Health Science and Medical Technology

Date: 10/10/2024
Time: 9:00 - 11:00
Location: Dorothy Inghram Learning Center
Hosted by: SBCROP
Facilitator: Deidra Puentes, SBCROP Curriculum Specialist
Advisory Documents: https://bit.ly/HSMT_AdvDocs24-25

Advisors:

Andrew Goldfrach, Chief Executive Officer, Arrowhead Regional Medical Center
Dan Jenkins, DDS, Dentist, Tri-County Dental Society
Diana Gonzalez, Community Behavioral Health Clinician, Inland Empire Health Plan
Donna Panganiban, Public Health Dietitian, San Bernardino County Department of Public Health
Doris Ontiveros, Instructor, Pharmacy Technology Program, San Bernardino Valley College
Maha Issa-Koteira, Pediatric Clinic Director, RN, BSN, Loma Linda University Health Care
Rocio Partida, Licensed Vocational Nurse, Kaiser Permanente

K12 Educational Participants:

Annette Billups, San Bernardino City Unified School District, Dental Pathway Lead
Ashley Uraine, Colton-Redlands-Yucaipa ROP, Medical Assistant - Clinical Teacher
Brian Leidner, Rim of the World Unified School District, CTE Healthcare and Emergency Services
Brittany Guillory, Cajon High School, CTE Health Science Teacher
Cindy Ledesma, Colton-Redlands-Yucaipa ROP, Sports Medicine Teacher
David Aman, Colton-Redlands-Yucaipa ROP, K12 Pathway Coordinator
Dawna Hughes, Colton-Redlands-Yucaipa ROP, Community Health & Medical Services Teacher
Debra Tivey, San Andreas High School, First Responder Instructor
Doris Hernandez, Colton Joint Unified School District, Work Based Learning Technician
Elisa Cruz, San Bernardino City Unified School District, CTE Placement Specialist
E. Resmi Kackery, San Bernardino City USD, Linked Learning College & Career Program Specialist
Evelia Terriquez, Colton Joint Unified School District, Work Based Learning Technician
Gricelda Pena, San Bernardino City Unified School District, Science and CTE teacher
Helen Gonzalez, San Bernardino City Unified School District, CTE teacher
Jimmy Rey Gonzales, San Bernardino City USD, CTE Sports Medicine Teacher
Juanita Diaz, Fontana Unified School District, Medical Assistant Teacher
Julie Christine, Riverside Unified School District, Sports Medicine and Injury Management Instructor
Laura Smith, San Bernardino City Unified School District, Program Specialist
Laura Sysavath, Dietetic Intern, California State Polytechnic University-Pomona
Marcia Zaroff-Hernandez, Colton-Redlands-Yucaipa ROP, Medical Teacher
Marlia Belote, San Bernardino City Unified School District, Teacher
Megan Kelley, Colton-Redlands-Yucaipa ROP, Sports Medicine Teacher
Michael Yu, San Bernardino City Unified School District, College and Career Teacher
Nathan Vincent, Real Journey Academies, Externship Program Coordinator
Pat Manning, Colton-Redlands-Yucaipa ROP, Medical Assistant - Clinical Teacher
Phirun Son, San Bernardino City Unified School District, Sports Medicine Lead

Rebecca Huff, San Bernardino City Unified School District, Linked Learning Program Specialist
Roberta Figueroa, San Bernardino City USD, Linked Learning Program Specialist
Rosa Aguilar, Fontana Unified School District, Medical Core and Health Services Academy
Sarah True, Morongo Unified School District, CTE Pharmacy Technician Teacher
Susana DeLaPortilla, Colton-Redlands-Yucaipa ROP, Medical Assistant - Clinical Teacher

Minutes:

A panel of seven industry professionals representing a wide range of positions within the Health Science and Medical Technology Industry Sector participated by answering the following questions.

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?

Andrew Goldfrach foresees AI as a transformative force in healthcare, particularly with the shift to value-based payments. He emphasizes the need for teachers and students to focus on technology and innovative approaches, as traditional care delivery methods are rapidly evolving. For example, technology allows ambient audio recordings during patient conversations to automatically generate notes in electronic health records (EHRs), improving workflow.

Dan Jenkins highlights the increasing role of AI and robotics in dental procedures, such as using AI for diagnostic imaging and robotics for surgeries. However, the final diagnosis still requires human judgment, as there's some hesitation about fully trusting AI. He advises students to stay updated on these technologies, as they are revolutionizing how dental care is provided.

Diana Gonzalez points out that mental health services increasingly rely on digital tools to manage growing demand, particularly for crisis intervention. There are plans to develop an electronic database allowing schools to submit student referrals directly to the managed care plan, streamlining access to therapy, doctor changes, and social services. She encourages a focus on skills related to technology and mental health and community outreach to address the shortage of behavioral health professionals.

