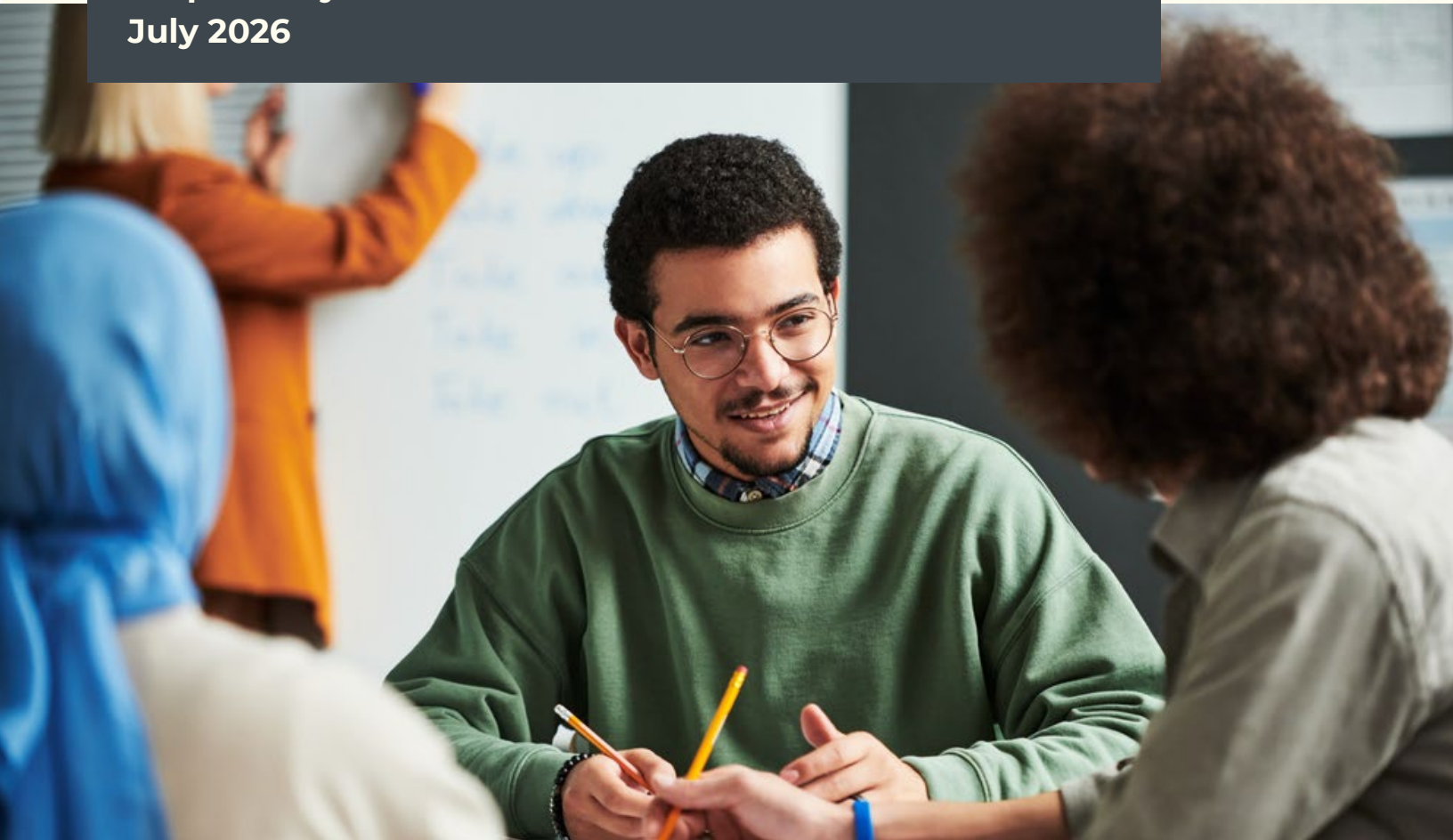


Labor Market Analysis For Baccalaureate Degree Program Development

Education Support Occupations in the
North Far North

Prepared by the North Far North Center of Excellence
July 2026



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CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH
NORTH FAR NORTH

Summary

The North Far North Center of Excellence for Labor Market Research (NFN COE) prepared this report to provide an analysis of occupational demand and educational supply for selected occupations employed across the 22-county North Far North region. This report is in support of Lassen College's application to offer a bachelor's degree for an education support program (TOP 0802.00 and TOP 0899.00). This page summarizes key findings from the report and is organized to address the primary questions of workforce need, wage potential, and employer preferences for candidates with a baccalaureate degree.

Key Findings

- ***Evidence of a Regional Supply-Demand Gap for Workers with Baccalaureate Degrees***
 - With 4,171 annual job openings projected for the studied occupations over the next 10 years in the North Far North region, and an average of only three awards conferred annually, there appears to be a significant supply gap.
- ***Evidence that Employers Are Willing to Pay Baccalaureate Degree Holders a Regional Living Wage***
 - Wage data shows that education support occupations earn entry-level wages that are \$5 below to \$7 above the region's single adult living wage of \$22.54 per hour. All occupations earn entry-level wages above the living wage, except teaching assistants, except postsecondary. Median wages posted in the last 12 months were similar and above the living wage for the studied occupations.
- ***Evidence that Employers Are Willing to Pay Baccalaureate Degree Holders More than Those with an Associate Degree or No Postsecondary Degree***
 - In the last 12 months, an analysis of wages from job postings suggests that employers are willing to pay workers with a bachelor's degree the same as to \$4 more per hour than those with a high school diploma or associate degree in the North Far North. Over the last five years, median wages advertised in online job postings have been between \$0 to \$2,197 more annually for postings that include higher levels of education. In 2025, annual salaries were \$45,312 for postings requesting a high school diploma or equivalent and \$47,509 for postings requesting a bachelor's degree, a difference of \$2,197, suggesting that workers with a bachelor's degree can make slightly higher wages.
- ***Evidence that Employers Prefer Candidates with the Proposed Baccalaureate Degree***

These occupations require some college to a bachelor's degree. However, more than one-third of incumbent workers in these occupations hold a bachelor's degree, except teaching assistants, except postsecondary (24% of workers hold a bachelor's degree). In job postings, while 33% did not list an educational requirement, 15% requested a bachelor's degree in the region.

