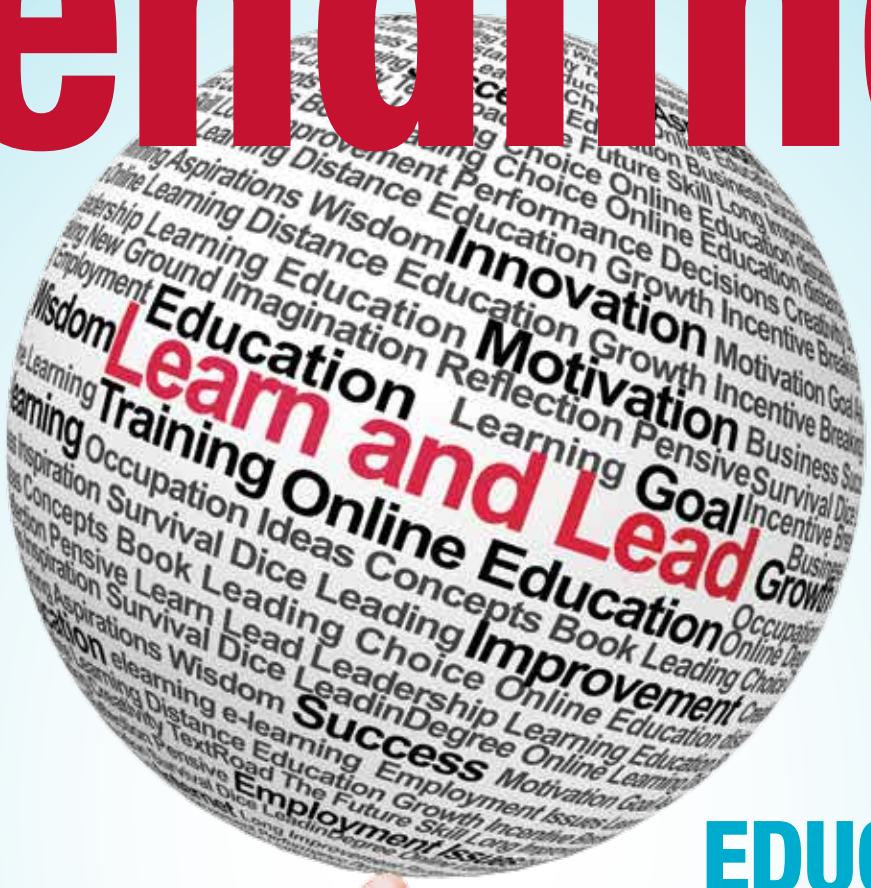
Perspectives on Utah's Economy

Trendlines

Summer 2012



EDUCATION and the WORKFORCE

ARE WE TRAINING FOR THE JOBS OF THE FUTURE?

THE CHALLENGE OF MEASURING DEMAND FOR EDUCATION

INDUSTRY PROJECTIONS FOR UTAH 2010-2020

UINTAH BASIN BOOM

BEING EDUCATED WORKS

Educational Attainment and Unemployment

Department of Workforce Services

Celebrating World Refugee Day

Kristen Cox, Executive Director, Department of Workforce Services

Dear Readers:

Summertime in Utah provides many opportunities for children and their families to experience new cultures and learn about all they have to offer. On Saturday, June 16, 2012, many Utahn's participated in a World Refugee Day celebration at Granite High School in South Salt Lake and were able to have a rich, cultural experience. It was a day filled with delicious foods from Iraq, the Congo and Burma. We were entertained by folk dancing performed by refugees from Bhutan and Burundi along with traditional dancing performed by refugees from Iran and the Kurdish areas of Iraq. The festival highlighted traditions from 29 countries.

Several volunteer groups provided hands-on experiences for the refugee children, including face painting, mapping games and t-shirt painting. These wonderful volunteers provided healthy snacks and lots of smiles for these budding new members of our community.

As teens answered geographic questions about their birth countries, they earned tickets to throw softballs at the dunking booth. They were particularly excited to dunk the Director of Utah's Refugee Services Program, Gerald Brown.

As we approach the end of the summer and we begin to shift our focus to the beginning of a new school year, our staff will provide support, guidance and direction to students and educational partners who teach and inspire refugees to aim for the target: graduation day and a plan for post high school education.

In October we will be hosting our Youth Refugee Conference. The theme for this year's conference is BRAVE:

Be
Ready to
Achieve
Victory through
Education.

Our hope is to inspire all refugee teens to understand the value of education both today and in the future. Being brave includes making decisions about their future and the impacts that their choices have on themselves and many generations to come.

On behalf of myself and my staff, I want to express my gratitude for the many hours of service that were provided to support World Refugee Day and the successful integration of Utah's refugee community.

Sincerely,

Kristen Cox

Trendlines

Utah Department of Workforce Services

Executive Director

Kristen Cox

Workforce Research and Analysis

Rick Little, Director

Carrie Mayne, Editor

Contributors

Mark Knold

Carrie Mayne

Lecia Parks Langston

Jim Robson

Eric Martinson

Natalie Torosyan

MeLauni Jensen

Cathy Paiz

Curt Stewart

Designer

Pat Swenson

Editor

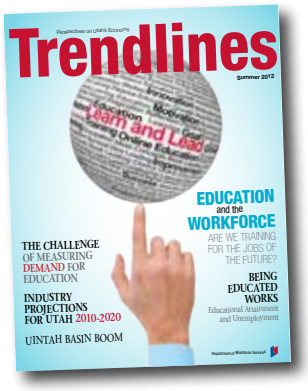
Kathy Hopkinson

jobs.utah.gov

Trendlines is published quarterly by the Workforce Research and Analysis Division. To download this publication, go to http://jobs.utah.gov/wi. Click on "Publications" and select the one you want from the list. To obtain additional printed copies or to subscribe to *Trendlines*, contact:

Department of Workforce Services
Attn: WRA
140 East 300 South • SLC, UT 84111
801-526-9785 • Fax: 801-526-9238
Email: wipublications@utah.gov

The Workforce Research and Analysis Division generates accurate, timely and understandable data and analyses to provide knowledge of ever-changing workforce environments that support sound planning and decision-making.



Education and the Workforce

pg. 14

pg. 20

DWS-03-44-0712

contents

Thoughts on the **Utah Economy**

...to keep in mind when evaluating the direction of economic affairs:

IT LOOKS LIKE THE UTAH ECONOMY may get some help from the new home building market this year, although it will be modest. Approved home building permits remain at only half of what they were throughout most of the 1990s and early 2000s, but they are running better through the first half of this year than last year. Both the homebuilders and realtor communities are more upbeat about the Utah housing market than they have been for several years. Builders have nearly cleared their excess inventory, and realtors are speaking of more traffic and multiple offers for existing homes. Population has continued to grow throughout the recession period, so one would surmise that pent-up demand is building and will eventually spring forth at some time in a new home-building surge, but probably not in 2012.

IT IS ESTIMATED THAT THE UTAH population grew by just under 40,000 people in 2011. Of that, only 2,500 are estimated to have come from in-migration. The long-term economic structure is such that Utah could easily be receiving much higher levels of in-migration (Utah was averaging around 20,000 per year before the recession), but the short-term national economic woes are holding back this potential enhancement.

EVERY JUNE, A NEW POPULATION SURGE ENTERS the Utah labor force. Schools let out and spill their contents upon the Utah labor market—both teens and college age. Some are only temporary entrants, others permanent. The volume depends upon the availability of jobs. For example, in the strong job environment of 2007, nearly 22,000 additional workers were counted in the labor force between April and June. In the depressed economic environment of 2010 it was only 3,000. Numbers improved to 7,000 in 2011 and are estimated at 10,000 for 2012.

The Challenge of Measuring Demand for Education

No single measure tells the complete picture, and many different economic and social dynamics are involved.

Years of economic downturn coupled with increasing postsecondary program enrollment and accelerating technological advancements have caused many to wonder if current educational systems are adequately designed to prepare the future workforce. The need to increase educational attainment levels of the emerging labor pool is a widely accepted notion. The benefit of achieving higher levels of education is manifested in numerous economic and social indicators such as earnings and professional expertise. What is not as obvious is exactly what educational attainment will be needed to meet future workforce demand.

