

2021 Environmental Scan



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Executive Summary

At the time of the publication this report the world is experiencing a catastrophic global pandemic. The magnitude and duration of the impacts are unclear, but in the near-term are having dramatic effects on educational institutions. It is evident that distance learning and education-related technologies will receive a major boost and those institutions that are planning and investing wisely will be at a competitive advantage. There is not much data available to convey how the pandemic will impact the Highland region, but it is clear there will be great impacts to the national and global economies. Unlike man-made disasters, natural disasters quickly recover in comparison. The adjustments will be more pronounced with the pandemic forcing structural changes to how higher education is able to continue their mission. It is clear there will be long-lasting effects that may become permanent, such as online curriculum.

The two most important characteristics that will have far-reaching impacts on the business community and educational institutions are growing racial and ethnic diversity and the aging of the workforce. While this is a common trend throughout the country, it presents some unique challenges and opportunities for Highland Community College. In addition to meeting the education and training demands caused by structural changes in the regional economy brought on by globalization and technological advances, businesses and educational institutions will need to adjust their approaches to meet the needs of a more diverse and aging workforce. This could include reshaping outreach and programs that address linguistic or cultural barriers, developing new and innovative approaches, reversing the decline in youth labor force participation, or helping older displaced workers transition to new careers.

Illinois higher education continues to face a challenging environment. It holds abundant opportunities for preparing a new generation of workers into rewarding careers, as well as helping mid- and late-career workers to remain productive and competitive as new technologies continue to reshape the economy and workforce. Highland, along with its peer institutions, will also face ongoing challenges in changing demographics, slow and uneven economic growth, fiscal uncertainty, and rapidly changing demands for educational programs and platforms. This report provides the basis for strategic planning

by presenting relevant data and analysis necessary for Highland College stakeholders to make better informed decisions about the future goals, priorities, and direction of the institution.

Introduction

The nation has experienced the most tragic pandemic since the Spanish Flu of 1918. COVID-19 has impacted every facet of our daily lives and recovery will not occur overnight. Massive waves of unemployment due to business shut-downs, online education replacing in-person learning, along with many other adjustments causing chaotic disruptions in the economy and everyday lives. At the time of writing this report, vaccinations are being distributed on an increasing scale to try to prevent another surge of infections as variants permeate every state in the union.

Financial indicators such as unemployment rates, housing values, wages, and many others, suggest that the resources necessary to pay for postsecondary education will be directly impacted. The decrease in resources is a critical consideration for institutional planning. The recovery from the pandemic will be long-term as the damage physically, mentally, and economically is becoming apparent. Unfortunately, in this report it is not always possible to access data showing all trends as many datasets are lagged. However, whenever it is feasible the most updated data is presented. Other economic, demographic, workforce, technological, and political trends are important to consider as they all shape the opportunities and challenges for Highland Community College.

This environmental scan is intended to provide a baseline of information for Highland Community College's next strategic planning process to begin in summer 2021. Understanding the implications of the current recession and other relevant trends and dynamics at the local, regional, state, national and global levels will assist Highland in charting the best course of future action.

Primary data sources used for this scan included public agencies such as the Illinois Department of Employment Security, Illinois State Board of Education, U.S. Bureau of Labor Statistics, U.S. Census Bureau, the National Center for Education Statistics, and the Illinois Department of Revenue. Additional resources also came from private institutions providing freely accessible data, such as Labor Insight for job listings. One subscription data source, the Society for College and University Planning (SCUP), was used to create thought provoking discussions on additional topics throughout the scan.

Physical Environment

Located in the upper northwest corner of Illinois, the Highland Community College District is home to some of the most scenic landscapes in the state. Lead ore mining drew settlers from the West and the area is still pockmarked with mines long forgotten. The natural beauty of limestone cliffs and waterways make the area inviting to those looking for respite. Much of Jo Daviess County was not flattened by glaciers, creating a beautiful landscape favored for tourism and farming. While Illinois is known as the Prairie State, the northwest corner of the state has many rolling hills along with the highest topographical point in the state.

The Highland District includes all of Jo Daviess County and substantial portions of Ogle, Carroll, and Stephenson Counties. Several municipalities are located within the Highland Community College District. Freeport is the largest with 23,973 residents counted in the 2020 Census and Galena is the next most populous at only 3,308 residents, which is a large drop as the other municipalities and Census designated places are much smaller, the smallest being Adeline village at 78 residents.

Figure 1: Map of Highland Community College District



There are numerous special taxing jurisdictions located within the Highland District, ranging from parks to cemetery districts. These jurisdictions include 57 townships and 15 unified school districts located at least partially within the Highland district. The closest approximation to the Highland district boundary is the aggregation of 57 overlapping townships as listed in Figure 2.

Figure 2: Townships Overlapping Highland District

Township	County	Township	County
Cherry Grove-Shannon	Carroll County	West Galena	Jo Daviess County
Freedom	Carroll County	Woodbine	Jo Daviess County
Mount Carroll	Carroll County	Brookville	Ogle County
Rock Creek-Lima	Carroll County	Forreston	Ogle County
Salem	Carroll County	Leaf River	Ogle County
Savanna	Carroll County	Lincoln	Ogle County
Washington	Carroll County	Maryland	Ogle County
Woodland	Carroll County	Mount Morris	Ogle County
Apple River	Jo Daviess County	Pine Creek	Ogle County
Berreman	Jo Daviess County	Rockvale	Ogle County
Council Hill	Jo Daviess County	Buckeye	Stephenson County
Derinda	Jo Daviess County	Dakota	Stephenson County
Dunleith	Jo Daviess County	Erin	Stephenson County
East Galena	Jo Daviess County	Florence	Stephenson County
Elizabeth	Jo Daviess County	Freeport	Stephenson County
Guilford	Jo Daviess County	Harlem	Stephenson County
Hanover	Jo Daviess County	Jefferson	Stephenson County
Menominee	Jo Daviess County	Kent	Stephenson County
Nora	Jo Daviess County	Lancaster	Stephenson County
Pleasant Valley	Jo Daviess County	Loran	Stephenson County
Rawlins	Jo Daviess County	Oneco	Stephenson County
Rice	Jo Daviess County	Ridott	Stephenson County
Rush	Jo Daviess County	Rock Grove	Stephenson County
Scales Mound	Jo Daviess County	Rock Run	Stephenson County
Stockton	Jo Daviess County	Silver Creek	Stephenson County
Thompson	Jo Daviess County	Waddams	Stephenson County
Vinegar Hill	Jo Daviess County	West Point	Stephenson County
Wards Grove	Jo Daviess County	Winslow	Stephenson County
Warren	Jo Daviess County		

The estimates used in this report are the aggregation of those townships, which leads to a slight overcount in the Census data as most of those areas are rural. Some data is not available at the township level so other proxies must be used. For example, the workforce data is published for the Workforce Investment Act (WIA) region which includes eleven counties: Jo Daviess, Stephenson, Winnebago, Boone, Carroll, Ogle, Whiteside, Lee, Bureau, LaSalle, and Putnam.

Demographic Characteristics

Population

People move to different states, or different counties within the same state, for numerous reasons. The primary reason is employment – e.g., moving up the career ladder by relocating for new opportunities – or retiring to a warmer climate or smaller home. Illinois has been losing population since 2013. However, the population loss has been minimal (18,124 residents or 0.1%) since 2010 (see Figure 3). While numbers across the board in Illinois are primarily negative, there is hope in reversing the trend since the numbers have been minimal.

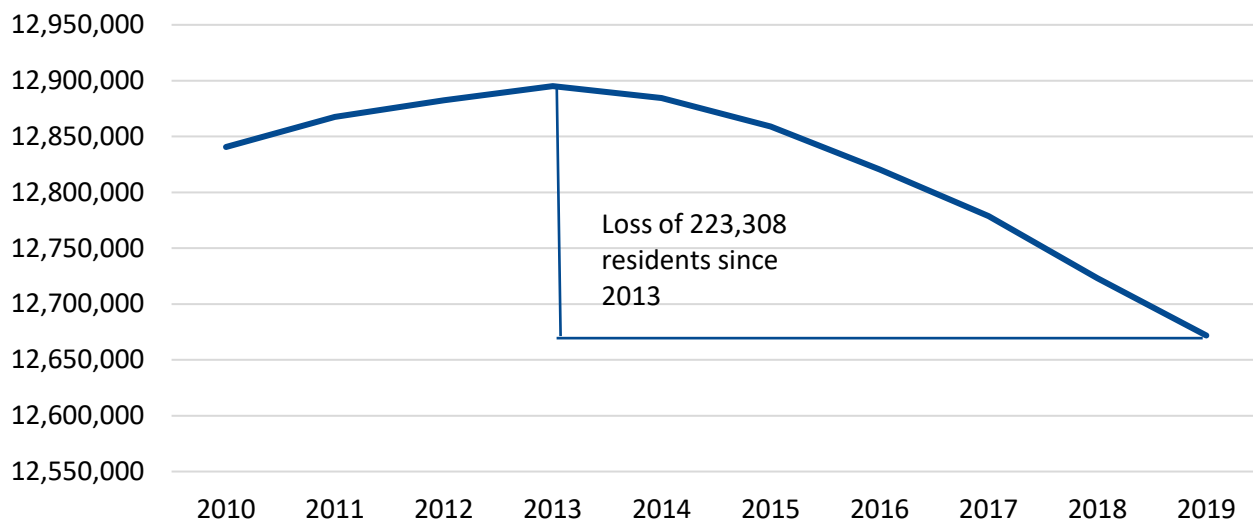
Figure 3: Illinois Population Count, 2010-20 Census

Population Total	
2010	12,830,632
2020	12,812,508
Change	-18,124
Percent	-0.1%

Source: U.S. Census Bureau, Decennial Census.

Figure 4 represents the more drastic population loss since 2013 of 223,308 residents. However, the methodology is different from the 2020 Census count as it is the count from administrative data of births, deaths, and migration using the 2010 Census as the baseline. Due to the gain of population in years 2010 through 2012 the overall change in population since 2010 has been 168,682 net loss of residents. The numbers vary and we need to understand which source is being utilized. The 2020 Census will always be the most reliable since it is a universal count, but it is unknown the degree of impact COVID-19 has had on the Census operations although the Census Bureau has claimed the data meets their standards for publication. If the data did not meet the quality standards the data would not be published and that has occurred in recent history. The 2020 Census operations began in March 2020 when the pandemic started.

Figure 4: Illinois Population Trend



Source: U.S. Census Bureau, Population Estimates Program.

Several municipalities are located within the Highland Community College District. According to the 2020 Census, Freeport is the largest municipality with 23,973 residents and Galena is the next most populous at 3,308 residents. The rest of the district is made up of rural areas and small communities with fewer than 3,000 residents. The total population for the Highland district is estimated at 87,753 in 2020, just over a 5,000-resident loss from 92,507 in 2010 (see Figure 5).

Figure 5: Population Total in Highland District, 2010 & 2020

Population Total	
2010	92,507
2020	87,753
Numeric Change	-4,754
Percent Change	-5.1%

Source: U.S. Census Bureau, Decennial Census.

The Highland District population residing within municipalities is 51,996 people, with the remaining 37,757 residents living in unincorporated, rural areas in 2020. The change since 2010 represents a loss of 6.0%, or 3,340 residents. Figure 6 shows the municipalities within the Highland district and the population change since 2010. Almost all municipalities lost some population with the only exceptions being Hanover, Lanark, Scales Mound, and Shannon representing a gain of 170 residents.

Figure 6: Municipal Population 2010-2020

	2010	2020	#	%		2010	2020	#	%
Adeline	85	78	-7	-8.2%	Lena village	2,912	2,772	-140	-4.8%
Apple River	366	347	-19	-5.2%	Menominee	248	211	-37	-14.9%
Cedarville	741	663	-78	-10.5%	Mount Carroll	1,717	1,479	-238	-13.9%
Dakota	506	500	-6	-1.2%	Mount Morris	2,998	2,861	-137	-4.6%
Davis	677	589	-88	-13.0%	Nora	121	107	-14	-11.6%
East Dubuque	1,704	1,505	-199	-11.7%	Orangeville	793	766	-27	-3.4%
Elizabeth	761	694	-67	-8.8%	Ridott	164	124	-40	-24.4%
Forreston	1,446	1,435	-11	-0.8%	Savanna	3,062	2,783	-279	-9.1%
Freeport	25,638	23,973	-1,665	-6.5%	Scales Mound	376	436	60	16.0%
Galena	3,429	3,308	-121	-3.5%	Shannon	757	801	44	5.8%
German Valley	463	433	-30	-6.5%	Stockton	1,862	1,728	-134	-7.2%
Hanover	844	863	19	2.3%	Warren	1,428	1,323	-105	-7.4%
Lanark	1,457	1,504	47	3.2%	Winslow	338	281	-57	-16.9%
Leaf River	443	432	-11	-2.5%	TOTAL	55,336	51,996	-3,340	-6.0%

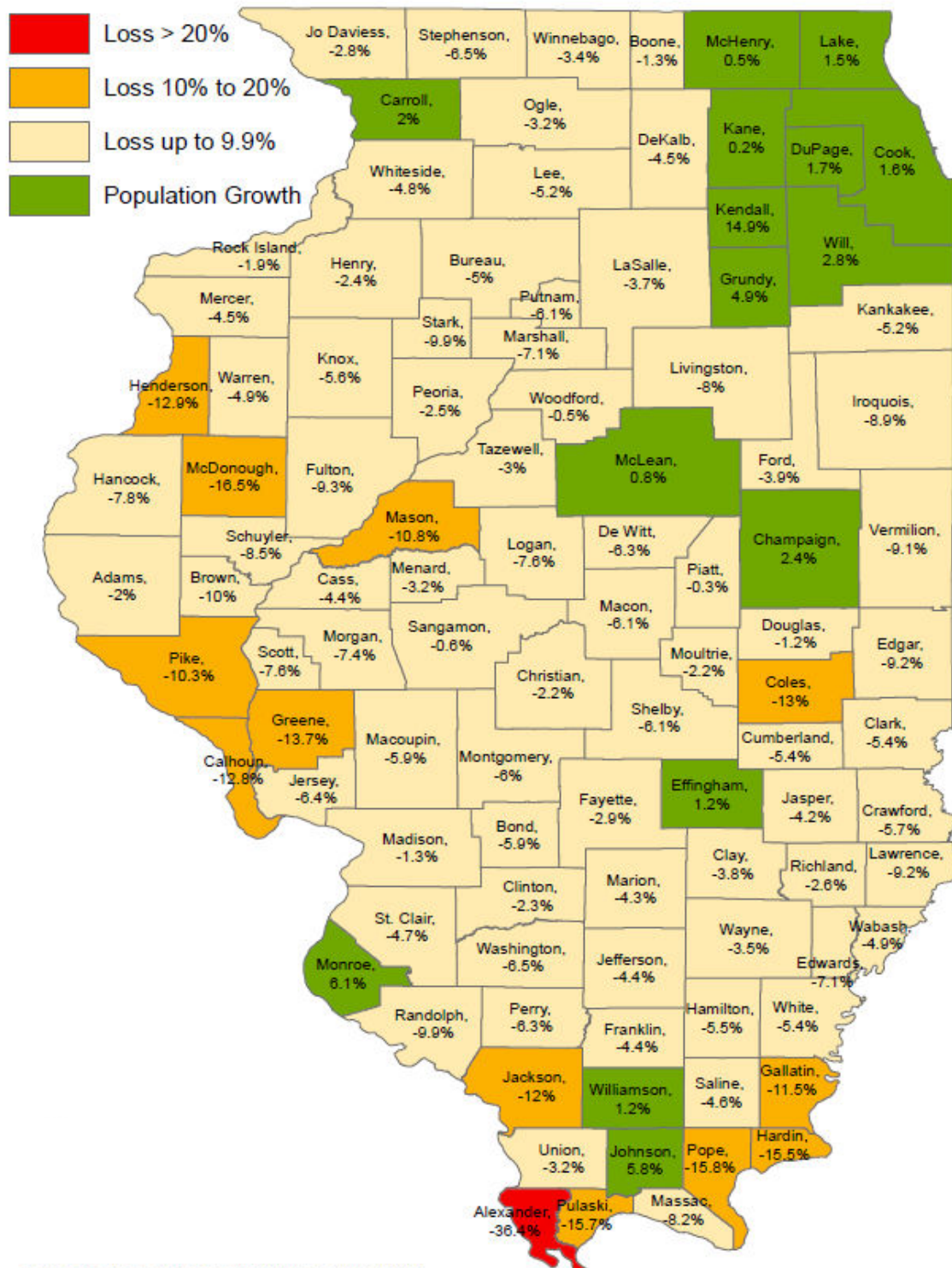
Source: U.S. Census Bureau, 2010 & 2020 Decennial Census.

Many of the counties experiencing population growth have high density urban centers. The urban centers are attractive to new residents and viable to retain residents due to the many amenities and employment opportunities. Rural areas are experiencing an aging population that are reaching the end of their lives, moving to warmer climates, or into retirement centers closer to urban centers. The City of Chicago did gain a small number of new residents, which can fluctuate purely due to the inability to expand. The city can only build up, not out, so the population tends to remain stagnant.

Carroll county is the anomaly as it is primarily rural and most Illinois residents are leaving rural communities, but Carroll County gained 2.0%, or 315 additional residents. Carroll County is ranked 7th in having the largest proportional increase due to the opening of the Thomson prison. Kendall County ranks first gaining an additional 17,133 residents, or 14.9%. The Chicago Metro region is still expanding to the west yielding population gains in the ring counties. Alexander County has lost the greatest proportion of residents at 36.4%, located in the far southern tip of Illinois.

Figure 7 on the next page shows the population change since 2010 by county. Much of the population gain has been in the Chicago Metropolitan area. The Highland district counties are losing population in small amounts, with exception to Carroll. There were only 15 counties that gained in population while the remaining 87 lost some population and 13 of those lost more than 10.0%.

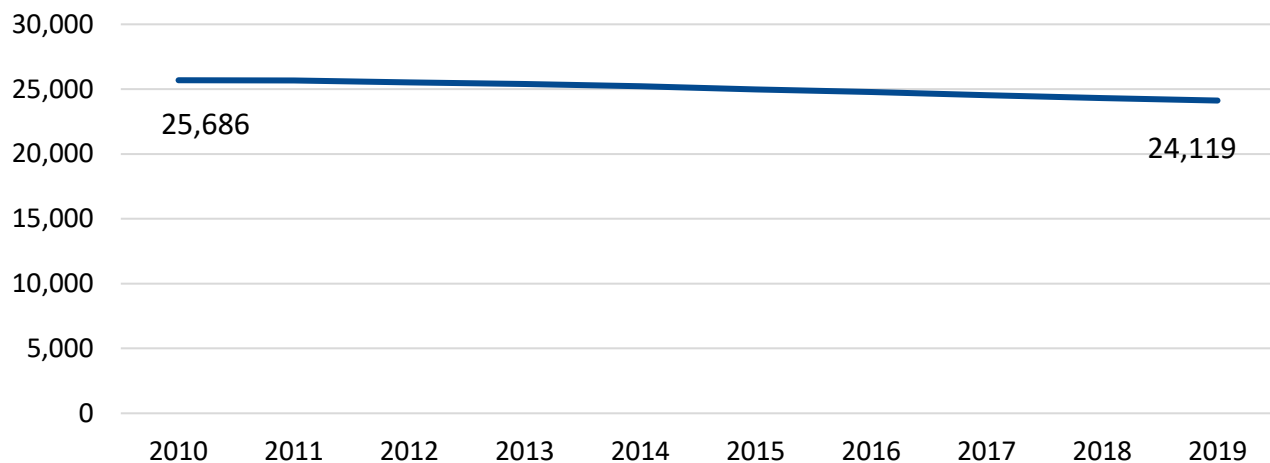
Figure 7: County Population Change 2010-2020



Source: U.S. Census Bureau, Decennial Census.

The population loss is primarily impacting the more rural areas throughout the state, but some urban centers are following suit. The City of Freeport has declined by just over 1,500 residents since 2010, representing a 6.1% decline. Plus, it is one of only a few municipalities that fell below the 25,000 residents could mean a loss of Home Rule. There are additional steps necessary to maintain home rule status and voters need to be involved¹.

Figure 8: City of Freeport Population 2010-19

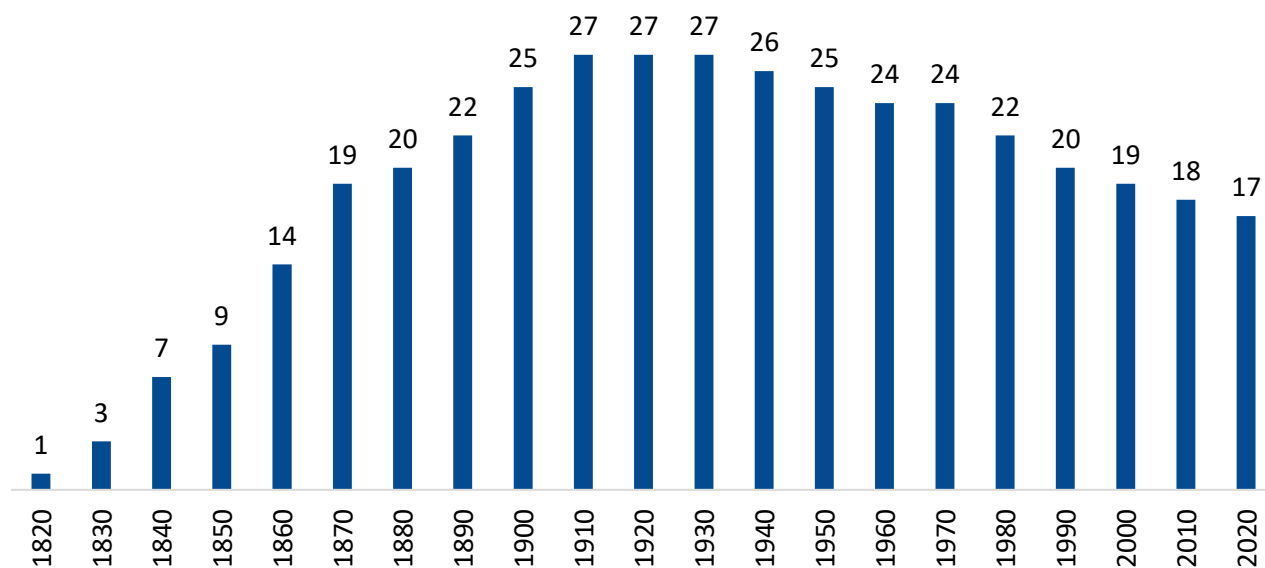


Source: U.S. Census Bureau, American Community Survey Five Year.

¹ Home rule definition by the Illinois Municipal League: Home rule status can be achieved in one of two ways: (1) A municipality automatically achieves home rule status when its population exceeds 25,000 residents. If the municipality's population dips below this threshold, it continues to be home rule, but the clerk is required to certify the question of home rule for submission to the voters at the next general election; and (2) Communities with fewer than 25,001 residents can become home rule by passing a local referendum. Additional information available: <https://iml.org/homerule>.

Perhaps the biggest news in the last few months in 2021 has been the published population counts by the U.S. Census Bureau. It was already known that Illinois was going to lose one seat in the House of Representatives and on the fence for losing a second seat. The loss of a congressional seat was not due to population loss in Illinois as much as it was due to population growth in other states. Every ten years the 435 House of Representative seats are allocated according to these Census counts. When the state population results were released in April 2021, Illinois lost one seat, which was met with great relief. Illinois currently has 18 seats and will be reduced to 17 seats when the boundaries are redrawn to determine the districts that will be impacted. The state had a legislated deadline to have those boundaries completed by June 30, 2021. However, the data required was not published until August 2021 making it necessary to find another way to temporarily draw the boundaries and then tweak once the final data are published. The Census Bureau's deadlines have been postponed due to the pandemic, so it is a challenge throughout the country for states adding or subtracting seats.

Figure 9: History of House of Representative Seat Allocations in Illinois



Source: <https://history.house.gov/>

Racial/Ethnic Characteristics

The entire nation is continuing to diversify, and the Highland region is no exception. The White population in Highland's district is still in the majority at 85.4%. However, that percentage was even higher in 2010 at 90.0%. During this period, 8,303 White residents have moved out of the district while the remaining race and ethnic categories have increased, adding 3,549 non-White residents. The rate of diversification in the district is slower than the statewide average but the trend is expected to continue toward greater diversity.

The predominant population of Highland's district is White, with a count of 83,279 in 2010 decreasing to 74,976 in 2020. The greatest increase in racial/ethnic diversity comes from the "Other" category, which is occurring throughout the country. The category encompasses anyone that is not a single race allowing for respondents to identify in several race categories beyond the primary listed in Figure 10. The "Other" category increased by 120.0%, which may reflect respondents being more detailed with their race affiliation. The second largest category are those identified as Hispanic or Latino of 50.6%, or 1,358 new residents. Figure 11 shows the same information but for the State of Illinois for comparison.

Figure 10: 2010 to 2020 Highland District Racial Composition

	Total	White	Black	Asian	Other	Latinx
2010	92,507	83,279	4,459	439	1,648	2,682
2020	87,753	74,976	4,634	478	3,625	4,040
Numeric Change	-4,754	-8,303	175	39	1,977	1,358
Percent Change	-5.1%	-10.0%	3.9%	8.9%	120.0%	50.6%
2010 Proportion	100.0%	90.0%	4.8%	0.5%	1.8%	2.9%
2020 Proportion	100.0%	85.4%	5.3%	0.5%	4.1%	4.6%

Source: U.S. Census Bureau, Decennial Census 2010 & 2020.

Figure 11: 2010 to 2020 Illinois Racial Composition

	Total	White	Black	Asian	Other	Latinx
2010	12,830,632	8,167,753	1,832,924	580,586	221,791	2,027,578
2020	12,812,508	7,472,751	1,775,612	747,280	479,455	2,337,410
Numeric Change	-18,124	-695,002	-57,312	166,694	257,664	309,832
Percent Change	-0.1%	-8.5%	-3.1%	28.7%	116.2%	15.3%
2010 Proportion	100.0%	63.7%	14.3%	4.5%	1.7%	15.8%
2020 Proportion	100.0%	58.3%	13.9%	5.8%	3.7%	18.2%

Source: U.S. Census Bureau, Decennial Census 2010 & 2020.

Much of the diversification is being driven by the city of Freeport. The White population in Freeport is 67.4% of the residential population in 2020, lower than outside the Freeport city limits. In 2010, 4.1% of the Freeport population was Latinx; the proportion increased to 7.1% in 2020, adding an additional 637 Latinx residents to the community. While the overall population declined by just over 1,600 residents, without the influx of minorities the population loss would have been much greater.

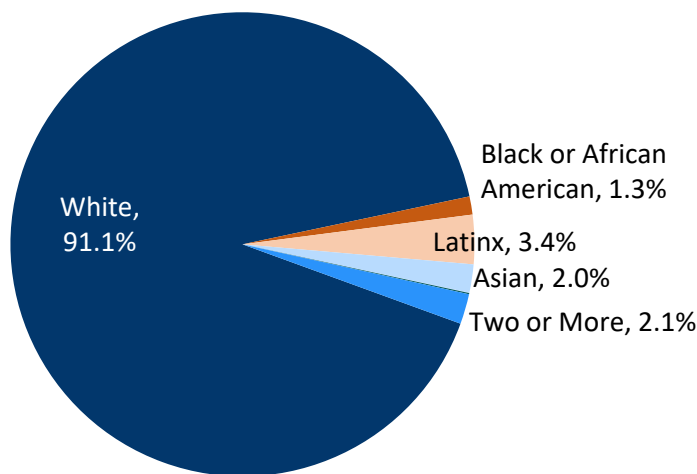
Figure 12: 2010 to 2020 Freeport City Racial Composition

	Total	White	Black	Asian	Other	Latinx
2010	25,638	19,313	4,108	216	945	1,056
2020	23,973	16,155	4,228	246	1,651	1,693
Numeric Change	-1,665	-3,158	120	30	706	637
Percentage Change	-6.5%	-16.4%	2.9%	13.9%	74.7%	60.3%
2010 Proportion		75.3%	16.0%	0.8%	3.7%	4.1%
2020 Proportion		67.4%	17.6%	1.0%	6.9%	7.1%

Source: U.S. Census Bureau, Decennial Census 2010 & 2020.

Similar diversification is occurring within the public-school enrollments, although the proportion of the Black or African American in the high schools are a smaller proportion (1.3%) compared to 5.3% in the elementary grades. The younger generation is much more diverse.

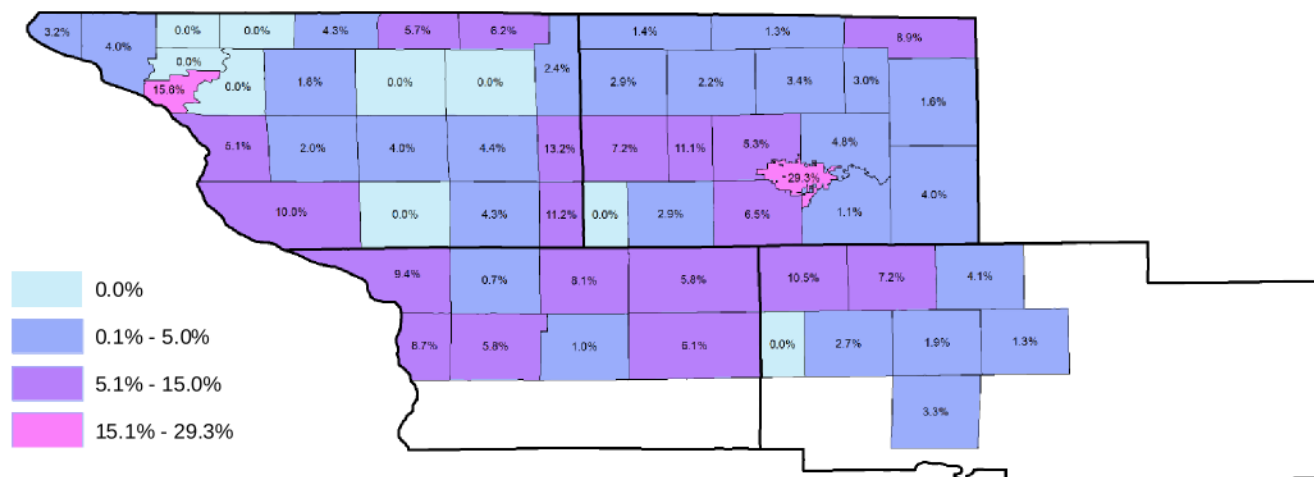
Figure 13: Racial Composition of Highland High School Enrollments, 2021



Source: Illinois State Board of Education, Report Card, 2020.

The highest concentration of minority populations is in the Freeport and West Galena townships which both have urban centers. However, there are many townships with greater than 5.0% minorities in the rural areas of the Highland district (see Figure 14).

Figure 14: Percent of Minority Populations by Township, 2019



Source: U.S. Census Bureau, American Community Survey 2019 Five Year.

The Brookings Institute states that 96% of all counties in the country have experienced a decline in their White population since 2010². The minority populations are growing and moving out from the urban centers. The pandemic is providing an opportunity for rural communities to attract telecommuters to a quieter lifestyle away from the urban centers. Provision of reliable and high quality broadband will be critical to that attraction.

² Brookings Institute: <https://www.brookings.edu/research/americas-racial-diversity-in-six-maps/>

Age of District Residents

The median age in Illinois is 39.4 years old in 2019, which is younger than the median age in the Highland District area. Figure 15 shows that Ogle County has the lowest median age of 42.4 years, while the remaining counties are higher. The state's median age has risen 3.2 years over the decade, while the four-county area has had higher median age increase since 2010. The national increase has been 1.2 years. Jo Daviess County has the largest increase of 3.3 years in the last decade while also having the highest median age in 2010 and 2019. The residential population is aging which leads to more households having fixed incomes and tax breaks for those over the age of 65 years, leading to reduced tax revenues.

Figure 15: Median Age of Residents by County, 2010 & 2019

	2010	2019	Change
United States	36.9 years	38.1 years	1.2 years
Illinois	36.2 years	39.4 years	3.2 years
Carroll County	45.7 years	48.3 years	2.6 years
Jo Daviess County	46.6 years	49.9 years	3.3 years
Ogle County	40.0 years	42.4 years	2.4 years
Stephenson County	43.0 years	45.3 years	2.3 years

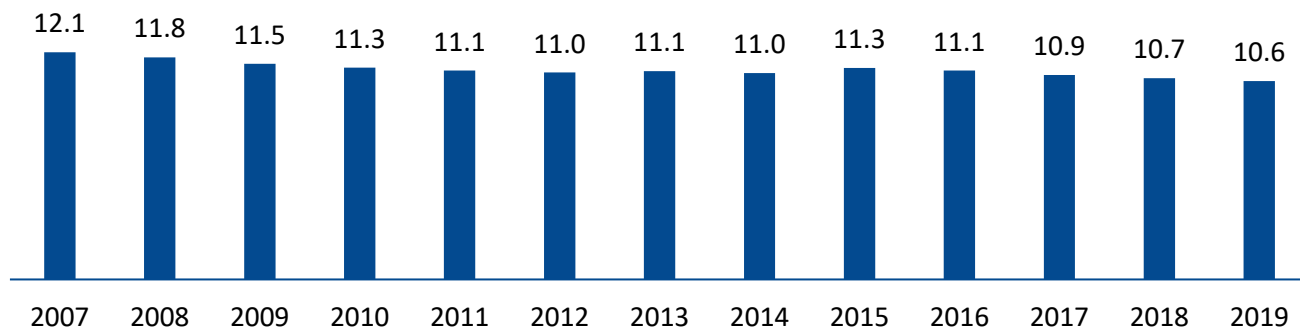
Source: U.S. Census Bureau, American Community Survey, 2010 & 2019 Five-Year.

The aging of America is evident as the Baby Boomers reach retirement age, pushing up the median age. The Urban Institute projects the number of those over the age of 65 will quadruple by 2040 when compared to 2000 levels, putting more demand upon the healthcare industry and those involved in caring for elderly family members. There will also be fewer workers paying into Social Security to cover those relying on that income for their retirement years. In the year 2020, there are approximately 2.6 workers for every person receiving social security and in 2040 it is anticipated to be 2.1 workers³.

³ The Urban Institute. <https://www.urban.org/policy-centers/cross-center-initiatives/program-retirement-policy/projects/data-warehouse/what-future-holds/us-population-aging#:~:text=The%20number%20of%20Americans%20ages,The%20nation%20is%20aging>

Figure 16 shows the Illinois rural county birth rates per 1,000 population. The decreasing trend is not anticipated to change soon, although the rate of decline has begun to slow. Birth rates are highest for the Latinx population, which is helping to keep the population growth in Illinois at a higher level, but for all other ethnicities birth rates are lower and continue to decline.

Figure 16: Illinois Rural County Birth Rate per 1,000 Females of Birthing Age



Source: Center for Disease Control, WONDER Birth Data

As a result of the declining birth rate, those in the lower age ranges have declined in numbers. In the Highland district the number of those under 17 years of age has declined every year since 2010. There has been a 12.0% decrease, representing almost 2,500 fewer school aged children, since 2010. See Figure 17. The continued reduction of the younger generations in the Highland district reduces the number of feeder high school graduates.

