

SECTOR PROFILE

Early Childhood Education/Education



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Introduction

To support the planning and development of career education programs in California, this sector brief provides a focused analysis of 30 occupations within the Education sector, offering insights into labor market trends and post-secondary education and training opportunities.

Designed to inform educational practitioners, policymakers, and workforce development stakeholders, this brief can serve multiple purposes:

- guiding the development or revision of career education programs and pathways,
- enhancing alignment between K–12, community colleges, and four-year institutions, and
- supporting grant applications or other funding purposes.

Finally, students and incumbent workers interested in pursuing education as a career may find this report useful for understanding employment opportunities and the educational preparation required to advance in the field.

The early childhood education/education sector brief – hereafter referred to as ECE/EDU or simply education pathway for brevity – summarizes key findings on current and projected workforce demand, hourly wages for 30 in-demand occupations by career pathway, and program information from California community colleges that offer training programs in education. The occupations are grouped into typical career pathways and mapped to program areas used by the community college system.

Within the brief, **middle-skill** jobs are one area of focus; as they typically require education or training beyond a high school diploma but less than a bachelor's degree, and they play a significant role in meeting the needs of the state's employers. Occupations classified as **below middle-skill** typically require a high school diploma or less, while **above middle-skill** occupations typically require a bachelor's degree or more education.

What Pathways Make Up the Education Sector?

This profile focuses on four career pathways within the Education sector: Early Childhood Education and Elementary Education, Secondary Education, Postsecondary Education, and Specialized/Other Education. The labor market data presented includes in-demand occupations within each pathway that are related to education and training programs offered at community colleges across the state. These offer a range of opportunities for employment and advancement across skill levels.

- **Early Childhood Education and Elementary Education:** Early childhood education refers to formal and informal education programs for children from birth to the age of five. Elementary education refers to kindergarten (including transitional kindergarten) through 5th grade.
- **Secondary Education** refers to education grades six through 12.
- **Postsecondary Education** refers to education offered through community colleges, universities, continuing education programs, and trade, technical, and vocational schools.
- The **Specialized/Other Education** pathway includes roles that span educational levels or operate outside traditional academic settings, such as education coordinators, self-enrichment instructors, and administrators.

Many occupations employed in educational settings are not represented within these pathways. All are vital to the delivery of education, but most are not considered educator or educator supervision roles – these include administrative functions, fiscal operations, facilities and maintenance, etc. Others are referenced in the section [Beyond Labor Market and Supply Data: Insights and Ideas to Inspire Action](#) which explores the complexities encompassed by the education sector.

EDUCATION CAREER PATHWAYS	
1	Early Childhood and Elementary Education
2	Secondary Education
3	Postsecondary Education
4	Specialized / Other Education

Quick Facts About Education Employment in California

Quick facts provide data related to the education sector (see below), featuring labor market projections between 2023 and 2028 in California, as well as community college program information for the most recent three academic years (2020-21 through 2022-23).¹

The education occupational group is comprised of 30 occupations, accounting for about 1.4 million jobs in California. Through 2028, these jobs are projected to grow by 6%, adding more than 84,300 jobs to the state. Over this period, the education occupational group is projected to have 162,340 job openings available each year.²

Education programs are offered at 113 community colleges across California (see Exhibit 13 for the education programs included). Nearly 126,000 students enrolled in Education programs annually³ at California community colleges during the program years 2020-21 to 2022-23, and an average of 16,320 students completed a degree or certificate each year. As for demographics, approximately 30% of students who enrolled between program years 2020-21 to 2022-23 were 20 to 24 years old. Females were predominantly represented among students who enrolled in Education programs (82%), as well as students who identify as Hispanic (55%) or White (22%).

California Education Quick Facts



1,376,300

Number of Jobs
in Pathways in 2023



6%

5-year Job Growth,
2023-2028



162,340

5-year Avg. Annual
Job Openings, 2023-2028⁴



113

Community Colleges (CC)
Offering Education Programs



125,990

Students Enrolled in
CC Education Programs
(2020-21 to 2022-23)



16,320

CC Degrees/Certificates Awarded
on Average in Education
(2020-21 to 2022-23)

¹ Enrolled students include all non-special admit students enrolled in at least one term of the selected year at California community colleges.

² Please note that all numbers in this report are rounded to the nearest tenth, unless otherwise noted.

³ Annual average of program enrollment during the program years 2020-21 to 2022-23.

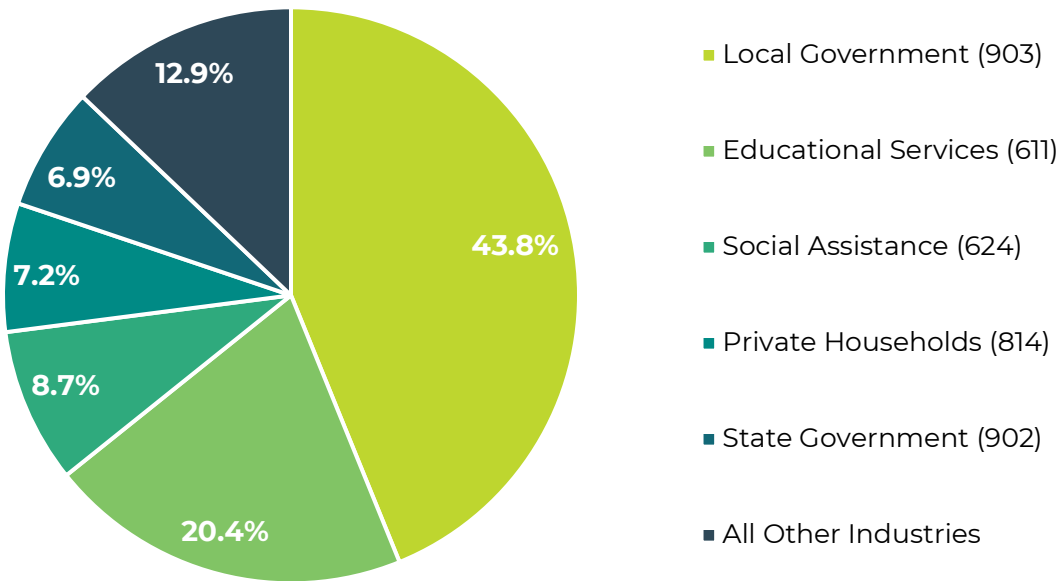
⁴ Job growth refers to the change in total jobs over a period, while annual job openings is a measure that includes new job growth as well as replacements

Projected Employment for the Education Sector

Industry Employment Demand for Education

Education workers instruct individuals across many industries and are not solely employed by the Education Services sector. North American Industry Classification System (NAICS) codes are used to organize and categorize industries and employers. Staffing patterns reveal that industries outside of the Education Services (61) sector comprise a significant portion of employment for education workers. These industry sectors, including Government (90), Health Care and Social Assistance (62), and Other Services (81), employ a considerable share of education workers. Exhibit 1 displays the distribution of education workers across industry subsectors.

Exhibit 1: Distribution of Education Employment Across Industry Subsectors



When combined, as many as 4.2 million jobs are represented by the industry subsectors shown above. In 2023, educational workers comprised about 33% of these jobs.

Exhibit 2 shows that employment in industries that employ education workers is projected to increase by nearly 10% across California through 2028 – double the rate for California across all industries, which is projected to increase 5% over the same period.

Exhibit 2: Projected Job Growth through 2028

	2023 JOBS	2028 JOBS	JOB CHANGE	% CHANGE
Education Subsectors	4,178,470	4,576,560	398,080	10%
All Industries in CA	20,465,010	21,445,790	980,780	5%

Source: Lightcast, Projected Number of Industry Jobs for Education, 2023-2028 [2025.1].

Exhibit 3 displays the subsectors and industry groups that employ education workers detailed in this report, as well as the number of education jobs in each industry subsector or group. The 30 education occupations profiled in this report totaled close to 1.4 million jobs in 2023. Of those, the industry subsectors accounted for 87% of that employment (1.2 million).

