

Labor Market Analysis for Program Review: 1305.00/Child Development/Early Care and Education (Associate in Arts for Transfer Degree, Associate in Science for Transfer Degree and Associate in Arts Degree)

CVML Center of Excellence, October 2026



Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☒	Endorsed: Some LMI Criteria Met ☐	Not LMI Endorsed ☐
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Program LMI Endorsement Criteria

	Yes ☒	No ☐
Supply Gap:	<i>Comments:</i> There are projected to be 3,061 annual job openings throughout the SCV/SML subregion for <i>education and childcare administrators, preschool and daycare-related middle-skill occupations, which are more than the 2,328 awards conferred by educational institutions in the SCV/SML subregion (CC + Non-CC).</i> <i>Note:</i> Only middle-skill jobs are considered when determining supply gap. Including the above middle-skill occupation increases the overall annual job openings by 47 to a total of 3,108.	
Living Wage: (Entry-Level as 25th Percentile):	<i>Comments:</i> The three <i>education and childcare administrators, preschool and daycare-related middle-skill occupations</i> included in this report have an entry-level hourly wage above the SCV/SML living wage of \$16.08. <i>Note:</i> Only middle-skill jobs are considered when determining living wage.	
Education:	<i>Comments:</i> The typical entry-level education for <i>Preschool Teachers, Except Special Education</i> is an associate degree; the typical entry-level education for <i>Kindergarten Teachers, Except Special Education</i> is a bachelor's degree and the typical entry-level education for <i>Teaching Assistants, Except Postsecondary</i> is some college, no degree. Additionally, between 30% and 36% of middle-skill workers have completed some college or an associate degree as their highest level of education. <i>Note:</i> Only middle-skill jobs are considered when determining education.	

Emerging Occupation(s)

Yes ☐

No ☒

Comments: N/A

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following occupations:

- Middle-Skill
 - Preschool Teachers, Except Special Education (25-2011)
 - Kindergarten Teachers, Except Special Education (25-2012)

- Teaching Assistants, Except Postsecondary (25-9045)
- Above Middle-Skill - denoted with a caret (^) throughout this report
- Education and Childcare Administrators, Preschool and Daycare (11-9031)^

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *education and childcare administrators, preschool and daycare*-related middle-skill occupations. In addition to all of the middle-skill occupations in this report having entry-level wages above the subregion's living wage, between 30% and 36% of workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to all of the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *education and childcare administrators, preschool and daycare*-related occupations.

Exhibit 1: Labor Market Endorsement 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
Preschool Teachers, Except Special Education (25-2011)	NCV/NML: 252 SCV/SML: 518	NCV/NML: 572 SCV/SML: 2,328	NCV/NML: \$19.01 SCV/SML: \$18.20	Associate degree	30%
Kindergarten Teachers, Except Special Education (25-2012)	NCV/NML: 75 SCV/SML: 129		NCV/NML: \$31.64 SCV/SML: \$30.81	Bachelor's degree	30%
Teaching Assistants, Except Postsecondary (25-9045)	NCV/NML: 1,352 SCV/SML: 2,414		NCV/NML: \$19.05 SCV/SML: \$17.97	Some college, no degree	36%
Middle-Skill Total	4,740	2,900	-		
Education and Childcare Administrators, Preschool and Daycare (11-9031)^	NCV/NML: 24 SCV/SML: 47	NCV/NML: 572 SCV/SML: 2,328	NCV/NML: \$23.64 SCV/SML: \$22.17	Bachelor's degree	12%
Above Middle-Skill Total	71	2,900	-	-	-
Total	4,811		-	-	-

Demand:

- The number of jobs related to the three *education and childcare administrators, preschool and daycare*-related middle-skill occupations in this report are projected to increase 9% through 2030. There will be 3,061 annual job openings in the SCV/SML subregion.

- All three *education and childcare administrators, preschool and daycare*-related middle-skill occupations have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 2,462 online job postings for *education and childcare administrators, preschool and daycare*-related middle-skill occupations over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Preschool Teachers, Except Special Education*, lists a bachelor's degree as the typical entry-level education for *Kindergarten Teachers, Except Special Education* and lists some college, no degree as the typical entry-level education for *Teaching Assistants, Except Postsecondary*.
- National-level educational attainment data indicates that between 30% and 36% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2022 and 2025, there was an average of 1,893 awards conferred by community colleges in the SCV/SML subregion.
- Between 2021 and 2024, non-community college institutions in the SCV/SML subregion conferred an average of 435 awards in relevant programs.

