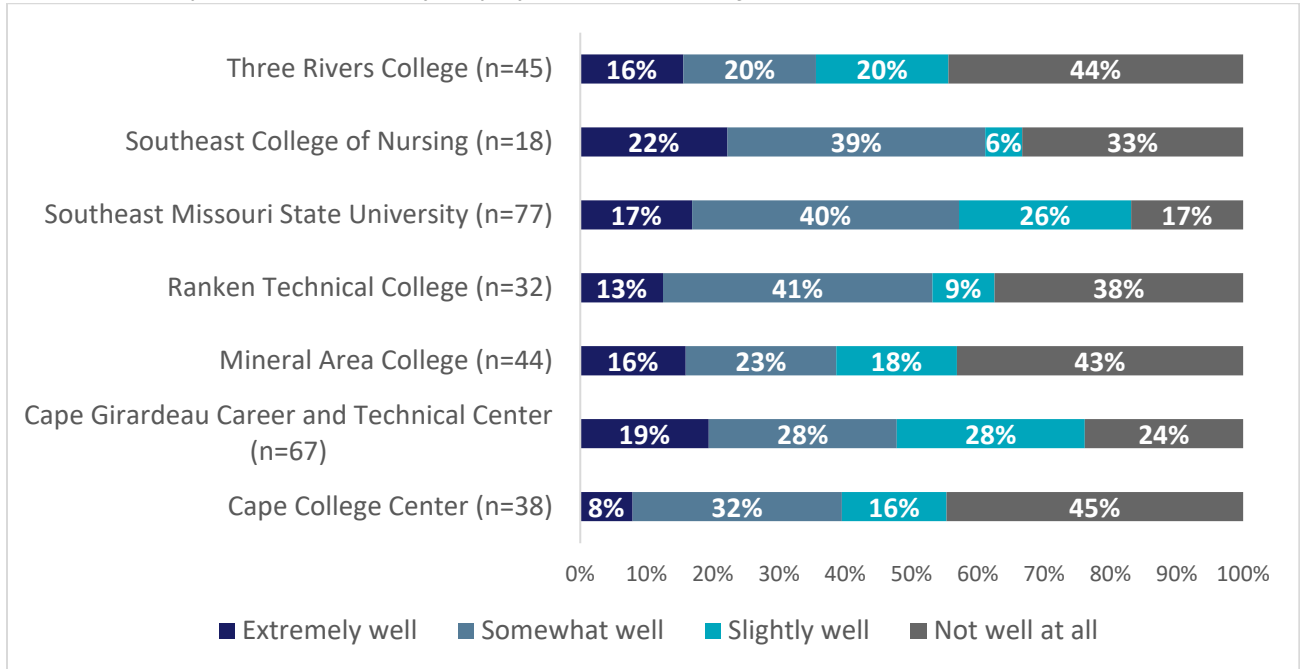
Source: MGT Consulting Group survey.

The following tables offer employers' assessment of how well each institution meets their needs by employer county of operation. More than half of employers based in Cape Girardeau County who provided a response to this item indicated that the following institutions meet their needs extremely or somewhat well:

- Southeast College of Nursing
- Southeast Missouri State University
- Ranken Technical College

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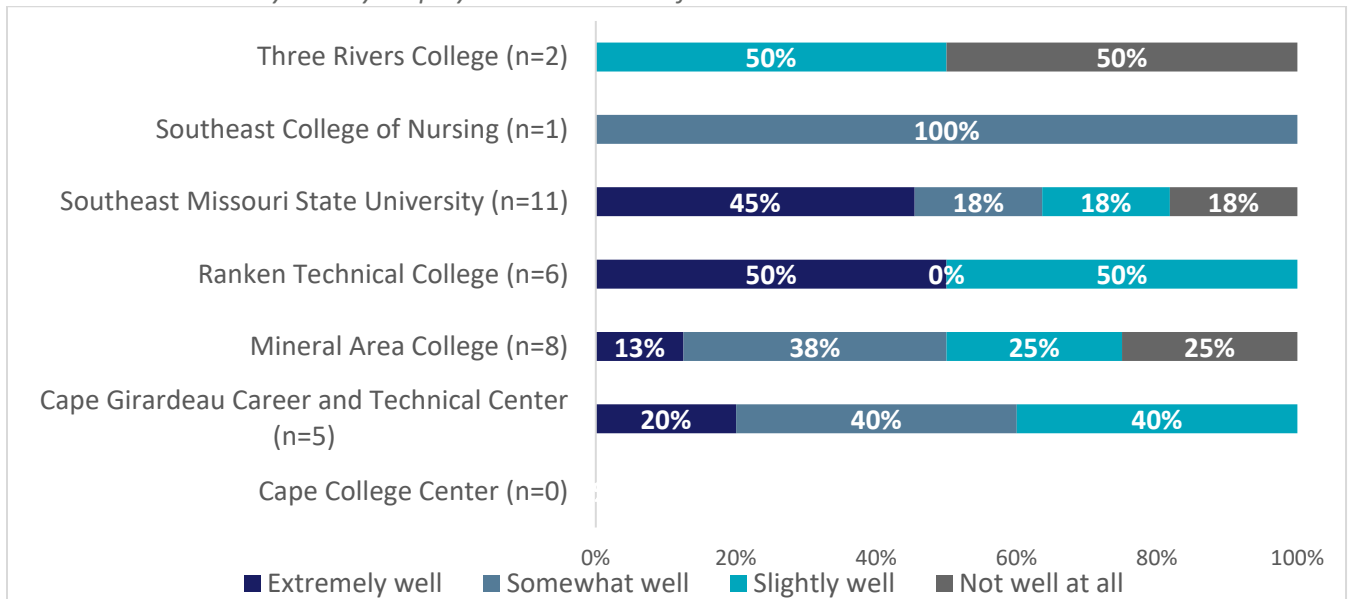
Exhibit 73. Cape Girardeau County Employers' Assessment of How Well Each Institution Meets Needs.



Source: MGT Consulting Group survey.

More than half of employers based in Perry County who provided a response to this item indicated that all institutions meet their needs extremely or somewhat well apart from Three Rivers College and Cape College Center (no responses were given for the latter institution). Caution should be used in understanding these results because of the low number of responses.

Exhibit 74. Perry County Employers' Assessment of How Well Each Institution Meets Needs.

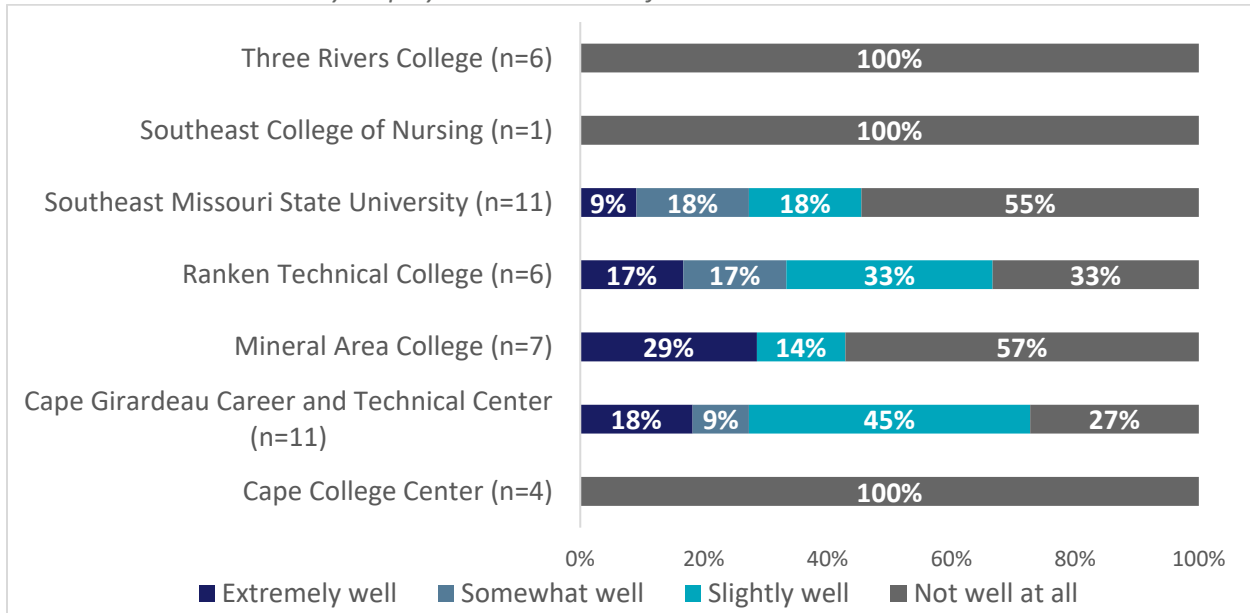


Source: MGT Consulting Group survey.

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No institution garnered more than one-third positive responses among employers based in other counties. Ranken Technical College meets the needs of 33 percent of employers based in other counties and ranks highest on this measure.

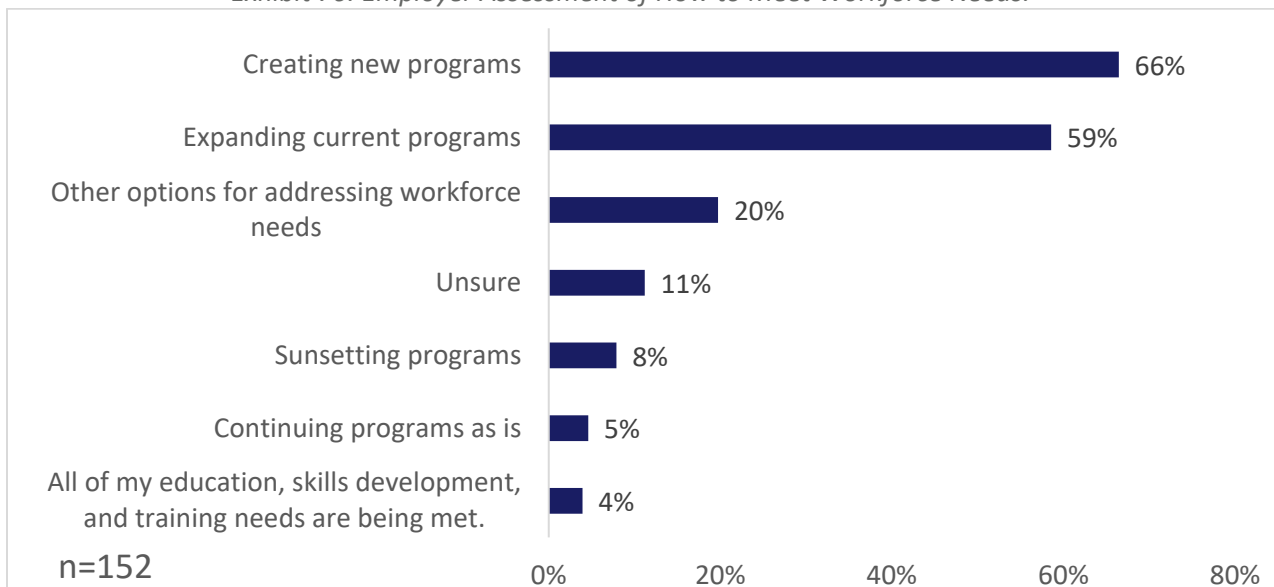
Exhibit 75. Other County Employers' Assessment of How Well Each Institution Meets Their Needs.



Source: MGT Consulting Group survey.

Two-thirds of employers (66%) indicated that creating new programs would be a good way for local workforce needs for education, skills, and/or training to be met in the Great River Area. Nearly 60 percent indicate that expanding current programs (59%) would be beneficial. Few indicate that current programming is adequate (5%) or that their workforce education and training needs are met (4%).

Exhibit 76. Employer Assessment of How to Meet Workforce Needs.



Source: MGT Consulting Group survey.

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Employers were asked to indicate which programs, classes, or certificates do not have enrollment capacity in the Great River Area and would help meet their business needs. Programs indicated by more than 10 employers (more than 10%) are shown below. Computer information technology, computers and networks, business and management, industrial machinery mechanics were indicated by 25 percent or more of employer respondents (between 26% and 31% of respondents). “Other” responses varied and included programs such as plumbing, paralegal, and conservation programs.

Exhibit 77. Employer Assessment of Capacity Limitations

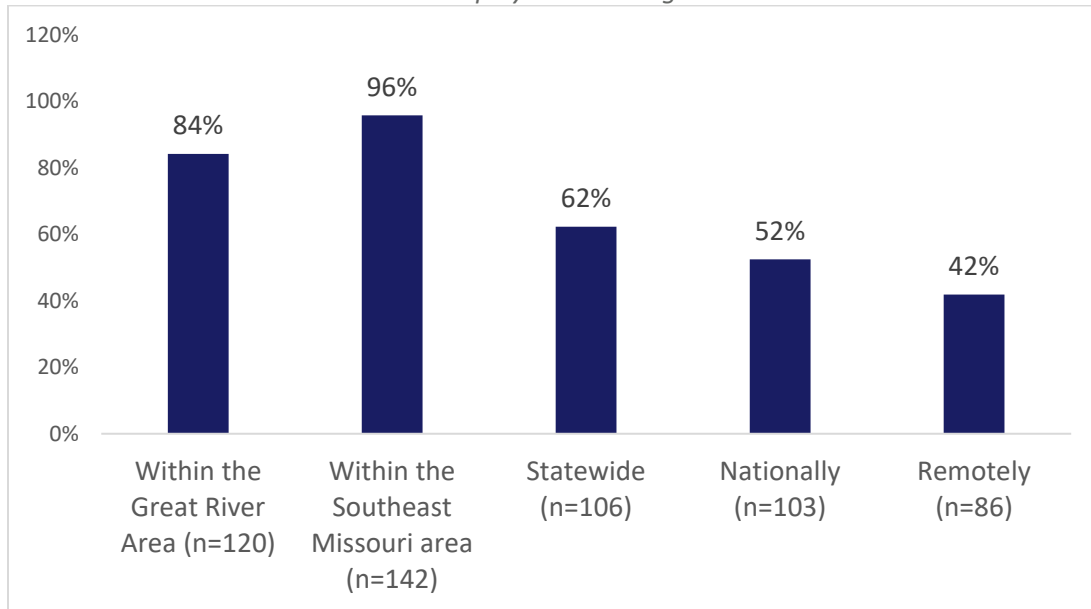
Program	Response Count	Percentage of Responses
Computer information technology	37	31%
Computers and networks	36	31%
Business and management	33	28%
Other, please specify	33	28%
Industrial machinery mechanics	31	26%
Industrial electronics technology	27	23%
Industrial maintenance technology	26	22%
Industrial engineering	25	21%
Welding technology	23	19%
Accounting	21	18%
Industrial production managers	19	16%
Industrial quality control technician	19	16%
Commercial building maintenance & engineering	17	14%
Electronics technology	17	14%
Machine tool technology	17	14%
Drafting and design technology	16	14%
Diesel technology & power mechanics	15	13%
Construction management	14	12%
Office systems technology	14	12%
Heating, refrigeration, and A/C	13	11%
Automotive Service technicians and mechanics	10	8%
Automotive technology	10	8%
Construction technology	10	8%

Source: MGT Consulting Group survey.

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When recruiting employees, large shares of respondents are looking within the Great River Area (84%), and more broadly in the Southeast Missouri (94%). Nearly one-sixth look statewide (62%), and about half look nationally (52%). Forty-two percent look remotely, but this may reflect the ongoing impact of COVID.

Exhibit 78. Employer Recruiting Locations.



Source: MGT Consulting Group survey.

Most employer respondents offer on the job training (82%), while 75 percent offer internal training. More than half (51%) offer internships or work-based training, and 36 percent offer training from an outside organization. Nearly one-third (30%) offer tuition reimbursement as a benefit to employees. Thirteen percent of employers provide input on curricula or participate in a program advisory committee.

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Exhibit 79. Employer Support for Training and Education.

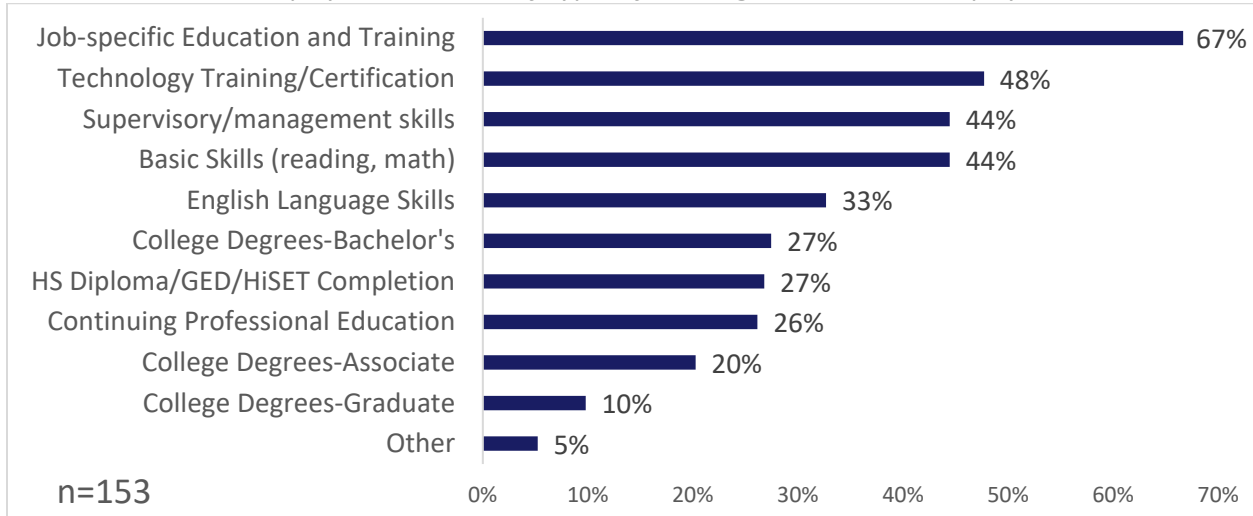


Source: MGT Consulting Group survey.

More than two-thirds (67%) of employer respondents indicate that job-specific education and training is most needed by their employees, followed by technology training/certification (48%), supervisory/management skills (44%), basic skills (44%), and English language skills (33%).