Exhibit 3: Education Occupations Staffing Pattern

NAICS	Industry	All Industry Jobs (2023)	% of Education Jobs in Industry (2023)	Education Jobs in Industry (2023)
903	Local Government	1,827,490	33.0%	603,500
9036	Education and Hospitals (Local Government)	1,065,720	-	591,700
9039	Local Government, Excluding Education and Hospitals	761,770	-	11,800
611	Educational Services	502,690	55.9%	280,750
6111	Elementary and Secondary Schools	149,010	-	101,910
6116	Other Schools and Instruction	115,150	-	74,910
6113	Colleges, Universities, and Professional Schools	174,090	-	73,870
6117	Educational Support Services	33,420	-	14,970
6115	Technical and Trade Schools	17,500	-	9,730
6114	Business Schools and Computer and Management Training	9,780	-	3,080
6112	Junior Colleges	3,740	-	2,280
624	Social Assistance	1,008,520	11.9%	119,820
6244	Child Day Care Services	118,810	-	105,220
6241	Individual and Family Services	826,190	-	11,970
6243	Vocational Rehabilitation Services	32,710	-	1,950
6242	Community Food and Housing, and Emergency and Other Relief Services	30810	-	680
814	Private Households	291,130	34.1%	99,340
8141	Private Households	291,130	-	99,340
902	State Government	548,650	17.4%	95,630
9026	Education and Hospitals (State Government)	312,890	-	91,490
9029	State Government, Excluding Education and Hospitals	235,760	-	4,140
	All Other Industries	-	-	177,260
	Total, All Estimated Education Employment in California	4,178,470	32.9%	1,376,300

Occupational Demand for Education Career Pathways

To examine the demand by career pathway, Exhibit 4 summarizes the occupational employment represented by each pathway in 2023 and the total projected openings through 2028. The Specialized/Other Education pathway had the highest employment in 2023, with 552,260 workers, and is also projected to have the most openings, with 362,840 total openings⁵ across the five-year period.

Early childhood education refers to both formal and informal educational programs designed for children from birth to age five. These programs typically serve preschool-aged children or younger, and most related occupations do not require advanced degrees. Elementary education covers transitional kindergarten through 5th grade, and secondary education encompasses grades 6 through 12. Many of these occupations require college degrees. Postsecondary education includes community colleges, universities, and other higher institutions. The specialized/other education pathway includes programs that lead to occupations spanning multiple educational levels—such as primary, secondary, and postsecondary—or those not tied to a specific grade level. As such, it is considered a distinct “other” pathway.

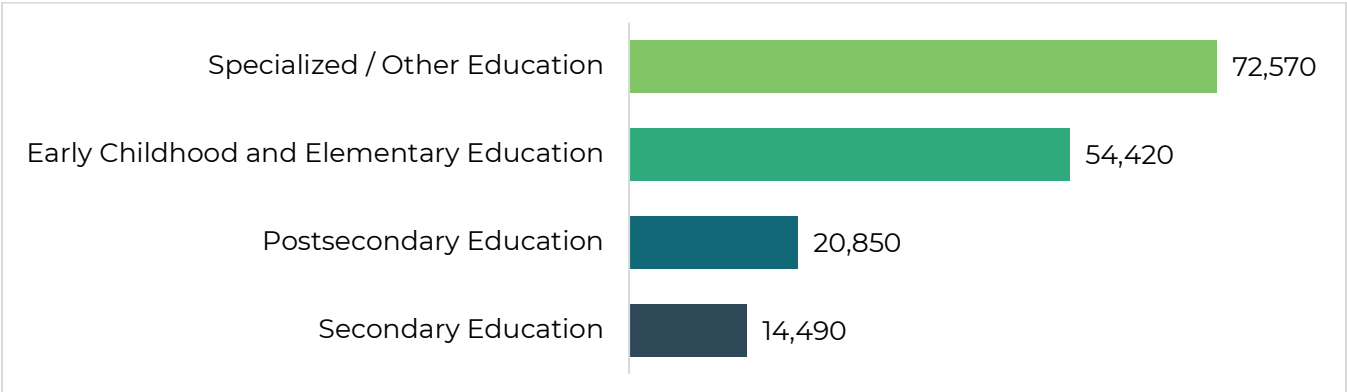
Exhibit 4: Number of Jobs and Total Openings for Education Career Pathways (2023-2028)

PATHWAY	2023 JOBS	2023 - 2028 TOTAL OPENINGS
Early Childhood and Elementary Education	427,080	272,100
Secondary Education	177,540	72,460
Postsecondary Education	219,430	104,280
Specialized / Other Education	552,260	362,840
Total	1,376,300	811,680

Source: Lightcast, Number of Jobs and Total Openings, 2023-2028 [2025.1].

In terms of annual openings, Exhibit 5 presents the projected average annual job openings for each education career pathway. Nearly 72,600 average annual job openings are projected for occupations in the specialized/other education pathway, followed by more than 54,400 annual job openings in the early childhood and elementary education pathway.

Exhibit 5: Average Annual Job Openings for Education Career Pathways (2023-2028)



Source: Lightcast, Average Annual Job Openings, 2023-2028 [2025.1].

⁵ 2023-2028 total openings represent the sum of projected new job growth and estimated replacement needs over the five-year period. Replacement openings are created as workers switch occupations, retire, or leave an occupation for other reasons.

Occupations and Skill Level by Education Career Pathways

Exhibit 6 presents data on current employment levels and projected openings by individual occupations, grouped by career pathway and skill level. The specialized/other education pathway has the most individual occupations at 15, followed by the early childhood and elementary education pathway, which has seven occupations. Please note that the figures in Exhibit 6 are rounded to the nearest tenth, and the totals displayed in the table may not exactly match the summed total due to rounding. On average, over 80% of job openings in each pathway are replacement openings. Replacement openings occur when workers switch occupations – such as a promotion to vice principal, retire from the profession, or leave the occupation for other reasons. Please refer to the Methodology section, in Appendix A, for more information on how the pathways were developed.

SKILL LEVEL LEGEND

• = Below Middle-Skill •• = Middle-Skill ••• = Above Middle-Skill

Exhibit 6: Occupations and Projected Demand by Education Career Pathways (2023-2028)

Skill Level	Occupation	2023 Jobs	Total Openings (5-Year)	2023 - 2028 Change	2023 - 2028 % Change	Average Annual Openings	Replacements as % of Openings
EARLY CHILDHOOD AND ELEMENTARY EDUCATION PATHWAY							
•	Childcare Workers	174,270	152,800	(2,180)	-1%	30,560	94%
••	Preschool Teachers, Except Special Education	58,030	36,950	4,810	8%	7,390	86%
••	Kindergarten Teachers, Except Special Education*	7,310	4,750	700	10%	950	85%
•••	Elementary School Teachers, Except Special Education	155,770	64,350	10,880	7%	12,870	83%
•••	Special Education Teachers, Kindergarten and Elementary School	19,540	8,300	1,490	8%	1,660	82%
•••	Education and Childcare Administrators, Preschool and Daycare	9,890	3,950	450	5%	790	85%
•••	Special Education Teachers, Preschool	2,270	1,050	260	11%	210	76%
Early Childhood and Elementary Education Total		427,080	272,150	16,410	4%	54,430	90%

*The occupation code "Kindergarten Teachers, Except Special Education, includes Transitional Kindergarten occupations.

SKILL LEVEL LEGEND

• = Below Middle-Skill •• = Middle-Skill ••• = Above Middle-Skill

Skill Level	Occupation	2023 Jobs	Total Openings (5-Year)	2023 - 2028 Change	2023 - 2028 % Change	Average Annual Openings	Replacements as % of Openings
SECONDARY EDUCATION PATHWAY							
•••	Secondary School Teachers, Except Special and Career/Technical Education	97,660	38,500	7,370	8%	7,700	80%
•••	Middle School Teachers, Except Special and Career/Technical Education	55,400	23,300	4,220	8%	4,660	81%
•••	Special Education Teachers, Secondary School	13,690	5,850	1,080	8%	1,170	81%
•••	Special Education Teachers, Middle School	7,150	3,050	560	8%	610	81%
•••	Career/Technical Education Teachers, Secondary School	2,650	1,300	410	15%	260	68%
•••	Career/Technical Education Teachers, Middle School	970	400	80	9%	80	80%
Secondary Education Total		177,520	72,400	13,720	8%	14,480	81%

POSTSECONDARY EDUCATION PATHWAY							
•••	Postsecondary Teachers	200,970	96,800	10,820	5%	19,360	85%
•••	Education Administrators, Postsecondary	18,460	7,450	830	5%	1,490	83%
Postsecondary Education Total		219,430	104,250	11,650	5%	20,850	85%

SPECIALIZED/OTHER EDUCATION PATHWAY							
•	Self-Enrichment Teachers	67,890	50,100	7,090	10%	10,020	85%
•	Personal Care and Service Workers, All Other	13,330	15,250	2,400	18%	3,050	84%
••	Teaching Assistants, Except Postsecondary	165,940	110,850	11,120	7%	22,170	90%
••	Training and Development Specialists	45,470	22,200	2,760	6%	4,440	87%
••	Library Technicians	9,380	8,300	280	3%	1,660	95%