Donna Panganiban notes the growing health issues among children, like high cholesterol, due to lifestyle and systemic factors. She stresses the importance of educating students on the role of nutrition and community health initiatives to counteract these trends. I encourage teachers to introduce basic nutrition and health concepts in their classrooms, addressing issues like sedentary behavior, stress, and mental health.

Doris Ontiveros observes that pharmacies are becoming wellness centers where technicians perform more clinical tasks, such as administering vaccines. This expansion of services helps alleviate the strain on doctors' offices and clinics, making retail pharmacies the first stop for many patients. As a result, pharmacy education must adapt to teach students technical skills like point-of-care testing and crucial soft skills such as reliability and accountability. These traits are increasingly important in the healthcare field, and their development begins in the classroom, where consistency and dependability are essential for future success in the workforce.

Maha Issa-Koteira sees AI and data technology as beneficial, but she emphasizes that maintaining a human touch is essential, especially in pediatrics. She suggests that educators prioritize training in both technology and interpersonal skills to prepare students for this balance. Additionally, there's a need for more education on preventive measures, like handwashing and general hygiene, since many children don't receive this knowledge at home. Incorporating this into the school curriculum or daily routine could help ensure that children are better informed and that the human element remains a cornerstone of healthcare.

Rocio Partida advocates for hands-on experience with technology systems, as they are integral to modern healthcare practices. She stresses that while traditional training covers tasks like blood pressure checks, students often struggle when they enter the workforce without familiarity with the necessary systems. By introducing them to these systems in advance, students will gain confidence and develop a better understanding of how technology can support their work. She recommends that educators provide opportunities for students to develop both technological proficiency and essential soft skills, such as communication and leadership, to stay competitive.

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?

Andrew Goldfrach suggests that CTE programs align with local healthcare organizations' missions and values to create seamless pathways for students into the workforce. He emphasizes the importance of building partnerships and formal agreements that offer students practical experiences, like externships and internships, making them more competitive.

Andrew states that when teaching students, it's important to help them understand the different visions of various organizations, such as forward-thinking, faith-based, public, or private institutions. Educators should guide students in exploring their passions and determining how those align with an organization's goals. The key is teaching students to create that connection between their values and their workplace, as most people change jobs multiple times. The constant should be finding a role that aligns with their passion so they leave work feeling fulfilled rather than just clocking in and out. This alignment is essential for long-term satisfaction and success.

Dan Jenkins recommends focusing on clinical and essential soft skills needed in dentistry, like adaptability and communication. For example, dental lab technicians are responsible for creating crowns and bridges but typically work behind the scenes without much patient interaction. Though traditionally hands-on, this role increasingly incorporates computer technology, with technicians using machines to craft precise dental appliances, which may still require some artistic finishing to ensure color and fit. He notes that introducing students to various roles, such as dental assistants and hygienists, can help them understand different pathways in dentistry and prepare for diverse career opportunities.

Diana Gonzalez emphasizes building resilience and self-awareness among students, as many will work with clients facing significant hardships. She believes it is imperative to recognize the mind-body connection as healthcare professionals must consider the whole person; building relationships and understanding the complete picture is the foundation for effective care. She believes CTE programs should incorporate personal development and mental health training to better prepare students for the emotional challenges of healthcare work.

Diana also mentions micro-internships as another option for students. Recently, HP hosted a school group in mental health for a tour of our facility, allowing students to explore different healthcare disciplines and spark interest in the industry. This provided valuable exposure to various professions within their scope. Permissions were secured since the students were minors, making it a feasible opportunity for promoting healthcare careers.

Donna Panganiban advocates for instilling a sense of community service and empathy in students. In the field of dietetics, becoming a dietitian now requires a master's degree, so it's important to encourage students to pursue academic excellence. Many healthcare fields demand higher degrees, but scholarships are available, often through community service and involvement. She suggests that CTE pathways should include opportunities for students to volunteer and engage in service-learning projects that encourage them to think beyond themselves and connect with the communities they will serve.

Doris Ontiveros believes CTE programs should incorporate hands-on learning and real-world scenarios, even if resources are limited. Curricula should be more patient-centered by having students

reflect on how they want to be treated as patients. She advises utilizing technology like ChatGPT to simulate patient interactions and create engaging learning activities that help students develop practical skills.

Maha Issa-Koteira states that in nursing, education can be pursued in steps, allowing individuals to start small, such as with a medical assistant role, and advance to higher degrees if they choose. This flexibility is valuable for those unsure about a long-term commitment to the field. She also highlights the importance of critical thinking and flexibility, often lacking in healthcare training. She suggests that CTE pathways should focus on making the course more engaging and meaningful beyond just earning a living and encouraging students to think creatively and adapt to diverse patient needs beyond rigid protocols.

