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Labor Market Analysis

Child Development Teacher/Future Educators



Prepared by Central Valley/Mother Lode Center of Excellence



POWERED BY



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COVID-19 Statement: This report includes employment projection data by Lightcast. Lightcast’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

The Central Valley/Mother Lode Center of Excellence developed this report for Columbia College to determine whether there is demand in the local labor market that is not being met by the supply from community college programs. This report summarizes labor market demand, wages, skills, and postsecondary supply for *Child Development Teacher/Future Educators Occupations*, which include:

- Preschool Teachers, Except Special Education (SOC 25-2011)
- Teaching Assistants, Except Postsecondary (SOC 25-9045)
- Childcare Workers (SOC 39-9011)

Key Findings

- **Occupational demand** — *Child Development Teacher/Future Educators Occupations* have a labor market demand of 1,253 annual job openings in the North Central Valley/Northern Mother Lode (NCV/NML) subregion. Between 2021 and 2026, teaching assistants, except postsecondary are projected to have the most demand with 730 annual job openings and a projected growth rate of four percent.
- **Wages** — Average entry-level earnings of \$15.17/hour for *Child Development Teacher/Future Educators Occupations* are higher than the living wage in the NCV/NML subregion, which is \$12.65/hour for a single adult.¹ Teaching assistants, except postsecondary earn the highest entry-level wages, \$16.79/hour.
- **Employers** — Employers in the NCV/NML subregion include Creative Child Care, Learning Care, and Kindercare.
- **Occupational titles** — The most common occupational title in job postings in the subregion is Preschool Teachers, Except Special Education. The most common job title is Pre-School Teacher.
- **Skills and certifications** — The top baseline skill is planning, the top specialized skill is teaching, and the top software skill is Microsoft Excel. The most in-demand certification is a First Aid CPR AED.
- **Education** — High school diploma or equivalent is typically required for childcare workers. Some college, no degree is typically required teaching assistants, except postsecondary. An associate degree is typically required for preschool teachers, except special education.
- **Supply** — An analysis of postsecondary degrees awarded shows that, on average, 151 awards were conferred in NCV/NML subregion and 2,196 were conferred in the CVML region.
- **Supply and Demand Analysis** — Based on 1,253 annual openings (i.e., demand), and 151 postsecondary degrees awarded (i.e., supply), an analysis of supply and demand suggests there is an undersupply of 1,102 workers in the NCV/NML subregion and an undersupply of 1,517 workers in the CVML region.

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

Recommendation

Based on a comparison of demand and supply, there is an undersupply of trained workers in the NCV/NML subregion and the CVML region. The Center of Excellence recommends that Columbia College work with the regional directors, the college's advisory board, and local industry in the expansion of programs to address the shortage of Child Development Teacher/Future Educators.

Introduction

The Central Valley/Mother Lode Center of Excellence developed this report to provide Columbia College with labor market information for Child Development Teacher/Future Educators. The geographical focus for this report is the North Central Valley/Northern Mother Lode (NCV/NML) subregion, but regional demand and supply data has been included for broader applicability and use. Analysis of the program and occupational data related to Child Development Teacher/Future Educators resulted in the identification of applicable occupations, known as *Child Development Teacher/Future Educators Occupations*. The Standard Occupational Classification (SOC) System code and occupational titles used in this report from the Bureau of Labor Statistics and O*NET OnLine are shown below. Please note there was no data available for teaching assistants, except postsecondary.

Preschool Teachers, Except Special Education (SOC 25-2011)

- **Job Description:** Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.
- **Knowledge:** Education and Training, English Language, Public Safety and Security, Customer and Personal Service, Psychology
- **Skills:** Instructing, Speaking, Active Listening, Learning Strategies, Coordination

