

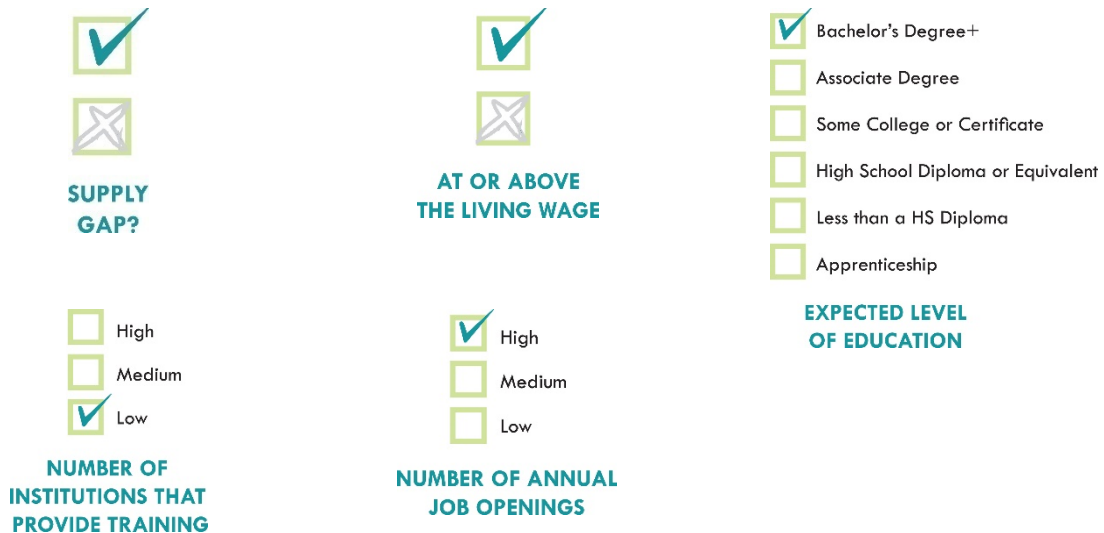
# Interpreters and Translators

## Labor Market Analysis: Imperial County

September 2019

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### Summary



The brief provides labor market information about *Interpreters and Translators* to assist the San Diego and Imperial Counties Community Colleges with program development, strategic planning, etc. According to available labor market information, *Interpreters and Translators* have a labor market demand of 18 annual job openings, while average demand for an occupation in Imperial County is four annual job openings. No educational institution in Imperial County supplies awards for this occupation, suggesting that there is an supply gap. Comparatively, there are 1,584 annual openings in California and 630 awards. This occupation's entry-level and median wages are above the living wage. According to the California Community Colleges' outcomes data, 32 percent of students who complete programs related to *Interpreters and Translators* earned a living wage in California, compared to 58 percent of students who complete Career Education programs in general. Additionally, the typical entry-level education for *Interpreters and Translators* is a bachelor's degree.

## Introduction

This report provides labor market information (LMI) in Imperial County for the following occupational code in the Standard Occupational Classification (SOC)<sup>1</sup> system:

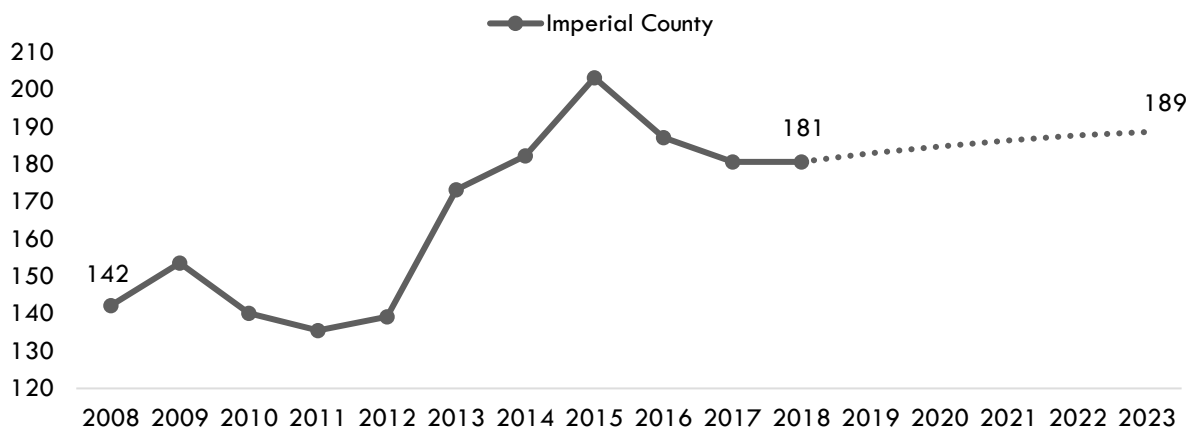
**Interpreters and Translators (SOC 27-3091):** Interpret oral or sign language, or translate written text from one language into another. Sample reported job titles include:

