



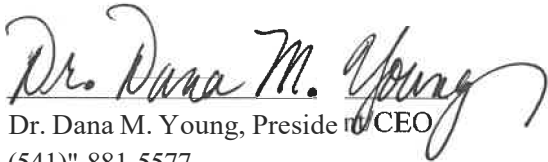
TRANSMITTAL PAGE

May 5, 2025

Treasure Valley Community College Bachelor
of Applied Science in Education

Please accept the attached Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Treasure Valley Community College.

The Treasure Valley Community College Board of Education will vote on a resolution for a Bachelor of Applied Science in Education in June 2025. We look forward to working with you to advance this project to increase educational opportunities for our community.

A handwritten signature in black ink that reads "Dr. Dana M. Young". The signature is fluid and cursive, with a long, sweeping tail on the "y".

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Documents Attached:

Statement of Need pages 2-21
Attachments:

- Community Support
- Occupational Oregon Employment Department
- Employer Demand:

Treasure Valley Community College, in collaboration with four other Oregon community colleges, is seeking approval to offer a Bachelor in Applied Science in Education (BASE) with a focus on Early Childhood and Elementary Education, including a pathway to an elementary education special education (SPED) license. As part of a statewide consortium, TVCC is committed to addressing Oregon's ongoing and deeply rooted challenges in recruiting and retaining high-quality elementary teachers in special education, bilingual classrooms, and rural communities. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreement, efforts that benefit many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure. These challenges are described in this statement of need and are supported by both qualitative and quantitative data.

Ricky, a traditional bilingual student, who is currently only eligible to support his education with local scholarships from his hometown and college foundation scholarships. His family has no ability to contribute to the cost of his education. He is currently completing his Associate of Arts Oregon Transfer (AAOT) in education and an Associate of Applied Science in Early Childhood. He has been encouraged to meet with a University advisor at his chosen transfer university. Only after the initial meeting to discuss the transfer with his AAOT did Ricky realize that his ability to transfer was limited, as his family relied on his contribution to the household and he couldn't afford the cost of relocation, tuition, fees and the loss of his current employment.

Ricky wishes to continue his education but feels helpless as his options locally are non-existent and what options do exist are cost-prohibitive with his situation.

Brittany is a non-traditional student studying early childhood education and has been able to complete her degree while working as an instructional aide in a local classroom. As she has completed her degree she has realized her dream to have a classroom of her own.

After working with her current employer, Brittany knows that with her district she can work and attend school. Her supervisor mentioned that they would support her student teaching and provide an opportunity in the district. Brittany and her husband work his family's ranch in Harney County and relocation, even for a short time, is not an option. Brittany has researched some options that are available to her in her remote location but they will not honor any of her earned credits and will require her to start over for a four-year degree, the 4-year college advisor also indicated that they would not allow her to use her current work for any degree requirements. The school is also private and would require a significant amount of student debt that she and her husband can't justify.

Ricky and Brittany's experiences are not unique and demonstrate the realities that students are facing. Their stories emphasize the need for additional options for students that are cohesive, student-centered and recognize the diverse needs of today's students.

To truly serve Oregon's diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.

STATEMENT OF NEED	
STANDARD	CRITERIA: Draft your responses to the criteria below.

<p>1. Relationship to institutional mission and goals, and Oregon’s educational goals.</p>	<p>a. Describe how this program serves Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon’s local, regional or statewide employers.</p> <p>b. How does this program serve Oregon’s education diversity and equity goals?</p>
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1. Program Alignment with institution goals

Treasure Valley Community College is a comprehensive community college dedicated to promoting student success.

The proposed Bachelor of Applied Science in Education (BASE) directly aligns with Treasure Valley Community College's vision to be an excellence-driven institution offering quality programs to ensure student success. The BASE program will create an affordable and accessible pathway for students interested in education careers, addressing a critical workforce need in frontier Eastern Oregon and the western Treasure Valley.

The BASE addresses the need for local training programs that prepare educators to work effectively in the region’s schools. By offering a bachelor’s degree at the community college level, TVCC can provide an opportunity for students to stay in the local area, keep their current employment, reduce financial barriers and increase the pool of qualified educators available to meet the needs of local schools.

2. Program Alignment with Oregon’s Educational goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at Treasure Valley Community College as a timely and effective response to pressing educator workforce and equity needs. As of 2025, 24 states have authorized BAS degrees at 191 community and technical colleges, including Washington State, where such programs have operated successfully for nearly a decade (Community College Baccalaureate Association [CCBA], n.d.). These programs have significantly improved access for racially and ethnically diverse students; for example, the number of Latine students earning baccalaureate degrees through community colleges rose from 1,623 in 2016–17 to 2,941 in 2020–21—a 4% increase over six years (CCBA, 2024). The BASE degree directly supports Oregon’s education equity goals, including those outlined in the Higher Education Coordinating Commission’s Equity Lens (HECC, 2022), by expanding access to historically underserved students, particularly first-generation, multilingual, and racially and ethnically diverse future educators.

Simultaneously, the United States is facing a severe teacher shortage, with over 314,000 positions either vacant or filled by individuals who are not fully certified—roughly 1 in 10 teaching roles nationwide (Learning Policy Institute [LPI], 2024). Rural and high-poverty schools are especially affected, experiencing chronic staffing gaps and high turnover rates (U.S. Department of Education [USDOE], 2024). Reflecting this national crisis, 86% of public schools reported difficulty hiring teachers for the 2023–24 academic year (National Center for Education Statistics [NCES], 2023).

In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at Treasure Valley Community College would fill this critical gap by providing a flexible, affordable, and locally available pathway into the teaching profession, particularly for first-generation and Bilingual students. Peer colleges in Washington, such as Clark College, Highline, and Yakima Valley, have successfully implemented similar BAS-Ed programs for comparable student populations. The regional partnership between Centralia and Grays Harbor College further demonstrates how collaborative models can expand access across underserved areas (CCBA, n.d.). Moreover, labor market data show that elementary teaching positions in the Malheur/Harney county region offer salaries ranging from \$53,000 to \$126,000, underscoring the degree's potential to support upward mobility and address regional workforce shortages (Lightcast, n.d.).

Treasure Valley Community College's region

Educational attainment across rural communities in Eastern Oregon and the Western Treasure Valley of Idaho continues to lag behind state and national goals, particularly when it comes to bachelor's degrees. According to the U.S. Census Bureau's 2019–2023 American Community Survey, both Harney and Malheur counties in Oregon fall well short of the state's 40% benchmark for adults age 25 and older holding a bachelor's degree or higher, with rates of just 15.6% and 15.5%, respectively. In neighboring Idaho, Payette and Washington counties show slightly higher rates—19.6% and 19.0%—but still remain below both Idaho's statewide average of 31.2% and Oregon's 36.2%. Together, these four counties represent a combined population of approximately 79,000 people. While a significant portion of adults in these areas have completed high school and attended some college—ranging from 66% to 76% across counties—the data highlights persistent regional disparities in higher education achievement.

Addressing this educational attainment gap is crucial for meeting the evolving workforce demands of this rural region. Expanding access to bachelor's degree programs, such as through community colleges offering Bachelor of Applied Science degrees, could provide valuable opportunities for residents to enhance their qualifications and better align with the state's educational objectives.

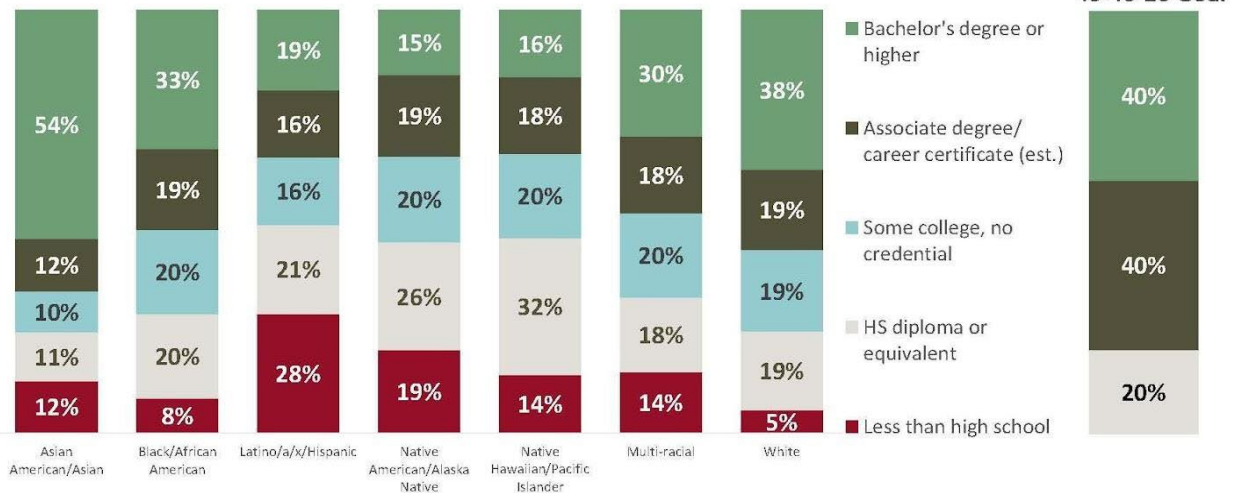
Oregon's goals

Oregon has set an ambitious goal for 40% of its adult population to hold a bachelor's degree; however, current attainment rates fall short of this benchmark and reveal persistent racial and ethnic disparities Chart 1. Although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

Chart 1: Educational attainment in Oregon

Educational attainment varies widely by race/ethnicity

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2022



These rates include all adults age 25+. The size of the gaps among young adults are likely smaller than the gaps for all adults, but disparities remain. Equity gaps occur at each level of educational attainment.

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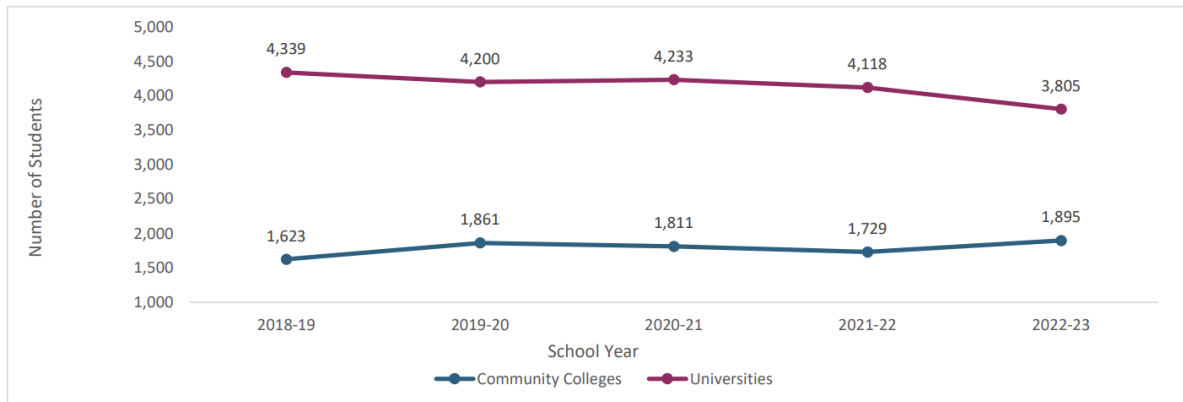
Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15002, 2010 - 2022. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with a associate degree earners.



Challenges in educator degree attainment and licensure follow these statewide trends with enrollment in education majors at Oregon public colleges and remaining below 4,500 statewide over

the past five years, with community colleges contributing a consistent but limited share (see chart

Figure 2. Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

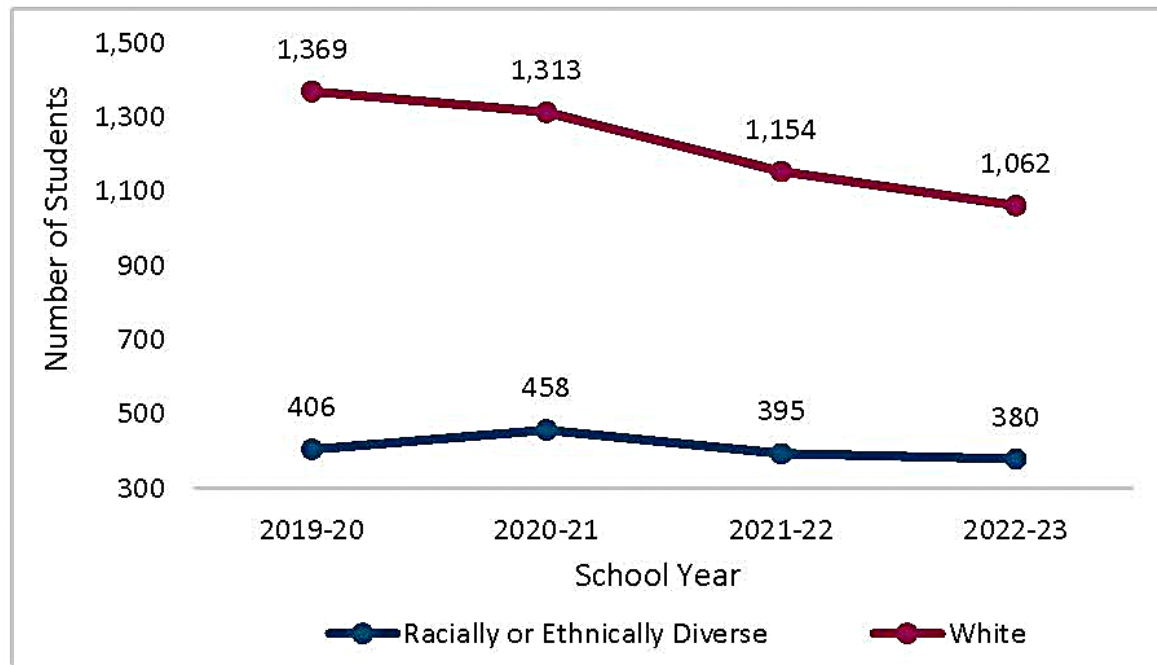
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degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see chart 3).

Chart 3: Oregon Preliminary Teacher Licenses 2019-2023

This gap especially affects racially and ethnically diverse students. From 2018–2019 to 2022–2023, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these students are not completing licensure programs at the same rate at four-year institutions. In 2022–23, only 26.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 4).