Demand

Occupational Projections

Exhibit 2a shows the annual percent change for the three *education and childcare administrators, preschool and daycare-related* middle-skill occupations from 2020 through 2030. The SCV/SML subregion experienced the highest growth in 2025 at 9%, compared to the 0% growth across all CA occupations. The SCV/SML subregion experienced the second highest growth in 2023 at 8%, compared to the 0% growth across all CA occupations. From 2027 to 2030, growth is projected to remain steady in the SCV/SML subregion (between 1% and 2%).

Exhibit 2a (Middle-Skill) Annual Percent Change in Jobs for Preschool and Kindergarten Teacher-Related Occupations, 2020-2030

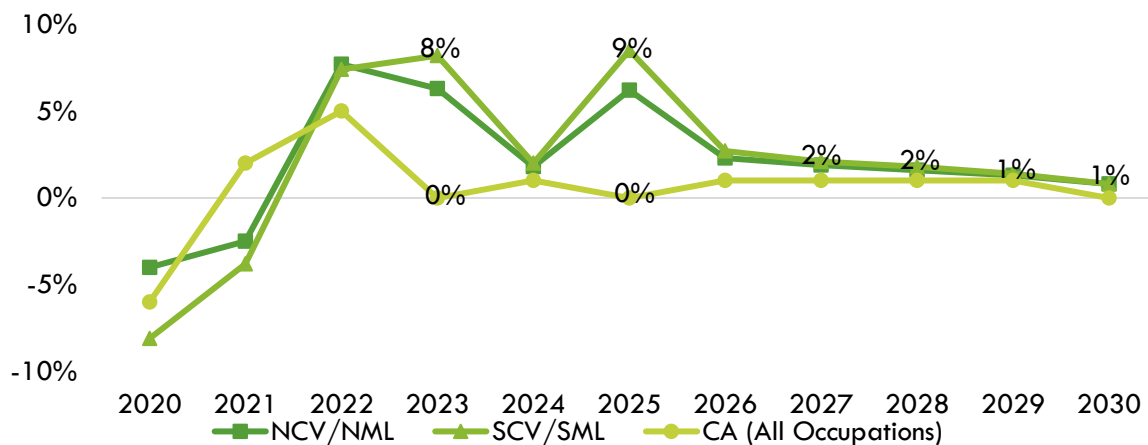


Exhibit 2b shows the annual percent change for the *Education and Childcare Administrators, Preschool and Daycare* above-middle skill occupation from 2020 through 2030. The SCV/SML subregion experienced the highest growth in 2021 at 17%, compared to the 2% growth across all CA occupations. The SCV/SML subregion experienced the second highest growth in 2024 at 12%, compared to the 1% growth across all CA occupations. From 2027 to 2030, growth is projected to remain steady in the SCV/SML subregion (between 0% and 1%), similar to all CA occupations.

Exhibit 2b (Above Middle-Skill) Annual Percent Change in Jobs for Education and Childcare Administrators, Preschool and Daycare, 2020-2030

