

LABOR MARKET ANALYSIS

FOR PROGRAM RECOMMENDATION



C·O·E

CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

EARLY CHILDHOOD EDUCATION (SPANISH) IN THE FAR NORTH

Far North
Center of Excellence

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TABLE OF CONTENTS

Contents

Summary.....	3
Introduction.....	4
Occupational Demand.....	5
Wages.....	6
Job Postings.....	7
Occupations and Job Titles.....	7
Employers.....	8
Certifications, Skills, and Experience.....	9
Education and Training.....	11
Educational Supply.....	12
Community College Supply.....	12
Other Postsecondary Supply.....	13
Spanish speakers.....	14
Findings.....	16
Recommendations.....	17
Appendix A. Methodology and Sources.....	18

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SUMMARY

The Far North Center of Excellence for Labor Market Research prepared this report to provide a labor market analysis of educational supply and occupational demand for middle-skilled career pathways in the North/Far North subregion. This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers.

This report primarily focuses on training that leads to jobs in middle-skilled occupations - jobs that typically require education beyond a high school diploma but less than a Bachelor's degree - but may include higher-skilled occupations for training pathways that lead to a bachelor's degree. Lowered skilled occupations are rarely considered in this type of analysis due to the lessened barriers for entry-level work, such as no formal education and on-the-job training requirements.

Key findings include:

- The Far North subregion held 9,124 early childhood education jobs in 2020. Early childhood education jobs are projected to decrease by 5% over the next five years.
- Over the next five years, early childhood education jobs are projected to have 1,025 annual openings in the Far North subregion.
- Wage data shows that early childhood education occupations earn \$2 to \$4 above the subregion's living wage of \$12.74 per hour (below the state minimum wage).
- There are smaller shares of Spanish speakers and Spanish speakers who speak English less than "very well" in the Far North than in California overall.
- Awards data analysis shows that Far North training providers conferred an average of 301 certificates and associate degrees and 85 bachelor's degrees in early childhood education programs over the last three academic years.

INTRODUCTION

The Far North Center of Excellence (COE) was asked to provide labor market information for a proposed program at a regional community college. This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- These middle-skill occupations require more education and training beyond a high school diploma but less than a four-year degree:
 - Preschool Teachers, Except Special Education (25-2011)
 - Teaching Assistants, Except Postsecondary (25-9045)
 - Childcare Workers (39-9011)

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

- Child Development/Early Care and Education (1305.00)

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

- Early Childhood Education and Training (13.1210)
- Child Development (19.0706)
- Child Care Provider/Assistant (19.0709)
- Early Childhood and Family Studies (19.0711)

OCCUPATIONAL DEMAND

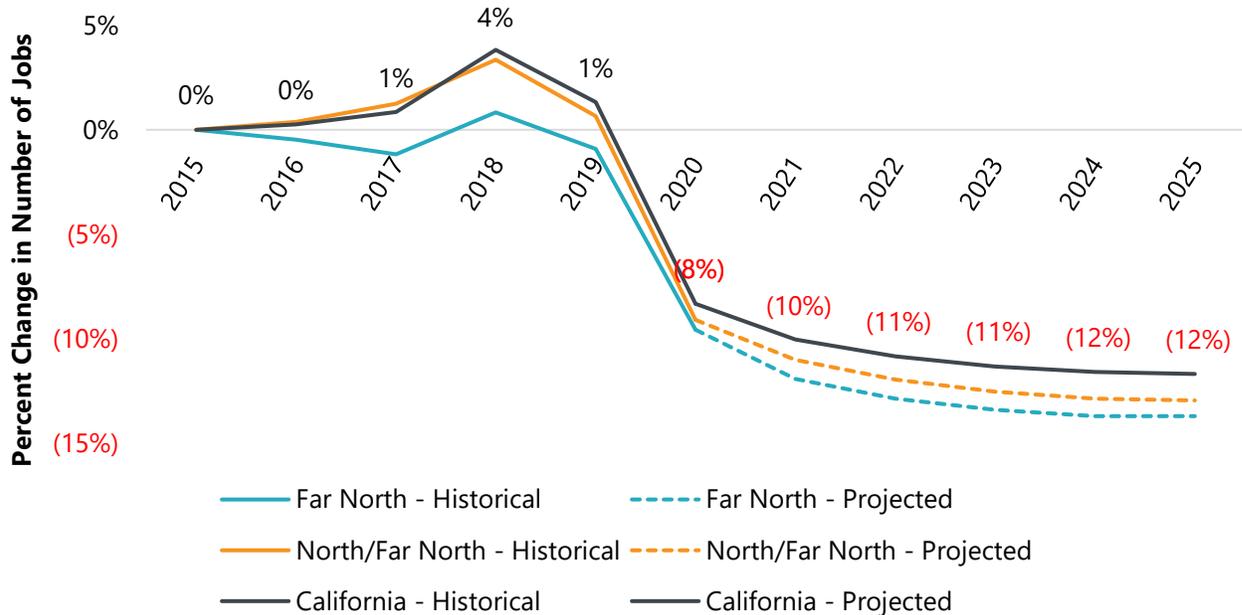
Exhibit 1 summarizes the five-year projected job growth for middle-skill occupations in the Far North, North/Far North, and California.