SKILL LEVEL LEGEND

· = Below Middle-Skill ·· = Middle-Skill ··· = Above Middle-Skill

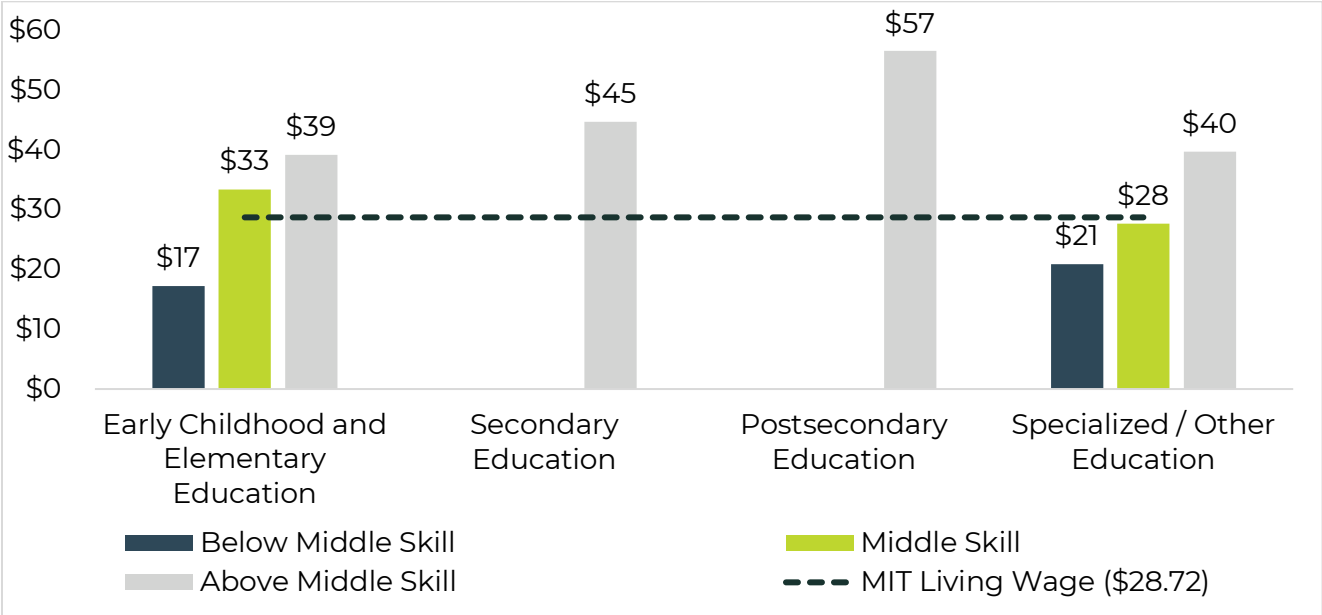
Skill Level	Occupation	2023 Jobs	Total Openings (5-Year)	2023 - 2028 Change	2023 - 2028 % Change	Average Annual Openings	Replacements as % of Openings
··	Interpreters and Translators	11,090	5,900	190	2%	1,180	93%
···	Tutors	45,790	44,300	3,690	8%	8,860	91%
···	Coaches and Scouts	36,250	28,300	4,250	12%	5,660	84%
···	Teachers and Instructors, All Other	30,470	20,150	1,430	5%	4,030	92%
···	Educational, Guidance, and Career Counselors and Advisors	45,280	19,550	2,950	7%	3,910	83%
···	Education Administrators, Kindergarten through Secondary	31,320	13,050	2,270	7%	2,610	82%
···	Instructional Coordinators	20,690	10,950	1,710	8%	2,190	84%
···	Librarians and Media Collections Specialists	9,600	5,700	960	10%	1,140	82%
···	Education Administrators, All Other	12,130	5,050	860	7%	1,010	82%
···	Special Education Teachers, All Other	7,610	3,200	550	7%	640	82%
Specialized / Other Education Total		552,240	362,850	42,510	8%	72,570	88%
EDUCATION TOTAL		1,376,270	811,650	84,290	6%	162,330	87%

Source: Lightcast, Projected Demand for Education Occupations, 2023-2028 [2025.1].

Occupational Wages by Education Career Pathways

To establish the range of wages represented by each group of occupations, Exhibit 7 presents the average median earnings for below middle-skill, middle-skill, and above middle-skill jobs by career pathway compared to the MIT living wage for California⁶. Exhibit 8 summarizes wages by the 25th percentile, median, and 75th percentile hourly earnings for each occupation. The 25th percentile wage represents entry-level earnings, while the 75th percentile wage reflects the earnings of experienced workers.

Exhibit 7: Median Hourly Earnings by Education Career Pathways



Source: Lightcast, Median Hourly Wages by Education Career Pathways [2025.1].

Exhibit 8: Hourly Earnings for Occupations by Education Career Pathways

SKILL LEVEL LEGEND		
•	= Below Middle-Skill	•• = Middle-Skill
•••	= Above Middle-Skill	

Skill Level	Occupation	25 th Pct. Hourly Earnings	Median Hourly Earnings	75 th Pct. Hourly Earnings
EARLY CHILDHOOD AND ELEMENTARY EDUCATION PATHWAY				
•	Childcare Workers	\$16	\$17	\$21
••	Kindergarten Teachers, Except Special Education*	\$32	\$45	\$55
••	Preschool Teachers, Except Special Education	\$18	\$21	\$24
•••	Elementary School Teachers, Except Special Education	\$36	\$46	\$52

⁶ The MIT living wage for a single adult with no children in California is \$28.72 per hour, or \$59,740 annually.

SKILL LEVEL LEGEND

· = Below Middle-Skill ·· = Middle-Skill ··· = Above Middle-Skill

Skill Level	Occupation	25 th Pct. Hourly Earnings	Median Hourly Earnings	75 th Pct. Hourly Earnings
···	Special Education Teachers, Kindergarten and Elementary School	\$34	\$43	\$49
···	Special Education Teachers, Preschool	\$26	\$39	\$48
···	Education and Childcare Administrators, Preschool and Daycare	\$23	\$28	\$37
Early Childhood and Elementary Education Total Averages		\$26	\$34	\$41

*Note. The occupation code "Kindergarten Teachers, Except Special Education," includes transitional kindergarten teachers.

SECONDARY EDUCATION PATHWAY

···	Career/Technical Education Teachers, Secondary School	\$38	\$47	\$56
···	Secondary School Teachers, Except Special and Career/Technical Education	\$38	\$49	\$61
···	Special Education Teachers, Secondary School	\$37	\$49	\$61
···	Middle School Teachers, Except Special and Career/Technical Education	\$37	\$48	\$52
···	Special Education Teachers, Middle School	\$36	\$46	\$54
···	Career/Technical Education Teachers, Middle School	\$25	\$30	\$38
Secondary Education Pathway Total Averages		\$35	\$45	\$54

POSTSECONDARY EDUCATION PATHWAY

···	Education Administrators, Postsecondary	\$46	\$60	\$81
···	Postsecondary Teachers	\$40	\$53	\$69
Secondary Education Total Averages		\$43	\$57	\$75

SPECIALIZED/OTHER EDUCATION PATHWAY

·	Self-Enrichment Teachers	\$18	\$23	\$36
·	Personal Care and Service Workers, All Other	\$16	\$19	\$26
··	Training and Development Specialists	\$23	\$34	\$48

SKILL LEVEL LEGEND

· = Below Middle-Skill ·· = Middle-Skill ··· = Above Middle-Skill

Skill Level	Occupation	25 th Pct. Hourly Earnings	Median Hourly Earnings	75 th Pct. Hourly Earnings
··	Interpreters and Translators	\$23	\$31	\$43
··	Library Technicians	\$19	\$24	\$29
··	Teaching Assistants, Except Postsecondary	\$18	\$22	\$23
···	Education Administrators, Kindergarten through Secondary	\$58	\$64	\$79
···	Special Education Teachers, All Other	\$35	\$44	\$51
···	Instructional Coordinators	\$34	\$46	\$58
···	Education Administrators, All Other	\$32	\$45	\$64
···	Librarians and Media Collections Specialists	\$31	\$41	\$52
···	Educational, Guidance, and Career Counselors and Advisors	\$29	\$37	\$50
···	Teachers and Instructors, All Other	\$27	\$38	\$50
···	Tutors	\$17	\$20	\$27
···	Coaches and Scouts	\$17	\$23	\$33
Specialized / Other Education Total Averages		\$27	\$34	\$45
EDUCATION TOTAL		\$29	\$38	\$48

Source: Lightcast, 25th pct., Median, and 75th pct. Hourly Earnings for Education Occupations [2025.1].