In summary, the labor market data indicates a regional supply gap of workers in education support occupations, and employers are generally willing to offer wages that meet the regional living wage. Additionally, there is some evidence that baccalaureate degree holders earn comparable or higher wages, compared to those with an associate degree or postsecondary education. Furthermore, only one community college institution in the region offers programs that train for these occupations.

Introduction

The North Far North Center of Excellence (COE) was asked to provide labor market data to support a proposed new career education program or modifications to existing programs at a regional community college (see Appendix A for expanded job posting analysis, Appendix B for postsecondary educational institutions, and Appendix C for methodology and data sources).

This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors (25-3011)
- Substitute Teachers, Short-Term (25-3031)
- Teachers and Instructors, All Other (25-3099)
- Teaching Assistants, Except Postsecondary (25-9045)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Educational Aide (Teacher Assistant) (0802.00)
- Other Education (0899.00)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Education, Other (13.9999)
- Teacher Assistant/Aide (13.1501)

The following sections of this report examine labor market information, job postings data, and educational supply to better understand demand for these occupations, typical qualifications employers seek, and educational training and supply.

Occupational Demand

Exhibit 1 summarizes the ten-year projected job growth for the targeted occupational groups in the Far North subregion, 22-county North Far North region, and California.¹

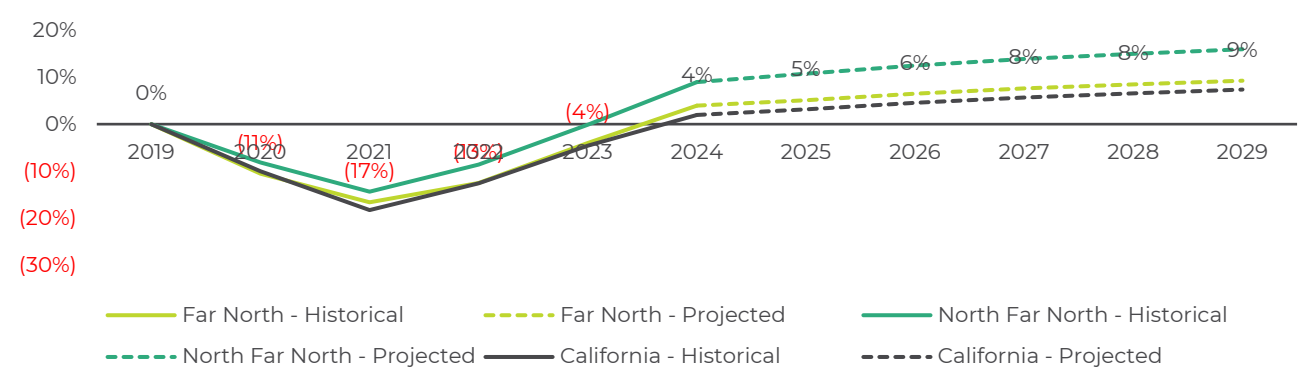
Exhibit 1. Current employment and projected occupational demand, 2024-2034

Occupational Group	2024 Jobs	2024-2034 Change	2024-2034 % Change	2024-2034 Annual Openings
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	194	(5)	(3%)	23
Substitute Teachers, Short-Term	1,730	115	7%	232
Teachers and Instructors, All Other	718	27	4%	92
Teaching Assistants, Except Postsecondary	4,931	250	5%	670
Far North	7,574	387	5%	1,017
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	379	(1)	(0%)	48
Substitute Teachers, Short-Term	7,808	535	7%	1,051
Teachers and Instructors, All Other	5,338	237	4%	686
Teaching Assistants, Except Postsecondary	17,018	1,189	7%	2,386
North Far North	30,543	1,960	6%	4,171
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	3,397	(64)	(2%)	414
Substitute Teachers, Short-Term	101,672	5,395	5%	13,276
Teachers and Instructors, All Other	39,630	1,500	4%	5,030
Teaching Assistants, Except Postsecondary	164,865	9,586	6%	22,581
California	309,564	16,417	5%	41,301

¹ The 22-county North Far North is a dual region. It is represented by the North (Greater Sacramento) subregion that covers seven counties, including El Dorado, Nevada, Placer, Sacramento, Sutter, Yolo, and Yuba, and the 15-county Far North subregion which includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity.

Exhibit 2 compares historical and projected annual change in employment for the period 2019 to 2029 with the base number of jobs in 2019 for the 22-county North Far North region and California.

Exhibit 2. Changes in employment, 2019-2029



Earnings

Exhibit 3 compares the percentile hourly earnings for the selected occupations to the living wage for a single working adult and a working family residing in the county of the community college district that requested this report.^{2,3} Earnings data includes wages from employed and self-employed workers. Also, it's important to note that living wage thresholds vary by county, and in the North Far North region, range from \$22 to \$47 per hour for a single working adult.

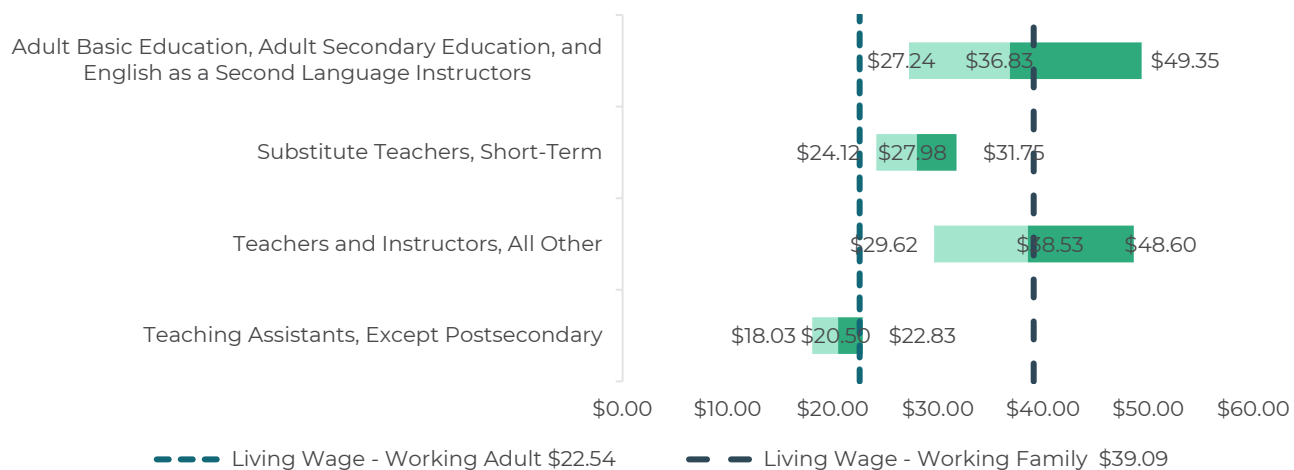
Exhibit 3. Hourly earnings by occupation in the North Far North

