Oregon Talent Assessment

2026

Prepared for the Oregon Higher Education Coordinating Commission

ECOnorthwest

Acknowledgments

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Executive Summary

Introduction and Context

The 2026 Oregon Talent Assessment comes at a critical moment for Oregon's workforce and economy. Job growth is expected to slow over the next decade, demographic change is reshaping labor supply, and new technologies are changing how work gets done. At the same time, employers across sectors continue to report difficulty finding and retaining workers with the skills they need.

These pressures make workforce planning more urgent and more complex. Oregon's population is aging, increasing demand for health care, caregiving, and other services while accelerating retirements in key occupations. Industry sectors across Oregon face different but related challenges. Some need more workers with technical credentials, while others seek better worker retention or clearer pathways from training into employment.

The Assessment creates a flexible, repeatable methodology for identifying in-demand sectors and priority occupations. The work offers a shared foundation for state, regional, education, workforce, and employer partners to focus investments, strengthen alignment, and help more Oregonians access stable, advancing careers. It also provides a starting point for supporting Workforce Pell implementation, which will require Oregon to identify in-demand sectors and high-skill, high-wage, in-demand occupations on a recurring basis.

Methodology

The Assessment uses a multi-step methodology to identify in-demand sectors, priority occupations, and potential gaps between workforce demand and training supply. The methodology was designed to be transparent, repeatable, and flexible, for ongoing improvement in future biennial Assessments.

The work began with a review of national and state approaches to identifying priority industries and occupations. These approaches typically use multiple indicators, including industry size, concentration, wages, recent and projected growth, projected openings, and employer validation. The scan confirmed that Oregon should avoid relying on a single measure: industry sectors and occupations may matter because they support traded-sector growth, provide essential services, anchor regional economies, create access to good jobs, or play a critical role in supporting an in-demand sector.

The Assessment's methodology identifies in-demand sectors by synthesizing existing state and regional priority-sector lists, including sources from Business Oregon, Future Ready Oregon, Oregon Workforce Partnership, regional comprehensive economic development strategies, regional workforce boards, and prior Talent Assessments. The following step uses sector definitions and available data, including statewide and regional location quotients, to assess whether the list is reasonable and comprehensive.

The methodology identifies priority occupations using five criteria: in-demand, high-skill, high-wage, growth potential, and industry-critical. The priority occupation list includes occupations that meet the demand and skill criteria and either the wage or growth-potential criteria, plus occupations identified as industry-critical. The methodology also applies an equity and regional lens, using data from the Oregon Employment Department, the U.S. Census American Community Survey, the U.S. Bureau of Labor Statistics, the National Center for Education Statistics, federal apprenticeship data, and interviews with employers and workforce partners to validate findings and identify issues not fully visible in public data.

In-Demand Sectors

The Assessment identifies 15 in-demand sectors that reflect state and regional economic development priorities, essential services, and areas of workforce need (see Exhibit ES-1). Together, these sectors account for a large share of Oregon employment and include traded sectors, such as advanced manufacturing and high tech; essential service sectors, such as health care and the care economy; and broad, cross-cutting sectors, such as clean energy and tourism.

Exhibit ES-1: Oregon Talent Assessment in-demand sectors

Industry Sector	Employment	Establishments	LQ
Healthcare	177,435	10,783	0.9
Social Assistance / Care Economy	146,654	15,040	1.4
High Tech / Software / IT	121,583	12,696	1.1
Construction	120,221	19,046	1.2
Business Services	72,337	9,383	1.1
Forestry & Wood Products	49,321	2,289	3.1
Food & Beverages	40,172	2,055	1.3
Advanced Manufacturing	35,826	2,285	0.7
Design & Media	33,219	6,265	1.0
Agriculture	42,088	4,097	2.8
Bioscience	22,787	2,446	0.7
Outdoor Gear & Apparel	8,909	678	1.2
Tourism	304,286	22,566	1.0
Clean Energy / Climate Tech	194,102	22,011	1.1
Maritime / Blue Economy	196,226	13,901	0.9
Total (No Duplicates)	1,225,318	113,509	1.1
Oregon Employment	*1,952,615*	*189,671*	*1.0*

Notes: LQ = location quotient. Data sources: BLS; OED QCEW 2024

The sector list is intentionally broad because Oregon's critical workforce needs extend beyond high-wage, high-growth industries. They also appear in sectors that support labor force participation, regional resilience, and community well-being. For example, childcare has its own staffing challenges and enables parents and caregivers to work. Construction

supports housing production, infrastructure, clean energy implementation, and other statewide priorities.

The Assessment also highlights the need for clearer and more-consistent sector definitions. Agencies and regional partners often use similar sector names but define them differently, which can complicate statewide planning. This challenge is especially important for broad sectors such as tourism, clean energy / climate tech, and maritime / blue economy, which do not map neatly onto standard industry codes.

Location quotients help validate the sector list by comparing Oregon's employment concentration in a sector with the national concentration. Some sectors, such as forestry and wood products, have high statewide concentration. Others, such as advanced manufacturing, include subsectors that are highly concentrated or regionally important even if the broader sector has a lower statewide concentration. These patterns illustrate why statewide strategies need to account for regional variation. Demographic differences across sectors should also inform outreach, training design, supportive services, and employer practices.

Priority Occupations

The Assessment identifies priority occupations to help Oregon focus workforce investments on roles that support economic growth and individual opportunity. The list based on the applied criteria includes 209 occupations that account for about 44 percent of current employment and one-third of projected annual openings (see Exhibit ES-2).

Exhibit ES-2: Count and characteristics of priority occupations, by criterion, Oregon

CRITERIA	NUMBER OF OCCUPATIONS MEETING	NUMBER OF OPENINGS	SHARE OF TOTAL ANNUAL OPENINGS
A. In demand	402	243,484	96%
B. High skill	483	108,082	42%
C. High wage	458	88,517	34%
D. Growth potential	314	66,743	26%
(C) or (D)	482	95,254	37%
E. Industry-critical	11	5,609	2%
All criteria (deduplicated)	**209**	**84,172**	**33%**

Data source: OED 2024-2034 occupational projections and reference assignments

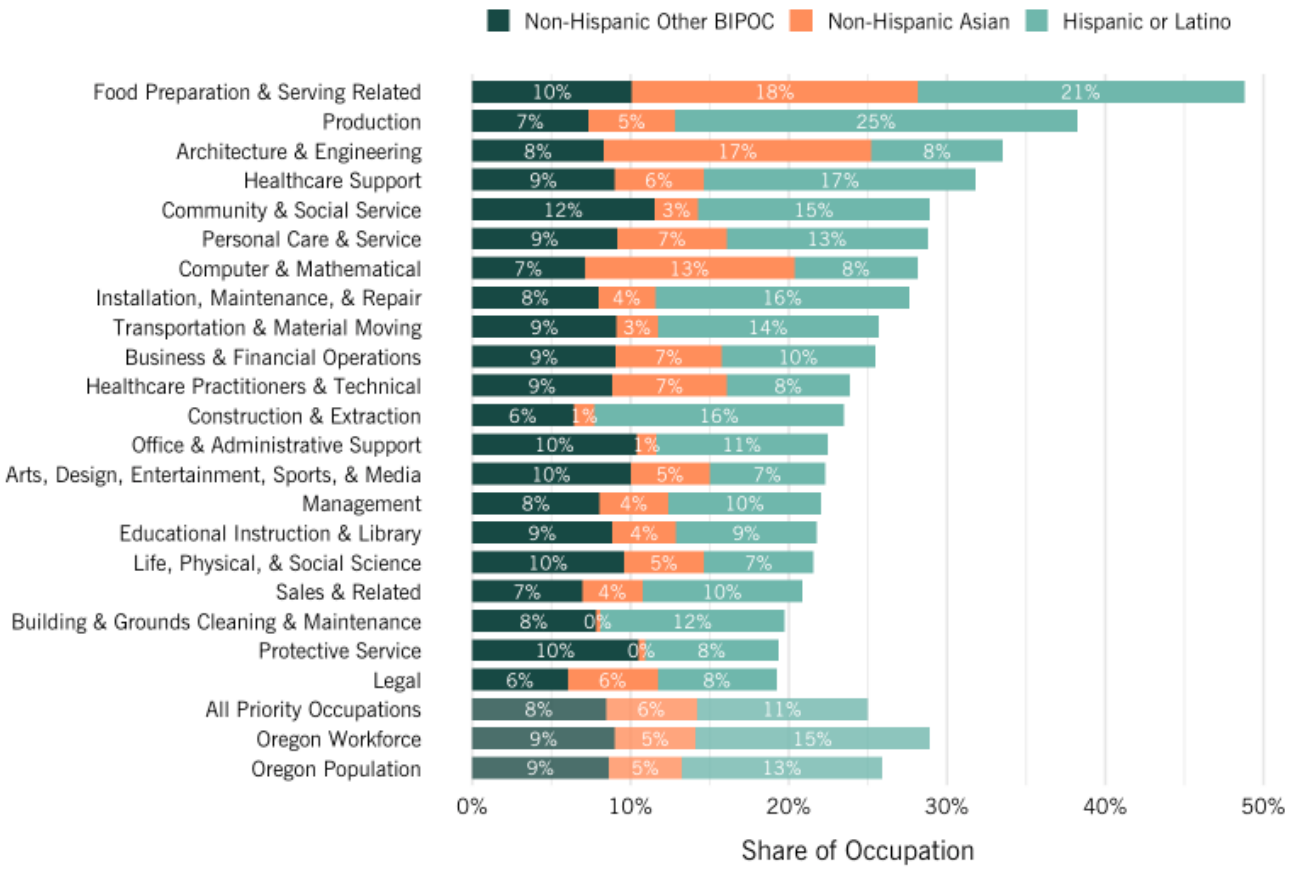
The list is broad by design. It is not a final ranking, but a structured starting point for decision-makers. Different strategies may prioritize different parts of the list: Workforce Pell will likely focus on short-term programs tied to high-skill, high-wage, in-demand occupations; regional industry partnerships might focus on occupations concentrated in

local sectors; and equity-focused strategies might prioritize occupations where training pathways could expand access for underrepresented workers.

The criteria reflect the Assessment's focus on both employer demand and worker opportunity. Demand connects training investments to real job openings. Skill requirements identify where workforce development can help people gain marketable skills. Wages and growth potential help ensure public investments support economic self-sufficiency and advancement. And industry-critical status allows the methodology to capture emerging or specialized roles that standard occupational data may miss.

Early feedback on the methodology was generally supportive but raised important cautions about broad demand thresholds, wage benchmarks, and the need to better recognize career and technical education, applied competencies, stackable credentials, and emerging skills such as AI fluency. The Assessment also examines short-term signals, including job postings, job vacancy data, and recent wage growth, as ways to identify more-immediate pressure points. Equity remains central: because priority occupations are less racially and ethnically diverse than Oregon's overall workforce and skew toward higher levels of formal education, future strategies should track data on access, completion, placement, wages, and retention (see Exhibit ES-3).

Exhibit ES-3: Share of priority occupation employees that are BIPOC, by occupational group, Oregon, 2024



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

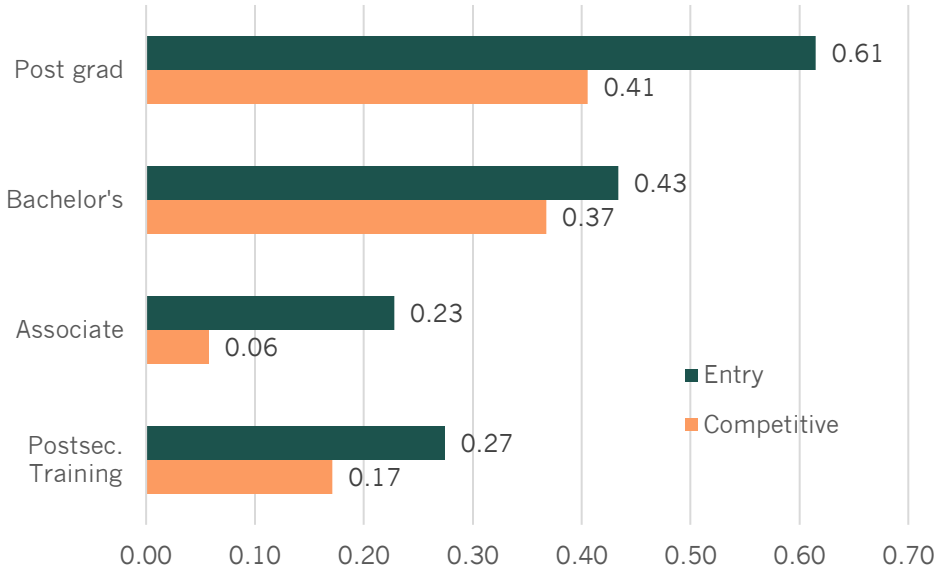
Gap Analysis

The Assessment's gap analysis compares projected occupational demand with education and training output. It provides a high-level view of whether Oregon's training system appears to produce enough relevant credentials to meet projected openings in priority occupations. The analysis uses a ratio of completions to openings; ratios below 1.0 indicate that annual credential production is below projected demand for the skills conferred by the credentials.

Most credential-to-opening ratios are below 1.0 and suggest areas where additional analysis should focus. This does not mean Oregon should expand every related education or training program. A low ratio may signal a real shortage, but it may also reflect a data limitation, migration pattern, alternative training pathway, or occupation where employers hire from multiple fields.

The gap analysis points to several themes. Training capacity appears especially constrained at the community college level, though results vary by occupation and credential type (see Exhibit ES-4). Formal postsecondary completion data also do not capture every pathway into employment, including industry certifications, employer-sponsored training, incumbent worker upskilling, informal training, and stacked credentials. In addition, workers do not always enter the occupations most closely associated with their programs of study.

Exhibit ES-4: Completions per related opening, by entry-level and competitive education levels



Data sources: OED 2024-2034 Occupational Projections; NCES IPEDS 2020-2024; U.S. DOL 2024

The findings show why workforce planning needs to account for both supply and access. Oregon may produce workers with relevant credentials, but not all workers enter employment in Oregon. Cost, geography, transportation, childcare, housing, schedules, discrimination, and limited information can all weaken the pathway from education to career. The gap analysis therefore supports two kinds of action: identify where training

capacity may fall short of demand and, informed by the gap analysis's demographic findings, identify where people complete training but do not move into, or remain in, related jobs.

Engagement Findings

The brief engagement phase of the Assessment included interviews with about 20 individuals, mostly employers from industries across Oregon, with moderate emphasis on the technology sector.

Contextual factors: Interviewees identified wages, especially in manufacturing, small business, and entry-level roles, as a major driver of attrition and recruitment challenges. Employers also reported difficulty finding and retaining workers with mid-level experience in skilled trades, engineering, technical roles, and specialized manufacturing. Beyond training, housing, transportation, childcare, and limited K-12-to-industry pathways constrain workforce participation. Childcare remains essential to Oregon's economy but childcare workers face low compensation, limited benefits, and unclear career pathways.

Program-level focus: K-12 schools, community colleges, and employers should connect earlier to help students understand career pathways, applied skills, and nontraditional routes into high-quality jobs. Employers identified reliability, communication, conflict management, problem-solving, workplace readiness, and applied technical skills as key skill gaps, and they increasingly value demonstrated skills alongside traditional credentials. To keep pace with industry needs and improve retention, participants emphasized employer-led training, short-cycle programs, apprenticeships, incumbent worker upskilling, and financial incentives, while noting these strategies require significant employer investment.

System improvements: Participants emphasized that workforce decisions should rely on more timely data on hiring, training, wage progression, skill acquisition, and emerging needs. They also called for a more unified workforce development system that aligns priorities, reduces duplication, and supports consistent practices. Interviewees want the Talent Assessment to drive action by strengthening employer-led training, incumbent worker upskilling, and career pathways.

Conclusions and Recommendations

The 2026 Oregon Talent Assessment provides a methodological foundation for a more aligned workforce strategy. Using the methodology, the Assessment identified 15 in-demand sectors, 209 priority occupations, potential credential gaps, and equity considerations to guide future investment. The Assessment demonstrates the need for—and begins to provide—stronger alignment in terminology and approach to identifying priority sectors and occupations, estimating training capacity, and addressing employer needs and the barriers workers face. Oregon should maintain and refine the Assessment's repeatable methodology, use the findings to move from analysis to implementation, and focus investments on training quality, public-private partnerships, articulating and developing advancement pathways, and supportive services. Equity, access, job quality, and retention

should shape every strategy so more Oregonians can enter, advance, and remain in careers that offer competitive wages, stability, and opportunity.

The Assessment's recommendations are organized into the three categories below. As a next step, Oregon should use the Talent Assessment as an input for a strategy or action plan with responsible actors, timelines, and accountability measures that support continuous improvement across the workforce system.

System Alignment

Work toward a statewide, unified, cross-sector workforce development coordination model that considers the roles of the Workforce and Talent Development Board, state agency leadership, the Governor, and other workforce partners, driven in part by the insights of the Talent Assessment, with the authority to consolidate input and standardize practices while recognizing the autonomy of local workforce development boards.

Use the Talent Assessment to drive implementation across systems. State and regional partners should use the Assessment to set shared priorities, assign ownership, and align investments across education, workforce, and economic development systems.

Put essential employability skills and digital fluency at the center. Workforce programs should teach reliability, communication, problem-solving, conflict management, workplace readiness, AI fluency, and digital skills alongside technical content.

Move toward skills-first pathways while protecting credential quality. Educators, training providers, and employers should define job-relevant competencies and build pathways that recognize demonstrated skills without weakening occupation-specific credential standards.

Align education and industry earlier, especially in CTE and technical fields. Employers should help shape K-12 and postsecondary curriculum so students understand career options earlier and see how classroom learning connects to real jobs.

Expand work-based learning and employer-led training. Oregon should invest more in CTE, apprenticeships, short-cycle training, and incumbent worker upskilling that are tied to sustained employer demand and clear quality standards.

Focus on retention and advancement in mid-level and hard-to-fill roles. Workforce strategies should help employers retain and grow talent in skilled trades, engineering, specialized manufacturing, and other hard-to-fill occupations.

Data and Methodology

Continue to improve data collection about industry structure, composition, and training and education pathways. Oregon should refine and standardize definitions for in-demand sectors, especially cross-cutting sectors such as tourism, clean energy, and clean technology.

Continue coordinating with OED on terminology and benchmarks to improve statewide consistency and support Workforce Pell efforts. Agencies should align definitions for in-

demand, high-skill, and high-wage occupations and clarify how pathway-based credentials can support Workforce Pell eligibility.

Continue working with BOLI, ODE, and OED on data access. The state should improve access to apprenticeship, pre-apprenticeship, CTE, industry, and occupation data to strengthen future Talent Assessments.

Continue efforts to link and analyze CTE, apprenticeship, postsecondary, and employment data. Linked data should be used to understand how education and training pathways lead to employment, retention, wage gains, and advancement in in-demand sectors.

Conduct quantitative analyses of participant-level education and employment outcomes for selected Oregon programs. Oregon should analyze individual-level outcomes to assess program effectiveness and monitor Workforce Pell-eligible programs.

Improve data transparency and career navigation tools. Centralized data, clearer terminology, and better career planning tools would help students, workers, educators, and employers navigate training and career pathways.

Develop an Oregon Talent Dashboard. A dashboard could serve as a central repository for sector, occupation, training, and outcome metrics drawn from common workforce datasets.

Gap Mitigation and Equity Improvements

Address credential shortages. Oregon should use the Assessment to identify where credential production may fall short of demand and where additional research, program improvement, or barrier reduction is needed.

Improve job quality, support worker well-being, and articulate career advancement pathways. Employers and partners should address retention challenges through better wages, working conditions, advancement pathways, and training.

Streamline licensure and bureaucratic processes. In bottleneck sectors such as health care and behavioral health, Oregon should review licensing and administrative requirements while maintaining health, safety, and transparency standards.

Prioritize diversity, equity, and inclusion. Workforce partners should strengthen pathways for groups underrepresented in specific occupations or programs, including women, communities of color, veterans, rural residents, and men where the data show gaps.

Mitigate structural barriers with wraparound supports. Oregon should expand access to childcare, transportation, housing assistance, and related supports that help workers start and complete training or employment.

Enhance financial support for training and upskilling. The state and employers should expand tuition reimbursement, scholarships, microcredentials, and investments in incumbent and displaced worker upskilling.

1. Introduction

Context for this Assessment

The 2026 Oregon Talent Assessment comes at a pivotal point in Oregon's economic cycle, as the state appears to be in the late stages of a long expansion, with unemployment that has crept steadily but slowly higher over most of the past two years. Statewide, total employment peaked in September 2024 and has fallen, on a seasonally adjusted basis, by almost 2 percent through March 2026. Projected job growth over the next decade is less than half the observed average between 1990 and 2025. Generative artificial intelligence is reshaping job tasks and skill requirements, adding uncertainty to workforce planning. And employers and industry representatives are questioning the workforce development system's ability to evolve.

Demographic pressures compound the state's challenges as retirements accelerate with the aging of Oregon's population, a trend that also increases demand for caregiving and health occupations as smaller cohorts of younger individuals enter the workforce. Sectors like advanced manufacturing, including semiconductors, face slower-than-hoped-for expansion and shortages of engineers, technicians, and skilled tradespeople, while regional and population-based inequities (including constraints in access to employment, training, and affordable housing and childcare) reinforce the need for the Talent Assessment. Uncertainty about Oregon's economic future, and the future of jobs generally, has seemingly increased. This uncertainty underscores the need for a streamlined, efficient, and nimble workforce development system that effectively engages with workforce development and other partners to build on Oregon's existing strengths and address coming challenges.

Since 2018, the Oregon Workforce and Talent Development Board (WTDB) has produced four Talent Assessments, expanding Oregon's understanding of in-demand occupations, skills needs, and labor market trends. Assessment highlights include business and industry input from predesignated key industries (2018), reaffirming findings and incorporating broader employer perspectives (2020), addressing the post-pandemic talent landscape with updated policy recommendations (2022), and providing analysis of Oregon's workforce conditions, skills supply and demand, and competitive position while focusing on a limited set of priority industries and occupations (2024).

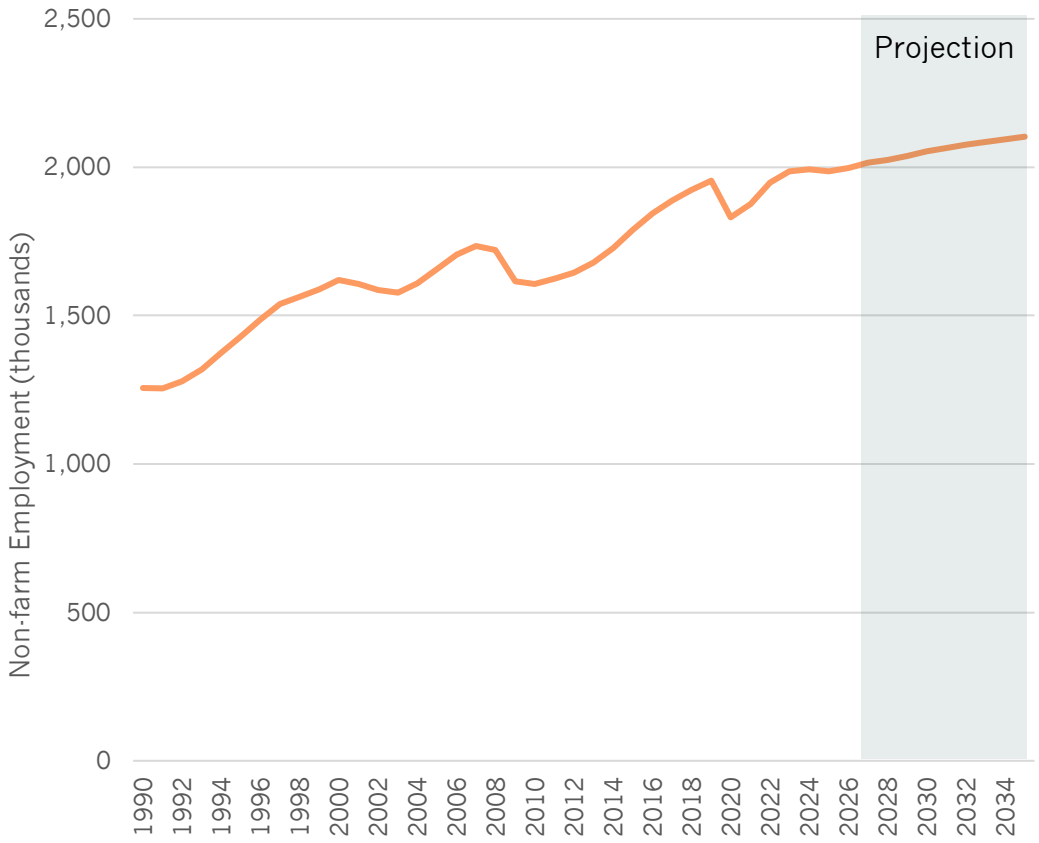
Building on this foundation, the 2026 Talent Assessment is designed to support the WTDB's responsibilities and provide a shared, actionable resource for a broad set of partners—including the public workforce system, education and training providers, local workforce development boards, community-based organizations, and employers—by establishing a repeatable methodology that improves alignment, strengthens partnerships, and helps maximize the effectiveness of workforce and training investments across Oregon.

Slowing Employment Growth

Exhibit 1 illustrates Oregon's employment growth since 1990 and a forecast to 2035. From 1990 to 2025, the average annual growth rate (AAGR) was 1.3 percent. Looking forward, Oregon's Office of Economic Analysis anticipates an AAGR of 0.6 percent from 2025 to 2035. The forecasted slowdown is attributable to slower population growth, negative natural increase, and weaker net in-migration, compounded by aging-related labor supply constraints.

Oregon Employment Department (OED) projections indicate an average of 260,000 job openings per year across all occupations, or 2.6 million from 2024 to 2034 (not an identical measure to total non-farm employment).[1] This is about 315 openings per occupation per year, on average, though most occupations have fewer than 100 openings annually and many are expected to have fewer than ten openings.

Exhibit 1: Actual and Projected Non-Farm Employment, 1990-2035



Data source: Office of Economic Analysis, March 2026 forecast

[1] OED, 2026

Additional Context

Recent technology and policy developments add significant uncertainty to Oregon's workforce outlook. Artificial intelligence (AI) is rapidly changing how work is organized across industries, and Oregon's long-term industry and occupational projections already reflect expectations that AI will increase demand in some fields and slow demand in others.[2]

Immigration trends also matter: Oregon has long relied on in-migration to support labor force growth, and foreign-born workers make up just over 13 percent of the state's workforce.[3] National net international migration is projected to drop by 2.4 million (88 percent) between 2024 and 2026.[4]

Although this Assessment does not examine AI or immigration in depth, trends in both will shape Oregon's talent landscape and add additional uncertainty to economic and workforce development efforts. This, in turn, increases the need to respond to and address longstanding duplication of efforts, information siloes, and other systemic challenges highlighted in prior assessments.

Education and Workforce Development Systems

Oregon's education and workforce development systems have important strengths, but they do not yet function as a fully aligned talent system. The K–12 system, including career and technical education (CTE), needs stronger alignment with postsecondary education and workforce opportunities so students can transition more smoothly from school into training, college, and careers. Across the state, interested parties continue to point to fragmentation among education providers, workforce programs, and employers, which can make the system harder to navigate and less responsive to changing needs. These challenges also vary by region, reflecting differences in industry demand and access to education and training, suggesting a need for both stronger statewide alignment and strategies tailored to regional conditions.

Assessment Purpose

The primary purpose of the 2026 Assessment is to develop a flexible, adaptable methodology for identifying key industry sectors and occupations for use in future biennial Assessments. This report provides a starting point for this methodology, which can and should be adjusted and improved upon in each biennium. As a high-level, periodic assessment of talent, however, this work will not answer all relevant questions with precision. Instead, it provides a launching-off point for industry, state, and regional entities to develop and implement solutions. In addition, the methodology, by design, is based

[2] https://www.qualityinfo.org/-/the-jobs-most-likely-to-be-affected-by-artificial-intelligence-in-oregon
[3] https://www.qualityinfo.org/-/oregon-s-foreign-born-workers
[4] https://www.census.gov/newsroom/blogs/random-samplings/2026/01/historic-decline-in-net-international-migration.html

largely on publicly available data and efforts to strengthen Oregon's workforce should also consider private and proprietary sources of information to the extent possible.

The sections of this report consolidate and describe the information and data that support the methodology.

- **Methodology**: describes goals and methodology development
- **In-Demand Sectors**: provides the results of industry sector identification
- **Priority Occupations**: provides additional detail about the methodology and results of implementation
- **Gap Analysis**: identifies potential training bottlenecks and describes systemwide challenges and opportunities
- **Conclusions and Recommendations**: outlines conclusions and recommendations

2. Methodology

Goals

The goals of the methodology for identifying in-demand industry sectors and priority occupations include the following. The methodology:

- Is adopted for future biennial Assessments and supports Workforce Pell program identification and development
- Initially relies as much as possible on existing definitions and readily available data sources and metrics (doesn't reinvent the wheel)
- Provides flexibility by anticipating that not every critical workforce need in the coming years can be identified today
- Provides flexibility by anticipating that the methodology will improve over time

National Scan

Methodology development began with a brief, qualitative survey of relevant national and state-level approaches to identifying key sectors and occupations.

