

Program Research & Recommendation

New Program Proposal Form

New Program Title:	Non-Credit Early Childhood Education Certificate
Initiator:	Irma Gonzalez Cuadros
First Semester Intended to Offer:	Fall 2025 (or as soon as approved)

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

- AA-T/AS-T
- AA/AS (18 units minimum w/o GE)
- CA (16 units minimum)
- Noncredit Certificate of Completion
- Noncredit Certificate of Competency - Short Term Vocational (career prep)

Program Codes

TOP Code:	1301.00
CIP Code:	13.1210
What COI will this program be in?:	Social/Behavioral Science

Program Description:

Program Courses:

Course No.	Title	Units
CDF 310	Exploring Careers in Child Development	0
CDF 315	Introduction to Family Child Care Licensing	0
CDF 325	Play Based Curriculum	0
CDF 344	Observing and Guiding Children's Behavior (Guiding Children's Behavior)	0
	↳ Mirrored course or New course?	

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

This certificate aligns with the college mission statement of being a student-ready college. Many childcare providers in the community work long hours and quality of care is needed for young children. These courses will offer an opportunity to licensed and license-exempt providers to obtain accessible education. Also, this proposal aligns with Butte Colleges Strategic Direction #1 (providing high quality education to students seeking... job skills to meet their career and life goals. It also aligns with Strategic Direction #6A (Strengthen existing and create new equity-minded student supports and services for racially minoritized and other historically under-served student groups).

Explain how the program is appropriate to the Community College mission of providing the first two years of a baccalaureate degree?

This certificate serves as a point of entry to explore Child Development/Early Childhood Education as a career. By providing enriching opportunities and enhancing the quality of care, students attending these classes will be able to explore the different career pathways offered in our college (especially by taking the CDF 310 course, Careers in Child Development).

How does the proposal demonstrate need for the program?

The proposal demonstrates a need for this certificate because most children attend childcare under License Exempt Care, or in Family Child Care Homes (FCCH). Data from Butte and Glenn Counties, published in 2023, reveals that Butte County has 42 Child Care Centers versus 89 family childcare homes, while Glenn County has 12 Childcare Centers versus 45 family childcare homes. License Exempt Care is challenging to account for, as it is typically provided by family members, friends, or neighbors and only requires the completion of Live Scan if the childcare is funded by Cal-WORKS or through Resource and Referral offices. When parents pay out of pocket for childcare services, there are no requirements for Live Scan or CPR certification. However, FCCH providers do not need to meet requirements for CPR/First Aid.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

This certificate is for non-credit courses. It will not affect our course offering towards Certificates and Degrees in Child Development and Early Childhood Education. The population we are reaching out in proposing these courses are adult learners (per previous work done by our department based on REACH data). We will need additional associate faculty to teach these courses. Course offerings would be best during evenings on weekdays or if/when possible, during weekends.

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Butte college has enough classrooms to accommodate these courses at the main campus, at the Chico Center or at the Glenn Center. In addition, we have community collaborations as part of our CTE programs with local organizations such as Resource and Referral Offices in both, Butte and Glenn Counties.

Is the program compliant with all applicable laws, regulations, and curriculum standards?

Yes. This program curriculum will align with the information required by Community Care Licensing to open a Licensed Child Care Home and will show a pattern for the Careers in Early Childhood Education for those students who are interested to transition into Courses towards certificates and degrees.

Will the program be eligible for Financial Aid (CA's with vocational TOP and degrees)? If no, please explain:

These are non-credit courses therefore, not eligible for Financial Aid.

For Career Education Programs: Provide labor market information (LMI) and other employers demand documentation demonstrating that there are jobs and careers available for program graduates

Signature:

Date: 2/10/2025

Contact Information:

Irma Gonzalez Cuadros, AHPS 104. (530) 895-2319 gonzalez-cuadrosir@butte.edu

Return This form to Scheduling Center for processing at Centersh@butte.edu

Application for Certificate of Competency or Completion (CERT)

Noncredit only

Complete sections A, B, and C – Submit to Scheduling Center in SAS-214 after chair and dean signatures are obtained. New noncredit certificates require approval of 2 curriculum meetings, board, and Chancellor’s office before they can be published in the catalog and advertised to students.

A. Data section

Type of Certificate: Competency ~~Completion~~

Choose Competency if the program is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution (in other words noncredit feeds credit)

Choose Completion if the program leads to improved employability or job opportunities

Program Title: Non-Credit Early Childhood Education Certificate

Enter the exact title that is proposed for the catalog. The title must clearly and accurately reflect the scope and level of the program.

Department offering the certificate: Education Child and Family Studies Department

Submitted by: Irma Gonzalez Cuadros **Date:** 2/10/2025

Program Goal: Differentiate licensed childcare from license exempt childcare, and to increase quality of services. Other

TOP Code: 1301.00

TOP code should reflect the main subject matter (or majority of required certificate courses). Reference Taxonomy of Programs (TOP) code manual on the curriculum website (vocational TOP codes are denoted by asterisk ()).*

Eligibility Category : English as a Second Language (ESL) Elementary or Secondary Basic Skills
 Short-term Vocational *Career Prep* Workforce Prep

Workforce prep: in the areas of basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training.