Region	Living Wage – Working Adult	Living Wage – Working Family
North Far North	\$22.54	\$39.09
California	\$27.32	\$47.96

Region	25th Percentile Hourly Earnings	Median Hourly Earnings	75th Percentile Hourly Earnings
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	\$27.24	\$36.83	\$49.35
Substitute Teachers, Short-Term	\$24.12	\$27.98	\$31.75
Teachers and Instructors, All Other	\$29.62	\$38.53	\$48.60
Teaching Assistants, Except Postsecondary	\$18.03	\$20.50	\$22.83

² A “living wage” is defined as the level of income one working adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. Please note that the 25th-percentile and 75th-percentile hourly wages are used as proxies for entry-level and experienced-level wages.

³ A “working family” is defined as one working adult and one infant (between the ages of 0 and 2 years).



Job Postings

Analysis of online job postings can offer additional insights into recent labor market changes not reflected in historical trends. However, it is important to note that job postings do not equate to actual labor market demand, which is based on projected annual job openings.

There are several limitations to interpreting online job postings. Employers may repost the same position multiple times to attract more applicants, or job postings may remain active even if the position is no longer being filled. Additionally, a single job posting can be used to hire for multiple openings, and not all job opportunities are advertised online. Despite these limitations, job posting analyses can be valuable for guiding community college curriculum development and identifying potential employers for targeted experiential learning opportunities.

The North Far North COE identified 3,609 online job postings for the selected occupations across the North Far North region. Job posting data comes from and represents unique advertisements posted online during the last 12 months, from June 2025 to May 2026. See Appendix A for an expanded job postings analysis.

Exhibit 4. Job postings by occupation

Occupation	Number of Job Postings	Share of Postings	Share Requiring a Bachelor's Degree
Teaching Assistants, Except Postsecondary	3,203	89%	13%
Substitute Teachers, Short-Term	269	7%	42%
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	137	4%	21%
Teachers and Instructors, All Other	0	0%	0%
Total	3,609	100%	-

Top employers

Exhibit 5 shows the employers with the most job postings for the selected occupations across the North Far North region.

Exhibit 5. Employers with the most job postings

Employer	Number of Job Postings	Number of Job Postings Requiring a Bachelor's Degree
Edjoin.Org	615	107
San Juan Unified School District	309	0
Twin Rivers Unified School District	132	2
Sacramento City Unified School District	82	56
FCUSD - Folsom High School	72	9
Yuba City Unified School District	66	54
California Montessori Project	65	0
Elk Grove Unified School District	58	7
Catalyst Kids	58	0
Rocklin Unified School District	56	0

Top titles

Exhibit 6 shows the job titles with the most job postings for the selected occupations across the North Far North region.

Exhibit 6. Job titles with the most job postings

Job title	Number of Job Postings	Number of Job Postings Requiring a Bachelor's Degree
Paraeducators	406	90
Instructional Assistants	382	12
Special Education Instructional Aides	142	59
Instructional Aides	126	19
Substitute Teachers	78	41
Paraprofessionals	78	7
School Paraprofessionals	76	3
Bilingual Instructional Assistants	72	3

Job title	Number of Job Postings	Number of Job Postings Requiring a Bachelor's Degree
Program Assistants	68	15
Preschool Teacher Assistants	67	4

Skills and qualifications

Exhibit 7 shows the most requested skills in job postings for the selected occupations across the North Far North region.⁴

Exhibit 7. Most requested in-demand skills in job postings

Specialized Skills	Specialized Skills (Bachelor's Degree)
• Special Education • Child Development • Preschool Education • First Aid • Individualized Education Programs (IEP) • Toileting • Disabilities • Classroom Management • Working With Children • Lesson Planning	• Special Education • Lesson Planning • Instructing • Child Development • Preschool Education • Individualized Education Programs (IEP) • Continuing Legal Education • Office Equipment • Behavior Management • Disabilities

⁴ Specialized skills are those primarily required to perform specific tasks in an occupation. Common skills are typically related to employability; these are skills that are prevalent across many occupations and usually include a mix of interpersonal attributes and soft skills. Software skills are specific to any software tool or programming component used to accomplish tasks in a job.

Exhibit 8 shows the employer-preferred minimum level of education in job postings related to the selected occupations in the Far North subregion, North Far North region, and California.

