

February 2021

Labor Market Analysis

Early Childhood Educators



Prepared by the Central Valley/Mother Lode Center of Excellence

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

Please note the COVID-19 statement on page 2 when considering this report's findings.

This study conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for early childhood educators. Four occupations related to early childhood educators were identified for Clovis Community College:

- 25-9045, Teaching Assistants, Except Postsecondary
- 39-9011, Childcare Workers
- 25-2011, Preschool Teachers, Except Special Education
- 11-9031, Education and Childcare Administrators, Preschool and Daycare

Key findings:

- **Occupational demand** — Nearly 31,500 workers were employed in jobs related to early childhood educators in 2019 in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is teaching assistants, except postsecondary with 16,991 workers in 2019, a projected growth rate of 3% over the next five years, and 1,818 annual openings.
- **Wages** — Education and childcare administrators (preschool and daycare) earn the highest entry-level wage, \$15.61/hour in the subregion and \$14.95/hour in the region.
- **Employers** — Employers with the most job postings in the subregion are Fresno Unified School District, Visalia Unified School District, and Language Trainers.
- **Occupational titles** — The most common occupational title in job postings in the subregion is teacher assistants. The most common job title is regular babysitter for one child.
- **Skills and certifications** — The top baseline skill is organizational skills, the top specialized skill is teaching, and the top software skill is Microsoft Excel. The most in-demand certification is First Aid/CPR/AED.
- **Education** — Some college, no college is typically required for teaching assistants (except postsecondary), and a high school diploma or the equivalent is the typical entry-level education required for childcare workers. Preschool teachers (except special education) typically have an associate degree, and education and childcare administrators (preschool and daycare) typically have a bachelor's degree.
- **Supply** — Analysis of postsecondary completions in the region shows that on average 2,056 awards were conferred in the Central Valley/Mother Lode region each year.

Based on a comparison of occupational demand and supply, there is an undersupply of 1,589 trained workers in the subregion and 3,693 workers in the region. The Center of Excellence recommends that Clovis Community College work with the college's advisory board, and local industry in the expansion of programs to address the shortage of early childhood educators workers in the region.

Introduction

The Central Valley/Mother Lode Center of Excellence was asked by Clovis Community College to provide labor market information for early childhood educators. 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. The average living wage for a single adult in the South Central Valley/Southern Mother Lode (SCV/SML) subregion is \$10.30/hour.¹ Analysis of the program and occupational data related to early childhood educators resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 25-9045, Teaching Assistants, Except Postsecondary
- 39-9011, Childcare Workers
- 25-2011, Preschool Teachers, Except Special Education
- 11-9031, Education and Childcare Administrators, Preschool and Daycare

The occupational titles, job descriptions, sample job titles, and knowledge and skills from the Bureau of Labor Statistics and O*NET OnLine are shown below.

Teaching Assistants, Except Postsecondary

Job Description: Teach vocational courses intended to provide occupational training below the baccalaureate level in subjects such as construction, mechanics/repair, manufacturing, transportation, or cosmetology, primarily to students who have graduated from or left high school. Teaching takes place in public or private schools whose primary business is academic or vocational education.

Knowledge: Education and Training, English Language, Mechanical, Customer and Personal Service, Mathematics

Skills: Active Listening, Instructing, Learning Strategies, Active Learning, Reading Comprehension

Childcare Workers

Job Description: Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.

Knowledge: Customer and Personal Service, English Language, Education and Training, Public Safety and Security, Psychology

Skills: Monitoring, Service Orientation, Social Perceptiveness, Active Listening, Coordination

Preschool Teachers, Except Special Education

Job Description: Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.

Knowledge: Education and Training, English Language, Public Safety and Security, Customer and Personal Service, Psychology

Skills: Instructing, Speaking, Active Listening, Learning Strategies, Coordination

Education and Childcare Administrators, Preschool and Daycare

Job Description: Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.

Knowledge: Customer and Personal Service, Education and Training, Administration and Management, English Language, Psychology

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

Skills: Active Listening, Coordination, Critical Thinking, Monitoring, Reading Comprehension

Occupational Demand

The South Central Valley/Southern Mother Lode subregion employed 31,486 workers in early childhood educators occupations in 2019 (Exhibit 1). The largest occupation is teaching assistants, except postsecondary with 16,991 workers in 2019. This occupation is projected to grow by 3% over the next five years and has the greatest number of projected annual openings, 1,818.

