

Labor Market Analysis for Program Recommendation: 0802.00/Educational Aide (Teacher Assistant) (Education Foundations and Paraprofessional Educator Certificate of Achievement)

CVML Center of Excellence, December 2024



FOR LABOR MARKET RESEARCH
CENTRAL VALLEY/MOTHER LODGE

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☒	Endorsed: Some LMI Criteria Met ☐	Not LMI Endorsed ☐
Program LMI Endorsement Criteria			
	Yes ☒	No ☐	
Supply Gap:	Comments: There is projected to be 1,402 annual job openings throughout NCV/NML for <i>Tutors</i> and <i>Teaching Assistants, Except Postsecondary</i> , which is more than the 566 awards conferred by NCV/NML educational institutions (CC + non-CC) .		
	Yes ☒	No ☐	
Living Wage: (Entry-Level, 25 th)	Comments: All annual job openings for <i>Tutors</i> (\$17.20) and <i>Teaching Assistants, Except Postsecondary</i> (\$17.75), have entry-level hourly wages above the NCV/NML living wage of 16.81 .		
	Yes ☒	No ☐	
Education:	Comments: The majority of annual openings (82%) for the two occupations studied in this report typically require some college, no degree. Between 17% (Tutors) and 36% (Teaching Assistants, Except Postsecondary) of workers in the field have completed some college or an associate degree as their highest level of education.		
Emerging Occupation(s)			
	Yes ☐	No ☒	
Comments: N/A			

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

- Tutors (SOC 25-3041)
- Teaching Assistants, Except Postsecondary (SOC 25-9045)

Based on the available data, there appears to be a supply gap for *Tutors* and *Teaching Assistants, Except Postsecondary*. In addition to both occupations having entry-level hourly wages above the subregion's living wage, the majority of annual openings (82%) for the two occupations typically require some college, no degree. **Therefore, due to all 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 *Tutors* and *Teaching Assistants, Except Postsecondary*.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25 th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Tutors (25-3041)	NCV/NML: 249 SCV/SML: 526	NCV/NML: 566 SCV/SML: 2,123	NCV/NML: \$17.20 SCV/SML: \$16.04	Bachelor's Degree	17%
Teaching Assistants, Except Postsecondary (25-9045)	NCV/NML: 1,153 SCV/SML: 2,047		NCV/NML: \$17.75 SCV/SML: \$17.26	Some college, no degree	36%
Total	3,975	2,689	-	-	-

Demand:

- The number of jobs related to *Tutors* and *Teaching Assistants, Except Postsecondary* is projected to increase 9% through 2028 equating to 1,402 annual job openings (NCV/NML).
- The entry-level hourly wage for *Tutors* (\$17.20) and *Teaching Assistants, Except Postsecondary* (\$17.75) in the North Central Valley/Northern Mother Lode subregion is above the living wage of \$16.81.
- There were 867 online job postings for *Tutors* and *Teaching Assistants, Except Postsecondary* over the past 12 months. More than four-fifths of the job postings (82%) were for *Teaching Assistants, Except Postsecondary*.
- The typical entry-level education for *Tutors* is a bachelor's degree while for *Teaching Assistants, Except Postsecondary* is some college, no degree.
- Between 17% (*Tutors*) and 36% (*Teaching Assistants, Except Postsecondary*) of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2020 and 2023, there were 470 awards conferred by community colleges in the NCV/NML subregion.
- Between 2019 and 2022, non-community college institutions in the NCV/NML subregion conferred 96 awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for *Tutors and Teaching Assistants, Except Postsecondary* from 2018 through 2028. Employment in these occupations experienced a 4% decrease in 2021 (NCV/NML), but then experienced an increase of 8% in 2022 (NCV/NML), compared to the 5% increase across all occupations in 2022 (CVML). Employment projections through 2028 for *Tutors and Teaching Assistants, Except Postsecondary* is projected to remain steady across the two subregions and the region.