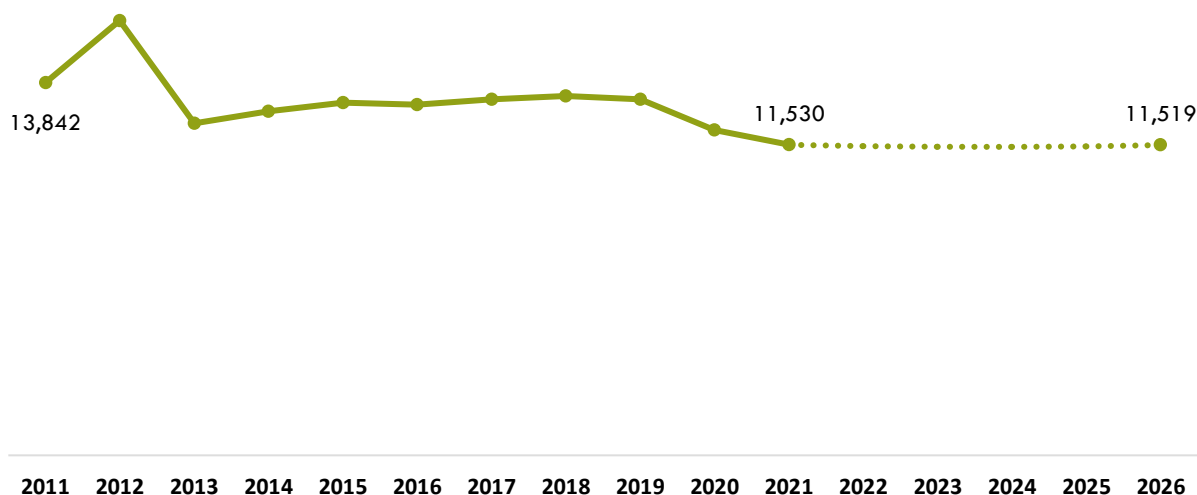
Childcare Workers (SOC 39-9011)

- **Job Description:** Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.
- **Knowledge:** Customer and Personal Service, English Language, Education and Training, Public Safety and Security, Psychology
- **Skills:** Monitoring, Service Orientation, Social Perceptiveness, Active Listening, Coordination

Occupational Demand

Exhibit 1a shows trends for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion. Between 2021 to 2026, the number of jobs for *Child Development Teacher/Future Educators Occupations* is projected to decrease by 11 jobs, or one percent.

Exhibit 1a. Occupational projections for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion



Between 2021 to 2026, demand for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion is 1,253 annual openings (Exhibit 1b). Teaching assistants, except postsecondary are projected to have the most demand with 730 annual job openings and a projected growth rate of four percent.

Exhibit 1b. Occupational projections for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion

Occupation	2021 Jobs	2026 Jobs	5-Year Change	5-Year % Change	Annual Openings
Teaching Assistants, Except Postsecondary	7,206	7,503	297	4%	730
Childcare Workers	2,610	2,353	(257)	(10%)	344
Preschool Teachers, Except Special Education	1,714	1,663	(51)	(3%)	179
TOTAL	11,530	11,519	(11)	(1%)	1,253

Wages

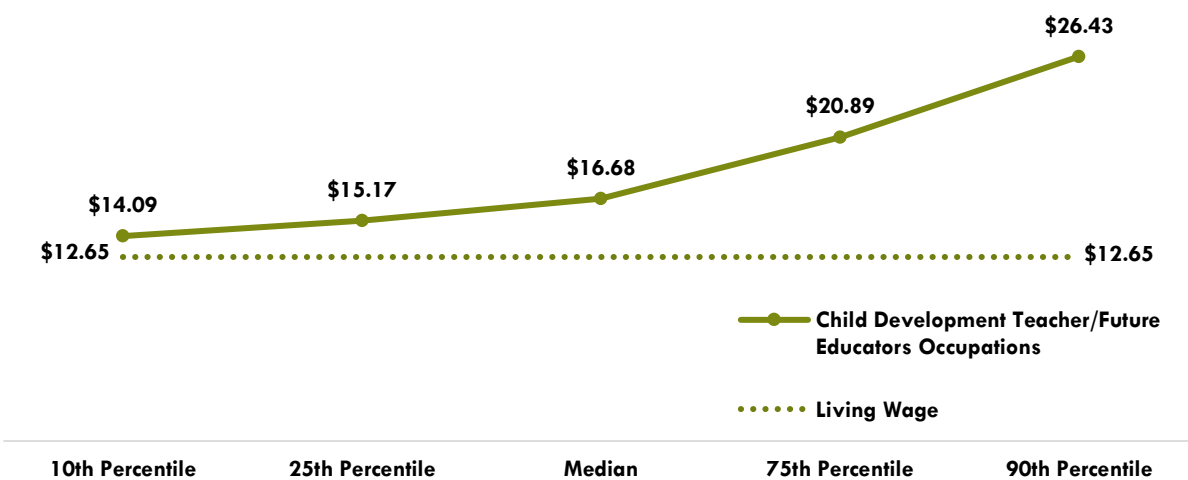
The average living wage for a single adult in the NCV/NML subregion is \$12.65/hour.² Exhibit 2a shows the hourly wages of *Child Development Teacher/Future Educators Occupations*. Teaching assistants, except postsecondary earn the highest entry-level wage, \$16.76/hour in the subregion.³ Please note 10th and 25th percentiles are considered entry-level wages while 75th and 90th are considered experienced wages, either by gained by long-term employment, extra training, etc.