In executing its fundamental role of uplifting society, our educational system must also address the particular needs of various population groups, from the citizenry who benefit from interacting with knowledgeable cohorts, to the businesses in need of workers to produce their goods and services, to the individuals who seek to gain specialized knowledge in particular sciences and arts. That said, current trends have put significant pressure on educational institutions here in Utah and across the nation to ensure that the instruction they provide meets the needs of an ever-changing, technology-based economy. Herein lies the challenge: identify the degrees that will optimize the realization of full economic growth potential and the fields of study that will equip graduates with the knowledge, skills and abilities needed in the current and evolving workforce.

One way to estimate future demand for education is to examine occupation projections produced by the Bureau of Labor Statistics (BLS) and then compare them to degree types typically offered. Depending on the occupation and field of study, this can be a straightforward matching process. For example, individuals who desire employment as a certified public accountant can pursue a degree in accounting. However, there are multiple fields of study and occupations where there simply is not a one-to-one match.

Another approach is to analyze the levels of education that will be needed to fill expected job openings. BLS projections suggest less demand for postsecondary education in 2018 than other research has purported. In the extreme, the BLS estimates could even indicate that overeducating our future workforce should be a concern. However, given that higher educational attainment levels have consistently correlated to higher wages and lower unemployment rates, it is clear that education is valued in the marketplace and over-education is not likely.

To better understand this apparent contradiction between BLS predictions and past trends, a few facts should be noted. First is understanding how BLS assigns training and education levels to occupations. The assignments are meant to reflect how a typical worker in an occupation acquires the skills necessary to enter that occupation.

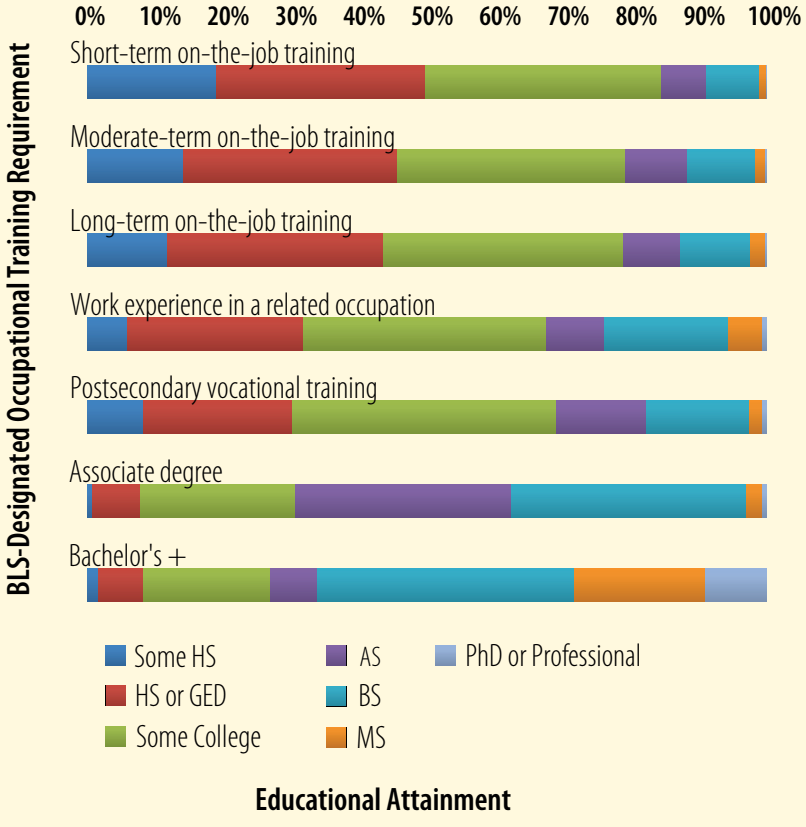
Second, the BLS analysis does not reflect any labor supply information, so the competitive nature of any single

occupational labor market is not fully reflected in the education and training assignment. For example, BLS assigns nurses an education level of associate degree; while 46.7 percent of nurses in Utah have associate degrees, another 45 percent have bachelors' degrees. Depending on economic conditions at a given time period, competition may drive individuals to acquire a bachelor's degree even though the requisite skills can be acquired in an associate program.

Third, the broader labor market is fluid. Most individuals in the labor force will likely change occupations multiple times over their career. Many people enter the labor force well before they have achieved their highest education level, and as such will be employed for a portion of their career in occupations requiring lower skill levels than that which they actually aspire to achieve. While roughly 60 percent of projected Utah jobs don't require formal education for entry, it is possible that a significant portion of those jobs are held by individuals who will eventually end their career in an occupation that requires a higher level of education and training. In that respect, the availability of lower-skilled jobs can be seen as an economic structure to support students as they pursue higher education that qualifies them for occupations that require more knowledge and skills.

Measuring the demand for education brings together many different economic and social dynamics. No single measure tells the complete picture, and multiple measures representing all the dimensions that determine demand must be synthesized in order to best guide policy-makers and the general public in allocating resources for education.

Utah Educational Attainment by Occupation Training Level



Source: Author's calculations, based on American Community Survey, Bureau of Labor Statistics and Department of Workforce Services, 2010.

Degrees to Somewhere

Does Utah follow national trends in regards to young adults?

In 2009 the American Community Survey (ACS) added a new education data item: field of study for those who have at least a bachelor's degree. Respondents with a degree are asked to list their specific field(s) of study. The Census Bureau codes the responses and accumulates them into 5 general fields and 15 more detailed categories (see Table 1). Field of study can be compared to other characteristics such as gender, age, occupation, industry of employment and income to enable those who are concerned with the relationship between higher education and our economy to better understand the educational preparation and attainment of the labor force according to occupation and industry.

The ACS, administered monthly, elicits responses from almost two million United States households each year. The survey questions are designed to provide demographic, social, economic and housing data for communities, counties, states, the nation and other geographic and politically based areas of interest. Most importantly, leaders in business and industry, government at all levels, education and other areas use the information collected to plan and provide the infrastructure, goods and services that constitute our economy.

TABLE 1:

Bachelor's Degree Fields of Study by Percent

For Persons 25 Years of Age and Over With at Least a Bachelor's Degree

FIELD OF STUDY	UTAH	UNITED STATES
Science and Engineering		
Computers, Mathematics and Statistics	4.4%	4.2%
Biological, Agricultural and Environmental Sciences	6.3%	6.1%
Physical and Related Sciences	2.9%	3.4%
Psychology	4.6%	4.6%
Social Sciences	7.5%	7.8%
Engineering	6.8%	7.8%
Multi-disciplinary Studies	0.7%	0.6%
Science and Engineering Related Fields	8.8%	8.9%
Business	18.7%	20.2%
Education	15.0%	13.9%
Arts, Humanities and Other		
Literature and Languages	5.3%	4.5%
Liberal Arts and History	3.6%	5.2%
Visual and Performing Arts	3.6%	4.0%
Communications	4.1%	3.6%
Other	7.6%	5.1%

Source: U.S. Census Bureau, American Community Survey, 2010.

Men are much more likely to have degrees in science while women are more likely to have degrees in education.

The most current tabulated ACS survey results, from 2010, show that 57.6 million Americans 25 years of age and older, or 28.2 percent, had at least a bachelor's degree. In Utah, 29.3 percent of the 25-and-older population had at least a bachelor's degree, an estimated 465,000 individuals. Table 1 illustrates these differences between the United States and Utah according to field of study, categorized by the fifteen subsets provided in the ACS tabulations.

Table 2 provides a comparison of the five major fields of study according to gender, illustrating some significant differences. Men are much more likely to have degrees in science, engineering and related fields while women are much more likely to have degrees in education. This holds true nationally and in Utah.

However, Utah does not follow national trends in regards to young adults between the ages of 25 and 39. Nationally there are 24.6 percent more women with a bachelor's degree than men with the same, 10.6 million compared to 8.5 million, respectively. In Utah, the trend is reversed as an estimated 94,438 men compared to 92,090 women hold a bachelor's degree.

ACS labor market, education and demographic data provide industries, communities and public policy leaders an invaluable source of information that examines the characteristics of the labor force.