Employment Potential : N/A EDD and 25-2011 SOC Code LMID EDD Consultant

Choose N/A if eligibility category is ESL, Elementary Prep, or Workforce prep

Choose EDD if eligibility category is Short-term Vocational and enter SOC code from list below (2012-2022 list of high employment potential)

Choose LMID EDD Consultant if eligibility category is Short-term Vocational and a corresponding region. See supporting documentation section.

SOC Code*	Occupational Title
13-2011	Accountants and Auditors
39-3091	Amusement and Recreation Attendants
49-3023	Automotive Service Technicians and Mechanics
43-3021	Billing and Posting Clerks
43-3031	Bookkeeping, Accounting, and Auditing Clerks
53-3022	Bus Drivers, School or Special Client
47-2051	Cement Masons and Concrete Finishers
17-2051	Civil Engineers
53-7061	Cleaners of Vehicles and Equipment
27-2022	Coaches and Scouts
15-1151	Computer User Support Specialists
35-2014	Cooks, Restaurant
41-2021	Counter and Rental Clerks
31-9091	Dental Assistants
29-2021	Dental Hygienists

53-3031	Driver/Sales Workers
11-9033	Education Administrators, Postsecondary
47-2111	Electricians
11-3031	Financial Managers
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
35-1012	First-Line Supervisors of Food Preparation and Serving Workers
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers
39-9031	Fitness Trainers and Aerobics Instructors
11-1021	General and Operations Managers
27-1024	Graphic Designers
39-5012	Hairdressers, Hairstylists, and Cosmetologists
53-3032	Heavy and Tractor-Trailer Truck Drivers
31-1011	Home Health Aides
41-3021	Insurance Sales Agents
51-6011	Laundry and Dry-Cleaning Workers
29-2061	Licensed Practical and Licensed Vocational Nurses
13-1161	Market Research Analysts and Marketing Specialists
11-9111	Medical and Health Services Managers
31-9092	Medical Assistants
29-2071	Medical Records and Health Information Technicians
43-6013	Medical Secretaries
25-2022	Middle School Teachers, Except Special and Career/Technical Education
15-1142	Network and Computer Systems Administrators
39-2021	Nonfarm Animal Caretakers
31-1014	Nursing Assistants
41-2022	Parts Salespersons
39-9021	Personal Care Aides
29-1123	Physical Therapists
47-2152	Plumbers, Pipefitters, and Steamfitters
25-2011	Preschool Teachers, Except Special Education
43-4171	Receptionists and Information Clerks
47-2181	Roofers
11-2022	Sales Managers
21-1093	Social and Human Service Assistants
47-2044	Tile and Marble Setters

Distance Education 0% 1-49% 50-99% 100%

Indicate the extent to which the courses associated with the certificate are conducted via distance education

B. Supporting Documentation *(Attach to proposal as separate documents)*

If under Employment Potential you chose N/A or EDD, skip this step.

If you chose LMID EDD Consultant attach (as supporting documentation) another data source containing current labor market or job availability data with an explanation of how the data is verified by a local Labor Market Information Division (LMID) EDD consultant.

Resource: www.labormarketinfo.ca.gov

C. Instructions for Narrative Section *(Fill in answers below instructions)*

Item 1. Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives.

Based upon the program goals, objectives appropriate to these goals, and program design consistent with these objectives, the determination is made as to whether the proposed program is appropriate to the mission of the local college and community college system. For example, a program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the certificate or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program may not be primarily avocational or recreational. The statement of goals and objectives serves to define the degree over time and is one of the major factors in determining whether future changes to the degree are considered substantial or nonsubstantial for Chancellor’s Office review purposes.

For programs designed for the student not intending to transfer, community colleges may develop degree majors or areas of emphasis that meet community needs and reflect the educational philosophy of the faculty in a discipline or disciplines. The required courses may not be aligned with requirements for transfer, but they may represent a cohesive package of courses in an area of study. If the certificate program goal selected is “Other – Designed to Meet Community Needs,” then the statement must, at a minimum, explain in detail how the degree was designed to meet community needs in accordance with the community college mission. Describe how the degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas.

Student Selection and Fees: **If the program is selective**, describe relevant entry criteria, the selection process for admission to the program, and compliance with provisions of Title 5, sections 55201 and 58106. Similarly, **specify all mandatory fees** (for materials, insurance, travel, and/or uniforms) that students will incur, for the program as a whole or any of its constituent courses, aside from the ordinary course enrollment fee prescribed in Education Code section 76300.

Item 2. Catalog Description

The Non-Credit Early Childhood Education Certificate is intended for individuals who are interested in exploring careers in child development. The certificate provides an introduction to key concepts and best practices in childcare through targeted courses where participants will gain a deeper understanding of child development, family childcare licensing, play-based curriculum, and effective child behavior observation and guidance techniques.

Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.

- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification. The PLO that best matches with these SLOs is #4: Apply principles of child development and positive guidance for planning inclusive, culturally relevant and appropriate curriculum and learning environments while integrating all developmental domains.

The description must also convey what students may expect as an outcome. The catalog description represents a commitment to the student. Exaggerated statements must not be included. For a program designed with scaffolds among program awards, ensure the catalog description describes but does not overstate this relationship. Assertions of transfer applicability as well as career applicability must be reasonable and capable of being documented.

Item 3. Program Requirements

The program requirements must be consistent with the catalog description (as entered in Item 2 above). The number of units, specific course requirements and design of individual courses, and the sequence of the courses must be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. The Chancellor’s Office will rely heavily on the educational judgment of local faculty within the discipline and curriculum committees in regard to the appropriateness of program requirements.