States and regions typically rely on a set of complementary indicators to identify key industry sectors and occupations. Indicators for sector identification include industry size, wages, recent and projected growth, and measures of specialization or traded-sector strength. To identify priority occupations, states and regions rely on projected openings, wages, and advancement potential. Results are then often tested against more current signals—such as job vacancy surveys, online postings, and unemployment insurance claims—and employer and regional validation help confirm that the data reflect conditions on the ground. The scan also showed growing interest in adding job quality and equity considerations so that priority lists reflect not only where demand is strong, but also where jobs offer stable wages and career mobility.

The scan of approaches highlighted the importance of linking industries to occupations, the use of cluster and traded-sector frameworks, and the need to use caution when interpreting findings based on broad application of multiple criteria or highly disaggregated data such as industry concentration measures for smaller regions. Key sources included methodology documents from Washington, Minnesota, and Virginia; BLS guidance on industry concentration and staffing patterns; The Conference Board and Georgetown's Center on Education and Workforce on job-posting data; the Urban Institute on job quality; and federal economic development guidance. Taken together, the landscape scan confirmed the value of a transparent, multi-factor approach for Oregon.

Methodology Development

The methodology ultimately consists of criteria for identifying in-demand industry sector and priority occupations, incorporating quantitative and qualitative data. Based on results of the national scan and review of Oregon-based definitions, we identified concrete, data-informed criteria aligned with Talent Assessment and Workforce Pell needs. This report section provides a high-level overview of the criteria development while the In-Demand Sectors and Priority Occupations sections provide the criteria detail.

Separate from but related to the Oregon Talent Assessment, Workforce Pell is a new federal program for which states are required to develop a list of in-demand sectors and high-skill, high-wage, and in-demand occupations to be updated every two years. Given the overlapping need for definitions, this section provides a high-level overview of Workforce Pell and its purpose and requirements.

Workforce Pell became law as a part of a budget reconciliation bill, H.R. 1, also known as the One Big Beautiful Bill, on July 4, 2025. Workforce Pell Grant awards are a new type of Pell Grant intended for short-term, career-focused training programs that meet defined quality requirements and lead to industry-recognized credentials. The programs must align with in-demand sectors and/or high-skill, high-wage, and in-demand occupations as determined by the Governor and the WTDB.[5] The WTDB is to advise the Governor on program eligibility, including methodology and development of a list of in-demand sectors and high-skill, high-wage, and in-demand occupations to be updated every two years. Workforce Pell programs must lead to credentials that are stackable toward higher-level education.[6] Among other criteria, they must have a completion rate of greater than or equal to 70 percent (within 150 percent of the normal time to completion) and a job placement rate greater than or equal to 70 percent (initially any job; by 2028–29, job in field of study).

The rest of this section briefly describes the methodology for identifying in-demand sectors and priority occupations, or those that meet the methodology criteria. It concludes with a description of the data sources used during the methodology development.

In-Demand Sectors

We reviewed and identified in-demand sectors to serve two purposes. First, to support the identification of priority occupations for the Assessment and for Workforce Pell eligibility, and second, to identify candidates for deeper sector-specific workforce studies. Collectively,

[5] In-demand industry sector: "An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, and that contributes to the growth or stability of other supporting businesses/industry sectors." In-demand occupations: "An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy." *Office of Workforce Investments and Workforce Pell, Technology Industry Consortium Q1 2026 Meeting, March 4, 2026*

[6] "Either– (i) Leads to a recognized postsecondary credential that is stackable and portable across more than one employer; or (ii) With respect to students enrolled in the program–(A) Prepares such students for employment in an occupation for which there is only one recognized postsecondary credential; and (B) Provides such students with such a credential upon completion of the program."

the identified sectors reflect state and regional economic development priorities as well as critical industries that support community and economic development that are not otherwise identified. We reviewed publications about target industries and sectors from Business Oregon, regional workforce development boards, HECC (e.g., annual Future Ready Oregon reports and Oregon Talent Assessments), and economic development districts (comprehensive economic development strategies, or CEDS).

Priority Occupations

The central goal of the priority occupation methodology is to build a transparent, repeatable, flexible process to serve as the foundation of this Talent Assessment and a tool the WTDB and HECC can continue to use in future biennial assessments. At a high level, the methodology accomplishes the following:

- Identifies priority occupations using clear criteria based on reliable and non-confidential data sources (methodology results should periodically be validated with confidential data, such as the confidential employment data described in Section 3)
- Embeds equity and regional analysis so that results are inclusive and reflect Oregon's geographic and demographic diversity
- Incorporates perspectives of interested parties to validate findings and capture dynamics not fully reflected in data
- Assesses supply-demand alignment by comparing projected job openings with available training and education pathways
- Documents the process so it can be replicated and improved in future assessments

More specifically, the methodology:

- Uses OED occupational projections as the baseline for growth and replacement openings
- Establishes concrete decision rules (e.g., thresholds for growth rates, wages, job quality) to determine occupational status
- Identifies additional metrics to support further prioritization, including OED job vacancy data and job posting information (specifically, Help Wanted OnLine [HWOL]) and Bureau of Labor Statistics (BLS) benchmarks to detail short, medium, and long-term trends affecting Oregon's employers and workforce
- Incorporates education and training supply indicators (e.g., program completions from the Integrated Postsecondary Education Data System [IPEDS]; apprenticeship data) to assess whether Oregon can meet projected demand
- Incorporates occupation-level job quality metrics based on occupational wage distribution, training requirements, and advancement opportunities

The resulting methodology provides definitions of in-demand industry sectors; in-demand, high-wage, and high-skill occupations; occupations with growth potential; and industry-critical occupations.

Equity and Regional Lens

The WTDB's vision emphasizes inclusive prosperity. The methodology for this Assessment disaggregates findings by race/ethnicity, gender, wages, and geography (region) to highlight disparities in who has access to in-demand careers and characterize workforce dynamics across rural and urban areas. Additionally, it identifies barriers—such as housing costs, transportation, childcare, and limited access to apprenticeships—that affect access to training and workforce participation.

Steering Committee and WTDB Review and Refinement

We presented the draft methodology to HECC staff, the Talent Assessment Steering Committee, and the WTDB (WTDB feedback was collected through a survey). This process tested the clarity and usability of the methodology and its reflection of WTDB goals for rigor, equity, and alignment.

Data Sources

The primary quantitative data used for this Assessment included data from OED, the U.S. Census American Community Survey (ACS), the U.S. Bureau of Labor Statistics (BLS) (forecasts; industry/occupation matrix), the federal Office of Apprenticeship, and qualitative findings from employer interviews from past Assessments and WTDB studies.[7] Project constraints and difficulty obtaining data prevented us from receiving and using some identified data (e.g., pre-apprenticeship and apprenticeship data from the Oregon Bureau of Labor & Industries [BOLI]). These sources would likely be useful to future Talent Assessments.

Qualitative data collection consisted of document and research review and interviews with employers, industry associations, and local workforce boards.

Methodology Implementation

We applied the methodology to identify in-demand sectors and priority occupations, as described in the following sections. Methodology validation and processes were an important part of implementation to ensure the process can be trusted, verified, and replicated, and these processes should continue as Talent Assessment findings are deployed and updated. The remainder of this section describes the engagement phase of the project that supported the validation process.

[7] OED data included industry and occupational projections, Quarterly Census of Employment and Wages (QCEW) data, Help Wanted OnLine (HWOL) job postings data, Job Vacancy Survey data, statewide and regional wage information, high-wage/high-skill/in-demand classifications, and the industry/occupation matrix.

Engagement

To maximize the number of interviews possible on the project timeline, the research team invited steering committee members to conduct outreach and interviews within their networks. Business Oregon also generously offered to conduct interviews with employers in their network. The purpose of the interviews was multifold:

- Share preliminary results of research and analysis
- Validate whether or not projections and preliminary results align with actual hiring, retention, and other workforce challenges
- Identify emerging occupations or skill requirements not yet visible in official projections
- Document discrepancies between data and reported experience (e.g., credential bottlenecks, wage competition, geographic mismatches)
- Use feedback to refine findings and ensure their credibility

The steering committee provided the research team with names and contact information for suggested interviewees. Project representatives were asked to interview employers, industry associations, and workforce professionals using a shared set of questions to understand whether our preliminary findings reflected current workforce conditions and to identify important gaps in the data.

Representatives from eight industry sectors across the state participated in interviews (22 individual participants): childcare, clean energy/utilities, food and beverages, forestry and wood products, manufacturing, semiconductor/electronics, technology/software, and workforce/economic development. The technology sector had a particularly strong showing among interviewees. Participant roles included executives, technical leaders, recruiters, hiring managers, among others.

During the interview, participants were asked to reflect broadly on workforce challenges, with the interviewer prompting them with the following sub-topics:

- Occupations that are most difficult to fill
- In-demand skills
- Credentials and training programs
- Wages
- Retention
- Place-based challenges

Interviewees were asked if the preliminary results raised any additional questions and to describe how they think the Talent Assessment should be used. External interviewers (Business Oregon and committee members) were asked to report interviewee responses in a report-out survey form.

3. In-Demand Sectors

As described in the previous section, the primary goals for the Talent Assessment's identification of in-demand sectors are to support identification of sectors, and the occupations they depend on, to highlight in the Assessment, and to serve as potential foci for WTDB attention and efforts in the coming years, including deeper sector-specific workforce studies that fill gaps identified through the higher-level Talent Assessment. In addition, the resulting lists should serve as a foundational input for identification and creation of potentially Workforce Pell-eligible programs.

Approach

To identify in-demand sectors for this Assessment we relied primarily on lists of priority sectors produced by state and regional economic and workforce development entities and, secondarily, on a review of the characteristics of industries not covered by the preliminary list. The focus on synthesizing existing lists serves to leverage, rather than attempting to replicate, substantial efforts across the state to identify sectors that currently or are anticipated to provide significant benefits to Oregon. In addition, including some or all of the identified sectors ensures that the Talent Assessment presents areas of focus that are aligned with existing economic development priorities and investments. The secondary review sought to extend the list of priority sectors to ensure critical industries that support community and economic development that were not otherwise identified in the primary synthesis, such as industries in the care economy, are appropriately considered.

Preliminary List of In-Demand Sectors

To compile the preliminary list, we compiled a list of the priority sectors identified by the following entities, initiatives, and documents:

- Business Oregon
- Future Ready Oregon
- Oregon Workforce Partnership
- Regional Comprehensive Economic Development Strategies (CEDS)
- Regional Workforce Boards
- 2024 Talent Assessment

While the priority lists were reasonably well articulated, we found that priority sectors were identified with various levels of specificity, and that definitions of a sector sometimes varied across publications from a single entity, and that definitions of a priority sector with the same or similar name sometimes vary considerably across entities. While there are often justifiable reasons for these differences, we see an opportunity, through the Talent Assessment, to help economic and workforce development entities standardize sector

definitions to improve system alignment—a longstanding challenge faced by economic development, workforce development, K-12, and postsecondary systems.

We also sought to understand the criteria used for each list of priority sectors. As for the identification of the sectors themselves, we found a wide range of approaches to identifying priority sectors, and wide range of detail available regarding the final choices. At a high level, though, each list reasonably focused on sectors that are relatively highly concentrated in the state or region of the state and that otherwise generate significant economic value, potentially among other criteria.

After compiling the list we aligned industry (NAICS) based definitions across identified sectors with the same or similar names across different sources.[8] The appendix provides a detailed NAICS definition for each sector described below.

Talent Assessment In-Demand Sectors

In all, we identified 15 in-demand sectors to inform the remainder of the Talent Assessment (see Exhibit 2). Together, these sectors encompass 63 percent of employment in Oregon. The 15 are not mutually exclusive and also include three broad sectors (Tourism, Clean Energy / Climate Tech, and Maritime / Blue Economy) that are defined across many NAICS industries but that may not directly employ all or even a majority of an included NAICS code. For example, Clean Energy / Climate Tech includes a large share of the construction sector because implementing clean energy projects often involves construction firms but not all construction is associated with "clean energy," and some construction activities could work against efficiency, but distinguishing which firms are involved in which specific activities is not straightforward.[9] Excluding these broad sectors, the remaining in-demand sectors include 45 percent of Oregon employment.

The 15 sectors range in size from under 10,000 (Outdoor Gear and Apparel) employees to over 300,000 (Tourism). At the highest level, many are somewhat or highly concentrated in Oregon, such as Forestry and Wood Products (LQ=3.1).[10] Others have much lower location quotients but have been identified as in-demand sectors because of high concentrations of constituent subsectors and/or high regional concentrations. For example, Advanced Manufacturing, with LQ=0.7, includes Primary Metals Manufacturing and Commercial and Service Industry Machinery Manufacturing, both with LQ=1.6. Other, less concentrated subsectors are included as important components of the advanced manufacturing ecosystem.

Exhibit 2 provides employment, location quotients, and other characteristics for each of the in-demand sectors. As indicated in the figure, in-demand sectors have slightly higher, by 3

[8] NAICS is the North American Industry Classification System
[9] Examples of useful work to distinguish shares of industries doing specific types of work include some estimates for clean energy nationally, and Dean Runyan Associates' estimates for tourism.
[10] Location quotients (LQs) identify, based on employment levels, the relative concentration of an industry in a region (e.g., Oregon) relative to the industry's concentration across a broader region (e.g., the United States).

percent, payroll per employee than the statewide average, although average payroll does not necessarily reflect wages or salary for a typical employee in a given industry.

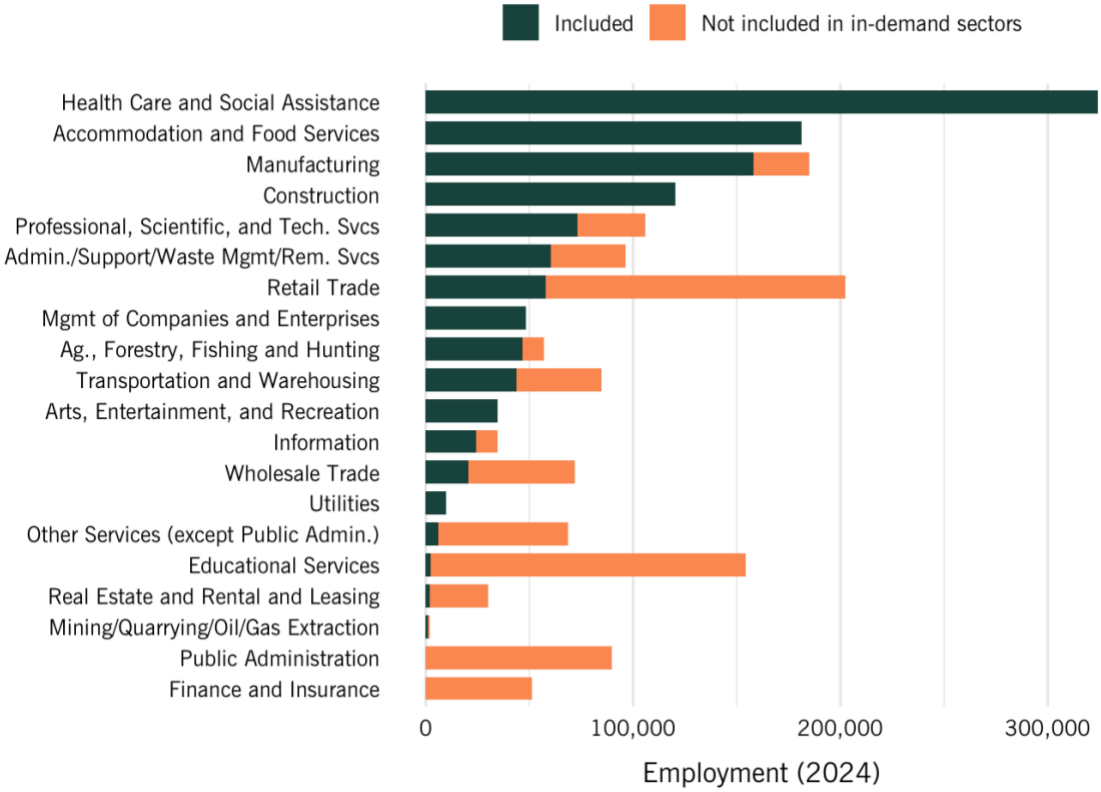
Exhibit 2: Oregon Talent Assessment in-demand sectors

							Economic Development		Workforce Development	
Industry Sector	Employment	Establishments	LQ	Min. Regional LQ	Max Regional LQ	Payroll per Employee	State	Regional	State	Regional
Healthcare	177,435	10,783	0.9	0.77	1.22	$88,014			x	x
Social Assistance / Care Economy	146,654	15,040	1.4	1.14	2.25	$43,338		x	x	x
High Tech / Software / IT	121,583	12,696	1.1	0.37	1.73	$128,212	x	x	x	x
Construction	120,221	19,046	1.2	0.88	1.59	$82,405			x	x
Business Services	72,337	9,383	1.1	0.21	1.79	$129,147	x			x
Forestry & Wood Products	49,321	2,289	3.1	0.94	11.06	$74,769	x	x	x	x
Food & Beverages	40,172	2,055	1.3	0.71	3.30	$56,133	x	x		x
Advanced Manufacturing	35,826	2,285	0.7	0.15	1.25	$94,602	x	x	x	x
Design & Media	33,219	6,265	1.0	0.28	1.43	$102,464	x	x	x	x
Agriculture	42,088	4,097	2.8	0.87	8.99	$42,879	x	x	x	x
Bioscience	22,787	2,446	0.7	0.15	0.87	$98,992	x	x		x
Outdoor Gear & Apparel	8,909	678	1.2	0.36	2.49	$68,494	x	x		
Tourism	304,286	22,566	1.0	0.82	1.51	$35,590			x	x
Clean Energy / Climate Tech	194,102	22,011	1.1	0.78	1.40	$101,537		x	x	x
Maritime / Blue Economy	196,226	13,901	0.9	0.81	1.62	$34,960		x	x	x
Total (No Duplicates)	1,225,318	113,509	1.1			$71,690				
Oregon Employment	*1,952,615*	*189,671*	*1.0*			*$70,384*				

Notes: LQ=location quotient. An "x" indicates at least one state or regional development entity identified the sector as in-demand, target, or priority. Data sources: Oregon Employment Department, QCEW, 2024; BLS; state/regional economic and workforce development reports

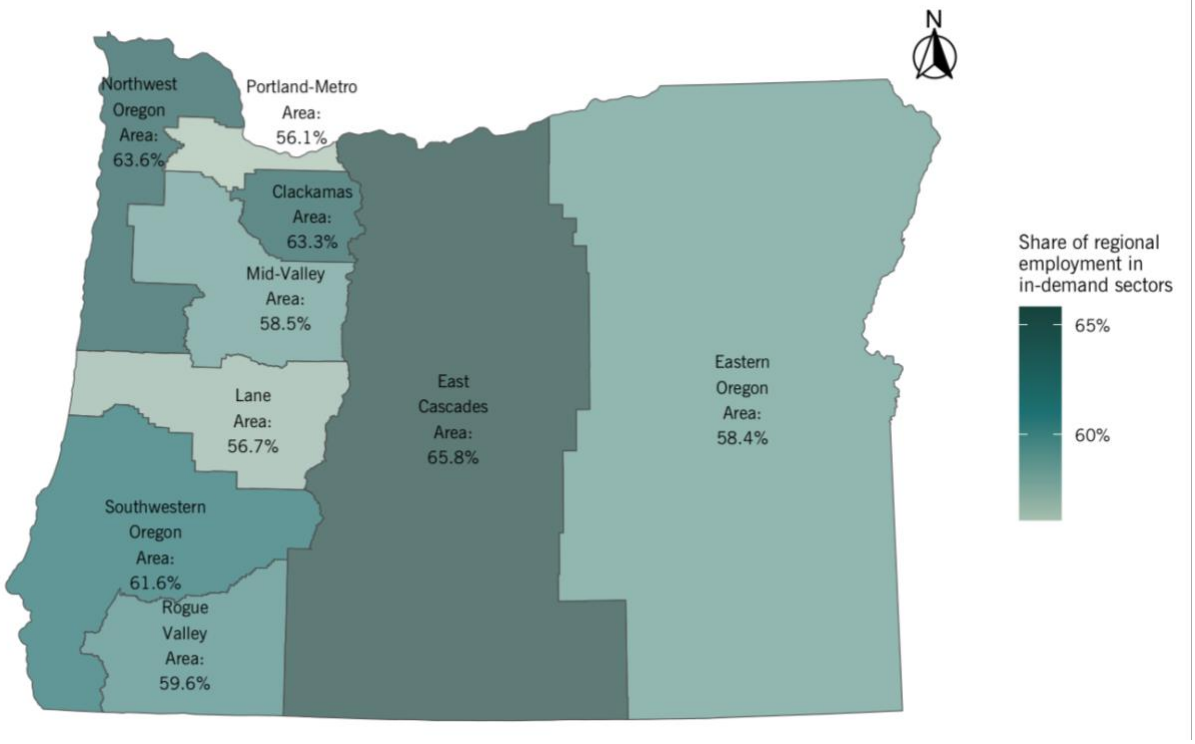
Exhibit 3 displays the employment included in in-demand sectors by standard, non-overlapping industry groups, highlighting the types of business activities included and excluded from the in-demand sectors. Exhibit 4 displays the share of employment included in the in-demand sectors for Oregon's workforce regions, which is lowest in Portland-Metro Area (56 percent) and highest in East Cascades Area (66 percent). The figure indicates that in-demand industries are broadly distributed across the state. Individual sectors are, however, more highly concentrated in some regions than others, as indicated above in Exhibit 2.

Exhibit 3: Oregon employment, by employment included in in-demand sectors



Data source: Oregon Employment Department, QCEW, 2024

Exhibit 4: Share of regional employment in in-demand sectors



Data source: Oregon Employment Department, QCEW, 2024

Validating the List

As illustrated above, the final list includes all or most of large segments of the economy, although many identified sectors, such as Advanced Manufacturing, include collections of industries defined at a highly disaggregated level of detail. Validating all such definitions was beyond the scope of this Talent Assessment. Instead, for this Assessment, we looked at LQs to assess the appropriateness and comprehensiveness of the identified in-demand sectors. We rely on LQs largely because other industry-specific data such as GDP, which are readily available at the state and substate level for broadly defined sectors, such as construction, are relatively sparse for more-detailed industries, such as shipbuilding and repair (a component of the Maritime/Blue Economy), particularly at the substate level.[11]

We examined LQs at the state and workforce-region levels by detailed industry for all sectors not already included on the preliminary list.[12] It is conceivable that an as-yet-to-be-identified sector consisting of multiple, linked, detailed industries exists that as a whole deserves extra attention by state and regional workforce developers. We suggest that such sectors, if they exist, are generally better identified by local industry and public sector agencies from the ground up, rather than through the kind of top-down analysis necessary for this Talent Assessment. As a result, we focused on looking for patterns of concentration by detailed industry across multiple regions.

Overall, this effort supports a conclusion that the identified priority sectors successfully describe sectors most would identify as important to state or regional prosperity. We also identified a number of sectors that are relatively concentrated across the state but that are not covered by the list of priority sectors. In some cases, omission is potentially warranted due to characteristics of the workforce. For example, nearly half of employment in the Sporting Goods, Hobby, Musical Instrument, Book, and Miscellaneous Retailers industry (NAICS 459) is retail salespersons, an occupation that typically requires relatively little to no experience for an entry-level position.[13] Such sectors may have workforce needs the state should support but that did not meet the criteria used in this Talent Assessment. In other cases, circumstances unique to Oregon may result in state or regional sector concentration.

Exhibit 5 identifies four sectors that are highly concentrated (LQ>=1.5) statewide and that have statewide employment above 10,000 (slightly larger than the smallest sector, Outdoor Gear and Apparel, on the preliminary list). These sectors are diverse and include both public and private-sector industries. As suggested above, industry concentration alone is not sufficient to warrant inclusion but does suggest consideration for additional analysis as a sector of relative importance from an employment perspective.

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[11] The Oregon employment data used for this analysis are not publicly available but are potentially available to public-sector entities. We obtained these data, on behalf of the HECC, through a data-sharing agreement with the Oregon Employment Department.

[12] Specifically, we looked at the concentration of employment in each geography relative to the nation for all 3- and 4-digit NAICS industries not included in the preliminary list.

[13] In addition, retail is not a traded-sector industry and thus is often considered a lower priority than manufacturing, a traded-sector industry that brings money and economic activity into a region.

Exhibit 5: Other industry sectors with high location quotients in Oregon

NAICS	INDUSTRY	NUMBER OF REGIONS WITH LQ>1.25	STATE LQ	2025 EMPLOYMENT
459	Sporting, Hobby, Musical Instrument, Book, & Misc. Retail	7	1.50	24,803
813	Religious, Grantmaking, Civic, Professional, and Similar	9	1.63	29,749
923	Admin. of Human Resource Programs	5	1.54	10,794

Note: Oregon consists of 9 workforce regions. Data source: OED

The remainder of this section presents the final set of in-demand sectors identified for this Talent Assessment and provides selected characteristics about each sector.

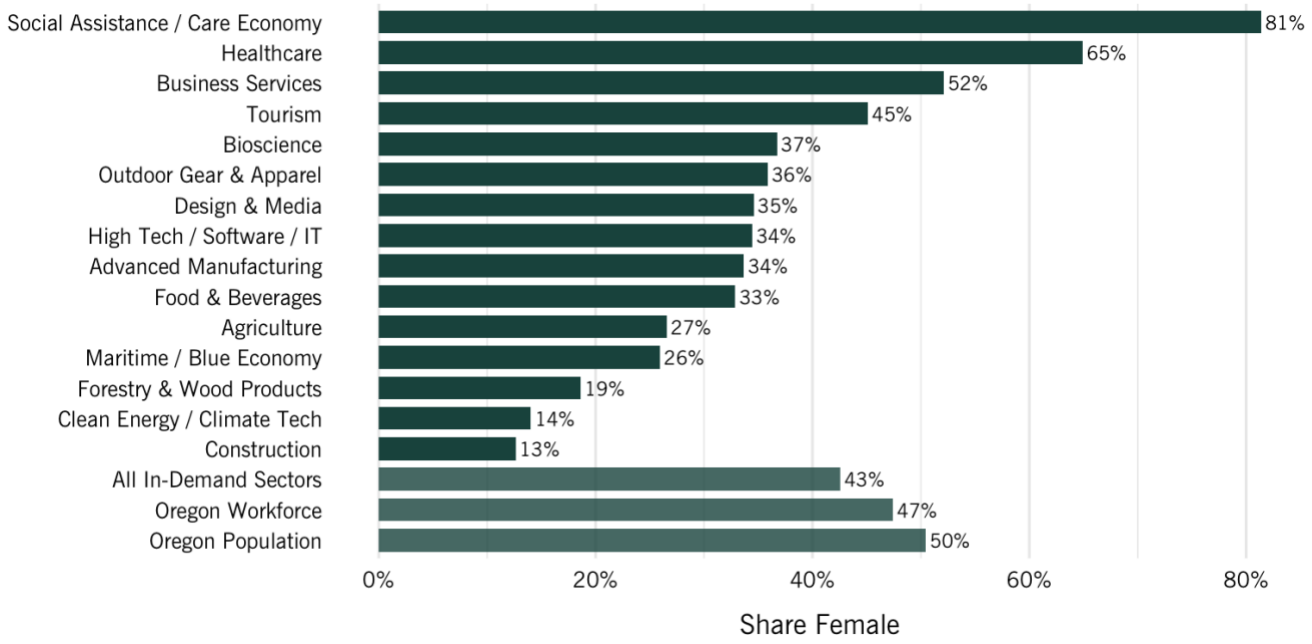
Workforce Demographics of In-Demand Sectors

The demographic characteristics across in-demand sectors reflect long-standing and well-known disparities resulting from access to jobs and individuals' occupational choices. As a reflection of state and regional priorities, understanding how a focus on these sectors might enhance or mitigate these disparities is critical to ensure workforce development efforts equitably support individual prosperity for Oregon residents. Identified differences across in-demand sectors and between the in-demand sectors and the rest of Oregon's workforce do not necessarily imply flaws in the State's priorities but rather underscore the need to consider carefully the equity implications of planned workforce development efforts.

Below, we provide a high-level demographic summary of these sectors. As a reflection of state and regional priorities, Exhibit 6 shows the share of employment that is female for each in-demand sector, which ranges from 13 percent in Construction to 81 percent in the Care Economy. Combined, 43 percent of in-demand sector employment is female, compared to 47 percent of Oregon's workforce overall, indicating a slight bias toward industries with relatively more male employment.

