March 2023

Labor Market Analysis

Music Teachers

Prepared by Central Valley/Mother Lode Center of Excellence

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Table of Contents

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 Fresno City 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 Music Teachers, which is classified under:

- Self-Enrichment Teachers (SOC 25-3021)

Key Findings

- **Occupational Demand —** Between 2021 and 2026, *Self-Enrichment Teachers* are projected to have 205 annual job openings in the South Central Valley/Southern Mother Lode (SCV/SML) subregion; a projected growth rate of eight percent. More than 300 jobs openings are projected in the CVML region.

- **Wages —** Average entry-level earnings of $14.54/hour for *Self-Enrichment Teachers* are higher than the living wage in the SCV/SML subregion, which is $11.91/hour for a single adult.[1]

- **Employers —** Employers in the SCV/SML subregion include Wonderful College Prep Academy, Central Unified School District, and Grimmway Schools.

- **Skills —** The top specialized skills are music instruction, piano, guitars, lesson planning, and working with children.

- **Education —** A high school diploma or equivalent is typically required for *Self-Enrichment Teachers*.

- **Supply and Demand Analysis —** Based on 205 annual openings (i.e., demand), and 22 postsecondary degrees awarded (i.e., supply), an analysis of supply and demand suggests there is an undersupply of 183 workers in the SCV/SML subregion. In the CVML region, 27 awards were conferred suggesting an undersupply of 278 workers – using the 305 annual job 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. Based on these findings, it is recommended that Fresno City College work with the regional directors, the college's advisory board, and local industry in the expansion or creation of new music programs.

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[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://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/.

Introduction

The Central Valley/Mother Lode Center of Excellence developed this report to provide Fresno City College with labor market information for *Self-Enrichment Teachers*. 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 music resulted in the identification of one applicable occupation, *Self-Enrichment Teachers*. The Standard Occupational Classification (SOC) System code and occupational title used in this report from the Bureau of Labor Statistics and O*NET OnLine is shown below:
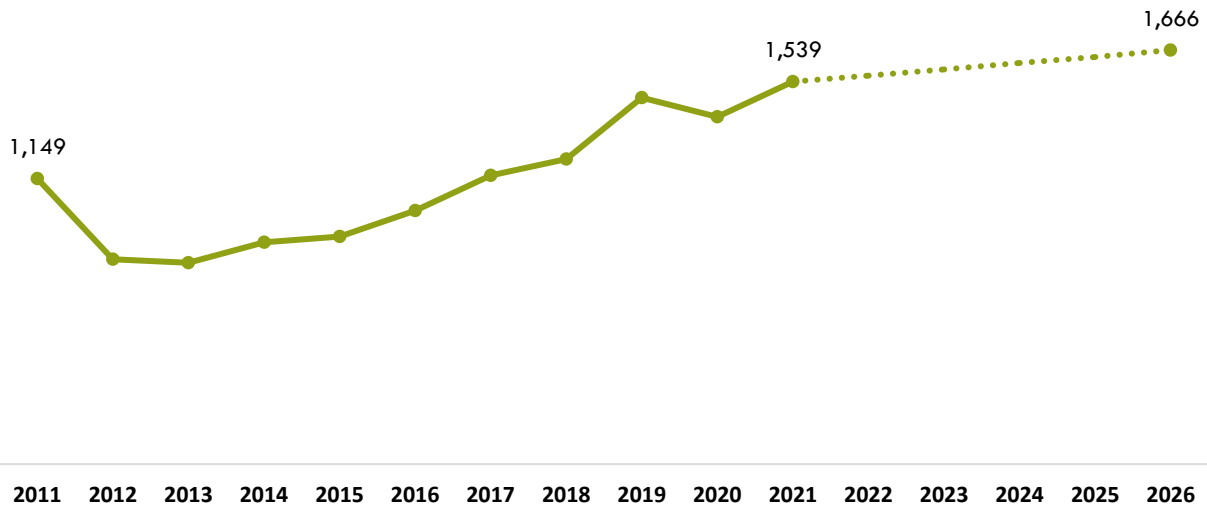
Self-Enrichment Teachers (SOC 25-3021)

- **Job Description:** Teach or instruct individuals or groups for the primary purpose of self-enrichment or recreation, rather than for an occupational objective, educational attainment, competition, or fitness.
- **Knowledge:** Education and Training, Customer and Personal Service, and English Language
- **Skills:** Speaking, Active Listening, Instructing, Learning Strategies, Active Learning, Critical Thinking, and Monitoring

Occupational Demand

Exhibit 1a shows trends for *Self-Enrichment Teachers* in the SCV/SML subregion. Between 2021 to 2026, the number of jobs for *Self-Enrichment Teachers* is projected to increase by 127 jobs, or eight percent.