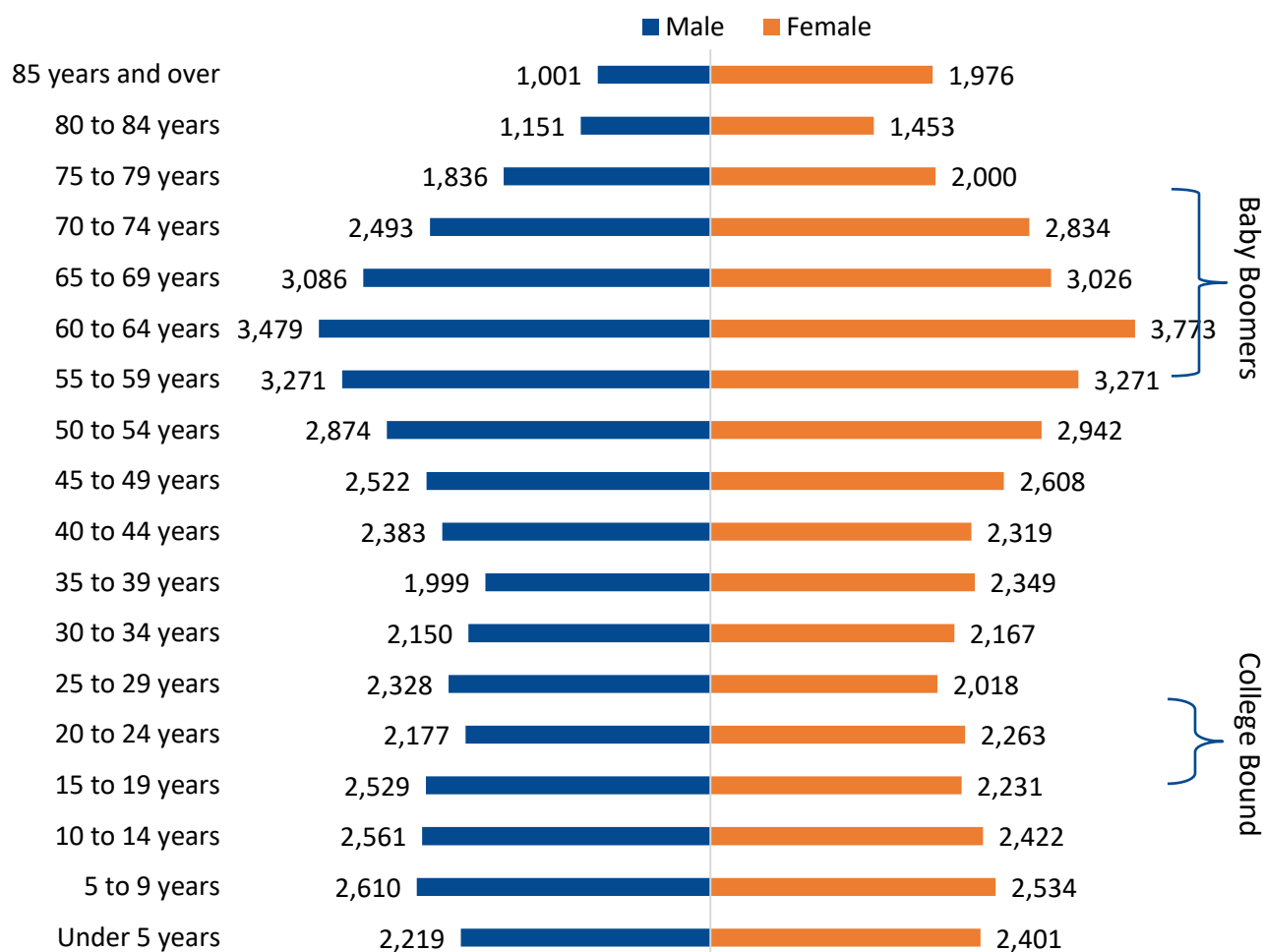
Figure 17: Population Under 18 Years of Age, 2010-2019

	2010	2019	Change	Percent Change
Total Population	93,180	87,256	-5,924	-6.4%
Population Under 18 Years of Age	20,472	18,011	-2,461	-12.0%
Proportion Under 18 Years of Age	22.0%	20.6%		-1.4%

Source: U.S. Census Bureau, American Community Survey, 2010 & 2019 Five Year.

The age pyramid in Figure 18 shows a fewer number of those aged 20 through 44 and a greater number of the Baby Boomers, ages 56 through 75. The Great Recession in 2008 led to a downward trend in births. Since then, the birth rate has continued to decline from 12.1 babies born per 1,000 population in 2007 to 11.0 babies in 2019. Experts anticipated the pandemic shut-ins would spur another baby boom, but that has not materialized⁴.

Figure 18: Age Pyramid of Highland District Residents, 2019

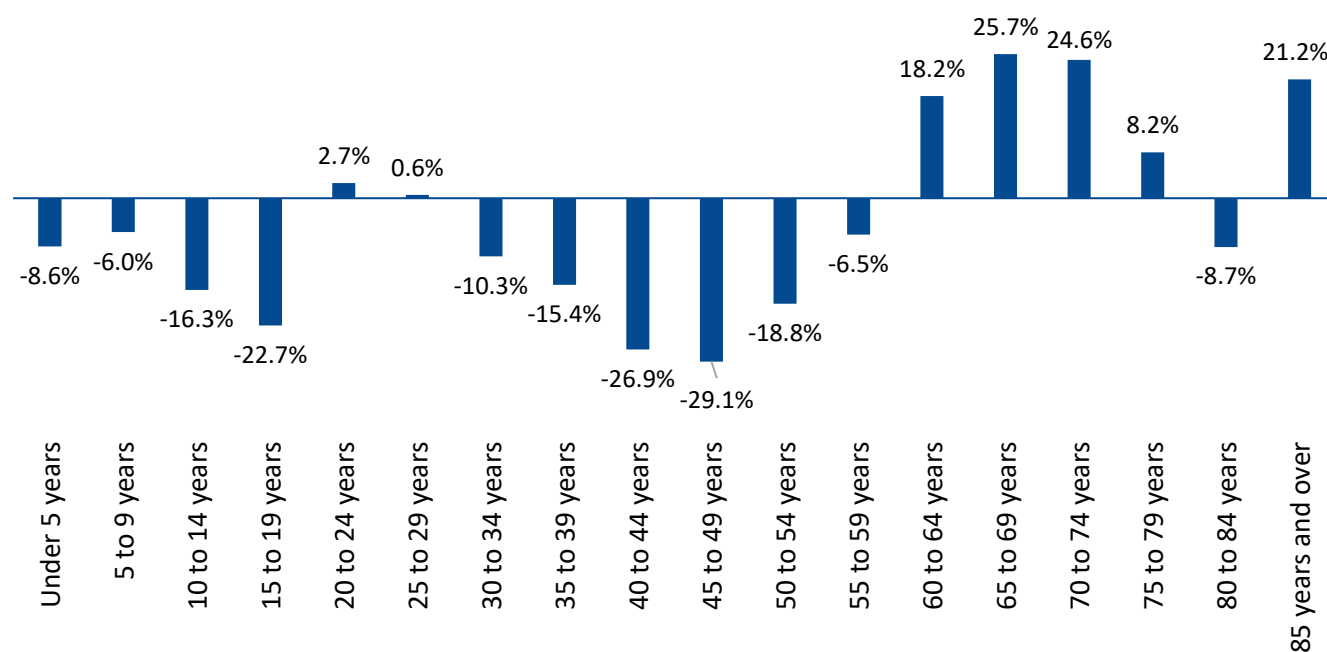


Source: U.S. Census Bureau, American Community Survey, 2019 Five Year.

⁴ Forbes : <https://www.forbes.com/sites/alicebroster/2021/02/03/coronavirus-hasnt-lead-to-the-baby-boom-that-was-anticipated-according-to-a-new-study/?sh=3e2a232b4b79>

The 60- to 64-year-olds are the largest cohort in the age pyramid. However, looking at the pattern among the working age groups a precipitous drop in population is evident. Figure 19 shows the change in each five-year age cohort since 2010. There are large increases in the number of people over the age of 60 years old, while large decreases are occurring among those aged 30 through 59 years of age. These are the primary workers in the Highland District. There have been some large losses of school-aged children as well, especially those 15 to 19 years of age. Some of the young adults who have moved away to attend college may return, but substantial losses are still being felt throughout the primary and secondary grades. The decline in school-age children will impact Highland Community College in its plan for future enrollments.

Figure 19: Change in Five-Year Age Groups, 2010 & 2019

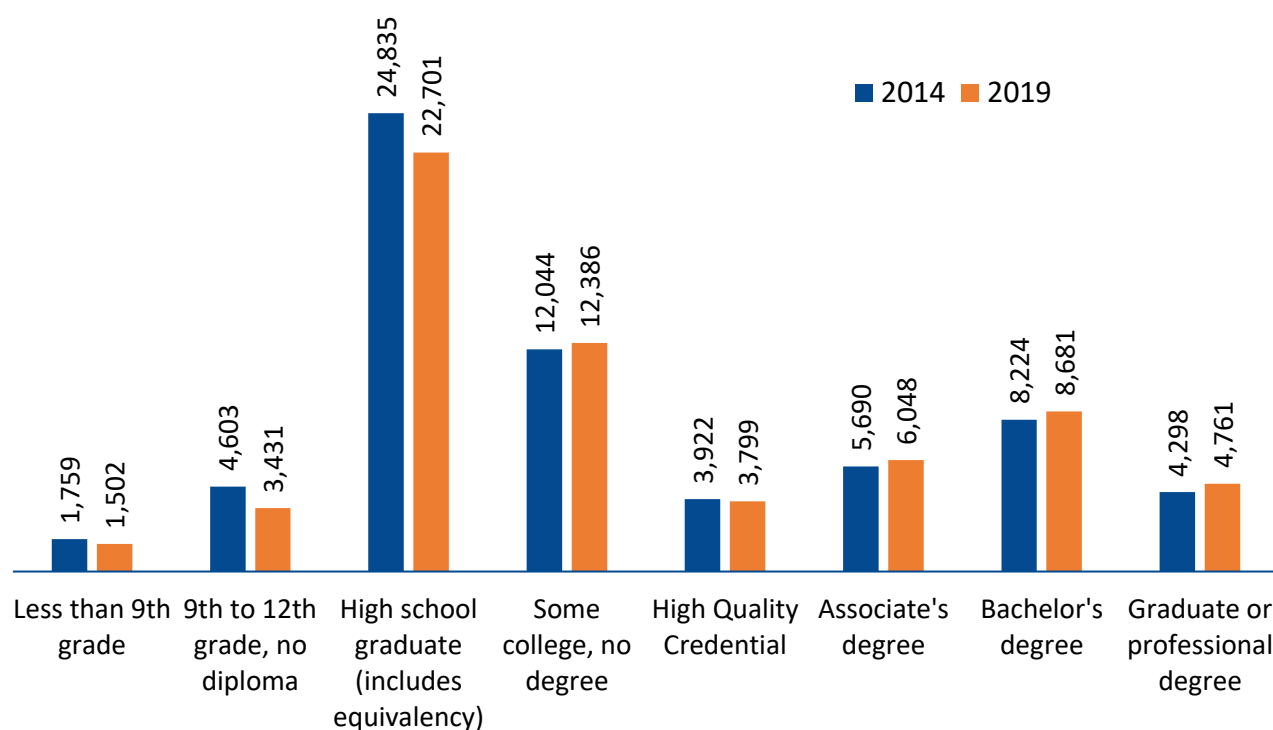


Source: U.S. Census Bureau, American Community Survey, 2019 Five Year.

Education Attainment

There are 19,490 residents that hold at least a high-quality credential, or 36.8%, among the residential population. The percentage is lower than the Illinois percentage of 55.8%. However, it has increased from 33.9% (22,134 residents aged 25 and over) in 2014. The lower percentage is not surprising considering the higher median age in the rural areas. The Lumina Foundation estimates statewide percentages for “high-quality certificates” that lead to markedly increased wages. It is estimated that 6% of Illinois residents classified as *Some College, No Degree* completed such a high-quality certificate. Figure 20 shows the difference from 2014 to 2019 where those with lower attainment have decreased and those with credentials have increased. It is estimated that almost 4,000 residents in the Highland district have obtained high quality credentials.

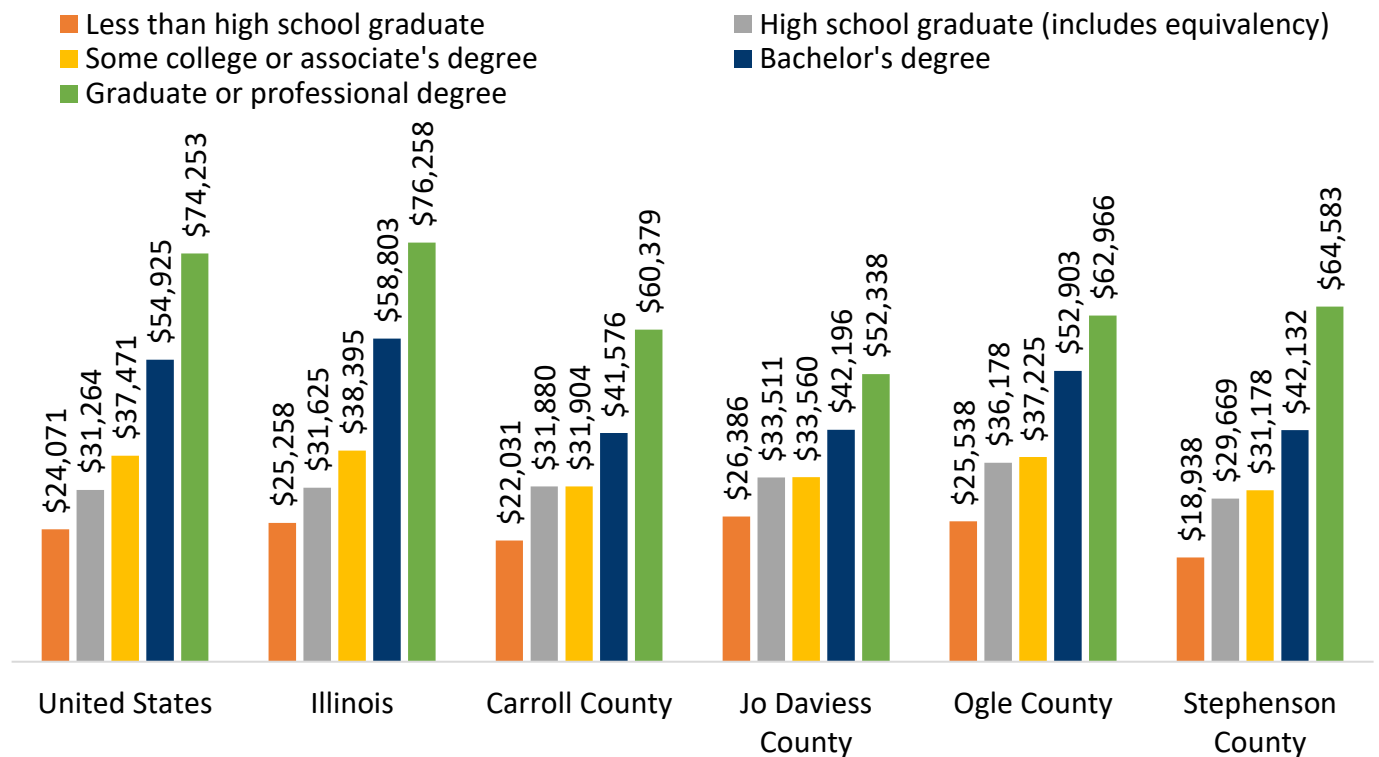
Figure 20: Education Attainment, 2014 & 2019



Source: U.S. Census Bureau, American Community Survey, 2014 & 2019 Five Year.

The value of holding a degree is evident in Figure 21. The higher the education attainment the higher the median salary. The cost of living is lower in the four-county region, so the salaries are a little lower than the state or nation. Stephenson has the highest median salary for those with a graduate or professional degree while also having the lowest median salary for those that are not a high school graduate.

Figure 21: Education Attainment by Median Salary, 2019



Source: U.S. Census Bureau, American Community Survey 5-Year Data.

Where there are big differences are when you view the median salaries by education attainment, but by gender. Men have traditionally made more than women and that is the case in each of the four counties. Each column is colored independently to rank highest (green) to lowest (red). Visually you can see most of the red to appear in the female category while most of the green is male.

Figure 22: Education Attainment by Gender, 2019

	U.S.	Illinois	Carroll	Jo Daviess	Ogle	Stephenson
Male Overall	\$48,089	\$51,881	\$43,315	\$43,183	\$49,884	\$42,844
Male - Less than high school graduate	\$28,189	\$29,783	\$38,068	\$26,875	\$30,072	\$21,296
Male - High school graduate (or GED)	\$37,578	\$39,315	\$42,039	\$39,799	\$44,007	\$40,477
Male - Some college or Associate's	\$45,576	\$48,471	\$41,250	\$46,818	\$53,114	\$41,367
Male - Bachelor's degree	\$67,947	\$72,286	\$51,389	\$52,850	\$66,389	\$54,066
Male - Graduate or professional	\$92,576	\$95,641	\$73,750	\$50,962	\$70,850	\$70,144
Female Overall	\$34,113	\$35,689	\$26,292	\$27,957	\$29,036	\$26,634
Female - Less than high school graduate	\$18,032	\$19,924	N/A	\$25,707	\$19,727	\$16,977
Female - High school graduate (or GED)	\$25,066	\$25,055	\$23,224	\$27,047	\$22,825	\$21,852
Female - Some college or Associate's	\$31,077	\$30,836	\$26,178	\$23,109	\$27,415	\$26,020
Female - Bachelor's degree	\$46,624	\$48,829	\$33,355	\$36,854	\$39,945	\$38,197
Female - Graduate or professional	\$62,631	\$64,162	\$53,929	\$53,920	\$54,957	\$56,923

Source: U.S. Census Bureau, American Community Survey Five Year Data, 2019.

The salary gap is positive in the favor of males for all levels of education with the only exception in Jo Daviess County for graduate or professional degree holders. The gap is in favor of females by \$1.42 per hour. Bolded are those median salaries that are at least \$10.00 per hour more for males.

Figure 23: Education Attainment by Hourly Median Salary Gap by Gender

	U.S.	Illinois	Carroll	Jo Daviess	Ogle	Stephenson
Male Hourly Salary minus Female Hourly Salary	\$6.72	\$7.78	\$8.18	\$7.32	\$10.02	\$7.79
Less than high school graduate	\$4.88	\$4.74	N/A	\$0.56	\$4.97	\$2.08
High school graduate (or GED)	\$6.02	\$6.86	\$9.05	\$6.13	\$10.18	\$8.95
Some college or associate degree	\$6.97	\$8.48	\$7.25	\$11.40	\$12.36	\$7.38
Bachelor's degree	\$10.25	\$11.28	\$8.67	\$7.69	\$12.71	\$7.63
Graduate or professional degree	\$14.40	\$15.13	\$9.53	-\$1.42	\$7.64	\$6.36

Source: U.S. Census Bureau, American Community Survey Five Year Data, 2019.

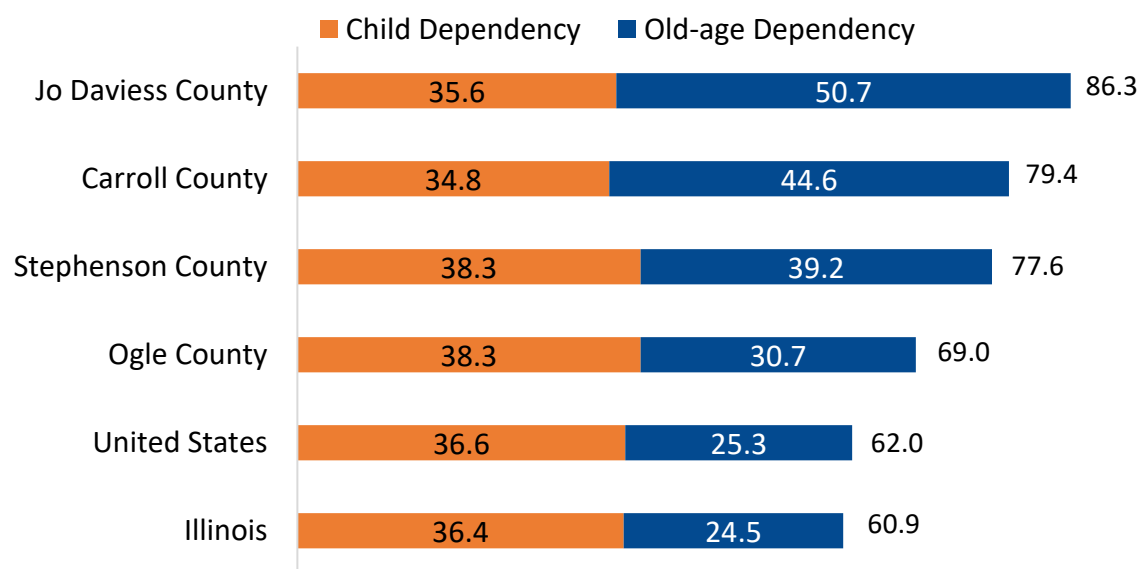
Bolded figures are those over \$10.00 per hour. Calculations based upon 2,080 hours per year.

Dependency Ratio

As important as recent high school graduates are to community college enrollments, in many areas the number of adult learners is becoming increasingly important. These individuals have different educational aspirations and represent another key market for postsecondary institutions like Highland. The loss of working age adults puts additional pressure to support those who are not able to work, such as those under 17 years of age and those over 64 years of age. A way to quantify this effect is to estimate the number of those who are most likely to depend on the working age population for support. The Age Dependency Ratio for the four Highland District counties is provided in Figure 24. For example, in Jo Daviess County, for every 100 workers there are 86.3 people who will likely be supported by those of working age, 16-64 years old; this represents an increase from 72.5 in 2010.

Children receive considerable support from local taxes that support schools and park districts. Those over the age of 64 receive a larger proportion of economic support from state and federal resources in the form of Medicare and Social Security. The aging of the Highland district is evident and puts additional demand for healthcare facilities and services that are geared toward the elderly. Jo Daviess county has the highest ratio of those in the upper age groups while Ogle and Stephenson Counties have the youngest populations.

Figure 24: Age Dependency Ratios, 2019



Source: U.S. Census Bureau, American Community Survey, 2019.

Households and Families

Households are occupied housing units excluding vacant housing units. Stability in neighborhoods rely on the ability of residents to maintain and financially afford their homes. The use of a home as an investment towards retirement or big purchases, such as tuition, is an option many select. The higher the owner-occupancy rate the neighborhood tends to have stable home values. The economic downturn since the Great Recession of 2008 increased conversions from owner-occupied to rentals. It can be assumed with many unemployed due to the 2020 pandemic there could be another surge of further conversions.

The Highland region decreased from 39,464 households in 2010 to 39,017 households in 2019 for a loss of 447 households. Married-couple families are the most common type of household at 48.9%, which is higher than the Illinois rate of 47.4%. In comparison, the Highland region married-couple families were at 51.9% in 2010, which is a decline of the traditional core family unit also seen nationally.

Figure 25: Household Composition, 2019

	Illinois Percent	Highland Percent	Highland Total
Total households	100.0%	100.0%	39,017
Married-couple family	47.4%	48.9%	19,065
With own children of the householder under 18 years	19.0%	13.3%	5,206
Cohabiting couple household	5.9%	6.0%	2,326
With own children of the householder under 18 years	2.0%	2.4%	953
Male householder, no spouse/partner present	18.2%	18.7%	7,304
With own children of the householder under 18 years	1.1%	1.6%	615
Female householder, no spouse/partner present	28.5%	26.5%	10,322
With own children of the householder under 18 years	5.4%	5.3%	2,085

Source: U.S. Census Bureau, American Community Survey, 2019.

Income

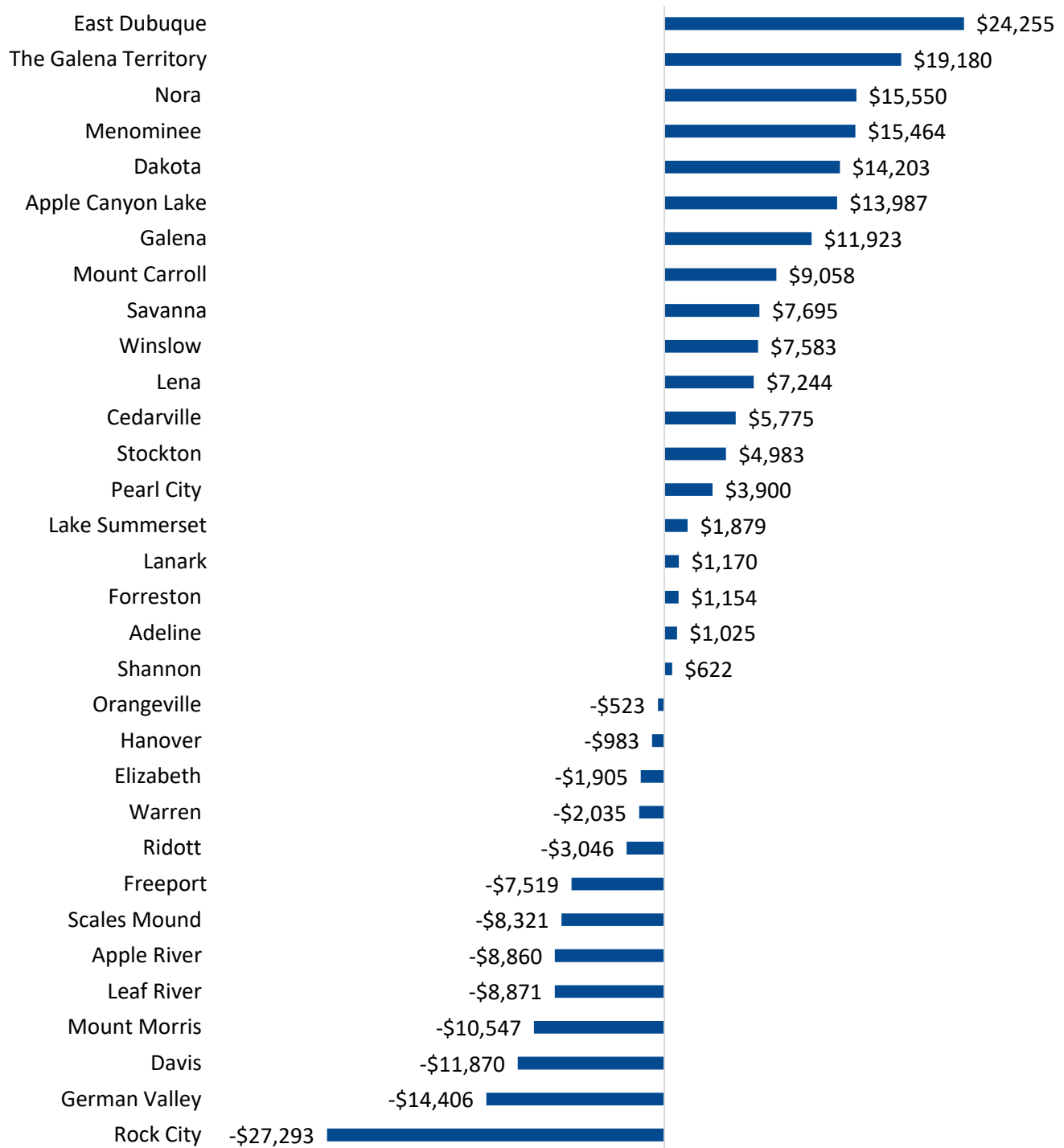
Experts discuss how difficult it is to measure what is going on with household income due to monies distributed by the federal government to subsidize households that have lost their income during the pandemic. Other state and federal monies have been dispersed to businesses impacted to subsidize their payrolls and keep their business afloat. Typical measures of household income will not be as reliable due to money flowing in nontraditional ways. Many companies that shut down during the pandemic lost their employees to other companies, or those employees stayed home to care for children who were not able to attend school in person. Others collected unemployment. At the time of this report, companies are reopening and confronting a new issue of finding employees. Some companies are resorting to paying for applications and raising their wages to be competitive⁵⁶. Other companies have added benefits such as paying for college expenses or offering sign-on bonuses. These are strategies not previously seen as there are usually more workers than available jobs. The measures of income assume most income is from wages, but unemployment and subsidies are not included in the general measure underestimating the available discretionary household spending.

Leaving aside current conditions, the economy over the past decade has had mixed effects on family income in the Highland District (see Figure 26). Some communities experienced substantial erosion in median family income while others appear to have fared well. Between 2010 and 2019, most of the municipalities in the Highland District experienced an increase in their buying power after adjusting for inflation. East Dubuque residents increased their incomes from \$51,620 (adjusted for inflation) to \$75,875 in 2019. Rock City lost the most, going from \$82,650 to \$55,357 in median family income. Income that does not keep up with inflation means it will cost people more to maintain their quality of life or set aside money for big purchases such as tuition.

⁵<https://www.wsj.com/articles/restaurants-serve-up-signing-bonuses-higher-pay-to-win-back-workers-11619359201>

⁶https://www.wsj.com/articles/big-companies-woo-scarce-hourly-workers-with-higher-pay-bonuses-11620930575?cx_testId=3&cx_testVariant=cx_2&cx_artPos=3&mod=WTRN#cxrecs_s

Figure 26: Change in Median Family Income*, 2010-19



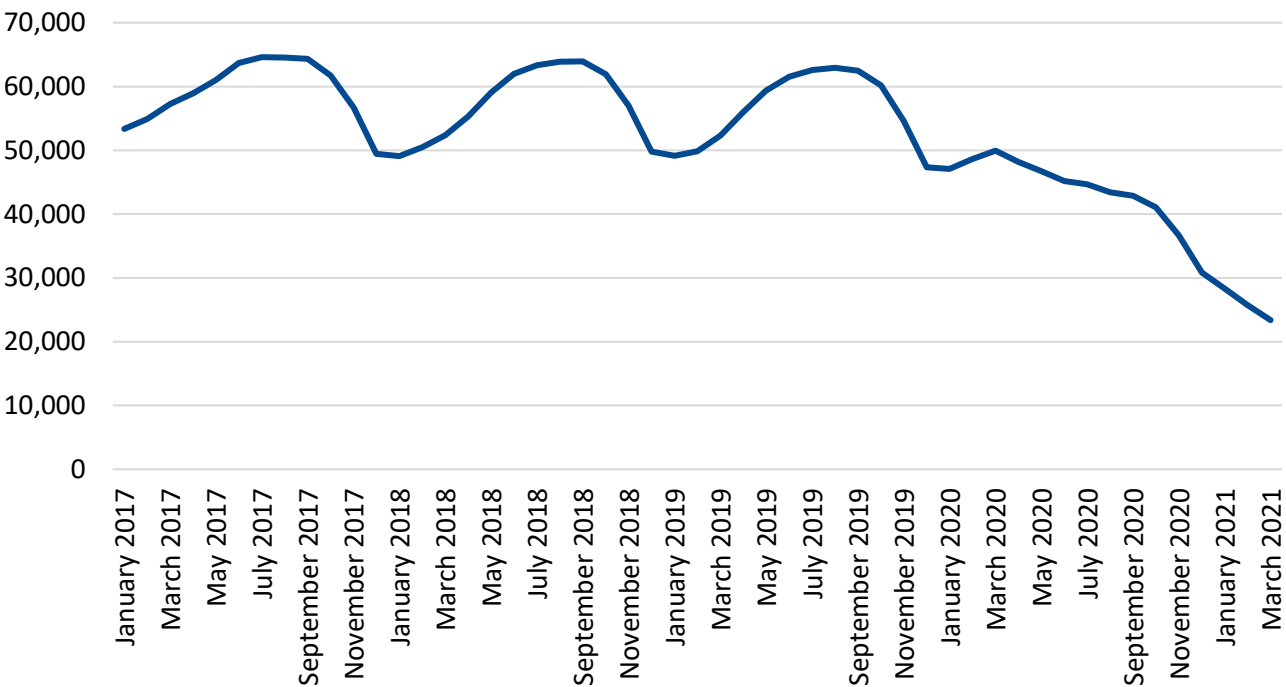
Source: U.S. Census Bureau, American Community Survey 2010 & 2019 Five Year Data.

*Adjusted for inflation.

Housing

The housing inventory in the state of Illinois has slowed dramatically due to the pandemic. Residents were safer staying within their homes, so putting their home on the market, unless necessary, was not an attractive option causing the inventory of available homes to plummet. Due to consistently low mortgage rates the market was positive for home sales but without available inventory home prices increased due to increased demand. Figure 27 shows the seasonality of home sales in Illinois, but that cycle was interrupted in March 2020 when the pandemic hit. The inventory of available homes for sale has declined ever since.

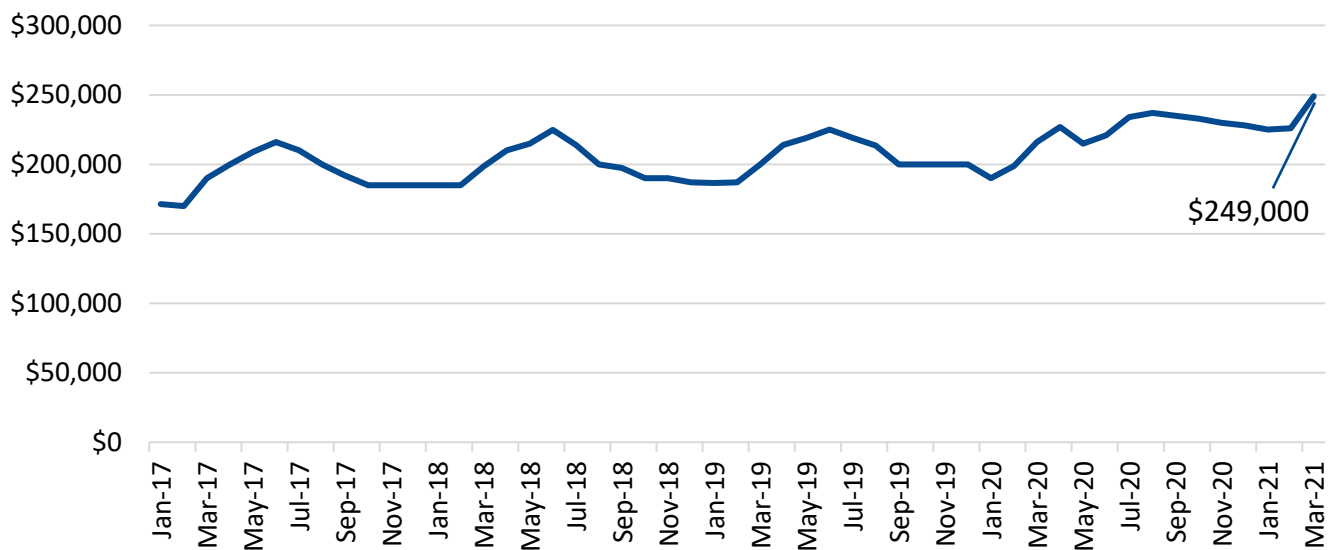
Figure 27: Inventory of Homes for Sale in Illinois



Source: Illinois Association of Realtors.

Coupled with the lack of inventory, home prices rose as the demand exceeded supply. The median sales price has hit an all-time high of \$249,000 in March of 2021 with no signs of slowing. Until the supply/demand is equalized there will be radical changes in the typical seasonality of the data. The Federal Reserve in April 2021 maintained interest rates at an all-time low despite the improving economy so mortgage rates will remain low, making higher priced homes more affordable⁷.

Figure 28: Monthly Median Sales Price in Illinois



Source: Illinois Association of Realtors.

⁷<https://www.cnbc.com/2021/04/28/fed-holds-interest-rates-near-zero-sees-faster-growth-and-higher-inflation.html>

Citizenship, Foreign Born, and Languages Spoken at Home

While the majority of foreign born in the Highland District are from Latin American countries, many other countries are represented in the district's population. As displayed in Figure 29, the foreign-born population is estimated at 1,930 in 2019 representing 2.2% of the overall population. These residents are not necessarily noncitizens as some could be naturalized.

Figure 29: Foreign Born Residents

Region	Total
Latin America	725
Eastern Europe	213
Southeastern Asia	206
Western Europe	161
South Central Asia	124
Eastern Asia	111
Northern Europe	97
Southern Europe	93
Northern America	60
Eastern Africa	58
Western Asia	37
Northern Africa	33
Southern Africa	5
Middle Africa	4
Oceania	2
Western Africa	1

Source: U.S. Census Bureau, American Community Survey 2019 Five Year.

Among the foreign-born residents, some of them have naturalized to become citizens. Figure 30 shows the number and percentages of U.S. born citizens, naturalized citizens, and those who live in the Highland district but are not citizens. Only 1.0% of the total residential population are not citizens, representing those living here on work or school visas as well as those who are undocumented. In comparison, the percentage of those who are not citizens throughout Illinois is approximately 6.9%, so the percentage in Highland district is much lower than the statewide average.

Figure 30: Citizenship, 2019

	U.S. Born Citizens	Naturalized Citizens	Not a U.S. citizen
Total	84,884	1,101	829
Percentage	97.3%	1.3%	1.0%

Source: U.S. Census, American Community Survey 2019 Five Year.

The ability to speak English is more prevalent in the Highland District than statewide. Figure 31 shows that the population speaking only English is 96.6% in 2019, up from 94.8% in 2012, in comparison with the statewide average of 76.8%. Among the 2,822 residents who speak a language other than English, 62.2% speak Spanish, representing an estimated 1,754 people. These residents may speak English as well, so they could be Spanish-speaking only or both Spanish and English proficient. 98.9% of Highland residents who are age 5 and over can speak English “well” in comparison to 91.4% statewide.