Exhibit 2: Annual Percent Change for Jobs in Tutors and Teaching Assistants, Except Postsecondary, 2018-2028

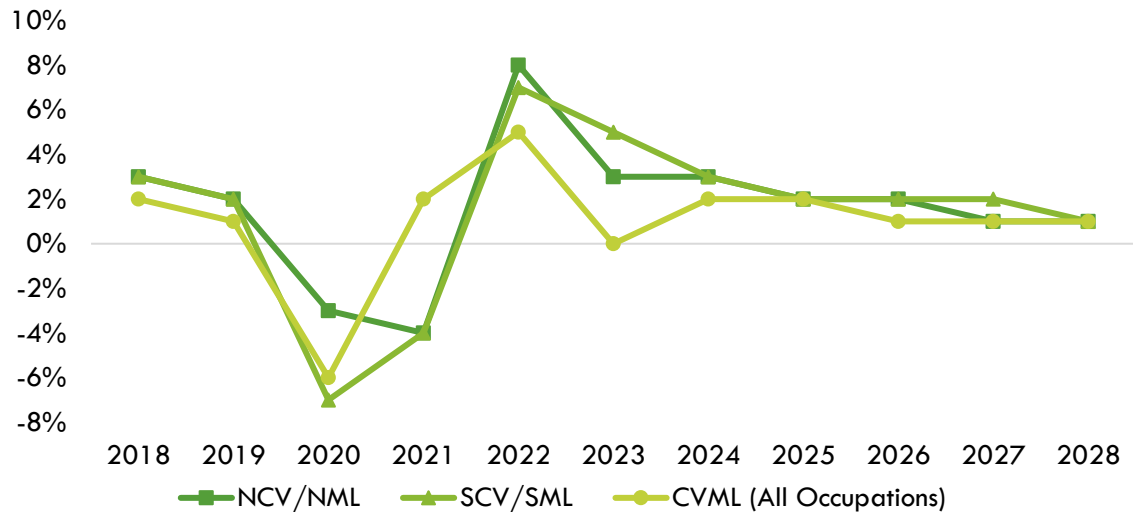


Exhibit 3 shows the five-year occupational demand projections for *Tutors and Teaching Assistants, Except Postsecondary*. In the NCV/NML subregion, the number of jobs related to these occupations is projected to increase by 9% through 2028. There is projected to be 1,402 jobs available annually in the NCV/NML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML and CVML¹

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
NCV/NML	9,557	10,421	864	9%	1,402
SCV/SML	17,032	18,766	1,734	10%	2,573
CVML	26,589	29,187	2,598	10%	3,975

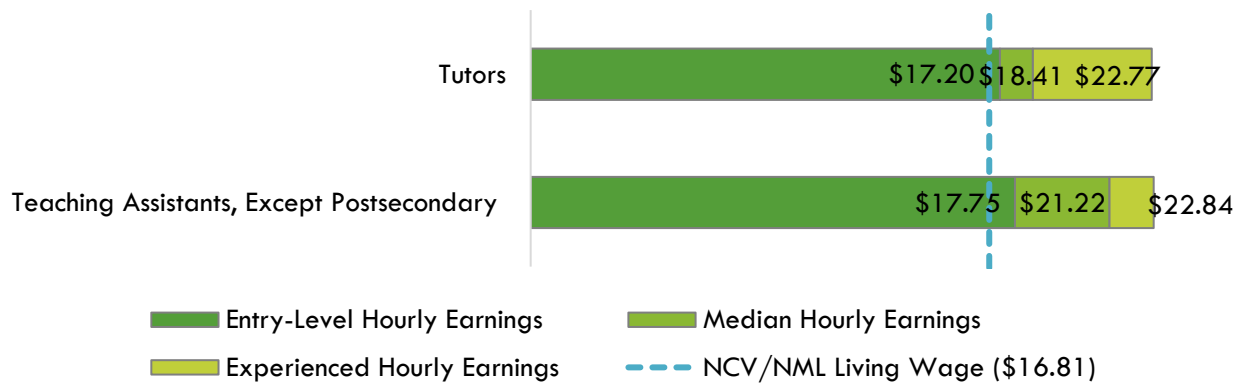
¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for *Tutors* and *Teaching Assistants, Except Postsecondary* 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 subregions and region.