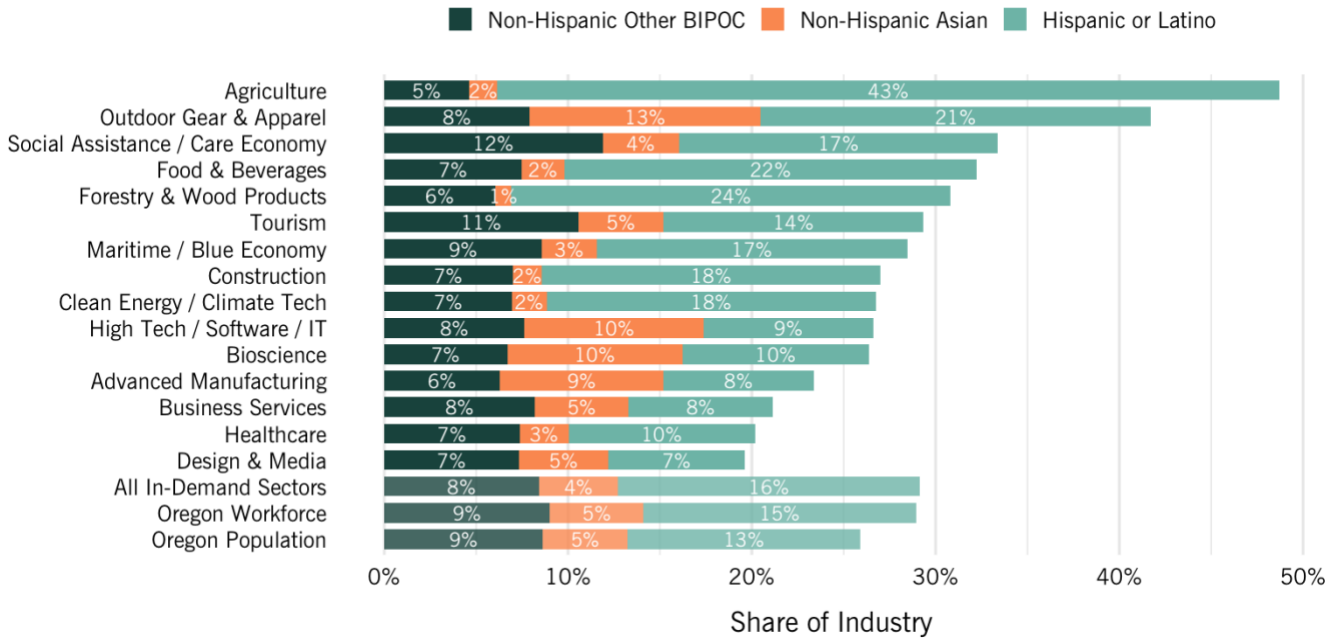
Exhibit 7 characterizes in-demand sector employment by race and ethnicity. As in the prior exhibit, this figure suggests a slight bias in aggregate across the in-demand sectors toward a less diverse workforce, with 28 percent of in-demand sector employment identifying as non-Hispanic BIPOC (Black, Indigenous, and People of Color) or Hispanic, compared to 29 percent of Oregon's workforce overall, although the between-sector variation is much greater. Similarly, Exhibit 8 suggests a slight bias in in-demand sector employment toward industries that employ individuals with lower educational attainment compared to Oregon employment overall.

Exhibit 6: Share of employees that are women, by in-demand sector, Oregon



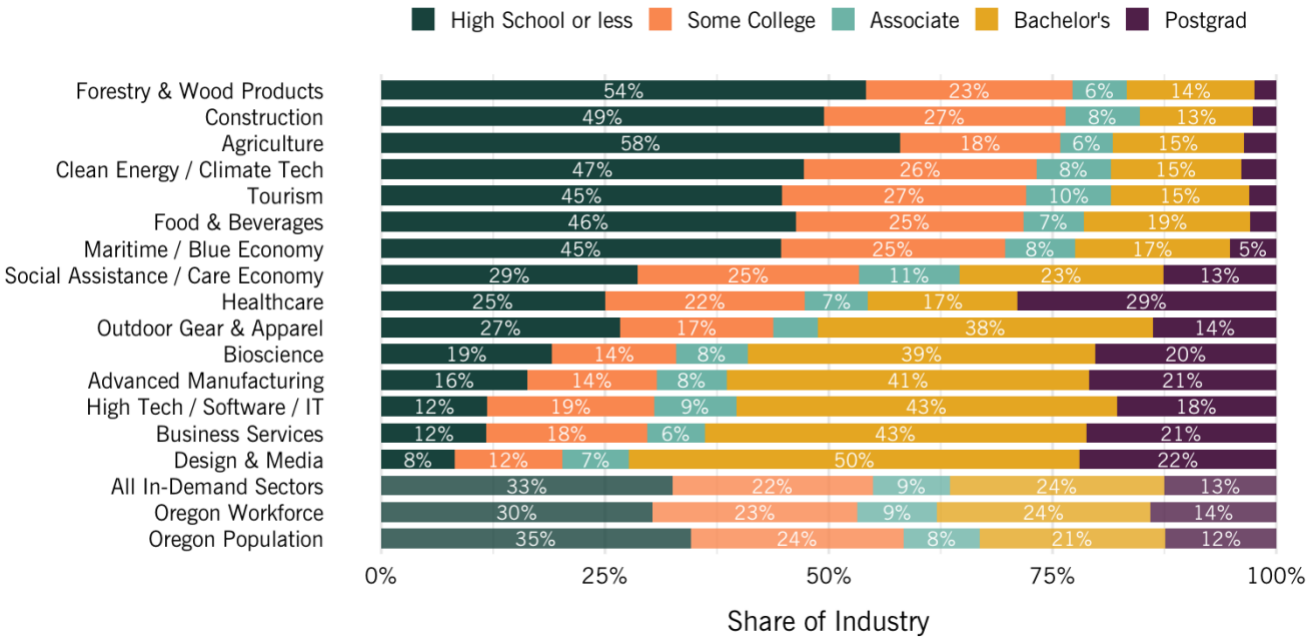
Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

Exhibit 7: Share of employees that are BIPOC, by in-demand sector, Oregon



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

Exhibit 8: Educational attainment of employees in in-demand sectors, Oregon



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

Overall, workforce and economic characteristics of the in-demand sectors do not differ dramatically from those of Oregon's economy overall. Variation across and within in-demand sectors are more important considerations for efforts to support the workers and employers in these sectors.

4. Priority Occupations

Compilation and analysis of the 15 in-demand sectors provide a characterization of the State's economic and workforce development priorities. However, from a workforce development perspective, not all occupations relied on by an industry are equally important to that industry, and occupations vary considerably in how well they support individuals' paths towards economic prosperity. The information necessary to build workforce strategies to support these sectors, and workers in the rest of the economy, necessarily relies on an understanding of the opportunities available to workers and the training and supports individuals need to access employment in the associated occupations. As such, the priority occupations identified with the methods implemented for this Talent Assessment provide additional, critical structure to inform the State's workforce development strategies.

These occupations should:

- Provide a meaningful number of job opportunities for employment
- Support economic self-sufficiency for individuals and families
- Identify candidates for deeper analysis and/or Workforce Pell eligibility

Approach

Similar to the identification of in-demand sectors, the Talent Assessment methodology seeks to identify occupations that support both economic growth and individual prosperity. As mentioned elsewhere, the methodology will also serve to inform actions related to Workforce Pell-eligible programs. Our approach to occupational identification relies as much as possible on existing definitions and readily available data sources and on selection criteria aligned broadly with those identified in the Workforce Pell legislation. The Talent Assessment methodology proceeds in two steps:

1. Identify occupations that are high-demand, high-skill, and high-wage, based on the criteria defined below
2. Expand the list of identified occupations to include industry-critical occupations identified through additional quantitative analysis or qualitative input from economic and workforce development and industry

Also similar to the list of in-demand sectors, the resulting priority occupation list encompasses a large share of employment in Oregon, covering 54 percent of all employment (33 percent of projected openings) and about 36 percent of employment in the in-demand sectors. A relatively broad, inclusive list such as this provides a useful starting point that describes opportunities that vary in importance depending on specific goals for a strategy. For example, focusing on the lower-wage occupations from the list might be appropriate for

workforce efforts to support the emerging workforce early in their working lives but less appropriate for other purposes.

As an aid to prioritization, the analysis below and appendix to this report provide additional, occupation-specific information decisionmakers can use to rank occupations (e.g., to focus on the highest-wage priority occupations) in the list. Even so, not every potentially relevant data element could be fully considered for this Talent Assessment, and we fully expect the methodology to articulate and incorporate additional elements as interest and conditions evolve.

Criteria and Benchmarks

Exhibit 9 describes the five criteria used to define the priority occupation list and the specific benchmark used to determine whether the criterion is met. It also identifies additional metrics of potential use for ranking occupations within the list. As suggested above, this Talent Assessment does not include information about every proposed metric due to data limitations and other project constraints.

Exhibit 9: Criteria and benchmarks for determining priority occupations

Criteria	Benchmark	Additional metrics
A. In-demand*	Annual openings greater than the statewide median across occupations of 66 (2024 data)	• Job postings • OED Job Vacancy Survey
B. High-skill*	• Typical entry-level education is postsecondary training (non-degree) or higher; or • Typical entry-level training is apprenticeship; or • Typical entry-level work experience is related work experience or long-term OJT and competitive education requirement is post-secondary training (non-degree) or higher.	
C. High-wage*	Median annual wage greater than the all-occupations statewide median of $58,822 (2024 data)	Median wage relative to a living wage
D. Growth potential	Ratio of 75th to 25th percentile wage >1.4 (median across occupations)	• Career pathways out of occupation • Other occupational characteristics
E. Industry-critical	Occupational employment is at least 1 percent of a priority sector and the industry accounts for at least 30 percent of employment in the occupation, or expert/industry input indicates the occupation's importance	

*Benchmark aligns with OED definitions

Criteria (A), (B), and (C) align directly with Workforce Pell requirements and their benchmarks align exactly with existing OED definitions. Criterion (D) recognizes that the wage minimum suggested by criterion (C) does not necessarily provide self-sufficiency but that some occupations may provide opportunity for substantial growth in wages with experience. The benchmark, based on the observed occupational wage distribution, serves as a proxy for potential wage advancement within an occupation. Criterion (E) recognizes that standard occupational data and generalized benchmarks such as those in the table can miss important or emerging needs of employers. Our final list includes occupations that satisfy criteria (A) and (B), and either (C) or (D), or that satisfied (E).

Data Sources and Limitations

By design, essentially all data required to evaluate criteria (A)-(D) are produced by OED and publicly available online.[14] Specific sources include 2024–34 occupational projections, occupational wage information, and occupational classification data.[15] OED provided summary data from the Job Vacancy Survey and online job postings data for the additional metric suggested for criterion (A). Other data sources are identified as necessary below. We evaluated criterion (E) with findings from the Talent Assessment engagement sessions and with confidential Quarterly Census of Employment and Wage (QCEW) data obtained through an agreement with the department.

These data come with well-known limitations. Importantly, OED is, reasonably, required to suppress certain data points to preserve individual and business privacy. ECOnorthwest, in turn, suppresses output from our QCEW analyses as necessary to comply with OED requirements.

Summary of Criteria

We describe each criterion and benchmark in more detail below, including a brief rationale and summary information about occupations that do or do not meet specific criteria.

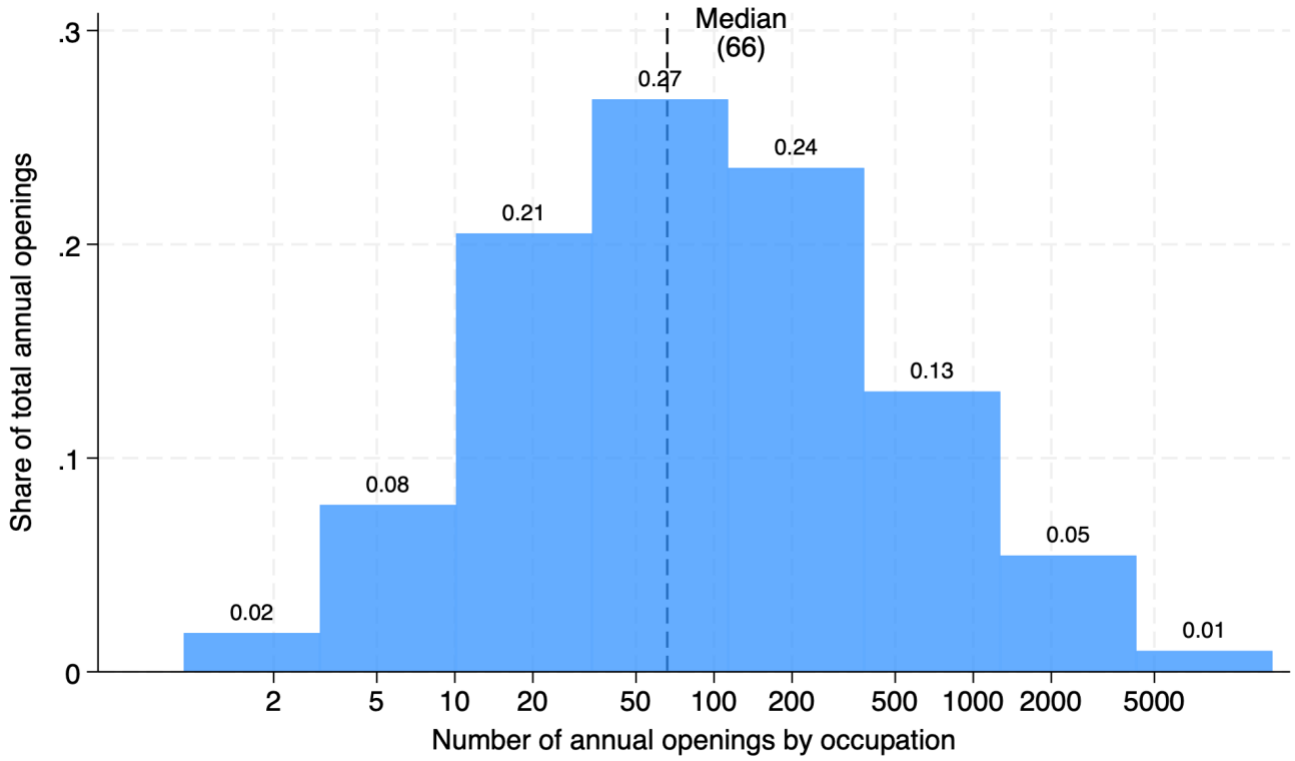
A. In-Demand Occupations

Consistent with Workforce Pell requirements and common practice, criterion (A) identifies occupations anticipated to provide a meaningful number of employment opportunities to Oregon residents over time. The selected benchmark aligns with OED's existing definition of high-demand occupations and, by definition, includes half of all occupations. Because many occupations employ relatively few individuals, however, occupations that meet criterion (A) cover more than 95 percent of the approximately 260,000 openings annually OED projects, on average, over the next decade.

[14] See https://www.qualityinfo.org/web/guest/data (accessed April 24, 2026)
[15] Due to required data suppression, not all metrics are available for every occupation. OED provided via special request occupational classification data for occupations that had necessary data suppressed.

Exhibit 10 displays the distribution of openings across occupations as well as the criterion benchmark using a logarithmic scale, indicating the concentration of openings in a relatively small number of occupations. For example, two percent of the more than 800 occupations identified by OED are projected to have only a handful of openings per year (leftmost bar) while one percent of occupations are projected to have thousands of openings per year (rightmost bar), accounting for a much larger share of all openings than the less-common occupations.

Exhibit 10: Distribution of total annual openings across occupations, Oregon



Data source: OED 2024-2034 Occupational Projections

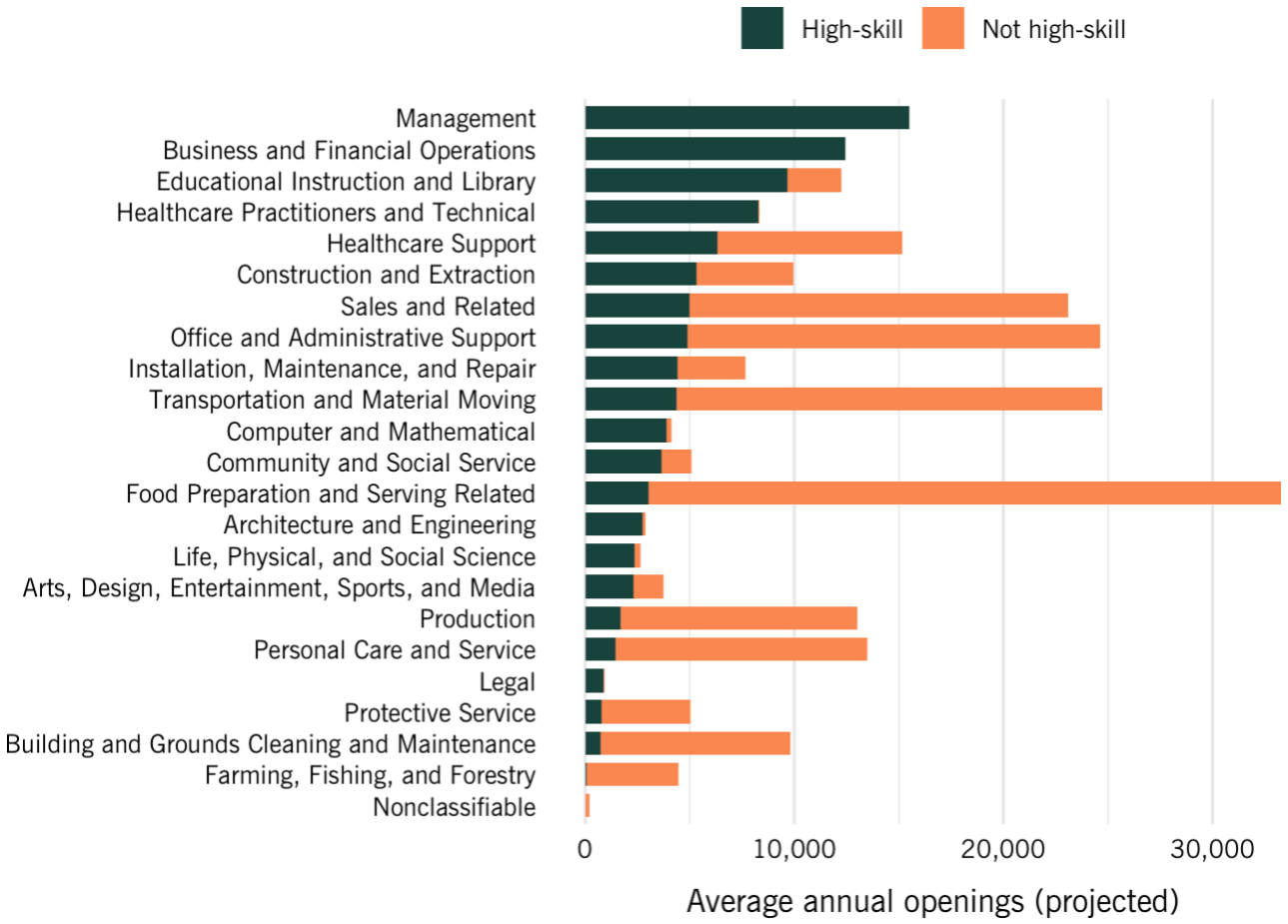
B. High-Skill Occupations

Criterion (B) aligns with Workforce Pell requirements and, again, the benchmark aligns with OED's existing high-skill definition, which consists of three components, based on several sub-criteria that are based on job education and training requirements. To qualify, an occupation's:

- Typical entry-level education is postsecondary training (non-degree) or higher; or
- Typical entry-level training is apprenticeship; or
- Typical entry-level work experience is related work experience or long-term on-the-job training (OJT) and competitive education requirement is post-secondary training (non-degree) or higher.

This definition yields 483 high-skill occupations. Exhibit 11 displays the employment associated with these high-skill occupations, by occupational group. All or nearly all occupations in some groups are high-skill (e.g., Management occupations) while many more common occupation types include relatively few high-skill occupations (e.g., Food Preparation and Serving Related occupations). Together, high-skill occupations account for about 40 percent of all annual openings.

Exhibit 11: Employment associated with high-skill occupations, by occupational group, Oregon



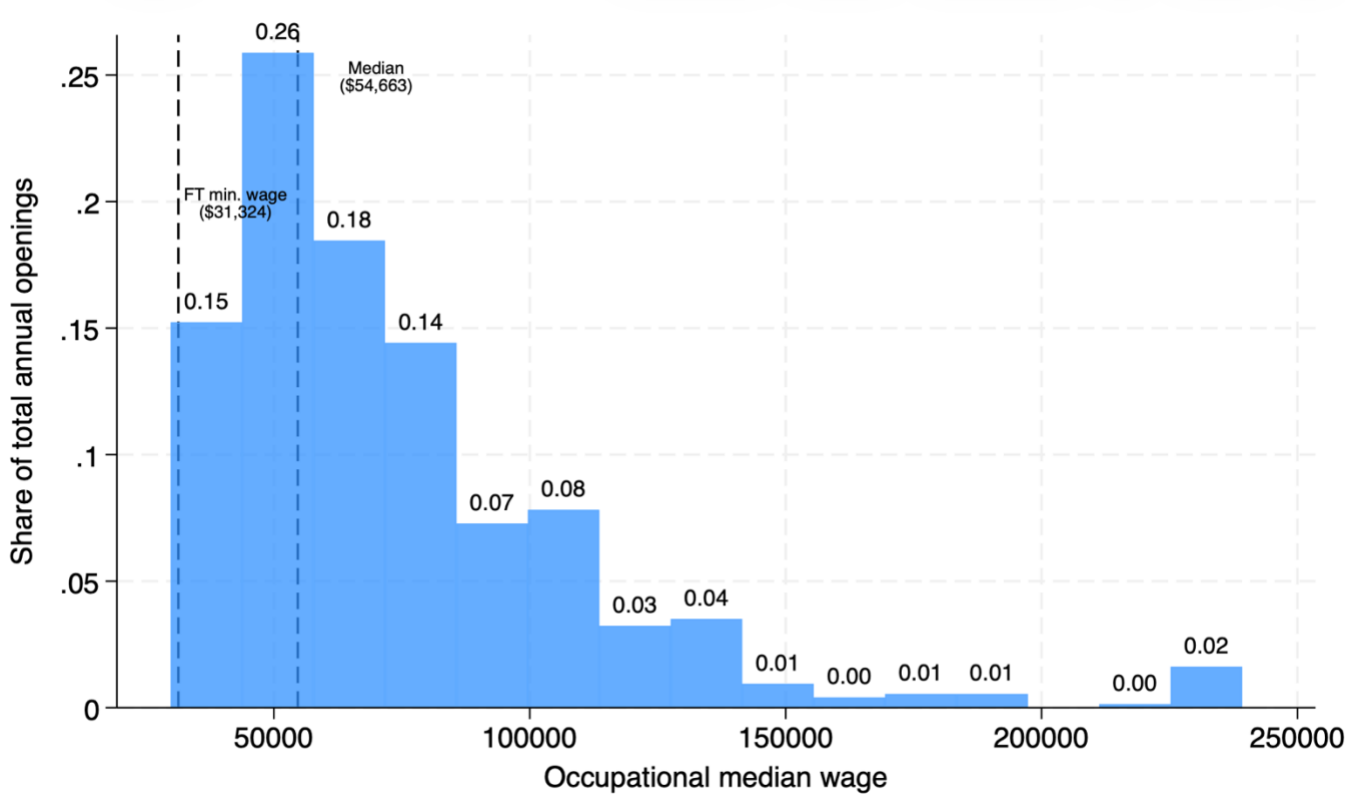
Data source: OED 2024-2034 Occupational Projections

C. High-Wage Occupations

Criterion (C) aligns with Workforce Pell requirements and the selected benchmark aligns with OED's existing high-wage definition. This criterion is central to assessing whether an occupation is likely to support an individual's economic prosperity. The criterion benchmark is a median annual wage of $58,822 in 2024. This is higher than the annual wages from a full-time minimum-wage job ($31,324), and slightly above the MIT Living Wage estimate for a single adult Oregonian with no children ($55,037), but far below that for a 3-person family with one child and one adult worker ($88,899).

In all, 458 occupations meet the high-wage threshold. Exhibit 12 displays the distribution of median wage across occupations (the bars in the chart are labeled with the share of occupations in each wage range). About half of occupations have median wages below the benchmark. In total, however, almost two-thirds of projected openings are in occupations with low median wages because these occupations are relatively common (e.g., waiters).

Exhibit 12: Distribution of median wage across occupations, Oregon



Data source: OED 2024-2034 Occupational Projections and OEWS

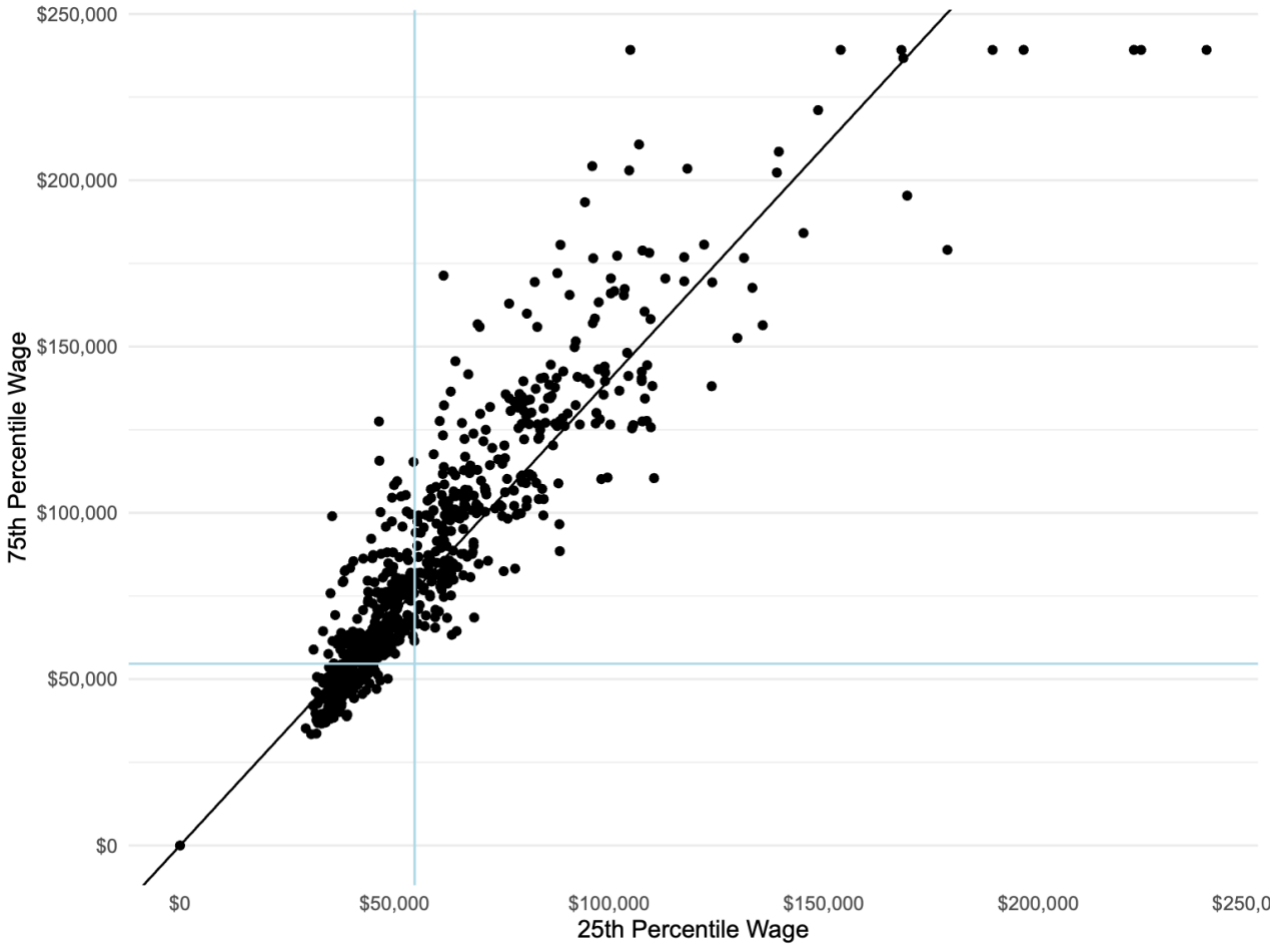
D. Growth Potential

Criterion (D) provides a second perspective on occupational wages. The criterion, which is whether the 75th percentile wage for an occupation exceeds the occupation's 25th percentile wage by more than 40 percent (i.e., the ratio of these two values exceeds 1.4, which is the median observed across occupations), suggests the possibility of meaningful wage growth as an incumbent gains experience in an occupation.

