Education, Child Development, and Family Services

Date: 11/7/2024
Time: 9:00 - 11:00
Location: Dorothy Inghram Learning Center
Hosted by: SBCROP
Facilitator: Deidra Puentes, SBCROP Curriculum Specialist
Advisory Documents: https://bit.ly/ED_CD_FSAdvDocs24-25

Advisors:

Antonio Castro, Licensed Clinical Social Worker, Colton Joint Unified School District
Cristie Granillo, Community Health Worker Integration Manager, Loma Linda University Institute for Community Partnerships
Latashia Kelly, Program Specialist, San Bernardino City Unified School District
Marissa Congdon, Board-Certified Behavior Analyst, Behavior Intervention Services
Vaughan Kusko, School Counselor, Colton Joint Unified School District

K12 Educational Participants:

Christian Peters, Teacher, San Bernardino City Unified
Christy Bong, CTE Specialist/K12 Pathway Coordinator, San Bernardino County ROP
David Aman, K12 Pathway Coordinator/Teacher on Assignment, Colton-Redlands-Yucaipa ROP
Davil Jackson, Assistant Director, University of California Riverside
Donna Schulte, CTE Job Development Specialist, Riverside Unified
Doris Hernandez, Work Based Learning Technician, Colton Joint Unified
Evelia Terriquez, Work Based Learning Technician, Colton Joint Unified
Fiona Mayes, CTE Teacher/Chair, San Bernardino City Unified
Guadalupe Berry, CTE Teacher, Fontana Unified
Heather Haggerty, Teacher/Academy Lead, San Bernardino City Unified
James Hattar, Curriculum Developer/TOA, Colton-Redlands-Yucaipa ROP
Mary Hernandez, Child Development Teacher, Colton-Redlands-Yucaipa ROP
Nathan Vincent, Externship Coordinator, REAL Journey Academies
Orlando Ramos, Chief Strategy Officer, REAL Journey Academies
Samuel Betancourt, Family & Human Services Pathway Lead, San Bernardino City Unified
Sara Bogdan, LH/SDC Teacher- CTE Department Chair, San Bernardino City Unified
Sharon Erdmann, Early Childhood Development, Morongo Unified
Teresa Zabalsa, Teacher Training, San Bernardino City Unified
Veronica Pena, Math/CTE, San Bernardino City Unified

Panelist Introductions:

Antonio Castro, Director of Behavioral Mental Health Services, Colton Joint Unified School District: Has 18 years of experience in mental health, starting as a clinician in a nonprofit organization. Developed a comprehensive school-based mental health program and oversees a large internship initiative training master's level interns. Focuses on wellness centers, telehealth, and creating sustainable mental health services within schools.

Marissa Congdon, Board-Certified Behavior Analyst, Co-founder of Autism Heroes: Co-founded a nonprofit serving children through applied behavior analysis (ABA). Holds a doctorate in special education and applied behavior analysis. Advocates for trauma-informed care and mental health integration into ABA training, emphasizing inclusive educational environments for neurodiverse students.

Cristie Granillo, Manager, Community Health Worker Integration, Loma Linda University Health: Manages a program addressing chronic absenteeism and integrating community health workers into school systems. Combines experience in early childhood education, public health, and higher education. Focuses on removing barriers to student success and is completing a doctorate on post-pandemic student attendance challenges.

Latashia Kelly, Director, Child Development Program, San Bernardino City Unified School District: Brings 28 years of experience in early childhood education, with a focus on social-emotional development and transitioning to digital systems. Advocates for incorporating technology into early childhood practices to improve program efficiency and effectiveness.

Vaughan Kusko, School Counselor, Redlands High School, and Adjunct Counselor, Crafton Hills College: Has over 20 years of experience in counseling, specializing in proactive approaches that address academic, career, and social-emotional needs. Worked across various school systems and emphasizes flexibility and collaboration in supporting students and families.

Minutes:

A panel of five industry professionals representing a wide range of positions within the Education, Child Development, and Family Services 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?

Antonio Castro: Discussed how the COVID-19 pandemic highlighted the importance of student well-being and drove schools to invest more in mental health services. He emphasized the Children and Youth Behavioral Health Initiative (CYBHI), which allows schools to receive reimbursements for social-emotional learning (SEL) services through agreements with insurance providers like Medi-Cal and Kaiser. Shared how his district transitioned to telehealth services during the pandemic, training 45 interns from local universities to deliver virtual mental health support. He also highlighted the role of wellness centers, which provide students with a safe space for immediate emotional support without requiring therapy or parent consent. Educators should focus on developing systems that support student well-being and leveraging wellness centers as preventative tools to stabilize students and allow them to return to learning.