Exhibit 1a. Occupational projections for *Self-Enrichment Teachers* in the SCV/SML subregion

Between 2021 to 2026, demand for *Self-Enrichment Teachers* in the SCV/SML subregion is 205 annual openings and a projected growth rate of eight percent (Exhibit 1b).

Exhibit 1b. Occupational projections for *Self-Enrichment Teachers* in the SCV/SML subregion

| Occupation	2021 Jobs	2026 Jobs	5-Year Change	5-Year % Change	Annual Openings
Self-Enrichment Teachers	1,539	1,666	127	8%	205
TOTAL	**1,539**	**1,666**	**127**	**8%**	**205**

Wages

The average living wage for a single adult in the SCV/SML subregion is $11.91/hour.[2] Exhibit 2a shows the hourly wages of *Self-Enrichment Teachers*, entry-level wage of $14.54/hour (25th percentile) 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. *Self-Enrichment Teachers* **hourly wages in the SCV/SML subregion**

Occupation	Pct. 25 Hourly Earnings	Median Hourly Earnings	Pct. 75 Hourly Earnings
Self-Enrichment Teachers	$14.54	$19.11	$31.38

Exhibit 2b shows the average hourly wages for *Self-Enrichment Teachers*; the average entry-level wage is slightly higher than the living wage for the SCV/SML subregion.

Exhibit 2b. *Self-Enrichment Teachers* **average hourly wages in the SCV/SML subregion**
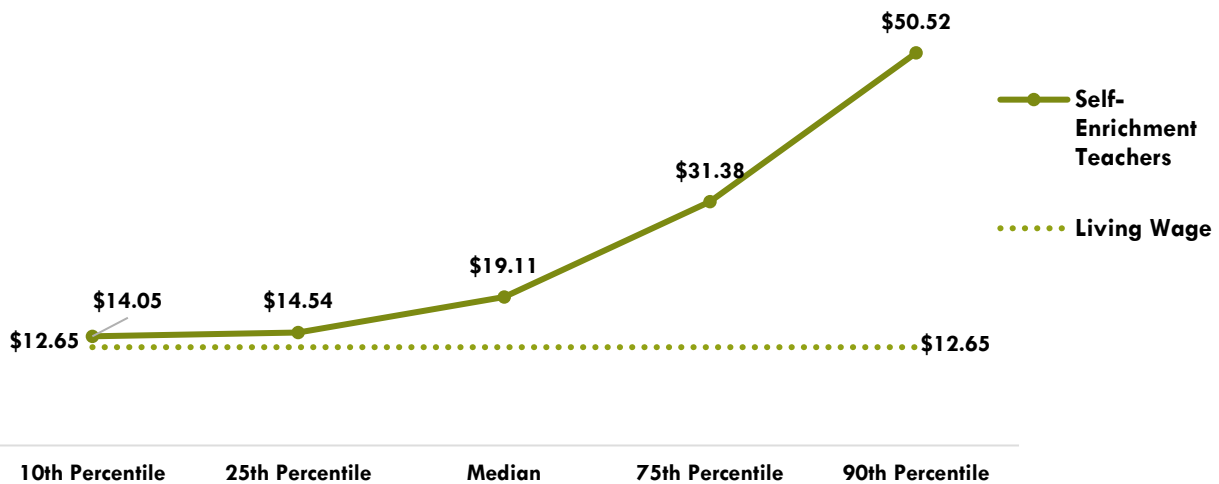
Job Postings

There were 48 job postings for Music Teachers (mostly classified under *Self-Enrichment Teachers)* in the SCV/SML subregion from March 2022 to February 2023.[4]

Top Employers

The top employers with the most job postings are listed in Exhibit 3. The top employers in online job postings were Wonderful College Prep Academy, Central Unified School District, and Grimmway Schools.

Exhibit 3. Top employers of *Self-Enrichment Teachers* by number of job postings

Employer
Wonderful College Prep Academy
Central Unified School District
Grimmway Schools
Aspen Public Schools
Bakersfield City School District

Salaries

Exhibit 4 shows the "Market Salaries" for *Self-Enrichment Teachers*. These are calculated by Lightcast 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 4. Market salaries for *Self-Enrichment Teachers*

Market Salary	Job Postings
$35,000-$39,999	13
$40,000-$44,999	5
$45,000-$49,999	3
$50,000-$54,999	3
$55,000-$59,999	1

[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.

