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Labor Market Analysis

Truck and Bus Driving



Prepared by Central Valley/Mother Lode Center of Excellence



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Summary

The Central Valley/Mother Lode Center of Excellence developed this report for Cerro Coso College to determine whether there is demand in the local labor market that is not being met by the supply from postsecondary programs. This report summarizes labor market demand, wages, skills, and postsecondary supply for *truck and bus driving* occupations, which include:

- Heavy and Tractor-Trailer Truck Drivers (SOC 53-3032)
- Light Truck Drivers (SOC 53-3033)
- Bus Drivers, School (SOC 53-3051)
- Bus Drivers, Transit and Intercity (SOC 53-3052)

Key Findings

- **Occupational Demand** — Occupations related to *truck and bus driving* have a labor market demand of 4,468 annual job openings in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. Between 2022 and 2027, *heavy and tractor-trailer truck drivers* are projected to have the most demand with 3,018 annual job openings.
- **Wages** — Average entry-level earnings of \$20.08/hour for *truck and bus driving* occupations are higher than the living wage in the SCV/SML subregion. *Bus Drivers, Transit and Intercity* earn the highest entry-level wage, \$23.28/hour.
- **Employers** — Employers in the SCV/SML subregion include New Legend, Coastline Transport, and Amazon.
- **Skills** — The top baseline skill is loading and unloading; the top specialized skill is forklift truck; and the top software skill is warehouse management systems.
- **Education** — A high school diploma or equivalent is typically required for *Light Truck Drivers* and *Bus Drivers, Transit and Intercity* while a postsecondary nondegree award is typically required for *Heavy and Tractor-Trailer Truck Drivers*, and no formal educational credential is typically required for *Bus Drivers, School*.
- **Supply and Demand Analysis** — Based on 4,468 annual openings (i.e., demand) and 1,010 postsecondary awards conferred (i.e., supply), an analysis of supply and demand suggests there is an undersupply of 3,458 workers in the SCV/SML subregion. In the CVML region, 1,010 awards were conferred suggesting an undersupply of 7,268 workers (based on 8,278 annual openings in the CVML region).

Recommendation

Based on a comparison of demand and supply, there is an undersupply of trained workers in the SCV/SML subregion and the CVML region. The Center of Excellence recommends that Cerro Coso College work with the regional directors, the college's advisory board, and local industry in the creation or expansion of programs to address the shortage of workers.

Introduction

The Central Valley/Mother Lode Center of Excellence developed this report to provide Cerro Coso College with labor market information for *truck and bus driving* occupations. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) subregion, but regional demand and supply data has been included for broader applicability and use. Analysis of the program and occupational data related to *truck and bus driving* occupations is included in the report. The Standard Occupational Classification (SOC) System codes and occupational titles used in this report from the Bureau of Labor Statistics and O*NET OnLine are shown below.

Heavy and Tractor-Trailer Truck Drivers (SOC 53-3032)

- **Job description:** Drive a tractor-trailer combination or a truck with a capacity of at least 26,001 pounds Gross Vehicle Weight (GVW). May be required to unload truck. Requires commercial drivers' license. Includes tow truck drivers.
- **Knowledge:** Transportation, Public Safety and Security, Customer and Personal Service, English Language, Law and Government
- **Skills:** Operation and Control, Operations Monitoring, Critical Thinking, Monitoring, Reading Comprehension

Light Truck Drivers (SOC 53-3033)

- **Job description:** Drive a light vehicle, such as a truck or van, with a capacity of less than 26,001 pounds Gross Vehicle Weight (GVW), primarily to pick up merchandise or packages from a distribution center and deliver. May load and unload vehicle.
- **Knowledge:** English Language, Customer and Personal Service, Transportation
- **Skills:** Active Listening, Monitoring, Operation and Control, Reading Comprehension, Speaking

Bus Drivers, School (SOC 53-3051)

- **Job description:** Drive a school bus to transport students. Ensure adherence to safety rules. May assist students in boarding or exiting.
- **Knowledge:** Mathematics
- **Skills:** Operation and Control, Time Management, Operations Monitoring, Coordination, Equipment Maintenance