Figure 8. Completion of Oregon Approved Teacher Preparation Programs, 2019-20 to 2022-23



Source: Oregon Teacher Standards and Practices Commission.

Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6) This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the Community College Consortium would help close this gap. It would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

Table 1: Preliminary teacher licenses issued in Oregon

Preliminary Teacher Licenses Issued in Oregon

Race and Ethnicity	2019-2020		2020-2021		2021-2022		2022-2023	
Asian	185	2.70%	194	2.90%	167	2.50%	210	2.80%
Black	57	0.80%	53	0.80%	57	0.90%	62	0.80%
Hispanic	335	4.90%	321	4.80%	389	5.90%	424	5.70%
Multiethnic	294	4.30%	262	3.90%	265	4.00%	333	4.50%
Multiethnic Hispanic	196	2.90%	169	2.50%	197	3.00%	268	3.60%
Native American	33	0.50%	37	0.60%	30	0.50%	29	0.40%
Not Specified	141	2.10%	154	2.30%	142	2.10%	156	2.10%
Other	128	1.90%	126	1.90%	126	1.90%	137	1.80%
Pacific Islander	13	0.20%	16	0.20%	13	0.20%	11	0.10%
White	5413	79.70%	5322	80.00%	5236	79.10%	5853	78.20%
Total	6795		6654		6622		7483	

This table is from the data in the image above but with added percentages.

Source: Oregon Teacher Standards and Practices Commission

Table 18. Preliminary Teaching Licenses

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	185	194	167	210
Black	57	53	57	62
Hispanic	335	321	389	424
Multiethnic	294	262	265	333
Multiethnic Hispanic	196	169	197	268
Native American	33	37	30	29
Not Specified	141	154	142	156
Other	128	130	126	137
Pacific Islander	13	16	13	11
White	5,413	5,322	5,236	5,853
Total	6,795	6,658	6,622	7,483
English is Primary Language	6,362	6,194	6,165	6,915
English is Not Primary Language	433	464	457	568
Multilingual	1,008	1,041	1,025	1,176

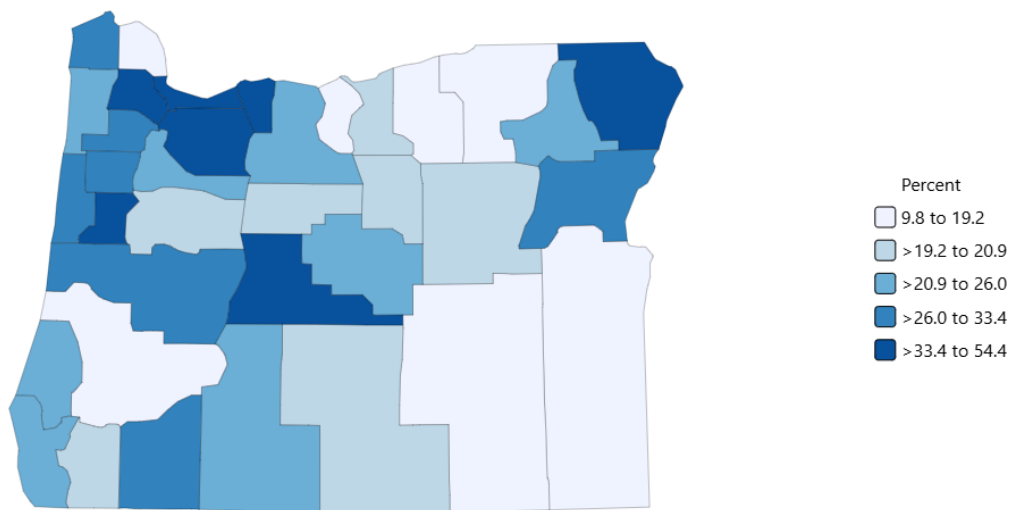
Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

[2024 Oregon Educator Equity Report](#)

Education (At least bachelor's degree) for Oregon by County

Population Ages 25+

All Races (includes Hispanic/Latino), Both Sexes, 2019-2023



Suggested Citation:

HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 4/28/2025. Available from <https://hdpulse.nimhd.nih.gov>

Notes:

NA: Data not available for this combination of geography, cancer site, age, and race/ethnicity.

Source: Demographic data provided by the Census Bureau and the American Community Survey.

For more information about Education (At least bachelor's degree), see the dictionary.

Treasure Valley Community College Regional Data

Workforce demographics in the education sector reveal important regional and statewide trends that reflect both cultural diversity and gender representation across Oregon. In 2024, the racial and ethnic makeup of elementary school teachers in Malheur and Harney counties show a predominantly White workforce (86.3%), followed by smaller percentages of Hispanic or Latino (6.0%), individuals of two or more races (4.1%), and Asian (2.1%) backgrounds. These figures stand in contrast to statewide patterns, where 86.9% of teachers identify as White, suggesting slightly greater racial diversity in these rural counties compared to the state overall.

Based on 2024 Lightcast data, gender composition of the workforce in Malheur and Harney counties shows a strong female majority. Women hold 78.6% of the jobs (273 positions), while men account for just 21.4% (74 positions). This significant gender imbalance reflects a workforce trend that is especially common in sectors like education and healthcare, where female representation typically dominates. The data highlights the ongoing gender disparities in regional employment patterns and may point to broader occupational segregation by gender within the local labor market.

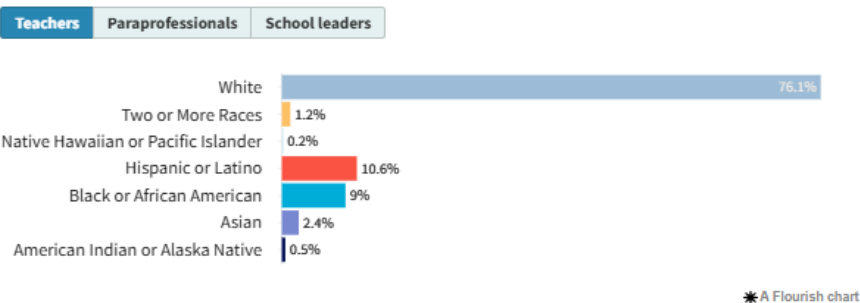
Idaho's Western Treasure Valley region—including Washington, Payette, and Canyon counties—continues to reflect both demographic concentration and gender imbalance as of 2024. The region's labor force is predominantly White, with 90.3% of jobs held by White workers, closely mirroring the

statewide figure of 90.6%. Hispanic or Latino workers make up 5.1% of the workforce in these counties, followed by individuals identifying as two or more races (3.6%), Asian (0.8%), and Black or African American (0.2%). Representation of Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native populations remains extremely limited, with each group accounting for fewer than 0.1% of jobs.

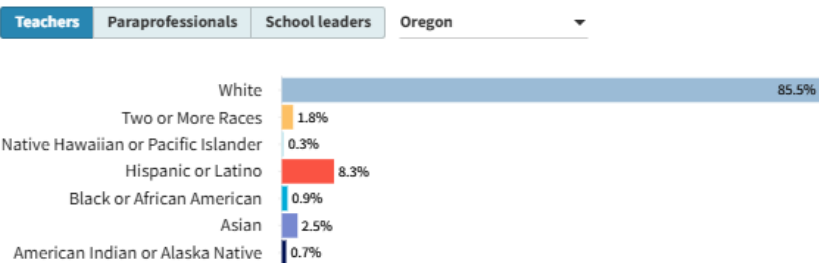
Gender distribution also shows a strong tilt toward female representation. Women hold 82.0% of jobs in the region—consistent with Oregon’s 82.3%—while men account for just 18.0%. This imbalance is particularly evident in occupations such as education and social services, which are major employment sectors in the area. These figures highlight persistent demographic trends in the regional workforce and may guide efforts to promote greater equity and inclusion.

How educator diversity compares across the country

Select a category below for United States data.



Select a category and state below to compare with United States data.



source: <https://www.edweek.org/teaching-learning/see-how-diverse-your-states-education-workforce-is/2023/12>

2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.

- 1. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.**

2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.	<p>A. Identify similar programs at the associate and baccalaureate levels offered by other educational institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.</p> <p>B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations:</p> <ul style="list-style-type: none"> • to minimize costs to students and Maximize effective use of state resources • to enrich teaching & learning, and • to facilitate students' preparation to enter and succeed in postgraduation employment
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2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.

a. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.

There are no existing programs in TVCC's service district that offers a fully accessible, affordable, community-college-based bachelor's degree leading to teacher licensure, particularly one designed for working adults and place-bound students. In chart 10 we identify similar programs at the baccalaureate level offered by other education institutions by our university partners that provide elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree.

Chart 10: 2022_2023 National Clearinghouse graduate data on Oregon Educator Preparation programs.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Name of Institution	Degrees Offered	Graduates 2022_23	Points of Similarity and Differences
Oregon State University	BS in Teaching – Elementary Education; BS in Human Development and Family Sciences – Child Development	59	Both OSU and BASE offer hybrid learning options that support flexibility for working and non-traditional students. BASE expands on this by eliminating relocation needs, providing consistent advising, asynchronous coursework, and local student teaching

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			placements, particularly benefiting rural students.
Portland State University	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	PSU and BASE share hybrid instructional models. BASE enhances accessibility through place-based student teaching, credit for prior learning, and robust advising from entry to graduation, reducing relocation barriers common in PSU's metro-focused placements.
Western Oregon University	BS in Early Childhood Studies	144	WOU and BASE both provide hybrid options in the final two years. WOU has in-person lower-division requirements and geographically limited placements. BASE supports fully place-based, online-accessible pathways with consistent advising and rural student inclusion.
Eastern Oregon University	BS in Elementary Education; BS in Early Childhood Education (Online)	60	EOU and BASE both deliver flexible online and in-person formats. BASE extends access for students by offering statewide placements, asynchronous options, and comprehensive advising to better serve remote areas.
Southern Oregon University	BA/BS in Early Childhood Development	67	Both SOU and BASE offer flexible upper-division formats. BASE improves access with lower-division flexibility, asynchronous instruction, and advising throughout the student journey, enabling participation from rural areas without relocation.
George Fox University	BS in Elementary Education	68	GFU serves adult learners with prior credits in a cohort model. BASE mirrors this flexibility but offers greater affordability, open access without a high credit threshold, and advising from start to finish, making the degree more accessible to a broader student population.
University of Portland	BA in Education (Multiple Subjects Licensure)	31	UP offers strong online endorsements but requires in-person lower-division coursework and metro-area placements serving students with religious affiliations. BASE offers fully online and local pathways, significantly reducing cost and increasing access for all students, including non-traditional and rural students.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Pacific University	BA in Education and Learning (with Elementary Education endorsement option)	38	Pacific provides a flexible online teacher residency program for those with prior credits. BASE offers similar flexibility with added affordability, broader access without pre-credit thresholds, and expanded support via consistent advising and local student teaching opportunities.
Warner Pacific University	BS in Early Childhood/Elementary Education	5	WPU offers an online option for working adults with prior credit. BASE aligns in flexibility but broadens impact through lower cost, statewide placements, asynchronous formats, and full-spectrum advising for students at any entry point.
Linfield University	BS/BA in Elementary Education (2022 program start date)		Linfield supports flexible entry and online coursework for those with prior credits. BASE enhances this model by offering comprehensive local placements, full advising support, and access without the need for relocation, benefiting underserved and rural students statewide.

<p>3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program.</p>	<p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p>
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a. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations to minimize costs to students and maximize effective use of state resources; to enrich teaching & learning, and to facilitate students' preparation to enter and succeed in post graduation employment

At Treasure Valley Community College, we are committed to maximizing the use of state resources and minimizing costs to students through strategic collaboration. To that end, we have joined with four other community colleges to form a consortium, establishing a shared curriculum aligned with national accreditation requirements. This collaboration will allow us to be highly efficient with faculty and

staff resources, streamline program development, and create clear, coherent pathways for students. Students who have completed associate degrees in fields such as Early Childhood Education or Paraeducator programs will be able to apply their credits toward the Bachelor of Applied Science (BAS) in Education and complete their degrees within 180 credits. By working together across institutions, we will minimize unnecessary duplication of programs, maximize the effective use of state investments, and significantly reduce overall costs for students seeking a pathway to licensure.

The five-community college consortium has developed an initial shared governance structure and has started to formalize these agreements with bylaws and MOU's. We have completed our consortium agreement outlining our bylaws in a document submitted to HECC on 4/20/25 and we are working on MOU's to document the shared curriculum framework and common standards for advising and field placement submitted with phase 2 of our application. This shared governance defined in these agreements will ensure seamless collaboration and efficient use of state resources.

Our collaboration with public and private university partners will continue to be a cornerstone of our strategy to expand access and opportunity. TVCC will maintain and promote our long-standing articulation agreements and statewide Major Transfer Maps (MTMs) that we have diligently developed for our Associate of Arts Oregon Transfer (AAOT) in Elementary Education program. Many of our students will continue to transfer into public and private universities such as Eastern Oregon University and Boise State University. These important partnerships ensure that students can maximize the applicability of their coursework, avoid excess credits, and reduce both the time and financial burden required to earn their bachelor's degree.

Current ongoing efforts to improve transfer pathways include reinvigorating a partnership with Eastern Oregon University and their Hybrid at Home cohort. We are dedicated to connecting and collaborating on initiatives such as GYO and support transfer pathways for all students. TVCC recognizes the value of coordinated advising and curriculum alignment, student transfer success, maintaining student momentum while delivering affordable, high-quality education.

To further enrich teaching and learning, Treasure Valley Community College will maintain relationships with all partners to offer students robust early field placements, service learning opportunities, and dual-enrollment coursework. Our Early Childhood Education program, for example, provides students with many opportunities to apply skills and experience which is sought by transfer institutions and employers alike. TVCC's faculty will pursue avenues of partnership with university colleagues to align learning outcomes, share professional development opportunities, and continuously improve the inclusivity and quality of educator preparation pathways.