Rocio Partida stresses the value of early exposure to healthcare environments through summer programs and internships such as those at Kaiser and Loma Linda. She recommends that students explore various healthcare roles to determine their interests, which will help them make more informed decisions about their future careers.

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?

Andrew Goldfrach explains that most roles now require advanced education, licensure, or certification, even for entry-level positions. Some jobs are available right out of high school but often require quick certification, such as ServeSafe for food service or technical certifications for roles like boiler plant operators. This trend raises industry standards, ensuring a more skilled workforce. Even in healthcare administration, where a master's degree and board certifications are becoming common, the emphasis is on expanding skills and adapting to the evolving demands of the field.

Dan Jenkins shares that careers in dentistry vary widely. Dentists need a college degree and four years of dental school, though some accelerated programs allow earlier entry. Specializations like oral surgery can require an additional five years, with some earning an MD alongside their dental degree. Dental hygienists usually complete a two-year program and can pursue an associate or bachelor's degree, with more opportunities available for those with a bachelor's. Dental assistants need certifications for tasks like radiology, while dental lab technicians often learn on the job. High school students can explore dentistry through job shadowing or volunteering at dental offices. Office managers typically receive on-the-job training from dentists.

Diana Gonzalez encourages students to practice scenarios with peers to prepare for real-world situations. While a master's degree is often needed for clinical roles, there are many opportunities in behavioral health at the bachelor's level and entry-level positions like community health workers. Some departments offer certification training for community health workers that can be completed in a few weeks. Healthcare offers many pathways, and starting in entry-level roles can lead to leadership positions, as many executives began their careers this way.

Donna Panganiban explains that to become a dietitian, you need a bachelor's degree and completion of a dietetic program. Previously, after earning the degree, students would apply for a one-year, often unpaid internship at universities or hospitals, though some, like the VA, offer paid internships. Many programs combine a master's degree with an internship, allowing students to complete both in a coordinated pathway, which is the current route to becoming a dietitian.

Doris Ontiveros points out that in California, pharmacy technicians need a high school diploma and must complete a recognized training program. Still, no board exam is required—just a license application. Advanced certifications in hospital settings or for administering immunizations may require a BLS CPR card. While it's a great entry into healthcare, being a pharmacy technician is often a stepping stone to careers like doctor, dentist, or pharmacist. The technical and communication skills gained are valuable for future career goals, with the certificate being just the first step toward larger aspirations.

Maha Issa-Koteira highlights that nursing offers multiple pathways, including becoming an RN, LVN, or pursuing a BSN, which many hospitals require for magnet status. However, there is a shortage of both nursing schools and nurses, making it crucial to make nursing exciting and accessible for younger generations while offering clear advancement opportunities. Though nurses are hired well, we often fail to support their career growth, leading to dissatisfaction and turnover. It's essential to highlight the wide

range of nursing fields—like IT, case management, and administration—and provide clear pathways for leadership development to help nurses grow within the profession.

Rocio Partida states that LVNs and CNAs require specific licensures and certifications. To become an LVN, you need a high school diploma and must pass the NCLEX licensure exam. The NCLEX has recently shifted from mostly multiple-choice questions to more case studies, focusing on applying knowledge in real-life scenarios. This trend is expected to continue, emphasizing practical, scenario-based learning over purely theoretical knowledge.

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?

Andrew Goldfrach highlights that many hospital positions start at the entry level, allowing individuals to begin without advanced degrees, though advancing typically requires a higher education. Hospitals offer various roles, from human resources to food services and security, all equally important and providing multiple pathways. Once inside, employees can explore different opportunities. For high school students, shadowing professionals and getting involved early is key. Many hospitals offer volunteer programs and internships in areas like surgery or community care, giving students valuable exposure and experience.

A key tip for resumes is to tailor each to the job description, especially as many organizations use AI to scan resumes before human review. Encourage students to match their resume language with the job posting's keywords to increase their chances of passing through the system. Avoid using a generic resume for every application. For example, instead of just listing "emergency medical technician," include specific terms like "5+ years experience as an EMT." Customizing resumes for each job greatly improves their chances of being noticed.

Dan Jenkins points to roles like dental assistants and office managers, which do not require advanced degrees and can provide good wages. It can be overwhelming for high school students to decide their future at 18, so guiding them thoughtfully is crucial. Healthcare can be a fulfilling path for those interested in helping others. A personal example is a four-year-old patient who, after several trust-building visits, overcame their fear of the dentist—demonstrating how rewarding it can be to make a meaningful impact on people's lives.