- Deaf Interpreter
- Court Interpreter
- Technical Translator
- Spanish Interpreter
- Medical Interpreter
- Interpreter for the Deaf
- Diplomatic Interpreter

## Projected Occupational Demand

Between 2018 and 2023, *Interpreters and Translators* are projected to increase by **eight** net jobs or **four** percent (Exhibit 1). Employers in Imperial County will need to hire **18** workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

**Exhibit 1: Number of Jobs for *Interpreters and Translators* (2008-2023)<sup>2</sup>**



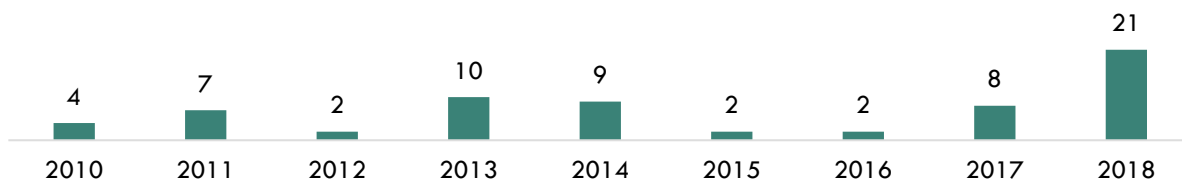
<sup>1</sup> The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. [bls.gov/soc](https://www.bls.gov/soc/).

<sup>2</sup> Emsi 2019.03; QCEW, Non-QCEW, Self-Employed.

## Online Job Postings

This report analyzes not only historical and projected (traditional LMI) data, but also recent data from online job postings (real-time LMI). Online job postings may provide additional insight about recent changes in the labor market demand that are not captured by historical data. Between 2010 and 2018, there was an average of **seven** online job postings per year for *Interpreters and Translators* in Imperial County (Exhibit 2).

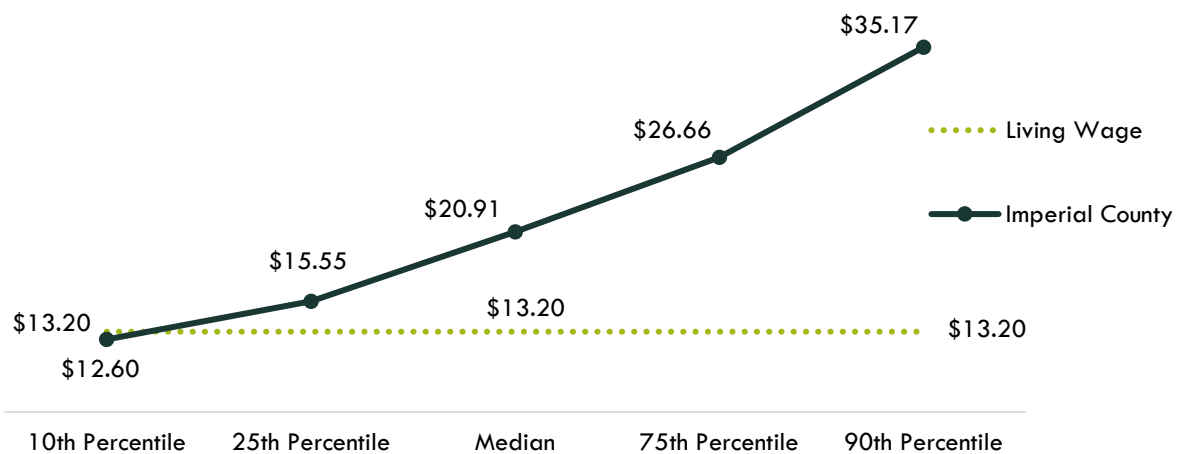
**Exhibit 2: Number of Online Job Postings for Interpreters and Translators in Imperial County (2010-2018)<sup>3</sup>**