Job Postings for Education Occupations

Job postings represent the number of online jobs advertised in California for occupations in the education pathways specified in this report. Across occupations in education pathways, there were 188,830 unique job postings in California from January 2024 to December 2024 (see Exhibit 9). Exhibit 10 lists the top 10 skills sought by employers, categorized into specialized, soft, and technical skills.

Exhibit 9: Unique Online Job Postings for Education Occupations in California, 2024



Exhibit 10: Top Skills in Job Postings for Education Occupations, 2024

Specialized Skills	Soft Skills	Technical Skills
Lesson Planning	Teaching	Microsoft Office
Special Education	Communication	Microsoft Excel
Child Development	English Language	Microsoft PowerPoint
Preschool Education	Management	Microsoft Outlook
Working With Children	Writing	Learning Management Systems
Classroom Management	Leadership	Microsoft Word
Curriculum Development	Planning	Zoom (Video Conferencing Tool)
Individualized Education Programs (IEP)	Interpersonal Communications	Google Workspace
Disabilities	Mathematics	Student Information Systems
Student Services	Research	Spreadsheets

Exhibit 11 lists the employers posting the most job ads for the education occupations in California, which include daycares, K-12 institutions, community colleges, and higher education institutions.

Exhibit 11: Employers Posting the Most Job Ads for Education Occupations, 2024

Top Employers



- ATX Learning
- KinderCare Education
- Swing Education
- Oakland Unified School District
- Amergis
- Stepping Stones
- University of California-Merced
- Euro School Of Tennis
- Calnex Sports
- YMCA

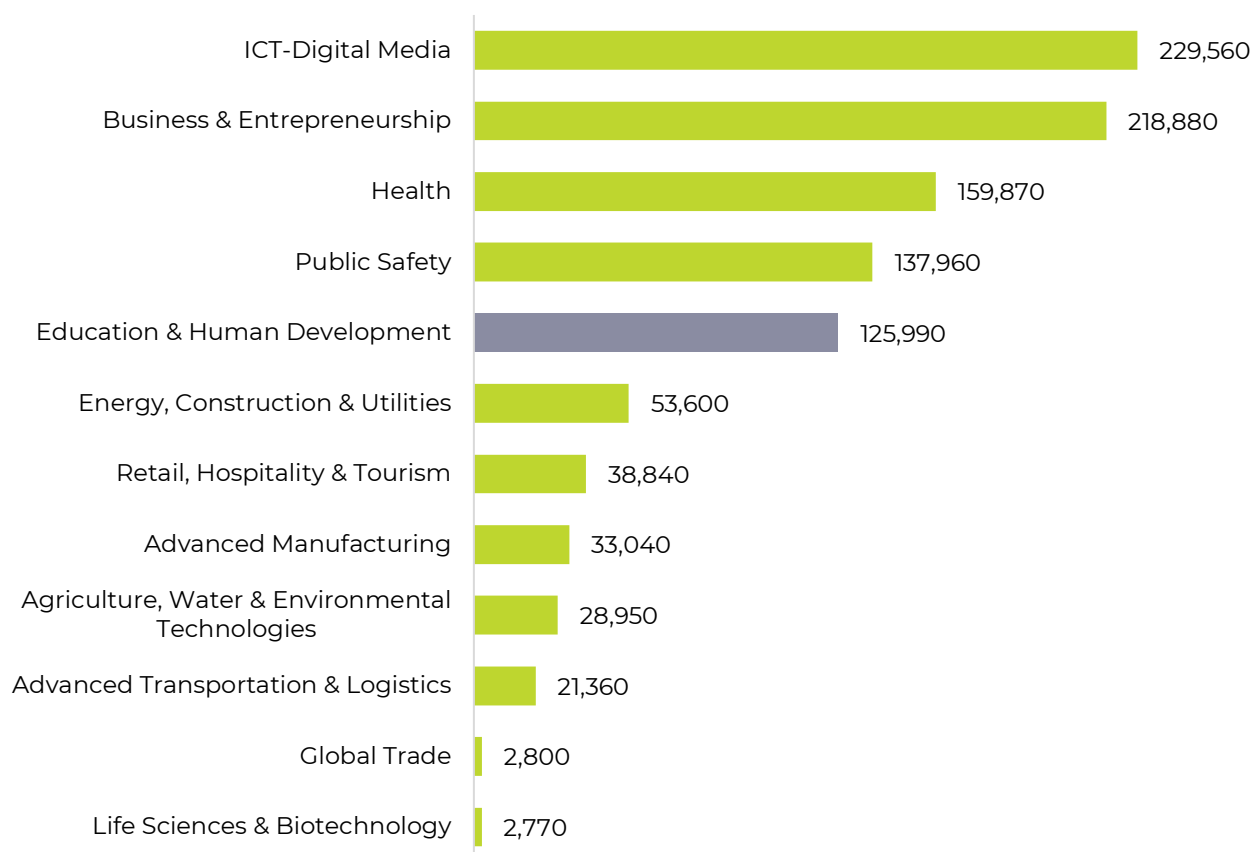
⁷ Unique online job postings are de-duplicated based on the same job, employer, and region.
Source: Lightcast, Job Posting Analytics, January 2024–December 2024 [2025.1].

Postsecondary Education Programs

California community colleges offer a variety of programs in education, training students for career pathways in early childhood and elementary education, secondary education, postsecondary education, and specialized/other education. Colleges combine classroom instruction on campus, online, or through external work experiences. Of the 116 community colleges in California, 113 offer programs related to Education. Community college enrollments in education and human development programs have decreased more from the 2017-2018 academic year to the 2022-2023 academic year, than all other career education programs, with education enrollments decreasing by more than 32,850 students, or 21.5%, while all career education programs decreased enrollments by 12.6% over this same period.

Exhibit 12 shows the number of students enrolled in each of California's priority and emerging sectors. These sectors refer to the priority sectors identified by the California Community Colleges Chancellor's Office, along with additional clusters that represent other common career and technical education program groupings. During program years 2020-21 to 2022-23, an average of nearly 126,000 students enrolled in education programs each year. For more information about the selection of programs and data sources for student outcomes, see Appendix A: Methodology.

Exhibit 12: Students Enrolled* by Sector (3-YR Average, 2020-21 to 2022-23)



Source: Data Vista. Program Years 2020-21 to 2022-23, California Community Colleges.

*All students who were enrolled as a non-special admit student in at least one term of the selected year.

Seventeen (17) career and technical education (CTE) Taxonomy of Program (TOP) codes related to education are presented in Exhibit 13, and all TOP codes have active or approved programs in California community colleges. This is based on information reported to the California Community Colleges Chancellor's Office Curriculum Inventory (COCI).

Exhibit 13: Education Programs at Community Colleges in California

TOP6	TOP6 Program Title	# Colleges w/Programs
1305.00	Child Development/Early Care and Education	107
1305.80	Child Development Administration and Management	44
1305.20	Children with Special Needs	40
1305.90	Infants and Toddlers	39
1305.10	Child and Adolescent Development	34
0802.00	Educational Aide (Teacher Assistant)	32
1305.50	The School Age Child	24
0850.10	Sign Language Interpreting	22
1305.40	Preschool Age Children	22
0835.60	Coaching	14
0899.00	Other Education	14
0809.00	Special Education	10
0836.10	Recreation Assistant	6
0860.00	Educational Technology	6
1305.60	Parenting and Family Education	5
0802.10	Educational Aide (Teacher Assistant), Bilingual	4
1305.70	Foster and Kinship Care	2

Source: California Community Colleges Chancellor's Office Curriculum Inventory (COCI). This list includes the programs under the TOP code that were currently active or approved in California community colleges as of March 2025.

Exhibits 14 and 15 summarize educational supply by analyzing the number of degrees awarded in related TOP and Classification of Instructional Programs (CIP) codes, respectively. According to TOP data, an average of 16,320 degrees or certificates were awarded at California community college between program years 2020-21 and 2022-23 (Exhibit 14). The average number of degrees and certificates awarded in programs may include students who earned multiple degrees or certificates.