Marissa Congdon: Highlighted the lack of mental health training in behavior analysis programs and the growing need for trauma-informed interventions, particularly as many students enter services with experiences of trauma, abuse, or housing insecurity. Shared a specific example of collaborating with a family experiencing homelessness and domestic violence, emphasizing the challenges of working with unresponsive mental health providers. Marissa advocated for training that integrates mental health and behavior management strategies, as well as preparing students to support inclusion in classrooms. She described a successful inclusion model in a preschool where half the students had disabilities, supported by teachers, occupational therapists, and speech pathologists. Additionally, she discussed the potential of using AI, VR, and augmented reality to teach neurodiverse students life and social skills, preparing them for adulthood and employment.

Cristie Granillo: Highlighted the value of community health workers (CHWs), who are trained individuals from underserved communities deployed back to their neighborhoods to address social determinants of health. Her team conducts home visits for students with chronic absenteeism, exploring barriers like housing insecurity or lack of transportation and developing solutions collaboratively with families. Shared a case where a local family of five faced severe challenges due to lack of shelters and services for undocumented individuals. Stressed the importance of teaching students to build meaningful relationships with people from different backgrounds and to develop skills in interdisciplinary collaboration, as CHWs often work with school districts, public health systems, and hospitals. Technology for tracking outcomes is secondary to the ability to connect authentically with others.

Latashia Kelly: Pointed to the digitization of early childhood education as a significant trend, including transitioning paper-based systems like enrollment, attendance, and file management into digital platforms. Highlighted the need for educators and students to become proficient in technology,

as it will become increasingly essential in early childhood programs. Suggested that CTE courses emphasize technology literacy to ensure educators and students can adapt to this growing trend.

Vaughan Kusko: Emphasized the shift toward comprehensive school counseling models that integrate academic, career, and social-emotional support. Shared how his district is moving away from traditional reactive counseling approaches toward proactive methods, such as delivering classroom lessons, facilitating small group interventions, and supporting school-wide goals. Discussed the potential for school counselors to provide billable mental health services in collaboration with administrators, enabling districts to expand counseling services. Vaughan encouraged educators to prepare students for careers that require flexibility, as counselors often juggle various roles, including teaching, crisis intervention, and facilitating Individualized Education Plans (IEPs) and 504 plans.

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?

Latashia Kelly: Emphasized the importance of students in early childhood education understanding community care licensing, which ensures the safety and health of children. Stressed the need for CTE pathways to focus on foundational knowledge in social and emotional development, as these are critical areas of competency for students entering the field.

Antonio Castro: Highlighted the growing importance of social-emotional learning (SEL) and awareness for students. Suggested incorporating Youth Mental Health First Aid training into CTE pathways to teach students the basics of mental health conditions, identification, and response strategies. Recommended discussions on FERPA and student confidentiality to ensure students understand privacy boundaries while supporting peers. Shared that suicide risk assessment has become prevalent even at elementary levels, underscoring the need for foundational knowledge about crisis response. Suggested partnering with district mental health programs to establish triage systems that empower students to contribute without bearing undue emotional burdens.

Cristie Granillo: Advocated for teaching community health workers (CHWs) about boundaries and scope of work to prevent burnout and ensure effective service delivery. Emphasized that CTE pathways should include lessons on self-care, personal boundaries, and understanding the scope of responsibilities, especially for emotionally challenging professions. Highlighted the value of CHWs partnering with social workers and case managers to maximize impact and maintain their own well-being.

Marissa Congdon: Stressed the importance of teaching students how to build rapport and collaborate effectively with diverse groups, especially when working with families in transition or trauma. Highlighted behavior management as an essential skill and advocated for incorporating applied behavior analysis (ABA) training into CTE pathways. Noted the versatility of ABA, which applies to various fields, including education and beyond, breaking the misconception that it is exclusive to autism support.

Vaughan Kusko: Discussed the need for flexibility and adaptability in school counseling roles. Emphasized that students entering counseling or related fields should be prepared to engage in multiple domains, such as teaching classroom lessons, facilitating small groups, handling crisis situations, and

leading IEP or 504 plan meetings. Encouraged CTE pathways to provide students with a broad skill set and foster enthusiasm for learning and tackling unexpected challenges.

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?

Marissa Congdon: Explained that becoming a Board-Certified Behavior Analyst (BCBA) requires a master's degree, supervised fieldwork, and passing an exam. At the entry level, students with a high school diploma can work as behavior interventionists, serving children directly after completing employer-provided training in behavior analysis. Her agency requires interventionists to become Registered Behavior Technicians (RBTs) by completing a 30-hour course, passing an exam, and demonstrating competencies in the field. Highlighted opportunities for career progression, such as pursuing bachelor's and master's degrees to become a BCBA, or applying skills learned in behavior analysis to other fields like teaching or organizational psychology. Stressed the adaptability of behavior analysis, which applies to a variety of industries, and emphasized the need for ongoing education to address emerging requirements like mental health and trauma training.