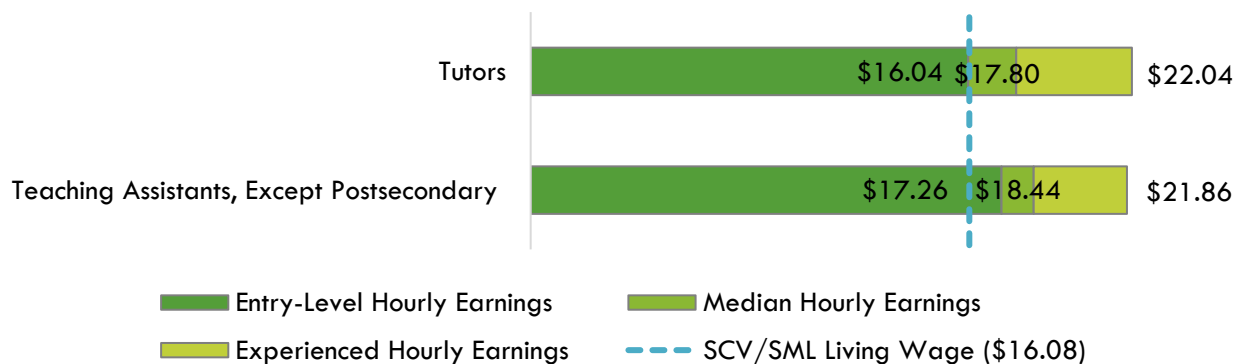
The typical entry-level hourly wage for *Tutors* (\$17.20) and *Teaching Assistants, Except Postsecondary* (\$17.75) are above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML average wage for these occupations is \$21.14, which is below the average statewide wage of \$22.55. Exhibit 4a shows the wage range for *Tutors* and *Teaching Assistants, Except Postsecondary* and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



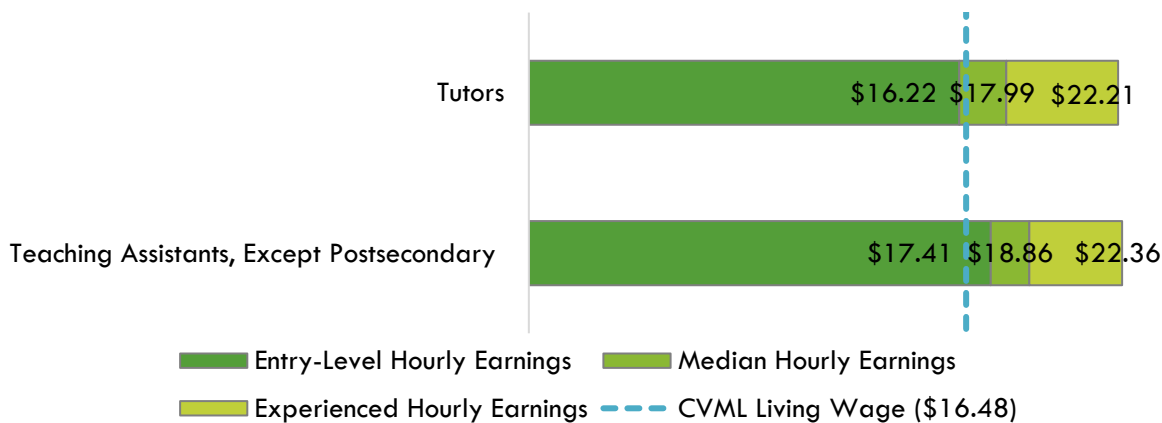
The typical entry-level hourly wage for *Tutors* (\$16.04) is slightly below the living wage for one adult in the SCV/SML subregion (\$16.08), and *Teaching Assistants, Except Postsecondary* (\$17.26) is above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion's average wage for these occupations is \$20.10, which is below the average statewide wage of \$22.55. Exhibit 4b shows the wage range for *Tutors* and *Teaching Assistants, Except Postsecondary* and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



The typical entry-level hourly wage for *Tutors* (\$16.22) is below the living wage for one adult in the CVML region (\$16.48) and *Teaching Assistants, Except Postsecondary* (\$17.41) is above the living wage for one adult in the CVML region (\$16.48). The CVML average wage for these occupations is \$20.47, which is below the average statewide wage of \$22.55. Exhibit 5 shows the wage range for *Tutors* and *Teaching Assistants, Except Postsecondary* and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

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 or phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors. 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 867 online job postings related to *Tutors* and *Teaching Assistants, Except Postsecondary* listed in the past 12 months. Exhibit 6 shows the number of job postings for these occupations.