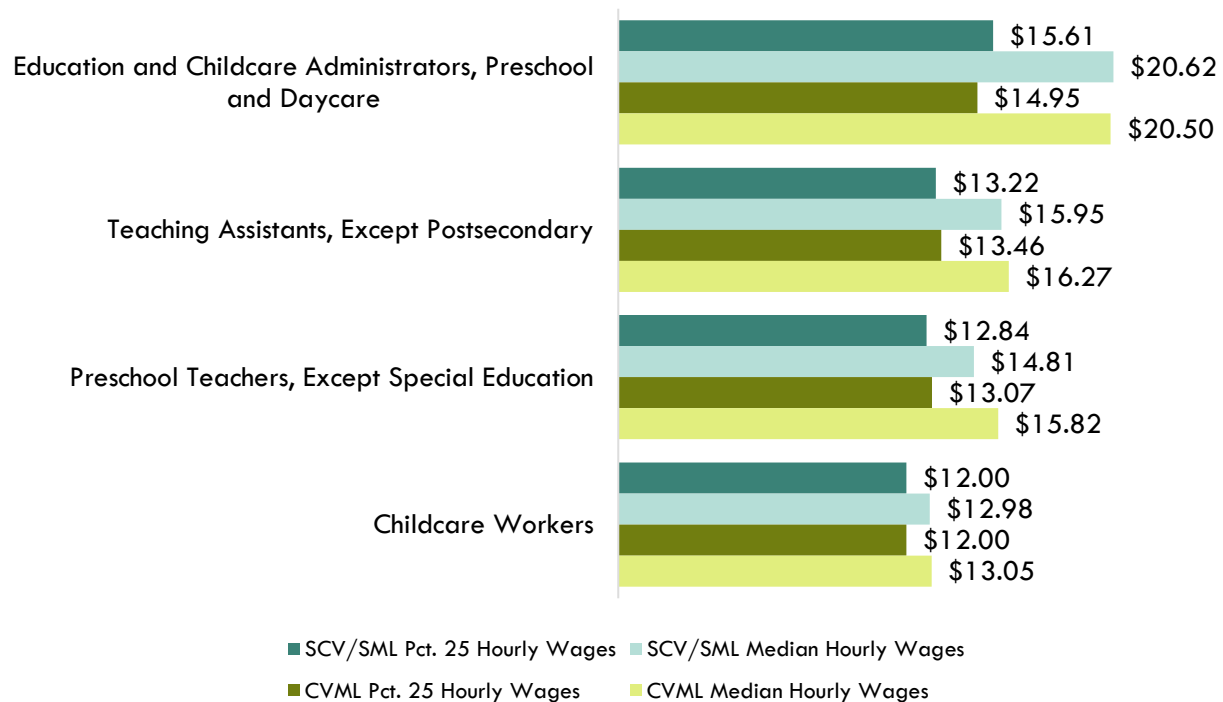
Exhibit 1. Early childhood educators employment and occupational projections in the SCV/SML subregion

Occupation	2019 Jobs	2024 Jobs	5-Year Change	5-Year % Change	Annual Openings
Teaching Assistants, Except Postsecondary	16,991	17,562	572	3%	1,818
Childcare Workers	10,638	10,007	(631)	(6%)	1,448
Preschool Teachers, Except Special Education	3,406	3,488	82	2%	345
Education and Childcare Administrators, Preschool and Daycare	451	452	1	0%	33
TOTAL	31,486	31,510	24	0%	3,645

Wages

Exhibit 2 compares the entry-level and experienced wages of the early childhood educators occupations. Education and childcare administrators (preschool and daycare) earn the highest entry-level wage, \$15.61/hour in the subregion and \$14.95/hour in the region.

Exhibit 2. Entry-level and experienced wage comparison in the SCV/SML subregion and region



Job Postings

There were 1,052 job postings for the four occupations in the SCV/SML subregion from August 2020 to January 2021.² The employers with the most job postings are listed in Exhibit 3.

Exhibit 3. Top employers of early childhood educators by number of job postings

Employer	Job Postings	% Job Postings
Fresno Unified School District	98	11%
Visalia Unified School District	69	8%
Language Trainers	27	3%
Fresno County Superintendent Of Schools	17	2%
Community Action Partnership Of Kern	15	2%
Kings County Office Education	15	2%
Sanger Unified School District	15	2%
Sitter	14	2%
Central Unified School District	13	1%
Kings Canyon Unified School District	13	1%

Exhibit 4 shows how job postings for the targeted occupations in the SCV/SML subregion are distributed across five O*NET OnLine occupations. The occupational title teacher assistants is listed in 513 job postings. Note how this occupational title dominates the job posting results. Common job titles in postings include Regular Babysitter For 1 Child in 53 job postings, Nanny For 1 Child in 42 job postings, and Nanny For 2 Children in 34 job postings.

