

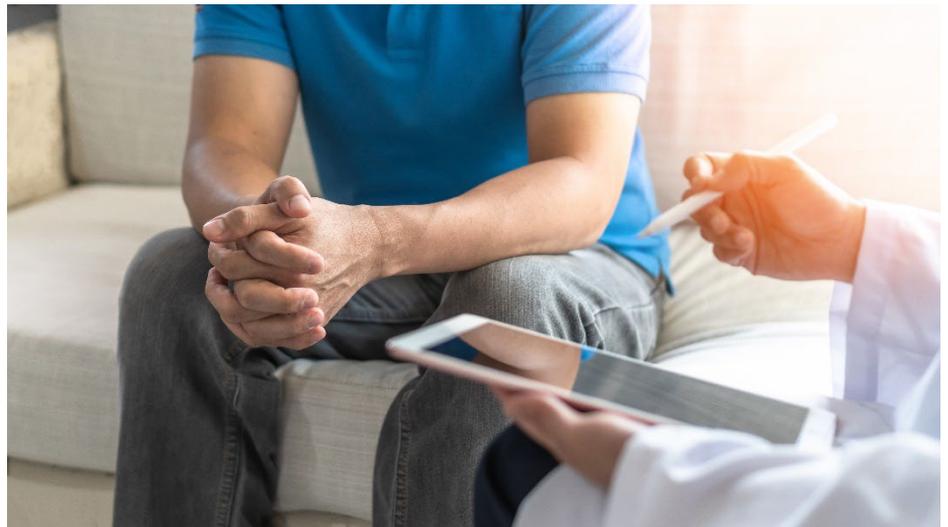
July 2022

# Labor Market Analysis

## Health Care Interpreter



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.

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# 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 Health Care Interpreter. One occupation related to Health Care Interpreter was identified for Reedley College:

- 27-3091, Interpreters and Translators

## Key findings:

- **Occupational demand** — Nearly 530 workers were employed in jobs related to Health Care Interpreter in 2021 in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is interpreters and translators with 524 workers, a projected growth rate of 11% over the next five years, and 64 annual openings.
- **Wages** — Interpreters and translators earn the highest entry-level wage, \$19.99/hour in the subregion.
- **Employers** — Employers with the most job postings in the subregion are State Center Community College District, Hanna Interpreting Services Llc, and Orchid Interpreting.
- **Occupational titles** — The most common occupational title in job postings in the subregion is Interpreters and Translators. The most common job title is Asl Interpreter.
- **Skills and certifications** — The top baseline skill is communication skills, the top specialized skill is scheduling, and the top software skill is AWS CloudFormation. The most in-demand certification is a certified interpreter for the deaf.
- **Education** — A bachelor's degree is typically required for interpreters and translators.
- **Supply** — Analysis of postsecondary completions shows that on average 0 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 64 trained workers in the subregion and 101 workers in the region. The Center of Excellence recommends that Reedley College work with the regional directors, the college's advisory board, and local industry in the development of programs to address the shortage of Health Care Interpreter workers in the region.

# Introduction

The Central Valley/Mother Lode Center of Excellence was asked by Reedley College to provide labor market information for Health Care Interpreter. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) 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 SCV/SML subregion is \$11.91/hour.<sup>1</sup> Analysis of the program and occupational data related to Health Care Interpreter resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 27-3091, Interpreters and Translators

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.

## **Interpreters and Translators**

**Job Description:** Interpret oral or sign language, or translate written text from one language into another.

**Knowledge:** English Language, Foreign Language, Customer and Personal Service, Education and Training, Administrative

**Skills:** Speaking, Active Listening, Reading Comprehension, Writing, Critical Thinking

# Occupational Demand

The SCV/SML subregion employed 524 workers in Health Care Interpreter occupations in 2021 (Exhibit 1). The largest occupation is interpreters and translators with 524 workers in 2021. This occupation is projected to grow by 11% over the next five years and has the greatest number of projected annual openings, 64.