TABLE 2:

Bachelor's Degree Major Field of Study by Gender

For Persons 25 to 39 Years of Age With at Least a Bachelor's Degree

UTAH				
	Male		Female	
Field of Study	Count	Percent	Count	Percent
25 to 39 years:	94,438	100.0%	92,090	100.0%
Science and Engineering	39,560	41.9%	21,221	23.0%
Science and Engineering Related Fields	5,116	5.4%	12,405	13.5%
Business	24,511	26.0%	12,221	13.3%
Education	2,996	3.2%	16,041	17.4%
Arts, Humanities and Other	22,255	23.6%	30,202	32.8%
UNITED STATES				
	Male		Female	
Field of Study	Count	Percent	Count	Percent
25 to 39 years:	8,529,489	100.0%	10,623,674	100.0%
Science and Engineering	3,767,837	44.2%	3,317,871	31.2%
Science and Engineering Related Fields	452,804	5.3%	1,142,183	10.8%
Business	1,943,392	22.8%	1,948,481	18.3%
Education	376,813	4.4%	1,408,994	13.3%
Arts, Humanities and Other	1,988,643	23.3%	2,806,145	26.4%

Source: U.S. Census Bureau, American Community Survey, 2010.

Industry Projections for Utah 2010-2020

Figure 1: Largest Projected Number of Jobs Added Between 2010 and 2020

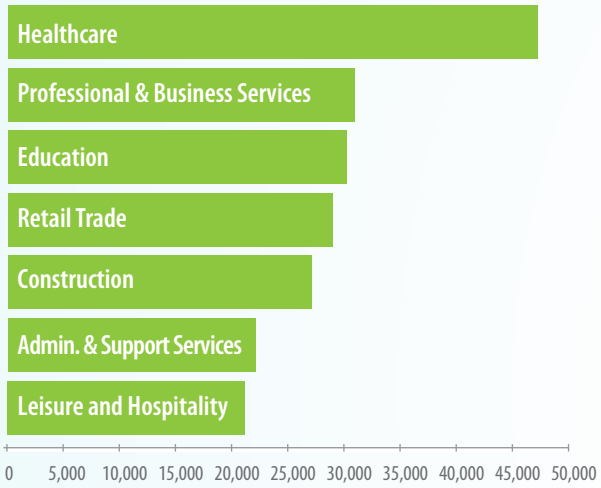
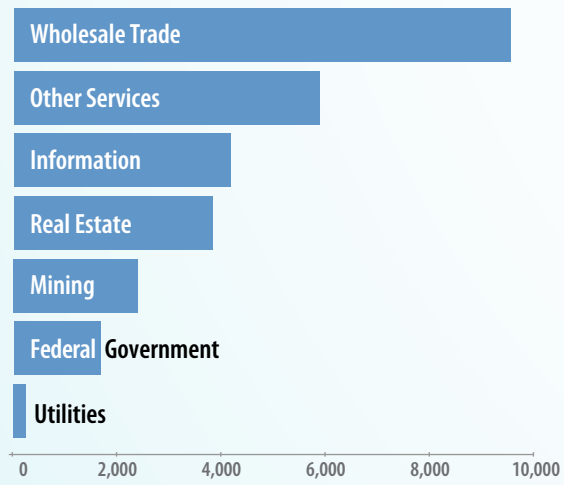


Figure 2: Smallest Projected Number of Jobs Added Between 2010 and 2020

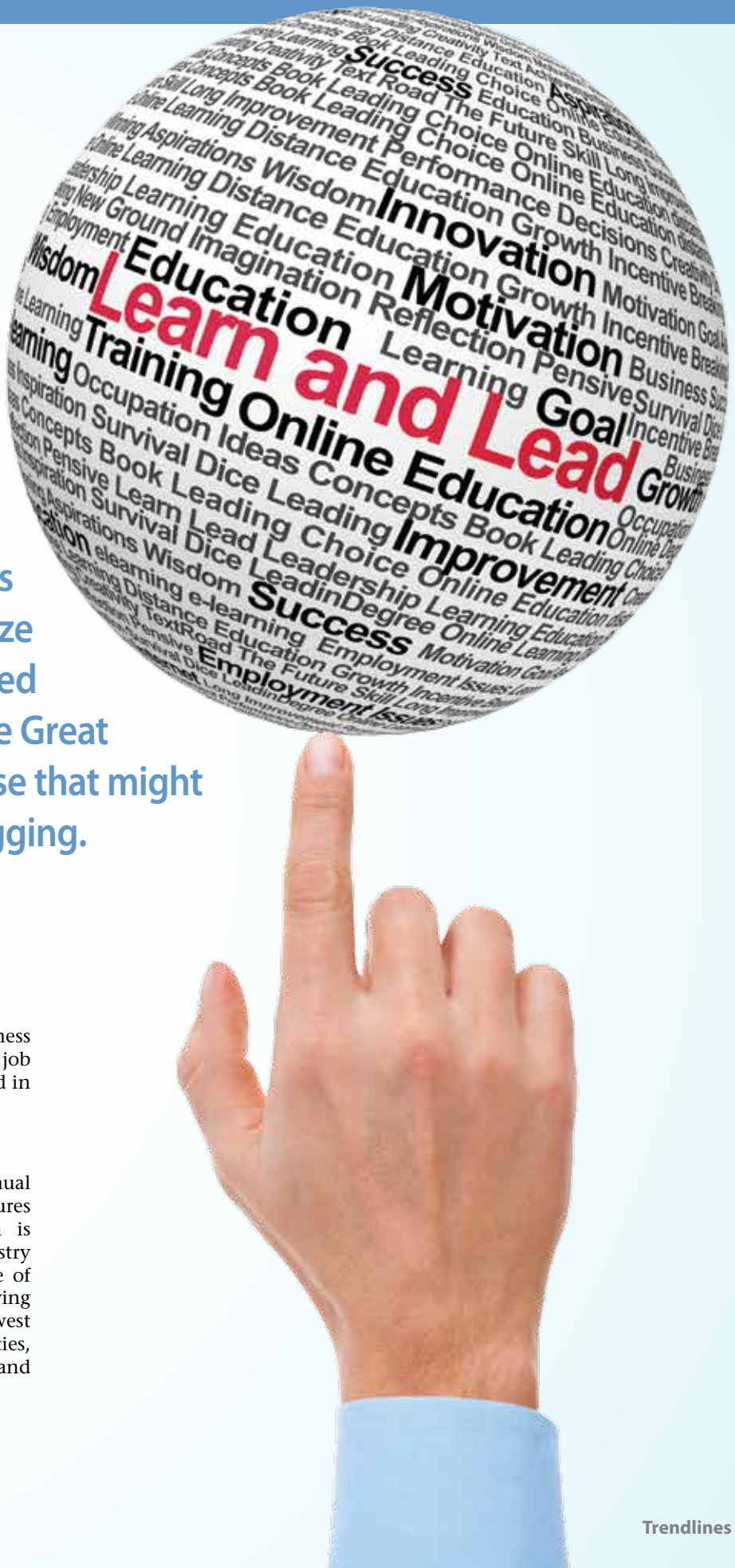


Job seekers who make decisions based on labor trends information are more likely to see payoff for their efforts. An important aspect of career exploration is understanding how occupations and industries are expected to change. To assist in this process, the Department of Workforce Services (DWS) produces long-term industry projections every two years for the major industry sectors in Utah, providing information on the state's expected labor demands. The long-term projections extend ten years past the base year. Using the industry projections, DWS generates occupational projections for jobs that fall into the industry categories.

The most recent set of long-term industry projections capture 2010 to 2020. This cycle of projections is especially interesting given the volatility of recent labor market conditions. As Utah recovers from the Great Recession, it is important to analyze which industries are projected to recover lost jobs by 2020 and which will still be lagging.

Growth by Number of Jobs Added

Figures 1 and 2 display the industries that are expected to add the largest and smallest number of jobs between 2010 and 2020. Most of job growth is expected to be in the healthcare industry, growing by about



Wondering what jobs are predicted to be in demand? Projections through 2020 analyze industries expected to recover from the Great Recession and those that might still be lagging.

47,000 jobs. Professional and business services will also experience significant job increases. The fewest jobs will be added in utilities, at around 180 jobs.

Growth by Percent Increase

The fastest and slowest projected annual rates of growth are presented in Figures 3 and 4 (next page). Construction is expected to be the fastest-growing industry at a compounded annual growth rate of 3.5 percent. Many of the slowest growing industries are also the ones with the fewest number of jobs added, including utilities, federal government, information and other services.

Industry Projections for Utah 2010-2020 cont.