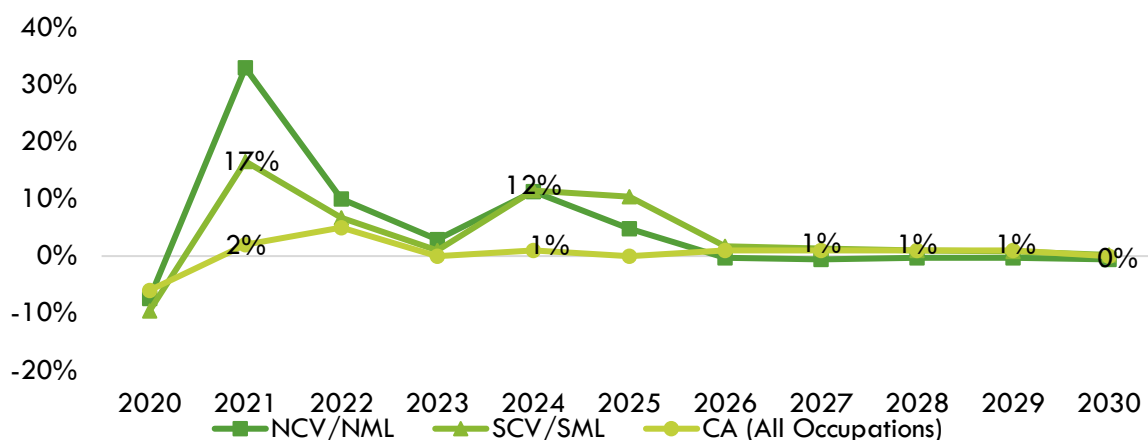


Exhibit 3a shows the five-year occupational demand projections for the three *education and childcare administrators, preschool and daycare*-related middle-skill occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 9% through 2030. There are projected to be 3,061 jobs available annually in the SCV/SML subregion.

Exhibit 3a (Middle-Skill): Occupational Demand in NCV/NML, SCV/SML, and CVML¹

Geography	2025 Jobs	2030 Jobs	2025-2030 Change	2025-2030 % Change	Annual Openings
NCV/NML	11,924	12,887	963	8%	1,680
SCV/SML	21,353	23,305	1,952	9%	3,061
CVML	33,277	36,192	2,915	9%	4,741

Exhibit 3b shows the five-year occupational demand projections for the *education and childcare administrators, preschool and daycare*-related above middle-skill occupation. In the SCV/SML subregion, the number of jobs related to this occupation is projected to increase by 5% through 2030. There are projected to be 47 jobs available annually in the SCV/SML subregion.

Exhibit 3b (Above Middle-Skill): Occupational Demand in NCV/NML, SCV/SML, and CVML

Geography	2025 Jobs	2030 Jobs	2025-2030 Change	2025-2030 % Change	Annual Openings
NCV/NML	330	323	(7)	(2%)	24
SCV/SML	597	627	30	5%	47
CVML	927	950	23	2%	71

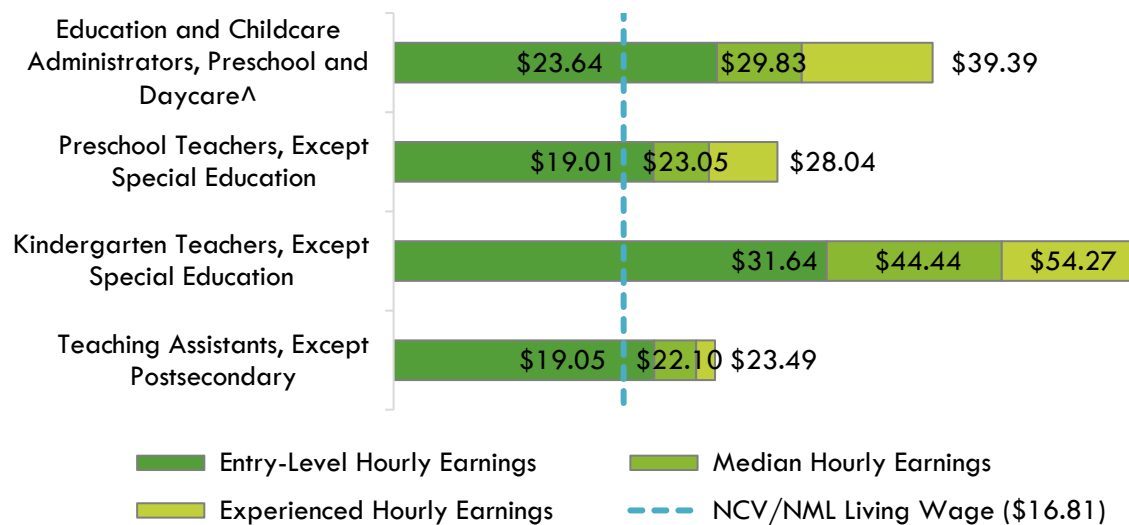
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for the four *education and childcare administrators, preschool and daycare*-related occupations as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