Exhibit 8. Employer-preferred education levels for the studied occupations

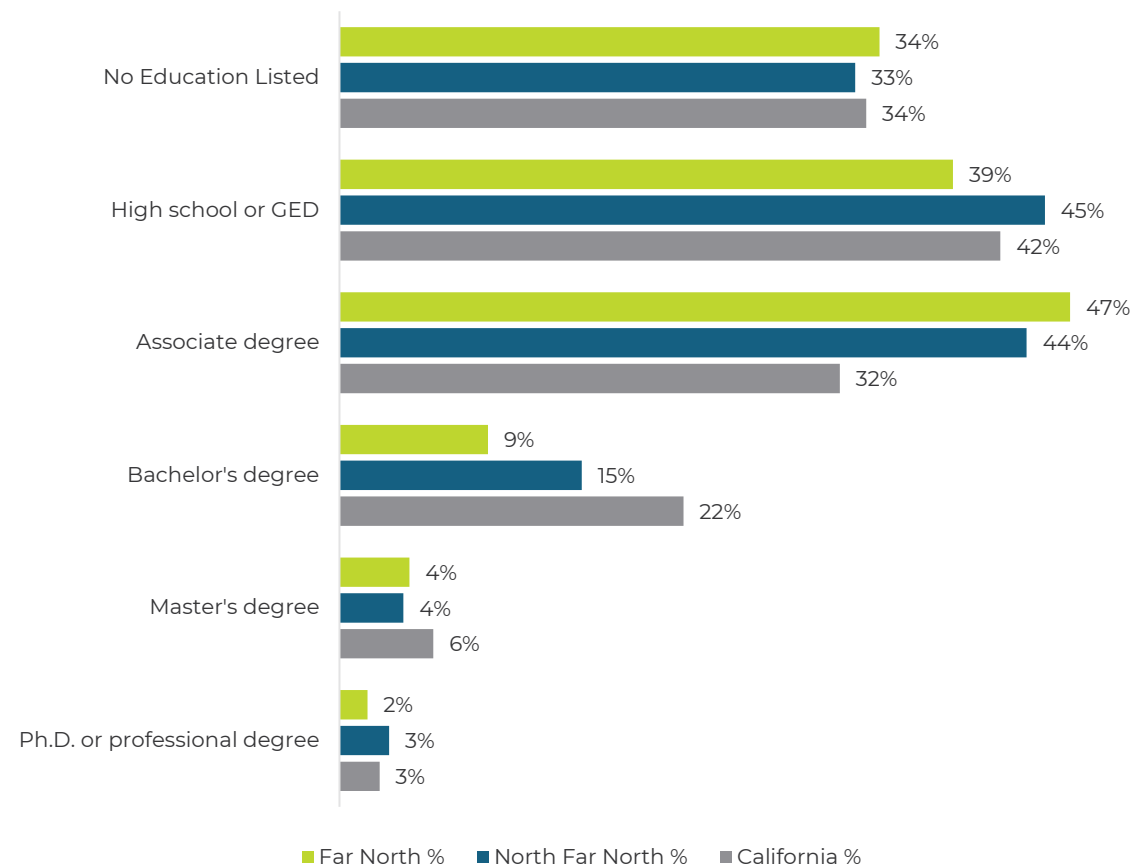


Exhibit 9 shows the employer-preferred minimum level of experience in job postings related to the selected occupations in the Far North subregion, North Far North region, and California.

Exhibit 9. Employer-preferred experience levels for the studied occupations

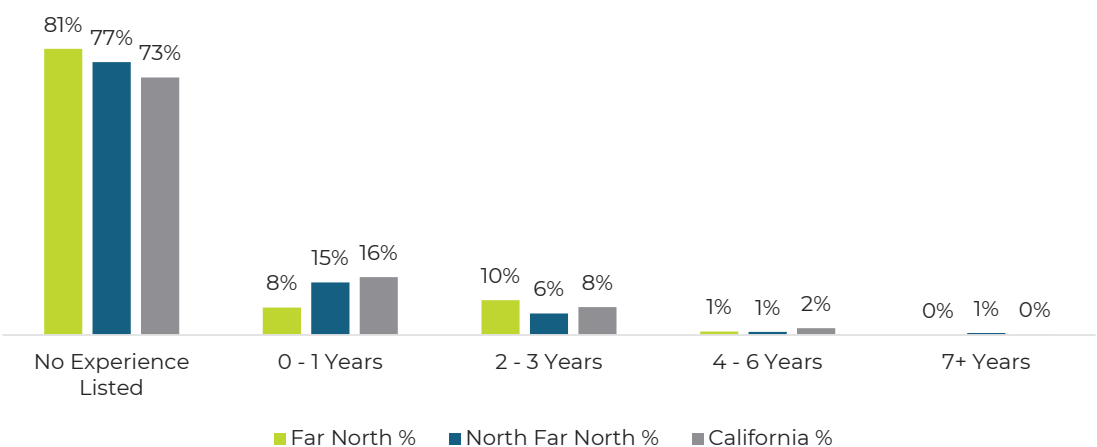


Exhibit 10 shows median hourly wages for candidates based on educational attainment for the studied occupations in the North Far North region between June 2025 and May 2026.

Exhibit 10. Median advertised hourly trends by education level in job postings

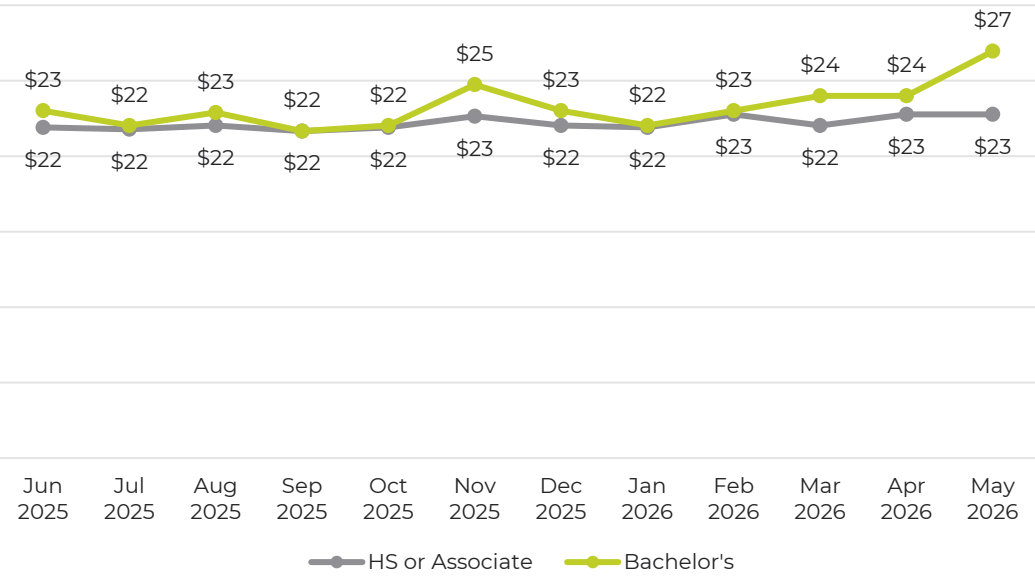


Exhibit 11 shows advertised median hourly wages in online job postings in the North Far North region between January 2021 through December 2025.