Exhibit 2a. *Child Development Teacher/Future Educators Occupations* hourly wages in the NCV/NML subregion

Occupation	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Teaching Assistants, Except Postsecondary	\$16.79	\$17.80	\$21.77
Childcare Workers	\$14.07	\$14.63	\$17.54
Preschool Teachers, Except Special Education	\$14.65	\$17.61	\$23.35

Exhibit 2b shows the average hourly wages for *Child Development Teacher/Future Educators Occupations*; the average entry-level wage is more than the average living wage for the NCV/NML subregion.

Exhibit 2b. *Child Development Teacher/Future Educators Occupations* average hourly wages in the NCV/NML subregion



² The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: <https://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

³ Entry-level wages are derived from the 25th percentile.

Job Postings

There were 818 job postings for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion from June 2022 to November 2022.⁴

Top Employers

The top employers with the most job postings are listed in Exhibit 3. The top employers in online job postings were Creative Child Care, Learning Care, and Kindercare.

Exhibit 3. Top employers of *Child Development Teacher/Future Educators Occupations* by number of job postings

Employer
Creative Child Care
Learning Care
Kindercare
Right at Home Modesto
ZSN Solutions
Community Action Partnership of San Luis Obispo
Petsitter.com
Point Quest
Child Abuse Prevention Council
Modesto City Schools

Top Occupational Titles

Exhibit 4 shows the O*NET OnLine occupational titles for *Child Development Teacher/Future Educators Occupations* in the NCV/NML subregion. Common job titles in postings include: Pre-School Teacher, and Dog Walker Pet Sitter.

Exhibit 4. Top occupational titles in job postings for *Child Development Teacher/Future Educators Occupations*

Occupational Title
Preschool Teachers, Except Special Education
Teacher Assistants
Childcare Workers
Nannies

⁴ 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.

Salaries

Exhibit 5 shows the “Market Salaries” for *Child Development Teacher/Future Educators Occupations*. These are calculated by Burning Glass using a machine learning model built from millions of job postings every year. This accounts for adjustments based on location, industry, skills, experience, education, among other variables.

Exhibit 5. Market salaries for *Child Development Teacher/Future Educators Occupations*

Market Salary Percentile	Salary Amount
10th Percentile	\$23,312
25th Percentile	\$25,661
50th Percentile	\$29,121
75th Percentile	\$35,433
90th Percentile	\$52,576

Education

Of the 818 job postings, 470 listed a preferred or minimum educational requirement for the position being filled. Among those, 71% requested a high school or vocational training, 50% requested an associate degree, and 19% requested a bachelor’s 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 *Child Development Teacher/Future Educators Occupations*

Education Level	Job Postings	% of Job Postings
High school or vocational training	333	71%
Associate degree	233	50%
Bachelor's degree	87	19%
Master's degree	6	1%
Doctoral degree	4	1%

Baseline, Specialized, and Software Skills

Exhibit 7 depicts the top baseline, specialized, and software skills in job postings. The three most important baseline skills are planning, communication skills, and physical abilities. The top three specialized skills are teaching, child development, and cardiopulmonary resuscitation. The top software is Microsoft Excel.