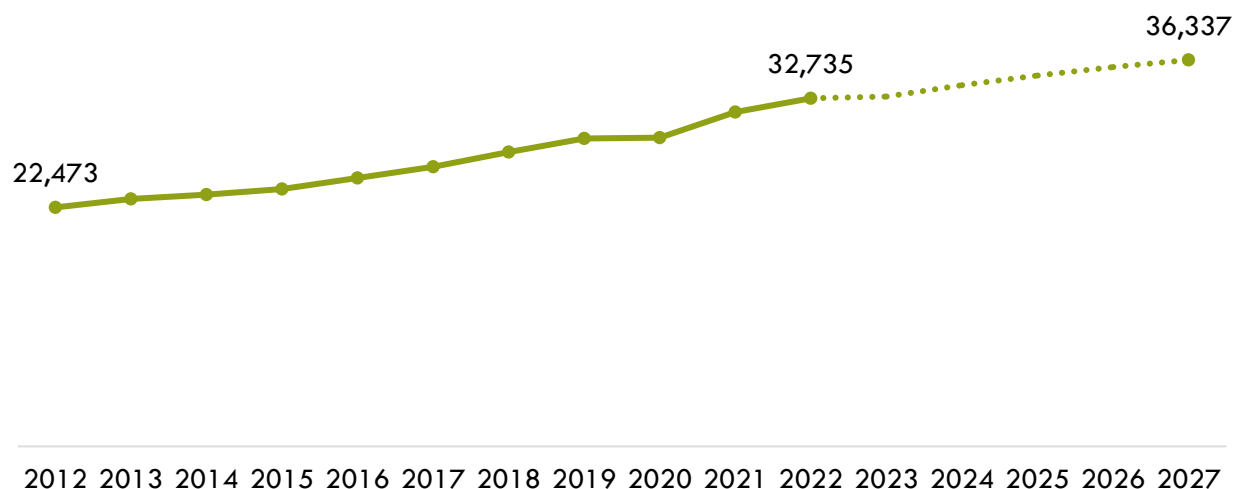
Bus Drivers, Transit and Intercity (SOC 53-3052)

- **Job description:** Drive bus or motor coach, including regular route operations, charters, and private carriage. May assist passengers with baggage. May collect fares or tickets.
- **Knowledge:** Transportation, Customer and Personal Service, Public Safety and Security, English Language, Law and Government
- **Skills:** Operation and Control, Operations Monitoring, Active Listening, Critical Thinking, Service Orientation

Employment

Exhibit 1a shows trends for *truck and bus driving* occupations in the SCV/SML subregion. Between 2022 to 2027, the number of jobs for occupations related to *truck and bus driving* is projected to increase by 3,602, growing by 11%.

Exhibit 1a. Historical employment and projected occupational demand for occupations related to *truck and bus driving* in the SCV/SML subregion, 2012-2027



Occupations related to *truck and bus driving* in the SCV/SML subregion employed 32,735 workers in 2022 (Exhibit 1b). *Heavy and Tractor-Trailer Truck Drivers* are projected to have the largest annual openings, 3,018.

Exhibit 1b. Current employment and projected occupational demand for occupations related to *truck and bus driving* in the SCV/SML subregion, 2022-2027

Occupation	2022 Jobs	2027 Jobs	5-Year Change	5-Year % Change	Annual Openings
Heavy and Tractor-Trailer Truck Drivers	22,934	25,403	2,468	11%	3,018
Light Truck Drivers	7,521	8,096	574	8%	968
Bus Drivers, School	1,302	1,611	309	24%	290
Bus Drivers, Transit and Intercity	978	1,227	249	25%	192
TOTAL	32,735	36,337	3,602	11%	4,468

