



Stronger Economies Together

Strategies for Building New Economic Opportunities

Module Five: Examining Current Demographic
Features of Your Region

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Module Five: Examining Current Demographic Features of Your Region

Module Five will focus on refining your regional goals through the use of primary and secondary data.

Using the *Participants' Guide*

The *Participants' Guide* contains handouts designed to assist participants in planning their economic development effort.

Group Exercises

There is one group exercise in this module. The exercise will help the participants understand the materials, while providing a break from listening to the presenter, and allow the participants to get to know each other better.

A summary of the group discussions and exercises:

Slide 1:	Group introductions; use ice-breaker if desired
Slide 12:	Regional Planning Variables
Slide 15:	Population – Sources of Change
Slide 18:	Population – Your Region
Slide 20:	Population – High School Graduate or Less
Slide 23:	Education – Your Region
Slide 28:	Location – Your Region
Slide 33:	Social – Your Region
Slide 34:	Demographic Data Wrap Up
Slide 41:	U.S. Labor Force Participation
Slide 45:	Regional Workforce – Your Region
Slide 46:	Final Reflections
Slide 48:	Additional Resources (Handout One)



References

ACCRA Cost of Living Index

<http://www.coli.org/>

Census Bureau:

Current Population Survey - Annual Social and Economic

<http://www.census.gov/hhes/www/hlthins/data/historical/index.html>

Educational Attainment by State

<http://www.census.gov/prod/2003pubs/c2kbr-24.pdf> (for the year 2000)

<http://www.census.gov/prod/2009pubs/p20-560.pdf> (for the year 2007)

Population Change Data

<http://www.census.gov/popest/states/NST-comp-chg.html>

Population Changes by County Over the 2000-09 Period

http://www.census.gov/popest/counties/CO-EST2009-popchg2000_2009.html

Population projections by State (along with changes by age)

<http://www.census.gov/population/www/projections/projectionsagesex.html>

Resident Population by Age, Sex, Race, and Hispanic Origin for Counties

<http://www.census.gov/popest/counties/asrh/CC-EST2009-alldata.html>

AND

<http://www.census.gov/popest/counties/asrh/CC-EST2009-agesex.html>

Total Population Data

<http://www.census.gov/popest/states/NST-ann-est.html>

Economic Research Service - Natural Amenities Scale

<http://ers.usda.gov/Data/NaturalAmenities/>

Food and Nutrition Service/USDA

<http://www.fns.usda.gov/pd/16SNAPpartHH.htm>

Missouri Economic Research and Information Center

http://www.missourieconomy.org/indicators/cost_of_living/index.stm

National Assessment of Educational Progress Information

<http://nces.ed.gov/nationsreportcard/states/>



National Telecommunications and Information Administration
<http://www.ntia.doc.gov/data/index.html>

Social Security Administration - SSI Data by State and County
http://socialsecurity.gov/policy/docs/statcomps/ssi_sc/2009/index.html#table3alt

Social Security Administration - SSI Recipients by State and County
http://socialsecurity.gov/policy/docs/statcomps/ssi_sc/2009/ssi_sc09.pdf

STATSAmerica - Occupational Clusters
<http://www.statsamerica.org/innovation>

The Economic Research Service - SNAP Participation by States and Counties/
Parishes
<http://maps.ers.usda.gov/snap/Default.aspx>

The Rural Assistance Center (The poverty maps are created from data published by
the U.S. Census Bureau Small Area Income and Poverty Estimates.)
<http://www.raconline.org/maps/#poverty>

U.S. Department of Labor - Bureau of Labor Statistics
<http://www.bls.gov/opub/working/page3b.htm>

US Department of Labor/Employment and Training Administration (USDOL/ETA)
- O*Net
<http://www.onetcenter.org/>

Instructions:

Please have this slide showing as people enter the meeting room.

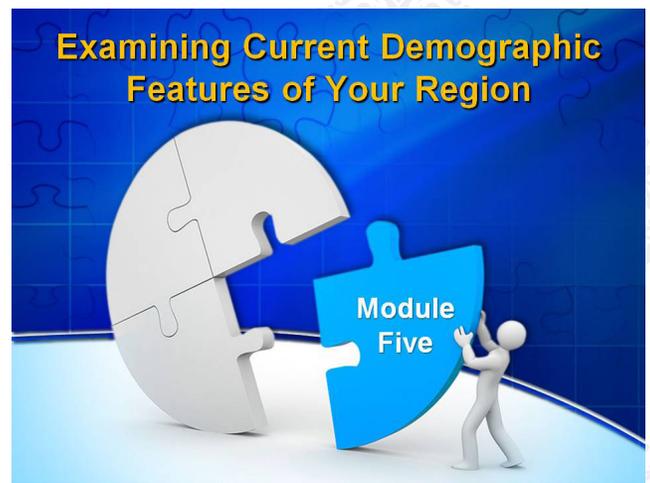
This session relies heavily on secondary data. Many of the slides themselves provide maps and illustrations of data for the entire country. If instructors do not want to focus on national trends, the maps on these slides can be replaced with data on the specific region in which the participants are most interested.

Prior to the beginning of this session, the region should have been provided a copy of the regional and county/parish profiles prepared by the SRDC for use with the participants. Each individual should have had ample time to browse through the data. Allow a few minutes at the beginning of this module for the group to discuss some data on their region that surprised them, or ask them if any of the data did not seem to accurately reflect the conditions within the region. Note that you'll have other time throughout this session to discuss different types of data.

Script:

“We are going to begin Module Five, which explores demographic features of the region, by discussing the regional profiles you each received prior to today. Hopefully, you have had an opportunity to review the basic demographic characteristics of your region, such as population, age, poverty, housing, education and more. Are there specific data items or trends that surprised you?”

We are going to spend our time today exploring in greater detail some of the important demographic features of the region. We will do so by taking a careful look at a variety of secondary data. By secondary data, we mean information that has been collected already either in a published or unpublished format by some other entity (such as data available from the U.S. Census Bureau). The presentation will start with national trends but will then move into a closer examination of data for this region. In addition, we will explore features of the regional workforce. At the conclusion of this session, we will explore ways in which this data analysis might help us consider our regional goals.”



Slide: 1

Time: 15+ Minutes. Have this slide showing as people enter the meeting room

Instructions:

Take the next five minutes or so to check on the deliverables that the group should have completed to date. This is especially important if the group did not complete the elements during the actual sessions. Ask for updates from those in attendance.

Script:

“So far, you have explored several key elements that will be used to develop this region’s economic development plan. Let’s take a minute to check in on the progress you have made thus far. [Use the following questions to guide the discussion based on the group’s current standing.]

- Definition of economic development: How do you feel about the definition we developed in Module Two? Does it still seem to reflect the group’s thoughts?
- Exploration of region’s history: How complete is your understanding of the economic development practices that have been undertaken in the past? What did you learn from that exploration?
- Invited partners: How are the efforts to grow the partnership going? Are there gaps in the regional team that still need to be filled? What can be done to fill those gaps?
- Vision statement: [Ask someone to read the vision statement.] Does this final statement still seem to reflect your thoughts?
- Other items: [If there are other unfinished pieces the group was pursuing, take time to talk about those.]

These are important stepping stones leading us to a solid regional plan.”

Reflections on Previous Sessions

Checking in on progress to date:

- Definition of economic development
- Exploration of region’s history
- Invited partners
- Vision statement
- Other items?



Slide: 2

Time: 5-10 Minutes

Instructions:

This slide provides an overview of the objectives for Module Five.

Script:

“We expect that most of you have spent some time in the past looking at data. It could have been to write a grant, create a report or even to generate a plan. Today, we want to take a more comprehensive approach to the exploring of demographic trends in your region.

We want to begin by trying to get a handle on what we mean by ‘secondary data’ and some of the limitations of using these types of data, particularly in smaller areas. Then, we are going to identify some of the crucial demographic variables important for regional planning. We expect that some of these indicators will be very familiar to you, while others may represent new concepts. Also, we want to take a look at the characteristics of the regional workforce. Who is part of the regional labor force and what skills, experiences and training do they have?

After we discuss these items, we’ll take time to explore data that are specifically tailored to your region. Finally, we will uncover three or four themes or issues that seem to emerge from the data that may serve to guide some of the regional economic development work.”

Module Five Objectives

- Understand secondary data and its limitations
- Explore relevant demographic variables
- Examine key characteristics of the region's workforce
- Discover three to four regional themes for the region

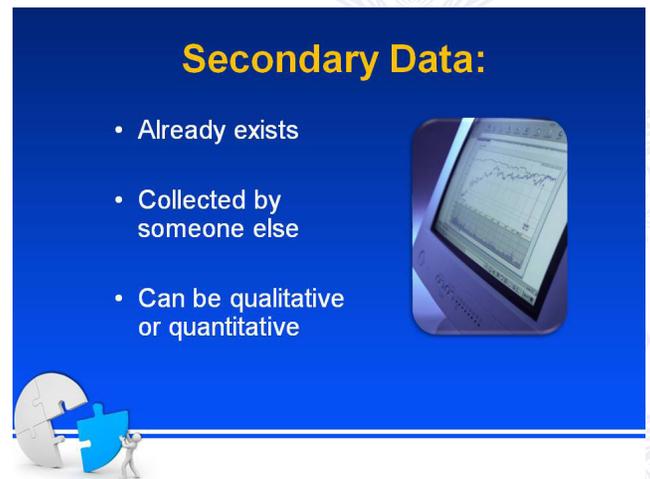


Slide: 3

Time: 3 Minutes

Instructions:

This is a basic overview of secondary data. The amount of time you spend on this section will depend on your team. If the team has a good bit of experience with data, this will likely serve as a quick refresher for them. If many members of the team have not used data very extensively in the past, spend more time on this slide and the next slide, potentially giving examples of differences between primary and secondary data, qualitative and quantitative data, etc.