Section 9 Stakeholder Insight and Analysis

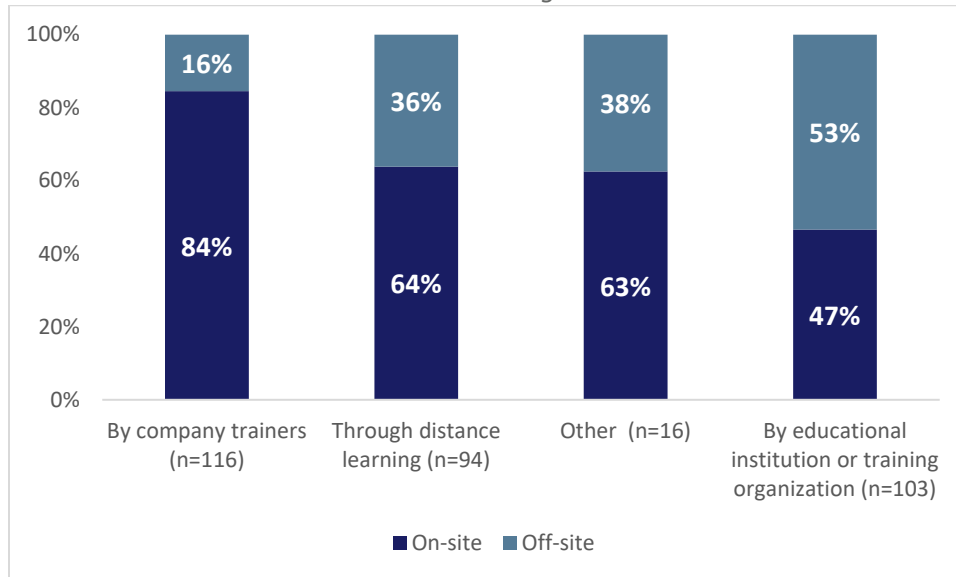
Exhibit 80. Employer Assessment of Types of Training and Education Employees Need.



Source: MGT Consulting Group survey.

Most companies conduct training through company trainers (116), and those trainings generally occur onsite (84%). The second most common training system (103 employers) is training by an educational institution or training organization, usually conducted off-site (53%). Distance learning is offered by 94 employers and is commonly conducted onsite (64%).

Exhibit 81. Training Format.

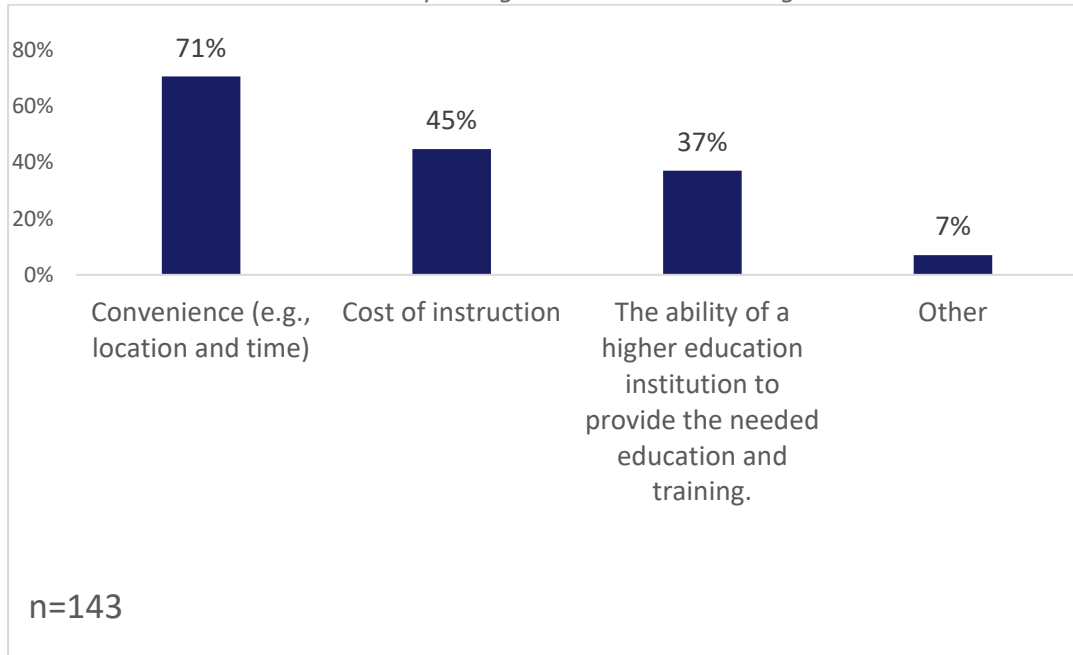


Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

Convenience is a factor weighing heavily on the decision about how to provide education and training to their employees for nearly three-quarters of employers (71%). Cost is a concern for 45 percent, and ability of the higher education provider is an issue for more than one-third (37%).

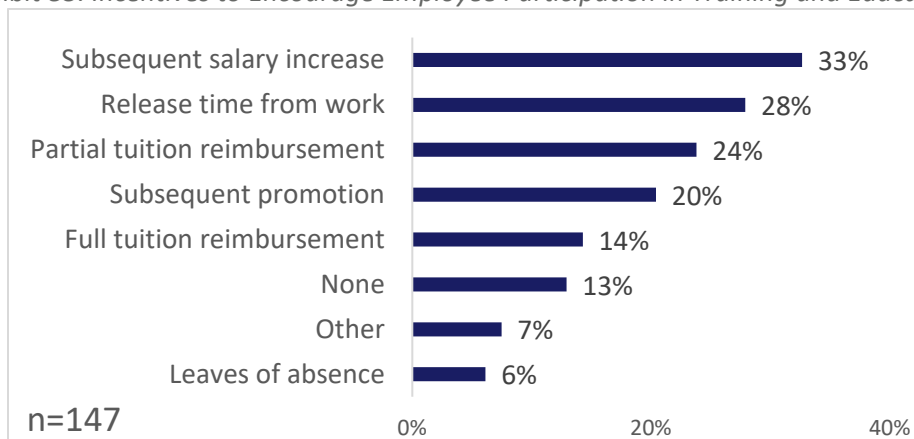
Exhibit 82. Factors Impacting Education and Training Decisions.



Source: MGT Consulting Group survey.

Employers offer a variety of incentives to encourage employee participation in training and education. The most common are subsequent salary increase (33%), release time (28%), partial tuition reimbursement (24%), and promotion (20%).

Exhibit 83. Incentives to Encourage Employee Participation in Training and Education.



Source: MGT Consulting Group survey.

Community Survey

Community members responding to the survey lived primarily in the immediate Cape Girardeau area – 43 percent live in ZIP Code 63701, with an additional 25 percent living in 63755 and 11 percent in 63775.

Exhibit 84. Community Respondents' ZIP Codes.

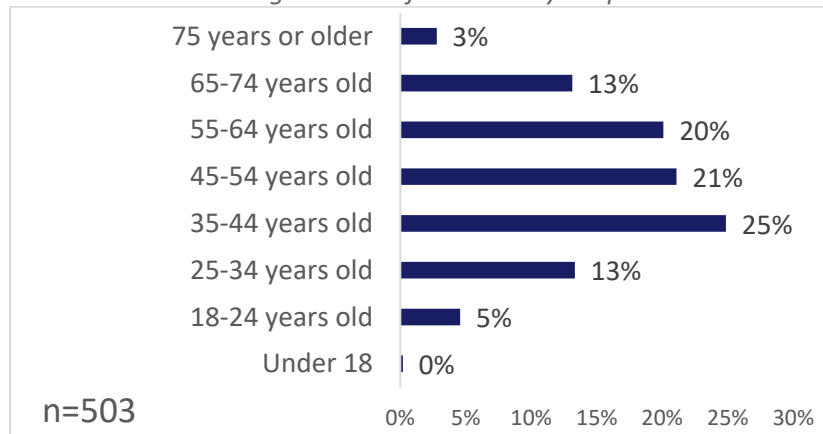
ZIP Code	Share of Respondents
63701	43%
63755	25%
63775	11%
63703	5%
63780	3%
Some other ZIP Code	13%
Total Responses	460

Source: MGT Consulting Group survey.

The overwhelming majority (97%) of community respondents are registered to vote in their county of residence.

Most respondents to the community survey are over 45 years old (57%). Only 5 percent of respondents were traditional college age (18-24) with an additional 13 percent age 25-34.

Exhibit 85. Age Cohort of Community Respondents.

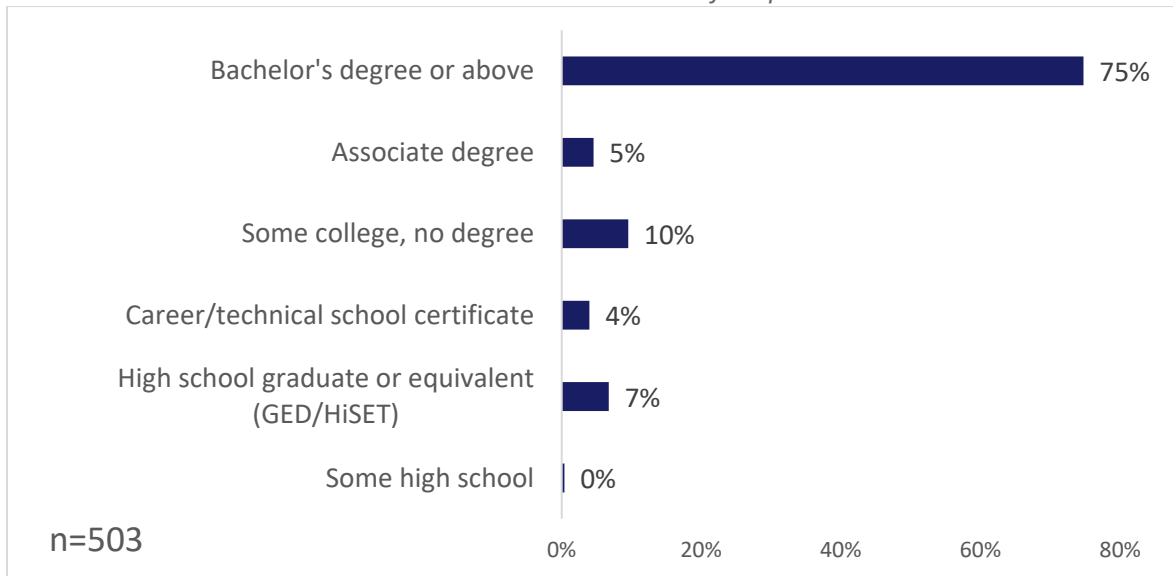


Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

Most respondents indicated that they had earned at least a bachelor's degree (75%).

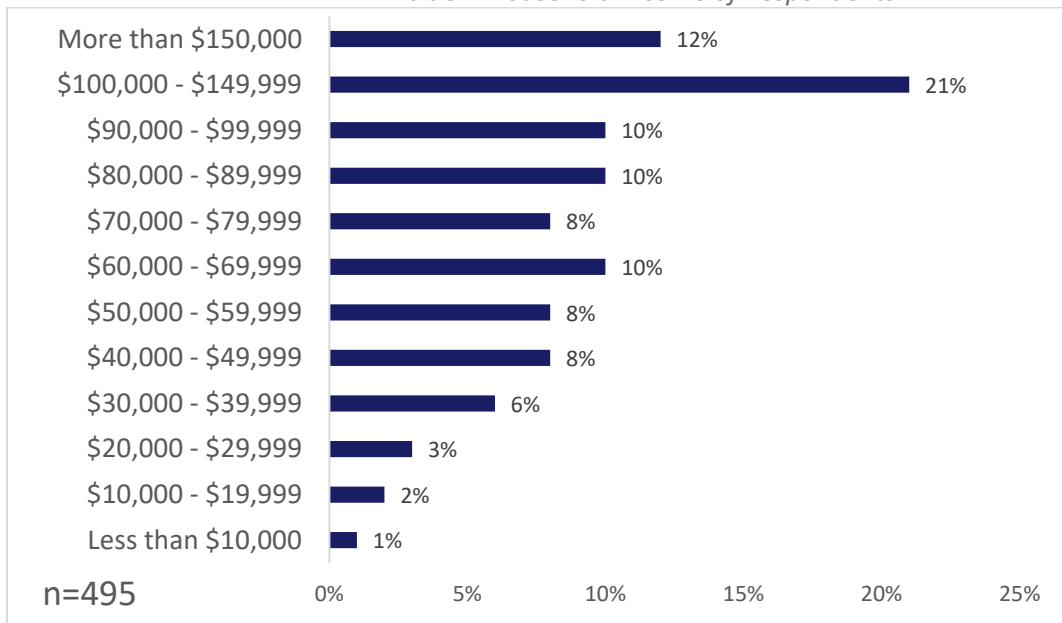
Exhibit 86. Education Level of Respondents.



Source: MGT Consulting Group survey.

One-third of community survey respondents had a household income of \$100K or more. One-fifth (20%) of respondents had a household income below \$50K.

Exhibit 87. Household Income of Respondents.



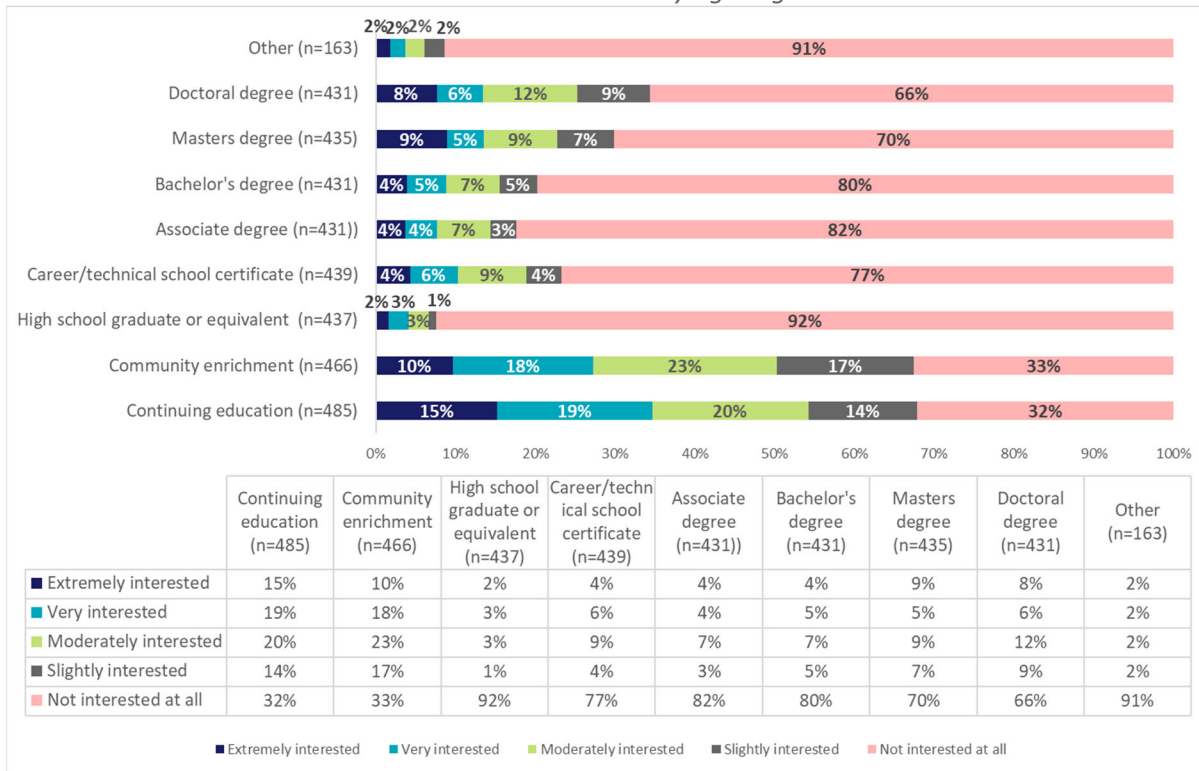
Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

When asked about their interest in studying in the following programs, most respondents expressed no interest, except for community enrichment and continuing education programs.

Fifteen percent of respondents were extremely interested in continuing education programs, while an additional 19 percent were very interested. Ten percent of respondents were extremely interested in community enrichment programs, while an additional 18 percent were very interested.

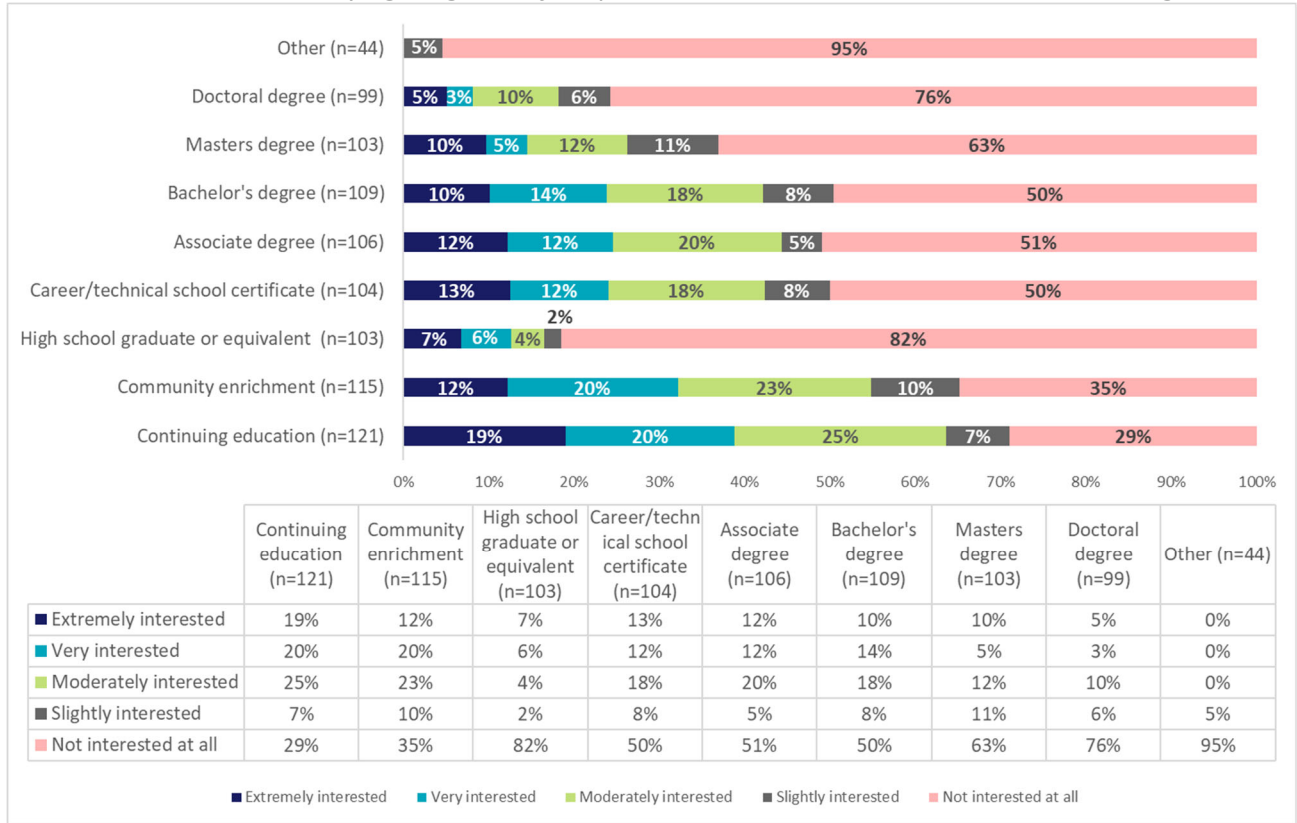
Exhibit 88. Interest in Studying Programs.



Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

Exhibit 89. Interest in Studying Programs of Respondents who Earned Less than a bachelor's degree.



Source: MGT Consulting Group survey.

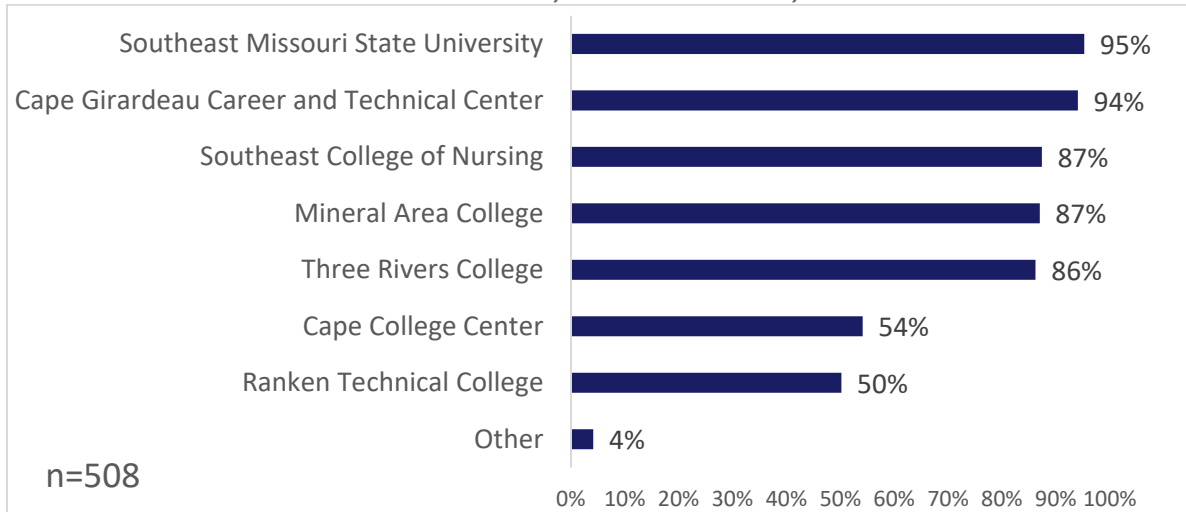
The overwhelming majority of community respondents indicated that they were familiar with many higher education institutions in the Area.

- Southeast Missouri State University (95%)
- Cape Girardeau Career and Technical Center (94%)
- Southeast College of Nursing (87%)
- Mineral Area College (87%)
- Three Rivers College (86%)

Section 9 Stakeholder Insight and Analysis

Cape College Center and Ranken Technical College were familiar to approximately half of community respondents.

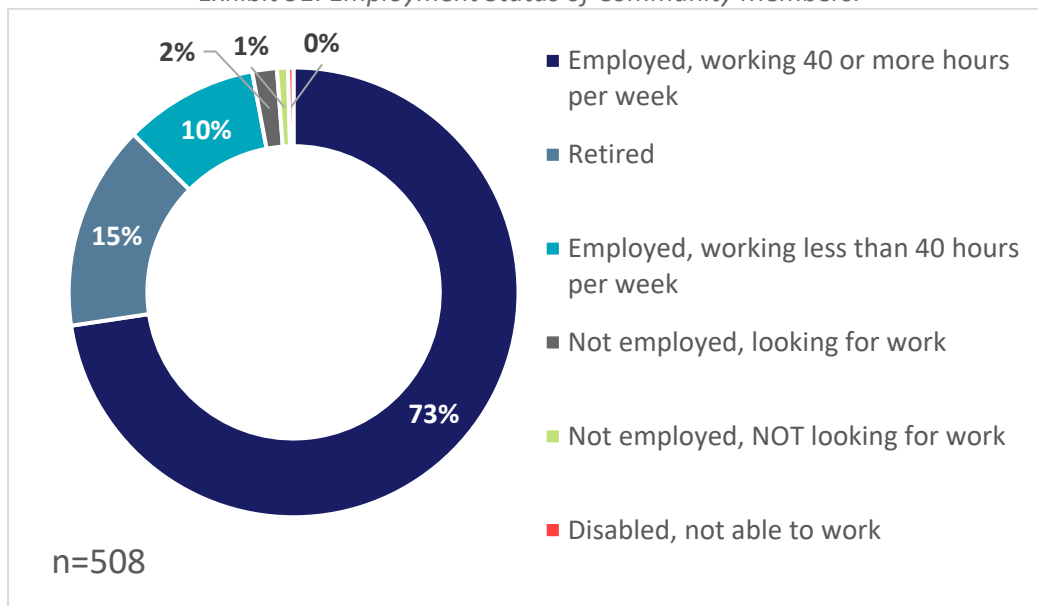
Exhibit 90. Familiarity with Postsecondary Institutions.



Source: MGT Consulting Group survey.

Nearly three-quarters of community respondents were working full-time (73%), and 10 percent were working part-time, while an additional 15 percent were retired. Approximately 3 percent of respondents were not employed or were unable to be employed due to a disability. Retired persons and those not looking for or unable to work were excluded from the remaining analyses.

Exhibit 91. Employment Status of Community Members.



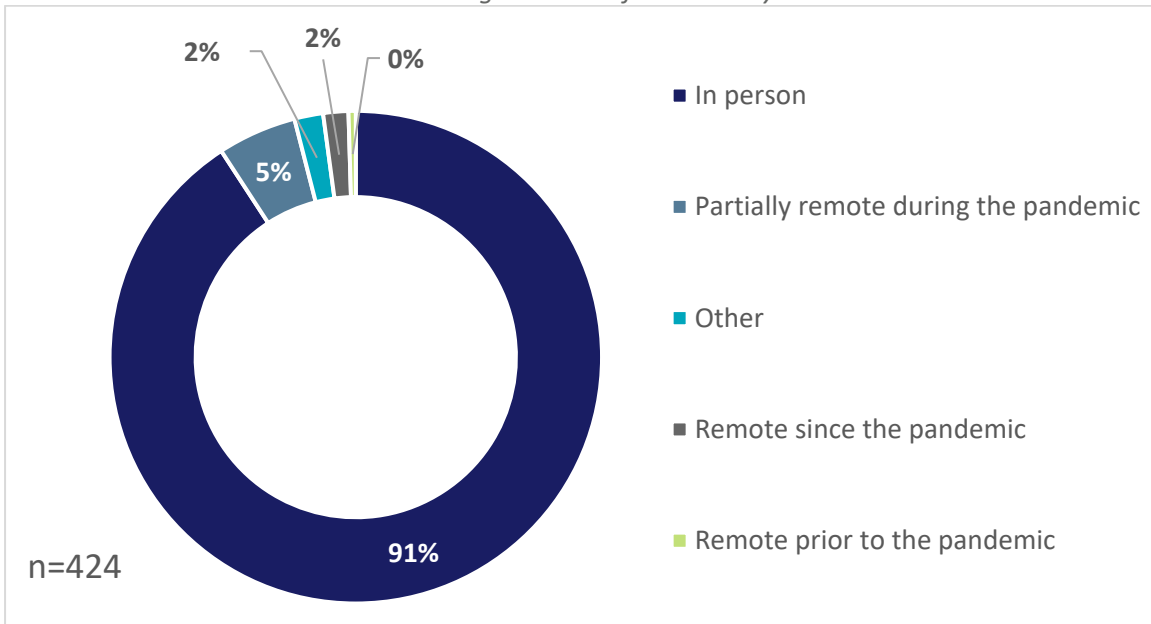
Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

The overwhelming majority of respondents were working in person (91%), while 7 percent were working at least partially remotely due to the pandemic.

In addition, 94 percent anticipated future work to be conducted in person rather than remotely.

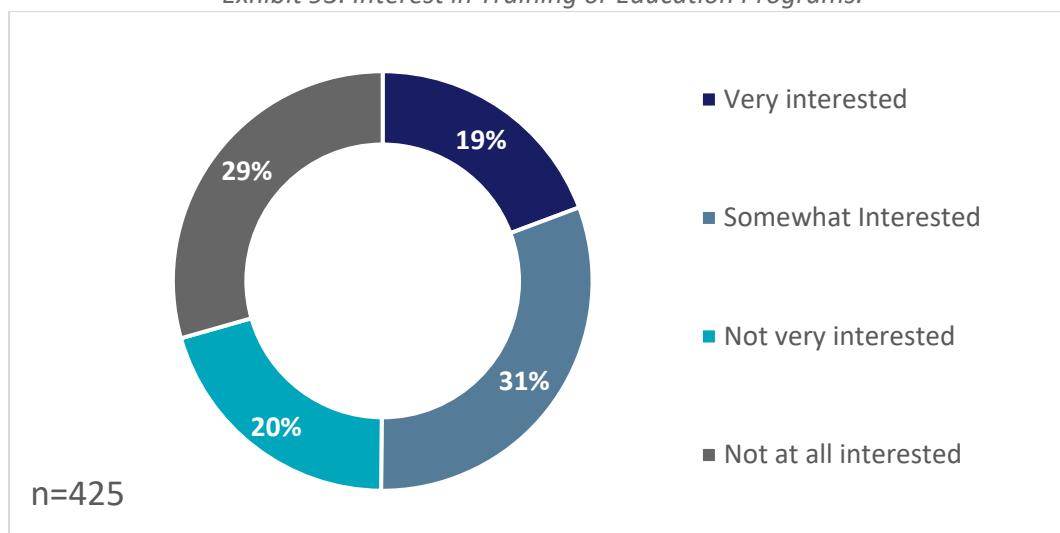
Exhibit 92. Working Location of Community Members.



Source: MGT Consulting Group survey.

Half of community members surveyed indicated they were very (19%) or somewhat interested (31%) in training or education programs to gain new skills or knowledge to apply in job or career progression.

Exhibit 93. Interest in Training or Education Programs.



Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

Community members were asked to indicate their current occupation and 398 responded. More than one-third of community respondents were employed in education (36%), while 11 percent were in business and management. Top response categories (with five or more respondents each) are shown below. These nine occupations account for 61 percent of defined community occupation responses. Nearly one-quarter of respondents selected “Other” as their occupational category (22%), following recategorization of some text responses.

Exhibit 94. Current Occupation of Community Members.

Occupation	Share of Respondents
Education	36%
Business and management	11%
Early childhood development	4%
Accounting	3%
Computer information technology	2%
Finance	2%
Nursing practical	2%
Welding technology	2%
Speech Language Pathologist	1%

Source: MGT Consulting Group survey.

Community members indicated the fields they might be interested in pursuing in the next five years (n=168). Of those who indicated a career field, the largest share (15%) was interested in a career in education, while 14 percent were interested in business and management careers. The top occupational choices for the future are shown below and constitute 64 percent of defined occupation responses.

Exhibit 95. Occupation of Interest in Pursuing in the Next Five Years.

Occupation	Share of Respondents
Education	15%
Business and management	14%
Accounting	7%
Welding technology	5%
Computer information technology	4%
Early childhood development	4%
Nursing practical	3%
Hospitality management	2%
Physical therapist assistant	2%
Turf and landscape management	2%
Biomedical laboratory technician	2%
Construction management	2%
Diesel technology & power mechanics	2%

Source: MGT Consulting Group survey.

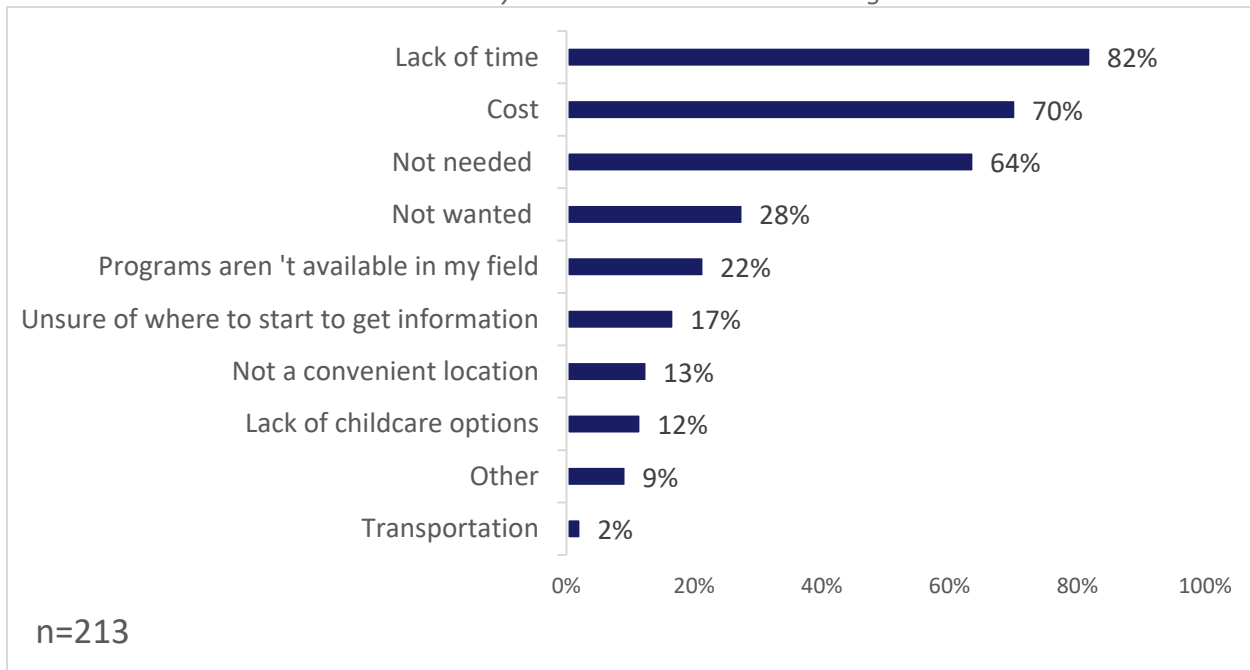
Section 9 Stakeholder Insight and Analysis

Approximately 20 percent of respondents selected “Other” as their occupational category following recoding of text responses.

Community members were asked to indicate the barriers that prevent them from pursuing more training or education, and the responses of those who had previously indicated that they were somewhat or very interested in additional education/training are shown below (n=213).

The most frequently cited barrier was a lack of time (82%), while 70 percent indicated that cost is a barrier. Some, despite their earlier indication of interest say that further education/training is not needed (64%) or not wanted (28%). Nearly one-quarter of community respondents reported that programs are unavailable in their field of interest locally (22%), and 13 percent indicated that programs are inconveniently located. A slightly smaller share (12%) indicated that lack of childcare is an issue. Seventeen percent were simply unsure of how to get started. Note that respondents could choose more than one answer, so responses do not equal 100%.

Exhibit 96. Community Members' Barriers to Pursuing Education.

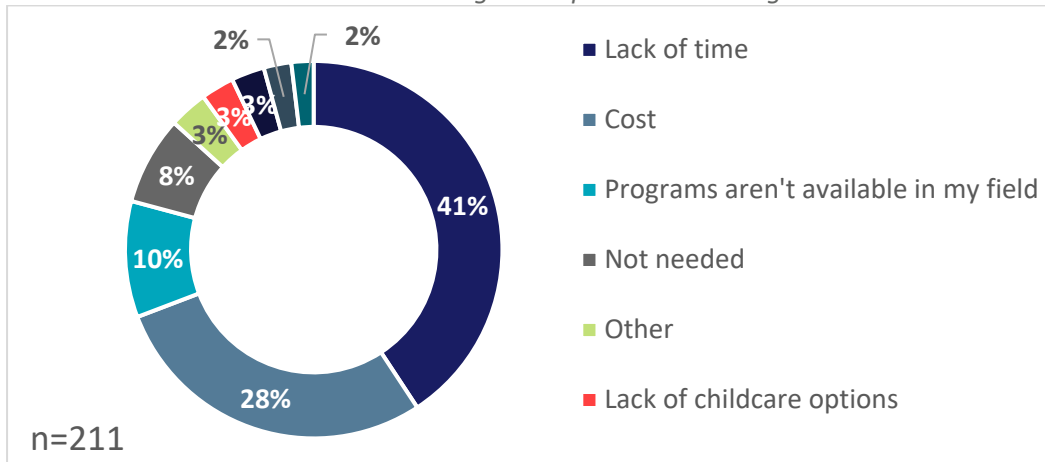


Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

When asked to indicate the biggest barrier preventing them from participating in more training/education, the largest share indicated lack of time (41%), followed by cost (28%). Ten percent noted that programs are not available in their field and 8 percent indicated that further education was not needed.

Exhibit 97. Barriers to Preventing Participation in Training and Education.



Source: MGT Consulting Group survey.

Respondents who indicated some level of interest in education and training opportunities (n=213) were asked about their interest in coursework for specific programs. Nearly 30 percent indicated that they are not interested in pursuing further education in any listed field (28%). Of those who are, business and management were most frequently chosen (15%), followed by accounting (11%) and computer information technology (10%). The list of fields in which 10 or more community members indicated an interest in pursuing courses is shown below.

Exhibit 98. Interest in Education and Training Opportunities.

