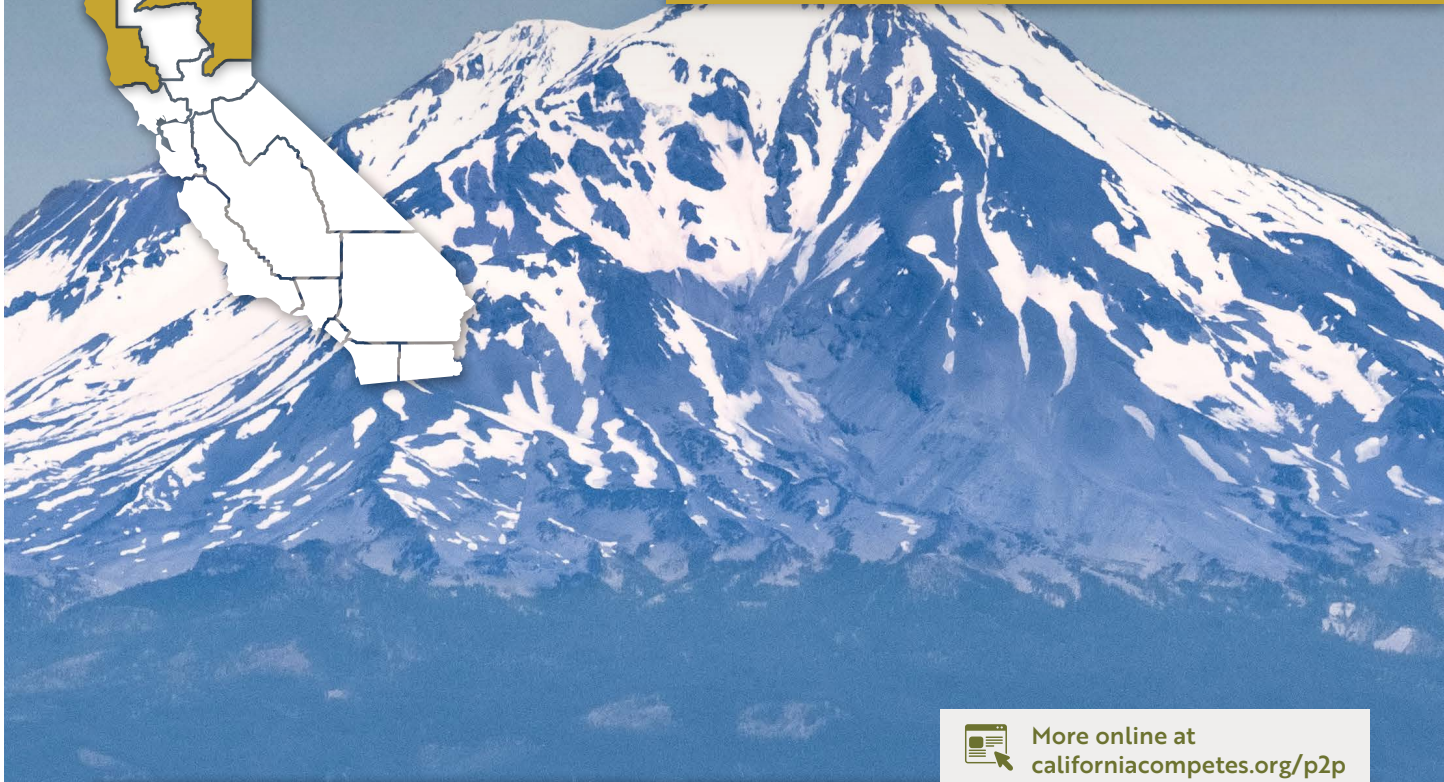




POSTSECONDARY TO PROSPERITY

NORTH-FAR NORTH



More online at
californiacompetes.org/p2p

California's North-Far North region's population makes up roughly 2 percent of the state population. This region is home to six California Community Colleges and one California State University (CSU). Only half of high school graduates in this region go directly to college, with few students attending a CSU (3%) and even fewer attending a UC campuses (1%). Bachelor's degree attainment rates are 28 percent lower than the statewide average. Black and Latinx students in particular are less likely to go directly to college or earn a bachelor's degree compared to other students. Still, the employment rate surpasses the statewide average of 95 percent for most racial and ethnic groups. However, Native American and Alaska Native residents are much less likely to be employed. Nearly two-thirds of residents earn a living wage, similar to the state average, but this proportion differs dramatically across racial and ethnic groups. Similarly, homeownership rates are higher in the North-Far North but also differ by race and income, demonstrating disparate opportunity to build wealth through homeownership. Black residents, for example, have a high employment rate (98%) and the greatest likelihood of earning a living wage (68%), but only 45 percent own a home.