Exhibit 4. Top occupational titles in job postings for early childhood educators

Occupational Title	Job Postings	% of Job Postings
Teacher Assistants	513	49%
Childcare Workers	220	21%
Preschool Teachers, Except Special Education	189	18%
Nannies	108	10%
Education Administrators, Preschool and Childcare Center/Program	22	2%

Salaries

Exhibit 5 shows the “Market Salaries” for early childhood educators occupations that are calculated by Burning Glass which uses a machine learning model built off of millions of job postings every year, and accounts for adjustments based on locations, industry, skills, experience, education requirements, among other variables.

² 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.

Exhibit 5. Salaries for early childhood educators

Market Salary Percentile	Salary Amount
10th Percentile	\$23,784
25th Percentile	\$27,098
50th Percentile	\$32,017
75th Percentile	\$41,352
90th Percentile	\$58,468

Education

Of the 1,052 job postings, 571 listed an education level preferred for the positions being filled. Of those, 79% requested high school or vocational training, 40% requested an associate degree, and 12% requested a bachelor's degree (Exhibit 6). A job posting can indicate more than one education level. Hence, the percentages shown in the chart below total more than 100%.

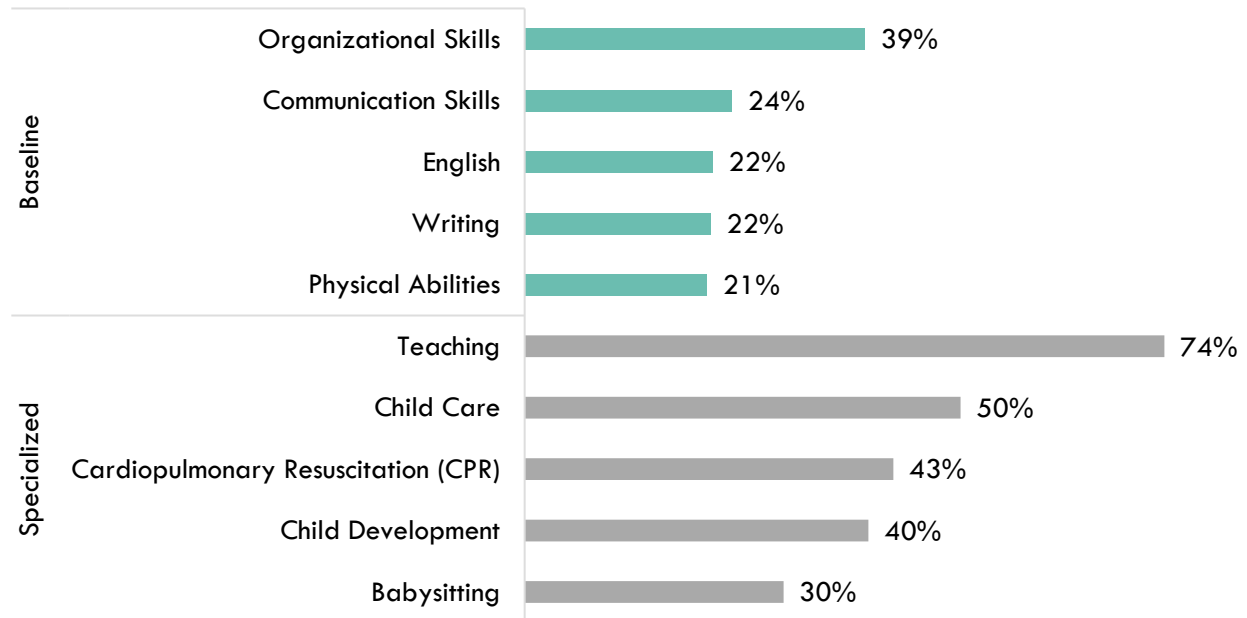
Exhibit 6. Education levels requested in job postings for early childhood educators

Education Level	Job Postings	% of Job Postings
High school or vocational training	449	79%
Associate degree	227	40%
Bachelor's degree	66	12%
Master's degree	11	2%

Baseline and Specialized Skills

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are organizational skills, 39% of job postings, communication, 24%, and English, 22%. The top three specialized skills are teaching, 74% of job postings, childcare, 50%, and CPR, 43%.