Our longstanding commitment to culturally responsive teaching, bilingual education, and support for nontraditional students has directly informed regional strategies to diversify Oregon's educator workforce. Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree will build upon these foundations, offering a flexible, affordable, and local option for students who are place-bound by work or family commitments. In partnership with four-year universities, we will continue to create seamless pathways into graduate programs, ensuring students have every opportunity to advance their careers and meet Oregon's critical needs in elementary, bilingual, and special education fields. Through these collective efforts, we are poised to create more accessible, equitable, and workforce-aligned education pathways for Oregon's future teachers.

Employer Demand

There is a documented shortage of qualified teachers in Oregon, particularly in rural areas, bilingual education, and special education. The Oregon Employment Department projects significant growth in K-12 education employment opportunities, with demand in some areas far exceeding the

supply of qualified candidates. By offering a BASE, Chemeketa aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE will also prepare students for leadership roles in educational settings, such as instructional coordinators or options to continue their education to become school administrators, further addressing the shortage of educators prepared to step into these critical positions.

Oregon Employment Department Data: According to the Oregon Employment Department, the five county region across Eastern Oregon and Western Idaho that TVCC serves will have 446 openings for elementary teachers each year over the next ten years, most of them replacement openings (Qualityinfo.org, Area Employment Projections, attached). Expanding the pathway beyond elementary teachers, to all teaching positions, the Oregon Employment Department estimates that there will be 6,408 total openings in the 2023-33 period for all teaching related occupation titles, with most of the openings replacement positions

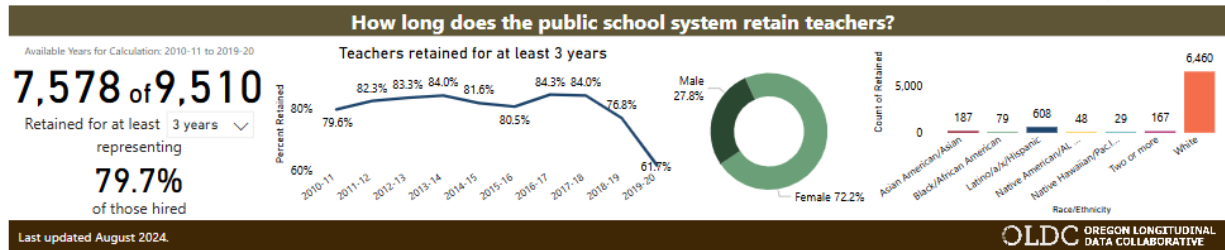
Lightcast Data: The attached labor market analysis from Lightcast indicates significant demand for educators across elementary and secondary levels, with job posting activity and compensation surpassing national averages. The regional employment of 446 positions (Lightcast, 2024) is significantly higher than the average area of a similar size, demand continues to exceed the supply of qualified candidates in our rural communities. Job postings for these roles have been high, with a median posting duration of 21 days, indicative of employer challenges in filling open positions.

Salaries for educational roles in this region are reasonably competitive, with a median salary of \$63,505, which is approximately the national median. Diversity among educators is a priority, as regional data shows lower racial diversity than national averages, with only 379 educators from diverse backgrounds compared to an expected 713 for an area of this size.

Based on current data, TVCC's regional demand for elementary teachers alone is projected at 175 openings annually, while existing university-based educator preparation programs collectively graduate fewer than 30 licensed candidates annually. This disparity creates a persistent annual shortfall of at least 125 qualified candidates in elementary education alone, not accounting for additional shortages in special education and bilingual education fields.

Teacher retention is a particular concern for school districts as the most recent data shows that over 30% leave within the first 5 years. Retention is particularly challenging when teachers are not from the local communities in which they work. Blaushild, Mackevicius, and Wigger (2023) found that teachers who return to teach in their home communities are more likely to stay in the profession over time. This local effect is especially strong among educators from racially and ethnically diverse backgrounds, highlighting the importance of place-based teacher education as a strategy to support both teacher retention and workforce diversity. These findings reinforce the value of GYO programs, which cultivate future teachers from within the communities they will eventually serve, building strong community ties, reducing turnover, and addressing persistent equity gaps in the teaching workforce.

The diagram below from the Oregon Longitudinal Data Collaborative shows the retention issue and how detrimental it is as the five year attrition rate exceeds 30%. This is especially challenging to growing teacher leaders as the attrition rate is higher in under-resourced schools.



The dashboard also illustrates the retention difficulty of the education system and how early attrition also makes the equity gaps even more pronounced as the already small populations of teachers who are Asian American/Asian, Black/African American, Latino/a/x/Hispanic, Native Hawaiian/Pacific Islander or two or more races decline with early career attrition.

Gist, Bianco, and Lynn (2019) emphasize the critical role GYO programs play in cultivating a diverse and locally rooted teaching workforce. These programs are particularly effective at recruiting community members from non-traditional backgrounds and guiding them into the education profession. By aligning teacher preparation with the cultural and linguistic backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

District partners report that as schools are becoming increasingly diverse, the need for teachers who reflect the racial and ethnic backgrounds and the multilingual skills of the community are profound. For example, school districts in our region have a large and growing population of students who are Hispanic and come from families whose home language is not English, yet they struggle to find teachers who reflect their student population. When students of color have at least one teacher who shares their racial/cultural background, they perform better on standardized tests, are more likely to graduate high school, and are more likely to attend a four-year college (Gershenson, Hart, Hyman, Lindsay, & Papageorge, 2022). The gap is even more pronounced at the high school teaching level and for special education teachers.

<p>4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.</p>	<p>A.</p> <p>If the proposed degree is a Bachelor of Applied Science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years.</p> <p>B. How might this existing program need to be revised to better integrate with an applied baccalaureate program?</p>
--	---

Building on Existing Programs

The BASE degree will build on TVCC's existing Associate of Applied Science (AAS) program in Early Childhood Education and AAOT in Elementary Education. These programs have consistently produced graduates who are well-prepared to work in local schools as teaching assistants, paraprofessionals, and early childhood educators and are named in chart 18 below. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BAS will provide these graduates with the opportunity to advance their careers by earning a bachelor's degree and obtaining teaching licensure, creating a seamless transition from associate level coursework to a bachelor's degree program without facing some of the obstacles to transferring. Additional pathways will be developed to provide opportunities for students earning an AAS in any program to return and pursue a second career in teaching.

By leveraging TVCC's established partnerships with local school districts and its history of producing qualified early childhood, paraeducators, and preparing students to transfer to an Educator Preparation Program (EPP) partner, the BASE degree will improve the college's ability to meet the needs of its community and the state's educational system.

Chart 18: Treasure Valley Community College Degree pathways in ECE and Education

College	Program Name	Year Established	Last Reviewed (program review)
Treasure Valley CC	AAS in ECE	2000	2024
Treasure Valley CC	AAOT emphasis in Elem. ED	1966 (AAOT)	2024

To better integrate with the proposed BASE program, TVCC's existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will expand advising to include clear transfer pathways into the BASE degree starting in 2025. Minor course adjustments, such as increased emphasis on culturally responsive pedagogy and special education practices, will align lower-division preparation with upper-division degree outcomes.

To further illustrate the potential and sustainability of TVCC's foundation in early childhood and education pathways, the enrollment data from the past six years demonstrates consistent interest across multiple degree options. As the chart below indicates, the Early Education AAS has sustained steady enrollment with over 45 students annually (data represent students whose records show they majored in AAS Early Education, 1 YR Early Childhood Education Cert, or AAOT – Elementary Education emphasis at the end of each year). These trends highlight the strong demand for early childhood preparation programs and underscore the need for a locally accessible bachelor's degree. The proposed BASE program will enhance these existing pathways, allowing students who complete associate degrees or certificates to seamlessly continue their education and enter the teaching workforce with fewer transfer barriers.

Year	AAS Early Childhood	1 YR Early Childhood Education	AAOT Emphasis in Elementary Education
2018-19	47	12	62
2019-20	48	17	70
2020-21	48	9	50
2021-22	43	23	47
2022-23	43	12	43
2023-24	43	17	48

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MALHEUR

EDUCATION SERVICE DISTRICT

363 A Street W. Vale, OR 97918
P: (541) 473-3138 F: (541) 473-3915

Mark Redmond
Superintendent
Angie Arriola
Director of Curriculum
Teresa Jones
Director of Special Education
Randy Seals
Director of Technology
Marshall Hooker
Director of Early Learning
Nickie Shira
Director of STEM and Innovation
Jerry Peacock
CTE Regional Coordinator
Matt Mejia
Director of Finance

May 5, 2025

Eastern Oregon Child Care Resources
Malheur Education Service District
323 A St. W.
Vale, OR 97914

Sandy Porter
Vice President of Academic Affairs
Bachelor's of Applied Science in Education Degree
Treasure Valley Community College
Ontario, OR 97914

Dear Vice President Porter,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Treasure Valley Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.



MALHEUR

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Matt Mejia
Director of Finance

The BASE program is thoughtfully designed to build on the strengths of the consortium and TVCC's successful associate degrees in education-related fields, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.

Treasure Valley Community College in their work with the consortium is championing this work. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Theresa Martinez
Director of Eastern Oregon Child Care Resources
Assistant Director of Early Learning Malheur Education Service District
323 A St. W.
Vale, OR 97914
541-203-0357
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Board of Directors

Pam Wettstein
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Penny Walters
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Jaime Grimaldo

Ramon Palomo

Judy Snyder

May 4, 2025

Chelle Robins, Ph.D.
Superintendent
Four Rivers Community School
Ontario, OR 97914

Sandy Porter
Vice President of Academic Affairs
Bachelor's of Applied Science in Education Degree
Treasure Valley Community College
Ontario, OR 97914

Dear Vice President Porter,

As a school superintendent in Malheur County, I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Treasure Valley Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, CGCC). This degree program directly addresses pressing statewide needs in Oregon's K-12 education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

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Superintendent
Chelle Robins, Ph.D.

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Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Chelle Robins". The signature is fluid and cursive, with the first letter "C" being large and stylized.

Chelle Robins, Ph.D.

Superintendent

Four Rivers Community School

chelle.robins@4riverscs.org

541-889-3715

Student Survey

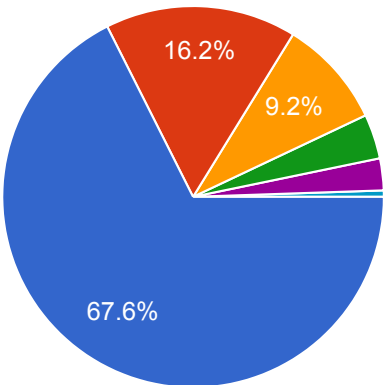
185 responses

[Publish analytics](#)

Which community college do you attend?

 [Copy](#)

185 responses



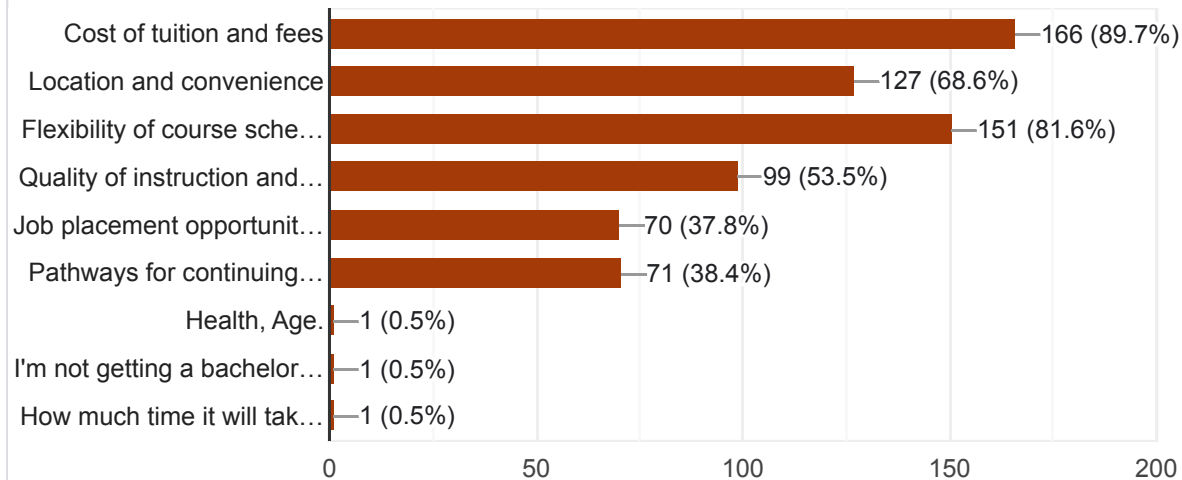
- Chemeketa Community College
- Columbia Gorge Community College
- Linn-Benton Community College
- Rogue Community College
- Treasure Valley Community College
- Other





What factors are most important to you when deciding where to pursue a bachelor's degree in education? (Select all that apply)

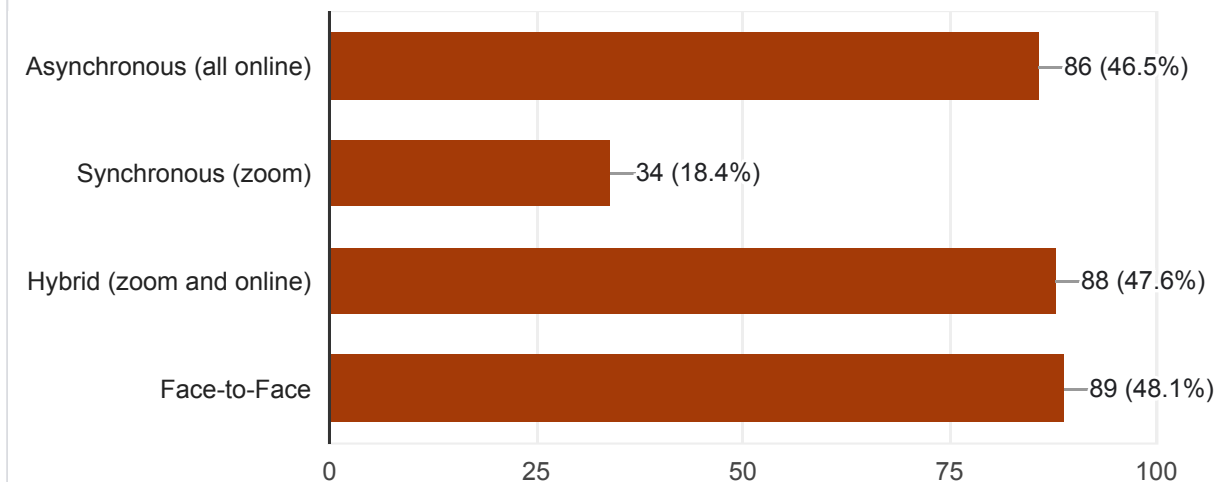
185 responses



What would be your preferred course modality?



