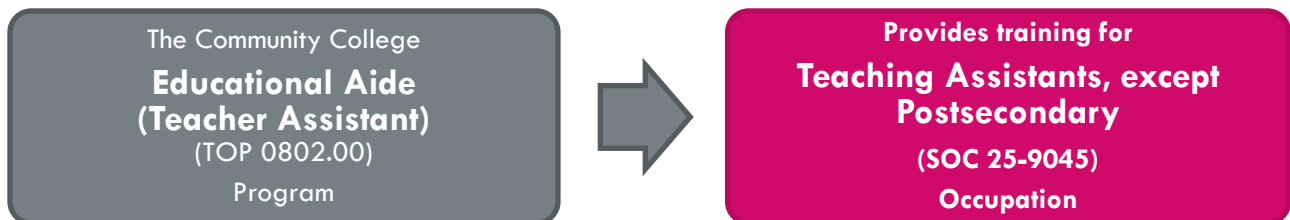C·O·E CENTERS OF EXCELLENCE FOR LABOR MARKET RESEARCH
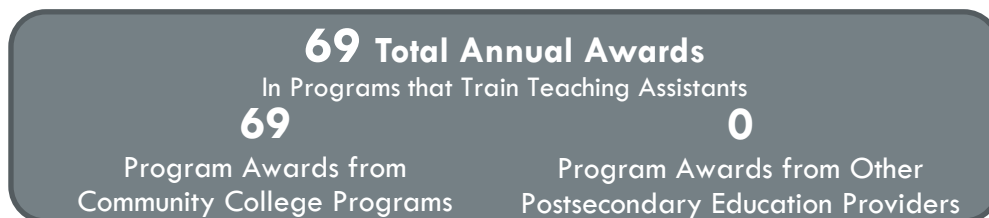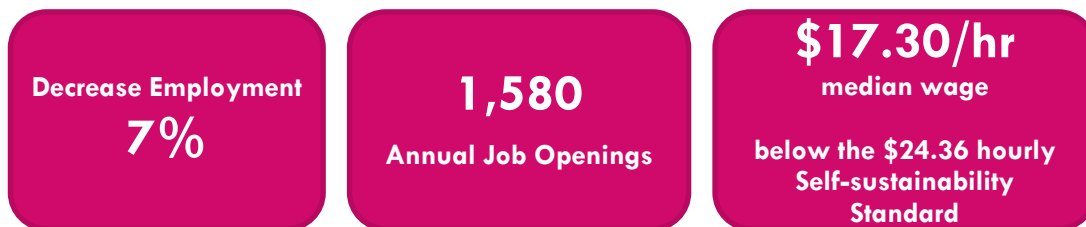
Elementary Teacher Assistant

Inland Empire/Desert Region (Riverside and San Bernardino counties)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Summary

The Community College
Educational Aide (Teacher Assistant)
(TOP 0802.00)
Program

→

Provides training for
Teaching Assistants, except Postsecondary
(SOC 25-9045)
Occupation

Over the next five years (2020-2025), teaching assistant employment is projected to

Decrease Employment 7%

1,580 Annual Job Openings

$17.30/hr median wage
below the $24.36 hourly Self-sustainability Standard

69 Total Annual Awards
In Programs that Train Teaching Assistants

69
Program Awards from Community College Programs

0
Program Awards from Other Postsecondary Education Providers

The Inland Empire/Desert Centers of Excellence

🚧 **Cautiously Recommends**

Teacher Assistant, except Postsecondary occupational training due to the low hourly earnings for this occupation

Introduction

This report provides labor market occupational demand and wage research and postsecondary programs outcomes related to elementary teaching assistant training. California Community College educational aide (teacher assistant) (TOP 0802.00) programs prepare students for employment through the instruction of the practices and techniques necessary for preparing individuals to provide services to students and parents under the direction of professional staff (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained

by educational aide (teacher assistant) programs lead to the teaching assistant, except postsecondary occupation, further referred to as teaching assistants in this report.