Secondary Data:

- Already exists
- Collected by someone else
- Can be qualitative or quantitative



Script:

“Secondary data are information resources that already exist. They are collected by someone else and re-used by others, such as researchers, grant writers, policy makers or agency leaders. Primary data, in contrast, are those that you have collected yourself through observation or from surveys, for example. Secondary data can be either qualitative or quantitative in nature. Quantitative, in simple terms, refers to things you can count, or quantify. Qualitative allows for more open-ended responses that may not be countable. For instance, you might construct a survey that asks respondents to indicate whether or not they have participated in post-high school training. The answer choices would be ‘yes’ or ‘no.’ You can count, or quantify, the number of yes and no responses. However, if you follow that question with, ‘Why did you choose to participate or not participate in additional training?’, you will get a wealth of responses that cannot be boiled down to numbers. These responses would be qualitative in nature.

[Option One for Beginners:]

What are some examples of secondary data? [Most likely first answer: Census]
What are some other sources of data that may have been collected by other organizations or agencies that can be used to gain a pulse of what is happening in our communities/counties or regions?”

Slide: 4

Time: 3 Minutes

Instructions:

Data can be analyzed in a variety of ways. Share with the team three common ways in which such data are often examined.

Script:

“Analyzing secondary data often takes one of three approaches. The first is to conduct a cross-sectional analysis of data. What does that mean? It’s pretty straightforward. We are talking about examining data at one point in time. For example, let’s assume the Census Bureau just released its latest report on population, and you have secured a copy of the data for your region for your team to examine. The latest report paints a picture of the number of people in each county by age, race, education, marital status and such. When you are examining data for a specific year, then you are doing a cross-sectional analysis of the data.

Now, let’s assume you are interested in seeing how your region is doing relative to another region in your state. You want to compare the occupational make-up of your regional workforce to that of another region in your state (or relative to the state as a whole). When you examine data in this manner, you are conducting a comparative analysis.

A third option is to examine data over multiple periods of time. If you want to see whether your regional workforce has a higher level of education today than it did in 1990 and 2000, then you would be undertaking a longitudinal analysis.”

Three Common Approaches to Analyzing Data

- **Cross-sectional:** Look at data at one point in time
- **Comparative:** Examine the data in your county or region relative to other counties or regions
- **Longitudinal:** Focus on how the data change over a longer time period



Slide: 5

Time: 3 Minutes

Instructions:

The slide provides some important items participants should examine when analyzing data.

Script:

“When you are staring at a bunch of numbers, it can be challenging to figure out how to begin to dissect the data. We want to offer a few clues on where to focus. For one, try to get a sense of what conditions the data are describing – such as the level of poverty, the high school completion rates, the growth or decline in jobs and so on.

Next, if doing a longitudinal analysis of your data, keep a close eye on the direction of the change. Are you gaining or losing population? For example, is your region experiencing growth of its elderly population? Is the high school graduation rate going up? Is the number of jobs declining?

Third, carefully study the intensity of the changes. For example, you may find that you’ve lost jobs over the past 10 years, but when you compare your rate of job losses to what occurred in the 1980s or 1990s, you may note that your job losses are much less severe than they were in the prior decades. It’s always a good idea to determine the extent to which things are getting better or worse for your region.

Finally, after using the strategies and techniques outlined on this slide and the previous slide to analyze your data, step back as a regional team to look at the overall picture the data paints about your region (or its counties). It’s important to spend time thinking about the ‘big picture’ issues the information seems to be uncovering about your region.”

What to Look for in Your Data

- Conditions
- Direction of change
- Intensity of change
- Overall picture



Slide: 6

Time: 3 Minutes

Instructions:

Understanding the limitations of secondary data is important for the regional team. Regional teams should carefully consider how the data were collected and some of the assumptions associated with the data collection when drawing conclusions.

Script:

“While some data sources are better than others, no single data source is perfect. For instance, the U.S. Census is often considered the most reliable data source, but there are even possible errors associated with those data. What could those errors be?” [Allow for responses.]



Slide: 7

Time: 1 Minute

Instructions:

This slide summarizes some advantages of using secondary data over primary data collection activities.

Script:

“Secondary data has a number of benefits when compared to primary data collection activities.

First, the data already exist.

Second, in many instances, the data are less expensive to access than the more costly strategy of collecting primary data.

Third, secondary data take less time to assemble. Collecting and managing the data you need on your own could take months, but secondary data allow an individual to get a quick handle on current and emerging issues.

Finally, secondary data are usually easier to use since they tend to be pretty well organized.”

The Good About Secondary Data

- Already exist!!
- Less expensive
- Take less time to assemble
- Easier to use



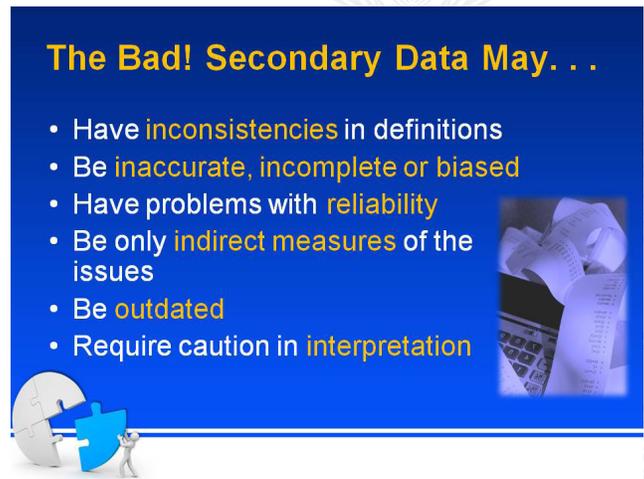
Slide: 8

Time: 1 Minute

Instructions:

This slide reviews the shortcomings associated with the use of secondary data.

- Inconsistencies in definitions (i.e., urban/rural, metro/non-metro, farm size, family size, industry classifications)
- Data may be inaccurate or incomplete; biased
- Potential problems with reliability (i.e., sample size, response rate, questionnaire design)
- Data are usually only indirect measures of the issues that interest you
- Data can be old
- Interpretation of the data must be done with caution (i.e., estimating impacts are difficult to determine directly; more likely to be indirect)



The Bad! Secondary Data May...

- Have **inconsistencies** in definitions
- Be **inaccurate, incomplete or biased**
- Have problems with **reliability**
- Be only **indirect measures** of the issues
- Be **outdated**
- Require caution in **interpretation**



Script:

“Several potential limitations are associated with the use of secondary data. Often, inconsistencies in definitions across data sources can create confusion. For example, let’s think about how we define a region. In some instances, regions are defined as urban or rural, but in other data sets, they are defined as metro or non-metro. The criteria used to define rural and non-metro are not the same, although to the casual observer, the two terms seem to be synonymous.

Data may be inaccurate, incomplete or biased. For example, if data are collected from a survey, it is possible that those who responded to the survey really cared about the issue, whereas those who weren’t as interested in the topic may have opted not to respond to the survey. In this case, the data could paint the wrong picture of the targeted group’s thought about an issue because the results are biased (since a representative group of people did not respond to the survey). Furthermore, in rural areas, data are often incomplete or undisclosed to protect the privacy of individuals or businesses. These concerns lead to questions of reliability.

Data are usually only indirect measures of an issue. They often only serve as proxies. For example, let’s say we want to examine the population aged 65-years-old and older in our region. The issue is about much more than just the percent of the population made up of retirement-aged people. You may also want to examine services that your region may want to provide for elderly residents. However, the data does not tell us what services elderly people may need.

Slide: 9

Time: 5 Minutes

Additional Comments:

[NOTE: This would be a good time to discuss the change in the way the Census Bureau is now collecting information on the U.S. population. These changes could affect your team’s thinking about collecting data in the future or about the value of using secondary data to monitor the impact of the team’s regional initiative. Background information you might want to share with the group:]

“While Census data products were not always released to the public in as timely a fashion as we would have liked, some important changes are taking place in how information about the U.S. population is collected. In particular, the Census Bureau now gathers data on an annual basis as part of its **American Community Survey** (often called ACS). Information is being assembled on a core set of variables – such as age, sex, race, family structure, income, education and workplace. Data will be available on a more frequent basis, but the timelines for the release of such data will be linked to the size of the county, parish or community in which you live.

Script: (Cont.):

Data can be outdated. For instance, the Census historically has been conducted every ten years. While you may be able to find data on the educational attainment levels of adults 25-years-old and older, you could be looking at a year (such as 2000) instead of the most recent data. These data may not offer an accurate snapshot of the current state of the educational profile of the adult population in your region.

Finally, interpretation of the data must be done with caution.

So many times, the data themselves may be fine, but the interpretation may be wrong because it's being analyzed by people who lack experience using data or who may be purposely misinterpreting the data for personal gain.”

The Bad! Secondary Data May. . .

- Have **inconsistencies** in definitions
- Be **inaccurate, incomplete or biased**
- Have problems with **reliability**
- Be only **indirect measures** of the issues
- Be **outdated**
- Require caution in **interpretation**



Slide: 9 continued

Time: 5 Minutes

Additional Comments (cont.):
Some guidelines regarding ACS data availability:

- Counties or geographic areas with a population of 65,000 or more will have annual estimates available.
- Geographic areas (such as counties or places) with a population of 20,000 or more will have 3-year estimates released.
- Geographic areas (under 20,000) will have 5-year estimates released.

As you can see, smaller populated areas will have to use data that have been collected over a five-year period in order to ensure the precision and reliability of the information. Regions composed of counties with small populations may have to wait a few years before they can secure accurate secondary data on their specific geographic area (i.e., county, parish, place).”

Instructions:

These are questions the team should ask before using data to guide their regional goals. Touch upon each item listed on the slide, and ask the team to think about these questions as they consider the use of various secondary data sources to guide their planning efforts.

Questions You Should Consider

- What is the **source** of the data?
- Does it cover the correct **geographical location**?
- Does it provide data on my **target audience**?
- Does it deal with my **issue/topic** of concern?
- Is it **current** data?
- Are the data available for the **same time period**?
- Are **definitions** of variables the same over time?