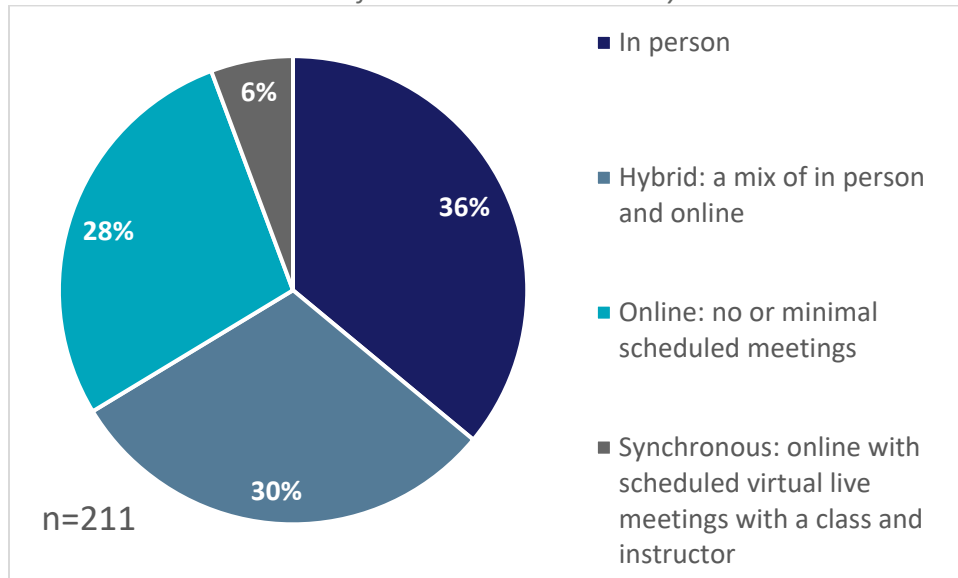
Program	Share of Respondents
Business and management	15%
Accounting	11%
Computer information technology	10%
Computers and networks	9%
Welding technology	8%
Early childhood development	7%
Construction management	6%
Hospitality management	6%
Office systems technology	5%
Culinary arts chef apprenticeship	5%
Industrial engineering	5%
Turf and landscape management	5%

Source: MGT Consulting Group survey.

Section 9 Stakeholder Insight and Analysis

The following offers the preferred educational delivery model among those community members who expressed an interest in one or more academic programs in the previous question. As shown, the largest share (36%) is interested in in-person courses, followed by hybrid (30%) and online (28%). Few respondents indicated a preference for synchronous learning (6%).

Exhibit 99. Preferred Educational Delivery Method.



Source: MGT Consulting Group survey.

Section 11 Additional Insight

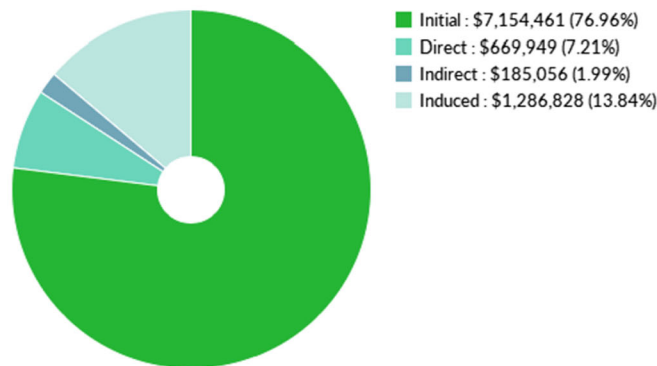
MGT conducted a few interviews and gathered information regarding current issues and opportunities.

In Cape Girardeau, the Southeast Behavioral Hospital has the potential to add approximately 200 positions. To support businesses and industries, the Chamber of Commerce has focused on a softskills campaign, promotion of a strong workforce and educational systems, and addressing challenges such as the more than 80 percent of Southeast Missouri State University graduates who leave the area. The Chamber has additional programs in place that help bridge the gap between local employers and students through job shadowing and internships. The Show-Me Careers Educator Experience is an extern for teachers and counselors to tour businesses and manufacturing to have firsthand experience and understanding of the career options available to students.

MGT conducted an input-output scenario based on the potential additional 200 positions at the Southeast Behavioral Hospital. The following exhibits highlight the earnings, impacts on jobs, and the increases to taxes.

Exhibit 100. Effects on Earnings.

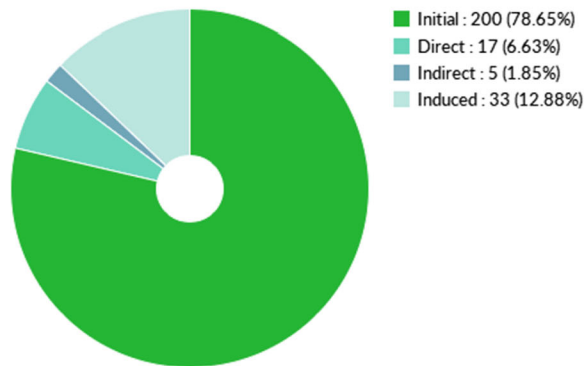
<p>\$7.2M Initial 1.00 Multiplier</p>	<p>\$669,949 Direct 0.09 Multiplier</p>	<p>\$185,056 Indirect 0.03 Multiplier</p>	<p>\$1.3M Induced 0.18 Multiplier</p>
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Source: Emsi Q2 Data Set.

Exhibit 101. Projected Impacts on Jobs.

<p>200 Initial 1.00 Multiplier</p>	<p>17 Direct 0.08 Multiplier</p>	<p>5 Indirect 0.02 Multiplier</p>	<p>33 Induced 0.16 Multiplier</p>
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Source: Emsi Q2 Data Set.

Exhibit 102. Effect on Taxes on Production and Imports.

<p>\$190,668 Local</p>	<p>\$161,523 State</p>	<p>\$63,708 Federal</p>
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Source: Emsi Q2 Data Set.

In Perry County, low employment rates create a challenge in attracting companies to the area. The Economic Development Authority is focused on entrepreneurship and manages four rental offices. TG Automotive and Glister-Mary Lee are the two largest companies in the area. To mitigate the low unemployment rate and lack of a talented workforce, these companies are turning to automation and robots at an increasing rate. Ranken Technical College offers courses in the area and plans to build a location, once there is a need. Findings from a housing study the City of Perryville conducted in 2015 highlighted the need for homes in the low \$100K range.¹⁴ Perry County has proactively taken steps to enhance the economy by hiring a Tourism Director which almost tripled spend in the community and was later funded by a hotel tax. Most recently, Perry County has partnered with Spectrum and is now a gig city, promoting a work there and live here campaign focusing on being a great place to live. Perryville has gained grants to build facades and structures to create a vibrant downtown with restaurants and other amenities.

¹⁴ Southeast Missouri Regional Planning Commission (2015). Study of Housing in Perryville, Missouri. Retrieved from <https://www.cityofperryville.com/DocumentCenter/View/1096/Housing-Study---2015?bidId=>

Section 12 Market Analysis Summary

The market analysis summary captures the impact of numerous and varied demographic and economic indicators. The analysis below indicates potential impact on the feasibility of the Great River Community College by reviewing each item and considering its impact on a community college.

■ Positive
 ■ Neutral
 ■ Negative

Area	Explanation	Impact
Population	Population will increase by 0.8% from 2020 to 2025. By 2029, the population is projected to decline by 1% or 3,724 people over the prior 10 years, which has the potential for fewer people to enroll in college.	
Age	Dual enrollment and college age population is projected to decline by 2,347 in the Great River Area and the non-traditional age students will decline, as well, which will result in fewer potential college students.	
Millennials	5,752 fewer than expected which may indicate fewer people who may be interested in education if they are well established in their careers.	
Retiring	The population 55 and over indicates the potential for retirements. More people leaving the workforce may indicate a need for people to attend college to fill skilled positions.	
Diversity	Racial diversity is substantially lower than expected indicating a great potential for students to enter college.	
Veterans	The Great River Area has a higher-than-expected population of veterans who may have resources to attend postsecondary education.	
Attainment	The percentage of people in the Great River Area earning a bachelor’s degree is lower than the state and the nation. More high school students have graduated from the area which means a greater percentage of students are prepared to enter college than at the state or national level.	
High School Enrollment	High school graduation rates in the area ranged from 85.1% to 100% in 2020. Between 3.7% and 34.8% of graduates attended a two-year institution and 0-12.5% attended a technical school. More graduating high school students may be interested in enrolling in college.	
Pipeline	Indicates the fewest number of certificates and associates degrees. The pipeline declined 3% over five years. This trend may continue given other factors.	
Industry Job Growth	Top growing occupations includes healthcare support; healthcare practitioners and technical; business and financial operations; community and social service; production; and architecture and manufacturing. While there may be a need for programs in these areas, other institutions may already offer these programs.	
Occupational Demand	The highest occupational gaps with a median hourly salary over \$13.00 had no regional completions in 2019, indicating a potential need for new programs where there are not completions.	
Jobs Growth	Job growth is expected to increase from 2020 to 2025, although the numbers are projected to almost return to the pre-pandemic level by 2025.	
Labor Force Participation	The labor force participation in the Area at 58.2% is lower than the 61.7% of the American population participations, which may indicate a need for more talented and trained people.	
Underemployment	Data indicates the need to ensure that some college, non-degree awards and associate degrees are designed to be stackable so students may continue to the bachelor’s level.	
Unemployment	The unemployment rate of 3.76% was lower than the rate of 4.65% five years before. A lower unemployment rate means fewer people will enroll in college.	
Job Postings	Companies are posting jobs with an average amount of effort and can hire in an average amount of time, meaning that people who wish to work can work and may not gravitate toward college.	

Section 13 Community College Feasibility

Considering the purpose of this study is to determine whether a 13th community college is feasible, the following is a review of the standards based on CSR 10-6.010.

Standards	Actions and Findings Related to the Standards
1.	The initiative originated from the area to be served.
2.	High school students indicated interest in community colleges. The general public was most interested in continuing education or personal development courses. Employers struggle to hire adequate manpower. Findings from the survey indicate further support. Tax and capital expenditure information was included in the introduction to the survey.
3.	Cape Girardeau and Perryville school districts are included in the potential district.
4.	Data did not project an enrollment of at least one thousand full-time equivalent students within five years of the initial operation. Further, the rule is dated and applied to a time when not all students were within a district's service area.
5.	The Committee shared financial information viability of the proposed district as well as the financial impact within the introductions of the surveys.
6.	This study serves as the required study of the feasibility of a proposed district and can be shared with the coordinating board at the Committee's will.

MGT calculated the FTE projections shown in Exhibit 92 based on the administrative rule and using the following assumptions:

- Enrollment at the beginning of the year.
- Retention for the region is 61 percent based on IPEDS weighted.
- Graduation at 59.72 percent based on IPEDS weighted average for the region is only calculated for full-time students to remove them from years 4 and 5 enrollments. Part-time student graduation calculation would be calculated at year 6 and removed from enrollment in year 6.
- Full-time enrollment is 65 percent and part-time is 35 percent, based on national data.¹⁵
- Literacy and adult basic education from the survey was 7 percent. The population of those with an educational attainment level of less than 12th grade for Cape and Perry Counties were evenly distributed across five years.
- Customized and contract training was based on the total population served over the past five years and was evenly distributed over the five years.

Exhibit 103. Projected FTE for Great River Community College.

	YR 1	YR 2	YR 3	YR 4	YR 5
Full-time	75	76	76	76	76
Part-time	20	20	81	82	82
Retention		58	94	153	189
Graduation				45	45
Subtotal FTE	96	154	251	311	347
Literacy and adult basic education	65	65	65	65	65
Customized and Contract Training	71	71	71	71	71
Other noncredit or nondegree	24	24	24	24	24
Total	256	314	411	471	507

Source: Emsi Q2 Data Set.

¹⁵ American Association of Community Colleges. Fast Facts 2021. <https://www.aacc.nche.edu/research-trends/fast-facts/>.

Section 14 Conclusions

Based on the data and information collected, a 13th community college in Missouri is not possible nor is it feasible at this time. The administrative rule is written in such a way that even if the FTE projections reached the required levels of expected enrollments, all of Missouri is currently divided into districts leaving no option to add an additional community college district. Given that Missouri operates under a coordinating board for higher education, communities have little recourse in terms of addressing needs for expanded higher education access and affordability.

The market review indicated that the population in the Great River Area is expected to decline by 2029 with the greatest declines within the typical college going ages of 15 to 29. These projections highlight the need for alternate solutions to meeting employer challenges with locating a talented and properly credentialed workforce. Further, employers find it challenging to hire employees with bachelor's degrees and data indicated a shortage in the population of those who have earned bachelor's degrees, which are also the level of degree the high school survey respondents were most interested in after high school. The occupations employers cited as most challenging to fill are also the ones projected to have future occupational gaps including truck drivers, mechanics, and healthcare workers.

Section 15 Recommendations

Although the data does not support the feasibility of a 13th community college, MGT believes it is in the best interest of the Great River Area to provide the following recommendations considering the intent of the effort is based on providing access to affordable higher education and meeting the workforce needs of local employers. The following list of recommendations includes an explanation of each recommendation, refers to the data to support the recommendations, and lists potential solutions for moving forward.

1. Continue Expanding Postsecondary Opportunities

In cases where occupational gaps exist with no regional completions, the committee and other interested parties should work with postsecondary institutions and employers to identify solutions to meet these needs.

In the Great River Area, the following programs have the highest number of average annual openings and no postsecondary institutions in the area offering the credential. These occupations at the certificate and associate level include:

- Heavy and tractor-trailer truck drivers
- Dental assistants and dental hygienists
- Embalmers
- Agricultural and food science technicians
- Computer numerically controlled tool programmers and tool and die makers
- Occupational therapy assistants
- Diagnostic medical sonographers

One of the challenges with balancing the cost of technical education, and developing new programs as noted above, is ensuring funds and resources are available for innovative and state-of-the-art equipment. All the programs noted above require significant investment in equipment. Employers may be willing to donate equipment and they may be willing to provide experiential training within their organization.

Occupations at the bachelor's level include:

- Construction managers
- Buyers and purchasing agents
- Training and development specialists
- Directors, religious activities, and education
- Cost estimators
- Industrial engineers

According to the Department of Higher Education and Workforce Development, in situations in which there is a perceived unmet need for accessible lower-division coursework not met by the public institution(s) delegated primary responsibility for lower-division coursework, other public institutions may deliver coursework in such locations with the understanding that they notify the local institution(s)

and agree to work collaboratively in determining the best ways for public higher education to respond to unmet needs.¹⁶ Given the pandemic and recent declines in enrollment, ideally, these institutions would be interested in partnering to meet this need.

2. Further Enhance Pathways to Postsecondary Institutions

Location is one aspect of access to postsecondary education and funding to support education is another critical factor in providing access and building a talented workforce.

Missouri offers such resources including the A+ Scholarship Program and the Fasttrack Workforce Incentive Grant. Unfortunately, there is a common misconception that private institutions such as Ranken Technical College are not eligible for these types of programs when in actuality, they are. These resources need to be promoted among educators and families alike to ensure students know how they may access this funding.

A+ SCHOLARSHIP PROGRAM

The A+ Scholarship Program provides scholarship funds to eligible graduates of public and private A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools.

Exhibit 104. Eligible A+ Institutions in the Great River Area.

Cape Girardeau Career and Technology Center
Mineral Area College
Ranken Technical College
Three Rivers College

Source: Department of Higher Education and Workforce Development.

<https://dhewd.mo.gov/ppc/grants/documents/EligibleAplusPostsecondarySchools.pdf>

FASTTRACK WORKFORCE INCENTIVE GRANT

The FastTrack Workforce Incentive Grant is a financial aid program designed to support adults who wish to enroll in a certificate, degree, or industry-recognized credential in an area designated as high need. Grant recipients must maintain Missouri resident status and work in Missouri for three years after earning the degree or credential to prevent the grant from becoming a loan. Individuals must be 25 years or older and not enrolled in any school within the last two years. The grant support students who have not earned a bachelor’s degree and students may enroll full- or part-time. Applicants must earn less than \$80,000 if filing jointly, or \$40,000 for any other tax status.

One of the challenges related to this grant is the misunderstanding that Ranken Technical College is not eligible, when it is eligible. Considering the institution offers some of the latest equipment, access to such resources is important for a well-trained workforce.

¹⁶ Department of Higher Education and Workforce Development (2003). Public Policy Guidelines on Lower Division Coursework, Lower Division Certificate, and Associate Degree Delivery. Retrieved from <https://dhewd.mo.gov/policies/lower-division-review.php>.

Exhibit 105. Eligible Institutions with Approved Fasttrack Programs.

Cape Girardeau Career and Technology Center
Mineral Area College
Ranken Technical College
Southeast Missouri Hospital College of Nursing and Health Sciences
Southeast Missouri State University
Three Rivers College

Source: Department of Higher Education and Workforce Development. Fast Track Workforce Incentive Grant. Retrieved from https://dhewd.mo.gov/initiatives/fasttrackgrant_for_students.php.

Because of the demand for bachelor’s degrees, degree program transfers become more important than ever. Mineral Area College, Three Rivers College, and Southeast Missouri State are signatory institutions to the Associate of Arts in Teaching Articulation Agreement.

3. Connect with Local Postsecondary Institutions

Connecting with local postsecondary institutions including Southeast Missouri State University is one avenue for enhancing access to higher education. Capacity may exist to fill seats, institutions may be interested in offering new programs, and creative partnerships are needed to focus on dual enrollment and transfer agreements to align and support stackable credentials.

- Capacity

Over the past year, Southeast Missouri State University’s undergraduate student enrollment declined by 5.8 percent and the junior level enrollment declined by 7.9 percent which may indicate an opportunity to increase enrollments through strengthened pathways from technical and community colleges.

- New programs

New programs are needed where occupational gaps indicate no regional completions which is the case at the certificate, associate, and bachelor’s degree levels as noted above and in Appendix B: Occupational Demand Tables.

- Creative partnerships

Given the pandemic and the need for employers to fill supervisory positions among others, creative partnerships are needed among employers and institutions to ensure a well-trained workforce. Expanding internships may be a way for employers to identify potential candidates while meeting some of the immediate workforce needs.

4. Continue to Monitor Data

Monitoring data and projections is necessary to ensure opportunities are addressed. Shifts in population projections due to more people leaving metropolitan areas could lead to FTE projections that meet the thresholds for a 13th community college.

The demographic draught will have an impact on community college enrollments for the foreseeable future. Colleges and universities will have to retract and adjust in a way that meets the needs for a well-trained workforce.

5. Address Barriers within the Current Administrative Rule

Based on initial feedback The Department of Higher Education and Workforce Development is planning to review the administrative rule. Hopefully, the revisions will ensure an avenue to add community colleges to meet the need. The Committee should participate in this process.

As currently written, the rule identifies that only students not currently in a service district can be included as part of a new district. At this point, an avenue for providing an additional community college with in the 45-minute commute time guidelines needs to be considered and the rule should be revised.

Appendix A: Additional Methodology Explanation

The data MGT used through Emsi is targeted specifically for the local area MGT reviewed for this study. MGT primarily relies on Emsi data, which aggregates from many primary sources including the Bureau of Labor Statistics, particularly the Occupational Employment and Wage Statistics program, and the U.S. Census Bureau, among many others. Considering Missouri Economic Research and Information Center pulls data through Burning Glass which aggregates from similar sources, allowing for alignment in some of the data.