Latashia Kelly: Shared that early childhood education roles typically require 24 units in Early Childhood Education (ECE) and 16 general education units. Her program prefers additional supervisory and administrative units, alongside a bachelor's degree. These qualifications are for educators working with children from birth to age five. Noted that while there are no major changes to requirements, California is reviewing credential titles to provide clarity without altering the underlying qualifications.

Cristie Granillo: Explained that community health workers (CHWs) need a high school diploma or equivalent. Some programs, like hers, provide on-the-job training for a CHW certificate, while others require the certificate upfront. Highlighted the inconsistency in certification requirements across California, compared to standardized CHW certifications in states like Texas and Pennsylvania. Anticipated that California will standardize CHW certifications within the next three years due to reimbursement changes under CalAIM. Stressed the importance of establishing consistent training and skills standards to prepare CHWs for clinical and non-clinical roles. Shared that the standardization would ensure CHWs can effectively serve their communities and align with similar professional roles in social work.

Antonio Castro: Described the qualifications required to become a school-based mental health professional, starting with a master's degree in social work, marriage and family therapy, or counseling. Each pathway requires over 3,000 hours of fieldwork and passing a clinical licensing exam. Explained that these roles typically involve working under a licensed supervisor in school-based settings, with the goal of obtaining an independent clinical license. Highlighted the growing opportunity for Licensed Professional Clinical Counselors (LPCCs), a newer licensing path, which expands options for school-based counselors to pursue clinical work. Suggested that CTE pathways provide students with foundational knowledge in psychology or social work as preparation for these advanced degrees.

Vaughan Kusko: Highlighted the necessity of a master's degree and a pupil personnel credential for school counselors. Noted that many counselors now enter the profession directly, without prior teaching experience, which was more common in the past. Discussed specialty counseling roles, such as

academic case managers for foster and homeless students, which require additional training in clinical practices. Emphasized the growing diversity of counseling roles within schools, including mental health counseling and liaison work. Suggested that CTE pathways introduce students to these varied specialties and provide them with foundational skills like case management and student advocacy.

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?

Marissa Congdon: Shared that students can enter the field of behavior analysis as Registered Behavior Technicians (RBTs) with a high school diploma. Emphasized the importance of a passion for working with children, adaptability, and the ability to take constructive feedback. Highlighted her agency's support system, including field trainers who provide additional guidance for employees needing extra support. Encouraged students to view this entry-level role as a foundation for career growth, whether advancing to become Board-Certified Behavior Analysts (BCBAs), pursuing teaching, or exploring organizational psychology. Noted that the training in behavior analysis equips students with transferable skills valuable across industries.

Latashia Kelly: Highlighted opportunities in early childhood education for roles such as recreational aides, instructional aides, and interns for college students. Directed students to contact the Personnel Commission for SBCUSD for these positions. Echoed the importance of having a genuine love for children, as passion and dedication are essential in this field.

Cristie Granillo: Described community health work (CHW) as an accessible entry point for students with a high school diploma, offering potential for career mobility. Shared examples of CHWs advancing to roles in social work, public health, and medicine. Warned of the potential barriers if higher education becomes a requirement, which could exclude individuals from underserved communities. Emphasized the importance of experience and a curiosity-driven approach to uncovering root causes of challenges faced by families and students. Advocated for teaching CTE students about social determinants of health and preparing them with skills to navigate complex, real-world problems. Also highlighted the need for resume and interview preparation to improve job application success.

Vaughan Kusko: Emphasized the diverse backgrounds from which school counselors can emerge, including roles in teaching, paraprofessional work, and career education. Shared that his experience with CRY-ROP provided valuable insights into career education, which enhanced his expertise as a school counselor. Encouraged students to explore varied entry-level opportunities and to consider how initial roles can shape their understanding of counseling and career pathways.

Antonio Castro: Highlighted the upcoming Certified Wellness Coach position, set to launch in January under the Children’s Behavioral Health Initiative (CYBHI). This role will support social-emotional learning (SEL) in schools without requiring a master’s degree or clinical license. Shared that the position will allow districts to hire individuals with bachelor’s degrees to provide non-clinical SEL support, such as preventative care. Encouraged students to consider this new role as a pathway into mental health services and social-emotional support careers.

Cristie Granillo (additional): Stressed the importance of CTE programs teaching resume writing, cover letter preparation, and interview skills. Shared that many resumes fail to pass automated screening systems due to lack of tailoring, highlighting the need for students to align their applications with the specific requirements of the job they are seeking. Advocated for equipping students with these practical skills to increase their employability.

Audience Questions and Comments:

Audience Question 1: The question centered on preparing high school students in behavioral health and human services pathways for entry-level roles that align with full-time college schedules.

Marissa Congdon: Explained that most behavior technicians work part-time in the afternoons, making it feasible for full-time college students. Typical shifts align with after-school hours, such as 4:00–7:00 PM, which allows students to balance work and academic commitments. Noted that while expansion into full-time roles may occur, part-time in-home positions will remain available to accommodate students' schedules.