Figure 3: Fastest Projected Growth Rate by Industry Between 2010 and 2020

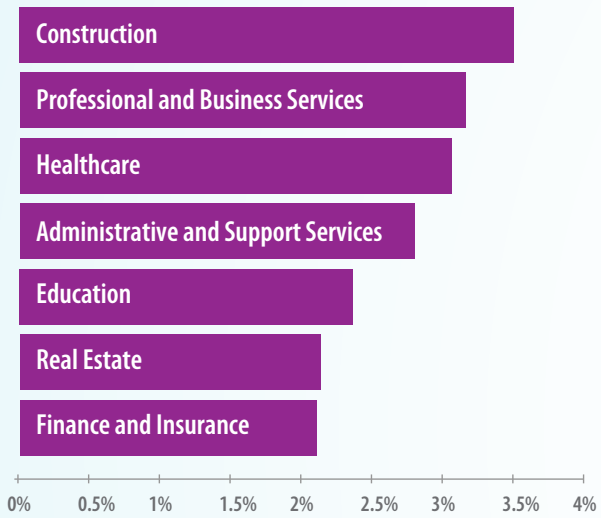
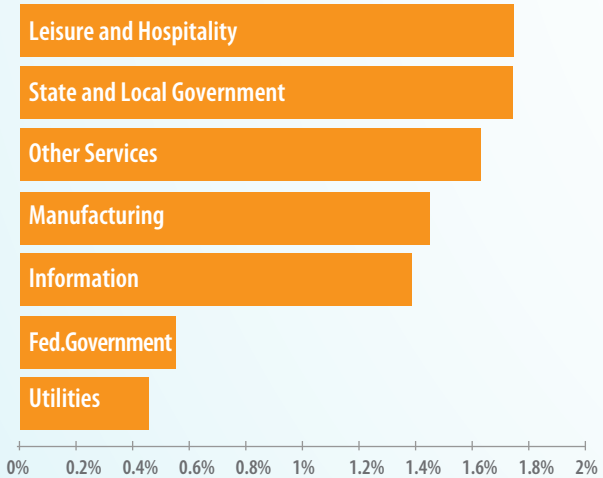


Figure 4: Slowest Projected Growth Rate by Industry Between 2010 and 2020



Employment Change by Industry Sector

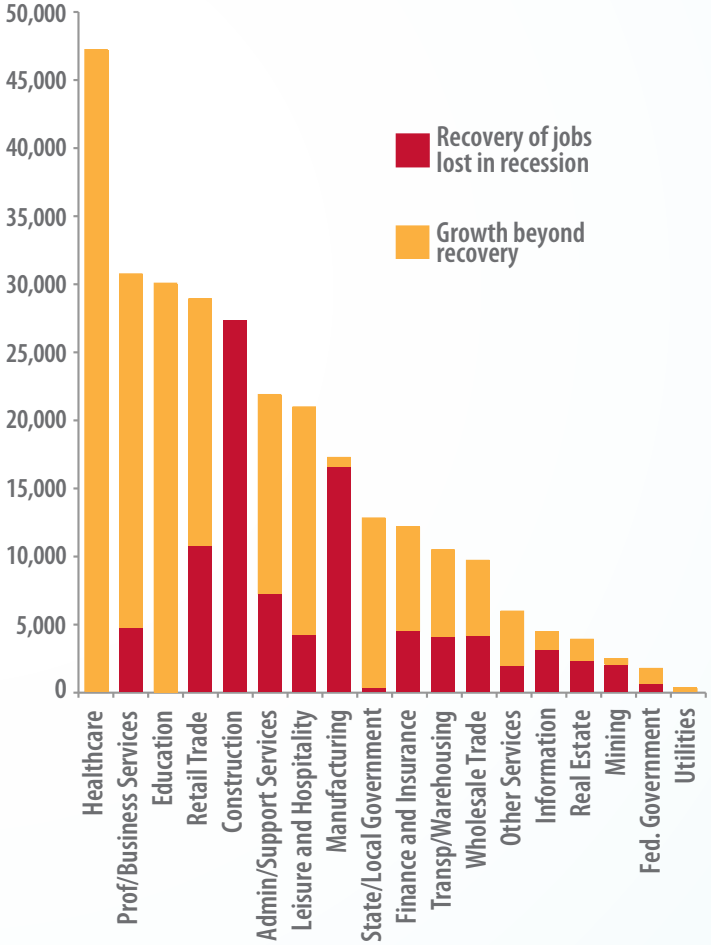
Figure 5 displays the expected increase in the number of jobs and organizes them based on the growth needed to make up for loss during the Great Recession and based on growth beyond the recovery. An interesting contrast exists between healthcare and education and construction: Neither the healthcare nor education industries experienced job losses, thus the entire projected increase between 2010 and 2020 is new growth. The construction industry, on the other hand, is expected to contribute all added jobs during the decade to recovery. Even though this industry is featured in both figures 1 and 3 as an industry that is expected to add a large number of jobs and one that will experience fast growth, it is not expected to fully recover from the recession and will not return to its 2007 peak levels within this decade. In fact, by 2020 it will only be at about 89 percent of its peak.

Summary

DWS projections reveal trends that are expected to characterize employment in the major industry sectors in the coming decade. Some recent downturns in employment in various industries are expected to reverse over the projected period, as displayed in figure 5. However, the persistence of low growth in other industries will not allow for a full recovery of lost jobs by 2020.

Individuals in the process of making career decisions will find the recent industry projections useful as they gather and use relevant labor market information to support career plans. The long-term industry projections, along with other economic data, are publicly available at jobs.utah.gov for the purpose of making informed career decisions.

Figure 5: Employment Change by Industry Between 2010 and 2020



These industry projections were developed for the purposes of producing the Department's Long-Term Occupational Employment Projections. For official state planning purposes, use the projections data at the Governor's Office of Planning and Budget, available at:

http://governor.utah.gov/dea/Economics.html

Being Educated Works:

A Look at Educational Attainment and Unemployment

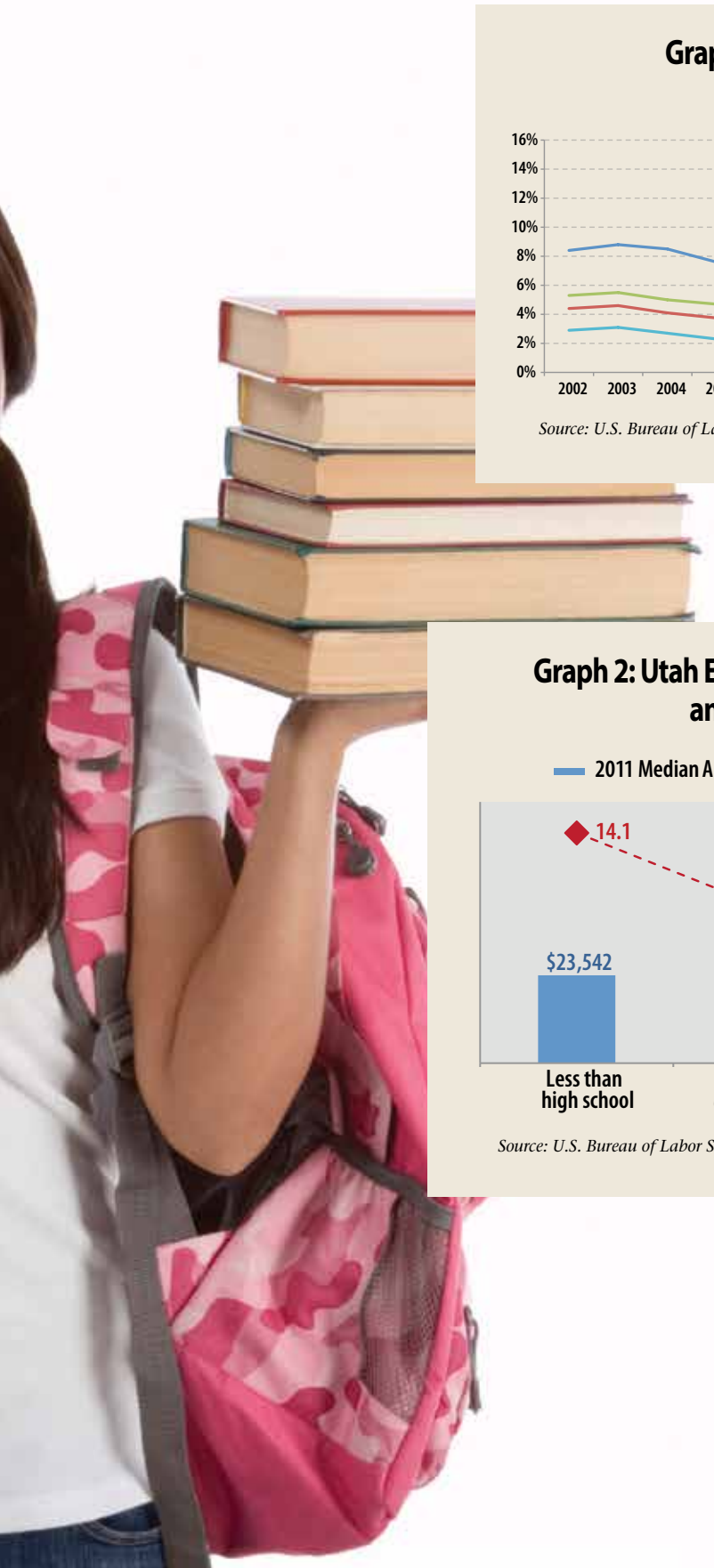
In *Local Insights*, a new quarterly publication provided by the Department of Workforce Services, recent articles emphasize the correlation between higher education and higher wages by region and industry in Utah. The ultimate finding that higher education typically means higher wages may not have been surprising, but it reaffirms the notion that education pays. However, these insights represent employed individuals. What impact, then, does educational attainment have on employability?

