

Program LMI Endorsement Criteria			
	Met <input type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Supply Gap:	The OC COE predicates endorsement only for middle-skill occupations. Since this proposed new program includes above middle-skill occupations only, we are unable to evaluate the labor market information endorsement criteria.		
Self-Sufficiency Standard Living Wage ¹ :	Met <input type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Education:	Met <input type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input type="checkbox"/>

Summary

The Orange County Center of Excellence for Labor Market Research (OC COE) prepared this report to determine whether there is a supply gap in the Los Angeles and Orange counties regional labor market related to two occupations:

- Above Middle-Skill – denoted with a caret (^) throughout this report
 - *Tutors (25-3041)*[^]
 - *Teachers and Instructors, All Other (25-3099)*[^]

The OC COE predicates endorsement only for middle-skill occupations. **Since this proposed program includes above middle-skill occupations only, we are unable to evaluate the labor market information endorsement criteria.**

However, the OC COE acknowledges the two occupations in this report are the correct occupations that align with the program goals of the proposed program. While the vast majority of the positions within these occupations require a bachelor’s degree or higher, it is possible that if carefully designed, a program could train for non-traditional positions.

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for the above middle-skill occupations included in this report.

¹ The living wage endorsement criteria in this report uses the University of Washington’s Center for Women’s Welfare Self-Sufficiency Standard, which the COE refers to as a living wage; Orange County’s living wage of \$27.13, was last updated in March 2024.

Exhibit 1: Labor Market Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Tutors (25-3041) [^]	LA: 2,903	LA: 239	OC: \$16.84	Bachelor's degree	17%
	OC: 1,135	OC: 9			
	TTL: 4,038	TTL: 247			
Teachers and Instructors, All Other (25-3099) [^]	LA: 1,044	<i>Accounted for Above</i>	OC: \$27.84	Bachelor's degree	25%
	OC: 340				
	TTL: 1,384				
Total	5,422	247	N/A	N/A	N/A

Demand

- In Los Angeles and Orange counties, the number of jobs related to these home-based education support occupations is projected to increase by 4% through 2029, equating to 5,422 annual job openings.
- Hourly entry-level wages for these home-based education support occupations range from \$16.84 to \$27.84 in Orange County; 74% of annual job openings have entry-level wages below the Self-Sufficiency Standard living wage.
- There were 3,538 online job postings for these home-based education support occupations over the past 12 months. The most common job titles were math tutors, academic mentors, and tutors.
- The typical entry-level education for these home-based education support occupations is a bachelor's degree.
- Between 17% and 25% of workers in the field have completed some college or an associate degree as their highest level of educational attainment.

Supply

- Between 2021 to 2024, an average of 42 awards were conferred by 8 community colleges for these above middle-skill occupations in Los Angeles and Orange counties.
- From 2020 to 2023, non-community college institutions conferred an average of 205 awards for these above middle-skill occupations.
- DataVista shows that there is insufficient data regarding median annual wages post-exit, attaining a living wage, and employment in a related field of study.

Demand Occupational Projections

Exhibit 2 shows the annual percentage change in jobs for these home-based education support occupations from 2019 through 2029. Between 2019 and 2020, employment levels across Los Angeles and Orange counties declined sharply due to the broader economic impacts of the COVID-19 pandemic. From 2021 to 2024, Orange County experienced modest

fluctuations in employment. Beginning in 2025, job levels are projected to grow at a slightly faster rate than the average of all occupations through 2029.

Exhibit 2: Annual Percentage Change in Jobs for Home-Based Education Support Occupations, 2019-29