Script:

“As we work together in gathering and exploring data for the region, it’s important we consider the following:

What is the source of the data? Mounds of information are available at our fingertips via the Internet and other sources. However, we must consider the source of the information. Are the data from a trusted, reliable source? If not, keep digging for a more trusted source of information.

Does it cover the geographic region the team wants to consider? Since these regional initiatives cross traditional boundaries, care needs to be given to the geographic span of data to ensure that it matches the region’s target area.

Likewise, **does it consider the team’s target audience?** For instance, if the team is particularly concerned with young adults just entering the workforce, focusing on adults in the 18-25 year range may be more appropriate than considering the entire adult population.

Next, **does the data tell the team something meaningful about the issue or topic of concern?** Again, a lot of information may be available, but it will not all deal specifically with the issue the team wants to address. Focus on data that can offer the best insights on the issue your team is interested in examining.

Are the data current? As discussed earlier, up-to-date data are not always available. Caution should always be taken in interpreting data that have been collected several years ago since they may not reflect current realities.

On a related note, trends are sometimes very helpful to consider. However, when tracking data across time, care needs to be taken in ensuring the data are collected

Slide: 10

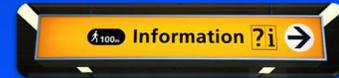
Time: 5 Minutes

Script: (Cont.):

from a similar population or during a similar time period (for example, April of each year). In addition, it's important to **be sure the variables you are examining are defined in the same way**. For example, if one data source in 2000 reports on individuals under 18 years old and the most recent data reports on individuals under 25 years of age, then you aren't able to compare the data from these two points in time because the age groups are defined differently."

Questions You Should Consider

- What is the **source** of the data?
- Does it cover the correct **geographical location**?
- Does it provide data on my **target audience**?
- Does it deal with my **issue/topic** of concern?
- Is it **current** data?
- Are the data available for the **same time period**?
- Are **definitions** of variables the same over time?



Slide: 10 continued

Time: 5 Minutes

Instructions:

This slide explains to the participants why trends in the region matter. Emphasize that the team is not examining data just to examine data. Instead, knowing historical trends and current conditions is very useful for evaluating what has or has not worked in the past, as well as identifying what might work in the future.

Why Examine Conditions and Trends?

- Help identify a region's competitive advantage
- Highlight important changes in residents and business/industry
- Understand what has and hasn't worked in the past

Slide content includes an inset image of a person on a pogo stick over a rising line graph, and a small 3D figure with puzzle pieces at the bottom left.

Script:

“Why are we spending an entire session exploring demographic data in our region? Here are some important reasons:

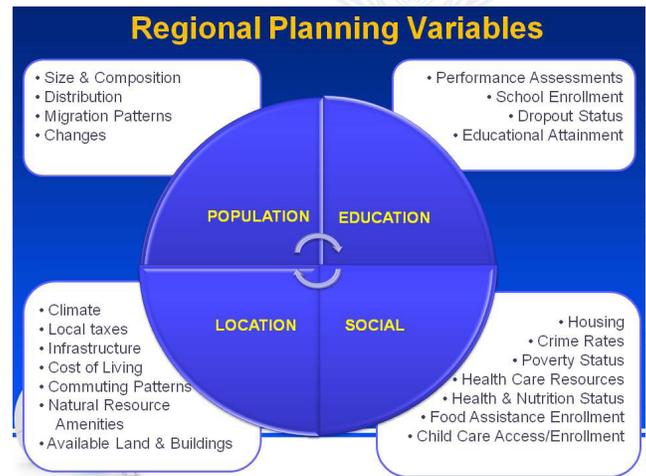
We are moving in the direction of identifying a region's competitive advantage. To do that, we must first explore the features of the region that can offer a better understanding of the current conditions and trends in the region – for residents, businesses and industries. These trends can provide some clues to what has or has not worked in the past. For example, imagine the region has invested a significant amount of money over the past 10 years in hopes of increasing local job opportunities, but you find that little job growth took place over the past few years. By analyzing key population data, you might discover that the available labor pool has shrunk over the past decade, leaving fewer people available to fill new jobs. You may also find that the educational status of your adult workforce may not be high enough to attract the types of businesses or industries that might want to locate to your region.”

Slide: 11

Time: 2 Minutes

Instructions:

This slide organizes the variables typically examined for planning purposes. It is not an exhaustive list but represents a good starting point. The team should either be provided this information or be asked to collect it themselves. Several data sources are offered at the end of this section that the team can tap to examine many of the indicators being discussed in this module.



Go through each category and ask for suggestions about variables the group feels should be added to the list of useful data items. Write these variables where everyone can see them, and revisit them later to determine the possibility of gathering these data or figuring out potential proxies in the event that some of the data aren't available. Assign responsibility to the person(s) who will take the lead role in collecting the data, if necessary or feasible.

Slide: 12

Time: 5-10 Minutes

Script:

“We are going to look at four categories of variables very useful for planning purposes. Note that while some variables are economic in nature, for the most part, all economic data will be explored in the next module. For this session, we want to give greater focus to population, education, location and social variables. Take a look at the list of data that can be secured in each of these categories. What other information might be important for the team to consider under each of these four groupings?”

[Allow for discussion.]

Instructions:

The next four slides (14 thru 17) offer some useful ways to examine population data. The illustrations are not intended to be exhaustive, but simply to demonstrate ways to explore population information and to display such data (through the use of maps, charts and tables).

Script:

“Let’s start by looking at some overall population characteristics, the types of data that individuals, agencies and organizations often highlight when examining local, county or regional population features.”

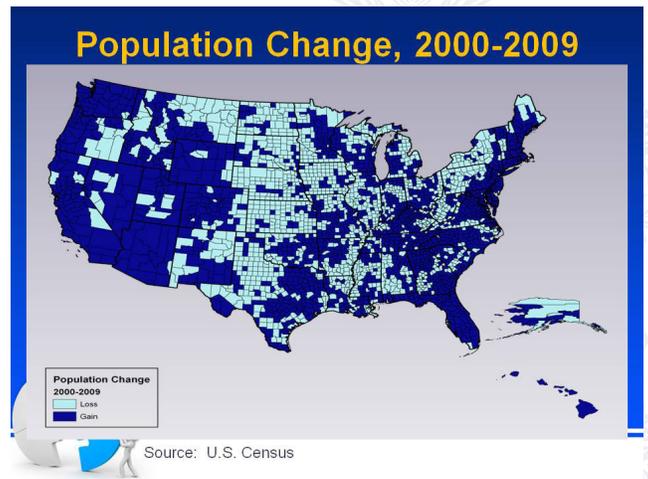


Slide: 13

Time: 1 Minute

Instructions:

One of the worthwhile ways to examine population data is to explore the level of change in that population over a given time period. This slide shows how many of our nation's 3,100-plus counties or parishes gained or lost population over the 2000-2009 time period. Ask the group to indicate what areas of the country lost population and which areas gained. Furthermore, see if they can speculate on the roles that migration and natural increase may have played in these changes. To what extent may international migration been a factor in some of these states? Please note that these data are also available for the region, and the group should take time to examine their population shifts over the past decade.



Slide: 14

Time: 4 Minutes

NOTE: We are going to define natural increase, domestic migration and international migration in the next slide, but it's useful at this point to see how familiar the participants are with these terms.

Script:

“Let's start examining population data by reviewing a national map that displays population shifts taking place in all U.S. counties over the 2000 to 2009 time period. I'd like to get your reactions to this map. For example, focus on what areas of the country have gained population and what areas have experienced losses. What are your general reactions to the map? Why do you think some of these areas have lost population? Why have some gained? To what extent do you believe domestic migration may be responsible for some of these gains or losses? How about international migration? We're going to delve into the sources of population change in our next slide.”

Data Source:

Check the following U.S. Census Bureau Web site for data on population changes by county over the 2000-09 period:

http://www.census.gov/popest/counties/CO-EST2009-popchg2000_2009.html

Instructions:

This slide breaks down population (for the U.S. and by region) by the sources of change. Make sure the group understands the definition of natural increase, international migration and domestic migration. Again, these data are available for the group's region, and they should have an opportunity to discuss data on the sources of population shifts for their region once you have introduced this table.



2000-2009	Total Population Change	Natural Increase	Net International Migration	Domestic Migration
United States	25,581,948	15,875,579	8,944,170	
Northeast	1,688,851	1,877,814	1,835,442	-2,539,582
Midwest	2,441,721	2,969,319	1,158,438	-1,752,191
South	13,082,047	5,837,372	3,118,775	3,874,132
West	8,369,329	5,191,074	2,831,515	417,641

Source: U.S. Census

Script:

“We have looked at the overall growth and decline of counties across the U.S. Now, let’s look at the key components associated with the population changes highlighted in the previous slide. Three factors contribute to changes in population. The first is **natural increase**, measured as the number of births in a given time period minus the number of deaths. Since people are living longer and mortality rates are dropping, natural increase is contributing to increases in the population of all four regions.

The second measure is **net international migration**, which represents the number of individuals moving into a region from a country outside of the U.S., minus the number of people leaving a U.S. region to move to a country outside of the U.S. Regions close to the Mexican border, such as the West and South, tend to experience higher levels of net international migration.

The third component is **net domestic migration**, which represents the number of individuals moving into a region from another part of the United States, minus the number leaving the region to locate to some other region of the country. Areas that have lost a good amount of industry and may not be as seen as desirable locations due to limited job opportunities can experience negative changes in the net domestic migration (such as found in the Northeast and Midwest regions), as more residents leave the region than move into the area from other parts of the U.S.

Looking at the table, what are some of your thoughts about the factors fueling population change in the four regions? Are the patterns the same across the four regions? That is, are the sources of growth different for the four regions? [Allow for discussion.]