MGT uses the latest Emsi occupational data from 2019 to 2029 for projections and job postings from 2019 to 2021 to understand occupational trends and to mitigate and understand the impact of the pandemic on job postings.

Further, one significant area of differentiation between Emsi and MERIC is wages. MGT reviewed wages above the median recommendation from the Department of Higher Education and Workforce Development calculated at \$17.11 per hour. For the purposes of understanding the need, occupations at \$13.00 and above are included in Appendix B. In summary, MGT reviews, analyzes, and draws conclusions from the most up to date specifically targeted for the Great River Area to inform the feasibility study.

Appendix B: Occupational Demand Tables

Exhibit 106. Top Occupations by Gap for Postsecondary Nondegree Awards and Associate Degrees in Cape Girardeau County.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
53-3032	Heavy and Tractor-Trailer Truck Drivers	466	480	51	\$22.66	Postsecondary nondegree award	0	51
49-3023	Automotive Service Technicians and Mechanics	293	304	29	\$15.24	Postsecondary nondegree award	4	25
31-9091	Dental Assistants	149	169	18	\$18.36	Postsecondary nondegree award	0	18
39-5012	Hairdressers, Hairstylists, and Cosmetologists	249	279	34	\$13.59	Postsecondary nondegree award	19	15
39-4011	Embalmers	13	38	7	\$26.40	Associate's degree	0	7
29-1292	Dental Hygienists	65	88	7	\$32.41	Associate's degree	0	7
49-2021	Radio, Cellular, and Tower Equipment Installers and Repairers	48	51	6	\$14.59	Associate's degree	0	6
51-9162	Computer Numerically Controlled Tool Programmers	24	45	5	\$28.91	Postsecondary nondegree award	0	5
19-4011	Agricultural and Food Science Technicians	25	34	5	\$31.31	Associate's degree	0	5
29-2034	Radiologic Technologists and Technicians	160	178	10	\$24.11	Associate's degree	6	4
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	114	125	12	\$20.70	Postsecondary nondegree award	8	4
29-2032	Diagnostic Medical Sonographers	57	62	3	\$31.51	Associate's degree	0	3
51-4111	Tool and Die Makers	36	30	3	\$34.13	Postsecondary nondegree award	0	3
43-4161	Human Resources Assistants, Except	38	25	3	\$17.96	Associate's degree	0	3

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
	Payroll and Timekeeping							
29-2035	Magnetic Resonance Imaging Technologists	26	30	2	\$31.04	Associate's degree	0	2
53-5021	Captains, Mates, and Pilots of Water Vessels	19	13	1	\$41.54	Postsecondary nondegree award	0	1
49-3011	Aircraft Mechanics and Service Technicians	<10	13	1	\$29.30	Postsecondary nondegree award	0	1
29-1126	Respiratory Therapists	149	158	9	\$22.14	Associate's degree	9	(0)
29-2055	Surgical Technologists	66	15	2	\$23.10	Postsecondary nondegree award	3	(1)
51-5111	Prepress Technicians and Workers	15	<10	1	\$13.08	Postsecondary nondegree award	3	(2)
33-2011	Firefighters	66	64	4	\$16.40	Postsecondary nondegree award	6	(2)
29-2061	Licensed Practical and Licensed Vocational Nurses	383	409	30	\$18.15	Postsecondary nondegree award	33	(3)
29-1124	Radiation Therapists	64	57	3	\$18.84	Associate's degree	6	(3)
31-2021	Physical Therapist Assistants	80	93	11	\$27.03	Associate's degree	15	(4)
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	29	29	2	\$22.45	Postsecondary nondegree award	6	(4)
27-4012	Broadcast Technicians	60	47	5	\$17.47	Associate's degree	10	(5)
31-9011	Massage Therapists	22	21	2	\$16.53	Postsecondary nondegree award	8	(6)
25-4031	Library Technicians	38	64	11	\$16.54	Postsecondary nondegree award	17	(6)
31-9097	Phlebotomists	132	126	12	\$13.18	Postsecondary nondegree award	18	(6)
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	62	104	13	\$34.25	Postsecondary nondegree award	20	(7)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
39-5094	Skincare Specialists	36	30	4	\$23.84	Postsecondary nondegree award	18	(14)
31-9092	Medical Assistants	245	289	31	\$14.29	Postsecondary nondegree award	52	(21)
17-3011	Architectural and Civil Drafters	14	16	1	\$20.62	Associate's degree	24	(23)
17-3022	Civil Engineering Technologists and Technicians	<10	<10	1	\$21.40	Associate's degree	24	(23)
15-1257	Web Developers and Digital Interface Designers	49	65	6	\$23.49	Associate's degree	31	(25)
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	225	221	16	\$17.42	Postsecondary nondegree award	58	(42)
17-3023	Electrical and Electronic Engineering Technologists and Technicians	14	15	2	\$30.73	Associate's degree	44	(42)
15-1231	Computer Network Support Specialists	50	48	4	\$21.51	Associate's degree	54	(50)
25-2011	Preschool Teachers, Except Special Education	61	70	8	\$13.83	Associate's degree	59	(51)
17-3026	Industrial Engineering Technologists and Technicians	35	33	3	\$13.94	Associate's degree	95	(92)

Source: Emsi Data Set Q2

Appendix B: Occupational Demand Tables

Exhibit 107. Top Occupations by Gap for Bachelor's Degree in Cape Girardeau County.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
13-1151	Training and Development Specialists	51	72	8	\$28.83	0	8
13-1028	Buyers and Purchasing Agents	70	68	6	\$20.82	0	6
13-1051	Cost Estimators	31	48	6	\$27.55	0	6
11-9021	Construction Managers	73	82	6	\$19.35	0	6
21-2021	Directors, Religious Activities and Education	57	49	6	\$19.51	0	6
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	73	58	6	\$22.46	0	6
13-1081	Logisticians	37	51	5	\$16.06	0	5
17-2072	Electronics Engineers, Except Computer	19	43	5	\$45.21	0	5
17-2112	Industrial Engineers	38	50	4	\$39.81	0	4
17-2141	Mechanical Engineers	43	47	3	\$34.58	0	3
21-1099	Community and Social Service Specialists, All Other	35	32	3	\$20.98	0	3
21-2099	Religious Workers, All Other	26	23	3	\$16.20	0	3
17-2051	Civil Engineers	55	38	3	\$30.49	0	3
17-2061	Computer Hardware Engineers	14	24	3	\$46.60	0	3
45-2011	Agricultural Inspectors	21	15	2	\$21.11	0	2
17-2071	Electrical Engineers	15	26	2	\$42.17	0	2
25-9099	Educational Instruction and Library Workers, All Other	17	21	2	\$20.31	0	2
53-2011	Airline Pilots, Copilots, and Flight Engineers	23	21	2	\$38.34	0	2
17-1022	Surveyors	11	16	2	\$17.47	0	2
13-1141	Compensation, Benefits, and Job Analysis Specialists	12	15	2	\$27.99	0	2
15-2011	Actuaries	25	26	1	\$29.08	0	1
17-1011	Architects, Except Landscape and Naval	<10	10	1	\$30.44	0	1
15-2031	Operations Research Analysts	18	24	2	\$37.10	11	(9)
17-2199	Engineers, All Other	11	13	1	\$37.59	20	(19)
11-3051	Industrial Production Managers	54	85	8	\$49.29	27	(19)
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	74	114	10	\$40.89	31	(21)
25-4022	Librarians and Media Collections Specialists	53	56	5	\$20.93	27	(22)
21-2011	Clergy	119	113	11	\$19.95	35	(24)
29-2018	Clinical Laboratory Technologists and Technicians	130	142	9	\$20.48	33	(24)
19-1031	Conservation Scientists	21	32	4	\$25.46	28	(24)
11-3011	Administrative Services and Facilities Managers	54	69	7	\$49.43	34	(27)
11-9041	Architectural and Engineering Managers	18	24	2	\$60.46	30	(28)
29-1031	Dietitians and Nutritionists	52	48	3	\$24.91	32	(29)
15-1251	Computer Programmers	14	15	1	\$33.97	31	(30)
27-2012	Producers and Directors	45	48	4	\$29.53	36	(32)
21-1029	Social Workers, All Other	19	25	3	\$19.76	35	(32)
13-2081	Tax Examiners and Collectors, and Revenue Agents	0	12	3	\$18.30	39	(36)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
41-3031	Securities, Commodities, and Financial Services Sales Agents	113	104	9	\$21.47	46	(37)
27-3091	Interpreters and Translators	22	28	3	\$19.60	41	(38)
13-2072	Loan Officers	65	51	4	\$31.74	46	(42)
13-2053	Insurance Underwriters	83	45	4	\$42.77	46	(42)
13-2021	Property Appraisers and Assessors	19	30	3	\$18.39	46	(43)
21-1091	Health Education Specialists	37	35	4	\$15.78	47	(43)
13-2052	Personal Financial Advisors	38	36	3	\$32.81	46	(43)
25-2058	Special Education Teachers, Secondary School	63	71	5	\$21.93	50	(45)
43-9111	Statistical Assistants	19	31	5	\$22.60	50	(45)
13-1121	Meeting, Convention, and Event Planners	31	36	4	\$17.40	50	(46)
27-2022	Coaches and Scouts	65	79	12	\$24.85	59	(47)
15-1245	Database Administrators and Architects	36	45	4	\$35.91	53	(49)
15-1244	Network and Computer Systems Administrators	39	46	3	\$30.45	53	(50)
15-1241	Computer Network Architects	24	28	2	\$40.13	53	(51)
27-2041	Music Directors and Composers	16	14	2	\$20.37	55	(53)
15-1212	Information Security Analysts	16	25	2	\$35.18	57	(55)
25-2012	Kindergarten Teachers, Except Special Education	31	32	3	\$18.61	62	(59)
13-1041	Compliance Officers	50	62	6	\$26.02	73	(67)
27-3041	Editors	19	22	2	\$16.57	71	(69)
15-1211	Computer Systems Analysts	53	64	5	\$23.38	74	(69)
29-1141	Registered Nurses	1,492	1,614	88	\$28.58	160	(72)
13-1131	Fundraisers	13	14	2	\$23.38	79	(77)
25-2059	Special Education Teachers, All Other	14	23	2	\$21.85	82	(80)
11-9031	Education and Childcare Administrators, Preschool and Daycare	<10	13	2	\$23.56	83	(81)
13-2041	Credit Analysts	<10	11	1	\$66.10	85	(84)
27-1024	Graphic Designers	80	89	9	\$21.32	100	(91)
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	53	56	5	\$29.28	97	(92)
27-3043	Writers and Authors	13	13	1	\$18.50	95	(94)
21-1092	Probation Officers and Correctional Treatment Specialists	35	22	2	\$19.01	98	(96)
19-2041	Environmental Scientists and Specialists, Including Health	<10	19	2	\$25.51	108	(106)
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	103	146	16	\$16.59	128	(112)
25-3097	Tutors and Teachers and Instructors, All Other	88	126	16	\$15.06	132	(116)
27-3011	Broadcast Announcers and Radio Disc Jockeys	48	46	5	\$17.00	124	(119)
11-9151	Social and Community Service Managers	59	65	6	\$30.48	161	(155)
13-1111	Management Analysts	136	182	18	\$38.26	185	(167)
11-9111	Medical and Health Services Managers	153	203	17	\$53.03	187	(170)
13-2011	Accountants and Auditors	296	313	28	\$25.35	198	(170)
15-1299	Computer Occupations, All Other	55	38	3	\$30.07	180	(177)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-2022	Middle School Teachers, Except Special and Career/Technical Education	135	196	18	\$19.46	197	(179)
11-3121	Human Resources Managers	12	20	2	\$46.35	193	(191)
25-2021	Elementary School Teachers, Except Special Education	241	255	20	\$21.25	223	(203)
27-3031	Public Relations Specialists	65	80	8	\$20.10	213	(205)
11-3021	Computer and Information Systems Managers	52	60	5	\$49.94	213	(208)
13-1161	Market Research Analysts and Marketing Specialists	113	165	17	\$25.03	256	(239)
21-1021	Child, Family, and School Social Workers	141	149	13	\$14.99	252	(239)
13-1071	Human Resources Specialists	215	212	19	\$19.89	318	(299)
11-1021	General and Operations Managers	830	916	75	\$31.36	386	(311)
13-1198	Project Management Specialists and Business Operations Specialists, All Other	171	241	26	\$38.19	359	(333)
11-2022	Sales Managers	49	50	4	\$83.15	345	(341)
11-2021	Marketing Managers	32	42	4	\$52.55	358	(354)
11-3031	Financial Managers	76	85	6	\$53.48	383	(377)
11-1011	Chief Executives	81	74	5	\$41.49	386	(381)
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	333	399	31	\$20.60	467	(436)
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	143	163	12	\$31.97	666	(654)

Source: Emsi Data Set Q2.

Exhibit 108. Top Occupations by Gap for Postsecondary Nondegree Awards and Associate Degrees in Perry County

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
53-3032	Heavy and Tractor-Trailer Truck Drivers	315	285	30	\$22.41	Postsecondary nondegree award	0	30
49-3023	Automotive Service Technicians and Mechanics	72	72	7	\$15.30	Postsecondary nondegree award	0	7
29-2061	Licensed Practical and Licensed Vocational Nurses	46	43	3	\$19.45	Postsecondary nondegree award	0	3
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	22	26	2	\$18.41	Postsecondary nondegree award	0	2
17-3011	Architectural and Civil Drafters	12	21	2	\$23.80	Associate's degree	0	2

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
31-9091	Dental Assistants	20	20	2	\$13.57	Postsecondary nondegree award	0	2
19-4011	Agricultural and Food Science Technicians	<10	11	2	\$16.85	Associate's degree	0	2
17-3027	Mechanical Engineering Technologists and Technicians	<10	15	2	\$18.35	Associate's degree	0	2
49-3011	Aircraft Mechanics and Service Technicians	26	20	2	\$23.97	Postsecondary nondegree award	0	2
25-2011	Preschool Teachers, Except Special Education	20	16	1	\$17.03	Associate's degree	0	1
17-3098	Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	10	13	1	\$30.87	Associate's degree	0	1
31-2021	Physical Therapist Assistants	10	10	1	\$27.12	Associate's degree	0	1
33-2011	Firefighters	14	14	1	\$18.13	Postsecondary nondegree award	0	1
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	14	14	1	\$16.87	Postsecondary nondegree award	0	1
29-2041	Emergency Medical Technicians and Paramedics	23	10	1	\$14.43	Postsecondary nondegree award	0	1
29-1292	Dental Hygienists	11	10	1	\$33.13	Associate's degree	0	1

Source: Emsi Data Set Q2

Appendix B: Occupational Demand Tables

Exhibit 109. Top Occupations by Gap for Bachelor's Degrees in Perry County.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
11-1021	General and Operations Managers	194	192	15	\$30.13	0	15
13-2011	Accountants and Auditors	160	144	12	\$24.76	0	12
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	134	130	8	\$22.90	0	8
25-2022	Middle School Teachers, Except Special and Career/Technical Education	113	112	7	\$23.42	0	7
25-3031	Substitute Teachers, Short-Term	61	56	6	\$14.66	0	6
25-2021	Elementary School Teachers, Except Special Education	76	66	5	\$24.51	0	5
13-1198	Project Management Specialists and Business Operations Specialists, All Other	40	47	4	\$33.52	0	4
17-2112	Industrial Engineers	72	65	4	\$34.62	0	4
21-2011	Clergy	35	37	4	\$26.28	0	4
11-9021	Construction Managers	33	44	3	\$39.17	0	3
29-1141	Registered Nurses	66	54	3	\$31.16	0	3
13-1028	Buyers and Purchasing Agents	38	32	3	\$21.67	0	3
13-1161	Market Research Analysts and Marketing Specialists	21	27	3	\$19.28	0	3
13-1071	Human Resources Specialists	32	30	3	\$24.13	0	3
21-2021	Directors, Religious Activities and Education	23	24	3	\$23.51	0	3
13-1051	Cost Estimators	27	27	3	\$34.26	0	3
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	32	32	2	\$18.07	0	2
21-1021	Child, Family, and School Social Workers	22	22	2	\$18.46	0	2
17-1022	Surveyors	11	19	2	\$15.79	0	2
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	32	27	2	\$43.55	0	2
11-3031	Financial Managers	23	25	2	\$49.52	0	2
41-3031	Securities, Commodities, and Financial Services Sales Agents	11	17	2	\$27.73	0	2
13-2072	Loan Officers	20	22	2	\$33.54	0	2
11-3051	Industrial Production Managers	28	25	2	\$40.69	0	2
13-1111	Management Analysts	14	15	1	\$32.76	0	1
17-2141	Mechanical Engineers	22	23	1	\$31.25	0	1
25-2057	Special Education Teachers, Middle School	18	19	1	\$24.45	0	1
13-1081	Logisticians	16	13	1	\$29.64	0	1
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	16	15	1	\$41.65	0	1
13-1151	Training and Development Specialists	15	12	1	\$25.10	0	1
11-3011	Administrative Services and Facilities Managers	13	13	1	\$38.39	0	1
17-2199	Engineers, All Other	14	14	1	\$39.27	0	1
11-1011	Chief Executives	15	11	1	\$39.25	0	1
15-1211	Computer Systems Analysts	<10	11	1	\$37.45	0	1
17-2011	Aerospace Engineers	12	11	1	\$34.93	0	1

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
15-1244	Network and Computer Systems Administrators	11	10	1	\$34.60	0	1

Source: Emsi Data Set Q2

Exhibit 110. Top Occupations by Gap for Postsecondary Nondegree Awards and Associate Degrees in the Great River Area.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,448	1,483	158	\$22.18	Postsecondary nondegree award	0	158
49-3023	Automotive Service Technicians and Mechanics	536	524	49	\$15.83	Postsecondary nondegree award	4	45
31-9091	Dental Assistants	208	238	26	\$17.40	Postsecondary nondegree award	0	26
29-2061	Licensed Practical and Licensed Vocational Nurses	653	707	53	\$18.47	Postsecondary nondegree award	33	20
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	178	201	19	\$20.04	Postsecondary nondegree award	8	11
29-1292	Dental Hygienists	96	122	9	\$32.64	Associate's degree	0	9
31-2021	Physical Therapist Assistants	163	202	24	\$26.64	Associate's degree	15	9
39-4011	Embalmers	20	41	8	\$26.04	Associate's degree	0	8
19-4011	Agricultural and Food Science Technicians	41	55	8	\$27.89	Associate's degree	0	8
29-2034	Radiologic Technologists and Technicians	201	219	12	\$25.07	Associate's degree	6	6
49-2021	Radio, Cellular, and	51	56	6	\$14.82	Associate's degree	0	6

