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# Labor Market Analysis

## Tutoring



POWERED BY



Prepared by the Central Valley/Mother Lode Center of Excellence

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**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.

*If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version. To make a request, contact Nora Seronello by phone at (209) 575-6894 or by email [seronellon@mjc.edu](mailto:seronellon@mjc.edu).*

# Summary

Please note the COVID-19 statement on page 2 when considering this report's findings.

This study conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for tutoring. Two occupations related to tutoring were identified for Modesto Junior College:

- 25-3097, Tutors and Teachers and Instructors, All Other
- 25-9045, Teaching Assistants, Except Postsecondary

## Key findings:

- **Occupational demand** — Nearly 11,400 workers were employed in jobs related to tutoring in 2021 in the North Central Valley/Northern Mother Lode (NCV/NML) subregion. The largest occupation is teaching assistants, except postsecondary with 8,045 workers, a projected growth rate of 3% over the next five years, and 798 annual openings.
- **Wages** — Teaching assistants, except postsecondary earn the highest entry-level wage, \$14.35/hour in the subregion.
- **Employers** — Employers with the most job postings in the subregion are University California Merced, Kadiant, and Point Quest.
- **Occupational titles** — The most common occupational title in job postings in the subregion is Teacher Assistants. The most common job title is Associate Teacher.
- **Skills and certifications** — The top baseline skill is physical abilities, the top specialized skill is teaching, and the top software skill is Microsoft Excel. The most in-demand certification is a driver's license.
- **Education** — Some college, no degree is typically required for teaching assistants, except postsecondary. A bachelor's degree is typically required for tutors and teachers and instructors, all other.
- **Supply** — Analysis of postsecondary completions shows that on average 2 awards were conferred in the Central Valley/Mother Lode region each year.

Based on a comparison of occupational demand and supply, there is an undersupply of 1,201 trained workers in the subregion and 3,356 workers in the region. The Center of Excellence recommends that Modesto Junior College work with the regional directors, the college's advisory board, and local industry in the development of programs to address the shortage of tutors in the region.

# Introduction

The Central Valley/Mother Lode Center of Excellence was asked by Modesto Junior College to provide labor market information for tutoring. The geographical focus for this report is the North Central Valley/Northern Mother Lode (NCV/NML) subregion, but regional demand and supply data has been included for broader applicability and use. The average living wage for a single adult in the NCV/NML subregion is \$12.65/hour.<sup>1</sup> Analysis of the program and occupational data related to tutoring resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 25-3097, Tutors and Teachers and Instructors, All Other
- 25-9045, Teaching Assistants, Except Postsecondary

The occupational titles, job descriptions, sample job titles, and knowledge and skills from the Bureau of Labor Statistics and O\*NET OnLine are shown below. There was no O\*NET data available for tutors and teachers and instructors, all other and teaching assistants, except postsecondary.

# Occupational Demand

The NCV/NML subregion employed 11,397 workers in tutoring occupations in 2021 (Exhibit 1). The largest occupation is teaching assistants, except postsecondary with 8,045 workers in 2021. This occupation is projected to grow by 3% over the next five years and has the greatest number of projected annual openings, 798.

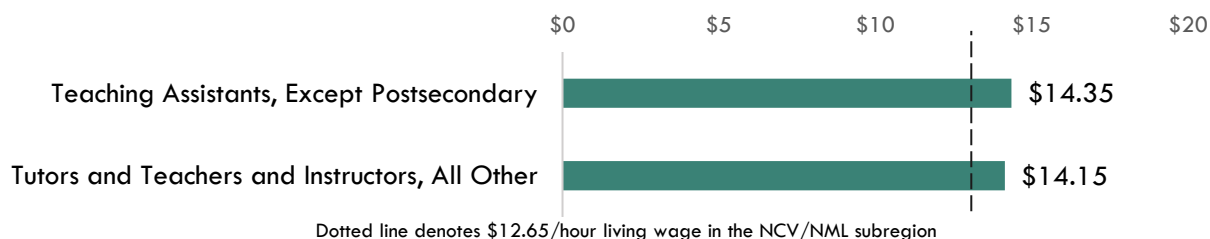
**Exhibit 1. Tutoring employment and occupational projections in the NCV/NML subregion**