Exhibit 13 shows the 25th and 75th percentile wages for each occupation. Occupations above the diagonal line in the chart meet the criterion. Those below the line do not. Overall, 314 occupations meet this criterion, accounting for one-quarter of all annual openings. The horizontal and vertical lines identify the overall median wage of criterion (C). Some occupations to the left of the vertical line meet criterion (C). Many occupations in the upper-left quadrant may have low entry-level wages (approximated by the 25th percentile wage) but may provide opportunities for higher-than-median wages as workers gain experience. A small number of occupations that meet criterion (D) have low 75th percentile wages (lower-left

quadrant above the diagonal). These occupations potentially provide meaningful within-occupation advancement opportunities but may not be financially rewarding enough for many individuals as long-term careers.

Exhibit 13: 25th and 75th percentile wage by occupation, Oregon, 2024



Data source: OED Oregon Wage Information, 2024

E. Industry-Critical Occupations

Criterion (E) involves two components that seek to ensure occupations that are important in practice are not omitted from the priority list. The first component involved reviewing employment concentration by occupation and industry. Occupations that account for one percent or more of an in-demand industry's employment or for which the industry accounts for 30 percent or more of employment in the occupation were considered. We conducted this analysis at the in-demand sector level and for subsectors included in each sector's definition. This more-granular look is important because critical concentrations of an occupation may not be apparent at a higher-level. The second component added occupations identified through the Talent Assessment engagement.

In all, we added 11 occupations to the priority list. Implications of inclusion for workforce development differ depending on which criteria a critical occupation fails. For example,

emergency medical technicians (EMTs) earn relatively low wages but play a critical role in emergency response, and the State has a strong interest in ensuring an adequate supply of well-trained EMTs. In such cases, making sure EMTs have viable, more-rewarding career pathways is important.

Feedback on the Criteria

As indicated in the Methodology section, we sought feedback on the criteria from the WTDB as well as interviewees. Most of the criteria-specific feedback came from the eight WTDB members who responded to the survey; their responses are summarized below. The comments from interviewees about the criteria were questions about whether and how occupations would be prioritized or ranked, and whether occupations less affected by technology changes might be prioritized because updates to data collection and classification lag changes in technology. Together, the feedback we received about the criteria informed the discussion and rationale presented above as well as the discussion of additional prioritization metrics later in this section.

A) In-demand occupations: Respondents generally supported using OED's definition. A few expressed interest in restricting the definition (e.g., using the top quartile instead of top half) and/or considering how to incorporate occupations that may not currently meet the criterion but are anticipated to be in-demand in the future.

B) High-skill occupations: Most respondents were comfortable with the OED definition. Some recommended explicitly recognizing CTE, applied competencies, stackable credentials, and emerging skills (e.g., AI fluency) that may not align with traditional credential pathways.

C) High-wage occupations: While some agreed with the benchmark, multiple respondents expressed concern that it is too low. Some recommended using something like MIT's Living Wage or alternative thresholds (e.g., 75th percentile) and noted that "high wage" language can be misleading compared to "living wage" or growth potential framing.

D) Growth potential: Respondents supported the intent of the benchmark but some found the wage-ratio metric too technical and/or incomplete as a proxy for growth. They suggested complementing it with job-quality and pathway information—how experience, training supports, and employer practices affect advancement—especially in sectors where wage dispersion is common.

E) Industry-critical: Some respondents questioned the specific thresholds used; others wondered if low-wage roles would be prioritized. One recommendation was to combine concentration with scale (e.g., a minimum headcount) to further identify important bottleneck roles.

Additional thoughts (across criteria): Respondents noted the need for an override process if the criteria don't identify emerging sectors and the need for transparency in decisions about the criteria and any prioritization/weighting. One cautioned against overly rigid high-

wage/high-skill benchmarks that could exclude middle-skill jobs with strong advancement pathways.

Priority Occupation List

After applying criteria (A)-(D) and adding occupations suggested by criterion (E), the priority occupation list includes 209 occupations that encompass about 54 percent of current employment and one-third of all projected openings. Exhibit 14 displays the count of occupations, number of openings, and share of total annual openings under each criterion. Exhibit 15 provides similar information but by occupational group. The appendix provides the full list of included occupations.

Occupations suggested by interviewees that do not meet the high-skill criterion (B) were not included, due to a lack of formal education or training pathways for those occupations. Examples include light truck drivers and childcare workers. Oregon has apprenticeship programs for childcare workers but OED does not currently classify the occupation as high skill.[16]

Exhibit 14: Count and characteristics of priority occupations, by criterion, Oregon

CRITERIA	NUMBER OF OCCUPATIONS MEETING	NUMBER OF OPENINGS	SHARE OF TOTAL ANNUAL OPENINGS
A. In demand	402	243,484	96%
B. High skill	483	108,082	42%
C. High wage	458	88,517	34%
D. Growth potential	314	66,743	26%
(C) or (D)	482	95,254	37%
E. Industry-critical	11	5,609	2%
All criteria (deduplicated)	**209**	**84,172**	**33%**

Data sources: OED 2024-2034 occupational projections and reference assignments; OEWS

[16] https://www.oregon.gov/boli/apprenticeship/pages/trade-details.aspx?trade=Child%20Care%20Development%20Specialist

Exhibit 15: Count and characteristics of priority occupations, by occupational group, Oregon

OCCUPATIONAL GROUP	NUMBER OF OCCUPATIONS	2024 EMPLOYMENT	AVG. ANNUAL OPENINGS	MEDIAN WAGE (MEAN ACROSS OCCUPATIONS)
Management	28	167,615	15,254	$114,800
Business and Financial Operations	21	134,196	11,962	$83,149
Computer and Mathematical	12	55,648	3,655	$104,010
Architecture and Engineering	16	31,418	2,491	$95,479
Life, Physical, and Social Science	10	12,226	1,188	$83,098
Community and Social Service	12	36,664	3,381	$70,973
Legal	2	13,621	794	$105,539
Educational Instruction and Library	17	89,680	8,162	$74,140
Arts, Design, Entertainment, Sports, and Media	12	22,920	2,103	$83,691
Healthcare Practitioners and Technical	23	99,561	6,470	$115,435
Healthcare Support	5	36,925	5,567	$63,432
Protective Service	5	12,552	1,015	$90,642
Food Preparation and Serving Related	1	3,880	514	$61,984
Building and Grounds Cleaning and Maintenance	1	2,521	287	$64,251
Personal Care and Service	1	750	0	$53,477
Sales and Related	7	39,120	3,311	$82,484
Office and Administrative Support	5	25,583	2,454	$63,660
Construction and Extraction	9	56,685	5,243	$85,134
Installation, Maintenance, and Repair	13	41,706	3,930	$74,750
Production	5	21,080	2,199	$66,572
Transportation and Material Moving	4	37,810	4,193	$75,222
Total	**209**	**942,161**	**84,172**	**$89,675**

Data sources: OED 2024-2034 occupational projections and reference assignments; OEWS

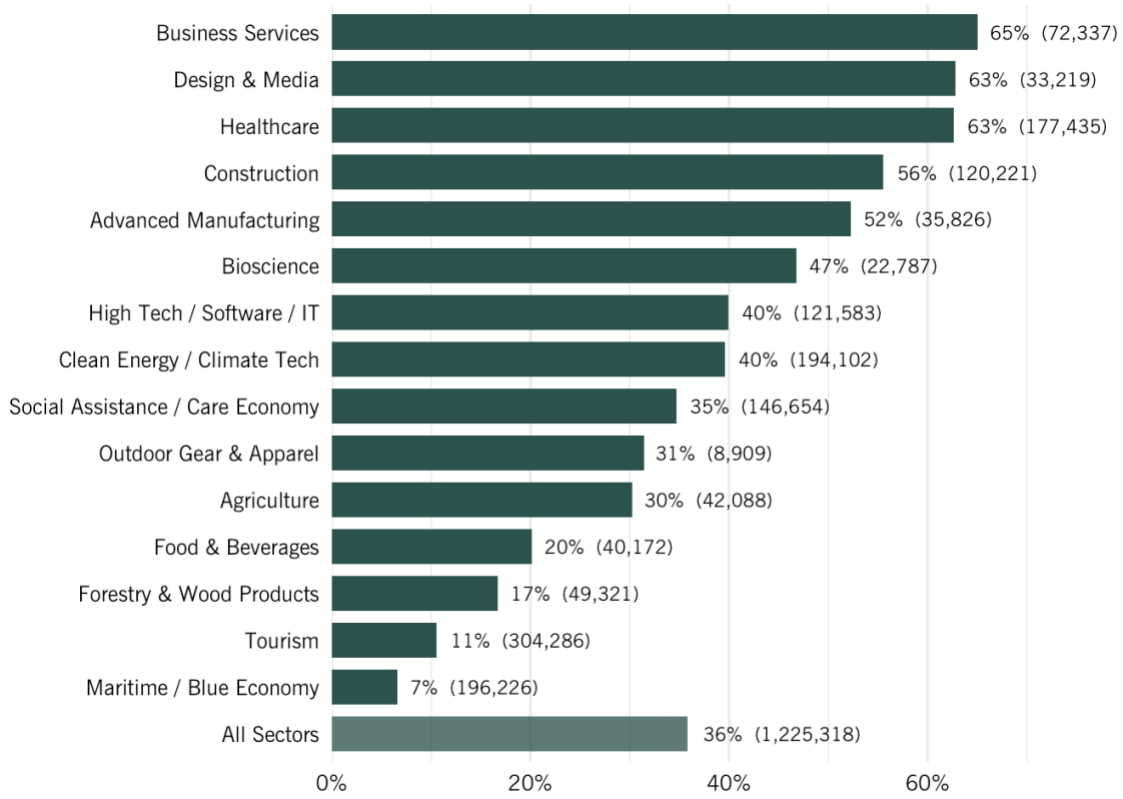
Exhibit 16 shows the variation across occupational groups of the share of priority occupation employment in in-demand sectors. Some occupational groups are highly represented in in-demand sectors (e.g., healthcare occupation groups) while some groups are employed largely outside of the in-demand sectors (e.g., protective service and personal care and service occupations).

Exhibit 16: Share of priority occupation employment in in-demand sectors, by occupational group (total occupational group employment in parentheses), Oregon

Note: Total Oregon employment of 2.2 million includes self-employment. Data sources: BLS Industry-Occupation Matrix, 2024; OED 2024-2034 Occupational Projections

Exhibit 17 displays the share of employment in each in-demand sector that the priority occupations include. These occupations clearly skew more heavily towards some sectors than others. The exhibit does not indicate the importance of a sector or level of workforce challenges faced by a sector, but it does suggest the potential nature of the challenges. Tourism, for example, has a high share of low-skill, low-wage employment and struggles with recruitment and retention as a result. Advanced Manufacturing, on the other hand, is more reliant on highly trained workers and training pathway constraints play a consequently larger role.

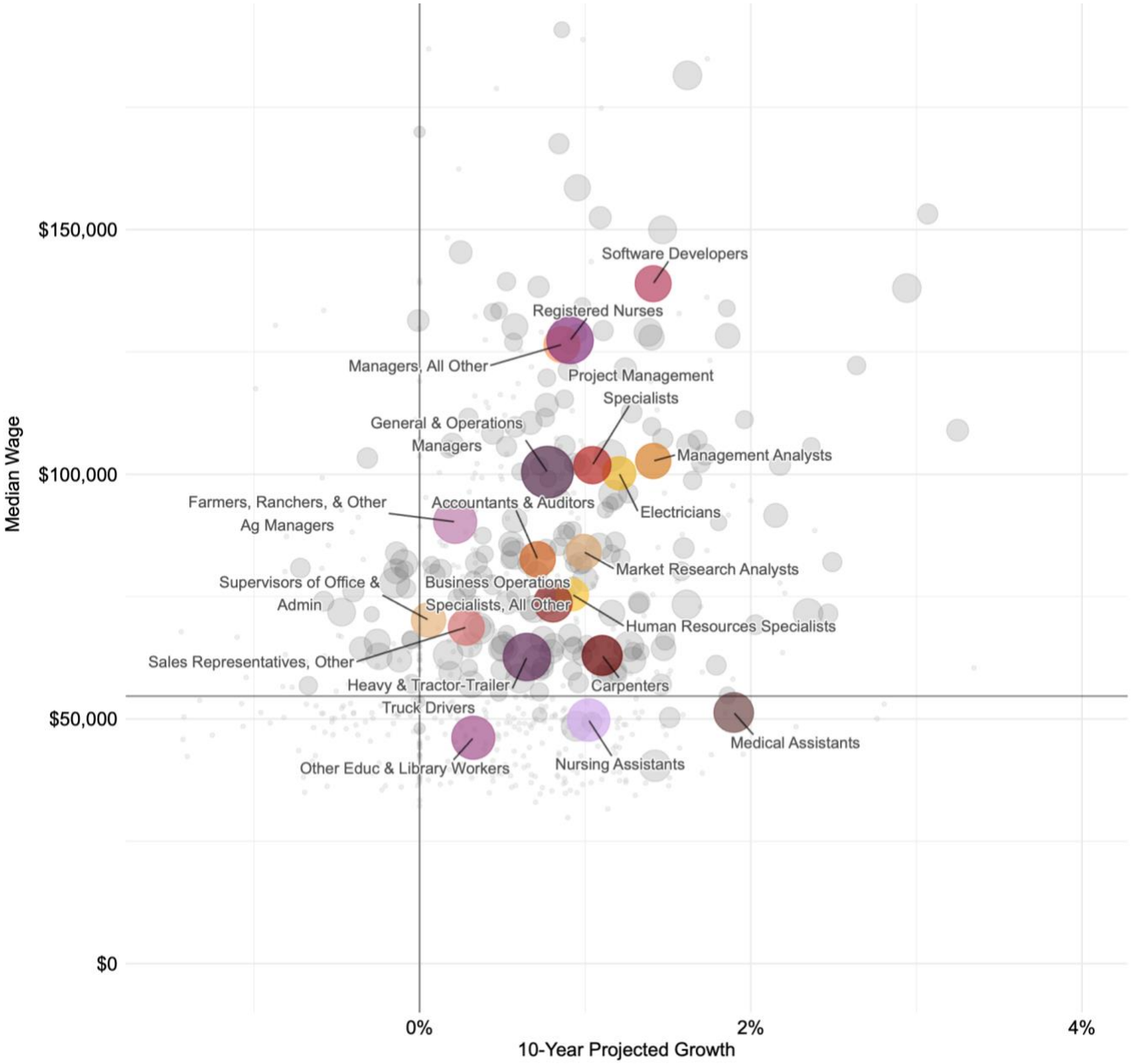
Exhibit 17: Share of in-demand sector employment in priority occupations, by sector (total sector employment in parentheses), Oregon



Data sources: BLS Industry-Occupation Matrix, 2024; OED 2024-2034 Occupational Projections

As indicated earlier, the priority occupation list provides a starting point for focusing workforce development efforts. The list criteria are based largely on data from a single year coupled with long-term employment projections. This longer-term perspective provides an appropriate means of assessing broad workforce needs as is intended for the Talent Assessment, but it won't, by definition, capture shorter-term workforce dynamics that the workforce system can address, and the long-term projections themselves can suggest different approaches. For example, rapidly growing occupations might indicate a need for more training capacity, whereas slower growing or declining priority occupations that are still critical for the foreseeable future might require better, rather than new, training capacity. Exhibit 18 illustrates the variation in expected growth across priority occupations with a sizeable number of projected openings. The next section describes additional metrics that could help further prioritize occupation-specific workforce development efforts.

Exhibit 18: Median wage by 10-year projected growth (AAGR) for priority occupations; labeled occupations have at least 500 openings per year (bubble size is openings)



Data source: OED Occupation Projections, 2024-2034. Note: Smallest light grey dots represent all other occupations. Data are suppressed for about 120 non-priority occupations and one priority occupation (Chief Executives). Three priority occupations are outliers and are not shown (Nurse Practitioners, Family Medicine Physicians, and Physicians, All Other).

Additional Prioritization Metrics

The priority occupation list identifies occupations that meet a minimum set of well-defined criteria. Decisionmakers will, however, need to prioritize within this list to allocate scarce resources towards a subset of the priority occupations that meet specific needs. For example, efforts to support a specific in-demand sector should focus on occupations most

important to that sector. To best support emerging needs of employers the state also has an interest in identifying occupations that are in high demand *right now*, even if future demand is more modest. Finally, workers have a clear interest in training that opens opportunities beyond just the next job and in jobs with reasonable working conditions (e.g., regular scheduling) and benefits.

This section describes data that, when applied, can help prioritize within the identified occupations. Some related data elements are included in the appendix for each priority occupation. However, the purpose for identifying a subset of priority occupations will determine the most appropriate prioritization indicators from among many potentially useful sources, and many potentially useful indicators (e.g., job vacancy data) should be evaluated with the most recent data available at the time rather than relying on a static report. The description below provides a starting point for future consideration rather than a comprehensive inventory.

Occupational concentration in in-demand sectors

Much as industry or sector location quotients measure the relative concentration of an industry or sector in a region, calculating occupational concentrations in a sector can indicate the relative importance of an occupation to a given sector. A workforce strategy that targets an in-demand sector could rank the priority occupation list by occupational concentration in that sector using a location quotient-like metric, included in the appendix, that indicates whether an occupation is more or less concentrated in the sector than across all employment.[17] Higher values of this metric can suggest the importance of sector-specific skills. Occupational concentration should be balanced against an occupation's share of sector employment. The occupation tables in the appendix provide both occupational concentration and occupational shares for each sector.

For this Assessment we relied primarily on a national industry-occupation matrix because the corresponding matrix for Oregon available from OED contains significant redactions that make a comprehensive assessment challenging. Sensitivity tests suggest that, where comparisons are possible, the national matrix provides similar results as the OED matrix. However, where possible we recommend using OED's matrix as it reflects Oregon-specific conditions not captured in the national data.

Short-term labor market dynamics

The gap analysis described in the next section helps to identify where occupational demand exceeds the capacity of local education and training providers, using long-term occupational projections and credential output of the State's postsecondary institutions. Supplementing with near-term indicators can help identify potential, more acute, workforce needs. We reviewed three such indicators for this Assessment:

[17] Specifically, an occupation's share of sector employment divided by the occupation's share of total employment.

- **Growth in occupational median wage.** Rapidly rising wages can suggest a low supply of appropriately skilled workers.
- **Job Vacancy Survey (JVS) data.** OED conducts a quarterly survey of employers that asks about positions employers have open and the difficulty employers have in filling each identified opening, and hourly wage. OED provided a JVS data extract for this Assessment.
- **Help Wanted Online (HWOL) data.** OED has access to a database of online job postings that can be analyzed to identify trends in employer need, as expressed in the postings. OED provided an HWOL data extract for this Assessment.

Each of these sources can provide occupation-specific information useful for prioritizing workforce investments. Each also comes with important limitations, some of which we discuss below. Many additional metrics derived from these data, beyond those identified below, are possible, and we recommend further exploration on this front in the future.

The appendix includes two potential measures for each priority occupation: growth rates in occupational median wages and the ratio of HWOL job postings to occupational employment for 2023 to 2025. The HWOL metric provides one measure of employer need relative to workforce size.[18] Because the extent to which employers create online job postings for a position likely varies by type of occupation, change over time is likely more useful than specific levels.

As an example, the State might want to prioritize occupations from the priority list with both strong wage growth and demonstrated employer need for candidates. Applying the two metrics described above, we find five occupations that had top-quartile median wage growth between 2023 and 2024, top-quartile growth in HWOL postings per employee in the occupation, and at least ten HWOL postings per year, identified in Exhibit 19.

Exhibit 19: High wage-growth / high-postings growth priority

OCCUPATION	2024 EMPLOYMENT	AVG. ANNUAL OPENINGS	MEDIAN WAGE GROWTH 2023-24	PCT. INCREASE IN POSTINGS PER OCC. EMP. 2023 TO 2024
Computer Network Support Specialists	2,037	141	5%	30%
Environmental Science and Protection Technicians, Including Health	441	72	13%	14%
Industrial Engineering Technologists and Technicians	927	81	15%	137%
Insurance Sales Agents	5,333	404	9%	9%

[18] We included HWOL as the example, rather than JVS data, because postings counts were available for many more occupations than for JVS. We recommend considering both sources to assess near-term employer needs.

Veterinary Technologists and Technicians	1,656	191	7%	12%

Data sources: OED occupational projections, OEWS, and HWOL

Career pathways

The Assessment priority occupation methodology incorporates a measure of potential wage advancement—the ratio of an occupation's 75th percentile wage to the 25th percentile wage. While useful, this within-occupation wage advancement is only a small piece of how individuals advance in their work life. Developing clear, meaningful career pathways that articulate education, training, and employment progressions is critical to creating adequate and appropriate education and training capacity. Clear communication of these pathways to potential workers can help to broaden the pool of potential workers while providing resources for upward mobility, particularly for critical occupations with relatively low wages that might best serve as a stepping-stone to self-sufficiency rather than as an end point, such as childcare workers and nursing aides. On the training side, well-articulated pathways that include stackable credentials benefit workers and employers by providing evidence of skill development as individuals work towards their goals. Such pathways also align with Workforce Pell requirements.

As with job quality below, developing occupation-specific descriptions of education, training, and career pathways was not possible for this assessment but should be pursued in the future. OED currently has access to information about progressions from one occupation to the next. Such data, coupled with data regarding Oregon's postsecondary pathways, could provide the building blocks necessary to do so.

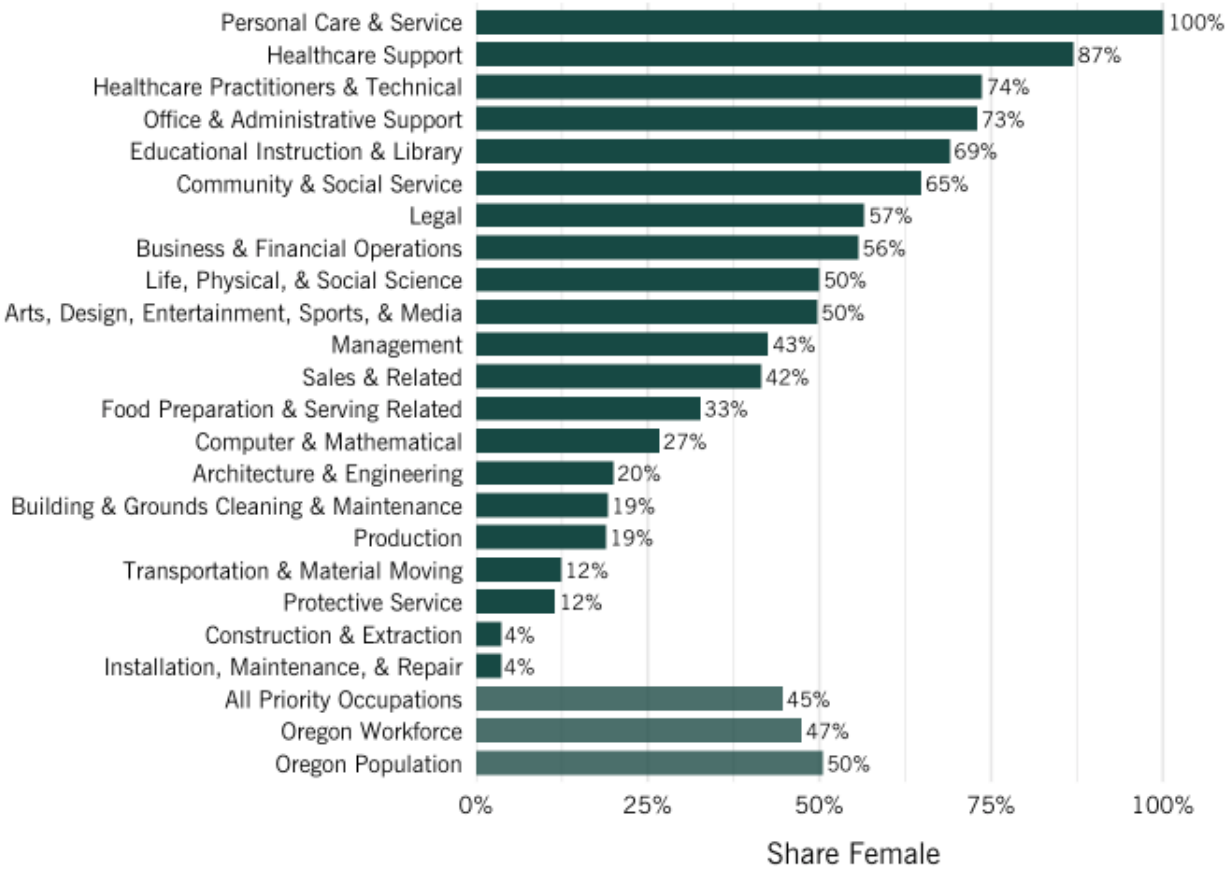
Job quality

Beyond wages, job attributes such as regular and predictable scheduling and comprehensive benefits packages play an important role in the extent to which a given job adequately supports a worker's financial self-sufficiency and broader well-being. Data regarding job quality attributes are less commonly available and less standardized than commonly used occupational characteristics such as median wages, but are increasingly recognized as important considerations for workforce development strategy, as illustrated in many of the workforce strategies reviewed for this project. Developing occupation-specific metrics for job quality was not possible for this Assessment. We recommend developing such information as a useful next step to enhance the Talent Assessment methodology. The federal Occupational O*NET program collects a large number of occupational characteristics, including type and location of work, level of exposure to hazardous substances, and many others, and could serve as a useful starting point, supplemented with other, less comprehensive data sources.

Occupational Demographics

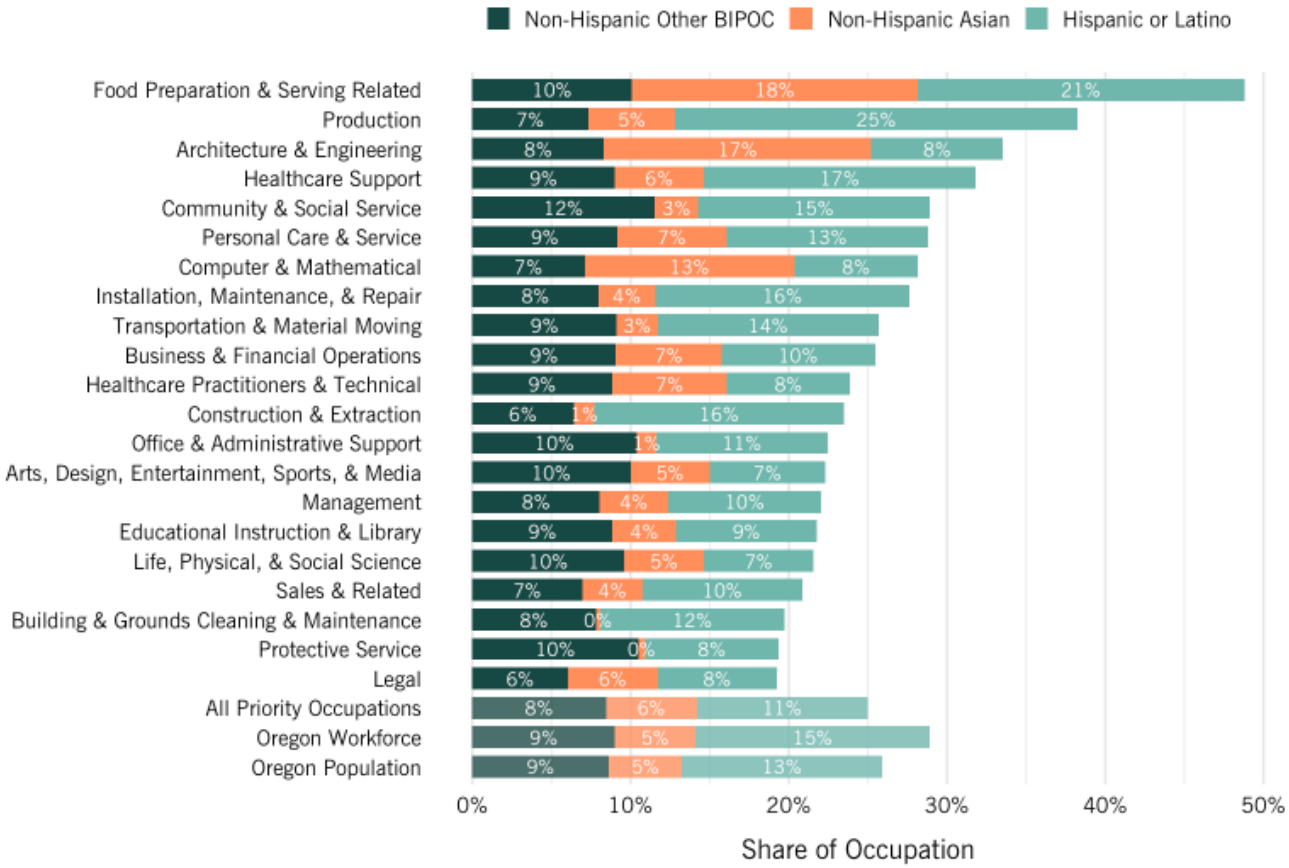
As with the in-demand sectors, examining the demographics of workers in the identified priority occupations highlights pre-existing disparities and suggests opportunities to broaden access to these occupations. Exhibit 20 and Exhibit 21, paralleling Exhibit 6 and Exhibit 7, show the share of employment in priority occupations by gender and race/ethnicity, respectively, for broad occupational groups. Also paralleling the analysis by sector, Exhibit 20 suggests the priority occupations are, as a group, slightly biased towards roles with smaller shares of female employment, relative to the workforce as a whole. In contrast, Exhibit 21 indicates that these occupations are less diverse than the overall workforce, whereas the in-demand sectors as a group comprise a workforce with a very similar distribution of workers across broad race/ethnicity groups. Because nearly all of the priority occupations provide relatively high wages, the differences noted above underscore the need to carefully consider equity in developing the associated training pathways to ensure workforce investments do not inadvertently reinforce preexisting disparities.