## Earnings

*Interpreters and Translators* receive median hourly earnings of **\$20.91**; this is more than the living wage for two adults and two children (school-age) in Imperial County, which is **\$13.20** per hour (Exhibit 3).<sup>4</sup>

**Exhibit 3: Hourly Earnings<sup>5</sup> for Interpreters and Translators in Imperial County<sup>6</sup>**



<sup>3</sup> Burning Glass Technologies, "Labor Insight Real-Time Labor Market Information Tool." 2010-2018.

<sup>4</sup> "California Family Needs Calculator (formerly the Self-Sufficiency Standard)," Insight: Center for Community Economic Development, last updated 2018. [insightccd.org/2018-self-sufficiency-standard](https://insightccd.org/2018-self-sufficiency-standard).

<sup>5</sup> 10th and 25th percentiles could be considered entry-level wages, and 75th and 90th percentiles could be considered experienced wages for individuals who may have been in the occupation longer, received more training than others, etc.

<sup>6</sup> Emsi 2019.03; QCEW, Non-QCEW, Self-Employed.

## Educational Supply

Educational supply for an occupation can be estimated by analyzing the number of awards in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes.<sup>7</sup> There are **four** TOP codes and **five** CIP codes related to *Interpreters and Translators* (Exhibit 4).

**Exhibit 4: Related TOP and CIP Codes for Interpreters and Translators**

<i>Interpreters and Translators</i>
TOP 060700: Technical Communication
TOP 061000: Mass Communications
TOP 085010: Sign Language Interpreting
TOP 214000: Legal and Community Interpretation
CIP 09.0102: Mass Communication/Media Studies
CIP 10.0105: Communications Technology/Technician
CIP 16.0103: Language Interpretation and Translation
CIP 16.1603: Sign Language Interpretation and Translation
CIP 23.1303: Professional, Technical, Business, and Scientific Writing

According to TOP and CIP data, **no** educational institution supplies the region with awards for this occupation (Exhibit 5).

**Exhibit 5: Number of Awards (Certificates and Degrees) Conferred by Postsecondary Institutions (Program Year 2013-14 through PY2016-17 Average)**

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY14-15 to PY16-17)	Other Educational Institutions 3-Yr Annual Average Awards (PY13-14 to PY15-16)	3-Yr Total Average Supply (PY13-14 to PY16-17)
060700	Technical Communication	0	0	0
061000	Mass Communications	0	0	0
085010	Sign Language Interpreting	0	0	0

<sup>7</sup> TOP data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data).

214000	Legal and Community Interpretation	0	0	0
			Total	0

## Demand vs. Supply

Comparing labor demand (annual openings) with labor supply<sup>8</sup> suggests that there is a **supply gap** for this occupation in Imperial County, with **18** annual openings and **no** awards. Comparatively, there are **1,584** annual openings in California and **630** awards<sup>9</sup> (Exhibit 6).

### Exhibit 6: Labor Demand (Annual Openings) Compared with Labor Supply (Average Annual Awards)

Community Colleges and Other Postsecondary Educational Institutions	Demand (Annual Openings)	Supply (Total Annual Average Supply)	Supply Gap or Oversupply
Imperial	18	0	<b>18</b>
California	1,584	630	<b>954</b>

**Please note:** This is a basic analysis of supply and demand of labor. The data does not include workers currently in the labor force who could fill these positions or workers who are not captured by publicly available data. This data should be used to discuss the potential gaps or oversupply of workers; however, it should not be the only basis for determining whether or not a program should be developed.