Exhibit 7. In-demand *Child Development Teacher/Future Educators Occupations* baseline and specialized skills

Baseline Skills	Specialized Skills	Software Skills
Planning	Teaching	Microsoft Excel
Communication Skills	Child Development	Microsoft Office
Physical Abilities	Cardiopulmonary Resuscitation (CPR)	Microsoft Word
Creativity	Child Care	Microsoft PowerPoint
English	Early Childhood Education	Active Server Pages (ASP)

Certifications

Of the 818 job postings, 370 contained certification data. Among those, 61% indicated a need for a First Aid CPR AED. The next top certifications are Child Development Associate (CDA) and Certified Teacher (Exhibit 8). Please note 36% of job postings indicated a need for a driver's license but it is not a certification.

Exhibit 8. Top Child Development Teacher/Future Educators Occupations certifications requested in job postings

Certifications	% of Job Postings
First Aid CPR AED	224
Child Development Associate (CDA)	120
Certified Teacher	11
Registered Behavior Technician	11
Certified Career Development Facilitator	5

Education, Work Experience, & Training

An associate degree is typically required for preschool teachers, except special education. Some college, no degree is typically required teaching assistants, except postsecondary. A high school diploma or equivalent is typically required for childcare workers (Exhibit 9).

Exhibit 9. Education, work experience, training, and Current Population Survey results Child Development Teacher/Future Educators Occupations⁵

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Preschool Teachers, Except Special Education	Associate degree	None	None	31.6%
Teaching Assistants, Except Postsecondary	Some college, no degree	None	None	38.6%
Childcare Workers	High school diploma or equivalent	None	Short-term	35.1%

⁵ "Labor Force Statistics from the Current Population Survey," Bureau of Labor Statistics, <https://www.bls.gov/cps/>.

Supply

An analysis of program data from the Integrated Postsecondary Education Data System (IPEDS) for the last three program years shows that, on average, 151 awards were conferred in the NCV/NML subregion (Exhibit 10).

Exhibit 10. TOP and CIP codes for *Child Development Teacher/Future Educators Occupations and postsecondary supply*

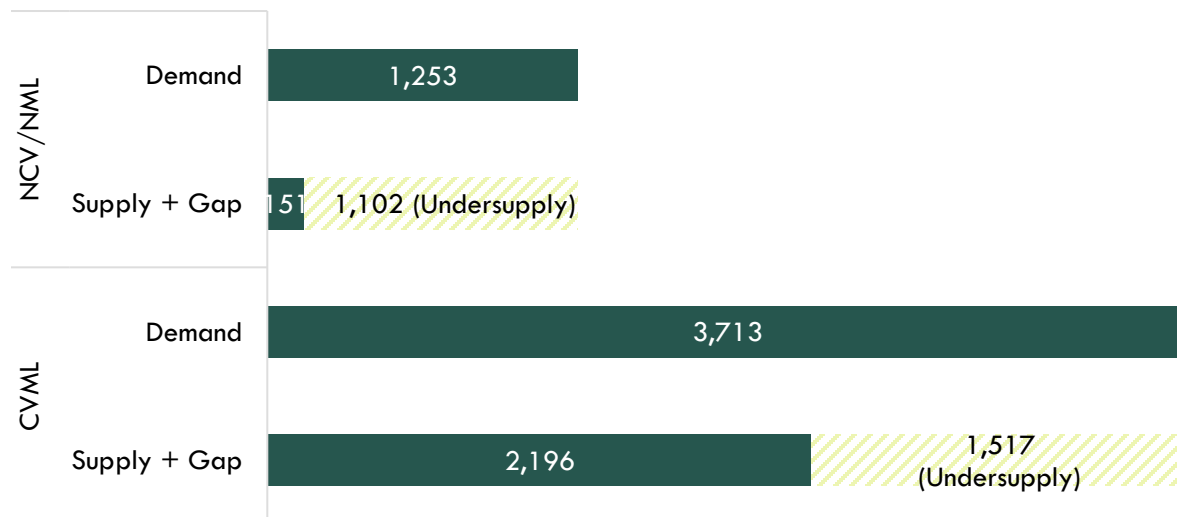
TOP Titles	CIP Titles
080200 - Educational Aide (Teacher Assistant)	13.1501 - Teacher Assistant/Aide
	13.1210 - Early Childhood Education and Teaching
130500 - Child Development/Early Care and Education	19.0706 - Child Development.
	19.0709 - Child Care Provider/Assistant