**Exhibit 1. Health Care Interpreter employment and occupational projections in the SCV/SML subregion**

Occupation	2020 Jobs	2025 Jobs	5-Year Change	5-Year % Change	Annual Openings
Interpreters and Translators	524	583	59	11%	64
<b>TOTAL</b>	<b>524</b>	<b>583</b>	<b>59</b>	<b>11%</b>	<b>64</b>

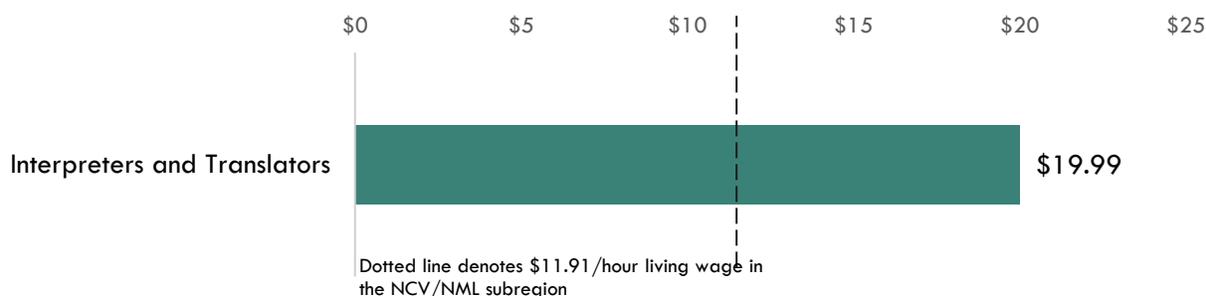
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<sup>1</sup> The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: <https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

# Wages

Exhibit 2 shows the entry-level hourly wages of the Health Care Interpreter occupations. Interpreters and translators earn the highest entry-level wage, \$19.99/hour in the subregion<sup>2</sup>.

**Exhibit 2. Health Care Interpreter entry-level wages in the SCV/SML subregion**



# Job Postings

There were 121 job postings for the one occupation in the SCV/SML subregion from January 2022 to June 2022.<sup>3</sup> The employers with the most job postings are listed in Exhibit 3.

**Exhibit 3. Top employers of Health Care Interpreter by number of job postings**

Employer	Job Postings	% Job Postings
State Center Community College District	8	8%
Hanna Interpreting Services Llc	6	6%
Orchid Interpreting	6	6%
Kern Community College District	4	4%
Beyond Juxtaposition Interpreting	3	3%
Deloitte	3	3%
Hanna Interpreting Services	3	3%
Innovative Integrated Health Inc	3	3%
Superior Court California	3	3%
Appen	2	2%

Exhibit 4 shows how job postings for the targeted occupations in the SCV/SML subregion are distributed across one O\*NET OnLine occupations. The occupational title Interpreters and Translators is listed in 121 job postings. Note how this occupational title dominates the job posting results. Common job titles in postings include Asl Interpreter in seven job postings, Interpreter in five job postings, and Healthcare Interpreter in four job postings.

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

<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.

#### Exhibit 4. Top occupational titles in job postings for Health Care Interpreter

Occupational Title	Job Postings	% of Job Postings
Interpreters and Translators	121	100%

#### Salaries

Exhibit 5 shows the “Market Salaries” for Health Care Interpreter 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 Health Care Interpreter occupations

Market Salary Percentile	Salary Amount
10th Percentile	\$27,562
25th Percentile	\$33,156
50th Percentile	\$40,453
75th Percentile	\$48,366
90th Percentile	\$56,255

#### Education

Of the 121 job postings, 67 listed an education level preferred for the positions being filled. Among those, 66% requested high school or vocational training, 28% requested a bachelor’s degree, and 27% 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%.

