

Feather River Adult Education Consortium – Board Meeting MINUTES

Monday December 2, 2024 (1:00 p.m. – 2:00 p.m.)

THIS MEETING WILL BE HELD VIA ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE

<https://us02web.zoom.us/j/89416234081>

[⌘] Included in Board Packet

PLEASE NOTE: Agenda related documents distributed to the Feather River Adult Education Consortium (FRAEC) Board for the Board Meeting may be viewed in the Superintendent’s Office at the Plumas County Office of Education. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating, or documentation in accessible formats, should contact the Acting Consortium Lead at Mitch.Rosin2@gmail.com at least three days before the meeting date.

Attendance (v = voting member)

Feather River College	<input checked="" type="checkbox"/> Derek Lerch (v)	<input type="checkbox"/> Kevin Trutna (v)	<input type="checkbox"/>	<input type="checkbox"/>
PUSD/PCOE	<input type="checkbox"/> Andrea Cerasola (v)	<input checked="" type="checkbox"/> Steve Dutton (v)	<input type="checkbox"/>	<input type="checkbox"/>
SJUSD/SCOE	<input checked="" type="checkbox"/> Wendy Jackson (v)	<input type="checkbox"/> James Berardi (v)	<input type="checkbox"/>	<input type="checkbox"/>

Community Stakeholders

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Call to Order: 1:02

1. [⌘]Approval of Agenda

Agenda Item Number: 1			
Motion: Approval of Agenda			
Motion by: W. Jackson			
Second by: D. Lerch			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson	X		

2. [⌘]Approval of Minutes: September 9, 2024

Agenda Item Number: 2			
Motion: Approval of Minutes – September 9, 2024			
Motion by: D. Lerch			
Second by: W. Jackson			
Member Name	YEA	NAY	Abstain
Feather River College – Derek Lerch	X		
Plumas USD – Andrea Cerasola	X		
Sierra COE – Wendy Jackson	X		

3. Public Comment – Public comment is allowed on any topic relevant to the FRAEC Board. Pursuant to Consortium Policy, comments are limited to 3 minutes per person. Please begin by stating your name.

4. Closed Session – None Requested

5. Discussion Items

- 5.1 [⌘]CAEP Three-Year Plan 2025-28 Guidance (Still no Template in NOVA)
 - No template available in NOVA; updates to be sent when available; W Jackson questioned why approvals are taking longer from the CO

- 5.2 [Ⓜ]CAEP Excessive Carryover Plan
- Sunshine of FRAEC plan; Vote in January; Virtual job fair discussions with CAEP TAP
- 5.3 ELL Healthcare Pathway Grant – Update (W. Jackson)
- In process of disbursement of funds; CO asked for confirmation of Fiscal Agent, which was confirmed; Address was corrected in NOVA; Contracts to be issued by CO and Grant Fiscal Agent; Three approval requests sent to CO (Mayra Diaz); CO was concerned that the Gov office would recall the funds, so apportionment was converted to grant.

6. Action Items – None

7. Consortium Director’s Report

7.1 CAEP Deadlines

December 2024

- Dec 1: July 1, 2023 to June 30, 2024 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium *
- Dec 1: 22/23, 23/24 & 24/25 Member Expense Report Due in NOVA (Q1)
- Dec 31: 22/23, 23/24 & 24/25 Member Expense Report certified by Consortia in NOVA (Q1)
- Dec 31: End of Q2

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June 2025

- Jun 20: 2025-2028 Three Year Plan Due

7.2 Conference Report-Outs

- CAEP Directors – Sacramento, CA – September 26-27, 2024
- CAEP Summit – Oakland, CA – 28-30, 2024

7.3 Plumas USD Program Update (S. Dutton)

- 10 Graduates this year; Lost teacher for MOS courses; Waiting on Construction teacher, course TBD; 0.4 ESL teacher is now 1.0, but no applicants; W. Jackson has a contact for MOS, but needs to teach in Chester, CA, W. Jackson to share contact information

7.4 Sierra County Program Update (W. Jackson)

- Graduated EMT Basic class with 5 students, and EMT Basic Refresher with 3 students; 3 HSD enrollments (2 from Truckee); Culinary Arts classroom will be completed this week and CofO will be issued, will run 3 classes in partnership with EPIC/USDA program, est. enrollment of 8 in first cohort; Class 2 will focus on menu; Culinary Bootcamp will be offered in February 2025 (4 students) in partnership with Tahoe Community College

7.5 Feather River College Program Update (D. Lerch)

- Call with CC TAP regarding culinary program in jail to accurately report enrollments; CC TAP would like FRC to start noncredit course for this program (similar to GoTeach); Process for enrolling in FRC is a barrier for students in the county jail; 2 options: create a noncredit class or run class through K12 Adult School; Instructor is open to running course through PUSD which is already running program in the jail; PUSD is willing to facilitate this class

7.6 [Ⓜ]Marketing & Social Media Update: Phoenix Design

8. Announcements

8.1 2024-2025 FRAEC Board Meetings (All meetings at 1:00 pm unless noted)

2024-2025 FRAEC Board Meeting Dates	
July 2024 — NO MEETING	Tuesday, January 7, 2025 – IN PERSON @ Feather River Adult School – Three-Year Plan Planning
Monday, August 5, 2024 @ 4pm – VIRTUAL – Annual Plan Vote	Monday, February 3, 2025 – VIRTUAL – CFAD Discussion & Three-Year Plan Planning
Monday, September 9, 2024 – VIRTUAL	Monday, March 3, 2025 – CFAD Discussion & Three-Year Plan Planning
Monday, October 7, 2024 – VIRTUAL	Monday, April 7, 2025 – CFAD Vote & Three-Year Plan Vote
November 2024 – NO MEETING	Monday, May 5, 2025 – VIRTUAL
Monday, December 2, 2024 – VIRTUAL – Three-Year Plan Planning	Tuesday, June 11, 2025 – Annual Plan Retreat – TBD

- 8.2 Upcoming Conferences and Professional Development Opportunities
- ACTE International – San Antonio, TX – Dec 4-7, 2024

Adjournment – 1:28pm

16 Feather River Adult Education Consortium (2022-25) CERTIFIED

Details

Consortium Information

Consortium Name:
16 Feather River Adult Education Consortium

Consortium Short Name:
16 16 Feather River Adult Education Consortium

Address:
1446 E. Main St. | Quincy, CA | 95971

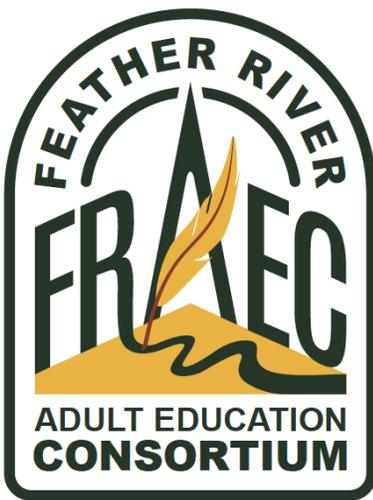
Website:
<https://www.FeatherRiverAdultEd.org>

Funding Channel 2024-25:
Direct Funded

CAEP Funds 2024-25:
\$1,009,771

CAEP Funds 2023-24:
\$999,079

CAEP Funds 2022-23:
\$923,193



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	Derek Lerch	dlerch@frc.edu	VPI/CIO	(530) 283-0202 ext: 321
Primary Contact	Mitch Rosin	mitch.rosin2@gmail.com		
Fiscal Contact	James Berardi	jberardi@tresd.org		

Member Agencies

Member Agency	Member Type	Contact	Phone
Feather River CCD	District	Derek Lerch FRC	(530) 283-0202 ext: 321
Plumas Co. Office of Education	County Office of Education (COE)	Steven Dutton	(530) 283-1003
Plumas Unified	Unified School District	Steven Dutton	(530) 283-1003
Sierra Co. Office of Education	County Office of Education (COE)	Wendy Jackson	
Sierra-Plumas Joint Unified	Unified School District	Wendy Jackson	

Executive Summary

Executive Summary *

The Feather River Adult Education Consortium (FRAEC) is located in California's Plumas National Forest, and covers mostly rural geography across Plumas and Sierra Counties. FRAEC consists of five Member districts: Feather River College, Plumas County Office of Education (Consortium Administration Funding), Plumas Unified School District, Sierra County Office of Education, and Sierra-Plumas Joint Unified School District. NoRTEC serves as the 11 county Workforce Development Board and the Alliance for Workforce Development (AWD) serves as the regional AJCC, providing services to the following counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. With such a vast area to cover, the AWD's engagement with the FRAEC has been limited, but continues to improve.

The Feather River Adult Education Consortium consists of the following Member Districts:

- Feather River College
- Plumas Unified School District
- Plumas County Office of Education
- Sierra County Office of Education

- Sierra-Plumas Joint Unified School District

During the prior Three-Year Plan period, adult education services were expanded to include the addition of an adult school in both Plumas and Sierra Counties. Curriculum has been standardized across all Member Districts, and student assessment and data management are now in alignment with state guidelines and mandates. CTE has been added as a key component to all Member program offerings, with Hospitality and Health Care being of primary community need. During the summer of 2021, the FRAEC Board held a retreat during which a Multiple Measures Funding Formula was Board voted and approved.

FRAEC holds Member Districts to a spirit of collaboration in all decision making. This Three-Year Plan serves as a foundational plan for the Consortium toward the realization of our collective vision and goals while maintaining alignment to the Workforce Development Board's mission. FRAEC envisions working together and leveraging resources to create regional stability among Adult Education providers. With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2022-2025 time frame, FRAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals.

The Consortium will work on building relationships with more community partners to leverage existing resources. To address the needs of rural areas, FRAEC will continue to promote and implement a Distance Learning policy for all program participants. FRAEC Members are proud of their newly received WASC Accreditation as well as being WIOA federally funded. Member Districts will now explore Perkins and RISE funding for their CTE programs. This is in full recognition of the importance of braided/blended funding to ensure ongoing programming. The FRAEC Board commits to exploring options to increase the rigor and credibility of all programs across the Consortium.

FRAEC Member Districts are committed to engaging in ongoing self-analyses to identify areas where attention is needed, and adjust programs accordingly at the Member level. FRAEC Member districts will engage in team building activities including, but not limited to, retreats and attending conferences as a team. Additionally, the FRAEC Board recognizes that professional development is critical to Consortium success and commits that both board members and member faculty/staff will attend annual adult education professional development events. The FRAEC Board recognizes that Adult Education plays a strategic role to building community equity across the region we serve and to the ideals of collective impact.

In addition to the impact of the global COVID-19 pandemic, the region was severely impacted in 2021 by a series of fires which impacted service delivery in the region. These disruptions are still being addressed by local agencies as communities rebuild and the economy begins to recover. Specifically, Plumas is offering Basic Fire Training courses (S-130, S-190, and L-180) and Sierra is offering EMR, EMT-Basic, A-EMT, and PSFA (Public Safety First Aid) for first responders as well as all levels of CPR/First Aid and AED training. These courses serve as career pathways into CalFire and Mediac hiring, while also strongly supporting the local need to address seasonal fires. Finally, the barriers of technology access, transportation to education sites, and distances students need to travel to be at an adult school remain significant barriers for academic engagement in the region.

Assessment

Overview and Preparation *

To prepare for drafting the Three-Year Plan, FRAEC engaged in a series of activities:

- The CAEP Three-Year Planning Self-Assessment Tool was utilized by the FRAEC Board of Directors to assist in the process of planning for this report.
- American Community Survey; Self-Sufficiency Standard was reviewed
- Member District Meetings with Staff and Faculty
- The NoRTEC Labor Market Intelligence Report was used to identify industry trends and inform educational program offerings
- CAEP Consortium Factsheet, released in January 2021, was used as a cross-reference tool in developing this Plan

Regional Alignment and Priorities *

NoRTEC Labor Market Intelligence Report

The Northern Rural Training and Employment Consortium (NoRTEC) is responsible for providing Labor Market Information (LMI) for the region. The 2021 LMI report was used to identify industry trends and inform educational program offerings. The report includes both quantitative and qualitative data regarding past, current and projected economic trends for the region's 11 counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties. The Feather River Adult Education Consortium focuses on the Healthcare and Hospitality industry sectors.

The NoRTEC region is located at the northern end of California and includes the 11 counties of Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. NoRTEC boundaries contain over 24% of the land area in California, covering approximately 32,000 square miles. To put this into perspective, it is more than an 850-mile round trip from the Sierraville America's Job Center (AJCC) in Sierra County to the Crescent City AJCC in Del Norte County. Although the NoRTEC population is sparse in some of the areas, the overall regional population has increased from 703,017 to 712,382 over the past ten years.

NoRTEC Occupational Outlook Reports

NoRTEC published occupational outlook reports in November 2021. These reports contain information for the entire north region and address the following industry sectors: agriculture, construction, healthcare, hospitality, information technology, manufacturing, professional services, and public services. The FRAEC Board decided to focus on those industry sectors identified with an asterisk.

- Agriculture: 4.5% decrease in job postings. Occupations that experienced greatest increase in employment: Farmworkers and Laborers, Industrial Truck and Tractor Operators, Inspectors, Testers, Sorters, Samplers, Weighers
- Construction: 14% decrease in job postings. Occupations that experienced greatest increase in employment: Plumbers, Pipefitters, Steamfitters; First-Line Supervisors of Construction Trades and Extraction Workers, Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- *Healthcare: 4.7% increase in job postings. Occupations that experienced greatest increase in employment: Nursing Assistants, Emergency Medical Technicians and Paramedics, Licensed Practical and Licensed Vocational Nurses
- *Hospitality: 17.1% increase in job postings. Occupations that experienced greatest increase in employment: Childcare Workers, Waiters and Waitresses, Maids and Housekeeping Cleaners
- Information Technology: 16.8% increase in job postings. Occupations that experienced greatest increase in employment: Broadcast Technicians, Electrical Engineers, Computer User Support Specialists
- Manufacturing: 20.7% decrease in job postings. Occupations that experienced greatest increase in employment: Cutting, Punching, Press Machine Setters, Operators, and Tenders, Metal and Plastic, Industrial Truck and Tractor Operators, Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
- Professional Services: 16.3% increase in job postings. Occupations that experienced greatest increase in employment: Maids and Housekeeping Cleaners, Insurance Underwriters, Software Developers and Software Quality
- Public Services: 14.5% decrease in job postings. Occupations that experienced greatest increase in employment: Preschool Teachers, Teaching Assistants

Plumas County Occupational Highlights (2019)

- Plumas County's largest industry sectors include Government; Accommodation and Food Services; Retail Trade; Construction; Health Care and Social Assistance; and Manufacturing. Government has more jobs than the next three industries combined in Plumas County.
- Industries projected to add the most jobs in Plumas County in the next five years include Accommodation and Food Services and Health Care and Social Assistance.
- The top occupations in Plumas County by employment include Cashiers; Secretaries and Administrative Assistants; Personal Care Aides; Building Cleaning Workers; and Laborers and Material Movers, Hand.

Sierra County Occupational Highlights (2019)

- Sierra County's largest industry sectors include Government; Accommodation and Food Services; Construction; and Retail Trade. Government has more jobs than the next six sectors combined.
- Industries adding the most jobs in Sierra County over the last five years include Accommodation and Food Services; Administrative and Support and Waste Management and Remediation Services; and Agriculture, Forestry, Fishing and Hunting.
- Individual industries with strong growth prospects for the county include: Individual and Family Services; Services to Buildings and Dwellings; and Traveler Accommodation.

Evaluate the Educational Needs of Adults in the Region *

To assess the needs of the region, the FRAEC Executive Committee undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

A. Three-Year Planning Self-Assessment Tool

The CAEP Three-Year Planning Self-Assessment Tool was used by the FRAEC Board as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome. The Consortium Board found that the tool helped to shine light on areas where improvement could be found. Of the five areas of evaluation, the average scores, reached by consensus, include:

- Capacity = 5.0
- Connection = 5.0
- Entry = 4.7
- Progress = 5.0
- Completion/Transition = 4.7

Compared to the previous scores, this represents significant achievements in program improvement over the past three-year implementation period for the Consortium.

B. Monthly Board Meetings Focused on Three-Year Plan Sections Facilitated Steering Committee

Between October 2021 and March 2022, the FRAEC Board spent time at each monthly Board meeting to discuss the Three-Year Plan, section by section. The meetings yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

C. Review of Regional Demographics

The overall adult population of the area is roughly 15,000 with a breakdown of 47% female and 53% male. Hispanic residents make up 13% of the residents with 72% being white, and the remainder comprising Asian, Black/African American, American Indian, and Pacific Islander. Eleven percent speak English "less than well" and the region contains 16% of the population without a high school diploma or equivalency. The current unemployment rate is 5% representing 760 residents, with 55% opting out of the labor force due to the high level or retraits in the region. The poverty rate shows 2,700 people near or below the poverty line. The predominant languages spoken at home are English (90%) and Spanish (7%). There are approximately 3,000 adults with disabilities in the service area.

Contributions by Entities *

To prepare for drafting the Three-Year Plan, FRAEC Member Districts engaged in a series of activities:

- FRAEC Board Meetings:** Monthly Board meetings focused on each Section of the Three-Year Plan and Guidance Memo. Discussions were held regarding needed updates to the previous Three-Year Plan and new objectives, activities, and outcomes were identified. The public was welcome to attend all of these meetings and participate in discussions.
- North/Far North PLC:** Regular meetings were held with the ten (10) CAEP Consortium Directors in the North/Far North Region where the NoRTEC Workforce Development Board operates. Included in the discussions were reviews of CAEP Three-Year Planning guidance, templates, and labor market information.

C. Workforce Board Engagement: Regular communication with NoRTEC takes place to share information both at the Consortium level. In addition, as WIOA-mandated partners, the Adult School Member Districts engage regularly with the AJCCs and join the CASAS-hosted WIOA webinars.

D. Weekly Planning Sessions: Weekly meeting are held with the Adult School principals to discuss trends, program adjustments, and other issues related to creating a sustainable Consortium.

E. Community Meetings: Due to COVID-19 restrictions, community meetings were not held, as they were for the prior Three-Year Plan.

F. Employer Engagement: FRAEC actively engages with local employers within each community through fact-to-face meetings. The goal was to obtain specific information regarding employer needs for skill sets and employee assets to facilitate faster new hires of exceptional candidates. Additionally, information for internal promotion and job retention was identified as key in importance and providing training for such skills can lead to partnerships for workplace training programs.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Feather River CCD	Member Representative	0	0	0	0	0	0	120	0	0	
*Plumas Co. Office of Education	Member Representative	0	0	0	0	0	0	0	0	0	
*Plumas Unified	Member Representative	29	24	21	0	0	0	59	0	0	
*Sierra Co. Office of Education	Member Representative	0	24	9	0	3	3	132	0	8	
*Sierra-Plumas Joint Unified	Member Representative	0	0	0	0	0	0	0	0	0	
Total Participants		29	48	30	0	3	3	311	0	8	432

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Alliance for Workforce Development	Community Organization	X	X	X	X	X	X	X	✓	X
Plumas County Public Health	Other	X	X	X	X	✓	X	X	X	X
Plumas County Jail	Other	✓	✓	X	X	X	X	✓	✓	X
Plumas County Library	Other	✓	X	X	X	X	X	X	X	X
First Five	Community Organization	X	X	X	X	X	✓	✓	X	X
Sierra Nevada Children's Council	Community Organization	X	X	X	X	X	✓	✓	X	X

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

As outlined in the NoRTEC Local Plan, the region's demographics have changed over the prior few years due to an influx of retirees. This has resulted in a shift of people in the labor market and a reduction of services needed by community members. The region remains heavily rural with a limited number of service providers.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	259	308	267	270	284	298
Student Barriers	Low Literacy (AE 311 - Overall)	99	98	103	105	109	114

Member Level Metric Targets

* Mandatory for all members

Feather River CCD (Reported by Feather River District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		31	39	126	132	138
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)		0	0	0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		0		0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				126	132	138
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Plumas Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Plumas Unified (Reported by Plumas Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	111	191	135	200	210	220
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	12	21	30	15	17	19
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		23	31	13	17	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)		0		7	9	12
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	0	0	13	12	13	14
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		24	25	25	28	30
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	59	75	53	45	47	49
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	27	41		35	36	37

Sierra Co. Office of Education (Reported by Sierra County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	74	70	45	85	88	92
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)		0		4	5	6
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		0		6	8	10
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	0	0	0	0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		0		6	8	10
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	39	47	23	54	56	58
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	0	0		8	10	12
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	14			4	5	6
Transition	Participants with Transition to ASE (AE 500 - Overall)	13			5	6	7

Sierra-Plumas Joint Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Feather River CCD	100%	100%	100%	60%	60%	60%
Plumas Co. Office of Education	100%	100%	100%	60%	60%	60%
Plumas Unified	0%	100%	100%	60%	60%	60%
Sierra Co. Office of Education	100%	100%	100%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

FRAEC will address the educational needs of the communities serve by focusing on Gaps in Service and Leveraging Resources across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Gaps in Service

To continue to focus on gaps in services, FRAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the NORTEC Workforce Development Boards
- Add classes to meet labor demands if qualified teachers are available
- Continue to offer programs of study that align to the high growth industry sectors identified by NoRTED: Hospitality, Healthcare (EMS/Paramedic), Fire Training

Leveraging Resources

To fully leverage the resources of the region FRAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to engage with Strong Workforce to identify emergent of career pathways
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with NoRTEC (Alliance for Workforce Development) to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work to identify and address emergent issues
- Work with community partners to address the transportation needs faced by adult learners
- Explore options of utilizing RACHEL mobile devices, available from OTAN, to provide internet access to remote areas in the service area

Improve Integration of Services & Transitions

Description of Objective *

FAEC will Improve Integration of Services & Transitions across the Member Districts by focusing on Seamless Transitions and Student Acceleration across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

Seamless Transitions Objectives

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of students to ensure regular attendance and completion of programs of study

- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Improve the tracking of student transitions to postsecondary and the workforce
- Explore hiring a transition counselor, or collaborate with NoRTEC to share transition services

Student Acceleration Objectives

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at FRC to increase transitions to the workforce

Improve Effectiveness of Services

Description of Objective *

FRAEC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and Continuous Improvement Planning across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic and devastating regional forest fires.

Professional Development Objectives

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

Continuous Improvement Planning Objectives

To continue to focus on Professional Development, FRAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Begin the process of Member District self-evaluation in preparation for reapplying for WIOA

WIOA CIP Plans

Plumas:

- Grow ESL program by hiring one of more ESL instructors who will assist with recruitment and retention of students resulting in a 25% increase in enrollment

Sierra:

- Increase enrollment of WIOA programs by 5% each program year

Activities & Outcomes

Activity Name *

Improved Data Collection

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Improve data collection and review to increase pre- and posttest scores.

This activity aligns with AB104 Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

5% increase in pre-posttest pairs on DIR reporting

Intermediate Outcomes (1-3 Years) *

10% increase in pre-posttest pairs on DIR reporting

Long-Term Outcomes (3-5 Years) *

15% increase in pre-posttest pairs on DIR reporting

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Responsible person(s)

Name
Brad Miller
Wendy Jackson

Activity Name *

Increase Program Completion Rates

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce.

This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

5% increase in program completion

Intermediate Outcomes (1-3 Years) *

10% increase in program completion

Long-Term Outcomes (3-5 Years) *

15% increase in program completion

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Articulation Agreements

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Develop articulation agreements between Adult Schools and the College resulting in greater transition of students to postsecondary, for credit programs. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

One pathway aligned to college courses

Intermediate Outcomes (1-3 Years) *

Three pathways aligned to college courses

Long-Term Outcomes (3-5 Years) *

Pathways for all relevant courses

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Marketing and Outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Marketing.

Short-Term Outcomes (12 Months) *

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

Intermediate Outcomes (1-3 Years) *

Increased social media presence; Enhanced print marketing campaign

Long-Term Outcomes (3-5 Years) *

Increased social media presence; Enhanced print marketing campaign

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Mitch Rosin
Wendy Jackson

Activity Name *

Increased Course Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling and greater student persistence. This activity aligns with AB104 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Faster literacy gains; better understanding of data usage

Intermediate Outcomes (1-3 Years) *

Additional funding streams due to increased performance outcomes and graduation rates

Long-Term Outcomes (3-5 Years) *

Ongoing community needs evaluation

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Adults with Disabilities Plan

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Implement a transition plan for students identified with disabilities from the K-12 programs into Adult Education. This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Program Development/Curriculum/Classroom.

Short-Term Outcomes (12 Months) *

Implementation of processes and procedures for students

Intermediate Outcomes (1-3 Years) *

5% increase in the number of adults with disabilities enrolled in Adult Schools

Long-Term Outcomes (3-5 Years) *

10% increase in the number of adults with disabilities enrolled in Adult Schools

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Transition Counselor

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Hire a transition counselor to facilitate a greater level of transition from Adult Schools into Feather River College, or partner with the Alliance for Workforce Development (AJCC) to provide transition services under an MOU. This activity aligns with ABI04 Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Hire a part-time counselor; Engage with the Alliance for Workforce Development for transition counseling services

Intermediate Outcomes (1-3 Years) *

Increase transitions of adult students by 5%; Evaluate need and adjust hours to meet local needs

Long-Term Outcomes (3-5 Years) *

Increase transitions of adult students by 10%; Evaluate need and adjust hours to meet local needs

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Short-Term CTE Certificate Programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase number of short-term certification programs. This activity aligns with ABI04 Objective of Gaps in Service and the CAEP State Priority of Program Evaluation.

Short-Term Outcomes (12 Months) *

Add two short-term CTE programs of study

Intermediate Outcomes (1-3 Years) *

Add two additional short-term CTE programs of study

Long-Term Outcomes (3-5 Years) *

Reevaluate workforce needs in the region and adjust programs of study

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Entrepreneurship Program of Study

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Develop a career pathway for entrepreneurship to provide entrepreneurship programs of study to a greater number of people opening and operating small business in the region. This activity aligns with ABI04 Objective of Gaps in Service and the CAEP State Priorities of Program Evaluation and Equity.

Short-Term Outcomes (12 Months) *

Establish a pilot program

Intermediate Outcomes (1-3 Years) *

Reevaluate program success and create next-steps

Long-Term Outcomes (3-5 Years) *

Reevaluate and adjust per community needs for industry specific sectors

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Work-based Learning

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Increase student participation in work-based learning activities leading to a greater transition to the workforce and job promotion.
 This activity aligns with AB104 Objective of Gaps in Service and the CAEP State Priority of Learner Transition.

Short-Term Outcomes (12 Months) *

Expand GoTeach and Jail CTE programs

Intermediate Outcomes (1-3 Years) *

Develop a partnership with Industry Sectors and the Alliance for Workforce Development for IET site-based programs

Long-Term Outcomes (3-5 Years) *

Full implementation of site-based programs

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Internet Access

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Provide access to online curriculum in rural areas of the Consortium resulting in greater student access to learning through the established distance learning plan

Short-Term Outcomes (12 Months) *

Pilot of RACHEL devices in rural areas; Increased enrollment of distance learning students

Intermediate Outcomes (1-3 Years) *

5% increase in enrollment from rural areas of the Consortium

Long-Term Outcomes (3-5 Years) *

10% increase in enrollment from rural areas of the Consortium

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Activity Name *

Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Develop an ongoing professional development plan for all Member District to meet their individual needs and to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs. Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees. Program Area-specific professional development will result in a greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles); working with adults with disabilities. All FRAEC Board Members, Member District administrators, faculty and staff will participate in ongoing professional development.

This activity aligns with AB104 Objectives of Professional Development and the CAEP State Priorities of Program Evaluation, Leadership, Equity, and Program Development/Curriculum/Classroom

Short-Term Outcomes (12 Months) *

All Member Districts will send faculty/staff to attend state and national conferences, both virtual and in-person, will result in increased levels of data-driven placement, data-driven instruction, and performance outcomes as shown on quarterly DIR and MIS submissions

Intermediate Outcomes (1-3 Years) *

Increased WIOA National Reporting System Educational Functioning Level gain and Measurable Skill Gains; Increased CTE outcomes

Long-Term Outcomes (3-5 Years) *

Ongoing participation in professional development opportunities by Board, Faculty and Staff

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Adrienne Garza
Brad Miller
Derek Lerch
James Berardi
Kristy Warren
Lisa Cavin
Mitch Rosin
Nona Griesert
Terry Oestreich
Wendy Jackson

Activity Name *

Site-Specific Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

On-site, program-specific professional development which will result in greater depth of knowledge for NEDP, GED, Aztec, Burlington, CASAS, and other program implementations.

Short-Term Outcomes (12 Months) *

Increased level of data-driven placement and instruction

Intermediate Outcomes (1-3 Years) *

5% increase in course completions

Long-Term Outcomes (3-5 Years) *

10% increase in course completions

Proposed Completion Date

06/29/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Brad Miller
Derek Lerch
Wendy Jackson

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Feather River CCD	\$297,019	Certified
Plumas Co. Office of Education	\$0	Certified
Plumas Unified	\$409,754	Certified
Sierra Co. Office of Education	\$296,675	Certified
Sierra-Plumas Joint Unified (Optional)	\$0	Draft
Totals	\$1,003,448	4/5 Certified

Funds Evaluation *

The FRAEC Board and Leadership Committee meet regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA, Perkins, and grants awarded to each Member District. Further, the FRAEC Board look forward to applying for the expected Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector.

Certification

Feather River CCD - Member Representative

Derek Lerch FRC
 VPI/CIO
dlerch@frc.edu
 (530) 283-0202 ext: 321

Approved by Derek Lerch FRC

04/05/2022 08:23 AM PDT

Plumas Co. Office of Education - Member Representative

Steven Dutton
sdutton@pcoe.k12.ca.us
 (530) 283-1003

Andrea Cerasola
 Director of Student Services
awhite@pcoe.k12.ca.us
 (530) 283-6500 ext: 5276

Approved by Kristy Warren

04/05/2022 08:45 AM PDT

Plumas Unified - Member Representative

Steven Dutton
sdutton@pcoe.k12.ca.us
 (530) 283-1003

Andrea Cerasola
 Director of Student Services
awhite@pcoe.k12.ca.us
 (530) 283-6500 ext: 5276

Approved by Kristy Warren

04/05/2022 08:46 AM PDT

Sierra Co. Office of Education - Member Representative

Wendy Jackson
wjackson@spjUSD.org

James Berardi
jberardi@spjUSD.org

Approved by Wendy Jackson

04/05/2022 09:16 AM PDT

Sierra-Plumas Joint Unified - Member Representative

Wendy Jackson
wjackson@spjUSD.org

James Berardi
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Approved by Wendy Jackson

04/05/2022 09:16 AM PDT



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**CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)
THREE-YEAR PLAN 2025-2028
GUIDANCE DOCUMENT**

Release Date: August 12, 2024

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OVERVIEW

The California Adult Education Program (CAEP) three-year planning process provides CAEP consortia and [consortium members](#) a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies to meet these needs over the coming three years. The planning process presents an opportunity to evaluate the current status of adult education and workforce services, which can promote stronger collaboration among agencies and deeper connections to students and communities. The Three-Year Plan itself becomes a tool to facilitate member engagement, accountability, and on-going planning and improvement throughout the three-year cycle.

This CAEP Three-Year Plan 2025-2028 Guidance Document provides guidance and establishes procedures to complete and submit a CAEP consortium's required Three-Year Plan using the California Community College Chancellor's Office (CCCCO) NOVA online platform. Sections of this document correspond to sections of the Three-Year Plan as it appears in NOVA and describe the content that must be included in the consortium's response per California Education Code. This document provides relevant definitions, resources, and optional guiding questions to inform completion of each section. Resource links are included throughout the document and can also be found in this [summary table of Three-Year Plan resources](#).

The Three-Year Plan 2025-2028 Template will be provided to assist in organizing content for seamless integration into NOVA.

Consortia and consortium members are encouraged to consider ways in which use of CAEP, OTAN, CalPRO, CASAS, WestEd, and other professional development and technical assistance resources (e.g., training, institutes, peer mentoring, conferences, self-paced modules, instructional materials, statewide and regional network meetings, online resources) may be used to develop a robust Three-Year Plan and to carry out proposed strategies and achieve outcomes. For information about upcoming webinars on preparing and submitting the Three-Year Plan, please visit the [CAEP TAP events page](#) and look out for announcements in the CAEP Newsletter and in direct emails to consortium directors and co-leads.

If you have any questions regarding Three-Year Plan development, please contact the CAEP Technical Assistance Project (TAP) at tap@caladulthood.org.

THREE-YEAR PLANNING PROCESS

The CAEP three-year planning process is meant to be inclusive and collaborative among entities that provide education and workforce services for adults in a region. Definitions are provided in California Education Code of an adult education region ([§84903](#)) and an adult education consortium, its members, and other entities that provide education and workforce services for adults ([§84905](#)). To develop the Three-Year Plan ([§84906](#)), adult education consortium members

will contribute data, consider input from other entities, determine the implications of this data and input for future adult education programs and services, and chart a path forward. The Plan will then serve as a guide and a tool for internal accountability for the consortium and its members over the three-year period. *In fact, although the Plan is a requirement of all recipients of CAEP funding, the primary intended audience of the Plan is the consortium members themselves.*

The CAEP Three-Year Plan does not stand alone. CAEP consortia are required to submit an Annual Plan, which describes the activities that will be carried out that year to implement each Three-Year Plan strategy. Member Work Plans and budgets also align with Three-Year Plan strategies. Guidance related to Annual Plan and Work Plan development and alignment with the Three-Year Plan will be provided by CAEP TAP.

Also, the CAEP Three-Year Plan should reference other regional and member agency plans, such as the [WIOA](#) Title II Continuous Improvement Plan (CIP), WIOA Title I Local and Regional Plans, Perkins Local Applications, Strong Workforce Program (SWP) Regional Plans, accreditation self-studies, and others. Rather than duplicate planning efforts, consortia are encouraged to explicitly reference existing plans. For a table showing the possible alignment across these plans, please see [Appendix B](#).

PLANNING TIMELINE

The process of developing and approving your consortium’s Three-Year Plan should take place between Summer 2024 and June 30, 2025. A suggested sequence and timeline of steps to develop the Three-Year Plan is as follows:

Three-Year Planning Tasks	Suggested Timeline
Secure commitments from the consortium’s planning team members to participate in a series of meetings and activities (Summer/Fall 2024 to June 30, 2025) to develop the Three-Year Plan, and set up systems for on-going communications and information sharing	Summer/Fall 2024
Convene the consortium’s planning team to: <ul style="list-style-type: none"> ● Define steps and milestones in your consortium’s planning process ● Define a list of key stakeholders and how/when each will be involved in the planning process ● Define what data will be used in the Needs Assessment and who will participate in gathering and analyzing it ● Set regular (biweekly or monthly) planning meetings 	Summer/Fall 2024
Gather data to inform Needs Assessment <ul style="list-style-type: none"> ● Evaluate the Educational Needs of Adults in the Region using: <ul style="list-style-type: none"> ● Student enrollment and outcome data ● Regional population data ● Regional labor market data ● Student engagement (surveys, focus groups, etc.) ● Staff engagement 	Summer/Fall 2024

<ul style="list-style-type: none"> ● Industry engagement ● Community partner engagement ● Review alignment of your consortium’s services with the goals and strategies described in other education and workforce plans in your region (see Appendix B) ● Use the most current available student data to identify the number of participants served by consortium members in each CAEP program area 	
<p>Conduct needs assessment to identify gaps in current services (Section 2)</p> <ul style="list-style-type: none"> ● Convene consortium members and other stakeholders to review needs assessment data and identify gaps and needs (see Appendix E: Optional Guiding Questions) ● Describe and evaluate the current levels and types of services for adults in the region ● Write narrative descriptions for Section 2 	Fall 2024
<p>Assess available Funds and how they will be leveraged (Section 6)</p> <ul style="list-style-type: none"> ● Review prior year leveraged funds in NOVA (closed September 2024) ● Review data in Program Area Report on prior year leveraged funds (certified December 2024) ● Decide how funds will be allocated over the coming three years ● Identify other resources that will be available to carry out strategies in the Three-Year Plan ● Write narrative descriptions for Section 6 	Fall 2024
<p>Confirm barriers and Metrics to be addressed, and specific targets (Section 3)</p> <ul style="list-style-type: none"> ● Select Student Barriers ● Select Optional Metrics ● Define Consortium-Level Targets ● Define Member-Level Targets ● Enter information for Section 3 	November 2024 - December 2024
<p>Define Objectives (Section 4)</p> <ul style="list-style-type: none"> ● Convene planning team to define strategies that will be used to achieve each Objective: <ul style="list-style-type: none"> ● Address Educational Needs ● Improve Integration of Services and Transitions ● Improve Effectiveness of Services ● Write narrative descriptions for Section 4 	January 2025 - February 2025
<p>Define activities and their intended Outcomes (Section 5)</p> <ul style="list-style-type: none"> ● Convene planning team to decide on activities, and on short-term, intermediate, and long-term Outcomes ● Write narrative descriptions and enter information for Section 5 	February 2025 - March 2025

Revisit funds assessment (Section 6) in light of Governor’s Budget, CFAD, and other possible funding changes and adjust/update as needed	Winter 2024/Spring 2025
Summarize ways each consortium partner contributed to this planning process (Section 2)	Spring 2025
Draft Three-Year Plan and share with consortium members for review and discussion ¹	Early Spring 2025
Hold public meeting for member vote to approve Three-Year Plan	Spring 2025
Submit Three-Year Plan in NOVA	May - June 2025
Each member approves Three-Year Plan in NOVA	No later than June 30, 2025
Implementation Tasks	Suggested Timeline
<i>Create FY 25-26 Annual Plan</i>	<i>July 1 - August 1, 2025</i>
<i>Members approve FY 25-26 Annual Plan</i>	<i>No later than August 15, 2025</i>
<i>Create member FY 25-26 Work Plans and Budgets</i>	<i>No later than September 1, 2025</i>
<i>Consortium Lead certifies FY 25-26 Work Plans and Budgets, and implementation begins</i>	<i>No later than September 30, 2025</i>
<i>Report on progress toward Three-Year Plan targets using CASAS TOPSPro Enterprise (TE) and Chancellor’s Office Management Information System (COMIS): Datamart</i>	<i>Monthly and at annual planning retreat</i>
<i>Evaluate 2024-2025 activities and outcomes and adjust the Annual Plan and Work Plan, as appropriate</i>	<i>July - August 2025 (and annually)</i>

THREE-YEAR PLAN SUBMISSION

The Three-Year Plan will be submitted using the NOVA online system. To request an account or login credentials for the system, please visit the [NOVA login page](#).

A [template](#) will be provided for consortia to use in organizing their Three-Year Plan content prior to submission in NOVA.

Final Plans must be submitted and approved by member representatives in NOVA no later than

¹ You may wish to consider developing and seeking members’ approval of the consortium’s Annual Plan on the same timeline as the Three-Year Plan.

June 25, 2025. Following approval, consortia will update their Three-Year Plans through the Annual Plan process in NOVA.

OBJECTIVES AND PROGRAM AREAS

CAEP allocates funds to regional consortia composed of K-12 adult schools, community college districts, county offices of education, and other regional providers of adult education programs and services. Regional collaboration provides capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide adult learners more robust education and training opportunities, and to expand and improve the quality and reach of adult education as evinced, ultimately, by (A) improved literacy skills, (B) immigrant integration, (C) completion of high school diplomas or their recognized equivalents, (D) completion of postsecondary certificates, degrees, or training programs, (E) placement into jobs, and (F) improved wages. Plans should consider the full range of services required to achieve these outcomes. Proposed strategies should leverage shared resources and promising practices to hasten student progress toward their academic and professional goals, and to promote seamless transitions across educational segments and into the workforce.

The three CAEP actionable Objectives, based on California Education Code [§84906\(b\)](#), to be addressed by each consortium in their Three-Year Plans are:

1. Address Educational Needs
2. Improve Integration of Services and Transitions
3. Improve Effectiveness of Services

Each of these Objectives is described in greater detail in Section 4 below.

Based on an assessment of regional need, each consortium may develop programs in any of the following allowable areas:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adults with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

DEVELOPING YOUR THREE-YEAR PLAN CONTENT

This section provides a step-by-step guide to developing content for the Three-Year Plan. Use this guide to complete the Three-Year Plan template, which will then be used to enter the final Plan content into NOVA.

Section 1: Consortium Details

In this section, information about the consortium, its primary and fiscal contacts, and CAEP funds received is auto populated.

Provide an Executive Summary of the Three-Year Plan (up to 5000 characters)

In the Executive Summary, please include:

- Summary of consortium members and participants in three-year planning.
- Brief description of needs identified in the Assessment (Section 2).
- Brief description of Metrics selected and included in the three-year plan (Section 3).
- Brief description of Objectives, Strategies, and Outcomes included in the plan (Sections 4 and 5).
- Brief summary of the Funds Evaluation included in the plan (Section 6).

Certification of the Consortium Fiscal Administration Declaration (CFAD) is a prerequisite to certifying the Three-Year plan. At the end of this section, you will be prompted to review the CFAD assurances.

Section 2: Assessment

The consortium's Assessment of the educational needs of adults in the region, and of the levels and types of existing education and workforce services for adults, is intended to help consortium members ensure that these services are responsive to the needs of learners and of the local labor market. To complete this section, evaluate the *needs for* and the *current levels and types of* education and workforce services in the region, and identify *gaps* in current services. The Assessment will guide the consortium's definition of ways to meet the three CAEP objectives, and of specific strategies and outcomes proposed in this Three-Year Plan.

Needs Assessment Guidance and Examples
Guiding questions to consider in your Needs Assessment: Appendix E .
Sample surveys: sample student survey , sample staff survey , sample "consortium effectiveness" survey
Sample of compiled Needs Assessment data and discussion guides: sample Data Binder .
Optional Data Sources
Adult Education Pipeline - LaunchBoard (see Appendix F for resources)
CAEP Fact Sheets (see Appendix F)

[U.S. Census/U.S. Census Small Area Income and Poverty Estimates](#)

[PIAAC Skills Map](#)

[LaunchBoard AE Build 6.0 Metric Definition Dictionary](#)

[CCCCO Centers of Excellence](#) LMI reports and supply/demand tools

CA Workforce Development Board (CWDB) [2024-2027 State Plan](#)

[Local Workforce Development Boards](#) (LWDBs) local and regional plans

Strong Workforce Program (SWP) regional plans

[Understanding Labor Market Information Resources](#)

CASAS Data Portal and TE accountability reports (see Appendix G for resources)

CASAS Employment Follow-up Outcome Measure

WIOA Title II CIP

WIOA Program Implementation Survey

Perkins Comprehensive Local Needs Assessment

CASAS Employment Follow-up Outcome Measure

[Student Technology Intake Survey](#)

School Community Needs Assessment Requirement for WIOA Title II, AEFLA EL Civics Funded Agencies: [Overview slides](#) and [description of requirements](#)

WestEd Opportunity Maps (see Appendix F)

[CA Adult Ed Career Education Dashboard](#)

Overview and Preparation (up to 5000 characters)

Provide a narrative description of the Assessment conducted by the consortium, to assess educational needs, regional alignment, and current levels and types of education and workforce services. In addition, include the consortium's overall approach and process taken in conducting the assessment.

Which of the following data sources were referenced and contributed to the consortium's understanding of needs, current levels and types of services, and gaps? Check any that apply.

- Student data (TOPSPro, MIS)
- CAEP consortium Fact Sheet
- LaunchBoard
- Population demographic data (U.S Census, etc.)
- Labor market data (U.S. Bureau of Labor Statistics, California Employment Development Department (EDD))
- Partner meetings
- Regional plans

- Community stakeholder input
- Data gathering/student needs assessment
- Employer input
- External consultant/research firm
- Other: Surveys, interviews, and focus groups
- Other (up to 500 characters):

Provide further context on your process for collecting data to identify and assess the needs of adults served by your consortium including the sources used, any barriers faced in collecting data, and successes related to data collection and analysis.

Regional Alignment and Priorities (up to 5000 characters)

Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of [career pathways](#) and the employment of [workforce sector strategies](#) and those required pursuant to WIOA. See Appendix B for a table showing alignment across relevant plans that may be referenced in this section (e.g., WIOA Title II CIP, WIOA Title I Local and Regional Plans, Perkins Local Applications, SWP Regional Plan, accreditation self-studies, and others). Note that regions referenced in the relevant plans may be defined by boundaries different from but overlapping with the consortium's adult education region. The description should include:

- Names of relevant education and workforce plans guiding services in the region, and the consortium members or other entities that participated in developing these plans.
- Summary of the adult education and workforce services described in each of these plans.
- How adult education and workforce services supported by CAEP are currently aligned with priorities and services described in each of these plans.
- Identified gaps in alignment of adult education and workforce services across CAEP and these other plans.

Evaluate the Educational Needs of Adults in the Region (up to 5000 characters)

Describe and evaluate the [educational needs](#) of adults in the region. To *describe* the educational needs, conduct a review of data on the region's adult population. To *evaluate* the educational needs, critically review this data to determine its significance for the consortium's adult education services. The description and evaluation should include:

- Summary of key data points identified by the consortium to be indicators of educational needs.
- Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.

Contributions by Entities (up to 5000 characters)

Describe the ways in which each [consortium member](#) or [partner](#) contributed to the development of the Three-Year Plan. Per California Education Code §84905(d)(1)(E), the consortium should have considered input provided by pupils, teachers employed by local educational agencies, community college faculty, principals, administrators, classified staff, and the local bargaining

units of the school districts and community college districts. The description should include:

- List of all consortium members and partners who contributed.
- Brief description of the ways each member or partner contributed (eg., participated in planning meetings, provided data, designed proposed strategies, proposed staff collaboration).

Regional Service Providers: Participants by Program Area

Enter the number of [Participants](#) served in each [program area](#) in which a member agency offers instruction based on the most current available student data (2023-2024 program year).

Click on “+Add [Service Provider](#)” to add the names of any non-CAEP-funded adult education providers in the region. Check the box corresponding to each of the program areas in which the non-CAEP-funded provider offers instruction.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region (up to 5000 characters)

Describe and evaluate existing education and workforce services for adults among consortium members. To *describe* the [levels](#) and [types](#) of services, conduct a review of data on the consortium’s education and workforce services. To *evaluate* the levels and types of service, critically review this data on education and workforce services to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services. Your evaluation should take into consideration recent events that may have affected the consortium’s ability to address educational needs or otherwise widened these gaps (eg., recent business closures, immigration trends, etc.). The description and evaluation should include:

- The levels of education and workforce services currently offered by the consortium.
- The types of education and workforce services currently offered by the consortium.
- An evaluation of whether the existing levels and types of services address the educational needs identified in Section 2: Assessment, or where there are gaps.

Optional Data Sources and Other Resources

[Adult Education Pipeline - LaunchBoard](#) (see Appendix F for resources)

Opportunity Maps (see Appendix F)

[CA Adult Ed Career Education Dashboard](#)

CASAS Data Portal and TE accountability reports (see Appendix G for resources)

[Eligible Training Provider List](#) (ETPL)

Community Asset Mapping [webinar](#) and [slides](#)

WIOA Title II CIP

WIOA Program Implementation Survey

IELCE Report

CASAS Employment Follow-up Outcome Measure

[Student Technology Intake Survey](#)

School Community Student Needs Assessment Requirement for WIOA, Title II
AEFLA/EL Civics Funded Agencies: [Overview slides](#) and [description of requirements](#)

Section 3: Metrics

For definitions and resources related to Section 3: Metrics, click [here](#)

CAEP Barriers and Metrics

Of the [metrics](#) that are listed, two are required to be tracked at the consortium level: [Number of Adults Served](#), and [Student Barriers](#). An additional two metrics are required to be tracked by all members: Adults who Became Participants, and Percent of Available Funds Spent.

For each of the metrics selected in this section, define targets in the section below, which will in turn inform the definition of strategies and intended outcomes in the sections that follow. Over the coming three years, the consortium and its members will track these outcomes using available data resources, such as LaunchBoard, TOPSPro or COMIS.

Student Barriers: Of the four student barriers listed (English Language Learner, Low Literacy, Low Income, Long Term Unemployed), select at least one. Additional barriers may be selected.

Optional Metrics: In addition to the mandatory metrics, there are ten optional metrics that members can choose from. If an optional member metric is chosen, that metric will appear for all members. If a member does not have students to report for a particular metric, they may enter 0 (if not planning to address) or set a target (if planning to address). If a member has students to report for a particular target but does not plan to grow their program, they may enter the same number as the actual. Unfunded members will follow the same processes as funded members.

Data Sources and Other Resources	Description of Resource	Relevant Data Points
Adult Education Pipeline - LaunchBoard (see Appendix F for resources)	This infographic provides a concise overview on how to read and navigate the Adult Education Pipeline dashboard. Adult Education Pipeline Dashboard Overview Note: Due to time lags in posting the 2023-24 and 2024-25 student data from LaunchBoard, consortia and their members may use	

	additional student data sources (such as TOPSPRO, COMIS, etc.) to project their targets.	
CAEP Three-Year Plan 2022-25 Mandatory Metrics (webinar Recording)	This webinar with CASAS, CAEP TAP, and West Ed walks through the various data sources (TOPSPRO, Datamart, LaunchBoard, CAEP fact sheets, WIOA II surveys, and more) to set your CAEP three-year plan mandatory metric targets.	Adult Education Pipeline Statewide Numbers and Averages (April 2021) CAEP Three-Year Plan Mandatory Metrics (minimum requirement): At the consortium level: number of adults served, and student barriers; At the member level: percent of available funds spent, and number of adults served that become participants.
Adult Education Pipeline Statewide Numbers and Averages	Integrates data from various sources to provide comprehensive insights.	Data sources are updated as follows: Noncredit community college data, Adult education/K-12 data, Employment/earnings information, and Postsecondary transfer information.
CASAS Data Portal and TOPSPRO Enterprise (TE) accountability reports (see Appendix G for resources)	TE is a data management software application that tracks student progress, including learner assessment scores and learner performance on target competencies.	
CASAS Data Dive webinar series: I. CAEP outcomes II. Barriers and equity III. Performance goals	CAEP TAP hosted three workshops from CASAS that address common data management concerns from CAEP agencies, and that will help CAEP consortia prepare for performance-based goal setting activities in the new CAEP three-year plan. The first workshop will provide a review of CAEP outcomes and	

	services, updates to the CAEP reports in TE, identify different ways to review learner performance and persistence, and detail some student driven examples of activities that generate outcomes.	
CASAS Immigrant Integration Indicators (webinar recording and slides)	AB 2098 provides resources for immigrant integration and stipulates that the state provide tools and metrics for reporting immigrant integration outcomes. In response CAEP put together a committee and has been working with several partners to develop the metrics, outcomes, and capacity.	CASAS has developed Immigrant Integration Indicators (I3) reports in TOPSpro Enterprise (TE) and added I3 outcomes to the CAEP Summary report. Use TE CAEP data to target students "geographically" to improve regional marketing and collaboration with partner agencies.
California Community Colleges Chancellor's Office MIS Data Mart	Information about California Community Colleges students, courses, student services, outcomes, and faculty and staff.	College enrollment data reports

Consortium Level Metric Targets

The Number of Adults Served by the consortium in 2022-23, 2023-24, and 2024-25 is imported from the LaunchBoard Adult Education Pipeline and appears in the first row of the table. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for the Number of Adults Served. The 2023-24 data in LaunchBoard will not be made available until Spring 2025 and the 2024-25 data will not be made available until Spring 2026.

In the subsequent rows of the table in this section, the consortium's 2022-23, 2023-24, and 2024-25 Actuals are populated for each of the Barriers and Metrics that were selected above. Add 2025-26, 2026-27, and 2027-28 Targets for each of these Barriers and Metrics. Enter each of these Number of Adults Served Targets as a whole number for each year.

There are no standard expectations regarding consortium targets. Define targets that are specific to the consortium, with reference to consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. Targets should reflect the strategies proposed in the plan that are intended to impact the selected metric or barrier. Targets will be used to review the consortium's annual progress and to inform adjustments to programs and services.

Member District Level Metric Targets

The table in this section includes information about each of the member districts in your

consortium, by member district.

The Percent of Available Funds Spent in 2022-23, 2023-24, and 2024-25, imported from NOVA, is in the first row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's Percent of Available Funds Spent.

The number of Adults Served Who Became Participants in 2022-23, 2023-24, and 2024-25, imported from the LaunchBoard Adult Education Pipeline, is in the second row. This is a required metric. Add 2025-26, 2026-27, and 2027-28 Targets for each member district's number of Adults Served Who Become Participants.

Actuals for 2022-23, 2023-24, and 2024-25, populated for each of the optional Metrics selected above and imported from the LaunchBoard Adult Education Pipeline, are found in subsequent rows. Add 2025-26, 2026-27, and 2027-28 Targets for each of these Metrics, for each member district. Enter each of these as a total number of Adults Served Who Become Participants for each year.

There are no standard expectations regarding member district level targets. The same member level metrics will appear for all members. Each member should define targets that are specific to the agency or district, with reference to agency, district, and consortium baselines, the educational needs identified in the assessment, and statewide averages, as appropriate. If a member does not have students to report for a particular metric, they will enter 0 (if not planning to address) or set a target (if planning to address). If a member has students to report for a particular target but does not plan to grow their program, they will enter the same number as the actual. Targets will be used to review members' annual progress and to inform adjustments to programs and services.

Due to time lags in posting the 2023-24 and 2024-25 student data from LaunchBoard, consortia and their members may use additional student data sources (such as TOPSPro, COMIS, etc.) to project their targets.

NOTE: Members that receive CAEP funds that offer counseling and other student services but not instruction should identify targets related to their activities' impact on student persistence, progress, and success. Members that do not receive CAEP funds will follow the same processes as funded members.

Section 4. Objectives

Describe the strategies that the members of the consortium and others impacted by or involved in the provision of education and workforce services to adults in the region will take to:

1. [Address Educational Needs](#)
2. [Improve Integration of Services and Transitions](#)
3. [Improve Effectiveness of Services](#)

For each of the three Objectives, the description should include:

- The strategies that will be used to achieve this Objective.
- Educational needs, barriers, and gaps in current education and workforce services that will be addressed by the strategies under this Objective.