Exhibit 14: Awards for Community College Programs in California (2020-21 to 2022-23)

TOP6	TOP6 Title	Certificate	Associate Degree/ Associate for Transfer	Noncredit Award	Total Awards
130500	Child Development/Early Care and Education	6,860	4,230	700	11,780
130510	Child and Adolescent Development	0	1,110	0	1,120
130540	Preschool Age Children	610	220	280	1,110
130590	Infants and Toddlers	480	20	200	700
130520	Children with Special Needs	250	60	0	310
130580	Child Development Administration and Management	220	60	0	290
080200	Educational Aide (Teacher Assistant)	120	80	40	230
085010	Sign Language Interpreting	110	120	0	230
130550	The School Age Child	110	0	100	210
086000	Educational Technology	80	0	70	150
080900	Special Education	40	10	0	50
130560	Parenting and Family Education	30	10	20	50
089900	Other Education	40	0	0	50
083560	Coaching	20	10	0	30
080210	Educational Aide (Teacher Assistant), Bilingual	10	0	0	10
130570	Foster and Kinship Care	0	0	0	0
083610	Recreation Assistant	0	0	0	0
Total Awards		9,000	5,920	1,400	16,320

Source: CCCCCO Datamart. Program Years 2020-21 to 2022-23 Annual Awards, by TOP6 Code, California Community Colleges.

According to CIP data (Exhibit 15), non-community college institutions in California conferred an average of 8,240 awards each year between program years 2019-20 and 2021-22. The total number of awards for a given CIP code is calculated as a three-year average and summed across award types, which may not equal the exact total due to rounding.

Exhibit 15: Awards* for Non-Community College Programs in California (2019-20 to 2021-22)

CIP - CIP Program Title	Certificate	Associate Degree	Bachelor's Degree	Total Awards
13.0101 - Education, General	250	20	700	970
13.0501 - Educational/Instructional Technology	0	0	30	30
13.1001 - Special Education and Teaching, General	30	0	0	30
13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs	0	0	30	30
13.1202 - Elementary Education and Teaching	10	0	220	230
13.1205 - Secondary Education and Teaching	10	0	0	10
13.1206 - Teacher Education, Multiple Levels	20	0	0	20
13.1209 - Kindergarten/Preschool Education and Teaching	10	0	0	10
13.1210 - Early Childhood Education and Teaching	20	260	4,200	4,490
19.0701 - Human Development and Family Studies, General	0	0	1,300	1,300
19.0706 - Child Development	0	0	460	460
19.0709 - Child Care Provider/Assistant	10	0	0	10
31.0101 - Parks, Recreation, and Leisure Studies	0	0	550	550
31.0504 - Sport and Fitness Administration/Management	0	0	120	120
Total Awards	360	280	7,610	8,240

*Total awards do not include degrees higher than a bachelor's degree.

Source: Integrated Postsecondary Education Data System (IPEDS). Program Years 2019-20 to 2021-22 Annual Awards, by CIP Code, California Non-Community College Institutions.

Demographic Profile of Community College Students in Education Programs

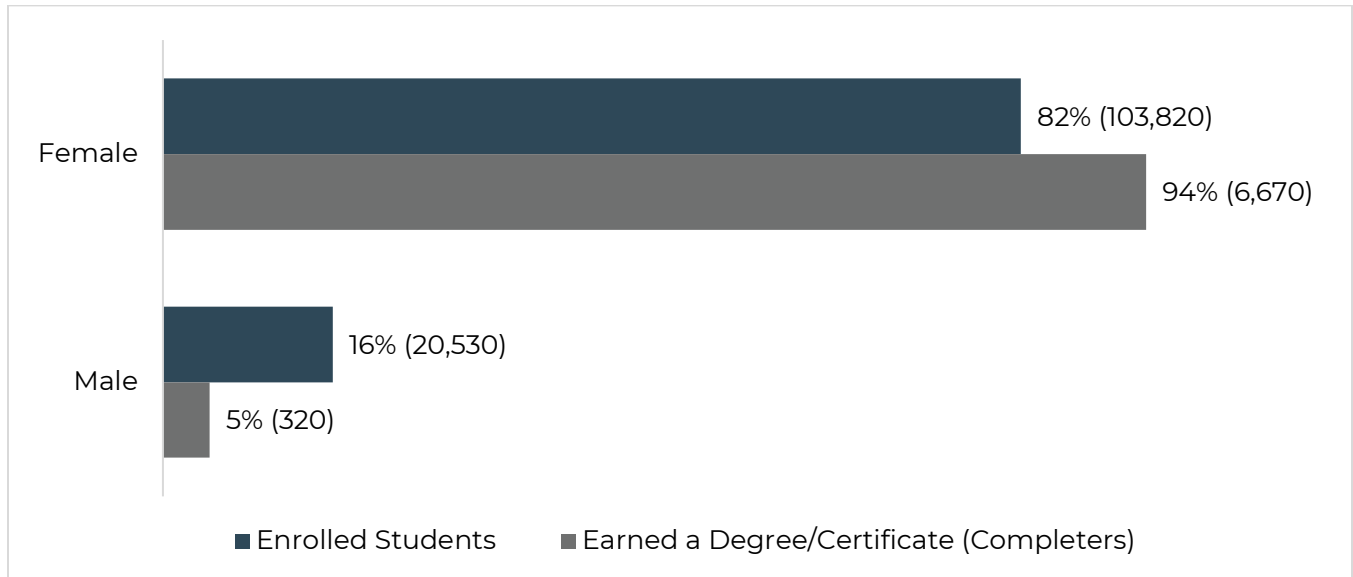
This sector profile also summarizes the demographics of community college students who enroll in and complete a degree or certificate in education programs. Exhibits 16 through 18 present data on students by gender, race/ethnicity, and age. Enrolled students include all non-special admit students⁸ who were enrolled in at least one term of the selected year at a California community college. In terms of earned a degree or certificate, it represents the number of students who earned one or more of the following: Chancellor's Office-approved certificate, associate degree, non-credit award, or California Community College baccalaureate degree.

On average, more female students enrolled (82%) and earned awards (94%) in education programs than male students (16% and 5%, respectively). While the gender distribution across all community college career education programs has slightly more female students (51%), education programs have considerably more female students (82%) than male students, indicating a significant underrepresentation of male students in education programs. In alignment with Governor Gavin Newsom's goal of reaching 500,000 apprentices in California by 2030, the expansion of apprenticeship pathways in this non-traditional sector—ECE/EDU—is especially noteworthy (Lumina, 2024). As of 2025, there are 96,000 registered apprentices in California, but only about 10% are female (Lumina, 2024). The development of new apprenticeship pathways, along with continued growth statewide in this sector, will help increase female representation and diversify critical “earn-and-learn” opportunities (Lumina, 2024).

Students who identified as Hispanic (55%) and White (22%) represented the two largest racial/ethnic groups among enrolled students and students who earned degrees (58% and 21%, respectively). Education programs have a greater share of Hispanic students and a smaller share of Asian and White students than career education programs overall. Students aged 20 to 24 were the most represented age group among those who enrolled (30%) and degree earners (30%). While education programs enroll a greater share of students 24 or younger, the distribution of students in education programs by age is similar to all other career education programs. The exhibits below provide greater detail on the demographic profiles of students who enrolled in and completed education programs in California.

⁸ Special admit students are those who are enrolled in both K-12 and community college simultaneously. However, they will be classified as non-special admit if they are enrolled as a non-special admit student for at least one term during the selected academic year.