Display the program requirements in a table format that includes all courses required for completion of the program (core requirements and required or restricted electives), subtotal of core hours, and total program hours. For each course, indicate the course department number, course title, and hours.

A **sample** table format (with program requirements and course sequence combined) is shown below (for illustration purposes only):

Certificate of Competency: English as a Second Language

Requirements	Dept. Name/#	Name	Hours
Required Core	ESL 313	ESL Level 3	51
Electives (complete one)	ESL 310	Survival /Life Skills for ESL Students	85
	ESL 311	ESL Level 1	51
	ESL 312	ESL Level 2	51

Required Core Total: 51 hours
One Elective: 51-85 hours
TOTAL HOURS: 102-136

Item 4. Master Planning

Given the stated goals and objectives, this discussion addresses the role the proposed program will fulfill in the college's mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (pursuant to Title 5 sections 55130(b)(6) and 55130(b)(7)).

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and college including related community support.

The proposal must demonstrate a need for the program that meets the stated goals and objectives in the region the college proposes to serve with the degree. Furthermore, a proposed new degree must not cause undue competition with an existing program at another college. Need is determined by multiple factors, including the master plan of the college or district and accreditation standards.

Finally, if the selected program goal is "Other – Designed to meet local community needs," then a description of the community or other need leading to the program development is required.

Fill in the information in the next section: Narrative

Narrative

1. Statement of Program Goals and Objectives

Item 1. Program Goals and Objectives

The Non-Credit Early Childhood Education Certificate is intended for individuals who are interested in exploring careers in child development. The certificate provides an introduction to key concepts and best practices in childcare through targeted courses where participants will gain a deeper understanding of child development, family childcare licensing, play-based curriculum, and effective child behavior observation and guidance techniques.

The certificate includes four courses.

CDF 310: Exploring Careers in Child Development. This is a course that provides a vision for students who may be interested in working with children. Students will be able to differentiate what it means to earn a college certificate or a degree and explore career pathways in early childhood education related fields. Some of the **objectives** for this course are: Explain the similarities and differences between jobs and careers in Child Development; Understand the necessary steps involved in seeking degree equivalence for college coursework completed out of state and in foreign countries; Compare the types of certificates and degrees in Child Development/Early Childhood Education, listing their similarities, differences and benefits; Demonstrate understanding of campus resources to navigate the college system and build a career path in Child Development and Examine several career pathways for working with children and families. These objectives map with the following **ILOs**: Under "Think Critically": Demonstrate skills, knowledge, and problem solving applicable to one's field of study; Locate relevant information resources and use them effectively and ethically; Interpret, analyze, synthesize, and evaluate ideas and information. **The PLO** that aligns best with this course is #4: Apply principles of child development and positive guidance for planning inclusive, culturally relevant and appropriate curriculum and learning environments while integrating all developmental domains.

CDF 315 - Introduction to Family Child Care Licensing is a course that examines the differences between licensed and license-exempt childcare practices. Students will learn about Title 22 regulations to apply for a licensed Family Child Care Home (FCCH), and the required steps to become a License-Exempt Child Care Provider (LECCP). Emphasis is made on safe environments, record keeping, and building positive relationships with children and families. Some of the **objectives** for this course are: Define what "quality" is in the context of child care services; Understand the differences between license-exempt and Family Child Care (FCC) licensed programs; Examine California's Family Child Care Home Regulations; Analyze the standards to operate a safe and healthy family child care environment; Describe policies and procedures for maintaining accurate records, managing emergencies, and communicating with families; Synthesize the steps for becoming a licensed child care provider, and Create a license-exempt or licensed family child care philosophy. The **ILOs** that more closely matches with these objectives are "Think Critically" (Interpret, analyze, synthesize, and evaluate ideas and information and Apply knowledge and skills to a variety of situations) and "Communicate Competently" (Communicate clearly, appropriately, and ethically). The matching **PLO is #1**: Identify and conduct themselves as Early Childhood professionals and commit to using the National Association for the Education of Young Children Code of Ethical Conduct and other professional standards while engaging in reflective practices as collaborative learners.

CDF 325 - Play Based Curriculum: explores the benefits of play-based learning for young children. Students will gain an understanding of how play serves as a critical component in children's development. Different types of play and the caregiver's role in supporting and facilitating play experiences will be examined. The **objectives** for this course are: Understand the foundational theories of play-based curriculum; Discuss the physical, socio-emotional and cognitive benefits of different types of play; Explain the role of the caregiver in facilitating culturally relevant and equity-minded play-based experiences for children. The **ILOs** that best match this course are "Work Effectively" (Demonstrate skills, knowledge, and problem solving applicable to one's field of study) and "Think critically" (Interpret, analyze, synthesize, and evaluate ideas and information). The **PLO** that best matches this course SLOs is #1: Identify and conduct themselves as Early Childhood professionals and commit to using the National Association for the Education of Young Children Code of Ethical Conduct and other professional standards while engaging in reflective practices as collaborative learners.