POPULATION

702,906

COUNTIES

Humboldt, Lake, Mendocino, Del Norte, Lassen, Modoc, Nevada, Plumas, Siskiyou, Sierra, Shasta

ABOUT THE DATA¹

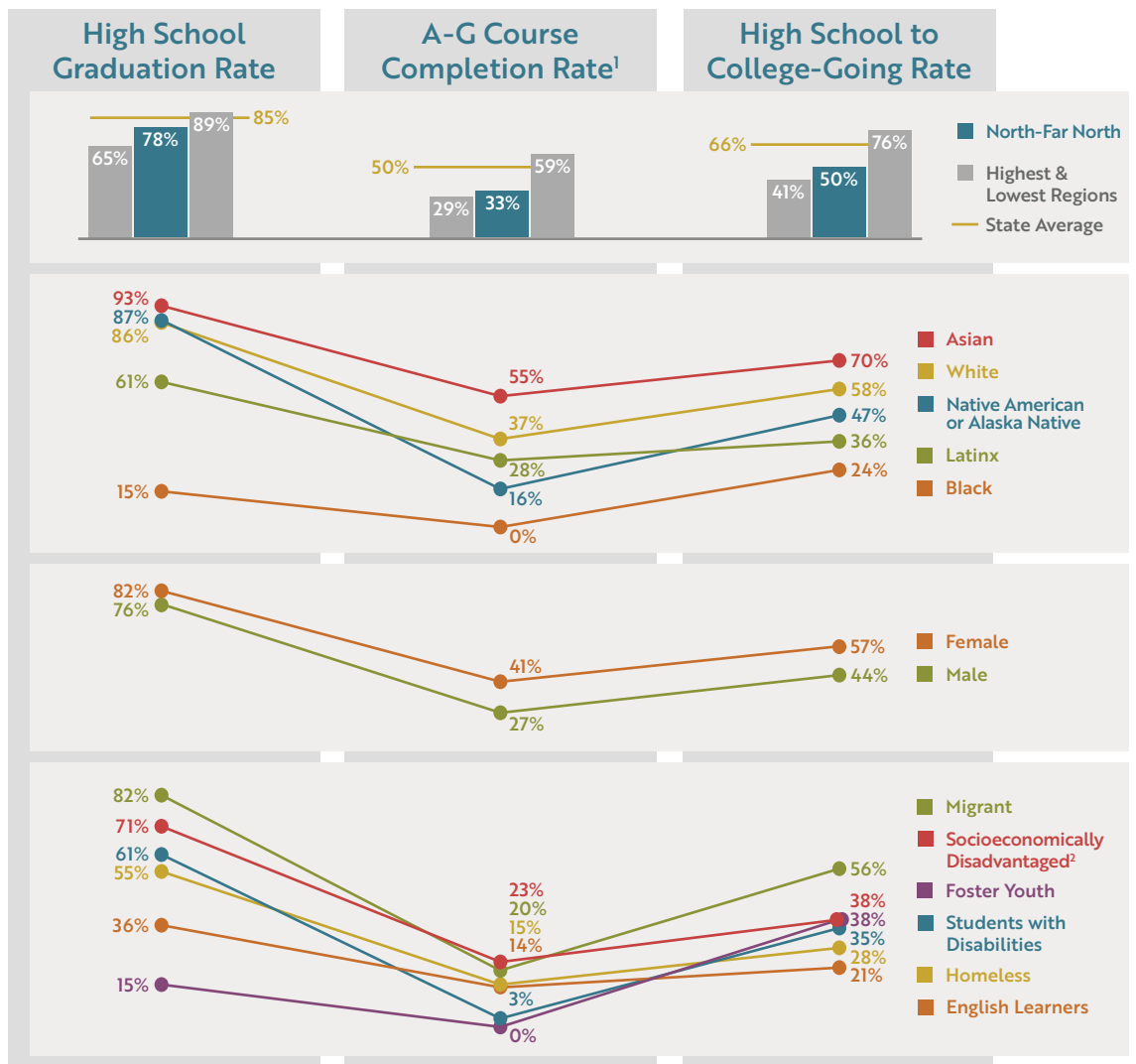
This factsheet uses 8 primary datasets (2017–2020)

1. Some metrics are based on very small sample sizes, which may not provide reliable estimates of the population. These results should be interpreted with caution. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).