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
	Tower Equipment Installers and Repairers							
51-9162	Computer Numerically Controlled Tool Programmers	25	48	6	\$29.00	Postsecondary nondegree award	0	6
31-2011	Occupational Therapy Assistants	41	44	6	\$31.93	Associate's degree	0	6
29-2032	Diagnostic Medical Sonographers	74	79	4	\$32.65	Associate's degree	0	4
51-4111	Tool and Die Makers	51	42	4	\$31.05	Postsecondary nondegree award	0	4
33-2011	Firefighters	132	140	10	\$17.83	Postsecondary nondegree award	6	4
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	50	35	4	\$18.06	Associate's degree	0	4
49-3011	Aircraft Mechanics and Service Technicians	45	40	3	\$26.40	Postsecondary nondegree award	0	3
53-5021	Captains, Mates, and Pilots of Water Vessels	37	32	3	\$38.85	Postsecondary nondegree award	0	3
39-4031	Morticians, Undertakers, and Funeral Arrangers	36	21	3	\$16.30	Associate's degree	0	3
29-2035	Magnetic Resonance Imaging Technologists	26	30	2	\$31.04	Associate's degree	0	2
49-9062	Medical Equipment Repairers	19	15	2	\$21.83	Associate's degree	0	2
53-2021	Air Traffic Controllers	<10	12	1	\$48.45	Associate's degree	0	1

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
29-1126	Respiratory Therapists	167	179	10	\$22.36	Associate's degree	9	1
29-2055	Surgical Technologists	78	25	2	\$21.32	Postsecondary nondegree award	3	(1)
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	106	145	17	\$32.65	Postsecondary nondegree award	20	(3)
29-1124	Radiation Therapists	64	57	3	\$18.84	Associate's degree	6	(3)
31-9011	Massage Therapists	39	38	4	\$17.47	Postsecondary nondegree award	8	(4)
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	34	36	2	\$22.52	Postsecondary nondegree award	6	(4)
25-4031	Library Technicians	42	72	13	\$16.35	Postsecondary nondegree award	17	(4)
27-4012	Broadcast Technicians	66	52	6	\$16.97	Associate's degree	10	(4)
31-9097	Phlebotomists	135	130	12	\$13.22	Postsecondary nondegree award	18	(6)
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	24	24	2	\$17.42	Postsecondary nondegree award	8	(6)
31-9092	Medical Assistants	314	361	39	\$14.50	Postsecondary nondegree award	52	(13)
39-5094	Skincare Specialists	40	36	4	\$23.18	Postsecondary nondegree award	18	(14)
31-9094	Medical Transcriptionists	20	15	2	\$16.15	Postsecondary nondegree award	19	(17)
17-3011	Architectural and Civil Drafters	36	48	5	\$21.89	Associate's degree	24	(19)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
49-2097	Audiovisual Equipment Installers and Repairers	12	10	1	\$18.64	Postsecondary nondegree award	20	(19)
17-3022	Civil Engineering Technologists and Technicians	<10	17	2	\$21.35	Associate's degree	24	(22)
27-4011	Audio and Video Technicians	12	15	2	\$20.44	Postsecondary nondegree award	25	(23)
15-1257	Web Developers and Digital Interface Designers	58	77	7	\$23.07	Associate's degree	31	(24)
17-3027	Mechanical Engineering Technologists and Technicians	10	17	2	\$18.73	Associate's degree	27	(25)
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	270	263	19	\$18.13	Postsecondary nondegree award	58	(39)
17-3023	Electrical and Electronic Engineering Technologists and Technicians	24	27	3	\$31.42	Associate's degree	44	(41)
13-1032	Insurance Appraisers, Auto Damage	<10	13	2	\$21.61	Postsecondary nondegree award	47	(45)
25-2011	Preschool Teachers, Except Special Education	122	116	12	\$14.05	Associate's degree	59	(47)
15-1231	Computer Network Support Specialists	79	76	6	\$20.59	Associate's degree	54	(48)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Regional Completions (2019)	Occupational Gap
17-3098	Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	17	20	2	\$30.66	Associate's degree	68	(66)
17-3026	Industrial Engineering Technologists and Technicians	51	43	4	\$15.93	Associate's degree	95	(91)

Source: Emsi Q2 Data Set.

Appendix B: Occupational Demand Tables

Exhibit 111. Top Occupations by Gap for Bachelor's Degrees in the Great River Area.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-3031	Substitute Teachers, Short-Term	251	240	27	\$13.91	0	27
11-9021	Construction Managers	170	194	14	\$23.45	0	14
13-1028	Buyers and Purchasing Agents	146	137	13	\$21.56	0	13
13-1151	Training and Development Specialists	89	114	12	\$27.77	0	12
21-2021	Directors, Religious Activities and Education	112	103	12	\$20.31	0	12
13-1051	Cost Estimators	91	107	11	\$30.69	0	11
17-2112	Industrial Engineers	140	152	11	\$37.03	0	11
13-1081	Logisticians	68	83	8	\$20.76	0	8
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	93	79	8	\$26.47	0	8
21-2099	Religious Workers, All Other	50	47	6	\$16.82	0	6
17-2072	Electronics Engineers, Except Computer	36	62	6	\$45.17	0	6
17-2051	Civil Engineers	82	71	6	\$31.05	0	6
17-2141	Mechanical Engineers	76	84	6	\$32.91	0	6
21-1099	Community and Social Service Specialists, All Other	46	43	4	\$20.69	0	4
17-1022	Surveyors	28	43	4	\$16.03	0	4
25-9099	Educational Instruction and Library Workers, All Other	36	42	4	\$20.83	0	4
17-2071	Electrical Engineers	25	39	4	\$43.14	0	4
45-2011	Agricultural Inspectors	29	22	3	\$16.99	0	3
53-2011	Airline Pilots, Copilots, and Flight Engineers	30	27	3	\$39.67	0	3
17-2061	Computer Hardware Engineers	14	25	3	\$46.54	0	3
27-1025	Interior Designers	21	25	2	\$25.07	0	2
13-1141	Compensation, Benefits, and Job Analysis Specialists	21	24	2	\$27.20	0	2
17-1011	Architects, Except Landscape and Naval	18	23	2	\$28.70	0	2
41-9031	Sales Engineers	<10	13	2	\$60.66	0	2
15-2011	Actuaries	26	27	1	\$29.40	0	1
17-2011	Aerospace Engineers	12	13	1	\$35.05	0	1
11-3061	Purchasing Managers	<10	12	1	\$52.37	7	(6)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
15-2031	Operations Research Analysts	30	35	3	\$34.58	11	(8)
19-5011	Occupational Health and Safety Specialists	31	32	2	\$30.95	14	(12)
21-2011	Clergy	213	206	21	\$23.56	35	(14)
11-3051	Industrial Production Managers	117	145	12	\$46.20	27	(15)
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	131	180	15	\$42.27	31	(16)
17-2199	Engineers, All Other	29	32	2	\$38.98	20	(18)
25-4022	Librarians and Media Collections Specialists	88	93	9	\$20.71	27	(18)
29-2018	Clinical Laboratory Technologists and Technicians	165	170	11	\$21.91	33	(22)
19-1031	Conservation Scientists	26	40	5	\$25.67	28	(23)
11-3011	Administrative Services and Facilities Managers	90	111	10	\$45.20	34	(24)
29-9091	Athletic Trainers	31	15	1	\$22.15	26	(25)
11-9041	Architectural and Engineering Managers	33	41	3	\$59.51	30	(27)
29-1031	Dietitians and Nutritionists	68	65	4	\$25.63	32	(28)
15-1251	Computer Programmers	23	22	2	\$34.59	31	(29)
27-2012	Producers and Directors	51	57	5	\$28.94	36	(31)
21-1029	Social Workers, All Other	29	39	4	\$21.09	35	(31)
41-3031	Securities, Commodities, and Financial Services Sales Agents	151	152	14	\$22.43	46	(32)
13-2081	Tax Examiners and Collectors, and Revenue Agents	<10	18	3	\$18.89	39	(36)
27-3091	Interpreters and Translators	32	40	4	\$19.72	41	(37)
13-2072	Loan Officers	122	104	8	\$32.10	46	(38)
29-1141	Registered Nurses	2,082	2,230	121	\$28.88	160	(39)
13-2021	Property Appraisers and Assessors	36	47	4	\$19.84	46	(42)
13-2053	Insurance Underwriters	94	52	4	\$43.57	46	(42)
25-2058	Special Education Teachers, Secondary School	105	110	8	\$21.78	50	(42)
13-2052	Personal Financial Advisors	47	44	3	\$32.94	46	(43)
27-2022	Coaches and Scouts	97	109	16	\$23.47	59	(43)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
21-1091	Health Education Specialists	40	39	4	\$16.00	47	(43)
13-1121	Meeting, Convention, and Event Planners	48	54	6	\$16.92	50	(44)
43-9111	Statistical Assistants	19	32	5	\$22.56	50	(45)
25-2057	Special Education Teachers, Middle School	51	54	4	\$23.90	50	(46)
15-1244	Network and Computer Systems Administrators	72	78	5	\$32.35	53	(48)
15-1245	Database Administrators and Architects	40	51	4	\$35.83	53	(49)
15-1241	Computer Network Architects	31	33	2	\$37.98	53	(51)
27-2041	Music Directors and Composers	30	28	3	\$21.49	55	(52)
15-1212	Information Security Analysts	26	37	3	\$38.67	57	(54)
25-2012	Kindergarten Teachers, Except Special Education	53	52	5	\$18.88	62	(57)
13-1041	Compliance Officers	81	101	9	\$29.44	73	(64)
27-3041	Editors	35	45	5	\$16.55	71	(66)
15-1211	Computer Systems Analysts	78	91	7	\$26.65	74	(67)
13-1131	Fundraisers	21	25	3	\$22.39	79	(76)
25-2059	Special Education Teachers, All Other	17	29	3	\$21.70	82	(79)
11-9031	Education and Childcare Administrators, Preschool and Daycare	11	19	2	\$23.21	83	(81)
13-2041	Credit Analysts	19	20	2	\$48.33	85	(83)
13-2061	Financial Examiners	17	22	2	\$35.99	85	(83)
21-1092	Probation Officers and Correctional Treatment Specialists	99	102	9	\$18.74	98	(89)
27-1024	Graphic Designers	103	111	11	\$20.41	100	(89)
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	85	91	7	\$32.59	97	(90)
27-3043	Writers and Authors	19	19	2	\$18.22	95	(93)
27-1011	Art Directors	11	15	2	\$20.01	100	(98)
19-2041	Environmental Scientists and Specialists, Including Health	21	33	4	\$26.28	108	(104)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	137	192	21	\$17.78	128	(107)
27-3011	Broadcast Announcers and Radio Disc Jockeys	52	49	6	\$16.71	124	(118)
13-2011	Accountants and Auditors	637	661	58	\$24.76	198	(140)
11-9151	Social and Community Service Managers	90	103	9	\$29.82	161	(152)
25-2022	Middle School Teachers, Except Special and Career/Technical Education	467	533	42	\$21.49	197	(155)
13-1111	Management Analysts	185	245	24	\$36.95	185	(161)
11-9111	Medical and Health Services Managers	217	285	24	\$50.35	187	(163)
11-2031	Public Relations and Fundraising Managers	13	15	1	\$42.97	173	(172)
15-1299	Computer Occupations, All Other	72	53	4	\$30.55	180	(176)
25-2021	Elementary School Teachers, Except Special Education	487	468	35	\$21.89	223	(188)
11-3121	Human Resources Managers	25	34	3	\$44.94	193	(190)
27-3031	Public Relations Specialists	93	115	12	\$21.58	213	(201)
11-3021	Computer and Information Systems Managers	70	80	6	\$50.28	213	(207)
21-1021	Child, Family, and School Social Workers	265	297	28	\$16.92	252	(224)
13-1161	Market Research Analysts and Marketing Specialists	180	256	27	\$23.14	256	(229)
11-1021	General and Operations Managers	1,447	1,564	126	\$31.27	386	(260)
13-1071	Human Resources Specialists	313	313	29	\$21.22	318	(289)
13-1198	Project Management Specialists and Business Operations Specialists, All Other	272	372	39	\$36.89	359	(320)
11-2022	Sales Managers	79	82	7	\$66.87	345	(338)
11-2021	Marketing Managers	58	71	6	\$54.73	358	(352)
11-3031	Financial Managers	133	151	12	\$51.99	383	(371)
11-1011	Chief Executives	132	122	8	\$40.96	386	(378)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	755	814	58	\$21.27	467	(409)
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	265	299	22	\$24.37	666	(644)

Source: Emsi Q2 Data Set.

Appendix B: Occupational Demand Tables

Exhibit 112. Top 30 Occupations by Gap for Bachelor's Degrees in Missouri.

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-3031	Substitute Teachers, Short-Term	10,919	9,827	1,082	\$13.66	0	1,082
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	6,272	6,358	603	\$36.97	65	538
25-9099	Educational Instruction and Library Workers, All Other	1,288	2,003	232	\$22.55	0	232
27-2022	Coaches and Scouts	4,669	4,859	691	\$15.14	552	139
41-9031	Sales Engineers	1,250	1,332	137	\$37.11	24	113
27-1025	Interior Designers	1,523	1,474	140	\$24.57	63	77
21-2099	Religious Workers, All Other	1,680	1,718	222	\$17.77	156	66
17-1011	Architects, Except Landscape and Naval	2,457	2,506	181	\$35.51	146	35
53-2011	Airline Pilots, Copilots, and Flight Engineers	1,203	1,143	116	\$49.42	97	19
21-2021	Directors, Religious Activities and Education	3,593	3,509	392	\$21.83	375	17
29-1129	Therapists, All Other	385	478	35	\$24.53	23	12
19-1032	Foresters	289	222	22	\$23.94	31	(9)
17-1012	Landscape Architects	264	310	27	\$27.31	39	(12)
41-3031	Securities, Commodities, and Financial Services Sales Agents	10,412	10,776	962	\$33.14	978	(16)
17-1022	Surveyors	899	1,020	91	\$27.01	110	(19)
13-1151	Training and Development Specialists	5,541	6,127	595	\$28.10	642	(47)
19-2099	Physical Scientists, All Other	262	414	44	\$46.88	107	(63)
17-2112	Industrial Engineers	5,928	6,828	481	\$40.60	546	(65)
33-3031	Fish and Game Wardens	204	188	18	\$26.21	89	(71)
19-2043	Hydrologists	76	72	7	\$43.74	80	(73)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
27-1029	Designers, All Other	462	441	46	\$22.40	129	(83)
15-2011	Actuaries	373	469	32	\$57.44	175	(143)
19-3099	Social Scientists and Related Workers, All Other	407	443	48	\$34.93	205	(157)
13-1028	Buyers and Purchasing Agents	7,503	7,242	682	\$28.70	868	(186)
17-1021	Cartographers and Photogrammetrists	245	254	23	\$27.24	224	(201)
27-4031	Camera Operators, Television, Video, and Film	321	334	32	\$24.42	245	(213)
17-2121	Marine Engineers and Naval Architects	104	113	12	\$43.24	229	(217)
13-1081	Logisticians	3,716	3,816	349	\$34.28	585	(236)
19-2042	Geoscientists, Except Hydrologists and Geographers	251	272	27	\$35.29	280	(253)
45-2011	Agricultural Inspectors	340	301	48	\$18.59	305	(257)
17-2051	Civil Engineers	5,931	5,610	400	\$39.18	674	(274)
13-2072	Loan Officers	7,517	7,870	662	\$34.22	937	(275)
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	386	412	29	\$45.68	328	(299)
19-5011	Occupational Health and Safety Specialists	1,507	1,675	102	\$34.67	418	(316)
19-1031	Conservation Scientists	482	525	53	\$33.20	385	(332)
19-2021	Atmospheric and Space Scientists	286	311	29	\$49.71	402	(373)
25-2058	Special Education Teachers, Secondary School	2,464	2,266	170	\$22.08	551	(381)
21-1099	Community and Social Service Specialists, All Other	1,314	1,351	142	\$18.89	562	(420)
13-1141	Compensation, Benefits, and Job Analysis Specialists	1,112	1,138	112	\$30.95	546	(434)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
19-4092	Forensic Science Technicians	380	382	49	\$24.62	493	(444)
17-2161	Nuclear Engineers	141	72	7	\$52.92	463	(456)
25-2057	Special Education Teachers, Middle School	1,294	1,183	89	\$22.81	551	(462)
27-1022	Fashion Designers	200	241	26	\$25.08	491	(465)
17-2131	Materials Engineers	605	640	42	\$39.81	521	(479)
27-2041	Music Directors and Composers	1,096	1,095	123	\$22.09	641	(518)
11-3111	Compensation and Benefits Managers	167	179	17	\$62.55	546	(529)
29-1031	Dietitians and Nutritionists	1,592	1,706	117	\$28.41	666	(549)
19-2031	Chemists	1,509	1,556	134	\$34.79	707	(573)
15-2098	Data Scientists and Mathematical Science Occupations, All Other	972	1,246	118	\$46.37	696	(578)
11-3131	Training and Development Managers	663	669	58	\$53.78	642	(584)
17-2031	Bioengineers and Biomedical Engineers	161	152	13	\$35.66	601	(588)
19-1012	Food Scientists and Technologists	220	220	25	\$32.59	626	(601)
17-2071	Electrical Engineers	3,859	4,128	277	\$46.95	903	(626)
19-2032	Materials Scientists	72	86	9	\$38.51	676	(667)
13-2052	Personal Financial Advisors	4,673	4,760	351	\$36.45	1,021	(670)
23-1022	Arbitrators, Mediators, and Conciliators	152	164	9	\$30.27	704	(695)
17-2171	Petroleum Engineers	120	181	20	\$62.10	754	(734)
13-2053	Insurance Underwriters	3,832	3,376	269	\$31.81	1,024	(755)
11-3061	Purchasing Managers	1,020	1,051	84	\$53.66	868	(784)
25-2023	Career/Technical Education Teachers, Middle School	19	113	16	\$32.50	817	(801)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
43-9081	Proofreaders and Copy Markers	187	172	23	\$18.93	840	(817)
17-2072	Electronics Engineers, Except Computer	1,825	2,210	179	\$48.56	1,015	(836)
27-1021	Commercial and Industrial Designers	456	416	44	\$32.08	884	(840)
13-2021	Property Appraisers and Assessors	1,415	1,238	96	\$23.36	937	(841)
25-4022	Librarians and Media Collections Specialists	2,347	2,373	228	\$25.46	1,075	(847)
17-2041	Chemical Engineers	437	416	29	\$52.92	894	(865)
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	19	39	4	\$45.08	876	(872)
13-2071	Credit Counselors	842	864	81	\$23.97	954	(873)
29-1128	Exercise Physiologists	198	229	19	\$23.06	908	(889)
27-1027	Set and Exhibit Designers	455	369	35	\$19.42	926	(891)
21-1029	Social Workers, All Other	1,064	1,243	122	\$33.58	1,022	(900)
27-1024	Graphic Designers	4,415	4,344	404	\$23.40	1,355	(951)
17-2081	Environmental Engineers	976	849	58	\$29.52	1,013	(955)
29-1125	Recreational Therapists	481	490	31	\$22.44	1,115	(1,084)
25-2032	Career/Technical Education Teachers, Secondary School	437	480	41	\$25.00	1,131	(1,090)
27-1011	Art Directors	1,207	1,180	124	\$31.90	1,218	(1,094)
13-1131	Fundraisers	2,123	2,414	247	\$25.89	1,349	(1,102)
27-1014	Special Effects Artists and Animators	635	558	58	\$22.87	1,166	(1,108)
17-2141	Mechanical Engineers	3,346	3,726	250	\$39.86	1,360	(1,110)
27-4032	Film and Video Editors	432	445	43	\$23.30	1,158	(1,115)
29-2018	Clinical Laboratory Technologists and Technicians	9,346	9,526	613	\$22.56	1,735	(1,122)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-2052	Special Education Teachers, Kindergarten and Elementary School	2,565	2,665	226	\$25.98	1,357	(1,131)
15-2031	Operations Research Analysts	1,583	1,829	136	\$37.35	1,288	(1,152)
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	24,533	30,673	2,316	\$45.62	3,480	(1,164)
29-9091	Athletic Trainers	650	748	54	\$21.98	1,263	(1,209)
21-1091	Health Education Specialists	1,135	1,232	130	\$21.50	1,399	(1,269)
25-2059	Special Education Teachers, All Other	362	395	36	\$28.26	1,312	(1,276)
25-2051	Special Education Teachers, Preschool	282	256	21	\$22.15	1,357	(1,336)
17-2061	Computer Hardware Engineers	732	1,025	94	\$46.72	1,519	(1,425)
27-2012	Producers and Directors	1,844	1,722	158	\$24.01	1,607	(1,449)
21-2011	Clergy	6,781	6,897	689	\$24.35	2,168	(1,479)
17-2011	Aerospace Engineers	1,282	1,277	80	\$53.16	1,619	(1,539)
25-3011	Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	729	604	79	\$24.49	1,667	(1,588)
21-1092	Probation Officers and Correctional Treatment Specialists	2,382	2,218	183	\$18.27	1,782	(1,599)
27-3042	Technical Writers	736	929	98	\$31.07	1,708	(1,610)
11-2011	Advertising and Promotions Managers	315	306	30	\$45.75	1,674	(1,644)
13-2081	Tax Examiners and Collectors, and Revenue Agents	2,092	2,107	193	\$21.00	1,877	(1,684)
25-2012	Kindergarten Teachers, Except Special Education	1,775	1,830	192	\$23.26	1,900	(1,708)
27-3011	Broadcast Announcers and Radio Disc Jockeys	813	629	76	\$14.51	1,878	(1,802)