Reports across the country highlight the challenges that recent college graduates face in finding a job in today's labor market. Many prospective college students in Utah may wonder whether the expense of higher education is worth the risk of facing unemployment. After all, knowing that businesses place a higher premium on college degrees is of little comfort unless there is some certainty of employability. The following graphs may inform prospective students of the value of education on employability. It is important to note that these data represent the labor force aged 25 years or older, an age by which one can reasonably expect to have finished her or his undergraduate studies.

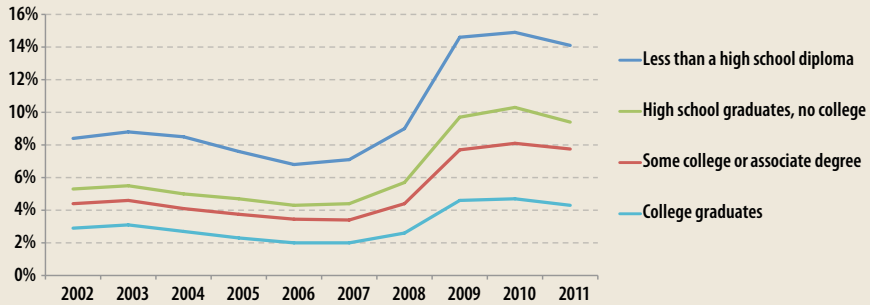
Graph 1 shows the annual unemployment rate in Utah from 2002 to 2011 according to educational attainment. There are two findings that are apparent: First, the higher an individual's level of educational attainment, the lower the risk of facing unemployment. This is true regardless of economic conditions. Second, while the recent recession impacted employment at all levels of educational attainment, volatility in employment decreases as level of education increases. While the unemployment rate among college graduates increased in 2008–2009, it did not increase as much as did unemployment among those groups with less than a college degree.

Graph 2 measures the unemployment rate and median annual income in Utah in 2011, both in relation to educational attainment. This information illustrates the benefits of higher education on employability and also demonstrates that the higher one's education, the higher the individual's annual income. Not only is the 2011 annual unemployment rate substantially lower among college graduates, but also college graduates have substantially higher average incomes. In other words, not only does getting an education likely increase income, it also significantly increases the likelihood of landing a job.

Anyone who is considering advancing her or his education in hopes of improving income and employment prospects will likely benefit from the experience. Not only does education pay, it works.

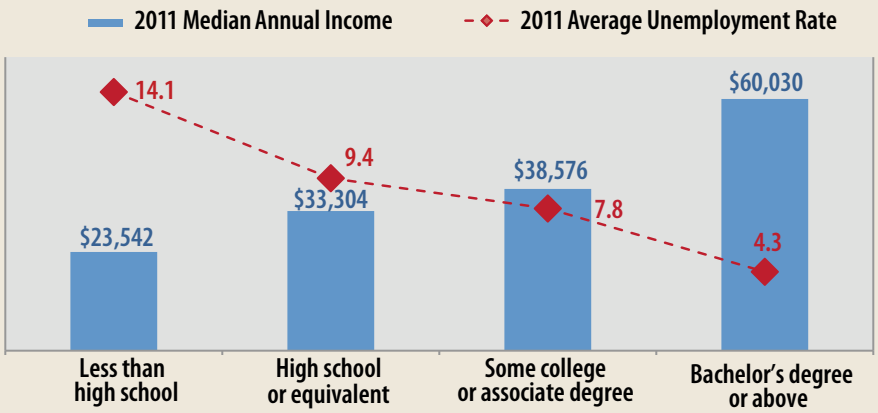


Graph 1: Utah Unemployment Rate by Educational Attainment



Source: U.S. Bureau of Labor Statistics—CPS Survey.

Graph 2: Utah Educational Attainment, Unemployment and Median Annual Earnings



Source: U.S. Bureau of Labor Statistics—CPS Survey.

Education Pays More

in Some Industries and Areas

Although wages may differ, all industries pay degreed workers more.

All good labor economists know that education pays. Statistically, higher wages are associated with higher levels of education. However, does this pay-for-education association hold true across all industries and areas in Utah? Recently released educational attainment data from the U.S. Census Bureau's Local Employment Dynamics (LED) program can provide the answer to that question.

To understand the relationships between education, industry, area and pay, some data clarification seems in order. This data covers employment and wages for businesses covered by the Utah Employment Security Act—the vast majority of jobs in Utah. These monthly averages reflect the educational levels of only those workers over the age of 25. Currently, we aren't able to distinguish between full- and part-time workers. Finally, these figures represent the educational level of the person, not the education required by the job (for example, someone with a Ph.D. could possibly be working as a fry cook).

The Big Picture

In Utah, the pay-for-education rule of thumb certainly holds as shown by the definite premium for additional levels of education. Obtaining at least a bachelor's degree brings the biggest wage premium of all. For example, in 2010 the average Utah worker with some college or an associate degree made $490 more per month than the average worker who just graduated from high school. However, the average worker with a bachelor's degree or higher made $1,600 more than their some-college counterpart. These relationships remained fairly constant over time.

The Industry

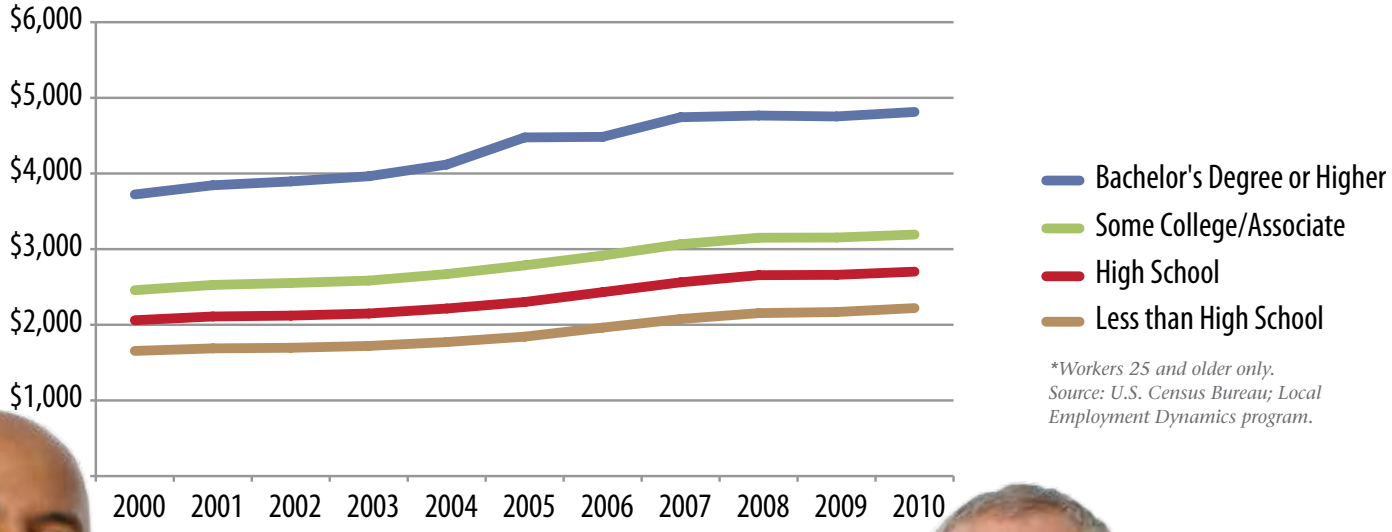
Does a bachelor's degree bring a dissimilar wage premium in different industries? Yes. Chart 2 displays the percentage difference between workers with at least a bachelor's degree, high school graduates and workers with some college for an average of the most recent five years of data—2006–2010. Averaging the data for this range of years helps blunt the effect of boom to bust to recovery and levels out any one-year anomalies. While industries show different rates of bachelor's degree wage premiums, all industries do pay degreed workers (those with bachelors' degrees and higher) more than non-degreed workers.