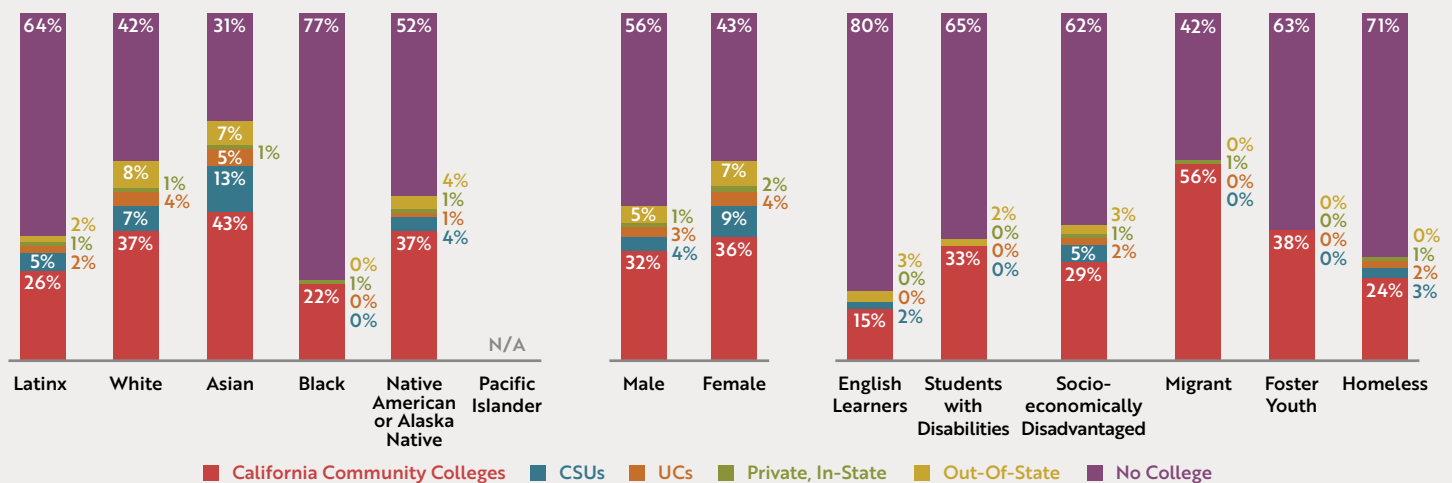
College readiness and access are the first steps to college success. Access to a rigorous college preparatory curriculum is not universal and differences exist in who goes to college and where they go based on demographic characteristics, such as racial/ethnic groups. Homeless, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race/ethnicity.



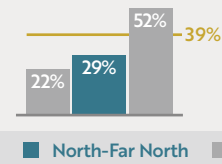
Where Do High School Students Go to College?



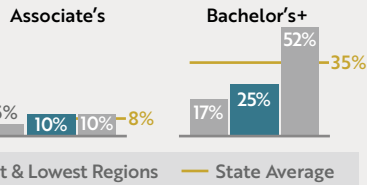
1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.
 2. Students who do not have a parent who graduated from high school, are eligible for free or reduced-price meals, or are foster, homeless, or migrant youth.



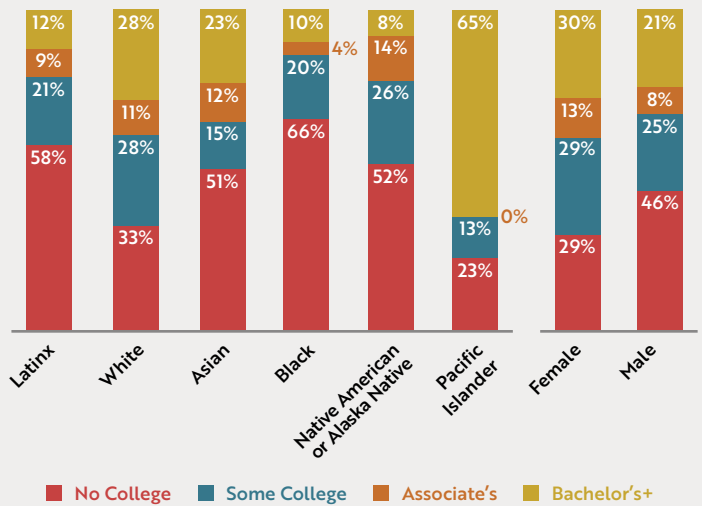
Adult (25+) Intent to Enroll



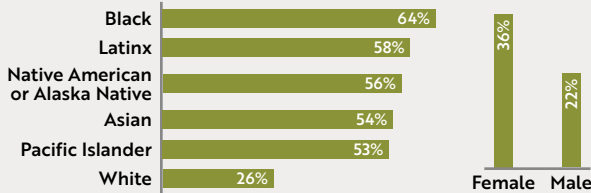
Highest Educational Attainment



What Is the Highest Level of Attainment?