Exhibit 11. Median advertised hourly trends by education level in job postings



Education and Training Requirements

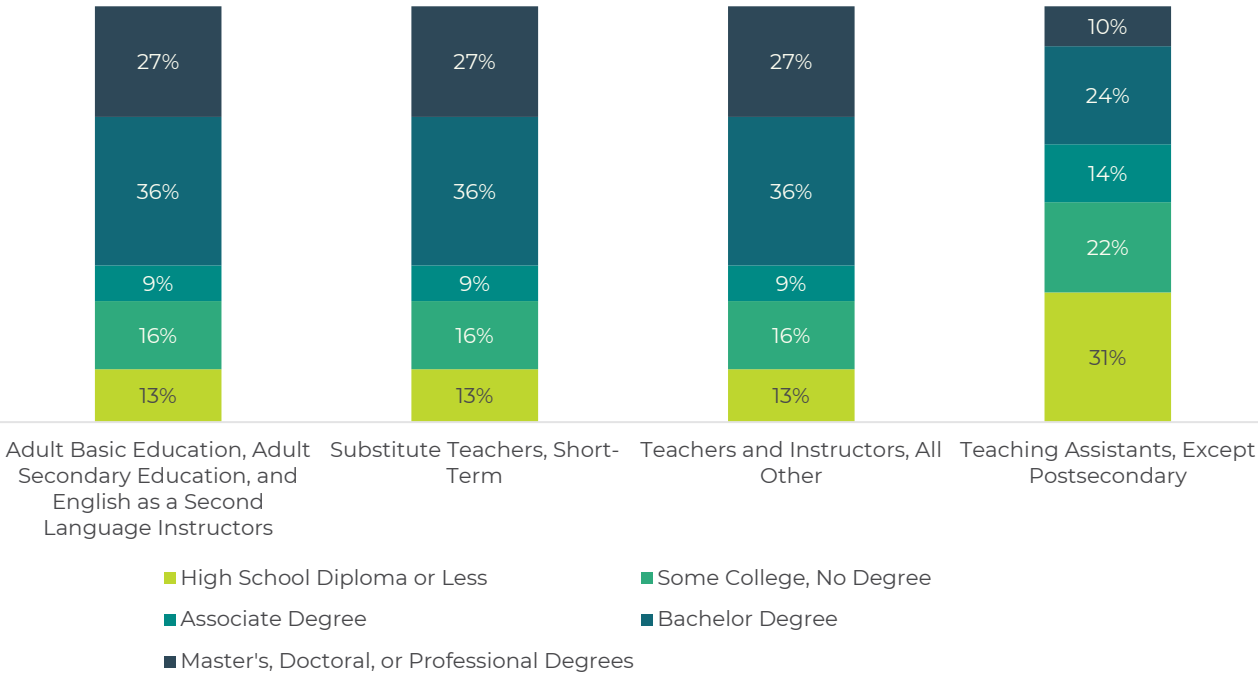
The U.S. Bureau of Labor Statistics (BLS) assigns each occupation a typical entry-level education, related work experience, and on-the-job training category in its projection data. Exhibit 12 summarizes these requirements by occupation.

Exhibit 12. Typical entry-level job requirements for the studied occupations

Occupation	Entry-Level Education	Work Experience	On-The-Job Training
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	Bachelor's degree	None	None
Substitute Teachers, Short-Term	Bachelor's degree	None	None
Teachers and Instructors, All Other	Bachelor's degree	None	None
Teaching Assistants, Except Postsecondary	Some college, no degree	None	None

The U.S. Census Bureau tracks the highest education level attained by workers in all occupations. Exhibit 13 presents this data for the current U.S. workforce in the studied occupations.

Exhibit 13. Educational attainment for workers 25 years and older by occupation, 2021-22



Educational Supply

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes.

Community college supply

Exhibit 14 summarizes the three-year average of awards (certificates and degrees) conferred by North Far North community college programs relevant to the occupations studied. Exhibit 15 features awards across California.

Exhibit 14. Average annual community college awards by TOP program, North Far North

TOP Program and Code	College	2022-23 Annual Awards	2023-24 Annual Awards	2024-25 Annual Awards	Three-Year Average Awards
Educational Aide (Teacher Assistant) (0802.00)	Butte	-	-	3	3
Other Education (0899.00)	-	-	-	-	0
Total		-	-	3	3

Exhibit 15. Average annual community college awards by TOP program, California

TOP Program and Code	Number of Colleges in CA	2022-23 Annual Awards	2023-24 Annual Awards	2024-25 Annual Awards	Three- Year Average Awards
Educational Aide (Teacher Assistant) (0802.00)	24 Colleges	263	374	823	487
Other Education (0899.00)	10 Colleges	54	159	137	117
Total		317	533	960	604

Note: Values in the table are rounded to the nearest whole number. However, subtotals and totals are calculated using unrounded values.

Other postsecondary supply

Exhibits 16 and 17 summarize the three-year average of certificates, associate, and bachelor's degrees conferred by non-community college training providers in the North Far North and California. Please note that non-community college data often lags by one year. See Appendix B for a full list of colleges.

Exhibit 16. Average annual non-community college bachelor's degrees by CIP program, North Far North

CIP Program and Code	Number of Colleges in North Far North	2021-22 Annual Awards	2022-23 Annual Awards	2023-24 Annual Awards	Three-Year Average Awards
Education, Other (13.9999)	-	-	-	-	0
Teacher Assistant/Aide (13.1501)	-	-	-	-	0
Certificates + Associate Degree Total		0	0	0	0
Bachelor's Degree Total		0	0	0	0
Total		0	0	0	0

Note: Values in the table are rounded to the nearest whole number. However, subtotals and totals are calculated using unrounded values.