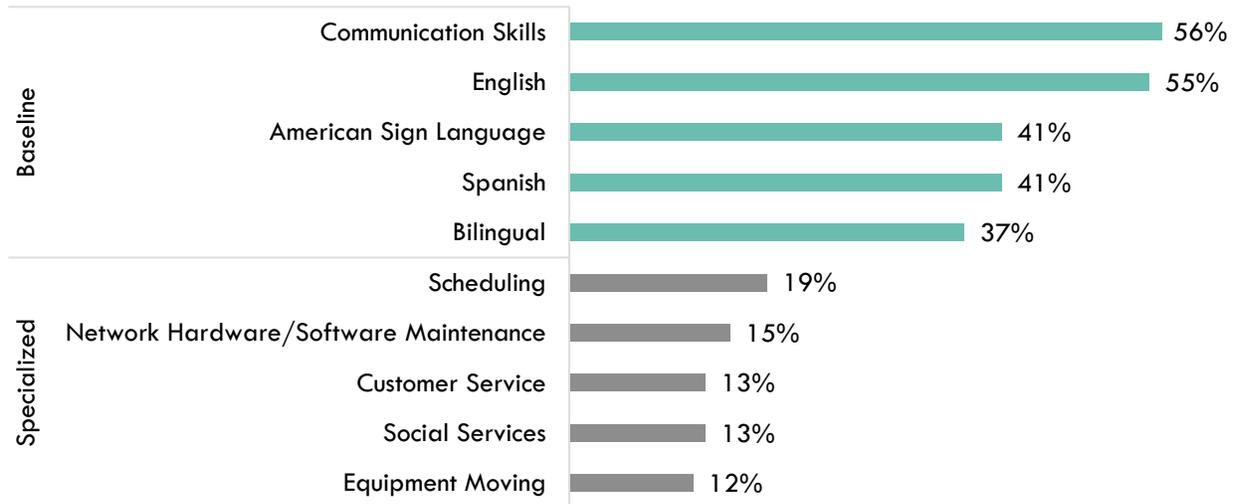
#### Exhibit 6. Education levels requested in job postings for Health Care Interpreter

Education Level	Job Postings	% of Job Postings
High school or vocational training	44	66%
Bachelor's degree	19	28%
Associate's degree	18	27%
Master's degree	1	1%

#### Baseline and Specialized Skills

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are communication skills, 56% of job postings, English, 55%, and American sign language, 41%. The top three specialized skills are scheduling, 19% of job postings, network hardware/software maintenance, 15%, and customer service, 13%.

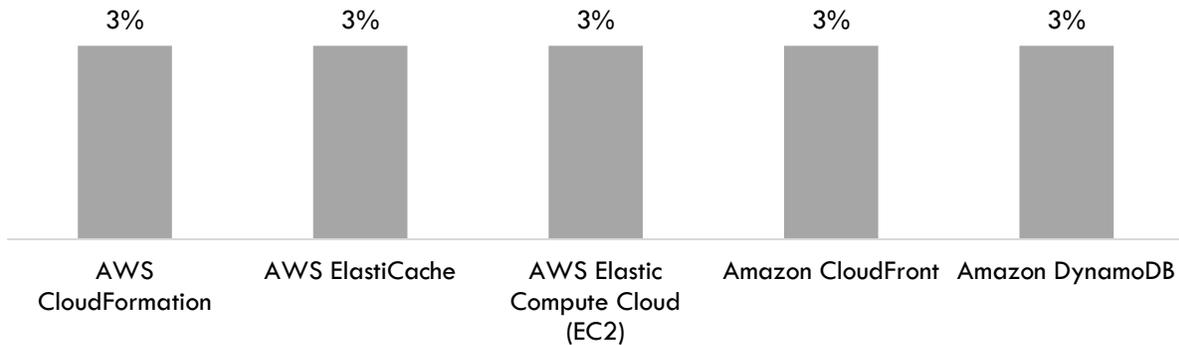
**Exhibit 7. In-demand Health Care Interpreter baseline and specialized skills**



**Software Skills**

Analysis also included the software skills most in demand by employers. AWS CloudFormation and AWS ElastiCache were the top two software skills identified in job postings (Exhibit 8).

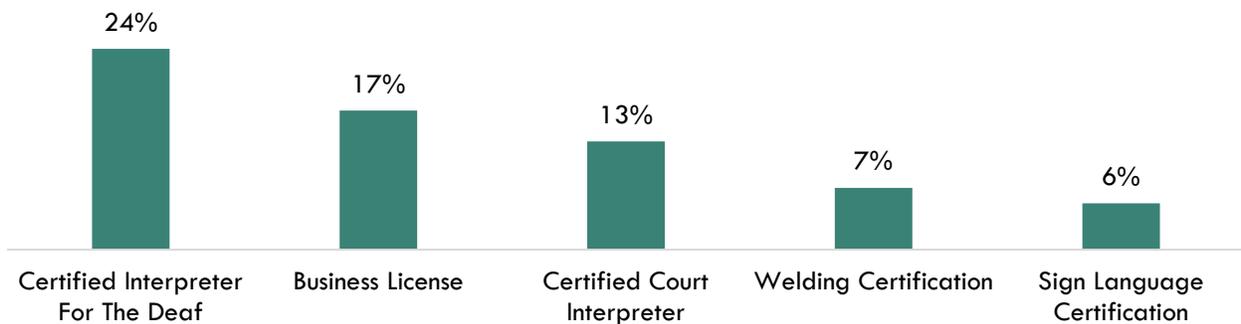
**Exhibit 8. In-demand Health Care Interpreter software skills**



**Certifications**

Of the 121 job postings, 54 contained certification data. Among those, 24% indicated a need for a certified interpreter for the deaf. The next top certifications are a business license and certified court interpreter (Exhibit 9).