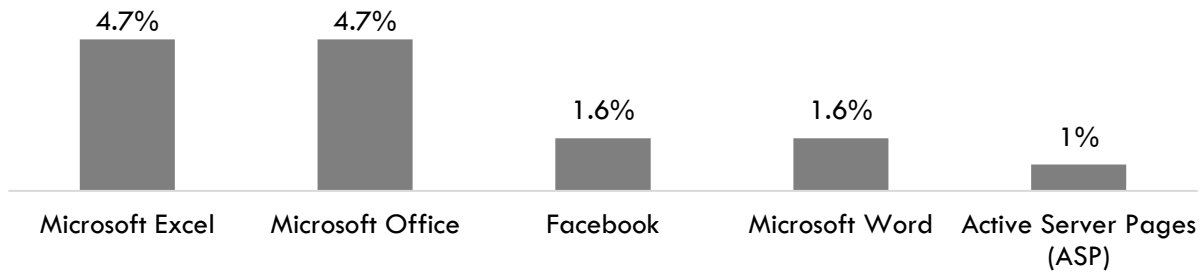
Exhibit 7. In-demand early childhood educator baseline and specialized skills



Software Skills

Analysis also included the software skills most in demand by employers. Microsoft Excel and Office were the top two software skills identified in job postings (Exhibit 8).

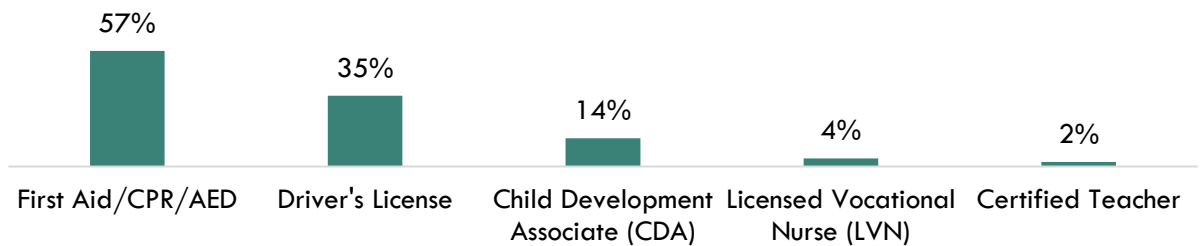
Exhibit 8. In-demand early childhood educator software skills



Certifications

Of the 1,052 job postings, 341 contained certification data. Among those, 57% indicated a need for a First Aid/CPR/AED. The next top certifications are driver’s license and Child Development Associate (Exhibit 9). (Due to the low number of job postings with certifications listed, the chart below may not be representative of the full sample.)

Exhibit 9. Top early childhood educator certifications requested in job postings



Education, Work Experience & Training

Some college, no college is typically required for teaching assistants (except postsecondary), and a high school diploma or the equivalent is the typical entry-level education required for childcare workers (Exhibit 10). Preschool teachers (except special education) typically have an associate degree, and education and childcare administrators (preschool and daycare) typically have a bachelor’s degree.

Exhibit 10. Education, work experience, training, and Current Population Survey results

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Teaching Assistants, Except Postsecondary	Some college, no degree	None	None	40.6%
Childcare Workers	High school diploma or equivalent	None	Short-term	37.6%
Preschool Teachers, Except Special Education	Associate degree	None	None	39.1%
Education and Childcare Administrators, Preschool and Daycare	Bachelor's degree	Less than 5 years	None	12.4%

Supply

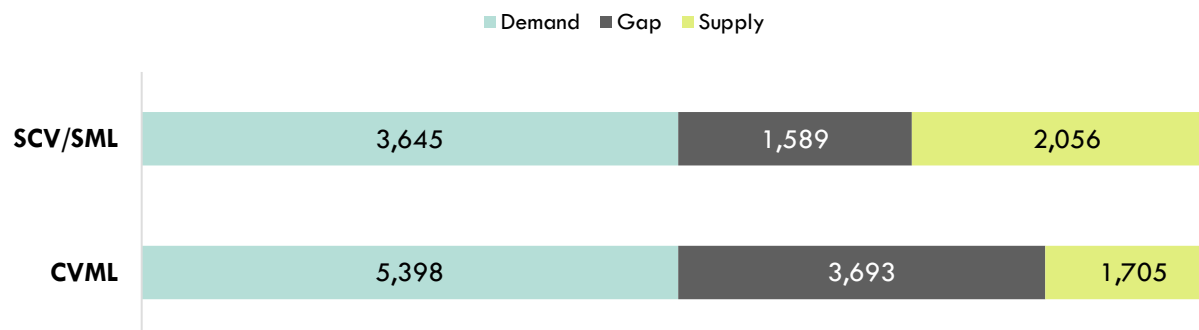
Analysis of program data from the California Community Colleges Chancellor’s Office Data Mart included the TOP codes and titles: 080200 - Educational Aide (Teacher Assistant), 130500 - Child Development/Early Care and Education, 130580 - Child Development Administration and Management, and 130590 - Infants and Toddlers. Analysis of the last three years of data shows that, on average, 2,056 awards were conferred in the Central Valley/Mother Lode region each year (Exhibit 11).