Exhibit 17. Average annual non-community college awards by CIP program, California

CIP Program and Code	Number of Colleges in California	2021-22 Annual Awards	2022-23 Annual Awards	2023-24 Annual Awards	Three-Year Average Awards
Education, Other (13.9999)	4 Colleges	319	264	255	279
Teacher Assistant/Aide (13.1501)	1 College	-	8	12	7
Certificates + Associate Degree Total		-	8	12	7
Bachelor's Degree Total		319	264	255	279
Total		319	272	267	286

Note: Values in the table are rounded to the nearest whole number. However, subtotals and totals are calculated using unrounded values.

Conclusions

Data insights

Demand—The North Far North region held 30,543 education support jobs in 2024. These jobs are projected to increase by 6% over the next ten years, adding 1,960 new jobs to the region by 2034. Jobs for education support are projected to grow at a faster rate in the North Far North region than in California. Over the next ten years, education support jobs are projected to have 4,171 annual openings across the North Far North region.

Living Wage— Wage data shows that education support occupations earn entry-level wages that are \$5 below to \$7 above the region's single adult living wage of \$22.54 per hour. All occupations earn entry-level wages above the living wage, except teaching assistants, except postsecondary. Median earnings are between \$1 and \$19 below the living wage for a small family (\$39.09).

Job Postings— An analysis of wages from job postings suggests that between 2021 and 2025 employers were willing to pay workers with a bachelor's degree the same as to \$1 more per hour than those with a high school diploma or associate degree in the North Far North. Median wages posted in the last 12 months were comparable or above the living wage for the studied occupations.

Education— These occupations require some college to a bachelor's degree. However, more than one-third of incumbent workers in these occupations hold a bachelor's degree, except teaching assistants, except postsecondary (24% of workers hold a bachelor's degree).

Postsecondary Supply in Region—From the 2022-23 through 2024-25 academic years, one North Far North community college conferred three awards in education support programs (certificates). In terms of non-community college institutions, no institution conferred any awards (certificates, associate, or bachelor's degrees) in relevant CIP programs in the region. Note that data for non-community college awards often lags by one year.

Postsecondary Supply Statewide— In California, community colleges conferred an average of 604 awards in programs related to the studied occupations over the past three academic years (2022-23 through 2024-25). In California, postsecondary training providers outside of community colleges conferred an average of 286 awards (98%, or 279 awards, were bachelor's degrees). Note that data for non-community college awards often lags by one year.

Supply Gap Analysis— A comparison of occupational demand (4,171 annual openings) and educational supply (three awards) suggests that there is a significant supply gap across the North Far North region. Additionally, there is a supply gap across the state (41,301 annual openings and 890 awards across postsecondary institutions).

Discussion

Evidence of a Regional Supply-Demand Gap for Workers with Baccalaureate Degrees

With 4,171 annual job openings projected for the studied occupations over the next 10 years in the North Far North region, and an average of only three awards conferred annually, there appears to be a significant supply gap.

Evidence that Employers Are Willing to Pay Baccalaureate Degree Holders a Regional Living Wage

Wage data shows that education support occupations earn \$5 below to \$7 above the region's single adult living wage of \$22.54 per hour. All occupations earn wages above the living wage, except teaching assistants, except postsecondary. Median wages for these occupations were above the living wage, except teaching assistants.

Evidence that Employers Are Willing to Pay Baccalaureate Degree Holders More than Those with an Associate Degree or No Postsecondary Degree

In the last 12 months, median advertised hourly wages for postings requesting a bachelor's degree were the same as or up to \$4 higher than postings requesting a high school diploma or associate degree. Between 2021 and 2025, median advertised hourly wages for bachelor's-level postings were generally the same as or \$1 higher. In 2025, annual salaries were \$45,312 for postings requesting a high school diploma or equivalent and \$47,509 for postings requesting a bachelor's degree, a difference of \$2,197, suggesting that workers with a bachelor's degree can make slightly higher wages.

Evidence that Employers Prefer Candidates with the Proposed Baccalaureate Degree

These occupations require some college to a bachelor's degree. However, more than one-third of incumbent workers in these occupations hold a bachelor's degree, except teaching assistants, except postsecondary (24% of workers hold a bachelor's degree). In job postings, while 33% did not list an educational requirement, 15% requested a bachelor's degree in the region.

Appendix A. Expanded Job Postings Analysis

The North Far North COE conducted an expanded job postings analysis that filtered job postings by job titles in the North Far North. These job titles are associated with the specified occupations in this report. See Exhibit A1 for the job titles used to filter the analysis. Job posting data comes from and represents unique advertisements posted online during the last 12 months, from June 2025 to May 2026.

Exhibit A1. Job titles used to filter job postings analysis

Keywords – Job Titles		
• Substitute Teachers • Paraeducators • Advancement Assistants • Teaching Assistants • Educational Support Specialists • Adult Education Instructors	• Adult Educators Adult Education Teachers • Adult Education Specialists • Correctional Specialists • Instructional Coordinators • Instructional Assistants • Curriculum Support Specialists	• Curriculum Specialists • Curriculum Coordinators • Grant Program Coordinators • Grant Program Specialists • Institutional Services Assistants

The North Far North COE identified 995 online job postings for the selected job titles across the North Far North region. Exhibit A2 shows the number of job postings by area.

Exhibit A2. Job postings by area

Area	Number of Job Postings
Far North	149
North Far North	995
California	5,010

Top occupations

Exhibit A3 shows the SOC occupations with the most job postings for the selected job titles used as keywords across the North Far North region.

Exhibit A3. Top occupations with the most job postings

Occupations	Number of Job Postings
Teaching Assistants, Except Postsecondary	827
Substitute Teachers, Short-Term	77
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	23
Instructional Coordinators	16

Occupations	Number of Job Postings
Managers, All Other	14
Education Administrators, Kindergarten through Secondary	13
Health Education Specialists	6
Preschool Teachers, Except Special Education	5
Self-Enrichment Teachers	3
Special Education Teachers, All Other	2

Top employers

Exhibit A4 shows the employers with the most job postings for the selected job titles across the North Far North region.