Exhibit 6: Number of Job Postings by Occupation (n=867)

Occupation	Job Postings	Percentage of Job Postings
Teaching Assistants, Except Postsecondary	712	82%
Tutors	155	18%

The top employers in the region for *Tutors and Teaching Assistants, Except Postsecondary* by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=867)

Employer	Job Postings	Percentage of Job Postings
Merced County Office of Education	39	4%
University of California	39	4%
California State University	33	4%
Stanislaus County Office of Education	29	3%
Swing Education	27	3%
Catalyst Family	25	3%
Catalyst Kids	24	3%
Stepping Stones	23	3%
Modesto City Schools	21	2%
Patterson Joint Unified School District	18	2%

The top specialized, common, and software skills for *Tutors and Teaching Assistants, Except Postsecondary* listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=867)

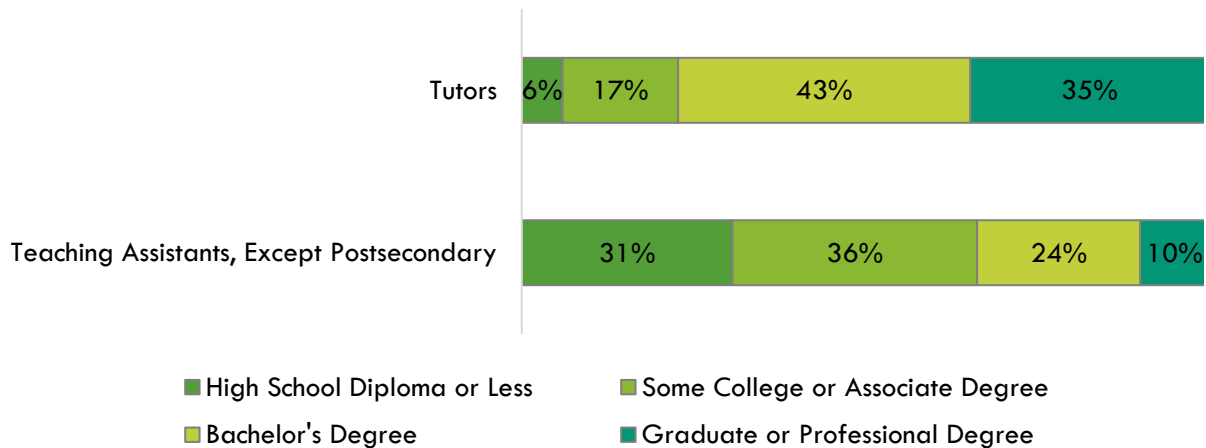
Top Specialized Skills	Top Common Skills	Top Software Skills
Special Education (220)	Teaching (313)	Google Workspace (36)
Child Development (174)	Communication (204)	Zoom (33)
Preschool Education (137)	English Language (151)	Microsoft PowerPoint (30)
Lesson Planning (121)	Mathematics (125)	Microsoft Excel (21)
Early Childhood Education (74)	Clerical Works (117)	Microsoft Office (17)
Working With Children (68)	Multilingualism (94)	Student Information Systems (17)
Classroom Management (64)	Writing (92)	Canva (10)
Toileting (51)	Management (91)	Microsoft Word (10)
Alternative Education (42)	Planning (85)	Google Classroom (9)
Legal Hearings (41)	Problem Solving (66)	PeopleSoft Applications (6)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for *Tutors* and some college, no degree for *Teaching Assistants, Except Postsecondary*. The national-level educational attainment data indicates that 36% of *Teaching Assistants, Except Postsecondary* and 17% of *Tutors* have completed some college or an associate degree as their highest level of education, as shown in Exhibit 9.

Of the 867 online job postings, 96% (equivalent to 834 postings) of cumulative job postings for *Tutors* and *Teaching Assistants, Except Postsecondary* listed a minimum education requirement in the NCV/NML subregion, and 39% (327) requested a high school diploma or GED.

Exhibit 9: National-level Educational Attainment for Tutors and Teaching Assistants, Except Postsecondary



Educational Supply

Community College Supply:

Exhibit 10 shows the annual and three-year average number of awards conferred by community colleges in the related TOP codes: Educational Aide (Teacher Assistant) (0802.00), Special Education (0809.00), Other Education (0899.00), Child Development/Early Care and Education (1305.00), Child and Adolescent Development (1305.10), Children with Special Needs (1305.20), Preschool Age Children (1305.40), The School Age Child (1305.50), and Infants and Toddlers (1305.90). The colleges with the most completions are College of the Sequoias, Fresno City, Bakersfield, and Modesto.

Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees) 2020-21 through 2022-23

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	San Joaquin Delta	1	-	1	1
		Subtotal	1	-	1	1
1305.00	Child Development/Early Care and Education	Columbia	21	20	20	20
		Merced	91	118	71	93
		Modesto	252	266	197	238
		San Joaquin Delta	40	71	63	58
		Subtotal	404	475	351	410
1305.20	Children with Special Needs	Modesto	16	11	2	10
		Subtotal	16	11	2	10
1305.40	Preschool Age Children	San Joaquin Delta	50	53	44	49
		Subtotal	50	53	44	49
1305.90	Infants and Toddlers	Merced	-	-	2	1
		Subtotal	-	-	2	1
NCV/NML Supply Total/Average			471	539	400	470

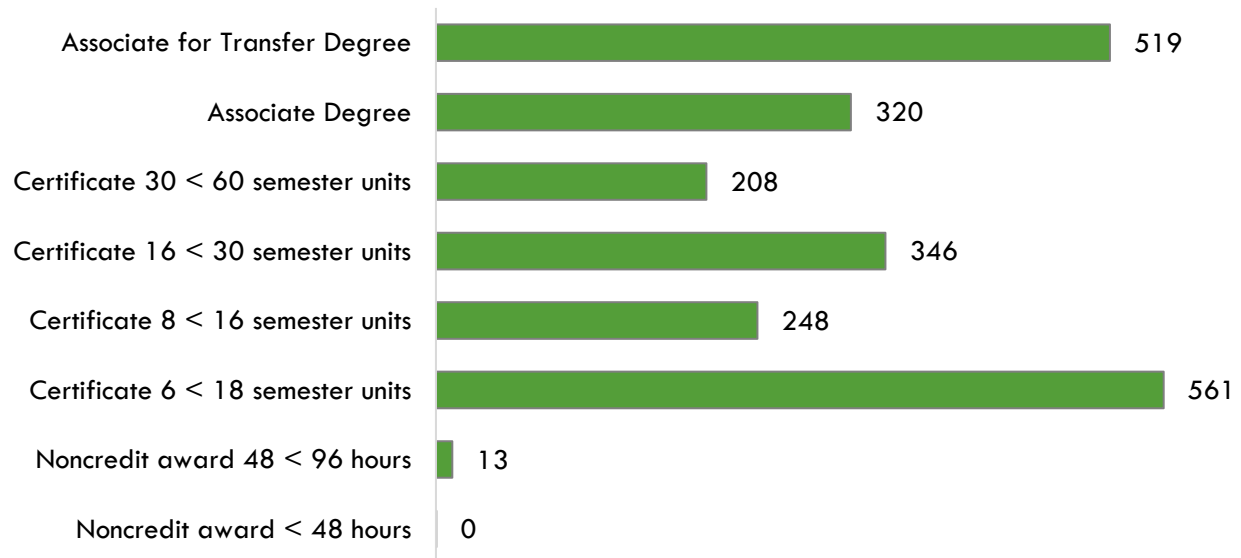
Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees)
2020-21 through 2022-23

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	Bakersfield	9	11	16	12
		Fresno City	1	-	84	28
		Subtotal	10	11	100	40
0809.00	Special Education	Fresno City	2	-	4	2
		Sequoias	-	-	2	1
		Taft	7	4	-	4
		Subtotal	9	4	6	6
0899.00	Other Education	Bakersfield	-	-	1	0
		Subtotal	-	-	1	0
1305.00	Child Development/Early Care and Education	Bakersfield	312	215	174	234
		Cerro Coso	91	50	80	74
		Clovis	29	95	98	74
		Fresno City	275	199	300	258
		Madera	16	51	39	35
		Porterville	110	144	54	103
		Reedley College	90	109	92	97
		Sequoias	338	365	302	335
		Taft	86	88	60	78
		West Hills Coalinga	158	127	102	129
		West Hills Lemoore	113	292	165	190
		Subtotal	1,618	1,735	1,466	1,606
1305.10	Child and Adolescent Development	Bakersfield	-	-	9	3
		Clovis	-	7	21	9
		Sequoias	50	51	48	50
		West Hills Coalinga	5	6	8	6
		Subtotal	55	64	86	68
1305.20	Children with Special Needs	Clovis	-	-	1	0
		Fresno City	6	6	14	9

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
		Madera	-	1	-	0
		Reedley	1	2	-	1
		Taft	2	4	1	2
		Subtotal	9	13	16	13
1305.50	The School Age Child	Clovis	-	-	2	1
		Reedley	-	1	-	0
		Subtotal	-	1	2	1
1305.90	Infants and Toddlers	Fresno City	4	9	16	10
		Subtotal	4	9	16	10
SCV/SML Supply Total/Average			1,705	1,837	1,693	1,746

Exhibit 11 shows the annual average community college awards by type from 2020-21 through 2022-23. Of the 2,215 awards conferred in the CVML region, 25% were for a Certificate 6 < 18 semester units, followed by 23% for an Associate Degree (Transfer).