Cristie Granillo: Shared that her programs prioritize flexibility for full-time students, adjusting schedules to accommodate classes. Examples include shifting work hours to later in the day or starting later in the morning. Stressed the importance of tailoring opportunities to support students' professional and academic growth, especially those from underrepresented backgrounds, to prepare them for future career paths.

Audience Question 2: What support systems are available to educators in challenging fields such as early childhood development and behavioral health?

Latashia Kelly: Highlighted that her program provides monthly teacher and staff meetings to offer professional support. Staff can suggest topics for training through surveys, and external experts are brought in to address these needs. Program specialists also offer direct support to teachers and aides.

Marissa Congdon: Shared that her agency emphasizes teaching staff about self-care and boundaries to navigate the demands of working with children and families. Supervisors and behavior analysts are readily available to provide support during challenging situations. The agency also encourages employees to take mental health days when needed, underscoring the importance of open communication and proactive well-being strategies.

Antonio Castro: Emphasized the growing need for school-based mental health programs to support staff well-being. Highlighted that his internship program teaches interns the importance of self-awareness and self-care, helping them process their own emotions and triggers when working with students. Advocated for staff training programs to include these components and suggested that they become standard in graduate-level education programs.

Vaughan Kusko: Described how school counselors at the high school level rely on team collaboration for support. At the elementary level, counselors meet quarterly to build connections and provide mutual assistance, addressing the unique challenges of often being the sole counselor on campus.

Audience Question 3: An audience member inquired about the entry requirements and pay disparities in early childhood education and whether these contribute to staffing challenges.

Latashia Kelly: Explained that her program requires teachers to have 20 ECE units, 16 general education units, and, ideally, a bachelor's degree with a site supervisor permit. Acknowledged that pay disparities exist in the private sector, which often offers significantly lower wages. However, district programs provide competitive pay, leading to lower turnover rates as teachers typically stay until retirement.

Audience Question 4: How can high school students in CTE pathways gain meaningful work-based learning experiences in mental health and behavioral health?

Antonio Castro: Highlighted Wellness Centers as an ideal setting for students to gain hands-on experience. These centers allow students to participate in triage and support roles without requiring clinical responsibilities. Shared that his district is expanding its Wellness Centers to middle schools, offering even more opportunities for students to observe and support SEL programs.

Cristie Granillo: Recommended programs such as Discovery and CAPS at Loma Linda University, which expose students to various medical and behavioral health fields. These programs allow students to explore roles like psychiatry, radiology, and social work, providing summer internships and rotations for hands-on learning.

Audience Question 5: How can augmented reality (AR) and virtual reality (VR) be leveraged to enhance career exploration and training in mental and behavioral health?

Marissa Congdon: Shared her vision for using AR and VR to simulate experiences for neurodiverse students, such as exploring job environments or practicing social interactions. Recalled efforts to develop an app for these purposes during her time at a university, although the necessary technology was unavailable at the time. Expressed interest in collaborating with technology specialists to bring this concept to life**.**

Deidra Puentes: Added examples of VR technology already used in training, such as simulated welding and automotive repair, and emphasized its potential for expanding CTE students' access to career exploration opportunities.

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 areas of expertise.

Antonio Castro, Licensed Clinical Social Worker, Colton Joint Unified School District

Key Takeaways:

- The pandemic emphasized the importance of mental health services in schools, with initiatives like the Children and Youth Behavioral Health Initiative (CYBHI) providing funding for SEL services.
- Wellness centers offer a preventative approach to stabilize students emotionally, enabling them to return to learning.
- Telehealth and virtual platforms became critical during the pandemic, with training provided to interns to deliver remote mental health support.

Action Items:

- Develop and promote wellness centers as a key resource for preventative mental health care in schools.
- Incorporate telehealth training for staff and interns to ensure ongoing virtual support options.

Marissa Congdon, Board-Certified Behavior Analyst, Behavior Intervention Services

Key Takeaways:

- Emphasized the growing need for trauma-informed behavior analysis training, addressing issues like abuse, housing insecurity, and inclusion.
- Discussed the potential of AI and VR to help neurodiverse students develop life and social skills, preparing them for adulthood.
- Highlighted successful inclusion models that integrate support from various professionals such as speech pathologists and occupational therapists.

Action Items:

- Develop training programs that integrate trauma-informed behavior analysis and mental health strategies.
- Explore partnerships to create and implement AI/VR tools for skill-building among neurodiverse students.
- Advocate for collaborative inclusion models in classroom settings.