The Larger Premium

In Utah, a college-educated worker is likely to receive the highest wage premium in the healthcare/social assistance industry. Workers with at least a four-year degree make 124 percent more than their high-school educated peers. All healthcare jobs are not high paying: there is a great divide between the wage of a physician and a janitor at the same hospital. This divide undoubtedly plays a factor in the large premium in this particular industry.

A four-year-plus college education also brings a high wage premium in the management of companies/enterprises industry. This category includes businesses that administer, oversee, manage and normally undertake the strategic

Chart 1: Utah Average Monthly Wage by Worker Education*



*Workers 25 and older only.
Source: U.S. Census Bureau; Local Employment Dynamics program.

Education Pays More

in Some Industries and Areas Cont.

or organizational planning/decision-making role in the company or enterprise. It makes sense that this particular industry also shows such a wide gap between individuals with bachelors' degree and others (more than double the wage for degreed workers than high school graduates). High-paid, top-level company executives are usually located at these particular worksites.

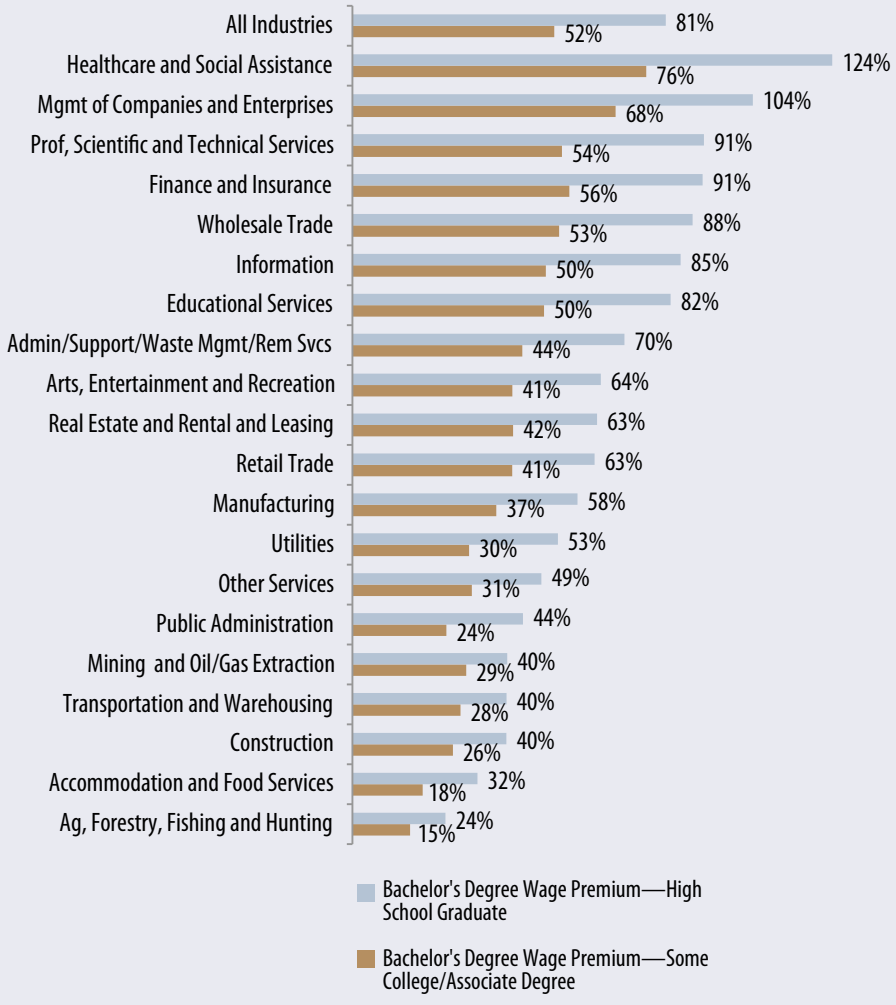
Other industries with higher-than-average bachelor's degree wage premiums include finance/insurance, professional/scientific/technical services and educational services (includes colleges and public education). Again, these are industries where technical and/or financial skills may separate the wages of the degreed from the non-degreed.

The Smaller Premium

On the other hand, in some industries a college degree means only slightly more pay. Employees with at least a bachelor's degree who are working in businesses "covered" agriculture/forestry/fishing (covered by unemployment insurance laws) receive only a 24 percent wage premium. Also, in mining, construction, transportation/warehousing and accommodations/food services a degree generates less than a 40 percent increase in wages. The blue-collar industries often pay typical workers compensating wage differentials for difficult and strenuous working conditions or odd-hour shifts. In other words, higher-than-average pay for non-degreed workers shrinks the education wage gap with the college-educated. In fact, these blue-collar industries show higher-than-average wages for workers with just a high school education.

On the other hand, average workers in the accommodation and food services industry don't make higher-than-average wages. In fact, this industry

Chart 2: Utah Bachelor's-Degree-or-Higher Wage Premium Compared to Wages of Workers With Other Educational Levels* • 2006-2010 Average



*Workers 25 and older only.
Source: U.S. Census Bureau; Local Employment Dynamics program.

shows the lowest average monthly earnings of any major industry, and many jobs are part-time. It also ranks as the lowest-paying industry for those with at least a bachelor's degree. In this industry, it appears that wages are just low regardless of educational attainment.

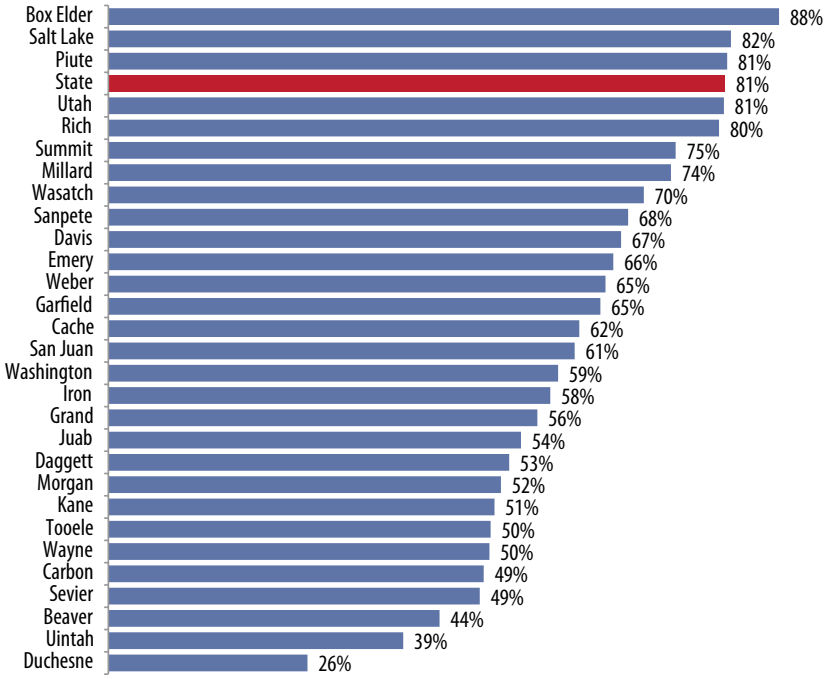
The County Divide

Location is another important component of the educational wage gap. First, keep in mind that employment figures are counted where people work rather than where they live. Statistically, if you want the biggest wage-premium bang for your bachelor's-degree buck, live in Box Elder County. Here a worker with a bachelor's degree or higher makes 88 percent more than their counterpart with only a high school education. Metropolitan Salt Lake and Utah counties also pay large premiums for a college education.