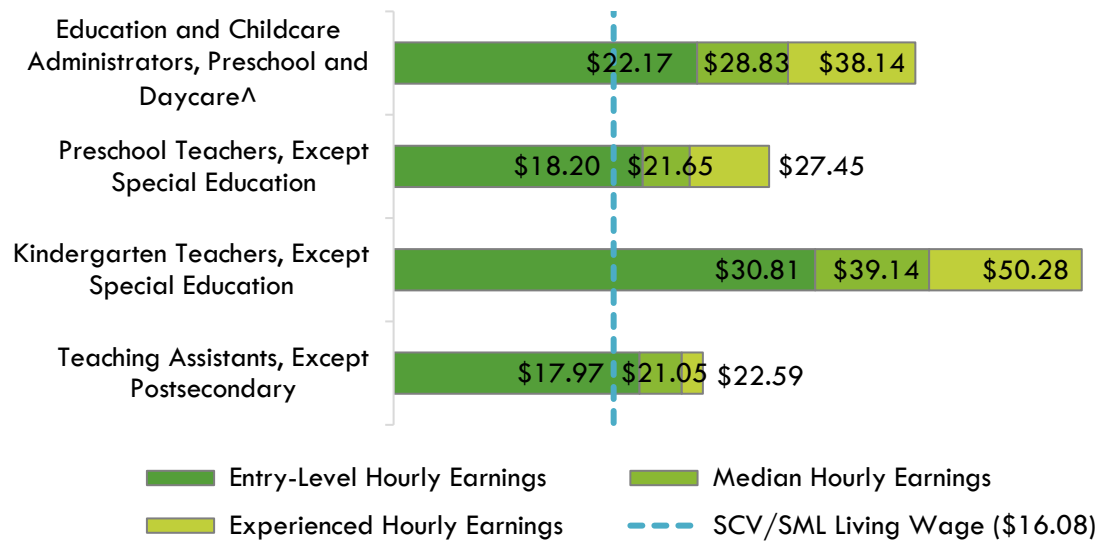
All four *education and childcare administrators, preschool and daycare*-related occupations have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML subregion average wage for these occupations is \$18.66, which is below the average statewide wage of \$20.77. Exhibit 4a shows the wage range for *education and childcare administrators, preschool and daycare*-related occupations and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



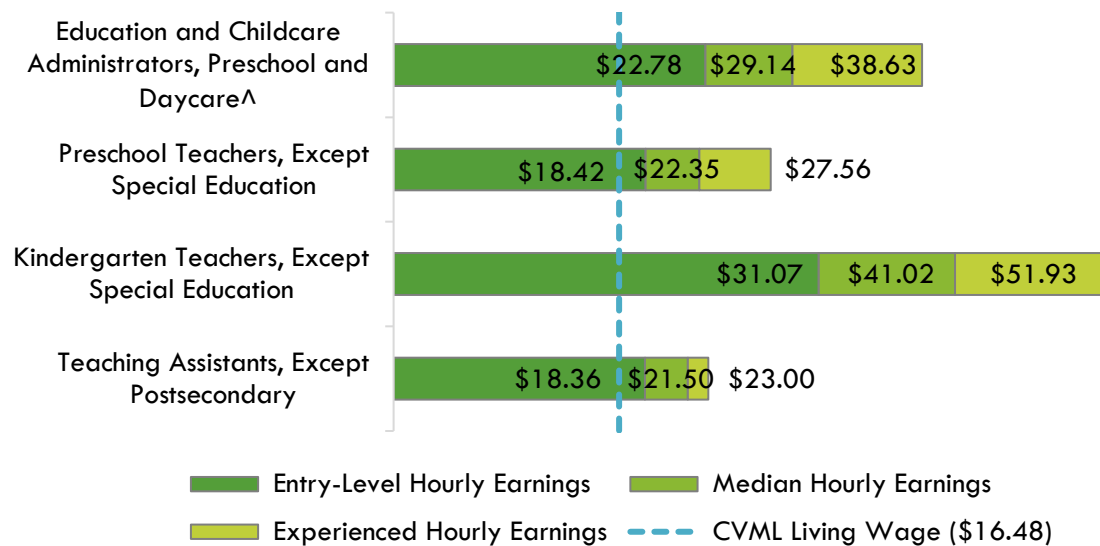
All four *education and childcare administrators, preschool and daycare*-related occupations have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion average wage for these occupations is \$22.59, which is above the average statewide wage of \$20.77. Exhibit 4b shows the wage range for *education and childcare administrators, preschool and daycare*-related occupations and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



All four education and childcare administrators, preschool and daycare-related occupations have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML region average wage for these occupations is \$17.19, which is below the average statewide wage of \$20.77. Exhibit 5 shows the wage range for education and childcare administrators, preschool and daycare-related occupations and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 2,462 online job postings related to *Preschool and Kindergarten Teacher*-related middle-skill occupations listed in the past 12 months (Exhibit 6a).