Cristie Granillo, Community Health Worker Integration Manager, Loma Linda University Institute for Community Partnerships

Key Takeaways:

- Community health workers (CHWs) bridge gaps in underserved communities, addressing social determinants of health through home visits and support services.
- Emphasized the importance of teaching students how to build relationships with diverse populations and collaborate across disciplines.
- Anticipated standardized CHW certifications in California to align with national standards and improve consistency in training.

Action Items:

- Create CTE curricula focused on interdisciplinary collaboration and social determinants of health.
- Promote CHW roles as entry points for students interested in social work, public health, or medicine.
- Partner with agencies to prepare students for the anticipated standardized CHW certification.

Latashia Kelly, Program Specialist, San Bernardino City Unified School District

Key Takeaways:

- Early childhood education is transitioning to digital platforms, requiring proficiency in technology for roles such as enrollment and attendance tracking.
- Highlighted the critical need for foundational knowledge in community care licensing and social-emotional development.
- Advocated for CTE courses to prioritize technology literacy to prepare students for evolving trends in the field.

Action Items:

- Develop training modules for early childhood educators focused on digital tools and platforms.
- Include community care licensing and social-emotional development as foundational topics in CTE curricula.
- Host workshops on integrating technology into early childhood education.

Vaughan Kusko, School Counselor, Colton Joint Unified School District

Key Takeaways:

- School counseling is shifting toward proactive, comprehensive models integrating academic, career, and social-emotional support.
- Encouraged preparing students for flexibility in roles requiring multitasking, such as teaching lessons, managing crises, and supporting IEP or 504 plans.
- Highlighted the potential for counselors to provide billable mental health services, expanding school-based support systems.

Action Items:

- Design CTE pathways that teach students the multifaceted nature of school counseling roles.
- Provide training on collaboration, crisis management, and facilitating educational plans.
- Advocate for policies that enable school counselors to offer billable mental health services.

Labor Market Information

The following labor market information was sourced from https://www.onetonline.org/ on December 5, 2024.

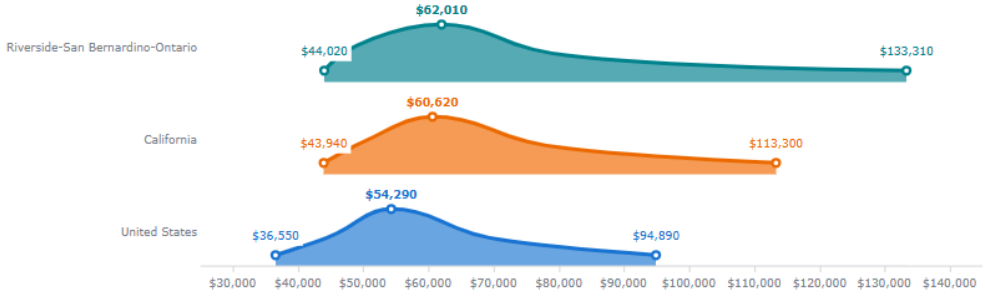
Local Wages

11-9031.00 - Education and Childcare Administrators, Preschool and Daycare

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 **$62,010**.
- 10% of workers earn **$44,020 or less**.
- 10% of workers earn **$133,310 or more**.

In California:

- Workers on average earn **$60,620**.
- 10% of workers earn **$43,940 or less**.
- 10% of workers earn **$113,300 or more**.

In the United States:

- Workers on average earn **$54,290**.
- 10% of workers earn **$36,550 or less**.
- 10% of workers earn **$94,890 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

11-9031.00 - Education and Childcare Administrators, Preschool and Daycare

View trends for state: California Go

In California:

Employment data for **Education Administrators, Preschool and Childcare Center/Program**.

Employment (2020)	9,900 employees
Projected employment (2030)	11,400 employees
Projected growth (2020-2030)	15%
Projected annual job openings (2020-2030)	900

In the United States:

Employment data for **Education and Childcare Administrators, Preschool and Daycare**.

Employment (2023)	80,900 employees
Projected employment (2033)	79,200 employees
Projected growth (2023-2033)	-2% Decline
Projected annual job openings (2023-2033)	5,100

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.

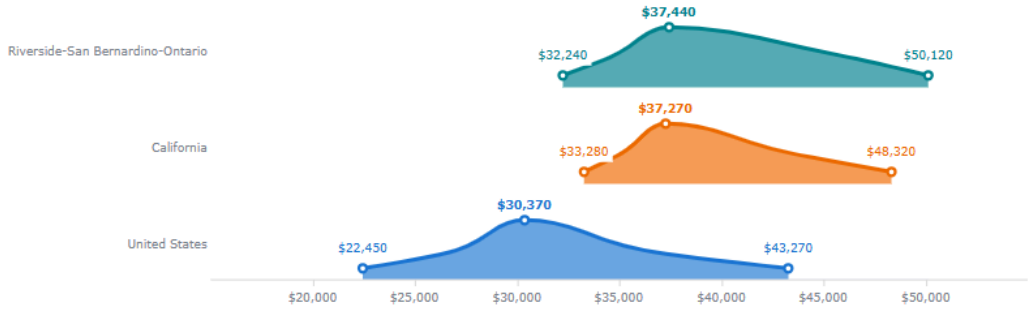
Local Wages

39-9011.00 - Childcare 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 **$37,440**.
- 10% of workers earn **$32,240 or less**.
- 10% of workers earn **$50,120 or more**.