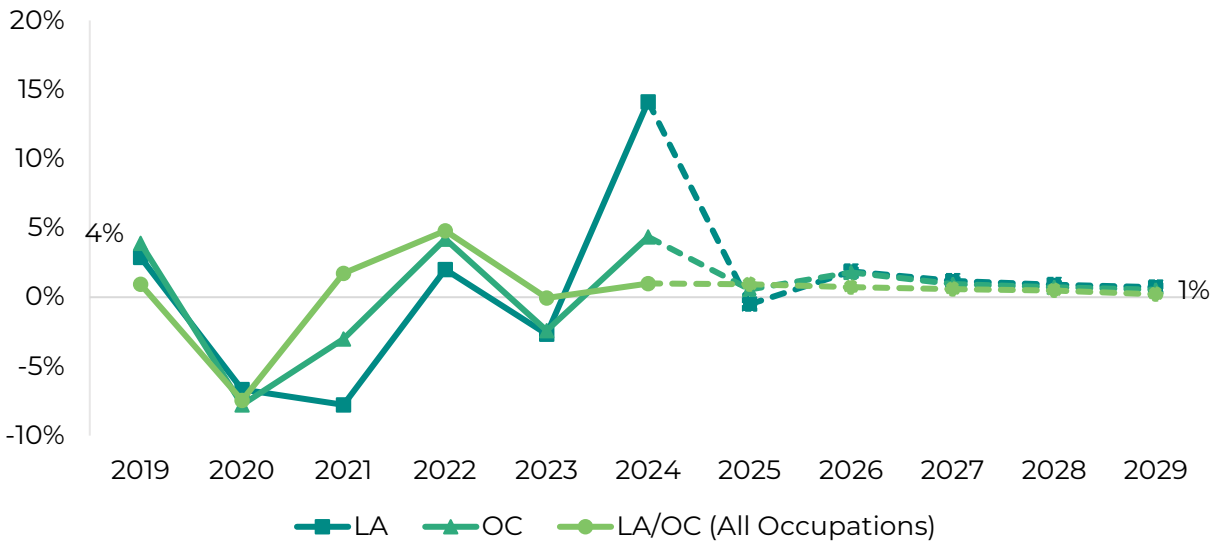


Exhibit 3 shows the five-year occupational demand projections for these above middle-skill home-based education support occupations. In Los Angeles and Orange counties, the number of jobs related to these occupations is projected to increase 4% through 2029. There is projected to be 5,422 available annually.

Exhibit 3: Above Middle-Skill Occupational Demand in Los Angeles and Orange Counties²

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Los Angeles	24,060	25,077	1,017	4%	3,947
Orange	8,810	9,220	410	5%	1,475
Total	32,870	34,297	1,427	4%	5,422

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these home-based education support occupations in Orange County as they relate to the county's living wage. Los Angeles County wages are included below to provide a complete analysis of the LA/OC region.

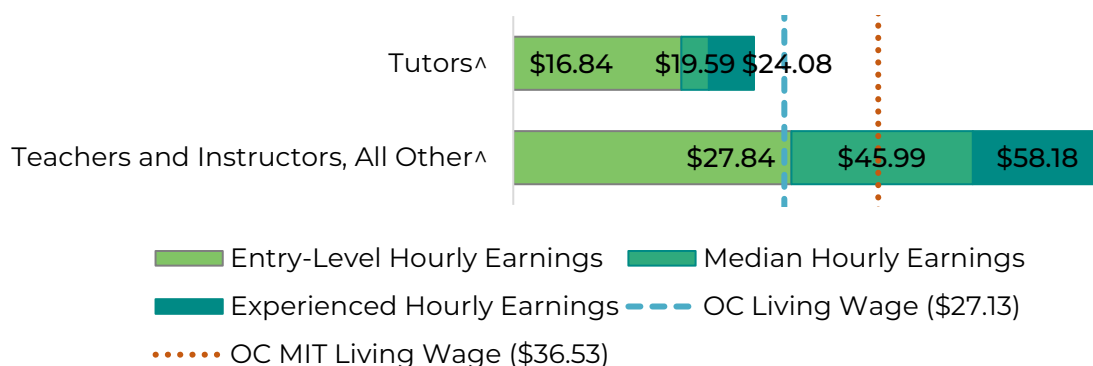
In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage (updated on February 15, 2026) is provided as a reference. Currently, the MIT Living Wage in Orange County is \$36.53. Both figures account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living, and are notated in the exhibits below.

In Orange County, 77% of annual openings for these home-based education support occupations have entry-level wages below the Self-Sufficiency living wage of \$27.13 for a single adult, ranging from \$16.84 to \$27.84. Exhibit 4 shows the wage range for each of these

² Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

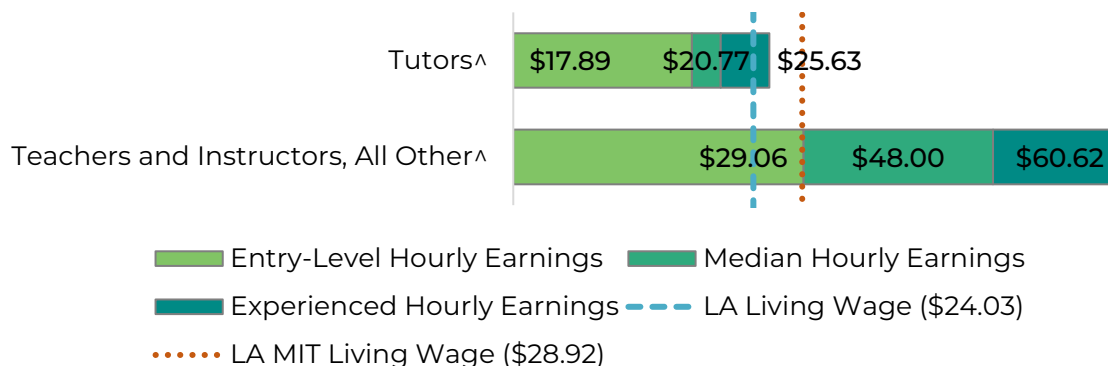
home-based education support occupations in Orange County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 4: Wages by Occupation in Orange County



In Los Angeles County, 74% of annual openings for these home-based education support occupations have entry-level wages below the Self-Sufficiency living wage of \$24.03 for a single adult, ranging from \$17.89 to \$29.06. Exhibit 5 shows the wage range for each of these home-based education support occupations in Los Angeles County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 5: Wages by Occupation in Los Angeles County



Resilient Jobs and U.S. News & World Report Best Jobs

Exhibit 6 shows if each occupation is considered an Orange County Great Recession-Resilient, COVID-19 Pandemic Recession-Resilient Job, or a 2025 U.S. News & World Report (USN&WR) Best Job³. *Teachers and instructors, all other[^]* are considered a Great Recession-Resilient and COVID-19 Pandemic Recession-Resilient Job. *Tutors[^]* did not meet any of these designations.

Exhibit 6: Resilient Jobs and USN&WR Best Jobs Designations

Occupation	Great Recession-Resilient Job	COVID-19 Pandemic Recession-Resilient Job	2025 USN&WR Best Job
Teachers and Instructors, All Other [^]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tutors [^]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³ "100 Best Jobs," U.S. News & World Report, accessed January 28, 2025, <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>.

Job Postings

Important Job Postings Data Note: There are limitations when analyzing job postings. A single job posting may not represent a single job opening for a variety of reasons.

There were 3,538 online job postings related to these home-based education support occupations listed in the past 12 months. Exhibit 7 shows the number of job postings by occupation. There were no job postings for *teachers and instructors, all other*^.

Exhibit 7: Number of Job Postings by Occupation (n= 3,538)

Occupation	Job Postings	Percentage of Job Postings
Tutors^	3,538	100%
Teachers and Instructors, All Other^	0	0%
Total Postings	3,538	100%

The top job titles for these above middle-skill home-based education support occupations in the region, by number of job postings, are shown in Exhibit 8.

Exhibit 8: Top Job Titles by Number of Job Postings for Above Middle-Skill Occupations (n=3,538)

Job Titles	Job Postings	Percentage
Math Tutors	401	11%
Academic Mentors	341	10%
Tutors	263	7%
After School Tutors	175	5%
Peer Tutors	141	4%
Online English Tutors	94	3%
Academic Teachers	69	2%
High School Mathematics Teachers	48	1%
Doorpeople	42	1%
In-Home Tutors	39	1%

The top employers for these above middle-skill home-based education support occupations in the region, by number of job postings, are shown in Exhibit 9.

Exhibit 9: Top Employers by Number of Job Postings for Above Middle-Skill Occupations (n=3,538)

Employer	Job Postings	Percentage of Job Postings
City Year	336	9%
Tutor Me Education	176	5%
Studentnest.Com	89	3%
Heytutor	77	2%
Mathnasium	73	2%
Grade Potential Tutoring	51	1%
C2 Educational Systems	49	1%
Study Smart Tutors	49	1%
One On One Learning	43	1%
South Orange County Community College District	42	1%

The top specialized, soft, and computer skills for these above middle-skill home-based education support occupations listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 10.