CDF 344 - Observing and Guiding Children's Behavior. This course is intended to examine the role of observation in understanding young children's behavior to develop strategies that foster healthy social and emotional growth through positive guidance. Students will explore how environmental factors and caregiver interactions impact behavior, and learn how to establish relationships that promote a positive learning community in which all children feel safe, valued, and respected. Special focus will be placed on the child's development, the family background, and the cultural context. The SLOs for this course are: Discuss the role of observation in understanding young children's behavior; Explain the differences between typical behaviors and challenging behaviors in young children; Analyze the impact of stressors and trauma on children's behavior; Identify how the physical environment and child-caregiver interactions can influence children's behavior; Demonstrate positive guidance techniques in guiding children's behaviors; and Examine the role of effective partnerships between families, caregivers and community professionals in facilitating appropriate guidance techniques for children. The **ILO** that best matches with this course is "Think critically" (Interpret, analyze, synthesize, and evaluate ideas and information). The **PLO** that best matches with this course is #4: Apply principles of child development and positive guidance for planning inclusive, culturally relevant and appropriate curriculum and learning environments while integrating all developmental domains.

2. Catalog Description

The Non-Credit Early Childhood Education Certificate is intended for individuals who are interested in exploring careers in child development. The certificate provides an introduction to key concepts and best practices in childcare through targeted courses where participants will gain a deeper understanding of child development, family childcare licensing, play-based curriculum, and effective child behavior observation and guidance techniques. Evaluate the availability of sustainable materials to facilitate play-based learning (loose parts, natural elements, recycled items and free resources).

3. Program Requirements

Requirements	Course Prefix/#	Title	Hours
Enter Requirement	Course prefix and number	Enter Course Title	Enter hours
	CDF 310	Exploring Careers in Child Development	17
	CDF 315	Introduction to Family Child Care Licensing	17
	CDF 325	Play Based Curriculum	17
	CDF 344	Observing and Guiding Children's Behavior	17

Mirrored course or new course?

4. Master Planning

This certificate aligns with the college mission statement of being a student-ready college. Many childcare providers in the community work long hours and quality of care is needed for young children. These courses will offer an opportunity to licensed and license-exempt providers to obtain accessible education. Also, this proposal aligns with Butte Colleges Strategic Direction #1 (providing high quality education to students seeking... job skills to meet their career and life goals. It also aligns with Strategic Direction #6A (Strengthen existing and create new equity-minded student supports and services for racially minoritized and other historically under-served student groups).

As mentioned in the Statement of Program Goals and Objectives we intend to support people in the community to become more knowledgeable about the regulations for License-Exempt and Licensed Childcare services. The moment a person provides care for children of more than one family poses a great risk for these unlicensed or license exempt community members. The intention is to support with education to make informed decisions and for children to have access to quality-of-care services beyond administrative duties and pediatric CPR certification.

[Santa Monica College](#) has a non-credit ECE Skill Builders Program, and we believe no one is offering something similar in the North Far North Region.

The proposal demonstrates a need for this certificate because most children attend childcare under License Exempt Care, or in Family Child Care Homes (FCCH). Data from Butte and Glenn Counties, published in 2023, reveals that Butte County has 42 Child Care Centers versus 89 family childcare homes, while Glenn County has 12 Childcare Centers versus 45 family childcare homes. License Exempt Care is challenging to account for, as it is typically provided by family members, friends, or neighbors and only requires the completion of Live Scan if the childcare is funded by Cal-WORKS or through Resource and Referral offices. When parents pay out of pocket for childcare services, there are no requirements for Live Scan or CPR certification. Under an FCCH provider, the only mandatory requirements are CPR/First Aid certification and Live Scan clearance, as stipulated by Community Care Licensing, but there are no education prerequisites. Children remain under the care of an individual caregiver. If the caregiver receives training in Child Development/Early Childhood Education (ECE), the quality of care would significantly improve.