Diana Gonzalez explains that for entry-level community-based roles, individuals often work in the areas they grew up in, addressing local challenges. One such role is community health work, which doesn't require extensive certification, though further certifications like Mental Health First Aid can enhance qualifications. Students should also understand the mission of the organizations they apply to, as aligning with a mission like "healing and inspiring the human spirit" can be a strong interview talking point. Persistence is key—students should keep applying, even if they fail initially, and explore other opportunities if needed.

Donna Panganiban mentions that for students interested in nutrition, entry-level positions like diet clerks don't require a bachelor's or master's degree. Diet clerks typically need a high school diploma, though an associate degree or exam may be preferred. Community health workers are another option in public health and usually don't require a degree. Programs like Nutrition Wellness Services hire health educators, generally requiring a bachelor's degree but not a master's. While anyone can call themselves a "nutritionist," students should be encouraged to pursue the registered dietitian (RD) path for credibility and better job opportunities, especially in clinical and government roles.

Doris Ontiveros shares that pharmacy clerks are often the first point of contact in a pharmacy, typically handling cashier duties. However, they may take on tasks like couriers in some settings. While most roles in this field require a license, high school students should research jobs they can get with specific certifications or work backward from their ultimate career goals. For example, aspiring doctors

could start as medical scribes or CNAs to gain experience while pursuing college. Tools like Microsoft Copilot and ChatGPT can help students tailor their resumes to job descriptions, and volunteering or shadowing can strengthen their applications.

Maha Issa-Koteira shares that many entry-level healthcare jobs offer decent wages and valuable benefits like health insurance, which young people often overlook. Starting in front desk roles, some employees have even advanced to medical school, with similar opportunities in nursing. Tuition reimbursement programs are also available, though often underemphasized to young job seekers who focus more on immediate pay than long-term benefits like healthcare and retirement. Customer service skills are crucial in healthcare jobs, and employers value examples of effective patient interaction. Candidates should highlight their kindness and communication skills on resumes to stand out while remaining humble in a competitive job market.

Rocio Partida notes that Kaiser Permanente offers several entry-level positions for high school students that don't require advanced degrees, such as call center agents and unit secretaries. Roles like sterile processing technician require a certification after a short course (around six months), while medical assistants also need certification but offer a great introduction to healthcare. Some job titles, like CNAs listed as "mobility techs," may be unfamiliar, so students should use search skills to find the right positions. Kaiser also offers benefits like paid education and medical terminology classes, helping employees further their education while working and exploring healthcare careers with support.

Audience Questions and Comments:

Nathan Vincent, Entrepreneur High School, asked, "How can students pursue internships in non-medical roles within medical facilities, such as marketing, IT, or video production?"

- Andrew Goldfrach stated we're launching an internship program for high school students starting this summer and continuing into the next academic year. While many focus on clinical roles, there are opportunities in areas like marketing and IT supporting hospital operations. Although these non-medical internships aren't as widely known, we are committed to providing access for students interested in exploring these fields. We hope they find these roles engaging, and as new opportunities arise, we'll ensure they have access.

Elizabeth Kackery, SBCUSD, stated that we have received various district and county grants for equipment, training, and certifications. Still, none of these funds can be used for wages or labor costs. How can we incentivize the industry to hire apprentices or interns for part-time or seasonal roles, even if they're not full-time? Our students often seek paid positions, yet businesses hesitate to hire them due to their part-time availability as they juggle school commitments. It seems like industry input is missing from the discussions around grant policies. Is there a way to revise these policies to allow funding for wages so students can gain work-based learning experiences while still meeting their educational requirements?

- Doris Ontiveros stated that employees must be at least 18 years old in pharmacy settings, which poses a challenge since many of our students are just under that age. If we hired younger students, we could face fines during inspections. This is one of the regulatory barriers we encounter, highlighting the need for potential policy changes.
- Andrew Goldfrach stated that policy changes are needed, but beyond age restrictions, the main issue is the financial investment required from organizations. With rising expenses—up 18-20% last year—while revenue only grew by 1%, we have to be strategic about where funds go. Staffing is our largest expense, consuming over 60% of our budget, which is substantial for a billion-dollar operation. For organizations to allocate funds toward internships, they need to see a clear return on investment. This is why our organization must be part of these discussions, as partnerships can help create sustainable pathways that balance costs and benefits.

Key Takeaways and Action Items by Panelist

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

Andrew Goldfrach, Chief Executive Officer, Arrowhead Regional Medical Center

Key Takeaways:

- AI is transforming healthcare, especially with the move to value-based payments, necessitating innovation in care delivery.
- Building partnerships with local healthcare organizations can provide students with practical experience and make them more competitive.