Occupation	2021 Jobs	2026 Jobs	5-Year Change	5-Year % Change	Annual Openings
Teaching Assistants, Except Postsecondary	8,045	8,318	274	3%	798
Tutors and Teachers and Instructors, All Other	3,352	3,451	99	3%	403
<b>TOTAL</b>	<b>11,397</b>	<b>11,769</b>	<b>372</b>	<b>3%</b>	<b>1,201</b>

# Wages

Exhibit 2 shows the entry-level hourly wages of the tutoring occupations. Teaching assistants, except postsecondary earn the highest entry-level wage, \$14.35/hour in the subregion<sup>2</sup>.

**Exhibit 2. Tutoring entry-level wages in the NCV/NML subregion**



<sup>1</sup> The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: <https://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

<sup>2</sup> Entry-level wages are derived from the 25<sup>th</sup> percentile.

# Job Postings

There were 212 job postings for the two occupations in the NCV/NML subregion from December 2021 to May 2022.<sup>3</sup> The employers with the most job postings are listed in Exhibit 3.

## Exhibit 3. Top employers of tutoring by number of job postings

Employer	Job Postings	% Job Postings
University California Merced	11	7%
Kadiant	9	6%
Point Quest	9	6%
Point Quest, Inc	9	6%
Opya Inc	8	5%
Opya	7	4%
University Of California	7	4%
Kindercare	6	4%
Modesto City Schools	6	4%
Stepping Stones	6	4%

Exhibit 4 shows how job postings for the targeted occupations in the NCV/NML subregion are distributed across one O\*NET OnLine occupations. The occupational title Teacher Assistants is listed in 212 job postings. Note how this occupational title dominates the job posting results. Common job titles in postings include Associate Teacher in 15 job postings, Autism Behavior Support in 11 job postings, and Assistant Teacher in 10 job postings.

## Exhibit 4. Top occupational titles in job postings for tutoring

Occupational Title	Job Postings	% of Job Postings
Teacher Assistants	212	100%

## Salaries

Exhibit 5 shows the “Market Salaries” for tutoring occupations. These are calculated by Burning Glass using a machine learning model built off of millions of job postings every year. This accounts for adjustments based on locations, industry, skills, experience, education requirements, among other variables.

## Exhibit 5. Salaries for tutoring occupations

Market Salary Percentile	Salary Amount
10th Percentile	\$21,348
25th Percentile	\$24,569
50th Percentile	\$28,432
75th Percentile	\$35,029
90th Percentile	\$51,936

<sup>3</sup> Other than occupation titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.

## Education

Of the 212 job postings, 144 listed an education level preferred for the positions being filled. Among those, 88% requested high school or vocational training, and 38% requested an associate degree (Exhibit 6). A job posting can indicate more than one education level. Hence, the percentages shown in the chart below may total more than 100%.