For definitions and resources related to Section 4: Objectives, click [here](#)

Objective 1: Address Educational Needs (up to 5000 characters)

Describe the strategies that the members of the consortium will use to addressing the educational needs identified in Section 2: Assessment.

For example, educational needs addressed under Objective 1 could include but are not limited to: under-enrollment of priority adult populations, inadequate CTE offerings to address employer hiring demand, adult education offerings not aligned with levels of need, insufficient counseling support for student goal setting, etc.

Strategies to addressing educational needs could include, for example, but are not limited to an outreach and enrollment campaign, expansion of intermediate/high level ESL classes, new CTE programs to address needs of regional healthcare employers, expansion of counseling for new students, etc...

Optional Resources
Strategies to address student persistence named in the WIOA II Program Implementation Survey
Hanover Research Equity Toolkit
Hanover Research Best Practices in Addressing Digital Divides
Upskilling Adult Workers with Disabilities
Advancing CA Adult Education: Model Programs
Advancing CA Adult Education: Research & Practice
Connect with a subject matter expert or a community of practice.

Objective 2: Improve Integration of Services and Transitions (up to 5000 characters)

Describe the strategies that the members of the consortium will implement to improve (1) integration of services and (2) transitions into postsecondary education and the workforce.

Consortia may choose to use — but are not limited to —strategies to improving integration of services that are named in [California Education Code 84906](#), which include:

- Recruitment and placement of individuals into adult education programs
- Alignment of academic standards and curriculum across entities
- Qualifications of instructors, including common standards across entities
- Collection and availability of data across entities.

The [WIOA II Program Implementation Survey](#) names several approaches that may be used by

agencies and consortia to address needs related to integration of services, such as co-located classes and bridge programs; and to address needs related to transition, such as transition specialist/navigator guidance, industry partnerships, field trips and guest speakers, and apprenticeships.

Optional Resources

CAEP Promising Practices Report 'Closing the Equity Gap for Adult Learners in California: 7 Promising Practices to Advance Student Outcomes' - [Report](#)

Effective Practices - Transitions [brief](#), [slides](#) and [recording](#)

Effective Practices - Immigrant Integration [brief](#), [slides](#) and [recording](#)

Hanover Research [Best Practices in Guided Pathways \(June 2020\)](#)

[Designing and Delivering Career Pathways at Community College](#)

[Framework for a High-Quality Pre-Apprenticeship Program](#)

[Grow Apprenticeship California](#)

[ELL Pilots Portal](#)

IET and IELCE resources: CalPRO [IET Video Library](#), LINCS [IET and IELCE resources](#), Penn State [IET Initiative Library](#), [Planning and Implementing a New IELCE IET Program](#)

[EL Civics Basics: Civic Participation and IELCE Requirements](#)

[Student Transition Webinars and Resources](#)

The [Education to Workforce Dashboard](#), and [slides](#) and [recording](#) on using the Dashboard to clarify education to workforce pathways

Objective 3: Improve Effectiveness of Services (up to 5000 characters)

Describe the strategies that the members of the consortium will implement to improve the effectiveness of the consortium and its services.

For example, strategies to improving consortium and member effectiveness may include but are not limited to: improving data collection and use to inform change, providing or accessing professional development, using and responding to the [CAEP Consortium Program Quality Self-Assessment tool](#), conducting planning, refining consortium operations, facilitating continuous improvement, etc.

Also, the [WIOA II Program Implementation Survey](#) names several approaches that may be used by agencies and consortia to address needs related to consortium and member effectiveness, such as shifting staffing, growing online classes, redistributing resources, refining data collection practices, and providing targeted professional development for administrators and instructors.

Optional Resources

[Consortium Program Quality Self Assessment](#)

[WIOA II Teacher Self-Assessment](#)

[WIOA II Administrator Self- Assessment](#)

WIOA Title II CIP

[WASC accreditation application](#)

Section 5: Activities & Outcomes

Create a plan to achieve the strategies named in Section 4 by defining the activities to execute them and intended short-term, intermediate, and long-term outcomes. Activities may be proposed at the consortium or the individual district or agency level. Definition of long-term outcomes *beyond three years* is optional, as this is outside of the scope of the Three-Year Plan but may be helpful for consortium planning.

Appendix D provides a planning worksheet for use in developing these activities and outcomes, as well as an example.

For definitions and resources related to Section 5: Activities & Outcomes, click [here](#).

[Activity Name, and Objective that Applies to this Activity](#)

Use the “+ Add Activity” button at the bottom of the page to add each Activity proposed by the consortium to address the three Objectives in Section 4: Objectives. For each Activity, provide:

- Activity Name
- Objective that Applies to this Activity (dropdown selection)

[Brief Description of Activity and Significance of Activity to Outcome \(up to 5000 characters\)](#)

For each Activity listed, provide a brief description that includes:

- The activity that will be carried out
- The agencies or individual members that will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics.

[Short-Term, Intermediate, and Long-term Outcomes \(each up to 1000 characters\)](#)

Identify the Outcomes that the activity will accomplish in the next year (Short-Term), in one to three years (Intermediate), and in three to five years (Long-Term). The brief description of each

of these three types of outcomes should include one or more outcomes that are specific, measurable, achievable, relevant, and time-bound ([SMART](#)). Definition of long-term outcomes beyond three years is optional, as this is outside of the scope of the Three-Year Plan but may be helpful for consortium planning.

Adult Education Metrics and Student Barriers

Select from a drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed strategy. The drop-down menu will include all Adult Education Metrics and Student Barriers that you selected in Section 3: Metrics.

Responsible Position(s), Responsible Agencies, and Proposed Completion Date

Provide the name(s) of the position(s) holding primary responsibility for the strategy's implementation and oversight. Use the "+Add Responsible Position" button to add as many positions as needed.

From the dropdown menu, select responsible member agencies.

Indicate the proposed completion date for the strategy. This may include any date within the Three-Year Plan term.

Section 6: Funds Evaluation (up to 5000 characters)

Evaluate the funds reported for the prior fiscal year (July 2023 - June 2024) by each consortium member as part of the Program Area Reporting exercise in NOVA.

Auto-populated information about each member agency's Prior Year [Total Leveraged Funds](#) and Program Reporting Status is provided. Program Area Reports are available in NOVA.

To *evaluate* the funds available, critically review this data on prior year leveraged funds to anticipate and assess how well the available funds will address the educational needs of adults in the region over the coming three years. The evaluation should include:

- Overview of how the adult education funds referenced in the NOVA Program Area Reporting will be allocated over the coming three years (including remaining carryover funds from prior years).
- Other resources not reported into NOVA that will be available to consortium members and partners to carry out the collaborative strategies described in this Three-Year Plan.
- How CAEP and other funds will be leveraged to implement the strategies and achieve the outcomes described in this Three-Year Plan.

For definitions and resources related to Section 6: Funds Evaluation, click [here](#).

Optional Resources
Documentation of regional allocations of WIOA Title II, Perkins, Local Control Funding Formula (LCFF), CalWORKs, community college noncredit apportionment, Jail Education (K-12), and other funding.

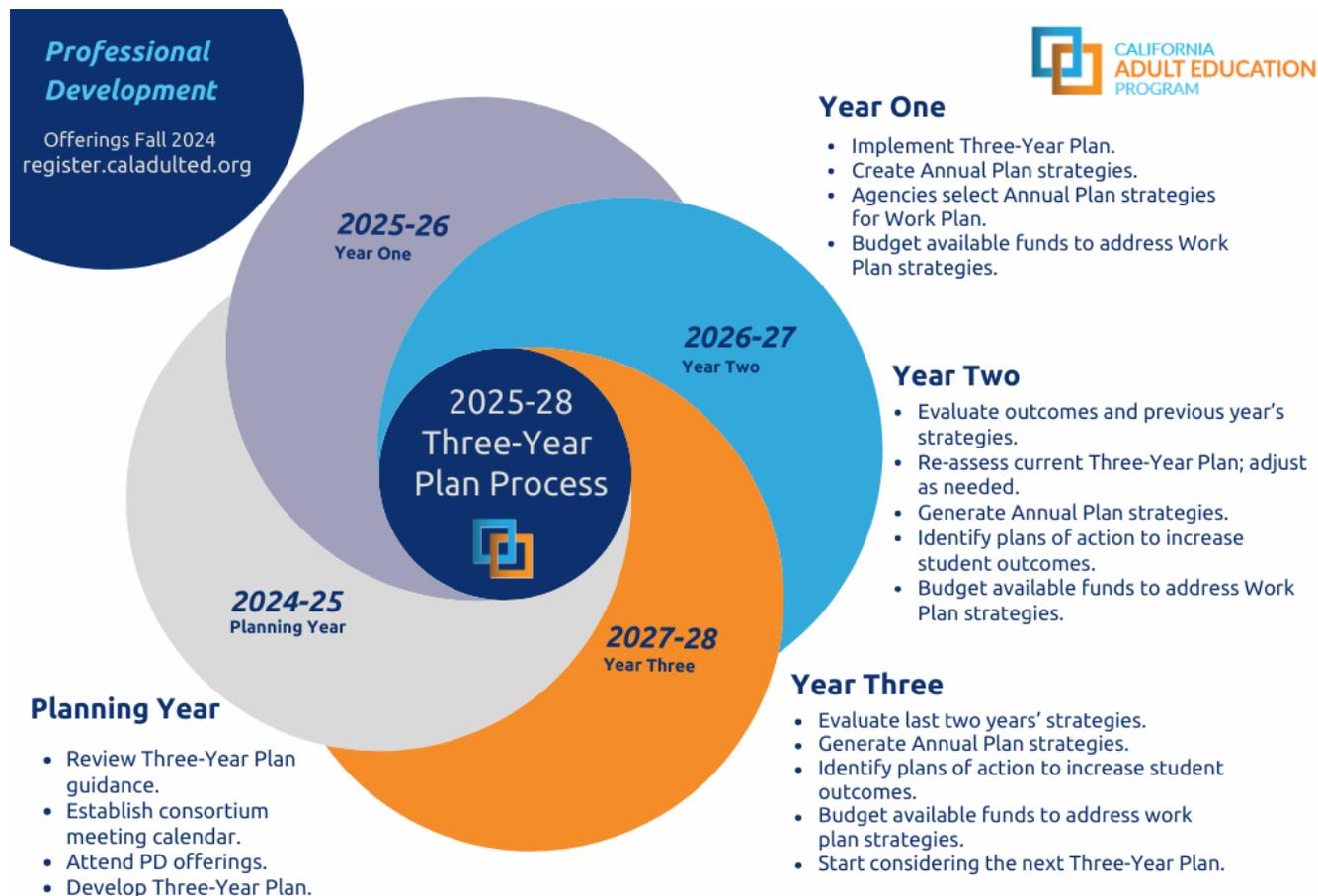
Section 7: Preview & Submit

After entering the content of each prior section in NOVA, review all content. To edit any of the content in the Three-Year Plan, click on the section name in the navigation bar to be taken to an editable version of that section. When satisfied with all the content in the Three-Year Plan, click Submit to submit the plan for review by consortium members and for completeness by CAEP TAP. Once the plan is submitted, member representatives will be notified via email to review and approve the plan.

NOTE: The Three-Year Plan cannot be submitted or certified until the consortium's FY25-26 CFAD is certified. The CFAD certification date is May 2, 2025.

A PDF template of the Three-Year Plan can be downloaded at any time for reference once the plan has been made available in NOVA.

APPENDIX A: Graphic of Three-Year Plan and Annual Plan Process



APPENDIX B: Alignment Across CAEP and Other Plans

California Education Code (§ 84906) requires that the CAEP Three-Year Plan include “a description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).”

The table below is intended to help consortia pull information from other plans to inform and align their Three-Year Plan. Other plans may be already complete or in process. By reviewing other plans for alignment, you can access data, respond to questions about alignment with regional plans, and prevent duplication of effort.

Related Initiatives and Plans	Overview of the Plan and Where to Access	Alignment to the CAEP Three-Year Plan
<p>WIOA Title II Continuous Improvement Plan (CIP)</p>	<p>The CIP assists agencies in developing a forward-thinking document to enhance the delivery of adult education programs by establishing clear objectives for the upcoming year.</p> <p>Access the CIP on the California Adult Education Online Application and Reporting</p>	<p>Due Date: The CIP is due annually on April 30th, two months before the CAEP Three-Year Plan.</p> <p>Needs Assessment: The CIP and the CAEP Three-Year Plan both use the following data sources:</p> <ul style="list-style-type: none"> • TE Data Integrity Report • Priority industry sectors from LWDB Plan • LMI Data (Centers of Excellence or EDD) • LaunchBoard <p>Goals: CIP SMART goals and strategies could be mirrored in CAEP plans, or vice versa.</p> <p>Progress: CIP’s recommended self-monitoring three times/year could inform CAEP Annual Plan development.</p>
<p>Carl D. Perkins Career Technical Education Act Local Application and Comprehensive Local Needs Assessment</p>	<p>The purpose of the plan is to focus on a Student-Centered Delivery of Services for all K–14+ college and career pathways, promote equity and access, achieve system alignment in the economic regions of the State, support Continuous Improvement and Capacity Building at all levels and components, and ensure that State Priorities and Direction lead the State Plan with opportunities in Perkins V leveraged.</p> <p>Access the Perkins</p>	<p>Due Date: The Perkins plan is due annually in May, which is a month before the Three-Year Plan. The Perkins needs assessment is due every two years.</p> <p>Needs Assessment: The Perkins and CAEP plans use the following data sources:</p> <ul style="list-style-type: none"> • MIS data to examine core indicator information • LaunchBoard <p>Metrics: The optional metrics in the Three-Year Plan align to the metrics included in the Perkins plan.</p>

	Application and Needs Assessment in NOVA .	
Workforce Innovation and Opportunity Act (WIOA) Title I Local and Regional Plans	<p>The purpose of the activities in these plans is to promote an increase in the employment, job retention, earnings, and occupational skills of participants. This, in turn, improves the quality of the workforce, reduces welfare dependency, and improves the productivity and competitiveness of the nation.</p> <p>Access the WIOA Title I Local and Regional Plans on the CA Workforce Development Board website.</p>	<p>Due Date: Due every three years.</p> <p>Needs Assessment: The WIOA Title I plans and CAEP Three-Year Plan use the following data sources:</p> <ul style="list-style-type: none"> Regional demographic and employment data to identify the number of individuals in need of education and workforce services. <p>Goals: Aligned strategies that provide access to employment opportunities, including career pathways within critical industry sectors identified with a special emphasis on targeting vulnerable populations to ensure equitable access to programs and services.</p>
California Strong Workforce Program (SWP) Local Plan (in NOVA)	<p>The purpose of the SWP local plan is to assist colleges with creating “more” and “better” CTE in the region. The plan addresses seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding.</p> <p>Access the SWP Local Plans by College District in NOVA.</p>	<p>Due Date: Annually in November.</p> <p>Needs Assessment: The SWP Local Plan and CAEP Three-Year Plan use the following data sources to describe the regional labor market and training supply and demand in key sectors:</p> <ul style="list-style-type: none"> Priority industry sectors from LWDB Plan LMI Data (COE or EDD) LaunchBoard MIS student data <p>Metrics: Aligned to CAEP’s optional metrics. Both plans import actuals from prior years and set targets for the upcoming year.</p> <p>Objectives and Strategies: SWP Local Plan goals and strategies could be mirrored in CAEP plans, or vice versa.</p>
K12 Strong Workforce Program (SWP) Plans	<p>The K-12 SWP plan is designed to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning</p>	<p>Due Date: Due annually in January.</p> <p>Needs Assessment: Leverage the data sources used to identify a problem and need for CTE pathways, articulation agreements and dual enrollment with LEAs.</p> <p>Goals: Strategies aim to improve access to and completion of high skill/high wage CTE opportunities for disproportionately impacted students. K12 career pathway programs could</p>

	<p>from secondary education to postsecondary education to living-wage employment.</p> <p>Access the K12 SWP plans in NOVA.</p>	<p>feed into or align with adult education programs and strategies.</p> <p>Funds Evaluation: Both plans require applicants to examine the leveraged funds used.</p>
<p>Accreditation Institutional Self-Studies (i.e., WASC, COE)</p>	<p>The Self-Study process examines what students know and are able to do and the strengths and areas of growth within the institution. This process helps a school identify and implement school improvement needs and supports accountability and earns an accreditation status.</p> <p>Your accreditation self-studies should be available locally. For an example of a WASC self-study, click here.</p>	<p>Due Date: Due every six years.</p> <p>Needs Assessment: Leverage the demographic, student performance and perception data provided in the “Student/Community Profile - Data and Findings” to inform CAEP needs assessment and planning.</p> <p>Goals: Areas of growth with specific tasks can inform CAEP strategies.</p>

APPENDIX C: Glossary of Key Terms and Related Resources

Term	Definition	Resources
Section 2: Assessment		
Workforce Innovation and Opportunity Act (WIOA)	Federal legislation enacted in 2014 that calls for cross-system alignment; education and training that is focused on the needs of high-demand industry sectors and occupations; regional collaboration focused on the skill needs of regional economies; and the establishment of career pathways systems that make it easier to attain the skills and credentials needed for family supporting jobs and careers	USDOL WIOA website California Workforce Development Board
Career pathway	A clear sequence of coursework and/or training credentials aligned with employer validated work readiness standards and competencies	U.S. DOE Career Pathways Checklist Perkins Collaborative Resource Network Career Pathways Systems resources U.S. DOL Career Pathways Toolkit
Workforce sector strategies	A systems approach to workforce development that targets a specific industry or occupational cluster to both meet the needs of employees and support workers in improving their employment related skills	U.S. DOL Issue Brief Sector Strategies
Educational Need	AB104 Section 84911 : To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy.	CAEP Regional Funding Formula variables used to determine educational need
Consortium members	Any community college district, school district, or county office of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination	

	<p>of these, located within the boundaries of the adult education region, that receives funds from any of the following programs or allocations:</p> <p>(a) The Adults in Correctional Facilities program. (b) The federal Adult Education and Family Literacy Act (Title II of the federal Workforce Innovation and Opportunity Act). (c) The federal Carl D. Perkins Career and Technical Education Act (Public Law 109- 270). (d) Local Control Funding Formula apportionments received for students who are 19 years of age or older. (e) Community college apportionments received for providing instruction in courses in the areas listed in subdivision (a) of Section 84913. (f) State funds for remedial education and job training services for participants in the CalWORKs program.</p>	
Possible consortium partners	<ul style="list-style-type: none"> ● Local Workforce Investment Board (LWDB) ● America’s Job Centers of California (AJCCs) ● Employment Development Department (EDD) ● County Social Services Agencies ● Public Library literacy programs ● Community-based organizations 	
Participant	A person 18 years of age or older who has received 12 or more hours of instruction	<p>Education Code Section 84901(a)</p> <p>Measuring Our Success: Data and Accountability Systems and Common Assessment in the California Adult Education Block Grant Program (page 17)</p>
Service Provider	A consortium member or partner that provides adult education and/or workforce services in the region	

<p>CAEP Program Areas (Types of Education and Workforce Services for Adults)</p>	<p>(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate. (2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation. (3) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. (4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (5) Programs for adults with disabilities. (6) Programs in career technical education that are short term in nature and have high employment potential. (7) Programs offering pre apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.</p>	<p>CAEP Program Guidance (updated March 2023)</p>
<p>Levels of Education and Workforce Services</p>	<p>Levels of participation by reportable individuals (received 1-11 hours of instruction or services) and participants (enrolled in one of the six CAEP program areas and received 12+ instructional contact hours)</p>	<p>Adult Education Pipeline Dashboard (Students and Programs, and Enrollment data)</p>
<p>Types</p>	<p>The seven CAEP Program Areas (see definition above)</p>	<p>CAEP Program Guidance (updated March 2023)</p>
<p>Section 3: Metrics</p>		
<p>Number of Adults Served</p>	<p>Number of adults who have completed 1+ hrs. of instruction or received services.</p>	<p>California Adult Education Program (CAEP) Data Dictionary <i>TE Data</i></p>

		LaunchBoard AE Build 6.0 Metric Definition Dictionary
Student Barriers	<p>English Language Learner, Low Literacy, Low Income: displayed on the Adult Education Pipeline dashboard as “If Ever Flagged,” as they are considered barriers that have long term impact and, in general, reflect a longitudinal change.</p> <p>Long Term Unemployed: displayed on the Adult Education Pipeline dashboard as “Flagged in the Selected Year” as it is considered a barrier that can change quickly.</p>	Regional Funding Formula Variables
CAEP Metrics	Goal setting and target metrics in NOVA and on the AEP dashboard	Guide to Using the Adult Education Pipeline data for Insights Understanding the Score Card of the Adult Education Pipeline (AEP) Dashboard
Students and Programs Metrics	<ul style="list-style-type: none"> ● Participants by CAEP Program Area Demographics (Gender, Ethnicity/Race, Age) ● Barriers to Employment ● Participants Co-Enrolled in Credit College Courses ● Participants Taking Courses in More than One Program Area ● Participants Who Took Courses at More than One Institution ● Total Participants 	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 65-140
Progress Metrics	<ul style="list-style-type: none"> ● Completed One or More Educational Functional Levels ● Carnegie Units/High School Credits Completed a Workforce Preparation Milestone ● Completed an Occupational Skill Gain ● Completed an Immigrant Integration Milestone ● Subsequently Took a Transfer-Level English Course/Math Course 	LaunchBoard AE Build 4.1 Metric Definition Dictionary Pages 141-154

	<ul style="list-style-type: none"> ● Persistence Year to Year ● Time to Completing a Transfer Level English Course/Math Course for the First Time 	
Transition Metrics	<ul style="list-style-type: none"> ● Transitioned to ASE ● ESL, ABE and ASE Participants who Transition to Postsecondary ● ESL, ABE and ASE Participants who Transition to CTE ● Transition to Non-Developmental Credit College Course ● Completed 6+ College Credit Units ● Community College GPA 2.0+ ● Enrolled in Adult Ed after Taking College Credit Course 	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 156-167
Transition Metric: Participants who Transition to Postsecondary	Limited to Participants in ESL, ABE, and/or ASE programs. Transitions limited to transitions “for the first time” on the Adult Education Pipeline dashboard. Counts transition to any non-developmental, for-credit college coursework (includes but not limited to transfer-level courses).	
Transition Metric: Participants who Transition to CTE	Limited to Participants in ESL, ABE, and/or ASE programs. Transitions limited to transitions “for the first time” on the Adult Education Pipeline dashboard. Counts transition to a CTE program (either in a K12 adult school or community college) and entry into apprenticeship, pre-apprenticeship, job training, and/or a training program.	
Success/Completion Metrics	<ul style="list-style-type: none"> ● Participants Who Earned an Award ● Earned a Diploma, GED, or HiSET ● Completed a Postsecondary Credential ● Earned a Postsecondary CTE Certificate ● Earned a Low-Unit Credit Certificate ● Earned a High-Unit Credit Certificate ● Earned an Associate Degree ● Community College Completers (CCCCO Vision for Success definition) 	LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 169-179

<p>Success/Completion Metric: Completed a Postsecondary Credential</p>	<p>CASAS TE also captures outcomes beyond community college, such as earning a BA/BS or entering graduate studies, whereas COMIS is limited to community college awards listed in SP02 Student-Program-Award. In the Adult Education Pipeline, noncredit awards requiring fewer than 48 hours are excluded.</p>	
<p>Employment and Earnings Metrics</p>	<ul style="list-style-type: none"> ● Employment Two Quarters After Exit ● Employment Four Quarters After Exit ● Employment Outcomes in TE ● Increase Wages Outcomes in TE ● Median Annual Earnings ● Median Change in Earnings ● Annual Earnings Compared to Living Wage 	<p>LaunchBoard AE Build 6.0 Metric Definition Dictionary Pages 181-191</p>
<p>Employment Metric: Employment Two Quarters After Exit</p>	<p>The Adult Education Pipeline dashboard only uses the EDD UI Wage file match to populate employment and earnings metrics. Limitations: Data only shows for participants with SSN; excludes self-employment and enlistment in the military. Time lag: calculations are made in following academic year to verify that participant is not enrolled in any term/quarter first before flagging them as an “exiter” in the current academic year. Additional employment outcomes data can be found on TOPSPro via the Employment & Outcomes Survey.</p>	
<p>Earnings Metric: Median Change in Earnings</p>	<p>Earnings metric has the same data limitations as listed above. Metric currently being displayed on the Adult Education Pipeline dashboard. Metric captures the median change earnings across all exiting participants, as opposed to the number of exiting participants who experienced a wage gain. Median Change in Earnings is an effective way to show how learners have increased the dollar amount coming into homes.</p>	
<p>Immigrant Integration Milestone: Participants Who Complete an</p>	<p>Immigrant Integration Indicators data from CASAS TE, which captures the EL Civics COAPP, is only available starting in the 2019-2020 academic year.</p>	

EL Civics COAAP or Course		
Section 4: Objectives		
Strategies	High-level efforts that will be taken to address needs and achieve the three CAEP objectives. Each strategy will be carried out through specific activities and to achieve measurable outcomes named in Section 5: Activities & Outcomes, using resources named in Section 6: Funds Evaluation.	CA Adult Education State Priorities Advancing CA Adult Education: Model Programs Advancing CA Adult Education: Research & Practice Connect with a subject matter expert or a community of practice
Address Educational Needs	CAEP Objective 1 asks that the members of the consortium take actions to address the educational needs identified pursuant to paragraph (1) [An evaluation of the educational needs of adults in the region.]	Cal. Ed. Code § 84906
Improve Integration of Services and Transitions	CAEP Objective 2 asks that the members of the consortium; the entities listed pursuant to paragraph (2) [(A) Entities that provide education and workforce services to adults in the region. (B) Entities that are impacted by, or that have a fundamental interest in, the provision of those services]; and other interested parties take actions to improve integration of services and to improve transitions into postsecondary education and the workforce, including actions related to all of the following: (A) Placement of adults seeking education and workforce services into adult education programs. (B) Alignment of academic standards and curricula for programs across entities that provide education and workforce services to adults.(C) Qualifications of instructors, including common standards across entities that provide education and workforce services to	

	adults.(D) Collection and availability of data.	
Improve Effectiveness of Services	CAEP Objective 3 asks that the members of the consortium take actions to improve effectiveness of services. Effectiveness is defined as the degree to which something is successful in producing a desired result.	
Section 5: Activities and Outcomes		
SMART goals	Goals for a project or program that are specific, measurable, achievable, relevant, and time-bound (SMART).	How to Create SMART Goals (OTAN)
Section 6: Funds Evaluation		
Total Leveraged Funds	Total funds received by the agency from funding sources mandated in Program Area Reporting: WIOA Title II, Perkins, Local Control Funding Formula (LCFF), CalWORKS, community college noncredit apportionment, and Jail Education (K-12). In kind resources and fees are also included.	Budget Bill Requirement Possible leveraged funding sources: In-kind, CAEP apportionment, WIOA Title I discretionary funding from CWDB/EDD, WIOA Title II AEFLA, Student Equity and Achievement Program (SEAP), Local Control Funding Formula (LCFF) state apportionment, California Work Opportunity and Responsibility to Kids (CalWORKs), WIOA Title I, Pell Grant, Carl Perkins, community college apportionment, fees, other funding sources

APPENDIX D: CAEP Three-Year Planning Worksheet EXAMPLE and Link to Editable Document

Below is an example of how the CAEP Three-Year Planning Worksheet can be used to define a consortium’s Strategies, Outcomes, Metrics, Proposed Completion Dates, and Persons Responsible.

An editable version of this CAEP Three-Year Planning Worksheet can be downloaded [here](#).

Objective #1:	Address Educational Needs			
Strategy #1	Description	Outcomes		
Improve equitable access to instructional supports	All consortium members will increase the availability of Adult Education student supports, including educational planning, tutoring, mentoring, career advising, access to technology, and transition support, available in students’ preferred languages. This will be done by increasing the number and capacity of student advisors and transition specialists, acquiring chromebooks for student access, and taking steps to develop a consortium-wide approach to universal tutoring/mentoring in students’ preferred languages.	Short-Term (12 mos)	Intermediate (1-3 yrs)	Long-Term (3-5 yrs)
		Increase the number of individual planning/advising/support sessions held with students by 25%.	Increase the number of student chromebooks available from 25 to 75.	Make available to every student tutoring/mentoring in their preferred language by engaging a team of trained staff and volunteers.
Proposed Completion Date	Metrics	Person Responsible		
June 30, 2028	<ul style="list-style-type: none"> ● Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE) ● Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL) ● Student Barriers: English Language Learner (AE 305 - Overall) ● Student Barriers: Low Literacy (AE 311 - Overall) 	Maria S., Project Coordinator		

APPENDIX E: Optional Guiding Questions

Section 2: Assessment

- *Who are our current customers?*
 - *Where do they live?*
 - *What characteristics define the populations engaged in current programs?*
- *What characteristics define the regional community?*
 - *How do those align with profiles of students currently served by adult education programs?*
 - *Who is not being served by adult education and should be served?*
 - *What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation, times and days of classes, etc.)*
 - *What characteristics might be barriers to employment in certain areas of the region or for certain populations?*
- *What industries is the region home to?*
 - *What kind of skills are these industries looking for in their employees?*
 - *What kinds of credentials do they value?*
 - *Are there new industries expected to be moving into the region?*
- *What outcomes do our current students achieve?*
 - *How do student outcomes compare across different student populations and programs?*
 - *Are certain demographic groups achieving outcomes at higher rates?*
 - *How do our outcomes compare to state averages? Are graduates earning a living wage for the region?*
- *What needs and goals of students and area employers are currently unmet and should be addressed by adult education?*
- *What levels and types of adult education services do consortium members and partners provide?*
- *To what extent do the existing levels and types of services address the educational needs identified in Section 2: Assessment?*
 - *What are gaps or unmet needs in the existing levels and types of services?*

Section 3: Metrics

- *Which barriers and metrics should we track to best measure the impact of our consortium's adult education services?*

Section 4: Objectives

Address Educational Needs

- *What educational needs identified in the assessment will the consortium address?*
- *What strategies proposed by the consortium will address these educational needs?*
- *How will the members ensure access to all adults needing services in the region?*
- *What levels and types of instruction will be offered to address educational needs?*
- *What support services will be offered to support entry, progress, and retention?*
- *How will programs respond to changes in the labor market and employers' needs?*

Improve Integration of Services and Transitions

- *What needs have been identified related to improving the integration of services?*
- *What needs have been identified related to improving student transitions?*
- *How will members and partners coordinate programs to eliminate duplication and maximize program potential?*
- *How will members ensure that adults can transition from a program or service to other appropriate programs and services?*
- *What strategies proposed by the consortium will address the identified needs related to integration of services and transitions?*
- *What levels and types of instruction will be offered to support student transitions?*
- *What support services will be offered to support student transitions?*

Improve Effectiveness of Services

- *What needs have been identified related to improving the effectiveness of services?*
- *What strategies proposed by the consortium will address these needs related to improving the effectiveness of services?*

Section 6: Funds Evaluation

- *What funds will be available to consortium members and other entities for the strategies described in Sections 4 and 5?*
- *How will funds be braided and leveraged to address the needs and implement the strategies identified in this Three-Year Plan?*

APPENDIX F: Adult Education Pipeline Resources

[The Adult Education Pipeline Dashboard](#)

The Adult Education Pipeline Dashboard displays California adult education data by bringing together K12 adult education data recorded in CASAS TOPSpro Enterprise with noncredit community college data. The data on this dashboard will populate the three-year plan on the NOVA platform.

- Access the Adult Education Pipeline Dashboard [here](#) (no login needed)

Using the Adult Education Pipeline for 3 Year Planning

- **Guide to Using the Adult Education Pipeline Data for Insights** [Use this resource](#) to get a quick overview of the dashboard and ways to access and understand data needed for 3-Year planning.
- **Understanding the Score Card of the Adult Education Pipeline (AEP) Dashboard** [Use this resource](#) to quickly identify the Goal Setting and Target metrics on Nova and where this can be found on the dashboard.
- **CAEP Fact Sheets** is an interactive dashboard that provides consortium-level information on local demographics, labor market information, and related Adult Education Pipeline dashboard data in a unified platform. [Use this resource](#) to access and compare key data to inform assessment, identify opportunities based on populations in need, and understand economic and pathways opportunities that work for the local context.
- **CAEP Fact Sheets Guide** offers an orientation to and tips for using the CAEP Fact Sheets for three-year planning. [Use this resource](#) to dig into the CAEP Fact Sheets to access up-to-date consortium-level data and learn how to ask good questions that will help consortium members identify goals and targets, such as how to identify underserved populations or those most in need of adult education services, which services might be most needed, and are there target industries that offer potential for career pathways or CTE programming that offer learners access to living wage jobs.
- **Using Community Asset Mapping to Inform 3-Year Planning** [Recording](#) introduces the Opportunity Maps, accompanying resources, and available training, as well as an overview of how to use the Opportunity Maps for three-year planning. [Use this resource](#) to gain a basic understanding of the Opportunity Maps, accompanying resources, training, and how to use them for three-year planning and assessment.
- **California CA Adult Ed Career Education Dashboard** is an interactive tool that identifies how regional educational offerings align with local labor market information. It provides information on adult education and credit programs and regional occupational openings, filtered by self-sufficiency wage standards and Centers of Excellence skill levels. [Use this resource](#) to identify opportunities to support local pathway development, viable occupations for adult learners, how to better track pathway data for CAEP students
- **California CA Adult Ed Career Education Dashboard User Guide** introduces the dashboard, providing background information and tips on navigating the dashboard and using this information to explore programming opportunities aligned to a region's needs. [Use this resource](#) to inform the three-year planning needs assessment by exploring

alignment between local educational institutions, alignment between educational offerings and viable local occupations, skills needed by adult learners to access and achieve an occupational certificate that leads to local jobs, and opportunities to support local pathway development and collaboration.

- **Education to Workforce Pathways: Smoothing the Route and Finding a Relevant Destination Webinar** ([Slides](#) scroll to 3/10/21 webinar and [Recording](#)) provides a general overview and walkthrough of the dashboard and addresses key elements and principles for career pathways planning. [Use this resource](#) to get a quick overview of the dashboard so that you can access and understand data needed for three-year planning and to prompt conversations about pathway planning that will support learners to access and be successful in integrated education and training opportunities.
- **One-on-One Training and Professional Development Opportunities:** Request a training that can be tailored to local regional, consortium, or institutional context and needs.
- [Adult Education Pipeline FAQ](#) provides answers to commonly asked questions about the dashboard.

Email launchboard@cccco.edu with any questions about the Adult Education Pipeline dashboard or the data that populates the dashboard.

Additional Adult Education Pipeline Dashboard Resources

- **The [Adult Education Pipeline Metric Definition Dictionary FAQ](#)** outlines how data is collected, and which data elements are used to populate the AEP dashboard.
- **What's Noncredit Coding Got to Do with It: Getting the Most Out of Your Data** ([Link to Slides](#) and [Link to Recording](#)) provides more information about data from the California Community College Chancellor's Office Management Information System (MIS).
- **Why Do My Data Reports Look Different in Adult Education Pipeline Dashboard and CASAS TopsPro Enterprise** ([Link to Slides](#) and [Link to Recording](#)) addresses the differences between the CASAS TE CAEP Summary Report and the AEP Dashboard data.

APPENDIX G: CAEP Data Summary and CASAS Resources

TOPSPRO Enterprise Reports

TOPSPRO Enterprise has numerous reports for meeting state and federal guidelines to inform instruction. The following is a short list of some reports that may assist agencies in meeting goals, with links to PDFs of samples of each report included in the respective lists.

CAEP Reports

- CAEP Summary
- CAEP Data Integrity Report
- Enrollees by Hours
- Services Enrollees by Hours
- CAEP Barriers to Employment
- CAEP Outcomes
- CAEP Services

https://www.casas.org/docs/default-source/caacct/caep-combined.pdf?sfvrsn=4ff7315a_2

NRS/WIOA II Reports

- NRS Table 4
- NRS Table 4B
- NRS Persister
- NRS Data Integrity Report
- CA Payment Points Summary
- NRS Barriers to Employment
- NRS Ad Hoc Cross Tab
- NRS Ad Hoc Cross Tab Samples

https://www.casas.org/docs/default-source/caacct/wioa-ii-combined.pdf?sfvrsn=76f7315a_2

Other CASAS Resources

CASAS also has many other resources that may assist agencies in this planning process. Below is sample of some website features and training sessions that may help:

- [CASAS Data Dive - Part I: CAEP outcomes and reports](#) webinar
- [CASAS Data Dive - Part II: Barriers and Equity](#) webinar

- [Employment Follow-up Outcome Measure](#) provides agency, CDE area, and statewide data on students employment outcomes at 2nd and 4th quarters after exit. Agency-level reports are available in TE; statewide WIOA II agency data is available at the link above. ● Perkins CTE reports (coming soon)
- [TE student level demographics data](#)
- [TE Services Monitor and Services by Hours](#)
- WIOA Title II [CASAS Data Portal](#)
- Federal [CIP codes](#)
- CDE [A-22 codes](#)

CASAS Summer Institute 2021 Resources

Several sessions at the 2021 CASAS Summer Institute address aspects of CASAS implementation, use of TE reports, and meeting state and federal accountability standards that may be beneficial for CAEP three-year planning and goal setting.

CAEP Data and Accountability

[CAEP Data and Accountability for 2021-22](#) (*Updated resource forthcoming*)

State Adult Education Update

[State Adult Education Update](#)

Establishing NRS Performance Goals

[DIR Targets 2021](#)

[Establishing NRS Performance Goals](#)

[Establishing NRS Performance Goals-Panel Discussion](#)

TOPSpro Enterprise for NRS Federal Reporting

[NRS Report Samples](#)

[NRS Reports in TE](#)

California Adult Education Program (CAEP) Reports

[CAEP Report Samples](#)

[CAEP Reports in TE](#)

Innovations in Learning for Immigrant Integration Success

[Innovations in Learning for Immigrant Integration Success](#)

Adult Education and Immigrant Integration in California

[Adult Education and Immigrant Integration in CA](#)

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2023-24

Written Expenditure Plan

In alignment with Education Code 84914, a consortium with excessive carryover in one or more fiscal years will be required to submit a written expenditure plan and assigned technical assistance to reduce the excess carryover. The consortium will be required to identify the circumstances that have led the consortium to reach the excessive threshold and outline the corrective action plan to reduce the carryover.

Approval & TAP Notes/Documentation

Documentation

Document Title	Type	Fund Year	Uploaded By	Uploaded	Comment
FRAEC MOU 2023-2024 EXECUTED 6.6.2023.pdf	Supporting Documentation	2023-24	Mitch Rosin	6/6/2023, 7:00:27 PM	2023-2024 FRAEC MOU
FRAEC MOU 2023-2024 EXECUTED 6.5.2023.pdf	Supporting Documentation	2023-24	Mitch Rosin	6/5/2023, 7:52:52 PM	2023-2024 Consortium MOU

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Awaiting Member Representative Approval

2023-24 Written Expenditure Plan v.1

In 2023-24, did your consortium have an optional internal member carryover threshold? *

- Yes
- No

(Yes) What was your internal member carryover threshold? *

20%

(Yes) Why did your consortium members decide to have this member carryover threshold? *

State guidance.

Characters : 15/2500

List all of your consortium's funded members and the percentages of their carryover. *

List all of your consortium's funded members and the percentages of their carryover.

- Include all funded members whether or not they exceed the annual 20% consortium carryover threshold or the consortium's internal member threshold. If a member does not have any carryover, enter \$0.
- Include the remaining carryover allocation amount of each member at the time the Q4 expenditure report was submitted and certified.

Up to 20 members can be listed. If there are fewer than 20, then enter "n/a" or "0" in all empty cells. If there are more than 20, see question #3.

	Member Name	Remaining Allocation/Carryover	% Carryover
1.	Feather River College	\$100,264	38%
2.	Sierra County Office of Education	\$41,170	14%
3.	Sierra Unified School District	\$0	0%
4.	Plumas Unified School District	\$106,482	25%
5.	Plumas County Office of Education	\$1,580	11%
6.	NA	\$0	0%
7.	NA	\$0	0%
8.	NA	\$0	0%
9.	NA	\$0	0%
10.	NA	\$0	0%

	Member Name	Remaining Allocation/Carryover	% Carryover
11.	NA	\$0	0%
12.	NA	\$0	0%
13.	NA	\$0	0%
14.	NA	\$0	0%
15.	NA	\$0	0%
16.	NA	\$0	0%
17.	NA	\$0	0%
18.	NA	\$0	0%
19.	NA	\$0	0%
20.	NA	\$0	0%

If your consortium has more than 20 funded members, and you were unable to record them all in the previous question, you may record them in a file and upload the file. If you were able to provide the requested information above, skip this question.

If your consortium has more than 20 funded members, and you were unable to record them all in the previous question, you may record that in a file and upload the file.

- If you were able to provide the requested information about consortia members, allocation, and carryover % in the previous question #2, skip this question.

No documents have been uploaded.

+ Add Document

Describe the circumstances that led the consortium to exceed the Consortium level 20% carryover threshold. Include information about specific members. *

Plumas Unified School District's Feather River Adult School is in an underspent situation due to the difficulty in hiring qualified faculty in a rural location. Hiring qualified teachers in rural areas of California poses significant challenges that directly affect the successful implementation of educational programs and the efficient use of allocated budgets. These challenges stem from a combination of geographic, economic, and systemic factors that create a persistent barrier to addressing the educational needs of these communities. This issue not only disrupts the delivery of quality education but also hampers efforts to optimize budget expenditures effectively.

Rural areas in California are often remote and difficult to access, leading to a limited pool of qualified teaching candidates willing to relocate or commute. Many rural communities lack the amenities and infrastructure that urban or suburban areas offer, such as robust healthcare, entertainment, and social opportunities, making these regions less attractive to potential educators. Additionally, rural school districts often compete with urban areas that have larger populations and more resources to attract qualified teachers. The smaller applicant pool in rural areas means schools frequently struggle to fill vacancies, leaving positions unoccupied for extended periods.

Recruitment and retention of teachers in rural areas are persistent obstacles. Even when districts succeed in hiring educators, retaining them becomes a challenge due to feelings of professional isolation and limited career advancement opportunities. Rural teachers often report difficulties accessing professional development programs or peer support networks, which can lead to burnout and high turnover rates. High turnover disrupts program continuity, requiring districts to repeatedly spend on recruitment, onboarding, and training, thereby straining budgets without yielding sustainable improvements.

The inability to hire teachers in rural areas leads to underutilized budgets and inefficient spending. Funds allocated for salaries, professional development, and program implementation may remain unused, while districts struggle to meet state and federal mandates for educational standards. For programs funded by time-sensitive grants, the inability to hire necessary staff can result in unspent funds being returned or the loss of future funding opportunities. This creates a cycle where districts are unable to fully implement programs or expand educational offerings, perpetuating inequities between rural and urban schools.

Addressing these challenges requires targeted strategies and policy interventions:

- Incentives for Rural Teachers: Offering competitive salaries, loan forgiveness programs, and housing assistance can help attract and retain teachers in rural areas.
- Investment in Professional Development: Providing accessible and robust professional development opportunities can help rural teachers feel supported and engaged in their careers.
- Remote and Hybrid Teaching Models: Leveraging technology to connect rural students with qualified educators in other areas can address immediate staffing gaps. FRAEC has engaged in discussions with CAEP TAP about holding virtual job fairs across the state to bring in virtual teachers. While these discussions are ongoing, a state-wide solutions must be found.

The difficulty of hiring teachers in rural areas of California is a multifaceted issue that undermines program implementation and budget utilization. Without targeted efforts to address the underlying challenges, rural districts will continue to struggle to provide equitable education to their students. Policymakers, educators, and community stakeholders must work collaboratively to develop sustainable solutions that ensure rural schools are adequately staffed and well-equipped to meet the needs of their students. Investing in these solutions not only benefits the students and educators in rural areas but also strengthens the state's overall education system, fostering equity and opportunity for all.

Characters : 4080/5000

Describe the support the consortium has attempted to provide consortium members to reduce the excess carryover. *

The Consortium is not able to assist in finding teachers for remote, rural communities. Outreach to CAEP TAP is ongoing to possibly host a virtual job fair for teachers to facilitate distance learning courses.

Characters : 210/5000

What is the proposed consortium level corrective action plan and timeline to reduce the excess carryover with members and thus the consortium? *

Please see above related to CAEP TAP discussions about virtual job fairs to assist in hiring remote teachers.

PUSD: To better serve the outlying communities within the service delivery area of Feather River Adult School, Plumas Unified School District will purchase mobile computer labs for the three outlying communities. Additionally, PUSD will replace and expand the computer lab at Feather River Adult School. Lastly, Feather River Adult School will continue to advertise for multiple, unfilled faculty positions, including posting a temporary full-time position as well as trying to get back second teacher.

FRC: Carryover funding is showing in NOVA as it was part of FRC's allocation but that it has not actually been received by FRC and won't be until we enter it in NOVA as an expense: at that time we would receive reimbursement from the state for the funding. If it is indeed the case that the carryover funding has not actually been received by FRC or our consortium, then FRC would be happy to let the state know that they can re-allocate this carryover funding to a different school.

Characters : 1097/5000

What types of processes and protocols will be implemented to ensure that current and future consortium and member level carryover is reduced? *

What types of processes and protocols will be implemented to ensure that current and future consortium and member level carryover is reduced?

- Include support that the consortium will provide members to address excess carryover.

Carryover is not a result of processes and protocols. It is an issue of a lack of qualified teachers in rural areas.

Characters : 117/5000

What kind of support and technical assistance from the State CAEP Office would be helpful to the consortium to assist with the reduction of excess carryover? *

Rural consortia need assistance in hiring teachers for distance instruction including but not limited to virtual job fairs, assistance with inter-agency agreements for supervision, and other frameworks to facilitate providing adult education via remote instructors.

Characters : 266/5000

Please provide the name and contact information of the lead and co-lead representative for this plan. *

Please provide the name and contact information of the lead and co-lead representative for this plan.

- If there is a single lead (no co-lead), type "n/a" or "0" throughout the co-lead column.

	First and Last Name	Role / Title	Organization	Email	Phone (###) ###-####
Lead Contact	Mitch Rosin	Consortium Lead	FRAEC	mitch.rosin2@gmail.com	7083098556
Co-Lead Contact	NA	NA	NA	NA	NA





**Northern Rural Training and
Employment Consortium (NoRTEC)**

**NoRTEC Regional Planning Unit
LOCAL PLAN MODIFICATION PY
2023-2024**

Prepared for:

NoRTEC Workforce Development Board

March 2023



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Introduction

This Local Plan Modification is being submitted on behalf of the Northern Rural Training and Employment Consortium (NoRTEC) Workforce Development Board which serves the 11-county region of Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Sierra, Shasta, Siskiyou, Tehama, and Trinity Counties.

NoRTEC's mission is to develop strategic partnerships and solutions that meet the workforce needs of businesses and jobseekers, promoting the economic growth of the region. As part of that mission, one of NoRTEC's goals is to promote open communication among local and regional workforce partners to create a shared vision and regional strategy. Cultivating a network of partners and promoting aligned and collaborative efforts is critical for success, especially because of the large geographic area and diversity of the NoRTEC region.

The two-year local plan modification, as required under WIOA (29 US Code 3123), is organized in accordance with requirements outlined in the Employment Development Department's (EDD) Workforce Services Directive 22-05.

To fulfill the requirements of the directive, NoRTEC hosted multiple stakeholder discussion sessions as well as listening sessions. Invitees included organizations listed in the State's Directory of Planning Partners as well as additional local organizations across the eleven counties. In addition to personalized email outreach and invitations, session announcements were posted on the NoRTEC website and publicized through social media. Please see the appendix for a complete list of invitees, meeting dates and other documentation related to community engagement.

NoRTEC and its partners continue to promote collaborative efforts among our organizations and communities to ensure equality of opportunity, practices, systems, and policies. We look forward to continuing to innovate to meet the needs of businesses and jobseekers as well as promote the equitable economic growth of our region.



WIOA Local Plan

This Local Plan Modification is developed as a two-year update to the [2021-2024 NoRTEC Local Plan](#). It includes an update to how NoRTEC is operationalizing the roadmap set forth in the State Plan and Regional Plan as well as how individuals can access services through their local America's Job Center of California (AJCC) system. In addition, this Plan Modification describes how NoRTEC will coordinate with local partners to ensure person-centered delivery.

In September 2022, NoRTEC began gathering input and engagement from as many regional partners and stakeholders as possible through social media channels, calls, virtual meetings, and emails. NoRTEC conducts regular virtual meetings with partners across the region and took advantage of the opportunity to obtain input on the Local Plan update process. Some of these meetings included:

- Business and Industry Representatives
- Service Providers
- Industry Sector Partnerships and Members
- State Agencies
- Community Colleges and Universities
- County Offices of Education, K-12 Education, Career and Technical Education, and Adult Education
- Economic Development Agencies
- City and County Departments

WIOA Core and Required Partner Coordination

Service Coordination and Memorandums of Understanding

In April 2022, NoRTEC prepared and executed the [2022-2025 MOU](#) that includes an Infrastructure Financing Agreement (Exhibit A). The NoRTEC Partner MOU includes the following mission statement and goals to coordinate services and resources among AJCC partners: NoRTEC's mission is to bring together workforce development, educational, economic development and other employment services in a seamless customer-focused delivery network that enhances access to program services and improves long-term employment outcomes. The AJCC partners conduct regular check-ins and are committed to administering their independently funded programs as a set of integrated streamlined services to job seekers and employers, by:

- Helping businesses find skilled workers and access other support services, including education and training, for their current workforce;
- Providing an array of employment and business services and connecting customers to work-related training and education;
- Continuing to align investments in workforce, education, and economic development to regional in-demand jobs;
- Reinforcing partnerships and strategies to provide job seekers and workers with high quality career services, education and training, and supportive services needed to get good jobs and stay employed;
- Continuing to plan, coordinate, and provide services in an integrated manner to maximize the utilization of resources and ensure there will be no "wrong door" for customers seeking services from the system;



- Measuring customer satisfaction and continuously improving services based upon customer feedback; and
- Designing and continuously improving a system that reflects statewide/regional economic development strategies and is responsive to industry sectors in the region.

NoRTEC meets with new MOU signatories to provide background and explain work that is being done in the region. The meetings act as an onboarding process and further connect the partners to the workforce system through discussion of coordinated services and resources. Throughout the MOU period, NoRTEC sends out quarterly check-ins to gather information on activities and fulfillment of MOU responsibilities.

NoRTEC and its partners understand that strong partnerships are critical to offering the best services to customers. NoRTEC is working to strengthen and further establish existing working relationships with core and mandatory partners as required under WIOA law. The following programs are part of the AJCC system and are parties to the regional MOU:

NoRTEC, the WIOA Title I grant recipient and administrative entity, representing a Local Workforce Development Area comprised of a consortium of eleven counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. NoRTEC is a governmental entity, formed by a Joint Powers Agreement (JPA) between the afore-mentioned counties, and represented in the agreement by the Chair of the Governing Board (Chief Elected Official), and the Chair of the Workforce Development Board.

NoRTEC Memorandum of Understanding Partners	
WIOA Title I Adult, Dislocated Worker, and Youth Programs	Alliance for Workforce Development SMART Business Resource Center Job Training Center of Tehama County
WIOA Title I Native American Programs (Section 166)	California Indian Manpower Consortium, Inc.
WIOA Title I Migrant and Seasonal Farmworker Programs (Section 167)	California Human Development Corporation
WIOA Title II Adult Education and Literacy Programs	Nevada Joint Union High School District Oroville Adult Education Center, Oroville Unified School District Sierra County Office of Education Tahoe/Truckee Unified School District
WIOA Title III Wagner-Peyser Programs	California Employment Development Department
WIOA Title IV Vocational Rehabilitation Programs	California Department of Rehabilitation
Title V Older Americans Act Programs	AARP Foundation, The Senior Community Service Employment Program
Trade Adjustment Assistance (TAA) Programs	California Employment Development Department
Veterans Programs	California Employment Development Department
Unemployment Insurance Program	California Employment Development Department
Temporary Assistance for Needy Families (TANF)/CalWORKs	Butte County Department of Employment & Social Services



	Lassen County Board of Supervisors (Health & Social Services Agency) Modoc County Board of Supervisors Nevada County Department of Social Services Plumas County Department of Social Services Sierra County Department of Social Services Del Norte County Department of Health & Human Services Shasta County Board of Supervisors Siskiyou County Board of Supervisors Tehama County Department of Social Services Trinity County Health and Human Services
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In addition to the partners providing the programs above, NoRTEC understands that there are many other community agencies and organizations in the 11-county area that provide valuable services related to workforce development or that support workforce customers. NoRTEC maintains close working relationships with other non-core partners to ensure a strong network of resources and referrals is available to all customers, providing the best access possible to employment, training, education, and supportive services. NoRTEC has regular meetings with many of these partners for the purposes of developing a comprehensive workforce system that enhances access to the program services with the goal of administering separately funded programs as a set of integrated streamlined services to customers.

To truly promote a comprehensive system approach, NoRTEC sees that each of these community organizations has a valuable role to play in the workforce system. NoRTEC maintains a Workforce Asset Service Directory to catalog the organizations that may be appropriate or beneficial for collaboration and alignment. Programs and organizations in the following categories were included:

- | | |
|-----------------------------------|--------------------------|
| Adult Education | Literacy Programs |
| AJCCs | Other Business Services |
| Apprenticeship | Other Training |
| Career and Technical Education | Planning Intermediary |
| Career Pathways | SBDCs |
| Career Services | SCORE Chapters |
| College Entrepreneurship Programs | Sector Initiatives |
| College-based Business Services | Senior Services |
| Community Colleges | Service Providers |
| Disability Services | Veterans Services |
| Economic Development | WIOA Service Providers |
| Entrepreneurship | Work Experience Programs |
| Industry Associations | Work-Based Learning |
| Justice-Involved | Youth Services |

In addition to career and supportive services for job seekers, NoRTEC and its partners are continually working on ways to provide low cost, effective training platforms, such as customized training and OJTs, to meet the needs of employers and job seekers throughout the region. These training vehicles provide participants with an opportunity for hands-on, earn-while-you-learn training, and ensure employer buy-in to the training through the requirement of a 50% employer contribution to the cost of training.