Exhibit 10: Top Skills by Number of Job Postings for Above Middle-Skill Occupations (n=3,538)

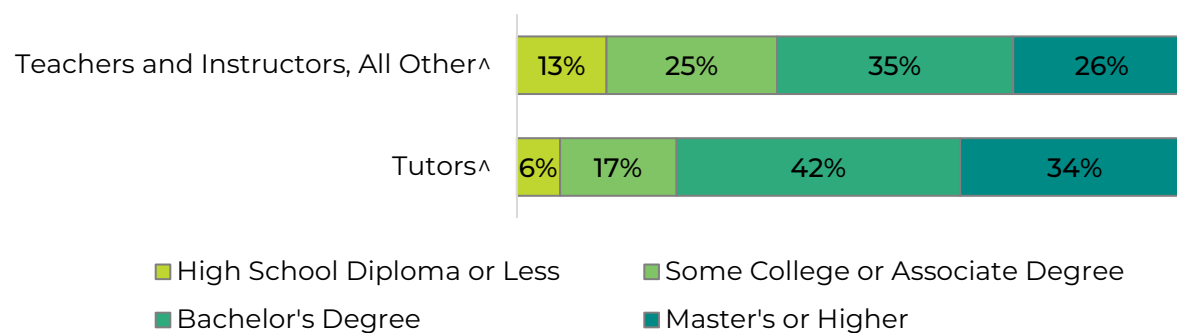
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Lesson Planning (731)	Teaching (2,149)	Zoom (Video Conferencing Tool) (79)
Mathematics Education (492)	Mathematics (1,837)	Microsoft Excel (69)
Classroom Management (486)	Communication (1,300)	Microsoft PowerPoint (65)
Learning Styles (449)	English Language (998)	Microsoft Office (51)
Algebra (403)	Writing (646)	Student Information Systems (49)
Math Tutoring (395)	Interpersonal Communications (596)	Microsoft Outlook (36)
Special Education (374)	Mentorship (501)	Chatbot (32)
Behavior Management (357)	Coaching (408)	Productivity Software (25)
Motivational Leadership (284)	Spanish Language (355)	Microsoft Word (22)
Working With Children (280)	Literacy (354)	Virtual Learning Environments (22)

Educational Attainment

The Bureau of Labor Statistics (BLS) lists bachelor's degree as typical entry-level education for *teachers and instructors, all other*[^] and *tutors*[^].

The national-level educational attainment data indicates between 17% and 25% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 11 shows the educational attainment for each occupation, sorted by highest community college educational attainment to lowest.

Exhibit 11: National-level Educational Attainment for Occupations



Requested Minimum Education Requirement

Of the cumulative job postings for these home-based education support occupations in Los Angeles and Orange counties that listed a minimum education requirement:

- 67% (2,376) of Above Middle-Skill Job Postings
 - 49% (1,169) requested a high school diploma or associate degree.
 - 49% (1,170) requested a bachelor's degree.

Educational Supply

The following supply tables display the total supply for these above middle-skill home-based education support occupations that align with these TOP and CIP codes and program needs.

Community College Supply

Exhibit 12 shows the three-year average number of awards conferred by community colleges in the related TOP codes:

- Educational Aide (Teacher Assistant), Bilingual (0802.10)
- Other Education (0899.00)

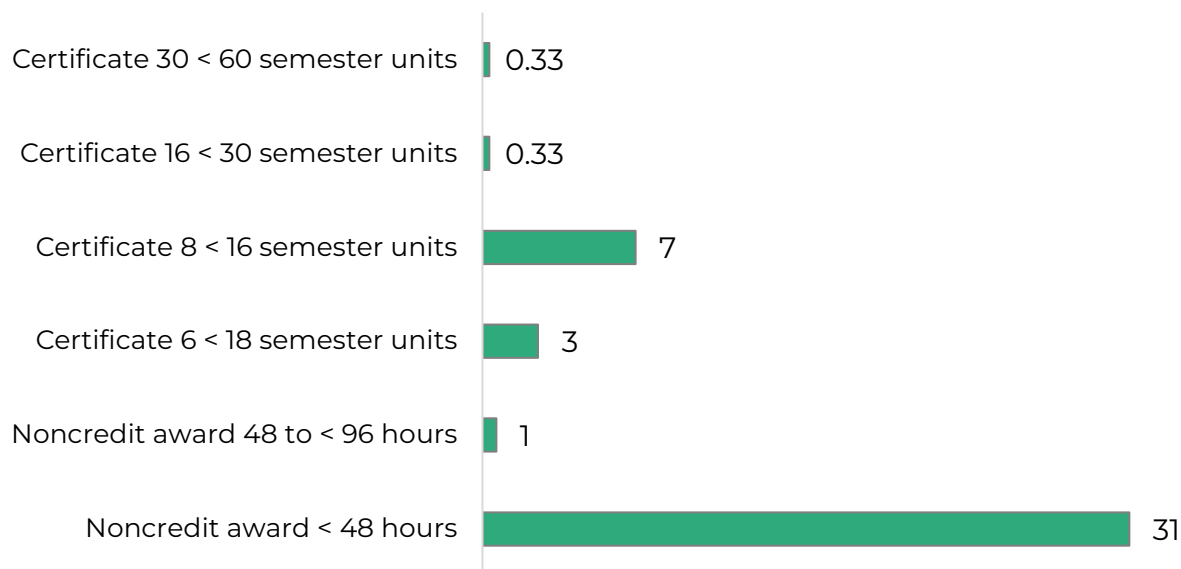
The colleges with the most completions in the region are LA Pierce (27), followed by Rio Hondo (6), then Orange Coast (4). Over the past 12 months, there were one other related program recommendation requests from regional community colleges.

