Health Science and Medical Technologies

Date: 11/13/2025
Time: 8:30 -11:00
Location: Dorothy Inghram Learning Center
Facilitator: Deidra Puentes, SBCROP
Advisory Documents: bit.ly/25-26CTEAdvisoryDocuments

Advisors: 1
K12 Educational Participants: 1
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Advisors:

John Beld, Doctor of Physical Therapy, Select Physical Therapy
Doris Ontiveros, Program Director Pharmacy Technology, San Bernardino Valley College
Tracy Nunez, Owner, Compassionate Angels Home Care
Jessica Valdez, San Bernardino Dept of Public Health, Laboratory Director

K12 Educational Participants:

Anette Billups, Dental Health Pathway Lead & Demonstration Support Teacher, Cajon High
Angela Hatter, Principal, Colton Joint Unified School District Adult Education
Antoinette Gutierrez, Program Manager, Colton-Redlands-Yucaipa ROP
Ashley Uraine, Teacher Medical Assistant Clinical, Colton-Redlands-Yucaipa ROP
Chelsea Ramirez, Workforce Development Coord, San Bernardino City Unified
Christine Nguyen, Teacher, San Bernardino City Unified
David Aman, K12 Pathway Coordinator, Colton-Redlands-Yucaipa ROP
Dawna Hughes, Teacher Community Health & Med Services, Colton-Redlands-Yucaipa ROP
Helen Gonzalez, CTE Teacher, San Bernardino City Unified
James Hattar, Curriculum Developer Teacher on Assignment, Colton-Redlands-Yucaipa ROP
Jimmy Rey Gonzales, CTE Teacher Sports Medicine, San Bernardino City Unified
Julie Christine, CTE Sports Medicine Instructor, Riverside County Office of Education
Kenneth Soldmann, Curriculum Program Specialist, Colton Joint Unified
Lakeysha Ervin, CTE Teacher, Colton-Redlands-Yucaipa ROP
Marcia Zaroff, Medical Teacher, Colton-Redlands-Yucaipa ROP
Marlia Belote, Teacher, San Bernardino City Unified
Megan Kelley, Teacher, Colton-Redlands-Yucaipa ROP

Melissa Shaw, Job Development Specialist, Riverside Unified
Michael Yu, College and Career Teacher, San Bernardino City Unified
Nadesh Calderon, Administrator Designee, Compassionate Angels Home Care
Pat Manning, Teacher Medical Assistant Clinical, Colton-Redlands-Yucaipa ROP
Roberta Figueroa, Linked Learning Program Specialist, San Andreas High
Rosa Aguilar, Medical Core and Health Services Academy Teacher, Fontana Unified
Susana DeLaPortilla, Teacher Medical Assistant Clinical, Colton-Redlands-Yucaipa ROP

Minutes:

The Health Science and Medical Technology panel featured four industry professionals representing public health laboratories, pharmacy technology, home care and caregiving, and physical therapy. The panelists provided educators with insight into industry trends, workforce expectations, essential skills, and entry-level opportunities for students pursuing careers in health, science, and patient care. The following minutes are a synthesized summary of the panelists' responses.

Question 1: What emerging trends and technologies do you believe will drive the most change in this industry over the next 3-5 years, and what should teachers and students focus on to stay ahead?

Jessica Valdez: Jessica explained that public health laboratories sit at the center of emerging disease detection, and technology is transforming nearly every aspect of their work. Sequencing has become a critical skill, students entering laboratory pathways will increasingly encounter genomic and molecular biology tools used to identify pathogens and track variants. She emphasized that artificial intelligence and machine learning are now embedded in laboratory imaging and diagnostic workflows. For example, software-driven microscopy can scan slides for parasites or pathogens with high accuracy, reducing the time needed for manual review. Robotics and automated liquid-handling systems are rapidly replacing repetitive benchwork, increasing throughput during high-volume testing such as COVID-19 surges. She also highlighted the growth of environmental and wastewater surveillance, explaining that communities now rely on wastewater testing for early detection of disease trends when individuals are no longer seeking clinical testing. Jessica advised educators to integrate more technology-based skills into their curriculum, including basic coding concepts, data interpretation, and bioinformatics exposure, to prepare students for the hybrid environment of modern laboratory work. She stressed that students should understand the realities of lab culture, where technical precision, safety, and consistency matter as much as scientific curiosity.