In California:

- Workers on average earn **$37,270**.
- 10% of workers earn **$33,280 or less**.
- 10% of workers earn **$48,320 or more**.

In the United States:

- Workers on average earn **$30,370**.
- 10% of workers earn **$22,450 or less**.
- 10% of workers earn **$43,270 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

39-9011.00 - Childcare Workers Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	52,900 employees
Projected employment (2030)	55,400 employees
Projected growth (2020-2030)	5%
Projected annual job openings (2020-2030)	7,680

In the United States:

Employment (2023)	970,800 employees
Projected employment (2033)	957,800 employees
Projected growth (2023-2033)	-1% Decline
Projected annual job openings (2023-2033)	162,500

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

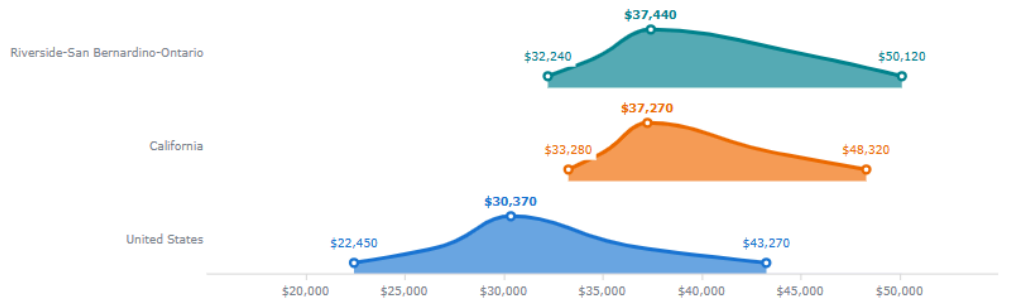
39-9011.01 - Nannies Bright Outlook

Wage data collected from **Childcare Workers**.

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Childcare Workers**.

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Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

39-9011.01 - Nannies Bright Outlook

View trends for state: California Go

In California:

Employment data for **Childcare Workers**.

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Projected growth (2020-2030)	5%
Projected annual job openings (2020-2030)	7,680

In the United States:

Employment data for **Childcare Workers**.

Employment (2023)	970,800 employees
Projected employment (2033)	957,800 employees
Projected growth (2023-2033)	-1% Decline
Projected annual job openings (2023-2033)	162,500

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.

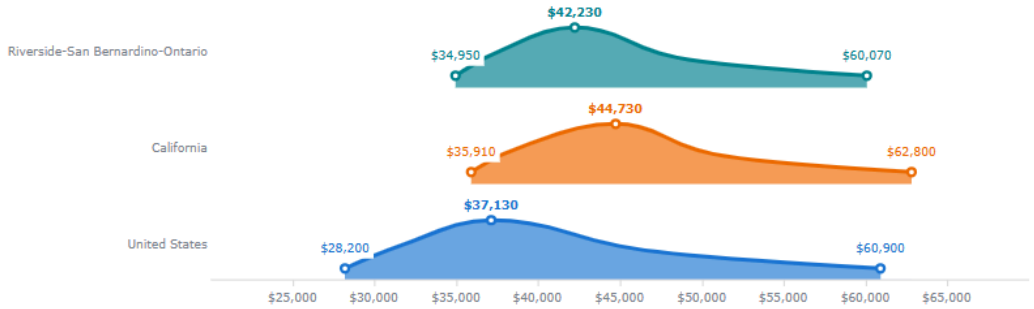
Local Wages

25-2011.00 - Preschool Teachers, Except Special Education

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 **$42,230**.
- 10% of workers earn **$34,950 or less**.
- 10% of workers earn **$60,070 or more**.

In California:

- Workers on average earn **$44,730**.
- 10% of workers earn **$35,910 or less**.
- 10% of workers earn **$62,800 or more**.