Figure 31: Languages Spoken by Residents, 2019

	Highland	Illinois	Highland	Illinois
Population 5 years and over	82,636	12,003,438		
Speak only English	79,814	9,223,600	96.6%	76.8%
Speak a language other than English	2,822	2,779,838	3.4%	23.2%
Spanish	1,754	1,621,065	62.2%	58.3%
Other Indo-European languages	615	666,280	21.8%	24.0%
Asian and Pacific Island languages	375	359,536	13.3%	12.9%
Other languages	78	132,957	2.8%	4.8%
Speak English "well"	81,759	10,966,776	98.9%	91.4%

Source: U.S. Census Bureau, American Community Survey 2019 Five Year.

Minority Owned Businesses

The diversification of the region is going to continue bringing a diversification of businesses. Figure 32 shows several businesses that are minority owned. These businesses generate almost \$8 million in sales for the Highland economy. Due to the database being updated continuously, the companies showing zero sales may have been shut down by the pandemic. Encouraging entrepreneurs and supporting local business development efforts are key to creating and retaining the jobs that will keep young people in the area, including those who are most likely to seek a community college education.

Figure 32: Minority Owned Businesses

Company Name	Sales	Industry Classification	City
Reliable Engineering Sales & Services	\$3,190,622	Industrial Machinery & Equipment	Savanna
The Workshop	\$2,790,200	Job Training & Vocational Rehabilitation Services	Galena
Stenes Contractors	\$578,287	Plastering, Drywall, Acoustical, & Insulation Work	Freeport
NNDYM Fp	\$469,795	Hotels & Motels	Freeport
Bison Aerospace & Defense	\$258,478	Small Arms Ammunition	Savanna
Wisconsin Illinois Realtors	\$175,574	Real Estate Agents & Managers	Freeport
J & T Trucking	\$111,491	Trucking, Except Local	Freeport
Taylormade Solutions	\$88,094	Business Consulting Services	Mt. Morris
Mugg's	\$80,000	Eating Places	Freeport
360 Degree Metals	\$50,516	Scrap & Waste Materials	Freeport
Joseph Cardoso	\$38,444	Business Services	Elizabeth
Medical Associates Clinic	\$0	Offices & Clinics of Doctors of Medicine	Elizabeth
Sicalco	\$0	Chemicals & Allied Products	Forreston
The Workshop	\$0	Gift, Novelty, & Souvenir Shops	Galena

Source: Mergent Intellect by FTSE Russell, 2021.

Broadband Infrastructure

While population loss may seem unsurmountable, there are ways to revitalize the rural communities and bring back population growth. The pandemic has opened opportunities for these areas to turn the trend around by building high-speed Internet capabilities along with sorely needed infrastructure, making rural areas more attractive to those wishing to get out of the urban environment and are able to telecommute. The pandemic shutdowns have demonstrated a propensity to maintain productivity for many industries through telecommuting – an approach that was previously not attempted on such a broad scale.

According to the Brookings Institute:

Of course, some jobs simply can't be done at home. But the outbreak is accelerating the trend toward telecommuting, possibly for the long term. Until now, telecommuting has been slower to take hold than many predicted when remote work technology first emerged. This inertia probably reflects sticky work cultures as well as a lack of interest from employers in investing in the technology and management practices necessary to operate a tele-workforce⁸.

Building the infrastructure to attract new residents will also foster additional business activities such as entrepreneurship, building a stronger economy. Community Colleges play an important role in offering outreach and training on how to use tools online for telework and new business activities.

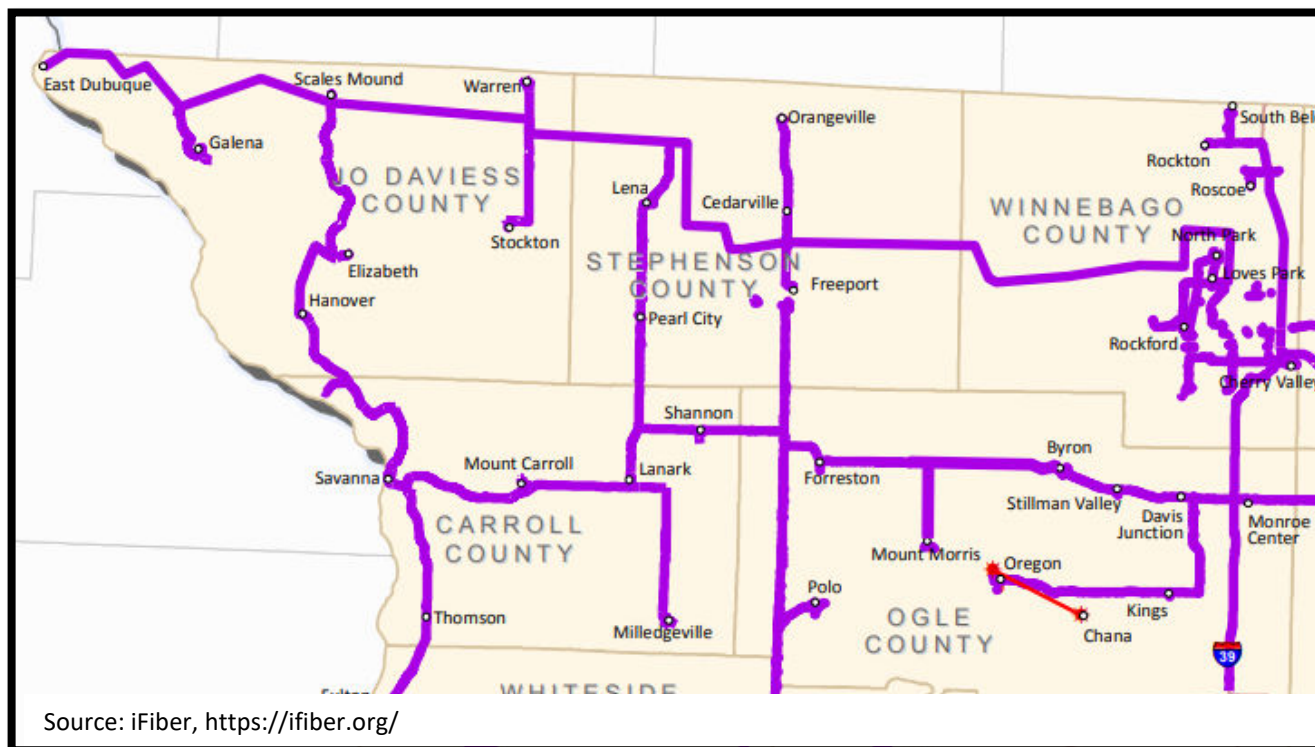
It has been noted that healthcare in a pandemic highlights the importance of additional online opportunities, such as telehealth. However, these technologies rely on digital infrastructure and many of the rural areas do not have enough bandwidth to participate. Therefore, many rural residents need to visit their doctor in person, exposing them to the circulating virus, or skip necessary appointments to stay safe at home. Companies in areas that had the infrastructure in place were well-suited to meet telehealth demand.

According to the Center on Rural Innovations, broadband coverage in the Highland district reaches the most populated areas. Figure 33 shows the broadband coverage throughout the Highland district.

⁸ <https://www.brookings.edu/blog/up-front/2020/04/06/telecommuting-will-likely-continue-long-after-the-pandemic/>

There are numerous options for Internet connectivity, but none as powerful as connecting to Broadband fiber. However, getting the broadband into a home requires Internet Service Providers (ISPs) to provide connectivity and there could be many reasons for that last connection being out of reach financially or physically.

Figure 33: Broadband Coverage in the Highland District



Broadband fiber has been laid throughout northern Illinois in the last few decades to make high-speed service readily available. The challenge is going from the broadband fiber and connecting to each household, sometimes referred to as “the last mile.” These connections are left up to local Internet Service Providers (ISPs) to make those connections for residential and business usage. ISPs are motivated by making connections where the most profit can be obtained, which leads to a focus on highly populated areas. The rural areas cost more money to connect widely dispersed households and businesses, leading to disparities between rural and urban settings.

There are other options for those not able to connect to broadband, such as satellite, wireless (requiring line-of-sight to a tower), smart phone, or dial-up service (which is still available). These options tend not to be as powerful but can be viable options to the rural community. Comprehensive

data about the range of coverage and quality of the signal provided in the region is not available. For many, the quality of signal may vary depending on weather and other conditions. However, it is possible to estimate the number of households that have Internet access in some form.

The Census Bureau collects data on whether residents possess an Internet subscription. In the Highland district, there are an estimated 7,140 residents without an Internet subscription. The highest proportion without Internet are those age 65 and over. Some of these residents may have smart phones with Internet access, but that limits their ability to attend online courses, view complex documents, or web sites.

The pandemic caused schools to be closed for in-person teaching; most schools switched to online teaching and learning. The switch highlighted the number of households without Internet access. While the percentage of district residents under the age of 18 with internet access is 98.1%, that still leaves 340 students without internet access. Schools were able to assist most students with a tablet or laptop to access school materials, but the Internet subscriptions were left for households to establish. Costs to connect are typically higher in the rural areas. Libraries and other sites within communities are providing workstations and internet access for those who need access to online materials and web sites. However, these can be difficult to use for online meetings or attending online classes due to their public nature.

Figure 34: People Who Have Access to Internet by Type and Age, 2019

	Under 18		Ages 18-64		65 and over	
<i>Total</i>	17,977		47,975		19,960	
<i>Own a computer</i>	17,637	98.1%	45,661	61.3%	15,474	56.2%
<i>Dial-up Internet Subscription</i>	14	0.1%	173	0.2%	275	1.0%
<i>Broadband Internet Subscription</i>	16,697	92.9%	42,627	57.2%	14,004	50.8%
<i>Without an Internet Subscription</i>	926	5.2%	2,861	3.8%	1,195	4.3%
<i>No Computer</i>	340	1.9%	2,314	3.1%	4,486	16.3%

Source: U.S. Census Bureau, 2019 Five Year estimates.

While Figure 34 refers to residents, Figure 35 shows the type of internet access available within households. While 86.1% of households have access to the internet through one or more device; 13.9% do not have any access to a computing device within their household. When aggregating the types of Internet access, the total is much greater than the number of households in the Highland district

because some households have several types of access available, thus leading to duplicates. But 69.7% at least have access via smartphone which will give them access to online applications and messaging.

Figure 35: Households with Internet Accessible Equipment, 2019

	Total	Percent
Has one or more types of computing devices	33,580	86.1%
Desktop or laptop	28,881	74.0%
Smartphone	27,203	69.7%
Tablet or other portable wireless computer	20,475	52.5%
Other Computer	923	2.4%
No Computing Devices	5,437	13.9%

Source: U.S. Census Bureau, 2019 Five Year estimates.

The broadband providers are responsible for maintaining the network and working with service providers that connect to the broadband and deliver access to residents. Figure 36 shows counties served by the various broadband providers operating within the district. There are additional providers not included, such as telephone and satellite services.

Figure 36: Broadband Providers

	Carroll	Jo Daviess	Ogle	Stephenson
Aero Group, Inc	x	x		x
Surf Air Wireless	x	x	x	x
Syndeo	x	x	x	x
Urbancom	x	x	x	x
Frontier Communications	x	x	x	x
Illinois Century Network	x	x	x	x
Metro Communications	x	x	x	x
MTCO	x	x	x	x
NIU Net	x	x	x	x
Sand Prairie	x	x		
Stratus	x	x	x	x
Surf Broadband Solutions	x	x	x	x
Syndeo	x	x	x	x
Urbancom	x	x	x	x
WIN	x	x	x	x

Source: iFiber, <https://ifiber.org/>

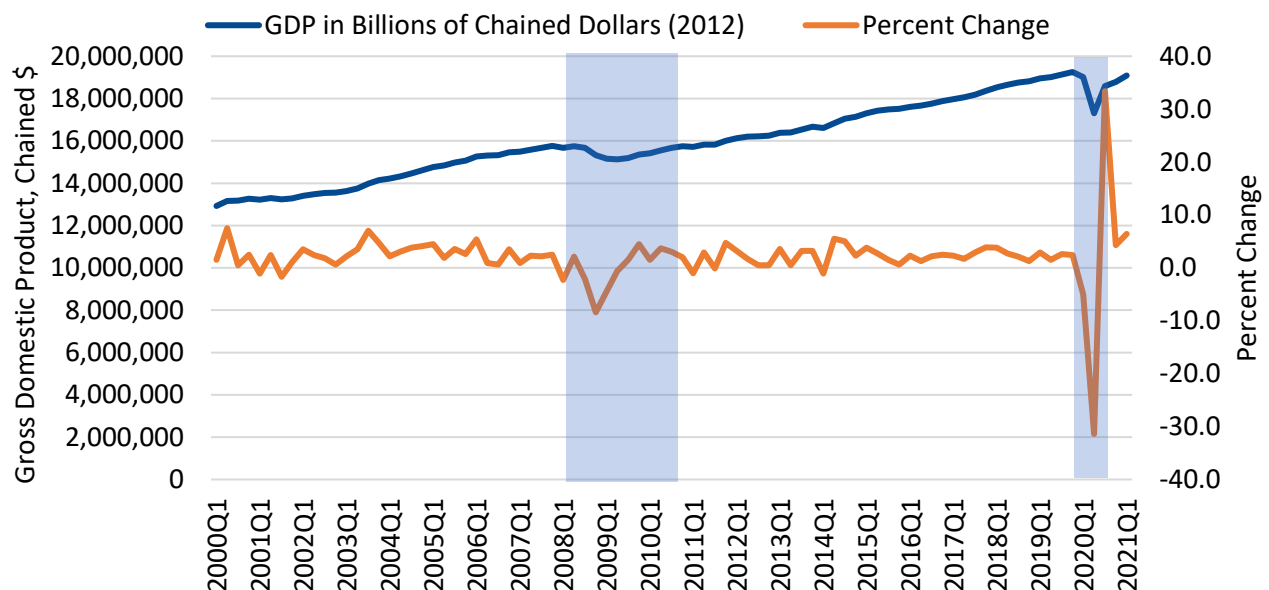
The Economy

National

The lingering effects of the 2008 Great Recession were heading in the right direction of recovery until the pandemic hit in March 2020. This led to the most dramatic percentage increase in business shut-downs in history to slow the spread of the COVID-19 virus. The slowing was necessary to allow hospitals and healthcare providers to manage treating the additional sick and obtaining vital, life-saving equipment that was not already available in hospitals. Many areas around the country were impacted at various levels and time frames as the virus targeted cities with high population density first then permeated rural communities.

Figure 37 shows a major indicator of the nation's economic health. The Gross Domestic Product (GDP) measuring the value of the goods and services produced by the country. While it does not include a measure of employment, it indicates the production level of workers. It is evident when businesses shut down as production sharply declined by 31.4%. In comparison, during the 2008 Great Recession production declined by 8.4%. Fortunately, there has been a quick recovery, but GDP has not yet reached the pre-pandemic level.

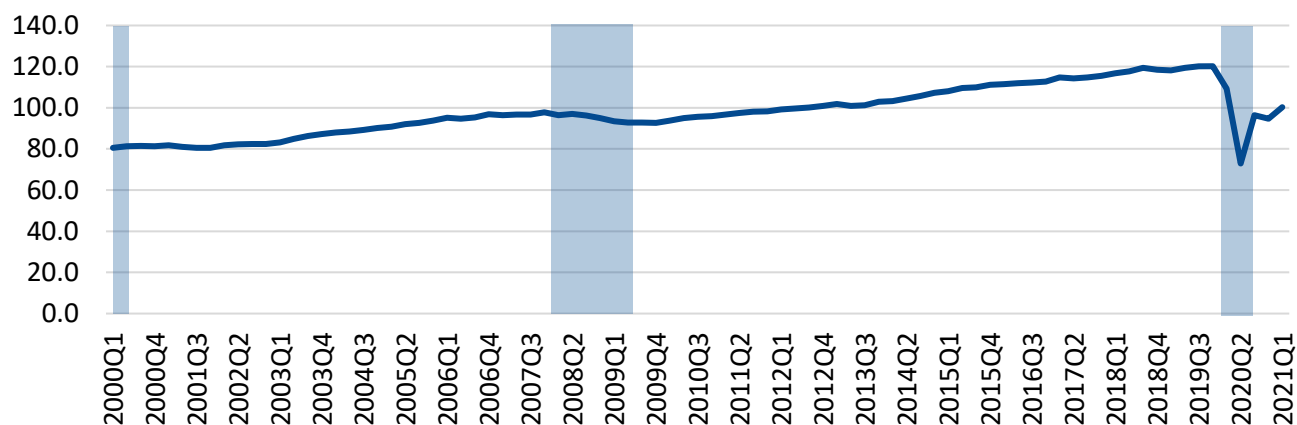
Figure 37: U.S. Gross Domestic Product & Percent Change



Source: Bureau of Labor Statistics.

The food service industry, along with other companies requiring people to gather in smaller spaces, were targeted for shutdowns. Mandated mask wearing was mandated to help mitigate the spread of COVID-19, and because eating or drinking are not feasible with masks, the CDC recommended that these types of businesses close. Figure 38 shows the national trend in GDP for food services and accommodations. Hotels/motels were directly impacted as people stopped traveling. The Highland district has areas that attract tourists and have been adversely affected, but hopefully those areas will recover quickly as the restrictions are lifted when the viral spread is reduced.

Figure 38: National Food Service and Accommodations Industry GDP



Source: Bureau of Economic Analysis, Table 1.5.3, Billions of Chained 2012 dollars, Seasonally Adjusted.

Congress is continuing to pass legislation to assist the economy to get back on track. However, there have been arguments on both sides as to the effectiveness of these measures. It will take time to determine which policies and recommendations that yield the best results. Meanwhile, states are allowing for businesses to reopen and resume limited capacity groups. The relaxation is helping companies to reopen their doors, but there is speculation as to how long they will remain open due to variants of the COVID-19 virus spreading throughout the world that could cause shutdowns once again if we are not cautious⁹.

⁹ ABC News, <https://abcnews.go.com/Health/experts-urge-caution-15-states-uptick-covid-19/story?id=76512738>

Illinois

The state will need to catch up on overdue pension funding to remain viable for future state retirees. The Baby Boomers who worked for the state are retiring and putting a greater strain on the system as their numbers increase and add to the number of retirees. Over the last several years, the state has budgeted larger amounts to be deposited into the pension funds, but still the state lags its pension obligations. As a result of not keeping up with its pension funding over the past 2 decades, the Illinois bond ratings declined. The downgrading of Illinois' bond ratings (Figure 39) has required that the State pay more in interest for its borrowing, costing the taxpayers additional funds to shore up the funding as additional interest paid on loans. As debt payments increase, the availability of funds for other state priorities, such as education, decrease. The pension paydown has been noticed by Moody's, Standard & Poors (S&P), and Fitch credit rating bureaus as Illinois received a slightly improved outlook by all three, which is encouraging. The state has been given more positive and stable outlooks compared to the negative outlook last year. Part of the bond increase is also due to the backlog of vendor payments being caught up from the government shutdown in 2019 of over \$14 million.

Figure 39: Illinois Bond Ratings, July 2021

	Fitch Ratings	Moody's	Standard & Poor's
General Obligation	BBB- Positive Outlook	Baa2 Stable Outlook	BBB Stable Outlook
Special Obligation	BBB+ Positive Outlook	Baa2 Stable Outlook	BBB+ Positive Outlook

Source: Illinois Comptroller's Office.

The increase of the state income tax from 3.0% to 5.0% in 2011 and the increased corporate tax have assisted in making the additional pension payments possible. However, the tax rates were pulled back in 2015 to 3.75% for individuals and 7.75% for corporations. Individual income taxes were increased again in 2016 to 4.95%, while corporate taxes were rolled back to 7.00%; rates have remained at that level through 2021 (see Figure 40).

Figure 40: Illinois Individual and Corporate Tax Rate Trend

	Individual	Corporate
2016	4.95%	7.00%
2015	3.75%	7.75%
2011	5.00%	9.50%
1993	3.00%	4.80%
1989	3.00%	4.80%
1984	2.50%	4.00%
1983	3.00%	4.80%
1969	2.50%	4.00%

Source: Illinois Comptroller's Office.

There is no question the pandemic has had a big impact on Illinois finances. The State Comptroller, Susana A. Mendoza, posted this message on her web site:

The year 2020 is shaping up to be one of the most memorable and consequential periods in a lifetime, as COVID-19 continues to influence our lives and livelihoods in ways we never imagined. From face coverings and social distancing, to business closures and remote learning, the people of Illinois will feel the effects of this pandemic for months and years to come.

I'm not going to sugar-coat it: I believe big challenges lie ahead for the State of Illinois.

Our state had just started to see the faintest of light between the trees after surviving a 736-day budget stalemate that nearly crippled state operations, human service providers, and higher education. We were paying down a backlog of unpaid bills, investing in education, and looking forward to a new statewide construction program that would pump money into the economy and put people to work.

But when COVID-19 took hold in mid-March, people stayed home, businesses shuttered, unemployment skyrocketed, and the economy took a hit. That all adds up to less revenue for Illinois and potentially difficult financial decisions ahead.

We didn't ask for a pandemic, and we certainly didn't ask to have our feet knocked out from under us just as we were making significant headway in restoring confidence in Illinois. But here we are.

Without question, Illinois — and every other state, frankly — will need financial support from the federal government to bring much-needed stability back to state and local government. Taxpayers, bond houses, businesses, human service providers, schools, and colleges and universities need to know that together we will pull through this unprecedented time¹⁰.

While it is clear Illinois has significant financial challenges ahead, the pandemic has created new challenges felt throughout the world. Illinois will need financial assistance to get back to pre-pandemic conditions in dealing with pension payments and budgetary constraints.

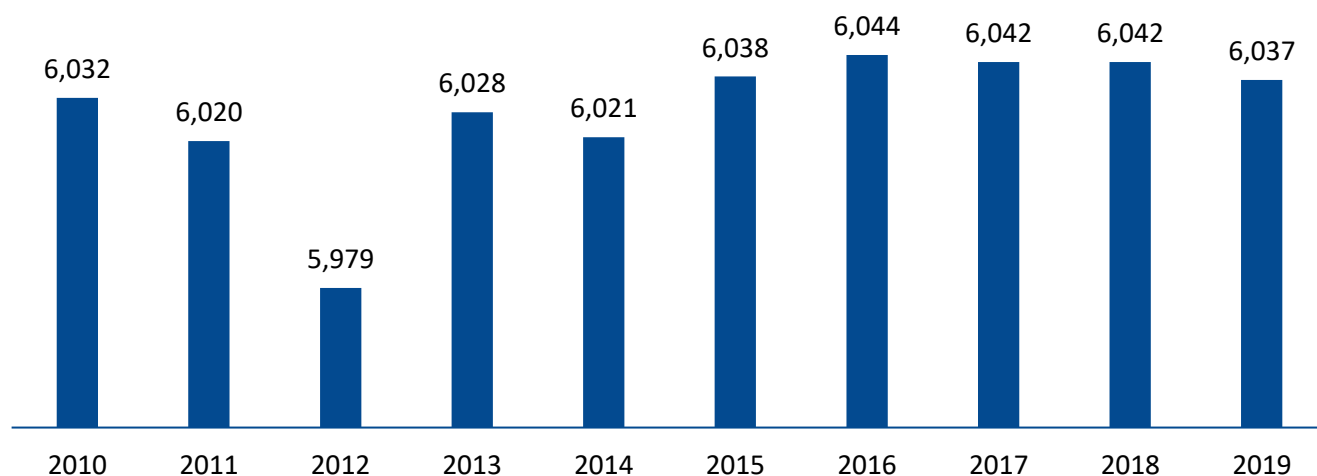
State and Local Tax Burden

The most impactful tax that homeowners relate to are property taxes levied by local tax jurisdictions. Illinois has many more taxing bodies, 6,037 in 2019, than any other state in the union. The next highest is Pennsylvania with around 3,000. The cost to administer multiple taxing jurisdictions can be higher than they would be under consolidation. Illinois has special districts such as:

- | | | |
|-------------------------|------------------------|----------------------------|
| • Fire protection | • Conservation | • Surface water protection |
| • Public health | • Water service | • Mass transit |
| • Street lighting | • Sanitary | • Solid waste disposal |
| • Soil & Water | • Airport authority | • Road districts |
| • Public water district | • Water authority | • Mosquito abatement |
| • Public Schools | • Auditorium authority | • Hospital |
| • Parks | • Museum district | • Cemetery |
| • TB sanitarium | • Forest preserve | • Watershed/flood control |
| • River conservancy | • Library | • Rescue squad |

These special districts are in addition to county, township, schools, community colleges, and municipalities. The higher the population density the greater the number of special districts created with independent administrations. There have been attempts to consolidate, and some have been successful leading to a small decline in the number of taxing bodies.

¹⁰ <https://medium.com/gdgf/message-from-the-comptroller-77172de7cb2c>

Figure 41: Total Number of Tax Jurisdictions in Illinois

Source: Illinois State Comptroller.

Not every property owner pays into all special districts and the boundaries of those special districts typically do not align so one's neighbor could have a different group of taxing jurisdictions making tax bills unique for each home. Public schools drive a large portion of the property tax rate. Stephenson County contains the highest density city of Freeport and has the highest tax rate among the four-county region hovering around 11% for the last several years in comparison to approximately 8% in the other counties. Regardless of whether residents are renting or owning, the tax rates are passed along to the occupant and are a consideration when purchasing or renting a home.

Figure 42: Average Property Tax Rates by County

	2015	2016	2017	2018	2019
Statewide	9.14	8.88	8.76	8.59	8.48
Carroll	8.36	8.43	8.37	8.48	8.40
Jo Daviess	7.69	7.66	7.72	7.80	7.86
Ogle	8.32	8.26	8.24	8.34	8.29
Stephenson	11.06	11.01	11.05	11.00	10.83

Source: Illinois State Comptroller.

Some experts posit those taxes are not the primary reason residents are moving out. "The kneejerk tax thing doesn't work because you can find high-tax areas that are growing in the U.S. and you can find low-tax areas that are declining," said Chicago demographer Rob Paral. "I know that gets lost on people

who want to blame taxes on everything.”¹¹ However, there is no single reason that covers the exodus. The declining birth rate is not replacing those lost as it did in years past. The manufacturing decline in the Midwest has caused some to seek employment elsewhere. The population loss is a combination of many changes, and it is imperative to reinvent the markets to retain current residents and attract new residents.

The state-local tax burden is a measure of all taxes applied, such as income, property, and sales taxes. The overall burden, when high, reduces the amount of household income that can be used towards sustaining the household. In Illinois, the tax burden is tied for 10th place out of all 50 states. Alaska has the lowest tax burden while New York has the highest. High taxes are frequently cited as a reason to move out of Illinois and most of the tax burden is local, which varies based upon school district.

The State Higher Education Executive Officers Association (SHEEO) has been monitoring state funding for higher education. They published this comment on the 2021 fiscal year: “The past fiscal year [SY 2021] has been one of tremendous uncertainty and financial challenges for colleges and universities. Institution leaders have faced sharp declines in many of their revenue sources in addition to unexpected new costs as they have attempted to respond to the repercussions of the pandemic.”¹²

¹¹ [Illinois' population is falling, but it's not all due to taxes - News - The State Journal-Register - Springfield, IL \(sjr.com\)](https://www.sjr.com/story/news/illinois-population-is-falling-but-it-s-not-all-due-to-taxes-2021-03-15) Written by Tim Jones, Better Government Association.

¹² https://sheeo.org/wp-content/uploads/2021/03/SHEEO_Analysis_FiscalYear2021_State_Funding.pdf

At a local level, the ability of families to pay for higher education continues to be a challenge. In recent years, Illinois' tax burden (the total state and local taxes paid as a percentage of income) has exceeded the country average reaching levels not seen since 1978. High tax rates reduce the amount of discretionary funds available for families to use on such commodities as education (see Figure 43).

Figure 43: State-Local Tax Burden by State Ranking, 2019

State	Tax Burden	State	Tax Burden
New York	14.1%	West Virginia	9.9%
Connecticut	12.8%	Washington	9.8%
Hawaii	12.7%	New Hampshire	9.7%
Vermont	12.3%	Nevada	9.7%
Minnesota	12.1%	Utah	9.6%
Maryland	11.8%	Idaho	9.6%
New Jersey	11.7%	North Carolina	9.5%
California	11.5%	Mississippi	9.5%
Rhode Island	11.4%	Colorado	9.4%
Illinois	11.1%	Missouri	9.2%
Oregon	11.1%	Louisiana	9.2%
Maine	11.0%	South Dakota	9.1%
Iowa	10.8%	Alabama	9.0%
Wisconsin	10.7%	Indiana	8.9%
Massachusetts	10.5%	South Carolina	8.9%
Pennsylvania	10.4%	Georgia	8.9%
Arkansas	10.4%	North Dakota	8.9%
Delaware	10.3%	Florida	8.8%
Nebraska	10.3%	New Mexico	8.8%
Ohio	10.3%	Arizona	8.7%
Montana	10.1%	Oklahoma	8.2%
Kansas	10.1%	Texas	8.0%
Michigan	10.0%	Tennessee	7.0%
Virginia	10.0%	Wyoming	7.0%
Kentucky	9.9%	Alaska	5.8%

Source: Tax Foundation.

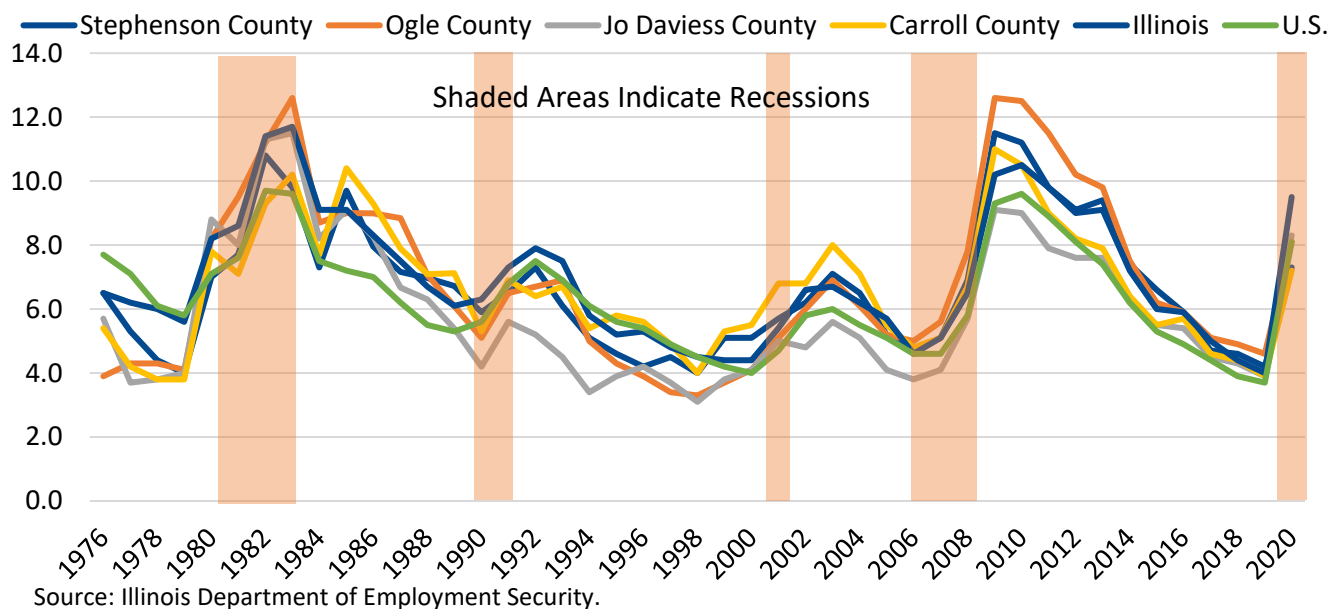
The Illinois Governors have been focusing their budgets on reducing the pension debt at the expense of higher education funding. The availability of pandemic funding for higher education institutions has helped to weather the pandemic and allow for operational adjustments to online learning and new strategies for on campus learning when it is feasible to return to in-person education.

Workforce Characteristics

Unemployment

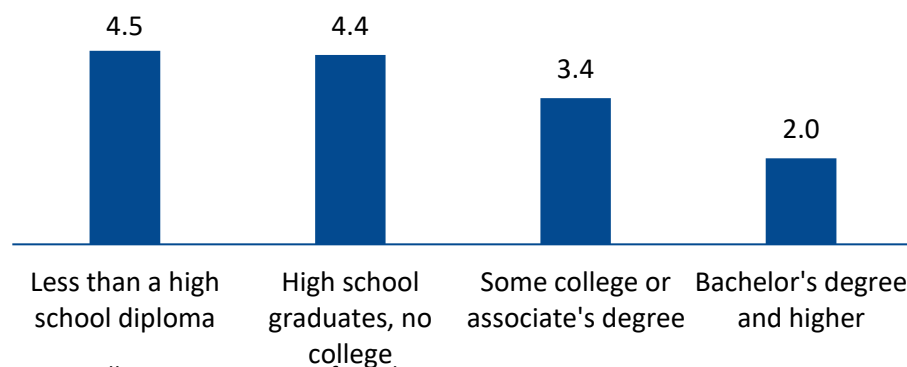
Just as Illinois was reaching historically low levels of unemployment and building the state GDP the pandemic hit in March 2020. The subsequent shutdowns of businesses caused widespread unemployment and economic uncertainty as the COVID-19 virus spread to every corner of the country. Many who lost their jobs did not have other job opportunities. The shutdowns were necessary to keep the virus from overwhelming the health care system, but the resources necessary to keep people in their homes while being able to buy groceries were slow to reach Main Street as incomes dried up.

Figure 44: Unemployment Rate by County



The benefits of a college education are evident when comparing between those that are employed versus unemployed. There are stark contrasts depending upon the education level achieved. In 2019, just 5.4% of the workforce that had at least some college experience was unemployed in comparison to 8.9% for those without any college credit. Figure 45 shows the unemployment rate for those in the labor force declining as the level of education attainment increases. “As would be expected, there is an inverse relationship between unemployment rates and educational attainment; the higher the level of educational attainment, the lower the unemployment rate.”¹³

Figure 45: Unemployment Rate by Educational Attainment in Illinois

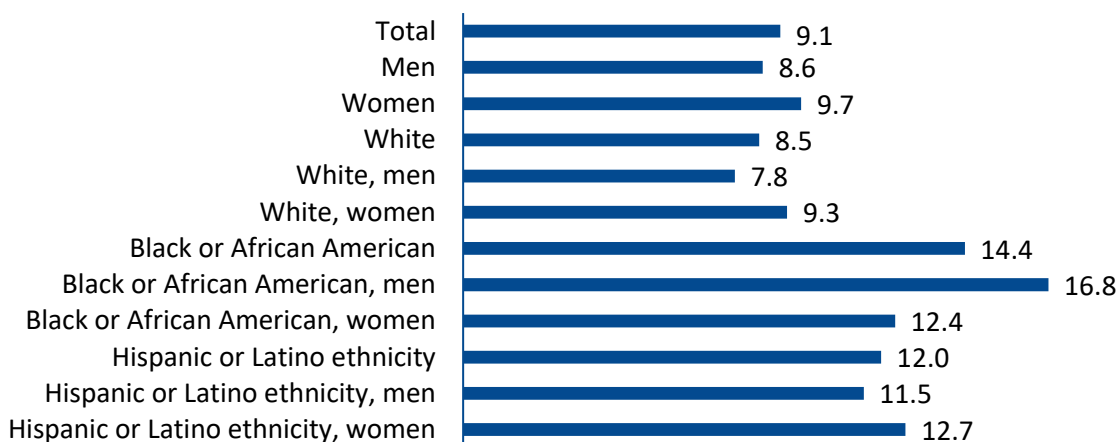


Source: Illinois Department of Employment Security.

¹³ Illinois Department of Employment Security, January 2018, *The Relationship Between Educational Attainment and Labor Force Status in Illinois*. Accessed online at: <https://ides.illinois.gov/resources/labor-market-information/educational-attainment.html>

The impact of gender and race/ethnicity on unemployment rates are shown in Figure 46. The Black or African American workers (men and women) were disproportionately unemployed and actively seeking employment in 2019 (14.4%). Black or African American men had a particularly difficult time finding employment, with an unemployment rate at 16.8%. Note that these data are for the 2019 calendar year, which was a high starting point, before entering 2020.

Figure 46: Unemployment by Gender, Race, & Ethnicity in Illinois



Source: Illinois Department of Employment Security, 2019.