Exhibit 20: Share of priority occupation employees that are women, by occupational group, Oregon, 2024



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

Exhibit 21: Share of priority occupation employees that are BIPOC, by occupational group, Oregon, 2024



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

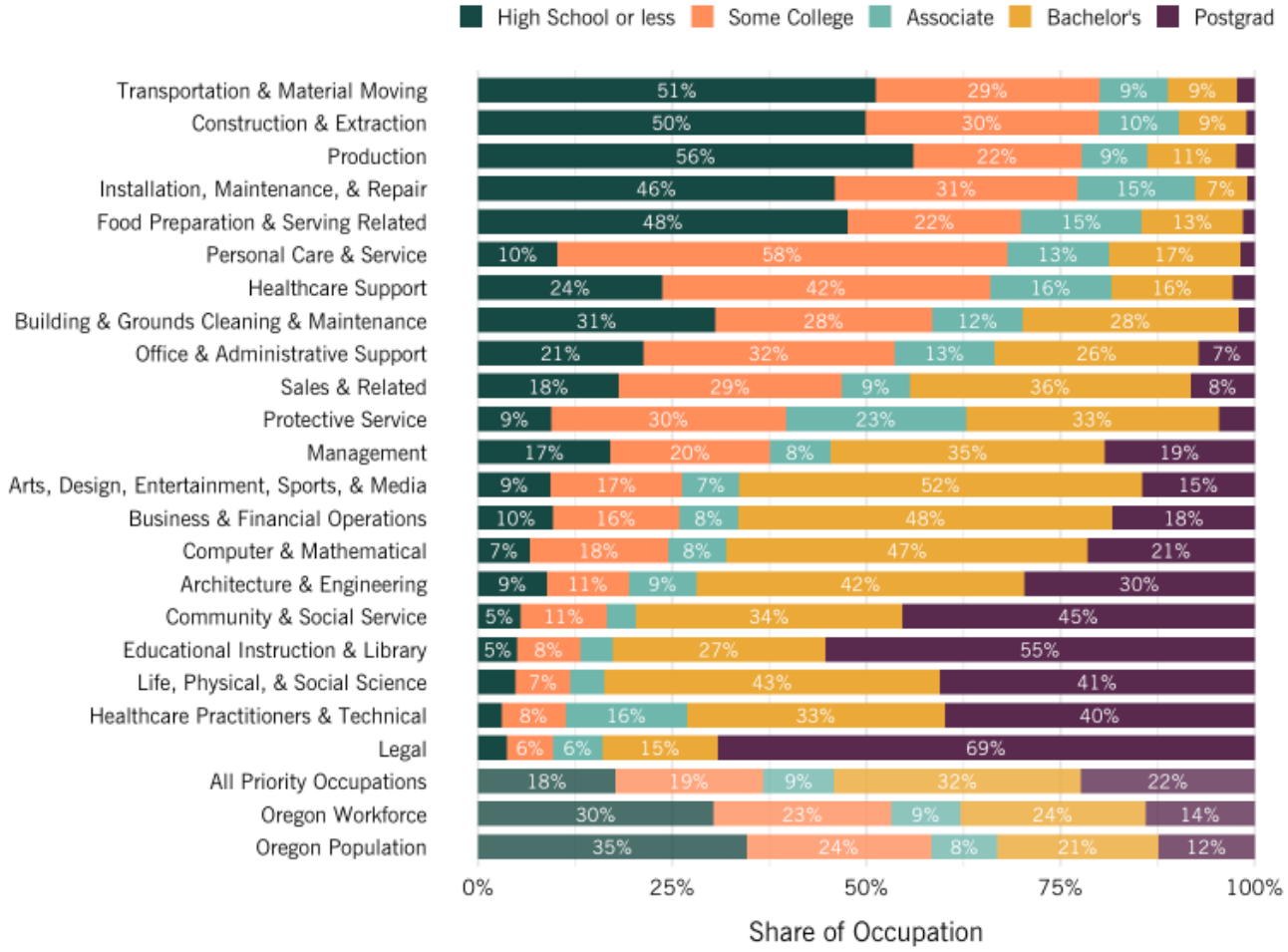
Exhibit 22 suggests differences in priority occupations, relative to Oregon's overall workforce, in the educational attainment of incumbent workers. Although attainment varies considerably across occupational groups, workers in the priority occupations are about 60 percent more likely to have a post-graduate degree, about 33 percent more likely to have a bachelor's degree, and about 40 percent less likely to have no college experience, compared to Oregon's overall workforce.

This is due to the high-skill selection criterion but is nonetheless important to quantify because of the intersection of attainment, gender, and race/ethnicity. As Exhibit 23 illustrates, occupations with higher educational requirements tend to have less diverse workers and also tend to pay higher wages. A basic regression analysis indicates that a one percentage point increase in the share of an occupation that is BIPOC is associated with a 6.5 percentage point reduction in the share of the occupation with an associate degree or higher. Similarly, a one percentage point increase in the share BIPOC is associated with median wages that are $1,002 lower, on average.[19] In other words, under current conditions, BIPOC workers tend, on average, to find employment in occupations that

[19] Coefficients were statistically significant with $p<0.1$ and $p<0.01$, respectively. Regressions were weighted by occupational employment.

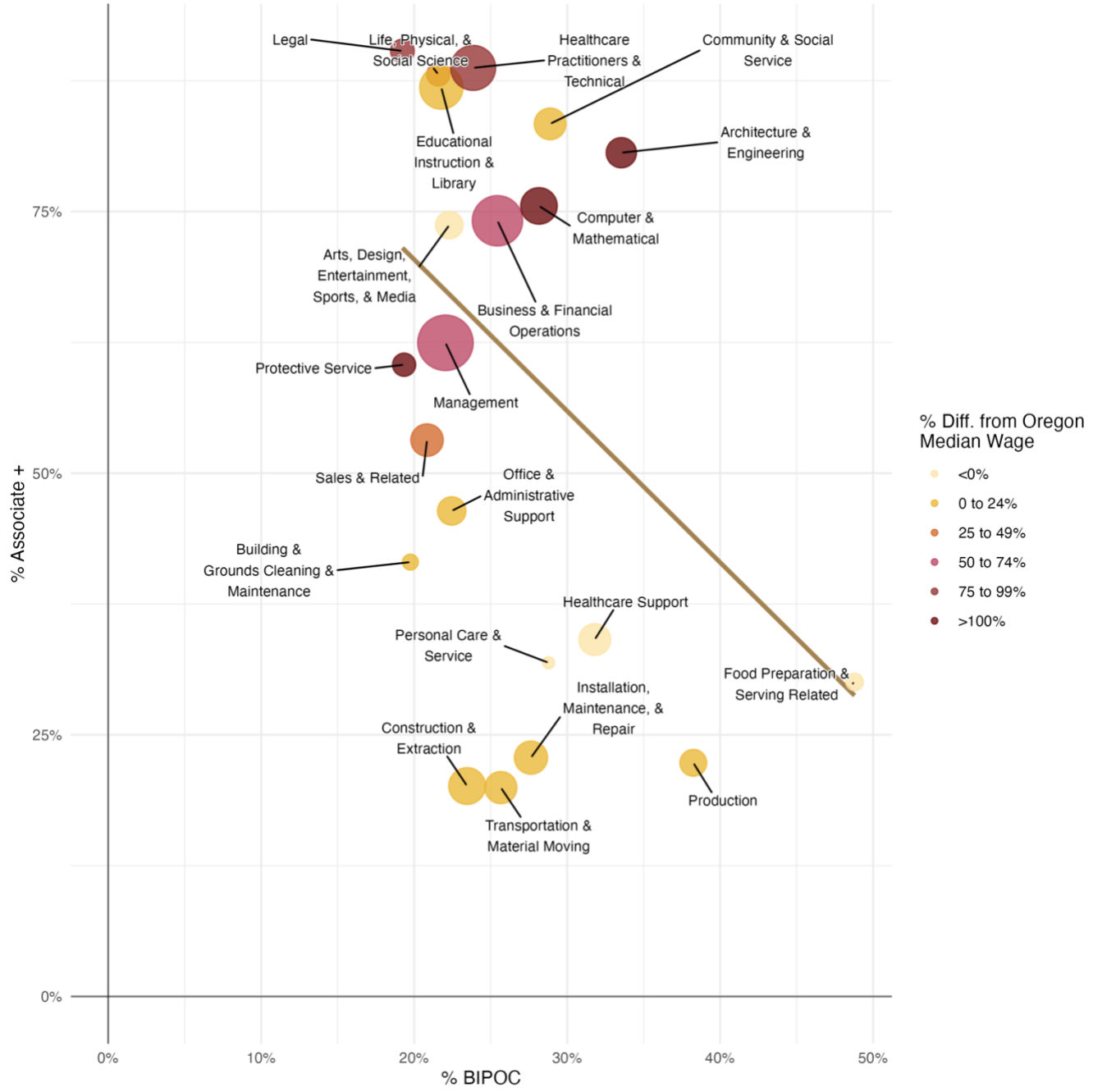
require less education and pay lower wages than do non-Hispanic white workers, an important consideration for the workforce system at large.

Exhibit 22: Educational attainment of priority-occupation employees, by occupational group, Oregon, 2024



Note: Includes employees ages 16+. Data source: U.S. Census Bureau (2024) ACS 5-year PUMS

Exhibit 23: Less racial/ethnic diversity among jobs with higher wages and educational attainment rates, Oregon, 2024



Note: The bubble size is occupational employment. The trend line is weighted by occupation group employment. Data sources: U.S. Census Bureau (2024) ACS 5-year PUMS; OED 2024-2034 Occupational Projections

5. Gap Analysis

The economy is complex and always evolving. No single approach to occupational analysis, when applied broadly to all types of jobs, will capture all relevant detail for a specific purpose, and no single data source contains all data elements of potential interest for all such reasonable purposes. As stated in the introduction, a central goal for this Assessment was to establish a transparent, replicable methodology that can be improved over time and extended for specific purposes as needed. The goal for the gap analysis presented in this section is similar, to present a framework for characterizing the relative supply of and demand for skillsets associated with the priority occupations as a building block for application-specific analysis that is inevitably needed to implement change in the field.

In this section we first present an analysis based on readily available data that lacks important details. For example, we were not able to obtain detailed apprenticeship information from BOLI for this project, even as apprenticeships are critical to training workers for many priority occupations, particularly in the construction trades, but also in other sectors. Future Assessments should build on and enhance the approach described below.

The section concludes with a summary of the main themes and findings from the engagement phase of the project, which identify gaps, challenges, and opportunities in Oregon's workforce system.

Credential Supply Relative to Anticipated Occupational Demand

The preceding section describes anticipated employer demand for the priority occupations. Pairing this information with data about the supply of trained individuals quantifies the relative capacity of the state's education and training pathways to meet identified needs, providing an important input into short and long-term workforce development strategies. We focus below on the supply of postsecondary credentials for the postsecondary programs associated with each of the priority occupations. We also present information about migration, which can support or deplete local training pathways, depending on net flow of trained individuals in or out of the state. Finally, we describe the demographics of the workforce relative to those of postsecondary completers. Doing so in part underscores longstanding barriers to full participation in the workforce by some populations but this, in turn, highlights areas of focus for efforts that seek to broaden access to priority occupations. Addressing the apparent disparities benefits workers, who may ultimately gain better access to rewarding training and careers, and employers, who benefit from a broader pool of job applicants to recruit from.

To compare credential supply to occupational demand we first connect each priority occupation with one or more postsecondary instruction programs. Some occupations on the

list, such as reinforcing iron and rebar worker, have no associated Classification of Instructional Programs (CIP) code, although an apprenticeship exists and the occupation meets the high-skill criteria. Other occupations are associated with multiple programs, such as project management specialist, which is associated with management programs in distinct fields like business, science, and construction. Some programs, in turn, are relevant to multiple occupations. We relied for this analysis on a national crosswalk that does not necessarily align exactly with programs and occupations in the Oregon data. Future assessments should work to further align these data to the Oregon context for priority occupations.

The second step identifies the number of postsecondary certificates and degrees associated with each occupation that were awarded by Oregon institutions on average, over the most recent five years of data available (2020-2024).[20] We assign these credentials to the associated occupation separately for the education levels (entry-level, competitive) associated with the occupation. The final step calculates the ratio of the credential count to the number of job openings associated with the identified programs. We use this broader measure of openings because an employer seeking an individual with a given credential must compete with all other employers seeking the same, even if they are hiring for different occupations and roles.

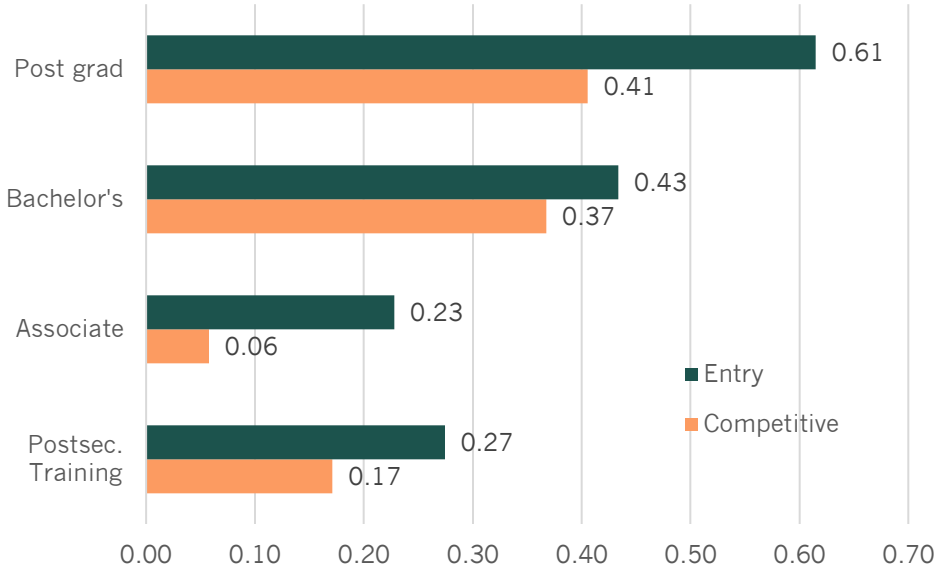
The result provides one measure of relative system capacity to train needed workers. Exhibit 24 aggregates the result across education level. The appendix provides similar output for each priority occupation separately. Numbers in the chart less than 1.0 indicate that the number of relevant credentials awarded annually falls below the anticipated average number of openings annually over the next decade—lower numbers indicate more scarcity of credentials relative to openings (in practice we see very few examples where the gap metric is greater than 1.0). For a variety of reasons, described throughout this section, the gap metric is not a definitive assessment of capacity but is suggestive of relative shortages and is a better measure for individual occupations.

Across educational categories, credentials at the entry-level education level are relatively more plentiful than at the competitive level.[21] Further, we find relatively better supply for more advanced credentials, indicating that the largest strains on training capacity occur at the community college level, although the gap metric varies substantially across occupations within a credential level.

[20] The analysis also includes a limited amount of data on apprenticeship completions from the U.S. Department of Labor.

[21] Note that the occupations captured in the exhibit's "entry" metrics can differ considerably from those in the "competitive" metrics. For example, we have 23 occupations with an entry-level education level of associate degree and 26 with a competitive education level of associate degree. Only seven occupations have associate degree as both their entry-level and competitive education levels. In addition, the associated number of openings and credentials awarded can vary considerably between entry-level and competitive for the same credential level (e.g., associate degree).

Exhibit 24: Completions per CIP-associated opening, by entry-level and competitive education levels



Data sources: OED 2024-2034 Occupational Projections; NCES IPEDS 2020-2024; U.S. DOL 2024

Exhibit 25 provides additional perspective, aggregating the gap metric by occupational group and education level. Some occupational groups have associated postsecondary programs but few or no options within Oregon (very small numbers in the exhibit). The highest number in the exhibit, 1.34, is for a single legal occupation that has an entry-level education of professional degree: lawyers. This does not mean Oregon graduates too many lawyers but rather suggests that, if all graduating lawyers sought work in Oregon, many would likely be unemployed for a period of time.

Exhibit 25: Completions per CIP-associated opening, by occupational group

	Entry-level education				Competitive education level			
	Postsecondary training	Associate degree	Bachelor's degree	Post-graduate	Postsecondary training	Associate degree	Bachelor's degree	Post-graduate
All priority occupations	0.27	0.23	0.43	0.61	0.17	0.06	0.37	0.41
Management	0.00	0.21	0.40	0.35	0.01	0.03	0.40	0.13
Business & Financial Operations		0.00	0.17				0.20	0.16
Computer & Mathematical	0.31	0.00	0.13				0.16	0.02
Architecture & Engineering	0.55	0.11	0.44			0.20	0.01	0.28
Life, Physical, & Social Science		0.17	0.24	0.31			0.19	0.26
Community & Social Service	0.43		0.10	0.83	0.43		0.26	0.30
Legal	0.00	0.11		1.34			0.00	1.34
Educational Instruction & Library		0.07	0.43	0.70	0.01		0.02	0.48
Arts, Design, Entertainment, Sports, & Media	0.12	0.32	0.53		0.12		0.42	0.00
Healthcare Practitioners & Technical	0.20	0.23	0.29	0.44	0.22	0.22	0.36	0.33
Healthcare Support	0.20	0.28			0.20	0.28		
Protective Service	0.10					0.14	0.11	
Food Preparation & Serving Related	0.08				0.02			
Building & Grounds Cleaning & Maintenance					0.10			
Personal Care & Service	0.57				0.57			
Sales & Related	0.01		0.01		0.01	0.00	0.00	
Office & Administrative Support	0.00					0.02	0.00	
Construction & Extraction					0.29	0.09		
Installation, Maintenance, & Repair	0.20				0.05	0.13		
Production	0.15				0.11	0.00	0.03	
Transportation & Material Moving	0.01	0.33			0.01		0.00	

Note: Blanks indicate no associated programs of study for the priority occupations in a group. Data sources: OED 2024-2034 Occupational Projections; NCES IPEDS 2020-2024; U.S. DOL 2024

In addition to the technical limitations in the data, the gap metric is best treated as a guide to potential shortages and for additional analysis relevant to specific programmatic options. First, no one has a clear crystal ball. OED employment projections are based on the Department's best guess about the future but predicting precisely the demand for over 800 specific occupations is an impossible task, let alone disaggregating these projections by region or other dimensions—they are however, the best information we have. At present, employer demand might be more uncertain than usual, due in part to artificial intelligence changing how work is organized; inputs and assumptions should be updated as economic and labor market conditions change.

The credential award data are a historical census of awards and therefore relatively more precise, but measuring the supply of newly trained workers for specific occupations is also challenging. Migration, addressed in part below, can ease or widen workforce gaps as regional supply depends on who moves into the area and who leaves, and workers do not necessarily seek or find employment where trained. Further, employers compete for talent in an increasingly global labor market, particularly for jobs requiring degrees.

Educational requirements assigned to occupations by OED, BLS, or others are also not perfect. Employers often hire workers with more, less, or different training than formal occupational classifications suggest and instructional-program-to-occupation crosswalks are imperfect. Many occupations do not have a single direct path from program to employment. Finally, as noted above, the credential award data provide incomplete information about known training pathways. Pathways such as industry certifications, credential stacking, and employer-sponsored training can add to supply in ways formal postsecondary completion data don't capture.

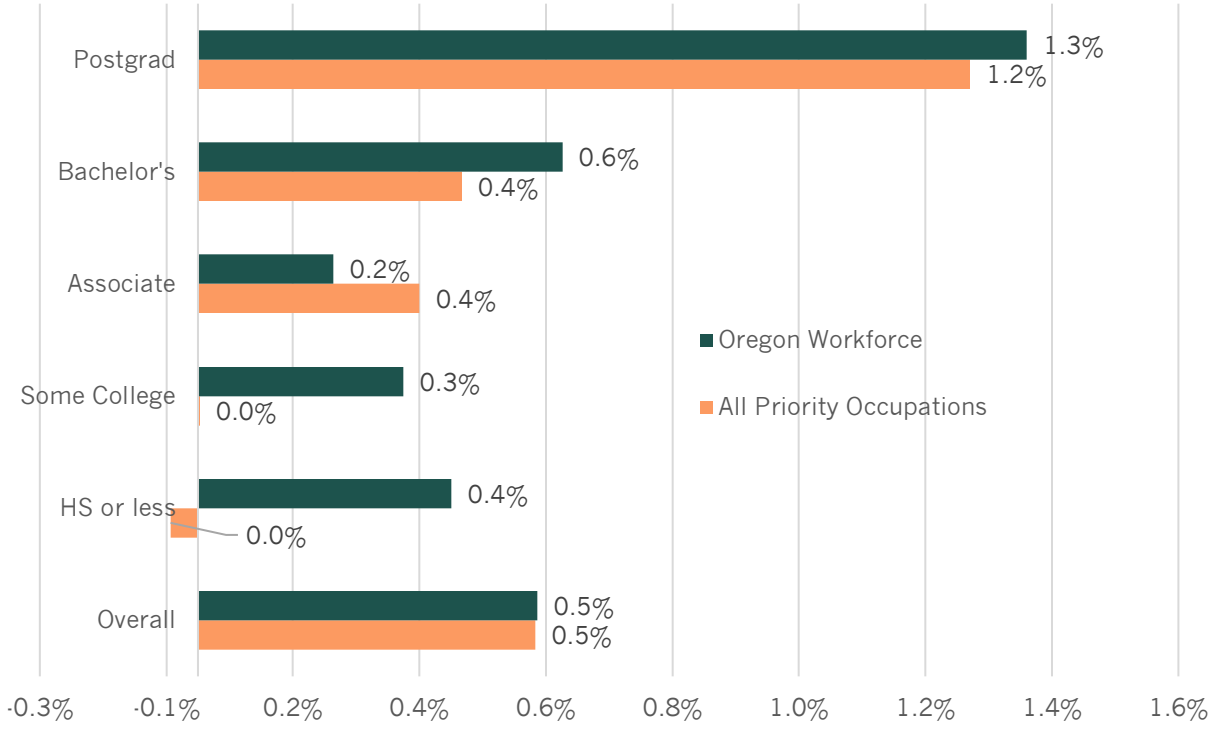
Despite these limitations, this type of gap analysis nonetheless helps to identify opportunities to align training programs with future workforce needs through program expansion or new program development. The analysis highlights likely pressure points; however, not all apparent credential gaps require strategic investment. Rather, the analysis provides a data-informed framework to identify emerging issues, interpret employer concerns, and guide workforce planning.

Migration

Exhibit 26 addresses the potential effects of interstate migration on the availability of trained workers. We used ACS data to estimate the share of Oregon's workforce in a priority occupation that moved into Oregon in the prior year as well as the share that moved out of the state in the prior year. The net of these two flows suggests the extent to which interstate migration expands or contracts the pool of available talent on an annual basis. The available data are not sufficient to provide estimates for very many individual occupations and so results are aggregated by educational attainment of the workers. The exhibit suggests that migration of employed workers increases worker supply in priority occupations and across the broader workforce, easing some of the constraints suggested by Exhibit 25, but net in-migration of workers is relatively small except for individuals with postgraduate degrees, and

is essentially zero for individuals with some college or less among priority occupations.[22] As with other metrics, net migration likely varies considerably for specific occupations.

Exhibit 26: Net in-migration for priority occupations as a share of current priority occupation employment, by educational attainment of workers



Note: Net in-migration calculated as the number of individuals employed in a priority occupation in Oregon who moved to Oregon in the prior year minus the number of individuals employed outside Oregon who moved out of the state in the prior year, divided by current Oregon employment in priority occupations.
Data source: ACS 5-year PUMS, 2024

Demographics

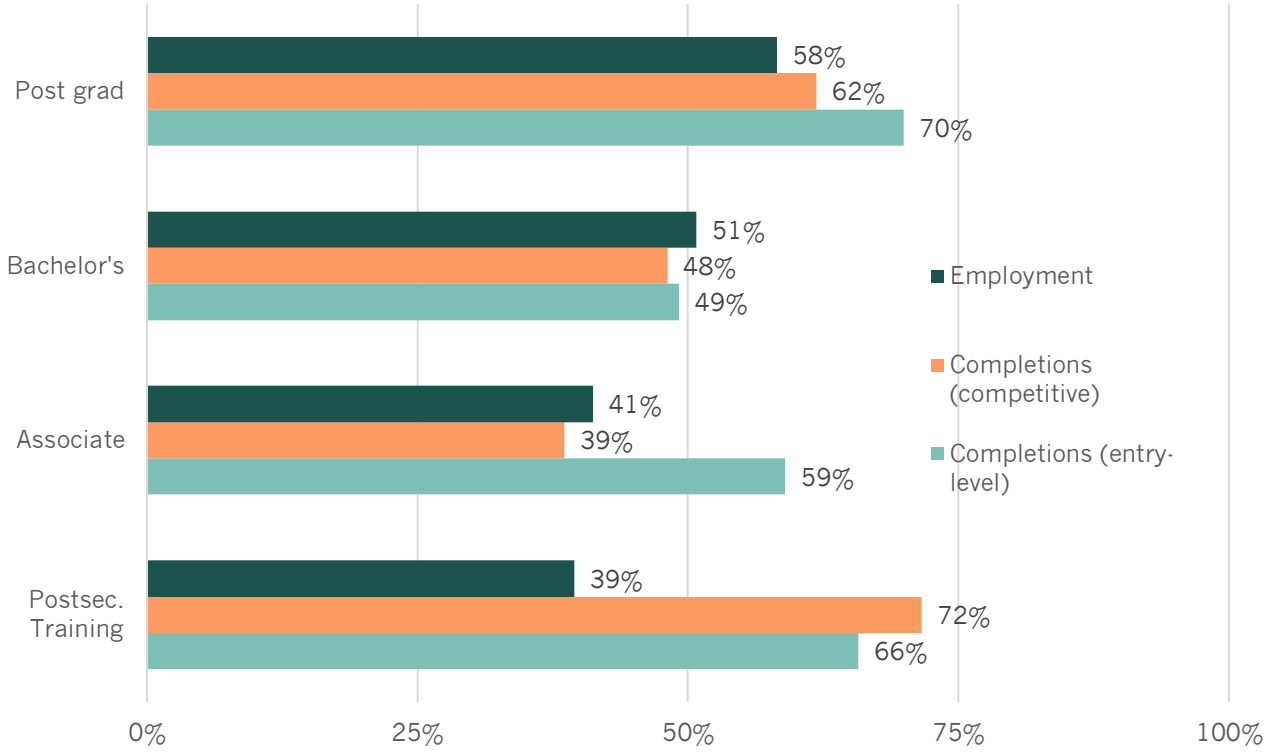
Exhibit 27 and Exhibit 28 compare workforce demographics to those of postsecondary completers of programs associated with the priority occupations. In general, completers are more often women and more racially diverse than employees in the priority occupations associated with the relevant postsecondary programs. Bachelor's-level occupations for women are the most obvious exception. This suggests a potential disconnect in the pathway from education to career for many individuals.

One factor driving this result is likely that the population has diversified and employment has not caught up because less-diverse, older, incumbent workers have not aged out of the labor force. However, findings from the engagement for this Assessment, prior Talent Assessments, and other workforce studies commissioned by the HECC suggest significant barriers in access to training and employment among historically underserved populations.

[22] Note that the data do not provide a full picture regarding the potential supply of workers for a given occupation. For example, those who are unemployed and those who work remotely for an Oregon employer if out of state, or remotely for a non-Oregon employer if living in the state.