Doris Ontiveros: Doris shared that artificial intelligence, automation, and machine learning are rapidly reshaping the pharmacy field. While many fear job loss, she believes new technology will expand technician responsibilities and enhance the quality of patient care. Recent policy changes already allow pharmacy technicians to immunize patients, an opportunity that did not exist before COVID-19. She anticipates a continued evolution toward technicians supporting pharmacists in chronic-disease management, specialty pharmacy coordination, and medication

therapy programs. As central-fill models grow and retail locations shift toward wellness centers, technicians will need stronger communication skills, digital literacy, and adaptability to work alongside AI-enabled systems. Doris encouraged educators to help students build critical-thinking skills, confidence, and strong customer-service habits. She also noted that wearable devices and patient-generated health data will require technicians to explain information and support patient understanding, making soft skills essential.

Tracy Nunez: Tracy described how aging populations, especially the wave of baby boomers living longer, are reshaping home-based care. Demand for caregivers continues to rise, and technology is increasingly used for remote monitoring and accountability. Electronic Visit Verification (EVV) systems now track caregiver check-ins and check-outs, record tasks performed, and ensure quality of care for patients in their homes. She noted that digital charting and remote-monitoring tools are expanding, enabling case managers to follow client status in real time. Although these systems are helpful, Tracy stressed that human connection remains central to successful caregiving. Students should practice professionalism, empathy, patience, and communication, skills that no amount of technology can replace. She encouraged teachers to provide opportunities for students to practice interacting with individuals who may be vulnerable, stressed, or experiencing chronic illness.

John Beld: John acknowledged that AI is influencing physical therapy primarily in the area of documentation. His practice recently implemented an AI-driven charting tool that dramatically reduces paperwork by generating full notes from spoken cues. This allows therapists to spend more time with patients, but it also requires careful accuracy checks due to HIPAA considerations. Despite these innovations, John emphasized that physical therapy remains rooted in human connection, trust, and clinical reasoning. He explained that the most significant “emerging trend” is actually the growing importance of listening to patients and personalizing care. Many conditions, such as fibromyalgia or chronic pain, require therapists to understand the patient’s story, triggers, and emotions, not just physical symptoms. He encouraged educators to expose students to real injury scenarios, biomechanics, and movement analysis, and to develop their observational skills so they can assess patients quickly and safely.

Question 2: How should our Career Technical Education (CTE) pathways adapt to ensure students are well-equipped to meet future demands and changes in this industry?

Jessica Valdez: Jessica recommended blending traditional bench science instruction with data science, laboratory informatics, and exposure to automated systems. She explained that students often imagine laboratory work as hands-on experiments, but the day-to-day environment includes repetitive sample processing, strict safety protocols, and significant interaction with software systems. She encouraged educators to incorporate job-shadowing opportunities, virtual or in-person, to show students the realities of lab work. She also highlighted the value of internships, such as those offered by county public health departments, for helping students determine whether they prefer the clinical or population-health side of laboratory science. Curriculum should include opportunities for students to practice pipetting, interpreting results, maintaining lab notebooks, and understanding quality-control procedures.

Doris Ontiveros: Doris stressed that soft-skill development is more important than ever in pharmacy. She noted that many students lack confidence in basic communication skills such as eye contact, initiating conversations, answering phones, and writing emails. CTE programs should integrate customer-service simulations, group activities, gamified scenarios, and fast-paced triage exercises. She emphasized that students will be expected to multitask, track medication workflows, and interact with patients who have limited understanding of their own health data. Doris also encouraged teachers to expose students to real pharmacy settings through school partnerships, open houses at pharmacy schools, and interactions with practicing pharmacists and technicians. She highlighted that even simple skills, such as properly addressing an envelope, counting money, or interpreting prescription labels, can be incorporated into classroom practice.

Tracy Nunez: Tracy encouraged programs to strengthen community outreach and hands-on exposure. She emphasized that students need practice in professionalism, how to introduce themselves, interact respectfully with clients, and maintain boundaries in home-based settings. Classroom expectations should simulate real-world standards such as punctuality, appearance, reliability, and effective communication. She suggested offering mentorship opportunities where students can observe caregivers or interact with seniors through community-based programs. She also recommended instruction on workplace etiquette, teamwork, and cultural sensitivity, as caregivers often work in intimate environments with diverse families.

John Beld: John encouraged CTE teachers to involve students in real athletic, sports-medicine, or health-related scenarios whenever possible. He explained that understanding injuries comes from seeing how they happen, on sports fields, in training rooms, or during daily activities. Programs should incorporate opportunities for students to observe movement patterns, discuss injury mechanisms, and practice special tests that therapists use for evaluation. He also recommended collaboration between sports medicine, anatomy/physiology, and physical therapy pathways to ensure students develop foundational understanding of biomechanics. Most importantly, John emphasized teaching students to listen to patient descriptions and interpret them in context, a skill that is often overlooked in classroom settings.