Keeping people in their homes capable of paying their bills has become a focus of the federal government efforts to fight the pandemic impacts. The issuance of stimulus checks along with adding unemployment benefits has continued throughout 2020 and into 2021. At the time of this report, there are states ending the distribution of \$300 in additional unemployment benefits on their own as the federal government has not announced an end date¹⁴. Businesses shut down are anxious to open completely but are having a difficult time attracting applicants¹⁵. The shutdowns caused many to either collect unemployment or find employment in an industry that remained open so they could continue paying their bills, such as emergency services or healthcare. It will take time to attract employees back to those industries that had to shut down.

¹⁴ [AZ governor ends federal unemployment subsidy that is 'barrier to getting people back to work' \(abc15.com\)](https://abc15.com/news/local/a-z-governor-ends-federal-unemployment-subsidy-that-is-barrier-to-getting-people-back-to-work/10538786)

¹⁵ [Millions are Out of a Job, but Businesses Struggle to Find Workers: NPR](https://www.npr.org/2021/01/14/954878661/millions-are-out-of-a-job-but-businesses-struggle-to-find-workers)

Employment Participation

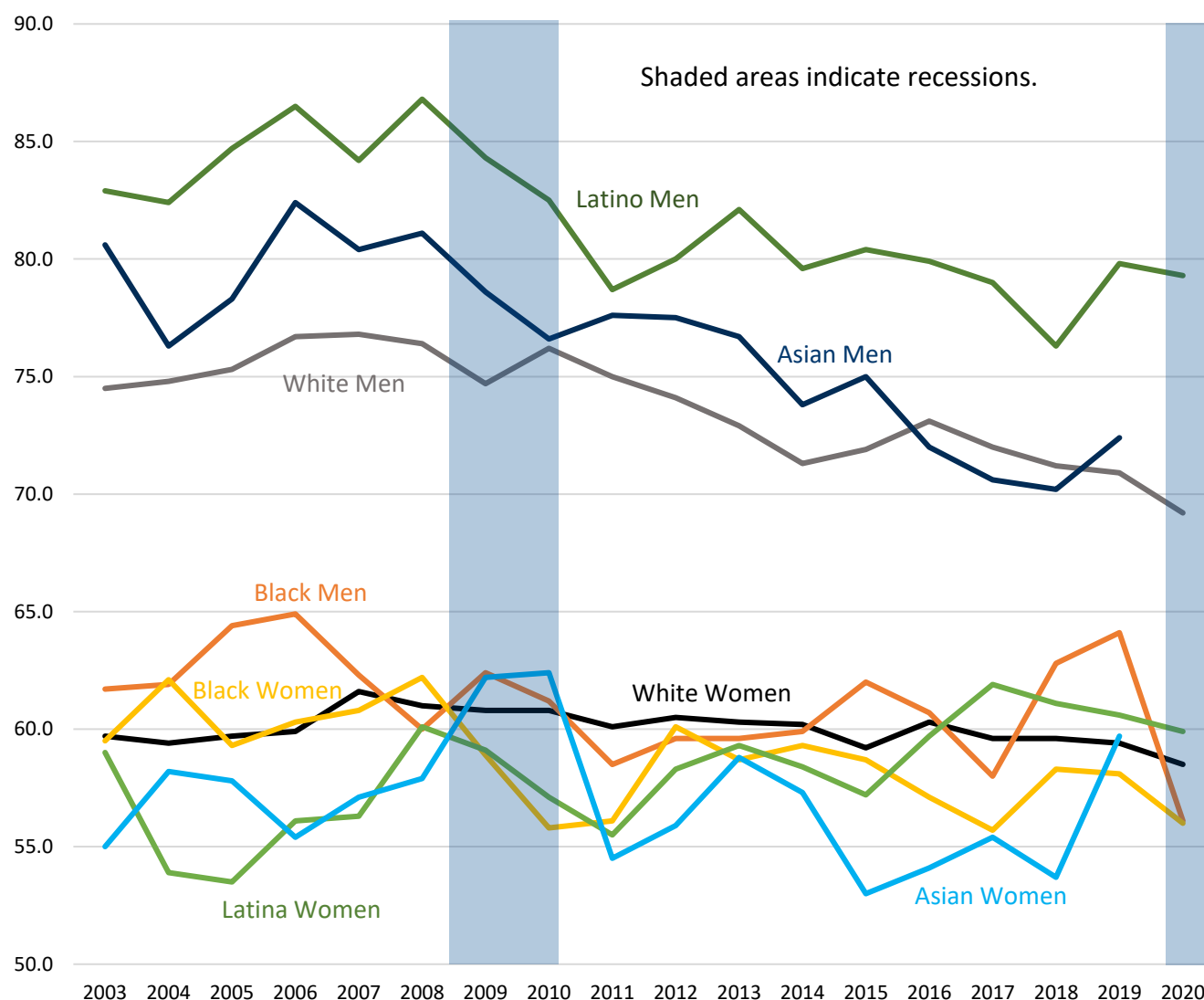
The employment participation rate is affected by the number of potential workers who are not seeking employment for any number of reasons. It is important to consider labor force participation along with the unemployment rate as there could be low unemployment with a booming economy and yet the participation rate might decline due to typically two-income households no longer needing the second income. The unemployment rate could be high with a declining economy and the participation rate will again decline due to jobs not being available. Looking at the economic metrics together provides a better picture of what is taking place.

Figure 47 on the next page illustrates labor force participation rates by race/ethnicity and gender. People who applied for unemployment in 2020 due to the pandemic are thought to not return to work in 2021 due to stimulus funding that extended coverage and supplemented unemployment checks. However, looking at the labor force participation for Latinx, Asian, and White men, participation rates for all 3 groups have declined since the 2008 Great Recession. In fact, 2018 was worse for finding new entrants into the workforce than 2020. The labor force participation rates for most groups were finally beginning to improve in 2019, but then declined when the pandemic hit. Women of different race/ethnicities have experienced a more mixed bag of highs and lows where Asian women were increasing their participation in the workforce and all other groups declined. Patterns among men were consistent. The exception is that White mens' participation in the labor force continued to decline after 2018 while other groups were increasing participation.

There are different forces causing the declines in men participating in the labor force. The primary reason is due to the ageing of society and more men are retiring from the Baby Boomer generation, the largest generation in numbers. Couple that with living longer and there are more workers retiring causing the participation rate to decline. A secondary impact has been the increase in those that are disabled and unable to participate in the workforce. The changes were identified by the Illinois Department of Employment Security in January 2018, so the COVID-19 virus impacts are not included, but one can surmise that those close to retirement may have accelerated their retirement contributing

to the labor shortages in 2021¹⁶. It is also estimated that parents no longer able to remain in the workforce due to children not attending school in-person will take a few years to reach previous participation rates¹⁷.

Figure 47: Labor Force Participation Rate by Gender, Ethnicity, & Race in Illinois



Source: Illinois Department of Employment Security, Characteristics of the Employed & Unemployed.

Note: Data is unavailable for Asian Women and Men.

¹⁶ Reinhold, Rich. Illinois Department of Employment Security, Economic Information and Analysis Division. (January 2018). *Declining Labor Force Participation in Illinois: Why Have More People Stopped Working or Looking for Work*. Accessed online: https://ides.illinois.gov/content/dam/soi/en/web/ides/labor_market_information/ilmr/DecliningLaborForce.pdf.

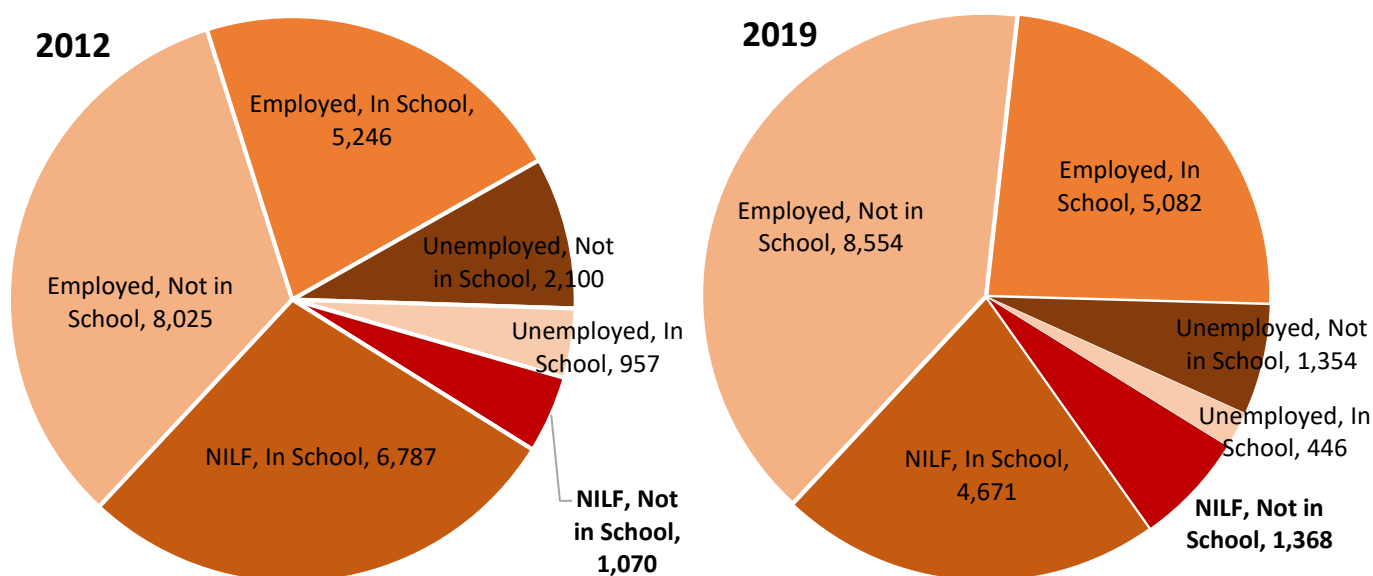
¹⁷ <https://fortune.com/2021/02/13/covid-19-women-workforce-unemployment-gender-gap-recovery/>

Opportunity Youth

There are several programs aimed at Opportunity Youth, who are defined as those aged 16 to 24 years of age that are not attending school and not working. The goal is to get them connected so they can be productive. Several companies have joined a coalition to work to find these youths and hire them into entry level positions. The Department of Labor's Employment and Training Administration has developed a program known as Stella. Stella assists in taking their application information and distributing to participating companies. Companies are also able to post their positions through this program. The involvement of any other agencies is encouraged to assist in identifying employment opportunities to help these youths. There is a secondary database for those seeking employment of all ages. The data shown in Figure 48 is aggregated by PUMA, or Public Use Microdata Area—these are areas drawn by the Census Bureau that have at least 100,000 in population. The PUMA regions include Carroll, Jo Daviess, Ogle, Stephenson, Whiteside, and Lee Counties.

Figure 48 shows the aggregated data for the area resulting in 1,368 youths, ages 16 through 24 years of age, which are not engaged in work or school. The number of opportunity youth has increased from 1,070 in 2012.

Figure 48: Opportunity Youth, 2019



Source: IPUMS USA, University of Minnesota, www.ipums.org.
 NILF: Not in Labor Force defined as not actively seeking employment.

Industries

Figure 49 shows the change from 2019 to 2020 in job listings to illustrate the impact of the pandemic on industry. The data is aggregated job listings from the four-county region (Carroll, Jo Daviess, Ogle, and Stephenson). The greatest increase has been for Electronic Shopping and Mail-Order Houses as more people chose to shop online rather than shopping in-person. Couriers and Express Delivery Services also became more popular maintaining social distancing while being able to obtain desired products. The top industries in 2019 declined in favor of different industries in 2020.

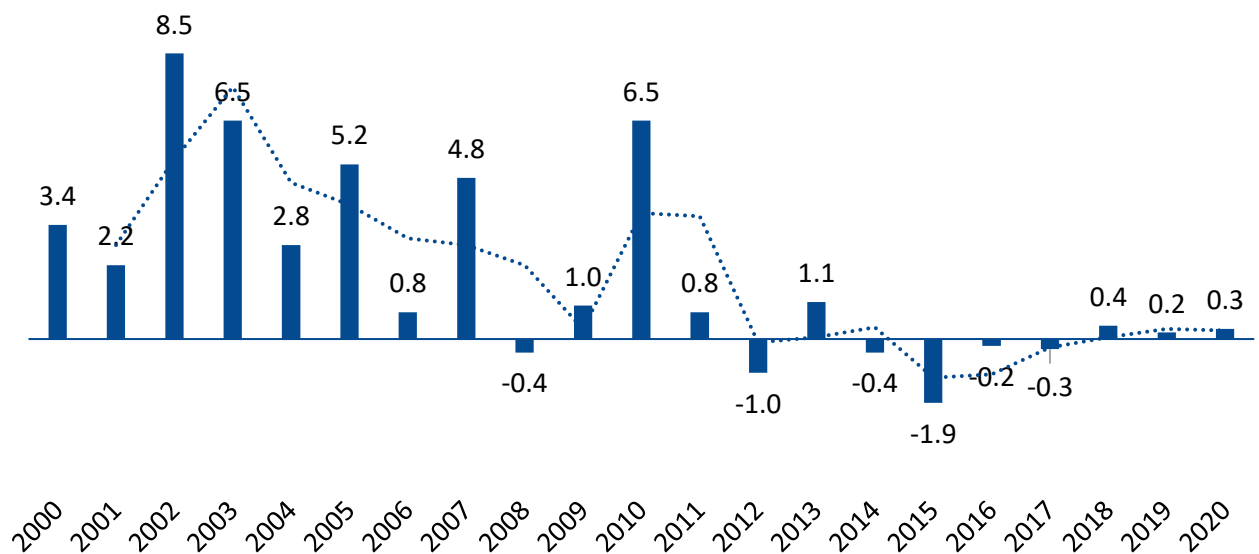
Figure 49: Top 20 Job Listings by Industry, 2019 & 2020

	2019	2020	Change
Electronic Shopping and Mail-Order Houses	14	571	557
Couriers and Express Delivery Services	39	203	164
General Freight Trucking	174	326	152
Business Support Services	62	175	113
Software Publishers	1	88	87
Building Material and Supplies Dealers	16	73	57
Gasoline Stations	41	96	55
Grocery Stores	58	102	44
Scientific Research and Development Services	10	39	29
Specialized Freight Trucking	2	30	28
Postal Service	5	32	27
Cable and Other Subscription Programming	6	31	25
Offices of Physicians	31	53	22
Charter Bus Industry	0	22	22
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	10	31	21
Personal Care Services	25	45	20
Automotive Parts, Accessories, and Tire Stores	15	34	19
Building Equipment Contractors	17	33	16
Home Health Care Services	9	23	14
Junior Colleges	43	56	13

Source: Burning Glass Technologies. Burning-glass.com. Labor Insight™ 2020.

Manufacturing is the primary industry in the Highland district and typically pays well with high skill levels and education. The industry is also a focus due to the influx of technology, the offshoring of rote tasks and the impact it has had on the rust belt of America. Figure 50 shows the national productivity change since 2000. Productivity was typically growing in a positive direction with the exception in 2008 when the Great Recession took hold, impacting all industries. Beginning in 2012 productivity declined and, in several years, went into negative territory even before the pandemic. The indication could be that productivity has hit a peak and, until new technologies appear, there is balance between employees and production. The manufacturing industry is also an older industry where employees are reaching retirement age in increasing numbers resulting in more turnover. It will take time for the newer employees to reach the same level of production¹⁸.

Figure 50: Annual Average National Manufacturing Productivity Change



Source: Bureau of Labor Statistics, Industry Productivity Data

¹⁸<https://www.brookings.edu/wp-content/uploads/2017/12/the-slowdown-in-manufacturing-productivity-growth.pdf>

Location Quotients

Specializations or concentrations of related industries are a widely recognized economic development phenomenon and play an important role in promoting and maintaining the vitality of cities, regions, and states. Location quotients (LQ) are one of several methodological tools used in research to quantify and compare concentrations of industries in a particular area to another and are critical for assessing an area's economic strengths and weaknesses. Location quotients are especially useful in identifying both the distinguishing industries and the commonalities between regional economies. They can serve to confirm the intuitively obvious or identify emerging trends as economies change, grow, and diversify. If the LQ is 1.0, that industry has the same share of employment as the U.S. If the LQ is greater than 1.0, it has a greater share of local area employment than the national average, and if less than 1.0, a smaller share. For example, the LQ for the entertainment industry in Los Angeles, California is well above 1.0 because of the high concentration of employment in that sector.

Industries with high LQs are usually export-oriented, which is important because they bring money into an area, rather than recirculate it like retail and food service operations. LQs also help identify industries that distinguish the Highland four-county region from the rest of the state.

Figure 51 shows the location quotients for the employment levels by 2-digit NAICS code industry level for the first quarters of 2011 and 2021. Those LQs above 1 are bolded for easy reference. Carroll County stands out as having the greatest increase in the LQ for Federal Government going from 0.83 in 2011 to 6.48 in 2021, which is a substantial change. The Thomson Federal Prison was fully opened in 2019 adding an additional 1,100 prisoners and 400 employees that would live close to the prison. State Government employment does not have any data reported.

Figure 51: Employment Location Quotient Relative to U.S., 2011 & 2021 1st Quarters

	Carroll		Jo Daviess		Ogle		Stephenson	
	2011	2021	2011	2021	2011	2021	2011	2021
Federal Government	0.83	6.48	0.44	0.50	0.37	0.37	0.34	0.37
State Government	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Government	1.72	1.60	1.44	1.87	1.64	1.84	0.00	1.42
Natural resources and mining	1.84	1.46	0.47	0.95	0.97	1.79	1.28	2.26
Construction	1.04	0.90	1.26	1.54	1.17	0.81	1.47	1.60
Manufacturing	1.82	2.04	1.65	1.11	2.10	2.24	2.37	2.15
Trade, transportation, and utilities	1.15	0.96	1.01	1.14	1.55	1.24	0.71	0.78
Information	0.52	0.32	0.25	0.17	0.36	0.30	0.31	0.27
Financial activities	0.96	0.95	0.67	0.76	0.64	0.90	1.46	1.07
Professional and business services	0.41	0.22	0.58	0.42	0.33	0.41	0.42	0.57
Education and health services	0.62	0.54	0.31	0.36	0.57	0.57	1.03	0.93
Leisure and hospitality	0.76	0.69	2.15	2.06	0.68	0.86	0.80	0.74
Other services ¹⁹	1.53	1.43	1.36	1.66	0.70	1.08	0.92	1.36

Source: Bureau of Labor Statistics, Quarterly Census of Employment and Wages, National Comparison.

¹⁹ The Other Services (except Public Administration) sector comprises establishments engaged in providing services not specifically provided for elsewhere in the classification system. Establishments in this sector are primarily engaged in activities such as equipment and machinery repairing, promoting, or administering religious activities, grantmaking, advocacy, and providing dry cleaning and laundry services, personal care services, death care services, pet care services, photofinishing services, temporary parking services, and dating services.

Figure 52 is the same table as the previous page but is based on paid wages. Wages have a similar pattern to employment with an even larger jump in wages for federal employment due to Thompson prison jobs. Local Government, Construction, Manufacturing and Trade, Transportation, and Utilities are all faring better than average wages.

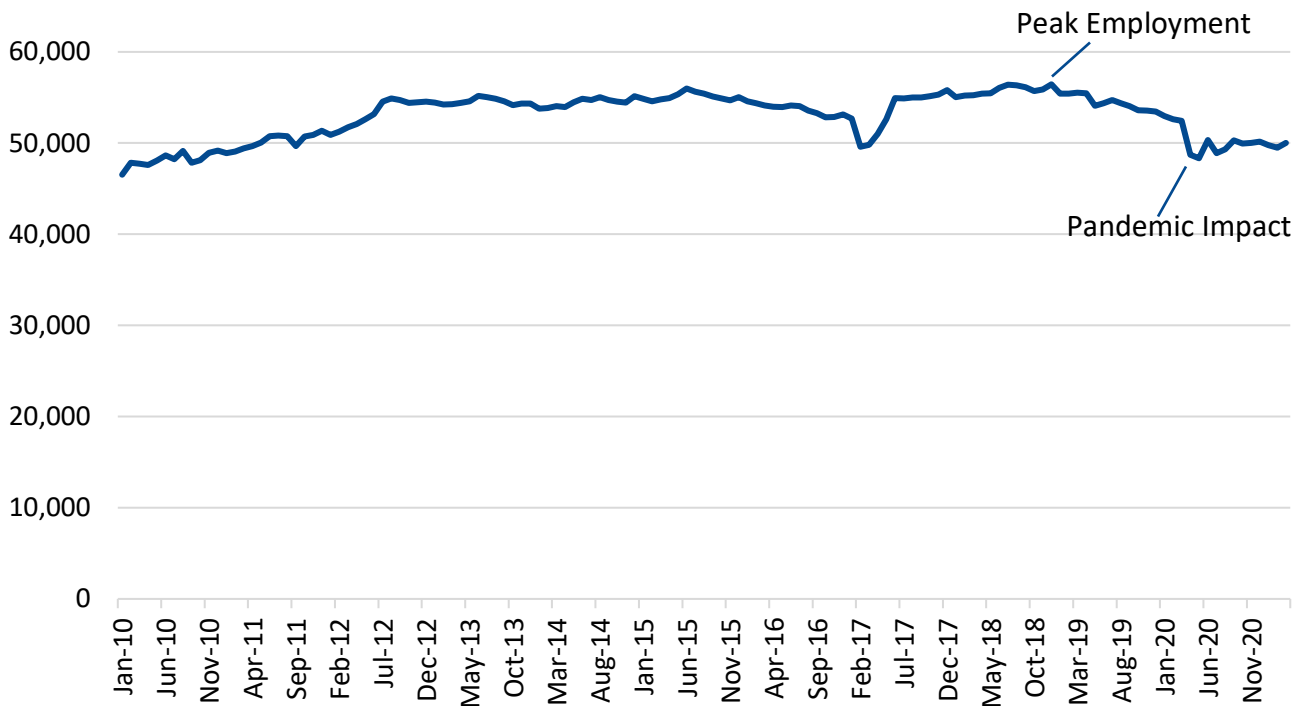
Figure 52: Wage Location Quotient Relative to U.S., 2011 & 2021 1st Quarters

	Carroll		Jo Daviess		Ogle		Stephenson	
	2011	2021	2011	2021	2011	2021	2011	2021
Federal Government	0.88	9.28	0.43	0.47	0.29	0.32	0.29	0.37
Local Government	1.80	1.45	1.64	1.99	1.49	1.69	0.00	1.46
Natural resources and mining	1.86	1.75	0.59	1.25	0.73	1.35	0.81	2.02
Construction	1.09	0.92	1.35	2.15	1.56	1.06	2.32	2.61
Manufacturing	2.37	2.33	1.87	1.63	1.97	2.02	2.67	2.31
Trade, transportation, and utilities	1.26	1.00	1.17	1.28	2.28	2.41	0.62	0.74
Information	0.26	0.10	0.15	0.05	0.21	0.09	0.16	0.11
Financial activities	0.65	0.57	0.57	0.51	0.37	0.43	1.04	0.75
Professional and business services	0.36	0.14	0.72	0.56	0.26	0.31	0.28	0.42
Education and health services	0.42	0.39	0.25	0.34	0.44	0.51	1.20	1.25
Leisure and hospitality	0.66	0.62	2.36	2.91	0.43	0.65	0.65	0.69
Other services	1.58	1.49	2.05	2.12	0.65	0.93	0.71	1.07

Source: Bureau of Labor Statistics, Quarterly Census of Employment and Wages, National Comparison.

Manufacturing, in this past decade, peaked in December 2018 at 56,444 employed in WIA 3 & 4. Employment has declined ever since and when the pandemic hit, shutting down many companies, employment dropped to its lowest level since January 2010 in May 2020, dropping to 48,326 jobs. These companies are beginning to reopen due to the relaxation of the many restrictions implemented to slow the COVID-19 virus, but there are still many challenges in hiring employees to restart operations.

Figure 53: Monthly Manufacturing Employment in WIA 3 & 4 Region

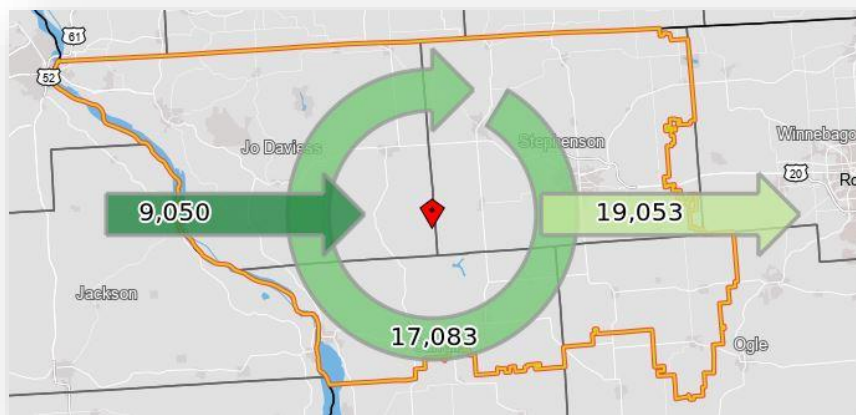


Source: Illinois Department of Employment Security, Current Employment Statistics (CES) data.

Commuters

Most surveys conducted to collect workforce information is based on where residents live. This information is useful in describing the local talent that is available, but the drawback is that not all residents live and work in the same communities. Therefore, the makeup of the population working, shopping, and conducting business may change between the workday hours and nighttime. The Census Bureau recently combined its demographic data with unemployment insurance information²⁰ resulting in the ability to analyze commuter patterns and providing information not only on those who live in the district, but also those who commute into the district. This information is useful for Highland Community College in that in-district tuition is also provided to those who work within the district. In 2019, there were 36,136 residents in the Highland district that worked. Of those, 19,053 commuted outside the district for work, while 17,083 worked and lived within the district. An additional 9,050 people commuted into the district for employment (See Figure 54). The additional 9,050 workers represent a potential market for Highland Community College to provide professional development or other educational coursework at in-district tuition rates.

Figure 54: Commuter Pattern for Highland District (Primary Jobs*), 2019



Source: U.S. Census Bureau, OnTheMap Application.

*Primary jobs represent the job the person made the most money at in the previous quarter.

²⁰ The Census Bureau provides data based upon the unemployment insurance program managed by the Illinois Department of Employment Security. This data is limited only by those in security sensitive governmental agencies and those who are self-employed.

The Highland District has more residents with the needed skills than jobs available in every industry category. Figure 55 lists the number of jobs available in the Highland district and the number of residents who work within each industry category. Manufacturing is the industry with the widest gap as 4,982 residents are working within that industry but there are only 3,494 local jobs in the industry, leaving 1,692 residents to leave the district for their job. Health Care & Social Assistance has the same gap, forcing 1,488 residents to leave the district for their jobs. Every industry is short on jobs compared to the number of workers within those industries.

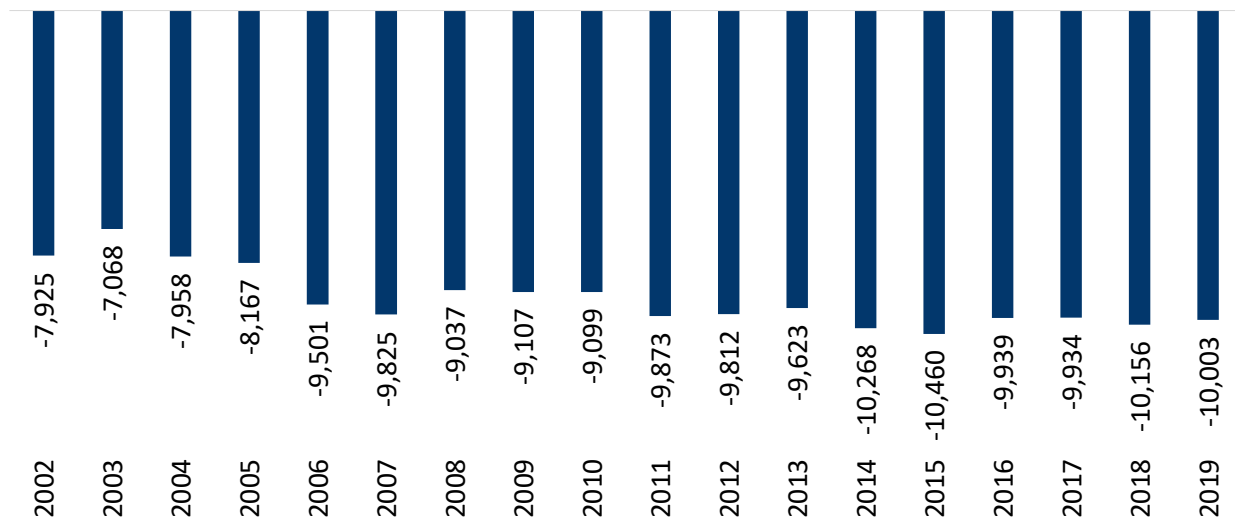
Figure 55: Resident Workers Vs Jobs in Highland District Industries, 2019

	Resident#	Resident%	Workers#	Workers%	Gap#	Gap%
Mining, Quarrying, and Oil and Gas Extraction	35	0.1%	13	0.0%	-22	-62.9%
Transportation & Warehousing	1,534	4.2%	580	2.2%	-954	-62.2%
Utilities	278	0.8%	108	0.4%	-170	-61.2%
Information	440	1.2%	201	0.8%	-239	-54.3%
Wholesale Trade	1,704	4.7%	1,007	3.9%	-697	-40.9%
Professional, Scientific, & Tech	1,199	3.3%	720	2.8%	-479	-39.9%
Management of Companies and Enterprises	286	0.8%	178	0.7%	-108	-37.8%
Retail Trade	3,963	11.0%	2,581	9.9%	-1,382	-34.9%
Arts, Entertainment, and Recreation	414	1.1%	274	1.0%	-140	-33.8%
Public Administration	1,415	3.9%	980	3.8%	-435	-30.7%
Administration & Support, Waste Management and Remediation	1,891	5.2%	1,313	5.0%	-578	-30.6%
Health Care & Social Assistance	4,982	13.8%	3,494	13.4%	-1,488	-29.9%
Manufacturing	6,327	17.5%	4,635	17.7%	-1,692	-26.7%
Accommodation & Food Svcs	2,759	7.6%	2,238	8.6%	-521	-18.9%
Real Estate & Rental and Leasing	327	0.9%	271	1.0%	-56	-17.1%
Other Services (excl Public Admin)	1,279	3.5%	1,068	4.1%	-211	-16.5%
Finance and Insurance	1,678	4.6%	1,412	5.4%	-266	-15.9%
Educational Services	3,099	8.6%	2,681	10.3%	-418	-13.5%
Construction	2,021	5.6%	1,888	7.2%	-133	-6.6%
Agriculture, Forestry, Fishing and Hunting	505	1.4%	491	1.9%	-14	-2.8%

Source: U.S. Census Bureau, LODES 7.0, Home and Work Area Profiles.

Since 2002 there have been more available workers within the district than jobs to be filled. As a result, the numbers of residents commuting out of the district has increased. In 2002 that number was just under 8,000 residents and by 2019 the numbers grew to just over 10,000 residents. The expanding exportation of workers, depending on the length of their commute, could be a contributing factor of why some residents are moving out of the Highland district. See Figure 56.

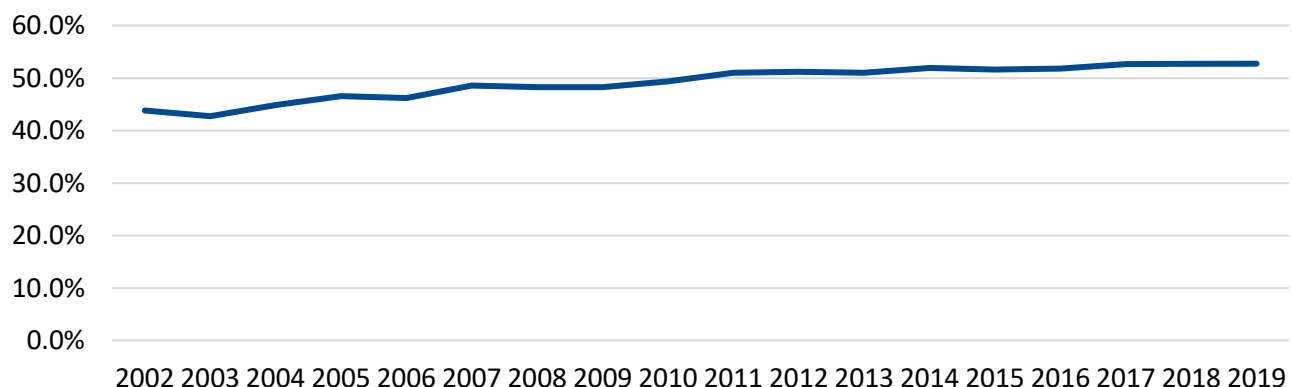
Figure 56: Inflow/Outflow Trend of Workers in the Highland District (Primary Jobs)



Source: US Census Bureau, LODES 7.5, 2002-2019 Inflow/Outflow Report, Primary Jobs.

The proportion of the net workforce commuting out of the Highland District for their primary job has also increased. In 2002, 43.8% commuted out of the district and by 2019 that proportion increased to 52.7%.

Figure 57: Proportion of Highland Residents Commuting Outside the District for Work



Source: US Census Bureau, LODES 7.5, 2002-2019 Inflow/Outflow Report, Primary Jobs.

Among the 36,459 residents who work, the most common place they work in is Freeport, but the job counts in Freeport have declined since 2002. Figure 58 shows the top 25 destinations for work among the Highland district residents. The destinations gaining Highland district workers are further away, such as Chicago, Illinois and Monroe, Wisconsin. The locations within and close to the Highland district have been declining in job availability.

Figure 58: Top 25 Destinations for Work Among Highland District Residents

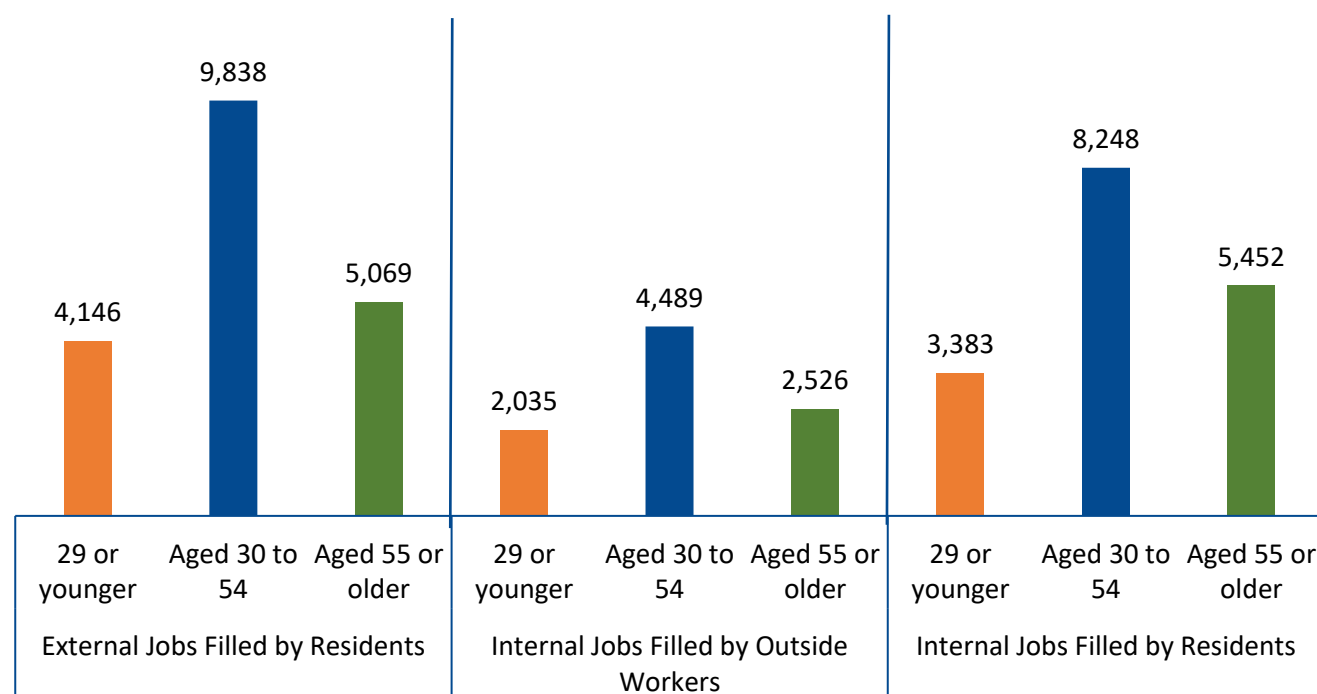
	2002	2002 %	2018	2018 %	Change	% Change
Freeport city, IL	10,834	26.8%	6,841	18.8%	-3,993	-8.0%
Rockford city, IL	2,511	6.2%	2,043	5.6%	-468	-0.6%
Galena city, IL	1,658	4.1%	1,460	4.0%	-198	-0.1%
Dubuque city, IA	1,760	4.3%	1,399	3.8%	-361	-0.5%
Chicago city, IL	788	1.9%	1,105	3.0%	317	1.1%
Monroe city, WI	477	1.2%	1,014	2.8%	537	1.6%
Savanna city, IL	1,142	2.8%	812	2.2%	-330	-0.6%
Stockton village, IL	1,098	2.7%	545	1.5%	-553	-1.2%
Lena village, IL	605	1.5%	481	1.3%	-124	-0.2%
Oregon city, IL	316	0.8%	321	0.9%	5	0.1%
Sterling city, IL	238	0.6%	317	0.9%	79	0.3%
Dixon city, IL	199	0.5%	311	0.9%	112	0.4%
Mount Carroll city, IL	382	0.9%	311	0.9%	-71	-0.1%
Loves Park city, IL	203	0.5%	289	0.8%	86	0.3%
Clinton city, IA	225	0.6%	284	0.8%	59	0.2%
Lanark city, IL	343	0.8%	282	0.8%	-61	-0.1%
Elizabeth village, IL	139	0.3%	250	0.7%	111	0.3%
The Galena Territory CDP, IL	369	0.9%	249	0.7%	-120	-0.2%
DeKalb city, IL	342	0.8%	246	0.7%	-96	-0.2%
Davenport city, IA	250	0.6%	241	0.7%	-9	0.0%
East Dubuque city, IL	351	0.9%	236	0.6%	-115	-0.2%
Springfield city, IL	260	0.6%	224	0.6%	-36	0.0%
Forreston village, IL	270	0.7%	205	0.6%	-65	-0.1%
Warren village, IL	274	0.7%	191	0.5%	-83	-0.2%
Belvidere city, IL	156	0.4%	186	0.5%	30	0.1%

Source: U.S. Census Bureau, LODS 7.0, 2002-2018 Area Profile Report, Primary Jobs.