Exhibit 6a (Middle-Skill): Number of Job Postings (n=2,462)

Occupations	Job Postings	Percentage of Job Postings
Teaching Assistants, Except Postsecondary	2,031	82%
Preschool Teachers, Except Special Education	379	15%
Kindergarten Teachers, Except Special Education	52	2%

There were 57 online job postings related to the *Education and Childcare Administrators, Preschool and Daycare* above middle-skill occupation listed in the past 12 months (Exhibit 6b).

Exhibit 6b (Above Middle-Skill): Number of Job Postings (n=57)

Occupations	Job Postings	Percentage of Job Postings
Education and Childcare Administrators, Preschool and Daycare	57	100%

²K. R. Chowdhary, *Fundamentals of Artificial Intelligence* (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

The top employers in the region for *Preschool and Kindergarten Teacher*-related middle-skill occupations, by number of job postings, are shown in Exhibit 7a.

Exhibit 7a (Middle-Skill): Top Employers by Number of Job Postings (n=2,462)

Employers	Job Postings	Percentage of Job Postings
Edjoin.org	1,005	41%
Fresno Unified School District	163	7%
Central Unified School District	76	3%
EMIT Learning	75	3%
Kern Community College District	45	2%
California State University-Chancellors Office	35	1%
Community Action Partnership of San Luis Obispo	34	1%
Soliant Health	34	1%
State Center Community College District	19	1%
The Wonderful Company	19	1%

The top employers in the region for the *Education and Childcare Administrators, Preschool and Daycare* above middle-skill occupation, by number of job postings, are shown in Exhibit 7b.

Exhibit 7b (Above Middle-Skill): Top Employers by Number of Job Postings (n=57)

Employers	Job Postings	Percentage of Job Postings
Edjoin.org	4	7%
Community Action Partnership of San Luis Obispo	3	5%
Learning Care Group	2	4%
GPAC	2	4%
Building Blocks Early Start Program	2	4%
Exceptional Parents Unlimited	2	4%
Vituity	2	4%
Childtime Learning Centers	2	4%
ChenMed	2	4%
Valley Children's Healthcare	2	4%

The top specialized, common, and software skills for *Preschool and Kindergarten Teacher*-related middle-skill occupations are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8a.

Exhibit 8a (Middle-Skill): Top Skills by Number of Job Postings (n=2,462)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Special Education (838)	Communication (638)	Microsoft Office (60)
Child Development (520)	Teaching (525)	Microsoft Excel (52)
Preschool Education (444)	Clerical Works (376)	Business Software (30)
Lesson Planning (290)	Writing (283)	Microsoft Outlook (28)
Individualized Education Programs (IEP) (261)	Mathematics (274)	Microsoft PowerPoint (27)
Working With Children (230)	English Language (246)	Spreadsheets (26)
First Aid (224)	Patience (242)	Microsoft Word (20)
Early Childhood Education (222)	Interpersonal Communications (242)	Student Information Systems (20)
Toileting (191)	Planning (226)	Productivity Software (17)
Office Equipment (180)	Confidentiality (210)	Microsoft Access (10)

The top specialized, common, and software skills for the *Education and Childcare Administrators, Preschool and Daycare* above middle-skill occupation is listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8b.

Exhibit 8b (Above Middle-Skill): Top Skills by Number of Job Postings (n=57)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Child Development (21)	Management (31)	Microsoft Office (8)
Preschool Education (13)	Operations (30)	Microsoft Excel (3)
Financial Management (8)	Communication (28)	Microsoft PowerPoint (3)
Purchasing (7)	Leadership (26)	Productivity Software (3)
Bilingual (Spanish/English) (5)	Planning (18)	Microsoft Outlook (2)
Care Coordination (5)	Accountability (16)	Microsoft Word (1)
Early Intervention (5)	Coaching (14)	Medical Software (1)
Clinical Leadership (5)	Problem Solving (13)	Lookup Tables (1)
Working With Children (5)	Teaching (12)	Patient Management Software (1)
Conflict Resolution (5)	Organizational Skills (11)	Student Information Systems (1)