TOP/ CIP Code- Title	College	Associate Degree	Associate for Transfer Degree	Certificate 12 < 18 Semester Units	Certificate 16 < 30 Semester Units	Certificate 18 < 30 Semester Units	Certificate 30 < 60 Semester Units	Certificate 6 < 18 Semester Units	Certificate 8 < 16 Semester Units	Subtotal
080200 - Educational Aide (Teacher Assistant)	Fresno City	1				1				2
13.1210 - Early Childhood Education and Teaching	Humphreys University-Stockton and Modesto Campuses	9								9*
130500 - Child Development/Early Care and Education	Bakersfield	30	89				38	272		428
	Cerro Coso	1	11		16	24	18			71
	Clovis	5	18		4	10				38
	Columbia	6	2	4	2	1			2	16*
	Fresno City	16	44	10	15	71			5	162
	Merced	25	34				10			69*
	Modesto	47	36	104	13	23	16		46	284
	Porterville	31	12				22			65
	Reedley College	24	38	36	52	71			8	230
	San Joaquin Delta		4		0	41	12			57*
	Sequoias	38	52		18	39		292		440
	Taft	21	17	21	8	8	1	20	11	106
	West Hills Coalinga	5	4			4		71		84
	West Hills Lemoore	19	9		2	10		95		134
	NCV/NML TOTAL		39	39	4	2	42	22	0	2
CVML TOTAL		277	369	175	132	303	117	750	72	2,196

*NCV/NML awards

There is an undersupply of 1,102 Child Development Teacher/Future Educators in the NCV/NML subregion and an undersupply of 1,517 workers in the region (Exhibit 11).

Exhibit 11. Child Development Teacher/Future Educators Occupations workforce demand (annual job openings), postsecondary awards (supply), and additional students needed to fill gap in the NCV/NML subregion and region