Question 3: What essential skills, educational qualifications, and certifications are currently required to gain employment in your industry, and how might these requirements change in the near future?

Jessica Valdez: Jessica explained that most public health laboratory positions require a bachelor's degree in microbiology or a closely related field. However, there are entry-level roles, such as laboratory assistant or technician, that allow students to gain experience while taking community-college coursework in biology. She emphasized that California requires certification for Public Health Microbiologists, but most other states do not, giving students alternative pathways if they relocate. Phlebotomy certification (3–6 months) or a Medical Laboratory Assistant (MLA) certificate (6–12 months) offer strong entry points into the field. Jessica stressed that students should highlight any volunteer experience, research projects, or CTE

coursework on their résumé, as hiring managers look for commitment beyond required classes. Laboratory work requires attention to detail, safety adherence, data accuracy, and the ability to follow complex procedures.

Doris Ontiveros: Doris shared that pharmacy technicians in California must be licensed through either an approved training program or a national certification exam. She anticipates the future introduction of an advanced Pharmacy Technician role, potentially requiring an associate degree or stacked credentials such as Community Health Worker certification. She noted that technicians must handle medications accurately and ethically, mistakes can have severe consequences, so critical thinking, responsibility, and patient-centered care skills are essential. Doris encouraged educators to emphasize medication safety, environmental awareness, and the ability to manage simultaneous tasks. She also stressed the importance of résumé development and teaching students how to articulate their skills through keywords used in hiring systems.

Tracy Nunez: Tracy explained that entry-level caregivers must have CPR and First Aid certification and must pass background checks. Additional credentials, such as CNA or Home Health Aide certification, make applicants more competitive and signal genuine interest in healthcare. She emphasized that while certifications help, employers also heavily value empathy, reliability, and emotional maturity. Tracy noted that having prior caregiving experience, either through volunteering, babysitting, or school-based programs, can significantly strengthen a student's résumé. She added that this field offers immediate employment and rapid advancement for students who demonstrate strong interpersonal skills and a passion for helping others.

John Beld: John shared that physical therapists must earn a doctoral degree and pass national and state examinations, but his clinics also employ several entry-level roles that require only a high school diploma. Positions such as Patient Service Specialists and Physical Therapy Technicians allow students to work alongside therapists, manage equipment, and support patient care. Certifications such as personal training or basic anatomy coursework make applicants stand out. John recommended that CTE programs guide students toward becoming Physical Therapy Assistants, an associate-degree role that performs many therapy duties without needing a doctorate. He emphasized the value of communication, documentation accuracy, and a strong understanding of movement science.

Question 4: What are a few occupations within the industry that do not require advanced degrees yet offer a living wage? Additionally, what advice would you give to a recent high school graduate that would help them gain employment in your industry?

Jessica Valdez: Jessica explained that Laboratory Assistants, Medical Laboratory Technicians, and Phlebotomists provide strong wages without requiring a bachelor's degree. Students can earn certificates within months and begin working while continuing their education. She noted

that competition for entry-level positions is high, her lab recently had 155 applicants for three openings, so résumés must reflect volunteer work, shadowing experiences, or CTE pathway accomplishments. She advised students to take initiative, seek internships, and demonstrate curiosity by asking questions during job shadowing or interviews.

Doris Ontiveros: Doris identified Pharmacy Clerk, Pharmacy Technician, Courier, and Medication Coordinator roles as viable options that do not require advanced degrees. She emphasized networking as the most effective way to gain employment, students should attend open houses, career fairs, and community events where pharmacy organizations recruit. Doris highlighted that pharmacy provides a strong foundation for many healthcare careers because medication knowledge is relevant in nearly every field. Her advice to graduates: maintain professionalism, show genuine interest in learning, and treat every experience as preparation for long-term career growth.

Tracy Nunez: Tracy explained that caregiving, home health aide roles, and psychiatric technician programs offer immediate employment and strong wages without requiring extensive schooling. She recommended that students consider psychiatric technician programs at local community colleges, which are one-year programs that lead to stable careers in hospitals, state facilities, and behavioral-health settings. Tracy encouraged students to focus on reliability, punctuality, and compassion, qualities that employers value above all. Her advice: “Start somewhere. Use the first job as a stepping-stone, gain experience, and build confidence.”

John Beld: John described how Physical Therapy Technicians and Patient Service Specialists can earn competitive wages without advanced degrees. These roles allow students to gain hands-on experience in clinics, observe injury treatment, and develop communication and teamwork skills. He advised students to pursue personal training certifications or volunteer hours in athletic settings, as these experiences improve employability and provide foundational knowledge for therapy professions. His key advice: be proactive, ask for shadowing opportunities, and be willing to learn every aspect of clinic operations.