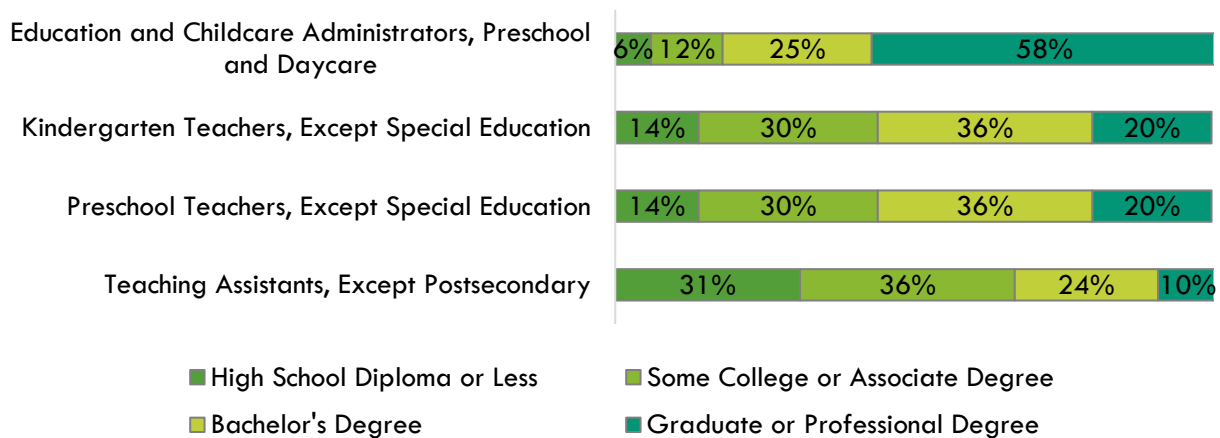
Educational Attainment:

The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Preschool Teachers, Except Special Education*, lists a bachelor's degree as the typical entry-level education for *Kindergarten Teachers, Except Special Education* and *Education and Childcare Administrators, Preschool and Daycare*, and lists some college, no degree as the typical entry-level education for *Teaching Assistants, Except Postsecondary*. National-level educational attainment data indicates that between 30% and 36% of middle-skill workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for the four *education and childcare administrators, preschool and daycare-related* occupations.

Of the 2,462 online job postings for the middle-skill occupations, 73% (equivalent to 1,802 postings) of cumulative job postings listed a minimum education requirement in the SCV/SML subregion. Of the 1,802 postings, 73% (1,317) requested a high school or GED.

Of the 57 online job postings for the above middle-skill occupation, 79% (equivalent to 45 postings) of cumulative job postings listed a minimum education requirement in the SCV/SML subregion. Of the 45 postings, 42% (19) requested a bachelor's degree.

Exhibit 9: National-level Educational Attainment for Education and Childcare Administrators, Preschool and Daycare-Related Occupations



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. The colleges with the most completions are Sequoias (South) and Fresno City (South).

Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees) 2022-23 through 2024-25

TOP Code	Program	College	2022-2023 Awards	2023-2024 Awards	2024-2025 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	Modesto	-	2	-	1
		San Joaquin Delta	-	3	1	1
Subtotal/Average			-	5	1	2
1305.00	Child Development/Early Care and Education	Columbia	20	24	29	24
		Merced	71	77	69	72
		Modesto	196	208	255	220
		San Joaquin Delta	30	67	94	64
Subtotal/Average			317	376	447	380
1305.20	Children with Special Needs	Modesto	2	13	14	10
Subtotal/Average			2	13	14	10
1305.40	Preschool Age Children	San Joaquin Delta	44	20	38	34
Subtotal/Average			44	20	38	34
1305.80	Child Development Administration and Management	Merced	-	2	2	1
		Modesto	5	3	6	5
		San Joaquin Delta	4	-	3	2
Subtotal/Average			9	5	11	8

TOP Code	Program	College	2022-2023 Awards	2023-2024 Awards	2024-2025 Awards	3-Year Award Average
1305.90	Infants and Toddlers	Merced	2	5	3	3
Subtotal/Average			2	5	3	3
NCV/NML Supply Grand Total			374	424	514	437