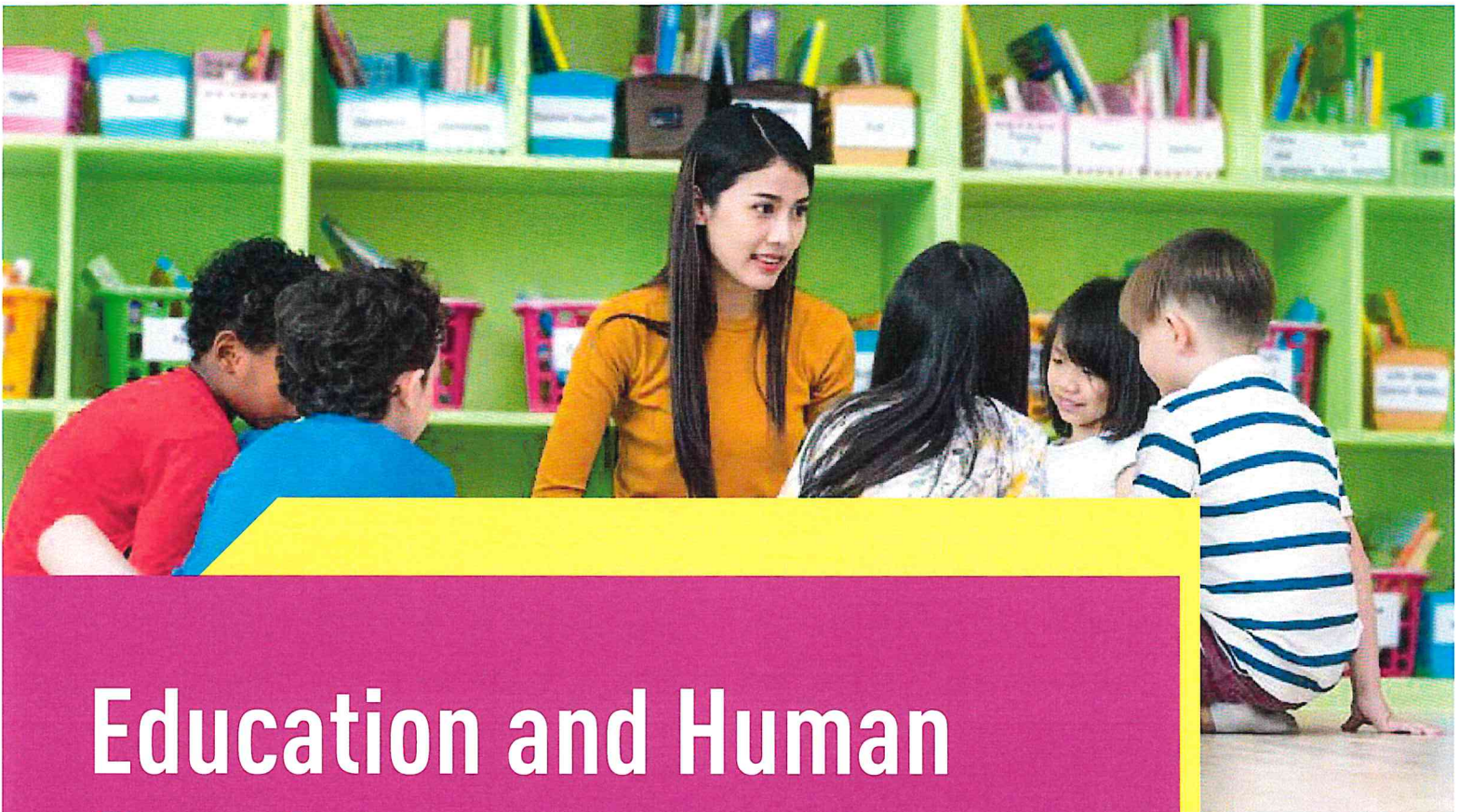
This certificate meets community needs to enhance and provide safe and appropriate caregiving practices in childcare settings. The represent a cohesive package of courses in the area of early care and education. This program does not include fees.

The courses we are proposing are of great value for adult learning population and people of color, which is an important aspect of our REACH efforts, which our department is eager to serve.

Department Chair Signature: _____
(Your signature certifies that all faculty members in the program have discussed this proposal)

Dean Signature: _____

Submit this form to Scheduling Center - Office of Instruction (SAS-214)



Education and Human Development

Far North
Subregional Sector Profile



2023



POWERED BY



California
Community
Colleges

FIVE-YEAR OUTLOOK

5%
sector job growth
over next five years

3,100+
annual job openings
over next five years

17%
of Far North's
jobs

This project is supported by Strong Workforce Program (SWP) funding.



Introduction

This sector profile highlights in-demand, middle-skill jobs that pay above a living wage.

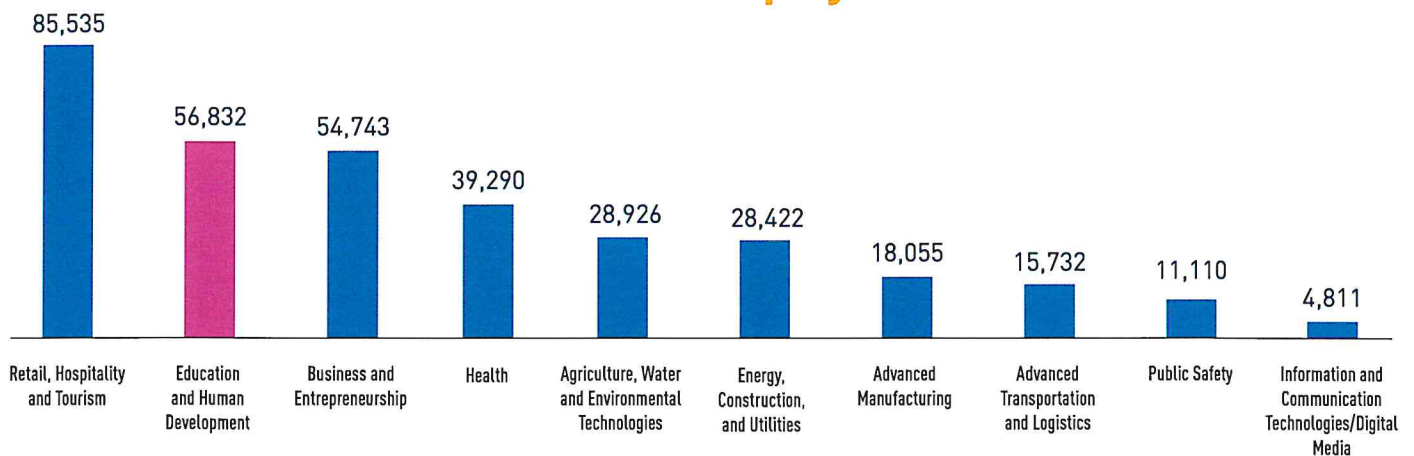
Middle-skill jobs, those which require education or training beyond a high school diploma but less than a bachelor's degree, are a critical component of the overall workforce and support the economic vitality of the region and the state.