Slide: 15

Time: 4 Minutes

Script (Cont.):

[Share the data on the team's region and ask them to see how the components of population change are either consistent with, or are at odds with, the trends found in the four U.S. regions.]

Do any of the results surprise you, or are the data pretty consistent with your expectations? What do you think has been responsible for the population shifts in this region?"

Data Sources:

Total Population data: "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico"

<http://www.census.gov/popest/states/NST-ann-est.html>

Population Change data: "Cumulative Estimates of the Components of Resident Population Change for the United States, Regions, States, and Puerto Rico"

<http://www.census.gov/popest/states/NST-comp-chg.html>



2000-2009	Total Population Change	Natural Increase	Net International Migration	Domestic Migration
United States	25,581,948	15,875,579	8,944,170	
Northeast	1,688,851	1,877,814	1,835,442	-2,539,582
Midwest	2,441,721	2,969,319	1,158,438	-1,752,191
South	13,082,047	5,837,372	3,118,775	3,874,132
West	8,369,329	5,191,074	2,831,515	417,641

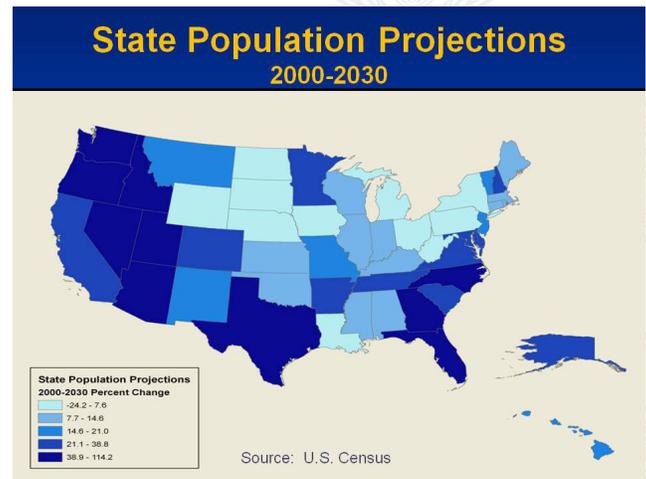
Source: U.S. Census

Slide: 15 continued

Time: 4 Minutes

Instructions:

This national map presents the expected changes in the 50 U.S. states over a 30-year period – from the year 2000 through 2030. Have the participants take a close look at the map, and encourage them to offer their overall observations. How does their state compare to surrounding states or to states they would identify as good comparison states? You might, at this point, include projected population data on the region for the group to study. Allow for some discussion about reasons for the national population changes outlined in the map or for the changes in their region’s population. Try to have them consider the factors that spur growth or decline in the population – such as migration (both domestic and international) and natural increases in population. To what extent do they feel the projected population changes in the U.S. and in their region will be fueled by migration or natural increase? To what extent are these estimates through 2030 consistent or different from the population changes we outlined for the 2000-2009 period (see Slide 14)?



Slide: 16

Time: 2 Minutes

Script:

“This map provides an illustration of expected population changes in the U.S. over the 2000 to 2030 period. These projections are available for every county in the U.S. as well. What are some of the interesting patterns that you see in this map? What do you think explains the darkest shaded states or the lighter shaded states? How does your state compare to the rest of the country or nearby states? How do you think this region compares to the state/national trends? [Allow time for discussion of each of these questions.]

Do you think these statewide estimates through 2030 reveal a pattern that is similar or different from what we shared with you in Slide 14 – the one that looked at actual changes in population between 2000 and 2009?”

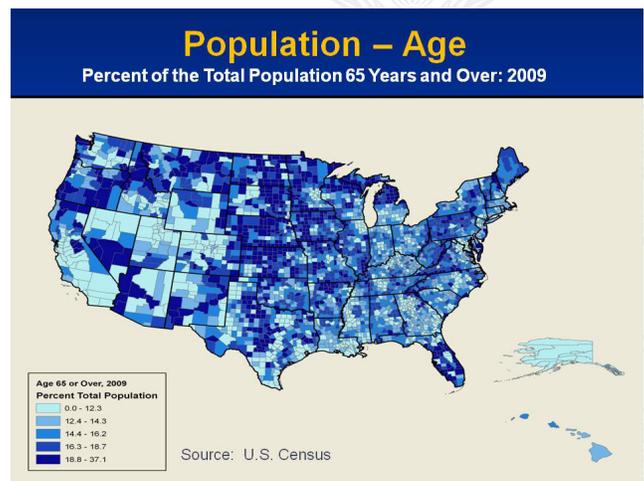
Data Source:

Check the following U.S. Census Bureau site for more information on population projections by state (along with changes by age):

<http://www.census.gov/population/www/projections/projectionsagesex.html>

Instructions:

Another effective way to examine data on population is to examine the characteristics of the population (such as the age structure, racial and ethnic composition, or size of the family or household). Here we examine the percent of the total population age 65 or over. Relate how this may be relevant to the team's regional planning effort (for example, a high elderly population will have implications for the type of economic development strategies that best fit the population features of the region).



Slide: 17

Time: 2 Minutes

Script:

“We often look at age when exploring important features of our population. Many regions recognize that they have a growing elderly population and, as such, work to provide services and amenities tailored to this important population. Our map provides a visual picture of the percent of a county's population made up of residents 65 years of age and over. How does your state or the counties that make up your region compare to other states or regions on this measure? Feel free to check the data we have given you on your region to help you examine this question in greater depth.”

Data Source:

Annual Estimates of the Resident Population by Age, Sex, Race, and Hispanic Origin for Counties: April 1, 2000 to July 1, 2009 are available from the U.S. Census Bureau at:

<http://www.census.gov/popest/counties/asrh/CC-EST2009-alldata.html>

AND

<http://www.census.gov/popest/counties/asrh/CC-EST2009-agesex.html>

Instructions:

This might be a good opportunity to give the team the time it needs to discuss and summarize the maps and tables highlighted in this PowerPoint, along with the regional data that may have been shared with them. Be sure to record the overarching opportunities and concerns so their observations can be revisited at the end of this module.



Population: Your Region

- Trends?
- Opportunities?
- Concerns?

Script:

“Let’s take some time to summarize the national and regional data we have examined. How does your region compare to the rest of the state and/or the nation?”

What can you conclude about the data and trends we explored on population?

What do you feel are some overarching opportunities and concerns after studying data on your region’s population?”

[Allow time for discussion.]

Slide: 18

Time: 5 Minutes

Instructions:

This slide begins the section on educational characteristics of the U.S. and of the specific region (as well as counties/parishes) of interest to your participants.

Script:

“Now, let’s look at how secondary data can be used to develop an educational profile of residents in the U.S. and in your region.”

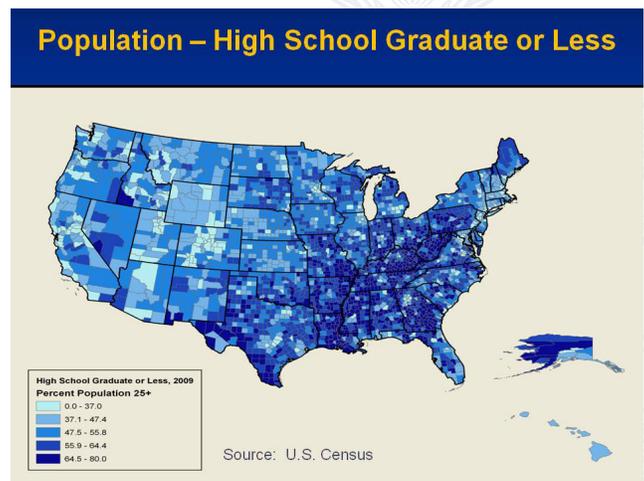


Slide: 19

Time: 1 Minute

Instructions:

Slides 20-22 give attention to education-related data. We begin with an examination of the percent of adults 25-years-old and over with a high school education or less. Note the color coded legend which divides all counties/parishes in the nation into quintiles. The highest quintile (20 percent of the nation's counties/parishes having the largest percentage of adults with a high school degree or less) is shaded darkest. The lightest shaded areas are the top one-fifth of counties/parishes in the nation with the lowest percent of people with a high school education or less (and thus, areas with the best proportion of adults 25 and over with a post-high school education).



Slide: 20

Time: 5 Minutes

Script:

“High levels of education are usually a pretty good predictor of economic growth. The map highlights the proportion of adults 25-years-old and older with a high school education or less for all counties/parishes in the nation. The map divides these counties into quintiles with each quintile made up of about one-fifth of the nation's counties/parishes. As you can see, the darkest shaded areas represent the top 20 percent of all counties/parishes having the highest proportion of adults with a high school degree or less. Where do we find the largest concentration of counties/parishes with the least education? Do they tend to be in metropolitan or non-metropolitan areas?”

Most of the lighter shaded areas – counties/parishes with low shares of adults with a high graduate educator or less – are located in selected regions outside of the South, many in metropolitan counties. Bottom line is that these areas tend to have a higher proportion of adults with higher levels of educational attainment.”

[Note: Have them examine the education data on their region and counties/parishes. Have them share observations about their regional data and compare it to the other regions shown on this map.]

Data Sources:

Check out the following brief reports on educational attainment by state:
<http://www.census.gov/prod/2003pubs/c2kbr-24.pdf> (for the year 2000)
<http://www.census.gov/prod/2009pubs/p20-560.pdf> (for the year 2007)

Instructions:

This bar graph examines the various levels of educational attainment for adults (25 and older) living in metro and non-metro areas in 1990 and in 2000. The results paint a mixed picture in terms of the education gaps between metro and non-metro areas.

Script:

“The bar graph offers some good news... rural areas are catching up when it comes to educational attainment (at least from the data presented for 1990 and 2000). A narrowing of the gap in education between metro and non-metro areas has occurred over the 1990 and 2000 period. The red area, representing no high school degree, has become smaller while the blue area, representing college-educated adults, has expanded in non-metro America.