These efforts help create a seamless AJCC delivery system by bringing together required partners in order to have a customer-focused service delivery network. An integrated system allows partners to improve services, maximize resources, avoid duplication, and enhance outcomes for all customers. The intended results are the development of meaningful MOUs and the integration of services and resources to the fullest extent possible. Additionally, NoRTEC and the AJCC MOU partners developed a consolidated system-wide budget for the network of comprehensive AJCCs.

Co-location

NoRTEC's 11 counties cover over 32,000 square miles and represent approximately 24% of the land area in California. There are AJCCs throughout the region as well as numerous partners. However due to the size and rural nature of the region, very few mandatory partners are physically co-located within the AJCC. The following are specific examples of co-location within in the region.

- Alliance for Workforce Development (AFWD) in Oroville is located with Butte County Department of Employment and Social Service
- SMART Business Resource Center is located with CalWORKS and the California Department in Del Norte County
- AFWD in Alturas is located with TEACH, a community-based organization that provides emergency services (housing, transportation, food bank), childcare resource information, and senior services)

Referrals and Co-enrollment

All of the region's AJCCs have relationships with the local offices of the mandatory partners and track referrals to and from these entities. In order to facilitate stronger coordination, efforts are made to refer individuals to partner organizations. The AJCCs regularly receive referrals from the partners as the AJCCs are often the only agency with funding to serve job seekers. When checking in with regional partners during the MOU regularly scheduled updates, NoRTEC asks about the current referral process and if there are any needed changes due to the recent natural disasters. Workforce partners responded the current referral process is working well with electronic and online referrals. NoRTEC also asks partners if they foresaw any needed changes to the referral process with the AJCCs considering more offices are open now. Due to the large geographical footprint of NoRTEC, most partners appreciate having the electronic and virtual options of communicating, even when in-person meetings are possible.

Referrals are tracked and co-enrollment occurs when it makes sense based on the participant's needs. All service provider programs have WIOA applicants sign information sharing documents that allow staff to share information with other agencies as necessary and applicable. In order to facilitate co-enrollment and improve access to activities, NoRTEC and partners will continue to develop work processes with one point of contact for each partner to streamline customer service, referrals, and response so that everyone will know their "next steps" along their career paths, regardless of their program of entry to the system. One of the helpful improvements in the referral process is that NoRTEC constantly updates contact information on the MOU referral matrix.

Common Case Management

Within all of NoRTEC's AJCCs, case management is participant-centered and goal-oriented to assist WIOA-registered adult and dislocated workers with services that lead to self-sufficient employment, as well as follow up services after program exit. All WIOA adult and dislocated workers enrolled in career services and training services have met the eligibility requirements for such services and meet the requirements for the priority system. Case management activities support the customer's need based on



individual circumstances. Case management begins with career services for registered adult and dislocated workers. Case notes in individual participant files document case management activities.

Case management consists of monitoring the progress towards goal attainment as outlined in the Individual Employment Plan (IEP) and noting any barriers and potential barrier resolution. Case managers meet with participants on a regular basis to discuss their progress toward established goals and identification of additional needs and services. Case management activities for registered participants in WIOA career services and training services may require more staff involvement based on planned program activities and the close monitoring of services. AJCC partner agencies may participate in joint case management activities to facilitate participant success.

All case management and/or service coordination contact with participants is documented in the NoRTEC MIS system (CalJOBS) and in case notes that will be included in the participant files. NoRTEC's Service Provider case managers enter eligible client information into the CalJOBS system. CalJOBS can track multiple grant programs including WIOA Title 1, Wagner Peyser, TAA, and other programs or activities to indicate if they are co-enrolled.

Client-centered and strengths-based case management services include:

- Comprehensive assessments of skill levels, employment history, strengths, weaknesses, earning potential, employment goals, geographical area in which the client is willing and able to work, disabilities as it relates to employment, need for training, supportive services, barriers to employment and services needed. Assessment tools include, but are not limited to, DiSC (behavior assessment), Strengths Finder, On-Net, Holland's Theory of Career Choice, My Next Move, Myers Briggs, Elevations (skills, personality, and values), and Prove-It.
- Preparation of a competency-based IEP agreed upon by the client and career advisor to include employment goals, service plan, strategies to overcome identified barriers and action items with deadlines for both the client and career advisor. Ideally, assessment and IEP development are completed within the first month of service.

Upon completion of services, NoRTEC service provider staff conducts an exit interview with the participant to develop an action plan for follow up services for the 12 months after WIOA program exit. Follow-up services, including interpersonal communication skills, work site safety, and financial planning skills are also provided. Other planned follow-up services consist of additional career planning and counseling; contact with the participant's employer (if needed), including assistance with work-related problems that may arise; peer support groups; information about additional educational opportunities, and information about supportive services available. The goal of follow-up services is to ensure job retention, wage gains, and career progress for participants who have been referred to unsubsidized employment. Follow-up services are documented in the participant's case notes and in the NoRTEC MIS system (CalJOBS).

Remote and Rural Access

Technology

As noted, NoRTEC is a vast region with 11 counties covering over 32,000 square miles, approximately 24% of the land area in California. The region includes many remote and rural areas and NoRTEC is utilizing technology to coordinate activities across partners and reach remote areas including the employers and job seekers.

NoRTEC and its partners continue to invest in the use of technology to facilitate access to services in its remote areas. The pandemic and recent natural disasters accelerated efforts to increase access to



services through technology. NoRTEC and partners conduct business surveys and share the resulting information with all partners. Additionally, the partners make referrals to each other, attend regional meetings on State and Federal opportunities. The region also set up a SLACK page for the Business Services Group and Partners. The SLACK page allows individuals to share information, ask questions, and better coordinate activities. The page has increased communication sharing across the region as they share resources and develop common messaging and outreach materials.

It is important to note that technology access and connectivity is a barrier across the region. Broadband access and connectivity are significant issues in the region and NoRTEC actively participates in efforts to address these barriers, such as through the Broadband Consortia. Additionally, access to technology devices necessary for virtual services, and in some cases education and training, is a barrier for some individuals in the region.

Virtual Services

The services in the region are provided by the: Job Training Center in Tehama County; SMART Business Resource Center in Del Norte, Shasta, Siskiyou, and Trinity Counties; and Alliance for Workforce Development in Butte, Lassen, Modoc, Nevada, Plumas, and Sierra Counties. Even though the AJCC offices are now open, staff have continued to meet and increase communications with clients over email and phone, as well as through virtual appointments via Zoom and Facebook. The partners increased the virtual services and updated websites with online services including chat features. The AJCCs also moved workshops online utilizing Zoom, which allows presenters to still connect with job seekers in a personal way as attendees can ask questions and receive immediate feedback. Examples of the virtual workshops include: Secrets to a Successful Interview; DIY: Resume Workshop; Prepare for a Virtual Job Fair and Job Search Like a Pro.

Premier Virtual® Platform

In order to serve businesses and meet their number one need of recruitment assistance, NoRTEC invested in Virtual Premier® Platform to be utilized for virtual job fairs. The platform allows NoRTEC and its partners to reach businesses and pull together regional Business Services Representatives. Through the platform, virtual job fairs are occurring throughout the region. The easy-to-use platform allows job seekers to explore careers throughout the region and meet numerous employers without having to travel, which is especially important for job seekers with transportation barriers and in rural areas of the region. Job seekers are able to upload their resume so participating employers can view the resume and chat with candidates directly and even conduct on-the-spot virtual interviews. Employers also benefit by not having to travel to an in-person fair or staff a booth. They are able to post openings, log in to the fair, and meet with candidates. AJCC staff prepare job seekers for the virtual events through resume development and virtual job fair resume workshops.

Staff, partners, job seekers, and employers have reported several benefits of the virtual hiring system including:

- Ease of use;
- Ability to scale an event to any size;
- Unlimited access to the event;
- Alleviation of transportation barriers; and
- Robust reporting and tools to increase efficiency and effectiveness;
- Ability to host hybrid-events.

NoRTEC and its partners have experienced the benefits and successes of enhanced websites, live chat features, and increased virtual appointments, services, workshops, and job fairs. With the observed



benefits, NoRTEC and its partners will continue to embrace and support the use of technology to facilitate access to AJCC services for job seekers and employers across the region.

Industry Sector Partnerships

NoRTEC continues to support Next Generation Industry Sector Partnerships (Next Gen IPs), a sector strategy to coordinate and align workforce, education, economic development, and other public and community partners to support an industry. A Next Gen IP is a partnership of businesses from the same industry and in a shared labor market region who work with economic development, education, workforce development, and community organizations to address the overall competitiveness needs of the targeted industry. By addressing these business-driven priorities, Next Gen IPs not only support the overall competitiveness of an industry and regional economy and promote cross-sector collaboration, but they also benefit workers, students, and the broader community by connecting people to career pathways. In turn, NoRTEC supports this model for these benefits along with the training and credential attainment, increased wages, talent recruitment, and increased career and industry awareness supported by Next Gen IPs. NoRTEC promotes Next Gen IPs as the model for business engagement across regional partnerships.

The Next Gen IPs are another way that NoRTEC and its partners are reaching the more remote and rural areas of the region. As a result of COVID-19 recovery and the recent natural disasters, partnership meetings have had to occur virtually, and this has resulted in increased outreach and participation in remote areas. Most industry leaders in rural areas have indicated they prefer the hybrid option of in-person and virtual meetings. There are currently six Industry Sector Partnerships in the NoRTEC region and additional information can be found in the WIOA Regional Plan and at [NoRTEC's Next Generation Industry Sector Partnerships](#) page. Two of the partnerships focuses on rural healthcare.

Rural Healthcare Collaborative: There are two partnership efforts supporting the healthcare sector needs in the rural communities. Service providers AFWD and SMART are working together to support these partnerships. AFWD is expanding their partnership which has been in operation since 2016, and SMART is just starting a partnership. AFWD is aligning the Modoc partnership with the SMART and the HWY 299 Healthcare Collaborative. This partnership will promote and increase employer engagement throughout NoRTEC's most rural counties. Working together, the partners continue to provide needed support to the HWY 299 Healthcare Collaborative which primarily serves as a recruitment tool for partner facilities. The collaboratives serve Modoc, Lassen, Plumas, Shasta, and Siskiyou Counties.

Healthcare organizations serve rural communities with limited resources and funding, and struggle with recruiting, training and retaining talent. The collaboratives formed to support the unique needs of rural healthcare. A more robust collaborative will leverage resources and workforce supports across the region. This will promote and increase employer engagement throughout NoRTEC's most rural counties. These projects work to align education, workforce, and industry to provide real-time industry needs to ensure there is an adequate labor pool to meet current and future demands. Efforts focus on reducing employer recruitment and turnover costs, increase employee retention, increase job placements, and provide career pathway opportunities for currently employed workers.

The recent natural disasters post-COVID 19 continue to challenge healthcare professionals work in new ways. This collaborative helps with information sharing and resources to support healthcare professionals in the rural counties to effectively support community members. Even prior to the COVID-19 effects on the economy, the rural areas were experiencing difficulty both attracting and retaining high quality employees. Rural hospitals and clinics were already stretched thin from



a staffing standpoint. Now these facilities are under tremendous financial strain. With the challenges presented by natural disasters and recovery efforts of the COVID-19 pandemic, workforce development services will be vital to the sustainability of rural healthcare facilities.

The collaborative set out to use real-time, employer-validated data to identify specific needs. The partnership regularly identifies and shares critical and hard to fill positions highlighting job titles, companies reporting the position, skills needed for the position, ideal candidate qualifications, and number of open positions.

NoRTEC was also involved in the development of the [Next Gen Sector Partnership Rural Field Guide](#). The document was developed to be a companion to the Next Gen Sector Partnership Training Manual that offers insights and practical strategies to be utilized in rural regions implementing Next Gen Sector Partnerships.

The guide addresses the unique challenges rural communities face in building sector partnerships and sustaining them over time and emphasizes the importance of investing in relationships, and the need to work across silos to maximize scarce resources. The guide was developed in the spring of 2020 which was a uniquely opportune time to reflect on the importance of place, relationships, and using scarce resources wisely.

As the COVID-19 pandemic hit and the region was suffering from various natural disasters, NoRTEC utilized rural Partnerships in order to rapidly pivot, reassess priorities, and refocus industry partnership work. The pandemic and ongoing disasters both underscored the importance of working collaboratively across public and private sectors while simultaneously making it much more challenging to do so.

Service Delivery

Supportive Services

Supportive services are critical for many of NoRTEC's customers to ensure that they can overcome obstacles to completing training or staying in a job. Staff at the AJCCs are well-trained on the services that are available through the AJCC or other means in the county and surrounding areas to offer to those who are in need. Supportive services provided by NoRTEC and its Services Providers to individuals with barriers to employment may include, but are not limited to, linkages to community services, assistance with transportation, childcare, dependent care, housing, educational testing, reasonable accommodations for individuals with disabilities, legal aid services, referrals to healthcare, work attire, and work-related tools. Additional supportive services available include assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes as well as payments and fees for employment and training-related applications, tests, and certifications. NoRTEC and its Service Providers' networks of relationships with other community partners are especially important for referring individuals to support services when they are not available through the AJCC. NoRTEC will continue to build upon current relationships to create an even stronger network of partners, targeting areas of the region and service types where gaps are found to exist.

NoRTEC's Supportive Service Policy allows for the provision of supportive services at the discretion of the service provider. For WIOA-only customers, NoRTEC fosters the coordination and leveraging of other personal and/or community resources to fill these needs so that NoRTEC training investments can be used to their highest capacity. Training and best practice sharing for frontline staff is routinely provided to ensure effective coordination of resources.

Additionally, NoRTEC developed a regional Asset Inventory that identifies partners in the region who provide services related to, or supportive of, workforce development activities. The inventory is not



exhaustive and does not include all supportive services throughout the region, but it can be used as a starting point to identify partners who may be able to provide WIOA customers with additional resources and support. The inventory is available on line and can be filtered by county and category. The inventory is continuously updated as additional resources are identified to ensure that frontline staff in the region have a good understanding of the resources that are available, and customers have access to the most comprehensive list of opportunities possible.

Physical and Programmatic Accessibility

In the delivery of its programs, NoRTEC's Equal Opportunity and Nondiscrimination Policy states no one shall be excluded from participation, denied benefits, subjected to discrimination, or denied gainful employment because of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against beneficiaries on the basis of either citizenship status or participation in any WIOA Title I-financially assisted program or activity. NoRTEC and all Service Providers provide services to the broadest populations possible utilizing the universal access approach outlined in WIOA.

NoRTEC and subrecipient offices and AJCC sites are designed to accommodate the needs of physically and mentally disabled individuals, as appropriate:

- AJCCs providing intake, assessment, and referral shall be accessible.
- WIOA participants and staff may request medically necessary accommodations by putting their request in writing and submitting it to their point of contact in the NoRTEC AJCC system. All requests shall be reviewed and responded to by the EO Officer and/or Executive Staff of NoRTEC or its subrecipients, as appropriate.
- Programs and activities shall be conducted in the most integrated setting appropriate for qualified disabled individuals.
- Programs and services, when viewed in their entirety, shall be accessible.

AJCC Certification

In 2021, the NoRTEC AJCCs completed Baseline Certification to ensure that every AJCC is in compliance with key WIOA statutory and regulatory requirements. In addition, all Job Centers developed Continual Improvement Plans. The Baseline Certification and Continual Improvement Plans for all NoRTEC AJCCs are reviewed annually.

WIOA regulations outline three key requirements for AJCC certification: 1) effectiveness of the AJCC, 2) physical and programmatic accessibility for individuals with disabilities, and 3) continuous improvement. As noted, the certification includes requirements around physical and programmatic accessibility for individuals with disabilities as well as a focus on continuous improvement. Of the certifications, some of the items highlighted in the region included:

- Locations convenient for customers with adequate parking and accessible by public transportation.
- Staff honor and accommodate diversity and are comfortable and adept in working with all types of individuals, including those with disabilities, cultural differences, and all individuals with barriers to employment.
- The AJCC uses the principles of universal and customer-centered design to ensure inclusive space and materials are available to individuals regardless of their range of abilities, mobility, age, language, learning style, intelligence, or educational level.



- The AJCC ensures that individuals with disabilities are able to access virtual services in a manner that is comparable to the access available to others.
- Staff work with local organizations that serve individuals with disabilities to continually assess how to improve the accessibility and layout of the AJCC to ensure it meets the needs of the customers it serves.
- Staff are trained on how to best assist those with disabilities and share best practices with each other, including how to use assistive technology and accessibility features on the computers in resource rooms for improving access for people with disabilities.

Equal Opportunity Officer

NoRTEC has a designated Equal Opportunity (EO) Officer that is responsible for addressing equal opportunity issues that arise as a result of questions that people may have in regard to the proper implementation of Section 188 and applicable provisions of the Americans with Disabilities Act. The EO Officer provides EO training to Service Providers and staff throughout the region. The EO training consists of a review of the laws and provisions as well as opportunities for staff to view and evaluate scenarios where EO violations may be occurring.

The EO Officer also completes a review of EO compliance by WIOA Service Providers in the course of monitoring reviews each year. The Compliance Monitoring Checklist issued by NoRTEC must be completed annually. Providers must have proper EO signage in place, and their facilities must be accessible to individuals with disabilities following ADA guidelines. They must also demonstrate how they are able to provide services to people with disabilities or those who need translation or interpretation assistance. The NoRTEC EO Officer also reviews the availability of assistive technology at all AJCC sites.

NoRTEC will continue to work to:

- Expand awareness to assist individuals with disabilities and other barriers to employment via:
 - a. Communication and confidentiality,
 - b. Disclosure and permissions,
 - c. Accommodation requests, equipment, tools, auxiliary aids, and
 - d. Inclusive/integrated service delivery that encourages full access and participation in WIOA and One-Stop activities.
- Review partner activities and policies related to access and provision of services by individuals with barriers to employment to establish best practices and cross agency standards.

State Strategic Partner Coordination

County Health and Human Services Agencies and CalFresh Employment and Training Services

NoRTEC, CalFresh partners, and the local AJCC work together to provide clients with workforce services. Through this partnership, referral systems have been set up for a better customer experience for individuals who access CalFresh Employment and Training services. NoRTEC and its partners are aware of numerous barriers faced by the individuals, so efforts are being made to coordinate activities. On-going coordination meetings ensure partner agencies share who is doing what and coordinate activities that address barriers and service needs.

Partners agreed that substance abuse and mental health issues are among the biggest barriers facing their clients. Transportation is also a significant barrier to employment because the area is



geographically large and spread out. Throughout the region, is difficult for people to find full time jobs in their area while also taking care of children. Housing availability and affordability were also identified as issues by partners. Furthermore, rural counties lack sufficient resources to serve their client population; staff are few and are required to perform many different roles, which makes it difficult to provide clients with the support that they need.

CalFresh partners have expressed a desire for more subsidized employment opportunities for their clients, as well as more on-the-job training opportunities. Human Service Agencies (HSAs) in the region refer clients to the AJCCs for job search assistance, training, and supportive services. In addition to the AJCCs, CalFresh entities partner with colleges, Probation Departments (for employment and training services at their day reporting center), and the Child Abuse Prevention Council. For the subset of CalFresh recipients who also receive General Assistance/Relief, county HSAs also have dedicated staff to work with those individuals on their employment goals.

Local Child Support Agencies

Required partners including core WIOA partners and the Local Child Support Agencies (LCSA) for NoRTEC's eleven counties continue to meet regularly and work together to serve non-custodial parents. During the meetings, some of the items that are discussed include LCSA demographic data, partnership/relationship, barriers, and services. In some counties, the AJCC service provider shares a video about their available services at child support court.

Many LCSAs work closely with the AJCC staff in their areas or are in the process of establishing that relationship. For example, in Tehama County, child support clients are required to attend workshops at the AJCC in Red Bluff, and the instructor signs to verify their attendance. Some child support case managers have received or will receive training on AJCC resources and programs, and some LCSAs are working with their AJCCs to ensure that a good referral process is in place for clients who need workforce services.

Two of the major barriers to employment for child support clients, as identified by partners, are criminal records and a lack of transportation. The LCSAs do not have the resources to provide motivational tools or supportive services directly, but the degree to which child support clients are referred to other community services or resources for support varies from LCSA to LCSA. Efforts are being made to increase consistency across referrals and to share information about available resources through tools such as NoRTEC's Workforce Asset Service Directory.

Child support clients who utilize the AJCCs are able to access the full range of AJCC services, including career counseling, job search assistance, training, supportive services, and referrals to other community services.

There are partnership agreements in place describing on-going and future collaboration. Furthermore, in order to enhance future communication and information sharing, NoRTEC added the LCSAs to their newsletter distribution list and has made efforts to increase communications. During one of the most recent check-ins, suggestions were made for stronger connections with Del Norte County, which were addressed. All comments are included in the public engagement documentation, attached.

English Language Learners, Foreign Born, and/or Refugees

NoRTEC and its partners continue to coordinate with community-based organizations and local partners who serve individuals who are English Language Learners (ELL), foreign born, and/or refugees. Given the rural nature of NoRTEC's area as well as the small number of English Language Learners, available services are somewhat limited. However, NoRTEC and its providers are serving these populations. There



is a significant number of bilingual (Spanish/English) staff that are available at the AJCCs at all times and written documents are available in Spanish. NoRTEC and its service providers continue to actively engage in county-level outreach and coordinate with local organizations.

For example, Job Training Center (JTC) staff attended the annual Health & Wellness Care Hop hosted by Latino Outreach of Tehama County and Anthem Blue Cross. Staff provided information on jobs, training, and the 2020 Census. The JTC also received Workforce Accelerator funding to create Spanish video and outreach materials to engage the Latinx population about employment and career opportunities. The content utilizes prominent local Latinx professionals as a way of reaching more broadly to English Language Learners. Another example is Alliance for Workforce Development's (AFWD) work with the North State Hispanic Chamber of Commerce, which is one of the first Chambers of Commerce in the area to support underserved individuals. The group endeavors to bring minority business owners together to promote equity and knowledge wealth. AFWD translated both business and client services flyers to be distributed in an attempt to expand support in the community to Spanish-speaking employers and job seekers in the region. AFWD has several staff members who are bilingual in English and Spanish and also offers translation and interpretation services in additional languages through a professional agency.

As part of NoRTEC Equity and Access Working Group, line staff have been provided with opportunities to speak with and learn from guest speakers representing different partner agencies and community groups within the region. Presentations have included the Spanish speaking and Hmong populations. Discussion topics included how to serve individuals in a culturally appropriate manner, outreach strategies, particular challenges within a community, and ways to better work together to ensure that all customers are able to take advantage of available services. AJCCs have evolved to increase the number of bilingual staff, add bilingual training cohorts, have more targeted client outreach, and attend multicultural community events. In Fall 2022, line staff also took part in a cross training with staff from California Human Development, to ensure smooth cross referral and coordination of services.

The primary provider of services to Migrant and Seasonal Farmworkers (MSFW) in the area is California Human Development (CHD). CHD offers employment and training services plus emergency assistance to low-income MSFWs, dependents of MSFWs and other individuals with barriers to employment, including victims of disaster within NoRTEC's counties. CHD creates paths and opportunities for people in need to rise above barriers in their pursuit of better lives, including assisting MSFWs who seek self-sufficiency, independence and dignity through education, training, citizenship, housing, and other services. Employment and training services include vocational training, on-the-job training, pre-apprenticeship, work experience, financial literacy, temporary employment and emergency assistance. Working together with County Social Services, WIOA, EDD, DOR and other onsite partners, CHD provides outreach, intake, recruitment, orientation and job readiness to employment services available at or through the AJCCs in each county.

As noted, some services for ELL, refugees, and foreign born are limited due to the vast geographic size of the region resulting in additional challenges and barriers. According to partners, some classes for ELL students are available via adult education and community colleges, but there are a limited number of certified ESL instructors in the area. Adult education schools struggle with providing classes in ways that are supportive of ELL individuals as well as all students with jobs and families. In Siskiyou County, once the adult education school started providing childcare, enrollment increased. In Modoc County, the Adult Education program works closely with the AJCC and serves mutual clients in ESL and citizenship test preparation. Another challenge is that given the vast geographical spread of some of the counties, transportation is a major challenge for students to be able to access services which can be even more challenging for ELL students.



Partner organizations are making sure to connect all students, including ELL students, with career pathways and living wage jobs by referring them to the AJCCs which are located in every county. California Human Development (CHD) is focusing its efforts on connecting students with apprenticeships because of the higher wages and benefits. Currently they are mainly helping students access the laborers apprenticeship, since it does not require a high school diploma.

With regards to gaps in services and outreach efforts, some partners report that it is currently difficult to gauge the true demand because of the political climate at the federal level. Potential ELL, foreign-born, or refugee students are reluctant to seek services or to connect with organizations which may inquire about personal information. Partners report from past experience that flyers or other written outreach materials are not as effective with these students; word-of-mouth appears to be one of the primary ways that ELL individuals find out about services.

Competitive Integrated Employment Blueprint

The NoRTEC region falls under two Department of Rehabilitation (DOR) districts: The Redwood Empire District and the Northern Sierra District. A Local Partnership Agreement (LPA) is in place between DOR and NoRTEC. The Northern Sierra District Administrator is currently serving as the point of contact for NoRTEC with regards to DOR. NoRTEC meets with the Competitive Integrated Employment Blueprint partners on an ongoing basis. Efforts are continually made to coordinate activities to better serve individuals with developmental and intellectual disabilities.

Discussions take place during regular meetings on the status of local planning efforts and ways that NoRTEC and its AJCCs may be helpful in serving individuals with intellectual and developmental disabilities (ID/DD). Efforts are continually made to strengthen the referral process between AJCCs and regional centers and DOR and education partners, to ensure that consumers are provided excellent customer service and served in a timely manner. The partners work together to refine the referral process to maximize the number of consumers with ID/DD who are able to utilize the AJCCs. While education partners most often encounter the majority of these consumers and could potentially connect other partner services via the IEP process, parents need to agree to allow any other organizations to be part of the process.

NoRTEC provides support to the Competitive Integrated Employment effort through outreach to employers. As materials are developed to educate employers about the benefits of employing individuals with disabilities, business services staff are able to help reach employers and provide them with information and referrals, including to DOR student services such as paid work experience and job coaches.

DOR provides Windmills training to enhance awareness around disabilities and their impact. DOR also intends to make training available on all the core partners' services including the IEP process. NoRTEC and individual AJCC's will coordinate with DOR for needed staff development. DOR will continue to conduct "WIOA Training Topics" trainings "ADA Basics" and "Serving Customers with Disabilities," which staff will attend as appropriate.

WIOA Title I Coordination

Digital Fluency and Distance Learning

NoRTEC and its service providers continue to invest in training and professional development. Recent activities have focused on ensuring staff gain and expand proficiency in digital fluency and distance learning which has become even more important due to the pandemic and recent natural disasters.



NoRTEC will continue to invest in training and professional development opportunities for frontline staff similar to the examples provided in the 2022-2024 Local Plan.

NoRTEC also subscribes to Premier Virtual®, a system designed for virtual job fairs. Prior to launching the system, NoRTEC hosted trial events for representatives from all 11 counties. The system is designed to be easy to navigate for both employers and job seekers; however, the demo event allowed staff to become familiar with the system and identify areas where job seekers and employers may need coaching ahead of actual events. The platform will allow staff to deliver virtual job fairs and connect local employers with job seekers.

Seeing the value and benefit of the training as well as the movement to more virtual services, NoRTEC will continue to invest in training and professional development for staff to expand proficiency in digital fluency and distance learning.

Cultural Competencies and Trauma-Exposed Populations

NoRTEC and its service providers continue to invest in staff completing training and professional development to ensure cultural competencies and an understanding of trauma-exposed populations. The COVID-19 pandemic and recent catastrophic fires, droughts and floods have had a significant impact on the region including staff. Residents throughout the region have experienced various natural disaster-related traumas. In addition to the trauma resulting from the disasters and pandemic, job seekers across the region have been exposed to a variety of other personal traumas such as job loss, homelessness, or abuse. In addition to trauma, job seekers experience inequities in employment, wages, etc., therefore NoRTEC has committed to supporting staff in training and professional development opportunities.

Training is frequently provided on topics that increase staff's effectiveness in serving key customers, including job seekers and businesses. Training of this type is especially important for frontline team members who work directly with customers.

Topics dealing with cultural competency and trauma-exposed populations that would likely be beneficial to frontline staff may include:

- Equity, Diversity and Inclusion
- Cultural Bias
- Understanding Trauma
- Homelessness
- Recognizing Post-Traumatic Stress and Depression
- Justice Informed Employment Retention
- Gender and Sexual Identity and Serving the LGBTQ Community (in planning process)
- Building Resiliency in Communities
- Mental Health Awareness
- Sexual Harassment
- Domestic Violence

Staff participate in yearly training on the Equal Opportunity Law, nondiscrimination and equal opportunity policy. Annual training includes disability awareness and etiquette, effective communication strategies, access to technology, access to employment, racial equity and dealing with individuals who are English language learners. These training sessions are vital for staff to effectively work with customers and connect them with the best services available.



Examples of recent staff training include:

- Butte College [Resiliency Zone Training](#)
- Justice Involved Populations [Ascend Training](#)
- DWI-Core Competency Training
- Equity, Diversity, and Inclusion Training with CSU, Chico Office of Diversity
- FEMA Access and Functional Needs and Appeals Training
- California Center of Excellence for Trauma Informed Care – Hospitality House/GV Trauma and Homelessness Training
- Kirwan Institute – Ohio State University Implicit Bias Training
- California Mandated Reporter Training
- Department of Rehabilitation Best Practices for Serving Those w/Disabilities
- 4 Foundations to Help Trauma-Impacted Youth Not Just Survive, but Thrive!- Center for Adolescent Studies, Inc
- De-escalation and complaint/grievance handling
- Motivational interviewing training
- Juneteenth training and celebration
- Leading and Managing with Effective Communication training

NoRTEC sponsored many staff in the region to attend the 2022 CWA Meeting of the Minds Conference where diversity and equity were major topics at the conference. Sessions such as Meeting Your Diversity, Inclusion, Equity, and Access Hiring Needs, Human Centered Design and Courageous Practice - Equitable MC3 Training were attended by staff.

In addition to trainings, NoRTEC and its partners actively engage and align with regional efforts around access, equity, and inclusion. NoRTEC established an Equity and Access Working Group which has been meeting for over a year. In addition to working with various partners across the region, the group is focused on strategies to increase educational attainment and reduce equity gaps. The group has heard from guest speakers about the needs specific to various target populations, including the Hmong, Native American, Latino, and LGBTQIA+ communities.

NoRTEC will continue to invest in training and professional development for frontline staff to ensure cultural competencies and an understanding of trauma-exposed populations. The trainings will assist the region in continuing the conversation and focusing on improvements to service delivery for all populations.

Rapid Response and Layoff Aversion Activities

NoRTEC coordinates with statewide activities to provide early support and connection to employment and training services for participants who are affected by layoff events. NoRTEC and its service providers have a strong connection with county and regional economic development and maintain regular communication to support employers at risk for layoffs. Collaboration between workforce development, economic development, and statewide activities are available to assist companies and dislocated workers with the goal of assisting workers in returning to work as quickly as possible. A response can be coordinated quickly and tailored to the needs dictated by the situation.

While the region's focus for dislocated worker programs is minimizing periods of unemployment and rapid transition to new employment, it is also understood that businesses may experience a variety of stressors in day-to-day operations resulting in the consideration of layoffs or even business closure. Effective Layoff Aversion and Rapid Response requires Business Service Representatives (BSRs) to build relationships with the local business community, pay attention to early warning signs of economic stress



to businesses, and proactively reach out to those businesses to discuss issues and potential solutions. BSRs have various tools at their disposal to assist with proactive layoff aversion strategies such as tracking business financial health through Econovue and Dun & Bradstreet information, assistance obtaining loans, employee training, and other assistance to keep businesses competitive. Layoff aversion efforts are intended to provide consultation service, training options, feedback, and information to businesses that would potentially allow the business to avoid layoffs or closure.

Consultations may occur as an onsite, in-person meeting or other form of communication (e.g., conference call, online chat, Skype, etc.). Engagement includes a representative of the employer involved with decision making authority within the company. The content of the discussion includes the well-being of the business, training needs, labor market information, economic development corporation referrals, and other relevant information to determine how to best serve the business and its needs. There are several identifiers to consider while working through the assessment process with the business: health of the local economy and the business cycle; business's marketing and outreach activities; debt to income ratio; cash flow; business plan; and training of current employees.

When a business discusses its challenges with a Business Services Representative, the business is referred to appropriate consultation, training, financial, or other resources. If the services or referrals provided by Service Providers result in jobs saved, the BSR must obtain certification from the business relating to the layoff aversion activity and number of jobs saved and submit it to the Rapid Response Coordinator. A layoff is averted when: 1) a worker's job is saved with an existing employer that is at risk of downsizing or closing, or 2) a worker at risk of dislocation transitions to a different job with the same employer or a new job with a different employer and experiences short-term or no unemployment. To be considered as a job saved, the maximum period of unemployment shall not exceed one week.

Rapid Response Teams

When businesses must close their doors, NoRTEC's Rapid Response teams help employers plan effectively, comply with federal regulations, reduce stress, bolster employee morale, and help guide dislocated workers through practical re-employment. Led by a Community Coordinator at each AJCC, the teams are pro-active and business-focused, and they respond to a closure notice by the end of the business day. The Rapid Response Teams are comprised of representatives from workforce development, unemployment insurance services, community-based organizations, AJCC partners, community colleges, and any other service or agency that is focused on providing services to the displaced workers.

The Rapid Response teams take pre-emptive action to manage layoffs more effectively by quickly providing information to companies and workers about comprehensive outplacement services and unemployment insurance. These teams work with businesses to swiftly maximize public and private resources and minimize the disruptions on companies, affected workers, as well as communities affected with job loss. These services are available without any cost to the business or workers.

Team members also move easily from county to county to provide services related to lay-offs, plant closings, and other Rapid Response activities. Service provider staff provide on-site orientations and eligibility services to immediately begin working with the displaced workers. This approach helps minimize the frustration associated with job loss for the displaced workers.

NoRTEC service providers will continue to offer services and provide access through partnerships to adult education, job training, postsecondary education, registered apprenticeship, career advancement activities, and supportive services. All of these are aligned with economic and community development strategies to meet the skill needs of existing and emerging regional employers and high-growth occupations as well as the needs of under-skilled adults.



Adult and Dislocated Worker Activities

Each of NoRTEC's 11 counties has at least one physical AJCC offering adult and dislocated worker employment and training activities. Within the NoRTEC WDA, there are [12 AJCC facilities](#). The WIOA Adult and Dislocated Worker formula programs are critical pieces of the AJCC delivery system providing workforce development resources and activities in the region. The AJCC delivery system's intent is to be employer-driven, and to provide value-added, "just in time" career and training services for jobseekers and current workers. WIOA services can be provided in any order and allow the AJCC service delivery approach to be customized and customer-centric.

All participants have access to a series of opportunities including education on relevant employment trends, job referral, job placement, and other services prior to receiving WIOA training services. Career services through the AJCCs include a menu of job seeker services for customers to access that are either self-directed or staff-assisted and a variety of training opportunities for those who will benefit. The goal is to make education, job training, and employment services universally available and easily accessible to residents in each service area.

Individuals receiving more intensive career services are required to be enrolled in the adult and dislocated worker programs. Registration is not required when the career service is self-service or informational in nature. Also, individuals who are unable to obtain or retain employment through receiving career services and have been determined to be in need of additional training in order to obtain employment will be transitioned to training services. The same is true for employed individuals, except that these individuals must be earning less than a self-sufficient wage.

Programs incorporate comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers. Staff utilize testing, assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. Career services include an initial assessment that leads to the development of the Individual Employment Plan (IEP). The evaluation of the need of training services builds upon the IEP and includes occupational standards needed for employment goals in the format of competency-based job specific skills. Assessment is considered to be an on-going process throughout case management activities. Adult and dislocated worker program participation and goal attainment is evaluated based upon the IEP.

Staff may also collaborate with other partners to assemble and review other assessments that are available, such as customer's interest, aptitude, and basic skills levels to ensure an appropriate determination is made regarding the service and/or training needs of customers. An appropriate determination of any supportive service needs and identified training needs of the customer will be assessed to ensure that a career plan has been designed to meet all needs of the customer.

Case management is participant-centered and goal-oriented to assist WIOA registered adult and dislocated workers with services that lead to self-sufficient employment, as well as follow up services after program exit. NoRTEC AJCC staff provide face-to-face contact with participants on a regular basis to discuss their progress toward established goals and identification of additional needs and services. All case management and/or service coordination contact with participants is documented in the NoRTEC MIS system (CalJOBS) and in case notes that will be included in the participant files. AJCC partner agencies may participate in joint case management activities to facilitate participant success.

Priority of Service

Individuals enrolled in the WIOA Adult and Dislocated Worker programs must meet eligibility criteria outlined in NoRTEC's Policy Statement for WIOA Adult and Dislocated Worker Programs. The policy describes the region's priority of services for (A) Veterans and Eligible Spouses, and (B) Public Assistance



Recipients, Low Income, and Basic Skills Deficient Adults. All WIOA programs (Adult, Dislocated Worker, and Youth) are required to provide priority of service to veterans and eligible spouses of veterans. The Adult program is additionally required to provide priority of service to: public assistance recipients, other low-income individuals, and individuals that are basic skills deficient. NoRTEC applies priority of service in the following order (for the Adult program):

1. Veterans and eligible spouses (also known as “covered persons”) who meet the mandatory priorities (public assistance recipient, other low-income individuals, and individuals who are basic skills deficient) must receive the highest level of priority for WIOA programs and services.
2. Non-covered persons who are part the Adult program’s priority of service groups (public assistance recipients, other low-income individuals, and individuals who are basic skills deficient) receive the second level of priority for WIOA programs and services.
3. Veterans and eligible spouses (“covered persons”) who are not public assistance recipients, low income, or basic skills deficient, receive the third level of priority for WIOA programs and services.
4. Non-covered persons who are not part of the Adult program’s priority of service groups (public assistance recipients, other low-income individuals, and individuals who are basic skills deficient) receive the fourth level of priority for WIOA programs and services.

Career Services

Basic Career Services are considered “universal services” and do not require eligibility determination or enrollment into the WIOA program. These career services are delivered by AJCC staff either through workshops or one-on-one engagement. Some of the services can also be accessed on the CalJOBS website. The services carry no additional costs that must be paid to outside vendors on behalf of the participants. Basic career services include, but are not limited to:

- Determination of whether an individual is eligible to receive assistance under the WIOA Adult, Dislocated worker, or Youth programs;
- Outreach, intake, and orientation to the information and other services available through the one-stop delivery system;
- Initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs.
- Labor exchange services, including job search and placement assistance, career counseling (if needed) which includes provision of information on in-demand industry sectors and occupations, and provision of information on nontraditional employment; and appropriate recruitment and other business services on behalf of employers including small employers in the local area.
- Provision of referrals to and coordination of activities with other programs and services, including programs within the AJCC delivery system, and when appropriate, other workforce development programs;
- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including: Job vacancy listings in relevant labor market areas; Information on job skills necessary to obtain the vacant jobs; and Information relating to local occupations in demand, the earnings, skill requirements, and opportunities for advancement for such occupations.
- Provision of performance information and program cost information on training services by program type and provider (e.g., California’s ETPL (eligible training provider list), providers of adult education services under Title II of WIOA, providers of vocational rehabilitation services under Title I of the Rehabilitation Act of 1973).



- Provision of information on how NoRTEC is performing on performance accountability measures, as well as any other performance information relevant to the one-stop delivery system.
- Provision of information, and referral to such services, related to the availability of supportive services or assistance, including child care, child support, medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program, benefits under SNAP, assistance through the earned income tax credit, housing counseling and assistance services sponsored through the US Department of Housing and Urban Development, and assistance under a State TANF program (and other supportive services and transportation through that program).
- Provision of information and assistance regarding filing claims for unemployment compensation, including meaningful assistance to individuals seeking assistance in filing a claim.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not funded under WIOA.

Individualized Career Services are not considered universal services, and individuals who receive them must be eligible under WIOA and enrolled in the WIOA program as a participant. These services are accessed through one of NoRTEC's 12 AJCC's. These services are subject to Priority of Service provisions. Individualized Career Services are those that are appropriate in order for an individual to obtain or retain employment, and include the following:

- Comprehensive and specialized assessments of the skill levels and service needs of adult and dislocated workers, including diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the provision of information on eligible providers of training services and career pathways to attain career objectives.
- Group and individual counseling.
- Career planning.
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.
- Internships and work experiences that are linked to careers.
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment.
- Financial literacy services.
- Out-of-area job search assistance and relocation assistance.
- English language acquisition and integrated education and training programs.
- Follow-up services, including counseling regarding the workplace, for participants placed in unsubsidized employment for up to 12 months after the first day of employment, as appropriate.

Training Services are not considered universal services, and individuals who receive them must be eligible under WIOA and enrolled in the WIOA program as a participant. These services are accessed in-



person at any one of NoRTEC's 12 AJCCs. These services are subject to Priority of Service provisions outlined above and in the NoRTEC policy under the WIOA Adult program. Training services may be made available to employed and unemployed adults and dislocated workers who:

- A one-stop center or one-stop partner determines, after an interview, evaluation, or assessment, and career planning, are:
 - Unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services;
 - In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment; and
 - Have the skills and qualifications to participate successfully in training services.
- Select a program of training services that is directly linked to the employment opportunities in the local area or in another area to which the individual is willing to commute or relocate.
- Are unable to obtain grant assistance from other sources to pay costs of such training, including such sources as State-funded training funds, Trade Adjustment Assistance (TAA), and Federal Pell Grants, or require WIOA assistance in addition to other sources of grant assistance.

Training services include, but are not limited to:

- Occupational skills training (provided through an Individual Training Account), including training for nontraditional employment, and apprenticeships.
- On-the-Job training (OJT).
- Incumbent worker training.
- Programs that combine workplace training with related instruction, which may include cooperative education programs.
- Training programs operated by the private sector.
- Skill upgrading and retraining.
- Entrepreneurial training.
- Transitional jobs.
- Job readiness training provided in combination with services described in training services listed above.
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in items training services listed above.
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Follow-up Services must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

Youth Workforce Investment Activities

The goals of NoRTEC's youth programs are to improve long-term employability; enhance educational, occupational, and citizenship skills; encourage education completion; increase employment and earnings; and reduce future dependency on social service programs for youth participants.

Services are provided to those who have been determined to be in need of and are able to benefit from, such services. The majority of youth enrolled in the program will be economically disadvantaged (up to 5% may be not economically disadvantaged, but must have one or more barriers to employment), and



all will have one or more barriers to employment including: basic skills deficient, high school dropout, subject to juvenile or adult justice system, homeless, pregnant or parent, runaway, in or aged out of foster care, disability, or requiring additional assistance to enter or complete an educational program or to secure or to hold employment.

The Youth program consists of the following elements:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include: a. Summer employment opportunities and other employment opportunities available throughout the year; b. Pre-apprenticeship programs; c. Internships and job shadowing; and d. OJT (on-the-job) training opportunities.
4. Occupational skills training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations within NoRTEC's service area;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
7. Supportive Services;
8. Adult mentoring (for not less than 12 months);
9. Follow-up services (for not less than 12 months, as appropriate);
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market information and employment information about in demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

Success in meeting the unique needs of hard-to-serve youth has been demonstrated through NoRTEC's programs that enhance the basic educational skills of youth, encourage secondary school completion or enrollment in supplementary or alternative school programs, and that provide youth with work-based learning opportunities. The programs that are in place are designed to develop and reinforce a positive orientation to work for economically disadvantaged youth. NoRTEC's service providers have strong working relationships with agencies such as Department of Rehabilitation to serve youth with disabilities. The providers also have relationships with local high school districts and community colleges, Foster Youth & Independent Living Programs, Juvenile Probation, Social Services/Teen Parent Programs, and other local community-based organizations. Youth referred from these partner agencies have the benefit of completing their educational and employment goals with additional support and wraparound resources.

A key component of NoRTEC's youth programs is the strong linkage to local employers. Through collaboration with Business Services teams and Industry Sector Partnerships, jobsites are developed on an ongoing basis for enrolled youth to participate in paid work experience, OJTs, and job shadowing.



Youth programs are regarded as a resource to employers, and business owners have had input in all areas of job readiness training.

Referrals are received through all local partner agencies who serve youth. Outreach and recruitment efforts are ongoing and provided through presentations to partner staff as well as directly to youth through high school and community presentations.

All youth that are referred for the program meet with a staff member, and if they are eligible for services, that team member generally becomes their case manager for their duration of their participation in the program, including follow-up. The development of this relationship is crucial to the success of the youth and the program. Following eligibility sign off, the assessment process begins, reviewing the path for each youth. Youth case managers use an assessment interview to address background information including social, behavioral, and substance abuse issues, financial circumstances, academic history, work history, basic skills, work readiness skills, and occupational skills. The youth client also completes interest, aptitude, and personality assessments to help them determine which career industry/pathway is a good choice for them to pursue. Current and relevant labor market information is always explained to the youth and is used as an important component in the guidance and development of an occupational training plan.

The information gathered during the initial assessment period is used to produce the Individual Service Strategy (ISS). The ISS is used to ensure that the youth has contributed to the development of their plan and has had the opportunity to learn self-advocacy skills, ensuring a higher level of buy-in and accountability. Upon completion of each incentivized and planned activity, the youth may also be eligible for a cash incentive.

Basic skills deficiencies are often addressed prior to placing the youth in a work site learning opportunity when appropriate, and educational goals take priority over work-based activities if so indicated in the youth's service strategy. NoRTEC youth programs have seen challenges in asking youth to focus solely on educational goals before the opportunity to participate in a work placement, so in many cases, a plan is developed to work concurrently on educational attainment and work-based learning goals. In some instances, an incentive may be available when educational goals are completed.

Youth services are embedded within the local AJCCs and the program focuses on out-of-school youth (OSY). This structure leverages many services offered to adult customers and prevents unnecessary duplication. When a young person enters the AJCC, they are greeted, and basic information is gathered verbally to determine if they would be best served with youth or adult services. If they are under 18, they are given a youth application and invited to attend a Youth Orientation Session. If they are between 18 and 24, have few barriers, a work history, and/or are already established in college or have a college degree or training credential, they will most likely be served in the adult program, as youth funds are reserved for those with more barriers to employment and greater need for the more intensive case management services provided in the youth program.

NoRTEC subcontracts with a diverse group of service providers with deep community connections and capacity to meet the region's diverse geographic and demographic needs. These providers assist NoRTEC in developing and implementing integrated education and training models that provide accelerated learning opportunities for youth lacking a high school credential and/or who are basic skills deficient.

According to updated Labor Market Information and Demographic studies and to the insights gathered from partners, a focus on youth in the region is critical to address the shrinking pool of talent. NoRTEC works to develop alternative career pathways and innovative strategies that meet the needs of at-risk youth, with an emphasis on targeting dropouts and reengaging them into education and employment.



Youth Programming

NoRTEC youth service providers have also implemented innovative, individualized training related to entrepreneurship and small business development for interested youth to foster the entrepreneurial spirit, teach the necessary skills, and provide opportunities and incentives to pursue business ideas. These may include business development, market research, income statements, producing a commercial, outreach, project management and investment strategies. Enrolled youth receive instruction and demonstrate skills in analytical thinking, public speaking, dressing for success, communication, time management and social responsibility. For example, SMART youth services collaborate with the Young Entrepreneur Program at Shasta College where youth participate in a mock business startup using “Know Opportunity,” a board game that focuses on addressing the gap between contextualized learning and real-world application of skills and college options.

In Del Norte County, SMART offers the E3 (Experience, Education, Employment) program. E3 is available during summer months and is for incoming high school juniors, seniors, and recent graduates. The program provides youth with a paid internship and the opportunity to earn up to 10 high school elective credits for participating in the program. Youth also earn wages during the work experience. The wages are a key component of supporting the youth, which have many barriers to education and employment. The program provides valuable work experiences that develop critical employability skills, helping prepare the youth for future full-time employment.

Job Training Center of Tehama County is partnering on a new apprenticeship program with the Red Bluff Fire Department (RBFDF). Starting last year, youth were able to earn a paycheck while learning about how to become a Firefighter I. JTC is able to sponsor youth participants and the RBFDF is providing training and preparation to take the exam. The training encompasses approximately 700 hours. The training requires participants to work full time at the department while following a set curriculum. At the completion, the participant can take the Firefighter I exam through the Office of the State Fire Marshal. This training supports young adults where they live while also meeting the county’s need to fill essential positions in public safety.

Alliance for Workforce Development staff in Alturas are working with TEACH staff from Adult Education and Advancing Modoc Youth to develop youth programs that will be paid for with grant funding recently awarded to the North State Together collaborative. The focus of the grant is to promote K-16 education collaboratives that create streamlined pathways from high school to postsecondary education into the workforce.

Over the last few years, AFWD youth staff have strengthened their partnership with the Department of Rehabilitation (DOR). Working together as a team, clients and their counselors develop a plan to determine the steps necessary for the clients to reach their goals. DOR helps individuals with a disability who require services to prepare for, enter, engage in, or retain gainful employment, or to live more independently and also offers student services to help students prepare for workplace success by exploring options, getting ready to work, and creating careers. By meeting more often, DOR and AFWD youth staff have the opportunity to provide streamlined services to their clients.

Digital Literacy and Fluency

As with all populations served by NoRTEC and its service providers, digital literacy and fluency is an important service component for youth. Youth experience the same barriers as the general population regarding access to technology devices and a lack of broadband in rural and remote areas. During and after the pandemic and during natural disaster events, the need for technology devices and broadband is even more essential as youth required technology for their education. Service providers also realize they cannot assume that youth have access to devices and are fluent in digital literacy. Young people



may know how to navigate websites, but not have typing skills, or know how to use software like Microsoft, or understand email etiquette. Service providers make efforts to improve digital literacy and fluency for young adults. Additionally, many of the virtual services available to adults are also available to the youth. The youth are able to access videos, online tools, online workshops, and virtual job and career fairs. Youth staff continue to provide access to the virtual services and coaching to support youth in digital literacy and fluency.

Analysis of Youth Programs

The road to recovery post COVID-19 has been incredibly hard on the youth in our region and particularly hard for youth of color and youth in rural areas. Even during a strong economy, young people struggle to attach to the workforce. Disadvantaged youth face multiple barriers to employment including lack of housing, transportation, childcare and access to health care and internet and technology. All of these issues are increased by the devastation of natural disasters and while trying to recover after COVID-19.

The following includes key lessons learned from NoRTEC's youth programs, including some successes or strengths that can be leveraged, as well as challenges that will be addressed and/or acknowledged moving forward.

- It is challenging for most disadvantaged youth to identify realistic career goals. Often, they identify a career that sounds interesting or pays a high wage, but do not have a real understanding of the work itself, the training required, or how it meshes with their personal interest, aptitudes, and values. More in-depth career exploration and planning is needed than what they have experienced, as well as work experience that provides needed exposure to their career choice.
- Many disadvantaged youth do not come from a family, culture, or social circle that values, supports, or encourages higher education or credential attainment. Mentoring and other formalized financial and moral support systems must be positioned for them.
- Youth are more likely to stay engaged in planned activities when tied to paid work experience.
- Youth engage more and have greater success with basic skills improvement when instruction is tied to specific job tasks (real world experience) and financial incentives are offered.
- Some youth become dependent on a long-term work experience (6 months) and are fearful or reluctant to seek unsubsidized employment on their own.
- Youth generally need more supportive services than adult clients. Assistance with child care is often needed as often the youth must depend on unpaid family members. This leads to unreliable care and may cause the youth to drop out of the program. Transportation is another major barrier and limits availability for many jobs.
- Many disadvantaged youth are "couch surfing" and have no stable home. This causes some to leave the program prior to completion because they have been required to leave and must find another friend to stay with for a short time. This creates instability in their lives and affects their ability to participate in the program.

Procurement and Disbursal of Grant Funds

In 2018, NoRTEC created Guiding Principles for AJCC Procurement Process. The guiding principles were developed for staff to use in the development of the Request for Proposal document for WIOA services beginning July 1, 2019. The overriding consideration in developing the guiding principles was to achieve the best and most cost-effective service for the greatest number of residents in the region. The Guiding Principles are: 1) Greater access to the workforce system, 2) Greater number of clients enrolled, 3) Lower overhead expenditures, and 4) Emphasis on employer engagement and service.



NoRTEC has been designated and is responsible for the disbursement of WIOA funds under WIOA Section 107(d)(12)(B)(i)(III).

A Request for Proposal (RFP) was released for WIOA AJCC Employment Center, Job Seeker, Adult, Dislocated Worker, and Youth programs for all 11 NoRTEC counties on September, 2019. The RFP process involved a set of rules to safeguard fair and objective decision-making when awarding grant funds to a winning bidder. The rules comply with applicable federal, state and local requirements, i.e., Title 2 Code of Federal Regulations (CFR) Part 200.

Notice of the RFP was legally published in local newspapers within all 11 counties and all RFP material was posted on NoRTEC's website. The RFP contained the following sections: RFP Purpose and Schedule, Background, Proposal Format and Rating Criteria, Disclaimers and General Provisions. Following its release, a bidder's conference was held providing prospective bidders an opportunity to request clarification regarding the RFP's programmatic specifications from NoRTEC's staff. All questions and answers from the conference were posted on NoRTEC's website.