Worker Age Groups

The age distribution by work location for residents and outside workers is illustrated in Figure 59. Many of the youngest workers, those under 29, are commuting outside the district for work (4,146 Highland residents). A great many of the oldest workers, 55 and older, are also commuting outside the district for work but a slightly larger number are both living and working within the Highland district. It is noteworthy that 10,521 workers who live within the Highland district are over 55 years of age, representing 29.1% of the resident workers. Additionally, one in three jobs within the Highland district are filled by outside workers. There may be opportunities to provide education and training to Highland District residents that would allow them to work closer to home.

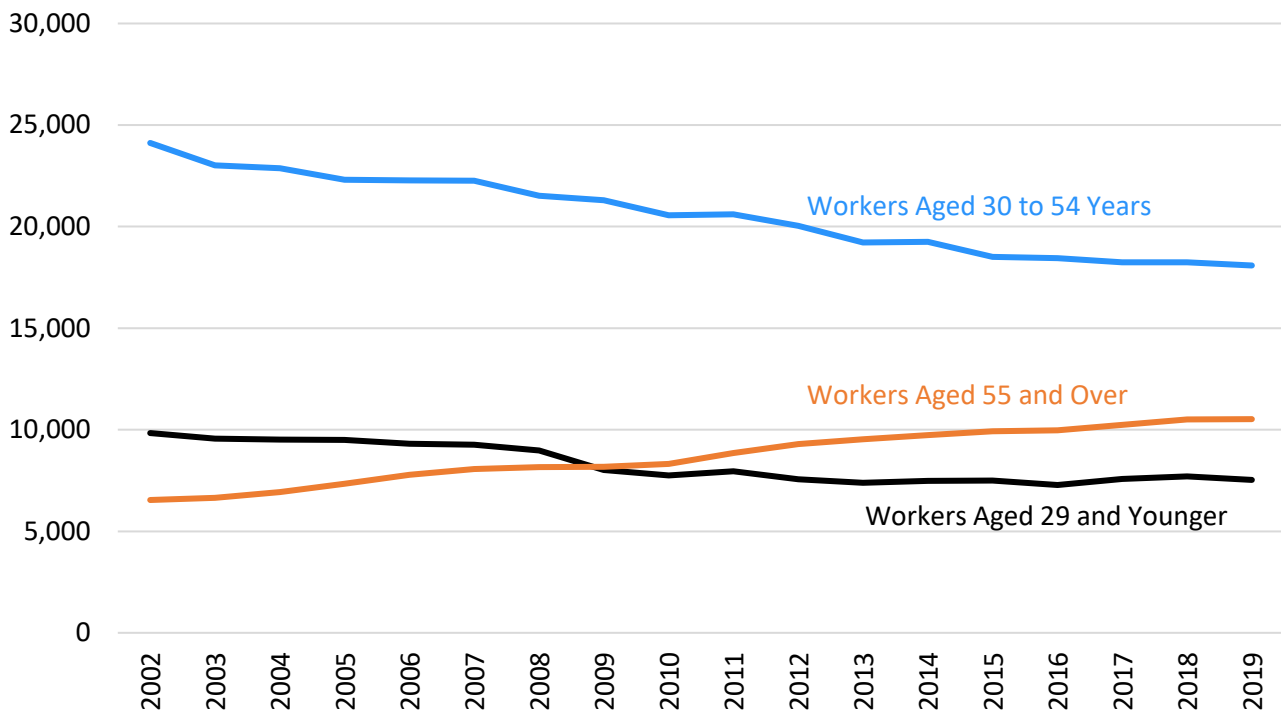
Figure 59: Work Location by Age Group, 2019



Source: U.S. Census Bureau, LODES 7.5, 2002-2019 Area Profile Report, Primary Jobs.

Figure 60 illustrates how the number of jobs available in the district and held by Highland District residents has steadily declined since 2002 for workers under age 55. As older workers remain in their jobs the opportunities for young workers to begin their careers and advance may be reduced. Many of the jobs the older workers fill supplement their retirement income. This situation may provide a “push” to many young people who are not able to find work within the district to travel outside the district. The trend is occurring throughout the country. Those who are over age 55 are finding it necessary to remain in the workforce longer to make up for any lost wealth during the Great Recession of 2008.

Figure 60: Highland District Jobs by Age Group



Source: U.S. Census Bureau, LODES 7.5, 2002-2019 Area Profile Report, Primary Jobs.

Residents of the Highland District who work are continuing to acquire higher education experiences. Between 2010 and 2018, the number of workers with a high school diploma or less decreased overall by 0.9%, while those with postsecondary credentials increased by 0.9% (see Figure 61). As more jobs require postsecondary credentials, Highland Community College offers a convenient and cost-effective education and training option to reskill workers.

Figure 61: Highland District Resident Workers Education Attainment, 2010 & 2019

	2010		2019	
Less than high school	2,560	7.0%	2,886	8.0%
High school or equivalent, no college	10,174	27.8%	9,299	25.7%
Some college or Associate degree	9,889	27.0%	10,070	27.9%
Bachelor's degree or advanced degree	6,263	17.1%	6,352	17.6%
Educational attainment not available (workers aged 29 or younger)	7,744	21.1%	7,529	20.8%

Source: U.S. Census Bureau, LODES 7.0, 2002-2018 Area Profile Report, Primary Jobs.

A longer commute is acceptable if the wages outweigh the cost of transportation or if there is a lack of employment opportunities in the region. The number of workers who live in the Highland district that work has declined from over 40,494 workers in 2002 to 36,459 workers in 2018. The “Greater than 50 miles” commuters have increased by 409 residents spending two hours per day driving. The ability to telecommute with the pandemic will benefit some of these residents that are able to work from home and reclaim that time and mileage on their vehicle. Figure 62 shows the increase in the number of commuters increasing as the distance increases, so Highland district residents are driving further from their home for work.

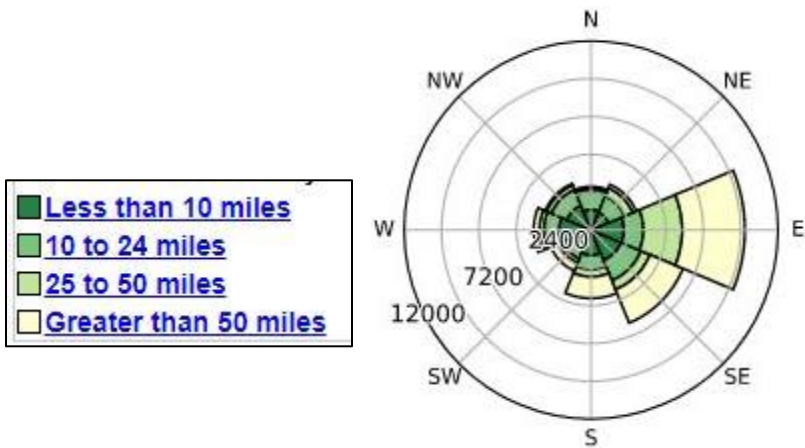
Figure 62: Commuter Distances of Highland Residents

	2002		2019	
Total Primary Jobs	40,494	100.0%	36,136	100.0%
Less than 10 miles	18,383	45.4%	13,286	36.8%
10 to 24 miles	8,728	21.6%	8,576	23.7%
25 to 50 miles	4,442	11.0%	5,216	14.4%
Greater than 50 miles	8,941	22.1%	9,058	25.1%

Source: U.S. Census Bureau, LODES 7.5, 2002-2019 Area Profile Report, Primary Jobs.

Figure 63 shows the general direction and approximate distance the Highland district residents are traveling. Most are heading East to Freeport & Rockford, the top two commuter cities. Galena and Dubuque are populating the northwest/west travels. The longest commutes are heading east, southeast, and south.

Figure 63: Resident Commuter Distance and Direction



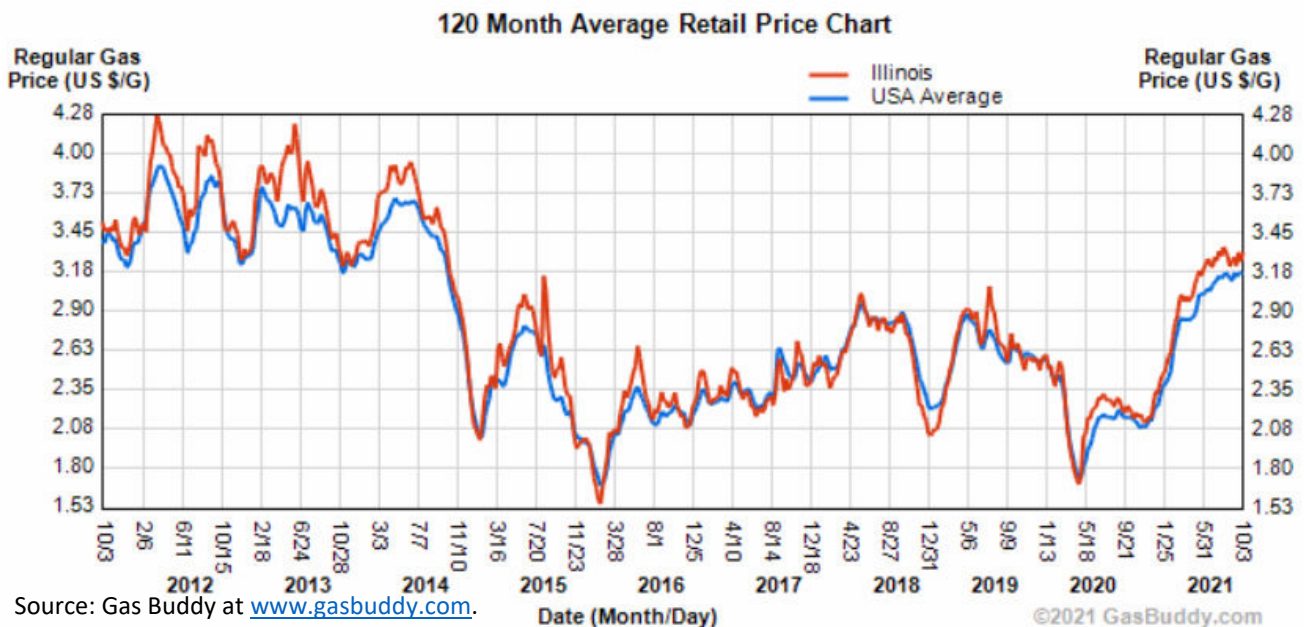
Source: U.S. Census Bureau, LODES 7.5, 2019 Area Profile Report, Primary Jobs.

Gasoline Prices

The cost of gasoline impacts commuter costs. The pandemic shut down many companies and those who were capable continued business by working from home. Because many commuters were no longer filling their gas tanks, the price of gasoline dropped dramatically as demand plummeted around the world. At the time of writing this report the gasoline prices are recovering back to where they were as workers are slowly returning to their commutes.

Figure 64 shows the trend of gasoline prices over the last ten years. The drop in demand can be seen in April 2020, but the prices have been moving back up as demand increases, especially as businesses are opening in 2021 giving people destinations to visit for pleasure, too.

Figure 64: Illinois Average Gas Prices



Occupations

There are two categories of job classifications: occupations and industries. Occupations are based on what the employee does while industries are categorized by the output of the company. Occupations are an aggregation by WIA 3 & 4. Figure 65 shows the actual and projected number of jobs in the top occupations within the two Local Workforce Areas²¹ serving the Highland District from 2016 through 2026. Exits are those who are expected to leave the workforce from that occupational category due to layoffs or retirement. Transfers are those who are expected to leave one occupational category for a different category. Growth is the expected expansion or contraction of that category. Potential is the aggregation of these scenarios.

Figure 65: Occupation Projections by Local Workforce Areas, 2016 - 2026

Occupations	2016	2026	Growth	Exits	Transfers	Job Potential
Total, All Occupations	317,001	335,635	18,634	15,155	20,232	54,021
Food Preparation & Serving Occupations	24,211	27,511	3,300	1,962	2,430	7,692
Transportation & Material Moving Occupations	26,622	30,374	3,752	1,381	2,093	7,226
Sales & Related Occupations	29,418	30,435	1,017	1,776	2,318	5,111
Office & Administrative Support Occupations	42,599	42,587	-12	2,194	2,599	4,781
Production Occupations	34,849	35,017	168	1,388	2,492	4,048
Management Occupations	31,069	32,665	1,596	1,104	1,305	4,005
Healthcare Practitioners & Technical Occs	17,965	19,682	1,717	495	485	2,697
Construction & Extraction Occupations	11,122	12,199	1,077	405	756	2,238
Education, Training & Library Occupations	17,257	17,979	722	755	728	2,205
Installation, Maintenance & Repair Occs	11,889	12,785	896	434	717	2,047
Business & Financial Operations Occupations	12,141	12,935	794	371	740	1,905
Personal Care & Service Occupations	9,210	9,632	422	693	695	1,810
Healthcare Support Occupations	8,431	9,228	797	501	481	1,779
Building & Grounds Cleaning & Maint. Occs	9,054	9,566	512	572	587	1,671
Protective Service Occupations	7,501	7,929	428	369	409	1,206
Community & Social Services Occupations	5,455	5,747	292	233	371	896
Architecture & Engineering Occupations	5,025	5,521	496	130	238	864
Computer & Mathematical Occupations	4,517	4,861	344	82	223	649
Arts/Design/Entertainment, Sports/Media Occs	3,884	3,936	52	161	215	428

Source: Illinois Department of Employment Security, Employment Projections.
Geography: LWIA 3 & LWIA 4.

²¹ Intersecting the Highland District are two Local Workforce Areas (LWA). LWA #3 consists of Boone, Stephenson, and Winnebago Counties. LWA #4 consists of Bureau, Carroll, Jo Daviess, LaSalle, Lee, Ogle, Putnam, and Whiteside Counties.

It will be a while before the data are available to show the true impacts of the pandemic on these longer-range job projections. While over 54,000 job openings were expected by 2026, the largest projected growth was in the Food Preparation & Serving Occupations, one of the hardest hit occupations by the pandemic shutdowns. Transportation & Material Moving Occupations were projected to hire many employees but was also hit hard in the pandemic in different ways. While most who stayed home ordered more goods online for delivery, this kept the material-moving occupations busy; but the transportation industry in general slowed due to a lack of commuters and vacationing families. Healthcare support occupations were projected to add approximately 180 new positions over the course of the ten years but have been hiring and training as many workers as possible to keep up with demand caused by the pandemic.

Figure 66 shows in greater detail those occupations with the greatest potential that require an Associate degree. The full list will be provided within an Excel spreadsheet. Many of the occupations with greatest potential are in the healthcare field.

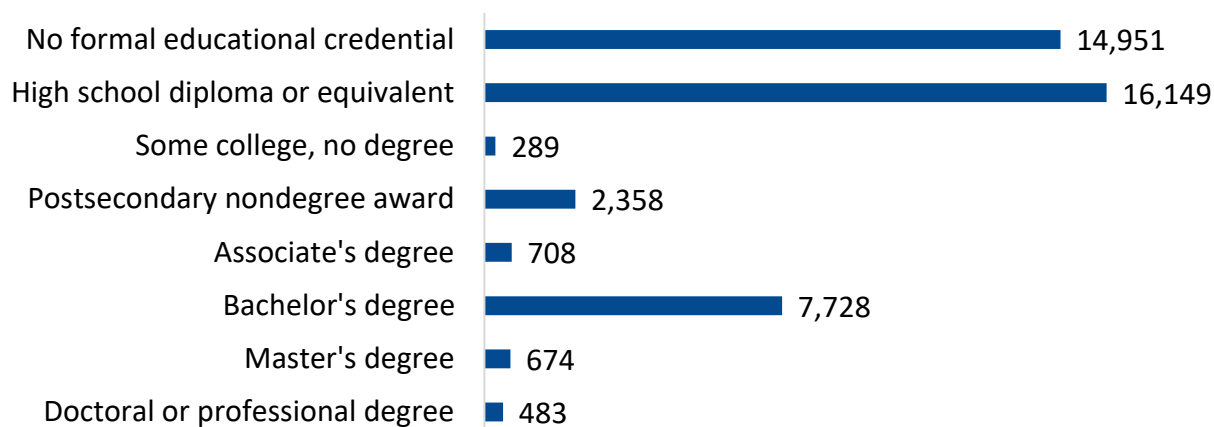
Figure 66: Top 20 Occupations Requiring an Associate Degree by Job Potential

Name	2016	2026	Growth	Exits	Transfers	Potential
Preschool Teachers, Ex. Special Education	695	740	45	31	38	114
Paralegals & Legal Assistants	261	305	44	10	18	72
Physical Therapist Assistants	222	261	39	11	17	67
Respiratory Therapists	272	319	47	7	6	60
Veterinary Technologists & Technicians	171	204	33	6	8	47
Mechanical Drafters	242	260	18	7	13	38
Occupational Therapist Assistants	110	132	22	6	8	36
Mechanical Engineering Technicians	174	189	15	6	9	30
Electrical & Electronic Engineering Techs	213	223	10	7	12	29
Life/Phys/Social Science Techs, All Other	141	152	11	6	11	28
Industrial Engineering Technicians	141	153	12	5	8	25
Radiologic Technologists	360	366	6	9	9	24
Chemical Technicians	96	108	12	4	6	22
Diagnostic Medical Sonographers	123	137	14	3	3	20
Architectural & Civil Drafters	81	87	6	3	5	14
Dietetic Technicians	132	136	4	4	5	13
Civil Engineering Technicians	53	60	7	2	3	12
Nuclear Technicians	66	68	2	3	5	10
Electrical & Electronics Drafters	38	43	5	2	2	9

Source: Illinois Department of Employment Security.

Another aspect of occupational data is the education required for various jobs. Because most new jobs in the Highland region are projected to be service-related and relatively low-skill, they typically require a high school diploma or less. Figure 67 illustrates the job potential projected from 2016 through 2026. Employment without college requirements is prevalent throughout the country. Bachelor's degrees will be the most in-demand credential by 2026, but modest growth in all postsecondary credentials is also expected. The Associate degree, while only projected to gain an additional 708 job openings in the ten-year period, is a steppingstone to an additional 8,885 jobs requiring higher credentials. There are expected to be just over 12,000 jobs requiring at least some college, or 1,200 per year through 2026.

Figure 67: Job Openings Potential by Education Attainment, 2016-2026



Source: Illinois Department of Employment Security, Employment Projections.
Geography: LWIA 3 & LWIA 4.

Current Demand for Workers

The real-time demand for workers, as well as required skills, credentials, and other attributes, can now be assessed through web-based technologies that scan millions of job and applicant postings on popular sites such as Monster, SimplyHired, and Indeed, or are posted by various state and local employment bureaus. Labor Insight™, developed by Burning Glass Technologies and Economic Modeling Specialists, Inc. (EMSI), has created statistical tools for measuring current demand for workers across a broad variety of industries and occupations. Although some employers do not post job listings on public job sites, these listings provide a sense of the types of jobs available within the Highland Service Area.

The most common occupations listed with openings during the calendar year of 2020 changed significantly from 2019. The top occupation in 2019, after tractor-trailer truck drivers, were retail sales and then sales representative and they were displaced by other occupations in response to the pandemic in 2020. Job postings for truck drivers were found 1,000 times in 2020, but only 434 times in 2019. Many of the shifts are due to the changing spending behaviors due to customers staying home and shopping online. Transportation and logistics are the most common in 2020.

Figure 68: Job Listings by Occupation in the Four-County Highland Region, 2019 & 2020

	2019	2020	Change
Tractor-Trailer Truck Driver	434	1,000	566
Laborer / Warehouse Worker	101	523	422
Inventory Associate	10	274	264
Retail Sales Associate	229	205	-24
Sales Representative	156	198	42
Retail Store Manager / Supervisor	131	185	54
Customer Service Representative	90	183	93
Registered Nurse	109	148	39
Building and General Maintenance Technician	73	134	61
Speech Language Pathologist	47	118	71
Food Service Team Member	58	101	43
Production Worker	93	101	8
Physician	68	96	28
Janitor / Cleaner	63	94	31
Licensed Practical / Vocational Nurse	53	75	22

Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

Figure 69 illustrates the jobs available in major industries as projected from 2018 to 2028 across the two Workforce Investment Areas (WIA) that overlap the Highland district. Therefore, the numbers will be much higher than tabulations by county. While the pandemic has certainly changed the environment for many of these industries, it can provide an idea of which industries are showing job potential. The strength of those industries will help with resiliency in bouncing back. Unlike the previous table, the industry projections consider only growth or contraction and not the openings caused by exits or transfers. The reason is that exits and transfers are only counted by occupation and those occupations could be within every industry category. Overall, there could be additional openings as people move out of the workforce, retire, or change positions.

Figure 69: Labor Market Projections for WIA 3 & 4, 2018-2028

Industry	2018	2028	Change	Percent
TOTAL, ALL INDUSTRIES	320,098	325,213	5,115	1.6%
Health Care & Social Assistance	40,268	42,528	2,260	5.6%
Leisure and Hospitality	27,315	28,854	1,539	5.6%
Transportation, Warehousing & Utilities	20,128	21,210	1,082	5.4%
Wholesale Trade	11,433	11,989	556	4.9%
Professional and Business Services	24,606	24,899	293	1.2%
Retail Trade	31,714	31,930	216	0.7%
Construction	11,749	11,960	211	1.8%
Government, Total	16,466	16,412	-54	-0.3%
Natural Resources and Mining	1,080	1,023	-57	-5.3%
Financial Activities	11,825	11,759	-66	-0.6%
Educational Services, Private & Public	22,780	22,593	-187	-0.8%
Information	2,558	2,311	-247	-9.7%
Manufacturing, Total	55,623	55,362	-261	-0.5%
Other Services	15,337	14,662	-675	-4.4%

Source: Illinois Department of Employment Security, Employment Projections.

Amazon has been increasing their presence in Illinois and competes for workers nationally but may not have a facility in the area. Due to the pandemic, many residents are shopping online increasing the Amazon traffic so additional hires is not surprising and many of the Amazon employees are telecommuting. The increased demand for online retail has also increased the jobs available in transportation, logistics, and other industries in the supply and delivery of those goods. Figure 70 shows the top job listings by employer in the Highland region.

Figure 70: Employers Posting Job Ads

	2019	2020
Amazon	14	571
United Parcel Service Incorporated	35	189
Fhn	150	146
Platinum	57	134
Dollar General	158	90
Intuit	0	88
Heyl Truck Lines	0	76
Ryder System Incorporated	73	74
Sharkey Transportation	0	65
Bureau of Prisons	54	55
Liveops Company Incorporated	0	55
Hughes Resources	32	53
Aramark	47	53
Highland Community College	37	50
Americold Logistics	103	49
Care in Homes	0	49
Honeywell	144	48
Pilot Flying J	11	46
Lineage Logistics	7	45
Ascension Health	14	45
Schneider National Incorporated	44	45
Niemann Foods Incorporated	19	39
Growmark Incorporated	40	37
Nussbaum Transportation	45	37
McDonald's	46	37

Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

Many, but not all, job listings include a minimum education required. The listings in Figure 71 aggregate the job listings at each education attainment level by experience required. The most common combination is high school or vocational training with minimal experience. However, 59.4% of the job listings require a formal degree. The top row indicates positions that are primarily entry level and there is good news for new graduates as 1,180 job listings require minimal experience.

Figure 71: Job Listings with Education Attainment and Experience Requirements

	High school or vocational training	Associate degree	Bachelor's degree	Master's degree	Doctoral degree
0 to 2 years of experience	594	256	237	67	26
3 to 5 years of experience	122	51	273	65	20
6 to 8 years of experience	10	0	28	8	2
9+ years of experience	2	8	18	5	0
TOTAL	728	315	556	145	48

Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

Unfortunately, the data does not distinguish between high school and vocational training. The data does show among job listings requiring formal postsecondary education credentials as 43.8%, or 1,659 open jobs. The total number of jobs differs as not all job listings that have required education levels and experience. Therefore, while Figures 71 and 72 overlap, they are not the same.

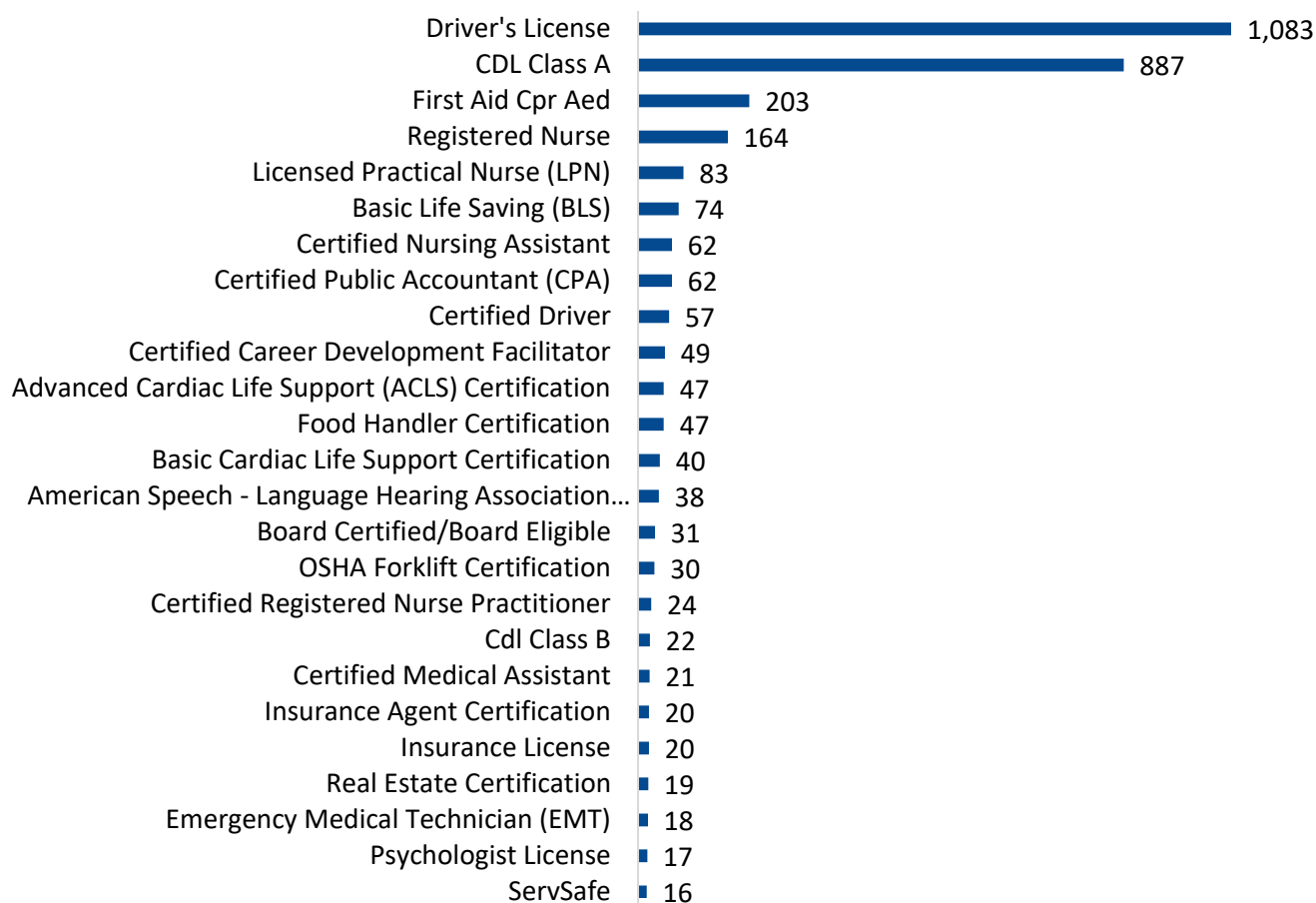
Figure 72: Job Listings by Education Attainment Required

	Job Postings	Percent
High school or vocational training	2,126	56.2%
Associate's degree	420	11.1%
Bachelor's degree	877	23.2%
Master's degree	260	6.9%
Doctoral degree	102	2.7%
Total	3,785	

Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

The certifications listed in Figure 73 were found within the job wanted postings and are ranked according to the number of postings in which they appeared. Healthcare related certifications appear most frequently but transportation-related requirements far outnumber other certifications.

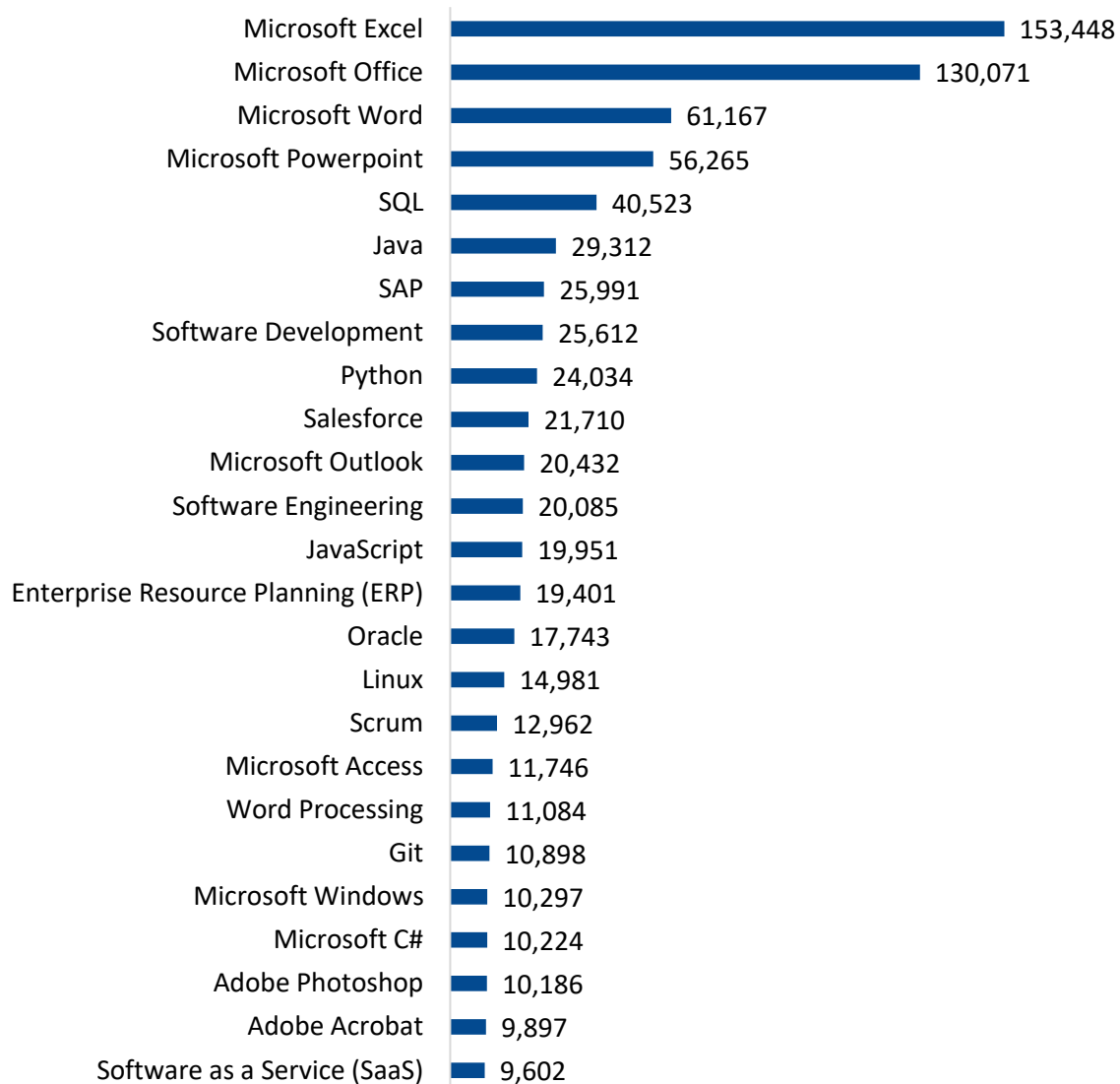
Figure 73: Top 25 Certifications in Job Listings, Four-County Highland Region, 2020



Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

The software listed in job ads is not surprisingly skewed towards the Microsoft office applications. Due to the demand for online activity, there is also a high prevalence of computer programming, data processing, and data storage employment. The pandemic has much to do with this prevalence as residents transitioned from in-person to online activities.