Action Items:

- Focus on preparing students to engage with emerging technologies like AI and predictive tools in healthcare.
- Develop formal agreements with healthcare organizations to create structured externships and internships for students.
- Encourage understanding of how different healthcare organizations (faith-based, public, private) align with personal values for long-term career satisfaction.

Dan Jenkins, DDS, Dentist, Tri-County Dental Society

Key Takeaways:

- AI and robotics are becoming more prevalent in dentistry, especially in diagnostics and surgical procedures.
- Dental roles like assistants and hygienists require soft skills and adaptability, with opportunities for progression through certifications.

Action Items:

- Encourage students to learn about new dental technologies and understand the importance of soft skills in clinical settings.
- Highlight diverse career pathways in dentistry, from entry-level assistants to advanced roles with additional certifications.
- Introduce students to artistic finishing techniques in dental technology, emphasizing the balance between technology and human skills.

Diana Gonzalez, Community Behavioral Health Clinician, Inland Empire Health Plan

Key Takeaways:

- The mental health industry is relying more on digital tools to address the growing demand for services, particularly for crisis intervention.
- Preparing students to handle emotional challenges and building resilience are crucial to their future success in behavioral health roles.
- Micro-internships and facility tours provide valuable exposure for students, promoting interest in healthcare professions.

Action Items:

- Integrate training on resilience and self-awareness in CTE programs to help students navigate emotionally challenging roles.

- Promote mental health certifications like Mental Health First Aid as entry points into behavioral health careers.
- Facilitate micro-internship opportunities for students to explore different healthcare roles.

Donna Panganiban, Public Health Dietitian, San Bernardino County Department of Public Health

Key Takeaways:

- Young children are increasingly facing lifestyle-related health issues, emphasizing the need for community health initiatives.
- Volunteering and community service experiences are essential for students to develop empathy and understand public health challenges.
- Academic excellence is important as many healthcare fields demand advanced degrees.

Action Items:

- Include service-learning opportunities in CTE programs to instill a sense of community service and empathy in students.
- Encourage students to explore volunteer opportunities to gain real-world experience in public health settings.
- Provide information on scholarships and financial support available through community service involvement.

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

Key Takeaways:

- Pharmacies are evolving into wellness centers where technicians take on more clinical responsibilities.
- Practical, hands-on learning, including the use of technology like ChatGPT, is vital for preparing students in pharmacy roles.
- Retail pharmacies are becoming the first stop for many patients, emphasizing the role of pharmacy technicians in patient care.

Action Items:

- Focus on developing soft skills like reliability and adaptability in students as they prepare for pharmacy careers.
- Utilize technology to simulate real-world scenarios that provide students with essential hands-on experience.

Maha Issa-Koteira, Pediatric Clinic Director, RN, BSN, Loma Linda University Health Care

Key Takeaways:

- AI is helpful in healthcare but maintaining human connections is essential, especially in pediatrics.
- Critical thinking and flexibility are often lacking but crucial skills in nursing and healthcare.

Action Items:

- Foster critical thinking and adaptability in students to prepare them for complex and varied healthcare scenarios.
- Encourage a balanced approach that values both technological proficiency and interpersonal skills.

- Incorporate preventive care education, such as handwashing and hygiene, into curricula to address gaps in student knowledge.

Rocio Partida, Licensed Vocational Nurse, Kaiser Permanente

Key Takeaways:

- Familiarity with healthcare technology systems is increasingly important for students entering the field.
- Internships and hands-on experiences are valuable for students to explore various healthcare roles and determine their interests.
- Early exposure to healthcare settings helps students make informed career choices.

Action Items:

- Provide students with exposure to healthcare technology systems to build their competency before entering the field.
- Develop internship opportunities that allow students to gain experience across different healthcare roles and settings.
- Encourage early participation in summer programs and internships to explore healthcare careers.

Labor Market Information

The following labor market information was sourced from https://www.onetonline.org/ on October 18, 2024.

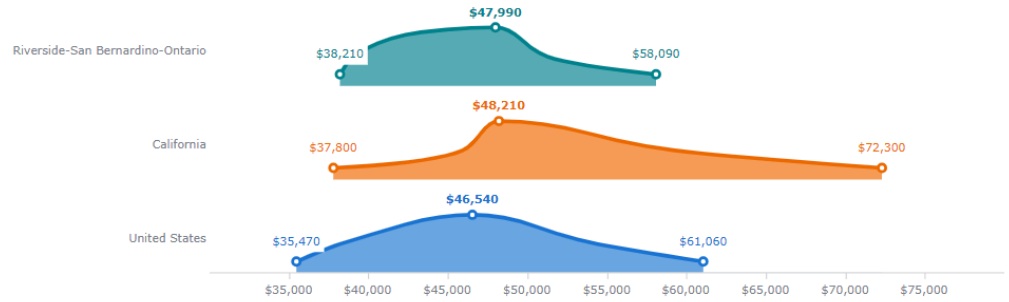
Local Wages

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 **$47,990**.
- 10% of workers earn **$38,210 or less**.
- 10% of workers earn **$58,090 or more**.