After proposals were submitted, proposal components (i.e., technical narrative, performance, budget, cost allocation/indirect cost proposal, organizational capabilities) were rated by a Selection Committee. Interviews with the top respondents were scheduled with the NoRTEC Executive Committee. Entities not recommended by the WDB for a contract to deliver the solicited services received a letter from the Director of Program Administration, notifying that entity of its appeal rights under NoRTEC's appeal process.

NoRTEC last procured Service Providers in 2019, with contracts beginning on July 1, 2020 for a four-year term. The next procurement will take place in Spring 2023. NoRTEC last procured a One Stop Operator in 2020 and annually renewed the contract through 2023.

AJCC Operator and Career Services Providers

NoRTEC is the WIOA Title I grant recipient and administrative entity representing the Local Workforce Development Area comprised of a consortium of eleven counties: Butte, Del Norte, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity. NoRTEC procures AJCC Operators and Career Services providers in a competitive process. The current AJCC Operators and Career Services Providers for the region are:

- Job Training Center in Tehama County;
- SMART Workforce Development Center in Del Norte, Shasta, Siskiyou, and Trinity Counties;
- and Alliance for Workforce Development in Butte, Lassen, Modoc, Nevada, Plumas, and Sierra Counties.

The One Stop Operator is Racy Ming Associates, contracted on July 1, 2020 until June 30, 2023 after a competitive procurement process. The One Stop Operator is responsible for coordinating the service delivery of the required one-stop partners and service providers in accordance with the AJCC System MOU and ensure the implementation of partner responsibilities and contributions agreed upon in NoRTEC MOU. Roles and responsibilities of the One Stop Operator include coordinating the implementation and updates of the NoRTEC Partner MOU, address grievances, and identify any changes that may be needed to the working agreements. On a quarterly basis, the One Stop Operator connects with NoRTEC staff and partners on the status of partner contributions outlined in the MOUs, including reconciling partner contributions and infrastructure costs. The One Stop Operator also convenes partner meetings as necessary to coordinate service delivery in accordance with the MOU.



Appendices

A. Stakeholder and Community Engagement Summary

Partners were personally invited to input sessions through regularly scheduled partner meetings, social media, eBlasts, email and phone calls. Invitees included those required by EDD Directive as well as additional community partners with interests in workforce development. In addition to individual outreach; notices of the public meetings were posted on the NoRTEC website.

Date	Mode of Outreach	Target of Outreach	Summary of Participation and Comments
November 8, 2022 and November 9, 2022	Virtual, Teleconference and In Person Public Notice and Public Presentation	Public Input Listening Session for Regional Community Stakeholders in the 11-county region	Public Notice posted on NoRTEC website and publicized via social media and eBlasts. In addition, an email notification was widely disseminated to local area stakeholders, including NoRTEC MOU partners, community-based organizations, NoRTEC service providers, Industry Sector Partnerships and education. Special care was taken to ensure that organizations representing historically disadvantaged populations. The input sessions included a presentation on the regional economic landscape, an overview of the workforce development system, current state and regional goals and priorities, and offered questions designed to solicit input from the attendees on how to improve services to job seeker and business communities. Opportunities for public comment throughout the process were also explained.
October 26, 2022	Teleconference and Emails	Cal FRESH Partners	Del Norte, Siskiyou and Butte County CalFRESH partners confirmed there were no changes to the partnership description in the 2021-2024 Local Plan.
October 26, 2022	Teleconference and Emails	Child Support Partners	Del Norte and Nevada County Child Support Partners confirmed there were no changes to the previous descriptions of the NoRTEC partnership described in the 2021-2024 Local Plan. Due to staff changes, Del Norte Child Support Services requested a closer coordination and referral process with the local Service Provider, which has been established.



Date	Mode of Outreach	Target of Outreach	Summary of Participation and Comments
November 2 and 8, 2022	Teleconference, in person meetings and emails.	Partners providing services for ELL; Foreign-Born and Refugees	Mary Potts, Division Director of California Human Development (CHD) provided updated information on their services, which were incorporated into the Draft Local Plan.
October 26, 2024	Teleconference and emails	Competitive Integrated Employment Partners	Vivian Hernandez Obaldia, Regional Director of the Northern Sierra District (DOR) submitted updated information on services, which were incorporated into the Draft Plan.
	<i>NoRTEC Website</i>		<i>Ongoing information on the Regional and Local Plan update process and draft documents.</i>



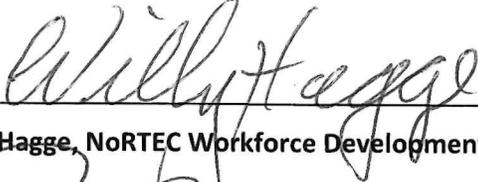
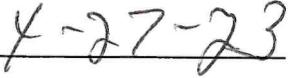
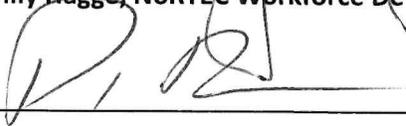
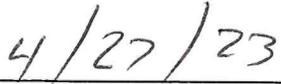
B. Public Comments Received that Disagree with the Local Plan

Throughout the regional and local planning process, stakeholder comments were solicited to ensure that both plans meet the needs of the entire 11-county NoRTEC region. Throughout the public comment phase of there were no comments submitted that disagreed with the plans.



C. Signature Page

The Northern Rural Training and Employment Consortium (NoRTEC) Board approves this Local WIOA Plan Modification for the period of July 1, 2023 through June 30, 2024 in accordance with the provisions of the WIOA.

 _____	 _____
Willy Hagge, NoRTEC Workforce Development Board Chair	Date
 _____	 _____
Paul Roen, NoRTEC Governing Board Chair	Date
 _____	 _____
Michael Cross, NoRTEC Executive Director	Date



**Northern Rural Training and
Employment Consortium (NoRTEC)**

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Sierra County Labor Market Profile and Industry/Sector Analysis

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November 2016

Prepared for:

NoRTEC Workforce Development Board

Michael Cross, Executive Director

Acknowledgements



Siskiyou Training and Employment Center



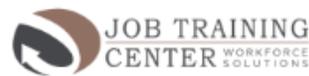
Del Norte Workforce Center



Alliance for Workforce Development



Smart Business Resource Center



Job Training Center

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Executive Summary

This report provides a detailed Demographic, Labor Market and Industry/Sector Analysis for Trinity County, which is part of the Northern Rural Training and Employment Consortium (NoRTEC) Region within Northern California.

The report includes both quantitative and qualitative data regarding past, current and projected economic trends within the county. Data examined include age and race trends and projections; income and poverty; human capital and labor force; unemployment; commuting patterns; employment by industry; employment by occupation; industry and occupation connections; and industry sectors. Data were gathered from a variety of public and proprietary data sources and a survey of regional employers. An input session was held within the county in May 2016 to validate and supplement the quantitative data. Participants included key stakeholders, service providers, and employers.

Based on an analysis of the quantitative and qualitative information gathered, the following section outlines the key findings, including strengths and challenges within the county, as well as recommended industry sectors to emphasize for purposes of workforce planning and resource allocation.

Key Findings

- The county's population over the past ten years declined by 12.6%. This is in stark contrast to trends both within the NoRTEC region (1.7% growth) and the state (9.3% growth). The county's population is projected to decrease by an additional 5.8% through 2020.
- The median household income for the county is \$43,107, which is slightly below the NoRTEC average of \$43,977. By comparison, the state average is \$61,489. The poverty rate for the county is 13.8%, which is below both the NoRTEC (18.6%) and state (16.4%) averages.
- Over the past ten years, unemployment trends and rates within the county have largely matched the state's trends. However, the county's unemployment rates have remained significantly higher.
- By far, the largest industry sector is Government, which makes up over 40% of all employment. Other significant sectors include: Health Care and Social Assistance; Construction; Accommodation and Food Services; and Retail Trade. While most sectors experienced job losses, both Health Care and Social Assistance and Construction added jobs over the past five years, 55 jobs and 14 jobs, respectively.
- Top occupations by employment within the county fall within three areas: Office and Administrative Support Occupations (83 jobs); Education, Training, and Library Occupations (79 jobs); and Construction and Extraction Occupations (76 jobs).
- Based on feedback from the May 2016 input session, the pool of workers in the county is very small and there are not many local training options. This leads to employers having positions that are difficult to fill. Talent attraction is also difficult, due to the lack of housing availability within the county.
- Based on survey results, the most significant challenges for employers within the county include: training new workers; finding qualified candidates to hire; and filling high-skill positions.
- For difficult to fill positions, most employers indicated that education was the most desired attribute amongst candidates.

Recommendations

The priority sectors for the NoRTEC region include: Health Care; Manufacturing; Agriculture; Tourism; and Information Technology (IT). These recommendations are based on an analysis of employment trends within each of the 11 counties, as well as the region as a whole. These industry sectors are economically vital to the region, have experienced employment growth, are projected to grow through 2020, and/or tend to be concentrated within the region. Another key consideration was an emphasis on industry sectors with occupations that have a variety of entry-level educational requirements, and pay a relatively higher wage compared to other sectors. All of these sectors are present to some degree within each of the 11 NoRTEC counties. However, some of the sectors are a better fit for individual counties than for others.

Within Sierra County, the sectors that match the priority sectors for the region include: Health Care and Tourism.

Health Care

- Health Care is the second largest employment sector within the county and added the greatest number of jobs since 2010. Growth is projected to continue through 2020.

Tourism

- The Tourism sector falls across several business categories including Hotels and Restaurants; Travel Agencies and Tour Operators; Arts, Entertainment and Recreation; and Sightseeing Transportation. Within the county, the main subsectors include Restaurants and Other Eating Places and Traveler Accommodation. Both are projected to contract in employment through 2020.

Sierra County

Introduction

The following is a labor market and industry/sector profile for Sierra County, California. The quantitative data for the profile includes a geographic overview, demographic and labor force characteristics, industry analysis, occupation analysis, and labor force data. For the profile, the project team collected and analyzed data from Economic Modeling Specialists Int'l. (EMSI), U.S. Census Bureau, and the U.S. Bureau of Labor Statistics.



Demographic and Labor Force Characteristics

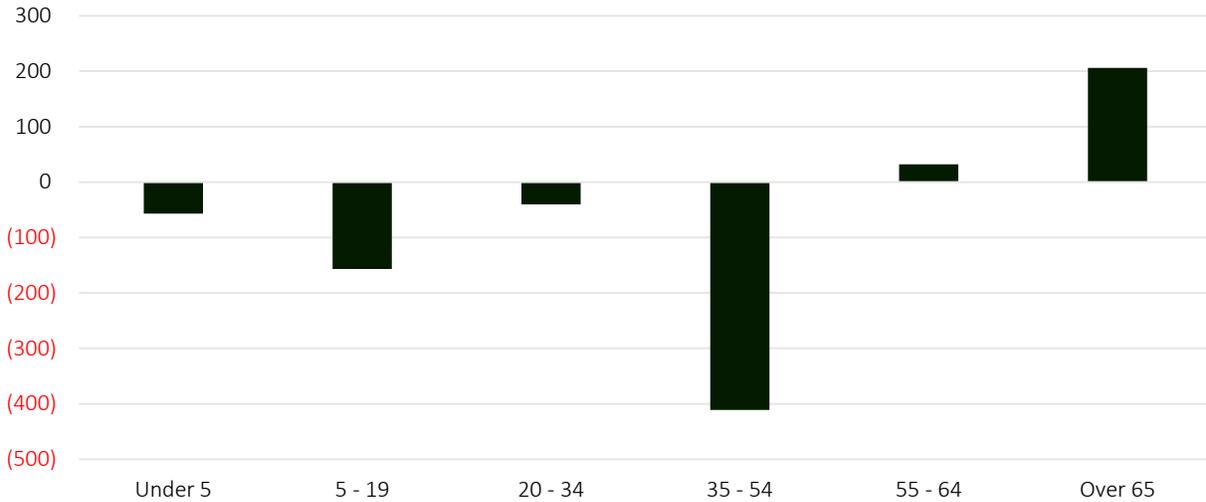
Total Population

Sierra County is located at the northeastern end of the NoRTEC region, covering both the Plumas and Tahoe National Forest. The largest community is Loyalton. The population in Sierra County has decreased from 3,379 to 2,952 over the past ten years.¹ The decrease of 12.6% is drastically different from the state of California, which saw population increase 9.3% over the same period of time. The county's population is projected to decrease 5.8% over the next five years. The trend of decreasing population is consistent across all population cohorts except for individuals 65 and over, which is projected to increase by one-third.

Further highlighting the aging population of the county, over the past ten years the population of those 55 years and older increased significantly, while the population decreased for all other age ranges. The aging population is a concern because it impacts the availability of labor over the next decade.

Age	2005 Population	2015 Population	Change (2005-2015)		Projected Change (2015-2020)	
Under 5	157	100	(57)	(36.3%)	9	9%
5-19	572	415	(157)	(27.4%)	(46)	(11.1%)
20-34	378	338	(40)	(10.6%)	(22)	(6.5%)
35-54	1,077	666	(411)	(38.2%)	(130)	(19.5%)
55-64	577	609	32	5.5%	(53)	(8.7%)
Over 65	618	824	206	33.3%	69	8.4%
Total	3,379	2,952	(427)	(12.6%)	(173)	(5.9%)

¹ EMSI Analyst 2016

Change in Population by Age Group, 2005-2015


Race/Ethnicity

The population of the county is predominantly White (85% of the 2015 population) but also includes a proportionately large proportion of Hispanic individuals. The top three fastest growing race/ethnicity groups in the county are American Indian or Alaskan Native, Native Hawaiian or Pacific Islanders, and Black.²

Race/Ethnicity	2015 Population	Change, 2005-2015	
White	2,529	(492)	(16.3%)
Hispanic	293	53	17%
Asian	15	4	(3.6%)
Two or More Races	53	(2)	9.3%
American Indian or Alaskan Native	47	4	36.4%
Black	10	5	10%
Native Hawaiian or Pacific Islander	3	0	100%

² The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander.

Educational Attainment

Compared to the NoRTEC region, Sierra County has a similar percentage of those with a High School Diploma, Some College, and an Associate’s Degree. Compared to the state and the nation, the percentage is much higher. However, the county has a lower percentage of those with a Bachelor’s Degree or higher.

Education Level	2015 Population	2015 Percent	2015 Percent NoRTEC	2015 Percent California	2015 Percent US
Less Than 9th Grade	112	4.8%	5.1%	11.2%	6.6%
9th Grade to 12th Grade	172	7.4%	8.4%	8.2%	7.7%
High School Diploma	714	30.9%	24.9%	21.0%	28.1%
Some College	716	31.0%	30.5%	21.7%	21.0%
Associate's Degree	218	9.4%	9.7%	7.8%	7.8%
Bachelor's Degree	250	10.8%	14.2%	19.3%	18.0%
Graduate Degree and Higher	129	5.6%	7.2%	10.9%	10.7%

Income

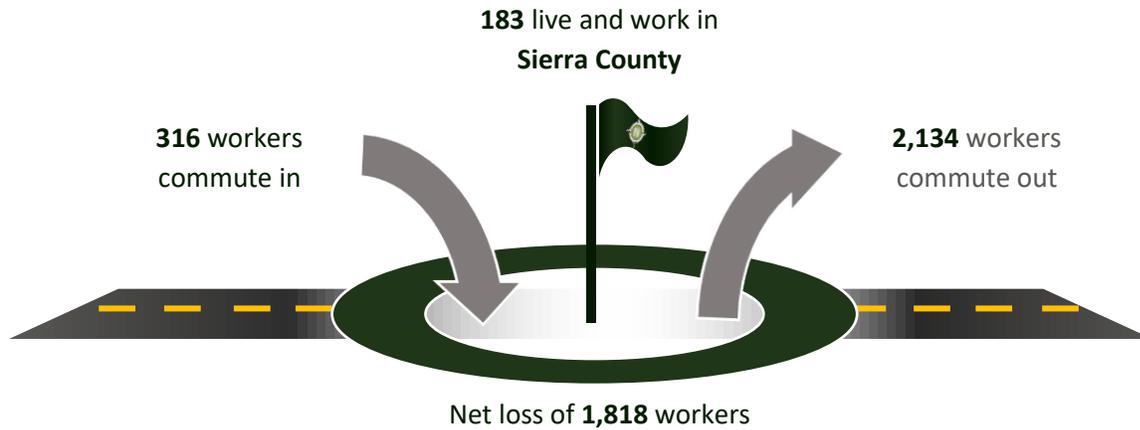
Sierra County’s poverty rate of 13.8% was one of the lowest among all NoRTEC region counties, and lower than rate for the United States (14.8%).³ The Median Household Income for Sierra County (\$43,107) is roughly in the middle as compared to other counties in the region. However, it is lower than the state and US medians.

	Median Household Income ('10-'14)	Poverty Rate
Butte	\$43,165	21.9%
Del Norte	\$39,302	22.4%
Lassen	\$53,351	19.4%
Modoc	\$38,560	20.2%
Nevada	\$56,949	11.4%
Plumas	\$48,032	14.0%
Shasta	\$44,556	14.7%
Sierra	\$43,107	13.8%
Siskiyou	\$37,495	21.1%
Tehama	\$42,369	18.2%
Trinity	\$36,862	19.9%
California	\$61,489	16.4%
United States	\$53,482	14.8%

³ U.S. Census Bureau 2010-2014

Commuting

In 2014, Sierra County had 316 workers commuting into the county and over 2,130 commuting out. This means that Sierra County is a large net exporter of commuters.⁴ A small proportion of people also both live and work within Sierra County. Nevada County is the largest contributor of in-commuting workers (68, 13.6% of the county’s workforce), seconded by Washoe County, Nevada (36, 7.2%). The top destination counties for Sierra County out-commuting workers are Placer County (436, 18.8% of Sierra County residents), and Nevada County (298, 12.9%).



⁴ U.S. Census Bureau, OnTheMap, 2014 (most recently available). <http://onthemap.ces.census.gov/>

Human Capital

Labor Force

Labor force statistics include both the employed and the unemployed, excluding only those who have stopped looking for work (discouraged workers) and those who are voluntarily not in the labor force. In 2016, a little over 1,300 workers participated in the Sierra County labor force, of these, roughly 1,100 were employed. Over the last 20

years, employment in the county was at its highest in April 2010 and lowest in February 2016. As of February 2016, the unemployment rate for the county was 9.8%, higher than the unemployment rate of California (5.8%) and the United States (4.9%).

EMPLOYMENT IN SIERRA COUNTY 1996-2016 ⁵		
Peak	August 2000 (1,905)	January 2016 (1,174 – 38.4% lower)
Trough	April 2012 (1,163)	January 2016 (1,174 – 0.9% higher)
Jan 2016	Employment: 1,174 Labor Force: 1,302 Unemployment rate: 9.8%	

Labor Force Participation Rate

The labor force participation rate represents the proportion of the population that is working or pursuing work, as opposed to those voluntarily not working or not pursuing work. The labor force participation rate is affected by various factors, including availability of jobs, socioeconomic composition of the population, demographics, as well as structural changes in the economy.

Labor Force Participation Rate

The labor force participation rate is sensitive to demographic changes because the participation rates vary across age, gender, income and race/ethnicity. For example, in 2015 the national labor force participation rate for those older than 54 was 39.9%, compared to 80.7% for those between the ages of 25 and 54.

The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade, in part due to the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce. However, as this large group of individuals moves closer to

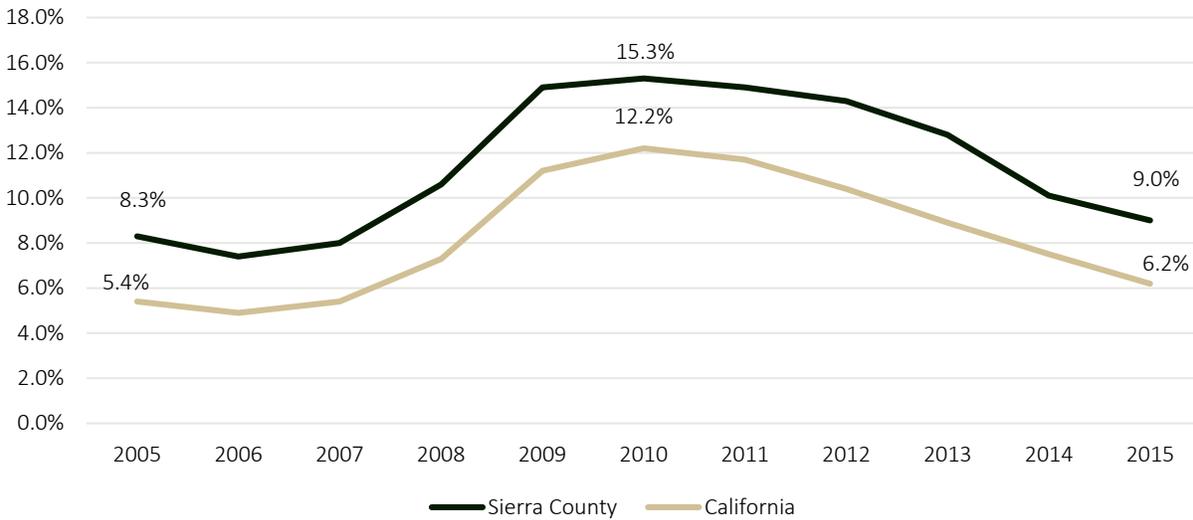
retirement, the overall workforce participation rate decreases. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the young adult and middle-aged groups.

Workers in older age brackets and those who are retirement age, compose a large proportion of Sierra County's population. The older worker population (55 to 64 years of age) was estimated to be 3,864 in 2015, which is equivalent to 21% of the county's population.⁶ A large number of these older workers are expected to retire in the next ten years. Additionally, those who are 65 years and older were estimated to total 824.

⁵ U.S. Bureau of Labor Statistics, 1996.1-2016.1. <http://www.bls.gov/data/>

⁶ The older worker population (55 years and older) in the county is estimated by multiplying the population of this age group by the corresponding labor force participation rate.

Sierra County & California Unemployment Rates 2005-2015 Annual Average



As noted previously, individuals can be members of the labor force even if they are not currently employed. Those who are not employed but who are actively looking for work are classified by the United States Department of Labor as unemployed. Like participation rates, what is considered a normal unemployment rate varies from region to region based on demographics of each population. Generally speaking, unemployment tends to spike during recessions and following major layoffs or relocations, eventually settling to a more normal and stable rate as individuals adjust to the new availability of employment opportunities. Prolonged periods of unusually high unemployment rates are typically a signal that the supply of workers is not in balance with demand for workers.

The Bureau of Labor Statistics of the U.S. Department of Labor reports a mostly gradual decrease in unemployment in Sierra County since 2010. Over the period analyzed, the unemployment rate struck its peak in 2010 at 15.3%, and dipped in 2006 at 7.4%. The unemployment rate for the state of California followed a similar trend as Sierra County between 2010 and 2015, though the state’s story is consistently more positive, as the rate has been considerably lower. For California, the unemployment rate hit its highest mark in 2010 at 12.2% and its lowest mark in 2006 at 4.9%.

Industry Sector Analysis

Industry data are classified according to the types of goods and services that are rendered by businesses. These data indicate past and projected growth trends by sector and reveal sectors in which Tehama County is well suited to be competitive.

A chart and several tables are displayed related to industry data. Each of the figures prove data that descend in order according to 2015 employment. Other data displayed include: employment growth over the past five years, forecasted growth over the next five years, growth due to competitive effect (CE), and location quotient (LQ).

The competitive effect helps to determine the amount of job growth that occurred due to the county's competitive advantages as compared to the national growth in general and the national growth rate for each sector. In other words, a positive number indicates that the county experienced more growth than was expected.

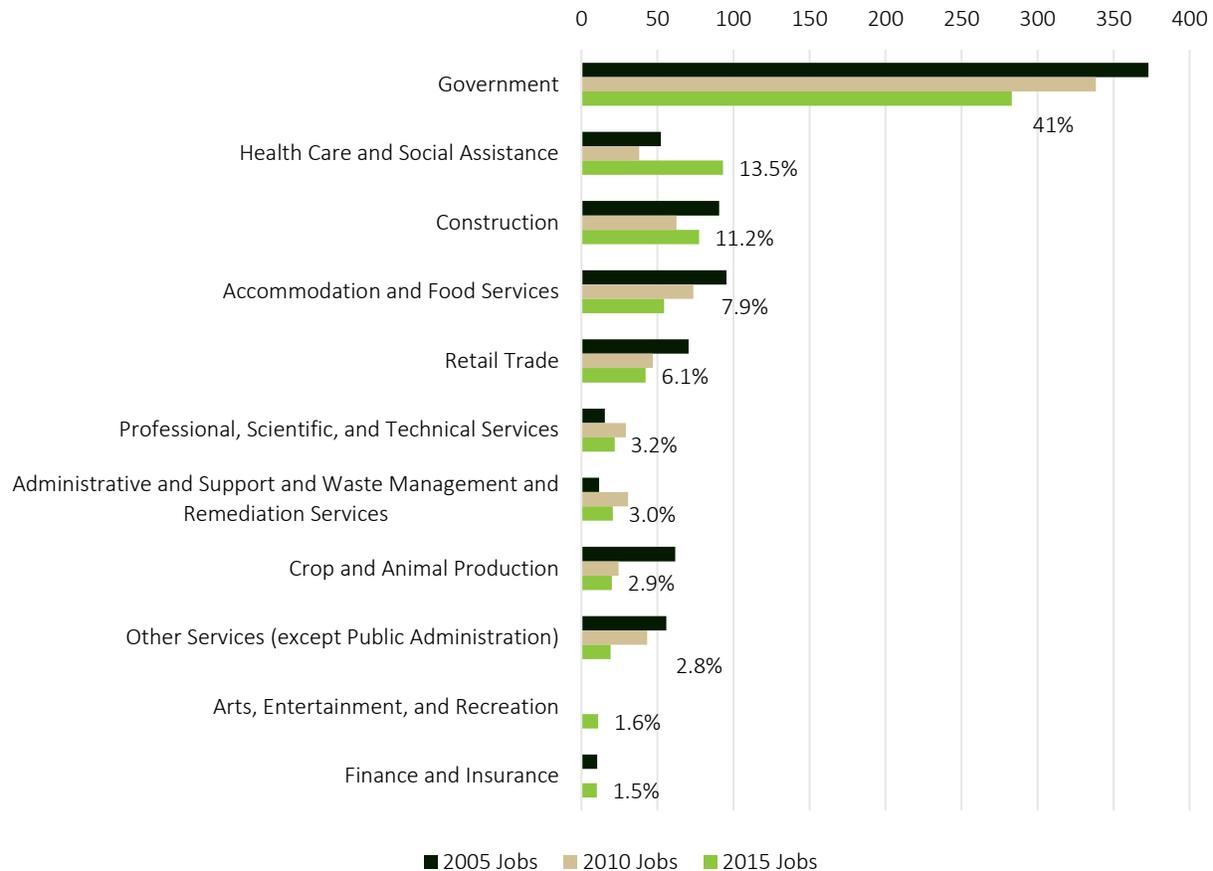
Location Quotient (LQ) measures how concentrated or specialized an industry is in a particular county and helps to demonstrate what makes a particular county's economy unique. A number greater than 1.25 indicates that the particular sector is considerably more concentrated than the national average. It also typically indicates that local demand for the products and/or services produced by that industry have been met and the industry is likely exporting products and/or services outside of the county. In other words these may be industries that are bringing money into the county, rather than circulating money already present within the county.⁷

⁷ Data from this section are from Economic Modeling Specialists International (EMSI), 2016.1 Class of Worker.

Industry Mix

The broad industry sectors in Sierra County employing the most workers are Government (283, 41% of all county employment), Health Care and Social Assistance (93, 13.5%), Construction (77, 11.2%), and Accommodation and Food Services (54, 7.9%).⁸ While the Government sector continues to be the largest employer, it has been in decline over the past ten years. Conversely, the Health Care and Social Assistance sector has experienced the most growth (145%) over the past five years.

Sierra County Jobs by 2-digit Industry Sector



Within Sierra County, most of industry sectors declined over the past five years. The most significant job losses were within Government and Other Services (except Public Administration). Two bright spots for the Sierra County economy have been Construction and Health Care and Social Assistance. Construction had a 2015 location quotient of 2.11, and grew 22% over the past five years. Health Care and Social Assistance had a location quotient of 1.08 and grew 145% over the past five years. In both bases the majority of new job growth was due to reasons unique to Sierra County (as indicated by the positive competitive effect).

⁸ These industries are by 2-digit NAICS code. EMSI Analyst 2016.

Industry	2010 Jobs	2015 Jobs	Change in Jobs 2010 - 2015		Change in Jobs 2015 - 2020		Location Quotient	Comp. Effect
Government	338	283	(55)	(16%)	3	1%	2.65	(49)
Health Care	38	93	55	145%	45	48%	1.08	50
Construction	63	77	14	22%	13	17%	2.11	8
Accommodation and Food Services	74	54	(20)	(27%)	(24)	(44%)	0.94	(31)
Retail Trade	47	42	(5)	(11%)	(8)	(19%)	0.59	(8)
Professional, Scientific, and Technical Services	29	22	(7)	(24%)	8	36%	0.50	(12)
Administrative and Support Services	31	21	(10)	(32%)	9	43%	0.48	(15)
Crop and Animal Production (Agriculture)	24	20	(4)	(17%)	0	0%	2.37	(5)
Other Services (except Public Administration)	43	19	(24)	(56%)	1	5%	0.58	(25)
Arts, Entertainment, and Recreation	<10	11	Insf. Data	Insf. Data	3	27%	0.96	4
Finance and Insurance	<10	10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.37	0
Educational Services	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.17	0
Unclassified Industry	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.95	(12)
Real Estate and Rental and Leasing	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.39	(3)
Utilities	22	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	1.45	(19)
Mining, Quarrying, and Oil and Gas Extraction	16	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	1.53	(13)
Manufacturing	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.08	(1)
Wholesale Trade	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.17	2
Information	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.26	0
Transportation and Warehousing	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.34	(2)

Key Industries

Looking at data by 2-digit NAICS is a good way to understand high-level trends; however, 4-digit NAICS industry data provide information about the more specific drivers of growth. The following table shows the 20 largest industries in terms of employment in Sierra County in 2015.⁹ Many industries have such small employment totals that they cannot be examined in detail. Of those that do have sufficient employment to warrant further analysis, many decreased in employment in the past five years, headlined by Local Government, Excluding Education and Hospitals, which decreased by 35 jobs. A few fields with strong projected growth from 2015 to 2020 include Offices of Physicians; Foundation, Structure, and Building Exterior Contractors; Facilities Support Services; and Child Day Care Services.

Industry	2015 Jobs	'10-'15 Change		'15-'20 Change	
Local Government, Excluding Education and Hospitals	145	-35	-19%	3	2%
Education and Hospitals (Local Government)	84	-10	-11%	1	1%
Federal Government, Civilian	49	-9	-16%	-1	-2%
Individual and Family Services	34	Insf. Data	Insf. Data	10	29%
Residential Building Construction	32	5	19%	-4	-13%
Restaurants and Other Eating Places	25	-5	-17%	Insf. Data	Insf. Data
Offices of Physicians	25	25	Insf. Data	23	92%
Child Day Care Services	24	Insf. Data	Insf. Data	12	50%
Traveler Accommodation	24	-13	-35%	-9	-38%
Foundation, Structure, and Building Exterior Contractors	22	Insf. Data	Insf. Data	16	73%
Facilities Support Services	14	Insf. Data	Insf. Data	9	64%
Animal Production and Aquaculture	11	Insf. Data	Insf. Data	0	0%

⁹ These industries are by 4-digit NAICS code.

Occupation Analysis

An examination of occupational demand is separate and distinct from industry analysis because industries require a mix of occupations to function. For example, the Manufacturing sector employs occupations that might be traditionally defined as “manufacturing occupations” – called Production occupations at the broadest level of occupation classification. The Manufacturing sector, however, also employs managers, accountants, maintenance and repair personnel, administrative support staff, lawyers, and many other occupational categories necessary for the industry’s survival. As a workforce development board, NoRTEC’s mission is to serve individual job seekers and businesses more specifically than serving as catalysts for industry-specific development. As such, it’s important to understand the specific occupational roles that are required to keep local businesses flourishing.

The occupational analysis that follows provides a view of the most critical occupations within the region from an overarching economic perspective and specifically related to some of the key industries that were highlighted previously.

Occupational Categories

Sierra County’s top occupations include:

- Office and Administrative Support Occupations (83 jobs)
- Education, Training, and Library Occupations (79 jobs)
- Construction and Extraction Occupations (76 jobs)¹⁰

The median hourly earnings for all occupations available range from \$11.31/hr for Food Preparation and Service Related Occupations to \$48.52/hr for Healthcare Practitioners and Technical Occupations.

As noted in the industry analysis section, location quotient scores can indicate fields where the county has a strong competitive advantage over other regions in United States. Occupational groups where Sierra County has a strong concentration of workers (above an LQ of 1.25) include

- Life, Physical, and Social Science Occupations (4.39)
- Protective Service Occupations (3.62)
- Construction and Extraction Occupations (2.46)
- Farming, Fishing, and Forestry Occupations (2.35)
- Education, Training and Library Occupations (2.02)
- Personal Care and Service Occupations (1.52)

These are the occupation groups for which the region is highly specialized. For example, jobs in Protective Service Occupations make up 3.62x more of the employment base than they do nationally.

¹⁰ These occupations are by 2 digit SOC code (Standard Occupation Classification System).

Broad Occupation Mix

Occupation	2015 Employment	% of Total Employment	Median Hourly Earnings	Location Quotient
Office and Administrative Support	83	12.1%	\$17.40	0.80
Education, Training, and Library	79	11.5%	\$20.00	2.02
Construction and Extraction	76	11.0%	\$18.18	2.46
Protective Service	56	8.1%	\$32.04	3.62
Management	48	6.9%	\$28.66	1.29
Personal Care and Service	42	6.1%	\$12.49	1.52
Sales and Related	39	5.7%	\$12.81	0.56
Food Preparation and Serving Related	35	5.1%	\$11.31	0.62
Building and Grounds Cleaning and Maintenance	30	4.4%	\$12.50	1.15
Life, Physical, and Social Science	25	3.6%	\$19.69	4.39
Transportation and Material Moving	23	3.4%	\$16.62	0.52
Installation, Maintenance, and Repair	23	3.3%	\$19.45	0.88
Business and Financial Operations	22	3.2%	\$27.02	0.65
Healthcare Practitioners and Technical	21	3.1%	\$48.52	0.58
Arts, Design, Entertainment, Sports, and Media	14	2.1%	\$14.78	1.19
Production	14	2.1%	\$20.77	0.35
Healthcare Support	13	1.8%	\$17.46	0.65
Community and Social Service	12	1.8%	\$20.43	1.10
Farming, Fishing, and Forestry	12	1.8%	\$13.43	2.35
Military	<10	Insf. Data	Insf. Data	0.54
Computer and Mathematical	<10	Insf. Data	Insf. Data	0.18
Legal	<10	Insf. Data	Insf. Data	1.18
Architecture and Engineering	<10	Insf. Data	Insf. Data	0.57
Unclassified	0	0	\$0.00	0.80

Top Occupations – 4 Digit SOC Codes

The following table displays the top 20 occupational groups by 4-digit SOC codes¹¹. Median hourly earnings for these occupations range from \$9.99 at the low end for Child Care Workers to \$40.34 at the high end for Firefighters. Nearly all occupations on the list have declined in employment over the past ten years, with the exception of Bailiffs, Correction Officers, and Jailers; Preschool and Kindergarten Teachers; and Construction Laborers.

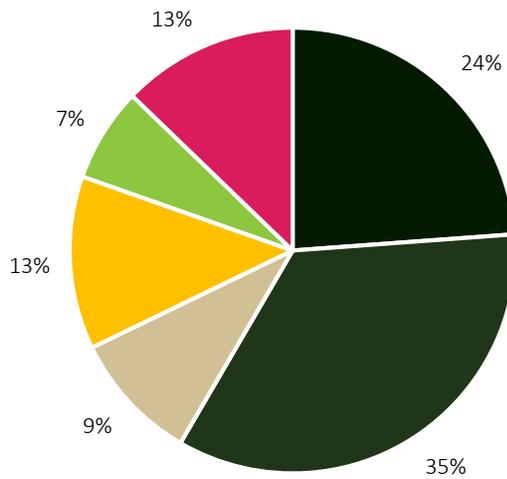
Occupation	2015 Employment	Change, 2010-2015		Projected Change, 2015-2020		Projected Annual Openings	Median Hourly Earnings
Elementary and Middle School Teachers	23	(1)	(4%)	0	0%	Insf. Data	\$28.08
Teacher Assistants	21	2	11%	2	10%	Insf. Data	\$12.74
Building Cleaning Workers	21	(10)	(32%)	(1)	(5%)	Insf. Data	\$11.44
Bailiffs, Correctional Officers, and Jailers	17	2	13%	4	24%	Insf. Data	\$34.64
Carpenters	17	5	42%	0	0%	Insf. Data	\$19.08
Miscellaneous Life, Physical, and Social Science Technicians	17	(3)	(15%)	0	0%	Insf. Data	\$14.63
Construction Laborers	15	3	25%	3	20%	Insf. Data	\$13.12
Secretaries and Administrative Assistants	14	0	0%	4	29%	Insf. Data	\$17.30
Cashiers	13	(5)	(28%)	Insf. Data	Insf. Data	Insf. Data	\$10.26
Preschool and Kindergarten Teachers	13	Insf. Data	Insf. Data	5	38%	Insf. Data	\$15.39
Police Officers	13	(2)	(13%)	0	0%	Insf. Data	\$40.32
Childcare Workers	12	(1)	(8%)	3	25%	Insf. Data	\$9.99
Firefighters	11	(3)	(21%)	1	9%	Insf. Data	\$40.34
First-Line Supervisors of Sales Workers	11	1	10%	0	0%	Insf. Data	\$11.51

¹¹ Occupations are by 4-digit SOC code.

Top Occupations – Education and Training

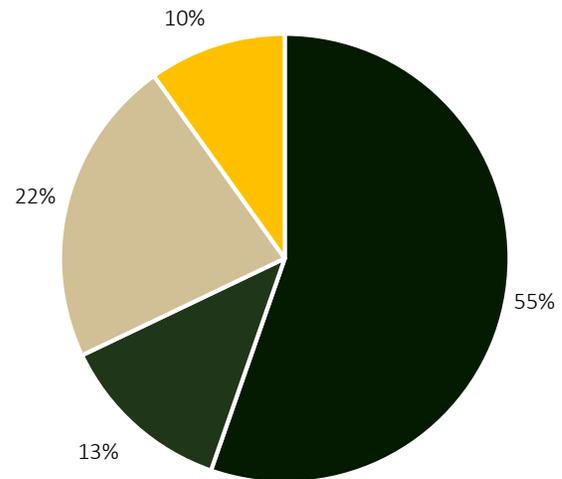
According to the U.S. Bureau of Labor Statistics analysis of minimum education and training requirements¹², 24% typically require less than a high school diploma¹³ Approximately 13% of these high demand jobs typically require at least a Bachelor’s degree. In terms of training and experience requirements, over half of these jobs (65%) require some type of training, which is typically on-the-job training or an Apprenticeship.

Educational Requirements



- Less Than High School
- High School or Equivalent
- Associate's Degree
- Bachelor's Degree
- Postsecondary Non-Degree Award
- Some College, No Degree

Training Requirements



- On-the-Job Training
- Internship/Residency
- None
- Apprenticeship

¹² Individual employers may require more education than BLS analysis suggests is required. For example, some employers may require high school completion even for jobs that BLS suggests could be performed with less education.

¹³ A total of 20 occupations with the highest projected job growth from 2015 are included in this analysis. These occupations are with 5 digit SOC code. EMSI Analyst 2015

Description	2015 Jobs	2015 - 2020 Change	Avg. Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
Teacher Assistants	21	2	\$13.10	Some college, no degree	None
Elementary School Teachers, Except Special Education	21	1	\$27.90	Bachelor's degree	Internship/residency
Correctional Officers and Jailers	17	4	\$32.17	High school diploma or equivalent	Moderate-term on-the-job training
Carpenters	17	0	\$19.43	High school diploma or equivalent	Apprenticeship
Forest and Conservation Technicians	16	0	\$16.61	Associate's degree	None
Construction Laborers	15	3	\$13.41	Less than high school	Short-term on-the-job training
Cashiers	13	Insf. Data	\$11.53	Less than high school	Short-term on-the-job training
Police and Sheriff's Patrol Officers	12	1	\$36.45	High school diploma or equivalent	Moderate-term on-the-job training
Childcare Workers	12	3	\$10.46	High school diploma or equivalent	Short-term on-the-job training
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	11	2	\$12.89	Less than high school	Short-term on-the-job training
Firefighters	11	1	\$32.33	Postsecondary non-degree award	Long-term on-the-job training

Industry and Occupation Connections

Industries drive economic growth, but the fuel that enables those industries to function are its workers, who are classified by occupational codes. Considering the importance of talent to supporting key regional industries, it is worth exploring the connections between significant industries and the occupations that are most critical to those industries.

The following table identifies the top occupations and connected key industries.¹⁴ The list of key industries related to these occupations is dominated by Government.

Connection between Top Occupations and Key Industries

Top Occupations	Key Industries
Teacher Assistants	<ul style="list-style-type: none"> Elementary and Secondary Schools (Local Government) Services for the Elderly and Persons with Disabilities
Elementary School Teachers, Except Special Education	<ul style="list-style-type: none"> Elementary and Secondary Schools (Local Government)
Correctional Officers and Jailers	<ul style="list-style-type: none"> Local Government, Excluding Education and Hospitals State Government, Excluding Education and Hospitals
Carpenters	<ul style="list-style-type: none"> Site Preparation Contractors Painting and Wall Covering Contractors
Forest and Conservation Technicians	<ul style="list-style-type: none"> Federal Government, Civilian, Excluding Postal Service Local Government, Excluding Education and Hospitals
Construction Laborers	<ul style="list-style-type: none"> Construction
Cashiers	<ul style="list-style-type: none"> Retail Trade
Police and Sheriff's Patrol Officers	<ul style="list-style-type: none"> Government
Childcare Workers	<ul style="list-style-type: none"> Health Care
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	<ul style="list-style-type: none"> Administrative and Support Services

¹⁴ Occupations are by 6-digit SOC code.

Detailed Industry Analysis

The following section provides an in-depth look at sectors that are important to the Sierra County economy. These industry sectors include: Health Care and Tourism. For each of these sectors the top employing sub-sectors are listed by 4-digit NAICS code, as well as the staffing patterns for each sector. Staffing patterns data show the top employing occupations at the 4-digit SOC level, along with past and projected growth, competitive effect, location quotient and average earnings.

Health Care by Employment – (Top 4-Digit NAICS)

The largest employing sectors include Services for the Elderly and Persons with Disabilities (31 jobs); Offices of Physicians (25); and Child Day Care Services (24). The sectors with the largest LQ included Services for the Elderly and Persons with Disabilities (4.49) and Child Day Care Services at (4.43). The industry paying the highest average wages was Offices of Physicians (\$50,951), while the sector with the lowest average wages was Services for the Elderly and Persons with Disabilities (\$10,503).

Industry	2015 Jobs	'10-'15 Change	CE '10-'15	'15-'20 Change	CE '15-'20	'15 LQ	Average Earnings
Individual and Family Services	31	34	31	10	3	3.37	\$11,931
Offices of Physicians	25	25	24	23	20	2.12	\$50,951
Child Day Care Services	24	24	20	12	11	4.43	\$38,816
Other Ambulatory Health Care Services	<10	<10	(0)	Insf. Data	1	0.85	Insf. Data
Home Health Care Services	<10	<10	(0)	Insf. Data	(0)	0.11	Insf. Data
Offices of Other Health Practitioners	<10	<10	(14)	Insf. Data	0	0.61	Insf. Data
Vocational Rehabilitation Services	<10	<10	3	Insf. Data	(1)	1.72	Insf. Data
Offices of Dentists	<10	<10	(13)	Insf. Data	(2)	0.84	Insf. Data
Other Residential Care Facilities	<10	0	0	0	0	0.00	\$0
Community Food and Housing, and Emergency and Other Relief Services	<10	0	0	0	0	0.00	\$0
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	<10	0	0	0	0	0.00	\$0

Staffing Patterns for Health Care (Top 4-digit SOC)

Within the relatively small Health Care and Social Assistance industry category there was only one occupation with greater than ten employees in 2015, namely, Childcare Workers.

Occupation	2015 Employment	Change, 2010-2015		Projected Change, 2015-2020		Median Hourly Earnings
Childcare Workers	10	6	150%	4	40%	\$9.99
Physicians and Surgeons, All Other	<10	1	Insf. Data	1	100%	\$85.42
Light Truck or Delivery Services Drivers	<10	0	0%	0	0%	\$13.44
Office Clerks, General	<10	1	100%	1	50%	\$13.52
Surgeons	<10	0	0%	1	Insf. Data	\$110.34
Bus Drivers, School or Special Client	<10	1	Insf. Data	0	0%	\$11.15
Medical Assistants	<10	2	100%	4	100%	\$18.42
Dental Assistants	<10	(5)	(83%)	0	0%	\$19.23
Bookkeeping, Accounting, and Auditing Clerks	<10	1	Insf. Data	1	100%	\$16.18
Billing and Posting Clerks	<10	1	Insf. Data	2	200%	\$18.42
Maids and Housekeeping Cleaners	<10	0	0%	1	Insf. Data	\$10.34
First-Line Supervisors of Office and Administrative Support Workers	<10	0	0%	1	100%	\$22.47
Nursing Assistants	<10	1	Insf. Data	1	100%	\$13.63
Maintenance and Repair Workers, General	<10	0	0%	0	0%	\$16.08
Physician Assistants	<10	0	0%	1	Insf. Data	\$55.27
Clinical, Counseling, and School Psychologists	<10	(1)	(50%)	0	0%	\$29.21
Business Operations Specialists, All Other	<10	0	0%	0	0%	\$29.64
Social and Human Service Assistants	<10	2	Insf. Data	0	0%	\$16.73
Mental Health Counselors	<10	1	Insf. Data	0	0%	\$14.70
Rehabilitation Counselors	<10	1	Insf. Data	1	100%	\$14.54

Tourism¹⁵ by Employment – (Top 4-Digit NAICS)

There are only two subsectors that employ more than ten people: Restaurants and Other Eating Places (25) and Traveler Accommodation (24). Both sectors are projected to decline through 2020.

Industry	2015 Jobs	'10-'15 Change	CE '10-'15	'15-'20 Change	CE '15-'20	'15 LQ	Average Earnings
Restaurants and Other Eating Places	25	(5)	(10)	Insf. Data	(18)	0.57	\$12,026
Traveler Accommodation	24	(13)	(16)	(9)	(10)	2.98	\$24,003

Staffing Patterns for Tourism (Top 4-digit SOC)

Because the existing tourism industry in the region is so small, there is insufficient data regarding staffing patterns for the industry.

¹⁵ The Tourism industry crosses over several industries, including NAICS 48 (Transportation and Warehousing); 56 (Administrative and Support Services); 71 (Arts, Entertainment, and Recreation); and 72 (Accommodation and Food Services).

Appendix

Data Sources and Glossary of Key Terms

Data Sources

All data and analysis for this report are directly or indirectly derived from information provided by either the U.S. Bureau of the Census or U.S. Bureau of Labor Statistics:

- Economic Modeling Specialists International (EMSI), 2016.1 Class of Worker data (based on the U.S. Quarterly Census of Employment and Wages) and general demographic estimates
- U.S. Census American Community Survey 2010-2014 Estimates
- U.S. Census OnTheMap

Competitive Effect

Used in conjunction with "Shift-Share Analysis" techniques¹⁶, *The Competitive Effect* metric seeks to isolate the influence of local dynamics from the influence of non-local factors on industries' employment growth or decline. A positive number indicates that the study area experienced more growth within a particular industry than would have been expected from non-local trends; the magnitude of *The Competitive Effect* indicates the strength of the purely local influence on the industry's employment change.

Location Quotient

Location Quotient (LQ) measures the relative importance of an industry's employment to a particular region, and uses the straightforward formula:

[% of total local employment/% of total national employment].

Location Quotients are one of the most common and important indicators of local economic characteristics; *LQ's* greater than 1.25 are typically considered to be the threshold for identifying an industry as especially relatively strong.

NAICS Codes (The North American Industry Classification System)

NAICS is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. The numbering structure is hierarchical in nature, meaning that fewer digits are broader in their meaning, while longer (up to six) digits provide greater specificity.

SOC Codes (Standard Occupational Classification)

The 2000 Standard Occupational Classification (SOC) System was developed in response to a growing need for a universal occupational classification system. Such a classification system allows government agencies and private industry to produce comparable data. Users of occupational data include government program managers, industrial and labor relations practitioners, students considering career training, job seekers, vocational training schools, and employers wishing to set salary scales or locate a new plant. It is used by federal agencies collecting occupational data, providing a standard means to compare such data across agencies. It is designed to cover all occupations in which work is performed for pay or profit, reflecting the current occupational structure in the United States.

¹⁶ Shift share is a standard regional analysis method that attempts to determine how much of regional job growth can be attributed to national trends and how much is due to unique regional factors. Shift share helps answer why employment is growing or declining in a regional industry, cluster, or occupation.

As with NAICS, the SOC coding structure is hierarchical, with fewer digits provide broad data (occupational categories), while larger provide more specific data (specific professions).

Industry Sector Definitions

Health Care

NAICS	Description
6211	Offices of Physicians
6212	Offices of Dentists
6213	Offices of Other Health Practitioners
6214	Outpatient Care Centers
6215	Medical and Diagnostic Laboratories
6216	Home Health Care Services
6219	Other Ambulatory Health Care Services
6221	General Medical and Surgical Hospitals
6222	Psychiatric and Substance Abuse Hospitals
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals
6231	Nursing Care Facilities (Skilled Nursing Facilities)
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly
6239	Other Residential Care Facilities
6241	Individual and Family Services
6242	Community Food and Housing, and Emergency and Other Relief Services
6243	Vocational Rehabilitation Services
6244	Child Day Care Services

Tourism

NAICS	Description
4871	Scenic and Sightseeing Transportation, Land
4872	Scenic and Sightseeing Transportation, Water
4879	Scenic and Sightseeing Transportation, Other
5615	Travel Arrangement and Reservation Services
5619	Other Support Services
7111	Performing Arts Companies
7112	Spectator Sports
7113	Promoters of Performing Arts, Sports, and Similar Events
7114	Agents and Managers for Artists, Athletes, Entertainers, and Other Public Figures
7115	Independent Artists, Writers, and Performers
7121	Museums, Historical Sites, and Similar Institutions
7131	Amusement Parks and Arcades
7132	Gambling Industries
7139	Other Amusement and Recreation Industries
7211	Traveler Accommodation
7212	RV (Recreational Vehicle) Parks and Recreational Camps
7213	Rooming and Boarding Houses
7223	Special Food Services
7224	Drinking Places (Alcoholic Beverages)
7225	Restaurants and Other Eating Places

Sierra County Input Session Takeaways

- Sierra County is home to small communities and a relatively small population, but there are many great things happening across the county that benefit these communities. These small strengths need to be gathered into a cohesive story that can be told about the county and used to advertise it as a great place to live and work.
- The pool of workers in Sierra County is very small and there are not many local training options which leads to having many positions that are very hard to fill. Recruitment and talent attraction are difficult, but are necessary to fulfill skill needs that aren't available locally. There is not a common attraction strategy in the county to help bring workers to the area.
- Talent attraction is especially difficult due to a lack of housing availability. In Sierra County has a great effect on the community and workforce. There are limited short-term or rental properties in the county that could accommodate seasonal workers or those relocating from other areas. There are some vacant houses in the community, but often the owners are unknown or they need to be renovated.
- Much of the land in Sierra County is owned by the Federal or State government. It is important to make and maintain relationships with these entities for collaborative efforts, especially around maintenance of infrastructure.

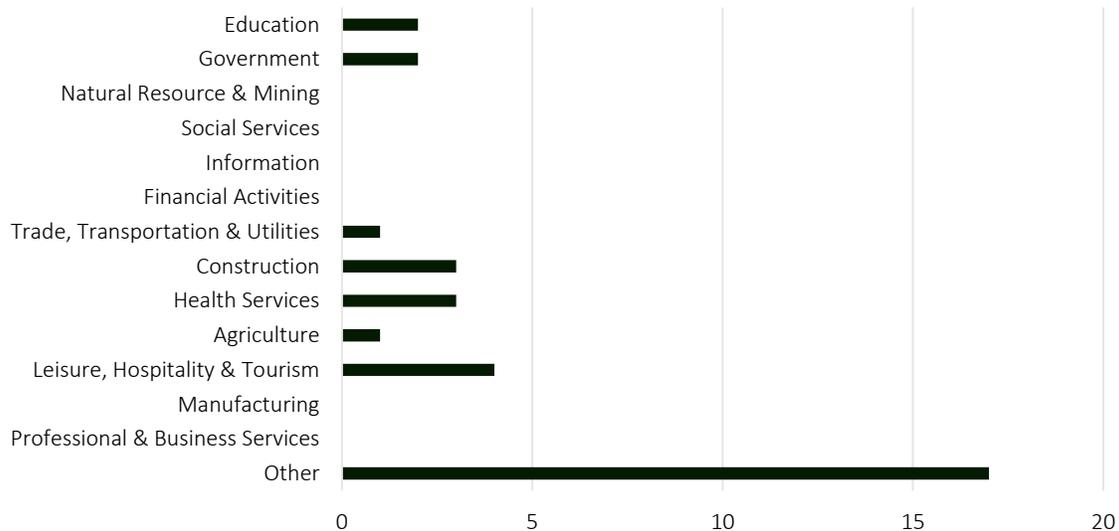
Sierra County Survey Summary

TPMA developed a survey designed to engage county employers and to better understand current workforce trends and needs in the Sierra County region. In doing so, our consulting team collaborated with NoRTEC and its service providers, which included a diverse group of workforce development, economic development, and other community organizations. Over a four-month period the survey was distributed via email and completed through face-to-face meetings with employers. Survey questions were focused on the following topics:

- Industry and business demographics;
- Employment numbers and projections;
- Labor market “churn”;
- Skill needs and gaps;
- Education and training requirements;
- Desired industry recognized credentials; and
- Training challenges.