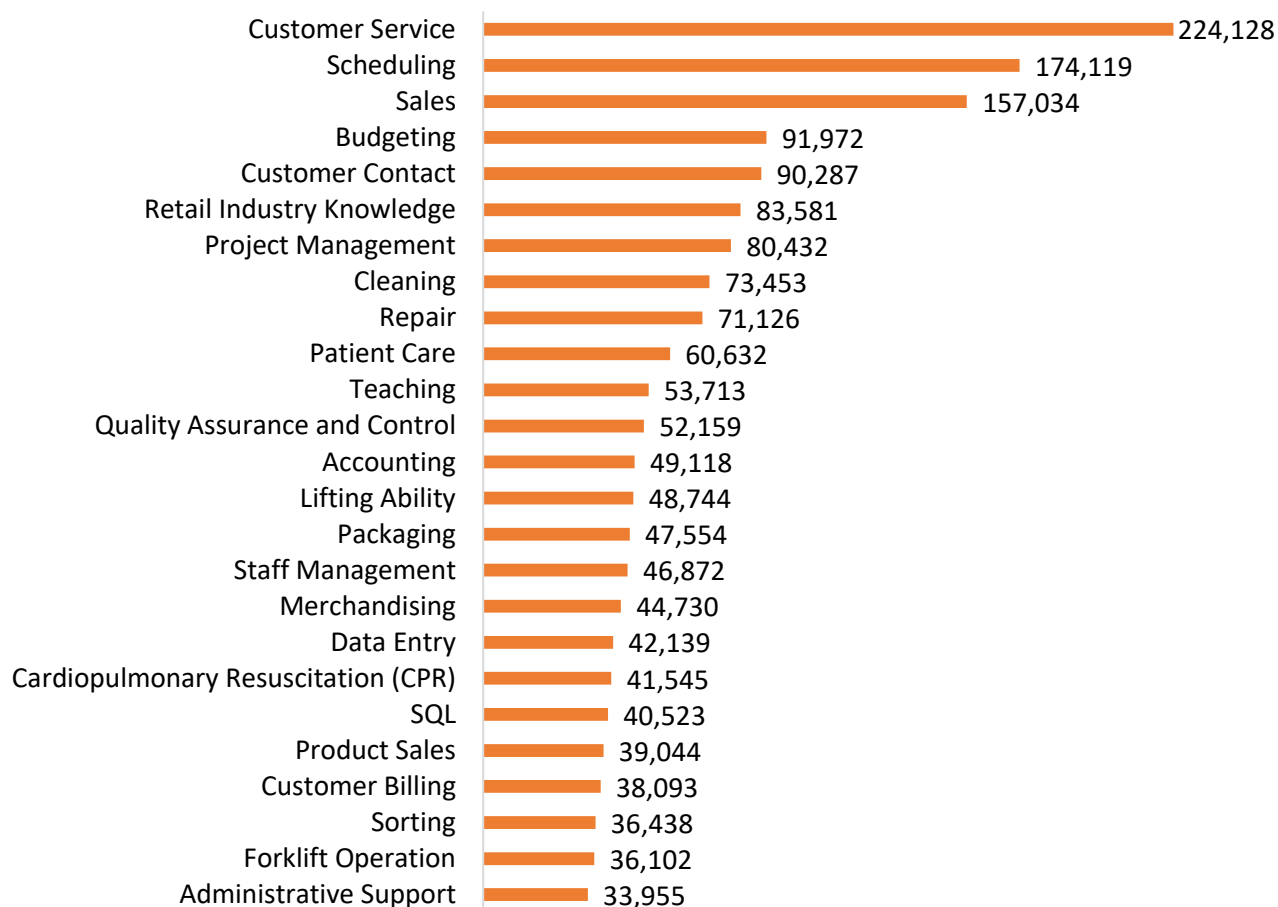
Figure 74: Top 25 Software Experience in Job Listings, Four-County Highland Region, 2020



Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

Customer service appears as the number one specialized skill throughout the country as employees represent their employers to the public/clients. When analyzing the top skills requested by employers, duplication is very evident as most job ads list multiple skillsets. Figure 75 gives a sense of the kinds of skills that employers are seeking in new employees, although it is difficult to assess how, and to what degree, employers evaluate these skills (e.g., it could be based on the applicant's on-the-job experience, credentials obtained, pre-employment testing, etc.). However, 'soft-skills' or 'people skills' (such as customer service, customer contact, sales and relationship building) are highly valued for a wide range of jobs. These skills are more value-oriented but educational programs could integrate instilling values, such as ethics and professionalism. Furthermore, some aspects of customer service or sales also involve increased use of technology (e.g., social media marketing).

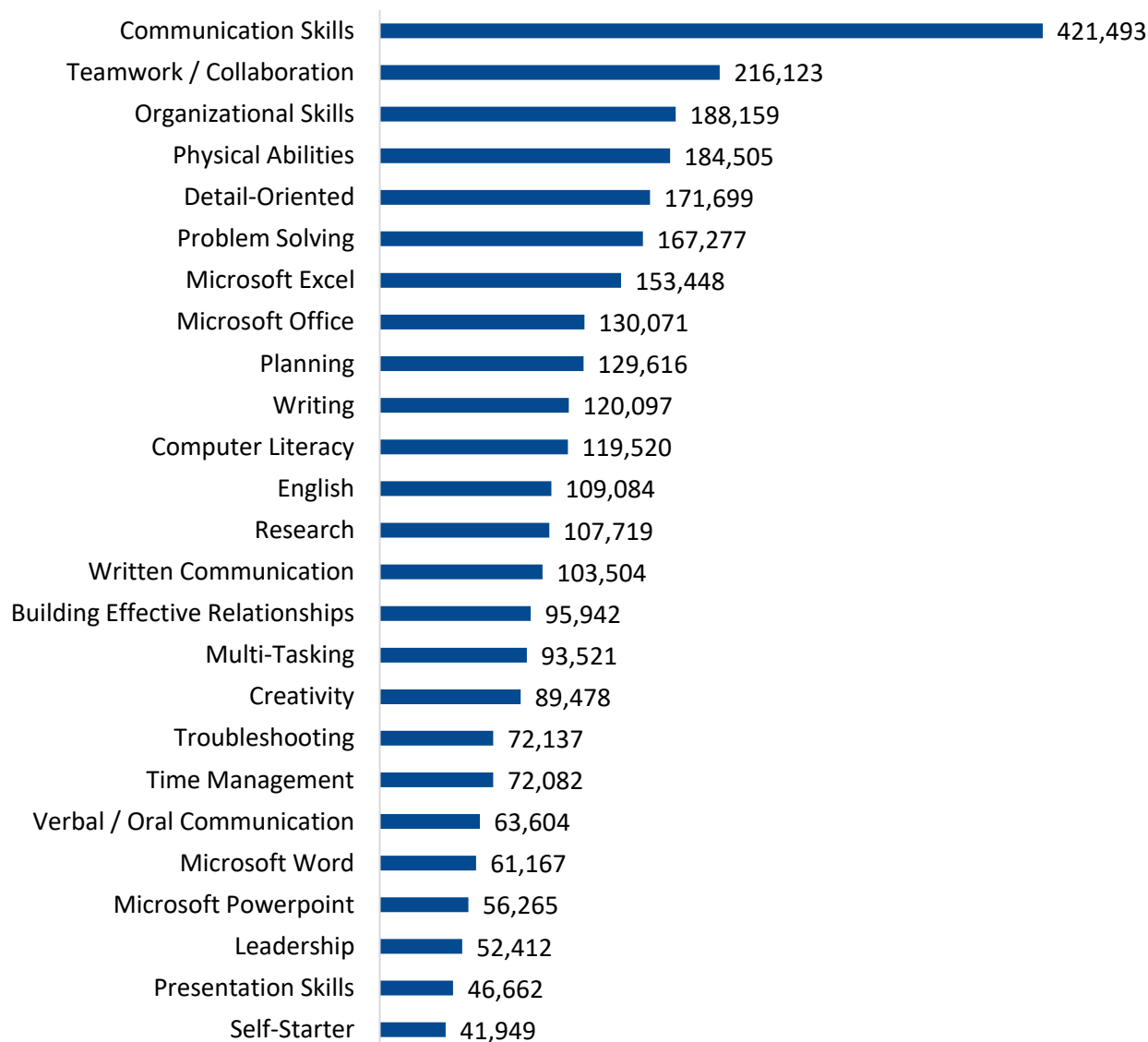
Figure 75: Top 25 Specialized Skills in Job Listings, Four-County Highland Region, 2020



Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

The baseline skills are general in nature, but just as customer service is important, communication skills typically appear at the top of the list. The baseline skills represent the minimum requirements for a position, and some skills do overlap such as collaboration with communication skills. The list below provides insight to what the employers seek.

Figure 76: Top 25 Baseline Skills in Job Listings, Four-County Highland Region, 2020



Source: Burning Glass Technologies. burning-glass.com. Labor Insight™ 2020.

Future Highland Students

School Inventory

In the Highland District there are 48 public schools, four private schools, and one Special Education school²². Fifteen public districts are partially or wholly within Highland's boundaries. Oregon Community Unit School District #220 and West Carroll Community Unit School District #314 are only partially in the district. However, for the purposes of this section of the report, all schools in these districts are included since their students are eligible to attend Highland at the in-district tuition rate. This includes two Oregon School District #220 schools that are not physically within the Highland boundaries: Oregon High and Oregon Elementary Schools.

There were 13,292 students enrolled in the 15 public districts in SY 2020. The Northwest Special Education Cooperative is managed out of the Regional Office of Education in Freeport and covers Jo Daviess, Stephenson, and Carroll counties along with Highland College itself providing special education services for additional students.

Four private schools in the Highland District enrolled 496 students in the 2019-2020 school year (Figure 77). The national estimate for home schooling from 2011 is 3.4% of all school aged children, making the estimate in the Highland district at approximately 500 additional students being home-schooled.

Figure 77: Private Schools in the Highland Region, SY 2020

	Enrollment	School District	City	Grades
Immanuel Lutheran School	114	Freeport SD 145	Freeport	PK-8
Aquin Catholic Jr-Sr High School	125	Freeport SD 145	Freeport	7-12
Aquin Catholic Elementary Campus	101	Freeport SD 145	Freeport	PK-6
Tri-County Christian School	156	Freeport SD 145	Freeport	PK-8
TOTAL Private School Enrollment	496			

Sources: Illinois State Board of Education, Directory of Registered Schools.

²² Private and special education schools have limited data available along with the Northwest Academy Program. Data that is available is included.

Enrollment has been on the decline, especially in the more rural areas throughout the state. As already addressed in this report the birth rate has been declining along with more families moving out of Illinois than moving in. West Carroll has had the greatest proportional loss of 23.7%, or 276 fewer students since 2016. Freeport has had the greatest decline in number of 631 students, or 15.3%. Among the feeder schools to the Highland Community College there are 1,434 fewer students than in 2016, or 10.2% decrease. Three districts have increased over the five-year period: Eastland, Scales Mound, and Oregon. Much of the enrollment loss has been from SY 2019 to SY 2020. The impact of COVID-19 on the SY 2021 enrollment will also be a potential negative impact on future enrollments if more families choose homeschooling.

Figure 78: Public School Enrollment

	2016	2017	2018	2019	2020	2021	# Change 2016-21	Percent Change
Eastland	632	629	649	639	664	681	49	7.8%
Scales Mound	232	246	253	258	267	264	32	13.8%
Oregon	1,429	1,451	1,427	1,458	1,493	1,451	22	1.5%
Galena	840	840	834	826	817	820	-20	-2.4%
Warren	404	413	407	386	391	370	-34	-8.4%
Lena Winslow	829	812	831	840	864	794	-35	-4.2%
Pearl City	466	444	448	440	429	423	-43	-9.2%
Orangeville	365	352	329	330	305	321	-44	-12.1%
Dakota	838	807	814	802	821	773	-65	-7.8%
East Dubuque	696	696	684	674	644	619	-77	-11.1%
River Ridge	536	518	511	514	492	457	-79	-14.7%
Stockton	626	625	613	611	592	535	-91	-14.5%
Forrestville Valley	853	856	831	806	794	711	-142	-16.6%
West Carroll	1,167	1,130	1,113	1,082	1,036	891	-276	-23.7%
Freeport	4,118	4,000	3,957	3,939	3,683	3,487	-631	-15.3%
TOTAL	14,031	13,819	13,701	13,605	13,292	12,597	-1,434	-10.2%

Source: Illinois State Board of Education, Illinois Report Card.

The senior enrollments that would be the primary source of Highland Community College enrollments has been on the decline as well. There were 984 seniors in 2016 and by the 2021 school year senior enrollments declined to 831 seniors, a loss of 153 seniors or 15.5%. East Dubuque is the only district that grew from 2016 to 2021, albeit a very small amount.

Figure 79: Senior Enrollment Trend, 2016 - 2021

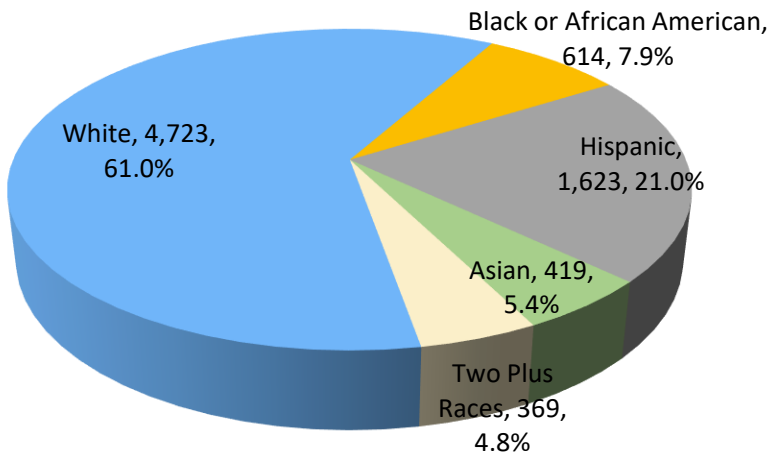
	2016	2017	2018	2019	2020	2021	Change
East Dubuque USD 119	45	36	55	57	51	47	2
Lena Winslow CUSD 202	60	56	56	52	57	60	0
Scales Mound CUSD 211	15	17	17	13	17	12	-3
Orangeville CUSD 203	30	28	19	26	27	26	-4
Oregon CUSD 220	112	148	116	98	100	107	-5
Forrestville Valley CUSD 221	52	71	71	58	56	47	-5
Stockton CUSD 206	39	57	43	41	36	34	-5
West Carroll CUSD 314	75	83	87	67	75	66	-9
Eastland CUSD 308	50	31	49	46	52	40	-10
Galena USD 120	56	56	64	55	57	45	-12
River Ridge CUSD 210	44	31	36	32	35	30	-14
Pearl City CUSD 200	39	26	36	36	26	25	-15
Dakota CUSD 201	73	54	58	53	64	58	-16
Warren CUSD 205	31	27	35	23	19	15	-16
Freeport SD 145	263	266	229	256	248	220	-43
TOTAL	984	987	971	913	920	831	-153

Source: Illinois State Board of Education, Fall Enrollment Counts.

Student Racial/Ethnic Characteristics

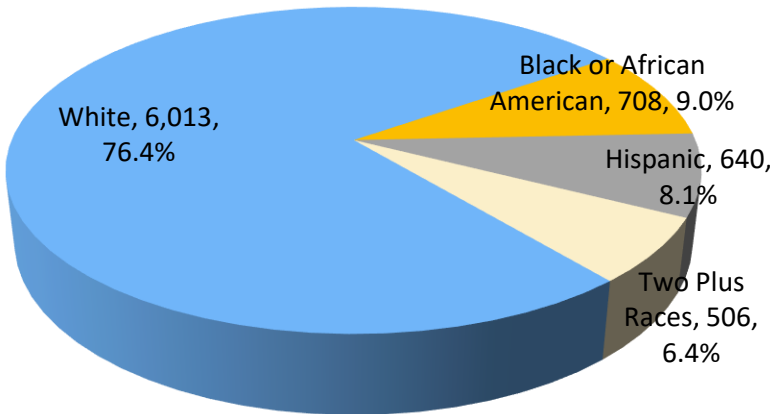
Public high schools in the Highland District are more racially/ethnically diverse than the residential population. While the residential population is 85.4% White, the public schools are just 67.2% White. The primary grade schools are more diverse than the high schools as the White population comprises 76.4%. The younger generations throughout the country are typically more diverse, unlike the feeder schools in the Highland district. The High Schools are more diverse than the primary schools.

Figure 80: High School Student Racial/Ethnic Characteristics, 2021



Source: Illinois State Board of Education, 2021 Report Card.

Figure 81: Primary Grade Student Racial/Ethnic Characteristics, 2021



Source: Illinois State Board of Education, 2021 Report Card.

School Indicators

Figure 82 identifies the public-school districts in the Highland Community College District and the percentage of students who require an Individualized Education Plan (IEP), have Limited English Proficiency (LEP), or are low income, as well as the mobility rates (i.e., the percentage who moved into or out of the district during the school year). These factors require additional resources to ensure that a quality education can be provided for students with additional challenges. Any indicators over the statewide average are colored red.

IEP: Students requiring additional assistance to meet their educational needs through an Individual Education Plan (IEP) during school hours are present in all the schools. The highest IEP rates occur primarily in the elementary grades. The overall rate is 14.8%, or 1,863 students, very close to the statewide rate of 14.9%.

LEP: One school in the Highland District had LEP rates above the statewide average of 12.5%, Freeport's Blackhawk Elementary has a rate of 42.9%. The overall rate for the district is 2.5%, or 320 students, compared to the state rate of 12.9% of students needing additional language assistance.

Low Income: The best available proxy for students from low-income families is the number that qualify for Free or Reduced Lunch. These estimates are higher than regular poverty measures since the lunch program is more liberal on the income requirements to qualify. The overall rate for all the districts is 44.3% that qualify, or 5,583 students, lower than the statewide rate of 48.1%.

Mobility: There are 1,185 students in the districts identified as having entered or left the district during the school year, a rate of 9.4%. Twenty-four of the 48 schools in the Highland District had mobility rates greater than the statewide average of 6.1%.

Figure 82: Key Indicators for Public Schools in Highland District, 2021

District	School Name	Enrolled	IEP	LEP	Low Income	Mobility
Dakota CUSD 201	Dakota Jr Sr High School	402	10.2		25.4	3.7
Dakota CUSD 201	Dakota Elementary School	371	10.2		30.7	2.8
East Dubuque USD 119	East Dubuque High School	203	9.9		28.6	10.7
East Dubuque USD 119	East Dubuque Jr High	94	17.0		35.1	8.1
East Dubuque USD 119	East Dubuque Elem School	322	18.6	3.4	30.1	3.5
Eastland CUSD 308	Eastland Jr/Sr High School	339	10.6		38.1	7.3
Eastland CUSD 308	Eastland Elementary School	342	11.7		40.9	5.5
Forrestville Valley CUSD 221	Forreston Jr/Sr High Sch	416	16.6		29.1	5.8
Forrestville Valley CUSD 221	German Valley Grade School	55	29.1		34.5	4.3
Forrestville Valley CUSD 221	Forreston Grade School	240	15.4		33.3	5.6
Freeport SD 145	Freeport High School	1031	13.6	4.0	60.0	18.0
Freeport SD 145	Freeport Middle School	540	20.4	5.9	65.2	11.8
Freeport SD 145	Blackhawk Elem School	254	11.8	31.1	68.1	24.2
Freeport SD 145	Center Elem School	319	16.3		67.1	12.7
Freeport SD 145	Lincoln-Douglas Elementary School	245	21.2	4.1	62.0	20.3
Freeport SD 145	Empire Elem School	319	23.2	4.1	61.4	19.4
Freeport SD 145	Carl Sandburg Middle Sch	492	17.5	8.7	66.3	9.8
Freeport SD 145	International Baccalaureate World	287	13.2	3.5	47.7	7.4
Galena USD 120	Galena High School	227	15.0	5.3	30.4	9.0
Galena USD 120	Galena Middle School	289	11.1		27.3	4.3
Galena USD 120	Galena Primary School	304	10.2	11.5	36.2	5.4
Lena Winslow CUSD 202	Lena-Winslow High School	235	8.5		28.5	7.1
Lena Winslow CUSD 202	Lena-Winslow Jr High School	180	16.1		43.3	5.4
Lena Winslow CUSD 202	Lena-Winslow Elem School	379	11.1	3.7	36.7	3.5
Orangeville CUSD 203	Orangeville High School	101	12.9		18.8	5.2
Orangeville CUSD 203	Orangeville Jr High School	81	17.3		21.0	9.1
Orangeville CUSD 203	Orangeville Elem School	139	18.0		34.5	2.5
Oregon CUSD 220	Oregon High School	406	14.5		37.4	18.7
Oregon CUSD 220	David L Rahn Jr High School	239	17.2		43.5	10.7
Oregon CUSD 220	Oregon Elem Sch	806	13.2	2.5	43.7	9.7
Pearl City CUSD 200	Pearl City High School	123	17.9		35.0	4.1
Pearl City CUSD 200	Pearl City Jr High School	75			36.0	6.4
Pearl City CUSD 200	Pearl City Elementary School	225	12.9		44.4	3.9
River Ridge CUSD 210	River Ridge High School	145	13.8		33.8	5.2
River Ridge CUSD 210	River Ridge Middle School	97	18.6		45.4	5.0
River Ridge CUSD 210	River Ridge Elementary School	215	19.5		50.2	7.6
Scales Mound CUSD 211	Scales Mound High School	80	16.3		18.8	4.6
Scales Mound CUSD 211	Scales Mound Jr High School	57			33.3	5.3
Scales Mound CUSD 211	Scales Mound Elem School	127	11.8		26.8	7.3
Stockton CUSD 206	Stockton Sr High School	162	17.3		37.7	8.0
Stockton CUSD 206	Stockton Middle School	186	15.1		49.5	3.6
Stockton CUSD 206	Stockton Elem School	187	17.6		45.5	3.2
Warren CUSD 205	Warren Jr/Sr High School	189	18.0		33.9	6.3
Warren CUSD 205	Warren Elementary School	181	17.7		48.6	6.0
West Carroll CUSD 314	West Carroll High School	280	19.3		47.5	13.7
West Carroll CUSD 314	West Carroll Middle School	210	15.2		52.9	9.4
West Carroll CUSD 314	West Carroll Primary	401	15.2		53.4	12.1
Illinois		1,887,316	14.9	12.9	48.1	6.1

Source: Illinois State Board of Education, Report Card, 2021.

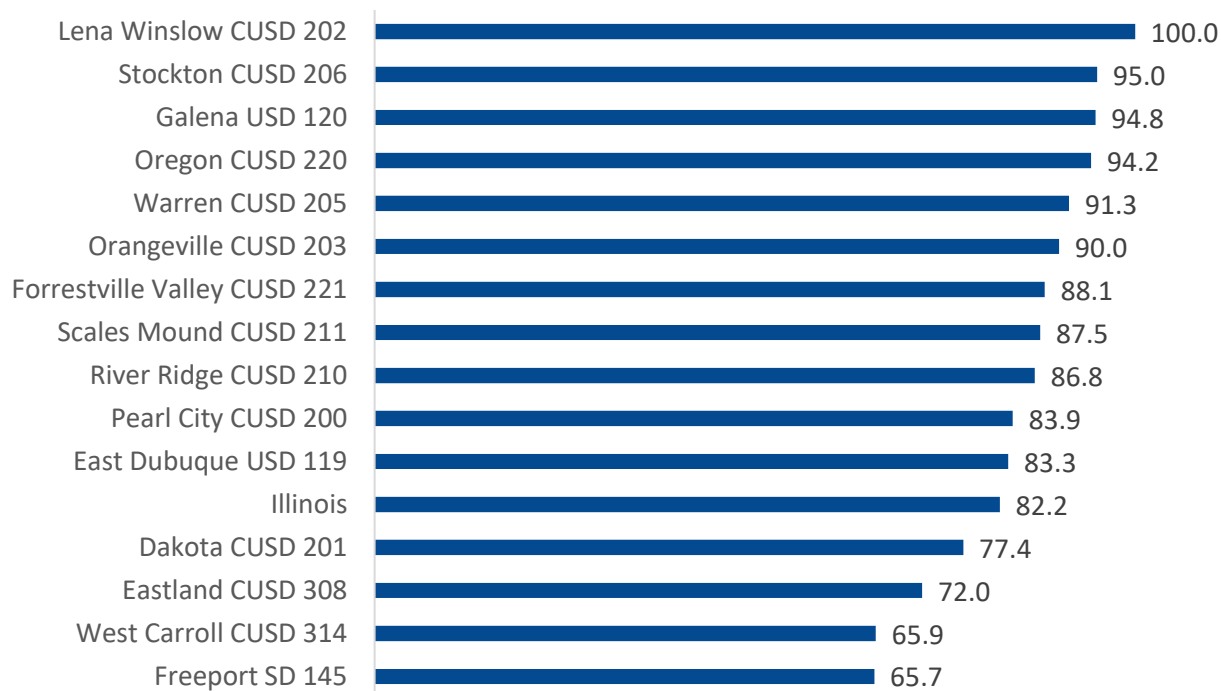
High School Performance Indicators

High schools have additional performance indicators unique to the 9th through 12th grade population. Those additional indicators are the following: 9th Grade on Track, Career Technical Education, Graduation Rates, Postsecondary Enrollment, College Remediation Advanced Coursework, Dual Credit, and Advanced Placement.

Students in 9th Grade on Track

The assessment of 9th grade students is to evaluate their preparedness for high school success. The metrics utilized pertain to having earned at least five full-year course credits, which is equivalent to ten semester credits with passing grades in all core courses such as English, math, science, or social science. Students able to fulfill these requirements are found to be four times as likely to graduate successfully from high school than those who do not start their high school path on a positive note. The assessment allows for the evaluation of all students and intervene with those who may need additional assistance. The statewide average of 9th graders on track is 82.2%. Most of the feeder high schools are higher than the statewide average with only four are below.

Figure 83: Percent of 9th Graders on Track for High School Success, 2021



Source: Illinois State Board of Education, 2021 Report Card.

Advanced Coursework

Advanced Placement, Dual Credit, and International Baccalaureate courses help to build the college level skills students need for success. These courses save time and money for students. Successful students may enter college with a semester or more worth of college credit, which means they may skip introductory courses, take fewer classes while enrolled in college, and pay less in tuition and fees. Completion of these rigorous courses in high school may also give students an edge in the applicant pools of highly selective colleges and universities. There is no information on students participating in the International Baccalaureate coursework in the Highland feeder schools.

None of the students took advanced coursework in grade 9. However, many of the Highland feeder schools offer the coursework in the higher grades²³.

Figure 84: Students Taking Advanced Coursework Overall, 2021

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percent
Dakota Jr Sr High School			21	29	50	19.1%
East Dubuque High School					0	0.0%
Eastland Jr/Sr High School			26	31	57	28.2%
Forreston Jr/Sr High Sch		32	72	39	143	61.4%
Freeport High School		33	131	95	259	23.5%
Galena High School			14	17	31	13.5%
Lena-Winslow High School					0	0.0%
Orangeville High School					0	0.0%
Oregon High School			38	64	102	24.8%
Pearl City High School			31	23	54	43.2%
River Ridge High School			16	23	39	26.2%
Scales Mound High School			14	14	28	34.1%
Stockton Sr High School				14	14	8.4%
Warren Jr/Sr High School					0	0.0%
West Carroll High School			17	40	57	19.7%
Illinois	22,057	33,841	65,266	77,310	198,474	33.0%

Source: Illinois State Board of Education, 2021 Report Card.

²³ Due to COVID the data may have been affected by the suspension of in-person instruction. While collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Thus, use caution when interpreting results and trends.

Figure 85: Advanced Placement (AP) Coursework, 2021 (Students Taking One or More AP Courses)

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percent
Dakota Jr Sr				11	11	4.2%
East Dubuque					0	0.0%
Eastland Jr/Sr			17	23	40	19.8%
Forreston Jr/Sr		11	53	25	0	38.2%
Freeport			30	14	44	4.0%
Galena					0	0.0%
Lena-Winslow					0	0.0%
Orangeville					0	0.0%
Oregon			20	32	52	12.7%
Pearl City					0	0.0%
River Ridge				13	13	8.7%
Scales Mound					0	0.0%
Stockton Sr					0	0.0%
Warren Jr/Sr					0	0.0%
West Carroll				19	19	6.6%
Illinois	15,693	27,663	48,843	53,068	145,267	24.0%

Source: Illinois State Board of Education, 2021 Report Card.

Figure 86: Dual Credit Coursework, 2021

	Grade 9	Grade 10	Grade 11	Grade 12	Total	Percent
Dakota Jr Sr			20	27	47	17.9%
East Dubuque					0	0.0%
Eastland Jr/Sr			13	14	27	13.4%
Forreston Jr/Sr		10	36	29	75	32.2%
Freeport		23	22	15	60	5.5%
Galena			11	10	21	9.2%
Lena-Winslow					0	0.0%
Orangeville					0	0.0%
Oregon			22	56	78	19.0%
Pearl City			31	23	54	43.2%
River Ridge			18	10	28	18.8%
Scales Mound			14	14	28	34.1%
Stockton Sr					0	0.0%
Warren Jr/Sr					0	0.0%
West Carroll			17	33	50	17.2%
Illinois	6,880	7,746	23,624	41,120	79,370	13.0%

Source: Illinois State Board of Education, 2021 Report Card.

SAT Exams

The SAT is an admission test accepted by all U.S. colleges and is intended to determine a student's level of college readiness in the academic subjects of Math and English/Language Arts. As the required high school state assessment, the SAT will fulfill the requirement that students take an assessment for college and career readiness to receive a regular high school diploma, unless eligible to take the alternative assessment or otherwise exempt from testing. The SAT will also fulfill the requirement that high school students must take an assessment accepted for student admission to institutions of higher education. While academic preparation in Math and English/Language Arts is an essential part of readiness for college and careers, students also need preparation in other subject areas along with persistence, motivation, time management, and technical skills.

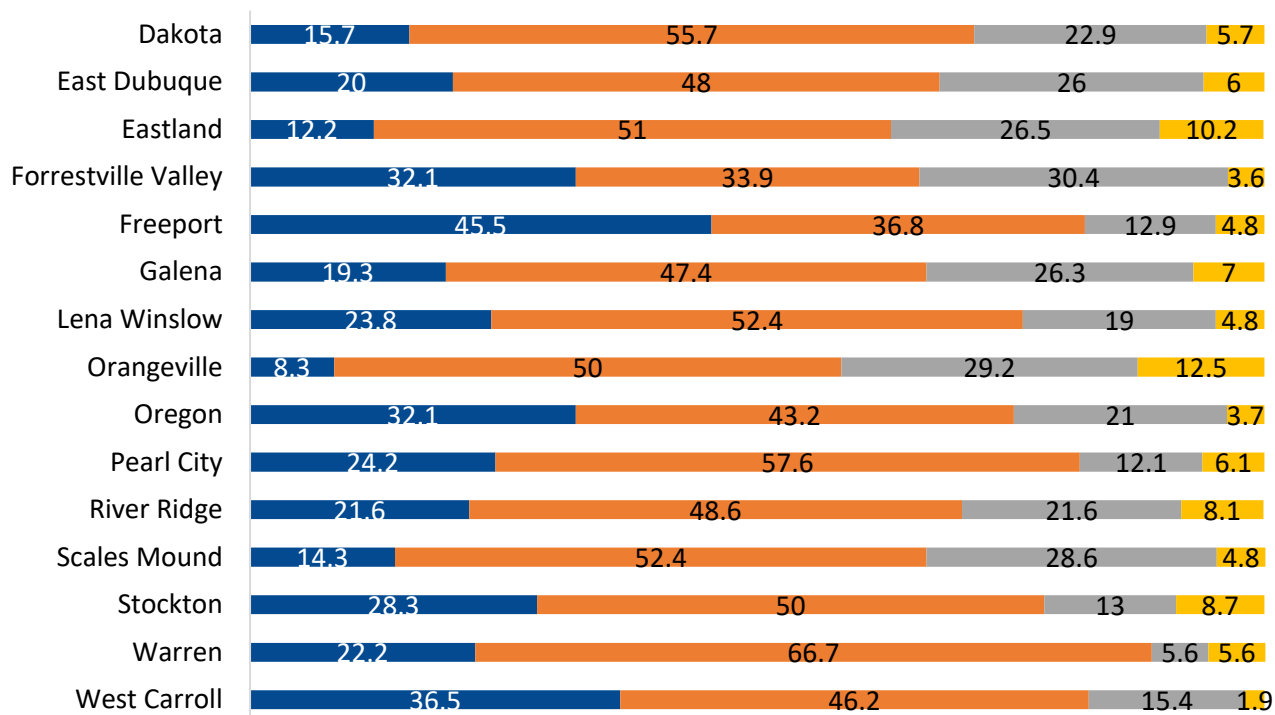
The following visualizations display the percentage of students who achieved scores in the following SAT performance level categories:

- Level 1 Blue - Partially Meets Standards: The student has only partially met the standards and demonstrates a **minimal** understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 2 Orange - Approaching Standards: The student is approaching the proficiency level and demonstrates an **incomplete** understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 3 Grey - Meets Standards: The student has met the proficiency level and demonstrates **adequate** understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 4 Yellow - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a **thorough** understanding of the knowledge and skills needed relative to the Illinois Learning Standards²⁴.

Due to the pandemic, the 2020 school year was not able to take the SAT through the high schools since the schools were closed and large gatherings were prohibitive. The SAT scores are shown here for 2021, but there are cautions in using the data due to the impacts of COVID closing schools at various times.

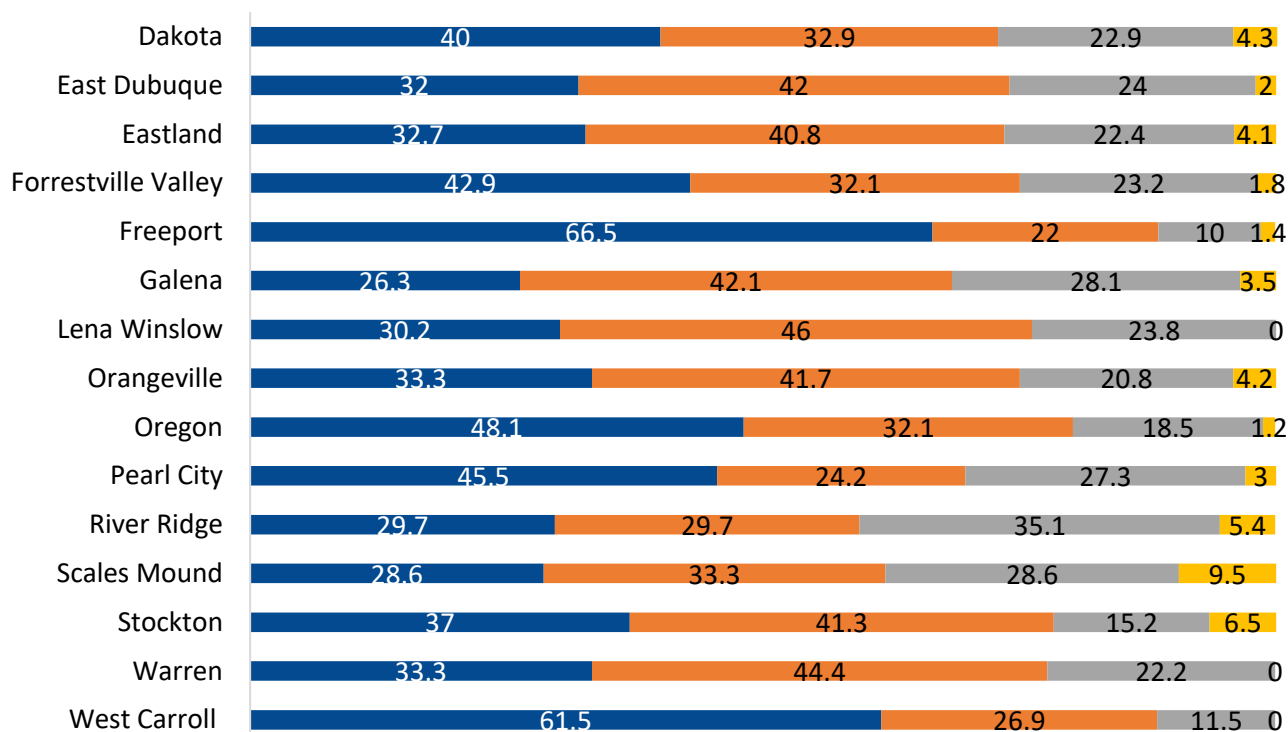
²⁴ Definition of SAT exams from Illinois State Board of Education.

Figure 87: SAT Scores in Language Arts, 2021



Source: Illinois State Board of Education, 2021 Report Card.

Figure 88: SAT Scores in Math, 2021

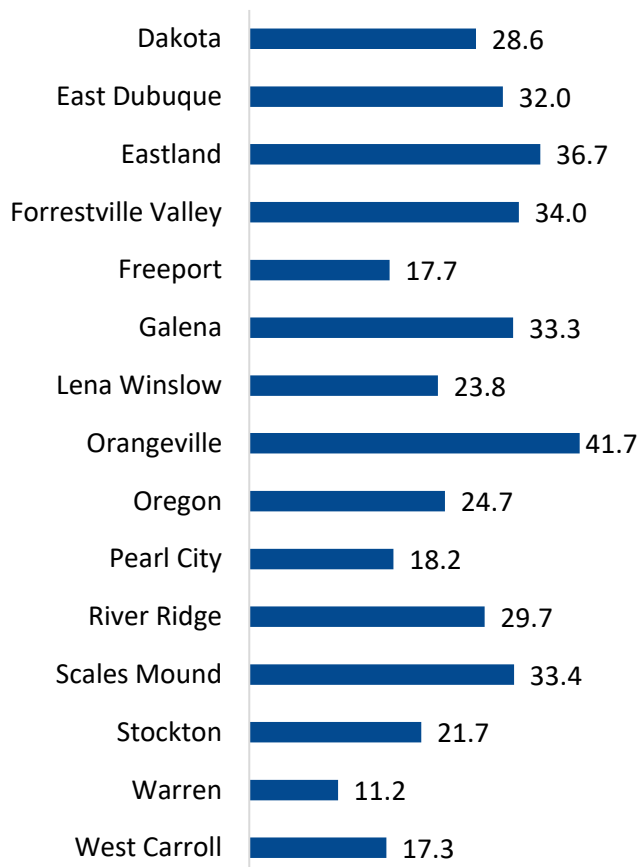


Source: Illinois State Board of Education, 2021 Report Card.