Teaching Assistants, except Postsecondary (SOC 25-9045)

Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

Sample job titles: Educational Assistant, Instructional Assistant, Paraeducator, Paraprofessional, Teacher Aide, Teacher Assistant

Entry-Level Educational Requirement: Some college, no degree
Work Experience Required: None
Training Requirement: None
Incumbent workers with a Community College Award or Some Postsecondary Coursework: 39%

According to industry staffing patterns, about 92% of teaching assistants, except postsecondary (SOC 25-9045) are employed by public and private elementary schools and child day care services industries. The remaining share of these workers are employed by religious organizations, colleges and universities, and temporary help services. These industries may provide elementary education or child care services in addition to their primary business activity.

Job Counts and Projections

In 2020, there were 18,092 teaching assistant jobs in the Inland Empire/Desert Region. Employment for this occupation is expected to decrease by 7% through 2025. Despite the projected decrease in employment over the next five years, 1,580 annual job openings are projected for teaching assistants. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers age 55 years and older in the region.

Exhibit 1: Five-year projections, 2020-2025

2020 Jobs	2025 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
18,092	16,796	(7%)	7,898	1,580	25%

Source: Emsi 2022.1

An online job advertisement (ad) search for teaching assistant jobs was conducted to reveal the employers seeking these workers, including the time it takes to fill positions, earnings information, and in-demand skills. Exhibit 2 shows the number of job ads posted during the last 12 months and the regional and statewide average time to fill this job. On average, employers in the local region fill online job ads for teaching assistants in 40 days, three days shorter than the statewide average time to fill. Time to fill information indicates that employers in the region likely face similar challenges filling open positions as other employers in California.

Exhibit 2: Job ads and time to fill

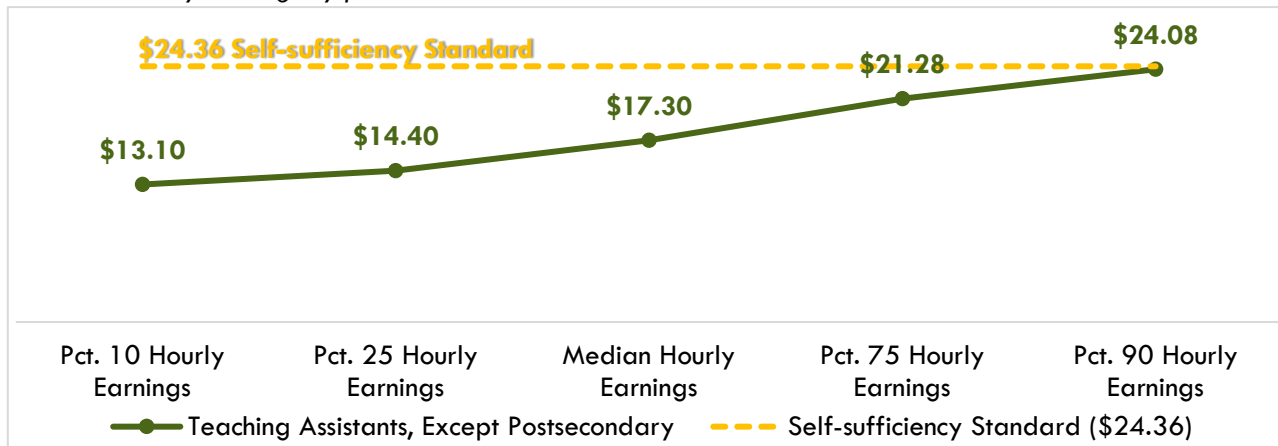| Job Ads	Regional Average Time to Fill (Days)	Statewide Average Time to Fill (Days)
715	40	43

Source: Burning Glass – Labor Insights

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide self-sustainable income. The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is $24.36 per hour or $51,452 annually in Riverside County; $23.73 per hour or $50,119 annually in San Bernardino County (Pearce, 2021). For this study, the higher hourly earnings requirement in Riverside County is adopted as the self-sufficiency standard for the two-county region.

Exhibit 3 displays the hourly earnings for teaching assistants in the region. The hourly earnings for this occupation do not exceed the self-sustainability rate at any percentile level, indicating that most workers in this occupation may not achieve self-sustainable earnings in the region even with years of experience and training.