Exhibit A4. Employers with the most job postings

Employer	Number of Job Postings
San Juan Unified School District	197
Edjoin.Org	142
Twin Rivers Unified School District	98
Yuba City Unified School District	53
Marysville Joint Unified School District	42
California Montessori Project	36
FCUSD - Folsom High School	29
Gateway Community Charters	13
Konocti Unified School District	13
Sutter County Superintendent Of Schools	12

Skills and qualifications

Exhibit A5 shows the most requested skills in job postings by the selected job titles in the North Far North region.⁵

Exhibit A5. Most requested in-demand skills in job postings

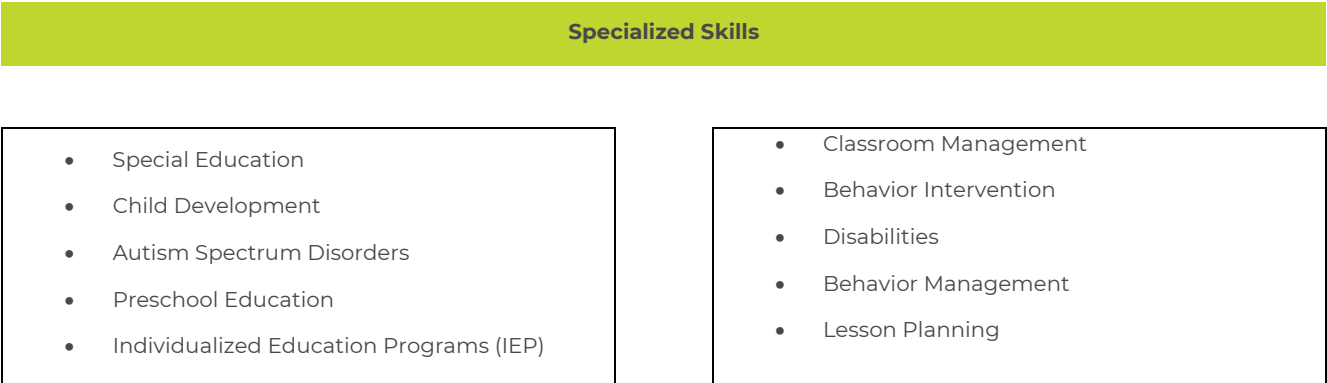
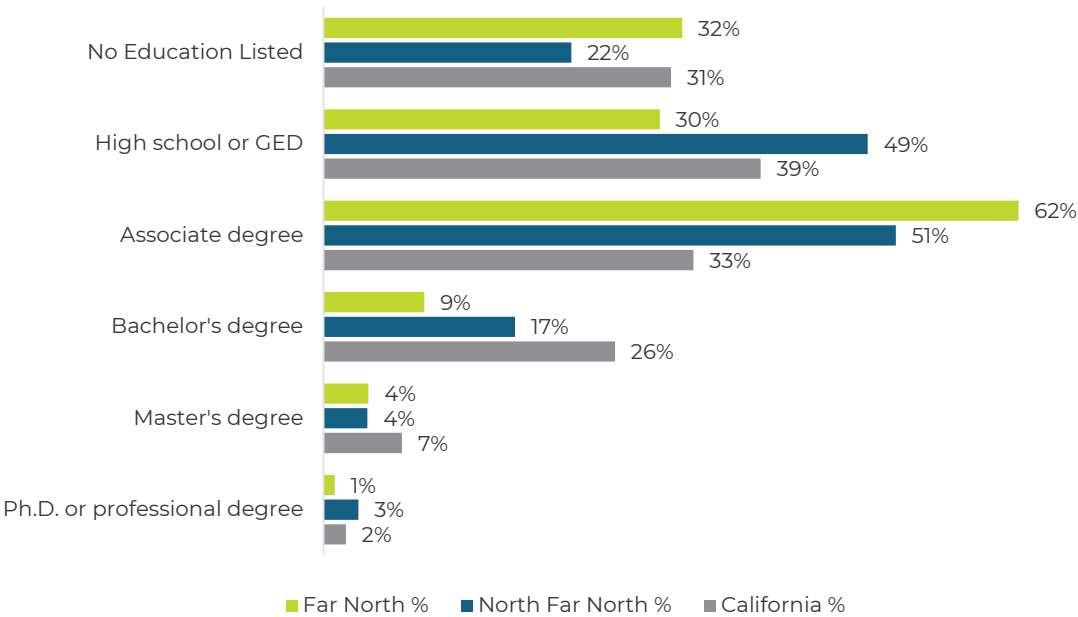


Exhibit A6 shows the employer-preferred minimum level of education in job postings related to the selected job titles in the Far North subregion, North Far North region, and California.

Exhibit A6. Employer-preferred education levels for the studied job titles



⁵ Specialized skills are those primarily required to perform specific tasks in an occupation. Common skills are typically related to employability; these are skills that are prevalent across many occupations and usually include a mix of interpersonal attributes and soft skills. Software skills are specific to any software tool or programming component used to accomplish tasks in a job.

Exhibit A7 shows the employer-preferred minimum level of experience in job postings related to the selected job titles in the Far North subregion, North Far North region, and California.