Exhibit 1. Employment and projected demand, 2020-2025

Occupation	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	2020-2025 Annual Openings
Preschool Teachers, Except Special Education	1,417	1,503	86	6%	173
Teaching Assistants, Except Postsecondary	4,958	4606	(352)	(7%)	452
Childcare Workers	2,749	2,598	(151)	(6%)	400
Far North	9,124	8,707	(417)	(5%)	1,025
Preschool Teachers, Except Special Education	5,234	5,407	173	3%	583
Teaching Assistants, Except Postsecondary	15,372	14,514	(858)	(6%)	1,403
Childcare Workers	11,038	10,382	(657)	(6%)	1,580
North/Far North	31,644	30,302	(1,342)	(4%)	3,566
Preschool Teachers, Except Special Education	55,346	55,015	(332)	(1%)	5,763
Teaching Assistants, Except Postsecondary	158,232	55,015	(6,490)	(4%)	14,379
Childcare Workers	182,221	174,542	(7,679)	(4%)	26,130
California	395,799	381,298	(14,501)	(4%)	46,272

Exhibit 2 compares the percent change in jobs in the North/Far North between 2015 through 2020 and the projected changes through 2025. The rate of change is indexed to the total number of jobs in 2015.

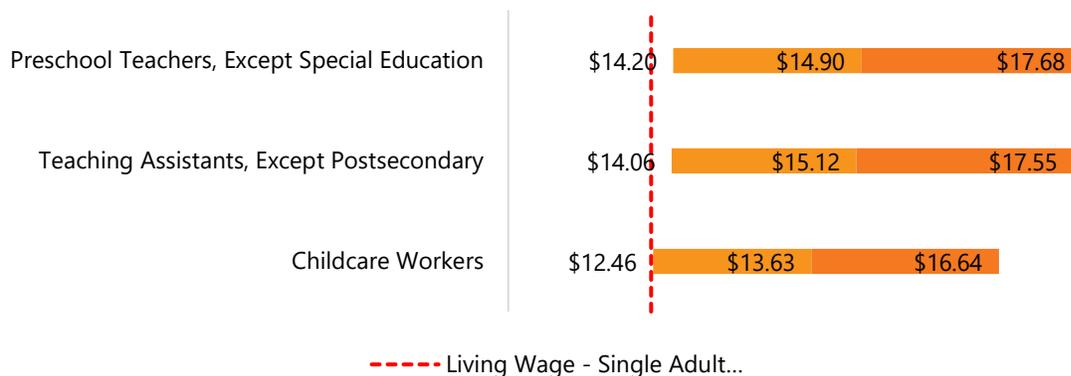
Exhibit 2. Changes in employment, 2015-2025



WAGES

Exhibit 3 compares the entry-level, median, and experienced wages for the selected occupations to the Far North living wage for a single adult - \$12.74 per hour.¹

Exhibit 3. Comparison of wages by occupation, 2020



¹ Living wage is defined as the level of income a single adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. The 25th-percentile and 75th-percentile hourly wages are used as proxy for entry-level and experienced-level wages.

JOB POSTINGS

This section of the report analyzes recent data from online job postings (real-time LMI). Online job postings may provide additional insight into recent changes in the labor market that are not captured by historical trends.

The Far North COE identified 1,121 online job postings for the selected occupations in the North/Far North subregion. Job postings data comes from Burning Glass Labor Insights and represents new listings posted online within the last year, from March 1, 2021, to February 28, 2022.

Occupations and Job Titles

Exhibit 4 details the number of online job postings for the selected occupations.