25 employers participated in the survey. The following includes a summary, analysis and key findings.

Which industry best describes your company?



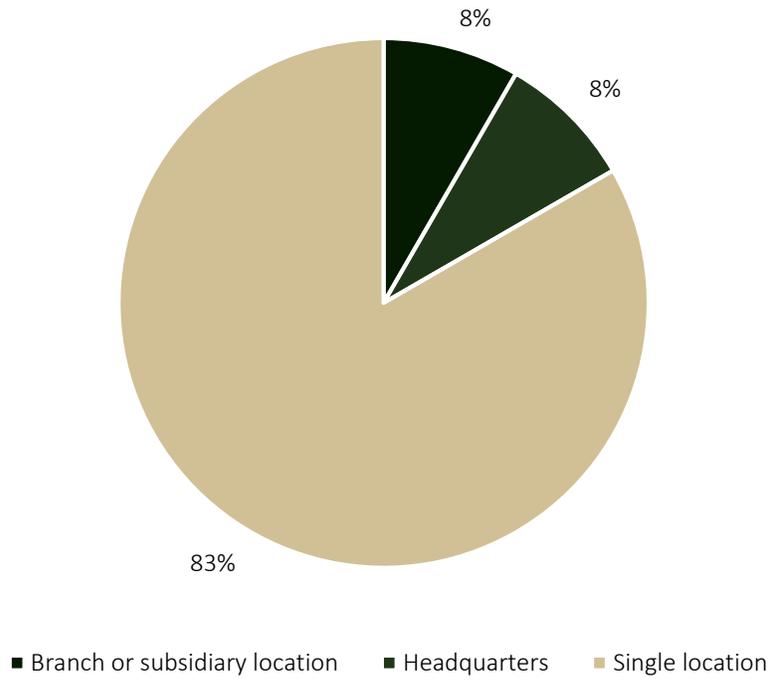
How many employees do you have?

Number of employees	Average
Total	10
Full-time	6.5
Part-time	4.53
Seasonal	1
Temp	5.67

How many total employees do you have by county?

County	Average
Butte	0
Del Norte	0
Lassen	0
Modoc	0
Nevada	0
Plumas	1.75
Shasta	0
Sierra	10.21
Siskiyou	0
Tehama	0
Trinity	0

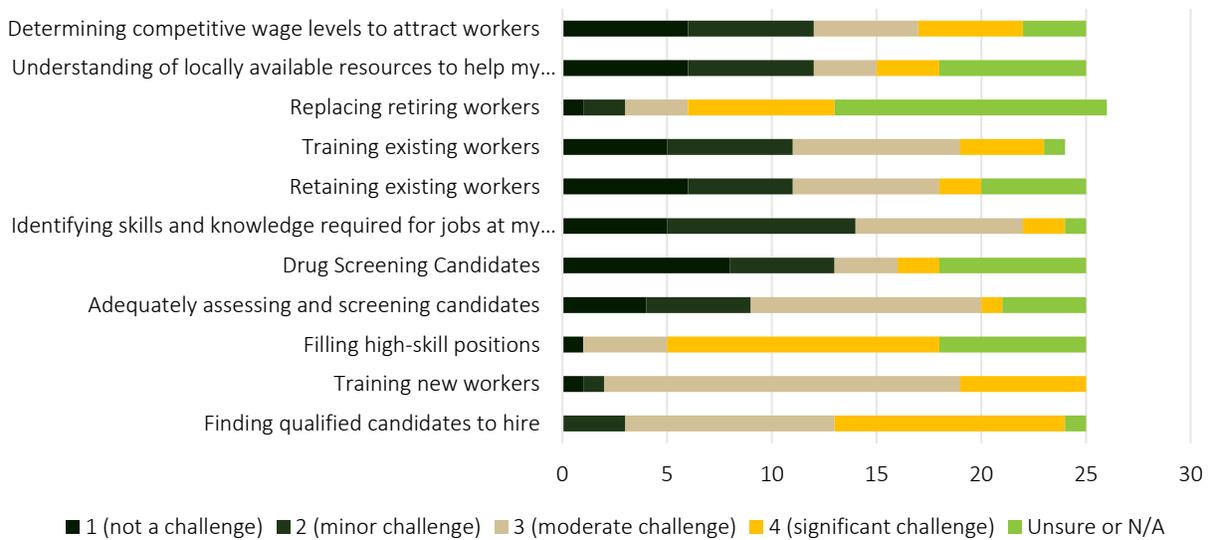
Which best describes this location?



On a scale of 1 {not a challenge} to 4 {significant challenge}, how challenging are the following workforce issues for your company?

Workforce Issues	1 (not a challenge)	2 (minor challenge)	3 (moderate challenge)	4 (significant challenge)	Unsure or N/A
Finding qualified candidates to hire	0	3	10	11	1
Training new workers	1	1	17	6	0
Filling high-skill positions	1	0	4	13	7
Adequately assessing and screening candidates	4	5	11	1	4
Drug Screening Candidates	8	5	3	2	7
Identifying skills and knowledge required for jobs at my company	5	9	8	2	1
Retaining existing workers	6	5	7	2	5
Training existing workers	5	6	8	4	1
Replacing retiring workers	1	2	3	7	13
Understanding of locally available resources to help my company	6	6	3	3	7
Determining competitive wage levels to attract workers	6	6	5	5	3

Frequency of Responses to Significant Workforce Challenges



Top Five Most Challenging Workforce Issues from Above

Top Five Challenges	Responded "Moderate Challenge" or higher
Training new workers	23
Finding qualified candidates to hire	21
Filling high-skill positions	17
Adequately assessing and screening candidates	12
Training existing workers	12

What is your most significant workforce-related challenge or your greatest workforce need?

Challenge	Top Responses
Finding qualified workers	10
Finding workers with soft skills (attendance, work ethic, people skills)	9
Finding workers with customer service skills	1
Trying to pay a competitive wage	1
Retention of employees	1
Transportation to work	1

What is the average vacancy length for open positions?

The average length based on all responses is 11.28 weeks.

How many full-time (35+ hours/week) new, replacement, and retiring workers do you expect within the next 0 to 12 months, 1 to 2 years, 3 to 4 years, and 5 to 7 years?

Number of new positions	Average	Range
0-12 months	0.6	0-1
1 - 2 years	0.8	0-1
3 - 4 years	0.6	0-1
5 - 7 years	0.8	0-1

Number of replacement positions	Average	Range
0-12 months	0.8	0-1
1 - 2 years	0.6	0-1
3 - 4 years	0.6	0-1
5 - 7 years	1.6	1-2

Number of retiring positions	Average	Range
0-12 months	0.6	0-1
1 - 2 years	0.4	0
3 - 4 years	0.6	0-1
5 - 7 years	0.8	0-1

Please provide information regarding your current wages for up to 3 of your top full-time occupations by number of employees.

Top Occupation #1

Title: Management positions

Job Description: Manage day-to-day operations; supervise other staff

Average number of jobs at location: 1

Desired/required certificates/credentials: None; previous management experience preferred

Average entry level: \$12.95/hr

Average mid-level: \$13.50/hr

Average advanced-level: \$22.33/hr

Top Occupation #2

Title: Entry-level positions

Job Description: General entry-level laborers (waiters, clerks, maintenance)

Average number of jobs at location: 3.5

Desired/required certificates/credentials: None; Food Handler's Card and previous work experience preferred

Average entry level: \$10.83/hr

Average mid-level: \$11.50/hr

Average advanced-level: \$14.49/hr

Top Occupation #3

Job Description: HVAC Journeymen, appliance repairman, plumber, carpenter

Average number of jobs at location: 1

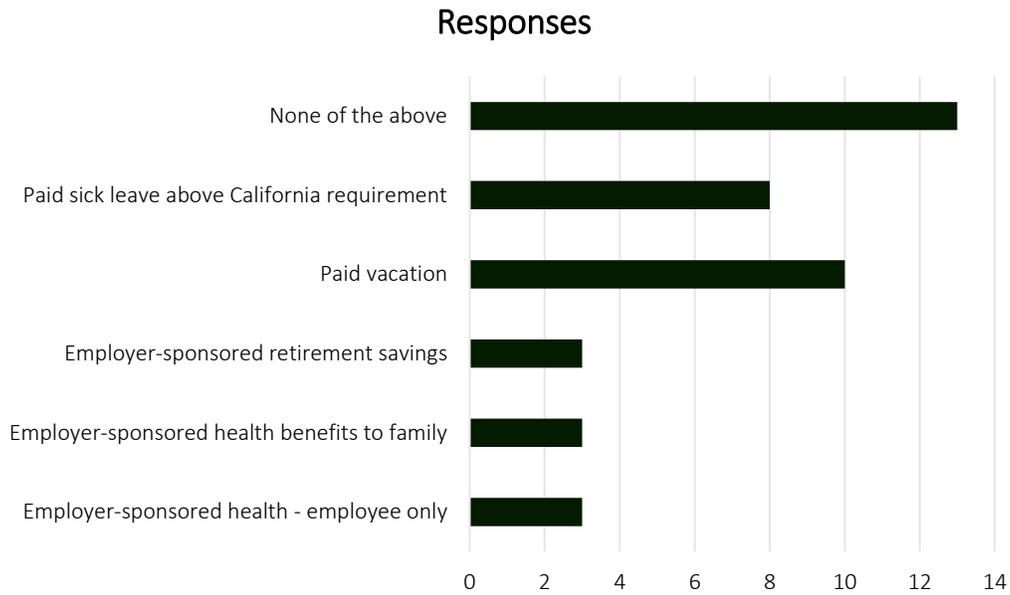
Desired/required certificates/credentials: N/A

Average entry level: \$15.90/hr

Average mid-level: \$23.67/hr

Average advanced-level: \$24/hr

Do you provide any of the following health benefits?



Most difficult to fill positions and why

Position	Responses	Reason
Highly skilled positions	4	Lack of qualified candidates
Technicians	3	Offering a competitive wage
Entry level positions	2	N/A
Math and Science Teachers	1	Lack of qualified candidates

Please provide information for your most difficult to fill full-time occupations

Title: Technicians

Brief job description: N/A

Number of current openings: 4

Desired or required certificates or credentials (if any): Journeyman card or equivalent experience

Hourly/annual wage (\$) \$14.50/hr

Title: Entry level positions

Brief job description: Cashiers

Number of current openings: 1

Desired or required certificates or credentials (if any): Previous work experience

Hourly/annual wage (\$) \$10.67/hr

Title: Nurse

Brief job description: Care for patients in a variety of settings

Number of current openings: 13

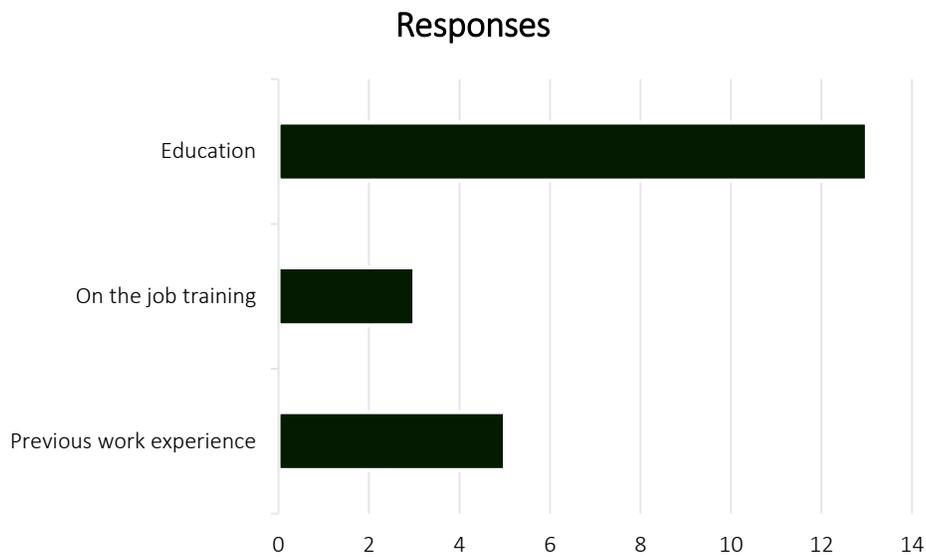
Desired or required certificates or credentials (if any): CNA or LVN license

Hourly/annual wage (\$) \$16.95/hr

What are the factors that most impact difficult to fill positions?

Factors	Responses
Finding qualified candidates	8
Candidates lacking soft skills	4
Candidates failing drug test	3
Training existing employees	2
Transportation to work site	2
Candidates unwilling to relocate to rural area	1
Filling PT positions	1
Offering a competitive wage	1

What do you look for most from candidates in difficult-to-fill positions?



What other {if any} skills and/or experience levels are currently in greatest demand?

Top Responses	Responses
Interpersonal/customer service	5
Computer skills	4
Previous trade experience	4
Bilingual	1
CAN or LVN	1

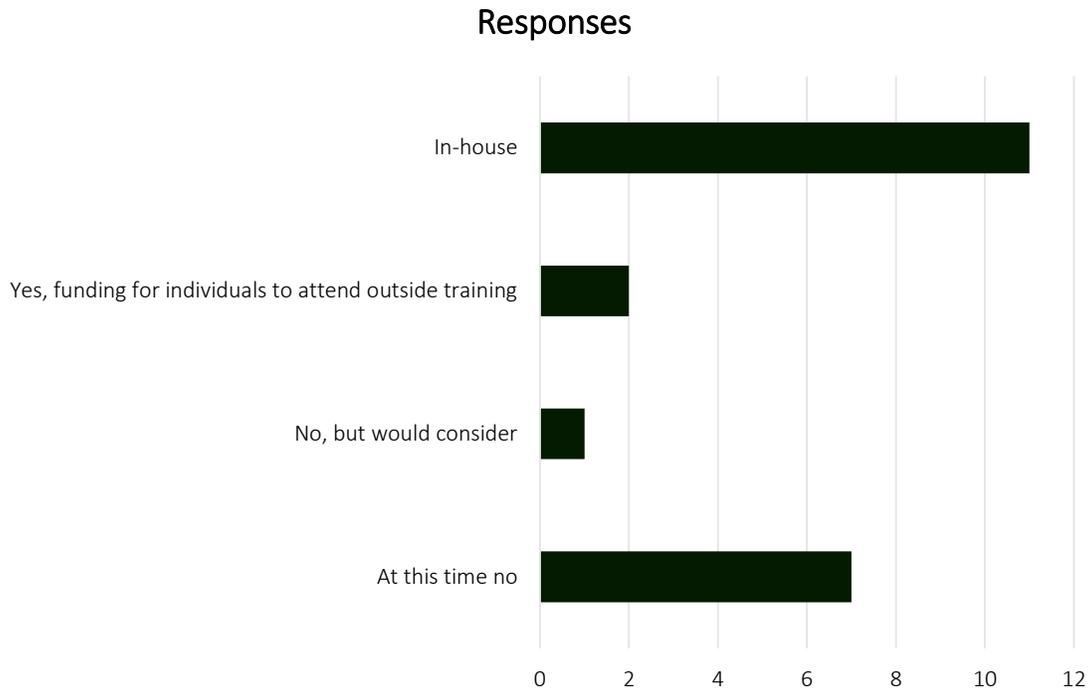
What other {if any} skills and/or experience levels are most difficult to find?

Top Responses	Responses
Skilled tradesmen/journeymen	4
Class A drivers	2
Computer skills	2
Customer service skills	1
CVN/LVN	1
Willing to work evening shifts	1

What industry-recognized credentials, certifications and/or degrees do you value most?

Top Responses	Responses
Food Handler's Certification	3
Class A Driver's License	2
State of CA Waste Water Certification Grade 1	1
AA	1
Certification in Pilates Method Alliance	1
Mechanic Certification	1
Cosmetology License	1
Teaching Credential	1

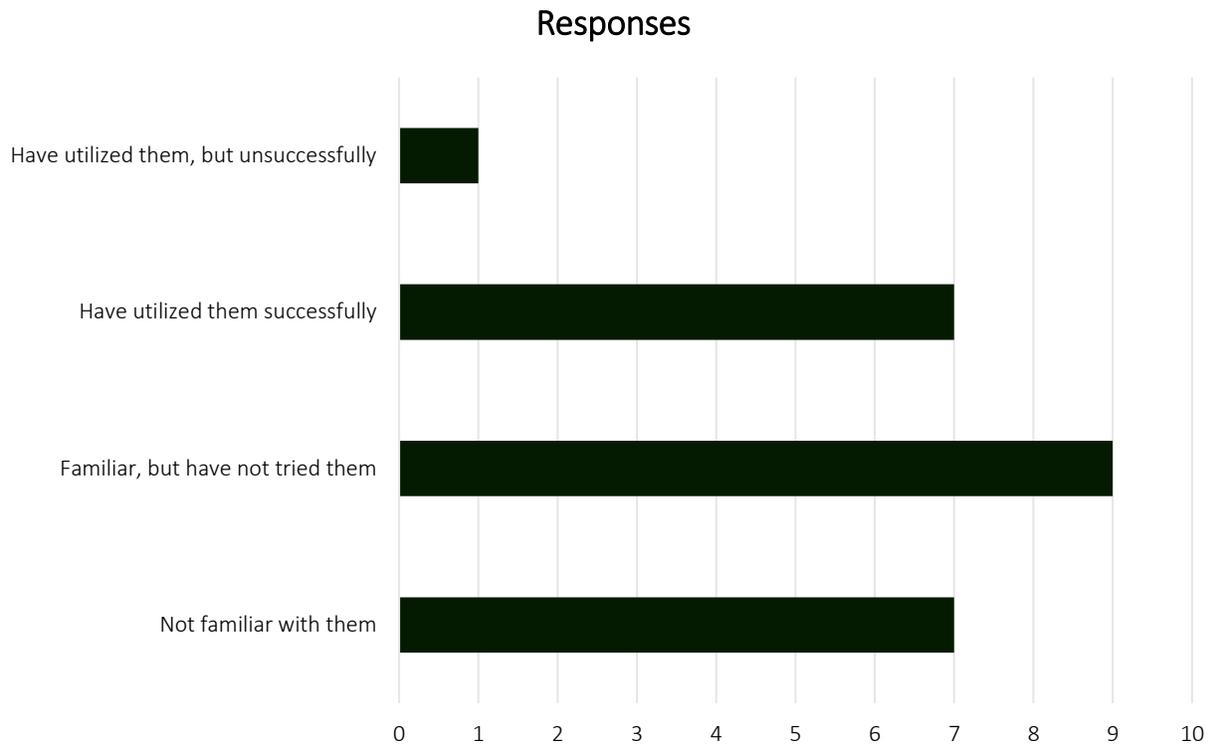
Do you offer training or other professional development, above and beyond initial on-the-job training?



How do you rate the following?

Top Responses	Excellent	Good	Poor	Fair	Unsure
Soft skills of workers	0	9	1	9	2
Hard/technical skills of workers	2	5	3	6	5
Overall quality of entry-level workers	1	7	3	9	2
Overall quality of high-skill workers	3	7	3	5	4
Quality of education and training programs	2	3	3	3	9
Knowledge of available services from America's Job Center of California (e.g. assistance with job ads)	1	3	1	7	9

Which of the following best describes your experience with your local America’s Job Center of California office and/or business service center?



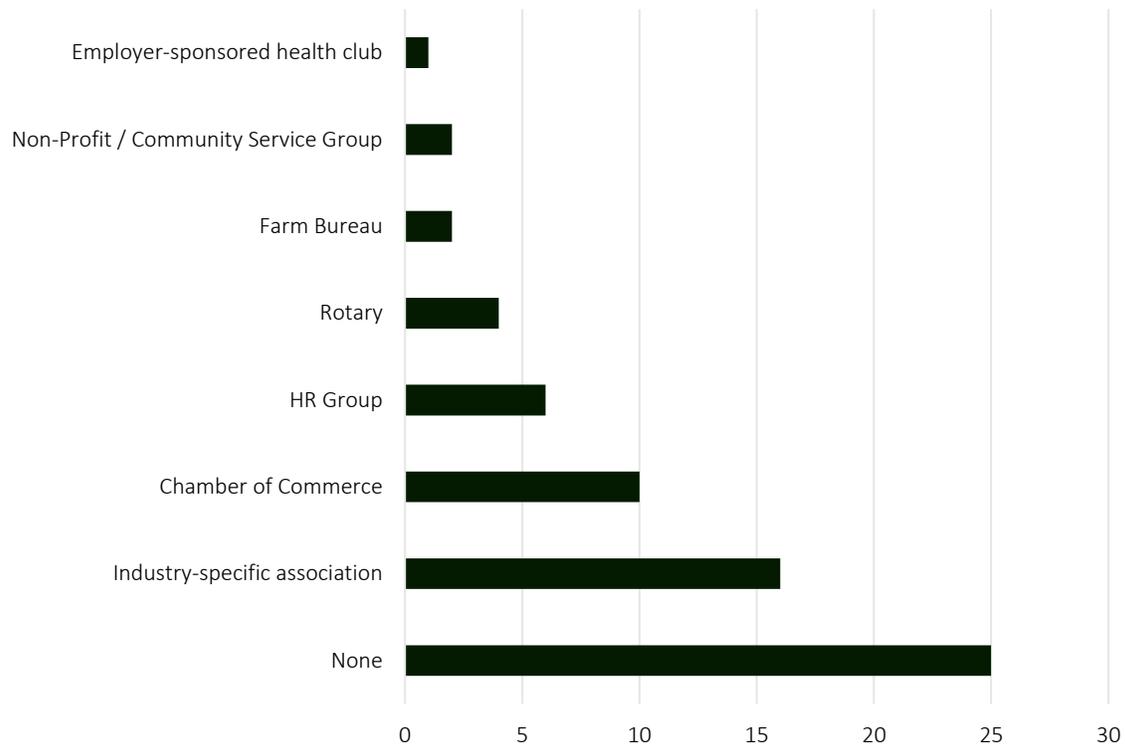
If utilized, if you could improve one thing about your local America’s Job Center in California office and/or business service center, what would it be?

Top Responses	Responses
Move back Loyalton	2
Less time to monitor and paperwork	1
Lower expectation of business to take on total expense of the worker too soon	1

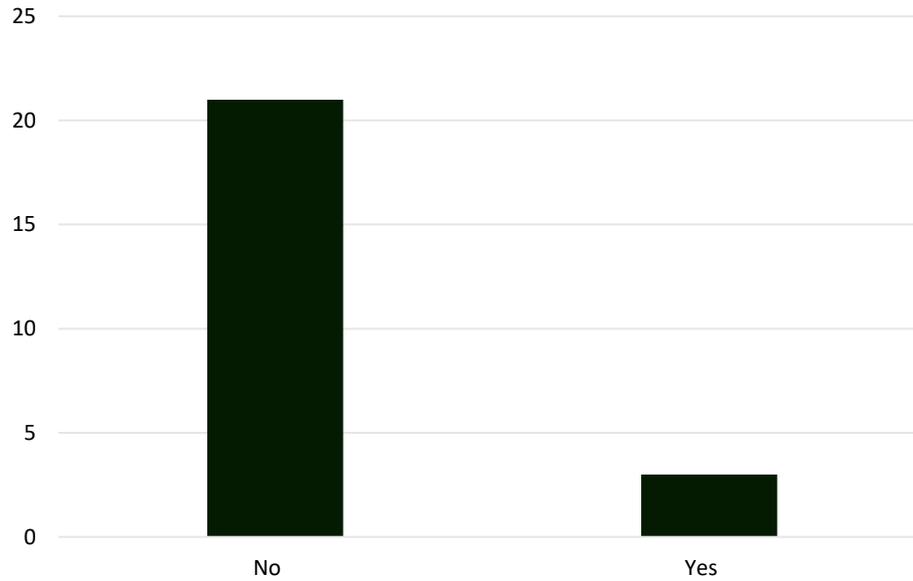
Would you like to learn more about any of the following services to strengthen your business?

Service	Responses
On-the-Job Training (OJT)	9
Employee recruitment	7
Benefits of hiring a veteran	5
Other training resources	4
Pre-employment testing	4
Hiring ex-offenders (a second chance)	3
Tax credit information	3
Candidate screening/assessment	2
Employee education	1
Assistance with employee retention	0
Employer professional development seminars	0
Job analysis and profiling information	0
Labor market information, wage data	0
On-site assistance for business downsizing	0
Would like to know of programs that provide workers at no cost	0

What business or trade groups do you currently participate in?



If you do not participate, would you be open to a member of our staff contacting you to participate in a local business group that focuses on tackling the most pressing workforce and business growth issues?





Northern Rural Training and
Employment Consortium (NoRTEC)

.....

Plumas County Labor Market Profile and Industry Sector Analysis

.....

July 2019

Prepared for:

NoRTEC Workforce Development Board

Michael Cross, Executive Director

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INTRODUCTION

The following is a labor market and industry/sector profile for Plumas County, California. This is an update to a prior version of the County Labor Market Profiles that were completed in the summer of 2017, which were completed using 2016 labor market data.



The quantitative data for the profile includes a geographic overview, demographic and labor force characteristics, industry analysis, occupation analysis, and labor force data. For the profile, the project team collected and analyzed data from Economic Modeling Specialists Int'l. (EMSI), U.S. Census Bureau, and the U.S. Bureau of Labor Statistics. Though 2019 is the current calendar year, 2018 labor market data are utilized as these represent the latest full calendar year of data available from federal statistical agencies.

EXECUTIVE SUMMARY

The following are some of the most pertinent information and statistics uncovered in the process of creating this report.

Social and Demographic Highlights

- Plumas County has both a declining and aging population. Over the past ten years, population decreased by 9% while population increased by 9% for the state and 8% for the nation. Over the same time period, only the cohort of individuals 65 years and older experienced growth.
- The portion of individuals in Plumas County with some amount of postsecondary education is significantly higher (71.5%) than the NoRTEC region (62.9%), state (60.5%), and nation (58.6%). The highest category of educational attainment in the county is Some College, at 34%.
- Plumas County experiences a small net loss of talent (405 workers) due to out-commuting. More individuals both live and work in the county than either commute in or out.
- Plumas County has the third highest median household income in the NoRTEC region at \$50,266 as well as the third lowest poverty rate at 13.3%.
- As of December 2018, there were 7,508 individuals in the Plumas County labor force, of which 8.6% were unemployed. While many places are experiencing a recovery from the recession in 2010, employment levels in Plumas County have been steadily declining in recent years, with the 20-year low employment occurring just in January 2017 (6,341).
- Since the 2016 version of this report was released, the Plumas County economy has expanded at an average annual rate of 1.1%. The highest growth sectors include Government, and Accommodation & Food Services. In combination, these sectors accounted for 114 jobs, nearly 45% of the county's net new job growth. Meanwhile, Construction, and Arts, Entertainment, & Recreation performed poorly in terms of employment change.

- Between 2016 and 2018, Plumas County's population slightly decreased by 0.8% (-159 in numeric terms). The highest growth age groups included those ages 70 to 74 years, and those ages 55 to 59 years saw the largest decrease. The race/ethnicity group with the greatest decrease in population was White, Non-Hispanics.

Industry & Occupation Highlights

- Plumas County's largest industry sectors include Government; Accommodation and Food Services; Retail Trade; Construction; Health Care and Social Assistance; and Manufacturing. Government has more jobs than the next three industries combined in Plumas County.
- Industries projected to add the most jobs in Plumas County in the next five years include Accommodation and Food Services (+85) and Health Care and Social Assistance (+73 jobs).
- Individual (4-digit North American Industry Classification System (NAICS) Code) industries with strong growth prospects for the county include: Individual and Family Services; Local Government, Excluding Education and Hospitals; Traveler Accommodation; and Grocery Stores.
- Of Plumas County's targeted industries, two subsectors displayed highly significant location quotients indicating substantial concentration of employment, including Sawmills and Wood Preservation (101.35) and RV (Recreational Vehicle Parks and Recreation Camps (30.41).
- The top occupations (4-digit SOC) in Plumas County by employment include Cashiers; Secretaries and Administrative Assistants; Personal Care Aides; Building Cleaning Workers; and Laborers and Material Movers, Hand.

ECONOMIC IMPACT OF 2018 FOREST FIRES

Thomas P. Miller & Associates (TPMA) conducted an economic impact analysis of the northern California forest fires of 2018 for NoRTEC in January 2019. TPMA's analysis started with a literature review and an empirical observation of the economic effects of wildfires in the United States. The literature review provided general and specific trends on the topic. For the empirical review, TPMA focused on other highly destructive fires in the United States in terms of acreage, structures, or both. Since few federal data sources have yet to reveal the specific effects of the Camp and Carr fires on Northern California, these analyses were primarily based on observations of past similar events. In addition, Dr. Robert Eyster of Sonoma State University, a renown regional economist, has summarized some of the recent effects of the Carr and Camp Fires on northern California.

In general, economic impacts are most severe upon those counties in which the fires occurred, namely, Shasta and Butte, though some impacts upon adjacent counties is expected. The following are a few pertinent points that relate to likely affects on Plumas County.

- In keeping with patterns of wildfire economic impact on adjacent counties, the results of the Camp Fire on Plumas County likely resulted small bump in wages (typically less than 1% increase) and no impact on jobs in quarter four of 2018.
- Historically, areas near wildfires suffer a slight lag in land-dependent industry sectors, such as tourism and agriculture, over the next several seasons.
- Forest service suppression spending on contractors located in Plumas equated to \$660 thousand between October 2017 and December 2018.

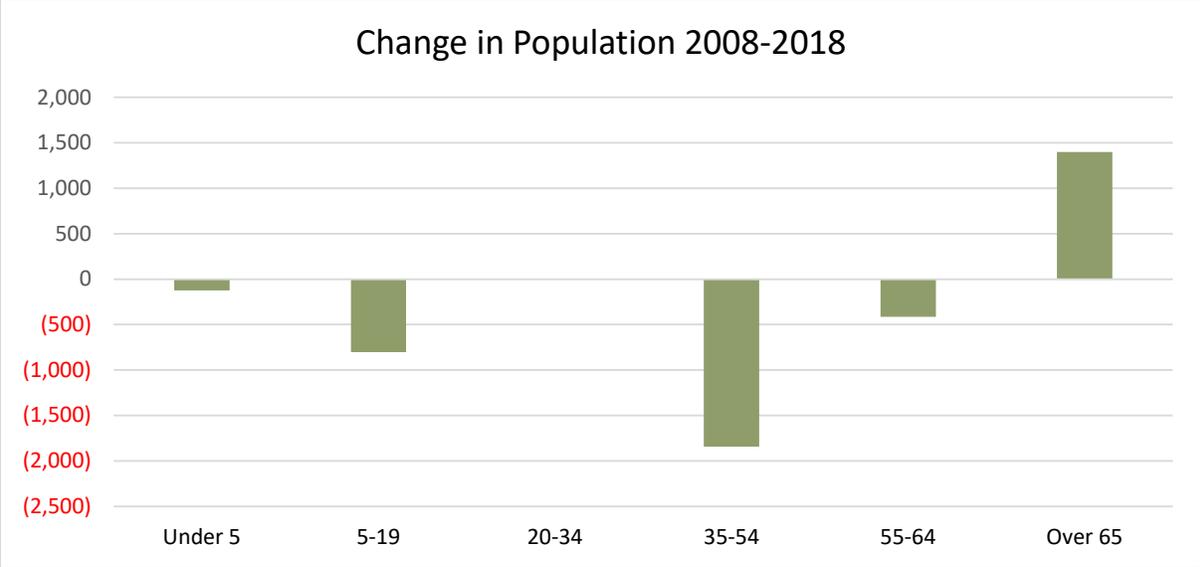
DEMOGRAPHIC & LABOR FORCE CHARACTERISTICS

Total Population

Plumas County is geographically located in the eastern part of the NoRTEC region at the edges of both the Sierra Nevada and Cascade Mountain Ranges. The population in the county has declined by nearly than 1,800 over the last ten years and is projected to decline slightly, by around 1% over the next five years.¹ Compared to the state and national figures, Plumas County has experienced a significant declining population. Over the last ten years, California’s population increased by 9% and the nation’s population increased by 8%. By 2023, both the state and the nation’s population are projected to grow by 3%.

Over the past ten years, the only age category that has increased is that of individuals aged 65 and older. This cohort has increased by 1,399, or 35.7%. In that same timeframe, the population of those 64 and younger decreased by 3,186 and is projected to decreased by another 756 over the next five years. The aging population is a concern for the local economy as the available labor will continue to be scarce. However, among more narrowed age cohorts, two younger cohorts experienced growth between 2008-2018 – 25 to 29 years and 30 to 34 years. If this trend grows, it could be a positive sign for the labor pool.

Age	2008 Population	2018 Population	Change 2008-2018	% Change 2008-2018	Projected Change 2018-2023	
Under 5	941	818	(123)	(13%)	59	7%
5-19	3,498	2,694	(804)	(23%)	0	0%
20-34	2,610	2,609	(1)	(0%)	(197)	(8%)
35-54	5,581	3,736	(1,845)	(33%)	67	2%
55-64	3,860	3,447	(413)	(11%)	(685)	(20%)
Over 65	3,924	5,323	1,399	35.7%	574	11%
Total	20,411	18,628	(1,783)	(9%)	(181)	(1%)



¹ EMSI Analyst, 2019.2

Race/Ethnicity

The population of the region is predominately White, with 83.3% identifying as White in 2018, followed by 9.1% identifying as Hispanic. ² The top growing race/ethnicity groups in the county by percentage growth are Asian and Native Hawaiian or Pacific Islander. The greatest decline in race/ethnicity groups in Plumas County are American Indian or Alaskan Native (-12%) and White (-11%).

Race/Ethnicity	2018 Population	Change 2008-2018	% Change 2008-2018
White	15,522	(1,988)	(11%)
Hispanic	1,698	95	6%
Two or More Races	593	62	12%
American Indian or Alaskan Native	402	(53)	(12%)
Black	196	23	13%
Asian	190	70	58%
Native Hawaiian or Pacific Islander	26	8	44%

Educational Attainment

The largest portion of individuals in Plumas County have some college education, followed by a high school diploma, and a Bachelor’s degree. The percentage of individuals with a some college exceeds that of the NoRTEC region, California, and the United States, but that is due in part to Plumas County’s lower portion of individuals with a Bachelor’s degree. Notably, Plumas County has a higher portion of individuals who have achieved a Graduate degree or higher (11.6%) than the NoRTEC region as a whole (7.6%).

Education Level	2018 Plumas County Population	2018 Plumas County Percent	2018 Percent NoRTEC	2018 Percent California	2018 Percent US
Less Than 9th Grade	292	2.0%	4.9%	11.8%	6.8%
9th Grade to 12th Grade	706	4.9%	6.9%	7.0%	6.9%
High School Diploma	3,095	21.5%	25.3%	20.8%	27.6%
Some College	4,888	34.0%	30.5%	21.4%	20.7%
Associate's Degree	1,773	12.3%	9.8%	7.6%	8.0%
Bachelor's Degree	1,957	13.6%	15.0%	19.9%	18.6%
Graduate Degree and Higher	1,673	11.6%	7.6%	11.6%	11.3%

² The Hispanic population includes Hispanics in White, Black, Two or More Races, Asian, American Indian or Alaskan Native, Native Hawaiian, or Pacific Islander.

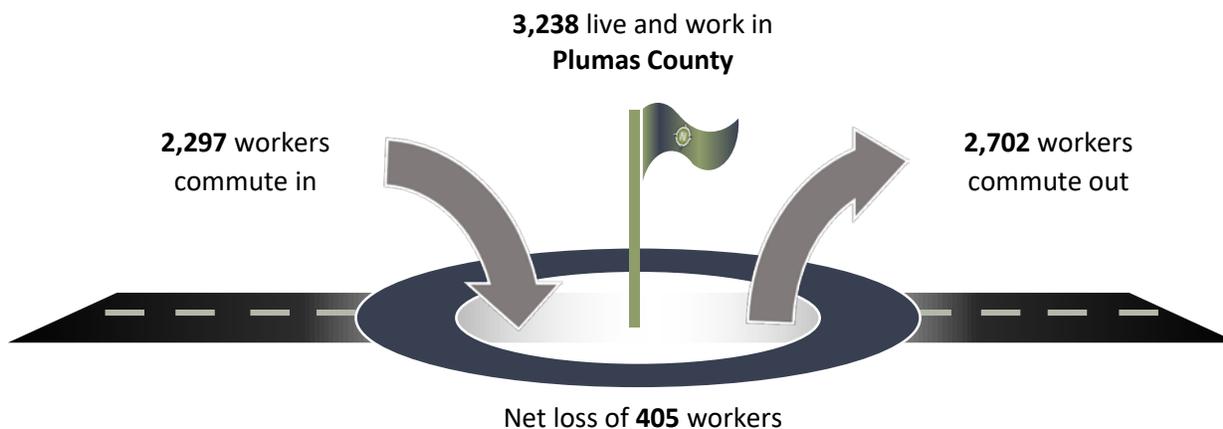
Income

The poverty rate in Plumas County is 13.3%, which is lower than the state rate of 15.1% and national rate of 14.6%.³ Only Nevada and Sierra Counties have lower rates in the NoRTEC region. Plumas County's Median Household Income (\$50,266) ranks 3 out of 11 of the NoRTEC counties and less than that of California and United States. This is \$10,344 less than the highest median household income in the region and \$13,703 greater than the lowest median household income in the region.

County	Median Household Income 2013-2017	Poverty Rate
Butte	\$46,516	20.5%
Del Norte	\$41,287	23.2%
Lassen	\$54,083	14.6%
Modoc	\$39,296	18.1%
Nevada	\$60,610	12.1%
Plumas	\$50,266	13.3%
Shasta	\$47,258	18.1%
Sierra	\$44,190	12.3%
Siskiyou	\$40,884	20.7%
Tehama	\$42,512	20.9%
Trinity	\$36,563	19.9%
California	\$67,169	15.1%
United States	\$57,652	14.6%

Commuting

The graphic below details the commuting patterns into and out of Plumas County in 2015. With 2,702 workers commuting out of the county and 2,297 commuting into the county, a net loss of 405 workers is experienced in Plumas County.⁴ Over 3,200 individuals live and work in the county. Of those commuting into Plumas County, 52.8% are workers between the ages of 30 and 54, and 50.7% earn more than \$3,333 per month. Compared to those commuting out of Plumas County, 44.8% earn more than \$3,333 per month.



³ U.S. Census Bureau 2013-2017

⁴ U.S. Census Bureau, OnTheMap, 2015 (most recently available). <http://onthemap.ces.census.gov/>

In addition to looking at commuting data by total population, it is also helpful to examine commuter statistics by occupational classification. Seven occupational classifications experienced a net gain of in-commuters, with the highest number being Education, Training, and Library Occupations; Production Occupations; and Installation, Maintenance, and Repair Occupations. A larger number of county residents commute outside of the county for employment. The largest occupation groups for out-commuters are Sales and Related Occupations; Office and Administrative Support Occupations; and Food Preparation and Serving Related Occupations.

Occupation Group	2018 Commuters
Education, Training, and Library Occupations	31 in-commuters
Production Occupations	24 in-commuters
Installation, Maintenance, and Repair Occupations	23 in-commuters
Healthcare Practitioners and Technical Occupations	11 in-commuters
Life, Physical, and Social Science Occupations	5 in-commuters
Architecture and Engineering Occupations	2 in-commuters
Arts, Design, Entertainment, Sports, and Media Occupations	1 in-commuter
Unclassified Occupation	0 net change
Protective Service Occupations	0 net change
Legal Occupations	8 out-commuters
Community and Social Service Occupations	9 out-commuters
Farming, Fishing, and Forestry Occupations	11 out-commuters
Healthcare Support Occupations	13 out-commuters
Building and Grounds Cleaning and Maintenance Occupations	16 out-commuters
Construction and Extraction Occupations	17 out-commuters
Military-only occupations	19 out-commuters
Transportation and Material Moving Occupations	26 out-commuters
Management Occupations	46 out-commuters
Personal Care and Service Occupations	54 out-commuters
Computer and Mathematical Occupations	54 out-commuters
Business and Financial Operations Occupations	85 out-commuters
Food Preparation and Serving Related Occupations	138 out-commuters
Office and Administrative Support Occupations	167 out-commuters

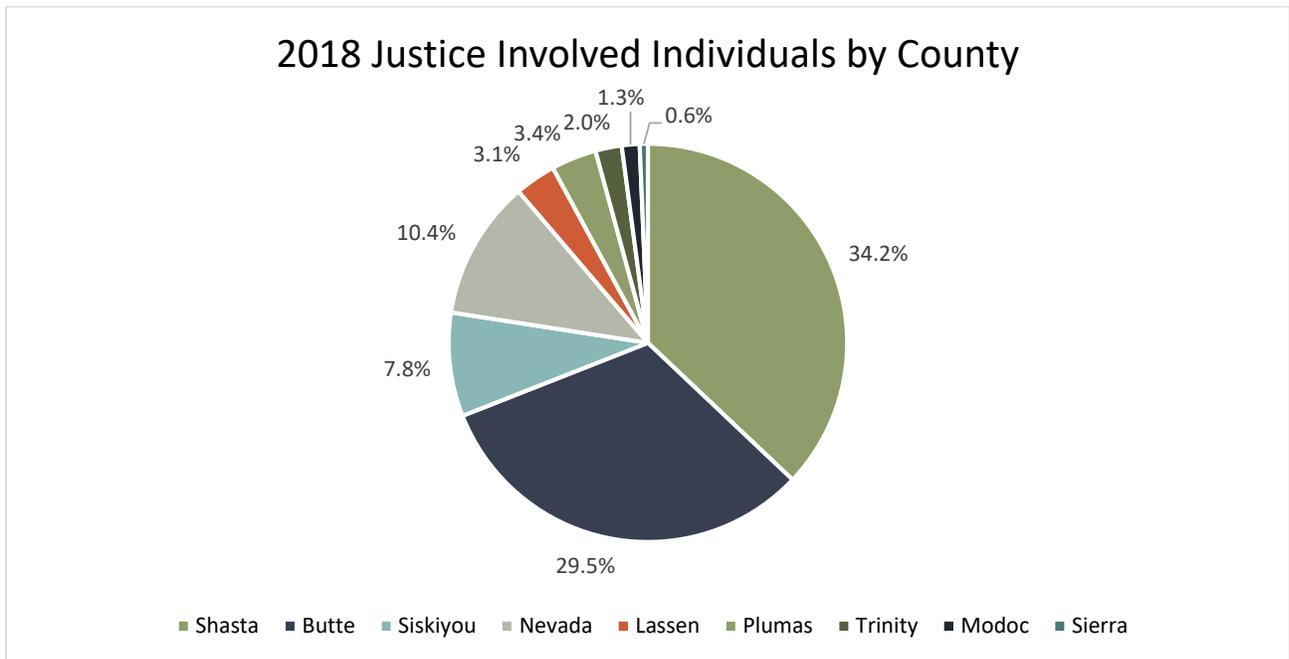
Special Populations

With consideration of the state of California’s Regional and Local Planning Guidance for program year 2018-19, California counties are also concerned with quantifying and assisting certain sub-population groups, namely: formerly incarcerated and other justice-involved individuals and CalFresh recipients.

Justice-Involved Individuals

The graph and table below detail the percentage of individuals involved in felony probations, misdemeanor probations, mandatory supervisions, and post-release community supervisions (PRCS) within the 11- county NoRTEC region.⁵

The largest share of activity stems from Shasta County (34.2%) followed by Butte County (29.5%) and Siskiyou County (7.8%). In Plumas County, there were 250 total justice-involved individuals in these categories, with the highest being 148 individuals in felony probations. In the NoRTEC region in 2017, there were a total of 7,372 individuals involved in felony probations, misdemeanor probations, or mandatory supervision.⁶



⁵ Data for this section of the report are derived from the Chief Probation Officers of California, <https://www.cpoc.org/data>.

⁶ The values for Tehama County, Del Norte, and Modoc (for Mandatory Supervision and PRCS) are left intentionally blank due to a lack of 2018 data.

	Felony Probation	Misdemeanor Probation	Mandatory Supervision	PRCS	Total
Shasta	1,976	0	156	389	2,521
Butte	1,339	272	165	401	2,177
Siskiyou	507	7	12	47	573
Tehama	N/A	N/A	N/A	N/A	N/A
Nevada	566	127	30	47	770
Lassen	126	75	8	17	226
Plumas	148	86	1	15	250
Trinity	111	17	4	13	145
Modoc	79	19	N/A	N/A	98
Del Norte	N/A	N/A	N/A	N/A	N/A
Sierra	28	15	1	1	45

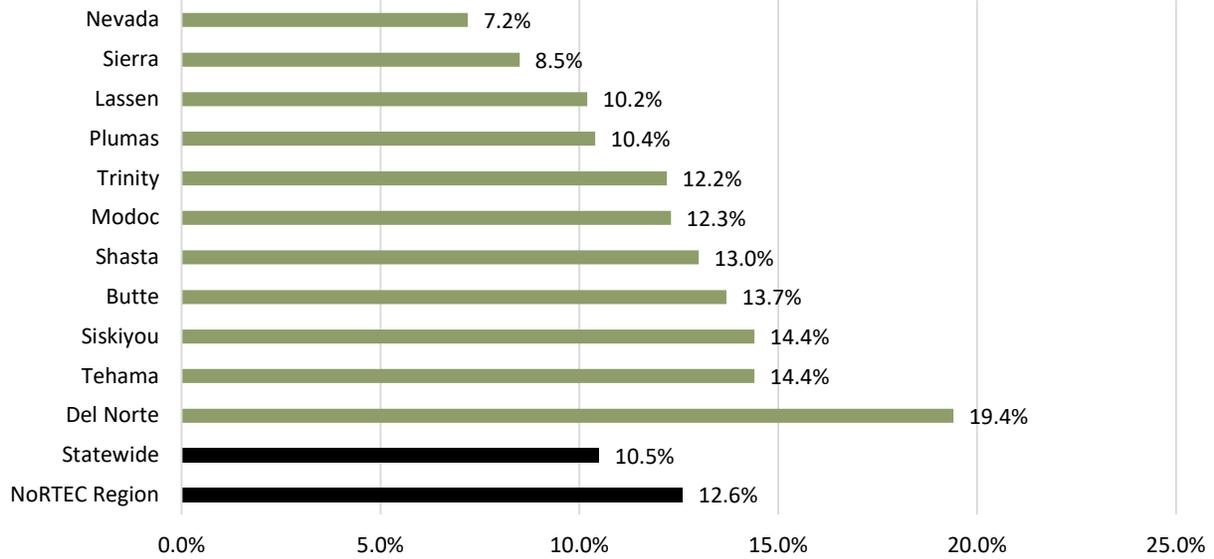
CalFresh Recipients

CalFresh, the California implementation of Supplemental Nutrition Assistance Program (SNAP), is received by larger percentage of NoRTEC area residents than statewide residents.⁷ In Plumas County, 10.4% of individuals receive CalFresh, which is more in line with the state average of 10.5%.

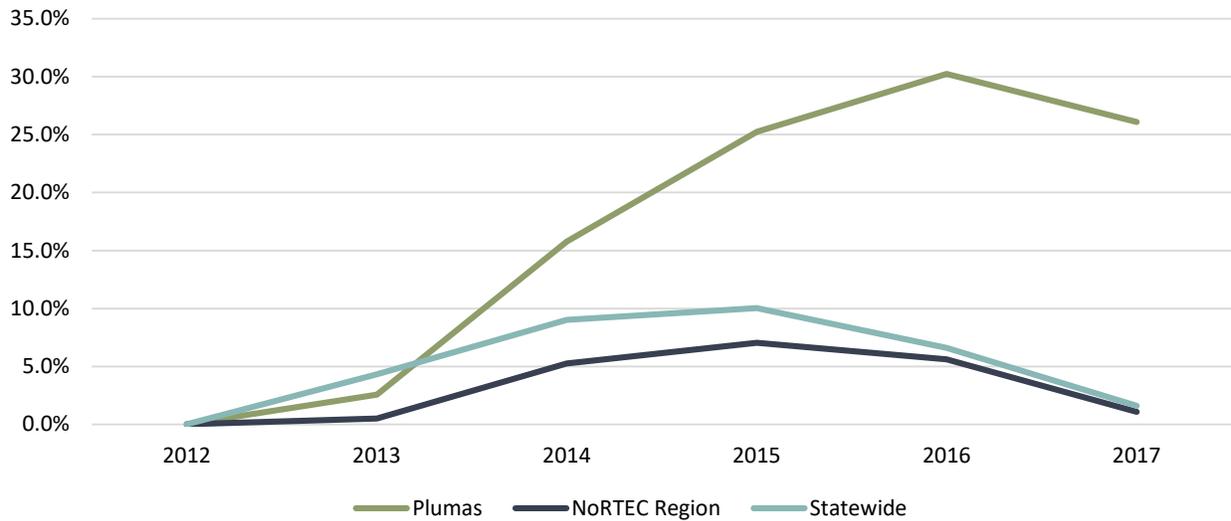
Between 2012 and 2015, the NoRTEC region experienced a rise in the number of individuals enrolled in CalFresh and then a considerable decrease between 2015 and 2017. In Plumas County, however, enrollments increased more than any other regional county in 2014 and continued increasing through 2016. The cumulative growth rate in enrollment over the five year period is nearly 10 percentage points higher in Plumas County than the next highest county in the region, at a 5 year growth rate of 26.1%.

⁷ Data for this section are derived from the California Department of Social Services, CalFresh Data Dashboard, <https://www.cdss.ca.gov/inforesources/Data-Portal/Research-and-Data/CalFresh-Data-Dashboard>.

Percent of Population Receiving CalFresh Benefits



Cumulative Growth Rate in CalFresh Enrollment 2012-2017



HUMAN CAPITAL

Labor Force

Labor Force Participation Rate
 The labor force participation rate represents the proportion of the population that is working or pursuing work, as opposed to those voluntarily not working or not pursuing work. The labor force participation rate is affected by various factors, including availability of jobs, socioeconomic composition of the population, demographics, as well as structural changes in the economy.

EMPLOYMENT IN PLUMAS COUNTY 1998-2018 ⁸		
Peak	June 2002 (10,403)	December 2018 (6,865 – 34% lower)
Trough	January 2017 (6,341)	December 2018 (6,865 – 8% higher)
December 2018	Employment: 6,865 Labor Force: 7,508 Unemployment rate: 8.6%	

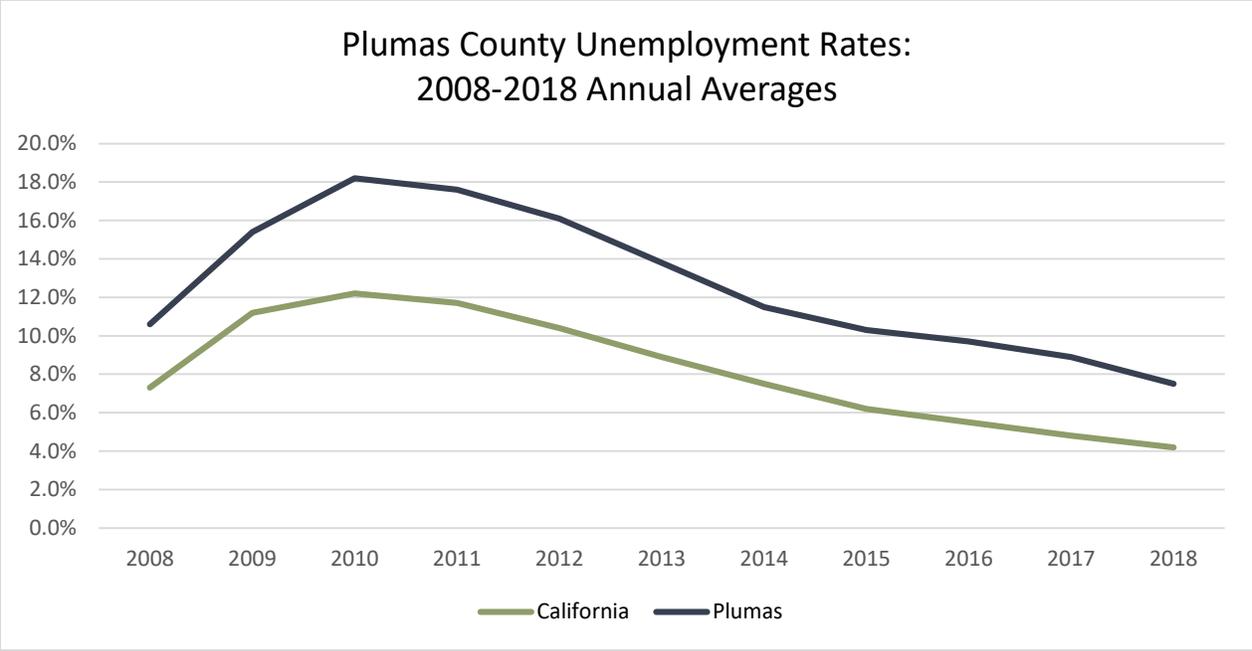
Labor force statistics include both the employed and the unemployed, excluding only those who have stopped looking for work (discouraged workers) and those who are voluntarily not in the labor force. In December 2018, 7,508 individuals participated in the Plumas County labor force, of these, 6,865 were employed and 643 were unemployed.⁹ Over the last 20 years, employment in the county was at its highest in June 2002 and lowest in January 2017. As of December 2018, the unemployment rate was 8.6%, more than double the unemployment rate of California (4.1%) and the United States (3.9%).