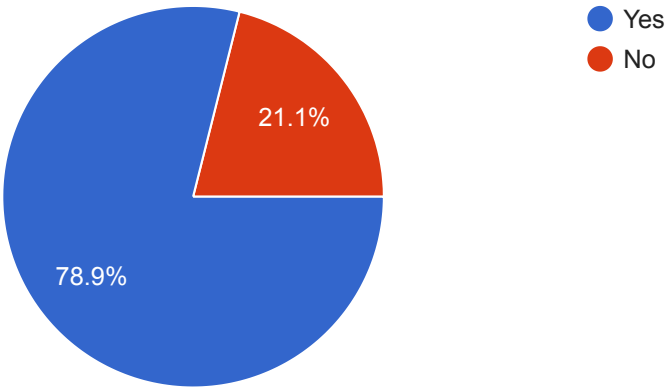
185 responses



Are you employed?

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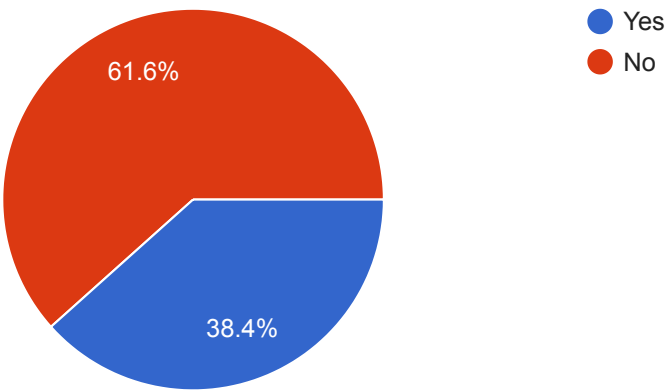
185 responses



Do you work in a school district?

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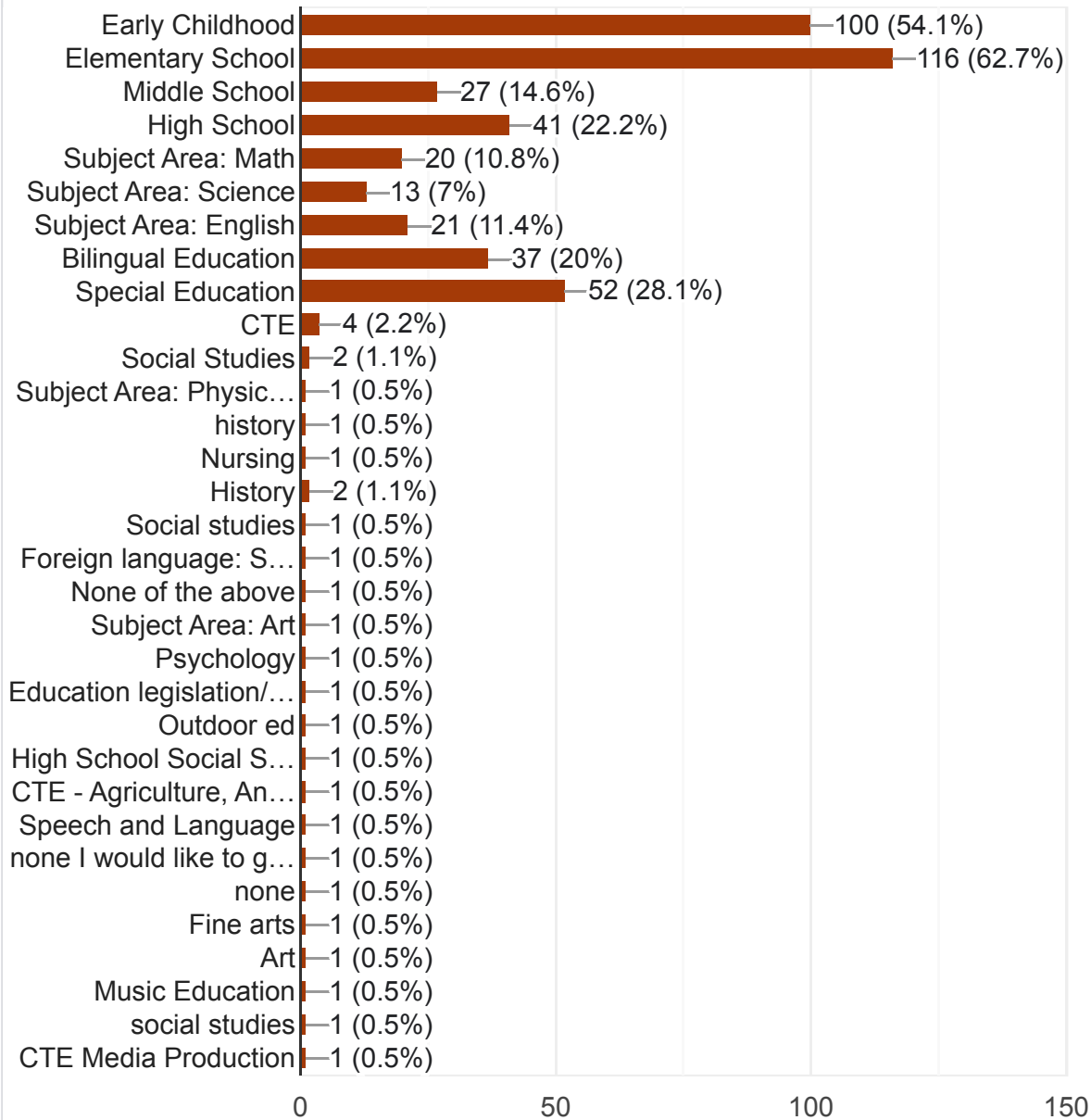
185 responses



Which area of teaching most interests you? Check all that apply:

 Copy

185 responses





How likely are you to transfer to a university after completing the required courses at your community college?

1-Very Likely

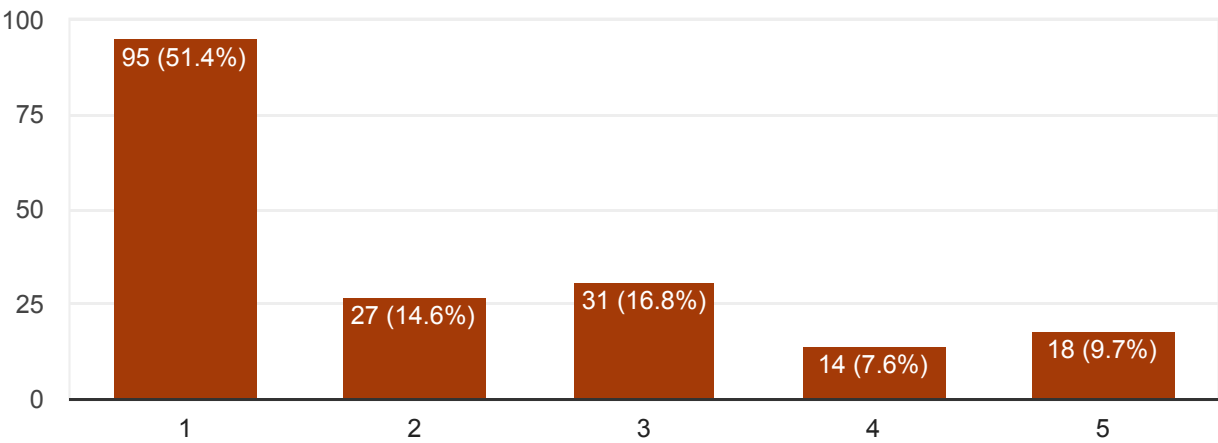
2-Somewhat Likely

3-Neutral

4-Somewhat Unlikely

5-Very Unlikely

185 responses





If your community college offered a bachelor's degree in Education, how likely would you be to choose it over transferring to a university?

1-Very Likely

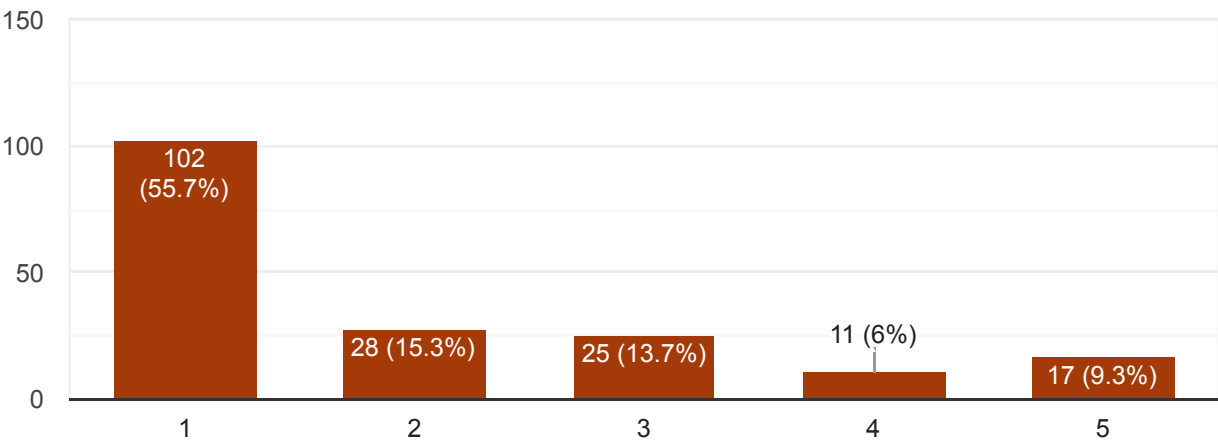
2-Somewhat Likely

3-Neutral

4-Somewhat Unlikely

5-Very Unlikely

183 responses



What challenges or barriers do you anticipate in transferring to a university to complete a bachelor's degree in education?

185 responses

Cost

None

Cost

A challenge I anticipate facing when transferring to a university would be traveling to class to make it on time, and the tuition costs

Flexibility. I work a full-time job and have six children from high school to preschool. I'm always on the go and make do with the little free time to continue school

money/economical issues

Number one would be cost. Location can be a barrier as well.

I am teaching CTE, and while education interests me, it probably isn't something I would pursue a Bachelor's degree in. That could change, but today this is where I'm at.

Im worried i wont be able to keep up with my job and continuing courses. WOU is my college of choice but if i want to do any face to face classes i could too far away to make it.

relocating and cost of tuition

Cost and having to travel

Financials and flexibility with work

Language

Financial - I can't afford it

Financial difficulties



Lack of support. I feel like Community Colleges support you when you need help. Help is accessible.

The cost of everything

tuition

Larger class sizes (not as much support), credit transfer issues, cost of tuition at university

It's time consuming to prepare for and it's more expensive also it's further away and I am unsure if online is a possibility.

Math or some classes need to be offered in person. It's extremely difficult to take them online while working full time and caring for children at home after school.

When transferring to a university to complete my bachelor's degree in education, the main challenges I anticipate are the cost of tuition, adapting to the new academic environment, credit transfer, and the availability of scholarships and financial aid. I am also concerned about the potential competition to get into the program, as well as the possibility of pursuing a master's degree afterward.

Having to work full time while wanting to attend full time

having support from work

My biggest one is transportation and/or finding somewhere to live. I can't afford to stay in a dorm, and I don't have a car yet, and gas is really expensive. Plus, tuition at universities is a lot higher than at a community college.

N/A. None that come to mind.

Managing work and school

Cost and Time.

My biggest worry for transferring to a university is tuition and costs.

schedule flexibility and cost

cost

The challenge of changing from community college to university



N/A I already have a BA

I don't plan to leave the area I'm in and I'm not necessarily interested in a bachelors at this point in time.

Travel time. Transportation.

I anticipate struggling with how much everything is going to cost and also having enough time to work in order to make all my bills.

I did my first year in a university and they are a lot less helpful and user friendly.

Transportation, time, financial

Transportation

My biggest challenge is time, distance and finances.

Unknown

Transferring will require me to move out of Salem and will cost me more than if I was to continue at the community college

Unsure.

Just going through the processes and always the fear of being in debt in a sense.

The distance.

financial challenges and online class availability challenges

Course credits not transferring over

The change of location and organization from one college to the other

Having to get used to a new school and the commute

Mostly just being a full time student while also having a full time job. My job helps pay my education since I'm not eligible for FAFSA.

I will greatly struggle with the debt that comes from attending a university. I also have a very



hard time with big changes because of my mental health.

Tuition costs

I have two kids and as a single mom it's hard to find someone to watch my kids and the cost of college could be very expensive, and how far is the university.

Money

Not being able to have the flexibility of finding classes offered in the modality needed and being able to pay for them.

not having enough time for school my job and my family.

Open acceptance of credits

just the work load going up

I do not believe it will be all online

Not feeling welcomed and the amount of work

I don't know that I will be transferring

Balancing work and schooling, and being able to afford a university tuition.

time and flexibility.

The amount of time it will take before starting a career in education. I am currently employed as a seasonal worker so it would be nice to move on from that job and work towards my career goal as soon as I can.

Financial constraints, academic preparedness, and navigating the transfer process itself.

Cost of tuition, living expenses, possible need to move

Cost, location, acceptance.

N/A currently

Some challenges are Financial constraints, Academic preparedness, Transferring credits, Time management, social adjustment, Geographic location, and Program availability.



Having to quit my job to make time to commute to a university and back

Some challenges would be cost, distance, and transfer process. The biggest thing is cost, it is much more expensive to go to a university then it is to go to community college. I will be paying for college on my own like most have to and hopefully with the help of scholarships and grants it will ease the cost. The distance is another thing Ashland isn't to far from Medford but making that drive all the time would be a burden and it's to expensive to live in Ashland as well. I think that if Rogue Community College and other community colleges could offer bachelor degrees more people would go farther in school, I know I would.