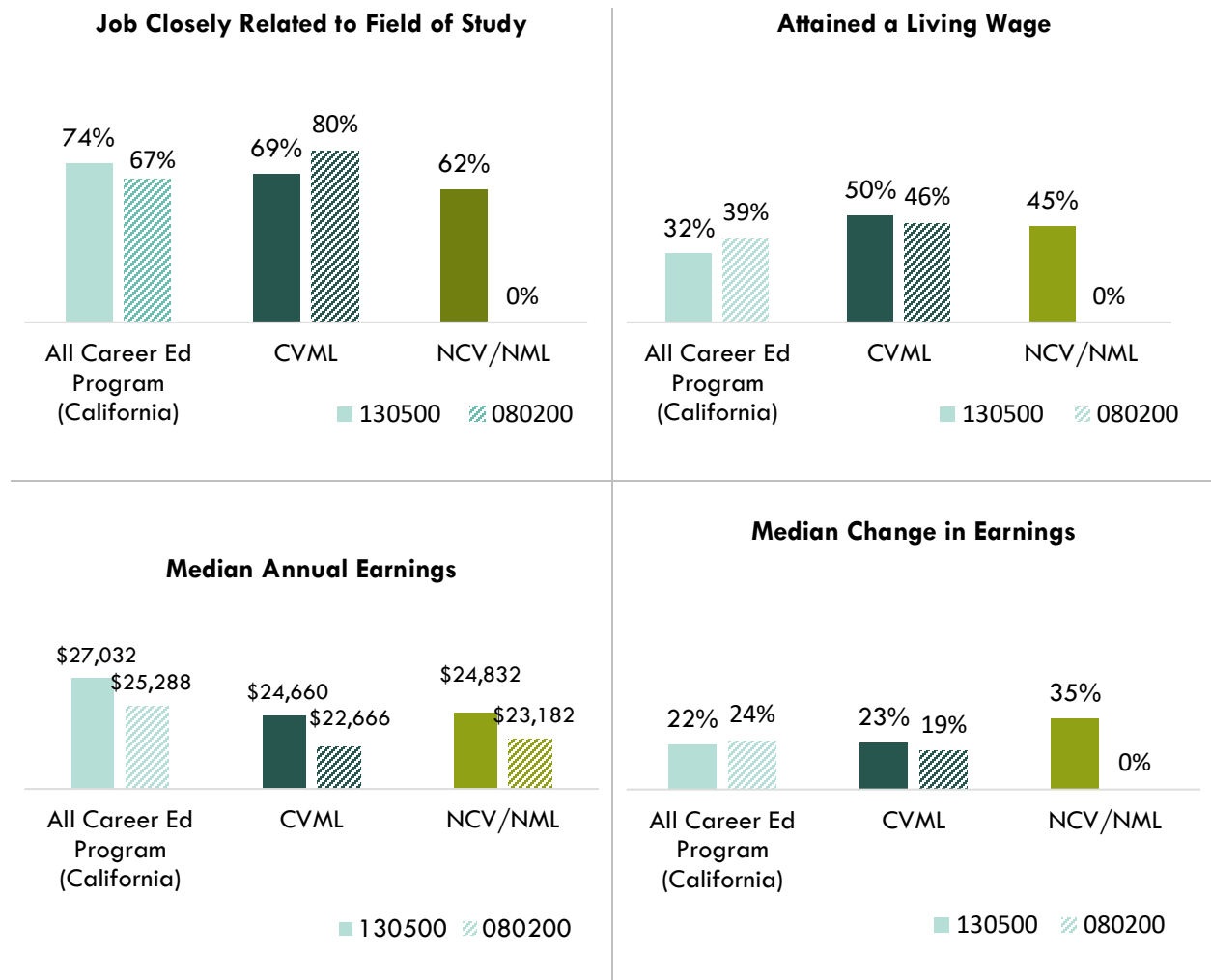
Student Outcomes

Exhibits 12a-12b summarize outcomes from California Community College Chancellor’s Cal-PASS Plus LaunchBoard for TOP codes related to *Child Development Teacher/Future Educators Occupations*. Notably, 62% of students obtained a job closely related to their field of study in the subregion and 45% attained a living wage.

Exhibit 12a. Regional metrics for TOP 130500 - Child Development/Early Care and Education and TOP 080200 - Educational Aide (Teacher Assistant)

Metric	130500 - Child Development/Early Care and Education	080200 - Educational Aide (Teacher Assistant)
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	319	*
Number of Students Who Transferred	436	42
*denotes data not available in table and charts		

Exhibit 12b. Metrics for TOP 130500 - Child Development/Early Care and Education and TOP 080200 - Educational Aide (Teacher Assistant)



Recommendation

This report suggests there is a shortage of 1,102 workers in the NCV/NML subregion and a shortage of 1,517 workers in the CVML region for *Child Development Teacher/Future Educators Occupations*. Based on these findings, it is recommended that Columbia College work with the regional directors, the college’s advisory board, and local industry in the development of programs to address the shortage of Child Development Teacher/Future Educators in the region.

Appendix: 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. (LIGHTCAST). LIGHTCAST occupational employment data are based on final LIGHTCAST industry data and final LIGHTCAST 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 LIGHTCAST earnings by industry: economicmodeling.com .
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: https://www.bls.gov/emp/tables/educational-attainment.htm .
LaunchBoard	Chancellor's Cal-PASS Plus LaunchBoard. https://www.calpassplus.org/LaunchBoard/SWP.aspx
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: labormarketinfo.edd.ca.gov .
Job Posting and Skills Data	Burning Glass: burning-glass.com/ .
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: onetonline.org .

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. (LIGHTCAST) formula that includes historical employment and economic indicators along with national, state and local trends.

LaunchBoard (Attained the Living Wage): Among SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

LaunchBoard (Median Annual Earnings): Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

LaunchBoard (Median Change in Earnings): Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended.

LaunchBoard (Job Closely Related to Field of Study): Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

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.