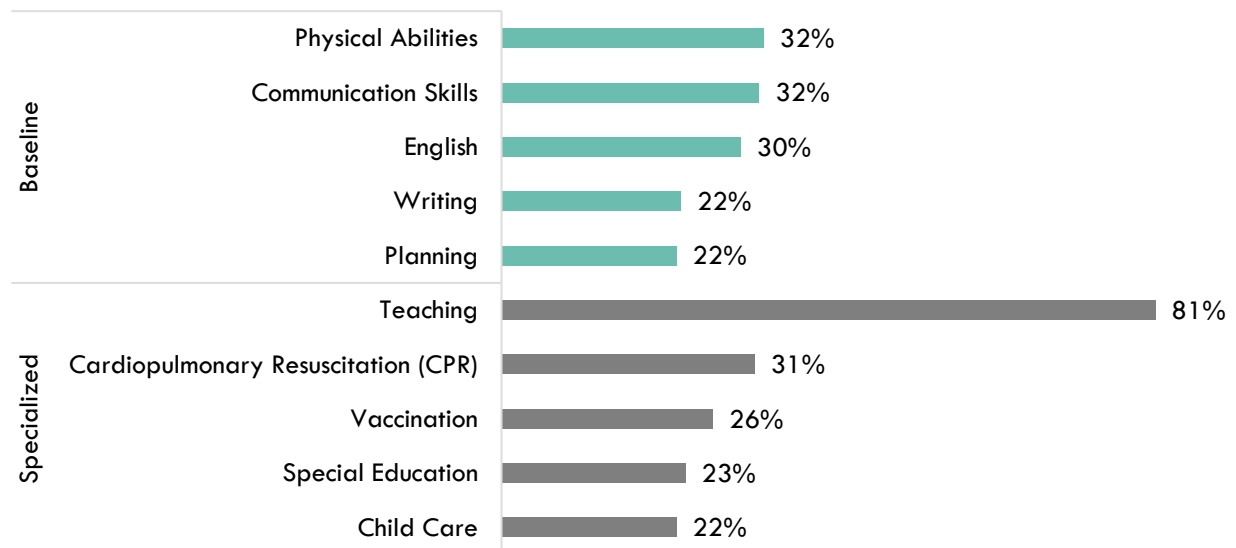
**Exhibit 6. Education levels requested in job postings for tutoring**

Education Level	Job Postings	% of Job Postings
High school or vocational training	126	88%
Associate's degree	54	38%

## Baseline and Specialized Skills

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are physical abilities, 32% of job postings, communication skills, 32%, and English, 30%. The top three specialized skills are teaching, 81% of job postings, cardiopulmonary resuscitation (CPR), 31%, and vaccination, 26%.

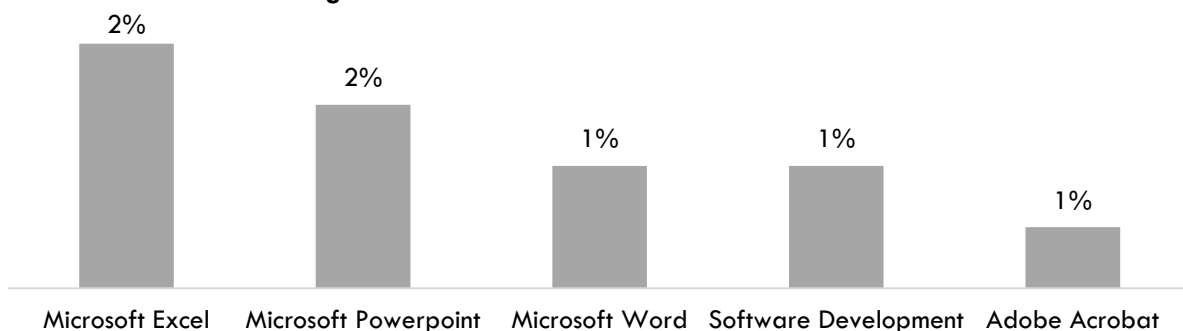
**Exhibit 7. In-demand tutoring baseline and specialized skills**



## Software Skills

Analysis also included the software skills most in demand by employers. Microsoft Excel and Powerpoint were the top two software skills identified in job postings (Exhibit 8).