However, in a number of small, nonurban counties, bachelors' degree premiums prove significant. In Piute, Rich, Summit, Millard and Wasatch counties, average workers with at least a four-year degree earn at least 70 percent more than those with a just high school education. This correlation may occur because in many small counties, government—which includes higher and public education—dominates employment.

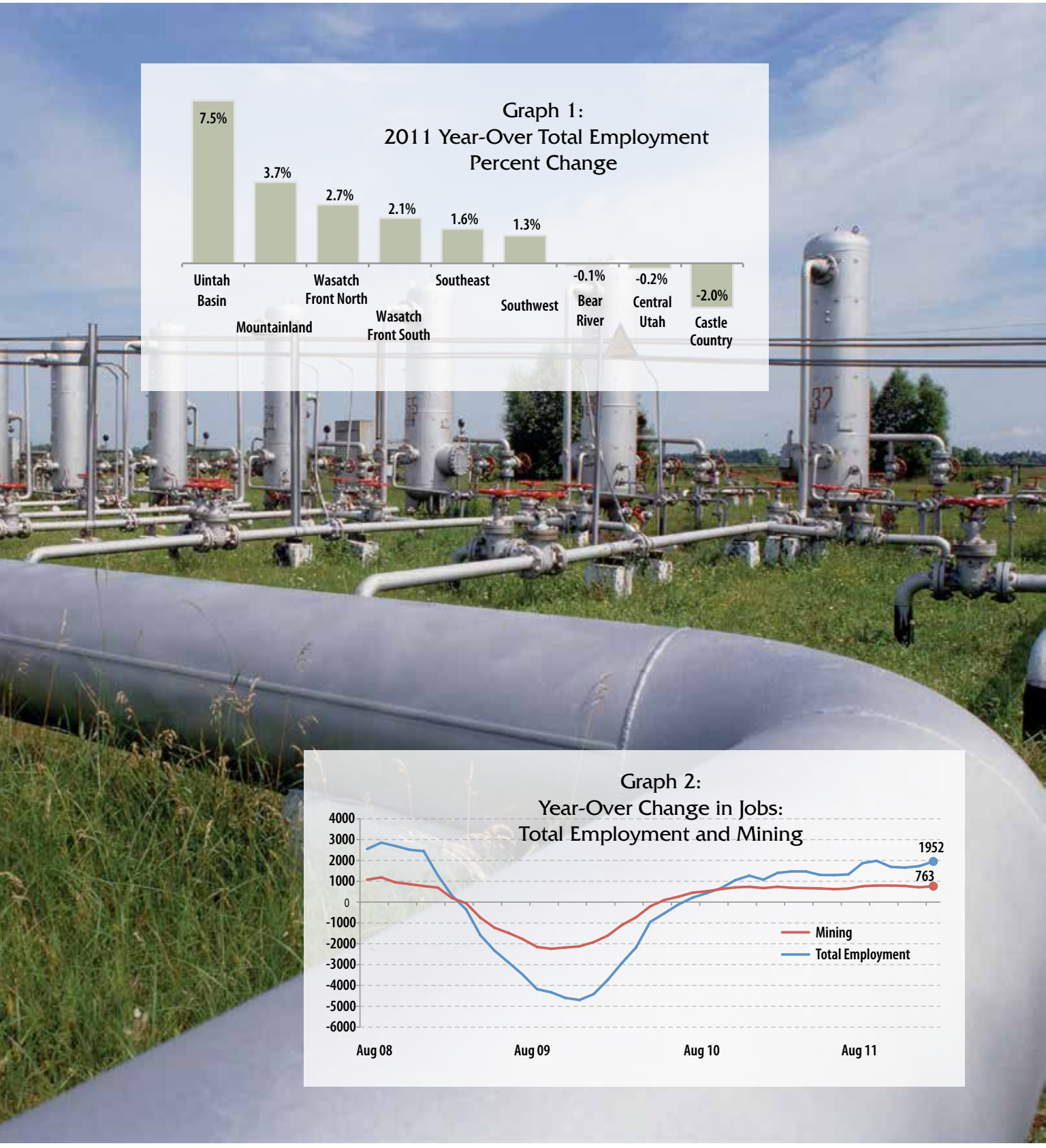
Often in smaller communities, jobs requiring a bachelor's degree are among the highest-paying wage and salary positions. On the other end of the scale, Uintah and Duchesne counties, with their high growth in oil and gas positions, show the smallest educational wage gap.

Chart 3. County-Level Bachelor's-Degree-or-Higher Wage Premium Compared to Wages of Workers With High School Education* 2006-2010 Average



**Workers 25 and older only.*
Source: U.S. Census Bureau; Local Employment Dynamics program.

For more detailed information about educational wages in your area, check out our upcoming *Local Insights* newsletter: http://jobs.utah.gov/wi/pubs/publicat.html



Source: Utah Department of Workforce Services.

Uintah Basin Boom

The Uintah Basin is in the midst of a thriving economic trend. At the leading edge of Utah's recovery from the recent recession that rocked Utah and the rest of the country, the Uintah Basin's employment picture is one of the best in the state. An oil and gas boom, responsible for the growing economic trend in Duchesne and Uintah counties, brings welcome opportunities for employment within the mining industries as well as the industries that support mining.

The Basin was the top performing economic area in terms of total employment growth in 2011 (Graph 1), with a growth rate more than twice that of any other region in Utah. Unemployment rates for all three counties within the Uintah Basin are currently below five percent—rates that these counties have not seen since before the Great Recession. Combined total employment for 2011 was up 7.5 percent from the previous year in Daggett, Duchesne and Uintah counties. The natural resources sector has driven the majority of economic activity in the private sector in Duchesne and Uintah counties for several years now. Fueled by increased oil, natural gas and mining activities in the Basin, strong economic growth comes as gasoline prices trend higher over time.

Despite a decline in jobs at the onset of the recent recession, the mining industry (predominantly oil and gas) has seen a steady gain in jobs since late 2009. As of December 2011, the industry job count has seen virtually a full recovery. This is welcome growth as the mining sector pulls up other important industries in the area, such as construction, transportation and leisure/hospitality. At 4 percent, Uintah County currently shares the lowest unemployment rate in the state, and Duchesne County has the second lowest unemployment rate at 4.2 percent.

What this boom means for the Uintah Basin is that total employment has increased as increased mining activity has boosted virtually every other industry in the region. Comparing December 2011 with the previous December, the Basin has 1,952 more jobs in total, with 763 of those jobs directly from mining oil and gas (Graph 2).

If mining can continue to grow at a steady pace, not only should the Uintah Basin's total employment continue its upward trajectory, but also the Basin will continue to be a strong factor in all of Utah's continued economic recovery.

Total employment has increased as mining activity has boosted virtually every other industry in the region.

OCCUPATION:

Instructional Coordinator

This occupation is expected to grow faster than average over the next ten years.

Do you parents ever wonder how the curriculum at your son or daughter's school is developed? Curricula are designed to provide students with the tools necessary to enter a postsecondary training institution. With thousands of text books, kinds of software and new types of technology available, teaching professionals may be daunted by the task of staying up to date on these resources. Fortunately, the instructional coordinator in your school district selects education curriculum.

Instructional coordinators, also known as curriculum specialists, are responsible for evaluating and researching existing educational curriculum in classrooms to ensure they meet local, state and federal regulations. With the ever-changing technological arena, these professionals also integrate technology into the classroom to enhance student learning. Teachers and administrators are then trained on integrating new teaching methods. Teachers' methods of using the materials are recorded and modified as required.

In the postsecondary environment, instructional coordinators may also work with businesses in developing training programs that will generate qualified workers. Some positions may also seek additional certificates such as reading or math endorsements.

Instructional coordinators are required to attain a bachelor's degree in education in a specific field, such as math, history or science. Some school systems also require that coordinators have a minimum of five years teaching experience in order to better understand the educational system. A master's degree, usually in education, and a state teacher or administrator's license is also required.

According to the Bureau of Labor Statistics, instructional coordinators are expected to experience faster than average employment growth over the next 10 years (20 percent*). Expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Also, continued efforts to improve educational standards are expected to result in new jobs.

*The projected rate of change in employment for the 10-year timeframe between 2010 and 2020. The average projected growth rate for all occupations over that time period is 14 percent.