Audience Questions

Audience Question 1: *Are AI-driven documentation systems creating HIPAA concerns?*

John Beld: Explained that his physical therapy practice uses a closed, proprietary AI documentation system developed specifically for their company. No breaches have occurred, but he acknowledged that data security is a constant concern and that therapists must review and edit AI-generated notes carefully.

Doris Ontiveros: Added that major electronic health record systems, such as EPIC, are now incorporating AI-enabled scribe tools. Patients must consent to the use of AI-assisted note-taking. She noted that although data breaches are always possible, healthcare organizations are legally required to notify patients if a security event occurs.

Audience Question 2: *How can students with limited work experience stand out when applying for entry-level healthcare jobs?*

Jessica Valdez: Shared that HR departments filter applications using keywords, such as biology coursework, lab experience, or healthcare terminology, before hiring managers even see them. Students must include volunteer work, shadowing, or CTE pathway activities to show initiative.

Doris Ontiveros: Reinforced that applicant-tracking systems rely heavily on keywords. She advised teachers to help students translate their experiences, including informal or volunteer experiences, into résumé language that matches industry terminology. Both panelists emphasized that students must list all relevant experiences, even if not tied to paid employment.

Audience Question 3: *Would experience with motion-capture technology help students entering physical therapy?*

John Beld: Responded that motion-capture skills absolutely strengthen a student's preparation for PT and sports medicine fields. Movement analysis is central to physical therapy, and motion-capture tools support more accurate assessment. He added that his clinic welcomes student observers and that shadowing hours are often required for PT program applications.

Audience Question 4: *What tasks can high school students perform in a non-medical home-care setting?*

Tracy Nunez: Clarified that non-medical home care allows students to support clients through companionship, light housekeeping, meal preparation, safety monitoring, and general assistance. However, students cannot administer medications or perform medical procedures.

Audience Question 4: *What networking organizations or community groups should teachers and students engage with to learn more about healthcare careers?*

John Beld: Recommended the California Physical Therapy Board and the APTA Combined Sections Meeting as strong networking opportunities for students and teachers.

Doris Ontiveros: Suggested pharmacy-focused organizations such as the California Society of Health-System Pharmacists and the California Pharmacists Association.

Jessica Valdez: Highlighted the County Department of Public Health's Workforce Development Program and the SPARK internship program as valuable pathways for high school student exposure.

Cross-Panel Key Takeaways

These are the themes that appeared consistently across the full four questions AND the audience Q&A.

1. Soft Skills and Communication Are Essential Across All Roles

Panelists consistently emphasized that communication, empathy, active listening, and professionalism are critical across every sector of Health Science and Medical Technology. Employers highlighted that students who can communicate clearly, demonstrate maturity, and show compassion are better prepared for real-world patient interactions and team-based environments.

2. Technology and Automation Continue to Transform Health Careers

Across laboratory science, pharmacy, physical therapy, and home care, panelists noted rapid expansion of AI documentation tools, automated systems, electronic visit verification, and data-driven diagnostic technologies. Students will need digital literacy, comfort with new software platforms, and the ability to adapt to continuously evolving tools.

3. Real-World Exposure Strengthens Student Readiness

Panelists emphasized that high-quality learning experiences, such as site visits, internships, job shadowing, and hands-on simulations, help students understand workplace expectations, build confidence, and make informed career decisions. Early exposure also helps students visualize day-to-day workflows and the pace of healthcare environments.

4. Entry-Level Healthcare Pathways Offer Immediate Access to Employment

The panel highlighted strong demand for roles such as phlebotomists, pharmacy clerks, laboratory assistants, home care aides, and physical therapy technicians. These positions provide students with structured entry points into the medical field without requiring advanced degrees and often serve as gateways to long-term career growth.

5. CTE Programs Must Integrate Technical Knowledge with Safety, Ethics, and Workforce Expectations

Panelists stressed that students must understand safety protocols, compliance requirements, ethical considerations, and the importance of accuracy when working in health-related roles. Educators should blend technical skills with expectations around documentation, infection control, time management, accountability, and teamwork.

Cross-Panel Action Items

These action items synthesize the most actionable guidance from the full advisory. These are the steps teachers can embed into coursework, lesson plans, or pathway design.

1. Increase Work-Based Learning Opportunities

- Expand job shadowing, site visits, and clinic, pharmacy, and laboratory tours.
- Build partnerships with local employers for internships, micro-internships, and short-term rotations.
- Invite industry professionals to visit classrooms and demonstrate real-world workflows.