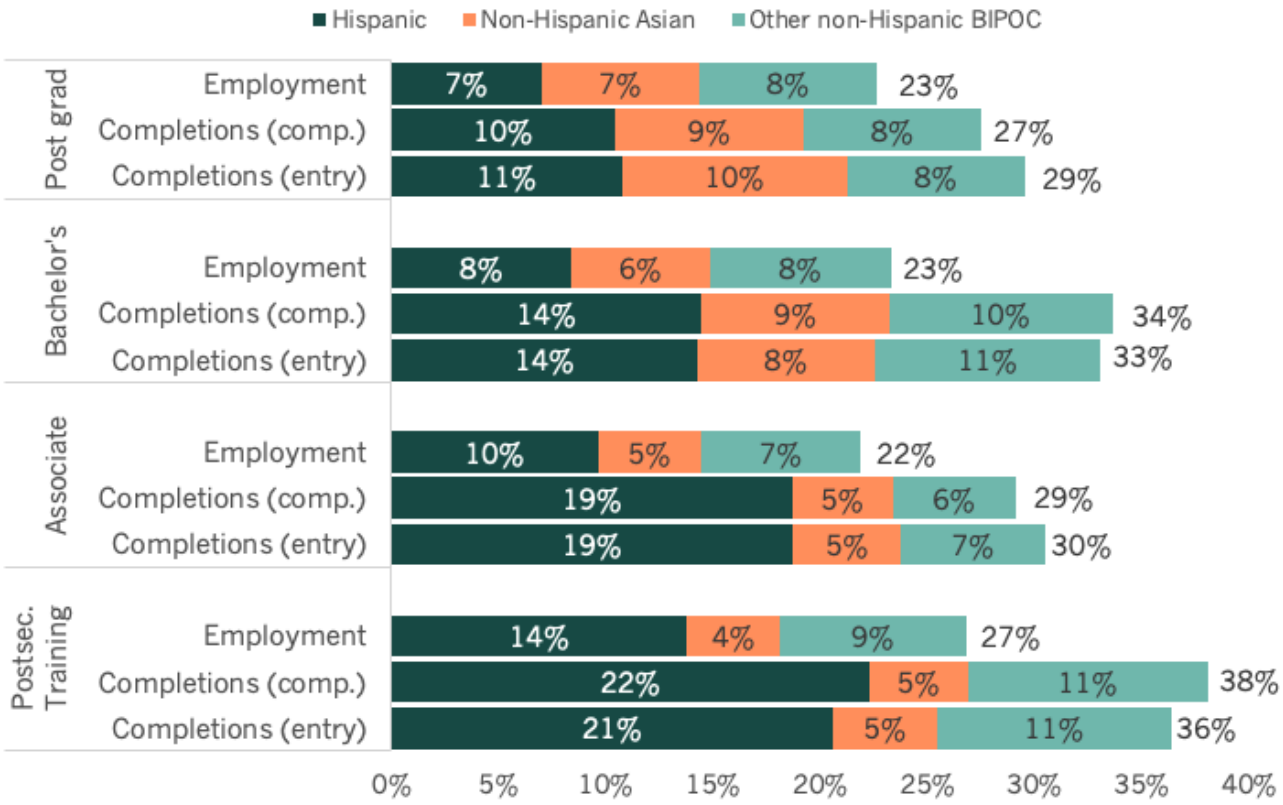
Understanding and addressing these barriers benefits not only individuals from these populations but also employers, who may be able to overcome existing workforce challenges with a broader pool of potential workers to draw from.

Exhibit 27: Gender (share that are women) among employees in priority occupations versus recent recipients of relevant postsecondary credentials, by priority occupations' education level



Data sources: OED 2024-2034 Occupational Projections; NCES IPEDS 2020-2024; U.S. DOL 2024

Exhibit 28: Race/ethnicity among employees in priority occupations versus recent recipients of relevant postsecondary credentials, by priority occupations' education level



Data sources: OED 2024-2034 Occupational Projections; NCES IPEDS 2020-2024; U.S. DOL 2024

Engagement Findings

As described earlier, the brief engagement phase for this Assessment involved interviews with about 20 individuals, mostly employers working in a variety of industries across Oregon, with a moderate emphasis on the technology sector.[23] Interviewees had a diversity of roles in their respective industries, including executives, technical leaders, recruiters, and hiring managers. This section describes the main themes and findings from those interviews, in three categories. The appendix provides the list of interview questions.

Contextual Factors

Wages are a critical constraint in manufacturing, small business, and entry-level roles. Particularly in lower wage roles, participants noticed more attrition, as wage competition led to job hopping. One interviewee said, "The trend is simple. Those employers who pay more end up with a more sustainable program. When you pay more you also expect more from your workforce."

[23] About half of interview participants were based in the Portland metro area, concentrated in technology, clean energy, and semiconductor roles, with the other half from regions across Oregon, including southern Oregon, the Columbia Gorge, and rural or statewide firms or positions not tied to a specific location.

Employers identified a gap in finding workers with mid-level experience. Interviewees noted that entry-level jobs are easier to fill but more difficult to retain because of a lack of job readiness, while retention challenges with mid-high-level jobs are based more on career growth, incentives, and cost of living. Participants also noted difficulty finding employees in skilled trades and technical roles, highlighting shortages in engineering and specialized manufacturing jobs.

Factors beyond training shape the efficacy of workforce development programs. Constraints underlying workforce programs include housing affordability, lack of childcare, and weak pipelines from K-12 to industry. These limit both worker participation and employer expansion. One interviewee said, "Affordable housing is the number one issue for employees at this facility. The second is transportation and the third is child-care, as a high number of current employees are single parents." Another indicated that "housing costs are probably the biggest place-based challenge for workers."

Childcare and early childhood education are foundational to Oregon's economy, as they enable labor force participation across all industries—"the work that makes all other work possible." Yet the sector faces persistent capacity constraints driven by staffing shortages in entry-level roles. Interviewees attributed hiring challenges to low compensation and limited benefits amid rising cost of living, long hours, and unclear career pathways, even as the work demands high levels of relationship-building, social-emotional, and cultural competency skills and, increasingly, business acumen in small-center settings. Moreover, narratives that downplay the expertise needed for childcare work reinforce inequities. Many childcare providers are women of color and among the lowest paid; the sector's stability—and that of the statewide economy—would benefit from clearer advancement pathways, acknowledgment of the sector's role, and higher compensation of childcare work.

Program-Level Focus

Early exposure and education are key. One interviewee said, "The educational system (K-12 and community colleges in particular) should engage industry earlier and more often. The skills being taught do not match what industry needs. Students don't seem to be able to see non-college pathways to high-wage careers." Another said, "Local welding training programs do not train more-advanced welding and fabrication techniques.... Perhaps these skills will always be taught by industry, rather than the educational system. Basic skills that schools do teach, and could do more of / do better, include blueprint reading, welding symbol

> *"Where we're struggling as a state [is] we're not starting young enough. Oregon isn't filling the pipeline – need to look down into K-12 to adequately steer young people into career. Keep up awareness that traditional college is important but also that [career and technical education] is equally important. For as impactful as Silicon Forest is to Oregon, the [CTE] programs don't seem to be as robust or built out. Should be a priority focus in the Portland metro in particular."*
>
> –Semiconductor Industry Professional

reading, geometry and trigonometry. K-12 schools in particular need to make mathematics important to non-college-bound students. Explain why and how someone not going to college might use geometry to build a good career; include presentations from area employers."

Workforce development programs should emphasize essential employability skills and focus on industry needs. One participant said, "Inability of entry-level employees to exhibit soft skills has affected retention rates. There are not a lot of employees that self-select out of the company, it is usually due to the employee not being able to exhibit skills such as showing up to work on time and being reliable." Another reported they're "not struggling with technical skills, really the struggle is interpersonal – how do you handle conflict in the workplace? How do you maintain composure in the face of adversity, high pressure and stress. Basic 'how to work in a workplace' is missing...people can hide behind skillsets."

Education and training programs often lag industry needs. Interviewees also indicated that education curricula, both K-12 and college, fails to meet industry needs in a timely manner. As a result, employer-led training, short-cycle programs tied to real projects, and incumbent worker upskilling are seen as the only mechanisms to keep pace. Additionally, even when candidates are credentialed, graduates often lack applied experiences to sufficiently complete their job role. Further, employers noted there were not enough robust training programs to bridge that gap. Participants pointed toward apprenticeships and training programs as successful interventions, however, noted that many fail due to inconsistent demand, poor design, and weak employer alignment.

Skills are becoming increasingly important compared with traditional credentials. Participants reported a shift away from credentials toward applied skills as the primary hiring consideration. The extent to which credentials matter depends on the field, with participants from more technical fields (i.e., engineering, business development, and licensed trades) citing the importance of credentials. While the AI landscape is still evolving, participants noted that AI and digital fluency broadly is becoming a baseline expectation across roles across different industries. Overall, employers are prioritizing human skills such as problem-solving, communication, and reliability. In the tech sector, employers indicated that human skills are consistently the largest deficit in their workforce.

> *"Credentials are not important. Skills are important. If a credential program is to be created for the welding/fabrication industry, ensure that it actually means something, that people who secure that credential actually have the skills the credential claims. That hasn't always been the case."*
>
> –Manufacturing Industry Professional

Training and financial incentives often improve retention rates; however, they require significant investment from employers. One interviewee explained, "Generally speaking, a lack in internal resources for [training] can drive people to leave. If they don't have clarity in their job or trajectory, they won't perform as well and are more likely to seek other opportunities." Another said, "Long-term incentives have been a good way to retain mid-

senior engineers (e.g., equity, bonuses) making them feel like they are part of the company's success."

System Improvements

Data can and should better, and more frequently, inform workforce decision-making. Participants reiterated the importance of real-time data to make informed decisions around hiring, training, and overall workforce development, while noting that suppression of data for rural areas limits its usefulness. Participants noted that emerging needs are not captured in the data (e.g., AI integration and hybrid occupations). Beyond the frequency with which data are updated, participants wanted better tracking of outcome data (i.e., placement, wage progression, and skill acquisition). One interviewee said, "The question [is] how AI will affect and accelerate changes in the identified data – is data out of date as soon as it's published? Do we prioritize occupations that are less subject to the tech driven (AI in particular) changes? Are occupations filtered by durability in the workplace?"

The workforce development system is too fragmented. Interviewees, especially those familiar with statewide or local workforce development initiatives, expressed frustration with fragmentation and siloing in Oregon's workforce development system. Participants advocated for a statewide, unified, cross-sector workforce development coordination model, driven in part by the insights of the Talent Assessment, with the authority to consolidate input and standardize practices while recognizing the autonomy of local workforce development boards. One interviewee commented, "We do a lot of studies and not enough implementation." Training program failures often stem from misaligned incentives and poor metrics (e.g., apprenticeships without sustained employer demand). Failures are most visible in new sectors (e.g., clean tech) and cross-cutting areas (e.g., AI) where the pace of training programs lags the rate at which those fields are evolving.

The Talent Assessment should drive policy decisions and action. Interviewees hoped that the Assessment will be used to lead large-scale institutional change (e.g., starting career pipelines during K-12). Participants also wanted the Talent Assessment to prioritize employer-driven training, incumbent worker upskilling, and trades pipeline. Finally, interviewees wanted the Assessment to incorporate broad factors that influence the employee and employer landscape (e.g., tax policy, housing costs, and business climate) as these factors directly influence employer location decisions and thus labor demand.

> *"Workforce development systems should use this [Assessment] information to rethink how they are currently allocating resources and funds. More emphasis and funding should be put directly into the hands of employers for employer managed training."*
>
> –Forestry and Wood Products Industry Professional

6. Conclusions and Recommendations

Conclusions

The 2026 Oregon Talent Assessment provides a methodological foundation for a more aligned workforce strategy. Using the methodology, the Assessment identified 15 in-demand sectors, 209 priority occupations, potential credential gaps, and equity considerations to guide future investment. The methodology intentionally casts a relatively wide net to thoroughly describe the range of industries Oregon invests in and range of occupations that support the state's prosperity. As a result, the sector and occupational lists provide a menu of options rather than a prescriptive road map. The report proposes and discusses additional metrics that should be used to support decision making, including indicators of scarcity such as recent wage growth, job vacancy, and job postings, as well as measures of job quality.

The Assessment demonstrates the need for—and begins to provide—stronger alignment in terminology and approach to identifying priority sectors and occupations, estimating training capacity, and addressing employer needs and the barriers workers face. Oregon should maintain and refine the Assessment's repeatable methodology, use the findings to move from analysis to implementation, and focus investments on training quality, public-private partnerships, articulating and developing advancement pathways, and supportive services. Equity, access, job quality, and retention should shape every strategy so more Oregonians can enter, advance, and remain in careers that offer competitive wages, stability, and opportunity.

Recommendations

The following recommendations are based on the analysis and findings described in this report, organized into three categories: System Alignment, Data and Methodology, and Gap Mitigation and Equity Improvements. The work plan for this Assessment did not include a strategy or action plan with responsible actors or timelines but we recommend the development of such a plan. This Assessment is concluding just prior to planned transitions occurring in Oregon's workforce system, that of some workforce programs, including Title 1 and WTDB programs, transferring from HECC to OED as part of the OED Customer Service and Workforce Strategies Action Plan.[24] These changes are intended to better integrate statewide workforce strategy with the State's core labor market infrastructure—employment services and labor market information—while maintaining strong alignment with education and training partners.

[24] https://www.oregon.gov/employ/Agency/Pages/Customer-Service-Workforce-Strategies-Action-Plan-.aspx

The transition aligns with several of the recommendations below and reinforces the emphasis on using OED's projections and other workforce datasets as a foundational base for this methodology and translating findings into coordinated actions across workforce, education, and economic development systems. A strategy or action plan should include actors, timelines, and accountability frameworks for each component, to ensure continuous improvement in Oregon's workforce system.

System Alignment

Work toward a statewide, unified, cross-sector workforce development coordination model that considers the roles of the Workforce and Talent Development Board, state agency leadership, the Governor, and other workforce partners, driven in part by the insights of the Talent Assessment, with the authority to consolidate input and standardize practices while recognizing the autonomy of local workforce development boards. The model should ensure coordination with state economic development agencies and efforts to ensure alignment of public-sector initiatives that support economic prosperity.

Use the Talent Assessment to drive implementation across systems. Use the Assessment to set shared priorities across education, workforce, and economic development agencies, with clear ownership and follow-through. That work should also account for housing, childcare, transportation, and other barriers that limit worker participation and employer expansion.

Put essential employability skills and digital fluency at the center. Employers consistently pointed to reliability, communication, problem-solving, conflict management, and workplace readiness as major gaps, and they increasingly view AI and digital fluency as baseline expectations. Workforce programs should emphasize these skills alongside technical content. The Oregon Employability Skills Curriculum, a collaboration across industry and education experts in Oregon, is an open-access resource designed to help Oregonians learn and develop skills through hands-on learning and in-class experiences as they transition from school to the workforce.[25]

Move toward skills-first pathways while protecting credential quality. Employers increasingly hire for demonstrated skills, but credentials still matter in many fields. Oregon educators and training programs should collaborate with employers to understand in-demand skill sets and job-relevant competencies and how to teach them well while maintaining the integrity of occupation-specific education and training.

Align education and industry earlier, especially in CTE and technical fields. Employer involvement in K-12 (especially high school) and postsecondary curriculum design could help bridge some of the gaps described by industry representatives. Students also need

[25] https://www.oregonemployabilityskills.org/

earlier exposure to noncollege pathways and clearer examples of how classroom learning connects to real careers.[26]

Expand work-based learning and employer-led training. Engagement participants stressed the need to invest more in CTE, apprenticeships, short-cycle training, and incumbent worker upskilling, prioritizing programs with sustained employer demand and clear measures of quality. Programs that are weakly designed or poorly aligned with employers are less likely to produce durable results.

Focus on retention and advancement in mid-level and hard-to-fill roles. Employers described persistent gaps in mid-career talent, skilled trades, engineering, and specialized manufacturing, and they linked retention to wages, training, career growth, and long-term incentives. Oregon should prioritize evidence-based strategies that help employers keep and grow talent, not just recruit entry-level workers.

Data and Methodology

Continue to improve data collection about industry structure, composition, and training and education pathways. Accurate, comprehensive accounting of sectors' operations is key to workforce planning and attracting and informing future workforce investments. Several in-demand sectors, such as tourism and clean energy/clean tech, are reasonably easy to define in plain language but not easily characterized using standard industrial and occupational classification systems, and are applied with different definitions across the state. Through collaboration among state and regional workforce and economic development entities, standardizing and refining data collection for these sectors would improve accuracy and reliability of efforts like this Assessment. OED has devoted resources to more precisely defining employment in the forestry and wood products sector than is possible with standard data sources alone. Similar efforts to standardize definitions across in-demand sectors would support system alignment.

Continue coordinating with OED on terminology and benchmarks to improve statewide consistency and support Workforce Pell efforts. Clarity and alignment of terminology across agencies are fundamental to streamlining and improving workforce development in Oregon, and resolving current misalignment should be a priority. The high-wage definition, for example, was seen by some as too low, and by others as excluding important occupations. One suggested approach to the latter concern would provide an exception to the high-wage definition, in which credentials that do not lead directly to a high-wage occupation are nonetheless part of an articulated pathway that is associated with a high-wage occupation. More generally, addressing the former concern, the State should work to align expectations and definitions rather than commit to alternative, potentially conflicting,

[26] See the Oregon Semiconductor Talent Assessment for an example of an educational ladder framework intended to illustrate pathways between education and industry. https://www.oregon.gov/highered/strategy-research/Documents/Reports/Semiconductor_Talent_Assessment_Jan2024.pdf

criteria. This alignment is also critical to facilitating development of and maintaining Workforce Pell-eligible programs.

Continue working with BOLI, ODE, and OED on data access. As noted earlier, we requested from BOLI but did not receive data regarding pre-apprenticeship and apprenticeship program participation and completion. Understanding pre-apprenticeship and apprenticeship program participation and completion and how well the programs support employment in relevant sectors is key to assessing available career pathways as well as program effectiveness. In addition, there is little publicly available information regarding students who participate in and complete CTE programs (previous requests for detailed program enrollment data have resulted in counts of program counts and aggregated enrollment estimates). In addition, the research team recommends continuation of conversation with OED about addressing the data gaps in publicly available industry and occupation data to increase reliability and transparency of the Assessment methodology.

Continue efforts to link and analyze CTE, apprenticeship, postsecondary, and employment data. Oregon has made progress in recent years linking the large educational, training, and employment databases held by the state. These linkages provide a powerful resource for understanding the adequacy and effectiveness of public education and training programs in supporting workforce needs and individuals' employment success. But significant work remains. Understanding how well the state's CTE programs support employment in relevant sectors, for example, can provide concrete information about whether programs effectively foster high school students' interests in those sectors. Deeper and more consistent analysis of pathways, from high school through employment in in-demand sectors, will facilitate system-level improvements. Postsecondary institutions, and others, require ready access to this type of linked data as they pursue Workforce Pell eligibility.

Conduct quantitative analyses of participant-level education and employment outcomes for selected Oregon programs. The best information regarding program effectiveness would come from analysis of Oregon-specific, individual-level participation and outcome data that allows direct assessment of employment outcomes. This analysis would allow for development of a portfolio of consistent outcome metrics tailored to the needs of specific sectors (e.g., employment during a fixed period after entering or exiting a pathway; specific retention metrics and wage progression appropriate for career advancement). It would also facilitate monitoring of Workforce Pell-eligible programs. These analyses typically require tailored data-sharing agreements.

Improve data transparency and career navigation tools. Centralized, standardized workforce data repositories, career planning tools, and consistent language around skills and positions help workers seamlessly navigate postsecondary options and career transitions. Much of the necessary data exist but require additional synthesis and standardization to facilitate external communication.

Develop an Oregon Talent Dashboard to serve as a central repository of useful metrics derived from centralized, common workforce datasets. The Oregon Workforce Partnership suggests metrics, next steps, and an example dashboard in their recommendations in

advance of the 2027 legislative session.[27] Examples of states with occupational or talent dashboards include Virginia and Colorado.[28]

Gap Mitigation and Equity Improvements

Address credential shortages. The Talent Assessment is a tool to guide workforce development efforts in Oregon. Findings provide a starting point for identifying bottlenecks in talent development and should spur additional research by the workforce development system into occupations for which statewide and local credential production may fall short of state and local needs for training. Addressing shortages extends beyond just program development and expansion. Analysis can suggest opportunities to reduce barriers to training and employment that broaden the potential talent pool, potentially addressing equity gaps for BIPOC and women workers.

Improve job quality, support worker well-being, and articulate career advancement pathways: Many employers across industries cite difficulty attracting and retaining talent due to low wages and unfavorable working conditions. These challenges can be addressed in part through a focus on job quality and in some cases by actively supporting employee mental health and workplace resilience, but more importantly, through development and articulation of transparent career advancement pathways.

Streamline licensure and bureaucratic processes: In sectors facing staffing bottlenecks, such as healthcare and behavioral health, consider reducing licensing requirements—while maintaining an appropriate focus on health, safety, and transparency—and administrative regulations to accelerate labor market entry for qualified candidates.

Prioritize diversity, equity, and inclusion. Focus on training and recruitment opportunities for women, communities of color, veterans, and rural residents where data suggest significant underrepresentation in the workforce. Although men are not typically considered underserved, as is made clear in the Assessment data, they are considerably underrepresented in many occupations and academic programs. Exact parity across all domains is not a reasonable goal, but regions and collaboratives can set goals to strengthen pathways for any underrepresented group. Other possible actions include refining internal hiring practices, deploying culturally responsive training, and establishing affinity groups. Understanding and addressing barriers to education, training, and employment benefits not only individuals from these populations but also employers, who may be able to overcome existing workforce challenges with a broader pool of potential workers to draw from.

Mitigate structural barriers with wraparound supports. To enable workers—especially those from underserved populations—to initiate and sustain employment or training, it may

[27] *Recommendations to Advance Oregon's Prosperity Roadmap and Modernize Oregon's Workforce Leadership,* https://oregonworkforcepartnership.org/roadmap/
[28] https://voee.org/virginia-high-demand-dashboard/ https://coloradotalentdashboard.com/demand/top-jobs-and-careers/

be necessary to subsidize or provide direct wraparound services. These critical supports may include affordable childcare, transit and transportation, and housing assistance.

Enhance financial support for training and upskilling: Strategies to offset the costs of education include expanding tuition reimbursement, offering scholarships, funding micro-credentials, and directly investing in the joint upskilling of incumbent or displaced workers.

Next Step

As described above, the recommended next step is developing a strategy or action plan that accounts for planned workforce-system transitions and clearly assigns responsibilities, timelines, and accountability for each component to support continuous improvement in Oregon's workforce system.

7. Appendices

Contents:

- Exhibit A-1: In-demand sector definitions
- Exhibit A-2: Priority occupations
- Exhibits A-3 and A-4: Employment in priority occupations by competitive and typical entry-level education levels, by occupational group
- Interview guide and questions

Exhibit A-1: In-demand sector definitions

Industry Name	NAICS	Sector
Pharmaceutical and Medicine Manufacturing	325400	Advanced Manufacturing
Primary Metal Manufacturing	331000	Advanced Manufacturing
Forging and Stamping	332100	Advanced Manufacturing
Spring and Wire Product Manufacturing	332600	Advanced Manufacturing
Agriculture, Construction, and Mining Machinery Manufacturing	333100	Advanced Manufacturing
Other Industrial Machinery Manufacturing	333248	Advanced Manufacturing
Commercial and Service Industry Machinery Manufacturing	333300	Advanced Manufacturing
Ventilation, Heating, Air-Conditioning, and Commercial Refrigeration Equipment Manufacturing	333400	Advanced Manufacturing
Metalworking Machinery Manufacturing	333500	Advanced Manufacturing
Engine, Turbine, and Power Transmission Equipment Manufacturing	333600	Advanced Manufacturing
Other General Purpose Machinery Manufacturing	333900	Advanced Manufacturing
Electromedical and Electrotherapeutic Apparatus Manufacturing	334510	Advanced Manufacturing
Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	334511	Advanced Manufacturing
Aerospace Product and Parts Manufacturing	336400	Advanced Manufacturing
Medical Equipment and Supplies Manufacturing	339100	Advanced Manufacturing
Drugs and Druggists' Sundries Merchant Wholesalers	424200	Advanced Manufacturing
Testing Laboratories	541380	Advanced Manufacturing
Research and Development in the Physical, Engineering, and Life Sciences	541710	Advanced Manufacturing
Crop Production	111000	Agriculture
Animal Production and Aquaculture	112000	Agriculture
Support Activities for Crop Production	115100	Agriculture
Support Activities for Animal Production	115200	Agriculture
Wet corn milling	311221	Bioscience
Soybean and other oilseed processing	311224	Bioscience
Ethyl Alcohol Manufacturing	325193	Bioscience
Nitrogenous organic fiber manufacturing	325311	Bioscience
Phosphatic fertilizer manufacturing	325312	Bioscience
Fertilizer (mixing only) manufacturing	325314	Bioscience
Pesticide and other agricultural chemical manufacturing	325320	Bioscience
Medicinal and botanical manufacturing	325411	Bioscience
Pharmaceutical preparation manufacturing	325412	Bioscience
In-vitro diagnostic substance manufacturing	325413	Bioscience
Other biological manufacturing	325414	Bioscience
Electromedical and Electrotherapeutic Apparatus Manufacturing	334510	Bioscience
Analytical Laboratory Instrument Manufacturing	334516	Bioscience
Irradiation apparatus manufacturing	334517	Bioscience
Surgical and medical instrument manufacturing	339112	Bioscience
Surgical appliance and supplies manufacturing	339113	Bioscience
Dental equipment and supplies manufacturing	339114	Bioscience
Medical, dental, and hospital equipment and supplies wholesalers	423450	Bioscience
Drugs and druggists' sundries merchant wholesalers	424210	Bioscience
Farm supplies merchant wholesalers	424910	Bioscience
Testing Laboratories	541380	Bioscience
Research and Development in Biotechnology (except Nanobiotechnology)	541714	Bioscience
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	541715	Bioscience
Medical laboratories	621511	Bioscience
Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)	533100	Business Services
Management, Scientific, and Technical Consulting Services	541600	Business Services
Management of Companies and Enterprises	551100	Business Services
Telephone Call Centers	561420	Business Services
Other Travel Arrangement and Reservation Services	561590	Business Services
Convention and Trade Show Organizers	561920	Business Services

Exhibit A-1: In-demand sector definitions, continued

Crude Petroleum Extraction	211120	Clean Energy / Climate Tech
Natural Gas Extraction	211130	Clean Energy / Climate Tech
Drilling Oil and Gas Wells	213111	Clean Energy / Climate Tech
Support Activities for Oil and Gas Operations	213112	Clean Energy / Climate Tech
Support Activities for Coal Mining	213113	Clean Energy / Climate Tech
Hydroelectric Power Generation	221111	Clean Energy / Climate Tech
Fossil Fuel Electric Power Generation	221112	Clean Energy / Climate Tech
Nuclear Electric Power Generation	221113	Clean Energy / Climate Tech
Solar Electric Power Generation	221114	Clean Energy / Climate Tech
Wind Electric Power Generation	221115	Clean Energy / Climate Tech
Geothermal Electric Power Generation	221116	Clean Energy / Climate Tech
Biomass Electric Power Generation	221117	Clean Energy / Climate Tech
Other Electric Power Generation	221118	Clean Energy / Climate Tech
Electric Bulk Power Transmission and Control	221121	Clean Energy / Climate Tech
Electric Power Distribution	221122	Clean Energy / Climate Tech
Natural Gas Distribution	221210	Clean Energy / Climate Tech
Water, Sewage and Other Systems	221300	Clean Energy / Climate Tech
Construction of Buildings	236000	Clean Energy / Climate Tech
Water and Sewer Line and Related Structures Construction	237110	Clean Energy / Climate Tech
Oil and Gas Pipeline and Related Structures Construction	237120	Clean Energy / Climate Tech
Power and Communication Line and Related Structures Construction	237130	Clean Energy / Climate Tech
Land Subdivision	237210	Clean Energy / Climate Tech
Highway, Street, and Bridge Construction	237310	Clean Energy / Climate Tech
Other Heavy and Civil Engineering Construction	237990	Clean Energy / Climate Tech
Poured Concrete Foundation and Structure Contractors	238110	Clean Energy / Climate Tech
Structural Steel and Precast Concrete Contractors	238120	Clean Energy / Climate Tech
Framing Contractors	238130	Clean Energy / Climate Tech
Masonry Contractors	238140	Clean Energy / Climate Tech
Glass and Glazing Contractors	238150	Clean Energy / Climate Tech
Roofing Contractors	238160	Clean Energy / Climate Tech
Siding Contractors	238170	Clean Energy / Climate Tech
Other Foundation, Structure, and Building Exterior Contractors	238190	Clean Energy / Climate Tech
Electrical Contractors and Other Wiring Installation Contractors	238210	Clean Energy / Climate Tech
Plumbing, Heating, and Air-Conditioning Contractors	238220	Clean Energy / Climate Tech
Other Building Equipment Contractors	238290	Clean Energy / Climate Tech
Drywall and Insulation Contractors	238310	Clean Energy / Climate Tech
Painting and Wall Covering Contractors	238320	Clean Energy / Climate Tech
Flooring Contractors	238330	Clean Energy / Climate Tech
Tile and Terrazzo Contractors	238340	Clean Energy / Climate Tech
Finish Carpentry Contractors	238350	Clean Energy / Climate Tech
Other Building Finishing Contractors	238390	Clean Energy / Climate Tech
Site Preparation Contractors	238910	Clean Energy / Climate Tech
All Other Specialty Trade Contractors	238990	Clean Energy / Climate Tech
Engineered Wood Member Manufacturing	321215	Clean Energy / Climate Tech
Reconstituted Wood Product Manufacturing	321219	Clean Energy / Climate Tech
Wood Window and Door Manufacturing	321911	Clean Energy / Climate Tech
Petroleum Refineries	324110	Clean Energy / Climate Tech
Petrochemical Manufacturing	325110	Clean Energy / Climate Tech
Industrial Gas Manufacturing	325120	Clean Energy / Climate Tech
Ethyl Alcohol Manufacturing	325193	Clean Energy / Climate Tech
All Other Basic Organic Chemical Manufacturing	325199	Clean Energy / Climate Tech
Plastics Material and Resin Manufacturing	325211	Clean Energy / Climate Tech
Polystyrene Foam Product Manufacturing	326140	Clean Energy / Climate Tech
All Other Plastics Product Manufacturing	326199	Clean Energy / Climate Tech
Tire Retreading	326212	Clean Energy / Climate Tech
Mineral Wool Manufacturing	327993	Clean Energy / Climate Tech
Alumina and Aluminum Production and Processing	331300	Clean Energy / Climate Tech
Steel Investment Foundries	331512	Clean Energy / Climate Tech