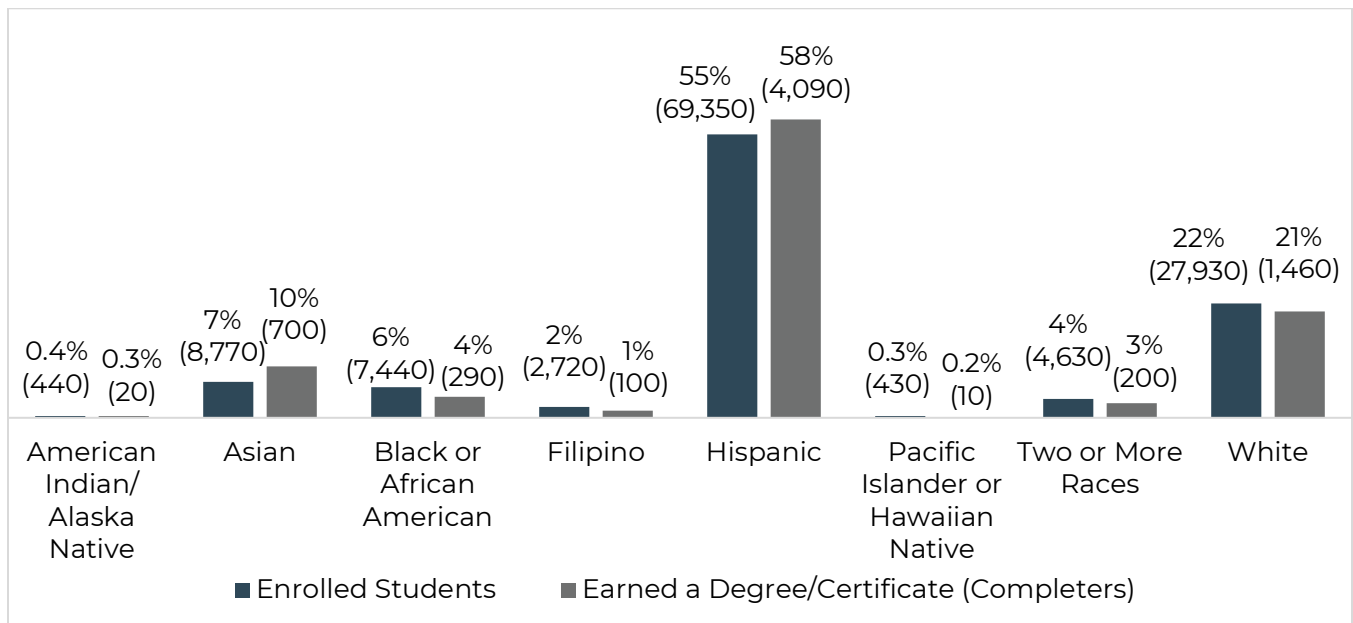
Exhibit 16: Gender of Students in Education Programs in California (2020-21 to PY 2022-23)



Note: May not total 100 percent due to non-respondent/non-binary.

Source: Data Vista. Program Years 2020-21 to 2022-23 Programs, California Community Colleges.

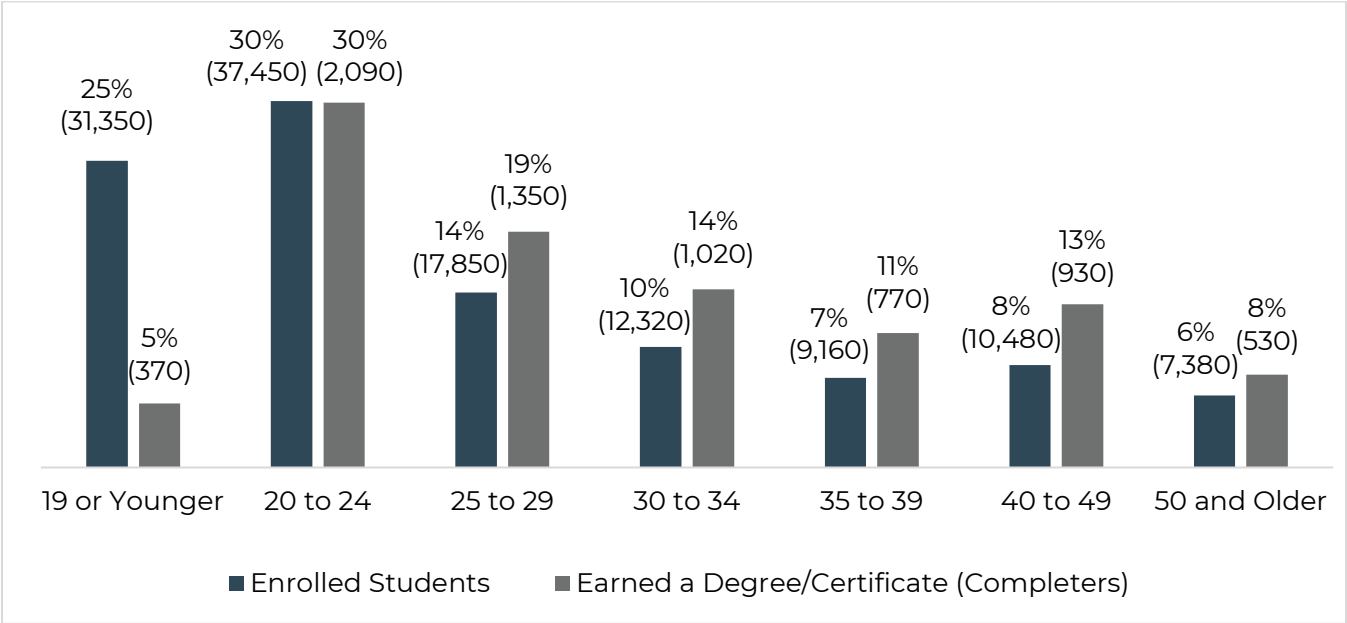
Exhibit 17: Race/Ethnicity of Students in Education Programs in California (2020-21 to 2022-23)



Note: May not total 100 percent due to non-respondent/unknown.

Source: Data Vista. Program Years 2020-21 to 2022-23 Programs, California Community Colleges.

Exhibit 18: Ages of Students in Education Programs in California (2020-21 to 2022-23)



Note: May not total 100 percent due to non-respondent/unknown.
Source: Data Vista. Program Years 2020-21 to 2022-23 Programs, California Community Colleges.

Beyond Labor Market and Supply Data: Insights and Ideas to Inspire Action

The purpose of this section is to provide additional insights beyond the labor market and supply data presented in this report by highlighting additional resources, including the California Community Colleges Chancellor's Office Vision 2030 plan (Chancellor's Office, 2023) and the Governor's Education Master Plan for Career Education (Echelmann, 2025).

The education sector is complex and multifaceted. Readers are encouraged to reflect on these nuances when considering the development of new community college programs or the expansion and revision of existing ones. This additional statewide context is provided to support a deeper understanding of the challenges, opportunities, and evolving needs within the sector.

Although state employment data estimate that education jobs surpassed 1.3 million in 2023, the current occupational classification system is grounded in a traditional understanding of educator roles. This framework may overlook other critical positions that contribute to educational services, suggesting that the true size and scope of the education workforce are likely underestimated. Below are examples of nuanced positions not captured within standard occupational classifications, offering additional insight into the demand for education workers.

In addition to workforce considerations, it is important to examine the broader policies and systemic factors shaping the education sector. Vision 2030 prioritizes equity in success, equity in access, and equity in support; however, achieving these goals requires a deeper understanding of how best to support those working in the sector. This context is critical to ensuring that new and existing programs meet labor market demand and also advance educational equity and opportunity.

Family Child Care

Approximately 24,700 **licensed family child care providers** operate across California, each caring for up to 14 children per facility (Whitebook, McLean, Austin, & Edwards, 2020; California Department of Social Services, 2022). These providers often hire additional support staff who may not be accounted for in traditional labor market data. Furthermore, licensed family child care providers can be categorized by job code as **small business owners** or **entrepreneurs**, since they offer child care services within their own homes. As a result, they may not be recognized as part of a traditional career pathway in the Education sector. Nonetheless, owning and operating a licensed family child care business can be a financially rewarding career option.

In addition to licensed providers, many families rely on informal child care arrangements. In California, an estimated 26% of parents with children under age three and 29% of parents with children ages three to five depend on a **family, friend, or neighbor caregiver** (Austin & Edwards, 2021). And 12% of parents with children under age three and 9% of parents with children ages three to five hire nannies, participate in **nanny shares**, or engage **au pairs** to provide child care (Austin & Edwards, 2021). Not all child care providers, particularly those working in private homes and paid in cash or volunteering, are fully captured in traditional labor market data.

Care providers, also known as Family, Friend or Neighbor (FFN) care, who typically work in a child's home, whether paid in cash or serving on a volunteer basis, play important roles by caring for infants, toddlers, multiple children within a family, or providing care during nontraditional hours or in areas with limited access to licensed child care. These roles may also include a range of household

responsibilities, and compensation can vary widely. Accurately counting these roles requires a deeper understanding of how caregiving functions within individual communities.

After School and Summer Programs

Before- and after-school programs provide vital “wraparound” care for working parents whose schedules do not align with standard school hours. According to the California AfterSchool Network (2023), California has three primary funding streams to support Expanded Learning programs: the After School Education and Safety (ASES) program, the 21st Century Community Learning Centers (21st CCLC) program, and the recently established Expanded Learning Opportunities Program (ELOP).

ELOP is a major initiative funded through Proposition 98, which mandates a minimum level of state spending on K–12 education (California Department of Education, 2022). ELOP provides funding to school districts and charter schools to offer before-school, after-school, and summer enrichment programs for students in transitional kindergarten through sixth grade, with a particular focus on those eligible for free and reduced-price lunch. In 2023–24, ELOP funding reached \$4 billion, in addition to \$900 million allocated for ASES and 21st Century funds (California AfterSchool Network, 2023).