Exhibit 3: Hourly earnings by percentile

$24.36 Self-sufficiency Standard

$13.10 $14.40 $17.30 $21.28 $24.08

Pct. 10 Hourly Earnings | Pct. 25 Hourly Earnings | Median Hourly Earnings | Pct. 75 Hourly Earnings | Pct. 90 Hourly Earnings

Teaching Assistants, Except Postsecondary — — Self-sufficiency Standard ($24.36)

Source: Emsi 2022.1

Benefits information, provided by the occupational guides developed by the California Labor Market Information Division, reveals that teaching assistant benefits depend on full-time employment status. Teaching assistants who work full-time generally receive medical insurance, vacation, sick leave, and retirement benefits, while part-time workers do not receive these benefits (Detailed Occupational Guides, 2022).

Advertised Salary from Online Job Ads

Exhibit 4 displays online job ad salary data for teaching assistants over the last 12 months. Online job ad salary information reveals that employers are willing to pay teaching assistants an average annual salary of $38,000, below the region's $51,452 annual ($24.36 hourly) self-sufficiency standard. Consider the salary information with caution since only 49% (349 out of 715) of online job ads for this occupation provided salary information. The salary figures are prorated to reflect full-time, annual earnings status.

Exhibit 4: Advertised salary information

	Real-Time Salary Information				
Number of job ads	Less than $35,000	$35,000 to $49,999	$50,000 to $74,999	More than $75,000	Average Annual Salary
349	54%	38%	2%	6%	$38,000

Source: Burning Glass – Labor Insights

Employers, Skills, Education, and Work Experience

Exhibit 5 displays the employers that posted ten or more job ads for teaching assistants in the region over the last 12 months. Showing employer names provides some insight into where students may find employment after completing a program. KinderCare, a child care and early childhood education provider for kids 0-12, posted the most job ads for teaching assistants in the region over the last 12 months.

Exhibit 5: Employers posting the most job ads for teaching assistants

Top Employers	Job Ads
KinderCare	62
Temecula Valley Unified School District	36
Stepping Stones	32
Lewis Center for Educational Research	19
Upland Unified School District	18
Ontario Montclair School District K-8	17
Family Service Association	14
Riverside County	13
Colton Joint Unified School District	13
Sylvan Learning	12

Top Employers	Job Ads
Murrieta Valley Unified School District	11
Moreno Valley Unified School District	10
Bright Futures Academy	10
All other employers	*448*
Total	**715**

Source: Burning Glass – Labor Insights

Exhibit 6 lists a sample of specialized and employability skills employers' seek when looking for workers to fill teaching assistant positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

Exhibit 6: Sample of in-demand skills from employer job ads

Specialized skills (n=614)	Employability skills
• Child Development • Cardiopulmonary Resuscitation (CPR) • Child Care • Nurturing Environment • Clerical Duties	• English • Physical Abilities • Organizational Skills • Communication Skills • Building Effective Relationships

Source: Burning Glass – Labor Insights

Exhibit 7 displays the typical entry-level education, educational attainment, and minimum advertised education requirements for teaching assistants. According to the Bureau of Labor Statistics, approximately 39% of incumbent workers in this field hold a community college-level of educational attainment; "some college, no degree," and an "associate degree." Approximately 72% of employers sought teaching assistants with a high school diploma or vocational training.

Exhibit 7: Typical entry-level education, educational attainment, and minimum advertised education requirements

Typical Entry-Level Education Requirement	CC-Level Educational Attainment*	Real-Time Minimum Advertised Education Requirement		
		Number of Job Ads	High school or vocational training	Associate degree	Bachelor's degree or higher
Some college, no degree	39%	477	72%	28%	-

Source: Emsi 2022.1, Burning Glass – Labor Insights
*Percentage of incumbent workers with a Community College Award or Some Postsecondary Coursework

Exhibit 8 displays the work experience typically required and the real-time work experience requirements from employer job ads for teaching assistants. Most employers sought candidates with zero to two years of work experience.