Exhibit 4. Number of job postings by occupation

Occupation	Job Postings	Share of Job Postings
Preschool Teachers, Except Special Education	256	23%
Teaching Assistants, Except Postsecondary	645	57%
Childcare Workers	220	20%
Total Job Postings	1,121	100%

Exhibit 5 shows the top 10 job titles with the most job postings and the share of job postings. All job postings included a job title.

Exhibit 5. Top jobs titles

Job Title	Job Postings	Share of Job Postings
Pre-School Teacher	32	3%
Instructional Aide	28	3%
Associate Teacher	26	2%
Nanny	14	1%
Paraeducator I	12	1%
Classroom Aide	11	1%

Job Title	Job Postings	Share of Job Postings
Instructional Assistant	11	1%
Instructional Paraprofessional	11	1%
Paraeducator	11	1%
Head Teacher	10	1%

Employers

Exhibit 6 shows the top 10 employers with the most job postings for the selected occupations. Twenty-seven percent (n= 305) of job postings did not include an employer.

Exhibit 6. Employers with the most job postings

Employer	Job Postings	Share of Job Postings
Del Norte County Unified School District & Coe	70	9%
E Center	59	7%
Redding School District	27	3%
Union Elementary School	23	3%
Konocti Unified	23	3%
Gridley Unified School District	20	3%
Gateway Unified School District	19	2%
Shasta County Head Start Child Development Inc	17	2%
Butte County Office Education	17	2%
Glenn County Office Of Education	15	2%

Certifications, Skills, and Experience

Exhibit 7 shows the most relevant certifications requested by employers for the selected occupations. Fifty percent (n= 1,419) of job postings did not include certification information.

Exhibit 7. Most in-demand certifications

Certification	Job Postings	Share of Job Postings
First Aid Cpr Aed	113	16%
Child Development Associate (CDA)	23	3%
Typing Certification	4	1%
ServSafe	4	1%

Exhibit 8 shows the specialized skills most requested by employers for the selected occupations. Twenty-six percent (n= 591) of job postings did not include specialized skills information.

Exhibit 8. Most in-demand specialized skills

Specialized Skill	Skill Postings	Share of Skill Postings
Teaching	544	100%
Child Development	272	51%
Cardiopulmonary Resuscitation (CPR)	235	44%
Early Childhood Education	204	39%
Child Care	134	25%
Influenza	132	25%
Pertussis	130	25%
Special Education	122	23%
Head Start Performance Standards	64	12%
Vaccines	55	10%

Exhibit 9 shows the minimum level of education required by employers for job postings for the selected occupations.

Exhibit 9. Employer-preferred minimum education levels

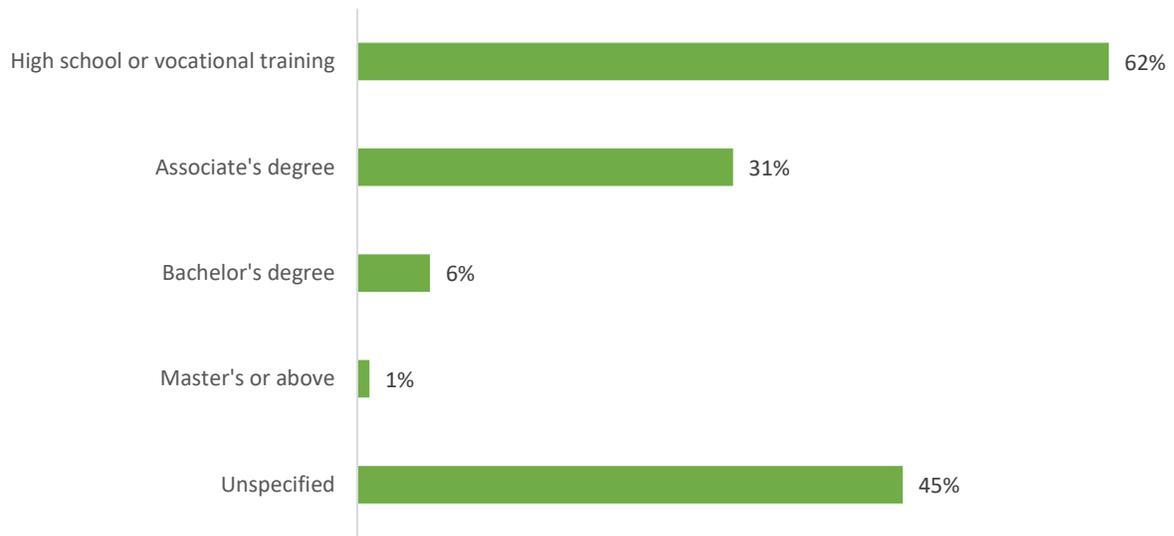


Exhibit 10 shows the experience levels required by employers for job postings for the selected occupations.