I have no clue where I would need to begin.

Financial

I would find it difficult to transition and feel comfortable with the campus all over again.

classes not transferring over

Cost of tuition and fees

Class times and money

Time and money

Location, cost

cost

My financial aid not being able to cover my fees

The location and having to once again adapt to another environment. Not only that but the capstone goes up than what I have been used to and the location takes longer to drive to which ups my gas money

Finances and flexibility

I don't know what I want to do and don't know if I want a bachelor's yet.

i have a family and my husband has a good job so we cant just up and leave for me to be able to continue my education i would love to be able to but i cant leave my hometown for now if everything is online i might be able to work around it and get my bachelors degree



Money

Cost of tuition and the uncertainty of entering a new system with new requirements to be met.

Transferring credits over.

Are all my credits going to transfer over smoothly?

Having the time while working full time.

Money and time

Travel time and fees/cost.

The cost, I don't qualify for scholarships and I don't have good enough credit for loans.

Location and cost

The only challenge that I would consider a barrier would be not understanding the dynamics at first.

I have no idea, but I worry about school being way harder and not making it at an actual University.

Cost/ not welcoming to older students

Cost, mostly. And the in person classes.

Larger expenses for housing and tuition, commuting

Paying for the bachelors and then struggle to get a job. Cost of tuition and fees. School flexibility for students that work full time.

76 more responses are hidden

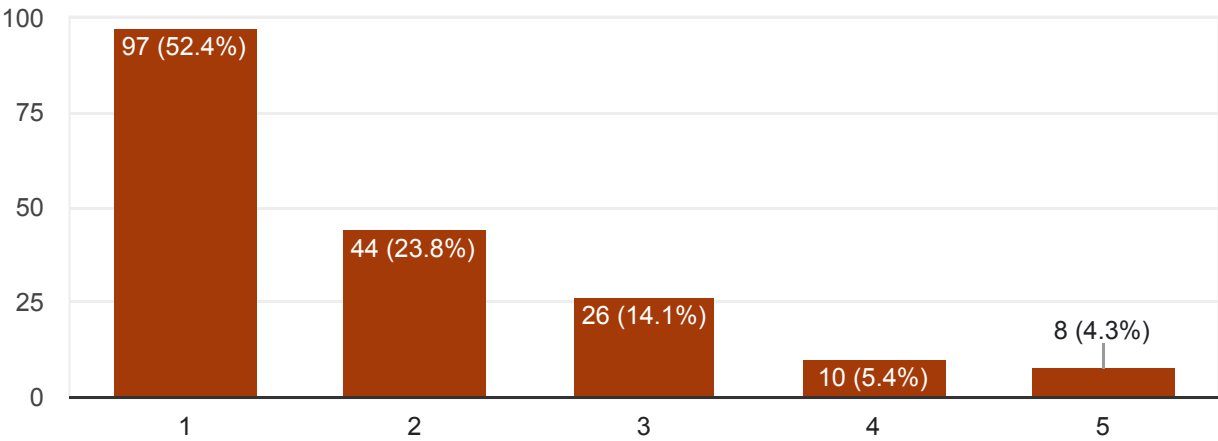




How important is it to you that you have the option of completing your student teaching in your local community?

- 1-Extremely important
- 2-Very important
- 3-Somewhat important
- 4-Not very important
- 5-Not important at all

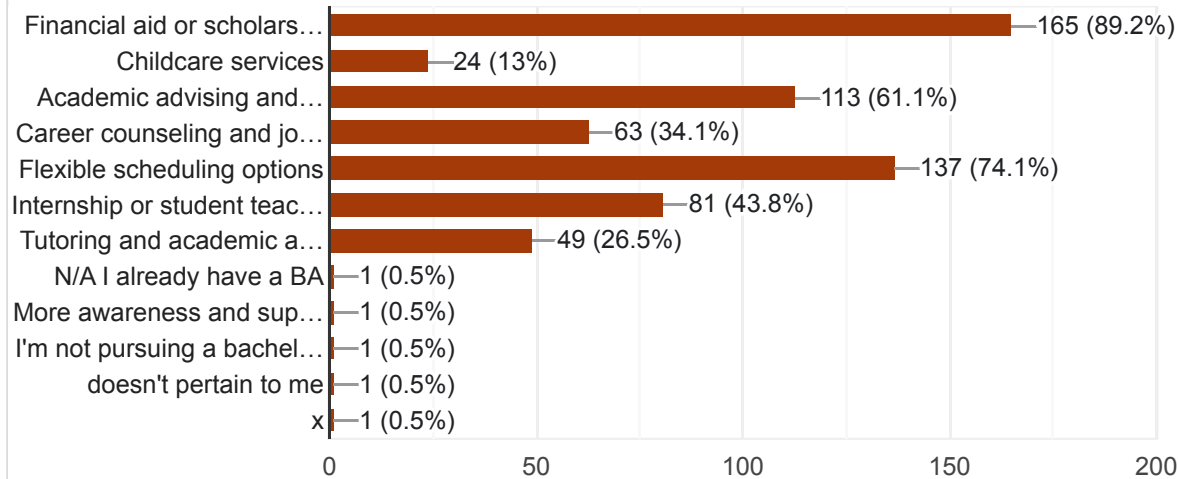
185 responses





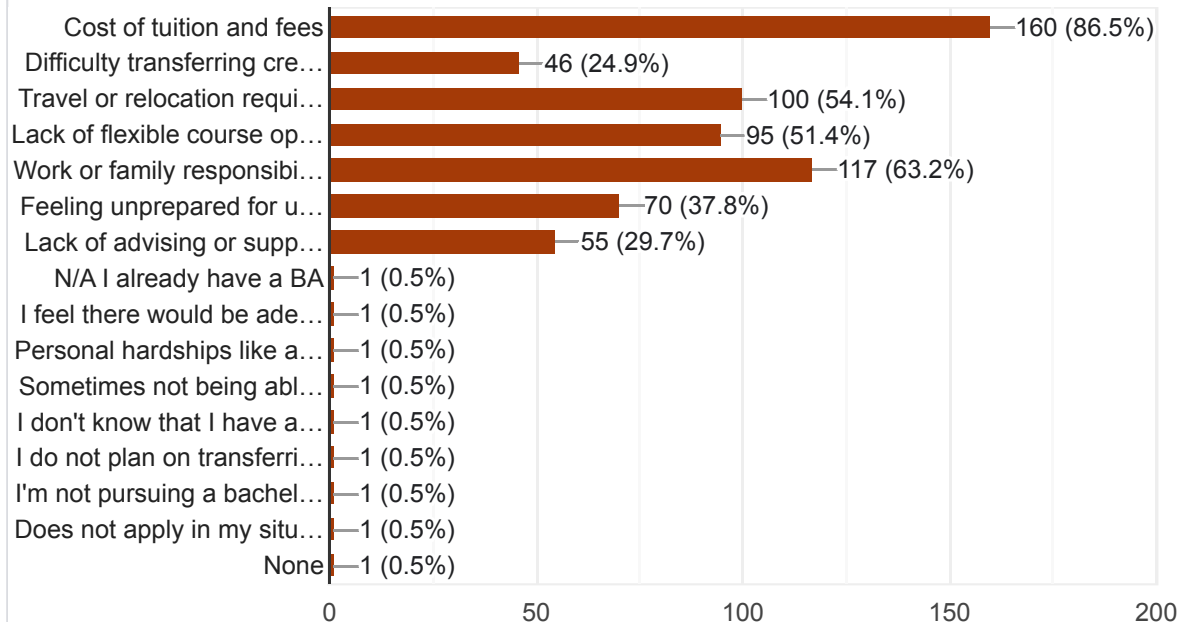
What additional support or resources would you need to successfully complete a bachelor's degree in Education at your community college?
(Select all that apply)

185 responses



What are the biggest barriers that you face transferring to a university to complete a bachelor's degree in education? (Select all that apply)

185 responses



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April 23, 2025

Oregon Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302

RE: Support for Applied Baccalaureate Degrees at Oregon Community Colleges

Dear Commissioners,

I am writing on behalf of the Oregon Community College Association to express our strong support for the expansion of applied baccalaureate degree programs at Oregon's community colleges. As our state continues to grow and diversify, the demand for accessible, affordable, and workforce-aligned education has never been more critical. Applied baccalaureate degrees are a forward-thinking solution that meets this demand and strengthens both our communities and our economy.

Community colleges have long served as engines of opportunity and upward mobility for students from various backgrounds, particularly those who are place-bound, first-generation, or seeking career-focused education. Offering applied baccalaureate degrees at community colleges increases access to higher education, especially in rural and underserved regions of Oregon.

OCCA encourages HECC's efforts to support policies and resources that enable community colleges to launch and sustain additional applied baccalaureate degree programs. As we've seen, other states which have expanded the role of community colleges in this way have seen meaningful gains in student success, workforce readiness, and local economic development. Oregon should continue to scale this opportunity to do the same.

Thank you for continuing to support community college applied baccalaureate programs that broaden access to higher education and strengthen Oregon's workforce.

Sincerely



Abby Lee, PhD
Executive Director
Oregon Community College Association



3 Educational Instruction and Library Occupations in 3 Idaho Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	6
Job Posting Activity	7
Demographics	11
Occupational Programs	13

What is Lightcast Data?

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

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



Report Parameters

3 Occupations

25-2021 Elementary School Teachers, Except
Special Education

25-2012 Kindergarten Teachers, Except Special
Education

25-2052 Special Education Teachers, Kindergarten
and Elementary School

3 Counties

16027 Canyon County, ID

16075 Payette County, ID

16087 Washington County, ID

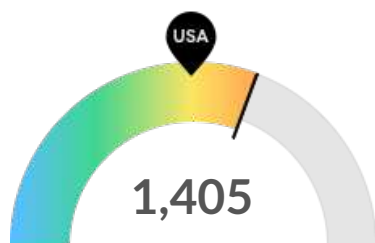
Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupations and geographical areas.

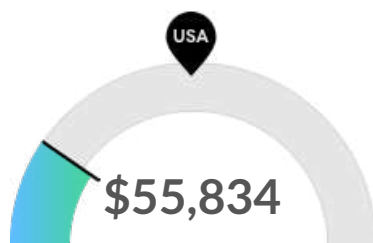
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



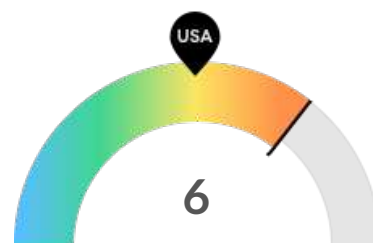
Jobs (2022)

Your area is a hotspot for this kind of job. The national average for an area this size is 1,024* employees, while there are 1,405 here.



Compensation

Earnings are low in your area. The national median salary for your occupations is \$63,786, compared to \$55,834 here.



Job Posting Demand

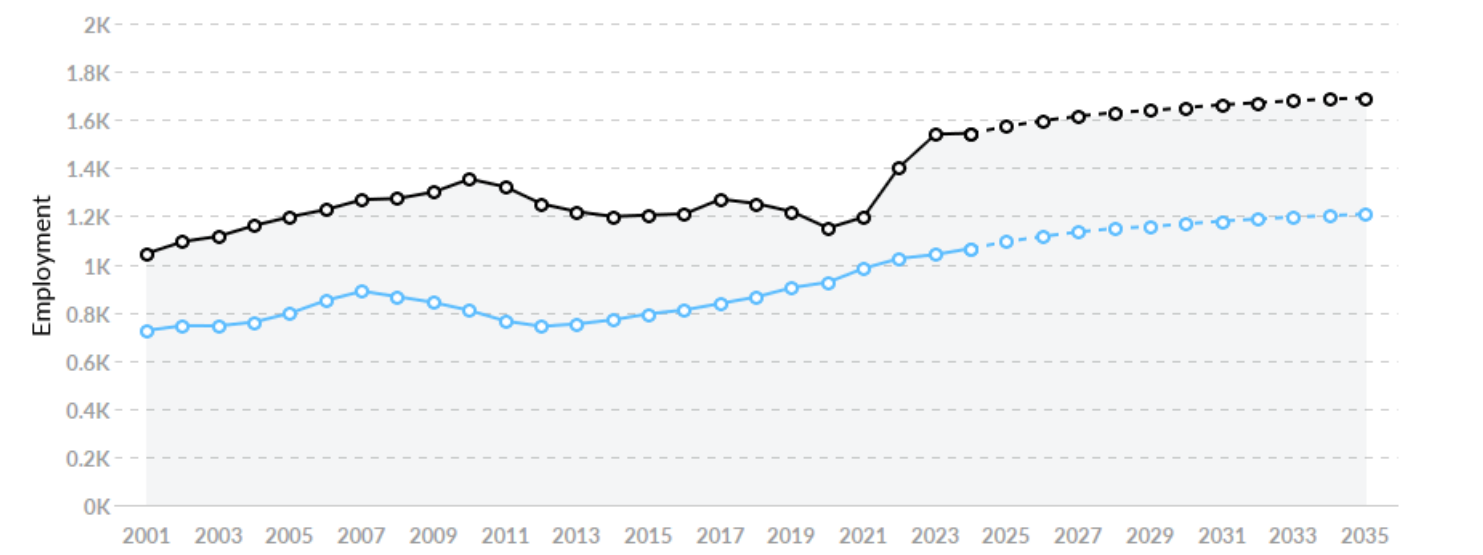
Job posting activity is high in your area. The national average for an area this size is 3* job postings/mo, while there are 6 here.