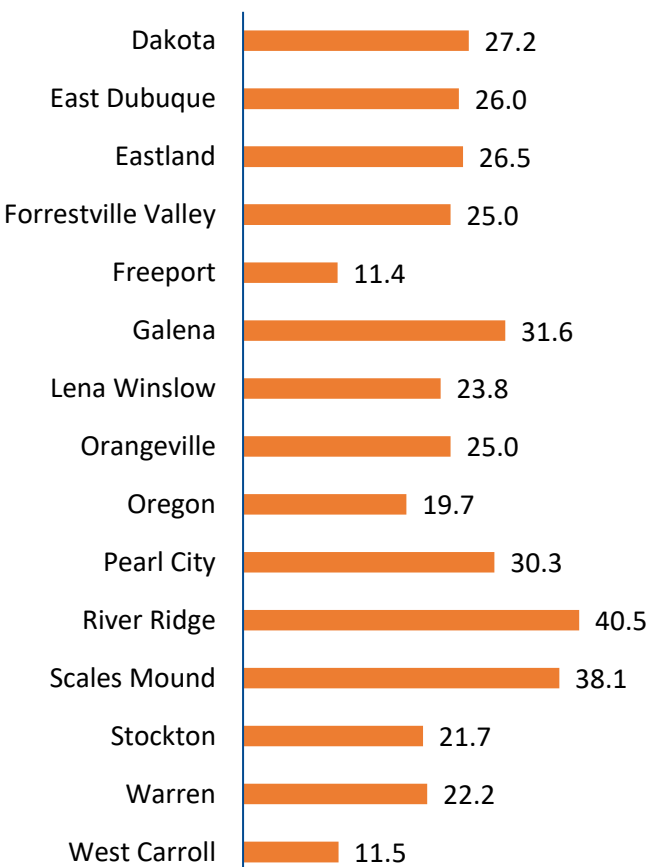
The state establishes standards that students are expected to meet or exceed. Preparation for higher education is evaluated utilizing the SAT typically required as an admission test into colleges and universities for college readiness. The level of students can be summarized by aggregating those who have met or exceeded the state standards.

Figure 89: Students Who Met or Exceeded State Standards of SAT Exams, 2021

Math



Language Arts



Source: Illinois State Board of Education, 2021 Report Card.

Career Technical Education (CTE)

According to the Illinois State Board of Education, Career and Technical Education (CTE) programs “provide instruction for careers in high-wage, high-skill, and in-demand occupations. CTE programs continue to strengthen students' technical skills; articulate transitions to postsecondary programs, employment, or both; assist in meeting the Illinois Learning Standards; and close achievement gaps.”²⁵

Participants are students participating in coursework within each cluster, while Concentrators are those taking at least two courses within the same cluster. Among the feeder high schools to Highland Community College, the most popular is the Agriculture, Food and Natural Resources cluster.

Figure 90: Career Technical Education (CTE) Participation, Unduplicated Counts, 2020

	Unduplicated Concentrator	Unduplicated Participants
Agriculture, Food and Natural Resources	716	1,042
Business, Management and Administration	163	360
Manufacturing	118	202
Architecture and Construction	83	149
Information Technology	68	140
Human Services	63	468
Transportation, Distribution, and Logistics	55	101
Arts, Audio/Video Technology and Communications	44	103
Law, Public Safety, Corrections and Security	33	42
Health Science	22	73
Hospitality and Tourism	17	80
Education and Training	14	19
Finance	0	75
Marketing	0	54
Science, Technology, Engineering and Mathematics	0	39
TOTAL	1,396	2,947

Source: Illinois State Board of Education.

²⁵ Illinois State Board of Education. Accessed Online: <https://www.isbe.net/cte>.

Graduation Rates

A high school diploma is vital both for students who plan to enter college and students who plan to enter the workforce. Ensuring graduates are ready for college and career it is important to evaluate graduation rate in the context of student achievement, college-readiness, and career-readiness. Figure 91 shows the percentage of graduating students who entered 9th grade for the first time four or five years prior to the year being reported. The four- and five-year graduation rates are for different graduating classes. For comparison purposes, the statewide average graduate rate is 86.0% for the class of 2020 and 89.3% for the graduating class of 2021. Most of the Highland feeder schools exceed the statewide average. Most notably, Scales Mound High School achieved a 100% graduation rate for the 2020 graduating class (5-year graduation rate).

Figure 91: Graduation Rates, 2021

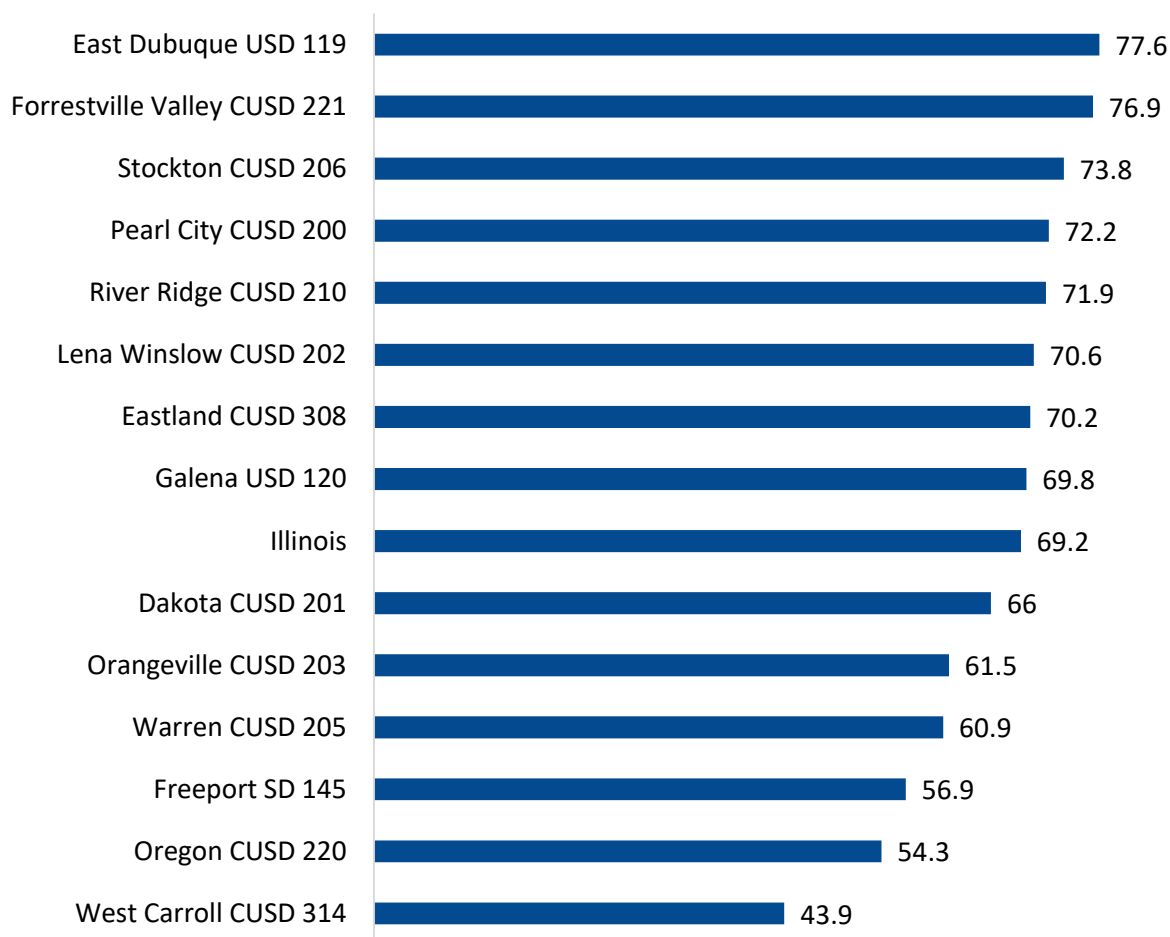
	4-Year Graduation Rate (Class of 2021)	5-Year Graduation Rate (Class of 2020)
Freeport SD 145	71.4	75.6
West Carroll CUSD 314	74.2	93.0
East Dubuque USD 119	75.5	96.1
Warren CUSD 205	77.3	90.5
Stockton CUSD 206	77.8	90.2
Pearl City CUSD 200	82.4	86.2
Illinois	86.0	89.3
Galena USD 120	86.2	81.2
Lena Winslow CUSD 202	86.6	90.6
Eastland CUSD 308	88.5	96.3
Scales Mound CUSD 211	89.5	100.0
Orangeville CUSD 203	89.7	96.3
Forrestville Valley CUSD 221	91.2	94.7
River Ridge CUSD 210	91.7	88.6
Oregon CUSD 220	93.7	96.0
Dakota CUSD 201	95.2	87.7

Source: Illinois State Board of Education, 2021 Report Card.

Postsecondary Enrollment

Figure 92 displays the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled into a postsecondary institution in the U.S. within 16 months. Young adults who earn college credit are more likely to be employed and stay employed. The statewide average is 69.2% leaving eight high school districts with above average enrollment.

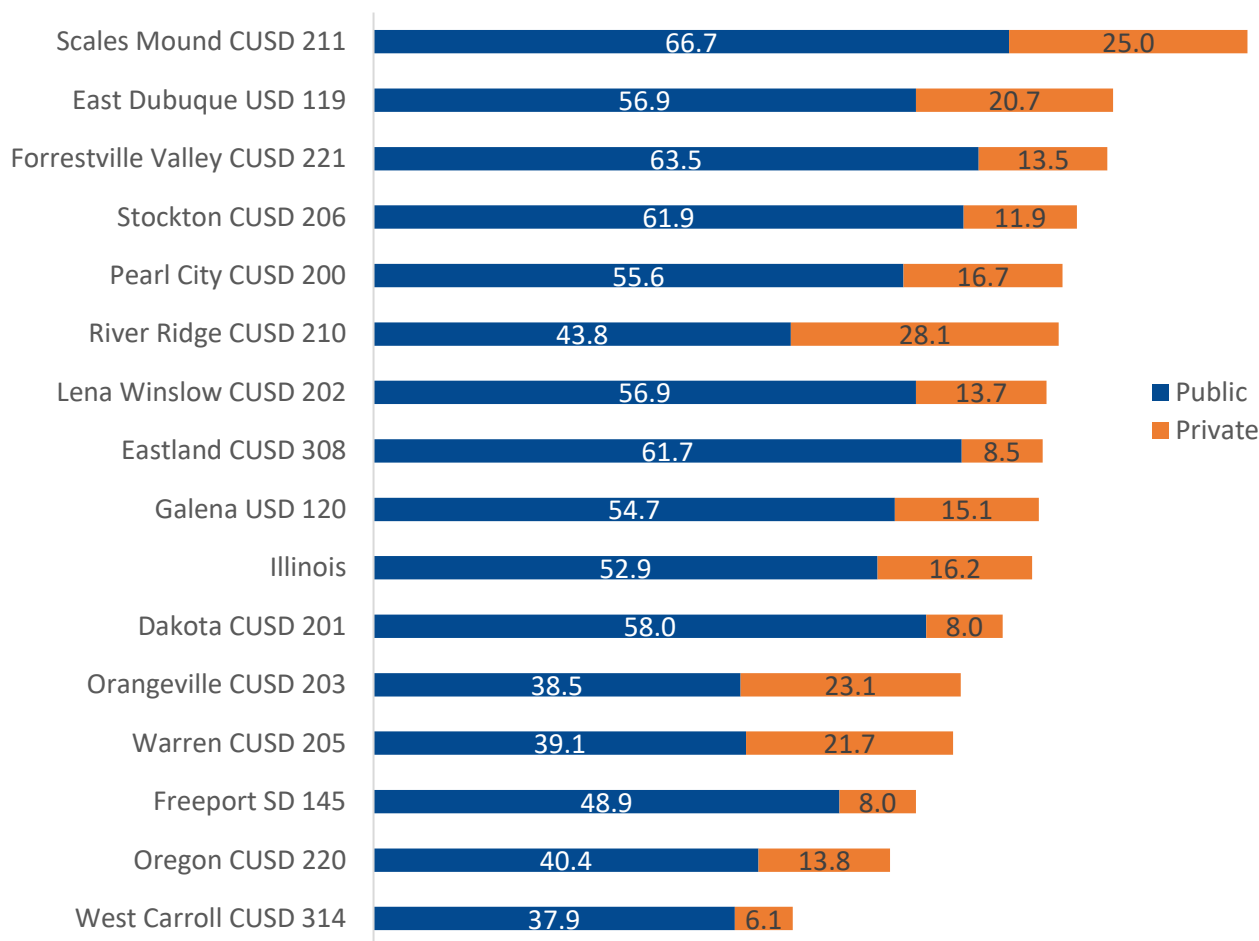
Figure 92: Percentage of Postsecondary Enrollment for 2019 Graduating Class, 16 Months Postgraduation



Source: Illinois State Board of Education, 2021 Report Card.

High school graduates prefer public institutions over private. Orangeville reflects no graduating seniors from the 2018 graduating class enrolling into a private institution. The percentages do not include graduating seniors who enrolled out-of-state or did not enroll in any postsecondary institution so they will not add up to 100%. The statewide percentage is 69.1% of high school graduates attend postsecondary education, 52.9% into public institutions and 16.2% into private Illinois institutions.

Figure 93: Percentage of Postsecondary Enrollment by Public/Private Institution, 2019 Graduating Class at 16 Months Postgraduation



Source: Illinois State Board of Education, 2021 Report Card.

Illinois Community College Remediation

Remediation, sometimes called transitional education, is designed to help prepare students who are considered not yet ready for the rigor of entry-level college courses in core academic subjects such as reading, math, and science. Community colleges can require students to take remedial courses if they are judged to need additional preparation to earn credit from college level studies. These data do not include remediation rates for students at 4-year institutions in Illinois, students who enrolled in schools outside of Illinois, or those who did not continue their education past high school. Figure 94 shows the number of students from each school district who required remediation in the three subject areas: Reading, Math, and Communication. Note: one student may require remediation in multiple subjects creating duplicates.

Figure 94: Percent of Students Enrolled in Community College Requiring Remediation Coursework

	Total Enrolled in Community College	Reading %	Math %	Communication %
Dakota Jr Sr High School	19	0.0	31.6	0.0
East Dubuque High School	2	0.0	50.0	0.0
Eastland Jr/Sr High School	18	11.1	50.0	5.6
Forreston Jr/Sr High School	21	14.3	42.9	4.8
Freeport High School	99	12.1	66.7	6.1
Galena High School	4	0.0	50.0	0.0
Lena-Winslow High School	18	5.6	38.9	0.0
Orangeville High School	9	11.1	33.3	0.0
Oregon High School	29	0.0	37.9	6.9
Pearl City High School	16	0.0	25.0	12.5
River Ridge High School	8	12.5	50.0	25.0
Scales Mound High School	1	0.0	0.0	0.0
Stockton Sr High School	16	6.3	31.3	0.0
Warren Jr/Sr High School	5	20.0	40.0	0.0
West Carroll High School	14	0.0	28.6	7.1

Source: Illinois State Board of Education, 2021 Report Card.

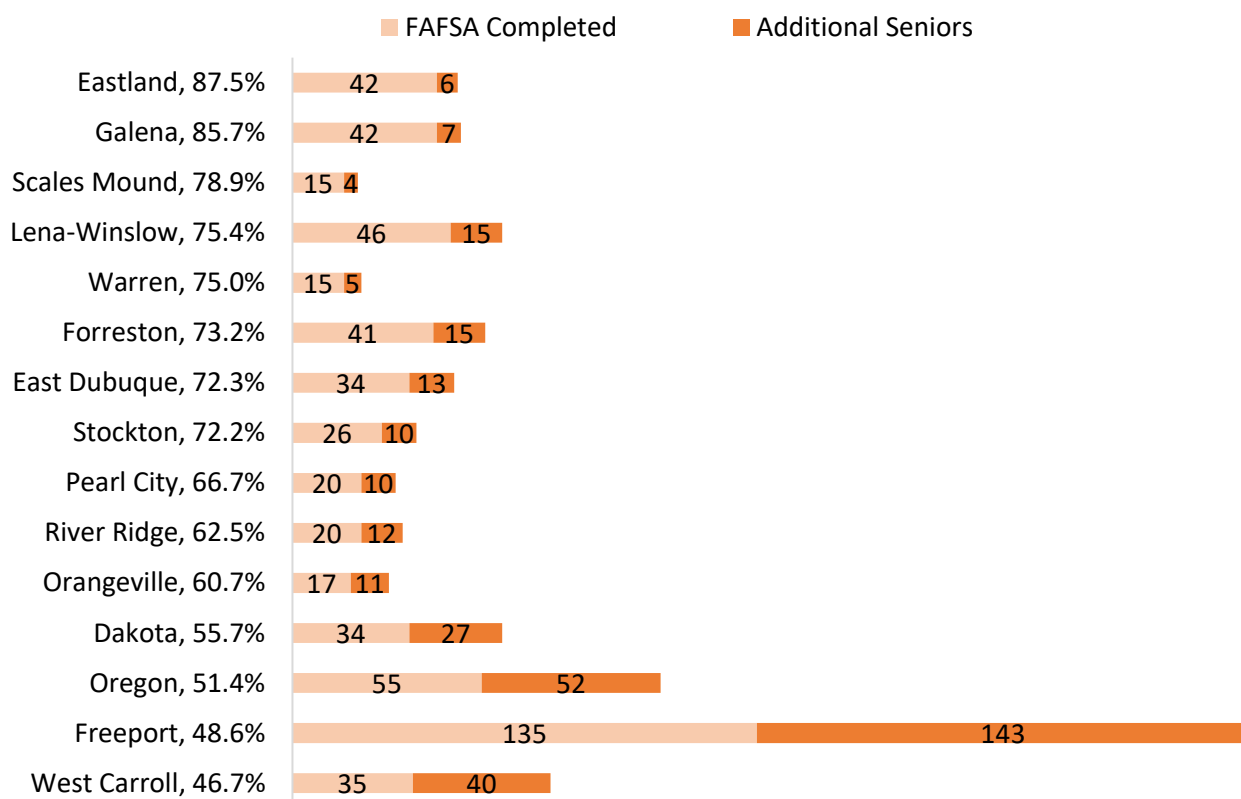
Financial Aid

FAFSA Applications

An important step in college readiness is the filing of the Free Application for Student Financial Aid (FAFSA) with the U.S. Department of Education. The FAFSA provides the gateway for all federal and state financial aid programs and is used by many other institutions to qualify students for additional local resources. The FAFSA is not required to attend all postsecondary institutions, so the percentage of students who complete the FAFSA is income-dependent, but completion rates can provide an idea of how many students intend to pursue higher education.

Figure 95 shows the number of completed FAFSA applications submitted through December 23, 2021. Thirteen out of the fifteen high schools have completion rates over 50% amongst SY2021 seniors. The majority who start a FAFSA do complete the application, which is a great indication that the schools are following through with those students for their next steps.

Figure 95: FAFSA Completion Rate, Application Completions, and Additional Seniors, through December 23, 2021



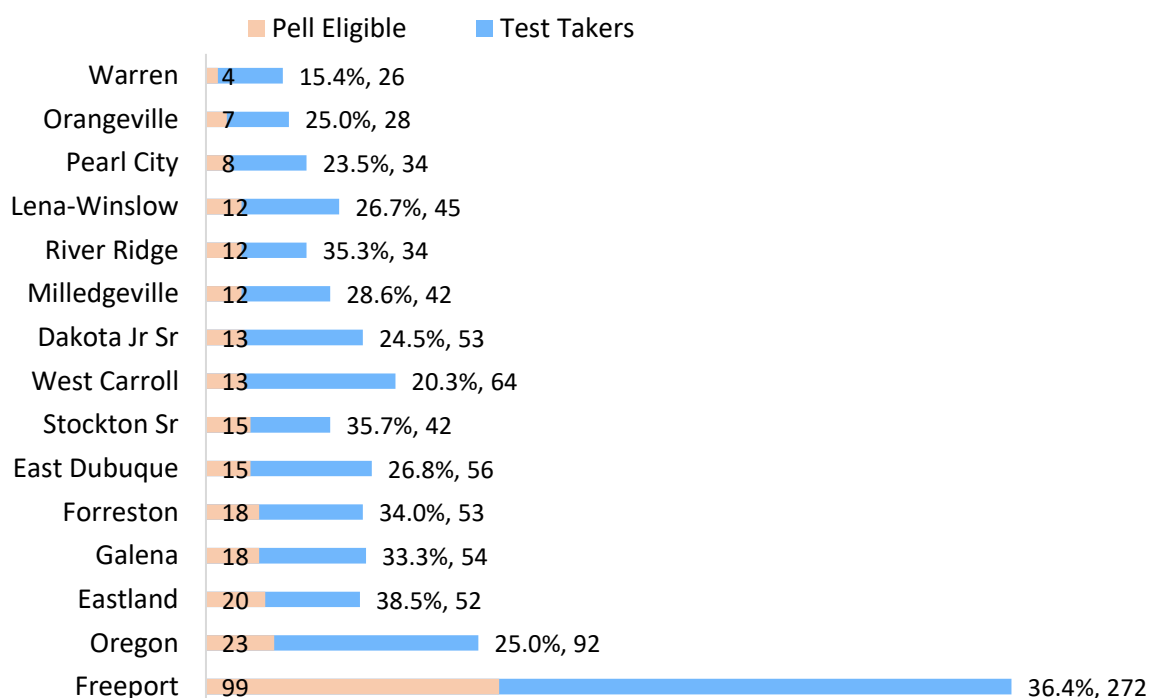
Source: U.S. Student Aid, FAFSA Completion by High School, 2022.

In Illinois, there is a mandate beginning in the 2020-2021 school year (Training and Support Public Act 101-180) that all high school graduates have the FAFSA completed as a condition of receiving their diploma. There is a waiver provision, but that is not anticipated to involve many students. It is hoped that the mandate will increase the knowledge of what resources could be available if higher education is a possibility. The Illinois State Board of Education is working with the Illinois Student Assistance Commission to help get the mandate implemented in all high schools. Further information on resources available can be found at: <https://www.isac.org/pd/fafsa-mandate.html>.

Pell Grant Eligible

The federally funded Pell Grant is available to low- and middle-income undergraduate students to pay for any related education expenses. Everyone who files a FAFSA is automatically calculated for qualification and the funds do not need to be repaid. Allocation is need-based like the MAP grant funding (see Figure 96). The proportion of students who are eligible for Pell funding is calculated using the number of students who participated in the Performance Testing (SAT or ACT) exams, which is a factor in determining college admission. Scales Mound did not have any data reported for 2020.

Figure 96: Pell Award Eligible Among Performance Test Takers, SY2020



Source: Illinois Student Assistance Commission, 2020.

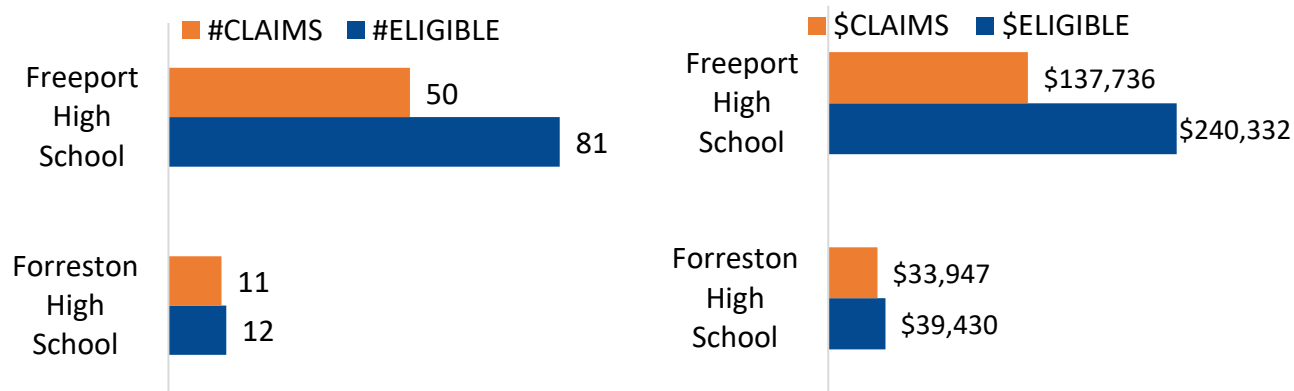
Note: Performance Test Takers represents those who took either the SAT or ACT depending upon what exam was provided. No data available for Scales Mound.

Map Eligible and Received

The Monetary Award Program (MAP) is a grant program administered by the Illinois Student Assistance Commission (ISAC) and funded by the State of Illinois. MAP provides payment toward college tuition and mandatory fee costs at Illinois institutions that participate in the program and does not need to be paid back. Eligibility for MAP is based on financial need – not high school grades or test scores – and is determined using information provided on the FAFSA. MAP is awarded to students in all higher education sectors, is available to both full- and part-time students, and is available to returning adult and traditional undergraduate students. MAP can make the difference for those who would otherwise not have the financial resources to attend college²⁶.

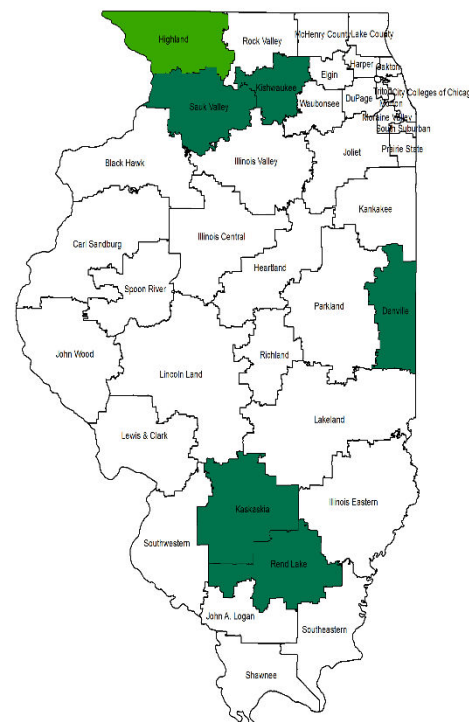
Among the feeder schools, data is only available for Forreston and Freeport High schools. Information is suppressed on schools that have ten or fewer eligible participants. In 2020, a total of 11 students accepted their MAP award out of 12 eligible in Forreston and 50 students accepted the MAP award from 81 that were eligible in Freeport. Eligible is defined as having filed the FAFSA and meeting the financial need thresholds. The reasons for declining MAP funding can vary, such as deciding against attending school, not needing the funds, or choosing to enroll elsewhere.

Figure 97: MAP Awards Eligible and Claimed



Source: Illinois Student Assistance Commission, 2020.

²⁶ For further information: <https://www.isac.org/home/map-matters/about.html>.



Kaskaskia is still the largest district of 113,171 residents, a decrease from 119,239 in 2010. The peer group districts all lost population. Danville lost the highest proportion of 11.2%, or almost 10,000 residents. Highland lost the second greatest proportion of 6.0%, or 5,338 residents.

Figure 99: Peer Group Population Change, 2010 to 2020

	2010	2020	Numeric Change	Percent Change
Danville	87,593	77,794	-9,799	-11.2%
Highland	89,269	83,931	-5,338	-6.0%
Rend Lake	89,279	84,997	-4,282	-4.8%
Sauk Valley	101,388	96,281	-5,107	-5.0%
Kishwaukee	112,095	105,970	-6,125	-5.5%
Kaskaskia	119,239	113,171	-6,068	-5.1%

Source: U.S. Census Bureau, Decennial Census.

Peer Group Enrollment

As shown in Figure 100, significant changes have occurred in the Fall unduplicated headcount of enrollments in this group of peer institutions. Enrollment has decreased at Highland Community College and all peer institutions ranging from a loss of 3,577 students at Rend Lake (66.5%) to 1,105 fewer students at Danville Area Community College (-41.5%).

Figure 100: Peer Group Fall Enrollment Trends, 2010-2020

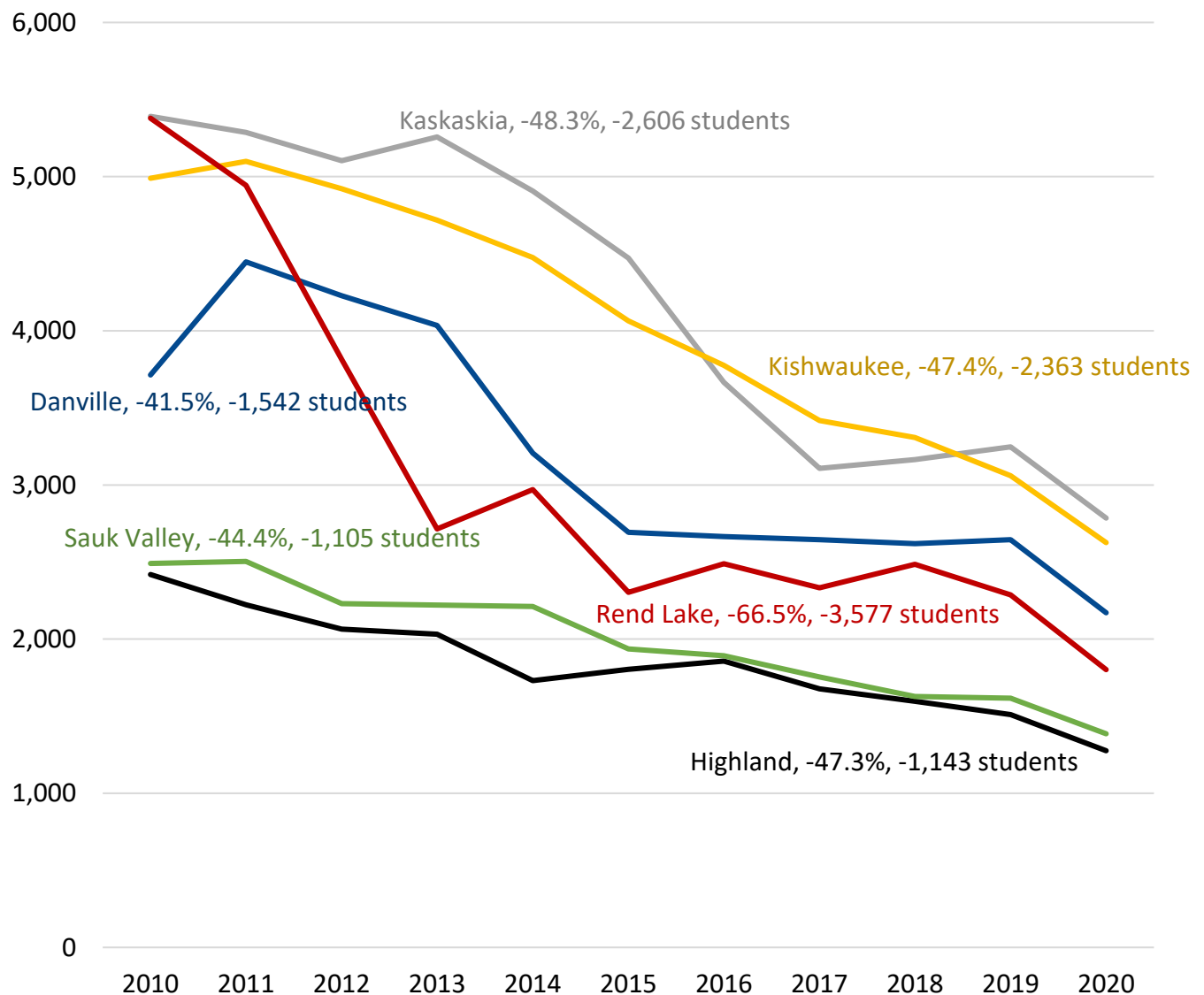
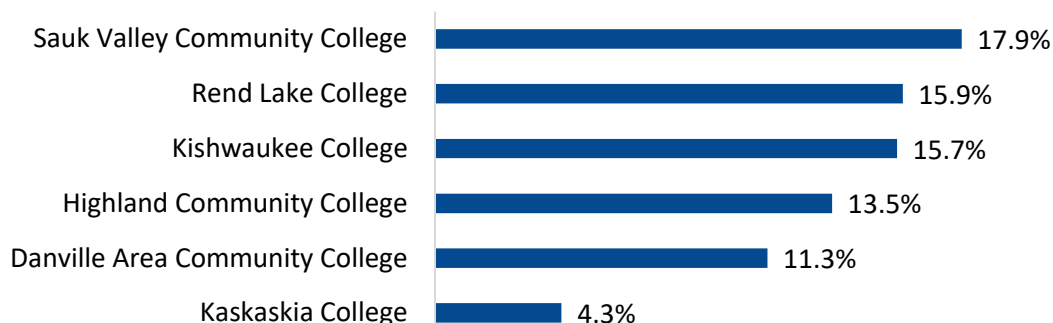


Figure 101 shows the percentage of first-time students seeking a degree or credential within each peer institution among the 12-month unduplicated headcount. Kaskaskia is the lowest by a large margin at 4.3%. Sauk Valley has the highest proportion of 17.9% and Highland is in the middle at 13.5%.

Figure 101: Percent of First-Time Degree/Certificate-seeking Students (12-month unduplicated headcount), 2020



Source: National Center for Education Statistics, Integrated Postsecondary Education Data.

Community colleges offer a wide array of credit, noncredit, and online coursework meant to serve students with a range of educational objectives. However, the percentage of those who are enrolled full-time in a college can be a gauge of the population intending to gain formal higher education credentials as opposed to professional development or vocational. Highland Community College (51.2%) is only behind Rend Lake College (52.7%) of enrolled full-time students.

Figure 102: Full-Time Enrollment, Fall 2020



Source: National Center for Education Statistics, Integrated Postsecondary Education Data.

Due to the pandemic, there has been a reshuffling of the workforce due to shutdowns. While there is no hard data to present showing how many have changed jobs the information will be readily available in the not-so-distant future. Enrollment of the non-traditional students for reskilling could increase in those industries that are higher skill, higher wage, and sustainable through longer shutdowns or another pandemic. Telecommuting opens many doors for the rural communities, and they will need the skills to compete nationally, whereas before the competition was traditionally local. Automation is anticipated to play a role in changing the landscape so workers will be needed to oversee the technology rather than assembly lines on the manufacturing floor. It is anticipated the colleges will need to adjust to meet the growing demand on a national scale for non-traditional students.

Figure 103: Percent Enrollment of Non-Traditional Students (Ages 25-64) of Total Fall Enrollment, 2020



Source: National Center for Education Statistics, Integrated Postsecondary Education Data.

Peer Group Tuition

Many institutions throughout the state are experiencing fiscal stress as state funding and the availability of financial aid continues to decline. The option available for many institutions to make up lost revenue from the state is to increase tuition. Highland Community college has traditionally had one of the lowest tuition rates in the past and despite a 6.0% rate increase, remains the 2nd lowest tuition rate. Figure 104 shows the inflation-adjusted change in tuition rates at the peer institutions. In this table, the 2018 tuition rates were adjusted for inflation to compare with the 2020 total cost of attendance. Kaskaskia had the third highest tuition cost among its peers in 2018, but has not kept up with inflation, so their tuition has declined by 3.8%, or \$178, dropping them to fourth highest among their peers in 2021. Sauk Valley Community College has increased their rates the most at 8.7%, or \$389 in total cost. Sauk now has the third highest tuition rate, as Danville Area Community College now holds the highest tuition among the peer institutions.

Figure 104: Peer Group Inflation-Adjusted Tuition Trends, 2018-2020

	2018	2018 Adj.	2021	Change	Percent
Kaskaskia College	\$4,470	\$4,738	\$4,560	-\$178	-3.8%
Danville Area Community College	\$4,775	\$5,062	\$5,025	-\$37	-0.7%
Kishwaukee College	\$4,710	\$4,993	\$4,980	-\$13	-0.3%
Rend Lake College	\$3,750	\$3,975	\$4,050	\$75	1.9%
Highland Community College	\$3,999	\$4,239	\$4,494	\$255	6.0%
Sauk Valley Community College	\$4,190	\$4,441	\$4,830	\$389	8.7%

Source: National Center for Education Statistics, Integrated Postsecondary Education Data.

Peer Group Race and Ethnicity

Rend Lake College is the least diverse (7.4%) of the peer institutions and Kishwaukee College has the greatest presence of minority students (40.9%). Highland is in the middle of the institutions in terms of student racial and ethnic make-up of 20.7%. These profiles are the result of many institutions serving rural areas having a large residential White population.