In California:

- Workers on average earn **$48,210**.
- 10% of workers earn **$37,800 or less**.
- 10% of workers earn **$72,300 or more**.

In the United States:

- Workers on average earn **$46,540**.
- 10% of workers earn **$35,470 or less**.
- 10% of workers earn **$61,060 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

31-9091.00 - Dental Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	43,200 employees
Projected employment (2030)	52,300 employees
Projected growth (2020-2030)	21%
Projected annual job openings (2020-2030)	6,440

In the United States:

Employment (2023)	376,500 employees
Projected employment (2033)	408,000 employees
Projected growth (2023-2033)	8% Faster than average
Projected annual job openings (2023-2033)	54,900

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.

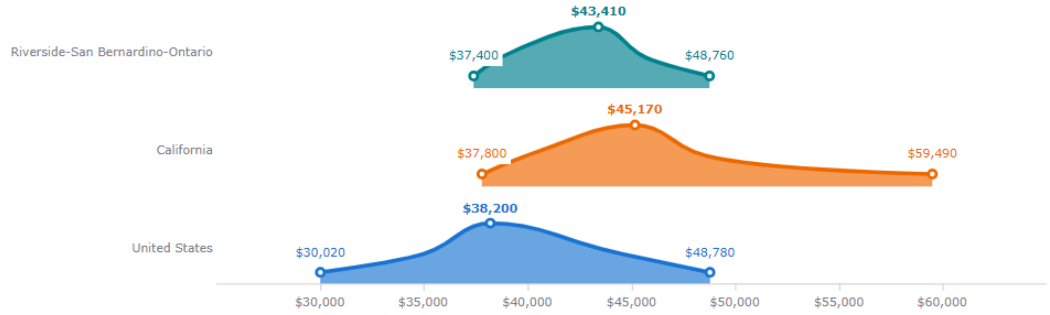
Local Wages

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 **$43,410**.
- 10% of workers earn **$37,400 or less**.
- 10% of workers earn **$48,760 or more**.

In California:

- Workers on average earn **$45,170**.
- 10% of workers earn **$37,800 or less**.
- 10% of workers earn **$59,490 or more**.

In the United States:

- Workers on average earn **$38,200**.
- 10% of workers earn **$30,020 or less**.
- 10% of workers earn **$48,780 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

31-1131.00 - Nursing Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	97,300 employees
Projected employment (2030)	110,000 employees
Projected growth (2020-2030)	13%
Projected annual job openings (2020-2030)	13,780

In the United States:

Employment (2023)	1,419,400 employees
Projected employment (2033)	1,481,800 employees
Projected growth (2023-2033)	4% Average
Projected annual job openings (2023-2033)	208,600

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.

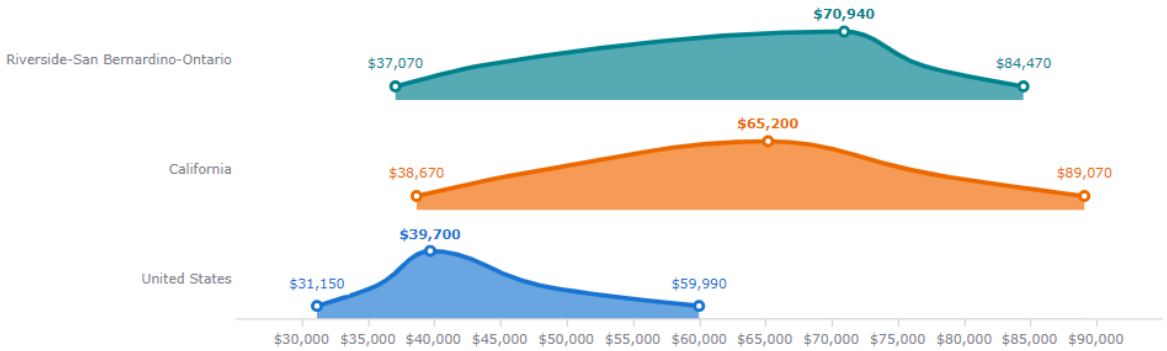
Local Wages

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 **$70,940**.
- 10% of workers earn **$37,070 or less**.
- 10% of workers earn **$84,470 or more**.

In California:

- Workers on average earn **$65,200**.
- 10% of workers earn **$38,670 or less**.
- 10% of workers earn **$89,070 or more**.