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

Jobs

Regional Employment Is Higher Than the National Average

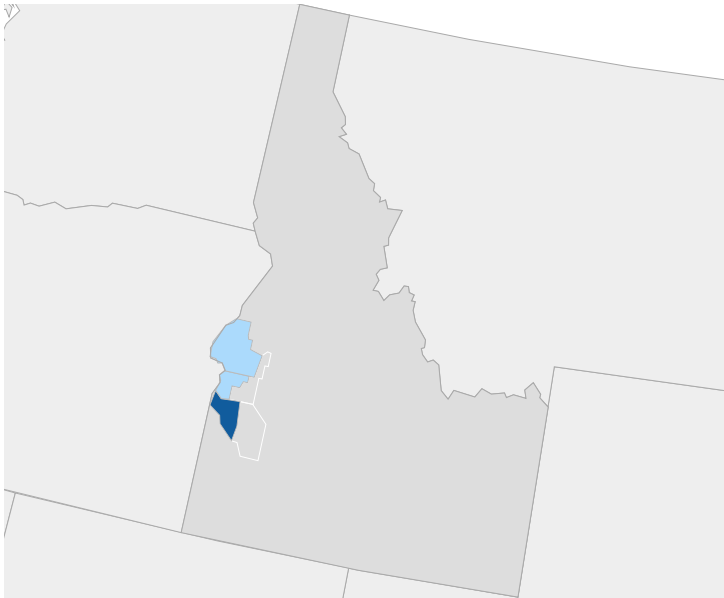
An average area of this size typically has 1,024* jobs, while there are 1,405 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2022 Jobs	2030 Jobs	Change	% Change
●	3 Idaho Counties	1,405	1,651	245	17.5%
●	National Average	1,024	1,168	144	14.1%

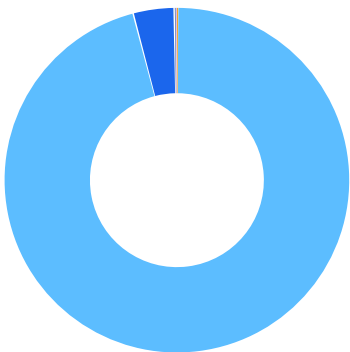
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2022 Jobs
Canyon County, ID	1,189
Payette County, ID	139
Washington County, ID	77

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector

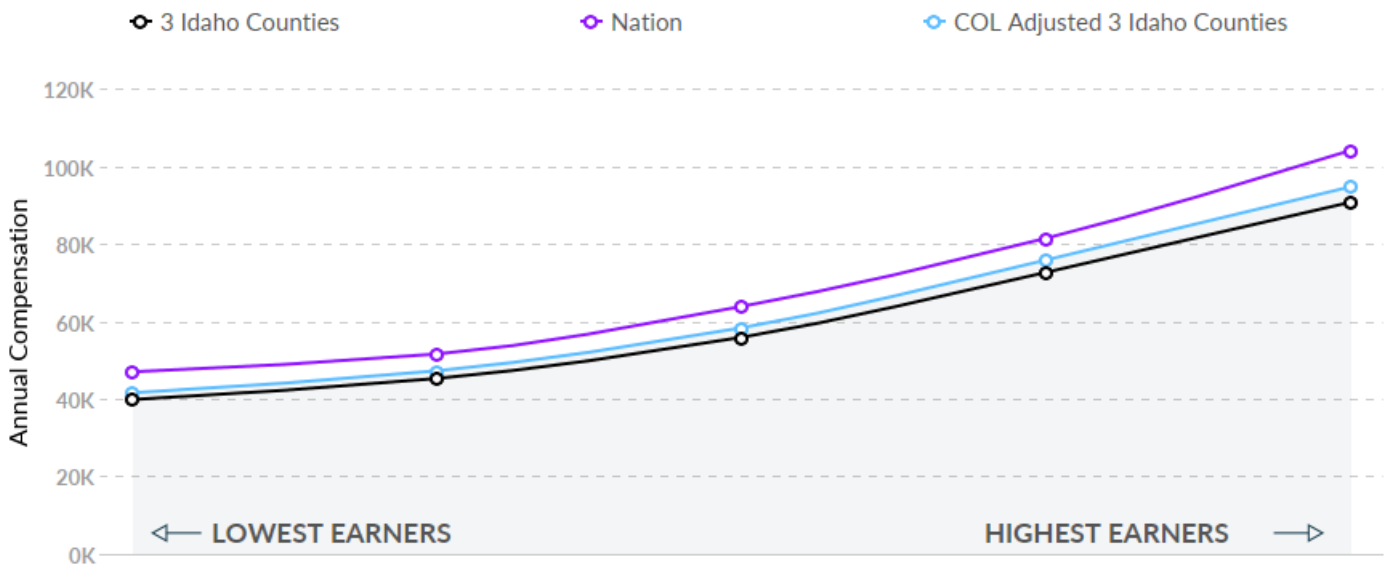


Industry	% of Occupation in Industry (2022)
Education and Hospitals (Local Government)	95.8%
Elementary and Secondary Schools	3.8%
Religious Organizations	0.2%
Child Day Care Services	0.1%
Other	0.0%

Compensation

Regional Compensation Is 12% Lower Than National Compensation

For your occupations, the 2023 median wage in your area is \$55,834, while the national median wage is \$63,786.



Job Posting Activity



235 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Mar 2025.



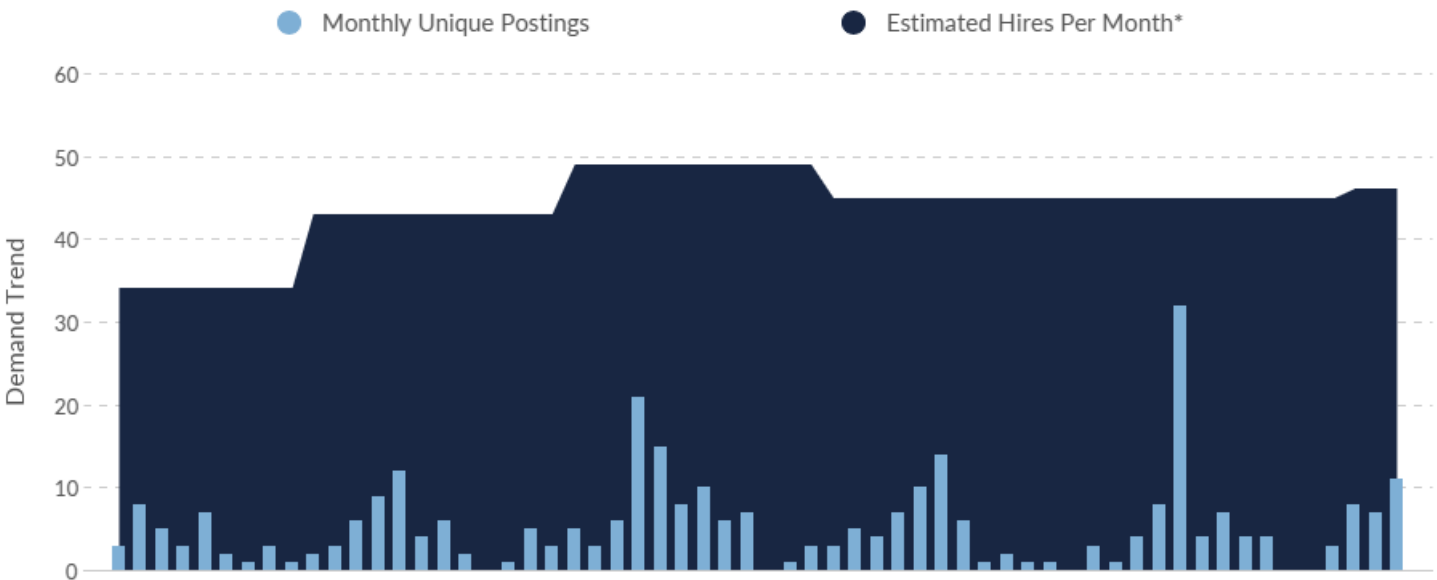
28 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Mar 2025.



31 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2022 - Mar 2025)	Avg Monthly Hires (Jan 2022 - Mar 2025)
Elementary School Teachers, Except Special Education	5	40
Kindergarten Teachers, Except Special Education	1	2
Special Education Teachers, Kindergarten and Elementary School	0	5

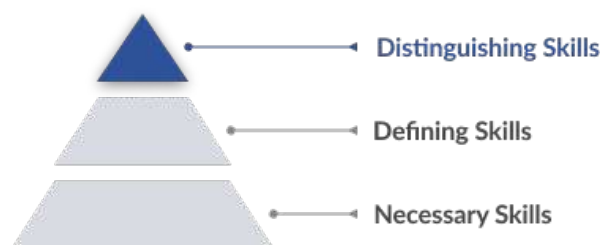
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Nampa School District	96 <div></div>
State of Idaho	27 <div></div>
Vallivue School District	17 <div></div>
Payette School District 371	15 <div></div>
Idaho Arts Charter School	13 <div></div>
Mosaics Public School	12 <div></div>
Heritage Community Charter Sc...	5 <div></div>
Vision Charter School	4 <div></div>
Gem Prep	3 <div></div>
Middleton School District	3 <div></div>

Top Job Titles	Unique Postings
Elementary Teachers	101 <div></div>
5th Grade Teachers	18 <div></div>
Kindergarten Teachers	14 <div></div>
1st Grade Teachers	10 <div></div>
Elementary School Teachers	10 <div></div>
Kindergarten/Elementary Teach...	10 <div></div>
4th Grade Teachers	9 <div></div>
Elementary Music Teachers	9 <div></div>
Resource Teachers	6 <div></div>
3rd Grade Teachers	5 <div></div>

Top Distinguishing Skills by Demand

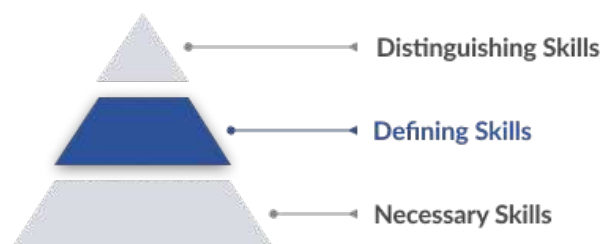
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Philosophy Of Education	✗	131	+21.0%	Rapidly Growing
Small Group Instruction	✓	12	+15.5%	Growing
Reading Instruction	✗	2	+4.9%	Stable
Social Studies	✓	2	-1.7%	Lagging
Formative And Summative Assessments	✓	0	+27.9%	Rapidly Growing

Top Defining Skills by Demand

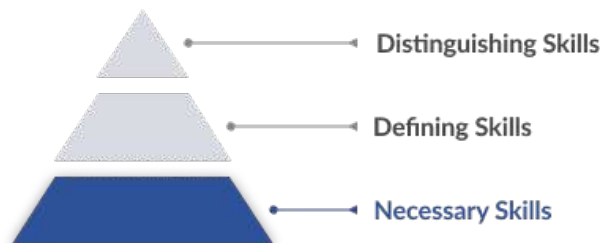
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	✗	172	+16.1%	Growing
Special Education	✗	148	+16.3%	Growing
Classroom Management	✗	145	+6.4%	Stable
Lesson Planning	✗	145	+12.6%	Growing
Individualized Education Programs (IEP)	✗	142	+16.4%	Growing
Primary Education	✓	104	+12.8%	Growing
Differentiated Instruction	✓	14	+16.9%	Growing
Instructional Strategies	✗	1	+26.3%	Rapidly Growing

Top Necessary Skills by Demand

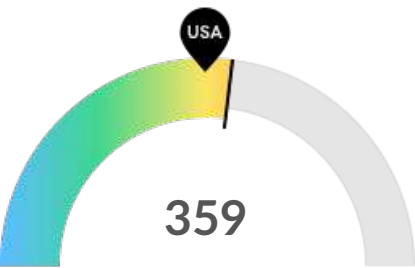
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Special Education	✗	148	+16.3%	Growing
Classroom Management	✗	145	+6.4%	Stable
Lesson Planning	✗	145	+12.6%	Growing
Individualized Education Programs (IEP)	✗	142	+16.4%	Growing
Primary Education	✓	104	+12.8%	Growing
Behavior Management	✗	101	+4.9%	Stable
Data Collection	✗	99	+29.9%	Rapidly Growing
Differentiated Instruction	✓	14	+16.9%	Growing
Effective Communication	✗	12	0.0%	
Educational Assessment	✗	11	+20.6%	Rapidly Growing

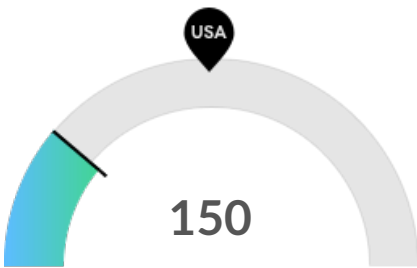
Demographics

Retirement Risk Is High, While Overall Diversity Is Low



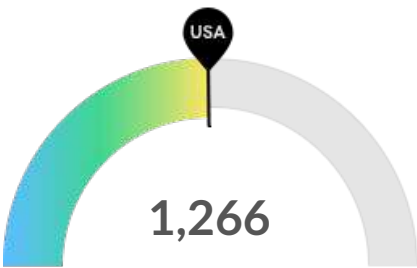
Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 321* employees 55 or older, while there are 359 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 411* racially diverse employees, while there are 150 here.