Wages

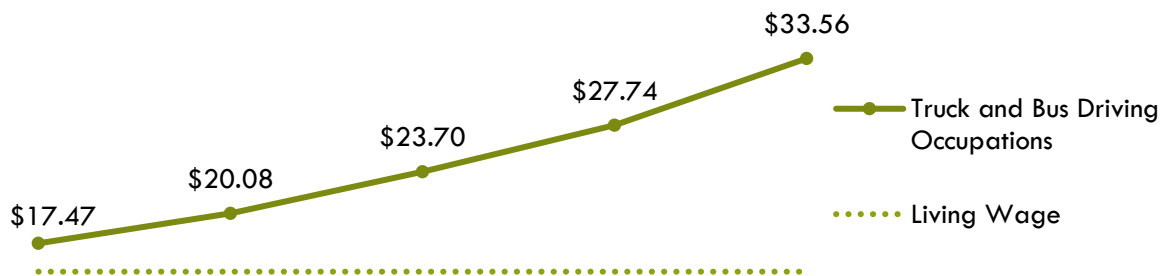
Exhibit 2a shows the hourly wages for the four occupations studied in this report. *Bus Drivers, Transit and Intercity* have the highest entry-level wage, \$23.28/hour.¹

Exhibit 2a. Hourly wages for occupations related to truck and bus driving in the SCV/SML subregion

Occupation	25 th Percentile Hourly Earnings	Median Hourly Earnings	75 th Percentile Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	\$18.81	\$24.56	\$29.26
Light Truck Drivers	\$16.28	\$18.57	\$23.19
Bus Drivers, School	\$21.93	\$23.76	\$24.61
Bus Drivers, Transit and Intercity	\$23.28	\$27.91	\$33.91

Exhibit 2b shows the average hourly wages for *truck and bus driving* occupations; all average wages are above the living wage for the SCV/SML subregion.

Exhibit 2b. Average hourly wages for occupations related to truck and bus driving in the SCV/SML subregion



10th Percentile 25th Percentile Median 75th Percentile 90th Percentile

¹ Note: 10th and 25th percentiles are considered entry-level wages while 75th and 90th are considered experienced wages, which may be obtained through long-term employment or extra training, etc.

Job Postings

There were 3,550 unique job postings for occupations related to *truck and bus driving* in the SCV/SML subregion from August 2023 to July 2024.²

Top Employers

The top employers with the most job postings are listed in Exhibit 3. The top employers in online job postings were New Legend, Coastline Transport, and Amazon.

Exhibit 3. Top employers

Employer
New Legend
Coastline Transport
Amazon
Double J Transport
Marten Transport
Heartland Express
Legend Transportation
Mv Transportation
System Transport
Go 2 Transportation

Top Job Titles

Exhibit 4 shows the most common job titles for *truck and bus driving* in the SCV/SML subregion.

Exhibit 4. Top job titles

Job Title
CDL-A Truck Drivers
OTR CDL-A Truck Drivers
Regional CDL-A Truck Drivers
Drivers
Truck Drivers
Bus Drivers
Team CDL-A Truck Drivers
School Bus Drivers

² Other than occupational titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.

Education

Of the 3,550 unique job postings, 1,225 listed a preferred or minimum educational requirement for the position being filled. Among those, 81% requested a high school diploma or GED, 15% requested an associate degree, and 4% requested a bachelor's degree (Exhibit 5).

Exhibit 5. Education levels requested in job postings for truck and bus driving occupations

Education Level	Job Postings	% of Job Postings
High school or GED	990	81%
Associate degree	187	15%
Bachelor's degree	48	4%

Baseline, Specialized, and Software Skills

Exhibit 6 depicts the top baseline, specialized, and software skills in job postings. The most requested baseline skill is loading and unloading. The most requested specialized skill is forklift truck. The most requested software skill is warehouse management systems.

Exhibit 6. In-demand baseline, specialized, and software skills for truck and bus driving in job postings

Baseline Skills	Specialized Skills	Software Skills
Loading and Unloading	Forklift Truck	Warehouse Management Systems
Good Driving Record	Truck Driving	Microsoft Office
Lifting Ability	Warehousing	Microsoft Excel
Communication	Palletizing	Inventory Management System
Customer Service	Pallet Jacks	SAP Applications

Education, Work Experience, & Training

A high school diploma or equivalent is typically required for *Light Truck Drivers* and *Bus Drivers, Transit and Intercity* while a postsecondary nondegree award is typically required for *Heavy and Tractor-Trailer Truck Drivers*, and no formal educational credential is typically required for *Bus Drivers, School* (Exhibit 7).