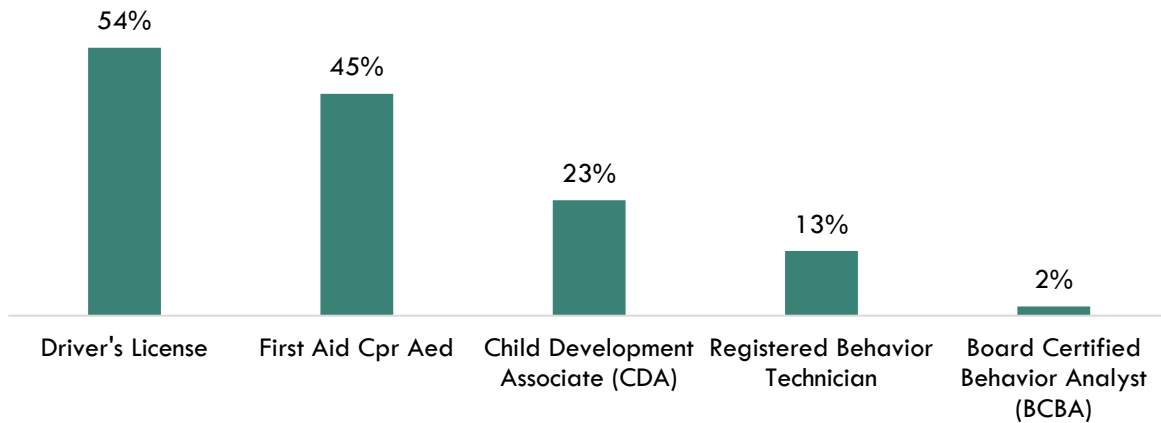
**Exhibit 8. In-demand tutoring software skills**



## Certifications

Of the 212 job postings, 107 contained certification data. Among those, 54% indicated a need for a driver's license. The next top certifications are first aid cpr aed and child development associate (CDA) (Exhibit 9).

**Exhibit 9. Top tutoring certifications requested in job postings**



## Education, Work Experience & Training

Some college, no degree is typically required for teaching assistants, except postsecondary. A bachelor's degree is typically required for tutors and teachers and instructors, all other (Exhibit 10).

**Exhibit 10. Education, work experience, training, and Current Population Survey results for tutoring occupations<sup>4</sup>**

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Teaching Assistants, Except Postsecondary	Some college, no degree	None	None	38.6%
Tutors and Teachers and Instructors, All Other	Bachelor's degree	None	None	17.7%

## Supply

Analysis of program data from the Integrated Postsecondary Education Data System (IPEDS ) included the TOP code and title: 080200 - Educational Aide (Teacher Assistant). Analysis of the last three years of data shows that, on average, 2 awards were conferred in the Central Valley/Mother Lode region each year (Exhibit 11).

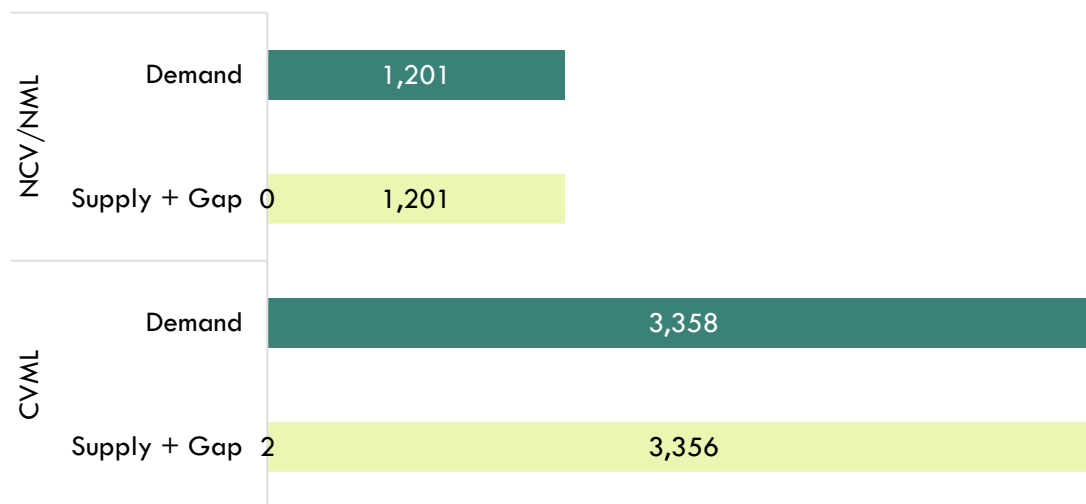
<sup>4</sup> "Labor Force Statistics from the Current Population Survey," Bureau of Labor Statistics, <https://www.bls.gov/cps/>.