Exhibit 11. Postsecondary supply for early childhood educators in the region

TOP Code - Title	Colleges	Associate Degree	Associate for Transfer Degree	Certificate 12 < 18 Semester Units	Certificate 18 < 30 Semester Units	Certificate 30 < 60 Semester Units	Certificate 6 < 18 Semester Units	Certificate 60+ Semester Units	Subtotal
080200 - Educational Aide (Teacher Assistant)	Fresno City	4				2			6
	Bakersfield	31	56				42	278	407
	Cerro Coso	4	7			29	12		52
	Clovis	3	16			16			35
	Columbia	6	4	7		1			17
	Fresno City	19	49	15		76			160
	Merced	23	27				9		59
	Modesto	44	21	136		34	19		254
	Porterville	30	5				19		54
	Reedley College	23	34	39		79			175
	San Joaquin Delta		4			58	11		74
	Sequoias	35	25			46		295	401
	Taft	20	10	22		10	1	24	88
	West Hills Coalinga	9	4			8		99	120
West Hills Lemoore	17	7			15		102	140	
130580 - Child Development Administration and Management	Cerro Coso						2		2
	Modesto						6		6
	San Joaquin Delta							1	1
130590 - Infants and Toddlers	Fresno City			6					6
TOTAL		270	268	225	372	121	799	1	2,056

There is an undersupply of 1,589 early childhood educators in the SCV/SML subregion and 3,693 workers in the region (Exhibit 12).

Exhibit 12. Early childhood educator workforce annual demand and supply in the SCV/SML subregion and region



Student Outcomes

Exhibit 13 summarizes employment and wage outcomes from the California Community College Chancellor’s Cal-PASS Plus LaunchBoard for the TOP codes related to early childhood educators. There were 1,033 child development/early care and education students who received a degree or certificates or attained apprenticeship journey status, 1,031 who transferred, 73% who obtained a job closely related to their field of study, 29% who reported a median change in earnings, and 52% who attained a living wage. By comparison, there were 25 educational aide (teacher assistant) students who received a degree or certificates or attained apprenticeship journey status, 132 who transferred, 83% who obtained a job closely related to their field of study, 42% who reported a median change in earnings, and 46% who attained a living wage.

Exhibit 13. Regional metrics for the TOP codes related to early childhood educators

Metric	Child Development/ Early Care and Education 130500	Child Development Administration and Management 130580	Infants and Toddlers 130590	Educational Aide (Teacher Assistant) 080200
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	1,033	12	*	25
Number of Students Who Transferred	1,031	21	42	132
Job Closely Related to Field of Study	73%	100%	85%	83%
Median Change in Earnings	29%	24%	19%	42%
Attained a Living Wage	52%	87%	54%	46%

* denotes data not available.

Conclusion

The entry-level wages of the four occupations exceed the SCV/SML subregion's average living wage. There were 1,052 job postings in the past six months for occupations related to early childhood educators in the subregion.

Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is organizational skills, and the top specialized skill is teaching.
- The top software skill is Microsoft Excel.
- The top certification is a First Aid/CPR/AED.

There is an undersupply of trained workers, a shortage of 1,589 in the SCV/SML subregion and 3,693 in the region.

Recommendation

Based on these findings, it is recommended that Clovis Community College work with the college's advisory board, and local industry in the expansion of programs to address the shortage of early childhood educators in the region.

Appendix A: 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. (EMSI). EMSI occupational employment data are based on final EMSI industry data and final EMSI 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 EMSI 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 .
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: labormarketinfo.edd.ca.gov .
Job Posting and Skills Data	Burning Glass: burning-glass.com/ .
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 occupations as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: onetonline.org .

Key Terms and Concepts

Annual Job Openings: Annual openings are calculated by dividing the number of years in the projection period by total job openings.

Education Attainment Level: The highest education attainment level of workers age 25 years or older.

Employment Estimate: The total number of workers currently employed.

Employment Projections: Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (EMSI) formula that includes historical employment and economic indicators along with national, state and local trends.

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.