Exhibit A-1: In-demand sector definitions, continued

Prefabricated Metal Building and Component Manufacturing	332311	Clean Energy / Climate Tech
Fabricated Structural Metal Manufacturing	332312	Clean Energy / Climate Tech
Plate Work Manufacturing	332313	Clean Energy / Climate Tech
Metal Window and Door Manufacturing	332321	Clean Energy / Climate Tech
Sheet Metal Work Manufacturing	332322	Clean Energy / Climate Tech
Power Boiler and Heat Exchanger Manufacturing	332410	Clean Energy / Climate Tech
Metal Tank (Heavy Gauge) Manufacturing	332420	Clean Energy / Climate Tech
Ball and Roller Bearing Manufacturing	332991	Clean Energy / Climate Tech
Semiconductor Machinery Manufacturing	333242	Clean Energy / Climate Tech
Ventilation, Heating, Air-Conditioning, and Commercial Refrigeration Equipment Manufacturing	333400	Clean Energy / Climate Tech
Turbine and Turbine Generator Set Units Manufacturing	333611	Clean Energy / Climate Tech
Speed Changer, Industrial High-Speed Drive, and Gear Manufacturing	333612	Clean Energy / Climate Tech
Mechanical Power Transmission Equipment Manufacturing	333613	Clean Energy / Climate Tech
Other Engine Equipment Manufacturing	333618	Clean Energy / Climate Tech
Air and Gas Compressor Manufacturing	333912	Clean Energy / Climate Tech
Measuring, Dispensing, and Other Pumping Equipment Manufacturing	333914	Clean Energy / Climate Tech
Elevator and Moving Stairway Manufacturing	333921	Clean Energy / Climate Tech
Industrial Truck, Tractor, Trailer, and Stacker Machinery Manufacturing	333924	Clean Energy / Climate Tech
Industrial Process Furnace and Oven Manufacturing	333994	Clean Energy / Climate Tech
Semiconductor and Other Electronic Component Manufacturing	334400	Clean Energy / Climate Tech
Electromedical and Electrotherapeutic Apparatus Manufacturing	334510	Clean Energy / Climate Tech
Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	334511	Clean Energy / Climate Tech
Automatic Environmental Control Manufacturing for Residential, Commercial, and Appliance Use	334512	Clean Energy / Climate Tech
Instruments and Related Products Manufacturing for Measuring, Displaying, and Controlling Industrial Process Variables	334513	Clean Energy / Climate Tech
Totalizing Fluid Meter and Counting Device Manufacturing	334514	Clean Energy / Climate Tech
Instrument Manufacturing for Measuring and Testing Electricity and Electrical Signals	334515	Clean Energy / Climate Tech
Analytical Laboratory Instrument Manufacturing	334516	Clean Energy / Climate Tech
Other Measuring and Controlling Device Manufacturing	334519	Clean Energy / Climate Tech
Electric Lighting Equipment Manufacturing	335100	Clean Energy / Climate Tech
Household Appliance Manufacturing	335200	Clean Energy / Climate Tech
Electrical Equipment Manufacturing	335300	Clean Energy / Climate Tech
Battery Manufacturing	335910	Clean Energy / Climate Tech
Current-Carrying Wiring Device Manufacturing	335931	Clean Energy / Climate Tech
Noncurrent-Carrying Wiring Device Manufacturing	335932	Clean Energy / Climate Tech
All Other Miscellaneous Electrical Equipment and Component Manufacturing	335999	Clean Energy / Climate Tech
Motor Vehicle Manufacturing	336100	Clean Energy / Climate Tech
Motor Vehicle Body and Trailer Manufacturing	336200	Clean Energy / Climate Tech
Motor Vehicle Parts Manufacturing	336300	Clean Energy / Climate Tech
Railroad Rolling Stock Manufacturing	336510	Clean Energy / Climate Tech
Petroleum Bulk Stations and Terminals	424710	Clean Energy / Climate Tech
Petroleum and Petroleum Products Merchant Wholesalers (except Bulk Stations and Terminals)	424720	Clean Energy / Climate Tech
Urban Transit Systems	485100	Clean Energy / Climate Tech
School and Employee Bus Transportation	485400	Clean Energy / Climate Tech
School and Employee Bus Transportation	485410	Clean Energy / Climate Tech
Other Transit and Ground Passenger Transportation	485900	Clean Energy / Climate Tech
Architectural Services	541310	Clean Energy / Climate Tech
Landscape Architectural Services	541320	Clean Energy / Climate Tech
Engineering Services	541330	Clean Energy / Climate Tech
Drafting Services	541340	Clean Energy / Climate Tech
Building Inspection Services	541350	Clean Energy / Climate Tech
Testing Laboratories	541380	Clean Energy / Climate Tech
Environmental Consulting Services	541620	Clean Energy / Climate Tech
Other Scientific and Technical Consulting Services	541690	Clean Energy / Climate Tech
Scientific Research and Development Services	541700	Clean Energy / Climate Tech
Landscaping Services	561730	Clean Energy / Climate Tech
Waste Collection	562100	Clean Energy / Climate Tech
Hazardous Waste Treatment and Disposal	562211	Clean Energy / Climate Tech
Solid Waste Combustors and Incinerators	562213	Clean Energy / Climate Tech
Other Nonhazardous Waste Treatment and Disposal	562219	Clean Energy / Climate Tech
Remediation Services	562910	Clean Energy / Climate Tech
Materials Recovery Facilities	562920	Clean Energy / Climate Tech
Septic Tank and Related Services	562991	Clean Energy / Climate Tech
All Other Miscellaneous Waste Management Services	562998	Clean Energy / Climate Tech
General Automotive Repair	811111	Clean Energy / Climate Tech

Exhibit A-1: In-demand sector definitions, continued

Construction	230000	Construction
Motion Picture and Video Production	512110	Design & Media
Teleproduction and Other Postproduction Services	512191	Design & Media
Sound Recording Studios	512240	Design & Media
Architectural Services	541310	Design & Media
Landscape Architectural Services	541320	Design & Media
Engineering Services	541330	Design & Media
Drafting Services	541340	Design & Media
Geophysical Surveying and Mapping Services	541360	Design & Media
Surveying and Mapping (except Geophysical) Services	541370	Design & Media
Industrial Design Services	541420	Design & Media
Graphic Design Services	541430	Design & Media
Other Specialized Design Services	541490	Design & Media
Advertising, Public Relations, and Related Services	541800	Design & Media
Marketing Research and Public Opinion Polling	541910	Design & Media
Translation and Interpretation Services	541930	Design & Media
All Other Professional, Scientific, and Technical Services	541990	Design & Media
Food Manufacturing	311000	Food & Beverages
Beverage Manufacturing	312100	Food & Beverages
Glass Container Manufacturing	327213	Food & Beverages
Food Product Machinery Manufacturing	333241	Food & Beverages
Dairy Product (except Dried or Canned) Merchant Wholesalers	424430	Food & Beverages
Fish and Seafood Merchant Wholesalers	424460	Food & Beverages
Meat and Meat Product Merchant Wholesalers	424470	Food & Beverages
Fresh Fruit and Vegetable Merchant Wholesalers	424480	Food & Beverages
Wine and Distilled Alcoholic Beverage Merchant Wholesalers	424820	Food & Beverages
Forestry and Logging	113000	Forestry & Wood Products
Support Activities for Forestry	115300	Forestry & Wood Products
Wood Product Manufacturing	321000	Forestry & Wood Products
Paper Manufacturing	322000	Forestry & Wood Products
Adhesive Manufacturing	325520	Forestry & Wood Products
Sawmill, Woodworking, and Paper Machinery Manufacturing	333243	Forestry & Wood Products
Wood Kitchen Cabinet and Countertop Manufacturing	337110	Forestry & Wood Products
Wood Office Furniture Manufacturing	337211	Forestry & Wood Products
Custom Architectural Woodwork and Millwork Manufacturing	337212	Forestry & Wood Products
Lumber, Plywood, Millwork, and Wood Panel Merchant Wholesalers	423310	Forestry & Wood Products
Paper and Paper Product Merchant Wholesalers	424100	Forestry & Wood Products
Ambulatory Health Care Services	621000	Healthcare
Hospitals	622000	Healthcare
Semiconductor Machinery Manufacturing	333242	High Tech / Software / IT
Computer and Peripheral Equipment Manufacturing	334100	High Tech / Software / IT
Communications Equipment Manufacturing	334200	High Tech / Software / IT
Audio and Video Equipment Manufacturing	334300	High Tech / Software / IT
Semiconductor and Other Electronic Component Manufacturing	334400	High Tech / Software / IT
Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	334511	High Tech / Software / IT
Automatic Environmental Control Manufacturing for Residential, Commercial, and Appliance Use	334512	High Tech / Software / IT
Instruments and Related Products Manufacturing for Measuring, Displaying, and Controlling Industrial Process Variables	334513	High Tech / Software / IT
Totalizing Fluid Meter and Counting Device Manufacturing	334514	High Tech / Software / IT
Instrument Manufacturing for Measuring and Testing Electricity and Electrical Signals	334515	High Tech / Software / IT
Analytical Laboratory Instrument Manufacturing	334516	High Tech / Software / IT
Other Measuring and Controlling Device Manufacturing	334519	High Tech / Software / IT
Manufacturing and Reproducing Magnetic and Optical Media	334600	High Tech / Software / IT
Electrical Equipment Manufacturing	335300	High Tech / Software / IT
Other Electrical Equipment and Component Manufacturing	335900	High Tech / Software / IT
Computer and Computer Peripheral Equipment and Software Merchant Wholesalers	423430	High Tech / Software / IT
Motion Picture and Video Production	512110	High Tech / Software / IT
Teleproduction and Other Postproduction Services	512191	High Tech / Software / IT
Sound Recording Studios	512240	High Tech / Software / IT
Software Publishers	513200	High Tech / Software / IT
Media Streaming Distribution Services, Social Networks, and Other Media Networks and Content Providers	516210	High Tech / Software / IT
Data Processing, Hosting, and Related Services	518000	High Tech / Software / IT
Internet Publishing and Broadcasting and Web Search Portals	519130	High Tech / Software / IT
Web Search Portals and All Other Information Services	519290	High Tech / Software / IT
Computer Systems Design and Related Services	541500	High Tech / Software / IT
Employment Services	561300	High Tech / Software / IT

Exhibit A-1: In-demand sector definitions, continued

Finfish Farming and Fish Hatcheries	112511	Maritime / Blue Economy
Shellfish Farming	112512	Maritime / Blue Economy
Other Aquaculture	112519	Maritime / Blue Economy
Finfish Fishing	114111	Maritime / Blue Economy
Shellfish Fishing	114112	Maritime / Blue Economy
Other Marine Fishing	114119	Maritime / Blue Economy
Crude Petroleum Extraction	211120	Maritime / Blue Economy
Natural Gas Extraction	211130	Maritime / Blue Economy
Construction Sand and Gravel Mining	212321	Maritime / Blue Economy
Industrial Sand Mining	212322	Maritime / Blue Economy
Drilling Oil and Gas Wells	213111	Maritime / Blue Economy
Support Activities for Oil and Gas Operations	213112	Maritime / Blue Economy
Other Heavy and Civil Engineering Construction	237990	Maritime / Blue Economy
Seafood Product Preparation and Packaging	311710	Maritime / Blue Economy
Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	334511	Maritime / Blue Economy
Ship Building and Repair	336611	Maritime / Blue Economy
Boat Building and Repair	336612	Maritime / Blue Economy
Sporting and Athletic Goods Manufacturing	339920	Maritime / Blue Economy
Fish and Seafood Merchant Wholesalers	424460	Maritime / Blue Economy
Boat Dealers	441222	Maritime / Blue Economy
Fish and Seafood Retailers	445250	Maritime / Blue Economy
Deep Sea Freight Transportation	483111	Maritime / Blue Economy
Deep Sea Passenger Transportation	483112	Maritime / Blue Economy
Coastal and Great Lakes Freight Transportation	483113	Maritime / Blue Economy
Coastal and Great Lakes Passenger Transportation	483114	Maritime / Blue Economy
Scenic and Sightseeing Transportation, Water	487210	Maritime / Blue Economy
Scenic and Sightseeing Transportation, Other	487990	Maritime / Blue Economy
Port and Harbor Operations	488310	Maritime / Blue Economy
Marine Cargo Handling	488320	Maritime / Blue Economy
Navigational Services to Shipping	488330	Maritime / Blue Economy
Other Support Activities for Water Transportation	488390	Maritime / Blue Economy
General Warehousing and Storage	493110	Maritime / Blue Economy
Refrigerated Warehousing and Storage	493120	Maritime / Blue Economy
Farm Product Warehousing and Storage	493130	Maritime / Blue Economy
Recreational Goods Rental	532284	Maritime / Blue Economy
Geophysical Exploration and Mapping Services	541360	Maritime / Blue Economy
Sports and Recreation Instruction	611620	Maritime / Blue Economy
Zoos and Botanical Gardens	712130	Maritime / Blue Economy
Nature Parks and Other Similar Institutions	712190	Maritime / Blue Economy
Marinas	713930	Maritime / Blue Economy
Amusement and Recreation Services Not Elsewhere Classified	713990	Maritime / Blue Economy
Hotels (except Casino Hotels) and Motels	721110	Maritime / Blue Economy
Bed and Breakfast Inns	721191	Maritime / Blue Economy
RV (Recreational Vehicle) Parks and Campgrounds	721211	Maritime / Blue Economy
Full-Service Restaurants	722511	Maritime / Blue Economy
Limited-Service Eating Places	722513	Maritime / Blue Economy
Cafeterias, Grill Buffets, and Buffets	722514	Maritime / Blue Economy
Snack and Nonalcoholic Beverage Bars	722515	Maritime / Blue Economy
Textile Mills	313000	Outdoor Gear & Apparel
Other Textile Product Mills	314900	Outdoor Gear & Apparel
Apparel Manufacturing	315000	Outdoor Gear & Apparel
Leather and Allied Product Manufacturing	316000	Outdoor Gear & Apparel
Cutlery and Handtool Manufacturing	332200	Outdoor Gear & Apparel
Small Arms Ammunition Manufacturing	332992	Outdoor Gear & Apparel
Small Arms, Ordnance, and Ordnance Accessories Manufacturing	332994	Outdoor Gear & Apparel
Motorcycle, Bicycle, and Parts Manufacturing	336991	Outdoor Gear & Apparel
Sporting and Athletic Goods Manufacturing	339920	Outdoor Gear & Apparel
Sporting and Recreational Goods and Supplies Merchant Wholesalers	423910	Outdoor Gear & Apparel
Apparel, Piece Goods, and Notions Merchant Wholesalers	424300	Outdoor Gear & Apparel

Exhibit A-1: In-demand sector definitions, continued

Nursing and Residential Care Facilities	623000	Social Assistance / Care Economy
Social Assistance	624000	Social Assistance / Care Economy
Food and Beverage Stores	445000	Tourism
Gasoline Stations	457100	Tourism
Air Transportation	481000	Tourism
Rail Transportation	482000	Tourism
Water Transportation	483000	Tourism
Transit and Ground Passenger Transportation	485000	Tourism
Scenic and Sightseeing Transportation	487000	Tourism
Support Activities for Transportation	488000	Tourism
Passenger Car Rental	532110	Tourism
Travel Arrangement and Reservation Services	561500	Tourism
Arts, Entertainment, and Recreation	710000	Tourism
Accommodation	721000	Tourism
Food Services and Drinking Places	722000	Tourism

Exhibit A-2: Priority occupations

Occupation code	Occupation title	Entry-level education	Competitive education	2024 employment	Median wage	Avg. annual openings 2024-2034	Completions per related opening (entry-level)	Completions per related opening (competitive)	Employment share female (orange denotes unreliable)	Employment share BIPOC (orange denotes unreliable)	Completions share female	Completions share BIPOC
11-1011	Chief Executives	Bachelor's	Bachelor's	2,156	N/A	158	0.11	0.13	31%	13%	45%	31%
11-1021	General & Operations Managers	Bachelor's	Bachelor's	42,610	$ 100,422	3,738	0.11	0.13	35%	20%	45%	31%
11-2021	Marketing Managers	Bachelor's	Bachelor's	5,752	$ 158,538	509	0.16	0.31	63%	25%	57%	43%
11-2022	Sales Managers	Bachelor's	Bachelor's	6,169	$ 130,166	497	0.12	0.14	32%	17%	47%	32%
11-2032	Public Relations Managers	Bachelor's	Bachelor's	2,162	$ 121,243	184	0.36	0.36	71%	16%	67%	32%
11-2033	Fundraising Managers	Bachelor's	Bachelor's	901	$ 99,050	75	0.05	0.07	71%	16%	64%	36%
11-3012	Admin Services Managers	Bachelor's	Bachelor's	3,768	$ 110,510	334	0.11	0.11	84%	28%	46%	31%
11-3013	Facilities Managers	Bachelor's	Bachelor's	2,078	$ 105,664	185	0.10	0.10	14%	27%	45%	30%
11-3021	Computer & Information Systems Managers	Bachelor's	Bachelor's	8,193	$ 181,522	693	0.20	0.17	27%	24%	24%	33%
11-3031	Financial Managers	Bachelor's	Bachelor's	7,424	$ 149,968	636	0.04	0.05	59%	27%	30%	33%
11-3051	Industrial Production Managers	Bachelor's	Bachelor's	3,496	$ 108,368	259	0.11	0.11	21%	23%	44%	31%
11-3061	Purchasing Managers	Bachelor's	Bachelor's	1,134	$ 133,099	89	0.00	0.00	44%	21%	50%	100%
11-3071	Transportation, Storage, & Distribution Managers	Associate	Bachelor's	2,878	$ 101,878	261	0.41	0.12	19%	25%	46%	31%
11-3121	Human Resources Managers	Bachelor's	Bachelor's	2,770	$ 138,299	231	0.06	0.07	83%	22%	51%	30%
11-9013	Farmers, Ranchers, & Other Ag Managers	HSD	Bachelor's	21,487	$ 90,272	2,312		0.07	23%	26%	71%	18%
11-9021	Construction Managers	Associate	Bachelor's	6,893	$ 129,022	634	0.39	0.10	8%	14%	45%	31%
11-9031	Preschool & Daycare Admin	Associate	Bachelor's	1,521	$ 55,536	113	0.00	0.00	63%	21%	77%	28%
11-9032	Kindergarten -Secondary Admin	Master's	Master's	3,870	$ 131,412	249	0.29	0.29	63%	21%	77%	28%
11-9033	Education Administrators, Postsecondary	Master's	Post-grad	2,101	$ 111,530	144	0.25	0.71	63%	21%	78%	27%
11-9041	Architectural & Engineering Managers	Bachelor's	Bachelor's	4,337	$ 169,957	341	0.35	0.54	11%	24%	28%	27%
11-9051	Food Service Managers	HSD	Associate	6,203	$ 64,792	799		0.03	50%	27%	60%	21%
11-9072	Entertainment & Rec Managers	Bachelor's	Bachelor's	1,012	$ 73,611	138	0.11	0.11	50%	28%	46%	31%
11-9081	Lodging Managers	HSD	Associate	1,247	$ 73,320	138		0.02	57%	18%	58%	17%
11-9111	Medical & Health Services Managers	Bachelor's	Master's	6,285	$ 138,050	686	0.04	0.24	70%	24%	72%	42%
11-9121	Natural Sciences Managers	Bachelor's	Master's	1,371	$ 139,381	114	0.28	0.11	67%	29%	57%	31%
11-9141	Community Association Managers	HSD	PS non-deg.	4,049	$ 73,819	348		0.01	53%	20%	41%	34%
11-9151	Social & Community Service Managers	Bachelor's	Bachelor's	3,780	$ 83,658	335	0.12	0.14	71%	31%	54%	32%
11-9199	Managers, All Other	Bachelor's	Bachelor's	16,305	$ 126,506	1,397	0.30	0.37	41%	22%	57%	30%
13-1020	Buyers & Purchasing Agents	Bachelor's	Bachelor's	8,073	$ 75,338	839			52%	33%		
13-1031	Claims Adjusters, Examiners, & Investigators	HSD	Bachelor's	2,835	$ 80,829	160			59%	27%		
13-1041	Compliance Officers	Bachelor's	Bachelor's	4,961	$ 85,758	413	0.20	0.21	58%	19%	69%	24%
13-1051	Cost Estimators	Bachelor's	Bachelor's	2,897	$ 80,413	244	0.14	0.16	14%	19%	39%	30%
13-1071	Human Resources Specialists	Bachelor's	Bachelor's	11,121	$ 75,400	1,010	0.06	0.06	73%	29%	50%	30%
13-1075	Labor Relations Specialists	Bachelor's	Bachelor's	1,022	$ 105,123	82	0.03	0.03	73%	29%	65%	42%
13-1081	Logisticians	Bachelor's	Bachelor's	3,149	$ 91,582	367	0.07	0.07	32%	23%	48%	30%
13-1082	Project Management Specialists	Bachelor's	Bachelor's	18,975	$ 101,858	1,541	0.10	0.11	49%	24%	46%	31%
13-1111	Management Analysts	Bachelor's	Master's	13,310	$ 102,710	1,314	0.09	0.23	47%	21%	46%	30%
13-1121	Meeting, Convention, & Event Planners	Bachelor's	Bachelor's	2,138	$ 60,424	221	0.00	0.00	84%	21%	67%	33%
13-1131	Fundraisers	Bachelor's	Bachelor's	1,731	$ 62,899	145	0.17	0.26	87%	16%	63%	40%
13-1141	Benefits Specialists	Bachelor's	Bachelor's	1,158	$ 82,493	92	0.07	0.08	84%	43%	47%	30%
13-1151	Training & Development Specialists	Bachelor's	Bachelor's	4,937	$ 71,635	485	0.02	0.03	63%	32%	76%	35%
13-1161	Market Research Analysts	Bachelor's	Master's	13,218	$ 84,136	1,284	0.07	0.00	58%	31%	56%	43%
13-1199	Business Operations Specialists, All Other	Bachelor's	Bachelor's	17,305	$ 73,715	1,678	0.06	0.06	58%	27%	50%	30%
13-2011	Accountants & Auditors	Bachelor's	Bachelor's	16,217	$ 82,618	1,330	0.18	0.20	59%	25%	55%	34%
13-2020	Property Appraisers & Assessors	Associate	Bachelor's	1,006	$ 67,350	84			52%	28%		
13-2051	Financial & Investment Analysts	Bachelor's	Master's	2,911	$ 109,678	199	0.04	0.13	46%	26%	34%	31%
13-2052	Personal Financial Advisors	Bachelor's	Bachelor's	2,522	$ 81,661	176	0.05	0.05	35%	17%	24%	31%
13-2061	Financial Examiners	Bachelor's	Bachelor's	883	$ 94,390	70	0.27	0.28	55%	0%	55%	34%
13-2072	Loan Officers	Bachelor's	Bachelor's	3,827	$ 76,107	229	0.05	0.06	57%	24%	24%	31%

Exhibit A-2: Priority occupations, continued

Occupation code	Occupation title	Entry-level education	Competitive education	2024 employment	Median wage	Avg. annual openings 2024-2034	Completions per related opening (entry-level)	Completions per related opening (competitive)	Employment share female (orange denotes unreliable)	Employment share BIPOC (orange denotes unreliable)	Completions share female	Completions share BIPOC
15-1211	Computer Systems Analysts	Bachelor's	Bachelor's	5,188	$ 114,150	334	0.06	0.06	42%	28%	21%	29%
15-1212	Information Security Analysts	Bachelor's	Bachelor's	1,372	$ 122,221	116	0.17	0.17	13%	26%	23%	33%
15-1231	Computer Network Support Specialists	PS non-deg.	Bachelor's	2,037	$ 72,238	141	0.31	0.26	29%	30%	23%	33%
15-1232	Computer User Support Specialists	PS non-deg.	Bachelor's	9,089	$ 62,795	523	0.00	0.00	29%	30%	0%	0%
15-1241	Computer Network Architects	Bachelor's	Bachelor's	1,212	$ 134,368	72	0.07	0.06	8%	17%	22%	32%
15-1244	Network & Computer Systems Admin.	Bachelor's	Bachelor's	4,411	$ 103,314	196	0.11	0.10	13%	15%	23%	32%
15-1252	Software Developers	Bachelor's	Bachelor's	21,353	$ 138,944	1,407	0.32	0.32	18%	31%	23%	33%
15-1253	Software Quality Assurance Analysts	Bachelor's	Bachelor's	2,987	$ 105,810	203	0.34	0.33	43%	44%	22%	32%
15-1254	Web Developers	Bachelor's	Bachelor's	1,138	$ 81,702	74	0.35	0.31	40%	28%	23%	33%
15-1255	Web & Digital Interface Designers	Bachelor's	Bachelor's	1,482	$ 101,650	105	0.21	0.24	39%	28%	29%	32%
15-2031	Operations Research Analysts	Bachelor's	Master's	2,624	$ 101,941	225	0.01	0.04	59%	24%	43%	27%
15-2051	Data Scientists	Bachelor's	Bachelor's	2,755	$ 108,992	258	0.12	0.17	37%	20%	28%	31%
17-1011	Architects, Except Landscape & Naval	Bachelor's	Master's	2,345	$ 86,154	171	0.12	0.18	32%	17%	66%	47%
17-1022	Surveyors	Bachelor's	Bachelor's	637	$ 90,126	56	0.09	0.09	10%	13%	0%	7%
17-2051	Civil Engineers	Bachelor's	Master's	4,149	$ 105,872	325	0.26	0.15	20%	23%	23%	29%
17-2071	Electrical Engineers	Bachelor's	Master's	2,992	$ 112,632	204	0.29	0.37	11%	50%	17%	24%
17-2072	Electronics Engineers, Except Computer	Bachelor's	Master's	1,168	$ 133,453	68	0.37	0.26	11%	50%	13%	28%
17-2081	Environmental Engineers	Bachelor's	Master's	744	$ 133,910	71	0.03	0.02	24%	12%	50%	20%
17-2112	Industrial Engineers	Bachelor's	Master's	5,933	$ 127,941	450	0.04	0.10	32%	35%	20%	20%
17-2141	Mechanical Engineers	Bachelor's	Master's	3,101	$ 104,042	224	0.53	0.17	11%	19%	17%	28%
17-2199	Engineers, All Other	Bachelor's	Master's	2,553	$ 129,355	179	0.09	0.11	20%	43%	25%	22%
17-3011	Architectural & Civil Drafters	PS non-deg.	Associate	1,435	$ 69,264	162	0.54	0.09	36%	34%	30%	31%
17-3019	Drafters, All Other	PS non-deg.	Associate	839	$ 60,445	75	0.55	0.09	10%	16%	17%	29%
17-3022	Civil Engineering Techs	Associate	Associate	941	$ 88,525	90	0.02	0.04	23%	38%	37%	40%
17-3023	Electrical Engineering Techs	Associate	Associate	2,310	$ 79,498	207	0.09	0.09	19%	19%	10%	36%
17-3024	Electro-Mechanical Techs	Associate	Associate	262	$ 50,814	24	0.13	0.11	23%	38%	12%	32%
17-3026	Industrial Engineering Techs	Associate	Associate	927	$ 78,458	81	0.54	0.54	23%	38%	21%	26%
17-3029	Other Engineering Techs	Associate	Associate	1,082	$ 77,168	103	0.04	0.03	23%	38%	21%	19%
19-1023	Zoologists & Wildlife Biologists	Bachelor's	Master's	917	$ 87,464	73	0.21	0.02	43%	15%	73%	21%
19-1031	Conservation Scientists	Bachelor's	Master's	890	$ 88,525	83	0.10	0.08	24%	8%	63%	18%
19-1032	Foresters	Bachelor's	Master's	1,173	$ 79,414	102	0.78	0.39	24%	8%	56%	17%
19-1042	Medical Scientists, Except Epidemiologists	Post-grad	Post-grad	1,802	$ 102,253	123	0.16	0.16	65%	44%	69%	37%
19-2041	Environmental Scientists & Specialists	Bachelor's	Master's	1,414	$ 96,096	150	0.38	0.06	51%	22%	69%	23%
19-3039	Psychologists, All Other	Master's	Post-grad	1,392	$ 85,197	105	0.79	0.79	70%	14%	76%	32%
19-3051	Urban & Regional Planners	Bachelor's	Master's	1,140	$ 94,910	95	0.04	0.08	64%	24%	67%	23%
19-4042	Environmental Science & Protection Techs	Associate	Bachelor's	441	$ 54,808	72	0.06	0.49	3%	3%	66%	21%
19-4099	All Other Science Techs	Associate	Bachelor's	1,314	$ 57,408	180	0.28	0.09	48%	28%	67%	41%
19-5011	Occupational Health & Safety Specialists	Bachelor's	Bachelor's	1,743	$ 84,906	206	0.00	0.00	36%	21%	64%	18%
21-1012	Guidance Counselors	Master's	Master's	3,196	$ 76,024	259	0.55	0.55	73%	32%	81%	33%
21-1013	Marriage & Family Therapists	Master's	Master's	1,252	$ 82,056	145	0.40	0.28	90%	22%	80%	35%
21-1018	Mental Health Counselors	Bachelor's	Bachelor's	6,945	$ 71,552	758			79%	37%		
21-1021	Child, Family, & School Social Workers	Bachelor's	Master's	6,354	$ 64,480	573	0.05	0.20	63%	29%	82%	35%
21-1022	Healthcare Social Workers	Bachelor's	Master's	2,270	$ 87,464	220	0.09	0.21	82%	26%	82%	35%
21-1023	Mental Health & Substance Abuse Social Workers	Master's	Master's	2,346	$ 73,778	244	0.29	0.21	83%	17%	82%	35%
21-1029	Social Workers, All Other	Bachelor's	Master's	3,651	$ 65,083	336	0.09	0.21	79%	26%	82%	35%
21-1091	Health Education Specialists	Bachelor's	Master's	884	$ 75,816	102	0.21	0.20	45%	44%	80%	37%
21-1092	Probation Officers	Bachelor's	Bachelor's	1,341	$ 85,218	121	0.09	0.13	40%	45%	82%	35%
21-1094	Community Health Workers	PS non-deg.	PS non-deg.	1,646	$ 57,034	207	0.43	0.43	45%	44%	80%	39%
21-2011	Clergy	Bachelor's	Post-grad	4,609	$ 65,104	418	0.03	0.52	23%	27%	33%	22%
21-2021	Directors, Religious Activities & Education	Bachelor's	Bachelor's	1,758	$ 48,069	175	0.06	0.10	65%	25%	65%	38%
23-1011	Lawyers	Post-grad	Post-grad	8,691	$ 145,371	300	1.34	1.34	43%	15%	62%	21%
23-2011	Paralegals & Legal Assistants	Associate	Bachelor's	4,930	$ 65,707	494	0.11	0.00	87%	30%	90%	31%