Figure 105: Peer Group Race and Ethnicity, 2020

	AIAN	Asian	Black or African American	Hispanic	NHOPI	White	Two or More Races	Unknown	Nonresident Alien
Danville	0.3%	1.1%	11.2%	4.7%	0.0%	74.1%	1.6%	7.0%	0.0%
Highland	0.5%	1.3%	7.3%	6.0%	0.3%	79.3%	1.8%	2.9%	0.6%
Kaskaskia	0.2%	1.0%	3.3%	2.1%	0.1%	89.7%	2.7%	0.9%	0.1%
Kishwaukee	0.7%	1.2%	11.2%	21.9%	0.1%	59.1%	4.2%	1.3%	0.3%
Rend Lake	0.3%	0.7%	4.2%	1.2%	0.2%	92.6%	0.0%	0.8%	0.1%
Sauk Valley	0.1%	1.4%	2.9%	15.4%	0.1%	77.1%	1.8%	1.3%	0.0%

Source: National Center for Education Statistics, Integrated Postsecondary Education Data.

AIAN: American Indian or Alaska Native

NHOPI: Native Hawaiian or Pacific Islander

Two Plus: Combination of two or more races

Highland College Transfer Dashboard

The Illinois Board of Higher Education monitors student transfers between institutions. Figure 106 is the dashboard provided on transfers into the Highland District for the 2019-2020 school year while Figure 107 are those transfers out of the Highland District to other institutions.

Figure 106: Transfer into Highland Community College Dashboard, 2019-2020

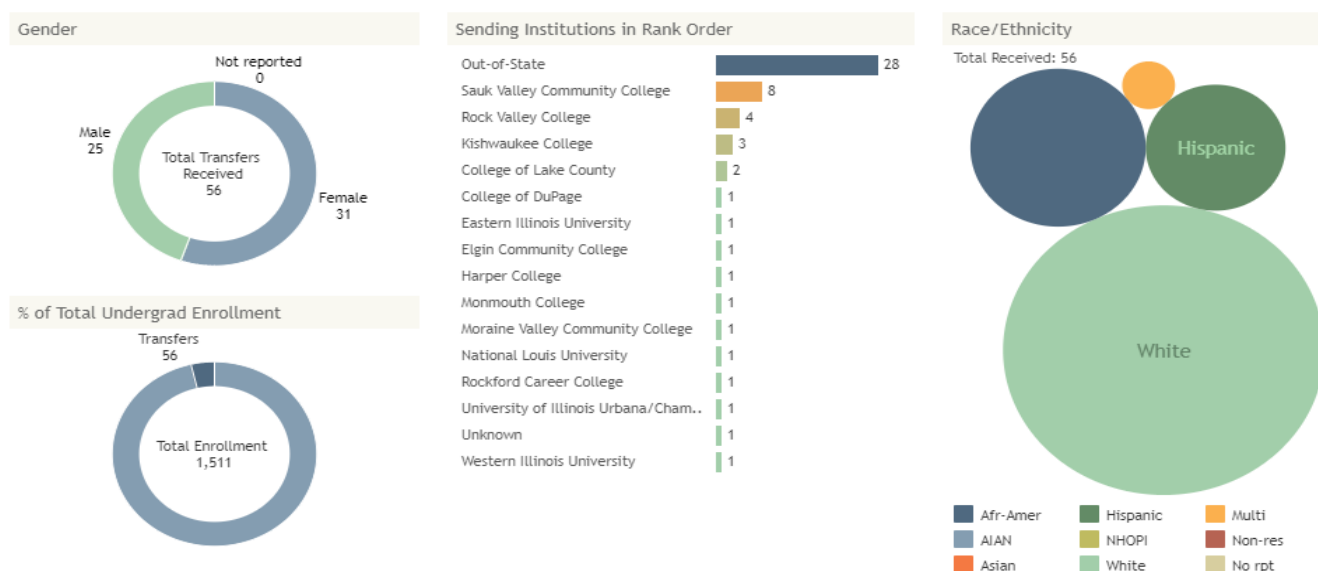
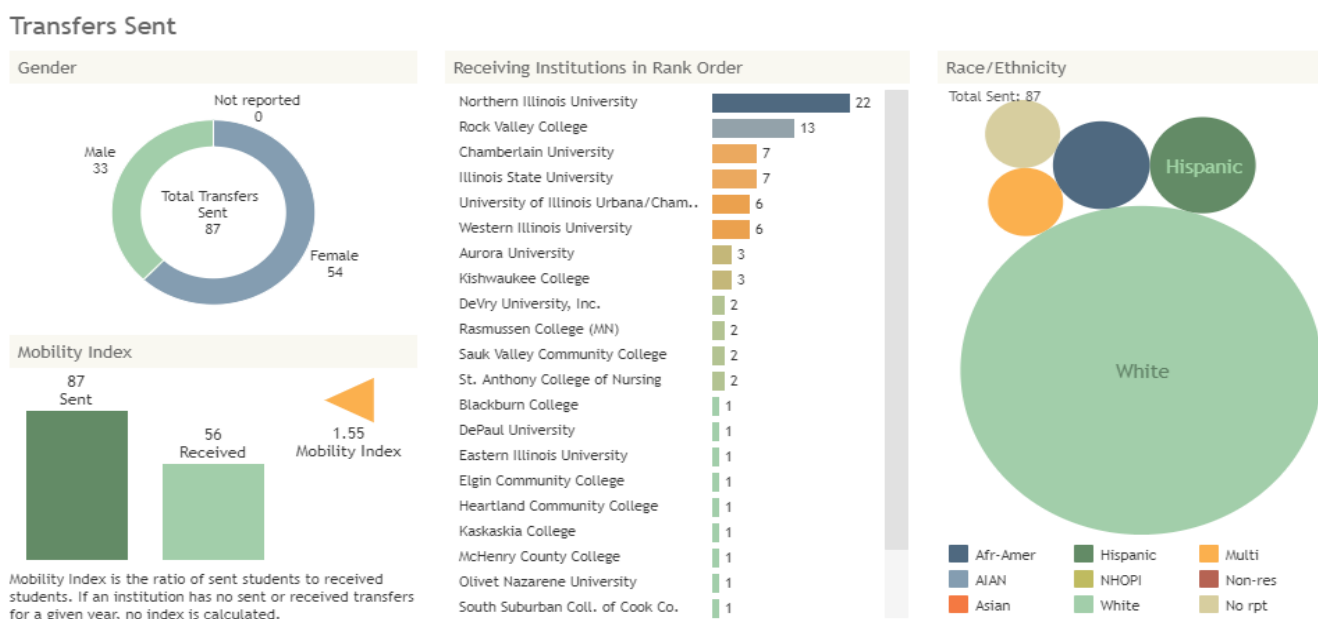


Figure 107: Transfer out of Highland Community College Dashboard, 2019-2020



Source: Illinois Board of Higher Education, 2020.

Appendix

Career Technical Education (CTE) Detail by High School, 2020

School Name	Cluster Name	Unduplicated Concentrator Count by Cluster	Unduplicated Participant Count by Cluster
Dakota Jr Sr	Agriculture, Food and Natural Resources	15	55
Dakota Jr Sr	Architecture and Construction	30	33
Dakota Jr Sr	Arts, Audio/Video Technology and Communications	0	0
Dakota Jr Sr	Business, Management and Administration	8	8
Dakota Jr Sr	Education and Training	2	2
Dakota Jr Sr	Finance	0	2
Dakota Jr Sr	Health Science	1	4
Dakota Jr Sr	Hospitality and Tourism	7	23
Dakota Jr Sr	Human Services	3	37
Dakota Jr Sr	Information Technology	5	5
Dakota Jr Sr	Law, Public Safety, Corrections and Security	6	6
Dakota Jr Sr	Manufacturing	25	44
Dakota Jr Sr	Marketing	0	0
Dakota Jr Sr	Science, Technology, Engineering and Mathematics	0	0
Dakota Jr Sr	Transportation, Distribution, and Logistics	6	8
Dakota Jr Sr	School Total	108	227
East Dubuque	Agriculture, Food and Natural Resources	1	1
East Dubuque	Architecture and Construction	1	14
East Dubuque	Arts, Audio/Video Technology and Communications	8	30
East Dubuque	Business, Management and Administration	9	9
East Dubuque	Finance	0	0
East Dubuque	Health Science	0	22
East Dubuque	Hospitality and Tourism	0	0
East Dubuque	Human Services	0	1
East Dubuque	Information Technology	4	9
East Dubuque	Law, Public Safety, Corrections and Security	0	3
East Dubuque	Manufacturing	9	28
East Dubuque	Marketing	0	0
East Dubuque	Science, Technology, Engineering and Mathematics	0	6
East Dubuque	Transportation, Distribution, and Logistics	9	15
East Dubuque	School Total	41	138
Eastland Jr/Sr	Agriculture, Food and Natural Resources	58	70
Eastland Jr/Sr	Architecture and Construction	2	2
Eastland Jr/Sr	Arts, Audio/Video Technology and Communications	3	3
Eastland Jr/Sr	Business, Management and Administration	10	11
Eastland Jr/Sr	Education and Training	0	0

2021 Environmental Scan

Eastland Jr/Sr	Finance	0	0
Eastland Jr/Sr	Health Science	2	2
Eastland Jr/Sr	Hospitality and Tourism	2	3
Eastland Jr/Sr	Human Services	32	57
Eastland Jr/Sr	Information Technology	5	9
Eastland Jr/Sr	Law, Public Safety, Corrections and Security	1	1
Eastland Jr/Sr	Manufacturing	3	3
Eastland Jr/Sr	Marketing	0	0
Eastland Jr/Sr	Transportation, Distribution, and Logistics	6	6
Eastland Jr/Sr	School Total	124	167
Forreston Jr/Sr	Agriculture, Food and Natural Resources	55	73
Forreston Jr/Sr	Arts, Audio/Video Technology and Communications	2	2
Forreston Jr/Sr	Business, Management and Administration	38	74
Forreston Jr/Sr	Education and Training	5	5
Forreston Jr/Sr	Finance	0	18
Forreston Jr/Sr	Health Science	1	3
Forreston Jr/Sr	Hospitality and Tourism	0	0
Forreston Jr/Sr	Human Services	1	2
Forreston Jr/Sr	Information Technology	0	12
Forreston Jr/Sr	Law, Public Safety, Corrections and Security	0	0
Forreston Jr/Sr	Manufacturing	1	2
Forreston Jr/Sr	Marketing	0	23
Forreston Jr/Sr	Transportation, Distribution, and Logistics	0	0
Forreston Jr/Sr	School Total	103	214
Freeport	Agriculture, Food and Natural Resources	141	158
Freeport	Architecture and Construction	16	46
Freeport	Arts, Audio/Video Technology and Communications	7	22
Freeport	Business, Management and Administration	54	168
Freeport	Education and Training	3	8
Freeport	Finance	0	25
Freeport	Health Science	8	26
Freeport	Hospitality and Tourism	0	13
Freeport	Human Services	4	157
Freeport	Information Technology	2	22
Freeport	Law, Public Safety, Corrections and Security	10	16
Freeport	Manufacturing	5	26
Freeport	Marketing	0	12
Freeport	Science, Technology, Engineering and Mathematics	0	6
Freeport	Transportation, Distribution, and Logistics	16	36
Freeport	School Total	266	741
Galena	Agriculture, Food and Natural Resources	25	36
Galena	Architecture and Construction	5	9

2021 Environmental Scan

Galena	Arts, Audio/Video Technology and Communications	6	6
Galena	Business, Management and Administration	0	0
Galena	Education and Training	0	0
Galena	Finance	0	0
Galena	Health Science	1	1
Galena	Hospitality and Tourism	1	2
Galena	Human Services	5	108
Galena	Information Technology	0	0
Galena	Law, Public Safety, Corrections and Security	2	2
Galena	Manufacturing	38	48
Galena	Marketing	0	0
Galena	Science, Technology, Engineering and Mathematics	0	9
Galena	Transportation, Distribution, and Logistics	0	0
Galena	School Total	83	221
Lena-Winslow	Agriculture, Food and Natural Resources	62	138
Lena-Winslow	Architecture and Construction	0	0
Lena-Winslow	Arts, Audio/Video Technology and Communications	0	0
Lena-Winslow	Business, Management and Administration	0	7
Lena-Winslow	Finance	0	3
Lena-Winslow	Information Technology	1	7
Lena-Winslow	Manufacturing	0	0
Lena-Winslow	Marketing	0	1
Lena-Winslow	Science, Technology, Engineering and Mathematics	0	0
Lena-Winslow	Transportation, Distribution, and Logistics	0	0
Lena-Winslow	School Total	63	156
Orangeville	Agriculture, Food and Natural Resources	36	53
Orangeville	Architecture and Construction	0	0
Orangeville	Arts, Audio/Video Technology and Communications	0	0
Orangeville	Business, Management and Administration	22	23
Orangeville	Education and Training	0	0
Orangeville	Finance	0	2
Orangeville	Health Science	1	1
Orangeville	Hospitality and Tourism	2	2
Orangeville	Human Services	0	0
Orangeville	Information Technology	0	1
Orangeville	Law, Public Safety, Corrections and Security	2	2
Orangeville	Manufacturing	1	1
Orangeville	Marketing	0	2
Orangeville	Science, Technology, Engineering and Mathematics	0	0
Orangeville	Transportation, Distribution, and Logistics	0	0
Orangeville	School Total	64	87
Oregon	Agriculture, Food and Natural Resources	37	68

2021 Environmental Scan

Oregon	Architecture and Construction	2	16
Oregon	Arts, Audio/Video Technology and Communications	4	21
Oregon	Business, Management and Administration	3	5
Oregon	Education and Training	3	3
Oregon	Finance	0	1
Oregon	Health Science	2	6
Oregon	Hospitality and Tourism	2	3
Oregon	Human Services	8	11
Oregon	Information Technology	2	5
Oregon	Law, Public Safety, Corrections and Security	4	4
Oregon	Manufacturing	31	44
Oregon	Marketing	0	1
Oregon	Science, Technology, Engineering and Mathematics	0	13
Oregon	Transportation, Distribution, and Logistics	3	12
Oregon	School Total	101	213
Pearl City	Agriculture, Food and Natural Resources	47	58
Pearl City	Arts, Audio/Video Technology and Communications	0	0
Pearl City	Business, Management and Administration	5	27
Pearl City	Education and Training	1	1
Pearl City	Finance	0	8
Pearl City	Health Science	1	2
Pearl City	Hospitality and Tourism	2	2
Pearl City	Human Services	0	0
Pearl City	Information Technology	0	9
Pearl City	Law, Public Safety, Corrections and Security	2	2
Pearl City	Manufacturing	0	0
Pearl City	Marketing	0	3
Pearl City	School Total	58	112
River Ridge	Agriculture, Food and Natural Resources	20	52
River Ridge	Architecture and Construction	1	2
River Ridge	Arts, Audio/Video Technology and Communications	4	4
River Ridge	Business, Management and Administration	1	8
River Ridge	Education and Training	0	0
River Ridge	Finance	0	9
River Ridge	Health Science	2	2
River Ridge	Hospitality and Tourism	1	8
River Ridge	Human Services	7	34
River Ridge	Information Technology	6	12
River Ridge	Law, Public Safety, Corrections and Security	2	2
River Ridge	Manufacturing	0	0
River Ridge	Marketing	0	5
River Ridge	Science, Technology, Engineering and Mathematics	0	2

2021 Environmental Scan

River Ridge	Transportation, Distribution, and Logistics	0	3
River Ridge	School Total	44	143
Scales Mound	Agriculture, Food and Natural Resources	25	34
Scales Mound	Architecture and Construction	10	10
Scales Mound	Arts, Audio/Video Technology and Communications	0	0
Scales Mound	Business, Management and Administration	0	0
Scales Mound	Finance	0	0
Scales Mound	Health Science	0	0
Scales Mound	Information Technology	1	1
Scales Mound	Law, Public Safety, Corrections and Security	0	0
Scales Mound	Manufacturing	4	4
Scales Mound	Marketing	0	0
Scales Mound	Science, Technology, Engineering and Mathematics	0	0
Scales Mound	Transportation, Distribution, and Logistics	14	14
Scales Mound	School Total	54	63
Stockton Sr	Agriculture, Food and Natural Resources	29	62
Stockton Sr	Architecture and Construction	8	8
Stockton Sr	Arts, Audio/Video Technology and Communications	1	2
Stockton Sr	Business, Management and Administration	9	14
Stockton Sr	Education and Training	0	0
Stockton Sr	Finance	0	7
Stockton Sr	Health Science	1	1
Stockton Sr	Hospitality and Tourism	0	0
Stockton Sr	Human Services	0	1
Stockton Sr	Information Technology	33	39
Stockton Sr	Law, Public Safety, Corrections and Security	1	1
Stockton Sr	Manufacturing	0	0
Stockton Sr	Marketing	0	5
Stockton Sr	Science, Technology, Engineering and Mathematics	0	1
Stockton Sr	Transportation, Distribution, and Logistics	0	0
Stockton Sr	School Total	82	141
Warren Jr/Sr	Agriculture, Food and Natural Resources	28	42
Warren Jr/Sr	Architecture and Construction	3	3
Warren Jr/Sr	Arts, Audio/Video Technology and Communications	0	3
Warren Jr/Sr	Business, Management and Administration	4	4
Warren Jr/Sr	Education and Training	0	0
Warren Jr/Sr	Finance	0	0
Warren Jr/Sr	Hospitality and Tourism	0	1
Warren Jr/Sr	Human Services	3	23
Warren Jr/Sr	Information Technology	4	4
Warren Jr/Sr	Law, Public Safety, Corrections and Security	3	3
Warren Jr/Sr	Manufacturing	1	1

2021 Environmental Scan

Warren Jr/Sr	Marketing	0	1
Warren Jr/Sr	Science, Technology, Engineering and Mathematics	0	2
Warren Jr/Sr	Transportation, Distribution, and Logistics	1	3
Warren Jr/Sr	School Total	47	90
West Carroll	Agriculture, Food and Natural Resources	137	142
West Carroll	Architecture and Construction	5	6
West Carroll	Arts, Audio/Video Technology and Communications	9	10
West Carroll	Business, Management and Administration	0	2
West Carroll	Education and Training	0	0
West Carroll	Finance	0	0
West Carroll	Health Science	2	3
West Carroll	Hospitality and Tourism	0	23
West Carroll	Human Services	0	37
West Carroll	Information Technology	5	5
West Carroll	Law, Public Safety, Corrections and Security	0	0
West Carroll	Manufacturing	0	1
West Carroll	Marketing	0	1
West Carroll	Science, Technology, Engineering and Mathematics	0	0
West Carroll	Transportation, Distribution, and Logistics	0	4
West Carroll	School Total	158	234

Classification of Industries by NAICS (North American Industry Classification System)

NAICS	TOTAL, ALL INDUSTRIES
100000	Self Employed Workers
110000	Agricultural Production, Total
120000	Total Nonfarm
210000	Natural Resources and Mining
230000	Construction
236000	Construction of Buildings
237000	Heavy and Civil Engineering Construction
238000	Specialty Trade Contractors
300000	Manufacturing, Total
310000	Non-Durable Goods Manufacturing, Total
311000	Food Manufacturing
312000	Beverage and Tobacco Product Mfg.
313000	Textile Mills
314000	Textile Product Mills
315000	Apparel Manufacturing
316000	Leather and Allied Products
321000	Wood Product Manufacturing
322000	Paper Manufacturing
323000	Printing & Related Support Activities
324000	Petroleum and Coal Products Mfg.
325000	Chemical Manufacturing
326000	Plastics and Rubber Products Mfg.
326900	Durable Goods Manufacturing, Total
327000	Nonmetallic Mineral Product Mfg.
331000	Primary Metal Mfg.
332000	Fabricated Metal Product Mfg.
333000	Machinery Mfg.
334000	Computer and Electronic Product Mfg.
335000	Electrical Equip, Appliance & Comp. Mfg.
336000	Transportation Equipment Mfg.
337000	Furniture and Related Product Mfg.
339000	Misc. Manufacturing
400000	Trade, Transportation, and Utilities
420000	Wholesale Trade
423000	Merchant Wholesalers, Durable Goods
424000	Merchant Wholesalers, Nondurable Goods
425000	Wholesale Electronic Markets/Agts/Brokers
440000	Retail Trade
441000	Motor Vehicle and Parts Dealers
442000	Furniture and Home Furnishings Stores
443000	Electronics and Appliance Stores
444000	Building Material & Garden Equip. Stores
445000	Food and Beverage Stores
446000	Health and Personal Care Stores

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447000	Gasoline Stations
448000	Clothing and Clothing Accessories Stores
451000	Sporting Goods, Hobby, Book & Music Stores
452000	General Merchandise Stores
453000	Miscellaneous Store Retailers
454000	Nonstore Retailers
460000	Transportation, Warehousing & Utilities
221000	Utilities
481000	Air Transportation
482000	Rail Transportation
483000	Water Transportation
484000	Truck Transportation
485000	Transit & Ground Passenger Transportation
486000	Pipeline Transportation
487000	Scenic and Sightseeing Transportation
488000	Support Activities for Transportation
491000	Postal Service
492000	Couriers and Messengers
493000	Warehousing and Storage
510000	Information
511000	Publishing Industries (except Internet)
511100	Newspaper, Periodical, Book & Dir. Pubs
511200	Software Publishers
512000	Motion Picture & Sound Recording Ind.
515000	Broadcasting (except Internet)
517000	Telecommunications
518000	Internet, Web & Data Processing Services
519000	Other Information Services
519900	Financial Activities
520000	Finance and Insurance, Total
521000	Monetary Authorities-Central Bank
522000	Credit Intermediation & Related Activities
523000	Securities, Commodities & Financial Acti.
524000	Insurance Carriers & Related Activities
525000	Funds, Trusts & Other Financial Vehicles
530000	Real Estate and Rental and Leasing
531000	Real Estate
532000	Rental and Leasing Services
533000	Lessors of Nonfinancial Intangible Ass.
539900	Professional and Business Services
540000	Professional, Scientific & Tech. Services
541000	Professional, Scientific & Tech. Services
541100	Legal Services
541200	Accounting, Tax Prep.& Payroll Services
541300	Architectural & Engineering Services
541400	Specialized Design Services
541500	Computer Systems Design Related Serv.
541600	Management, Scientific & Tech. Services
541700	Scientific Research & Development Serv.
541800	Advertising and Related Services

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541900	Other Professional, Scientific/Tech. Serv.
550000	Management of Companies and Enterprises
551000	Management of Companies and Enterprises
560000	Administrative & Waste Mngmnt. Services
561000	Administrative and Support Services
561100	Office Administrative Services
561200	Facilities Support Services
561300	Employment Services
561400	Business Support Services
561500	Travel Arrangement & Reservation Services
561600	Investigation and Security Services
561700	Services to Buildings and Dwellings
561900	Other Support Services
562000	Waste Management & Remediation Services
600000	Educational and Health Services
610000	Educational Services, Private & Public
611000	Educational Services
611100	Elementary and Secondary Schools
611200	Community & Junior Colleges
611300	Colleges, Universities & Prof. Schools
611400	Business Schools & Computer/Mgt.Training
611500	Technical and Trade Schools
611600	Other Schools and Instruction
611700	Educational Support Services
620000	Health Care & Social Assistance
621000	Ambulatory Health Care Services
621100	Offices of Physicians
621200	Offices of Dentists
621300	Offices of Other Health Practitioners
621400	Outpatient Care Centers
621500	Medical and Diagnostic Laboratories
621600	Home Health Care Services
621900	Other Ambulatory Health Care Services
622000	Hospitals
623000	Nursing and Residential Care Facilities
624000	Social Assistance
624100	Individual and Family Services
624200	Food, Housing & Emergency Relief Services
624300	Vocational Rehabilitation Services
624400	Child Day Care Services
700000	Leisure and Hospitality
710000	Arts, Entertainment and Recreation
711000	Performing Arts, Sports & Related Ind.
712000	Museums, Historical Sites & Institutions
713000	Amusements, Gambling & Recreation Ind.
720000	Accommodation and Food Services
721000	Accommodation
722000	Food Services and Drinking Places
800000	Other Services
810000	Personal & Other Services

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811000	Repair and Maintenance
812000	Personal and Laundry Services
813000	Religious, Civic & Professional Orgs.
814000	Private Households
900000	Government, Total
999100	Federal Government, exc. US Post Office
999200	State Government, exc. Educ. & Hosp.
999300	Local Government, exc. Educ. & Hosp.

Programs offered within 50 miles of Highland district

CIP Code	Provider Name	Degrees
10102	Kishwaukee College	Associates Degree
10102	Kishwaukee College	Community College Certificate of Completion
10102	Sauk Valley Community College	Associates Degree
10201	Kishwaukee College	Community College Certificate of Completion
10201	Sauk Valley Community College	Associates Degree
10204	Kishwaukee College	Community College Certificate of Completion
10301	Sauk Valley Community College	Associates Degree
10601	Kishwaukee College	Associates Degree
10603	Kishwaukee College	Associates Degree
10604	Kishwaukee College	Community College Certificate of Completion
10605	Kishwaukee College	Associates Degree
10605	Kishwaukee College	Community College Certificate of Completion
110103	Kishwaukee College	Associates Degree
110201	Kishwaukee College	Community College Certificate of Completion
110201	Rock Valley College	Certificate of Completion, Employment
110202	Rock Valley College	Associates Degree
110203	Rock Valley College	Industry Recognized Certification
110401	Rasmussen College	Bachelor's Degree
110601	Kishwaukee College	Industry Recognized Certification
110701	Rasmussen College	Bachelor's Degree
110801	Rasmussen College	Associates Degree
110801	Rock Valley College	Associates Degree
110801	Rock Valley College	Industry Recognized Certification
110899	Sauk Valley Community College	Industry Recognized Certification
110899	Sauk Valley Community College	Associates Degree
110901	Kishwaukee College	Industry Recognized Certification
110901	Rock Valley College	Industry Recognized Certification
110901	Rock Valley College	Associates Degree
110901	Rock Valley College	Other
110901	Rock Valley College	Community College Certificate of Completion
110901	Sauk Valley Community College	Associates Degree
110901	Sauk Valley Community College	Industry Recognized Certification
111001	Kishwaukee College	Community College Certificate of Completion
111001	Kishwaukee College	Associates Degree
111001	Rasmussen College	Bachelor's Degree
111001	Rasmussen College	Associates Degree
111001	Sauk Valley Community College	Industry Recognized Certification

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111002	Morrison Institute of Technology	Associates Degree
111003	Kishwaukee College	Industry Recognized Certification
111003	Rasmussen College	Bachelor's Degree
111004	Kishwaukee College	Community College Certificate of Completion
111006	Kishwaukee College	Community College Certificate of Completion
111006	Rasmussen College	Associates Degree
111099	Sauk Valley Community College	Industry Recognized Certification
119999	Blackhawk Technical College	Other
119999	Blackhawk Technical College	Other
120503	Kishwaukee College	Community College Certificate of Completion
120504	Rock Valley College	Industry Recognized Certification
130401	Rasmussen College	Bachelor's Degree
131099	Rockford University	License, Employment
131202	EICCD-Clinton Community College	Associates Degree
131209	EICCD-Clinton Community College	Associates Degree, Community College Certificate of Completion
131305	Northern Illinois University	Other
140101	Kishwaukee College	Associates Degree
140903	Rasmussen College	Associates Degree
141901	Northern Illinois University	Bachelor's Degree
143601	FN Smith Corporation	Certificate of Completion - Apprenticeship
143601	FN Smith Corporation	Employment
144201	Blackhawk Technical College	Industry Recognized Certification
144201	Rock Valley College	Community College Certificate of Completion
150000	Morrison Institute of Technology	Associates Degree
150303	Rock Valley College	Associates Degree
150303	Rock Valley College	Other
150405	Kishwaukee College	Community College Certificate of Completion
150503	Rock Valley College	Associates Degree
150507	Sauk Valley Community College	Associates Degree
150599	Rock Valley College	Community College Certificate of Completion
150599	Rock Valley College	Industry Recognized Certification
150613	Blackhawk Technical College	Other
150613	Blackhawk Technical College	Other
150613	Kishwaukee College	Industry Recognized Certification
150613	Kishwaukee College	Associates Degree
150613	Rock Valley College	Industry Recognized Certification
150613	Rock Valley College	Associates Degree
150702	Rock Valley College	Industry Recognized Certification
151302	Kishwaukee College	Community College Certificate of Completion
151306	Kishwaukee College	Community College Certificate of Completion
151306	Kishwaukee College	Industry Recognized Certification

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220302	Rasmussen College	Associates Degree
220302	Rockford Career College	Associates Degree
340199	Rasmussen College	Bachelor's Degree
430102	Sauk Valley Community College	Other
430103	EICCD-Clinton Community College	Associates Degree
430103	Rasmussen College	Associates Degree
430103	Rasmussen College	Bachelor's Degree
430104	Kishwaukee College	Associates Degree
430106	Kishwaukee College	Associates Degree
430107	Sauk Valley Community College	Associates Degree
460000	Community Action Pathways Center	Certificate of Completion - Apprenticeship
460000	Rock Valley College	Industry Recognized Certification
460302	Associated Builders and Contractors	Certification, Certificate of Completion - Apprenticeship
460302	Blackhawk Technical College	Certificate of Completion - Apprenticeship
460302	Blackhawk Technical College	Industry Recognized Certification
460302	Kishwaukee College	Industry Recognized Certification
460401	Kishwaukee College	Community College Certificate of Completion
460408	Rock Valley College	Other
460502	UA Local 23 JATC	Apprenticeship
460503	UA Local 23 JATC	Apprenticeship
470105	Sauk Valley Community College	Industry Recognized Certification
470201	Blackhawk Technical College	Other
470201	Blackhawk Technical College	Other
470201	Rockford Career College	Other
470201	UA Local 23 JATC	Apprenticeship
470303	Blackhawk Technical College	Other
470303	Blackhawk Technical College	Other
470499	Rock Valley College	Industry Recognized Certification
470604	Kishwaukee College	Community College Certificate of Completion
470604	Kishwaukee College	Associates Degree
470604	Rock Valley College	Associates Degree
470604	Rock Valley College	Industry Recognized Certification
470605	Kishwaukee College	Associates Degree
470607	Rock Valley College	Industry Recognized Certification
470608	Rock Valley College	Industry Recognized Certification
470609	Rock Valley College	Associates Degree
479999	Blackhawk Technical College	Industry Recognized Certification
480501	Rock Valley College	Industry Recognized Certification
480501	Rock Valley College	Other
480507	Kishwaukee College	Community College Certificate of Completion
480507	Rock Valley College	Industry Recognized Certification

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480507	Sauk Valley Community College	Industry Recognized Certification
480508	FITM-Rockford	Industry Recognized Certification
480508	Kishwaukee College	Community College Certificate of Completion
480508	Kishwaukee College	Industry Recognized Certification
480508	Rock Valley College	Certification, Other
480508	Rock Valley College	Industry Recognized Certification
480508	Rock Valley College	Other
480508	Rockford Career College	Other
480508	Sauk Valley Community College	Industry Recognized Certification
480510	Rockford Career College	Other
480511	Blackhawk Technical College	Industry Recognized Certification
489999	Rock Valley College	Industry Recognized Certification
490205	160 Driving Academy	License
490205	Blackhawk Technical College	Other
490205	Kishwaukee College	License
490205	Kishwaukee College	Certification, License
490205	Kishwaukee College	Other
490205	Midwest Safe Driver, LLC	License
490205	Rock Valley College	Industry Recognized Certification
490205	Sauk Valley Community College	License
490299	Kishwaukee College	Other
500409	Rasmussen College	Bachelor's Degree
510000	Rasmussen College	Other
510601	Rockford Career College	Other
510602	Rock Valley College	License, Associates Degree
510703	Rock Valley College	Other
510705	Rasmussen College	Bachelor's Degree
510705	Rockford Career College	Associates Degree
510705	Upper Iowa University Rockford Center	Bachelor's Degree
510707	Rock Valley College	Industry Recognized Certification
510710	Blackhawk Technical College	Other
510710	Blackhawk Technical College	Other
510710	Rasmussen College	Other
510713	Kishwaukee College	Industry Recognized Certification
510714	Rockford Career College	Other
510716	Rasmussen College	Other
510716	Rock Valley College	Industry Recognized Certification
510717	Rockford Career College	Associates Degree
510801	Kishwaukee College	Community College Certificate of Completion
510801	Rock Valley College	Industry Recognized Certification
510801	Rockford Career College	Other

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510805	Kishwaukee College	Industry Recognized Certification
510805	Rasmussen College	Other
510805	Rock Valley College	Industry Recognized Certification
510902	Rock Valley College	Industry Recognized Certification
510904	Kishwaukee College	Associates Degree
510904	Kishwaukee College	Community College Certificate of Completion
510904	Rock Valley College	License
510904	Rock Valley College	Industry Recognized Certification
510907	Mercy Health Hospital	Industry Recognized Certification
510907	Sauk Valley Community College	Certification, Associates Degree
510908	Rock Valley College	Associates Degree
510909	Rasmussen College	Associates Degree
510909	Rock Valley College	Other
510911	Kishwaukee College	Associates Degree
511004	Blackhawk Technical College	Associates Degree
511004	Blackhawk Technical College	Associates Degree
511004	Rock Valley College	Industry Recognized Certification
511004	Rockford Career College	Associates Degree
511005	Weber State University	Bachelor's Degree
511005	Weber State University	Associates Degree
511009	Blackhawk Technical College	Other
511009	Blackhawk Technical College	Other
511009	Blackhawk Technical College	Other
511012	Kishwaukee College	Community College Certificate of Completion
511199	Rockford Career College	Certificate of Completion - Apprenticeship
512099	Sauk Valley Community College	Industry Recognized Certification
513801	Blackhawk Technical College	Certification, Associates Degree
513801	EICCD-Clinton Community College	Associates Degree
513801	Kishwaukee College	License, Associates Degree
513801	Rasmussen College	Associates Degree
513801	Rock Valley College	License
513801	Rockford University	License
513801	Saint Anthony College of Nursing	License
513801	Sauk Valley Community College	License, Associates Degree
513901	EICCD-Clinton Community College	License
513901	Sauk Valley Community College	License
513902	Castor Health Institute	Certification, Employment
513902	EICCD-Clinton Community College	Industry Recognized Certification
513902	Kishwaukee College	Industry Recognized Certification
513902	Rock Valley College	Industry Recognized Certification
513902	Rockford Career College	Other

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513902	Sauk Valley Community College	Industry Recognized Certification
513902	Whiteside Area Career Center	License
513999	Blackhawk Technical College	Certification, Other
513999	Blackhawk Technical College	Certification, Other
520201	Kishwaukee College	License
520201	Kishwaukee College	Associates Degree
520201	Rasmussen College	Bachelor's Degree
520201	Rasmussen College	Associates Degree
520201	Rock Valley College	Associates Degree
520201	Rock Valley College	Other
520201	Rockford Career College	Associates Degree
520201	Rockford Career College	Other
520201	Rockford University	Bachelor's Degree
520201	Sauk Valley Community College	Associates Degree
520201	Sauk Valley Community College	Industry Recognized Certification
520201	Upper Iowa University Rockford Center	Bachelor's Degree
520203	Rasmussen College	Bachelor's Degree
520205	Kishwaukee College	Community College Certificate of Completion
520301	Blackhawk Technical College	Associates Degree
520301	Rasmussen College	Associates Degree
520301	Rasmussen College	Bachelor's Degree
520301	Rock Valley College	Associates Degree
520301	Sauk Valley Community College	Associates Degree
520301	Upper Iowa University Rockford Center	Bachelor's Degree
520302	Rock Valley College	Industry Recognized Certification
520302	Rockford Career College	Other
520302	Sauk Valley Community College	Industry Recognized Certification
520399	Rasmussen College	Other
520401	Kishwaukee College	Associates Degree
520401	Rock Valley College	Other
520401	Rock Valley College	Associates Degree
520408	Kishwaukee College	Industry Recognized Certification
520701	Rock Valley College	Other
520703	Rock Valley College	Industry Recognized Certification
520799	Sauk Valley Community College	Industry Recognized Certification
520801	Rasmussen College	Bachelor's Degree
521001	Northern Illinois University	Industry Recognized Certification
521001	Rasmussen College	Associates Degree
521001	Rasmussen College	Bachelor's Degree
521001	Rockford Career College	Other
521001	Upper Iowa University Rockford Center	Bachelor's Degree

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521201	Sauk Valley Community College	Industry Recognized Certification
521401	Rasmussen College	Bachelor's Degree
521401	Rasmussen College	Associates Degree
521499	Upper Iowa University Rockford Center	Bachelor's Degree
521803	Kishwaukee College	Community College Certificate of Completion
521804	Sauk Valley Community College	Industry Recognized Certification
521899	Rockford Career College	Other
522001	Rockford Career College	Associates Degree

Source: Illinois Worknet Training Programs.