Exhibit 12: Regional Community College Awards (Certificates and Degrees), 2021-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0802.10	Educational Aide (Teacher Assistant), Bilingual	LA Mission	1	0	0	0
		LA Subtotal	1	0	0	0
		Santa Ana	7	1	0	3
		Santiago Canyon	5	0	0	2
		OC Subtotal	12	1	0	4
Supply Subtotal/Average			13	1	0	5
0899.00	Other Education	Citrus	0	0	2	1
		LA Pierce	0	1	80	27
		Rio Hondo	14	0	3	6
		LA Subtotal	14	1	85	33
		Coastline	0	0	1	0
		Orange Coast	0	0	12	4
		OC Subtotal	0	0	13	4
Supply Subtotal/Average			14	1	98	38
Supply Total/Average			27	2	98	42

Exhibit 13 shows the annual average community college awards by type from 2021-22 to 2023-24. The plurality of the awards are for noncredit award less than 48 hours, followed by certificate 8 to 16 semester units then certificate 6 to 18 semester units.

Exhibit 13: Annual Average Community College Awards by Type, 2021-2024



Community College Student Outcomes

Exhibit 19 shows the Strong Workforce Program (SWP) metrics for other education programs North Orange County Community College District (NOCCCD), the Orange County Region, and California. According to COCI, there are no active programs in the district under the TOP Code: Other Education (0899.00). Additionally, DataVista shows there is insufficient data at the county level.

Exhibit 14: Other Education (0899.00) Strong Workforce Program Metrics, 2021-24⁴

SWP Metric	NOCCCD	OC Region	California
SWP Students	N/A	41	3,467
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	29%	8%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	Insufficient Data	62%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	Insufficient Data	78
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2022-23)	N/A	13	123
SWP Students with a Job Closely Related to Their Field of Study (2021-22)	N/A	Insufficient Data	64%
Median Annual Earnings for SWP Exiting Students (2022-23)	N/A	Insufficient Data	\$44,692 (\$21.49)
Median Change in Earnings for SWP Exiting Students (2022-23)	N/A	Insufficient Data	26%
SWP Exiting Students Who Attained the Living Wage (2022-23)	N/A	Insufficient Data	47%

⁴ All SWP metrics are for 2023-24 unless otherwise noted.

Non-Community College Supply

To comprehensively analyze the regional supply, it is crucial to include data from other institutions offering other education programs. Exhibit 15 displays the annual and three-year average awards granted by these institutions under the related Classification of Instructional Programs (CIP) codes:

- Bilingual and Multilingual Education (13.0201)
- Education, Other (13.9999)

The available data covers 2020 to 2023. During this period, non-community college institutions in the region conferred an average of 205 awards annually in related programs.

Exhibit 15: Regional Non-Community College Awards, 2020-2023

CIP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
13.0201	Bilingual and Multilingual Education	California State University-Los Angeles	1	1	0	1
		Loyola Marymount University	5	9	2	5
Supply Subtotal/Average			6	10	2	6
13.9999	Education, Other	California State Polytechnic University-Pomona	111	113	113	112
		Mount Saint Mary's University	0	0	0	0
		Pacific Oaks College	3	7	5	5
		Pitzer College	1	1	0	1
		Presbyterian Theological Seminary in America	0	0	0	0
		University of La Verne	81	70	46	66
		University of Southern California	12	14	20	15
Supply Subtotal/Average			208	205	184	199
Supply Total/Average			214	215	186	205

Regional Demographics

The following section presents occupational, community college program, and population demographic data for Orange County. This comparison can help identify possible equity gaps between the local workforce and the student pipeline who are preparing for these occupations. These insights can inform program development, outreach, and support strategies to better align community college programs with current labor market needs.