Education

Of the 48 job postings, 29 listed a preferred or minimum educational requirement for the position being filled. Among those, 17% requested high school or GED, 14% requested an associate degree, and 3% requested a bachelor's degree (Exhibit 5).

Exhibit 5. Education levels requested in job postings for *Self-Enrichment Teachers*

Education Level	Job Postings	% of Job Postings
No Education Listed	19	66%
High school or GED	5	17%
Associate degree	4	14%
Bachelor's degree	1	3%

Baseline, Specialized, and Software Skills

Exhibit 6 depicts the top baseline, specialized, and software skills in job postings. The three most important baseline skills are teaching, communication, and customer service. The top three specialized skills are music instruction, piano, and guitars. The top software is Zoom.

Exhibit 6. In-demand skills for *Self-Enrichment Teachers*

Baseline Skills	Specialized Skills	Software Skills
Teaching	Music Instruction	Zoom
Communication	Piano	Microsoft Office
Customer Service	Guitars	Google Workspace
Planning	Lesson Planning	Learning Management Systems
Organization	Working with children	Student Information Systems

Education, Work Experience, & Training

A high school diploma or equivalent is typically required for all *Self-Enrichment Teachers* (Exhibit 7).

Exhibit 7. Education, work experience, training, and Current Population Survey results for *Self-Enrichment Teachers*[5]

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Self-Enrichment Teachers	High School Diploma or Equivalent	Less than 5 years	None	26.3%

Supply

An analysis of program data from Datamart and Integrated Postsecondary Education Data System (IPEDS) for relevant programs show that, on average, 27 awards were conferred in the CVML region (Exhibit 8 and 9).

Exhibit 8. TOP and CIP codes for *Self-Enrichment Teachers*

| TOP Titles	CIP Titles
1005.00 Commercial Music	50.0913 Music Technology 50.0917 Sound Arts

Exhibit 9. Postsecondary supply for *Self-Enrichment Teachers*

Program	College	Associate Degree	Certificate 12 < 18 Semester Units	Certificate 30 < 60 Semester Units	Certificate 6 < 18 Semester Units	Subtotal
Commercial Music (1005.00)	Bakersfield			10		10
	Fresno City	2	3	3		8
	Modesto				5	5
	Sequoias				4	4
TOTAL SCV/ SML		2	3	13	4	22
TOTAL CVML		2	3	13	9	27

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

There is an undersupply of 183 *Self-Enrichment Teachers* in the SCV/SML subregion and an undersupply of 278 workers in the region (Exhibit 10).