In the United States:

- Workers on average earn **$39,700**.
- 10% of workers earn **$31,150 or less**.
- 10% of workers earn **$59,990 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

29-2053.00 - Psychiatric Technicians Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	9,500 employees
Projected employment (2030)	10,400 employees
Projected growth (2020-2030)	10%
Projected annual job openings (2020-2030)	790

In the United States:

Employment (2023)	124,600 employees
Projected employment (2033)	145,800 employees
Projected growth (2023-2033)	■■■■ 17% Much faster than average
Projected annual job openings (2023-2033)	13,200

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.

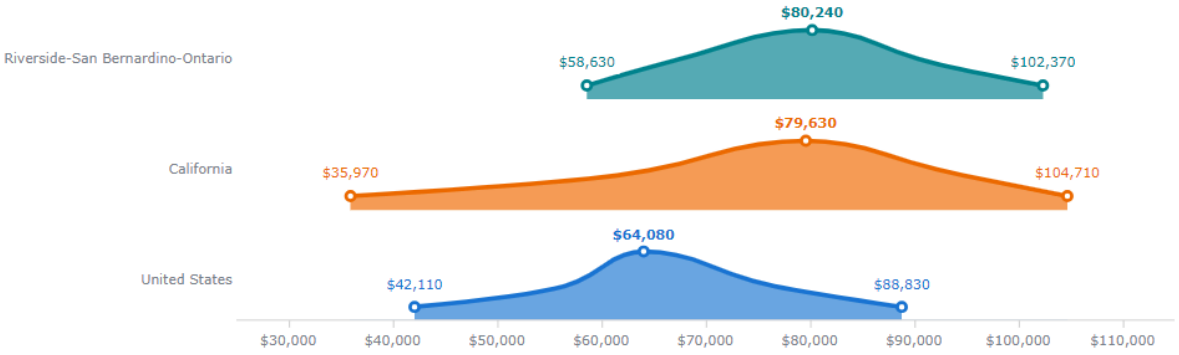
Local Wages

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 **$80,240**.
- 10% of workers earn **$58,630 or less**.
- 10% of workers earn **$102,370 or more**.

In California:

- Workers on average earn **$79,630**.
- 10% of workers earn **$35,970 or less**.
- 10% of workers earn **$104,710 or more**.

In the United States:

- Workers on average earn **$64,080**.
- 10% of workers earn **$42,110 or less**.
- 10% of workers earn **$88,830 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

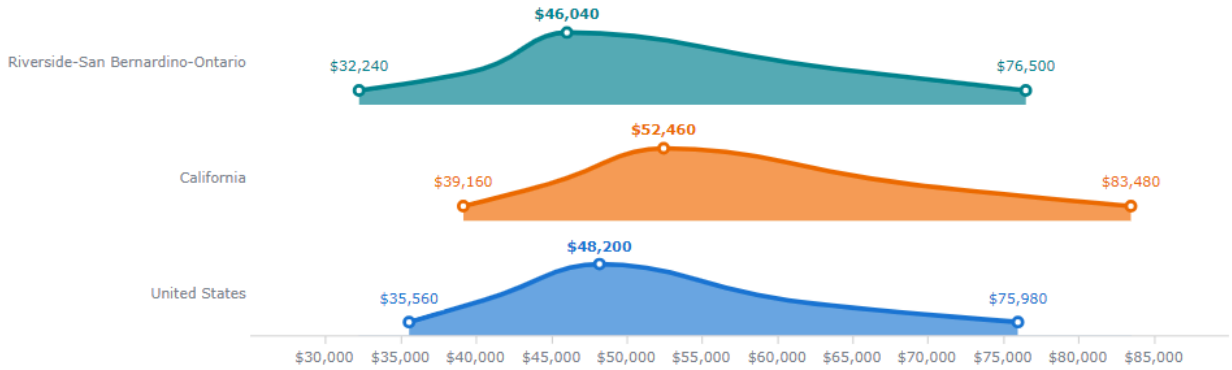
Local Wages

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 **$46,040**.
- 10% of workers earn **$32,240 or less**.
- 10% of workers earn **$76,500 or more**.

In California:

- Workers on average earn **$52,460**.
- 10% of workers earn **$39,160 or less**.
- 10% of workers earn **$83,480 or more**.

In the United States:

- Workers on average earn **$48,200**.
- 10% of workers earn **$35,560 or less**.
- 10% of workers earn **$75,980 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

21-1094.00 - Community Health Workers Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	6,700 employees
Projected employment (2030)	7,900 employees
Projected growth (2020-2030)	18%
Projected annual job openings (2020-2030)	880

In the United States:

Employment (2023)	63,400 employees
Projected employment (2033)	71,700 employees
Projected growth (2023-2033)	■■■■ 13% Much faster than average
Projected annual job openings (2023-2033)	7,500

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.