Exhibit 11: Annual Average Community College Awards by Type, 2020-21 through 2022-23



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for Educational Aide (Teacher Assistant) programs in Yosemite Community College District (YCCD), the NCV/NML subregion, the CVML region, and California. Of the 2,169 Educational Aide (Teacher Assistant) students statewide in the 2022-23 academic year, 27% (586) attended a CVML institution.

CVML students that exited Educational Aide (Teacher Assistant) programs in the 2021-22 academic year had median annual earnings (\$29,212), which is below the statewide median annual earnings (\$30,848). Notably, 64% of NCV/NML Educational Aide (Teacher Assistant) students attained a living wage, which is higher than the percentage of students who attained a living wage in both the CVML region (59%) and statewide (46%).

Exhibit 12: Educational Aide (Teacher Assistant) (0802.00) Strong Workforce Program Metrics

SWP Metric	YCCD	NCV/NML Region	CVML Region	California
SWP Students	66	230	586	2,169
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	21%	15%	18%	14%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	N/A	97%	56%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	N/A	16%	9%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	N/A	16%	15%	14%
SWP Students with a Job Closely Related to Their Field of Study	N/A	N/A	70%	75%
Median Annual Earnings for SWP Exiting Students	N/A	\$32,548 (\$15.65)	\$29,212 (\$14.04)	\$30,848 (\$14.83)
Median Change in Earnings for SWP Exiting Students	N/A	35%	26%	36%
SWP Exiting Students Who Attained the Living Wage	N/A	64%	59%	46%



2022-23



2021-22



2020-21



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 *Tutors* and *Teaching Assistants, Except Postsecondary*. Exhibit 13 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Codes: Bilingual and Multilingual Education (13.0201), Special Education and Teaching, General (13.1001), Early Childhood Education and Teaching (13.1210), Teacher Assistant/Aide (13.1501), Education, Other (13.9999), and Child Development (19.0706). Between 2019 and 2022, non-community colleges in the CVML region conferred an average of 473 awards annually in related training programs.

Exhibit 13a: NCV/NML Subregional Non-Community College Awards, 2019-2022

CIP Code	Program	Institution	2019-2020 Awards	2020-2021 Awards	2021-2022 Awards	3-Year Award Average
13.1001	Special Education and Teaching, General	University of the Pacific	-	-	-	-
		Subtotal	-	-	-	-
13.1210	Early Childhood Education and Teaching	California State University, Stanislaus	57	78	92	76
		Humphreys University-Stockton and Modesto Campuses	25	18	16	20
		Subtotal	82	96	108	96
NCV/NML Supply Total/Average			82	96	108	96

Exhibit 13b: SCV/SML Subregional Non-Community College Awards, 2019-2022

CIP Code	Program	Institution	2019-2020 Awards	2020-2021 Awards	2021-2022 Awards	3-Year Award Average
13.0201	Bilingual and Multilingual Education	Fresno Pacific University	-	-	-	-
		Subtotal	-	-	-	-
13.1001	Special Education and Teaching, General	California State University, Fresno	28	42	34	35
		Fresno Pacific University	-	-	-	-
		Subtotal	28	42	34	35
13.1210	Early Childhood Education and Teaching	California State University, Bakersfield	108	140	149	132
		California State University, Fresno	96	83	41	73
		Fresno Pacific University	-	-	-	-
		Subtotal	204	223	190	206
13.9999	Education, Other	California State University, Fresno	-	-	-	-
		Fresno Pacific University	-	-	-	-
		Subtotal	-	-	-	-
19.0706	Child Development	California State University, Fresno	-	-	62	21
		Fresno Pacific University	84	167	98	116
		Subtotal	84	167	160	137
SCV/SML Supply Total/Average			316	432	384	377

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/

Data Type	Source
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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