**Exhibit 9. Top Health Care Interpreter certifications requested in job postings**



# Education, Work Experience & Training

A bachelor's degree is typically required for interpreters and translators (Exhibit 10).

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

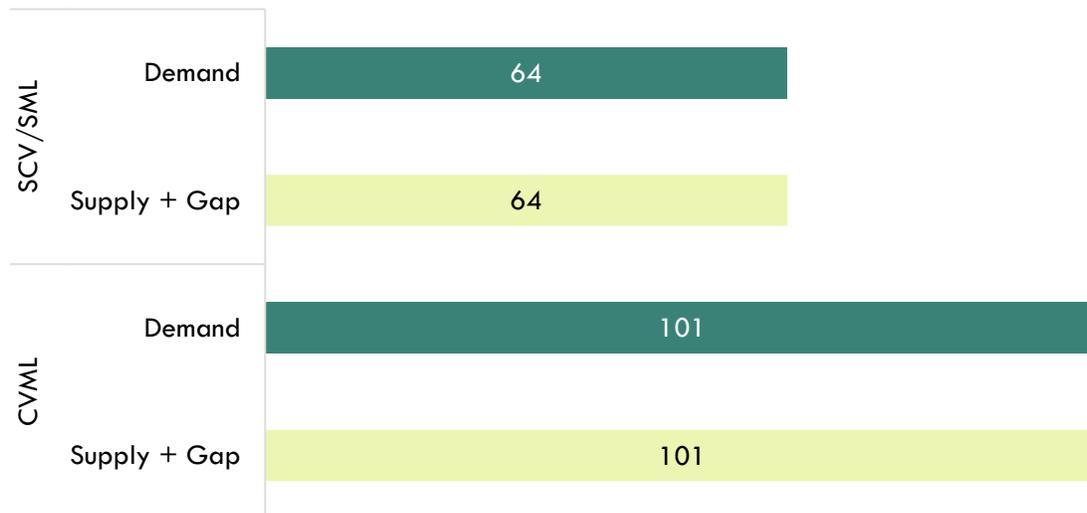
Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Interpreters and Translators	Bachelor's degree	None	None	35.5%

## Supply

No supply data was available from the Integrated Postsecondary Education Data System (IPEDS).

There is an undersupply of 64 Health Care Interpreter workers in the SCV/SML subregion and 101 workers in the region (Exhibit 11).

**Exhibit 11. Health Care Interpreter workforce demand (annual job openings), postsecondary supply of students (awards), and additional students needed to fill gap in the SCV/SML subregion and region**



## Student Outcomes

Exhibit 12 summarizes employment and wage outcomes from the California Community College Chancellor's Cal-PASS Plus LaunchBoard for the TOP code related to Health Care Interpreter. Of note, 100% of students obtained a job closely related to their field of study; 32% had a median change in earnings; and 63% of students attained a living wage.

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

## Exhibit 12. Regional metrics for the TOP code related to Health Care Interpreter

Metric	Legal and Community Interpretation 214000
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	*
Number of Students Who Transferred	*
Job Closely Related to Field of Study	100%
Median Change in Earnings	32%
Attained a Living Wage	63%
* denotes data not available.	

## Conclusion

The entry-level wages of the occupation exceed the SCV/SML subregion's average living wage. There were 121 job postings in the past six months for occupations related to Health Care Interpreter in the subregion. Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is communication skills, and the top specialized skill is scheduling.
- The top software skill is AWS CloudFormation.
- The top certification is a certified interpreter for the deaf.

There is an undersupply of trained workers, a shortage of 64 in the SCV/SML subregion and 101 in the region.

## Recommendation

Based on these findings, it is recommended that Reedley College work with the regional director, the college's advisory board, and local industry in the development of programs to address the shortage of Health Care Interpreters 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.