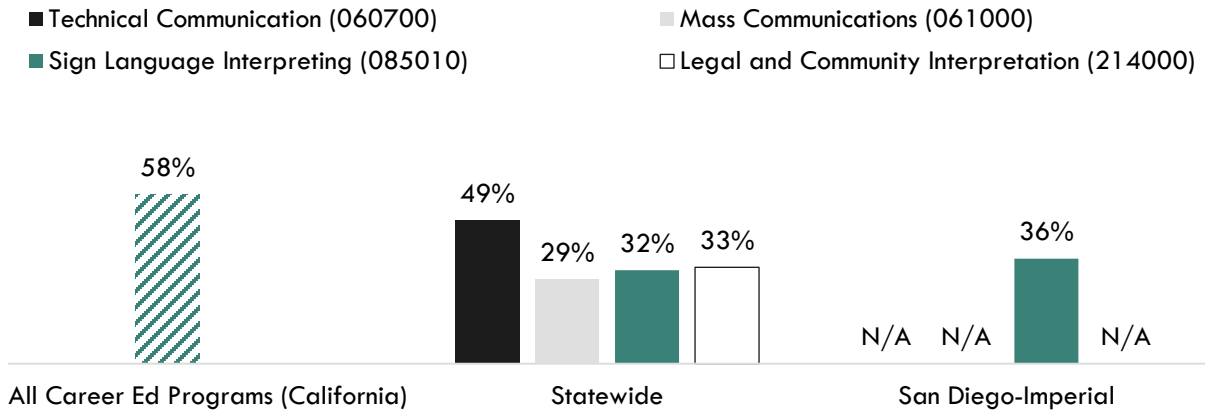
## Student Outcomes and Regional Comparisons

According to the California Community Colleges LaunchBoard, between 29 and 49 percent of students earned a living wage in programs related to *Interpreters and Translators*, compared to 58 percent of students who earned a living wage in Career Education programs across the state (Exhibit 7a).

<sup>8</sup> Labor supply can be found from two different sources: EMSI or the California Community Colleges Chancellor's Office MIS Data Mart. EMSI uses CIP codes while MIS uses TOP codes. Different coding systems result in differences in the supply numbers.

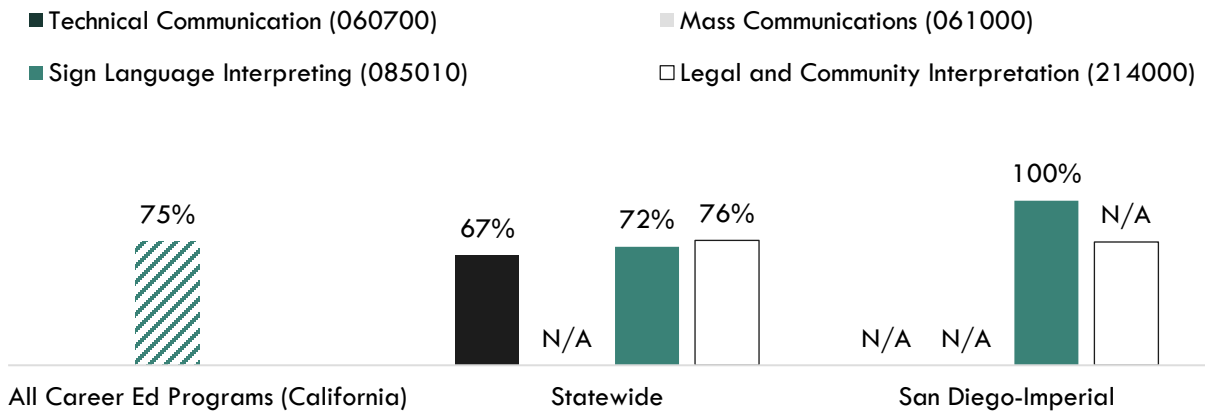
<sup>9</sup> "Supply and Demand," Centers of Excellence Student Outcomes, [coecc.net/Supply-and-Demand.aspx](http://coecc.net/Supply-and-Demand.aspx).