Additionally, some local governments, Local Educational Agency (LEA's), and private entities also fund or subsidize after-school services within local communities. This increase in budget will create even more after-school opportunities across California schools. This expansion and increased funding will drive workforce demand and create opportunities to develop new programs, pathways, apprenticeships, and services at community colleges to support the emerging workforce. Building stronger linkages to teacher preparation and degree pathways will also be essential as career opportunities in this field continue to grow.

One specific example is Extended Learning (EXL), which employed more than 30,000 professionals statewide prior to the COVID pandemic (California AfterSchool Network, 2023) through the provision of CDE funding. Most EXL roles are part-time during the school year and full-time during the summer. However, despite sharing similar duties with roles in the education sector, demand for this workforce is difficult to assess due to the absence of an established occupation code that captures their specific responsibilities in the education field.

Transitional Kindergarten

Transitional Kindergarten (TK) in California public schools represents a new grade level for incoming 4-year-olds. By 2025, TK will be fully implemented statewide, meaning every public school district will offer TK classes for children who turn 4 by September 1 of each year (California Department of Education, 2025). Although TK and Kindergarten are not compulsory, both are highly popular, with many communities experiencing waiting lists that exceed available spaces. Since 2022, TK classrooms have been phased in, and teacher qualifications have evolved to meet the developmental needs of younger students.

The Preschool to Grade 3 (P–3) credential is increasingly available, as the California Commission on Teacher Credentialing continues to approve new training programs. TK teachers are typically compensated at the same level as K–5 teachers within their district and are required to hold a bachelor's of arts degree or a bachelor's of science degree along with postgraduate certification—either the new P–3 credential or a Multiple Subjects credential with early childhood education coursework.

Currently, Kindergarten and TK teachers share the same occupation code, making it difficult to accurately assess the size and specific demand of the TK workforce. Despite this data limitation, the expansion of TK presents significant career opportunities for preschool and child care professionals looking to transition into the public education system. Since 2019, TK enrollment has grown by 70% (Legislative Analyst's Office, 2024). In 2023–24, 151,500 students were enrolled statewide, with a goal of ultimately serving 400,000 children across nearly 6,000 elementary schools (Legislative Analyst's Office, 2024).

However, this rapid expansion brings challenges, including limited funding to renovate classrooms for 4-year-olds and ongoing difficulties in recruiting qualified staff (Legislative Analyst's Office, 2024). The Commission on Teacher Credentialing projects a shortage of 8,700 TK teachers and 11,000 teacher aides by 2025–26. Additionally, the Learning Policy Institute (2021) estimates more than 300,000 children will enroll in TK by 2025–26.

To meet this growing demand, districts will need to hire between 11,900 and 15,600 additional lead TK teachers by 2025–26, on top of the 4,100 teachers already needed in 2019–20. California will also need between 16,000 and 19,700 assistant TK teachers by 2025–26 (Learning Policy Institute, 2021).

Permits in the Early Education Workforce

An important credentialing mechanism for the early education workforce (including private child care, preschool programs, and state-funded preschools) is the California Child Development Permit. This system offers six levels of certification: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. These permits establish a structured pathway for career advancement and play a critical role in maintaining the quality and preparedness of the early childhood education workforce. Permit holders are authorized to provide care, development, and instruction for children aged five and younger in child care and development programs, as well as provide services such as supervision and coordination of curricula (California Commission on Teacher Credentialing, 2023).

The Child Development Training Consortium supports this credentialing system by publishing a Permit History Report, which tracks the number of permits issued annually by type of permit from August 1, 1996, to June 30, 2021—offering valuable insights into permit distribution across the country (California Commission on Teacher Credentialing, 2023). In 2023–2024, the Commission issued 6,503 new permits in California (a 26% increase over the previous academic year) and renewed 5,409 permits (a 4% increase over the prior year).

Currently, the California Commission on Teacher Credentialing reports permit data only at the state level and county-level data is not publicly accessible. This lack of localized data presents challenges for assessing workforce readiness and planning region-specific education and training initiatives. The absence of detailed regional data underscores the need for stronger local data accessibility and reporting practices.

Post-COVID Pandemic Impacts on the Education Sector

The COVID-19 pandemic significantly disrupted the education sector in California, and its impacts continue to be felt. As schools closed and delayed reopening, child care services were also affected. Widespread retirements and career changes among teachers and staff strained the ECE/EDU workforce, many left the field due to challenging working conditions, health concerns, and job instability. Families hesitated to send children back to schools or child care centers, contributing to a rise in homeschooling and a continued decline in group enrollment through 2025. These trends, combined with declining birth rates, have disrupted workforce planning and hiring.

The education sector continues to feel the impacts of the pandemic in the post-COVID era. While children's needs have grown, many pandemic-related funding sources—particularly federal and state support for schools and child care providers—are set to expire in 2025 (Lambert, 2024). Additionally, increased “work-from-home” flexibility has further complicated child care needs, as families now seek care closer to home or in-home, rather than near workplaces or along commuting routes.

The pandemic has also shifted staffing demands in schools and early childhood programs. There is now a heightened need for mental health professionals and counselors to support children affected by isolation, illness, and anxiety, as well as for special education teachers and aides to address delayed diagnoses and unmet needs resulting from prolonged school closures (California Department of Education, 2021). Creating positive group learning environments for children who missed early socialization opportunities also requires a workforce trained in emotional development and specialized support.

Insight - A Point for Reflection

- Loss of funding, combined with declining enrollment in some communities, has led to budget shortfalls and, in some cases, teacher and staff layoffs. Additionally, recent federal actions, such as changes to the U.S. Department of Education and resulting uncertainty around program continuity, have created further instability and concern within the workforce. These overlapping and ongoing challenges continue to impact recruitment, retention, and long-term sustainability in the education sector.
- California policymakers and interest groups continue to propose initiatives to expand access to mental health and social-emotional support in schools, yet the expiration of pandemic-era funding has made it difficult to sustain workers in these positions. Continued investment is required to ensure schools can provide the wraparound services that students need to be successful.

Disrupting a Cycle of Teacher Shortages

Teacher shortages directly impact the quality of educational experiences and children's preparedness at every stage of their academic journey. High-quality teaching at all levels helps students thrive, yet numerous barriers discourage individuals from entering the education profession.

In 2025, California community colleges increasingly launched “non-traditional” apprenticeships in education, supported primarily by California Apprenticeship Initiative grants. Additional fund sources include California Youth Apprenticeship (COYA), Apprenticeship Initiative funds and a variety of federal dollars.

Apprenticeships offer a powerful “earn and learn” model for developing the ECE/EDU workforce. Growth in this area offers future educators a no-cost education paired with paid field experience. While 45 states already offer registered teacher apprenticeships TK–12 educators, California is still building the infrastructure for a similar model (The Education Trust, 2025)

Teacher shortages in critical fields—including STEM, special education, high-demand career and technical education (CTE), and emerging sectors—are constraining workforce development pipelines and limiting employers' ability to hire skilled workers (California Health and Human Services Agency, 2020, and Echelman, 2025). According to Lambart (2025) EdSource article, California issued 17,328 new K-12 teaching credentials during the 2023-24 school year, an 18% increase.

However, at the beginning of this school year, district officials estimated they needed 25,000 new teachers to fill their classrooms and a troubling trend showed a drop of enrollment in teacher candidate programs by more than 3,000 teacher candidates between 2019-20 and 2023-2024. Additionally, at least 5% of the current teaching workforce in CA is not qualified to teach the subjects they are teaching (Lambart, 2025). While the state provided more than \$1 billion in teacher recruitment dollars between 2018 and 2024, none went to the California community colleges. Hiring challenges are especially acute in dual-enrollment programs due to differing minimum qualifications for high school and community college instructors (Echelman, 2025).

These misalignments hinder coordination across high schools, community colleges, and four-year institutions. Addressing CTE teacher shortages will require coordinated solutions that involve employers, higher education institutions, unions, and policymakers.

New legislative initiatives have also contributed to workforce pressures. Proposition 28, which funds arts education in California, has significantly increased the demand for credentialed teachers in art, music, drama, dance, and physical education (Aguilera, 2023). The lack of credentialed arts teachers and qualified professionals has made it difficult to scale these programs effectively. It is estimated that thousands of teachers in arts, dance, and related subjects will be needed statewide due to Prop 28. Lastly, all workforce pathways depend on the availability of qualified educators, including those at the community college level.