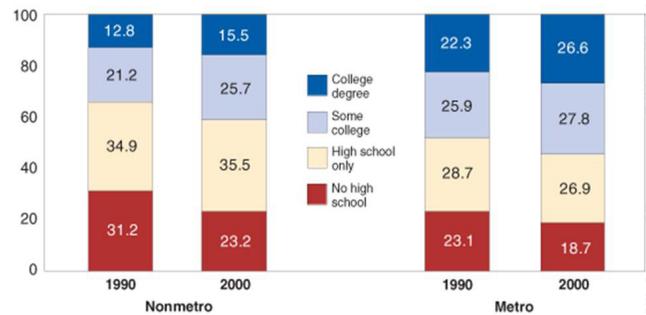
Notice that between 1990 and 2000, the percentage of individuals with no high school degree in non-metro areas has fallen from 31.2 percent to 23.2 percent - a drop of eight percentage points. In metro areas, the drop in the proportion of the population with no high school degree has declined by only 4.4 points between 1990 and 2000. The encouraging news is that the education gap between metro and non-metro areas has actually shrunk over the 10-year period with regard to the poorest educated adult population.

On the other hand, while the percent of people with a college degree has increased in non-metro areas during the decade of the 1990s, the college educated gap between metro and non-metro areas has actually widened over the 10-year period. The non-metro/metro gap was just under 10 percent in 1990 for those with a college degree; by 2000, the gap increased slightly to 11 percent.”

Closing the Gap?

Educational attainment

Percent of adults 25 and older



Source: 2000 Census of Population.

Slide: 21

Time: 3 Minutes

Instructions:

Ask the group how they might evaluate the quality of the school system(s) in their region. This slide depicts one commonly used measure of school quality. The charts represent test scores for 4th and 8th grade students in New Mexico. We use New Mexico just for purposes of showing the value of this type of state data. Other indicators one could examine to determine school success or effectiveness are teacher-to-pupil ratios, percent of high school graduates accepted into college, scores on SAT and ACT tests administered to high school aged youth, etc.

Script:

“Measuring the quality of education is no easy task. Test scores provide one way to gauge success, but we have read or heard enough in the news to know these indicators may not always be viewed as reliable. The National Center for Education Statistics provides test data by state, county or school system. This slide presents test scores in New Mexico for 4th and 8th graders in reading and math over four different points in time as an example of the type of secondary data that might prove useful to you as you try to gauge the quality of your local elementary educational system.

At the same time, you may want to take a careful look at other relevant data on your region’s universities, community colleges and tech schools (such as how many students enter college prepared for school) in order to gain a more accurate picture of the quality and effectiveness of your region’s school systems.”

Data Source:

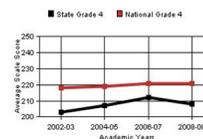
Check the National Assessment of Educational Progress information on your state at the following Web site:

<http://nces.ed.gov/nationsreportcard/states/>

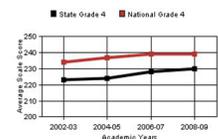
In-School Success

NAEP ACHIEVEMENT TRENDS

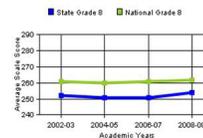
Grade 4 NAEP Reading Achievement ²⁴



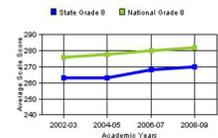
Grade 4 NAEP Math Achievement ²⁵



Grade 8 NAEP Reading Achievement ²⁶



Grade 8 NAEP Math Achievement ²⁷



Source: National Assessment of Education Progress, 2010. <http://www.nces.ed.gov/nationsreportcard/naepdata>

Slide: 22

Time: 2 Minutes

Instructions:

Provide the group with maps and data on their region. Follow the same process used earlier in the section on population. Be sure to record the overarching opportunities and concerns so they can be revisited at the end of this module.

Script:

“Let’s gather our thoughts about the education data for the region. How does this region compare to the rest of the state and the nation in terms of key education characteristics? What are the education trends in the region? What can you conclude about these trends? What are some overarching opportunities and concerns associated with the educational credentials of the region?”

Education – Your Region

- Trends?
- Opportunities?
- Concerns?



<http://factfinder.census.gov>

Slide: 23

Time: 3 Minutes

Instructions:

The next section focuses on characteristics associated with location.

Script:

“Location, location, location. Cost and amenity characteristics associated with different locations are driving forces behind residents and businesses moving into or out of these regions. We want to examine a few ways to characterize geographic locations, recognizing that many variables can be used to describe the important features of a location.”



Slide: 24

Time: 1 Minute

Instructions:

The first “location” item we want examine is the cost of living index by state. Encourage the group to examine the cost of living index for the counties/parishes that make up their region, if such data are available.

Script:

“Cost of living is an important consideration for any location. It takes a whole lot more money to live in New York City than it does to live in Little Rock, Ark. This slide looks at the cost of living by state. The height of the states refers to the cost of living for that state. The darker colored states show up as higher on the map, representing states with the highest cost of living index. The lowest cost of living index is found in light green states that appear flat on the map. How does your state compare to other states? Who do you think uses this type of information? Of course, some good tools available on the Internet can offer cost of living calculators for various areas of the country. One of the problems with such calculators, however, is that they are not available for all small towns/cities or non-metro counties.”

Data Sources:

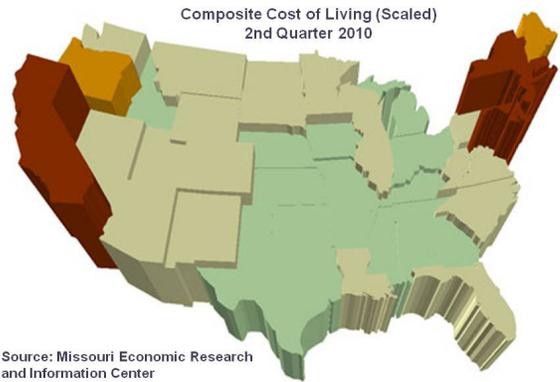
Missouri Economic Research and Information Center

http://www.missourieconomy.org/indicators/cost_of_living/index.stm

ACCRA Cost of Living Index

<http://www.coli.org/>

Location – Cost of Living

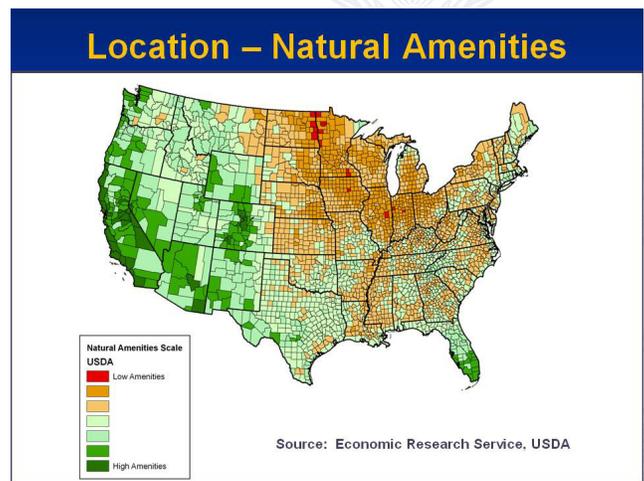


Slide: 25

Time: 2 Minutes

Instructions:

A number of rural areas are now marketing their natural amenities as a way of attracting new residents (including retirees), tourists and firms. Thus, paying careful attention to the natural amenities of a region is important. USDA's Economic Research Service has developed a natural amenities scale for every county/parish in the United States. It is limited in terms of the components incorporated into the amenity scale, but it does serve as a valuable starting point for determining some of the features of a region that might attract people and businesses looking for places with a certain set of amenities.



Slide: 26

Time: 3 Minutes

Script:

“The natural amenities scale is a measure of the physical characteristics of an area (by county/parish) that tend to make a location a desirable place to live. The scale combines six measures of climate, topography and water area, features that reflect the type of places in which people want to live. These measures include warm winter, winter sun, temperate summer, low summer humidity, topographic variation and water area. Are these inclusive measures? What other natural amenities exist in a region that might be viewed as valuable to residents? How about the availability of farmland or the availability of open space?”

Based on this map, what are some observations you can make in terms of the regions that are classified as high or low amenity areas? In your view, how are these same areas doing in terms of population expansion and job growth?”

Data Source:

Check out the following site at the Economic Research Service to secure data on the natural amenities scale score for all counties in the U.S.:

<http://ers.usda.gov/Data/NaturalAmenities/>

Instructions:

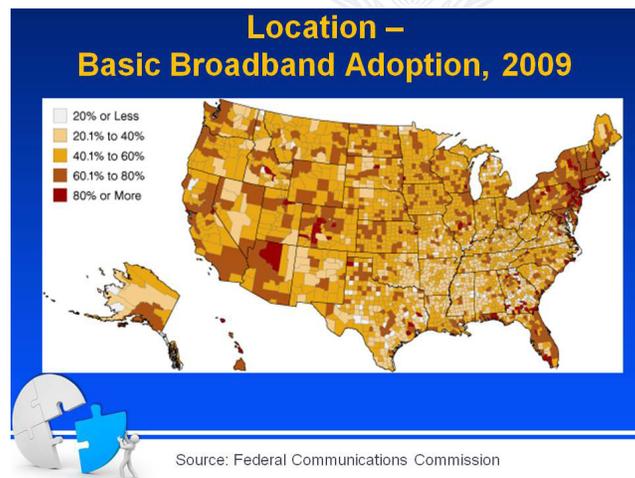
Ask individuals how they might measure the infrastructure in their region? Most likely the answers will be water, sewer lines and road networks. This map highlights broadband, or high speed Internet service, a type of infrastructure becoming more important to economic development.

Script:

“What are some important features of the infrastructure that exists in your region? [Allow for answers.] How can you measure these various types of infrastructure resources?”

Let’s turn to a type of infrastructure that is emerging as vital to the economic attractiveness of a location – not just the availability, but also the adoption of broadband services. The map on the slide, based on data from the Federal Communications Commission, provides a picture of basic broadband adoption by county in each state in 2009.