Ethnicity

Exhibit 16 compares the ethnicity of Orange County community college students enrolled in other education programs, the overall Orange County population, and occupation-specific data for the two home-based education support occupations included in this report.

White and Asian individuals account for 45% and 28% of home-based education support occupations, while White students make up 27% of program enrollment and Asian students are absent from these education programs, suggesting alternative pathways to entering the field. In comparison, Hispanic or Latino individuals represent 66% of the community college students but account for 21% of the workforce, indicating a potential disconnect within the education-to-employment pipeline.

Exhibit 16: Program and County Demographics by Ethnicity

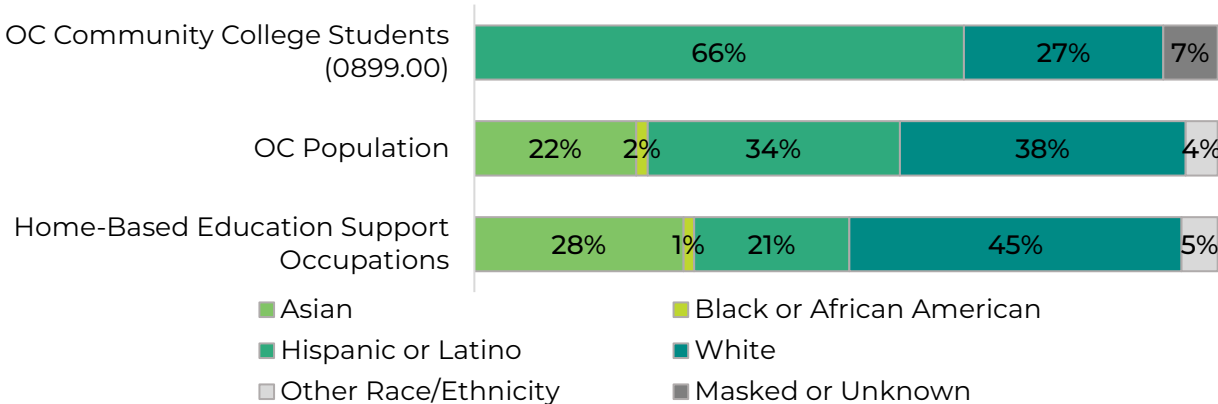
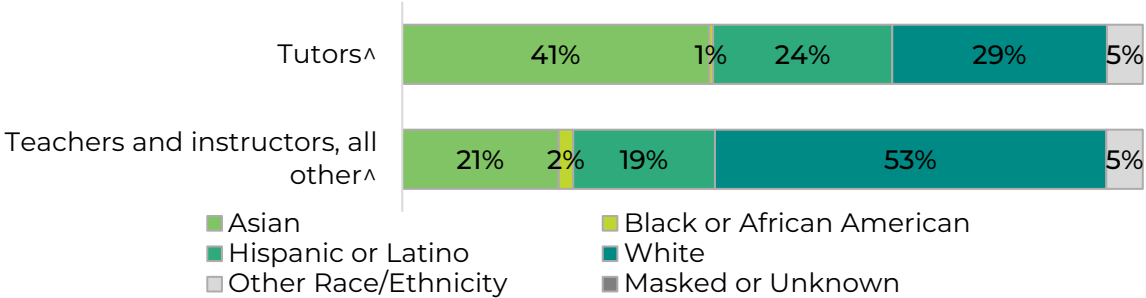


Exhibit 17 shows the disaggregated ethnicity data for each occupation, revealing potential disparities in entry into well-paying occupations or career advancement.

More than half (53%) of *teachers and instructors, all other* are White, which is a higher proportion than that of *tutors*. This occupation also offers higher entry-level wages between the two home-based education support occupations. In contrast, the largest share (41%) of *tutors* are Asian, which is nearly double the percentage found among *teachers and instructors, all other*.

Exhibit 17: Disaggregated Ethnic Distribution by Occupation



Age

Exhibit 18 compares the age of Orange County community college students enrolled in other education programs, the overall Orange County population, and occupation-specific data for the two home-based education support occupations included in this report.

Individuals aged 24 or younger comprise 85% of students but only 32% of the workforce. Conversely, older demographics aged 25 and above account for 68% of the workforce and are largely unrepresented or masked in the programs. This suggests that individuals may be entering the field during their mid- to late-careers.