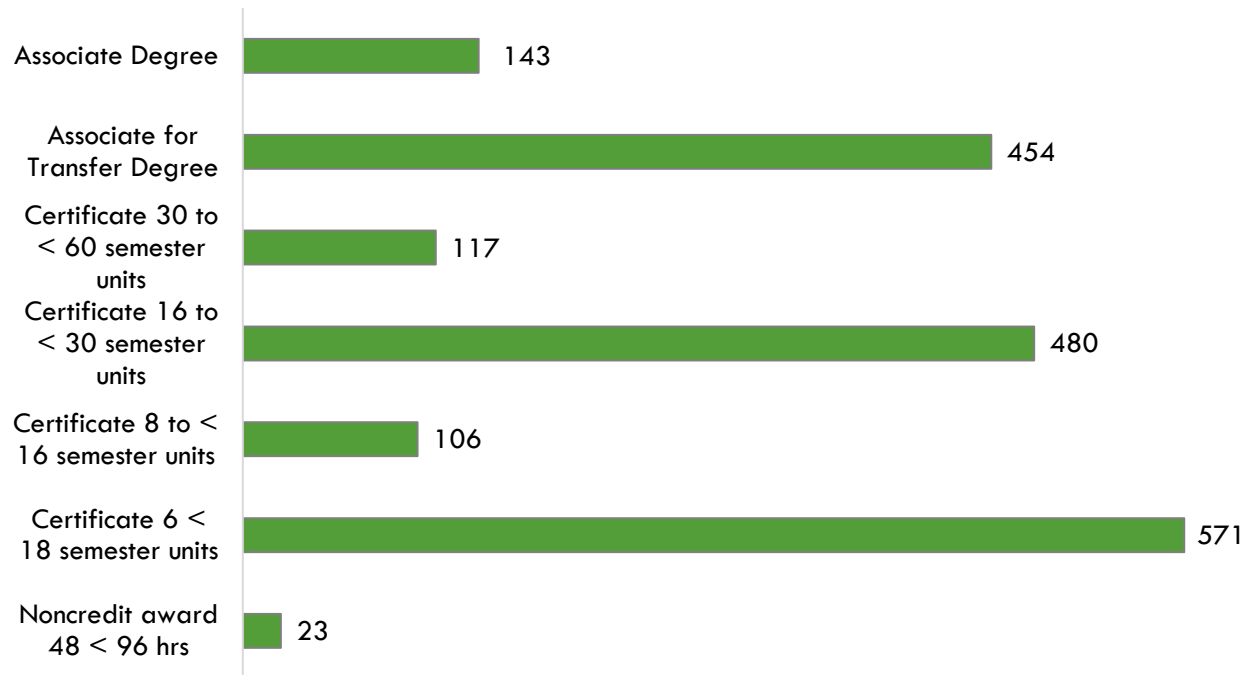
Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees)
2022-23 through 2024-25

TOP Code	Program	College	2022-2023 Awards	2023-2024 Awards	2024-2025 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	Bakersfield	16	13	25	18
		Fresno City	84	26	149	86
Subtotal/Average			100	39	174	104
0809.00	Special Education	Fresno City	3	2	5	3
		Sequoias	2	-	5	2
		Taft	-	1	-	-
Subtotal/Average			5	3	10	6
1305.00	Child Development/Early Care and Education	Bakersfield	174	159	145	159
		Cerro Coso	80	111	115	102
		Clovis	98	80	104	94
		Coalinga	-	166	210	125
		Fresno City	300	242	226	256
		Lemoore	-	283	272	185
		Madera	39	45	28	37
		Porterville	54	116	86	85
		Reedley	85	94	128	102
		Sequoias	302	478	440	407
		Taft	55	45	34	45
Subtotal/Average			1,187	1,819	1,788	1,598
1305.10		Bakersfield	9	78	115	67

TOP Code	Program	College	2022-2023 Awards	2023-2024 Awards	2024-2025 Awards	3-Year Award Average
	Child and Adolescent Development	Clovis	21	33	53	36
		Coalinga	-	10	10	7
		Sequoias	48	51	56	52
Subtotal/Average			78	172	234	161
1305.20	Children with Special Needs	Fresno City	14	2	4	7
		Reedley	-	2	1	1
		Sequoias	-	1	-	-
Subtotal/Average			14	5	5	8
1305.50	The School Age Child	Reedley	-	-	1	-
Subtotal/Average			-	-	1	-
1305.80	Child Development Administration and Management	Cerro Coso	5	2	8	5
Subtotal/Average			5	2	8	5
1305.90	Infants and Toddlers	Fresno City	16	3	10	10
		Sequoias	-	-	2	1
Subtotal/Average			16	3	12	10
SCV/SML Supply Grand Total			1,405	2,043	2,232	1,893