In the United States:

- Workers on average earn **$37,130**.
- 10% of workers earn **$28,200 or less**.
- 10% of workers earn **$60,900 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

25-2011.00 - Preschool Teachers, Except Special Education

View trends for state: California Go

In California:

Employment (2020)	56,900 employees
Projected employment (2030)	69,500 employees
Projected growth (2020-2030)	22%
Projected annual job openings (2020-2030)	7,540

In the United States:

Employment (2023)	528,500 employees
Projected employment (2033)	551,800 employees
Projected growth (2023-2033)	4% Average
Projected annual job openings (2023-2033)	61,400

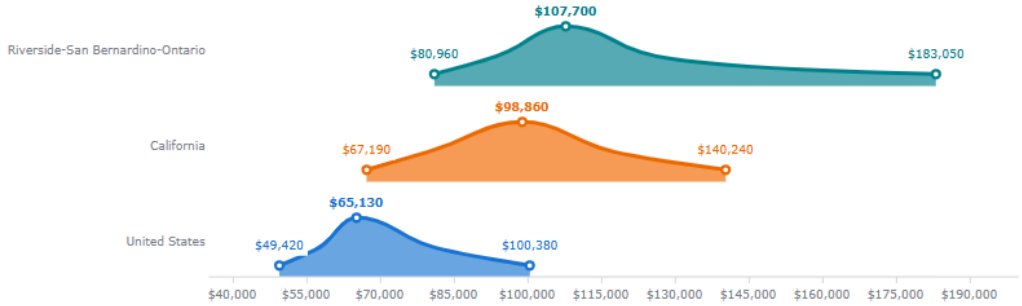
California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

25-2032.00 - Career/Technical Education Teachers, Secondary School

Wages for state: California Go

Wages near ZIP Code: 92408 Go



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$107,700**.
- 10% of workers earn **$80,960 or less**.
- 10% of workers earn **$183,050 or more**.

In California:

- Workers on average earn **$98,860**.
- 10% of workers earn **$67,190 or less**.
- 10% of workers earn **$140,240 or more**.

In the United States:

- Workers on average earn **$65,130**.
- 10% of workers earn **$49,420 or less**.
- 10% of workers earn **$100,380 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

25-2032.00 - Career/Technical Education Teachers, Secondary School

View trends for state: California Go

In California:

Employment (2020)	4,400 employees
Projected employment (2030)	4,700 employees
Projected growth (2020-2030)	7%
Projected annual job openings (2020-2030)	340

In the United States:

Employment (2023)	89,600 employees
Projected employment (2033)	88,900 employees
Projected growth (2023-2033)	-1% Decline
Projected annual job openings (2023-2033)	5,300

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.

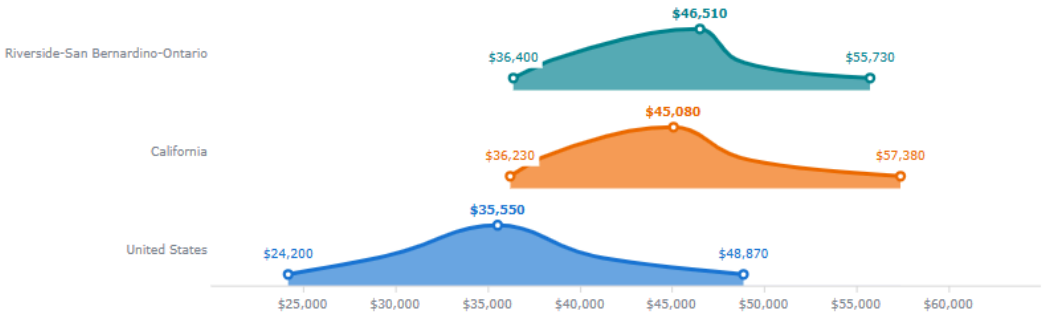
Local Wages

25-9042.00 - Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

Wage data collected from **Teaching Assistants, Except Postsecondary**.

Wages for state: California Go

Wages near ZIP Code: 92408 Go



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$46,510**.
- 10% of workers earn **$36,400 or less**.
- 10% of workers earn **$55,730 or more**.

In California:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$45,080**.
- 10% of workers earn **$36,230 or less**.
- 10% of workers earn **$57,380 or more**.

In the United States:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$35,550**.
- 10% of workers earn **$24,200 or less**.
- 10% of workers earn **$48,870 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

25-9042.00 - Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

View trends for state: California Go

In California:

Employment data for **Teaching Assistants, Except Postsecondary**.

Employment (2020)	137,300 employees
Projected employment (2030)	150,000 employees
Projected growth (2020-2030)	9%
Projected annual job openings (2020-2030)	14,410

In the United States:

Employment data for **Teaching Assistants, Except Postsecondary**.

Employment (2023)	1,389,200 employees
Projected employment (2033)	1,381,000 employees
Projected growth (2023-2033)	-1% Decline
Projected annual job openings (2023-2033)	161,900

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.