2. Integrate Soft-Skill Development Across the Curriculum

- Practice communication skills, including professional introductions, phone/email etiquette, and active listening.
- Use role-plays, teamwork structures, and patient/client communication scenarios.
- Reinforce reliability, punctuality, and professionalism through daily classroom routines.

3. Incorporate Technology-Focused Learning

- Introduce students to lab informatics, AI-assisted documentation tools, and electronic visit verification systems.
- Provide opportunities to analyze basic data sets or practice entry-level coding concepts related to healthcare workflows.
- Use simulations or demonstrations that show how robotics, automation, and digital tools support modern medical environments.

4. Strengthen Credential and Certification Pathways

- Prepare students for CPR/First Aid, ServSafe, phlebotomy, Medical Laboratory Assistant, Pharmacy Technician, Community Health Worker, and other stackable credentials.
- Embed certification-aligned content into course modules to reinforce safety, compliance, and procedural accuracy.
- Partner with adult schools, community colleges, and local employers to increase access to credentialing opportunities.

5. Create Simulation-Based, Realistic Healthcare Scenarios

- Use triage simulations, multitasking challenges, and patient-care scenarios that mirror real workplace demands.
- Provide hands-on practice with time-sensitive tasks, communication under pressure, and adherence to safety protocols.
- Incorporate cross-functional teamwork exercises to help students understand the interconnected nature of healthcare roles.

Panelist Key Takeaways and Action Items

These key takeaways and action item lists highlight each respondent's insights, concerns, and suggested actions to address industry trends and to prepare students for the evolving landscape within their respective industries.

Jessica Valdez, Laboratory Director, San Bernardino County Department of Public Health

Key Takeaways:

- Sequencing, automation, and AI-assisted diagnostics are redefining laboratory workflows.
- Entry-level lab roles require precision, safety, and strong attention to detail.
- Volunteer experience and CTE pathway involvement strengthen competitiveness for lab roles.

Action Items:

- Integrate molecular biology simulations and data-interpretation exercises into curriculum.
- Partner with county labs for job shadowing or SPARK internships.
- Teach students how to document, communicate, and follow lab protocols accurately.

Doris Ontiveros, Pharmacy Technology Program Director, San Bernardino Valley College

Key Takeaways:

- AI and automation are expanding technician responsibilities rather than replacing jobs.
- Soft skills, customer service, and communication are critical for patient-facing pharmacy roles.
- Stacked credentials such as Community Health Worker certifications will grow in importance.

Action Items:

- Incorporate pharmacy workflow simulations and communication role plays into lessons.
- Teach résumé writing with industry-specific keywords to navigate hiring systems.
- Facilitate connections with pharmacy school open houses and professional associations.

Tracy Nunez, Owner, Compassionate Angels Home Care

Key Takeaways:

- Demand for caregivers is growing rapidly due to aging populations.
- EVV systems and digital charting require students to be technologically literate.
- Employers look for maturity, empathy, and reliability above all else.

Action Items:

- Simulate home-care scenarios in the classroom, emphasizing professionalism.
- Expose students to caregiving or senior-center volunteer opportunities.
- Teach cultural sensitivity, communication, and safety basics.

John Beld, Physical Therapist, Select Medical Physical Therapy
Key Takeaways:

- AI is transforming documentation, but clinical reasoning and empathy remain core to PT.
- Students benefit from hands-on exposure to sports, injuries, and biomechanics.
- Entry-level PT tech roles offer strong starting points without advanced degrees.

Action Items:

- Integrate injury-analysis, movement-observation, and anatomy labs into coursework.
- Encourage students to pursue personal-training certifications or volunteer hours.
- Build partnerships with clinics willing to host shadowing students.

Labor Market Information

The following labor market information was sourced from https://www.onetonline.org/ on December 2, 2025.

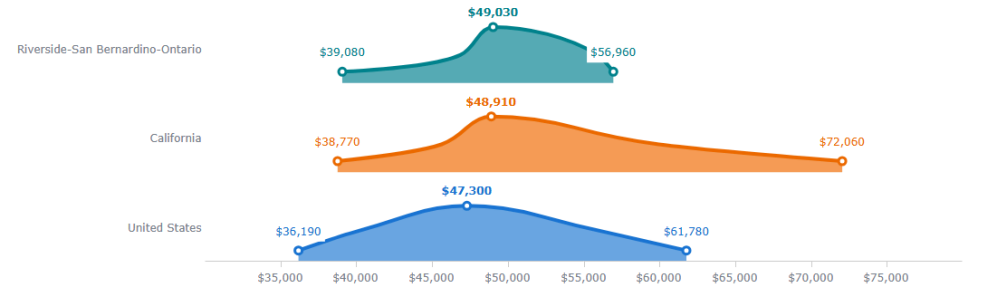
Local Wages

31-9091.00 - Dental Assistants Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$49,030**.
- 10% of workers earn **$39,080 or less**.
- 10% of workers earn **$56,960 or more**.