Exhibit 10. Employer-preferred experience levels

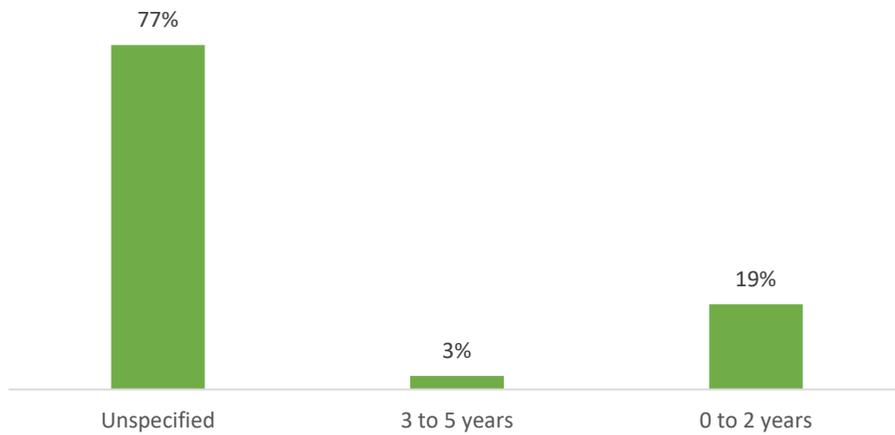
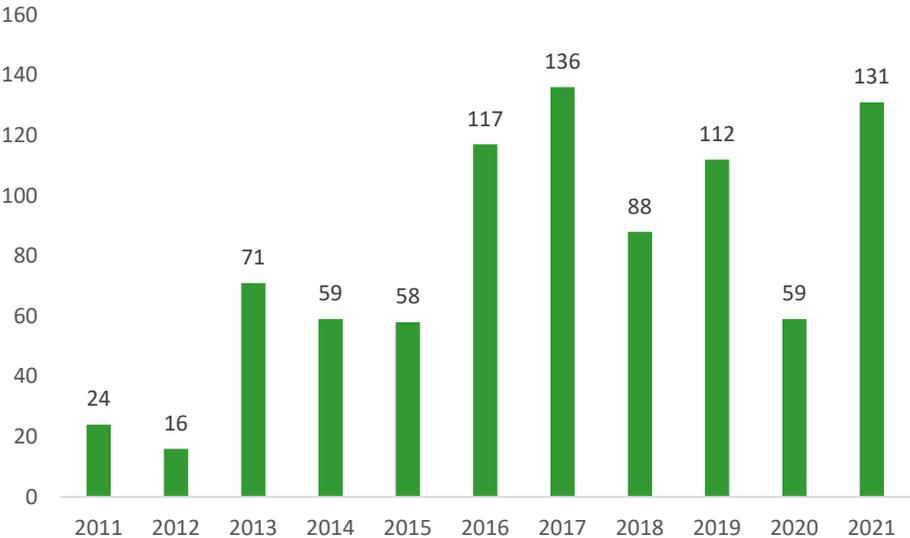


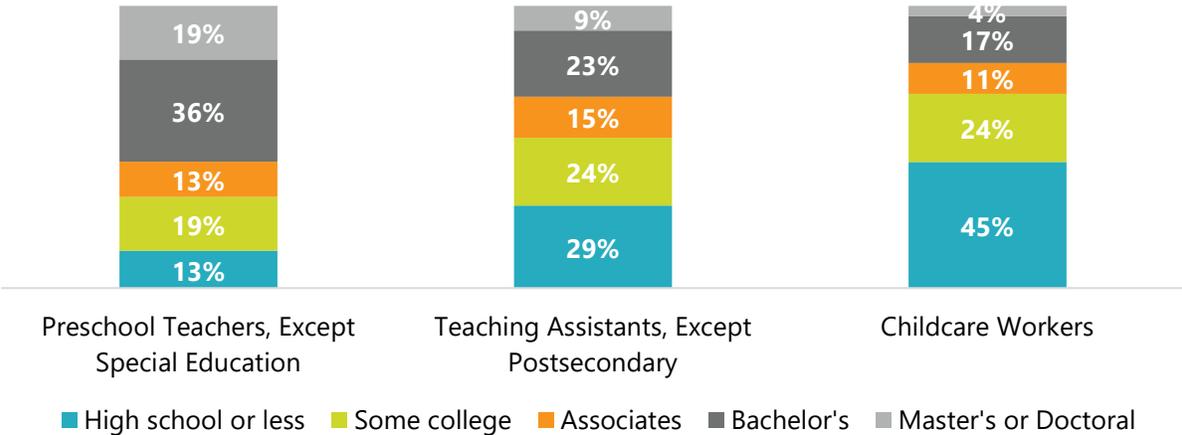
Exhibit 11 shows the number of online job postings with either “Spanish” or “bilingual” included between 2011 and 2021. The number of postings that included these keywords increased from 24 in 2011 to 131 in 2021.