Labor Force Participation Rate

The labor force participation rate is sensitive to demographic changes because participation rates vary across age, gender, income and race/ethnicity.¹⁰ The national labor force participation rate has decreased since 2000, a trend that is expected to continue in the next decade in part due to the aging of the baby-boomer generation. In 2000, baby boomers were the heart of the workforce. However, as this large group of individuals moves closer to retirement, the overall workforce participation rate decreases. It is worth mentioning that the participation rate of older workers has been increasing in the past ten years, but it is still significantly lower than those of the young adult and middle-aged groups.

Workers in older age brackets and those who are retirement age, compose a considerable proportion of Plumas County’s population. The older worker population (55 to 64 years of age) was estimated to be 3,447 in 2018, which is equivalent to 18.5% of the county’s population. A large number of these older workers are expected to retire in the next ten years. Even more notably, those who are 65 years and older were estimated to total 5,323, equivalent to 28.6% of the county’s population.

⁸ U.S. Bureau of Labor Statistics, 1998.4-2018.4. <http://www.bls.gov/data/>
⁹ December of 2018 was used as comparison throughout the 1998-2008 timeframe.
¹⁰ For example, in 2015 the national labor force participation rate for individuals older than age 54 (40.0%) was significantly lower than for those between the ages of 25 and 54 (81.3%).



Generally, unemployment tends to spike during recessions and following major layoffs, eventually settling to a more normal and stable rate as individuals adjust to the new availability of employment opportunities. Prolonged periods of unusually high unemployment are typically a signal that the supply of workers is not in balance with demand for workers.

Since 2012, Plumas County’s unemployment rate has continued to decline to an average of 7.5% in 2018. The unemployment rate for Plumas County and the state of California have followed similar trends over the last 10 years, however, the rate in Plumas County has consistently stayed three to four percentage points higher over than period.

INDUSTRY SECTOR ANALYSIS

To this point, the analysis of Plumas County has focused on the socioeconomic characteristics of the region's population. Socioeconomic data are useful in understanding the economy, but to truly comprehend economic dynamics we must also analyze industry data. Industry data are classified according to the types of goods and services that are rendered by businesses. These data indicate past and projected growth trends by sector and reveal sectors in which Plumas County is well suited to be competitive.

A chart and several tables are displayed related to industry data. Each of the figures provide data that descend in order according to 2018 employment. Other data displayed include: employment growth over the past five years, forecasted growth over the next five years, growth due to competitive effect (CE), and location quotient (LQ).

The *competitive effect* helps to determine the amount of job growth that occurred due to the county's competitive advantages as compared to the national growth in general and the national growth rate for each sector. In other words, a positive number indicates that the county experienced more growth than was expected.

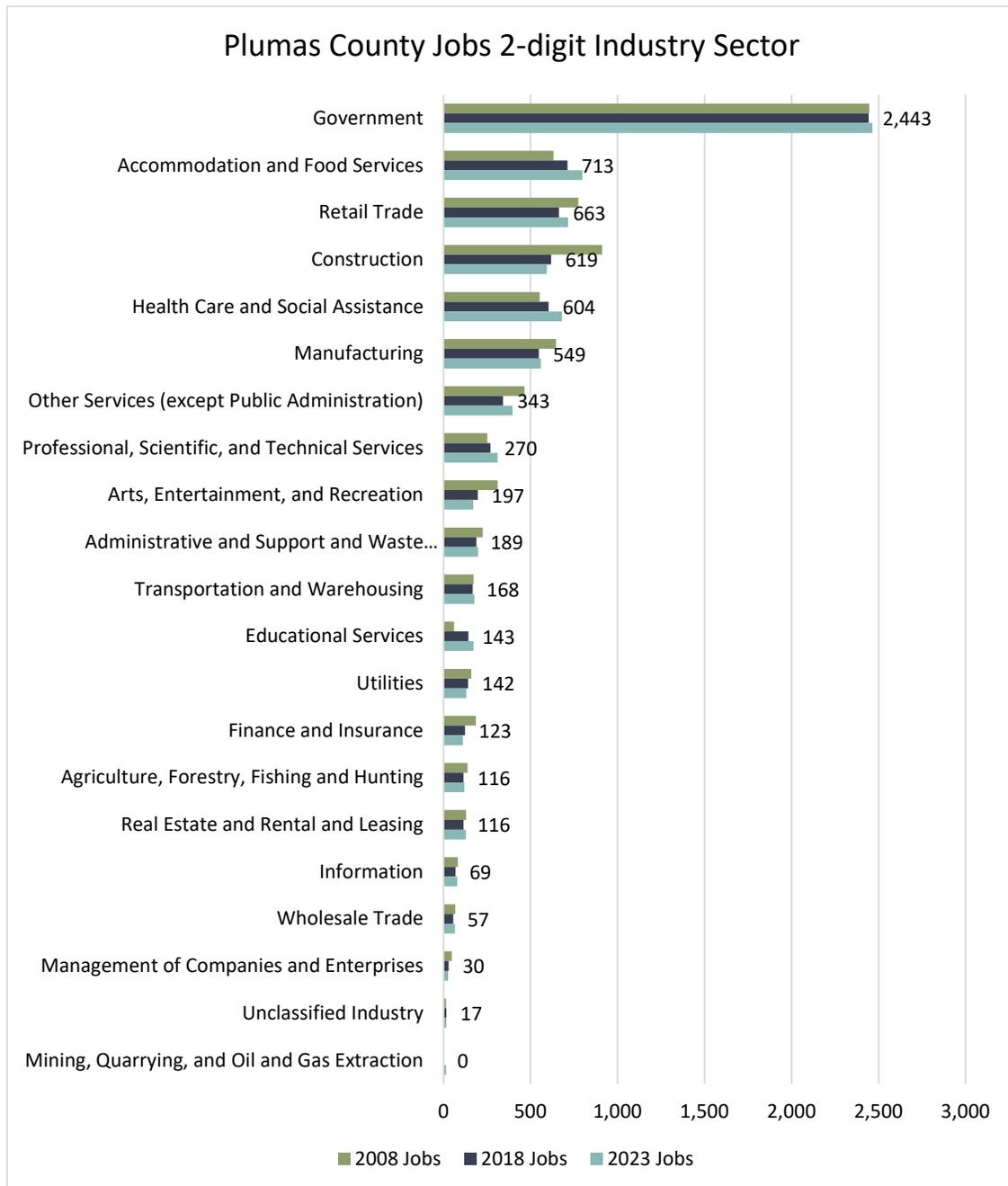
Location Quotient (LQ) measures how concentrated or specialized an industry is in a particular county and helps to demonstrate what makes a particular county's economy unique. A number greater than 1.25 indicates that the particular sector is considerably more concentrated than the national average. It also typically indicates that local demand for the products and/or services produced by that industry have been met and the industry is likely exporting products and/or services outside of the county. In other words, these may be industries that are bringing money into the county, rather than circulating money already present within the county.¹¹

¹¹ Data from this section are from Economic Modeling Specialists International (EMSI), 2019.2 Class of Worker.

Industry Mix

The broad industry sectors in Plumas County employing the most workers are Government (2,443; 32.2%); Accommodation and Food Services (713, 9.4%); Retail Trade (663, 8.8%); and Construction (619, 8.2%).

Each of the above-mentioned sectors have grown over the last five years. Government added 86 jobs between 2013-2018. Accommodation and Food Services added the most with 164 jobs, or 36.8% of the county's overall growth. Retail Trade and Construction also each grew, by 51 and 52 jobs, respectively.



Looking deeper into job change in the county, competitive effect reveals how many jobs were created or retained due uniquely to characteristics of Plumas County. According to these data, Accommodation and Food Services is the strongest (adding 92 jobs due to competitive effect). Others that performed better in Plumas County than other regions in the United States include Government (40); Other Services (except Public Administration) (40); and Agriculture, Forestry, Fishing and Hunting (32).

Industries with the strongest location quotient score in Plumas County include Utilities, Government, Forestry, Fishing and Hunting; Government; Arts, Entertainment, and Recreation; and Construction.

Industry	2013 Jobs	2018 Jobs	Change 2013 – 2018	% Change 2013-2018	Change 2018-2023	% Change 2018-2023	2018 LQ	Comp. Effect
Government	2,357	2,443	86	4%	22	1%	2.14	40
Accommodation and Food Services	549	713	164	30%	85	12%	1.09	92
Retail Trade	612	663	51	8%	52	8%	0.87	22
Construction	567	619	52	9%	(24)	(4%)	1.47	(50)
Health Care and Social Assistance	677	604	(73)	(11%)	78	13%	0.63	(145)
Manufacturing	509	549	40	8%	10	2%	0.92	14
Other Services (except Public Administration)	285	343	58	20%	54	16%	0.95	40
Professional, Scientific, and Technical Services	218	270	52	24%	41	15%	0.55	24
Arts, Entertainment, and Recreation	238	197	(41)	(17%)	(26)	(13%)	1.50	(76)
Administrative and Support and Waste Management and Remediation Services	190	189	(1)	(1%)	10	5%	0.40	(21)
Transportation and Warehousing	161	168	7	4%	10	6%	0.61	(27)
Educational Services	106	143	37	35%	30	21%	0.74	27
Utilities	158	142	(16)	(10%)	(11)	(8%)	5.45	(19)
Finance and Insurance	136	123	(13)	(10%)	(12)	(10%)	0.40	(22)
Agriculture, Forestry, Fishing and Hunting	83	116	33	40%	4	3%	1.30	32
Real Estate and Rental and Leasing	102	116	14	14%	12	10%	0.90	2
Information	64	69	5	8%	10	14%	0.50	2
Wholesale Trade	60	57	(3)	(5%)	9	16%	0.20	(4)
Management of Companies and Enterprises	28	30	2	7%	(4)	(13%)	0.28	(2)
Unclassified Industry	15	17	2	13%	0	0%	1.64	(3)
Mining, Quarrying, and Oil and Gas Extraction	15	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	0.32	(2)

Key Industries

The following table shows the 20 largest 4-digit NAICS industries in terms of employment in Plumas County in 2018. Between 2013 and 2018, 13 of the top 20 industries added jobs. Local Government, Excluding Education and Hospitals added the most jobs with 184, followed by Individual and Family Services (122), Traveler Accommodation (68), and Grocery Stores (64). Projections into the next five years show that those same industries that experienced a decline in the last five years are expected to continue declining with the addition of Sawmills and Wood Preservation (-9) and Residential Building Construction (-29).

Industry	2018 Jobs	Change 2013-2018	% Change 2013-2018	Projected Change 2018-2023	Projected % Change 2018-2023
Education and Hospitals (Local Government)	1,184	(55)	(4%)	(17)	(1%)
Local Government, Excluding Education and Hospitals	828	184	29%	80	10%
Sawmills and Wood Preservation	460	26	6%	(9)	(2%)
Restaurants and Other Eating Places	383	43	13%	18	5%
Federal Government, Civilian	359	(54)	(13%)	(40)	(11%)
Individual and Family Services	349	122	54%	93	27%
Grocery Stores	257	64	33%	37	14%
Residential Building Construction	205	18	10%	(29)	(14%)
Traveler Accommodation	186	68	58%	42	23%
Other Specialty Trade Contractors	158	(12)	(7%)	(5)	(3%)
Other Amusement and Recreation Industries	156	(54)	(26%)	(34)	(22%)
Elementary and Secondary Schools	123	63	105%	31	25%
Electric Power Generation, Transmission and Distribution	117	(32)	(21%)	(12)	(10%)
Child Day Care Services	108	(8)	(7%)	(8)	(7%)
Services to Buildings and Dwellings	100	(9)	(8%)	(4)	(4%)
RV (Recreational Vehicle) Parks and Recreational Camps	98	44	81%	22	22%
Building Equipment Contractors	83	10	14%	0	0%
Building Finishing Contractors	74	26	54%	7	9%
Business, Professional, Labor, Political, and Similar Organizations	65	49	306%	36	55%
Gasoline Stations	65	12	23%	6	9%

OCCUPATION ANALYSIS

An examination of occupational demand is separate and distinct from industry analysis because industries require a mix of occupations to function. For example, the Manufacturing sector employs occupations that might be traditionally defined as “manufacturing occupations” – called Production occupations at the broadest level of occupation classification. The Manufacturing sector, however, also employs managers, accountants, maintenance and repair personnel, and many other occupational categories necessary for the industry’s operation. As a workforce development board, NoRTEC’s mission is to serve individual job seekers and businesses more than driving forward industry-specific economic development. As such, it’s important to understand the specific occupational roles that are required to keep local businesses functioning.

The occupational analysis that follows provides a view of the most critical occupations within the region from an overarching economic perspective and specifically related to some of the key industries that were highlighted previously.

Occupational Groups

Plumas County’s top 2-digit Standard Occupational Classification (SOC) System categories include:

- Office and Administrative Support Occupations (947)
- Education, Training, and Library Occupations (671)
- Sales and Related Occupations (583)
- Construction and Extraction Occupations (566)
- Food Preparation and Serving Related Occupations (556)

The median hourly earnings for all occupations range from \$11.83/hr. for Food Preparation and Serving Related Occupations to \$35.33/hr. for Legal Occupations.

As noted in the industry analysis section, location quotient scores can indicate fields where the county has a strong competitive advantage over other regions in United States. Occupational categories where Plumas County has a strong concentration of workers (above an LQ of 1.25) include

- Life, Physical, and Social Science Occupations (3.10)
- Farming, Fishing, and Forestry Occupations (2.29)
- Protective Service Occupations (1.65)
- Construction and Extraction Occupations (1.63)
- Education, Training, and Library Occupations (1.56)
- Personal Care and Service Occupations (1.50)

These are the occupation groups for which the region is highly specialized.

Broad Occupation Mix

Occupation	2018 Employment	% of Total Employment	Median Hourly Earning	2018 Location Quotient
Office and Administrative Support Occupations	947	12.5%	\$16.85	0.86
Education, Training, and Library Occupations	671	8.9%	\$21.13	1.56
Sales and Related Occupations	583	7.7%	\$13.14	0.78
Construction and Extraction Occupations	566	7.5%	\$17.46	1.63
Food Preparation and Serving Related Occupations	556	7.3%	\$11.83	0.88
Transportation and Material Moving Occupations	522	6.9%	\$18.04	1.01
Personal Care and Service Occupations	489	6.5%	\$12.42	1.50
Management Occupations	456	6.0%	\$30.19	1.07
Healthcare Practitioners and Technical Occupations	402	5.3%	\$34.84	0.96
Installation, Maintenance, and Repair Occupations	349	4.6%	\$21.70	1.17
Building and Grounds Cleaning and Maintenance Occupations	319	4.2%	\$12.87	1.15
Production Occupations	291	3.8%	\$19.95	0.66
Protective Service Occupations	280	3.7%	\$25.08	1.65
Business and Financial Operations Occupations	257	3.4%	\$27.56	0.66
Life, Physical, and Social Science Occupations	193	2.5%	\$19.73	3.10
Healthcare Support Occupations	145	1.9%	\$15.18	0.71
Community and Social Service Occupations	137	1.8%	\$20.37	1.09
Farming, Fishing, and Forestry Occupations	130	1.7%	\$17.79	2.29
Arts, Design, Entertainment, Sports, and Media Occupations	107	1.4%	\$20.44	0.76
Architecture and Engineering Occupations	66	0.9%	\$31.68	0.52
Computer and Mathematical Occupations	66	0.9%	\$29.51	0.30
Legal Occupations	33	0.4%	\$35.33	0.53
Military-only occupations	14	0.2%	\$19.94	0.29

Top Occupations by Employment

The following table displays the top occupational by total employment for the slightly more specific group of 4-digit Standard Occupational Classification (SOC) Codes. Median hourly earnings for these occupations range from \$11.53 for Cashiers to \$37.78 for Registered Nurses. Personal Care Aides experienced the greatest growth in jobs over the last five years, adding 73 jobs, followed by Elementary and Middle School Teachers (42); Cashiers (34); and Secondary School Teachers (29). Out of these top 20 occupations, all that grew in the last five years are also projected to grow in the next five years except for one – Carpenters.

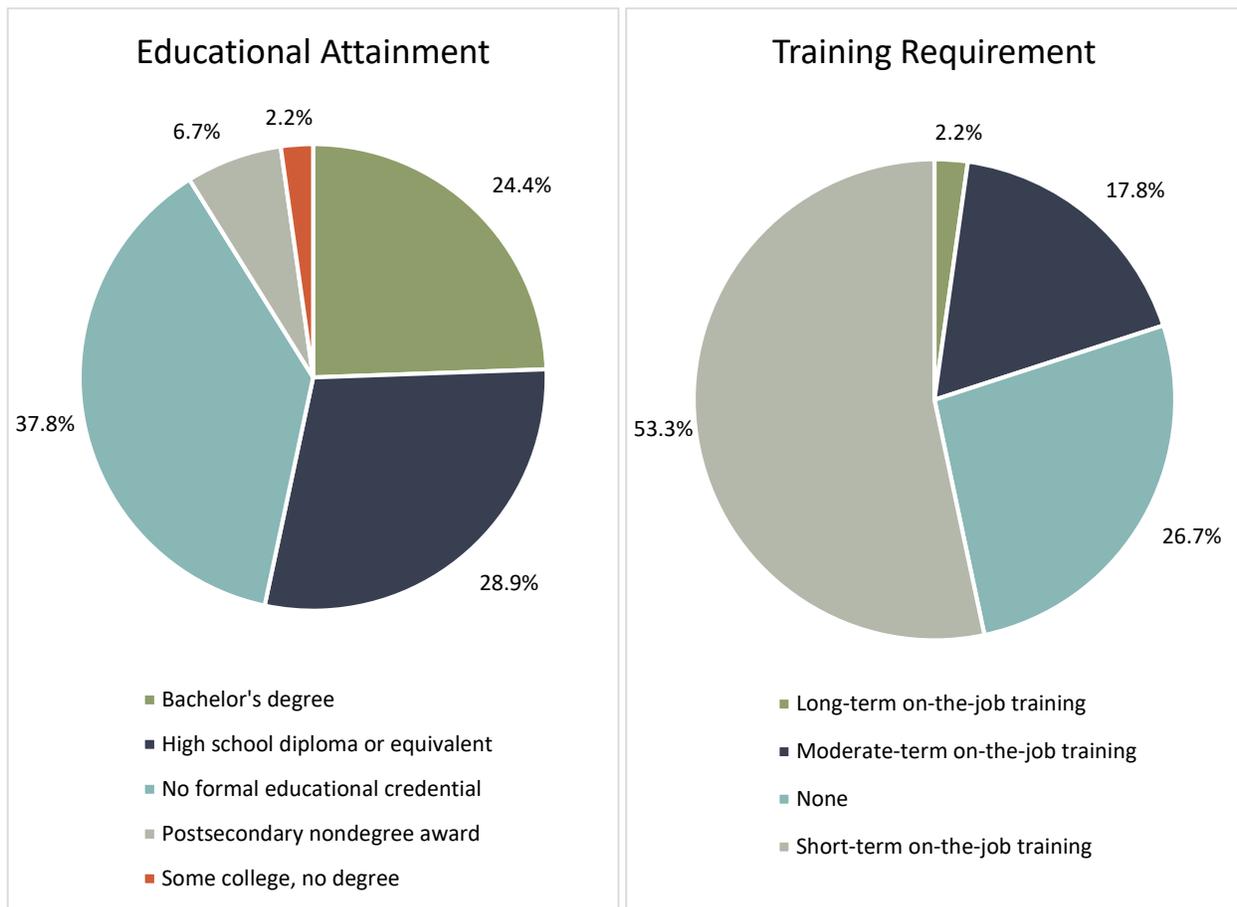
Occupations that experienced declines in employment over the past five years include Building Cleaning Workers (9); Registered Nurses (18); Office Clerks, General (4); Miscellaneous Life, Physical, and Social Science Technicians (7); and Grounds Maintenance Workers (5). Only two of those occupations are projected to experience declines in employment over the next five years (Registered Nurses and Miscellaneous Life, Physical, and Social Science Technicians).

Occupation	2018 Employment	Change 2013-2018		Projected Change 2018-2023		Projected Annual Openings	Median Hourly Earnings
Cashiers	228	34	18%	19	8%	45	\$11.53
Secretaries and Administrative Assistants	212	4	2%	2	1%	27	\$17.07
Personal Care Aides	194	73	60%	53	27%	37	\$12.56
Building Cleaning Workers	187	(9)	(5%)	12	6%	29	\$11.80
Laborers and Material Movers, Hand	161	6	4%	7	4%	25	\$14.06
Miscellaneous Teachers and Instructors	152	23	18%	10	7%	23	\$15.22
Elementary and Middle School Teachers	141	42	42%	19	13%	18	\$33.72
Driver/Sales Workers and Truck Drivers	140	24	21%	15	11%	18	\$20.86
Cooks	135	8	6%	7	5%	23	\$12.89
Registered Nurses	134	(18)	(12%)	(2)	(1%)	8	\$37.78
Office Clerks, General	133	(4)	(3%)	2	2%	18	\$15.45
Miscellaneous Life, Physical, and Social Science Technicians	132	(7)	(5%)	(11)	(8%)	18	\$17.05
Teacher Assistants	126	18	17%	8	6%	16	\$14.53
Construction Laborers	114	13	13%	0	0%	14	\$14.08
Carpenters	110	10	10%	(13)	(12%)	12	\$15.54
Waiters and Waitresses	109	14	15%	7	6%	23	\$12.14
Grounds Maintenance Workers	109	(5)	(4%)	3	3%	15	\$13.62
Secondary School Teachers	103	29	39%	11	11%	13	\$28.44
General and Operations Managers	102	13	15%	9	9%	10	\$34.68
Maintenance and Repair Workers, General	98	17	21%	12	12%	12	\$17.05

Education & Training Requirements for High Demand Jobs

The top high demand jobs in Plumas County include Personal Care Aides; Cashiers; Heavy and Tractor-Trailer Truck Drivers; Elementary School Teachers, Except Special Education; and Maintenance and Repair Workers, General. Of all top high demand jobs, about one third require some type of postsecondary educational attainment. Nearly 75% also require some type of on-the-job-training, with the largest portion (more than 50%) requiring short-term on-the-job training.

Average hourly earnings for high demand jobs range from \$11.40/hr. for Combined Food Preparation and Serving Workers, Including Fast Food to \$41.64/hr. for General and Operations Managers. Over half of the high demand jobs earn an hourly wage above \$15.00/hr.



Description	2023 Jobs	Change 2018 - 2023	Annual Openings	Avg. Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
Personal Care Aides	247	53	41	\$13.31	High school diploma or equivalent	Short-term on-the-job training
Cashiers	246	19	48	\$12.60	No formal educational credential	Short-term on-the-job training
Heavy and Tractor-Trailer Truck Drivers	122	14	15	\$23.10	Postsecondary nondegree award	Short-term on-the-job training
Elementary School Teachers, Except Special Education	138	14	12	\$35.07	Bachelor's degree	None
Maintenance and Repair Workers, General	110	12	12	\$18.12	High school diploma or equivalent	Moderate-term on-the-job training
Stock Clerks and Order Fillers	79	11	11	\$14.08	High school diploma or equivalent	Short-term on-the-job training
Maids and Housekeeping Cleaners	121	11	18	\$11.99	No formal educational credential	Short-term on-the-job training
Secondary School Teachers, Except Special and Career/Technical Education	106	10	9	\$29.64	Bachelor's degree	None
General and Operations Managers	111	9	10	\$41.64	Bachelor's degree	None
Substitute Teachers	146	9	17	\$16.45	Bachelor's degree	None
Combined Food Preparation and Serving Workers, Including Fast Food	95	8	18	\$11.56	No formal educational credential	Short-term on-the-job training
Teacher Assistants	134	8	15	\$15.26	Some college, no degree	None
Waiters and Waitresses	116	7	23	\$17.07	No formal educational credential	Short-term on-the-job training
Social and Human Service Assistants	47	7	6	\$21.86	High school diploma or equivalent	Short-term on-the-job training
Cooks, Restaurant	84	6	13	\$14.13	No formal educational credential	Moderate-term on-the-job training
Hotel, Motel, and Resort Desk Clerks	29	6	5	\$13.14	High school diploma or equivalent	Short-term on-the-job training
Police and Sheriff's Patrol Officers	58	6	5	\$37.61	High school diploma or equivalent	Moderate-term on-the-job training

Description	2023 Jobs	Change 2018 - 2023	Annual Openings	Avg. Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
Firefighters	73	6	6	\$22.08	Postsecondary nondegree award	Long-term on-the-job training
Operating Engineers and Other Construction Equipment Operators	79	5	9	\$24.51	High school diploma or equivalent	Moderate-term on-the-job training
Middle School Teachers, Except Special and Career/Technical Education	21	4	2	\$36.07	Bachelor's degree	None

Industry and Occupation Connections

Industries drive economic growth, but the fuel that enables those industries to function are its workforce. Considering the importance of talent to supporting key regional industries, it is worth exploring the connections between significant industries and the occupations that are most critical to those industries.

The following table identifies the top ten high demand occupations by 5-digit SOC codes and how they are connected to some of the region's key industries (2-digit NAICS). Note that six of the top ten occupations are tied to the Government industry.

Connection between Top Occupations and Key Industries	
Top Occupation	Key Industries
Personal Care Aides	<ul style="list-style-type: none"> Health Care and Social Assistance
Cashiers	<ul style="list-style-type: none"> Retail Trade Accommodation and Food Services
Heavy and Tractor-Trailer Truck Drivers	<ul style="list-style-type: none"> Transportation and Warehousing Manufacturing Construction
Elementary School Teachers, Except Special Education	<ul style="list-style-type: none"> Government Educational Services
Maintenance and Repair Workers, General	<ul style="list-style-type: none"> Government Accommodation and Food Services Real Estate and Rental and Leasing
Stock Clerks and Order Fillers	<ul style="list-style-type: none"> Retail Trade Accommodation and Food Services
Maids and Housekeeping Cleaners	<ul style="list-style-type: none"> Government Administrative and Support and Waste Management and Remediation Services
Secondary School Teachers, Except Special and Career/Technical Education	<ul style="list-style-type: none"> Government Educational Services
General and Operations Managers	<ul style="list-style-type: none"> Government Manufacturing Retail Trade Other Services (except Public Administration)
Substitute Teachers	<ul style="list-style-type: none"> Government

DETAILED INDUSTRY ANALYSIS

The following section provides an in-depth look at 4-digit NAICS sectors that are important to the Plumas County economy. These industry sectors include: Health Care; Manufacturing; and Tourism. For each of these sectors the top employing sub-sectors are listed by 4-digit NAICS code, as well as the staffing patterns for each sector. Staffing patterns data show the top employing occupations at the 4-digit SOC level, along with past and projected growth, competitive effect, location quotient and average earnings.

Employment for Top Health Care Industries

The largest employing Health Care sectors in Plumas County include Individual and Family Services (349 jobs); Child Day Care Services (108 jobs); and Offices of Dentists (59 jobs). The highest LQ amongst industry subsectors was Individual and Family Services, at 2.87. This subsector has added 122 jobs over the past five years and is projected to add another 93 over the next five. Only six of the included subsectors have high enough employment to show average earnings, the highest of which are found in Offices of Dentists (\$46,442) and the lowest are found in Individual and Family Services (\$21,678).

Industry	2018 Jobs	'13-'18 Change	CE '13-'18	'18-'23 Change	CE '18-'23	'18 LQ	Average Earnings
Individual and Family Services	349	122	61	93	14	2.87	\$21,678
Child Day Care Services	108	(8)	(12)	(8)	(10)	1.86	\$35,917
Offices of Dentists	59	9	5	9	3	1.28	\$46,442
Offices of Other Health Practitioners	43	(1)	(10)	1	(7)	0.88	\$40,719
Home Health Care Services	13	(11)	(15)	(1)	(4)	0.19	\$34,899
Nursing Care Facilities (Skilled Nursing Facilities)	13	(131)	(128)	Insf. Data	(10)	0.17	\$43,623
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	<10	Insf. Data	1	Insf. Data	0	0.04	Insf. Data
Community Food and Housing, and Emergency and Other Relief Services	<10	Insf. Data	(8)	Insf. Data	(0)	0.13	Insf. Data
Other Ambulatory Health Care Services	<10	Insf. Data	0	Insf. Data	(2)	0.17	Insf. Data
Medical and Diagnostic Laboratories	<10	Insf. Data	0	Insf. Data	0	0.05	Insf. Data
Vocational Rehabilitation Services	<10	Insf. Data	(44)	Insf. Data	(5)	0.37	Insf. Data
Offices of Physicians	<10	Insf. Data	0	Insf. Data	(2)	0.06	Insf. Data
Other Residential Care Facilities	0	Insf. Data	(1)	0	0	0.00	\$0
Psychiatric and Substance Abuse Hospitals	0	0	0	0	0	0.00	\$0
Outpatient Care Centers	0	Insf. Data	(2)	0	0	0.00	\$0
General Medical and Surgical Hospitals	0	0	0	0	0	0.00	\$0
Specialty (except Psychiatric and Substance Abuse) Hospitals	0	0	0	0	0	0.00	\$0

Staffing Patterns for Health Care

The top four highest employment 4-digit SOC categories for this industry sector include: Personal Care Aides (188); Childcare Workers (51); Preschool and Kindergarten Teachers (29); and Miscellaneous Healthcare Support Occupations (27). Childcare Workers was the only occupation of the four that experienced a decline in jobs over the last five years and is projected to continue to decline slightly over the next five years. Median hourly wages for Personal Care Aides and Childcare Workers are among the lowest median wages in this industry sector at \$12.56/hr. and \$12.02/hr., respectively. Dental Hygienists is the highest paid occupation in the industry (\$43.74/hr.).

Occupation	2018 Employment	Change 2013-2018		Projected Change 2018-2023		Median Hourly Earnings
Personal Care Aides	188	75	66%	53	28%	\$12.56
Childcare Workers	51	(11)	(18%)	(5)	(10%)	\$12.01
Preschool and Kindergarten Teachers	29	1	4%	0	0%	\$18.78
Miscellaneous Healthcare Support Occupations	27	3	13%	4	15%	\$16.39
Miscellaneous Community and Social Service Specialists	24	0	0%	5	21%	\$18.70
Teacher Assistants	22	0	0%	1	5%	\$14.53
Secretaries and Administrative Assistants	20	1	5%	1	5%	\$17.07
Dental Hygienists	19	4	27%	3	16%	\$43.74
Counselors	16	(1)	(6%)	3	19%	\$21.02
Nursing, Psychiatric, and Home Health Aides	16	(42)	(72%)	4	25%	\$13.27
Social and Community Service Managers	14	4	40%	2	14%	\$25.53
Social Workers	13	2	18%	3	23%	\$24.30
Therapists	10	(3)	(23%)	1	10%	\$38.81
Medical, Dental, and Ophthalmic Laboratory Technicians	<10	0	0%	0	0%	\$17.71

Employment for Top Manufacturing Industries

Sawmills and Wood Preservation is by far the top manufacturing industry in Plumas County by employment with 460 jobs, however, it is projected to decline slightly over the next five years. This industry also reports high average earnings of \$77,859. It also has a location quotient of 101.35 indicating that the industry is more than 100 times concentrated in Plumas County than the national average.

Industry	2018 Jobs	'13-'18 Change	CE '13-'18	'18-'23 Change	CE '18-'23	'18 LQ	Average Earnings
Sawmills and Wood Preservation	460	26	(9)	(9)	(18)	101.35	\$77,859
Household and Institutional Furniture and Kitchen Cabinet Manufacturing	19	7	6	3	3	1.54	\$37,847
Bakeries and Tortilla Manufacturing	15	Insf. Data	10	8	7	1.00	\$28,298
Other Wood Product Manufacturing	11	Insf. Data	7	3	3	0.95	\$32,850
Cement and Concrete Product Manufacturing	<10	Insf. Data	(4)	Insf. Data	(2)	0.31	Insf. Data
Printing and Related Support Activities	<10	Insf. Data	3	Insf. Data	1	0.25	Insf. Data
Other Nonmetallic Mineral Product Manufacturing	<10	Insf. Data	1	Insf. Data	0	0.52	Insf. Data
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	<10	Insf. Data	5	Insf. Data	2	0.44	Insf. Data
Semiconductor and Other Electronic Component Manufacturing	<10	Insf. Data	1	Insf. Data	1	0.08	Insf. Data
Other Miscellaneous Manufacturing	<10	Insf. Data	(1)	Insf. Data	2	0.52	Insf. Data

Staffing Patterns for Manufacturing

Diving deeper into the staffing patterns for the Manufacturing industry, the top occupations include Laborers and Material Movers, Hand; Logging Workers; Industrial Truck and Tractor Operators; and Miscellaneous Production Workers. Most of these positions remained relatively stable over the last five years, with the highest growth being among Logging Workers (9 added jobs) and the largest decline being among Inspectors, Testers, Sorters, Samplers, and Weighers, with only two lost jobs. Job growth over the next five years is projected to be stagnant, with a no net growth or decline among the occupations listed below.

Occupation	2018 Employment	Change 2013-2018		Projected Change 2018-2023		Median Hourly Earnings
Laborers and Material Movers, Hand	88	(1)	(1%)	0	0%	\$14.06
Logging Workers	40	9	29%	0	0%	\$20.50
Industrial Truck and Tractor Operators	39	8	26%	0	0%	\$16.53
Miscellaneous Production Workers	33	(1)	(3%)	0	0%	\$12.87
Woodworking Machine Setters, Operators, and Tenders	28	0	0%	1	4%	\$21.73
Driver/Sales Workers and Truck Drivers	23	2	10%	0	0%	\$20.86
Inspectors, Testers, Sorters, Samplers, and Weighers	17	(2)	(11%)	(1)	(6%)	\$24.08
Industrial Machinery Installation, Repair, and Maintenance Workers	17	2	13%	0	0%	\$28.48
First-Line Supervisors of Production and Operating Workers	17	3	21%	0	0%	\$26.22
General and Operations Managers	14	3	27%	0	0%	\$34.68
Miscellaneous Managers	11	4	57%	2	18%	\$19.46
Secretaries and Administrative Assistants	11	2	22%	(1)	(9%)	\$17.07
Office Clerks, General	11	2	22%	(1)	(9%)	\$15.45
Sales Representatives, Wholesale and Manufacturing	10	2	25%	0	0%	\$20.60

Employment for Top Tourism Industries

The top industry subsectors within Tourism in Plumas County include Restaurants and Other Eating Places (383 jobs); Traveler Accommodation (186 jobs); and Other Amusement and Recreation Industries (156 jobs). Average earnings for the tourism subsectors are relatively low compared to the county's median earnings. The highest earnings are found in Other Support Services (\$47,971); RV (Recreational Vehicle) Parks and Recreational Camps (\$36,888); and Other Amusement and Recreation Industries (\$34,853). The RV (Recreational Vehicle) Parks and Recreational Camps subsector has the highest location quotient (30.41), indicating a significant concentration in Plumas County.

Industry	2018 Jobs	'13-'18 Change	CE '13-18'	'18-'23 Change	CE '18-23	'18 LQ	Average Earnings
Restaurants and Other Eating Places	383	43	(4)	18	(12)	0.77	\$17,835
Traveler Accommodation	186	68	59	42	36	2.06	\$25,390
Other Amusement and Recreation Industries	156	(54)	(91)	(34)	(48)	2.32	\$34,853
RV (Recreational Vehicle) Parks and Recreational Camps	98	44	35	22	9	30.41	\$36,888
Drinking Places (Alcoholic Beverages)	32	17	16	5	5	1.73	\$14,488
Independent Artists, Writers, and Performers	22	1	(1)	2	1	1.57	\$24,841
Museums, Historical Sites, and Similar Institutions	13	Insf. Data	9	6	4	1.63	\$31,082
Special Food Services	12	(10)	(13)	0	(2)	0.32	\$23,818
Other Support Services	12	Insf. Data	7	5	4	0.78	\$47,971
Performing Arts Companies	<10	Insf. Data	(1)	Insf. Data	0	0.10	Insf. Data

Staffing Patterns for Tourism¹²

Within the Tourism industry in Plumas County, the top occupations include Cooks (109 jobs); Waiters and Waitresses (106 jobs); Building Cleaning Workers (76 jobs); Fast Food and Counter Workers (71 jobs); and Dishwashers (46 jobs). Each of these top five occupations experienced growth in the last five years and is projected to continue growing in the next five years.

Median hourly earnings for Tourism occupations ranged from \$10.81/hr. for Dining Room and Cafeteria Attendants and Bartender Helpers to \$34.68 for General and Operational Managers. The earnings range band for this industry are lower than the other two target industry sectors.

Occupation	2018 Employment	Change 2013-2018		Projected Change 2018-2023		Median Hourly Earnings
Cooks	109	15	16%	5	5%	\$12.89
Waiters and Waitresses	106	14	15%	7	7%	\$12.14
Building Cleaning Workers	76	25	49%	16	21%	\$11.80
Fast Food and Counter Workers	71	7	11%	5	7%	\$11.24
Dishwashers	46	3	7%	2	4%	\$11.46
Miscellaneous Entertainment Attendants and Related Workers	34	1	3%	(4)	(12%)	\$11.69
Recreation and Fitness Workers	30	0	0%	(1)	(3%)	\$15.49
Bartenders	30	9	43%	3	10%	\$12.52
Supervisors of Food Preparation and Serving Workers	29	2	7%	2	7%	\$14.11
Grounds Maintenance Workers	27	(2)	(7%)	0	0%	\$13.62
Dining Room and Cafeteria Attendants and Bartender Helpers	27	5	23%	2	7%	\$10.81
Maintenance and Repair Workers, General	26	10	63%	5	19%	\$17.05
Hotel, Motel, and Resort Desk Clerks	23	9	64%	5	22%	\$12.97
Food Preparation Workers	22	0	0%	2	9%	\$12.32
Cashiers	22	2	10%	0	0%	\$11.53
General and Operations Managers	15	4	36%	1	7%	\$34.68
Food Service Managers	14	(5)	(26%)	0	0%	\$13.68
Athletes, Coaches, Umpires, and Related Workers	14	(4)	(22%)	(2)	(14%)	\$20.94
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	14	3	27%	1	7%	\$11.86
Counter and Rental Clerks and Parts Salespersons	10	(1)	(9%)	0	0%	\$13.17

¹² The Tourism industry crosses over several industries, including NAICS 48 (Transportation and Warehousing); 56 (Administrative and Support Services); 71 (Arts, Entertainment, and Recreation; and 72 (Accommodation and Food Services).

APPENDIX

Data Sources and Glossary of Key Terms

Data Sources

All data and analysis for this report are directly or indirectly derived from information provided by either the U.S. Bureau of the Census or U.S. Bureau of Labor Statistics:

- Economic Modeling Specialists International (EMSI), 2018.4 Class of Worker data (based on the U.S. Quarterly Census of Employment and Wages) and general demographic estimates
- U.S. Census American Community Survey 2012-2016 Estimates
- U.S. Census OnTheMap

Competitive Effect

Used in conjunction with "Shift-Share Analysis" techniques¹³, *The Competitive Effect* metric seeks to isolate the influence of local dynamics from the influence of non-local factors on industries' employment growth or decline. A positive number indicates that the study area experienced more growth within a particular industry than would have been expected from non-local trends; the magnitude of *The Competitive Effect* indicates the strength of the purely local influence on the industry's employment change.

Location Quotient

Location Quotient (LQ) measures the relative importance of an industry's employment to a particular region, and uses the straightforward formula:

$$LQ = [\% \text{ of total local employment} / \% \text{ of total national employment}]$$

Location Quotients are one of the most common and important indicators of local economic characteristics; LQ's greater than 1.25 are typically considered to be the threshold for identifying an industry as especially relatively strong.

NAICS Codes (The North American Industry Classification System)

NAICS is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. The numbering structure is hierarchical in nature, meaning that fewer digits are broader in their meaning, while longer (up to six) digits provide greater specificity.

¹³ Shift share is a standard regional analysis method that attempts to determine how much of regional job growth can be attributed to national trends and how much is due to unique regional factors. Shift share helps answer why employment is growing or declining in a regional industry, cluster, or occupation.

SOC Codes (Standard Occupational Classification)

The 2000 Standard Occupational Classification (SOC) System was developed in response to a growing need for a universal occupational classification system. Such a classification system allows government agencies and private industry to produce comparable data. Users of occupational data include government program managers, industrial and labor relations practitioners, students considering career training, job seekers, vocational training schools, and employers wishing to set salary scales or locate a new plant. It is used by federal agencies collecting occupational data, providing a standard means to compare such data across agencies. It is designed to cover all occupations in which work is performed for pay or profit, reflecting the current occupational structure in the United States.

As with NAICS, the SOC coding structure is hierarchical, with fewer digits provide broad data (occupational categories), while larger provide more specific data (specific professions).

Industry Sector Definitions

Health Care

NAICS	Description
6241	Individual and Family Services
6211	Offices of Physicians
6214	Outpatient Care Centers
6212	Offices of Dentists
6242	Community Food and Housing, and Emergency and Other Relief Services
6244	Child Day Care Services
6213	Offices of Other Health Practitioners
6219	Other Ambulatory Health Care Services
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly
6215	Medical and Diagnostic Laboratories
6216	Home Health Care Services
6243	Vocational Rehabilitation Services
6239	Other Residential Care Facilities
6222	Psychiatric and Substance Abuse Hospitals
6221	General Medical and Surgical Hospitals
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals
6231	Nursing Care Facilities (Skilled Nursing Facilities)
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities

Manufacturing

NAICS	Description
3111	Animal Food Manufacturing
3112	Grain and Oilseed Milling
3113	Sugar and Confectionery Product Manufacturing
3114	Fruit and Vegetable Preserving and Specialty Food Manufacturing
3115	Dairy Product Manufacturing
3116	Animal Slaughtering and Processing
3117	Seafood Product Preparation and Packaging
3118	Bakeries and Tortilla Manufacturing
3119	Other Food Manufacturing
3121	Beverage Manufacturing
3122	Tobacco Manufacturing
3131	Fiber, Yarn, and Thread Mills
3132	Fabric Mills
3133	Textile and Fabric Finishing and Fabric Coating Mills
3141	Textile Furnishings Mills
3149	Other Textile Product Mills
3151	Apparel Knitting Mills
3152	Cut and Sew Apparel Manufacturing

NAICS	Description
3159	Apparel Accessories and Other Apparel Manufacturing
3161	Leather and Hide Tanning and Finishing
3162	Footwear Manufacturing
3169	Other Leather and Allied Product Manufacturing
3211	Sawmills and Wood Preservation
3212	Veneer, Plywood, and Engineered Wood Product Manufacturing
3219	Other Wood Product Manufacturing
3221	Pulp, Paper, and Paperboard Mills
3222	Converted Paper Product Manufacturing
3231	Printing and Related Support Activities
3241	Petroleum and Coal Products Manufacturing
3251	Basic Chemical Manufacturing
3252	Resin, Synthetic Rubber, and Artificial and Synthetic Fibers and Filaments Manufacturing
3253	Pesticide, Fertilizer, and Other Agricultural Chemical Manufacturing
3254	Pharmaceutical and Medicine Manufacturing
3255	Paint, Coating, and Adhesive Manufacturing
3256	Soap, Cleaning Compound, and Toilet Preparation Manufacturing
3259	Other Chemical Product and Preparation Manufacturing
3261	Plastics Product Manufacturing
3262	Rubber Product Manufacturing
3271	Clay Product and Refractory Manufacturing
3272	Glass and Glass Product Manufacturing
3273	Cement and Concrete Product Manufacturing
3274	Lime and Gypsum Product Manufacturing
3279	Other Nonmetallic Mineral Product Manufacturing
3311	Iron and Steel Mills and Ferroalloy Manufacturing
3312	Steel Product Manufacturing from Purchased Steel
3313	Alumina and Aluminum Production and Processing
3314	Nonferrous Metal (except Aluminum) Production and Processing
3315	Foundries
3321	Forging and Stamping
3322	Cutlery and Handtool Manufacturing
3323	Architectural and Structural Metals Manufacturing
3324	Boiler, Tank, and Shipping Container Manufacturing
3325	Hardware Manufacturing
3326	Spring and Wire Product Manufacturing
3327	Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing
3328	Coating, Engraving, Heat Treating, and Allied Activities
3329	Other Fabricated Metal Product Manufacturing

Tourism

NAICS	Description
7225	Restaurants and Other Eating Places
4841	General Freight Trucking
4931	Warehousing and Storage
7211	Traveler Accommodation
4842	Specialized Freight Trucking
5617	Services to Buildings and Dwellings
7113	Promoters of Performing Arts, Sports, and Similar Events
4922	Local Messengers and Local Delivery
5629	Remediation and Other Waste Management Services
5611	Office Administrative Services
7139	Other Amusement and Recreation Industries
4884	Support Activities for Road Transportation
7115	Independent Artists, Writers, and Performers
5614	Business Support Services
7224	Drinking Places (Alcoholic Beverages)
5616	Investigation and Security Services
5619	Other Support Services
7223	Special Food Services
5621	Waste Collection
4821	Rail Transportation



2024 Q1 North State Jobs Data

To better understand the “on-the-ground” talent needs, data has been gleaned from job postings information as published on the North State Jobs website for 2024 Q2 (April – June 2024). This job posting site provides employers the opportunity to post jobs and recruit talent from across the NoRTEC region. To learn more, visit: <https://northstatejobs.com>.

Job Postings by County, Apr. 2024 – June 2024

Butte	147
Del Norte	48
Lassen	51
Modoc	47
Nevada	68
Plumas	28
Shasta	175
Sierra	13
Siskiyou	21
Tehama	95
Trinity	35

*Note: employers can select more than one county for each job posting. This table includes each selection as reported by North State Jobs.

Job Postings by Job Type, Apr. 2024 – June 2024

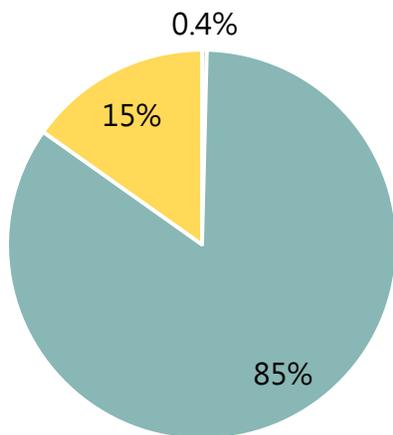
Full-Time	551
Part-Time	127
Temporary	21
Seasonal	30
On-Call	0
Per Diem	2
Internship	0
Project-Based Position	0

*Note: employers can select more than one job type for each job posting. This table includes each selection as reported by North State Jobs.

Job Postings by Required Education, Apr. 2024 – June 2024

None	259
High School	214
Vocational Certificate	26
Associate Degree	35
Bachelor’s Degree	87
Master’s Degree	18
N/A (blank response)	13

Job Postings by Pay Type



■ Commission ■ Hourly ■ Salary

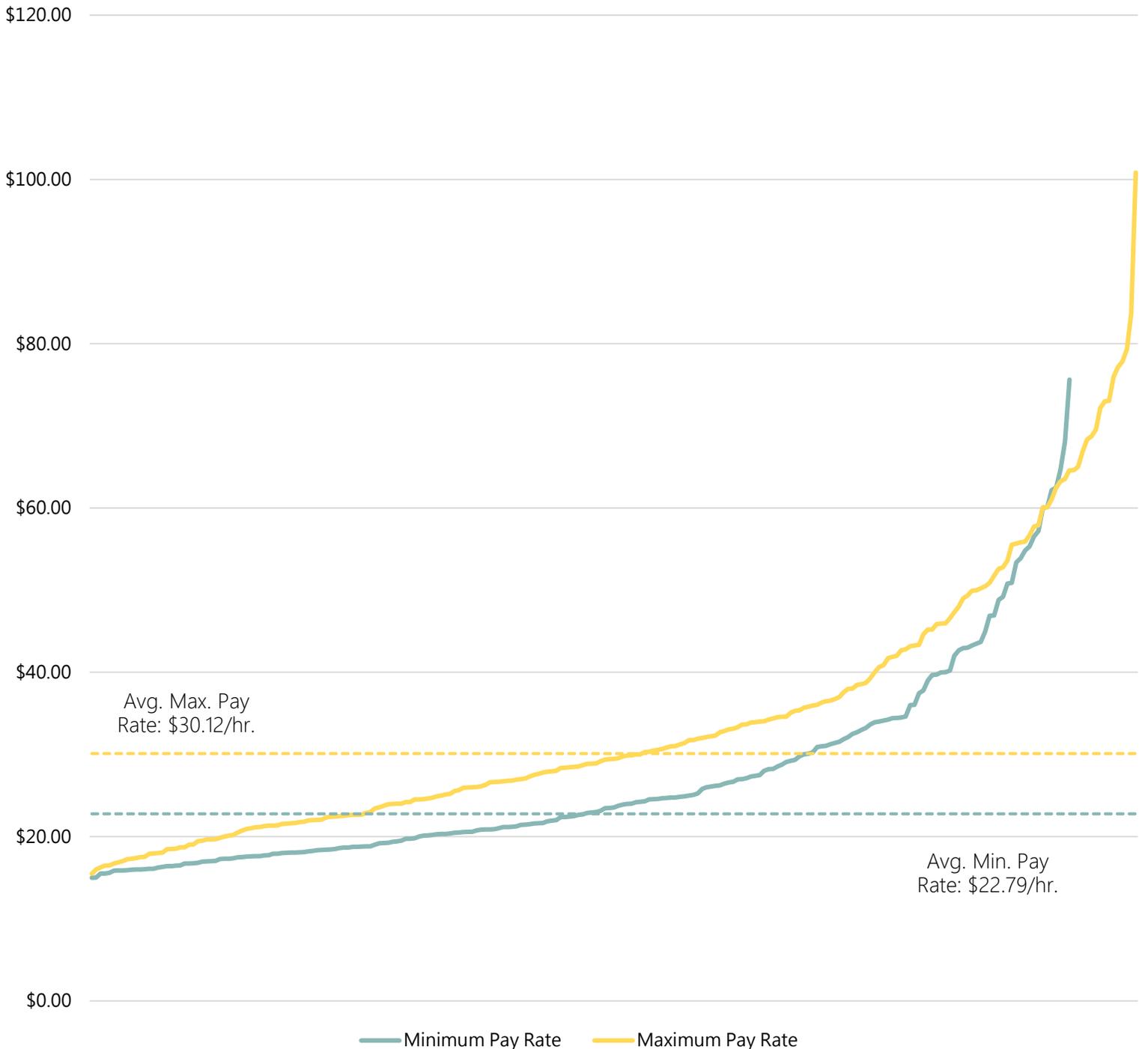


2024 Q2 North State Jobs Data

When posting jobs on the North State Jobs website, employers can choose to provide an hourly pay range. The graph below details the minimum pay range and maximum pay range for those hourly-paid jobs.

The average posted minimum wage for jobs in the second quarter of 2024 (April – June) was \$22.79. The average posted maximum wage was \$30.12.