As you can see, the Southeastern parts of the country have much lower rates of broadband adoption than the West and Northeast. Take a look at the data for your state and the counties that comprise your region. How is your state and region doing? How does your state stack up to nearby states or to states that represent some of your major economic development competitors? Has your region or state been successful in attracting broadband access?”



Slide: 27

Time: 2 Minutes

Instructions:

Provide the groups with location-related maps and data on their region. Follow the same process you followed for population and education. Be sure to record the overarching opportunities and concerns so they can be revisited at the end of this module.

Script:

“Let’s take some time to explore the location-related data for your region. How does your region compare to the rest of the state and/or nation on important infrastructure services, such as broadband?”

What can you conclude about the data/trends?

What are some overarching opportunities and concerns?”

Location – Your Region

- Trends?
- Opportunities?
- Concerns?



Slide: 28

Time: 3 Minutes

Instructions:

Introduce the fourth major category of data to be examined by the group, social characteristics.

Script:

“The last category of secondary data variables we will examine is social characteristics. Social characteristics include measures of health access, health status, crime rates, poverty levels, eligibility for food assistance programs, and quality and quantity of housing.”

Social Characteristics



Slide: 29

Time: 1 Minute

Instructions:

Poverty is one of the most frequently used indicators to describe the social conditions of a region.

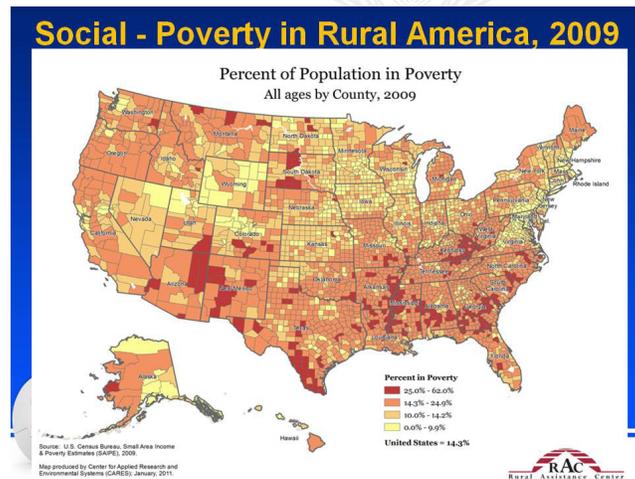
Script:

“Poverty is often used to describe the overall socioeconomic situation of a region. The distribution of poverty across geographic areas reflects social inequities that exist across states, regions and the nation. The map showcased on this slide provides a powerful visual view of poverty across America. As you can see, pockets of deep-seeded poverty are in Appalachia (particularly Kentucky), in the Mississippi Delta region, in the Rio Grande Valley area of Texas, and in regions having high concentrations of Native Americans.

What does the map indicate about the poverty situation in your region?”

Data Source:

The Rural Assistance Center has several maps on poverty created from data published by the U.S. Census Bureau Small Area Income and Poverty Estimates. <http://www.raconline.org/maps/#poverty>

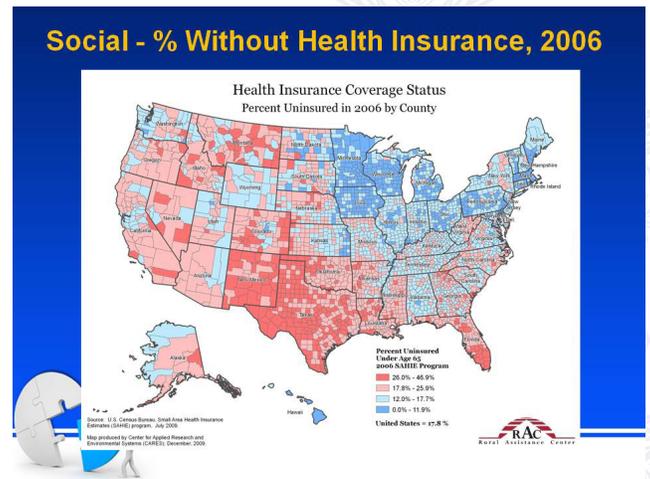


Slide: 30

Time: 2 Minutes

Instructions:

Health insurance has received significant attention at the federal and state levels in recent years. The health care bill approved by Congress in 2010 is a response, in part, to the number of uninsured Americans. It is quite possible that these numbers will change over time, but the group might want to discuss how they think the bill will impact their region when it comes to health insurance coverage.



Script:

“The health care reform approved by the U.S. Congress and signed by President Obama was designed to partially address the number of uninsured individuals in the country. How the bill will affect the access to quality health care is currently unknown. The map outlined in this slide indicates the percentage of people in various states that did not have health insurance in 2006. Where was the largest share of uninsured individuals? What states had the highest number of people without health insurance coverage? Why do you think such a large discrepancy in these percentages exists across the 50 states?”

Data Source:

The Rural Assistance Center has several maps on poverty created from data published by the U.S. Census Bureau Small Area Income and Poverty Estimates. <http://www.raconline.org/maps/#poverty>

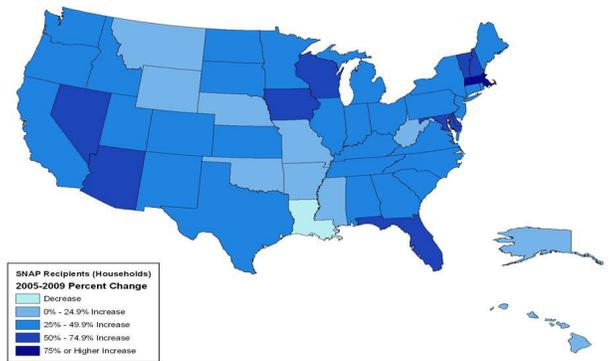
Slide: 31

Time: 2 Minutes

Instructions:

Enrollment in social programs designed to assist low-income families move upward or downward depending on the health of the national and state economy. One of the key indicators used to measure the level of government assistance targeted to those in need is the food stamp program, now called the “Supplemental Nutrition Assistance Program,” or SNAP for short.

Social - Change in Food Stamps (SNAP) Use by States, FY2005-2009



Script:

Slide: 32

Time: 2 Minutes

“What kind of social programs are available in the state? We typically use food stamp beneficiaries as a way to gauge the level of government assistance targeted to those in need. (The Food Stamp program is now called the Supplemental Nutrition Assistance Program – SNAP for short.) The map provides a state-level overview of the percentage change in the number of households receiving SNAP benefits in fiscal year 2005 versus fiscal year 2009. Where has the greatest growth in SNAP enrollments taken place, and where has the growth been much smaller? What might be some of the factors behind these different rates of growth across the states? One state experienced a decline in SNAP participation. Why?” [Note: Clearly, the massive departure of many low-income households from Louisiana as a result of Hurricane Katrina may be partly responsible for this drop.]

Data Source:

The Economic Research Service has an excellent site that allows you to map SNAP participation by states and counties/parishes. The data may not be the most recent available, but may still prove valuable to you. Check it out at:
<http://maps.ers.usda.gov/snap/Default.aspx>

This map is based on the average monthly participation of households in each state for the 2005 to 2009 fiscal years. The data are collected from the Food and Nutrition Service/USDA, and can be accessed at:
<http://www.fns.usda.gov/pd/16SNAPpartHH.htm>

Instructions:

Provide the groups with the maps and data designed for their region. Follow the same process you followed for population and education. Be sure to record the overarching opportunities and concerns so they can be revisited at the end of this module.

NOTE: Distribute data and maps provided at the county level or regional level on some of the social characteristics.

Script:

“Let’s look at the social data in this region. Keep a careful look at how this region compares to the rest of the state and the nation. What are some overarching opportunities and concerns that seem to percolate to the top in light of these social data?”

Social – Your Region

- Trends?
- Opportunities?
- Concerns?



Slide: 33

Time: 3 Minutes

Instructions:

You should now have four separate sets of opportunities and challenges related to population, education, location and social characteristics. First, have the group identify any overlapping themes and consolidate them, making sure not to drop key phrases or ideas. Then, if there are more than three opportunities and challenges, ask the group to prioritize their top three. Ask them what criteria they are using to prioritize, i.e. largest group of stakeholders, most likely to reduce the gap between the “haves” and “have nots,” etc.

Script:

“Now that we have taken a look at data in four key areas – population, education, location and social characteristics – what overlapping themes do you see in the debrief of each section? Are there cross-cutting areas of opportunity? Are there challenges that resurface under multiple areas? How would you prioritize the challenges and opportunities that you see?”

[Allow time for discussion and consolidation of ideas.]

Looking back at the list of potential directions the region might consider (from Module 2), do you see new/additional possibilities you would like to add for consideration?” [Add any new ideas to the list.]

Demographic Data Wrap Up

- Overlapping themes
- Prioritized challenges & opportunities
- Criteria for prioritizing



Slide: 34

Time: 5-10 Minutes

Instructions:

This slide begins another data consideration: regional workforce. Most regions are likely to be very interested in improving the quality and quantity of the regional workforce. This section introduces how the group might begin assessing the strengths and weaknesses of the region's workforce.



Script:

“Most rural regions struggle with having in place a strong, vibrant workforce. It is one of the key reasons why attracting industry to an area has been so tough. Prospective businesses usually take the time to research the quality of the local workforce. We want to share with you some of the key indicators used to gain insights on the area's workforce.

But first, put yourself in the shoes of these perspective businesses. What would you look for to determine whether or not a region has an attractive workforce?”

Slide: 35

Time: 1 Minute

Instructions:

This slide identifies the four major factors used to characterize the quality of the local labor force.