EDUCATION AND TRAINING

The U.S. Census Bureau and Bureau of Labor Statistics collects data on education achieved by workers employed in occupations. Exhibit 10 shows the national-level educational attainment of the current workforce in the selected occupations.

Exhibit 10. National worker educational attainment for selected occupations, 2019



The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education,

work experience in a related occupation, and typical on-the-job training to each occupation for which the BLS publishes projections data. Exhibit 11 shows the entry-level job requirements for the selected occupations.

Exhibit 11. Typical education, work experience, and on-the-job training requirements

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
Preschool Teachers, Except Special Education	Associate’s degree	None	None
Teaching Assistants, Except Postsecondary	Some college, no degree	None	None
Childcare Workers	High school diploma or equivalent	None	Short-term

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 12 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 12. TOP and CIP codes for training programs related to the selected occupations

TOP Program and Code	Aligned CIP Programs and Codes
Child Development/Early Care and Education (1305.00)	Early Childhood Education and Training (13.1210)
	Child Development (19.0706)
	Child Care Provider/Assistant (19.0709)
	Early Childhood and Family Studies (19.0711)

Community College Supply

Exhibits 13 shows the average number of certificates and degrees conferred in North/Far North community college programs over the last three academic years.

Exhibit 13. Annual average community college awards by program, 2017-18 through

2019-20

Program - TOP Code	College	Annual Awards 2017-18	Annual Awards 2018-19	Annual Awards 2019-20	3-Yr Annual Awards Average
Child Development/Early Care and Education (1305.00)	Butte	164	175	145	161
	Feather River	6	3	5	5
	Lassen	3	4	3	3
	Mendocino	29	26	24	26
	Redwoods	61	49	68	59
	Shasta	36	31	31	33
	Siskiyou	11	15	13	13
	Grand Total	310	303	289	301

Other Postsecondary Supply

Exhibit 14 shows the average number of degrees conferred by non-community college training providers in the North/Far North over the last three academic years. Please note that non-community college data lags by one year.

Exhibit 14. Other postsecondary awards by program, 2016-17 through 2018-19

Program - CIP Code	College	Annual Awards 2016-17	Annual Awards 2017-18	Annual Awards 2018-19	3-Yr Annual Awards Average
Early Childhood Education and Teaching (13.1210)	CSU- Chico	69	75	111	85
	Grand Total	69	75	111	85

SPANISH SPEAKERS

Data in this section may provide insight into the opportunity for development of a Spanish Language Early Childhood Education program. The US Census Bureau has detailed data around “language spoken at home”. The most recent data is from the 2019 American Community Survey and includes people five years of age and older.

California has a population of 36.8 million people and 10.6 million (28.7%) speak Spanish. Of the 10.6 million Spanish speakers, 39.6% speak English less than “very well”.

Butte College’s service area includes Butte and Glenn counties. Nearly 10% of Butte County’s 213,433 people speak Spanish. Of those, 33.8% speak English less than “very well”. Thirty-five percent of Glenn county residents speak Spanish. Of those, 39.1% speak English less than “very well”.

The percentage of people in the Far North who speak Spanish ranges from 4.5% in Shasta County to just over 50% in Colusa County. Exhibit 15 shows the proportion of Spanish speakers in the Far North and the percentage who speak English less than “very well”.