Occupational Wages-Published April 2012
(data from May 2011) for Instructional Coordinators

Area Name	Hourly Inexperienced	Hourly Median	Annual Inexperienced	Annual Median	Training Level
Logan MSA	$16.77	$23.80	$34,870	$49,500	Master's degree
Ogden–Clearfield MSA	$16.86	$22.59	$35,070	$46,990	Master's degree
Provo–Orem MSA	$14.12	$21.12	$29,380	$43,930	Master's degree
Salt Lake City MSA	$17.14	$30.36	$35,660	$63,140	Master's degree
St.George MSA	$20.70	$31.26	$43,050	$65,030	Master's degree
United States	—	$28.50	—	$59,280	Master's degree
Utah	$16.02	$26.04	$33,330	$54,160	Master's degree

2008-2018 Employment Projections
for Instructional Coordinators

Area Name	Current Employment	Projected Employment	Annual % Change	Total Annual Openings	Star Rating
Utah—Statewide	2,508	3,596	4.3	160	3
Metro Utah	2,040	2,910	4.3	130	3
Nonmetro Utah	80	110	3.6	10	4
Washington	100	130	2.9	10	3
United States	133,940	165,000	2.3	6,060	

Sources and more info

http://jobs.utah.gov/jsp/wi/utalmis/gotoOccwage.do

http://jobs.utah.gov.jsp/wi/utalmis/oidoreport.do

http://bls.gov

Hiring Veterans is Good for Your Bottom Line

VETERANS DELIVER. They have a strong work ethic, exceptional training and proven leadership skills. They can fill any job that requires teamwork, discipline and leadership skills.

We all know a veteran who has served our county with honor and courage. Through the Utah Patriot Partnership Program, Utah businesses provide ongoing support by offering employment opportunities to our heroes upon their return. Employers who make the pledge of support to hire veterans receive recognition that includes a certificate from the governor.

The Utah Patriot Partnership Program isn't the only organization aimed at helping our veterans succeed. The ACE program is intended to provide an accelerated avenue for veterans to capitalize on their training and knowledge from their military occupational specialty and match those skills for certification in the civilian occupational codes.

If you are an employer, hiring a veteran can add to your bottom line. Employers can benefit from Federal Work Opportunity Tax Credits ranging from $2,400–$9,600 per veteran hired. For more information, visit jobs.utah.gov.

Economic Newsletter

HOT
OFF THE PRESS

localinsights

It's here! Our quarterly publication focused on local economic analysis has just been released. This newsletter provides relevant information for decision making in the areas of regional planning, local economic development and policy design. Versions are available for the statewide economy and nine different substate areas.

To sign up for e-notifications to this newsletter and other publications, go to

jobs.utah.gov/wi

To request a hard copy, contact Gail Reidling at 801-526-9785 or greidling@utah.gov

The July edition is online!
http://jobs.utah.gov/wi

Post-Secondary Education

Post-secondary education is an optional level of study beyond high school. Society encourages middle and high school students to further their education. For those already in the workforce, post-secondary education provides an opportunity to gain knowledge and skills in order to obtain a different job or advance in one already chosen. There are many different kinds of post-secondary education, such as four-year college degree programs or graduate study programs at large universities. Professional or vocational schools, broadly defined, are aimed at creating professionals in a specific field such as business, computer science, law or medicine.

One of Utah's fastest-growing industries in the education services sector is for-profit educational colleges and trade schools. These schools teach new skills or refine existing skills to prepare individuals to succeed in a specific field. This sector generally offers more certificates and two-year degrees than four-year degrees.

Over the past ten years, the number of these institutions as well as the number of enrollments in these institutions have soared. The number of private establishments in Utah rose from 640 in 2001 to 1,186 in 2011, with annual average employment rising from 26,567 to 36,094 (this includes both for-profit and not-for-profit). The number of public establishments rose from 39 in 2001 to only 56 in 2011, with annual average employment rising from 31,360 to 37,952. While there was a large increase in the number of private establishments, annual average employment ended up being similar in both sectors by 2011.

The recession has made Utahns who are more anxious about weak job prospects look in different directions. Weaker job prospects give for-profit colleges and trade schools opportunities to grow and succeed because they supply job training that may provide individuals with a way out of economic grief. However, it does come at a price; although printed for-profit tuition is generally half of what private university counterparts ask, it is still much higher than tuition in the public sector. However, what is attractive about trade schools is that they interest individuals who are looking for something other than traditional schooling or individuals who are unemployed and want to learn new trade skills.

Regardless of individual intent, the end goal of post-secondary education is to make a person's life more fulfilling. The people who seem to be the happiest in their work are those who have trained for vocations that provide them with abundant satisfaction and enough income to feel stable.

just the facts...

May 2012 Unemployment Rates		Changes From Last Year	
Utah Unemployment Rate	6.0%	Down	0.9 points
U.S. Unemployment Rate	8.2%	Down	0.8 points
Utah Nonfarm Jobs (thousands)	1,230.5	Up	2.4%
U.S. Nonfarm Jobs (thousands)	133,727.0	Up	1.4%
May 2012 Consumer Price Index Rates			
U.S. Consumer Price Index	229.8	Up	1.7%
U.S. Producer Price Index	193.9	Up	0.7%

Source: Utah Department of Workforce Services

May 2012 Seasonally Adjusted Unemployment Rates

Beaver	6.0 %
Box Elder	7.2 %
Cache	4.5 %
Carbon	7.1 %
Daggett	5.0 %
Davis	5.7 %
Duchesne	4.1 %
Emery	7.5 %
Garfield	10.9 %
Grand	9.1 %
Iron	7.3 %
Juab	7.4 %
Kane	7.7 %
Millard	4.7 %
Morgan	6.0 %
Piute	6.2 %
Rich	4.0 %
Salt Lake	5.8 %
San Juan	10.8 %
Sanpete	7.7 %
Sevier	6.7 %
Summit	5.4 %
Tooele	6.5 %
Uintah	3.9 %
Utah	5.8%
Wasatch	7.0 %
Washington	7.6 %
Wayne	11.5 %
Weber	7.1 %

Watch for these features in our

Next Issue:

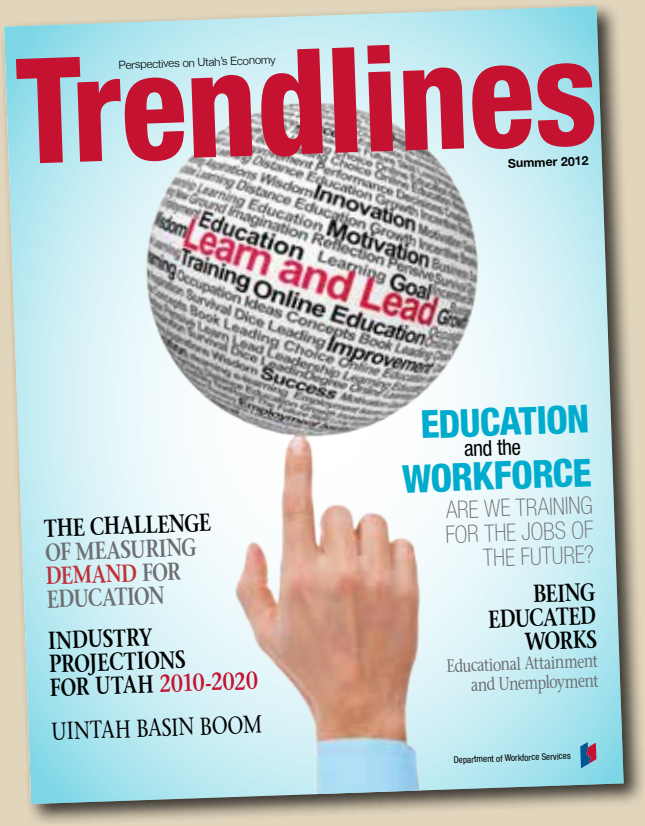
Theme:
Occupational Insight

Industry Highlight:
Entertainment

Occupation:
Graphic Artist

Utah Department of Workforce Services
Workforce Research and Analysis Division
140 E. 300 S.
Salt Lake City, UT 84111

Presorted Standard
US Postage
PAID
SLC, UT
Permit # 4621



Trendlines

is now published

quarterly

Look for the latest edition and other publications here:

jobs.utah.gov