Exhibit 11 shows the annual average community college awards by type from 2022-23 through 2024-25. Of the 1,894 awards conferred in the SCV/SML subregion, 32% (597) of these awards were for an associate degree and an associate for transfer degree.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2022-2025



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for programs related to Education and Childcare Administrators, Preschool and Daycare in Kern Community College District (KCCD), the SCV/SML subregion, the CVML region, and California.

Of the 100,393 child development/early care and education program students statewide in the 2024-2025 academic year, 18% (17,674) attended a CVML institution. KCCD students that exited child development/early care and education programs in the 2023-2024 academic year had greater median annual earnings (\$35,248) compared to all child development/early care and education students in SCV/SML subregion (\$32,464). Notably, 44% of CVML region child development/early care and education students attained a living wage, which is greater than the percentage of students who attained a living wage statewide (31%).

Exhibit 12: Child Development/Early Care and Education (1305.00) Strong Workforce Program Metrics

SWP Metric	KCCD	SCV/SML Subregion	CVML Region	California
SWP Students	4,353	11,319	17,674	100,393
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	26%	24%	25%	23%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	86%	83%	79%	65%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	6%	7%	7%	7%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	6%	7%	7%	7%
SWP Students with a Job Closely Related to Their Field of Study	78%	78%	77%	81%
Median Annual Earnings for SWP Exiting Students	\$35,248 (\$16.95)	\$32,464 (\$15.61)	\$31,996 (\$15.38)	\$36,404 (\$17.50)
Median Change in Earnings for SWP Exiting Students	22%	27%	28%	30%
SWP Exiting Students Who Attained the Living Wage	56%	46%	44%	31%



2024-2025



2023-2024



2022-2023



N/A

Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupations studied in this report. Exhibits 13a and 13b show the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest.

Between 2021 and 2024, non-community college institutions in the SCV/SML subregion conferred an average of 435 awards annually in related programs.

Exhibit 13a: NCV/NML Subregional Non-Community College Awards, 2021-2024

CIP Code	Program	Institution	2021-22 Awards	2022-23 Awards	2023-24 Awards	3-Year Award Average
13.0401	Educational Leadership and Administration, General	California State University-Stanislaus	2	19	46	22
		University of the Pacific	31	30	16	26
Subtotal/Average			33	49	62	48
13.1001	Special Education and Teaching, General	University of the Pacific	-	-	-	-
Subtotal/Average			-	-	-	-
13.1210	Early Childhood Education and Teaching	California State University-Stanislaus	92	64	67	74
		Humphreys University-Stockton and Modesto Campuses	16	14	6	12
Subtotal/Average			108	78	73	86
NCV/NML Supply Grand Total			141	127	135	134

Exhibit 13b: SCV/SML Subregional Non-Community College Awards, 2021-2024

CIP Code	Program	Institution	2021-22 Awards	2022-23 Awards	2023-24 Awards	3-Year Award Average
13.0401	Educational Leadership and Administration, General	California State University-Bakersfield	6	2	6	5
		California State University-Fresno	43	46	56	48
		Fresno Pacific University	10	5	9	8
Subtotal/Average			59	53	71	61
13.1001	Special Education and Teaching, General	California State University-Bakersfield	-	6	15	7
		California State University-Fresno	34	44	24	34
Subtotal/Average			34	50	39	41
13.1210	Early Childhood Education and Teaching	California State University-Bakersfield	149	130	160	146
		California State University-Fresno	41	20	10	24
Subtotal/Average			190	150	170	170
19.0706	Child Development	California State University-Fresno	62	79	78	73
		Fresno Pacific University	98	104	68	90
Subtotal/Average			160	183	146	163
SCV/SML Supply Grand Total			443	436	426	435

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

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

- All occupations that require 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 CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. 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 in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/ Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. 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. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm
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. For more information, see https://www.onetonline.org/help/online/
Educational Supply	The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions
Student Metrics and Demographics	DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml

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