Hourly Pay Rate by Job Postings





List of Employers Posting on North State Jobs (2024 Q2)

99 Smog and Tune-Up	Cedarville Rancheria
AAA	CGI Technical Services, Inc.
AB Medical Technologies	Chico State Enterprises
Accularm Security Systems	City of Alturas
Advantage Electric	City of Crescent City
All Star CNC Products	City of Red Bluff
Alliance for Workforce Development	City of Susanville
Allstate Insurance Company - C. Gary Ott	City of Susanville - Diamond Mountain Golf Course
Alta California Regional Center	City of Susanville Fire Department
AMain Sports & Hobbies	City of Weed
American Steel Bridge Insurance Solutions	Clear Creek Reload LLC
Anderson Mini Storage	Coast Central Credit Union
Anderson Union High School District	College of the Siskiyous
AP Air Inc	Collins Pine Company
Applied Science, Inc	Columbia Elementary School District
Arc of Butte County	Compass SLS & ILS
Artistic Endeavors	Computers for Classrooms
AVL Looms	Country Hearts RCH
B.L. Griffin Co.	Cox Real Estate Consultants Inc
Bacio Catering Company	Craftsman House, Inc
Baseload Power	CRBR
Berberian Nut Company	Crescent City Del Norte Chamber of Commerce
Best Western Plus Hilltop Inn	Curly Redwood Lodge
Bickley's Air Conditioning	Curtis Homes
Bicoastal Media	Darting Insurance Services, Inc.
Big Rock Community Services District	Dave's Landscape
Biggs Unified School District	Deja Vu Restaurant
Biggs West Gridley Water District	Del Norte County
Blach Distributing	Del Norte Resource Conservation District
Bright Futures for Youth	Del Norte Unified School District
Burns Blossom Farm	Department of Corrections and Rehabilitation
Business Connections	Department of FISCAL
Butte College	Diamond Mountain Casino & Hotel
Butte County	Dibble Creek Outpost
Butte County Department of Behavioral Health	DR Construction
Butte County Fire Safe Council	Dulce Cocina
Butte County Office Of Education	Ed Staub & Sons Petroleum
Butte County Public Works	Elijah House Foundation
Butte County Superior Court	Employment Development Department
Butte-Glenn Community College District	Empower Tehama
C&K Residential	Enklose - Butte Construction Company
California Department of Forestry & Fire Protection (CAL FIRE)	Enloe Medical Center
Cal Fresh Healthy Living UCCE	Enterprise Elementary School District
Cal Sierra Title	Evans Furniture
California Department of Consumer Affairs	Evoqua
California Department of Fish and Wildlife	Family Chiropractic
California Highway Patrol	Farmers Insurance
Capay Farms	Feather Falls Casino
Cascades of Grass Valley	Feather River Land Trust



List of Employers Posting on North State Jobs (2024 Q2)

Feather River Recreation & Park District	Mission Linen Supply
Feather River Resource Conservation District	MobilizeGreen
Ferrer Homes	Modoc County Health Services
FI\$Cal	Modoc County Probation Department
Fisherman's Restaurant	Modoc County Road Department
Flour Garden Bakery	Modoc County Social Services
Freed Center for Independent Living	Modoc County Treasurer-Tax Collector's Office
Freedom Home Health and Hospice Care Services, Inc.	Modoc Early Head Start
Fyrebx	Modoc Medical Center
GI Junk	Modoc National Forest
Glenn County	Mountain Chiropractic
Glenn County Office of Education	Mountain Communities Healthcare District
Golden Apple Insurance & Financial Services	Mountain Hardware & Sports
Grass Valley Glass	Mountain Valley Special Education JPA
Grass Valley School District	Muse Concrete Contractors, Inc.
Guess Plumbing	NAPA Sierra
Hat Creek Construction & Materials, Inc.	Nevada County Contractor's Association
Healthier Horizons Vending	Nevada County Superintendent of Schools
Hire Velocity	North Bay Transit
Honey Lake Valley Community Pool	North Coast Opportunities, Inc. (NCO)
Honey Lake Valley Resource Conservation District	North Coast Rape Crisis Team
Huff's at Bridge Bay	North Valley Services
Human Response Network	Northern Sierra Air Quality Management District
Humboldt Area Foundation + Wild Rivers Community Foundation	NSPR-North State Public Radio
Impact Solution	Number Crunchers
Imprint Graphic Solutions	Oroville City Elementary School District
Inside Sales Representative	Oroville Lake Marinas, LLC
Jackson's Service Center	Palermo Union School District
Java Doc	Papa Dogs Taphouse & Deli
Karuk Tribe	Paradise Parks and Rec
KimsheW Cemetery	Pathways to Housing
Kite Solutions, LLC	Peaceful Valley Farm & Garden Supply
Lake Wildwood Association	Peaceful Valley Garden Supply
Lassen County Superior Court	People Ready
Lassen Family Services, Inc.	Pioneer Engineering & Construction
Lassen Transfer & Storage	Pit River Health Service Inc.
Lassen Union High School District	PJ Helicopters
Lassen Volcanic National Park	Plumas County Dept. of Child Support Services
Likely Place Golf & RV Resort	Plumas County Fire Safe Council
Los Compadres Mexican Restaurant	Plumas Rural Services
Lucky 7 Casino & Hotel	Plumas Superior Court
Mad Engine	Plumas-Sierra Rural Electric Cooperative
Mainguth Property Improvements	Plumas-Sierra Rural Electric Cooperative & Plumas-Sierra Telecommunications
Mainguth Property Maintenance	Pro Garage Doors
Mains'l	Race Communications
Mark Trumm Insurance Agency	Rain Rock Casino
MAXIMUS	Rainbow International Restoration
Maximus Careers	Red Bluff Cemetery District
Mayers Memorial Hospital District	Red Bluff Joint Union High School District



List of Employers Posting on North State Jobs (2024 Q2)

Redwood Coast Regional Center	Tehama County Department of Education
Resighini Rancheria	Tehama County Department of Social Services
RFP Lumber	Tehama County District Attorney
Richfield Elementary School	Tehama County Environmental Health
Robinson Enterprises, Inc	Tehama County Health Services Agency
Rolling Hills Clinic	Tehama County Public Library
Rooney Law Office	Tehama County Sheriff's Department
Rope Runners Tree Service	Tehama County Social Services
Rural Human Services/Harrington House	Tehama District Fairgrounds
Rural Human Services/Helping Hands	Tehama eLearning Academy
S P O T, INC. (Susan's Private Occupational Therapy)	The Club Health & Fitness
Satellite Spirits	The Union
Sean P. Buehler, DDS	Tip Top Service Company
Sell Lumber Corp.	Tolowa Dee-ni' Nation
Shasta College	Town of Paradise
Shasta County	Towneplace Suites by Marriott
Shasta County Health and Human Services	Transportation Security Administration
Shasta County Office of Education	Travelodge
Shasta County Superior Court	Trindel Insurance Fund
Shasta Head Start	Trinity County
Shasta Wood Products, Inc.	Trinity County Office of Education
SheBuilds	Trinity County Resource Conservation District
Shifflet Brothers Enterprises, Inc.	Trinity Lake Koa
Sierra Cascade Family Opportunities	Truckee Cultural District
Sierra Harvest	Truckee Mountain Home Center
Sierra Institute	Turtle Bay Exploration Park
Sierra Institute for Community and Environment	UC ANR
Sierra Pacific Industries	UC Davis
Sierra Pines Resort	United States Bureau of Reclamation
Siskiyou Union High School District	United States Department of Agriculture (USDA) Forest Service
Smart Workforce Center	University of California, Agriculture and Natural Resources
Sousa Ready Mix, LLC	Viking Used Auto Parts
Southern Cascades Community Service District	Vista Recreation
Spartan Sports	Waste Connections
Sunset Properties	West Heating & Rain Gutters
Susanville Indian Rancheria	Weyerhaeuser
Susanville Indian Rancheria / Lassen Indian Health Center	Wild Plumas
Sweetie's Cafe & Catering	Wild Rivers Community Foundation + Humboldt Area Foundation
Target	WM (Waste Management)
Ted Pella, Inc.	Wood Brothers Carpet and Flooring
Tehama County	Youth for Change
Tehama County Assessor's Office	Youth Makerspace Learning Lab
Tehama County Building & Safety Department	Zap Manufacturing



Reference

NoRTEC has partnered with TPMA to collect and analyze job postings data, aggregated by Lightcast. Labor marketing information from Lightcast was compiled from California Economic Development Department (EDD). Lightcast is unable to access any non-publicly posted jobs, so data may not reflect the exact hiring demands of employers in the NoRTEC region (Butte County, Del Norte County, Lassen County, Modoc County, Nevada County, Plumas County, Shasta County, Sierra County, Siskiyou County, Tehama County, and Trinity County).

TPMA examined the job postings data for each of NoRTEC's identified target sectors and gleaned the data to capture occupations, specialized skills, and qualifications that resonate most with that industry. This report leveraged the most recently available dataset from Lightcast (2024.23).

These reports will be generated each quarter and be shared with the public and partners of NoRTEC's workforce ecosystem. If readers have any questions, please contact Andrea Campos, Director of Program Administration at acampos@ncen.org.



2024 Q2 Agriculture

HIGHLIGHTS



Jobs predicted to increase by **4.1%** from 2024-2029



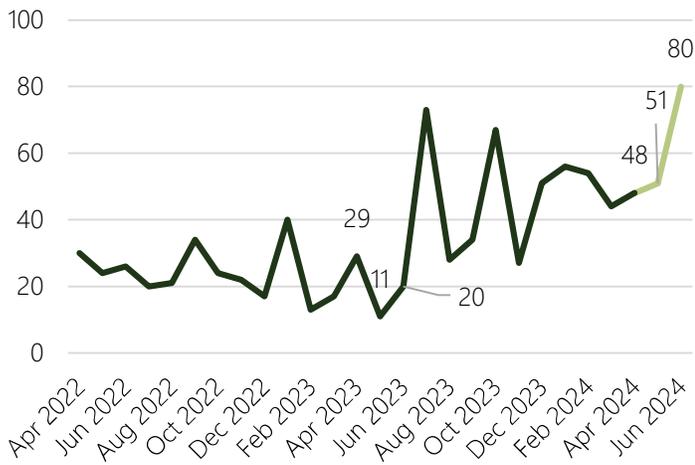
179 unique job postings from April 2024 to June 2024



28.9% unemployment rate in March 2024

JOB POSTINGS

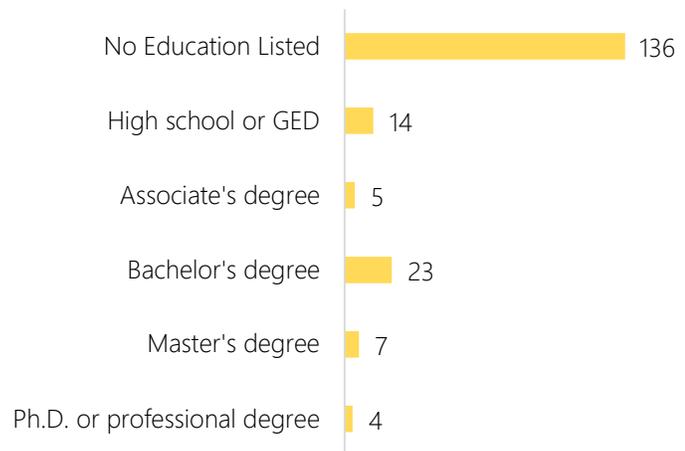
Unique Job Postings, Apr. 2022 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

Heavy and Tractor-Trailer Truck Drivers (19)
Millwrights (9)
Forest and Conservation Technicians (8)
Foresters (7)
Production Workers, All Other (6)
Tool Grinders, Filers, and Sharpeners (3)
Electricians (4)
Mobile Heavy Equipment Mechanics, Except Engines (4)
Farmworkers and Laborers, Crop, Nursery, and Greenhouse (3)
Forest and Conservation Workers (3)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

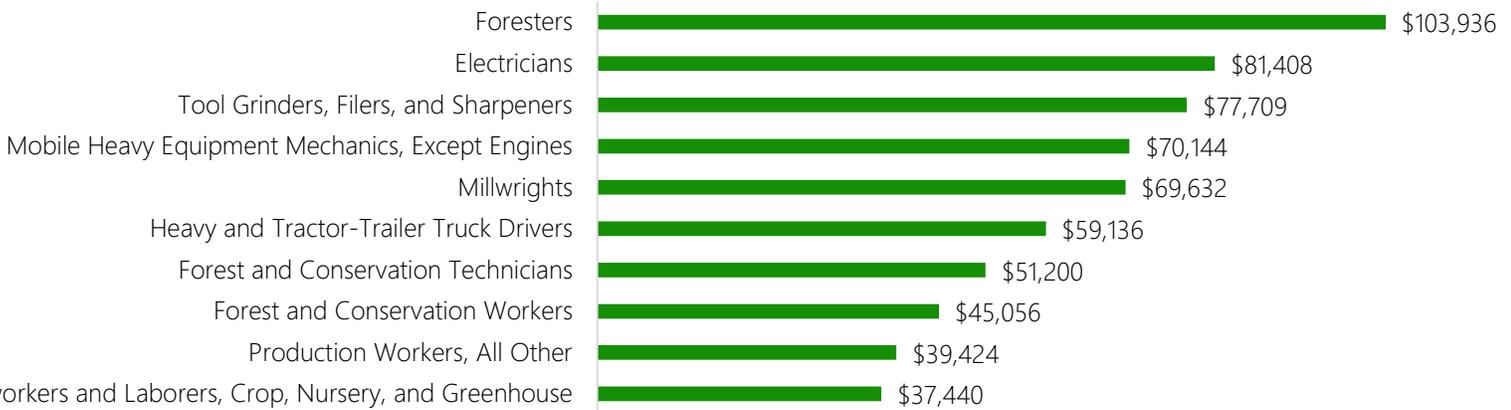
Sierra Pacific Industries	U.S. Forest Service
Creekside Logging	Red Bluff
Crane Mills	Spring Valley Ranch
L W Ranch	Trinity Equine
Alexandre Family Farm	Empire Farming Company



2024 Q2 Agriculture

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings



SKILLS & CERTIFICATIONS

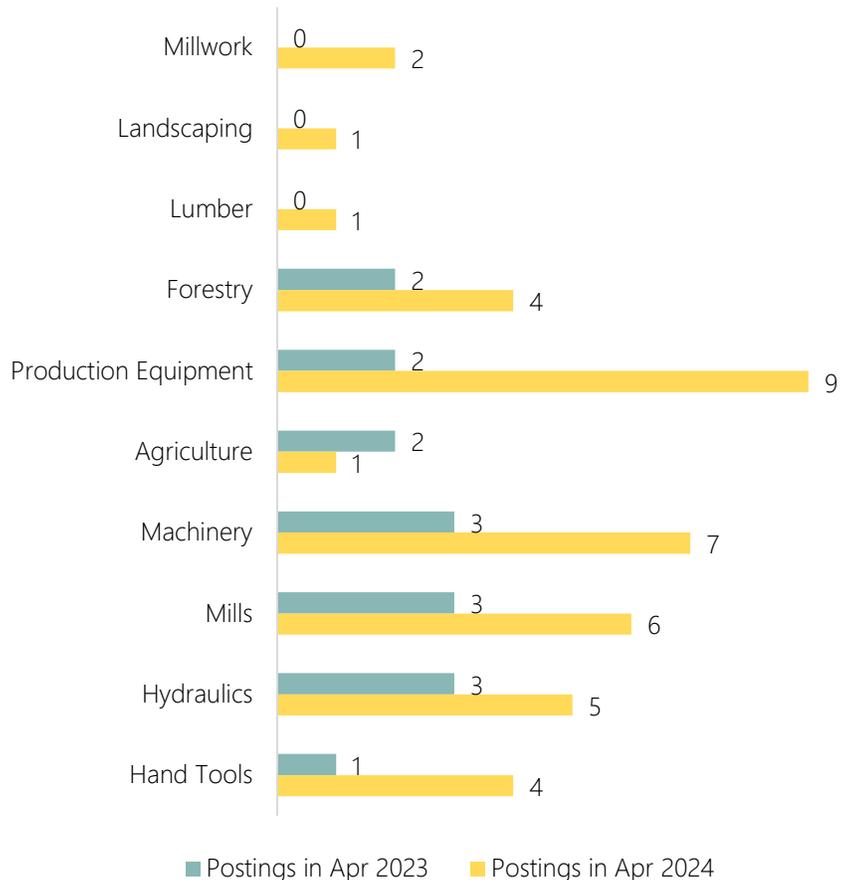
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Millwork (19%)
Landscaping (19%)
Lumber (19%)
Forestry (15%)
Production Equipment (15%)
Agriculture (12%)
Machinery (11%)
Mills (11%)
Hydraulics (9%)
Hand Tools (9%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (15)
Commercial Driver's License (CDL) (5)
Forklift Certification (3)
Journeyman Electrician (3)
10-Hour OSHA General Industry Card (1)

Top Agriculture Skills, Apr. 2023 vs. Apr. 2024





2024 Q2 Construction

HIGHLIGHTS



Jobs predicted to increase by **7.7%** from 2024-2029



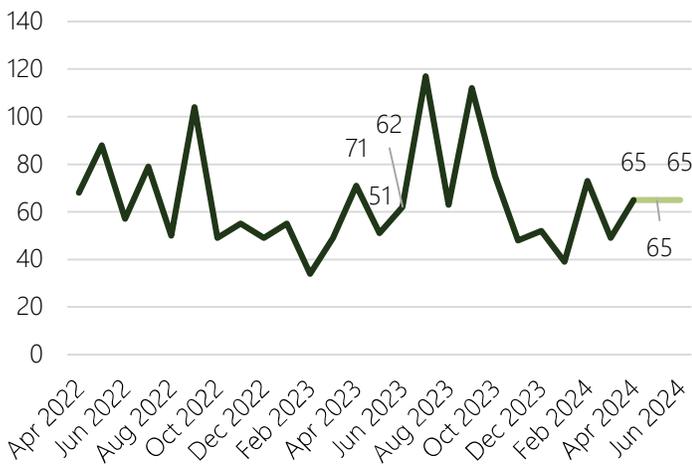
195 unique job postings from April 2024 to June 2024



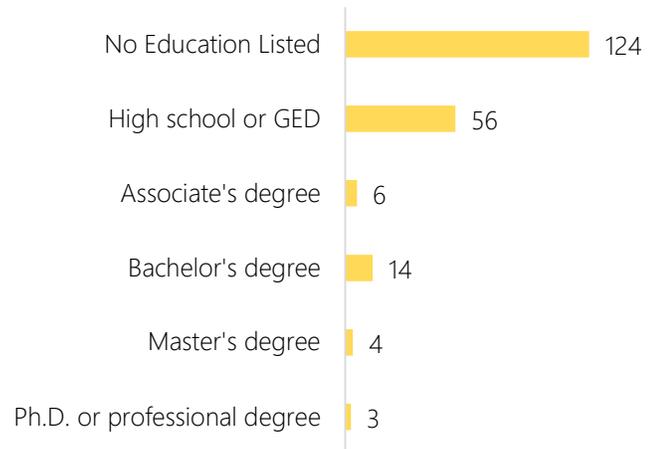
13.1% unemployment rate in March 2024

JOB POSTINGS

Unique Job Postings, Apr. 2022 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

- Carpenters (13)
- Roofers (8)
- Maintenance and Repair Workers, General (7)
- Heavy and Tractor-Trailer Truck Drivers (7)
- First-Line Supervisors of Mechanics, Installers, and Repairers (6)
- Plumbers, Pipefitters, and Steamfitters (5)
- Construction Laborers (4)
- Operating Engineers and Other Construction Equipment Operators (4)
- Electricians (4)
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers (4)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

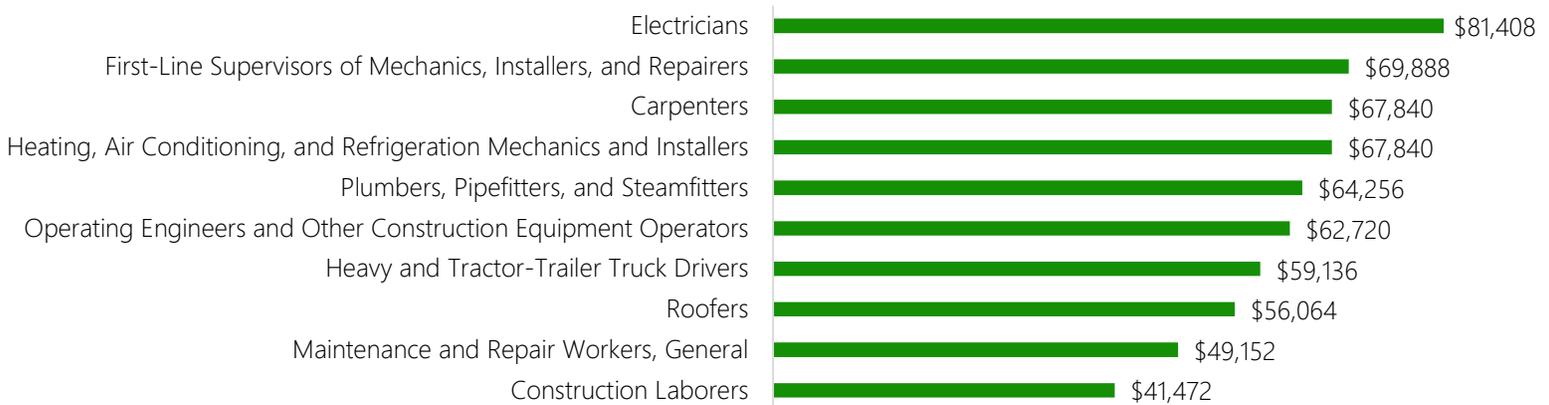
Northstar	J.F. Shea
Victor	LeafFilter North
Sunrun	Comfort Plumbing Systems
WinnCompanies	Proframe
Dig It Construction	Blacktop Paving



2024 Q2 Construction

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

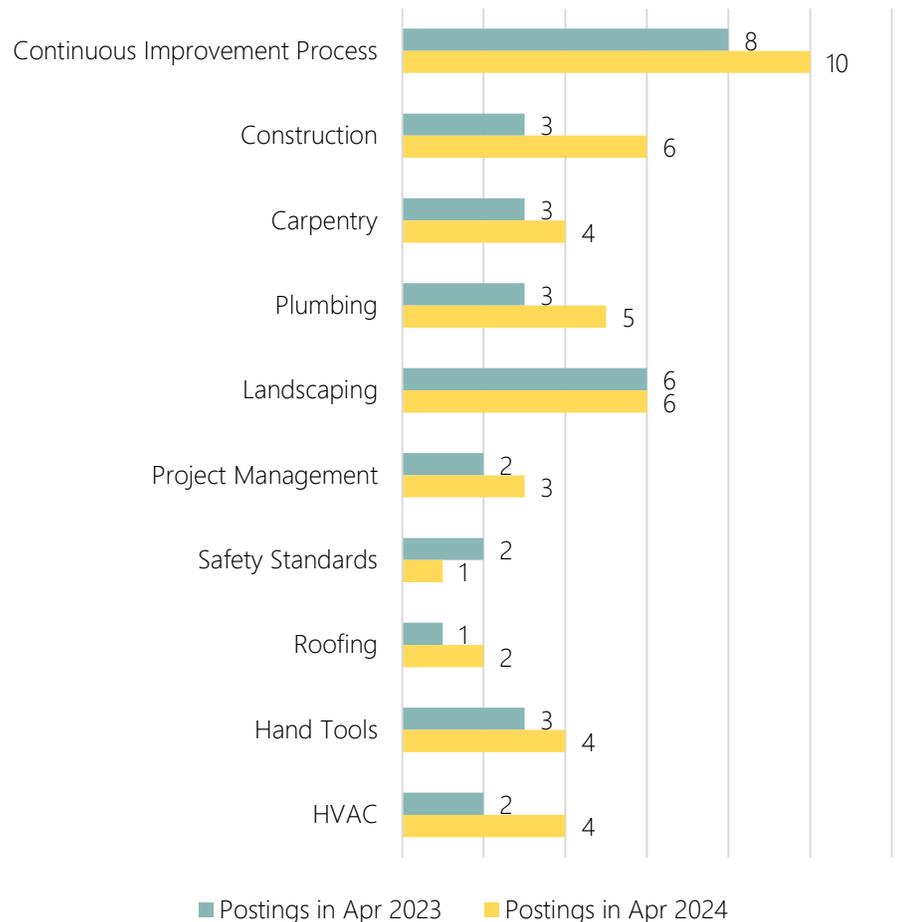
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Continuous Improvement Process (12%)
Construction (10%)
Carpentry (9%)
Plumbing (5%)
Landscaping (5%)
Project Management (5%)
Safety Standards (5%)
Roofing (5%)
Hand Tools (4%)
HVAC (4%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (59)
10-Hour OSHA General Industry Card (2)
NABCEP Certified Energy Practitioner (2)
Certified Credit Compliance Professional (C3P) (2)
National Affordable Housing Professional (2)

Top Construction Skills, Apr. 2023 vs. Apr. 2024





2024 Q2 Healthcare

HIGHLIGHTS



Jobs predicted to increase by **11.5%** from 2024-2029



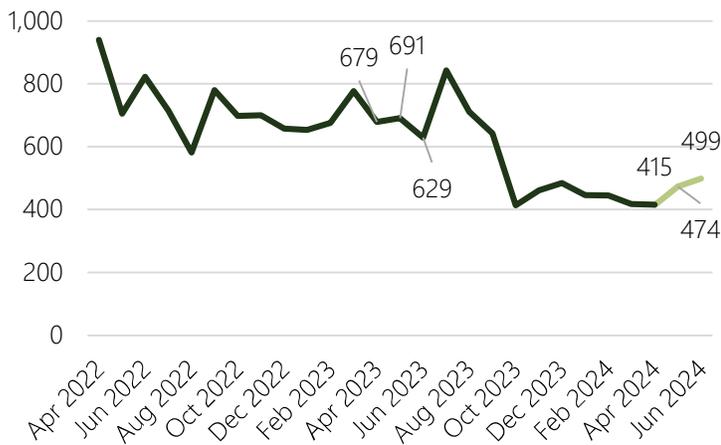
1,388 unique job postings from April 2024 to June 2024



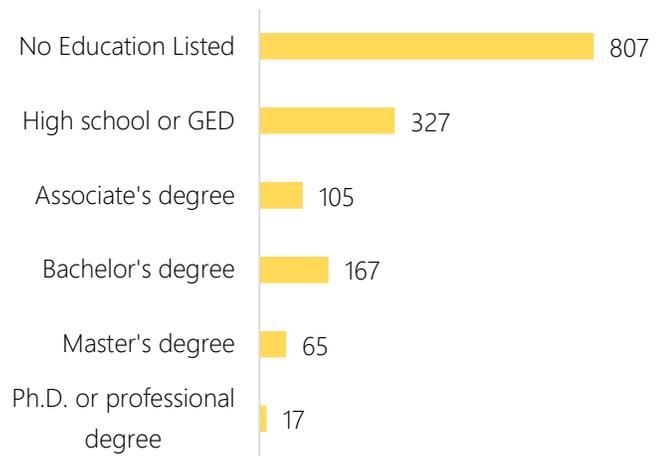
10.5% unemployment rate in March 2024

JOB POSTINGS

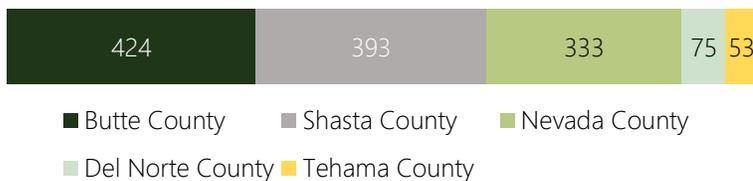
Unique Job Postings, Apr. 2022 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

Registered Nurses (250)
Health Technologists and Technicians, All Other (72)
Home Health and Personal Care Aides (62)
Nursing Assistants (57)
Medical Assistants (45)
Licensed Practical and Licensed Vocational Nurses (41)
Physical Therapists (40)
Nurse Practitioners (33)
Medical and Health Services Managers (32)
Surgical Technologists (28)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

Oroville Hospital	Prime Healthcare Services
CommonSpirit Health	Enloe Medical Center
Tahoe Forest Health System	Arcadia Home Care & Staffing
Sutter Health	Banner Health
Addus HomeCare	Sierra Nevada Memorial Hospital



2024 Q2 Healthcare

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

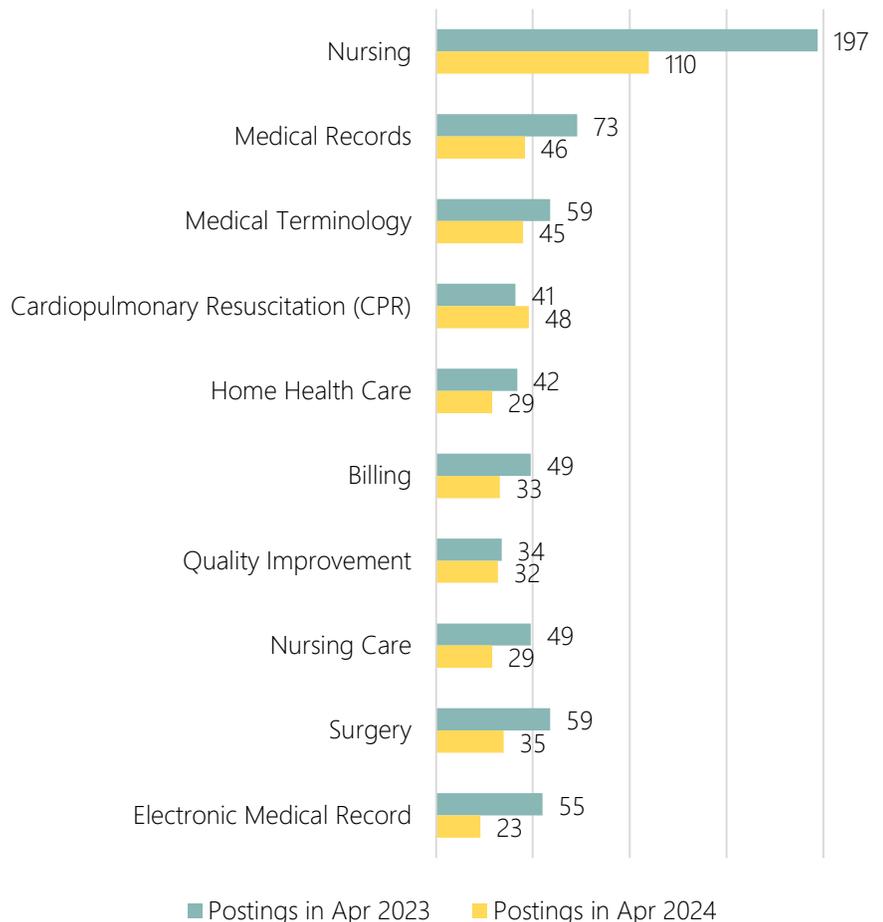
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Nursing (26%)
Medical Records (11%)
Medical Terminology (11%)
Cardiopulmonary Resuscitation (CPR) (10%)
Home Health Care (9%)
Billing (8%)
Quality Improvement (8%)
Nursing Care (7%)
Surgery (7%)
Electronic Medical Record (7%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Basic Life Support (BLS) Certification (383)
Registered Nurse (RN) (345)
Valid Driver's License (140)
Cardiopulmonary Resuscitation (CPR) Certification (135)
Advanced Cardiovascular Life Support (ACLS) Certification (129)

Top Healthcare Skills, Apr. 2023 - Apr. 2024





2024 Q2 Hospitality

HIGHLIGHTS



Jobs predicted to increase by **2.9%** from 2024-2029



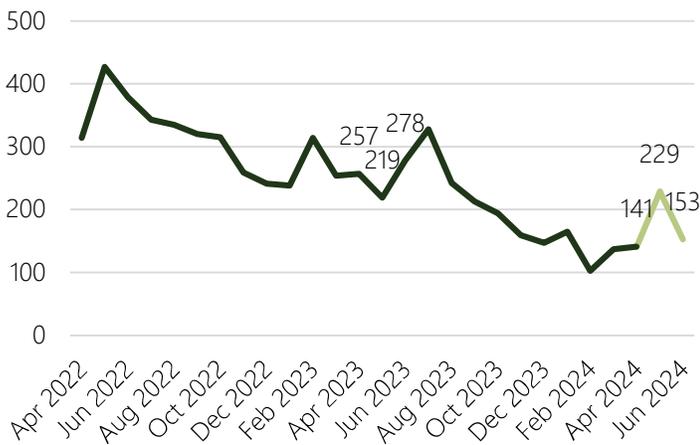
523 unique job postings from April 2024 to June 2024



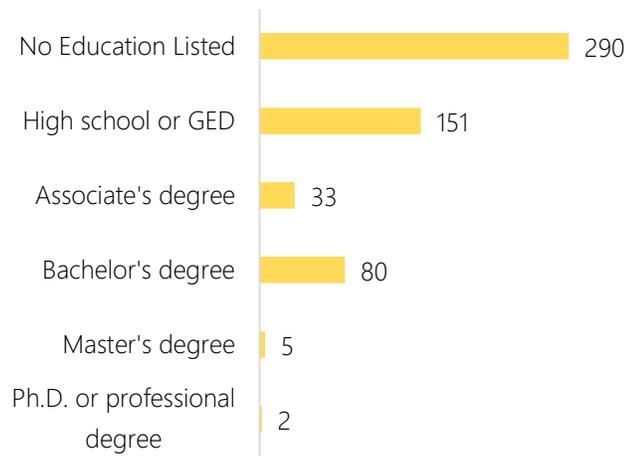
4.5% unemployment rate in March 2024 (Accommodation & Food Services)

JOB POSTINGS

Unique Job Postings, Apr. 2022 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

- Fast Food and Counter Workers (39)
- First-Line Supervisors of Food Preparation and Serving Workers (33)
- Retail Salespersons (22)
- Maids and Housekeeping Cleaners (19)
- Food Service Managers (18)
- Cashiers (18)
- Bartenders (16)
- Hotel, Motel, and Resort Desk Clerks (15)
- Waiters and Waitresses (14)
- First-Line Supervisors of Retail Sales Workers (14)
- Maintenance and Repair Workers, General (14)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

Marriott International	Starbucks
Ritz-Carlton	Vail Resorts
Jack in the Box	Brenecam
TravelCenters of America	United States Department of the Interior
Coffee Bar	Rolling Hills Casino



2024 Q2 Hospitality

EARNINGS

Median Annual Advertised Salary of Top Unique Job Postings



SKILLS & CERTIFICATIONS

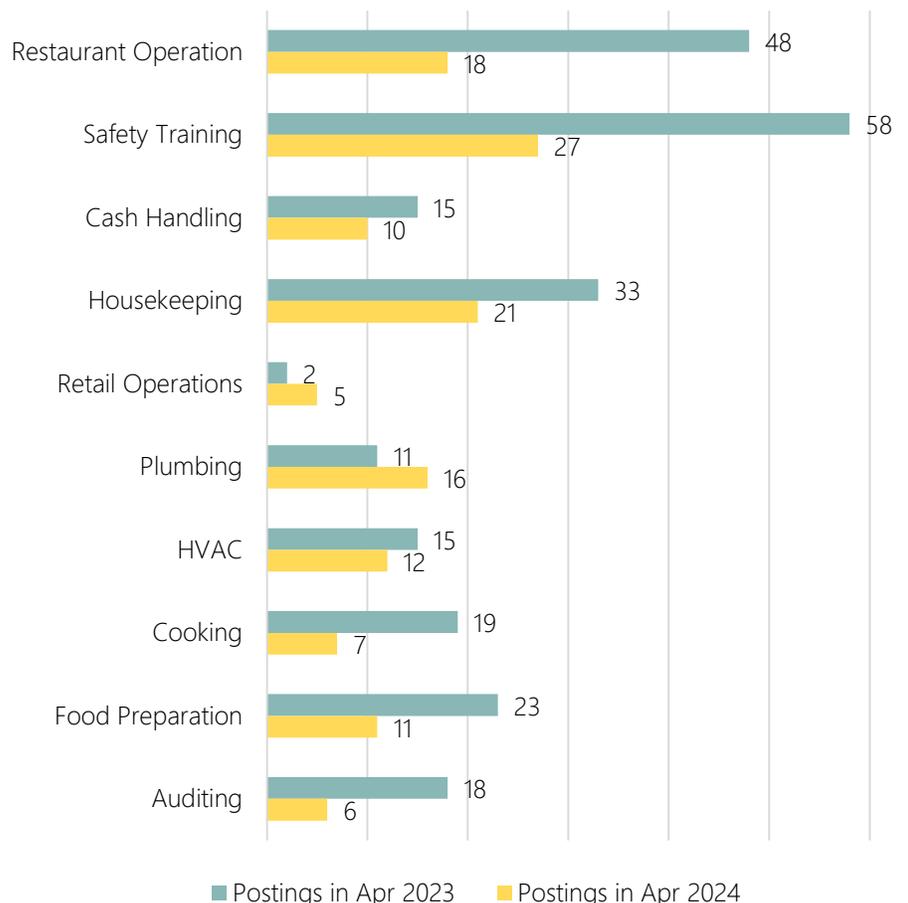
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Restaurant Operation (17%)
Safety Training (17%)
Cash Handling (13%)
Housekeeping (11%)
Retail Operations (8%)
Plumbing (7%)
HVAC (6%)
Cooking (5%)
Food Preparation (5%)
Auditing (5%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (67)
Food Handler's Card (17)
CFC Refrigerant Certification (12)
ServSafe Certification (8)
Cardiopulmonary Resuscitation (CPR) Certification (7)

Top Hospitality Skills, Apr. 2023 vs. Apr. 2024





2024 Q2 IT & Digital Media

HIGHLIGHTS



Jobs predicted to increase by **3.7%** from 2024-2029



65 unique job postings from April 2024 to June 2024



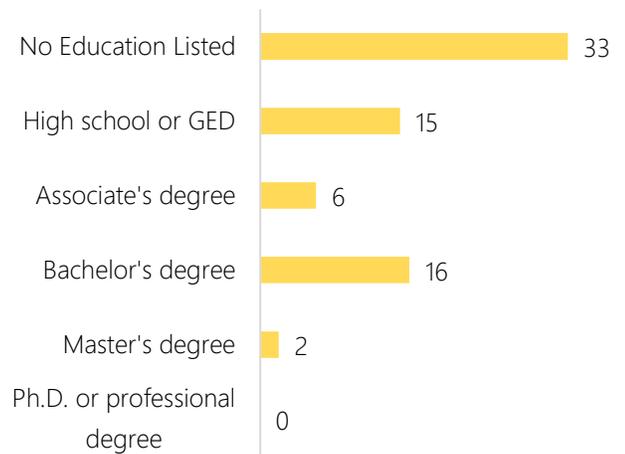
2.6% unemployment rate in March 2024 (Information)

JOB POSTINGS

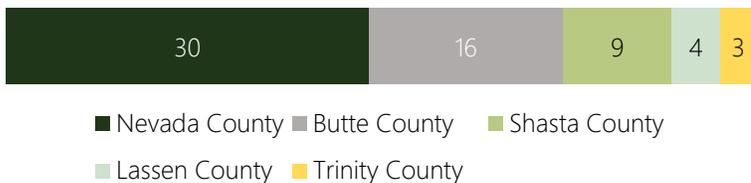
Unique Job Postings, Apr. 2022 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

- Merchandise Displayers and Window Trimmers (7)
- Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (4)
- Software Developers (2)
- Computer Occupations, All Other (2)
- Retail Salespersons (2)
- Customer Service Representatives (2)
- Precision Instrument and Equipment Repairers, All Other (2)
- Stockers and Order Fillers (2)
- General and Operations Managers (1)
- Marketing Managers (1)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

Optimum 4.0	E-Center
Crossmark	Cooley LLP
Kite Solutions	Ad Hoc LLC
Wyndy	TKC Holdings
Driveline	Siri InfoSolutions



2024 Q2 IT & Digital Media

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

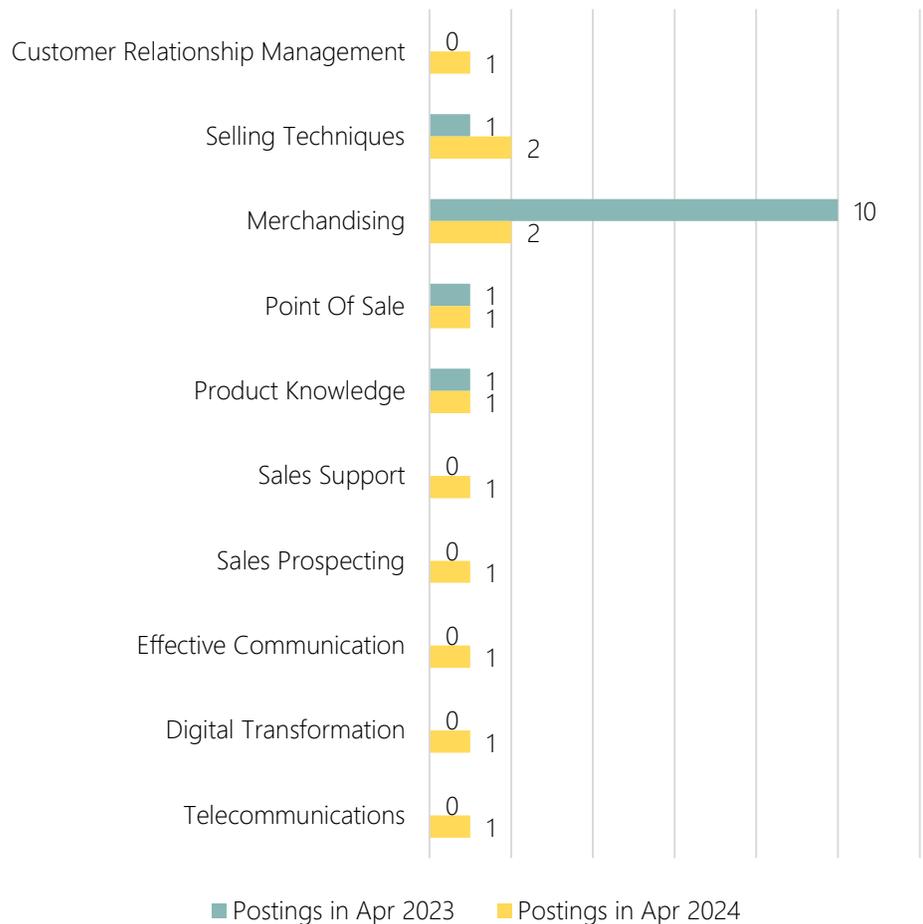
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Customer Relationship Management (14%)
Selling Techniques (12%)
Merchandising (11%)
Point of Sale (11%)
Product Knowledge (9%)
Sales Support (9%)
Sales Prospecting (9%)
Effective Communication (9%)
Digital Transformation (9%)
Telecommunications (49%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (21)
Broadband Premises Installer (BPI) (1)
AWS Certified SysOps Administrator (1)
Salesforce Certified Administrator (1)
AWS Certified Solutions Architect Associate (1)

IT & Digital Media Skills, Apr. 2023 vs. Apr. 2024





2024 Q2 Manufacturing

HIGHLIGHTS



Jobs predicted to increase by **6.4%** from 2024-2029



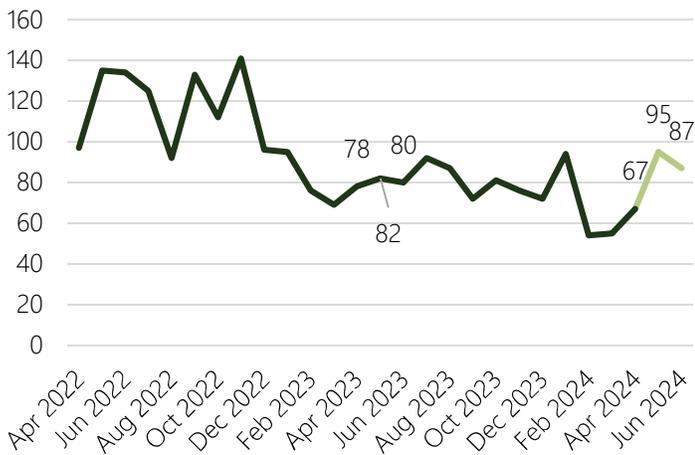
249 unique job postings from April 2024 to June 2024



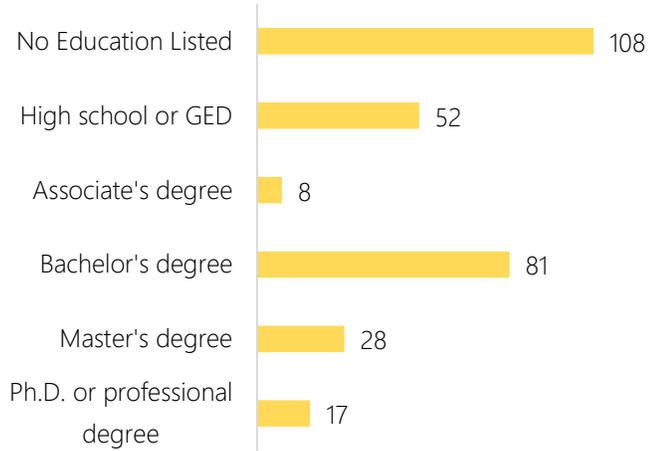
7.1% unemployment rate in March 2024

JOB POSTINGS

Unique Job Postings, Apr. 2022 - June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

- Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (11)
- Medical and Health Services Managers (8)
- Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (8)
- Sales Managers (7)
- Marketing Managers (5)
- Natural Sciences Managers (5)
- Electricians (5)
- Production Workers, All Other (4)
- Heavy and Tractor-Trailer Truck Drivers (4)
- Laborers and Freight, Stock, and Material Movers, Hand (4)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

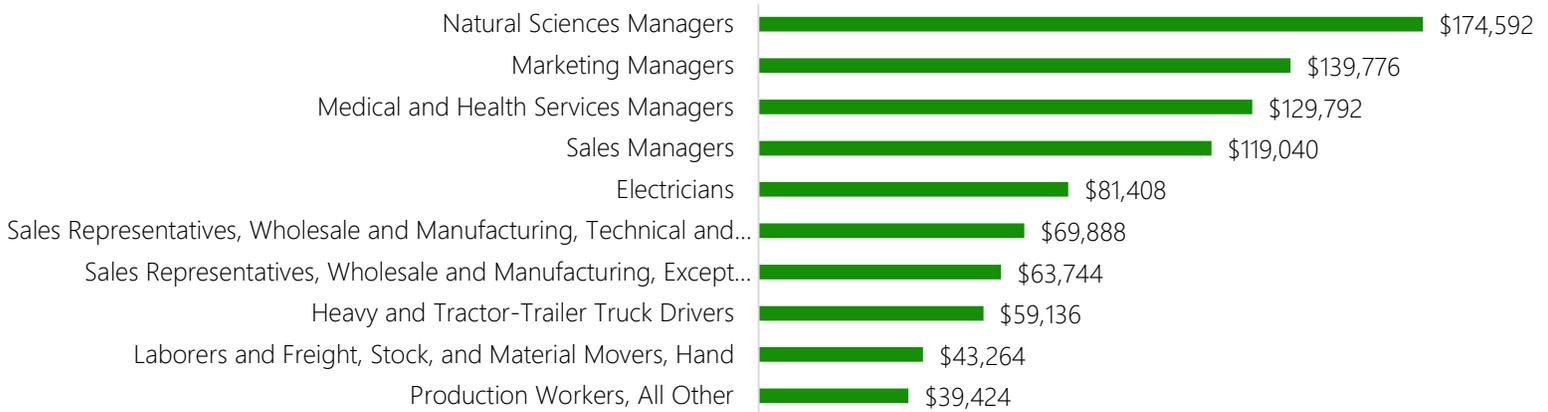
Merck	The Coca-Cola Company
CalPortland	Sierra Nevada Brewing Co.
Drink Coffee Do Stuff	Caleres
Pacific Coast Producers	Anderson And Co.
Grifols	Sherwin-Williams



2024 Q2 Manufacturing

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

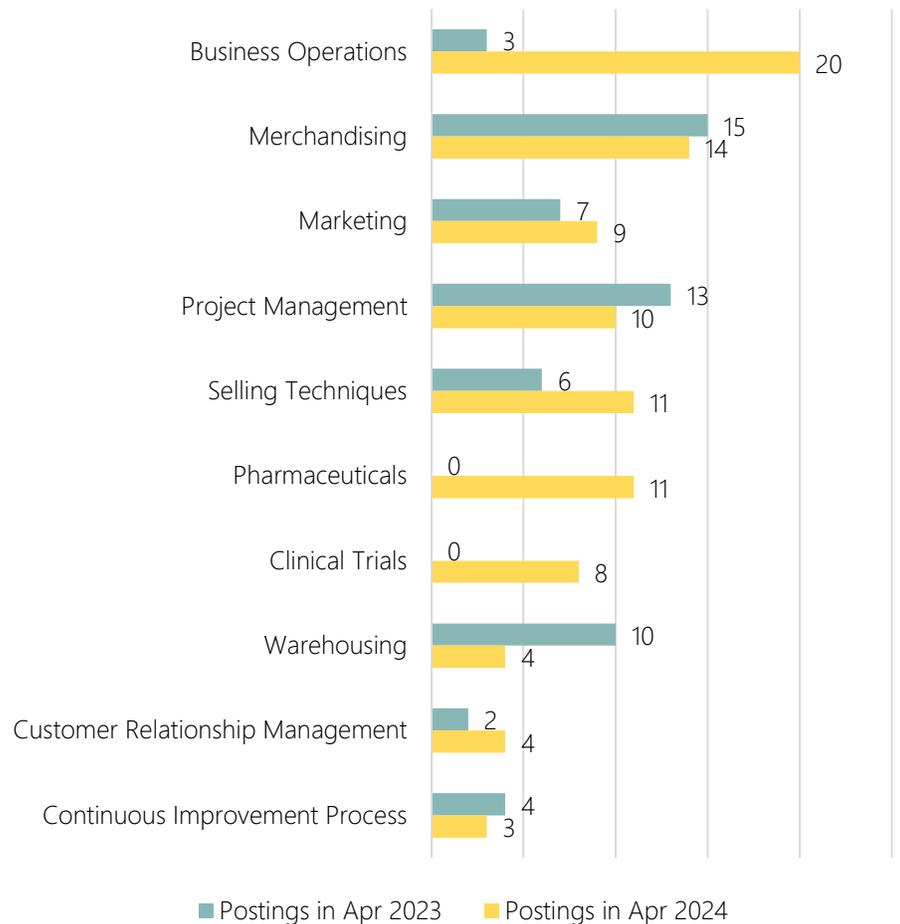
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Business Operations (20%)
Merchandising (13%)
Marketing (13%)
Project Management (12%)
Selling Techniques (12%)
Pharmaceuticals (12%)
Clinical Trials (7%)
Warehousing (6%)
Customer Relationship Management (6%)
Continuous Improvement Process (6%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (62)
Master Of Business Administration (MBA) (4)
CDL Class A License (3)
Project Management Certification (2)
Forklift Certification (2)

Top Manufacturing Skills, Apr. 2023 vs. Apr. 2024





Quarterly Job Posting Outlook Report

January 2024 – March 2024





2024 Q1

Life, Physical, and Social Science Occupations (19-0000)

HIGHLIGHTS

2019 jobs: 4,271
2024 jobs: 4,532



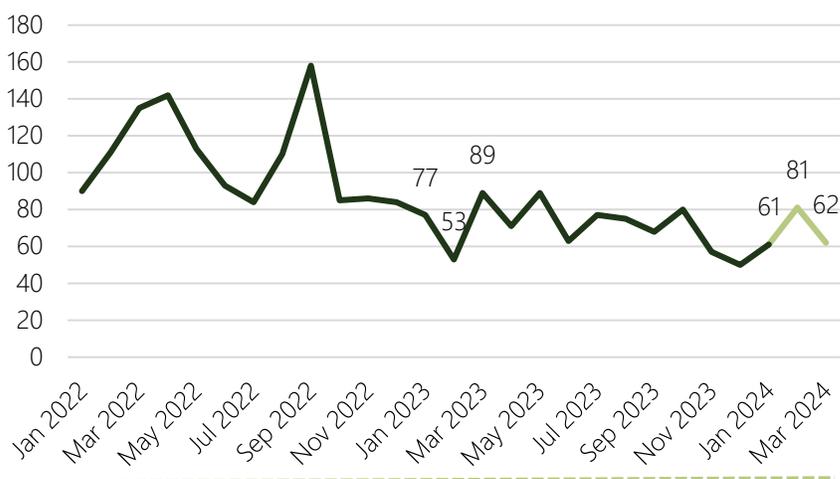
Jobs predicted to increase by **1.6%** from 2024-2029



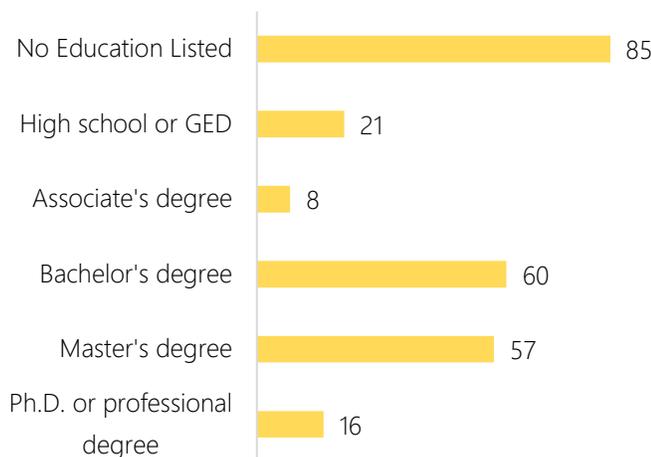
204 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

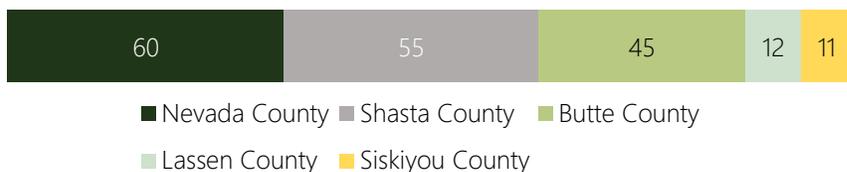
Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

- School Psychologists (35)
- Medical Scientists, Except Epidemiologists (18)
- Forest and Conservation Technicians (17)
- Occupational Health and Safety Specialists (14)
- Environmental Scientists and Specialists, Including Health (13)
- Clinical and Counseling Psychologists (12)
- Foresters (11)
- Agricultural Technicians (10)
- Conservation Scientists (9)
- Occupational Health and Safety Technicians (9)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

ATX Learning	Sierra Pacific Industries
United States Forest Service	LifeStance Health
Stantec	Oroville Hospital
Prime Healthcare Services	California Public Utilities Commission
State of California	CDM Smith



2024 Q1

Life, Physical, and Social Science Occupations (19-0000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings¹



¹ School Psychologists excluded due to data insufficiency.

SKILLS & CERTIFICATIONS

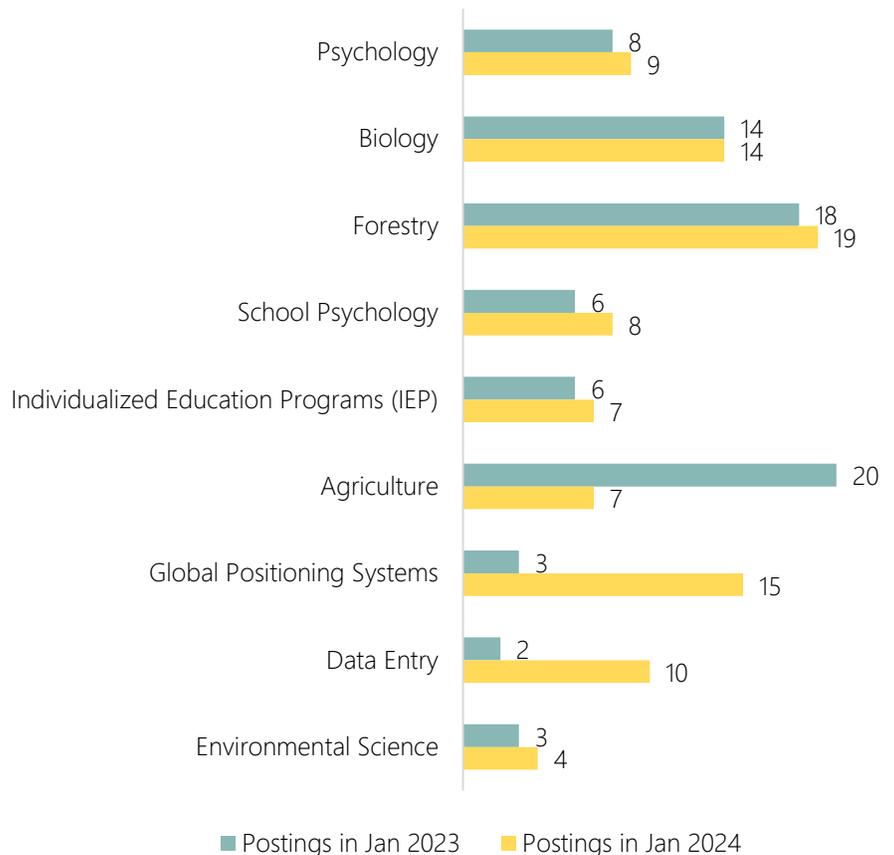
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

Psychology (21%)
Biology (19%)
Forestry (19%)
School Psychology (17%)
Individualized Education Programs (IEP) (15%)
Agriculture (11%)
Global Positioning Systems (10%)
Crisis Intervention (10%)
Data Entry (7%)
Environmental Science (7%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

Valid Driver's License (57)
Clinical Laboratory Scientist License (CLS) (7)
Licensed Clinical Social Worker (LCSW) (7)
Licensed Marriage And Family Therapist (LMFT) (7)
Licensed Vocational Nurse (LVN) (7)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024



Specialized skills not included in the chart above indicate that they were not the top skills in job postings over the last year.