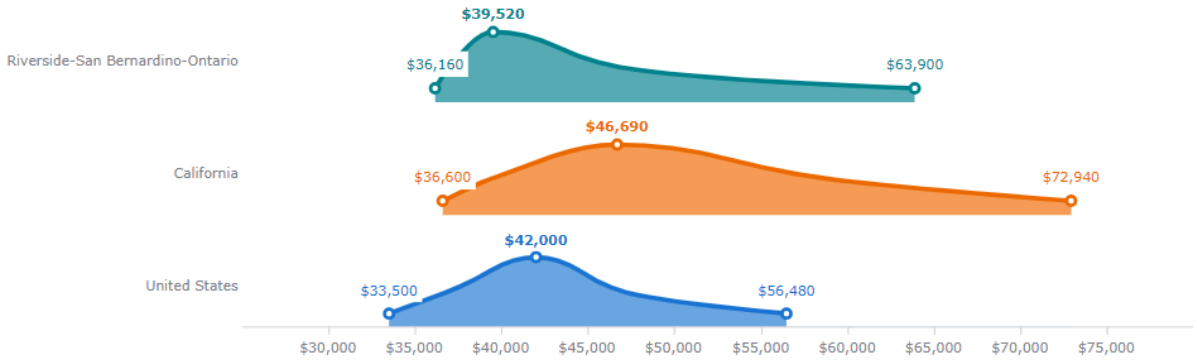
Local Wages

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 **$39,520**.
- 10% of workers earn **$36,160 or less**.
- 10% of workers earn **$63,900 or more**.

In California:

- Workers on average earn **$46,690**.
- 10% of workers earn **$36,600 or less**.
- 10% of workers earn **$72,940 or more**.

In the United States:

- Workers on average earn **$42,000**.
- 10% of workers earn **$33,500 or less**.
- 10% of workers earn **$56,480 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

31-9092.00 - Medical Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	95,000 employees
Projected employment (2030)	114,000 employees
Projected growth (2020-2030)	20%
Projected annual job openings (2020-2030)	14,000

In the United States:

Employment (2023)	783,900 employees
Projected employment (2033)	901,900 employees
Projected growth (2023-2033)	■■■■ 15% Much faster than average
Projected annual job openings (2023-2033)	119,800

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.

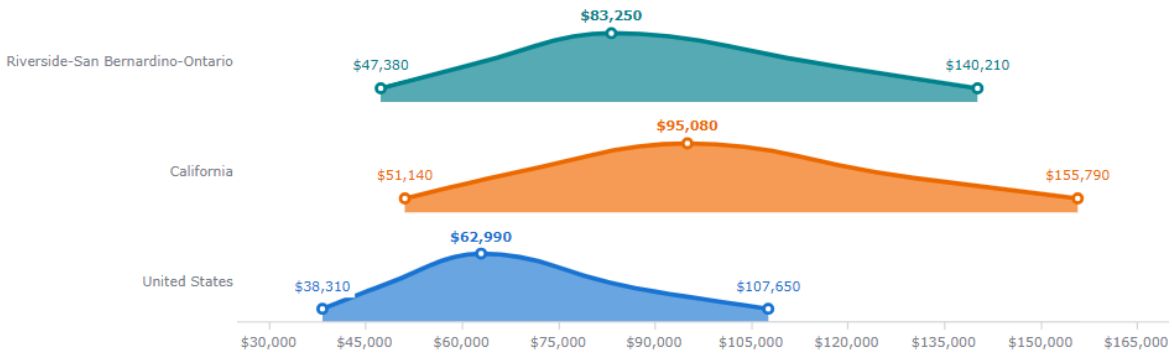
Local Wages

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 **$83,250**.
- 10% of workers earn **$47,380 or less**.
- 10% of workers earn **$140,210 or more**.

In California:

- Workers on average earn **$95,080**.
- 10% of workers earn **$51,140 or less**.
- 10% of workers earn **$155,790 or more**.

In the United States:

- Workers on average earn **$62,990**.
- 10% of workers earn **$38,310 or less**.
- 10% of workers earn **$107,650 or more**.

Source: Bureau of Labor Statistics 2023 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 data for **Health Information Technologists, Medical Registrars, Surgical Assistants, and Healthcare Practitioners and Technical Workers, All Other**.

Employment (2020)	10,200 employees
Projected employment (2030)	11,600 employees
Projected growth (2020-2030)	14%
Projected annual job openings (2020-2030)	900

In the United States:

Employment data for **Health Information Technologists and Medical Registrars**.

Employment (2023)	39,100 employees
Projected employment (2033)	45,500 employees
Projected growth (2023-2033)	■■■■ 16% Much faster than average
Projected annual job openings (2023-2033)	3,200

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 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.