Exhibit 8: Work experience required and real-time work experience requirements

Work Experience Typically Required	Real-Time Work Experience		
	Number of job ads	0 – 2 years	3 – 5 years	6+ years
None	*208*	88%	12%	-

Source: Emsi 2022.1, Burning Glass – Labor Insights

Certifications

Exhibit 9 displays the most frequently requested certifications by employers in job ads. Approximately 30% of job ads that included certification information sought candidates with a Child Development Associate Teacher (CDA) Permit or candidates willing to obtain a CDA permit. The child development associate teacher permit, issued by the California Commission on Teacher Credentialing (CTC), authorizes holders to provide service in the care, development, and instruction of children in a child care and child development program (CTC, 2022). To obtain this certification, individuals must complete 12 units of coursework in early childhood education or child development and complete at least 50 days of experience providing instruction in a child care development capacity (CTC, 2022). Overall, approximately 11% (77 out of 715) of employer job ads sought teaching assistants with a CDA permit, indicating this certification is not essential for teaching assistant employment. Please visit the CTC website for more information regarding CDA permitting (CTC, 2022).

Exhibit 9: Certifications most frequently required by employers

Certification *(n=254)*	Jobs Ads
First Aid CPR AED	161
Child Development Associate Teacher (CDA)	77
Driver's License	52

Source: Burning Glass – Labor Insights

Student Completions and Programs Outcomes

This section contains completion data for teacher assistant programs, which are currently coded under educational aide (teacher assistant) (TOP 0802.00), educational aide (teacher assistant), bilingual (0802.10), child development/early care and education (1305.00), and preschool age children (1305.40) programs. Combined, regional programs related to teaching assistants issued 69 awards annually over the last three academic years.

Exhibit 10 displays student completions for educational aide (teacher assistant) (TOP 0802.00) programs over the last three academic years (2018-2021). Over this period, regional community colleges have issued seven awards annually in educational aide (teacher assistant) programs. Program completion and student outcome methodologies are found in the appendix.

Exhibit 10: 2018-21, Annual average community college awards for educational aide (teacher assistant) programs in the region

TOP 0802.00 – Educational Aide (Local Program Title)	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Total CC Annual Average Awards, Academic Years 2018-21
Chaffey				**2**
Associate Degree	1	2	0	1
Certificate (18 to < 30 units)	2	0	0	1
Certificate (6 to < 18 units)	0	1	1	1
Desert (Elementary Teacher Assistant Special Education)	0	0	0	**0**
Moreno Valley (Education Paraprofessional)				**1**
Associate Degree	0	0	1	0
Certificate (16 to < 30 units)	0	0	2	1
Riverside (Education Paraprofessional)				**4**
Associate Degree	0	1	3	1
Certificate (30 to < 60 units)	0	1	6	2
Total	**3**	**5**	**13**	**7**

Source: MIS Data Mart, COCI

California program outcome data may provide a useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 11. Dashes indicate there was insufficient data for the local region.

Exhibit 11: 0802.00 – Educational aide (teacher assistant) strong workforce program outcomes

Strong Workforce Program Metrics: 0802.00 – Educational Aide (Teacher Assistant) Academic Year 2018-19, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2019-20)	237	2,456
Completed 9+ career education units in one year (2019-20)	15%	15%
Perkins Economically disadvantaged students (2019-20)	88%	85%
Students who attained a noncredit workforce milestone in a year (2019-20)	-	70%
Students who earned a degree, certificate, or attained apprenticeship (2019-20)	-	73
Transferred to a four-year institution (transfers)	49	326
Job closely related to the field of study (2017-18)	100%	88%
Median annual earnings (all exiters)	$15,336	$23,852
Median change in earnings (all exiters)	-	66%
Attained a living wage (completers and skills-builders)	-	43%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Teaching assistants may also receive training from education aide (teacher assistant) (TOP 0802.10), and bilingual programs. Educational aide (teacher assistant), bilingual programs prepare students for employment through instruction related to the preparation of individuals to provide classroom and school services to children and parents whose native language is other than English, under the direction of professional staff (Taxonomy of Programs, 2012). College of the Desert offers an Elementary Teacher Assistant Special Education, Bilingual program that utilizes this program code. However, this program has not issued awards over the last three academic years.

For a complete analysis of teacher assistant educational supply in the region, programs similar to the educational aide (teacher assistant) but assigned to different TOP codes were analyzed. The programs included in the supply analysis have been limited to those that provide training directly related to teacher assistants or associate teachers. Exhibit 12 displays the teacher assistant-related program titles and TOP codes and the types of awards offered by the colleges in the region.