The issue is even more pronounced in high-wage sectors such as healthcare, information technology, and artificial intelligence, where teaching salaries are often uncompetitive with industry wages. This situation impacts community college and high school pathways especially, as students in CTE programs need teachers with specific sector knowledge and experience.

Call to Action

Both the California Community Colleges Chancellor's Office Vision 2030 plan (Chancellor's Office, 2023) and the Governor's Education Master Plan for Career Education (Echelmann, 2025) recognize the value of Education career pathways and continue to promote development of its workforce across California. As the quality of education in California relies on a sustained pipeline of qualified staff in classrooms, future actions should address ensuring a pipeline of teachers and staff for all settings: child care and early childhood education, TK-12 classrooms, and higher education pathways.

Suggested next steps for workforce and education policymakers include the following:

- Interventions intended to promote living wage attainment and increased compensation for workers in California should prioritize early childhood and education careers.
 - To improve compensation and promote workforce sustainability, it is critical to ensure that educators in contracted programs receive prevailing wages, and that reimbursement rates for subsidized child care reflect both the cost of living and the qualifications required.
 - Programs administered by the California Department of Education (CDE) and the California Department of Social Services (CDSS) should ensure that child care teachers and staff are fairly compensated.
- Additional work is needed to develop high school pre-apprenticeships that align to community college apprenticeships and then teacher apprenticeships at the 4-year college level. State and federal funding is available to expand apprenticeships, including efforts to increase the participation of women as registered apprentices. These initiatives not only provide income while training but also function as “grow your own” workforce pipelines. For maximum impact, apprenticeships at the high school, community college, and workplace levels should be intentionally aligned with credentialed teacher pathways to create seamless and accessible career pipelines.
- Due to years of limited job availability in arts education, the pipeline for preparing future arts educators has diminished. There is growing concern that Prop 28 funds may be used to backfill existing positions rather than expand programs. In addition, hiring contractors or assigning arts instruction to existing staff may undermine the initiative's original intent. The recruitment and preparation of arts teachers should be prioritized (as STEM, special education and TK teachers are currently) and intentional outreach programs for current arts consultants, art students, and future arts teachers should be implemented.
- Address data gaps that make it difficult to measure employment in the sector and to analyze the future workforce needs by role.
- Elevate the role of the California community college in preparing and recruiting California's future teachers by ensuring that:
 - At a local level, community colleges participate with area school districts, and 4-year partners to create local teacher development strategies.
 - At a regional level, the ECE/EDU sector is prioritized and supported to develop regional collaborative strategies.

- At the state level, the ECE/EDU sector is recognized as central to the system mission, and CCCCO representatives participate in teacher development efforts with state partners and agencies.
- Address teacher shortages and differences in minimum qualifications in dual-enrollment and community college pathways that impact growing high school to community college pathway sectors by utilizing joint decision-making bodies such as the California State Assembly Committee on Higher Education to clarify changes needed to increase teacher mobility between high schools and community colleges in the state.
- Focus on teacher preparation at the system level – for example, address teacher shortages for critical career technical education pathways in community colleges (including in STEM, health care, computer sciences, manufacturing, etc.), by developing “Grow Your Own” strategies, implementing mentor programs, and increasing training on successful recruitment efforts in use at model community colleges.
- Implement model programs in the community college education sector that address specific regional challenges and replicate successful models.

Appendix A: Methodology

The occupations selected for this profile were identified by examining job descriptions and skills listed in O*Net. Labor market and job posting data was sourced from Lightcast [data 2025.1]. Online job postings included all unique job postings from January 2024 to December 2024 in California for occupations in the education pathways specified in this report. Educational supply and student outcomes data were retrieved from multiple sources, including CCCCCO Data Mart and Data Vista.

The COE selected education programs based on Data Vista's Mapping of Taxonomy of Program (TOP) Codes to Sectors.⁹ To evaluate active or approved programs in California community colleges, we examined data reported to the California Community Colleges Chancellor's Office Curriculum Inventory (COCI). This report included active or approved programs prior to March 2025. Educational supply data was retrieved from Data Mart for TOP data and the Integrated Postsecondary Education Data System (IPEDS) for CIP data. The total number of degrees awarded for a given TOP or CIP code was calculated as a three-year average.

The four pathways were developed to organize the wide range of occupations in the education sector and are based on expertise from our partners in the Bay Region. Early childhood education occupations include childcare workers, preschool teachers (excluding special education), education and childcare administrators (preschool and daycare), and preschool special education teachers. Elementary education occupations include transitional kindergarten, kindergarten teachers (excluding special education), elementary school teachers (excluding special education), and special education teachers for kindergarten and elementary grades.

The secondary education pathway is more straightforward, as the occupation titles typically include the terms "secondary" or "middle school." This pathway includes roles in special education, career technical education, and more.

The postsecondary education pathway includes both teachers and administrators who work in higher education. We included these occupations because they are part of the broader education system. However, the educational requirements for these positions are typically not in education; instead, faculty members earn degrees in their specific areas of expertise. We included them in this report to highlight the demand for faculty. Furthermore, their role directly impacts all other sectors that rely on these educators to prepare the future workforce.

The final pathway, specialized/other education, includes occupations that span across multiple education levels. For example, self-enrichment teachers often work independently and teach individual students or small groups a specific skill. They may work with students at the elementary, secondary, or postsecondary level. We also included the occupation, personal care and service workers, all other, which is not traditionally categorized as an education occupation but rather a business occupation. However, this role often represents small business owners who operate home based child care services, and therefore plays a key role in the early education ecosystem.

Definitions

Average Annual Job Openings: In Lightcast (formerly known as EMSI, a labor market analytics company), average annual job openings refer to the estimated number of job openings in a given occupation or group of occupations within a specific geographic area during the course of a year.

⁹ <https://datavista.cccco.edu/resources/16>

When calculating this metric for more than a year, the average across those years is determined by adding the annual job openings over the period and dividing the total by the number of years (e.g., for a five-year period, this means adding the total openings across those five years and dividing that number by 5).

This metric is calculated based on:

- **New Growth:** Openings that arise due to the creation of new jobs as a result of industry or economic growth.
- **Replacement Needs:** Openings that occur because of workers leaving the occupation (e.g., due to retirement, career changes, or other factors).

Together, these components provide a comprehensive view of the total demand for workers in a specific role or field each year.

Average Annual Replacement Jobs: Average annual projected number of replacement job openings during 2023-2028.

CIP code: The Classification of Instructional Programs (CIP) is a taxonomic coding scheme, developed by the U.S. Department of Education's National Center for Education Statistics (NCES), used to classify and categorize academic programs for federal surveys and reporting of institutional data. Program data from CIP codes comes from the Integrated Postsecondary Education Data System (IPEDS). CIP codes are used to facilitate the alignment of similar programs offered by 2- and 4-year postsecondary institutions with the needs of the labor market.

Living wage: The living wage is the hourly rate that an individual in a household must earn to support themselves and/or their family, working full-time, or 2,080 hours per year. The California living wage, calculated as \$28.72 per hour for a single adult with no children.

NAICS codes: North American Industry Classification System (NAICS) codes are used to organize and categorize industries within the job market for this sector. A single two-digit NAICS code can represent multiple sub-sectors and industry groups within the broader sector.

Replacements as % of Openings: % of replacements as % of all job openings during 2023-2028.

SOC code: 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. The report will use these titles to match those defined by this system. bls.gov/soc

TOP code: The Taxonomy of Programs (TOP) is a system of codes used by the State of California to compare differently named academic programs with similar outcomes across community colleges. Each course offered by California Community Colleges is assigned to a TOP code. TOP data comes from the California Community Colleges Chancellor's Office MIS Data Mart and CIP data comes from the Integrated Postsecondary Education Data System.

Skill Level: Occupations are categorized into three skill levels: below middle-skill, middle-skill, and above middle-skill jobs. Classification is based on the typical entry-level education below.

Exhibit 19: Skill Level Definition

Skill Level	Entry-Level Education
	No formal education required

Skill Level	Entry-Level Education
Below Middle-Skill	High school diploma
Middle-Skill	Some college, no award
	Postsecondary certificate (non-degree award)
	Associate degree
	Bachelor's degree (selected occupations where ~33% or greater of positions are held by workers with less than a bachelor's degree)
Above Middle-Skill	Bachelor's degree (All other occupations not identified as middle-skill)
	Advanced degree

Unique Job Postings: Lightcast's deduplication process involves identifying duplicate job postings and counting them as a unique posting. The unique job posting count is the number of postings after the deduplication process has taken place. For example, multiple postings could list the same job, from the same company, and in the same region, and these multiple postings would be reduced to one unique job posting.

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