Exhibit 18: Program and County Demographics by Age

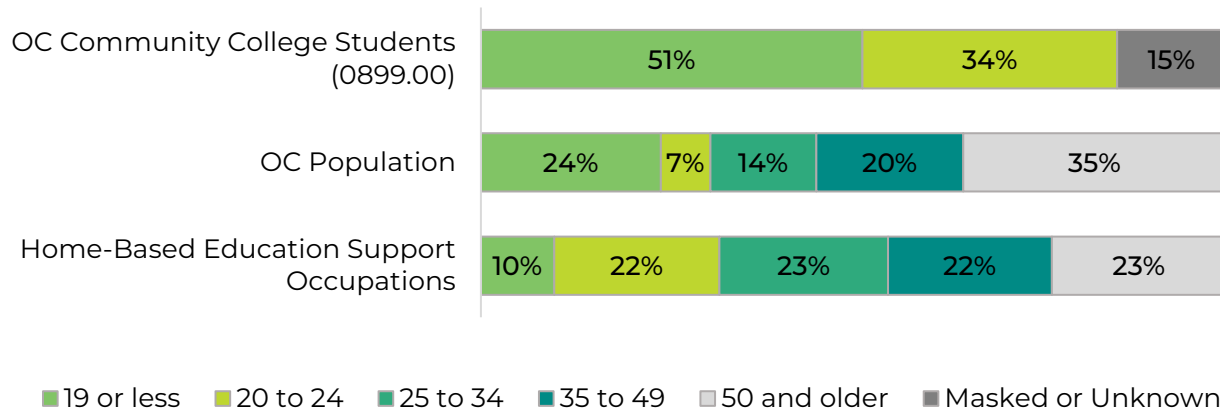
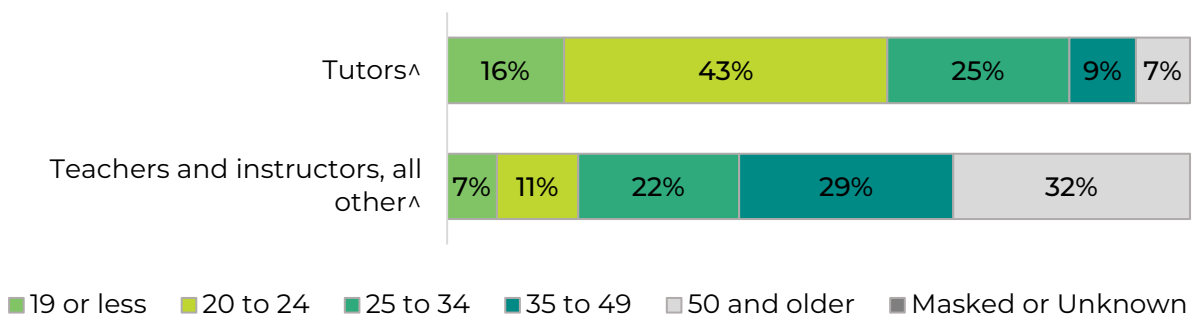


Exhibit 24 shows the disaggregated age data for each occupation, revealing potential disparities in entry into well-paying occupations or career advancement.

Individuals aged 20 to 24 have nearly four times the representation among *tutors*[^] (43%) as they do among *teachers and instructors, all other*[^] (11%). Individuals aged 35 and older comprise 61% of *teachers and instructors, all other*[^]. This occupation also offers higher entry-level wages between the two home-based education support occupations.

Exhibit 19: Disaggregated Age Distribution by Occupation



Sex

Exhibit 20 compares the sex of Orange County community college students enrolled in other education programs, the overall Orange County population, and occupation-specific data for these home-based education support occupations.

Though the population has an even gender distribution, men have no representation in the programs and account for only 38% of workers.