Script:

“We have already looked at variables that describe the population, such as age or the components of population change (natural increase and migration). In addition, we looked at ways to characterize education. Are these the only factors that businesses consider? Certainly not. Businesses consider other components that help provide a more complete picture of workforce quality. These include:

- Kinds of experience workers have
- Specific skills of workers. Are they mostly blue-collar or white-collar skills?
- Willingness to work. Do the people living in your region want to work?
- Type and variety of training programs that help workers remain or become current.

Let’s take a few minutes to look at each of these in more detail.”



Slide: 36

Time: 2 Minutes

Instructions:

This slide focuses on how to measure the experience of the workforce. Data that accurately measure experience are hard to come by. Ask the group to think about the data that could help get a better handle on job-related experiences.

Script:

“Experience is clearly an important factor associated with the workforce. More experience often translates into higher earnings. Is it possible to capture experience? We could use factors like age and education, but these might not correlate very well with number of years on a job. Data are collected that measure the number of years an individual has worked in an occupation. Is this a good measure of job experiences? Do you have other thoughts on how to get a handle on the type of experiences individuals in your regional workforce may have had? Would workforce investment boards or community colleges have some of this information? If so, how can we find out more about these data?”



Slide: 37

Time: 3 Minutes

Instructions:

This slide describes workforce skills, examining occupation clusters within the region. Depending on your region, you might handpick a few clusters to see how your region compares to the state and the nation.

Script:

“Typically, two different approaches are used to examine the types of skills within a region. First, we can look at clusters of occupations. This graphic is provided at STATSamerica.org. You can map out clusters for about 20 different classes of occupations, including health care, professional services, agriculture and the arts. Such maps give some indication of the number of people within the region with certain occupation-related skill.”

Data Source:

Check the STATSamerica’s site on Innovation in American Regions to generate occupational clusters such as those shown in this map:
<http://www.statsamerica.org/innovation/>.

Skills

Occupation Cluster Employment Distribution, 2007, U.S. Counties

B7: Skilled Production Workers: Technicians, Operators, Trades, Installers & Repairers



Slide: 38

Time: 2 Minutes

Instructions:

This table provides a tool that can be used to determine the current stock of skills in the region. It might be worthwhile to project this Web site on the screen so the group can explore it, as it is a useful Web site often used by planning agencies. We provide an example of occupations tied to the manufacturing sector in this slide.



Employed by this Industry	Occupation	Projected Growth (2008-2018)	Projected Job Openings (2008-2018)
100%	Pourers and Casters, Metal	Decline rapidly	2900
100%	Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	Decline rapidly	1500
99%	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders	Decline rapidly	5800
98%	Computer-Controlled Machine Tool Operators, Metal and Plastic	Average	36900
98%	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	Decline rapidly	9100
98%	Textile Bleaching and Dyeing Machine Operators and Tenders	Decline rapidly	1700

Script:

“Another way to identify the current stock of occupations skills in your region is to look at the industries that exist within the area and determine the types of skills being used in the production of goods and services. We can tap the O*Net Web site for this purpose. This slide presents information on the top occupations employed within the manufacturing industry. As you can see, we are given an outlook for these occupations over the span of 2008-2018 and an indication of the expected number of job openings for these occupations.”

Slide: 39

Time: 2 Minutes

Additional Comments:

O*Net is a Web-based resource sponsored by the US Department of Labor/Employment and Training Administration (USDOL/ETA). Get more information about O*Net at: <http://www.onetcenter.org/>.

Instructions:

The next few slides look at willingness (or capacity) to work. The concept can be captured through the use of two measures – labor force participation and percentage of individuals receiving SSI/Disability.

Script:

“We often consider the unemployment rate as the number of underutilized workers in the region. While this represents a commonly used approach for describing a key feature of the local work force, examine other relevant variables, such as the labor force participation rate of persons 16 and over (that is, the proportion of working age population in the labor force). In addition, check out the percentage of individuals receiving disability/SSI since this identifies people who are of working age but who are unable to work because of some disability. With the proper support systems in place, it is possible that some of these individuals could enter into the work force.”

Willing to Work? An important question!

How do we measure willingness to work?

- Labor force participation rates
- Supplemental Security Income (SSI) & Disability Payments



Slide: 40

Time: 2 Minutes

Instructions:

We examine labor force participation rates at the national level over the span of more than three decades – for men and women 16 years of age and over. Labor participation rates for the group's region will be available for the group to discuss as well.

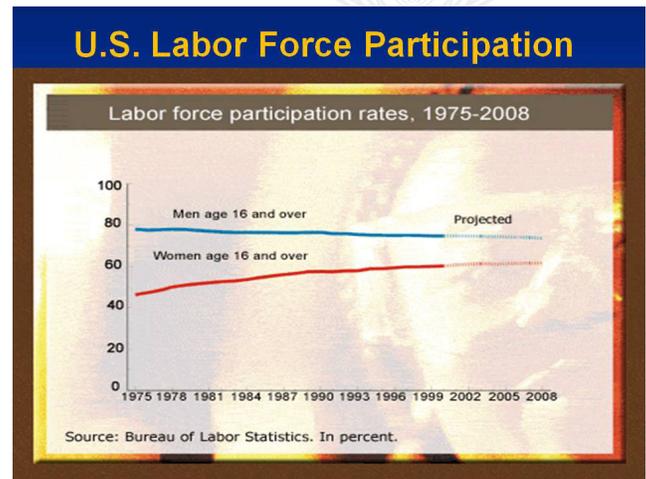
Script:

“Labor force participation is measured as the number of individuals who are working along with the number of individuals who are actively looking for work but are currently unemployed. As expected, the graph shows the percentage of woman participating in the labor force has steadily increased. On the other hand, the percentage of men participating in the labor force has remained fairly stable over the course of several years. It's important to note (although not shown on this chart) that rural regions tend to have much lower male labor force participation rates (in the 45-60 percent range). Why do you think that is the case? [Allow for discussion.]

Let's look at labor participation rates for your region and the counties/parishes that make up the region. What are some of your initial thoughts and reactions about this information?”

Data Source:

U.S. Department of Labor. Bureau of Labor Statistics. This chart is from the report, “Working in the 21st Century” and can be accessed at:
<http://www.bls.gov/opub/working/page3b.htm>



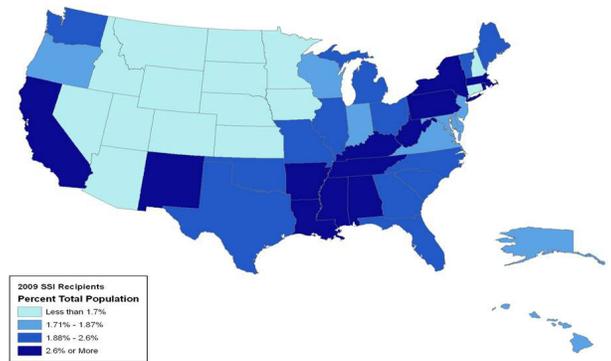
Slide: 41

Time: 3 Minutes

Instructions:

Supplemental Security Income (SSI) is a cash assistance program managed by the Social Security Administration and designed to provide monthly benefits to low-income people who are aged, blind or disabled persons. The map highlights federal SSI payments for 2009. It does not include any additional SSI payments that states may provide to SSI recipients. Ask the group to share their observations about the map and discuss how the number of SSI recipients might have an impact on the pool of individuals who are able to work.

Supplemental Security Income (SSI) Recipients, 2009



Slide: 42

Time: 3 Minutes

Script:

“This map shows the percentage of each state’s population receiving Supplemental Security Income (SSI) payments for low income people who are aged, blind or disabled. Our map classifies the states into quartiles – with the darkest color representing states with the highest proportion of people receiving SSI. We offer this as an example of how national data can provide a nice visual portrayal of how SSI enrollments vary across the country. The larger the portion of the population receiving these payments, the smaller – in theory – the available workforce. In 2009, about 58 percent of all SSI recipients were 18-64 years of age, so you can quickly see how states and counties that have large SSI enrollments can find themselves with a much smaller number of individuals available to work (unless jobs specifically for blind and disabled individuals are created). An important opportunity (and challenge) for your regional team may be to explore ways to help transition SSI recipients into the workforce, especially if the SSI numbers for your region end up being sizable enough to warrant your team’s attention.”

Data Source:

Social Security Administration. SSI Recipients by State and County, SSA Publication No. 13-11976. May 2010. For electronic access, go to:
http://socialsecurity.gov/policy/docs/statcomps/ssi_sc/2009/ssi_sc09.pdf.

In addition, access to SSI data by state and county can be accessed at:
http://socialsecurity.gov/policy/docs/statcomps/ssi_sc/2009/index.html#table3alt

Instructions:

This slide considers the different training opportunities within the region. If possible, it might be valuable to have a representative or two from regional workforce investment boards, trade schools and community colleges give an overview of how their activities might be integrated into your team's regional goals/strategies.

Script:

“Having access to places that provide workforce training is quite important. Training is likely to be available at major state and regional universities, but more rural regions are less likely to have these types of institutions of higher education physically close to them (with the exception of the county Extension offices, which are tied to your state's land-grant institution). Instead, rural regions are more likely to rely on training programs provided by community colleges and technical schools. In many areas, these colleges and schools are engaged in direct and ongoing communications with major businesses and industries in the region, helping ensure relevant and needed workforce training/skill building is offered.

Finally, workforce training programs are often offered by small business development centers, local firms, nonprofit organizations, chambers of commerce and others in your state or local area. What workforce training programs are available in your region?”

Training

- Institutions of Higher Education
- Community Colleges
- Technical Schools
- Workforce Training Programs



Slide: 43

Time: 3 Minutes

Instructions:

Use the questions on this slide to help participants consider potential workforce influences that may help shed light on the direction of their regional initiative.

Script:

“Several additional questions can help outline the nature of the workforce within the region. For instance:

- Is your region retaining the skills it creates? Or do you battle ‘brain drain,’ the term often used to describe the out-migration of educated youth leaving a region in search of better career opportunities?
- What type of skills does your region attract? High tech, white collar, blue collar?
- Does your region attract retirees? How does that influence your workforce?”