Exhibit 15. Percentage of Spanish speakers in the Far North and California, American Community Survey 2019

Location	Population	% Spanish speaking	% speak English less than “very well”
Butte	213,433	9.8%	33.8%
Glenn	25,927	34.6%	39.1%
Colusa	19,878	50.2%	40.6%
Del Norte	25,963	7.1%	24.7%
Humboldt	128,705	7.4%	26.7%
Lake	60,464	14.4%	42.9%
Lassen	29,390	15.1%	36.5%
Mendocino	82,148	18.3%	41.2%
Modoc	8,463	11.5%	44.3%
Plumas	17,852	5.5%	17.9%

Location	Population	% Spanish speaking	% speak English less than "very well"
Shasta	168,668	4.5%	25.2%
Sierra	2,917	7.4%	4.7%
Siskiyou	41,141	6.3%	41.2%
Tehama	60,073	16.8%	34.5%
Trinity	12,114	6.3%	29.6%
Far North	897,136	14.3%	32.2%
California	36,831,969	28.7%	39.6%

FINDINGS

- This report focuses on three occupations in the early childhood education pathway, including preschool teachers, teaching assistants, and childcare workers.
- The Far North subregion held 9,124 early childhood education jobs in 2020.
- Far North early childhood education jobs are projected to decrease by 5% over the next five years, losing 417 jobs in the region by 2025. Jobs for early childhood education are projected to decline at about the same rate in the Far North as in California.
- Over the next five years, early childhood education jobs are projected to have 1,025 annual openings in the Far North.
- Wage data shows that early childhood education occupations earn \$2 to \$4 above the region's living wage of \$12.74 per hour.
- According to real-time labor market information, there were 1,121 online job postings for early childhood education occupations between March 1, 2021, to February 28, 2022. The number of postings that included the keywords "Spanish" or "bilingual" increased from 24 to 131 in the past 10 years.
- Between 32% and 35% of incumbent workers in the studied occupations have educational attainment levels consistent with community college offerings (some college or associate degrees). Another 17% to 36% of workers in these occupations hold a bachelor's degree.
- There are smaller shares of Spanish speakers and Spanish speakers who speak English less than "very well" in the Far North than in California overall.
- All of the seven Far North community colleges offer degrees and certificates in programs related to early childhood education. Together, these programs conferred an average of 301 awards (certificates and associate degrees) in early childhood education programs over the last three academic years (2017-18 and 2019-20).
- Local non-community college postsecondary training providers also offer training related to the studied occupations. Between 2016-17 and 2018-19, non-community college training providers conferred an average of 85 awards in early childhood education programs over the last three years. Please note that non-community college awards data lags by one year.

RECOMMENDATIONS

- Based on a three-year average of annual awards in early childhood education programs and projected yearly openings, the supply gap analysis shows that the region seems to have room for additional training.
 - Together, community colleges and other postsecondary training providers issued an average of 386 awards over the last three years.
 - There are 1,025 projected annual openings for early childhood education jobs.
- The Far North Center of Excellence recommends consulting with other community colleges that may offer Spanish ECE programs, specifically Cabrillo College and Santa Ana College.
- The Far North Center of Excellence recommends that the college work with local school districts and daycare centers to understand the population of Spanish speaking students in schools in the region, as well as tracking on initiatives related to universal preschool and transitional Kindergarten .
- The Far North Center of Excellence recommends moving forward with the program.

COE Recommendation		
Move forward with the program	Proceed with caution	Program is not recommended
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A. METHODOLOGY AND SOURCES

Occupations in this report were identified using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and O*Net OnLine. This report's findings were determined using labor market data from the Bureau of Labor Statistics (BLS), U.S. Census Bureau data from Emsi, and jobs posting data from Burning Glass.

Cal-PASS Plus LaunchBoard. California Community Colleges Chancellor's Office.

<https://www.calpassplus.org/LaunchBoard/Home.aspx>.

Emsi 2022.1; QCEW Employees, Non-QCEW Employees, and Self-Employed.

<https://www.economicmodeling.com/>. EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors).

Educational Attainment for Workers 25 Years and Older by Detailed Occupation, 2016-2017.

Bureau of Labor Statistics. <https://www.bls.gov/emp/tables/educational-attainment.htm#>.

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[Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx](https://www.coeccc.net/Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx)

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. November 2015 Edition. <http://coecc.net/>

U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates
<https://data.census.gov/cedsci/table?t=Language%20Spoken%20at%20Home&g=0400000US060500000US06011,06015,06091>

COVID-19 Statement: This report includes employment projection data by EMSI. EMSI's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

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

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Centers of Excellence for Labor Market Research, Economic and
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