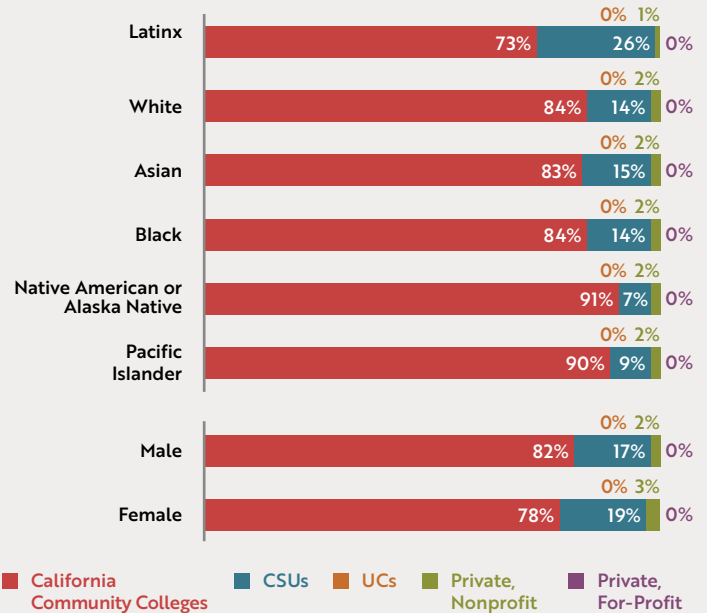
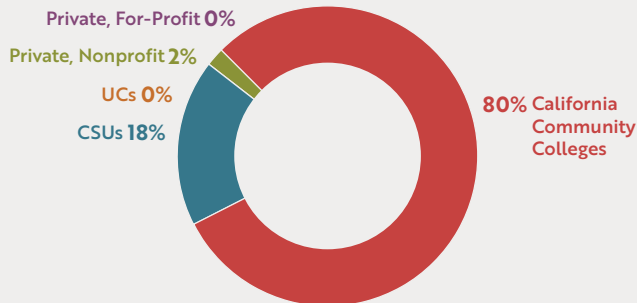


Which Adults (25+) Intend to Enroll in College?

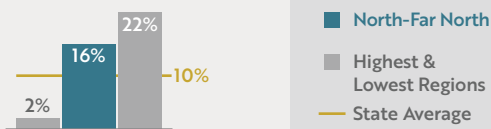


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

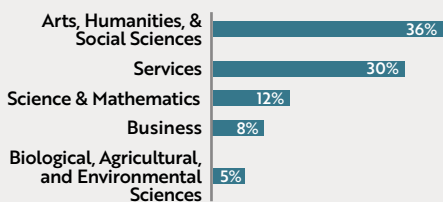


Online Enrollment Rate¹

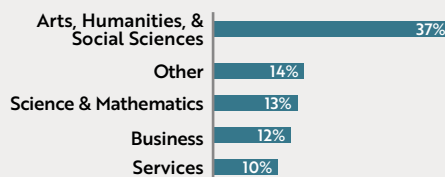


What Are the Most Commonly Completed Programs at Colleges in the Region?

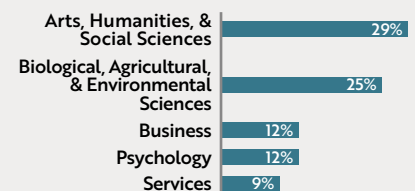
Certificates



Associate's Degree



Bachelor's Degree

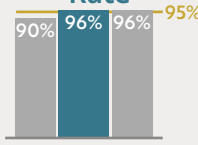


1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

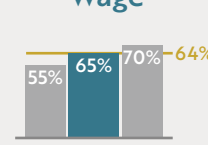


Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 87 percent of Native American and Alaska Native residents being employed, compared to 96+ percent of other groups. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-five percent of North-Far North residents earn a living wage compared to the state average of 64 percent.