This sector profile summarizes key data about current and projected workforce demand, hourly wages, job postings, and community college programs to support the goals of California's Strong Workforce Program (SWP).

SWP is an initiative designed to expand career education (CE) programs offered by the California Community Colleges to supply a skilled workforce to California's employers. The North Far North Regional Consortium (NFNRC) is charged with coordinating the planning and implementation of CE programs among community colleges within the 22-county North/Far North region, which includes the North (Greater Sacramento) and Far North subregions.

The Far North subregion encompasses 15 counties (Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity) and seven community colleges (Butte, College of the Redwoods, College of the Siskiyou, Feather River, Lassen, Mendocino, and Shasta).

Far North 2021 Sector Employment



SECTOR Highlights



56,832
Jobs in 2021

59,790
Projected Jobs in 2026

5%
Projected Job Growth,
2021-2026

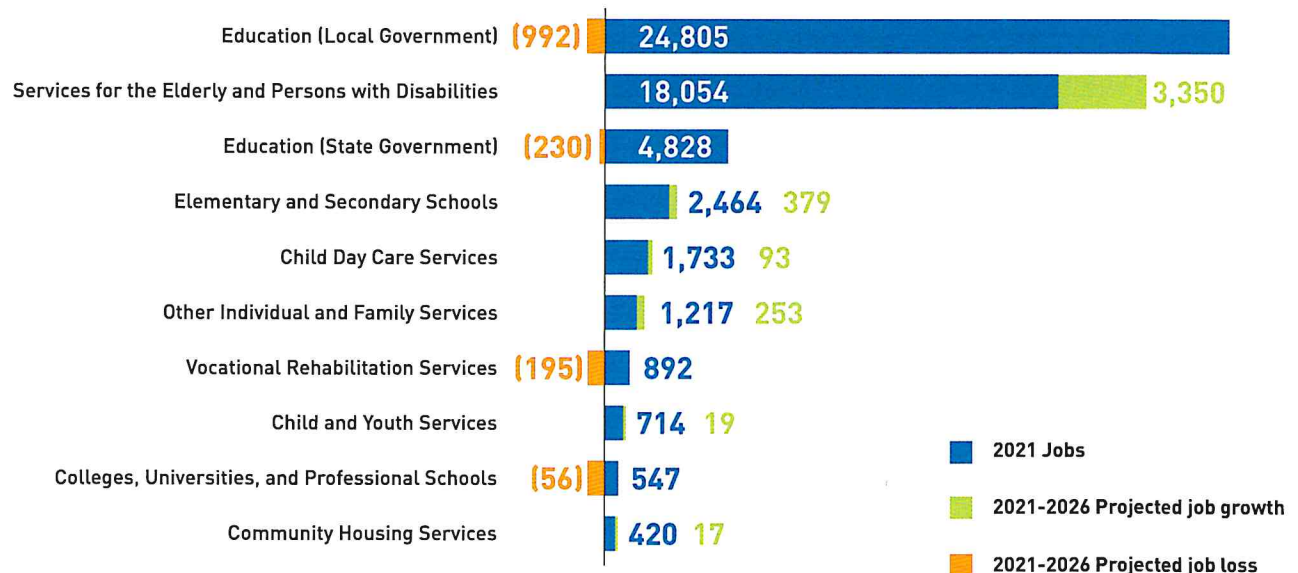
2,958
New Jobs by 2026

15,986
Businesses

16.6%
% of Far North
Employment, 2021

Note: The Education and Human Development sector includes 26 distinct 6-digit NAICS codes. Contact the NFN COE for a complete listing of NAICS codes by sector.