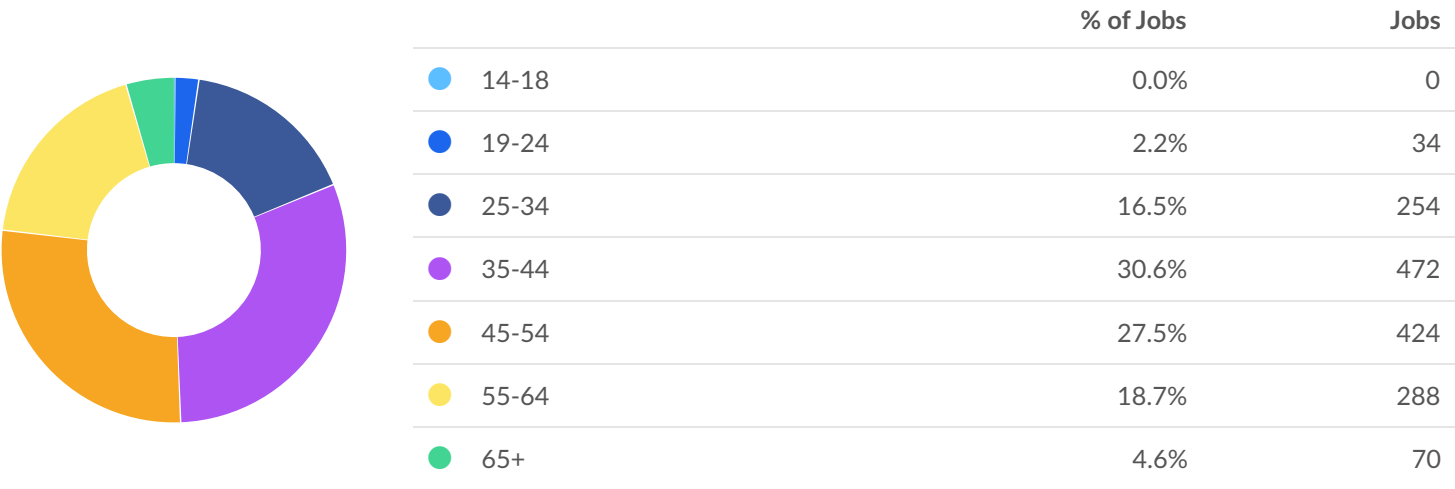


Gender Diversity

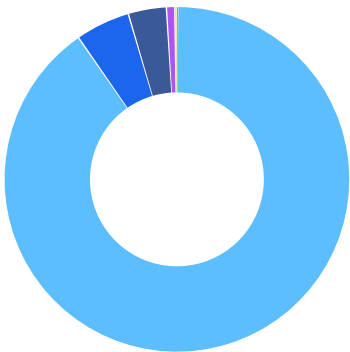
Gender diversity is about average in your area. The national average for an area this size is 1,277* female employees, while there are 1,266 here.

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

Occupation Age Breakdown

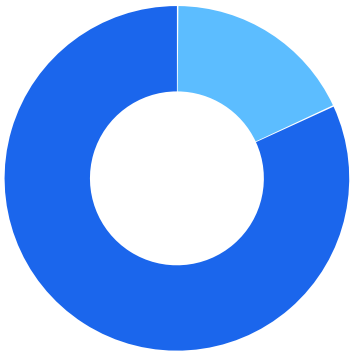


Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	90.3%	1,394
Hispanic or Latino	5.1%	79
Two or More Races	3.6%	55
Asian	0.8%	12
Black or African American	0.2%	3
American Indian or Alaska Native	0.1%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	18.0%	278
Females	82.0%	1,266

Occupational Programs



12 Programs

Of the programs that can train for this job, 12 have produced completions in the last 5 years.



90 Completions (2023)

The completions from all regional institutions for all degree types.



112 Openings (2023)

The average number of openings for an occupation in the region is 17.

CIP Code	Top Programs	Completions (2023)	
13.1202	Elementary Education and Teaching	54	<div></div>
16.0905	Spanish Language and Literature	14	<div></div>
13.1206	Teacher Education, Multiple Levels	7	<div></div>
16.1601	American Sign Language (ASL)	7	<div></div>
13.1312	Music Teacher Education	4	<div></div>
13.1011	Education/Teaching of Individuals with Specific Learning Di...	2	<div></div>
13.1099	Special Education and Teaching, Other	1	<div></div>
13.1311	Mathematics Teacher Education	1	<div></div>

Top Schools	Completions (2023)	
College of Western Idaho	38	<div></div>
Northwest Nazarene University	31	<div></div>
The College of Idaho	21	<div></div>

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.



3 Educational Instruction and Library Occupations in 3 Oregon Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	6
Job Posting Activity	7
Demographics	10
Occupational Programs	12

What is Lightcast Data?

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

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



Report Parameters

3 Occupations

25-2021	Elementary School Teachers, Except Special Education	25-2052	Special Education Teachers, Kindergarten and Elementary School
25-2012	Kindergarten Teachers, Except Special Education		

3 Counties

41001	Baker County, OR	41045	Malheur County, OR
41025	Harney County, OR		

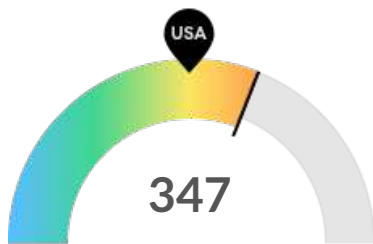
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

Executive Summary

Light Job Posting Demand Over a Deep Supply of Regional Jobs



Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 248* employees, while there are 347 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$63,678, compared to \$63,505 here.



Job Posting Demand

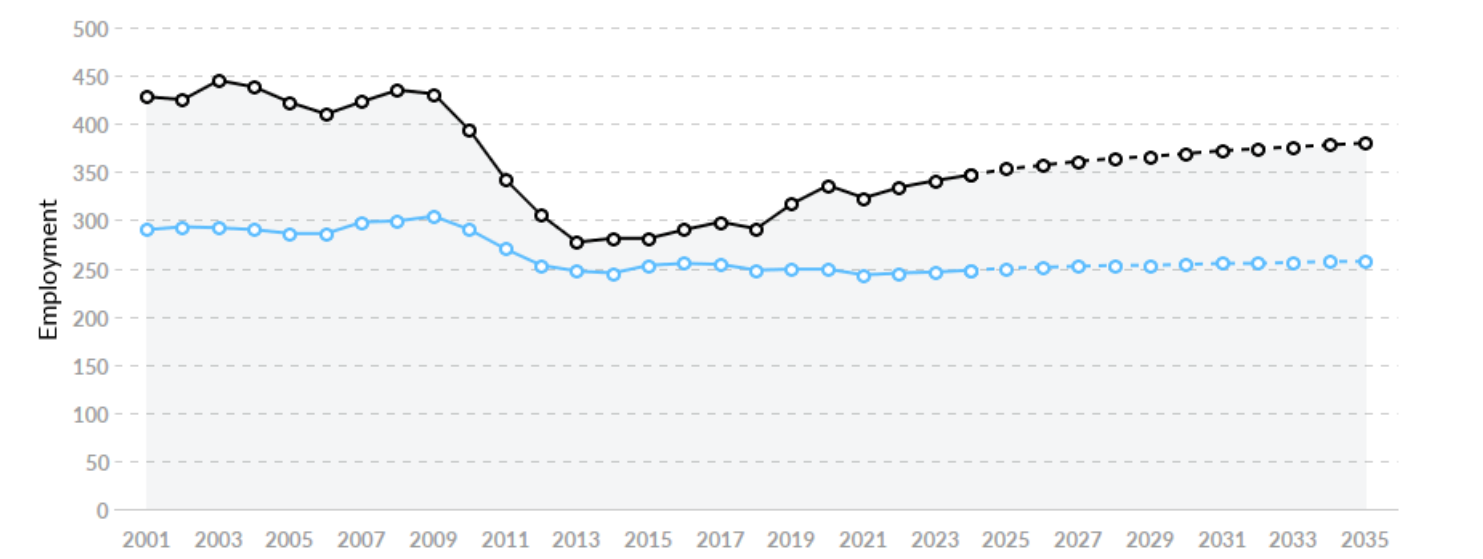
Reliable competition information is not available in your area because there are too few postings.

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

Jobs

Regional Employment Is Higher Than the National Average

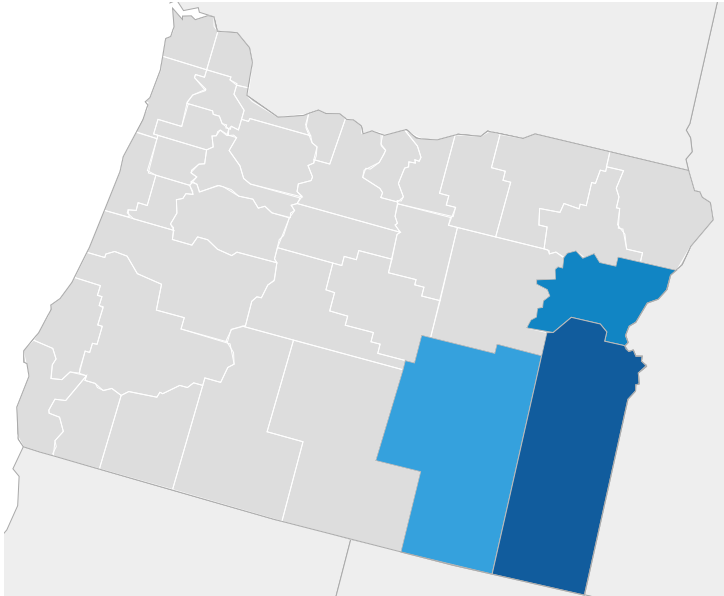
An average area of this size typically has 248* jobs, while there are 347 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2024 Jobs	2025 Jobs	Change	% Change
●	3 Oregon Counties	347	353	6	1.7%
●	National Average	248	250	1	0.5%

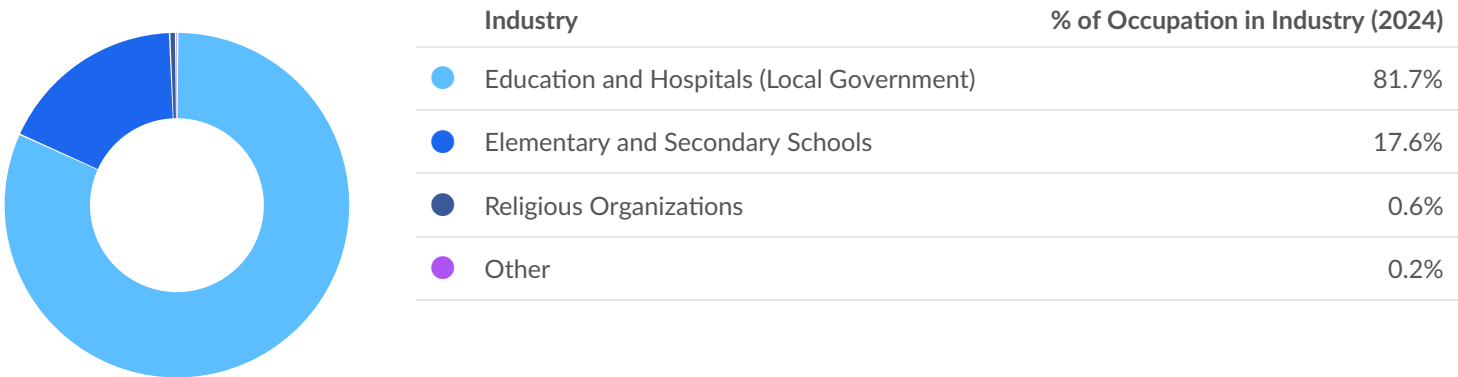
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Malheur County, OR	175
Baker County, OR	117
Harney County, OR	55

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector

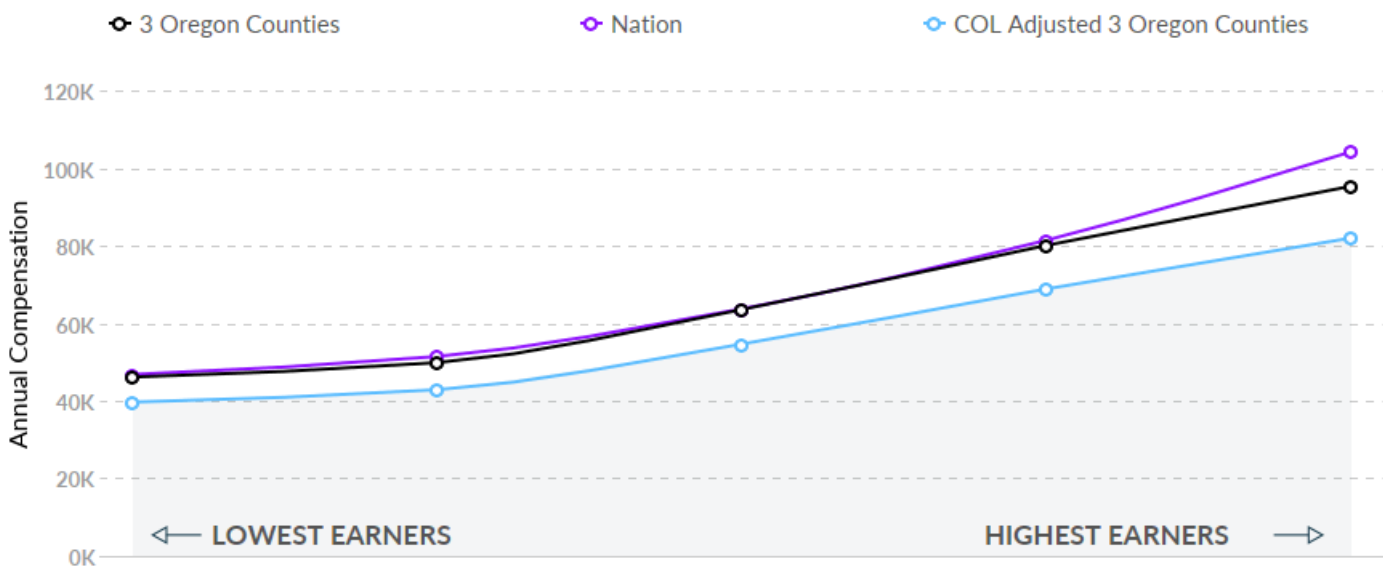


Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	81.7%
Elementary and Secondary Schools	17.6%
Religious Organizations	0.6%
Other	0.2%

Compensation

Regional Compensation Is the Same Cost as the Nation

For your occupations, the 2023 median wage in your area is \$63,505, while the national median wage is \$63,678.



Job Posting Activity



5 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Feb 2025.