**Exhibit 11. Postsecondary supply for tutoring occupations in the region**

TOP/ CIP Code- Title	College	Associate Degree	Certificate 18 < 30 Semester Units	Subtotal
080200 - Educational Aide (Teacher Assistant)	Fresno City	1	1	2
<b>Total</b>		<b>1</b>	<b>1</b>	<b>2</b>

There is an undersupply of 1,201 tutoring workers in the NCV/NML subregion and 3,356 workers in the region (Exhibit 12).

**Exhibit 12. Tutoring workforce demand (annual job openings), postsecondary supply of students (awards), and additional students needed to fill gap in the NCV/NML subregion and region**



## Student Outcomes

Exhibit 13 summarizes employment and wage outcomes from the California Community College Chancellor’s Cal-PASS Plus LaunchBoard for the TOP code related to tutoring. Of note, 30 educational aide (teacher assistant) students transferred.

**Exhibit 13. Regional metrics for the TOP code related to tutoring**

Metric	Educational Aide (Teacher Assistant) 080200
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	*
Number of Students Who Transferred	30
Job Closely Related to Field of Study	*
Median Change in Earnings	*
Attained a Living Wage	*
* denotes data not available.	



## Conclusion

The entry-level wages of the two occupations exceed the NCV/NML subregion's average living wage. There were 212 job postings in the past six months for occupations related to tutoring in the subregion. Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is physical abilities, and the top specialized skill is teaching.
- The top software skill is Microsoft Excel.
- The top certification is a driver's license.

There is an undersupply of trained workers, a shortage of 1,201 in the NCV/NML subregion and 3,356 in the region.

## Recommendation

Based on these findings, it is recommended that Modesto Junior College work with the regional director, the college's advisory board, and local industry in the development of programs to address the shortage of tutors in the region.

# Appendix A: Methodology & Data Sources

## Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor’s Office Management Information Systems Data Mart and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is the summary of the data sources found in this study.

Data Type	Source
Labor Market Information/Population Estimates and Projections/Educational Attainment	Economic Modeling Specialists, Intl. (EMSI). 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). Occupational wage estimates also affected by county-level EMSI earnings by industry: <a href="http://economicmodeling.com">economicmodeling.com</a> .
Typical Education Level and On-the-job Training	Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data: <a href="https://www.bls.gov/emp/tables/educational-attainment.htm">https://www.bls.gov/emp/tables/educational-attainment.htm</a> .
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: <a href="http://labormarketinfo.edd.ca.gov">labormarketinfo.edd.ca.gov</a> .
Job Posting and Skills Data	Burning Glass: <a href="http://burning-glass.com/">burning-glass.com/</a> .
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 occupations as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: <a href="http://onetonline.org">onetonline.org</a> .

## Key Terms and Concepts

**Annual Job Openings:** Annual openings are calculated by dividing the number of years in the projection period by total job openings.

**Education Attainment Level:** The highest education attainment level of workers age 25 years or older.

**Employment Estimate:** The total number of workers currently employed.

**Employment Projections:** Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (EMSI) formula that includes historical employment and economic indicators along with national, state and local trends.

**Living Wage:** The cost of living in a specific community or region for one adult and no children. The cost increases with the addition of children.

**Occupation:** An occupation is a grouping of job titles that have a similar set of activities or tasks that employees perform.

**Percent Change:** Rate of growth or decline in the occupation for the projected period; this does not factor in replacement openings.

**Replacements:** Estimate of job openings resulting from workers retiring or otherwise permanently leaving an occupation. Workers entering an occupation often need training. These replacement needs, added to job openings due to growth, may be used to assess the minimum number of workers who will need to be trained for an occupation.

**Total Job Openings (New + Replacements):** Sum of projected growth (new jobs) and replacement needs. When an occupation is expected to lose jobs, or retain the current employment level, number of openings will equal replacements.

**Typical Education Requirement:** represents the typical education level most workers need to enter an occupation.

**Typical On-The-Job Training:** indicates the typical on-the-job training needed to attain competency in the skills needed in the occupation.