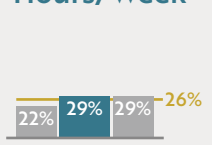
Employment Rate



Earns a Living Wage¹

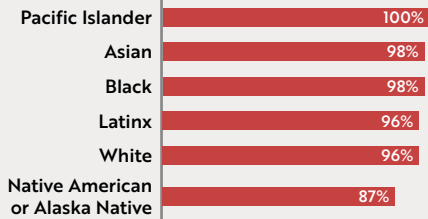


Works 41+ Hours/Week

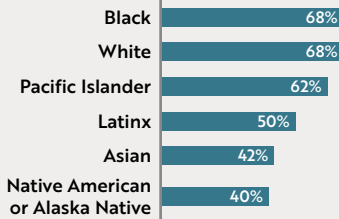


■ North-Far North ■ Highest & Lowest Regions — State Average

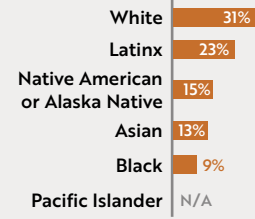
Who Is Employed?



Who Earns a Living Wage?



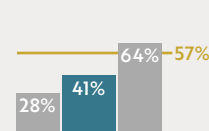
Who Works 41+ Hours/Week?



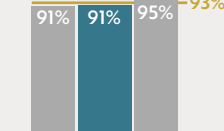
PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.

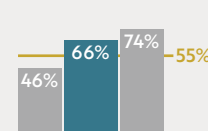
Community Diversity Rate²



Health Insurance Rate



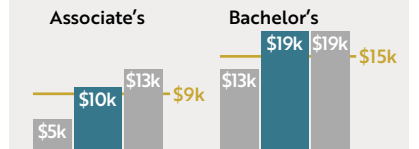
Homeownership Rate



Male Wage Premium

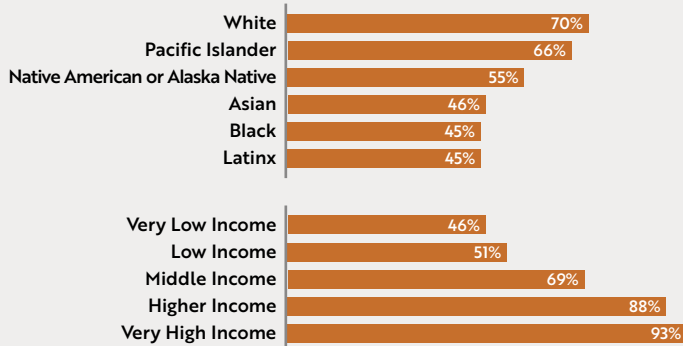


Student Debt at Graduation

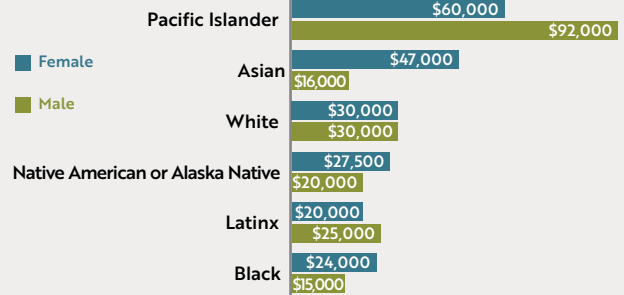


■ North-Far North ■ Highest & Lowest Regions — State Average

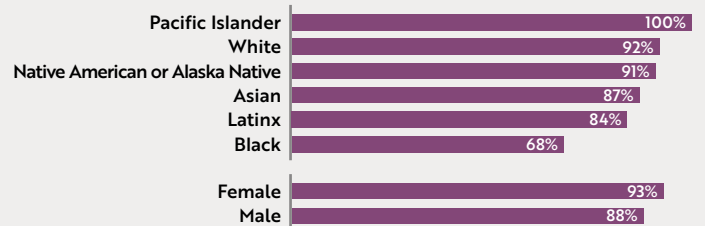
Who Owns a Home?



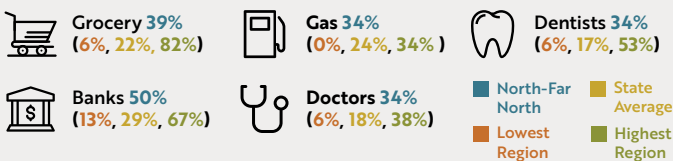
How Do Earnings Differ by Race and Gender?



Who Has Health Insurance?



How Many Communities Lack Essential Businesses?



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.
2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.