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SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
19-4021	Biological Technicians	1,000	1,005	114	\$20.80	2,152	(2,038)
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	173	144	21	\$19.77	2,075	(2,054)
27-3041	Editors	1,664	1,504	160	\$19.76	2,215	(2,055)
19-3092	Geographers	31	20	2	\$37.97	2,119	(2,117)
19-1099	Life Scientists, All Other	52	69	7	\$37.20	2,138	(2,131)
19-1023	Zoologists and Wildlife Biologists	355	311	28	\$26.11	2,218	(2,190)
11-9161	Emergency Management Directors	232	285	25	\$28.00	2,240	(2,215)
19-1022	Microbiologists	333	274	24	\$33.53	2,278	(2,254)
19-1011	Animal Scientists	60	101	14	\$35.08	2,294	(2,280)
29-1141	Registered Nurses	71,895	76,281	4,169	\$30.88	6,502	(2,333)
11-2031	Public Relations and Fundraising Managers	1,496	1,832	171	\$48.85	2,667	(2,496)
27-3091	Interpreters and Translators	1,147	1,363	138	\$21.37	2,666	(2,528)
13-1075	Labor Relations Specialists	1,526	1,306	127	\$20.56	2,720	(2,593)
19-2041	Environmental Scientists and Specialists, Including Health	783	869	87	\$26.14	2,695	(2,608)
13-2061	Financial Examiners	2,236	2,669	209	\$38.01	2,821	(2,612)
13-2041	Credit Analysts	1,719	1,559	136	\$30.35	2,794	(2,658)
13-2031	Budget Analysts	893	919	75	\$33.87	2,794	(2,719)
19-1029	Biological Scientists, All Other	608	669	62	\$33.04	2,796	(2,734)
15-1241	Computer Network Architects	3,411	3,797	257	\$44.60	3,025	(2,768)
19-1013	Soil and Plant Scientists	314	314	33	\$22.83	2,807	(2,774)
11-9039	Education Administrators, All Other	607	678	54	\$31.41	2,853	(2,799)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
27-3023	News Analysts, Reporters, and Journalists	810	625	76	\$15.18	2,910	(2,834)
43-9111	Statistical Assistants	183	201	28	\$26.81	2,878	(2,850)
27-3043	Writers and Authors	1,566	1,492	149	\$21.33	3,008	(2,859)
11-9031	Education and Childcare Administrators, Preschool and Daycare	937	924	70	\$26.10	3,064	(2,994)
15-1245	Database Administrators and Architects	3,337	3,682	259	\$38.06	3,301	(3,042)
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	7,953	8,485	660	\$38.46	3,704	(3,044)
15-1244	Network and Computer Systems Administrators	7,874	7,743	495	\$38.83	3,639	(3,144)
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	5,287	6,204	625	\$18.95	3,849	(3,224)
15-1211	Computer Systems Analysts	11,520	12,187	852	\$39.74	4,094	(3,242)
19-4061	Social Science Research Assistants	867	738	94	\$24.34	3,347	(3,253)
25-4013	Museum Technicians and Conservators	915	912	99	\$19.76	3,355	(3,256)
15-1251	Computer Programmers	4,095	3,510	239	\$37.97	3,524	(3,285)
17-2199	Engineers, All Other	1,680	1,858	130	\$41.43	3,529	(3,399)
27-3031	Public Relations Specialists	6,001	6,497	619	\$25.22	4,163	(3,544)
15-1212	Information Security Analysts	2,627	3,356	275	\$43.28	3,862	(3,587)
25-2021	Elementary School Teachers, Except Special Education	22,689	21,583	1,538	\$22.43	5,272	(3,734)
11-9021	Construction Managers	7,186	7,848	545	\$31.30	4,297	(3,752)
11-9121	Natural Sciences Managers	738	812	64	\$48.95	4,323	(4,259)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
25-2022	Middle School Teachers, Except Special and Career/Technical Education	11,384	11,431	847	\$23.65	5,213	(4,366)
11-9041	Architectural and Engineering Managers	2,422	2,442	167	\$67.17	4,610	(4,443)
13-1121	Meeting, Convention, and Event Planners	3,232	3,151	330	\$18.82	4,840	(4,510)
11-3051	Industrial Production Managers	3,422	3,663	256	\$49.31	4,919	(4,663)
13-1041	Compliance Officers	4,836	5,242	435	\$34.29	5,177	(4,742)
21-1021	Child, Family, and School Social Workers	7,633	7,697	700	\$17.66	5,460	(4,760)
13-1051	Cost Estimators	4,942	4,837	434	\$33.24	5,315	(4,881)
13-2011	Accountants and Auditors	29,400	30,367	2,604	\$31.12	7,668	(5,064)
11-9111	Medical and Health Services Managers	7,850	9,990	835	\$47.74	6,458	(5,623)
11-3011	Administrative Services and Facilities Managers	5,889	6,235	502	\$42.54	6,255	(5,753)
11-9151	Social and Community Service Managers	2,680	3,201	278	\$28.81	6,346	(6,068)
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	31,142	30,548	2,114	\$21.76	8,415	(6,301)
13-1161	Market Research Analysts and Marketing Specialists	10,835	13,141	1,310	\$27.34	7,769	(6,459)
11-3121	Human Resources Managers	2,479	2,745	223	\$51.87	7,228	(7,005)
11-3021	Computer and Information Systems Managers	7,353	8,651	672	\$62.85	9,692	(9,020)
13-1111	Management Analysts	13,443	16,866	1,655	\$39.40	11,110	(9,455)
15-1299	Computer Occupations, All Other	7,383	7,194	535	\$41.21	10,837	(10,302)
25-3097	Tutors and Teachers and Instructors, All Other	5,655	5,902	669	\$19.28	11,361	(10,692)
13-1071	Human Resources Specialists	14,281	15,245	1,407	\$26.97	17,036	(15,629)
11-2021	Marketing Managers	2,860	3,287	289	\$58.26	18,819	(18,530)

Appendix B: Occupational Demand Tables

SOC	Description	2019 Jobs	2029 Jobs	Avg. Annual Openings	Median Hourly Earnings	Regional Completions (2019)	Occupational Gap
11-1021	General and Operations Managers	56,915	60,289	4,747	\$38.65	23,384	(18,637)
11-3031	Financial Managers	9,345	10,943	828	\$60.66	19,611	(18,783)
13-1198	Project Management Specialists and Business Operations Specialists, All Other	22,031	26,200	2,563	\$36.20	23,724	(21,161)
11-2022	Sales Managers	5,198	5,505	458	\$61.84	22,277	(21,819)
11-1011	Chief Executives	5,514	5,316	364	\$70.02	23,257	(22,893)
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	12,706	14,108	1,033	\$32.39	34,421	(33,388)

Source: Emsi Q2 Data Set.

Tab 14, Attachment B

Feasibility Study Survey

Great River High School

Start of Block: Default Question Block

Q1 Introduction to the High School Survey

The Committee for Affordable Technical Education and the Cape Girardeau Area MAGNET are conducting a study to assess the need for workforce and technical higher education in the Great River Area. The Great River Area is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri and Jackson, Randolph, and Union Counties in Illinois. While the purpose of this survey is to generally determine workforce needs and demand in the area, one potential option to serve those needs is a community college in Cape Girardeau with a satellite in Perryville.

Public community colleges receive their revenue from student fees, state aid, and a local property tax. Property tax would be expected to increase approximately 10 cents per \$100 assessed valuation to help fund a locally controlled community college in the Great River area, if approved through a vote. If passed, property taxes would increase about \$100 a year on a home appraised at \$100,000. The probable capital expenditures required during the first ten years of operation will amount to \$5 million for Perryville and Cape Girardeau for buying or leasing the property.

As we strive to assess a clear understanding of current and expected needs in this area, your insight and feedback are critical to the success of this endeavor. Please help us plan for the future of the Great River Area by participating in this brief survey by May 7, 2021. This survey should take less than 15 minutes to complete.

This survey is being conducted by MGT Consulting Group and all responses are anonymous. Please email Rich Payne, Committee for Affordable Technical Education Chairman, at rpayne6161@gmail.com for questions about the study. Please contact Dr. Karinda Barrett at kbarrett@mgtconsulting.com for technical questions about the survey.

Page Break

Q2 What is your zip code for your home address?

Q3 What high school do you attend?

- Altenburg 48 (1)
- Perry Co 32 (2)
- Leopold R-LVIII (3)
- Chaffee R-LI (4)
- Kelso C-7 (5)
- Scott Co R-1 (6)
- Scott Co R-LV (7)
- Oak Ridge R-VI (8)
- Nell Holcomb R-LV (9)
- Jackson R-LI (10)
- Delta R-V (11)
- Cape Girardeau 63 (12)
- Ste. Genevieve Co R-LI (13)
- Woodland (14)
- Meadow Heights (15)
- Scott City (16)
- Other: (17) _____

Q4 Are you aware of the education institutions that are available in your area after high school? Please mark all options below of which you are aware.

Cape College Center (1)

Cape Girardeau Career and Technical Center (2)

Mineral Area College (3)

Ranken Technical College (4)

Southeast Missouri State University (5)

Southeast College of Nursing (6)

Three Rivers College (7)

None (8)

Other (9) _____

Q5 What are your plans after graduation from high school? Select all that apply.

- Attend a 4-year college or university (1)
 - Attend a 2-year community college and transfer to a 4-year institution (2)
 - Attend a 2-year community college to earn an associate degree or complete a technical or trade program (3)
 - Enroll in an apprenticeship training program (4)
 - Enroll in a short-term (two years or less) certificate program (5)
 - Seek full-time employment (6)
 - Join the military (7)
 - Undecided (8)
 - Other (9) _____
-

Q6 After high school, how interested are you in training and education **in the local area**?

- Interested (1)
 - Somewhat interested (2)
 - Not very interested (3)
 - Not at all interested (4)
-

Display This Question:

If After high school, how interested are you in training and education in the local area? = Interested
And After high school, how interested are you in training and education in the local area? = Somewhat interested

Q7 What level of training or education are you interested in? Check all that apply.

- Certificate (11)
- Associate Degree (12)
- Bachelor's Degree (13)
- Master's Degree (14)
- Doctorate (15)

Display This Question:

If After high school, how interested are you in training and education in the local area? = Not very interested

And After high school, how interested are you in training and education in the local area? = Not at all interested

Q8 Why aren't you interested in attending locally? Select all that apply.

- Desire to leave the area (1)
- Program not available in local area (2)
- Reputation of colleges and programs (3)
- Location not convenient (4)
- Cost (5)
- Lack of financial aid (6)
- Do not qualify for admission (7)
- Inconvenient scheduling (8)
- The job I want is not available in this area. (9)
- Other (10) _____

Display This Question:

If After high school, how interested are you in training and education in the local area? = Not very interested

And After high school, how interested are you in training and education in the local area? = Not at all interested

Q9 What is your **primary reason for not being interested** in attending a local career and technical center, college, or university? Select one.

- Desire to leave the area (1)
 - Program not available in local area (2)
 - Reputation of colleges and programs (3)
 - Location not convenient (4)
 - Cost (5)
 - Lack of financial aid (6)
 - Do not qualify for admission (7)
 - Inconvenient scheduling (8)
 - The job I want is not available in this area. (9)
 - Other (10) _____
-

Q10 What is your intended field of work or study? Select one.

- Accounting (1)
- Auto collision repair technology (2)
- Automotive Service technicians and mechanics (3)
- Automotive technology (4)
- Heating, refrigeration, and A/C (5)
- Hospitality lodging management (6)
- Biomedical laboratory technician (7)
- Business and management (8)
- Commercial building maintenance & engineering (9)
- Computer information technology (10)
- Computers and networks (11)
- Construction management (12)
- Construction technology (13)
- Culinary arts—chef apprenticeship (14)
- Dairy science technology (15)
- Dental assisting (16)
- Diesel technology & power mechanics (17)
- Drafting and design technology (18)
- Early childhood development (19)
- Electronic media production (20)
- Electronics technology (21)

- Emergency medical technician (22)
- Environmental control technologies (23)
- Fire science technology (24)
- Health information technology (25)
- Hospitality management (26)
- Industrial electronics technology (27)
- Industrial engineering (28)
- Industrial machinery mechanics (29)
- Industrial maintenance technology (30)
- Industrial production managers (31)
- Industrial quality control technician (32)
- Machine tool technology (33)
- Marine repair technology (34)
- Nursing—practical (35)
- Occupational therapy assistant (36)
- Office systems technology (37)
- Physical therapist assistant (38)
- Printing/graphics technology (39)
- Respiratory therapy (40)
- Surgical technology (41)
- Turf and landscape management (42)

Welding technology (43)

Other, please specify (44) _____

Q11 While in high school, have you taken any of the following courses? Dual enrollment courses count for high school and college credit. Articulated courses guarantee courses taken at one institution are accepted for credit at another. Select all that apply.

Dual enrollment college courses (1)

Dual enrollment technical courses (2)

Articulated courses to Mineral Area College (3)

Articulated courses to Three Rivers College (4)

No, I have not enrolled in any of these courses. (5)

I am not sure whether I have enrolled in any of these courses. (6)

Q12 What is your current grade level?

9th grade/Freshman (1)

10th grade/Sophomore (2)

11th grade/Junior (3)

12th grade/Senior (4)

Q13 Whom of the following are college graduates?

	Yes (1)	No (2)	Unknown (3)	Not Applicable (4)
Mother (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Father (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guardian (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 If your guardian or a parent is not a college graduate, are they currently enrolled in college classes?

- Yes (1)
 - No (2)
-

Q15 What is your gender?

- Male (1)
 - Female (2)
 - Other (3)
 - Prefer not to say (4)
-

Q16 What is your race and ethnicity?

- American Indian or Alaskan Native (1)
 - Asian or Asian American (2)
 - Black or African American (3)
 - Hispanic or Latinx (4)
 - Native Hawaiian or other Pacific Islander (5)
 - White (6)
 - Two or more races and ethnicities (7)
 - Prefer not to respond (8)
-

Q17 Which of the following ranges includes your most recent overall high school GPA?

- Above a 4.0 (1)
- 3.5-4.0 (2)
- 3.0-3.49 (3)
- 2.5-2.99 (4)
- 2.0-2.49 (5)
- 1.0-1.99 (6)
- Below a 1.0 (7)
- Don't know or unsure. (8)

End of Block: Default Question Block

Great River Local Businesses and Employers

Start of Block: Default Question Block

Q1 Introduction to the Great River Local Businesses and Employers Survey The Committee for Affordable Technical Education and the Cape Girardeau Area MAGNET are conducting a study to assess the need for workforce and technical higher education in the Great River Area. The Great River Area is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri and Jackson, Randolph, and Union Counties in Illinois. While the purpose of this survey is to generally determine workforce needs and demand in the area, one potential option to serve those needs is a community college in Cape Girardeau with a satellite in Perryville.

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Page Break

End of Block: Default Question Block

Start of Block: Default Question Block

Q2 What is the zip code of your company or organization's location(s)?

Q3 In what industry is your business? Select one.