In California:

- Workers on average earn **$48,910**.
- 10% of workers earn **$38,770 or less**.
- 10% of workers earn **$72,060 or more**.

In the United States:

- Workers on average earn **$47,300**.
- 10% of workers earn **$36,190 or less**.
- 10% of workers earn **$61,780 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

31-9091.00 - Dental Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	56,900 employees
Projected employment (2032)	65,200 employees
Projected growth (2022-2032)	15%
Projected annual job openings (2022-2032)	9,190

In the United States:

Employment (2024)	381,900 employees
Projected employment (2034)	406,300 employees
Projected growth (2024-2034)	6% Faster than average
Projected annual job openings (2024-2034)	52,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

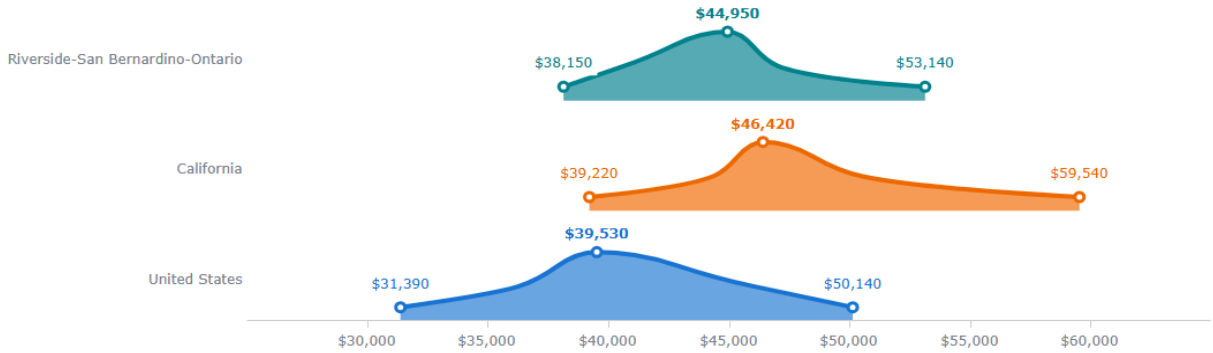
Local Wages

31-1131.00 - Nursing Assistants Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$44,950**.
- 10% of workers earn **$38,150 or less**.
- 10% of workers earn **$53,140 or more**.

In California:

- Workers on average earn **$46,420**.
- 10% of workers earn **$39,220 or less**.
- 10% of workers earn **$59,540 or more**.

In the United States:

- Workers on average earn **$39,530**.
- 10% of workers earn **$31,390 or less**.
- 10% of workers earn **$50,140 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

31-1131.00 - Nursing Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	104,800 employees
Projected employment (2032)	119,800 employees
Projected growth (2022-2032)	14%
Projected annual job openings (2022-2032)	17,390

In the United States:

Employment (2024)	1,441,500 employees
Projected employment (2034)	1,474,000 employees
Projected growth (2024-2034)	2% Slower than average
Projected annual job openings (2024-2034)	204,100

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

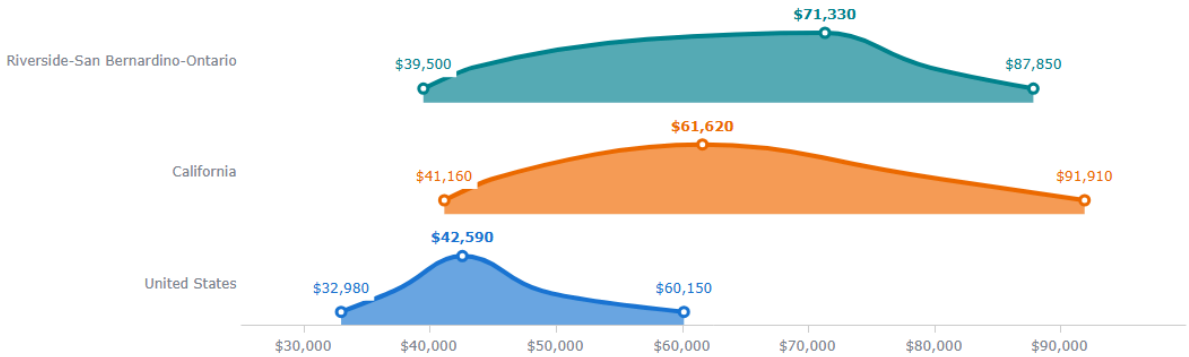
Local Wages

29-2053.00 - Psychiatric Technicians Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$71,330**.
- 10% of workers earn **$39,500 or less**.
- 10% of workers earn **$87,850 or more**.