Employment by Industry Subsector

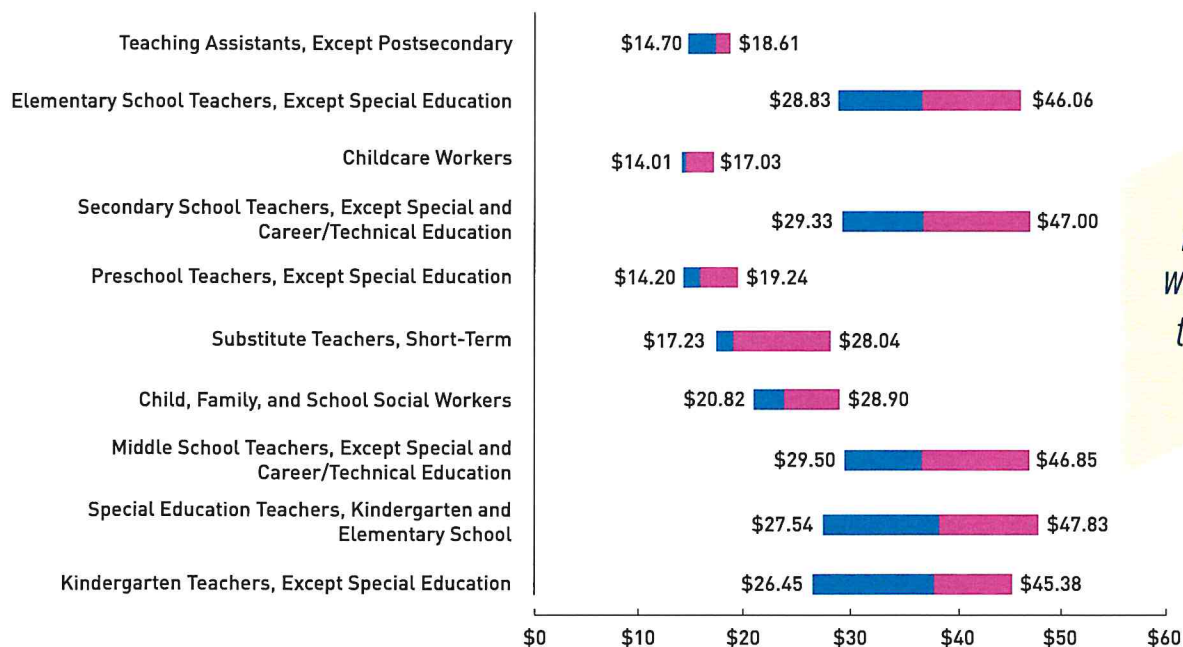


Priority Middle-Skill Occupations

Occupation	2021 Jobs	2021-2026 Projected % Change	2021-2026 Average Annual Openings	Typical Entry-Level Education
Teaching Assistants, Except Postsecondary	3,747	(1%)	357	Some college, no degree
Childcare Workers	1,946	(4%)	281	High school diploma or equivalent
Preschool Teachers, Except Special Education	1,359	6%	159	Associate degree
Elementary School Teachers, Except Special Education	4,469	(2%)	335	Bachelor's degree
Secondary School Teachers, Except Special and Career/Technical Education	2,393	1%	179	Bachelor's degree
Substitute Teachers, Short-Term	1,352	0%	159	Bachelor's degree
Child, Family, and School Social Workers	972	7%	105	Bachelor's degree
Middle School Teachers, Except Special and Career/Technical Education	1,186	1%	93	Bachelor's degree
Special Education Teachers, Kindergarten and Elementary School	407	0%	31	Bachelor's degree
Kindergarten Teachers, Except Special Education	275	0%	29	Bachelor's degree

Note: Jobs for the above occupations may not solely exist in this sector and may be found in other sectors that require related services. Projected change includes new job growth and replacements.

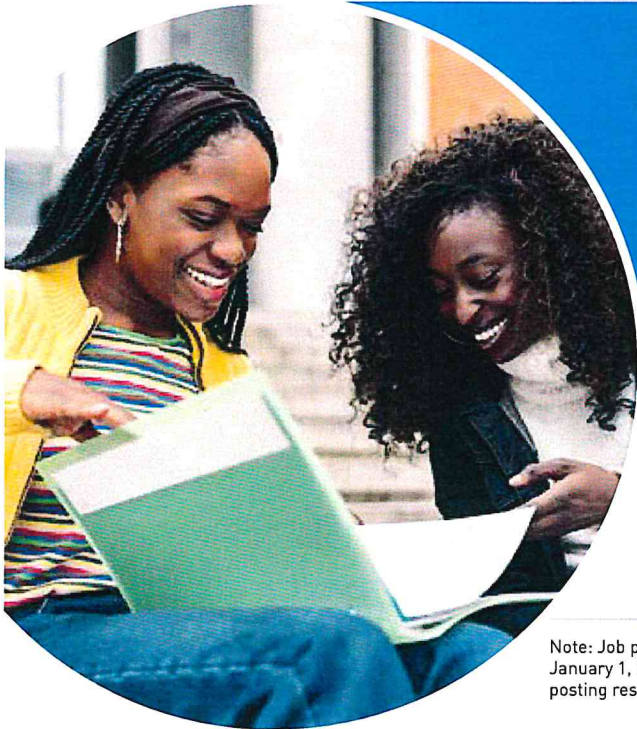
Middle-Skill Hourly Wage Ranges



These occupations pay a starting wage at or above the subregion's living wage.

Note: The hourly wage ranges include the 25th percentile (entry-level), median, and 75th percentile (experienced) hourly earnings for workers employed in these occupations across the Far North subregion where the minimum wage in 2021 was \$15.