- Accommodation and Food Services (1)
- Administrative and Support and Waste Management and Remediation Services (2)
- Agriculture, Forestry, Fishing and Hunting (3)
- Arts, Entertainment, and Recreation (4)
- Construction (5)
- Educational Services (6)
- Finance and Insurance (7)
- Government (8)
- Health Care and Social Assistance (9)
- Information (10)
- Management of Companies and Enterprises (11)
- Manufacturing (12)
- Mining, Quarrying, and Oil and Gas Extraction (13)
- Other Services (except Public Administration) (14)
- Professional, Scientific, and Technical Services (15)
- Real Estate and Rental and Leasing (16)
- Retail Trade (17)
- Transportation and Warehousing (18)
- Utilities (19)
- Wholesale Trade (20)
- Other: (21) _____

Q4 How many employees currently work at your business site(s) located in the area?

- 1-19 (1)
 - 20-49 (2)
 - 50-99 (3)
 - 100 to 249 (16)
 - 250 to 499 (17)
 - 500 to 999 (18)
 - 1,000 or greater (19)
-

Q5 What is the approximate percentage of employees in each type? Enter the percentage of employees for each type which should sum to 100%.

Full-time : _____ (1)
Part-time : _____ (2)
Seasonal : _____ (3)
Contract (e.g., ManPower) : _____ (4)
Total : _____

Q6 Approximately what percentage of your employees would you classify in the following types of positions? Enter the percentage of employees for each type which should sum to 100%.

Management : _____ (1)
Professional : _____ (2)
Technical/Paraprofessional : _____ (3)
Clerical/Administrative : _____ (4)
Laborers : _____ (5)
Other : _____ (6)
Total : _____

Q7 What is your experience hiring an adequate number of qualified employees from the local area based on the required or advertised educational level?

- Extremely easy (20)
 - Somewhat easy (21)
 - Neither easy nor difficult (22)
 - Somewhat difficult (23)
 - Extremely difficult (24)
-

Q8 What level(s) of education is most challenging to hire? Check all that apply.

- Below high school (1)
 - High school (2)
 - Certificate (3)
 - Associate degree (4)
 - Bachelor's degree (5)
 - Master's degree (6)
 - Doctoral degree (7)
-

Q9 What is the primarily level of education you will need to hire in the next five years? Select one.

- Below high school (1)
 - High school (2)
 - Certificate (3)
 - Associate degree (4)
 - Bachelor's degree (5)
 - Master's degree (6)
 - Doctoral degree (7)
 - None (8)
-

Q10 Please estimate your organization's expected growth or decline in terms of staffing over the next five years.

- Likely to grow by more than 10% (1)
 - Likely to grow by 5 to 10% (2)
 - Remain at current level (3)
 - Likely to decline by 5 to 10% (4)
 - Likely to decline by more than 10% (5)
-

Q11 What **technical skills** do you currently seek the most in potential candidates, which are not available, and which are needed for the future? Check all that apply.

	Seeking (1)	Not available (2)	Needed for the Future (3)
Accounting (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auditing (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Life Support (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billing (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cardiopulmonary Resuscitation (CPR) (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Management (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Experience (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Analysis (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Services (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loans (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manufacturing (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing Care (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Patient Safety (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rehabilitation (18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling Techniques (19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Work (20)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment Planning (21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (22)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable (23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 What other technical skill(s) will your organization seek within the next five years? Please identify any other technical skill(s) in rank order, beginning with the technical skill(s) of highest anticipated need within your organization.

Other technical skills 1 (1) _____

Other technical skills 2 (2) _____

Other technical skills 3 (3) _____

None (4)

Q13 What **essential or employability skills** do you currently seek the most in potential candidates, which are not available, and which are needed for the future? Check all that apply.

	Seeking (1)	Not Available (2)	Needed for the future (3)
Attendance (22)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detail Oriented (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Communications (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Excel (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsoft Office (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operations (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentations (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Appearance (24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Behavior (25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching (17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valid Driver's License (18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Communication Skills (19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work ethic (23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication (20)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not applicable (26)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14 In which occupations do you anticipate a shortage of qualified applicants over the next five years? Please identify the occupation(s) in rank order, beginning with the occupation of highest anticipated need within your organization.

- Occupation 1 (1) _____
 - Occupation 2 (2) _____
 - Occupation 3 (3) _____
 - Occupation 4 (4) _____
 - Occupation 5 (5) _____
-

Q15 Are you aware of the education institutions that are available in your area? Please mark all options below of which you are aware.

- Cape College Center (1)
 - Cape Girardeau Career and Technical Center (2)
 - Mineral Area College (3)
 - Ranken Technical College (4)
 - Southeast Missouri State University (5)
 - Southeast College of Nursing (6)
 - Three Rivers College (7)
 - None (8)
 - Other (9) _____
-

Q16 How well do the following meet your needs when hiring qualified new employees?

	Extremely well (1)	Somewhat well (2)	Slightly well (3)	Not well at all (4)	Not applicable (5)
Cape College Center (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cape Girardeau Career and Technical Center (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mineral Area College (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ranken Technical College (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southeast Missouri State University (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southeast College of Nursing (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three Rivers College (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17 In your opinion, how might local workforce needs for education, skills, and/or training be met in the Great River Area? Check all that apply.

Expanding current programs (1)

Creating new programs (2)

Continuing programs as is (3)

Sunsetting programs (4)

All of my education, skills development, and training needs are being met. (5)

Other options for addressing workforce needs: (6)

Unsure. (7)

Q18 Which of the following programs, classes, or certificates are not or do not have enrollment capacity in the Great River Area and would help meet your business needs? Please check all that apply.

- Accounting (1)
- Auto collision repair technology (2)
- Automotive Service technicians and mechanics (3)
- Automotive technology (4)
- Heating, refrigeration, and A/C (5)
- Hospitality lodging management (6)
- Biomedical laboratory technician (7)
- Business and management (8)
- Commercial building maintenance & engineering (9)
- Computer information technology (10)
- Computers and networks (11)
- Construction management (12)
- Construction technology (13)
- Culinary arts—chef apprenticeship (14)
- Dairy science technology (15)
- Dental assisting (16)
- Diesel technology & power mechanics (17)
- Drafting and design technology (18)
- Early childhood development (19)

- Electronic media production (20)
- Electronics technology (21)
- Emergency medical technician (22)
- Environmental control technologies (23)
- Fire science technology (24)
- Health information technology (25)
- Hospitality management (26)
- Industrial electronics technology (27)
- Industrial engineering (28)
- Industrial machinery mechanics (29)
- Industrial maintenance technology (30)
- Industrial production managers (31)
- Industrial quality control technician (32)
- Machine tool technology (33)
- Marine repair technology (34)
- Nursing—practical (35)
- Occupational therapy assistant (36)
- Office systems technology (37)
- Physical therapist assistant (38)
- Printing/graphics technology (39)

- Respiratory therapy (40)
- Surgical technology (41)
- Turf and landscape management (42)
- Welding technology (43)
- Other, please specify (44) _____

Q19 When recruiting employees for positions in your organization, where do you have to recruit from to find qualified candidates? Select all that apply.

	Yes (1)	No (2)
Within the Great River Area? (1)	<input type="checkbox"/>	<input type="checkbox"/>
Within the Southeast Missouri area? (2)	<input type="checkbox"/>	<input type="checkbox"/>
Statewide? (3)	<input type="checkbox"/>	<input type="checkbox"/>
Nationally? (4)	<input type="checkbox"/>	<input type="checkbox"/>
Remotely? (5)	<input type="checkbox"/>	<input type="checkbox"/>

Q20 Which of the following do you currently offer? Select all that apply.

- Tuition reimbursement to employees taking courses (1)
 - Registered Apprenticeships (2)
 - On the Job Training (3)
 - Internships and work-based learning (4)
 - Provide input on curriculum or participate in a program advisory committee (5)
 - Internal training (6)
 - Customized training through a community college (7)
 - Training from an outside organization (11)
 - Workforce Development Board training (8)
 - None. Don't offer training. (9)
 - Other (10) _____
-

Q21 What kinds of educational or training activities are most needed by your employees?
Check all that apply.

- Basic Skills (reading, math) (1)
- English Language Skills (3)
- HS Diploma/GED/HiSET Completion (2)
- Job-specific Education and Training (4)
- Supervisory/management skills (11)
- Technology Training/Certification (5)
- Continuing Professional Education (6)
- College Degrees-Associate (7)
- College Degrees-Bachelor's (8)
- College Degrees-Graduate (9)
- Other (10) _____

Q22 How are educational and training programs for employees currently provided? Check all that apply.

	On-site (1)	Off-site (2)
Through distance learning (1)	<input type="radio"/>	<input type="radio"/>
By educational institution or training organization (2)	<input type="radio"/>	<input type="radio"/>
By company trainers (3)	<input type="radio"/>	<input type="radio"/>
Other (4)	<input type="radio"/>	<input type="radio"/>

Q23 What factors weigh most heavily in your decision of how to provide education and training to your employees?

- Cost of instruction (1)
- Convenience (e.g., location and time) (2)
- The ability of a higher education institution to provide the needed education and training. (3)
- Other (4) _____

Q24 Which incentives does your organization provide to encourage employee participation in training and education? Check all that apply.

- Release time from work (1)
- Leaves of absence (2)
- Partial tuition reimbursement (3)
- Full tuition reimbursement (4)
- Subsequent promotion (5)
- Subsequent salary increase (6)
- Other (7) _____
- None (8)

Q25 What other needs does your organization have related to education and training for your current and future employees?

Q26 If you would be willing to share your contact information, in the event that the committee would like to clarify responses or seek more information, please add your contact details below.

- First and Last Name (1) _____
- Title (12) _____
- Business Name (4) _____
- Email (2) _____
- Phone (3) _____

End of Block: Default Question Block

Great River General Public

Start of Block: Default Question Block

Q1 Introduction to the General Public Survey The Committee for Affordable Technical Education and the Cape Girardeau Area MAGNET are conducting a study to assess the need for workforce and technical higher education in the Great River Area. The Great River Area is comprised of Bollinger, Cape Girardeau, Perry, Saint Genevieve, and Scott Counties in Missouri and Jackson, Randolph, and Union Counties in Illinois. While the purpose of this survey is to generally determine workforce needs and demand in the area, one potential option to serve those needs is a community college in Cape Girardeau with a satellite in Perryville.

Public community colleges receive their revenue from student fees, state aid, and a local property tax. Property tax would be expected to increase approximately 10 cents per \$100 assessed valuation to help fund a locally controlled community college in the Great River area, if approved through a vote. If passed, property taxes would increase about \$100 a year on a home appraised at \$100,000. The probable capital expenditures required during the first ten years of operation will amount to \$5 million for Perryville and Cape Girardeau for buying or leasing the property.

As we strive to assess a clear understanding of current and expected needs in this area, your insight and feedback are critical to the success of this endeavor. Please help us plan for the future of the Great River Area by participating in this brief survey by May 7, 2021. This survey should take less than 15 minutes to complete.

This survey is being conducted by MGT Consulting Group and all responses are anonymous. Please email Rich Payne, Committee for Affordable Technical Education Chairman, at rpayne6161@gmail.com for questions about the study. Please contact Dr. Karinda Barrett at kbarrett@mgtconsulting.com for technical questions about the survey.

Page Break

Q2 What is your five-digit zip code?

Q3 Are you aware of the current educational and training opportunities after high school available in your area? Please mark all the options below you are aware of.

Cape College Center (1)

Cape Girardeau Career and Technical Center (2)

Mineral Area College (3)

Ranken Technical College (4)

Southeast Missouri State University (5)

Southeast College of Nursing (6)

Three Rivers College (7)

None (8)

Other (9) _____

Q4 Which of the following categories best describes your employment status?

- Employed, working less than 40 hours per week (1)
 - Employed, working 40 or more hours per week (2)
 - Not employed, looking for work (3)
 - Not employed, NOT looking for work (4)
 - Retired (5)
 - Disabled, not able to work (6)
-

Q5 Which of the following best describes your current work environment?

- In person (1)
 - Remote prior to the pandemic (2)
 - Partially remote during the pandemic (3)
 - Remote since the pandemic (4)
 - Other (5) _____
-

Q6 Which of the following best describes your **anticipated future** work environment?

- In person (1)
 - Remote following the pandemic (2)
 - Partially remote following the pandemic (3)
 - Remote regardless of the pandemic (4)
 - Other (5) _____
-

Q7 Are you interested in taking any training or education programs to gain new skills or knowledge to apply in your job or for career progression?

- Very interested (1)
 - Somewhat Interested (2)
 - Not very interested (3)
 - Not at all interested (4)
-

Q8 In what field is your current occupation?

- Accounting (1)
- Auto collision repair technology (2)
- Automotive Service technicians and mechanics (3)
- Automotive technology (4)
- Heating, refrigeration, and A/C (5)
- Hospitality lodging management (6)
- Biomedical laboratory technician (7)
- Business and management (8)
- Commercial building maintenance & engineering (9)
- Computer information technology (10)
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- Early childhood development (19)
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- Physical therapist assistant (38)
- Printing/graphics technology (39)
- Respiratory therapy (40)
- Surgical technology (41)
- Turf and landscape management (42)

Welding technology (43)

Other, please specify (44) _____

Not applicable. (45)

Q9

What field are you interested in pursuing in the next 5 years?

- Accounting (1)
- Auto collision repair technology (2)
- Automotive Service technicians and mechanics (3)
- Automotive technology (4)
- Heating, refrigeration, and A/C (5)
- Hospitality lodging management (6)
- Biomedical laboratory technician (7)
- Business and management (8)
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- Surgical technology (41)

- Turf and landscape management (42)
 - Welding technology (43)
 - Other, please specify (44) _____
 - Not applicable (45)
-



Q10 What are the barriers that stop you from participating in more training or education? Select all that apply.

- Programs aren't available in my field (1)
 - Cost (2)
 - Unsure of where to start to get information (3)
 - Not needed (4)
 - Not wanted (5)
 - Lack of time (6)
 - Not a convenient location (7)
 - Transportation (8)
 - Lack of childcare options (9)
 - Other (10) _____
-



Q11 What is **the biggest barrier** that stops you from participating in more training or education?
Select one.

- Programs aren't available in my field (1)
 - Cost (2)
 - Unsure of where to start to get information (3)
 - Not needed (4)
 - Not wanted (5)
 - Lack of time (6)
 - Not a convenient location (7)
 - Transportation (8)
 - Lack of childcare options (9)
 - Other (10) _____
-

Q12 Would you have an interest in taking courses, degrees, or certificates in any of the following areas? Select all that apply.

- Accounting (1)
- Auto collision repair technology (2)
- Automotive Service technicians and mechanics (3)
- Automotive technology (4)
- Heating, refrigeration, and A/C (5)
- Hospitality lodging management (6)
- Biomedical laboratory technician (7)
- Business and management (8)
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- Printing/graphics technology (39)

- Respiratory therapy (40)
 - Surgical technology (41)
 - Turf and landscape management (42)
 - Welding technology (43)
 - Other, please specify (44) _____
 - None (45)
-

Q13 Which delivery method interests you the most for further education?

- In person (1)
 - Hybrid: a mix of in person and online (2)
 - Online: no or minimal scheduled meetings (3)
 - Synchronous: online with scheduled virtual live meetings with a class and instructor (4)
-

Q14 Are you registered to vote in your county of residence?

- Yes (1)
 - No (2)
 - Not sure (3)
-

Q15 What is your age range?

- Under 18 (1)
 - 18-24 years old (2)
 - 25-34 years old (3)
 - 35-44 years old (4)
 - 45-54 years old (5)
 - 55-64 years old (6)
 - 65-74 years old (7)
 - 75 years or older (8)
-

Q16 Which of the following best describes your educational background?

- Some high school (1)
 - High school graduate or equivalent (GED/HiSET) (2)
 - Career/technical school certificate (3)
 - Some college, no degree (4)
 - Associate degree (5)
 - Bachelor's degree or above (6)
-

Q17 What is your level of interest in studying in the following programs?

	Extremely interested (19)	Very interested (20)	Moderately interested (21)	Slightly interested (22)	Not interested at all (23)
Continuing education (professional or skills development) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community enrichment (personal) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school graduate or equivalent (GED/HiSet) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career/technical school certificate (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate degree (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masters degree (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral degree (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Finally, for purposes of analysis only, which of the following categories best describes your total annual household income before taxes?

- Less than \$10,000 (9)
- \$10,000 - \$19,999 (10)
- \$20,000 - \$29,999 (11)
- \$30,000 - \$39,999 (12)
- \$40,000 - \$49,999 (13)
- \$50,000 - \$59,999 (14)
- \$60,000 - \$69,999 (15)
- \$70,000 - \$79,999 (16)
- \$80,000 - \$89,999 (17)
- \$90,000 - \$99,999 (18)
- \$100,000 - \$149,999 (19)
- More than \$150,000 (20)

End of Block: Default Question Block

Tab 14, Attachment C
Letter to Withdraw Petition for New Community College District

Great River Community College District
Committee for Affordable Technical Education
2128 William Street, Box 133
Cape Girardeau, MO 63703

July 12, 2021

Mr. Joe Cornelison
Chairman
Missouri Coordinating Board for Higher Education
301 W. High Street, Suite 860
Jefferson City, MO 65102

Dear Chairman Cornelison:

We, the Steering Committee for the Great River Community College District, will be withdrawing our petition to form the 13th community college in the State of Missouri.

Although the Great River area is the largest underserved area in the State of Missouri by a community college, it appears we have not met the standards for FTE enrollment due to the fact that the Administrative Rule, as currently written, identifies that only students not currently in a service district can be included as part of a new district.

At this point, an avenue for providing an additional community college within the 45-minute commute time guidelines needs to be considered and the rule revised. These constraints were provided to us by the Department of Higher Education and Workforce Development and the Missouri Community College Association. These standards set the boundary of the proposed district as only those school districts wishing to establish a tax, although it is known that students will come from outside these districts and, in fact, serve the entire region. Evidence of the above is provided by MGT Consulting's Feasibility Study.

In order to work within these constraints, the committee proposes the following multi-faceted approach that will provide a pipeline of credentials to meet the needs as defined in the study:

Work with the present institutions within the region to provide access to affordable education. These institutions are Mineral Area College, Cape Girardeau Career and Technology Center, Ranken Technical College, and Southeast Missouri State University.

It is hoped this solution may help answer the needs at all levels as described within the study of the area. These fall within the general education access, technical skills training, and healthcare training.

Mr. Joe Cornelison
Missouri Coordinating Board for Higher Education

Page 2
July 12, 2021

We the Committee for Affordable Technical Education respectfully request the Department of Higher education and Workforce Development, the Coordinating Board of Higher Education and the State of Missouri, support this solution and provide tangible assistance to make it become a reality.

Sincerely,

A handwritten signature in black ink, appearing to read "Rich Payne", with a stylized flourish at the end.

Rich Payne
Chairman