Exhibit 20: Program and County Demographics by Sex

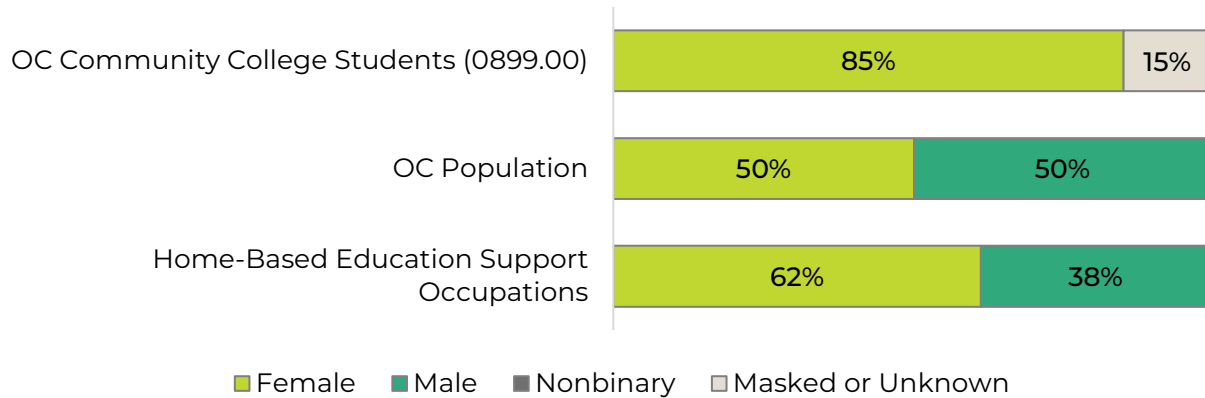
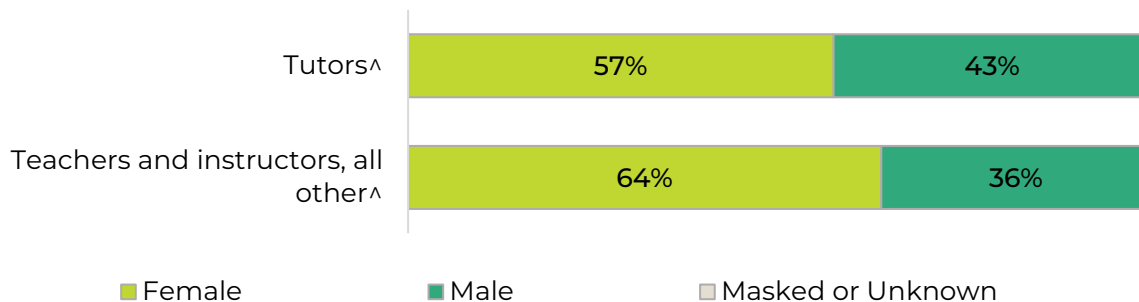


Exhibit 21 shows the disaggregated sex data for each occupation, revealing potential disparities in entry into well-paying occupations or career advancement.

The share of men is lower than that of women in both occupations.

Exhibit 21: Disaggregated Sex Distribution by Occupation



Appendix A: Methodology

OC COE prepared this report by analyzing occupational and educational program data. Occupational data comes from Lightcast, a labor market analytics firm which compiles information from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS), and other agencies. Analysis of emerging occupations is predicated on online job postings data combined with Occupational Information Network (O*NET) profile descriptions. Program supply data was sourced from the California Community Colleges Chancellor's Office Data Mart (MIS Data Mart) (datamart.cccco.edu) and the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS, which was integrated into the COE's Supply Table. (IPEDS).

Using a TOP-SOC crosswalk, the OC COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that have an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

The OC COE determined labor market supply for each occupation (SOC code) by analyzing the number of 3-year average program completers or awards in related TOP and CIP codes. TOP code data comes from MIS Data Mart and CIP code data comes from the IPEDS. The TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education throughout the United States and Canada. The California Community Colleges are the only system that use TOP codes.

The analysis reflects labor market demand for occupations closely related to the proposed program as expressed by the requesting college in consultation with the OC COE. assess current and projected employment based on data trends for detailed occupations, as well as annual average awards granted by regional postsecondary educational institutions. Real-time labor market information (online job postings) assesses employer preferences but cannot be used to measure the quantity of open positions, number of jobs, or annual openings.

All findings are based on the most current available data and a combination of primary and secondary sources. While care was taken to ensure accuracy, the OC COE, its host district, and the California Community Colleges Chancellor's Office are not responsible for individual decisions made based on this report.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional and real-time labor market information are captured using data from Lightcast (v.2026.2), a labor market analytics firm.
Living Wage	Per the CCCC's this report's endorsement criteria uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard last updated in March 2024, which is \$27.13 per hour (\$57,294 annually) in Orange County. The MIT Living Wage , updated on February 15, 2026, is a nationally recognized living wage metric and is provided for reference. The current MIT Living Wage in Orange County is \$36.53.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data.
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations.
Educational Supply	The CCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions).
Student Metrics and Demographics	Data Vista (v.2.0), a statewide data system supported by the California Community Colleges Chancellor's Office provides data on progress, success, employment, and earnings outcomes for California community college students.
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. Data is sourced from IPUMS USA , a database providing access to ACS and other Census Bureau data products.

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June 2026



FOR LABOR MARKET RESEARCH

ORANGE COUNTY