Priority Middle-Skill Job Postings



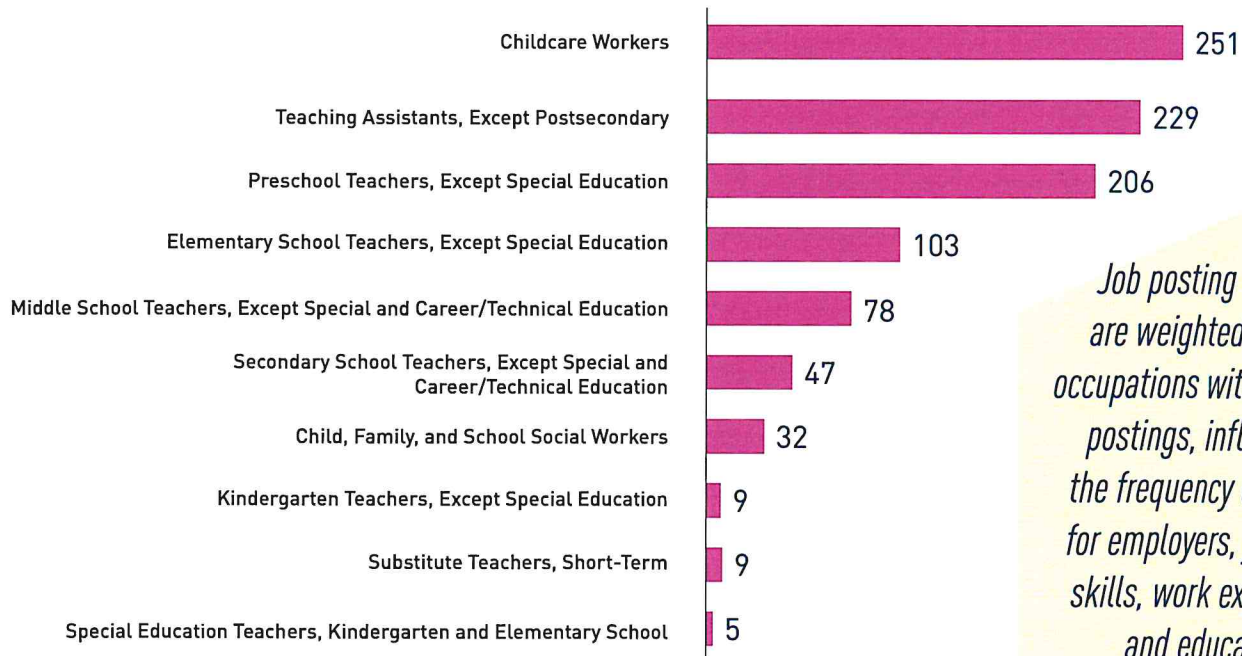
Posting intensity is the ratio of duplicated to unique job postings. A higher-than-average posting intensity can mean employers are putting more effort into hiring.

969
Online Job Postings

2:1
Posting Intensity
(Regional Average 3:1)

Note: Job postings count the number of online job postings advertised in the 15-county Far North subregion between January 1, 2022 - March 31, 2023. Postings are limited to in-state employers and exclude staffing companies. Job posting results represent the top 10 priority middle-skill occupations.

Job Postings by Occupation



Job posting results are weighted toward occupations with the most postings, influencing the frequency of results for employers, job titles, skills, work experience, and education.



Top Employers & Job Titles

Employers with the Most Postings

E-Center
 Shasta College
 Konocti Unified School District
 Mendocino College
 Gateway Unified School District

Job Titles with the Most Postings

Nannies/Babysitters
 Preschool Teachers
 Associate Teachers
 Classroom Aides
 Head Teachers

Most In-Demand Skills

Specialized Skills

- Child Development
- Early Childhood Education
- Preschool Education
- Individualized Education Programs (IEP)
- Head Start (Education Program)

Soft Skills

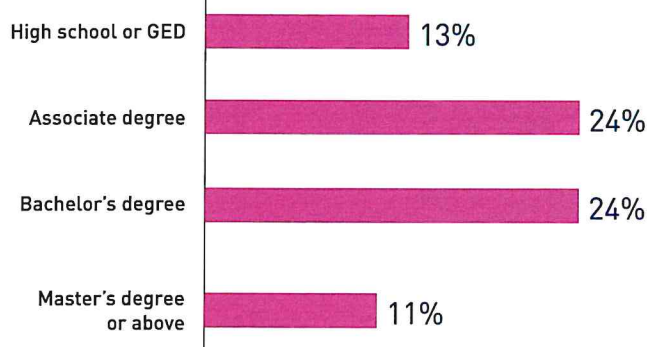
- Teaching
- Communications
- Management
- Planning
- Mathematics

Software and Technical Skills

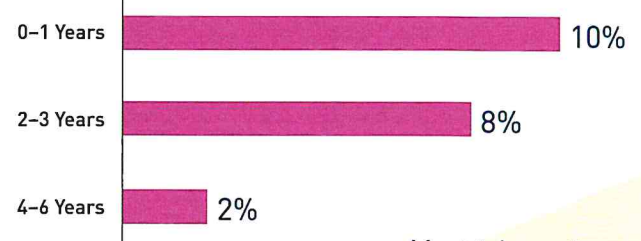
- Microsoft Office (Access, Excel, Outlook, PowerPoint, Word)
- Zoom
- Student Information Systems
- Database Software/Systems
- Learning Management Systems

Education & Experience in Postings

Employer-Preferred Education



Employer-Preferred Work Experience



Most job postings do not include a preferred education or experience level.

Community College Programs



Butte College	College of the Redwoods	College of the Siskiyous	Feather River College	Lassen College	Mendocino College	Shasta College
Early Childhood Education	Early Childhood Education	Early Childhood Education	Early Childhood Education	Early Childhood Education	Early Childhood Education	Early Childhood Education
Child Development			Teacher	Child Development	Child Development	Human Services
					Family Relations	





Prepared by

Ebony J. Benzing, Research Manager
North/Far North Center of Excellence for Labor
Market Research

Supported by:

Juan Madrigal, Labor Market Research Consultant

Editing by:

Lauren McSherry, L.M. McSherry Consulting

Graphic Design by:

Jim Schneider, Right Angle Design

Sources

- Lightcast 2022.4 - QCEW Employees, Non-QCEW Employees, and Self-Employed
- Centers of Excellence for Labor Market Research Occupation Crosswalk
- California Community Colleges Chancellor's Office LaunchBoard
- California Community Colleges Chancellor's Office DataMart
- Integrated Postsecondary Education Data System (IPEDS)
- California Community Colleges Curriculum Inventory (COCI)

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