Exhibit 10. *Self-Enrichment Teachers* workforce demand (annual job openings), postsecondary awards (supply), and additional students needed to fill gap in the SCV/SML subregion and region
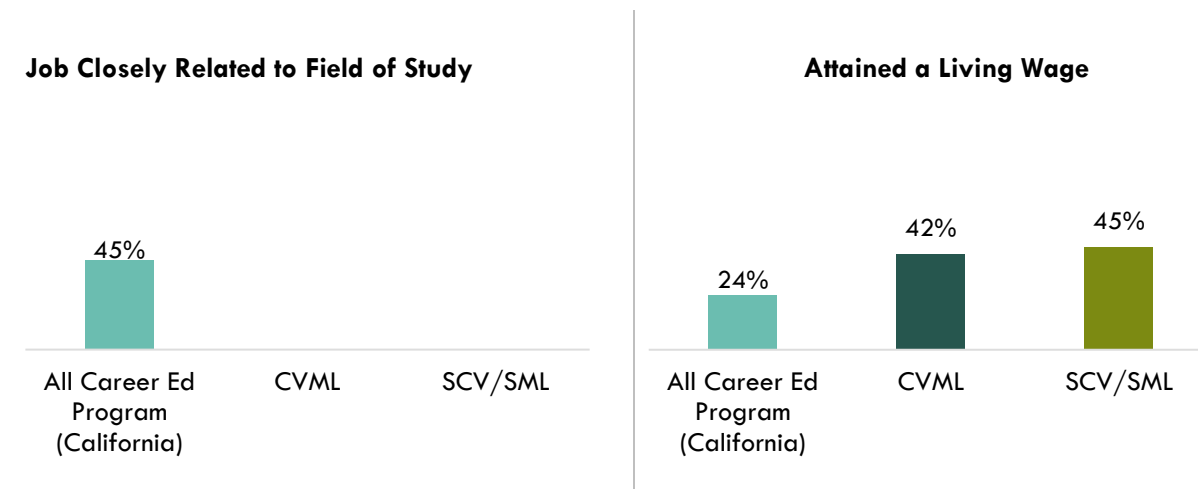
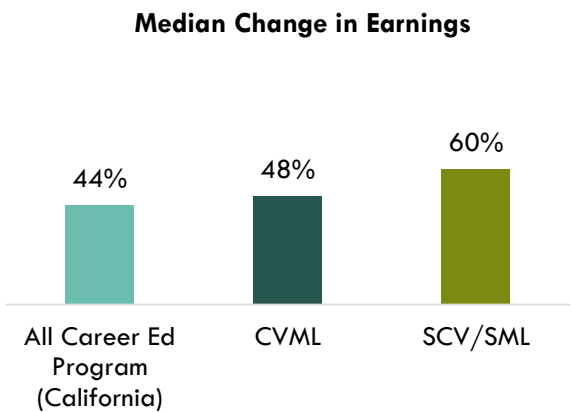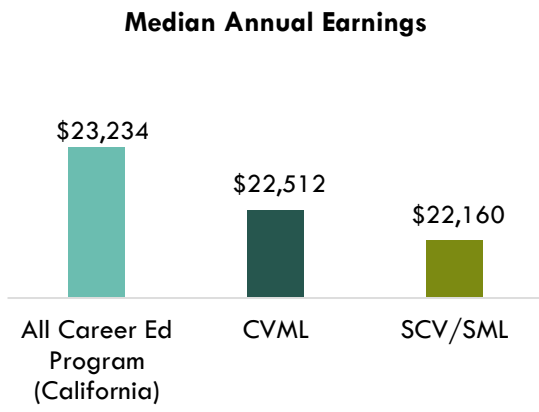|		
SCV/SML	Demand	205
	Supply + Gap	22 — 183 (Undersupply)
CVML	Demand	305
	Supply + Gap	27 — 278 (Undersupply)
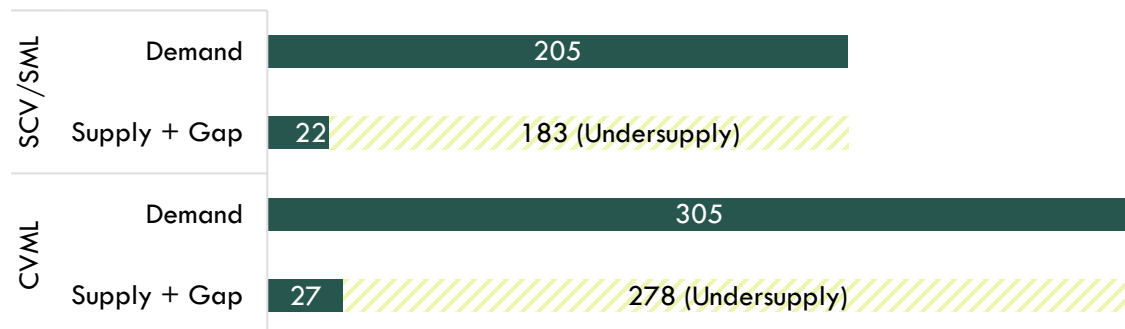
Student Outcomes

Exhibits 11a -11b summarize outcomes from California Community College Chancellor's Cal-PASS Plus LaunchBoard for TOP codes related to *Commercial Music*. Notably, there were 18 students who got a degree or certificate or attained apprenticeship journey status, and 18 students who transferred.

Exhibit 11a. Regional metrics for TOP 1005.00 – Commercial Music

Metric	1005.00 - Commercial Music
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	18
Number of Students Who Transferred	18

Exhibit 11b. Metrics for TOP 1005.00 – Commercial Music

Job Closely Related to Field of Study

All Career Ed Program (California)	CVML	SCV/SML
45%		

Attained a Living Wage

All Career Ed Program (California)	CVML	SCV/SML
24%	42%	45%

Median Annual Earnings

$23,234	$22,512	$22,160
All Career Ed Program (California)	CVML	SCV/SML

Median Change in Earnings

44%	48%	60%
All Career Ed Program (California)	CVML	SCV/SML

Recommendation

Based on a comparison of demand and supply, there is an undersupply of 278 trained workers in the CVML region. Based on these findings, it is recommended that Fresno City College work with the regional directors, the college's advisory board, and local industry in the expansion or creation of new music programs.

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	Lightcast.
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.