Exhibit 12: Regional teacher assistant and associate teacher programs

College	Program Title	Program Code (TOP Code)	Award Offered
Barstow	Child Development Level I - Associate Teacher Permit	Child Development/Early Care and Education (1305.00)	Certificate of Achievement (16 <30 semester units)
Copper Mountain	Qualified Early Childhood Educator Certificate (Associate Teacher)	Child Development/Early Care and Education (1305.00)	Certificate of Achievement (12<18 semester units)
College of the Desert	Early Childhood Education Associate Teacher	Child Development/Early Care and Education (1305.00)	Certificate of Achievement (8<16 semester units)
Moreno Valley	Early Childhood Education/Assistant Teacher	-	Certificate
Mt. San Jacinto	Associate Teacher	Preschool Age Children (1305.40)	Certificate of Achievement (8<16 semester units)
Norco	Early Childhood Education/Assistant Teacher	-	Certificate
Palo Verde	Child Development - Associate Teacher	-	Certificate
Riverside	Early Childhood Education/Assistant Teacher	-	Certificate
San Bernardino	Child Development - Associate Teacher	Preschool Age Children (1305.40)	Certificate of Achievement (16 <30 semester units)
Victor Valley	Level I: Associate Teacher	Child Development/Early Care and Education (1305.00)	Certificate of Achievement (16 <30 semester units)

Source: COCI, Community College Catalogs 2021-22

Exhibit 13 displays the average annual credentials conferred from teaching assistant training programs in the Inland Empire/Desert Region. Please note that the combination of completions from various training programs is intended to help assess the potential supply of teaching assistant workers and does not provide an exact measure of trained teacher assistants. These completion numbers do not reflect all completions for each TOP code included, just the programs related to teaching assistants within each TOP code.

Exhibit 13: Annual average community college credentials for programs related to teacher assistants

Programs Related to Teacher Assistants	CCC Annual Average Credentials, Academic Years 2018-21
1305.00 – Child Development/Early Care and Education	
Victor Valley	
Certificate 16 to < 30 semester units	27
Child Development/Early Care and Education Total	**27**
1305.40 – Preschool Age Children	
Mt. San Jacinto	
Certificate 8 to < 16 semester units	26
San Bernardino	
Certificate 16 to < 30 semester units	9
Preschool Age Children Total	**35**
Programs Related to Teacher Assistants Total	**62**

Source: LaunchBoard, MIS Data Mart, COCI

Summary of Findings

Community college educational aide (teacher assistant) programs provide the knowledge, skills, and abilities that lead to the teaching assistants, except postsecondary occupation. Employment for this occupation is expected to decrease by 7% through 2025. Despite the projected decrease in employment, 1,580 annual job openings are projected for teaching assistants. The hourly earnings for this occupation do not exceed the self-sustainability rate at any percentile level, indicating that most workers in this occupation may not achieve self-sustainable earnings in the region even with years of experience and training.

Teacher assistants may receive training from four community college programs, including educational aide (teacher assistant) (TOP 0802.00), educational aide (teacher assistant), bilingual (0802.10), child development/early care and education (1305.00), and preschool age children (1305.40) programs. Combined, regional community college programs have issued 69 awards annually over the last three academic years in programs related to teaching assistants.

The Centers of Excellence cautiously recommends teaching assistants, except postsecondary, occupational training. While there is demand for these workers, this occupation's hourly earnings fall short of the region's self-sustainability standard in all percentile categories. Colleges considering teaching assistant programs should work closely with relevant employers, documenting their demand for workers and the skills needed for students to achieve self-sustainable earnings shortly after entering employment.

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Appendix: Methodology

Exhibits 10 and 13 display the average annual California Community College (CCC) awards conferred during the three academic years between 2018 and 2021 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2021a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2021a).

Job advertisement data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job advertisements often do not reveal employers' hiring intentions; it is unknown if employers plan to hire one or multiple workers from a single online job ad or if they are collecting resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

Table 1. 2020 to 2025 job growth, wages, entry-level education, training, and work experience required for teaching assistants in the Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

Occupation (SOC)	2020 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10th to 90th percentile)	Median Hourly Wage (50th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Teaching Assistants, Except Postsecondary (25-9045)	18,092	(1,296)	(7%)	1,580	$13.10 to $24.08	$17.30	$37,400	Some college, no degree & None	None

Source: Emsi 2022.1