**Exhibit 7a: Proportion of Students Who Earned a Living Wage, PY2015-16<sup>10</sup>**



According to the California Community Colleges LaunchBoard, 75 percent of students in Career Education statewide obtained a job closely related to their field of study compared to 67 percent of students from Technical Communication (060700), 72 percent from Sign Language Interpreting (085010), and 76 percent from Legal and Community Interpretation (214000) across the state (Exhibit 7b).

**Exhibit 7b: Percentage of Students in a Job Closely Related to Field of Study, PY2014-15<sup>11</sup>**



<sup>10</sup> Among completers and skills builders who exited, the proportion of students who attained a living wage.

<sup>11</sup> Most recent year with available data is Program Year 2014-15. Percentage of Students in a Job Closely Related to Field of Study: Among students who responded to the CTEOS, the percentage reporting employment in the same or similar field as their program of study.

## Top Employers and Work Locations

Between January 1, 2016 and December 31, 2018, the top five employers in Imperial County for this occupation were [SOS International](#), [Imperial County Office of Education](#), [Metlang](#), [Wireless Vision](#), and [Superior Court California](#) (Exhibit 8).

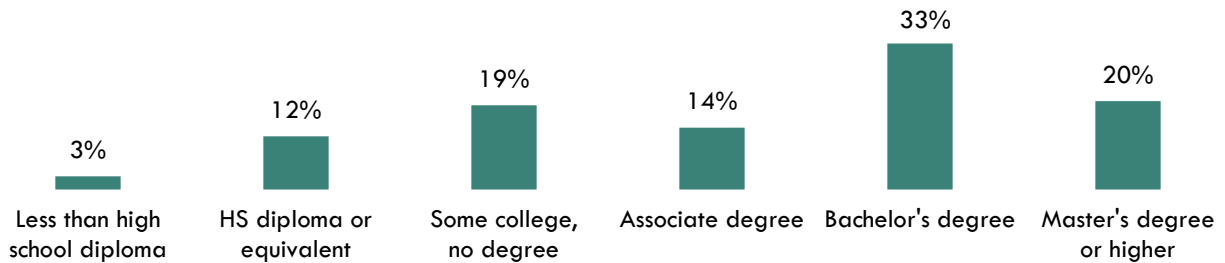
**Exhibit 8: Top Employers in Imperial County for Interpreters and Translators<sup>12</sup>**

Top Employers	
<ul style="list-style-type: none"> <li>• SOS International</li> <li>• Imperial County Office of Education</li> <li>• Metlang</li> <li>• Wireless Vision Llc</li> <li>• Superior Court California</li> </ul>	<ul style="list-style-type: none"> <li>• County of Imperial</li> <li>• Central Union High School District</li> </ul>

## Skills, Education, and Certifications

Exhibit 9 indicates the educational attainment for the occupation found currently in the national labor force. There is no typical on-the-job training for this profession. The typical entry-level education is a [bachelor's degree](#).<sup>13</sup>

**Exhibit 9: National Educational Attainment of Interpreters and Translators<sup>14</sup>**



\*May not add to 100% due to rounding

Exhibit 10 lists the top specialized, soft, and software skills that appeared in online job postings between January 1, 2016 and December 31, 2018.

<sup>12</sup> Burning Glass Technologies, "Labor Insight Real-Time Labor Market Information Tool." 2016-2018.

<sup>13</sup> Source: Emsi, 2018.04; QCEW, Non-QCEW, Self-Employed.

<sup>14</sup> "Educational Attainment for Workers 25 Years and Older by Detailed Occupation," Bureau of Labor Statistics, last modified October 18, 2018. [bls.gov/emp/tables/educational-attainment.htm](https://bls.gov/emp/tables/educational-attainment.htm).

### Exhibit 10: Top Skills for *Interpreters and Translators* in Imperial County<sup>15</sup>

Specialized Skills	Soft Skills	Software Skills
<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Quality Assurance and Control</li> <li>• Criminal Justice</li> <li>• Special Education</li> <li>• Transcription</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Spanish</li> <li>• Urdu</li> <li>• Hindi</li> <li>• Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office</li> </ul>

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#### Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor’s Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

<sup>15</sup> Burning Glass Technologies, “Labor Insight Real-Time Labor Market Information Tool.” 2016-2018.