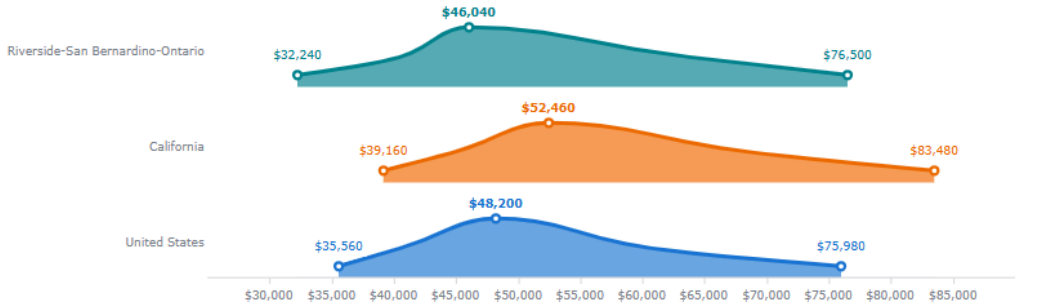
Local Wages

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.

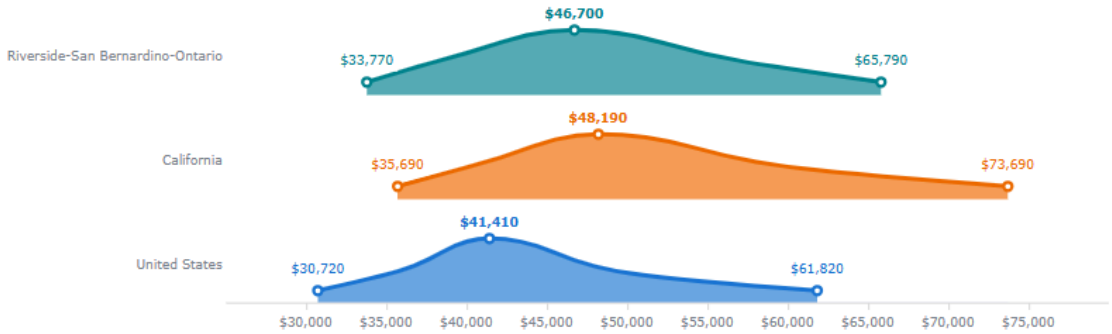
Local Wages

21-1093.00 - Social and Human Service 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 **$46,700**.
- 10% of workers earn **$33,770 or less**.
- 10% of workers earn **$65,790 or more**.

In California:

- Workers on average earn **$48,190**.
- 10% of workers earn **$35,690 or less**.
- 10% of workers earn **$73,690 or more**.

In the United States:

- Workers on average earn **$41,410**.
- 10% of workers earn **$30,720 or less**.
- 10% of workers earn **$61,820 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

21-1093.00 - Social and Human Service Assistants Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	52,600 employees
Projected employment (2030)	60,100 employees
Projected growth (2020-2030)	14%
Projected annual job openings (2020-2030)	7,260

In the United States:

Employment (2023)	433,000 employees
Projected employment (2033)	467,400 employees
Projected growth (2023-2033)	8% Faster than average
Projected annual job openings (2023-2033)	48,400

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.

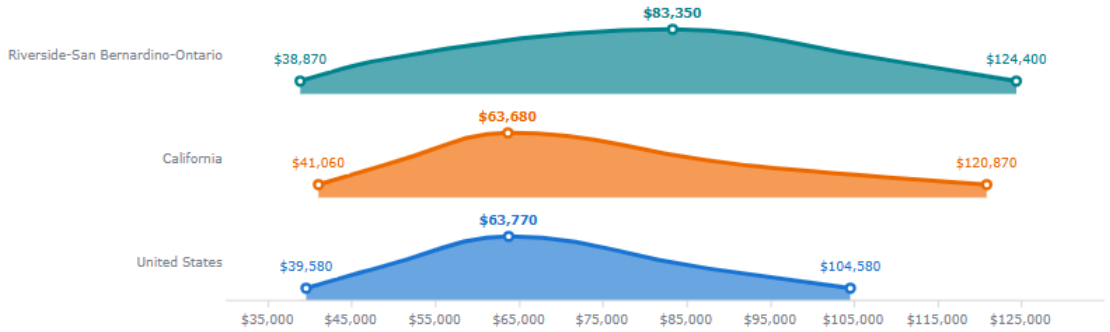
Local Wages

21-1029.00 - Social Workers, All Other 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 **$83,350**.
- 10% of workers earn **$38,870 or less**.
- 10% of workers earn **$124,400 or more**.

In California:

- Workers on average earn **$63,680**.
- 10% of workers earn **$41,060 or less**.
- 10% of workers earn **$120,870 or more**.

In the United States:

- Workers on average earn **$63,770**.
- 10% of workers earn **$39,580 or less**.
- 10% of workers earn **$104,580 or more**.

Source: Bureau of Labor Statistics 2023 wage data.

California Employment Trends

21-1029.00 - Social Workers, All Other Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	6,900 employees
Projected employment (2030)	7,400 employees
Projected growth (2020-2030)	7%
Projected annual job openings (2020-2030)	700

In the United States:

Employment (2023)	69,000 employees
Projected employment (2033)	72,800 employees
Projected growth (2023-2033)	6% Faster than average
Projected annual job openings (2023-2033)	6,100

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.