Exhibit A7. Employer-preferred experience levels for the job titles

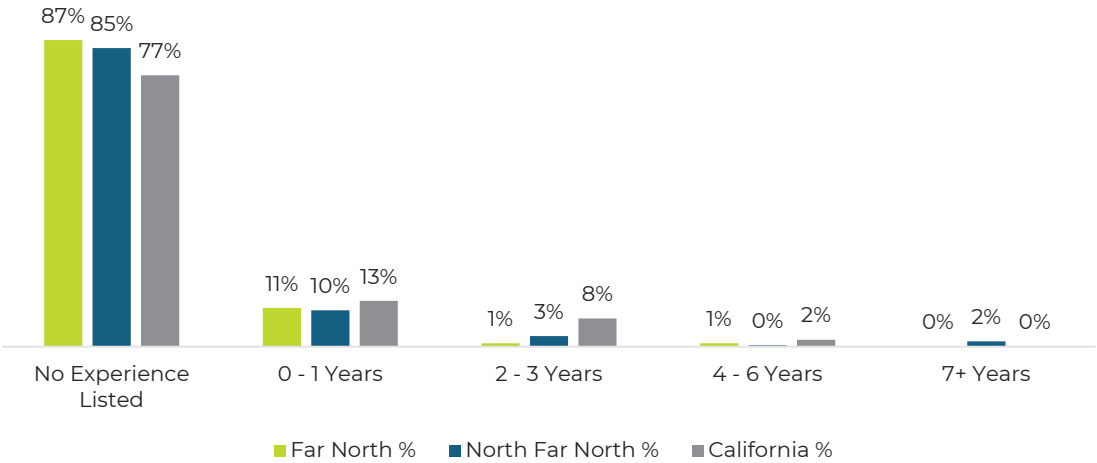


Exhibit A8 shows median hourly wages for candidates based on educational attainment for the selected job titles in the North Far North region between June 2025 and May 2026.

Exhibit A8. Median advertised hourly trends by education level in job postings



Exhibit A9 shows advertised median hourly wages in online job postings for the selected job titles in the North Far North region between January 2021 through December 2025.

Exhibit A9. Median advertised hourly trends by education level in job postings



Appendix B. Educational Supply

Other Postsecondary supply

Exhibit B1. Average annual non-community college by CIP program, California

CIP Program and Code	Colleges in California	2021-22 Annual Awards	2022-23 Annual Awards	2023-24 Annual Awards	Three-Year Average Awards
Education, Other (13.9999)	Total	319	264	255	279
	California State Polytechnic University-Pomona	113	113	105	110
	California State University-Channel Islands	78	64	70	71
	California State University-Stanislaus	0	0	0	0
	Mount Saint Mary's University*	0	-	-	0
	Pitzer College*	1	0	-	0
	Presbyterian Theological Seminary in America*	-	-	-	0
	Sonoma State University	127	87	80	98
Teacher Assistant/Aide (13.1501)	Total	-	8	12	7
	Poway Adult School	-	8	12	7
Certificates + Associate Degree Total		-	8	12	7
Bachelor's Degree Total		319	264	255	279
Total		319	272	267	286

*Program may no longer be active

Note: Values in the table are rounded to the nearest whole number. However, subtotals and totals are calculated using unrounded values.

Appendix C. Methodology and Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Occupations were identified by using the Center of Excellence TOP-to-CIP-to-SOC Crosswalk: <http://coeccc.net/>. This report's findings were primarily determined with labor market and educational supply data from the Bureau of Labor Statistics (BLS), the economic modeling firm and job postings aggregator Lightcast, and the California Community Colleges Chancellor's Office.

Data Sources

The following table summarizes the data sources used in this study.

Data Type	Source
Labor Market Information and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast's occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and non-QCEW employee classes of worker) and the American Community Survey (self-employed and extended proprietors). For more information, see https://lightcast.io/ .
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual or family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. The Chancellor's Office uses wage data to calculate the percentage of students that attained a regional living wage. For more information, https://selfsufficiencystandard.org/California/ .
Typical Education Level and On-the-job Training, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, https://www.bls.gov/emp/documentation/education/tech.htm .
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledge areas, work activities, and interests associated with occupations. For more information, https://www.onetonline.org/help/online/ .
Labor Force, Employment and Unemployment Estimates	The California Employment Development Department's Labor Market Information Division is a source of labor market and workforce data. For more information, labormarketinfo.edd.ca.gov .
Educational Supply	The CCCCO Management Information Systems (MIS) Data Mart provides information about students, courses, student services, outcomes, and faculty and staff. For more information, https://datamart.cccco.edu. The Chancellor's Office Curriculum Inventory System (COCI) collects data on courses and programs offered by the California Community Colleges. For more information, https://coci2.ccctechcenter.org/. The National Center for Education Statistics (NCES) Integrated Postsecondary Data System (IPEDS) collects data from providers of postsecondary education, including the number of postsecondary awards earned (completions). For more information, https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions.
Student Metrics and Demographics	DataVista, a statewide data system supported by the Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, https://datavista.cccco.edu/ .

Living Wage

Beginning in October 2024, to determine if an occupation meets the living wage threshold, the NFN COE compared the 25th percentile hourly wage of an occupation in the subregion to the living wage for a single adult (no dependents) living in the county where the requesting community college district was located.

This change aligned with the Chancellor’s Office methodology for calculating the share of students earning a living wage after leaving the California Community College system, as reported in the Data Vista living wage metric (802S). For details, see the [DataVista Metric Definition Dictionary](#).

The NFN COE updated this practice as needed to remain consistent with the Chancellor’s Office. The table below summarizes hourly living wages by community college district and county.

2024 Single Adult Living Wage			
Community College District	County	Hourly	Annual
Butte-Glenn	Butte	\$16.77	\$35,416
Feather River	Plumas	\$15.11	\$31,909
Lake Tahoe	El Dorado	\$22.11	\$46,703
Lassen	Lassen	\$14.81	\$31,274
Los Rios	Sacramento	\$21.17	\$44,709
Mendocino-Lake	Mendocino	\$17.06	\$36,039
Redwoods	Humboldt	\$16.59	\$35,046
Shasta-Tehama-Trinity Joint	Shasta	\$16.99	\$35,874
Sierra Joint	Placer	\$23.92	\$50,519
Siskiyou Joint	Siskiyou	\$14.51	\$30,639
Yuba	Sutter	\$17.08	\$36,074
California Minimum Wages			
All industries, except fast food and healthcare (Effective January 2026)		\$16.90	\$33,280
Fast food (Effective April 2024)		\$20.00	\$41,600
Healthcare (Effective October 2024)		\$18.00-\$23.00, depending on facility type	\$37,440-\$47,840

Sources: University of Washington Self Sufficiency Standard and State of California Department of Industrial Relations, “Minimum Wage,” https://www.dir.ca.gov/dlse/minimum_wage.htm

For more information, contact:

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**Accessibility:**

If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version.

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Important Disclaimer:

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges, or their representatives based upon components or recommendations contained in this study.