2024 Q1 Life Scientists (19-1000)

HIGHLIGHTS

2019 jobs: 929
2024 jobs: 867



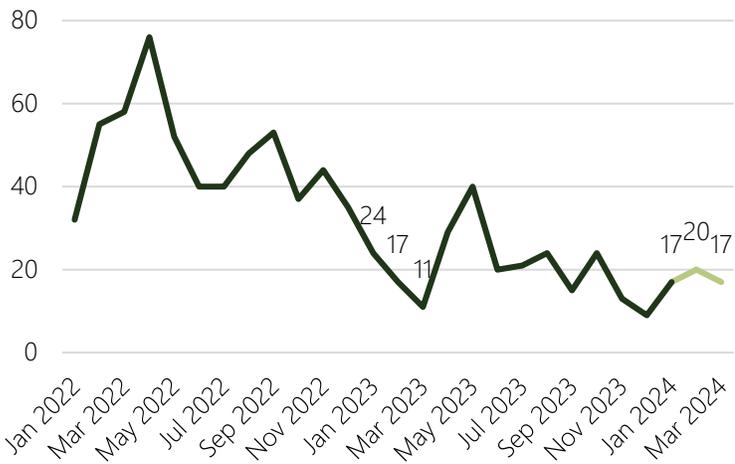
Jobs predicted to increase by **3.7%** from 2024-2029



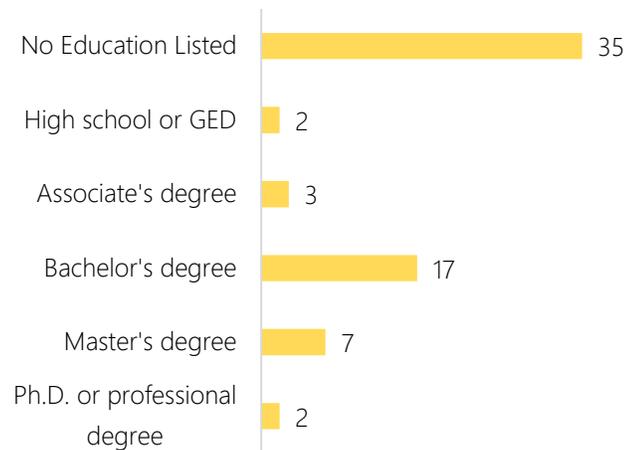
54 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

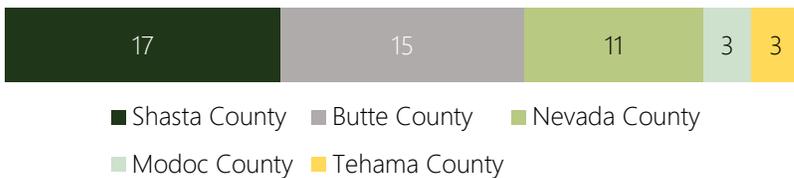
Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

- Medical Scientists, Except Epidemiologists (18)
- Foresters (11)
- Conservation Scientists (9)
- Zoologists and Wildlife Biologists (7)
- Epidemiologists (4)
- Soil and Plant Scientists (3)
- Biological Scientists, All Other (2)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

Sierra Pacific Industries	Prime Healthcare Services
Oroville Hospital	United States Forest Service
Clinical Management Consultants	State of California
Enloe Medical Center	California Public Utilities Commission
USDA Farm Service Agency	FullShift Staffing



2024 Q1 Life Scientists (19-1000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings



SKILLS & CERTIFICATIONS

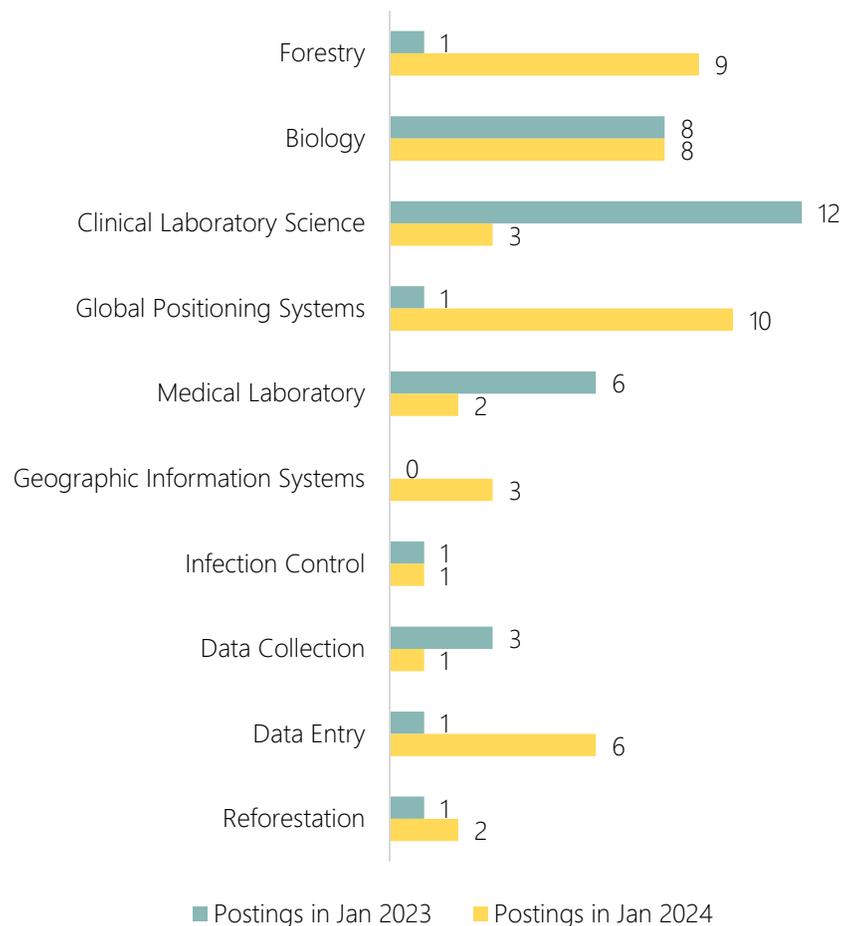
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

Forestry (35%)
Biology (28%)
Clinical Laboratory Science (24%)
Global Positioning Systems (24%)
Medical Laboratory (19%)
Geographic Information Systems (15%)
Infection Control (15%)
Data Collection (13%)
Data Entry (13%)
Reforestation (13%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

Valid Driver's License (18)
Clinical Laboratory Scientist License (CLS) (7)
Basic Life Support (BLS) Certification (4)
Certified Infection Control (CIC) (2)
American Society For Clinical Pathology (ASCP) Certification (2)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024





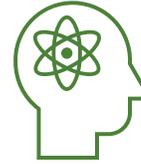
2024 Q1 Physical Scientists (19-2000)

HIGHLIGHTS

2019 jobs: 567
2024 jobs: 659



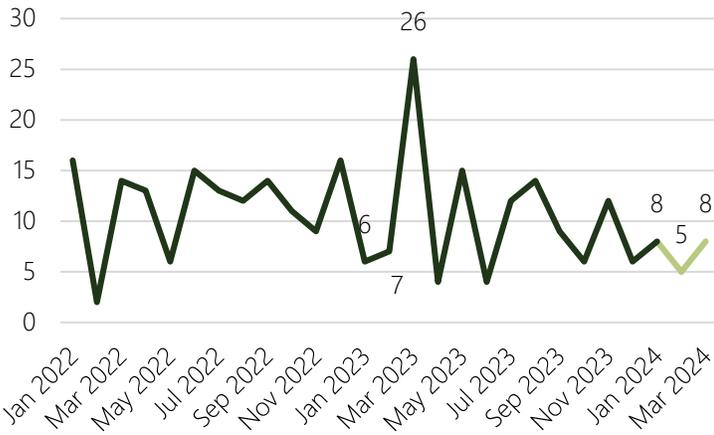
Jobs predicted to increase by **4.3%** from 2024-2029



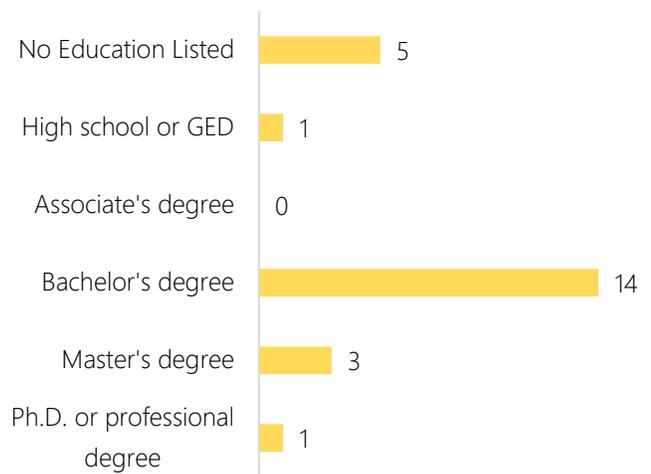
21 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



■ Nevada County ■ Shasta County ■ Butte County ■ Sierra County

Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

Environmental Scientists and Specialists, Including Health	(13)
Geoscientists, Except Hydrologists and Geographers	(6)
Physicists	(1)
Chemists	(1)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

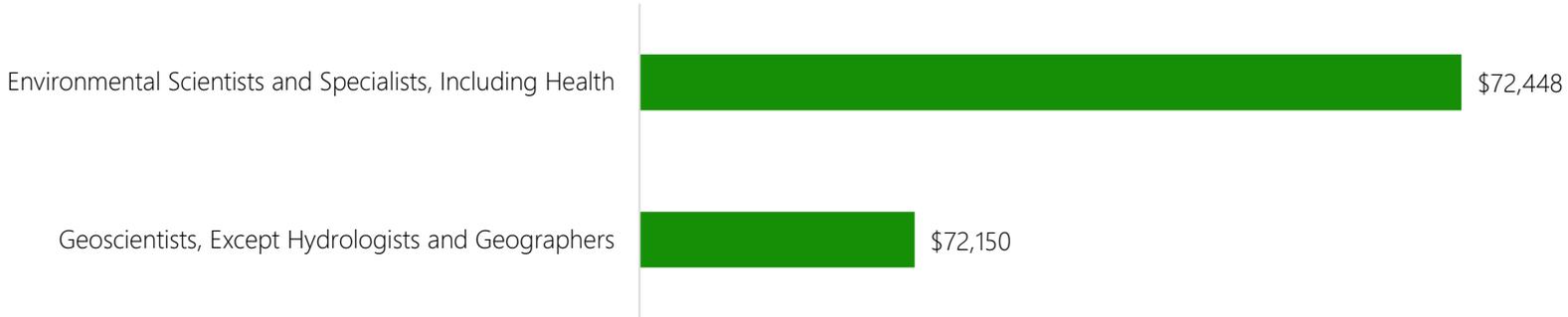
Stantec	Jacobs Engineering Group
NV5 Global	CDM Smith
National Oceanic and Atmospheric Administration	GenesisCare
State of California	Oroville Hospital
WSP Global	California Department of Fish And Wildlife



2024 Q1 Physical Scientists (19-2000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings¹



¹ Chemists and physicists excluded due to data insufficiency.

SKILLS & CERTIFICATIONS

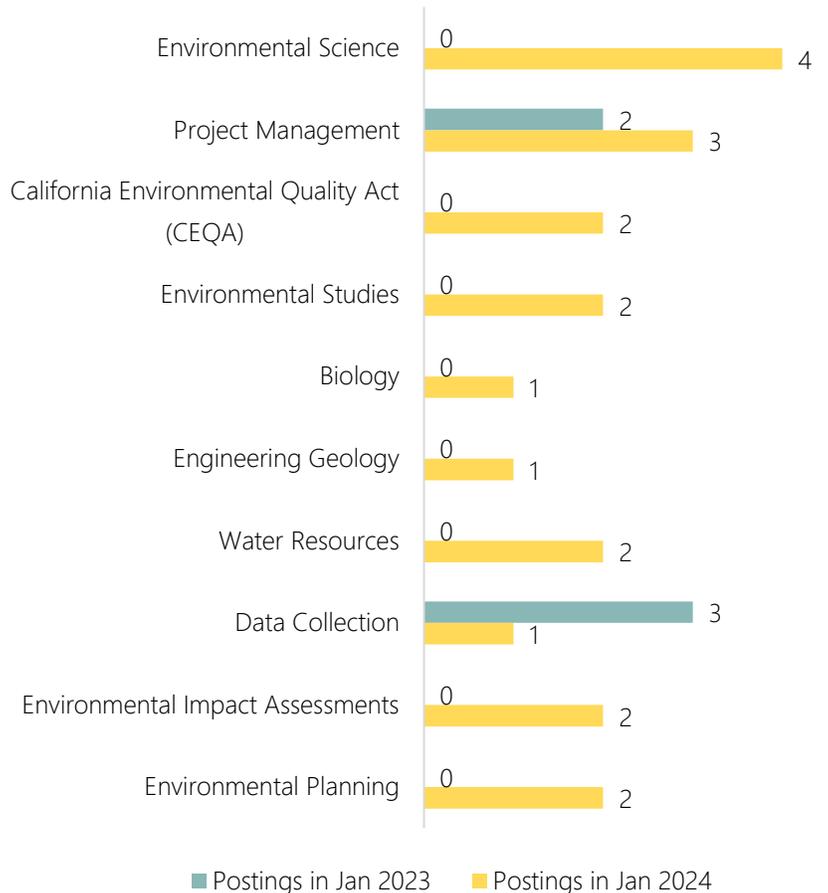
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

Environmental Science (48%)
Project Management (43%)
California Environmental Quality Act (CEQA) (29%)
Environmental Studies (29%)
Biology (24%)
Engineering Geology (24%)
Water Resources (24%)
Data Collection (19%)
Environmental Impact Assessments (19%)
Environmental Planning (19%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

Valid Driver's License (11)
Professional Geologist (PG) License (3)
Professional Engineer (PE) License (3)
Security Clearance (2)
Board Certified In Radiology (10)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024





2024 Q1 Social Scientists and Related Workers (19-3000)

HIGHLIGHTS

2019 jobs: 591
2024 jobs: 568



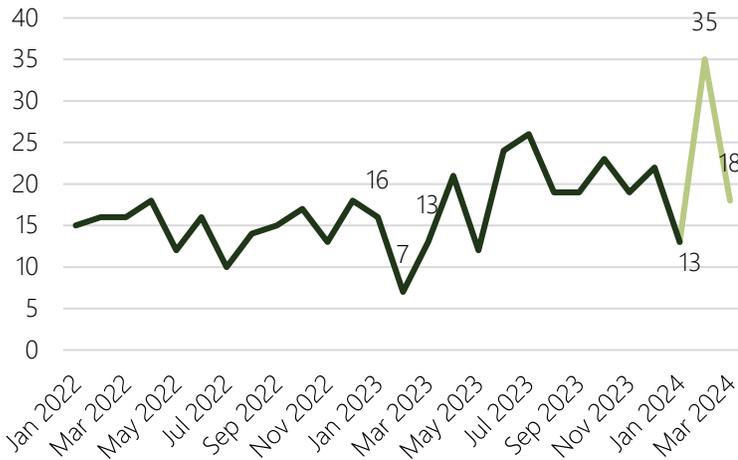
Jobs predicted to increase by **6.5%** from 2024-2029



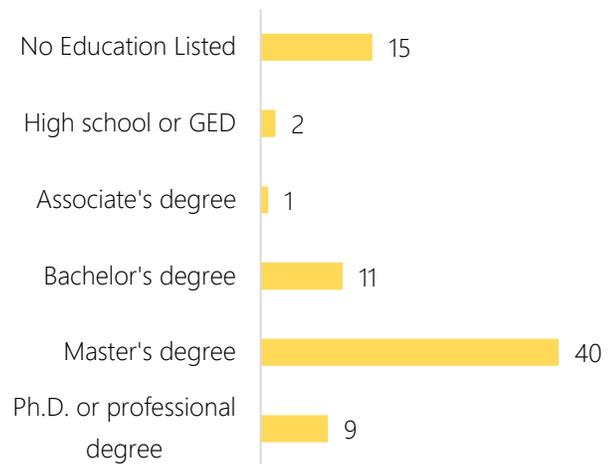
66 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

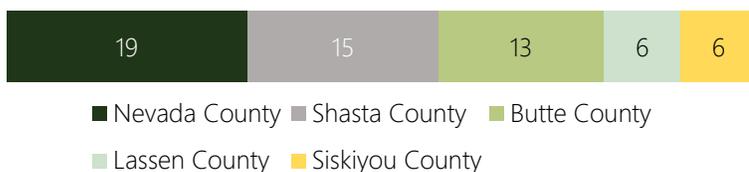
Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

School Psychologists	(35)
Clinical and Counseling Psychologists	(12)
Anthropologists and Archeologists	(6)
Social Scientists and Related Workers, All Other	(6)
Survey Researchers	(2)
Psychologists, All Other	(2)
Political Scientists	(2)
Economists	(1)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

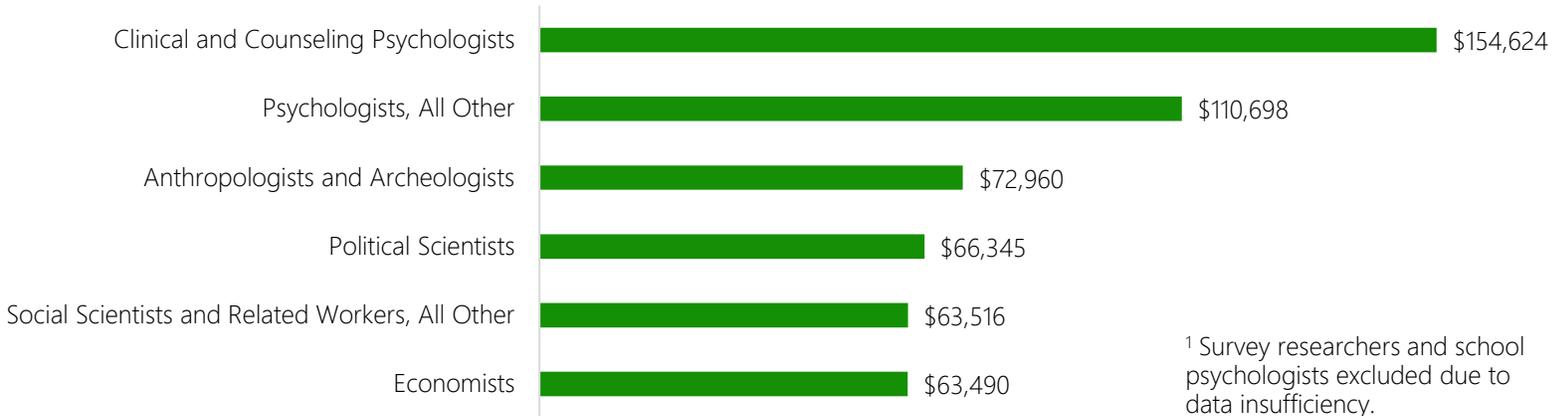
ATX Learning	LifeStance Health
Stepping Stones	Thriveworks
Great Basin Institute	RAND Corporation
VocoVision	CDM Smith
Jackson and Coker	RetailData



2024 Q1 Social Scientists and Related Workers (19-3000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings¹



SKILLS & CERTIFICATIONS

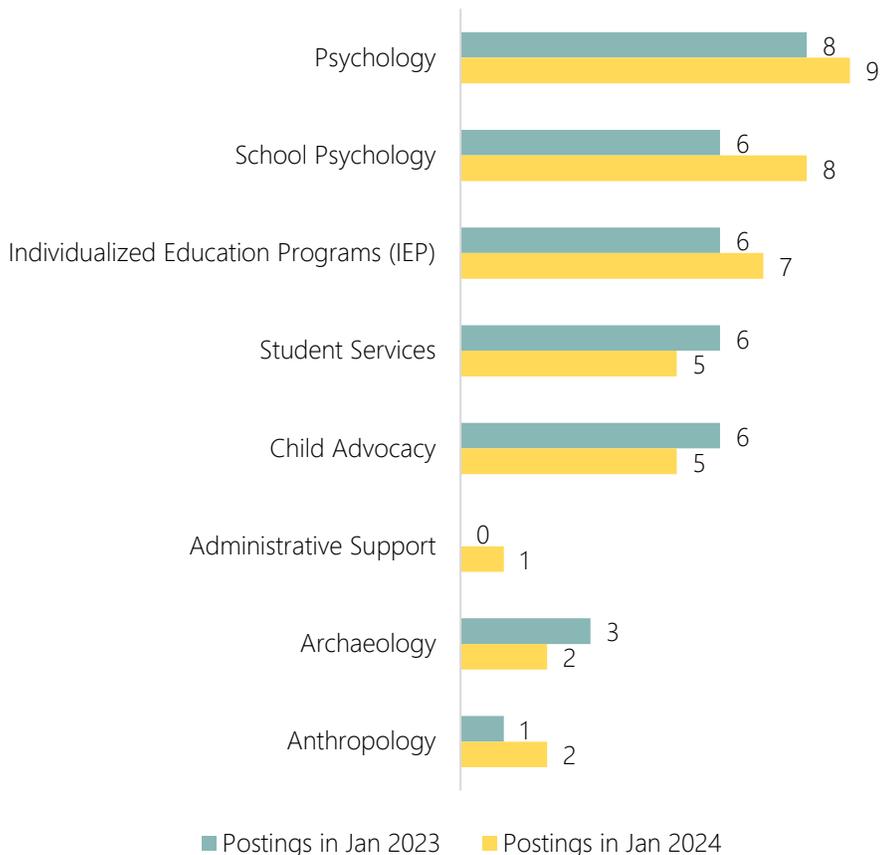
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

Psychology (65%)
School Psychology (52%)
Individualized Education Programs (IEP) (47%)
Crisis Intervention (30%)
Student Services (15%)
Child Advocacy (14%)
Administrative Support (11%)
Archaeology (9%)
Anthropology (9%)
Digital Technology (9%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

Licensed Clinical Social Worker (LCSW) (7)
Licensed Marriage And Family Therapist (LMFT) (7)
Valid Driver's License (6)
Clinical Psychology License (3)
School Psychology License (3)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024



Specialized skills not included in the chart above indicate that they were not the top skills in job postings over the last year.



2024 Q1

Life, Physical, and Social Science Technicians (19-4000)

HIGHLIGHTS

2019 jobs: 2,047
2024 jobs: 2,251



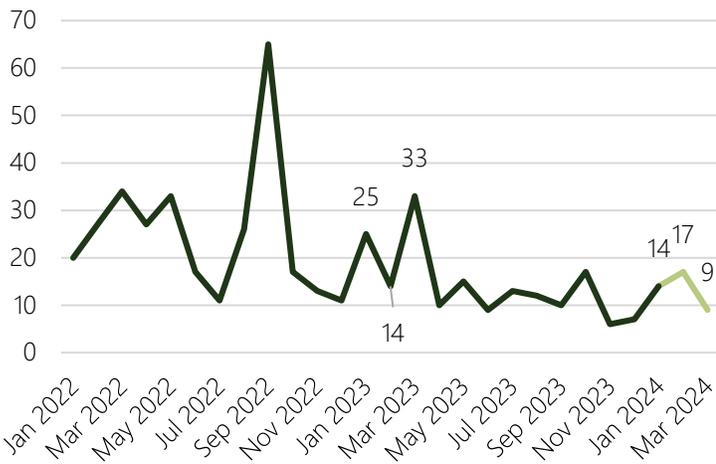
Jobs predicted to decrease by 1.7% from 2024-2029



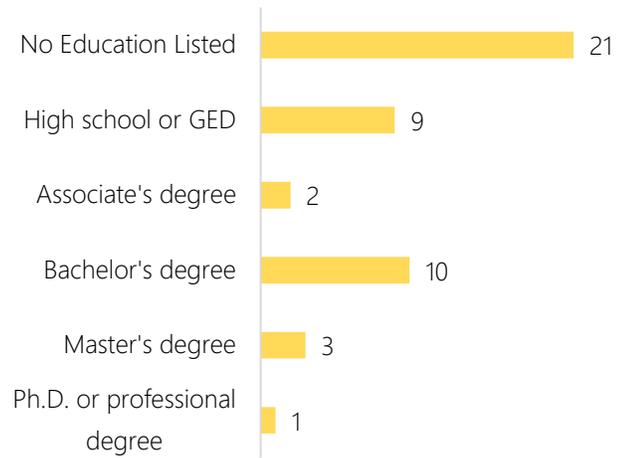
40 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

- Forest and Conservation Technicians (17)
- Agricultural Technicians (10)
- Biological Technicians (6)
- Hydrologic Technicians (3)
- Life, Physical, and Social Science Technicians, All Other (2)
- Environmental Science and Protection Technicians, Including Health (1)
- Forensic Science Technicians (1)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

United States Forest Service	Sierra Pacific Industries
United States Fish & Wildlife Service	Natural Resources Conservation
Lighthouse Corporation Ltd	Aftermath
Nevada Irrigation District	TÜV SÜD
United States Department of the Interior	National Park Service

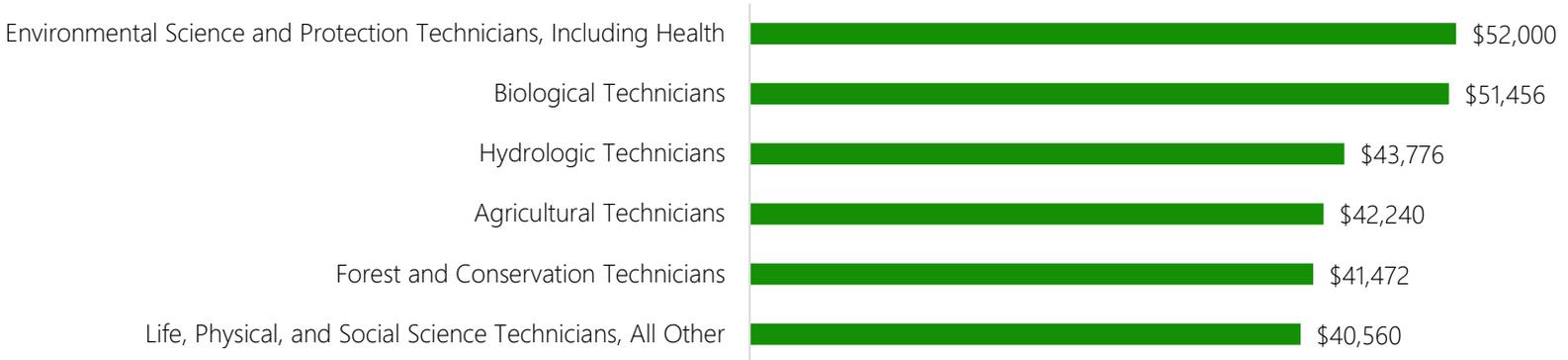


2024 Q1

Life, Physical, and Social Science Technicians (19-4000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings¹



¹ Forensic science technicians excluded due to data insufficiency.

SKILLS & CERTIFICATIONS

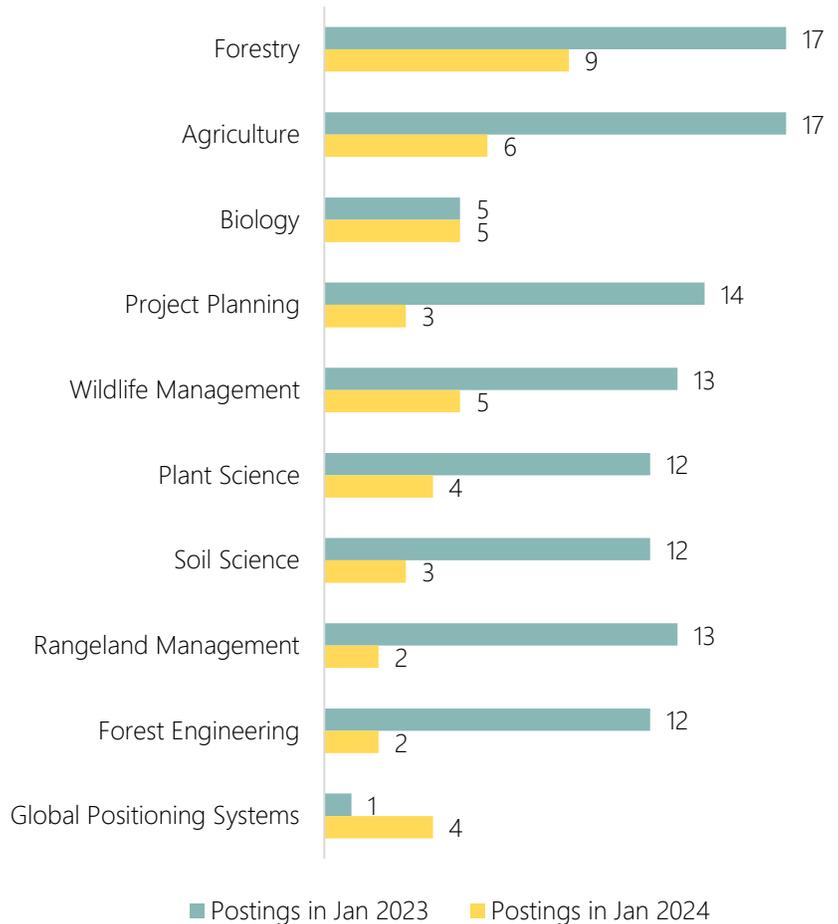
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

- Forestry (43%)
- Agriculture (40%)
- Biology (33%)
- Project Planning (20%)
- Wildlife Management (20%)
- Plant Science (18%)
- Soil Science (18%)
- Rangeland Management (13%)
- Forest Engineering (13%)
- Global Positioning Systems (13%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

- Valid Driver's License (17)
- Microsoft Certified Professional (2)
- Pesticide Applicator License (1)
- Certified Quality Auditor (1)
- Commercial Driver's License (CDL) (1)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024



■ Postings in Jan 2023 ■ Postings in Jan 2024



2024 Q1 Occupational Health and Safety Specialists and Technicians (19-5000)

HIGHLIGHTS

2019 jobs: 138
2024 jobs: 186



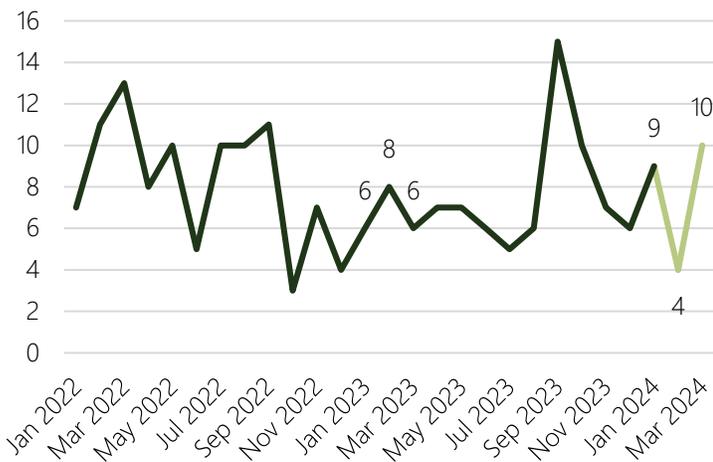
Jobs predicted to increase by **6.5%** from 2024-2029



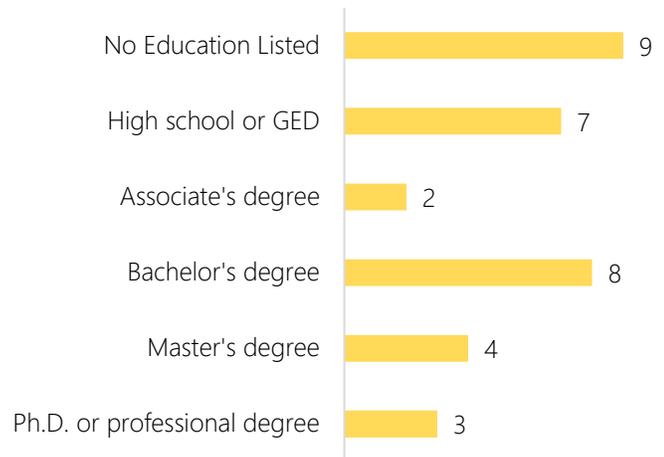
23 unique job postings from Jan. 2024 to Mar. 2024

JOB POSTINGS

Unique Job Postings, Jan. 2022 - Mar. 2024



Education Breakdown by Unique Job Postings, Jan. 2024 - Mar. 2024



Unique Job Postings by County, Jan. 2024 - Mar. 2024



Top Occupations by Unique Job Postings, Jan. 2024 to Mar. 2024

- Occupational Health and Safety Specialists (14)
- Occupational Health and Safety Technicians (9)

Top Employers by Unique Job Postings, Jan 2024 to Mar. 2024

Loram Maintenance of Way	KCO Resource Management
Nevada County	Xanitos, Inc.
National Express Corporation	Sierra Pacific Industries
Butte-Glenn Community College	United States Government
CommonSpirit Health	California Public Utilities Commission

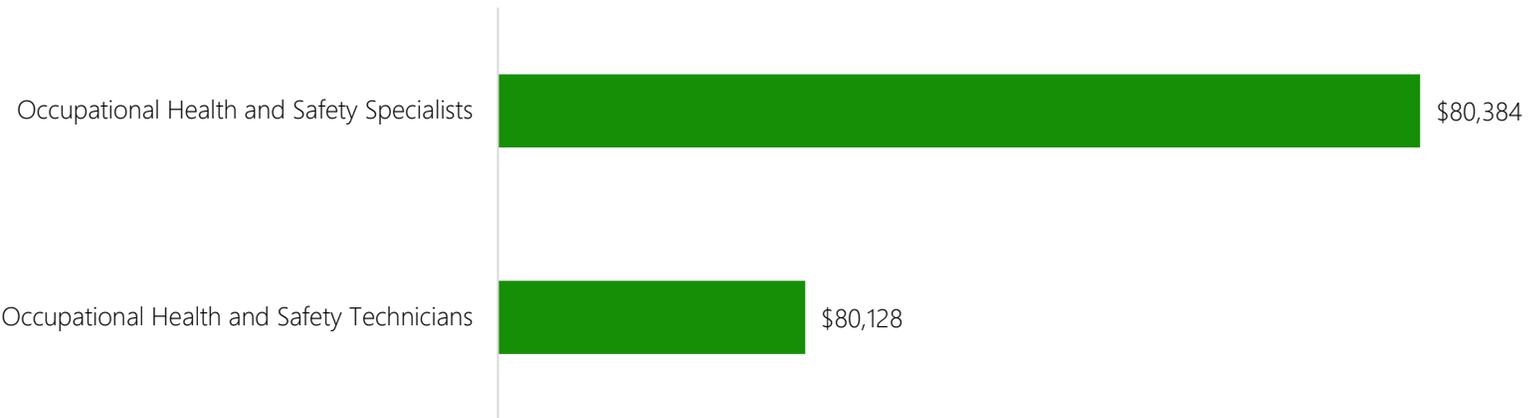


2024 Q1

Occupational Health and Safety Specialists and Technicians (19-5000)

EARNINGS

Annual Advertised Median Salary of Top Unique Job Postings



SKILLS & CERTIFICATIONS

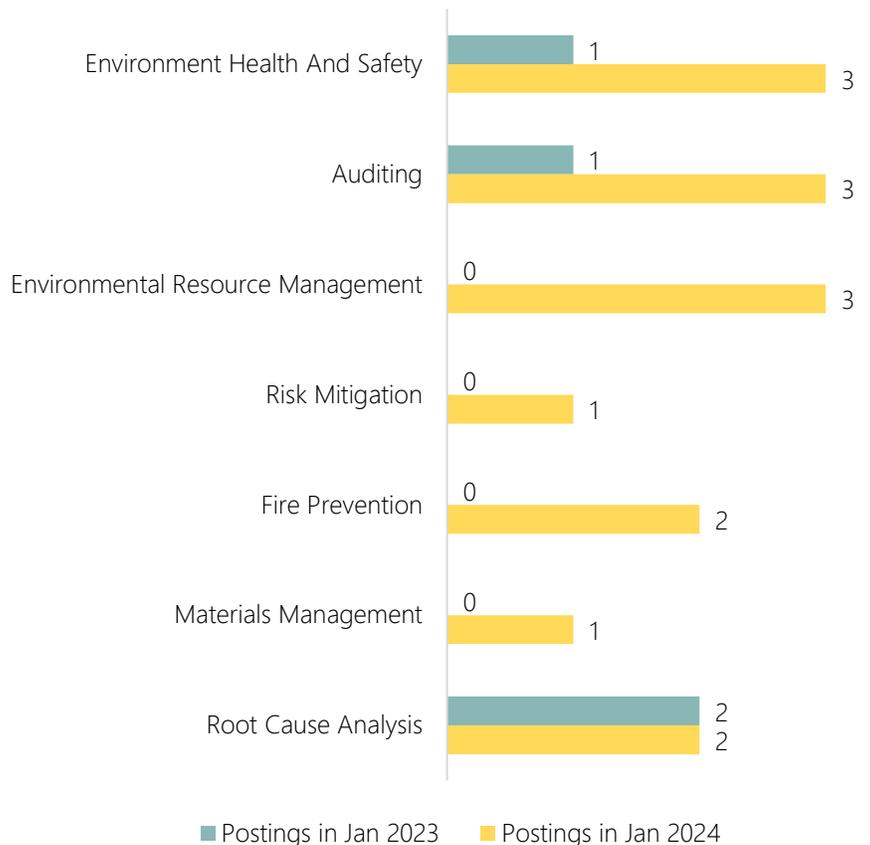
Top Specialized Skills by % of Total Postings, Jan. 2024 to Mar. 2024

Biology (22%)
Public Health (22%)
Environment Health and Safety (22%)
Auditing (17%)
Environmental Resource Management (17%)
Risk Mitigation (13%)
Consumer Protection (13%)
Fire Prevention (13%)
Materials Management (13%)
Root Cause Analysis (13%)

Top Certifications & Qualifications by Total Postings, Jan. 2024 to Mar. 2024

Valid Driver's License (5)
Microsoft Certified Professional (3)
HAZWOPER Certification (1)
Certified Professional In Healthcare Quality (CPHQ) (1)
Environmental Certification (1)

Top Specialized Skills, Jan. 2023 vs. Jan. 2024



Specialized skills not included in the chart above indicate that they were not the top skills in job postings over the last year.



Reference

NoRTEC has partnered with TPMA to collect and analyze job postings data, aggregated by Lightcast. Labor marketing information from Lightcast was compiled from California Economic Development Department (EDD). Lightcast is unable to access any non-publicly posted jobs, so data may not reflect the exact hiring demands of employers in the NoRTEC region (Butte County, Del Norte County, Lassen County, Modoc County, Nevada County, Plumas County, Shasta County, Sierra County, Siskiyou County, Tehama County, and Trinity County).

TPMA examined the job postings data for each of the identified occupations and gleaned the data to capture specialized skills, and qualifications. For consistency with other data, this report leveraged the 2024.2 dataset from Lightcast.



2024 Q2 Professional Services

HIGHLIGHTS



Jobs predicted to increase by **1.9%** from 2024-2029



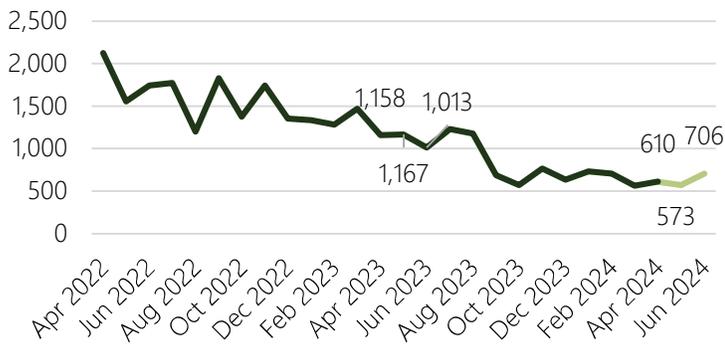
1,889 unique job postings from April 2024 to June 2024



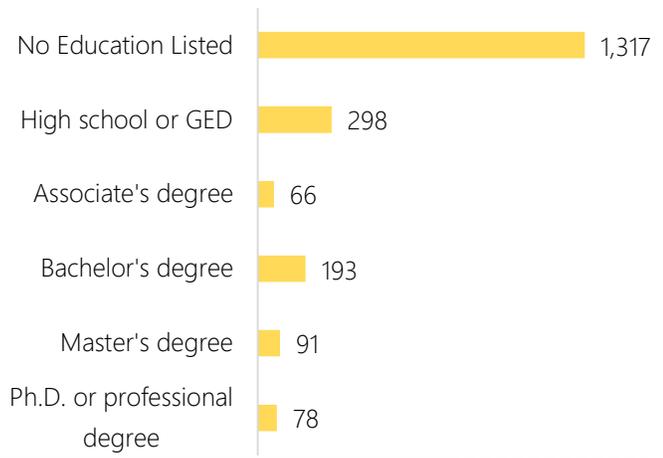
1.1% unemployment rate in March 2024 (Avg. for Finance & Insurance; Real Estate & Rental & Leasing; Professional, Scientific, & Technical Services; Management of Companies & Enterprises; Admin & Support & Waste Mngt. & Remediation Services)

JOB POSTINGS

Unique Job Postings, Apr. 2022 to June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Employers by Unique Job Postings, Apr. 2024 to June 2024

Tri Counties Bank	Waste Management
American Traveler	FPI Management
Disability Solutions	Stantec
TravelCenters of America	RAND Corporation
Optimum 4.0	Jacobs Engineering Group
Wells Fargo	U-Haul

Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

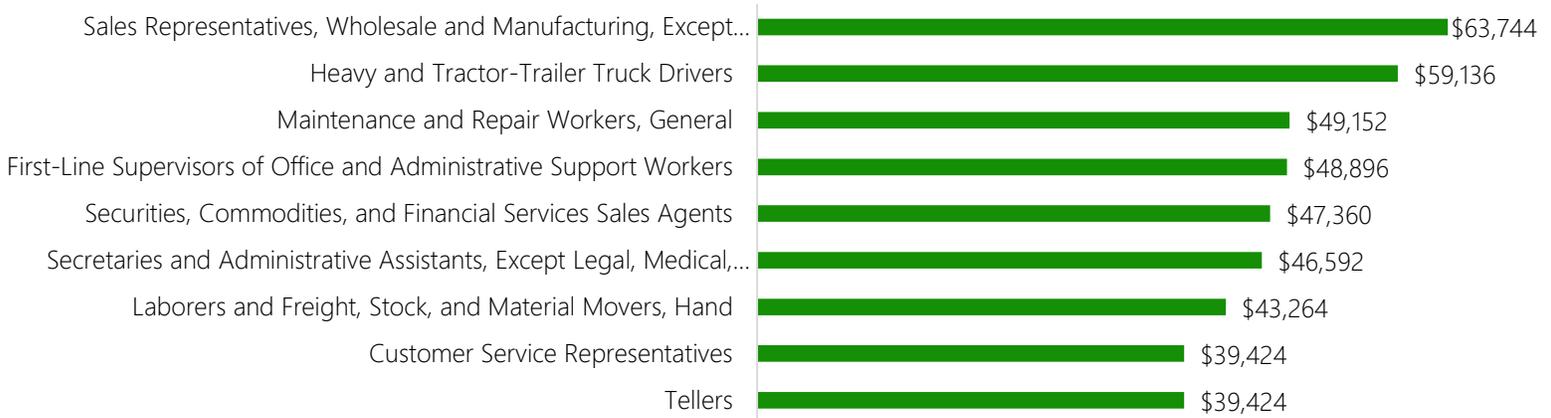
Customer Service Representatives (30)
Maintenance and Repair Workers, General (29)
Heavy and Tractor-Trailer Truck Drivers (28)
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (22)
Securities, Commodities, and Financial Services Sales Agents (20)
Laborers and Freight, Stock, and Material Movers, Hand (20)
Tellers (18)
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (16)
First-Line Supervisors of Office and Administrative Support Workers (14)



2024 Q1 Professional Services

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

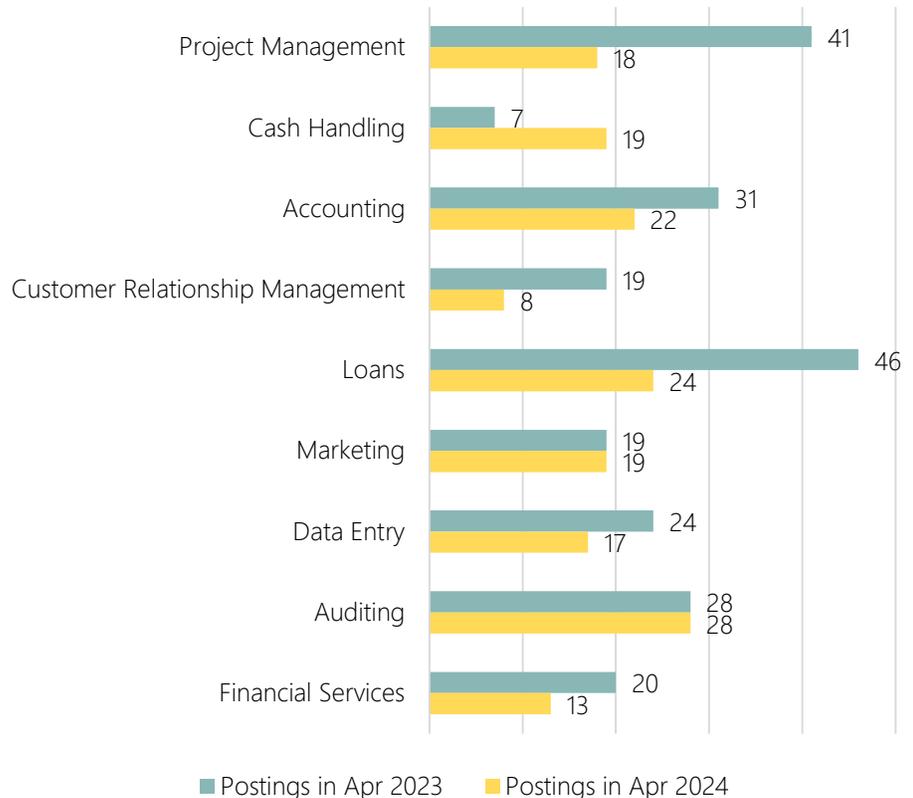
Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Project Management (3%)
Cash Handling (3%)
Accounting (3%)
Auditing (3%)
Loans (3%)
Warehousing (2%)
Marketing (2%)
Data Entry (2%)
Customer Relationship Management (2%)
Effective Communication (2%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (190)
Security Clearance (39)
Commercial Driver's License (CDL) (23)
Nationwide Mortgage Licensing System (NMLS) (13)
Certified Arborist (120)

Top Professional Services Skills, Apr. 2023 vs. Apr. 2024



Specialized skills not included in the chart above indicate that they were not the top skills in job postings over the last year.



2024 Q2 Public Services

HIGHLIGHTS



Jobs predicted to increase by **4.7%** from 2024-2029



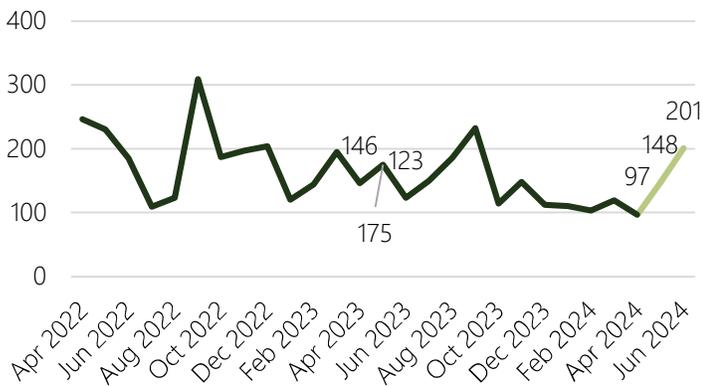
446 unique job postings from April 2024 to June 2024



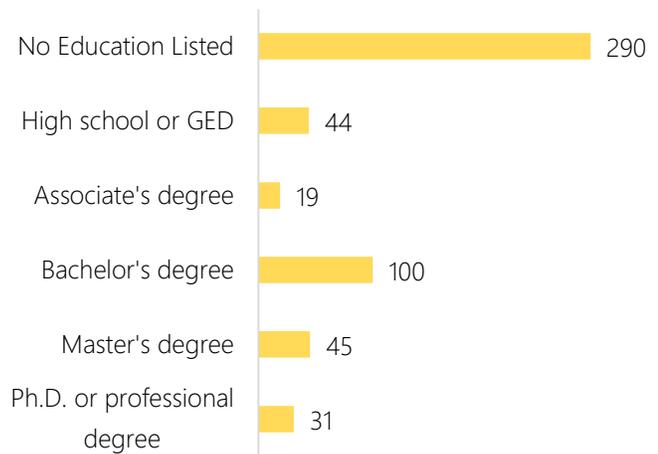
1.2% unemployment rate in March 2024

JOB POSTINGS

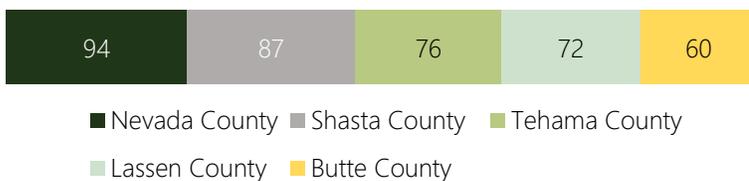
Unique Job Postings, Apr. 2022 to June 2024



Education Breakdown by Unique Job Postings, Apr. 2024 - June 2024



Unique Job Postings by County, Apr. 2024 - June 2024



Top Occupations by Unique Job Postings, Apr. 2024 to June 2024

Police and Sheriff's Patrol Officers (16)
Interpreters and Translators (15)
Environmental Scientists and Specialists, Including Health (11)
First-Line Supervisors of Police and Detectives (11)
Management Analysts (10)
Office Clerks, General (10)
Operating Engineers and Other Construction Equipment Operators (10)
Civil Engineers (9)
Helpers--Installation, Maintenance, and Repair Workers (9)
Correctional Officers and Jailers (8)

Top Employers by Unique Job Postings, Apr. 2024 to June 2024

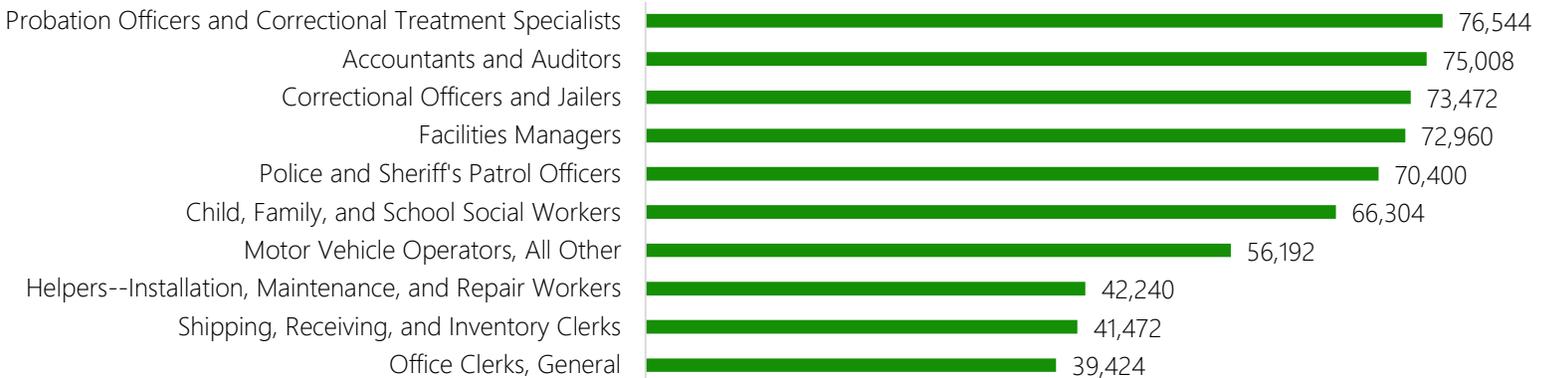
California Public Utilities Commission	Tehama County
State of California	U.S. Government
Nevada County	U.S. Dept. of Homeland Security
FBI	U.S. Dept. of Veterans Affairs
Butte County	American Climate Corps



2024 Q2 Public Services

EARNINGS

Median Annual Advertised Salary of Top Unique Job Posting Occupations



SKILLS & CERTIFICATIONS

Top Specialized Skills by % of Total Postings, Apr. 2024 to June 2024

Psychology (9%)
Social Work (7%)
Mental Health (7%)
Criminal Corrections (6%)
Accounting (6%)
Auditing (5%)
Rehabilitation (5%)
Contraband Detection and Control (5%)
Case Management (4%)
Public Health (4%)

Top Certifications & Qualifications by Total Postings, Apr. 2024 to June 2024

Valid Driver's License (132)
Microsoft Certified Professional (44)
CDL Class C License (24)
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance) (20)
Typing Certification (11)

Top Public Services Skills, Apr. 2023 vs. Apr. 2024