Exhibit A-2: Priority occupations, continued

Occupation code	Occupation title	Entry-level education	Competitive education	2024 employment	Median wage	Avg. annual openings 2024-2034	Completions per related opening (entry-level)	Completions per related opening (competitive)	Employment share female (orange denotes unreliable)	Employment share BIPOC (orange denotes unreliable)	Completions share female	Completions share BIPOC
25-1071	Health Specialties Teachers, Postsecondary	Master's	Post-grad	4,264	$ 128,286	412	1.01	0.81	53%	28%	74%	37%
25-1121	Art, Drama, & Music Teachers, Postsecondary	Master's	Post-grad	1,062	$ 76,829	80	0.11	0.88	53%	28%	62%	29%
25-1194	CTE Teachers, Postsecondary	Master's	Post-grad	1,126	$ 81,453	81	0.05	0.05	53%	28%	37%	23%
25-1199	Other Postsecondary Teachers	Master's	Post-grad	3,457	$ 68,718	264	0.04	0.29	53%	28%	61%	34%
25-2011	Preschool Teachers, Except Special Educ	Associate	Bachelor's	7,020	$ 40,414	938	0.09	0.04	98%	35%	83%	40%
25-2012	Kindergarten Teachers, Except Special Educ	Bachelor's	Master's	1,349	$ 76,643	149	0.03	0.15	98%	35%	78%	33%
25-2021	Elementary School Teachers	Bachelor's	Master's	12,838	$ 77,855	829	0.10	0.16	77%	18%	81%	34%
25-2022	Middle School Teachers	Bachelor's	Master's	6,199	$ 80,171	401	0.02	0.13	77%	18%	69%	29%
25-2031	Secondary School Teachers	Bachelor's	Master's	9,866	$ 81,759	605	0.96	0.25	55%	15%	58%	31%
25-2052	Special Educ Teachers, Kindergarten & Elementary	Bachelor's	Master's	1,620	$ 80,451	111			80%	14%		
25-2059	Special Education Teachers, All Other	Bachelor's	Master's	1,068	$ 83,683	80	0.06	0.73	80%	14%	82%	25%
25-3021	Self-Enrichment Teachers	HSD	PS non-deg.	5,953	$ 48,506	787		0.01	63%	21%	83%	31%
25-3031	Substitute Teachers, Short-Term	Bachelor's	Master's	4,314	$ 57,054	527			63%	21%		
25-3099	Teachers & Instructors, All Other	Bachelor's	Master's	1,311	$ 73,137	160	0.02	0.01	63%	21%	76%	40%
25-4022	Librarians & Media Collections Specialists	Master's	Master's	1,676	$ 77,397	165	0.00	0.00	70%	23%	0%	0%
25-9031	Instructional Coordinators	Bachelor's	Master's	2,679	$ 81,869	260	0.00	0.11	69%	29%	81%	30%
25-9099	Other Educ & Library Workers	Bachelor's	Bachelor's	23,878	$ 46,155	2,314			69%	29%		
27-1011	Art Directors	Bachelor's	Bachelor's	2,650	$ 152,443	267	0.47	0.23	45%	26%	63%	33%
27-1014	Special Effects Artists & Animators	Bachelor's	Bachelor's	1,252	$ 111,592	120	0.42	0.22	45%	26%	60%	32%
27-1022	Fashion Designers	Bachelor's	Bachelor's	1,346	$ 128,731	136	0.03	0.03	60%	17%	75%	33%
27-1024	Graphic Designers	Associate	Bachelor's	3,651	$ 65,520	290	0.47	0.16	48%	25%	60%	34%
27-1025	Interior Designers	Associate	Bachelor's	1,275	$ 65,998	135	0.16	0.14	96%	18%	88%	27%
27-2012	Producers & Directors	Bachelor's	Bachelor's	1,441	$ 82,784	125	1.53	1.09	32%	21%	56%	26%
27-3031	Public Relations Specialists	Bachelor's	Bachelor's	4,831	$ 66,331	440	0.31	0.33	53%	24%	68%	32%
27-3041	Editors	Bachelor's	Bachelor's	1,018	$ 74,755	89	0.20	0.20	54%	17%	63%	26%
27-3043	Writers & Authors	Bachelor's	Bachelor's	2,200	$ 79,955	230	0.39	0.38	67%	15%	60%	28%
27-4011	Audio & Video Technicians	PS non-deg.	PS non-deg.	815	$ 55,307	66	0.12	0.12	5%	16%	10%	21%
27-4021	Photographers	HSD	Bachelor's	1,684	$ 57,158	136		0.20	56%	33%	63%	29%
27-4032	Film & Video Editors	Associate	Bachelor's	757	$ 63,710	72	0.32	0.09	23%	18%	55%	24%
29-1021	Dentists, General	Post-grad	Post-grad	1,339	$ 190,840	47	0.15	0.15	27%	29%	53%	43%
29-1051	Pharmacists	Post-grad	Post-grad	3,933	$ 167,544	184	0.28	0.28	57%	38%	65%	57%
29-1071	Physician Assistants	Master's	Master's	2,096	$ 153,192	182	0.18	0.18	79%	22%	71%	38%
29-1122	Occupational Therapists	Master's	Post-grad	1,605	$ 109,762	103	0.08	0.08	87%	15%	84%	35%
29-1123	Physical Therapists	Post-grad	Post-grad	3,480	$ 107,266	187	0.17	0.17	65%	29%	66%	32%
29-1126	Respiratory Therapists	Associate	Bachelor's	1,747	$ 98,738	120	0.41	0.17	67%	27%	73%	34%
29-1127	Speech-Language Pathologists	Master's	Post-grad	1,859	$ 107,058	136	0.17	0.17	94%	15%	89%	28%
29-1131	Veterinarians	Post-grad	Post-grad	1,742	$ 105,706	88	0.15	0.15	78%	16%	85%	15%
29-1141	Registered Nurses	Bachelor's	Bachelor's	46,378	$ 127,358	2,828	0.29	0.36	85%	23%	83%	35%
29-1171	Nurse Practitioners	Master's	Master's	2,642	$ 148,533	269	0.10	0.07	89%	17%	88%	30%
29-1215	Family Medicine Physicians	Post-grad	Post-grad	1,952	$ 239,200	71	0.36	0.36	40%	27%	64%	36%
29-1229	Physicians, All Other	Post-grad	Post-grad	4,476	$ 239,200	152	0.36	0.36	40%	27%	64%	36%
29-1291	Acupuncturists	Master's	Post-grad	1,158	$ 65,354	72	0.99	0.67	70%	18%	81%	25%
29-1292	Dental Hygienists	Associate	Bachelor's	3,662	$ 121,514	278	0.21	0.33	90%	16%	93%	36%
29-2010	Clinical Laboratory Techs	Bachelor's	Bachelor's	3,384	$ 81,806	253			78%	32%		
29-2032	Diagnostic Medical Sonographers	Associate	Bachelor's	1,392	$ 111,155	101	0.01	0.97	59%	28%	93%	34%
29-2034	Radiologic Techs	Associate	Bachelor's	2,799	$ 102,232	176	0.31	0.29	63%	11%	74%	26%
29-2042	Emergency Medical Technicians	PS non-deg.	PS non-deg.	1,951	$ 49,379	166	0.71	0.71	47%	28%	35%	23%
29-2055	Surgical Technologists	PS non-deg.	Associate	1,405	$ 81,578	95	0.04	0.28	74%	20%	80%	34%
29-2056	Veterinary Techs	Associate	Associate	1,656	$ 50,294	191	0.18	0.18	95%	24%	75%	24%
29-2061	Licensed Practical & Vocational Nurses	PS non-deg.	PS non-deg.	4,492	$ 78,645	422	0.16	0.16	83%	28%	85%	39%
29-2072	Medical Records Specialists	PS non-deg.	PS non-deg.	2,755	$ 58,822	216	0.44	0.44	91%	22%	87%	25%
29-2099	Health Techs, All Other	PS non-deg.	PS non-deg.	1,658	$ 59,821	135	0.21	0.21	67%	31%	70%	30%

Exhibit A-2: Priority occupations, continued

Occupation code	Occupation title	Entry-level education	Competitive education	2024 employment	Median wage	Avg. annual openings 2024-2034	Completions per related opening (entry-level)	Completions per related opening (competitive)	Employment share female (orange denotes unreliable)	Employment share BIPOC (orange denotes unreliable)	Completions share female	Completions share BIPOC
31-1131	Nursing Assistants	PS non-deg.	PS non-deg.	14,307	$ 49,774	2,217	0.02	0.02	85%	38%	81%	51%
31-2021	Physical Therapist Assistants	Associate	Associate	827	$ 71,490	151	0.28	0.28	84%	22%	56%	17%
31-9011	Massage Therapists	PS non-deg.	PS non-deg.	3,923	$ 85,218	549	0.35	0.35	79%	19%	69%	29%
31-9091	Dental Assistants	PS non-deg.	PS non-deg.	5,525	$ 59,363	813	0.32	0.32	95%	32%	83%	54%
31-9092	Medical Assistants	PS non-deg.	PS non-deg.	12,343	$ 51,314	1,837	0.35	0.35	89%	31%	88%	52%
33-1012	First-Line Supervisors of Police & Detectives	HSD	Bachelor's	1,411	$ 127,005	101		0.11	14%	4%	68%	43%
33-1021	Supervisors of Firefighting Workers	HSD	Bachelor's	1,134	$ 100,526	80		0.03	3%	11%	26%	19%
33-1091	First-Line Supervisors of Security Workers	HSD	Bachelor's	977	$ 59,675	102		0.00	16%	18%	0%	0%
33-2011	Firefighters	PS non-deg.	Associate	3,856	$ 75,358	316	0.10	0.21	10%	27%	30%	26%
33-3051	Police & Sheriff's Patrol Officers	HSD	Associate	5,174	$ 90,646	416		0.10	13%	16%	47%	39%
35-1011	Chefs & Head Cooks	PS non-deg.	PS non-deg.	3,880	$ 61,984	514	0.02	0.02	33%	49%	55%	41%
37-1012	Supervisors of Landscaping Workers	HSD	PS non-deg.	2,521	$ 64,251	287		0.10	19%	20%	64%	21%
39-5094	Skincare Specialists	PS non-deg.	PS non-deg.	1,172	$ 53,477	201	0.57	0.57	100%	29%	97%	30%
41-1012	Supervisors of Non-Retail Sales Workers	HSD	Associate	3,597	$ 83,907	272		0.00	35%	23%		
41-3021	Insurance Sales Agents	PS non-deg.	Bachelor's	5,333	$ 62,088	404			56%	24%		
41-3031	Financial Services Agents	Bachelor's	Bachelor's	4,593	$ 64,438	298	0.01	0.01	40%	24%	17%	33%
41-4011	Sales Representatives, Tech. & Sci. Products	Bachelor's	Bachelor's	3,243	$ 106,080	292	0.00	0.00	26%	22%		
41-4012	Sales Representatives, Other	HSD	Associate	15,342	$ 68,723	1,399		0.00	26%	22%	54%	58%
41-9021	Real Estate Brokers	PS non-deg.	PS non-deg.	5,919	$ 72,446	547	0.01	0.01	61%	16%	41%	34%
41-9031	Sales Engineers	Bachelor's	Bachelor's	1,093	$ 119,704	99			7%	14%		
43-1011	Supervisors of Office & Admin	HSD	Associate	13,125	$ 70,200	1,233		0.02	74%	22%	77%	35%
43-4031	Court, Municipal, & License Clerks	HSD	PS non-deg.	1,847	$ 60,050	195			76%	31%		
43-5061	Production, Planning, & Expediting Clerks	HSD	Bachelor's	3,095	$ 59,426	288			53%	22%		
43-6011	Executive Admin Assistants	HSD	Associate	6,608	$ 71,822	626		0.01	84%	22%	97%	23%
43-6012	Legal Secretaries & Admin Assistants	PS non-deg.	Associate	908	$ 56,805	112	0.00	0.00	100%	3%	50%	100%
47-1011	Supervisors of Construction Trades	HSD	PS non-deg.	10,628	$ 103,834	948		0.02	4%	22%	14%	32%
47-2031	Carpenters	HSD	PS non-deg.	21,942	$ 62,962	1,889		0.06	4%	36%	0%	38%
47-2111	Electricians	HSD	PS non-deg.	10,812	$ 100,194	1,110		0.36	4%	16%	25%	0%
47-2121	Glaziers	HSD	PS non-deg.	720	$ 65,104	67		0.01			0%	0%
47-2152	Plumbers, Pipefitters, & Steamfitters	HSD	PS non-deg.	6,636	$ 95,846	646		0.16	3%	12%	11%	33%
47-2171	Reinforcing Iron & Rebar Workers	HSD	HSD	504	$ 93,829	44						
47-2211	Sheet Metal Workers	HSD	PS non-deg.	3,107	$ 67,101	288			3%	10%		
47-2221	Structural Iron & Steel Workers	HSD	PS non-deg.	553	$ 92,706	52						
47-4011	Construction & Building Inspectors	HSD	Associate	1,783	$ 84,635	202		0.09	9%	21%	12%	15%
49-1011	Supervisors of Mechanics & Installers	HSD	PS non-deg.	7,417	$ 83,470	657		0.12	13%	26%	23%	18%
49-2022	Telecommunications Equipment Installers	PS non-deg.	PS non-deg.	2,127	$ 74,048	173			2%	30%		
49-2098	Security & Fire Alarm Systems Installers	PS non-deg.	PS non-deg.	1,152	$ 80,184	135	0.00	0.00	4%	18%	25%	0%
49-3011	Aircraft Mechanics & Service Technicians	PS non-deg.	Associate	1,045	$ 83,762	96	0.21	0.24	1%	19%	2%	16%
49-3023	Automotive Service Technicians & Mechanics	PS non-deg.	Associate	7,990	$ 58,261	715	0.17	0.13	3%	27%	18%	34%
49-3031	Bus & Truck Mechanics	HSD	PS non-deg.	4,828	$ 64,355	417		0.08	2%	26%	9%	30%
49-3041	Farm Equipment Mechanics & Service Techs	HSD	PS non-deg.	768	$ 63,898	75		0.00	0%	15%	50%	50%
49-3042	Mobile Heavy Equipment Mechanics	HSD	PS non-deg.	2,611	$ 73,944	238		0.01	0%	15%	0%	25%
49-3092	Recreational Vehicle Service Technicians	PS non-deg.	Associate	612	$ 59,467	89			2%	54%		
49-9021	HVAC Mechanics	PS non-deg.	PS non-deg.	3,891	$ 64,418	403	0.12	0.12	3%	27%	2%	54%
49-9041	Industrial Machinery Mechanics	HSD	PS non-deg.	7,064	$ 73,362	735		0.05	7%	39%	16%	24%
49-9051	Electrical Power-Line Installers & Repairers	PS non-deg.	PS non-deg.	1,312	$ 126,506	114	0.12	0.10	1%	5%	13%	10%
49-9052	Telecommunications Line Installers & Repairers	HSD	PS non-deg.	889	$ 66,082	83			3%	16%		
51-1011	Supervisors of Production & Operating Workers	HSD	Bachelor's	9,186	$ 68,474	922		0.03	18%	40%	43%	27%
51-4041	Machinists	HSD	PS non-deg.	3,268	$ 63,752	360		0.10	2%	28%	17%	32%
51-4111	Tool & Die Makers	PS non-deg.	Associate	380	$ 71,386	37						
51-8031	Wastewater Treatment Plant Ops	PS non-deg.	PS non-deg.	1,215	$ 66,186	109	0.18	0.18	8%	21%	30%	0%
51-9141	Semiconductor Processing Technicians	HSD	Associate	7,031	$ 63,066	771			25%	41%		

Exhibit A-2: Priority occupations, continued

Occupation code	Occupation title	Entry-level education	Competitive education	2024 employment	Median wage	Avg. annual openings 2024-2034	Completions per related opening (entry-level)	Completions per related opening (competitive)	Employment share female (orange denotes unreliable)	Employment share BIPOC (orange denotes unreliable)	Completions share female	Completions share BIPOC
53-1047	Supervisors of Transportation	HSD	Associate	8,766	$ 61,922	927			19%	20%		
53-2012	Commercial Pilots	Associate	Bachelor's	915	$ 115,352	114	0.33	0.00	4%	11%	16%	11%
53-2031	Flight Attendants	HSD	Bachelor's	1,016	$ 60,963	169			87%	22%		
53-3032	Heavy & Tractor-Trailer Truck Drivers	PS non-deg.	PS non-deg.	27,113	$ 62,650	2,984	0.01	0.01	11%	27%	10%	23%

Exhibit A-3: Employment in priority occupations by competitive education level, by occupational group, Oregon, 2024

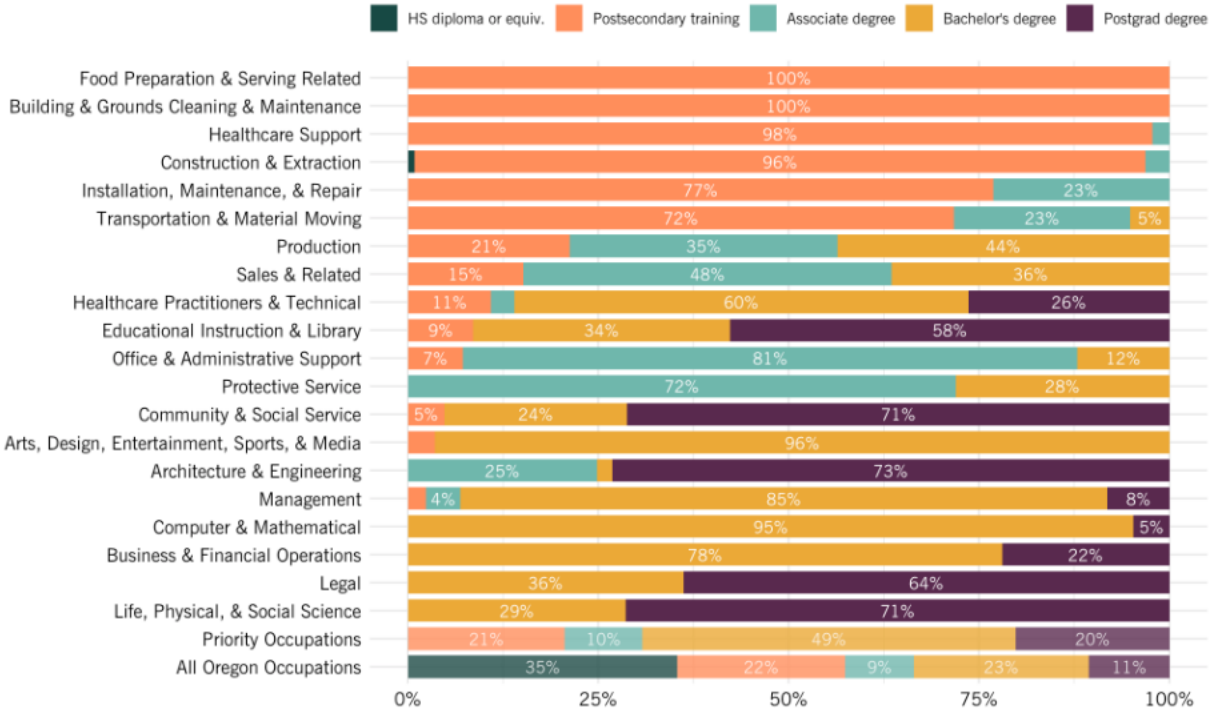
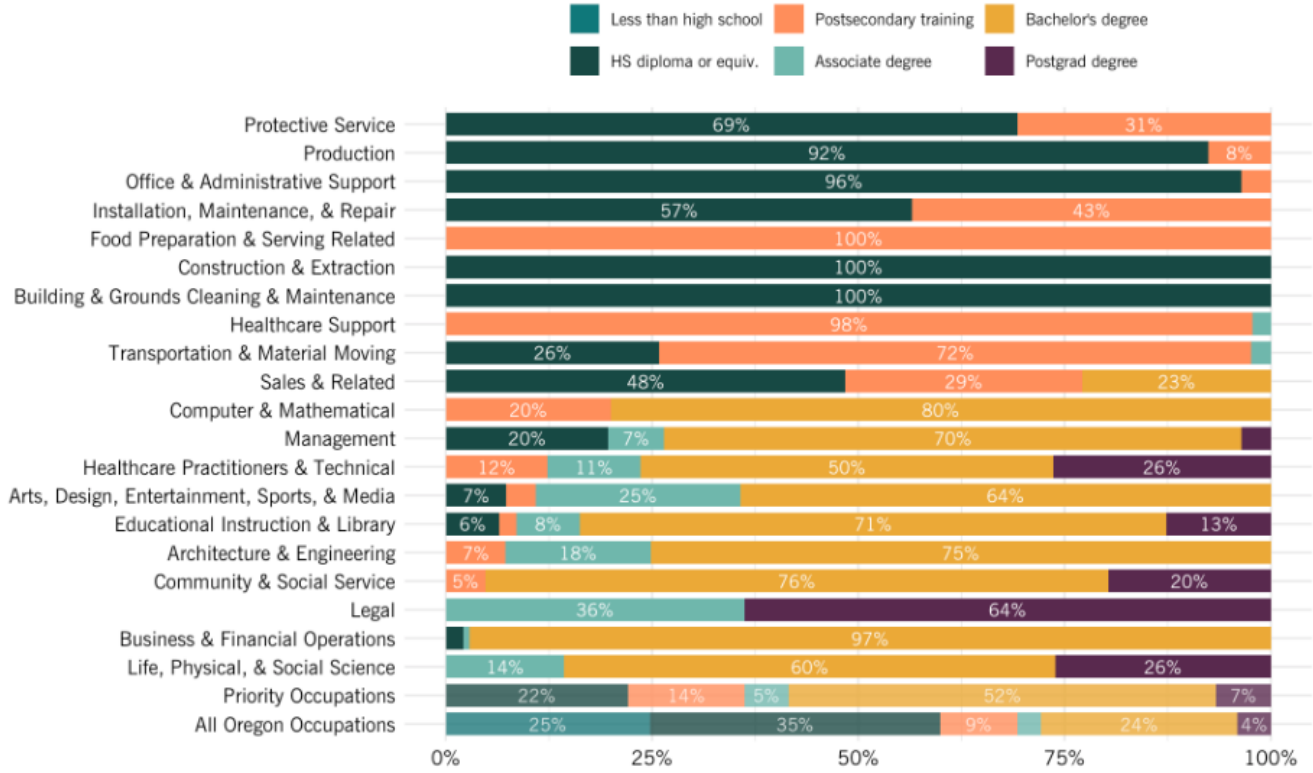


Exhibit A-4: Employment in priority occupations by typical entry-level education level, by occupational group, Oregon, 2024



Oregon Talent Assessment Interview Guide

Thank you for your willingness to lead an interview to inform the Oregon Talent Assessment. This guide provides interview questions and a report-out template you can use to take notes during the interview, after which you can paste your responses into a survey form (link provided below) and submit responses within three days of the interview. The Talent Assessment research team (ECOnorthwest) will receive and compile all responses.

Purpose

The primary purpose of the 2026 Oregon Talent Assessment is to develop a methodology for identifying key industry sectors and occupations for use in future biennial Assessments. In this phase of the project, project representatives are interviewing employers, industry associations, and workforce professionals using a shared set of questions. The research team will review the notes from these interviews, identify themes, and use the findings to shape the project's analysis and recommendations.

The purpose of these conversations is to discuss whether the preliminary findings reflect current workforce conditions and to identify important gaps in the data, including emerging occupations and skill needs not yet reflected in available data. The interview input will help strengthen the final Assessment and improve future workforce planning in Oregon.

Interview Format

**Interviewees received a slide deck with preliminary findings in advance to reference throughout the interview.*

- Questions (25-45 minutes):

    1. Using the provided preliminary results as a starting point and a reference, please provide your reflections on the following workforce topics/challenges, specific either to your industry/region, other industries/regions, or the larger statewide workforce:

        a. Occupations most difficult to fill and/or retain (e.g., which are / are not on the list?)

        b. In-demand skills (e.g., what skills are most in-demand and/or difficult to find?)

        c. Credentials and training programs (e.g., are certain credentials or credential types particularly beneficial in your firm/industry/region? are certain training programs/pathways especially effective?)

d. Wages (e.g., how does wage competition affect your firm/industry/region?)

e. Retention (e.g., what factors affect retention rates in your firm/industry/region?)

f. Place-based or other topics/challenges (e.g., child care, transportation, housing)

2. Do the preliminary results, or the underlying framework/criteria, raise additional questions or concerns for you?

3. How should the Oregon workforce development system (broadly defined) use the Talent Assessment to improve conditions for employers and workers?

After the Interview: Next Steps

Paste your notes from the interview into the SurveyMonkey form (questions provided below) and submit responses within three days of the meeting.

Oregon Talent Assessment Interviews

REPORT-OUT FORM

What was the date of your interview?

What is the interviewee's name, role, firm/organization, and/or perspective?

Example: Erica White, ECOnorthwest, Workforce Development Professional
Perspectives include Employer, Industry Association, Workforce Development Professional, etc.

1. Using the provided preliminary results as a starting point and a reference, please provide your reflections on the following workforce topics/challenges, specific either to your industry/region, other industries/regions, or the larger statewide workforce:

a. Occupations most difficult to fill and/or retain (e.g., which are / are not on the list?)

b. In-demand skills (e.g., what skills are most in-demand and/or difficult to find?)

c. Credentials and training programs (e.g., are certain credentials or credential types particularly beneficial in your firm/industry/region? are certain training programs/pathways especially effective?)

d. Wages (e.g., how does wage competition affect your firm/industry/region?)

e. Retention (e.g., what factors affect retention rates in your firm/industry/region?)

f. Place-based or other topics/challenges (e.g., child care, transportation, housing)

2. Do the preliminary results, or the underlying framework/criteria, raise additional questions or concerns for you?

3. How should the Oregon workforce development system (broadly defined) use the Talent Assessment to improve conditions for employers and workers?