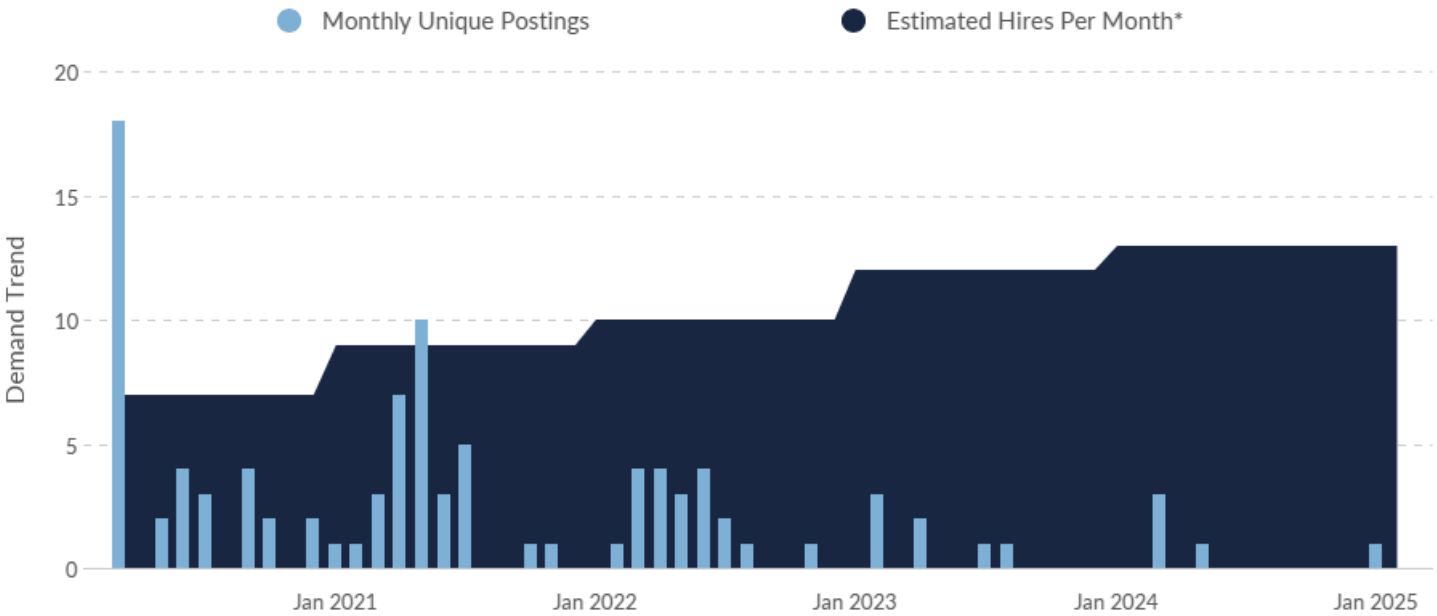
4 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Feb 2025.



10 Day Median Duration

Posting duration is 15 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Feb 2025)	Avg Monthly Hires (Jan 2024 - Feb 2025)
Elementary School Teachers, Except Special Education	0	11
Kindergarten Teachers, Except Special Education	0	0

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Four Rivers Community School	1 <div></div>
Lifeways	1 <div></div>
St. Peter Catholic School	1 <div></div>

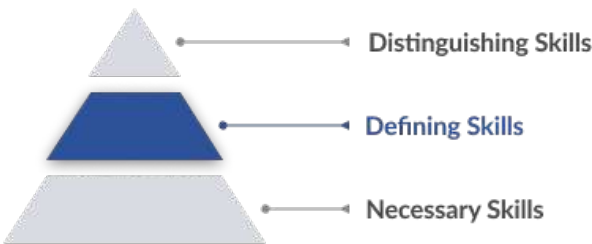
Top Job Titles	Unique Postings
Bilingual Elementary Teachers	1 <div></div>
Elementary Teachers	1 <div></div>
Instructional Coaches	1 <div></div>
Kindergarten Teachers	1 <div></div>

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

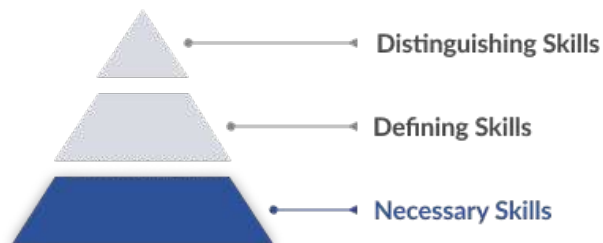
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	✗	4	+16.1%	Growing
Classroom Management	✗	2	+6.4%	Stable
Instructional Strategies	✓	1	+26.3%	Rapidly Growing
Differentiated Instruction	✓	1	+16.9%	Growing
Lesson Planning	✗	1	+12.6%	Growing
Individualized Education Programs (IEP)	✗	0	+16.4%	Growing
Special Education	✓	0	+16.3%	Growing
Primary Education	✗	0	+12.8%	Growing

Top Necessary Skills by Demand

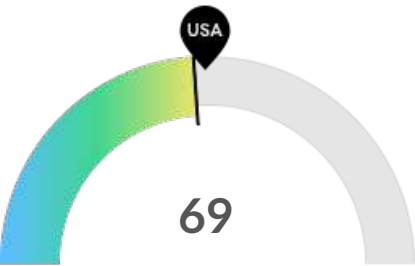
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Classroom Management	✗	2	+6.4%	Stable
Instructional Strategies	✓	1	+26.3%	Rapidly Growing
Educational Assessment	✗	1	+20.6%	Rapidly Growing
Effective Communication	✗	1	0.0%	
Differentiated Instruction	✓	1	+16.9%	Growing
Lesson Planning	✗	1	+12.6%	Growing
Individualized Education Programs (IEP)	✗	0	+16.4%	Growing
Special Education	✓	0	+16.3%	Growing
Behavior Management	✗	0	+4.9%	Stable
Autism Spectrum Disorders	✗	0	+12.7%	Growing

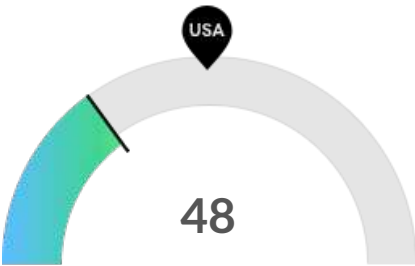
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



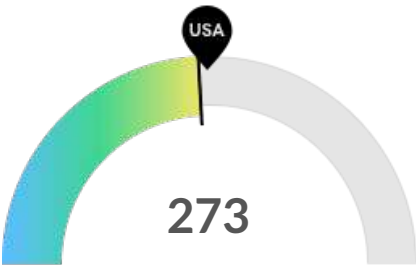
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 73* employees 55 or older, while there are 69 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 92* racially diverse employees, while there are 48 here.

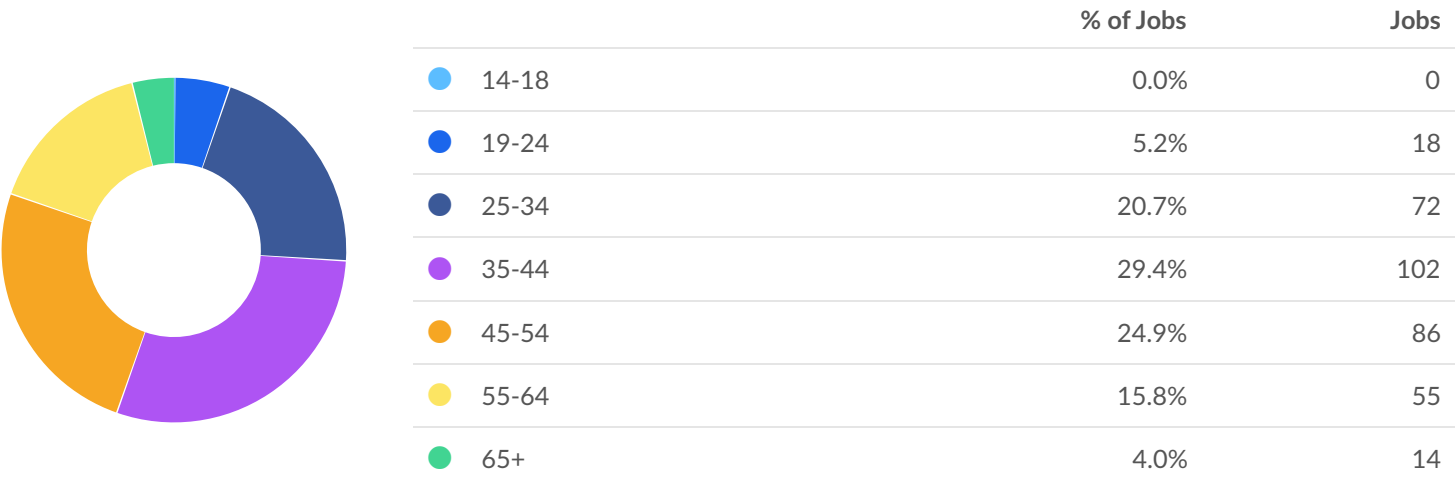


Gender Diversity

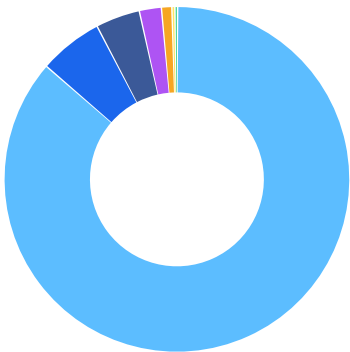
Gender diversity is about average in your area. The national average for an area this size is 286* female employees, while there are 273 here.

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

Occupation Age Breakdown

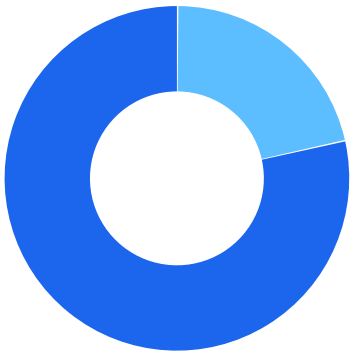


Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	86.3%	299
Hispanic or Latino	6.0%	21
Two or More Races	4.1%	14
Asian	2.1%	7
Black or African American	1.0%	3
American Indian or Alaska Native	0.3%	1
Native Hawaiian or Other Pacific Islander	0.3%	1

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	21.4%	74
Females	78.6%	273

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



17 Completions (2023)

The completions from all regional institutions for all degree types.



29 Openings (2023)

The average number of openings for an occupation in the region is 4.

CIP Code	Top Programs	Completions (2023)
13.1202	Elementary Education and Teaching	17 <div></div>

Top Schools	Completions (2023)
Treasure Valley Community College	17 <div></div>

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Overview
Lightcast Q1 2025 Data Set
March 2025

Parameters		
Occupations		
Code	Description	
25-2021	Elementary School Teachers, Except Special Education	
25-2012	Kindergarten Teachers, Except Special Education	
25-2052	Special Education Teachers, Kindergarten and Elementary Sc	
Regions		
Code	Description	
41001	Baker County, OR	
41025	Harney County, OR	
41045	Malheur County, OR	
Timeframe		
2024 - 2025		
Datarun		
2025.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed		

[illegible]

Light Job Posting Demand Over a Deep Supply of Regional Jobs	
Jobs (2024)	
347	
Compensation	
\$63,505	
Job Posting Demand	
0	

Regional Employment Is Higher Than the National Average

An average area of this size typically has 248* jobs, while there are 347 here. This higher than average s

Region	2024 Jobs	2025 Jobs	Change	% Change
3 Oregon Counties	347	353	6	1.7%
National Average	248	250	1	0.5%

*National average values are derived by taking the national value for your occupations and scaling it down

Regional Breakdown	
County	2024 Jobs
Malheur County, OR	175
Baker County, OR	117
Harney County, OR	55

Most Jobs are Found in the Educa	
Jobs	2024 Percent
Education and Hospitals	81.7%
Elementary and Seconda	17.6%
Religious Organizations	0.6%
Other	0.2%

Regional Compensation Is the Same Cost as the Nation
For your occupations, the 2023 median wage in your area is \$63,505, while the national median wage is \$63,678.

Demand Summary
Unique Job Postings
5
The number of unique postings for this job from Jan 2024 to Feb 2025.
Employers Competing
4
All employers in the region who posted for this job from Jan 2024 to Feb 2025.
Median Duration
10 Day
Posting duration is 15 days shorter than what's typical in the region.

Demand	
Top Companies	Unique Postings
Four Rivers Community School	1
Lifeways	1
St. Peter Catholic School	1
Top Job Titles	Unique Postings
Bilingual Elementary Teachers	1
Elementary Teachers	1
Instructional Coaches	1
Kindergarten Teachers	1

Top Distinguishing Skills by Demand
Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand				
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate		4	16.1%	Growing
Classroom Management		2	6.4%	Stable
Instructional Strategies		1	26.3%	Rapidly Growing
Differentiated Instruction		1	16.9%	Growing
Lesson Planning		1	12.6%	Growing
Individualized Education Plans		0	16.4%	Growing
Special Education		0	16.3%	Growing
Primary Education		0	12.8%	Growing

Top Necessary Skills by Demand				
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Classroom Management		2	6.4%	Stable
Instructional Strategies		1	26.3%	Rapidly Growing
Educational Assessment		1	20.6%	Rapidly Growing
Effective Communication		1	0.0%	
Differentiated Instruction		1	16.9%	Growing
Lesson Planning		1	12.6%	Growing
Individualized Education Plans		0	16.4%	Growing
Special Education		0	16.3%	Growing
Behavior Management		0	4.9%	Stable
Autism Spectrum Disorders		0	12.7%	Growing

Retirement Risk Is About Average, While Overall Diversity Is Low	
Retiring Soon	
69	
Racial Diversity	
48	
Gender Diversity	
273	
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.	

Occupation Age Breakdown		
Age	2024 Jobs	2024 Percent
14-18	0	0.0%
19-24	18	5.2%
25-34	72	20.7%
35-44	102	29.4%
45-54	86	24.9%
55-64	55	15.8%
65+	14	4.0%

Occupation Race/Ethnicity Breakdown		
Race/Ethnicity	2024 Jobs	2024 Percent
White	299	86.3%
Hispanic or Latino	21	6.0%
Two or More Races	14	4.1%
Asian	7	2.1%
Black or African Am	3	1.0%
American Indian or	1	0.3%
Native Hawaiian or	1	0.3%

Occupation Gender Breakdown		
Gender	2024 Jobs	2024 Percent
Males	74	21.4%
Females	273	78.6%

Graduate Pipeline Summary	
Program	
1	
Of the programs that can train for this job, 1 has produced completions in the last 5 years.	
Completions (2023)	
17	
The completions from all regional institutions for all degree types.	
Openings (2023)	
29	
The average number of openings for an occupation in the region is 4.	

CIP Code	Top Programs	Completions (2023)
13.1202	Elementary Education and Te	17

Top Schools	Completions (2023)
Treasure Valley Community College	17

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.