Workforce Influences

- Is your region retaining the skills it creates?
- What type of skills does your region attract?
- Does your region attract retirees?



Slide: 44

Time: 2 Minutes

Instructions:

Provide data related to labor force participation, disability/SSI payments, occupation clusters and available skills within the region.

Script:

“In reviewing this information on your region, what trends, opportunities and concerns do you see?” [Record these on flip charts as you have done for previous segments during this module.]

In light of these, are there other possible regional economic development directions you would want to add to the list you have been developing (from Module 2)?”



Regional Workforce – Your Region

- Trends?
- Opportunities?
- Concerns?

The slide features three photographs: an older woman with glasses, a young man in a blue cap holding a document, and a man in a light blue shirt sitting at a desk with a laptop. At the bottom left of the slide is a small graphic of a person pushing a large blue puzzle piece into a circular opening.

Slide: 45

Time: 3 Minutes

Instructions:

Use the questions on the slide to undertake a debriefing of today's session:

Script:

“What are the takeaways from our session? That is . . .

- What topics did you find most helpful?
- What did you find confusing?
- Other data you would like to explore?
- Other items you want to mention?”

Final Reflections

What are the takeaways from this module?

- What topics did you find most helpful?
- What did you find confusing?
- Other data you would like to explore?
- Other items you want to mention?



Slide: 46

Time: 5 Minutes

Instructions:

Share with the participants a preview of the next module.

If any of the work from this module is not finished, discuss with the team how they will work between this session and the next to finalize those elements.

Script:

“We have some exciting work in store for you in the next module as you dig deeper into data that can help get a better handle on some of the specifics of the regional economy.”

Looking Ahead: Module Six

- Basic concepts of competitive advantage
- Approaches to analyzing regional connections
- Tools and data for detecting regional competitive advantage
- Strategies for building stronger regional economies



Slide: 47

Time: 2 Minutes

Instructions:

If time permits (and there is interest), explore the data resources on the following slides. However, this information is also provided as a handout in the participant guide.

Script:

“We will take a few minutes now to tour a few data sources readily available to help guide your regional initiative.”



Slide: 48

Time: 1 Minute

Handout One:
Support Links

Important Note:

These highlight some important Census Web sites that provide data on a wide array of variables. Check the sites to gain a better understanding of the unique features of each.

Census Data

U.S. Census Bureau

- **Main Portal**
 - <http://www.census.gov/>
- **Census Bureau A-Z Subjects**
 - <http://www.census.gov/main/www/subjects.html>
- **Census of Agriculture**
 - http://www.nass.usda.gov/Census_of_Agriculture/index.asp
- **State and Metropolitan Area Data Book**
 - <http://www.census.gov/compendia/smadb/>
- **American Community Survey**
 - <http://www.census.gov/acs/www/>

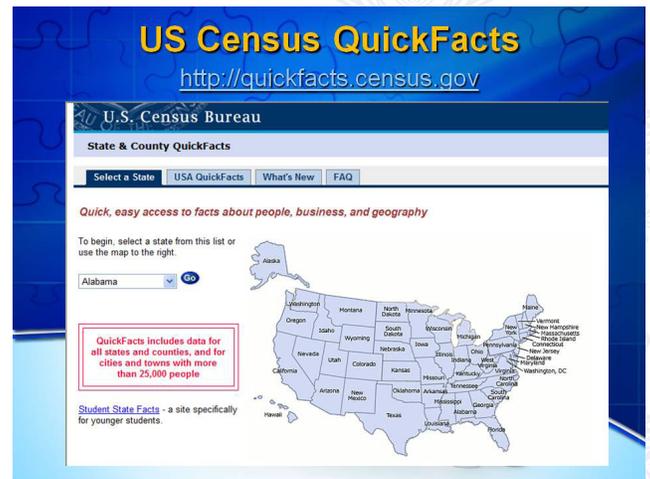


Slide: 49

Time: 1 Minute

Important Note:

Check this Web site to get a quick overview of key secondary data that have been assembled for all counties and states in the U.S.



The screenshot shows the 'U.S. Census Bureau State & County QuickFacts' website. At the top, the URL 'http://quickfacts.census.gov' is displayed. Below the header, there are navigation tabs for 'Select a State', 'USA QuickFacts', 'What's New', and 'FAQ'. The main content area features a map of the United States with state names labeled. A dropdown menu is set to 'Alabama' with a 'Go' button next to it. A red-bordered box highlights the text: 'QuickFacts includes data for all states and counties, and for cities and towns with more than 25,000 people'. At the bottom left, there is a link for 'Student State Facts - a site specifically for younger students.'

Slide: 50

Time: 1 Minute

Important Note:

Data from the SRDC are available for all states, counties and parishes located in the 13 states that are part of the SRDC region.



Slide: 51

Time: 1 Minute

Important Note:

The site is an outstanding window into the variety of secondary data available through the U.S. Census Bureau.

The screenshot shows the American FactFinder website interface. At the top, it says "American FactFinder" with the URL "http://factfinder.census.gov". Below this is the "U.S. Census Bureau" logo and a navigation bar with links for "Main", "Search", "Feedback", "FAQs", "Glossary", "Site Map", and "Help". The main content area is divided into several sections: "POPULATION FINDER", "FACT SHEET", "PEOPLE", "HOUSING", "BUSINESS AND GOVERNMENT", "ABOUT THE DATA", "DATA SETS", "DOWNLOAD CENTER", "MAPS", and "TOOLS AND REFERENCES". The "POPULATION FINDER" section is highlighted, showing a search box for "city, town, county, or zip" and "state". Below this, there are links for "Get a Fact Sheet for your community...", "Getting Detailed Data", and "What's New". The "What's New" section includes a "U.S. Population Clock" showing "310,270,607" and a "What's New" section with a "GET EMAIL UPDATES" button. The bottom of the page features a "Coming Soon!" announcement for the "NEW American FactFinder" and a "2008 County Business Patterns Quick Reports and Thematic Maps" section.

Slide: 52

Time: 1 Minute

Important Note:

This site provides excellent information on states and counties/parishes across the nation.

STATSAmerica
http://statsamerica.org/profiles/us_profile_frame.html

Select State: TN
Select County: State Total
City/Cnt. Finder
Find By Value
Radius

Select a Topic Page: Overview Population Housing Income Labor BLS EA AA

Tennessee in Profile

Tennessee is one of 50 states in the United States (states include the District of Columbia). It has 41,217.1 sq miles in land area and a population density of 152.9 per square mile. In the last three decades of the 1900s, its population grew by 42.9%. On the 2000 census form, 88.9% of the population reported only one race, with 16.4% of those reporting African-American. The population of this state is 2.9% Hispanic of any race. The average household size is 2.68 persons compared to an average for the size of 2.98 persons. In 2008 health care and social assistance was the largest of 20 major sectors. It had an average wage per job of \$42,817. Per capita income grew by 14.0% between 1997 and 2007 (data not for inflation).

People & Income Overview	Value	Rank in U.S.	Industry Overview (2008)	Value	Rank in U.S.
Population (2000)	6,286,244	1	Covered Employment	2,721,900	11
County: % since 1990	20.7%	11	Avg wage per job	\$39,646	21
Household (2000)	2,212,900	11	Manufacturing - % of jobs in State	11.2%	11
Labor Force (persons) (2008)	3,241,276	11	Avg wage per job	\$46,213	30
Development Index (2000)	6.4	11	Transportation & Warehousing - % of jobs in State	6.5%	4
Per Capita Personal Income (2007)	\$13,366	33	Avg wage per job	\$46,200	11
Median Household Income (2000)	\$43,810	6	Health Care, Social Assist. - % of jobs in State	13.3%	25
Private Motor (2000)	19.0	31	Avg wage per job	\$42,817	11
U.S. Diplomas or More - % of Adalts 25+ (2000)	75.0	61	Finance and Insurance - % of jobs in State	4.9%	21
Doctorate's Deg. or More - % of Adalts 25+ (2000)	19.0	61	Avg wage per job	\$62,000	20

Slide: 53

Time: 1 Minute

Important Note:

This site is another component of the STATS America Web site that offers information on industry and occupational clusters.



The screenshot shows the STATS America website interface. At the top, the URL is <http://statsamerica.org/innovation/anydata/index.asp>. Below the URL is the tagline "Analysis supporting regional competitiveness in a knowledge-based economy." and the "innovation IN AMERICAN REGIONS" logo. A navigation menu includes links for home, tools, reports, maps, about, sitemap, and contact. The main heading is "Innovation Data Browser". A sub-heading explains the tool's purpose: "This tool allows you to view and download individual data items for any state, metro, micro, district or county in the nation. It's easy - select the type of data from the dropdowns provided, choose your geography, then the time period and click Get Data." The interface is divided into three sections: 1. Select Data: with dropdowns for "Industry Clusters" (set to "Industry Clusters"), "Overview" (set to "Overview"), and "All Industries" (set to "All Industries"); 2. Select Geography: with a link "(Go to Custom Regions)" and dropdowns for "U.S." and "U.S. Total"; 3. Select a time period: with a note "Not all data are available for all time periods." and a "Year" dropdown set to "Current". A "Get Data" button is located at the bottom of the form.

Slide: 54

Time: 1 Minute

Acknowledgements

The Stronger Economies Together (SET) Program is sponsored by USDA Rural Development (USDA RD), in partnership with the Regional Rural Development Centers. In particular, USDA RD provided financial support for this important initiative while the RRDCs organized the team of land-grant university-based Extension and research faculty who worked on the development of the SET training modules and the generation of the data products.

Key partners involved in the development of SET educational materials include:

- Extension and research faculty from a variety of land-grant universities in the U.S.
- The National Institute of Food and Agriculture, USDA, that works hand-in-hand with the RRDCs and the land-grant university system across the U.S.
- The Economic Development Administration, U.S. Department of Commerce for granting us permission to use selected portions of its *Know Your Region* training products.



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