Exhibit 7. Education, work experience, and training for occupations related to truck and bus driving³

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training
Heavy and Tractor-Trailer Truck Drivers	Postsecondary nondegree award	None	Short-term
Light Truck Drivers	High school diploma or equivalent	None	Short-term
Bus Drivers, School	No formal educational credential	None	Short-term
Bus Drivers, Transit and Intercity	High school diploma or equivalent	None	Moderate-term

Supply

An analysis of program data from the Integrated Postsecondary Education Data System (IPEDS) for the last three program years shows that, on average, 1,010 awards were conferred in the SCV/SML subregion (Exhibits 8 and 9).

Exhibit 8. TOP and CIP codes

TOP Titles	CIP Titles
0947.50 – Truck and Bus Driving	49.0205 – Truck and Bus Driver/Commercial Vehicle Operator and Instructor

³ “Labor Force Statistics from the Current Population Survey,” Bureau of Labor Statistics, <https://www.bls.gov/cps/>.

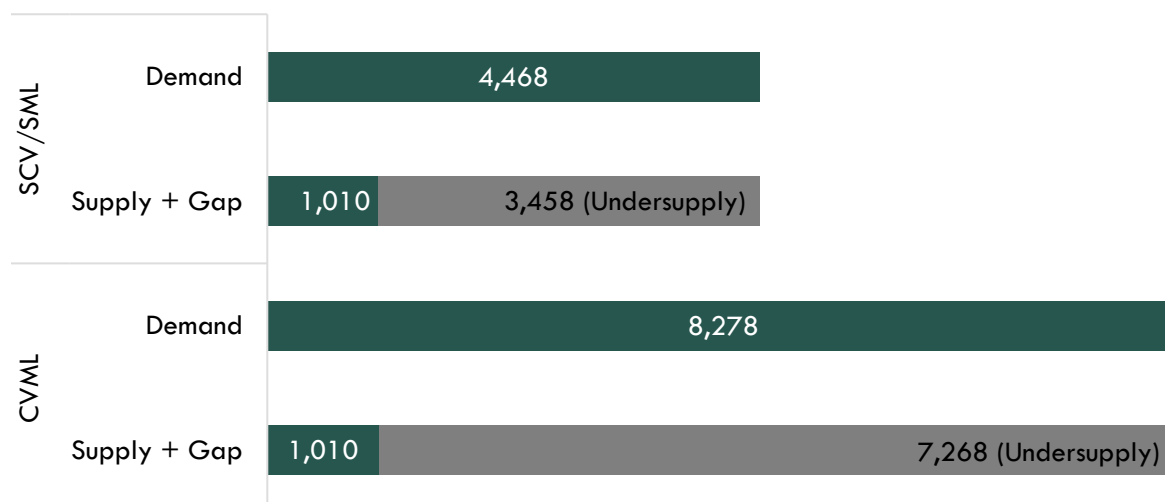
Exhibit 9. Postsecondary supply, Program Years 2020-21 through 2022-2023

TOP/CIP Code- Title	College	Certificate 16 < 30 Semester Units	Certificates of Less than 1 year	TOTAL
0947.50 – Truck and Bus Driving	West Hills Coalinga	2	-	2*
49.0205 – Truck and Bus Driver/Commercial Vehicle Operator and Instructor	Advanced Career Institute	-	1,008	1,008*
SCV/SML TOTAL		2	1,008	1,010
CVML TOTAL		2	1,008	1,010

*SCV/SML awards

There is an undersupply of 3,458 *truck and bus driving* workers in the SCV/SML subregion and an undersupply of 7,268 workers in the CVML region (Exhibit 10).

Exhibit 10. Workforce demand (annual job openings), postsecondary awards (supply), and additional students needed to fill gap in the SCV/SML subregion and CVML region



Recommendation

This report suggests there is a shortage of 3,458 workers in the SCV/SML subregion and a shortage of 7,268 workers in the CVML region for *truck and bus driving*. Based on these findings, it is recommended that Cerro Coso College work with the regional directors, the college’s advisory board, and local industry in the creation or expansion of programs to address the shortage of workers 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 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	Lightcast: https://lightcast.io/ .
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 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.