In California:

- Workers on average earn **$61,620**.
- 10% of workers earn **$41,160 or less**.
- 10% of workers earn **$91,910 or more**.

In the United States:

- Workers on average earn **$42,590**.
- 10% of workers earn **$32,980 or less**.
- 10% of workers earn **$60,150 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

29-2053.00 - Psychiatric Technicians Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	9,600 employees
Projected employment (2032)	10,400 employees
Projected growth (2022-2032)	8%
Projected annual job openings (2022-2032)	890

In the United States:

Employment (2024)	144,500 employees
Projected employment (2034)	173,300 employees
Projected growth (2024-2034)	20% Much faster than average
Projected annual job openings (2024-2034)	15,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

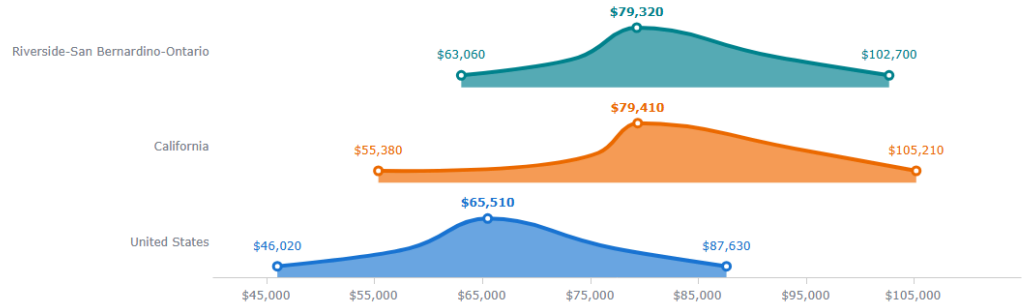
Local Wages

31-2021.00 - Physical Therapist Assistants Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$79,320**.
- 10% of workers earn **$63,060 or less**.
- 10% of workers earn **$102,700 or more**.

In California:

- Workers on average earn **$79,410**.
- 10% of workers earn **$55,380 or less**.
- 10% of workers earn **$105,210 or more**.

In the United States:

- Workers on average earn **$65,510**.
- 10% of workers earn **$46,020 or less**.
- 10% of workers earn **$87,630 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

31-2021.00 - Physical Therapist Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	7,900 employees
Projected employment (2032)	11,200 employees
Projected growth (2022-2032)	42%
Projected annual job openings (2022-2032)	1,620

In the United States:

Employment (2024)	111,500 employees
Projected employment (2034)	136,000 employees
Projected growth (2024-2034)	22% Much faster than average
Projected annual job openings (2024-2034)	19,800

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

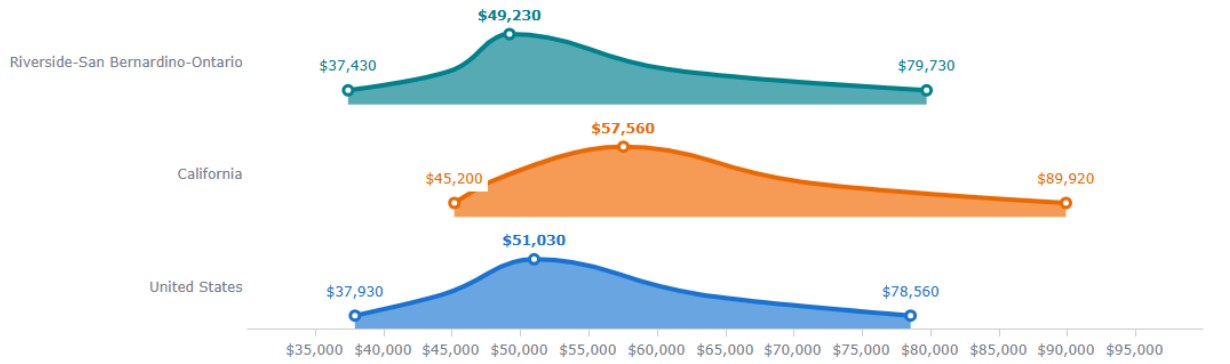
Local Wages

21-1094.00 - Community Health Workers Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$49,230**.
- 10% of workers earn **$37,430 or less**.
- 10% of workers earn **$79,730 or more**.

In California:

- Workers on average earn **$57,560**.
- 10% of workers earn **$45,200 or less**.
- 10% of workers earn **$89,920 or more**.

In the United States:

- Workers on average earn **$51,030**.
- 10% of workers earn **$37,930 or less**.
- 10% of workers earn **$78,560 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

21-1094.00 - Community Health Workers Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	8,600 employees
Projected employment (2032)	10,300 employees
Projected growth (2022-2032)	20%
Projected annual job openings (2022-2032)	1,100

In the United States:

Employment (2024)	65,100 employees
Projected employment (2034)	72,500 employees
Projected growth (2024-2034)	11% Much faster than average
Projected annual job openings (2024-2034)	7,800

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

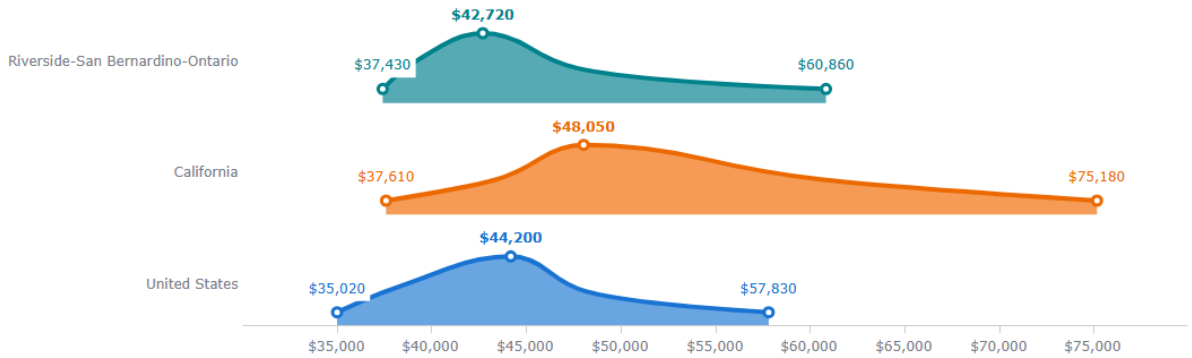
Local Wages

31-9092.00 - Medical Assistants Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$42,720**.
- 10% of workers earn **$37,430 or less**.
- 10% of workers earn **$60,860 or more**.

In California:

- Workers on average earn **$48,050**.
- 10% of workers earn **$37,610 or less**.
- 10% of workers earn **$75,180 or more**.

In the United States:

- Workers on average earn **$44,200**.
- 10% of workers earn **$35,020 or less**.
- 10% of workers earn **$57,830 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

31-9092.00 - Medical Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	108,000 employees
Projected employment (2032)	135,700 employees
Projected growth (2022-2032)	26%
Projected annual job openings (2022-2032)	18,280

In the United States:

Employment (2024)	811,000 employees
Projected employment (2034)	912,200 employees
Projected growth (2024-2034)	13% Much faster than average
Projected annual job openings (2024-2034)	112,300

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

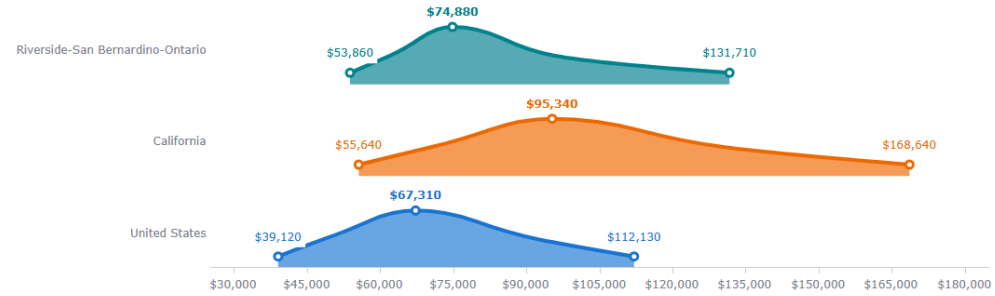
Local Wages

29-9021.00 - Health Information Technologists and Medical Registrars Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$74,880**.
- 10% of workers earn **$53,860 or less**.
- 10% of workers earn **$131,710 or more**.

In California:

- Workers on average earn **$95,340**.
- 10% of workers earn **$55,640 or less**.
- 10% of workers earn **$168,640 or more**.

In the United States:

- Workers on average earn **$67,310**.
- 10% of workers earn **$39,120 or less**.
- 10% of workers earn **$112,130 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

29-9021.00 - Health Information Technologists and Medical Registrars Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	2,900 employees
Projected employment (2032)	3,500 employees
Projected growth (2022-2032)	21%
Projected annual job openings (2022-2032)	250

In the United States:

Employment (2024)	41,900 employees
Projected employment (2034)	48,100 employees
Projected growth (2024-2034)	■■■■ 15% Much faster than average
Projected annual job openings (2024-2034)	3,200

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.