**June 2020**

# Labor Market Analysis

## Teacher Assistants/Paraprofessionals

Prepared by the Central Valley/Mother Lode Center of Excellence

California Community Colleges

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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 teacher assistants. One occupation related to teacher assistants was identified for San Joaquin Delta College:

- 25-9041, Teacher Assistants

**Key findings**:

- **Occupational demand —** Nearly 8,200 workers were employed as teacher assistants in 2019 in the North Central Valley/Northern Mother Lode (NCV/NML) subregion. This occupation has a projected growth rate of 6% over the next five years and 996 annual openings.

- **Wages —** Teacher assistants earn entry-level wages of $13.43/hour in the subregion and $12.86/hour in the region.

- **Employers —** Employers with the most job postings in the subregion are Lincoln Unified School District, Ceres Unified School District, and In House Vacancy Internal Candidates Only.

- **Occupational titles —** The most common occupational title in job postings in the subregion is teacher assistants. The most common job title is paraeducator.

- **Skills and certifications —** The top baseline skill is physical abilities, the top specialized skill is teaching, and the top software skill is active server pages. The most in-demand certification is a first aid/CPR/AED.

- **Education —** Some college, but no degree is typically required for teacher assistants.

- **Supply —** Analysis of postsecondary completions in the region shows that on average six 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 991 trained workers in the subregion and 3,087 workers in the region. The Center of Excellence recommends that San Joaquin Delta College work with the college's advisory board, and local industry in the expansion of programs to address the shortage of teacher assistant workers in the region.

# Introduction

The Central Valley/Mother Lode Center of Excellence was asked by San Joaquin Delta College to provide labor market information for teacher assistants. Review of the Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP) found the following program is appropriate for this analysis:

- TOP 080200 - Educational Aide (Teacher Assistant)

The geographical focus for this report is the North Central Valley/Northern Mother Lode (NCV/NML) 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 North Central Valley/Northern Mother Lode (NCV/NML) subregion is $10.27/hour.[1] Analysis of the program and occupational data related to teacher assistants resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 25-9041, Teacher Assistants

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.

**Teacher Assistants**
**Job Description:** Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services.
**Knowledge:** English Language, Education and Training, Public Safety and Security, Customer and Personal Service, Psychology
**Skills:** Active Listening, Speaking, Instructing, Social Perceptiveness, Coordination

# Occupational Demand

The North Central Valley/Northern Mother Lode subregion employed 8,185 teacher assistants in 2019 (Exhibit 1). This occupation is projected to grow by 6% over the next five years and has 996 annual openings.

**Exhibit 1. Teacher assistant employment and occupational projections in the NCV/NML subregion**
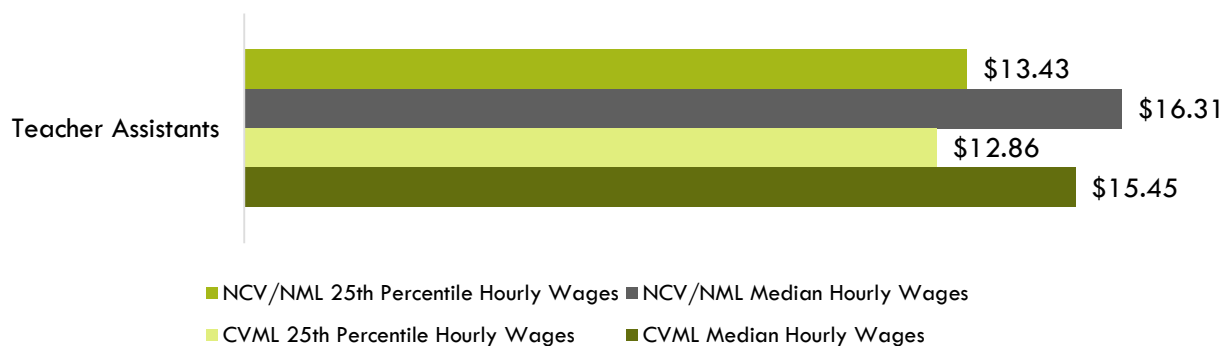
| Occupation | 2019 Jobs | 2024 Jobs | 5-Year Change | 5-Year % Change | Annual Openings |
|---|---|---|---|---|---|
| Teacher Assistants | 8,185 | 8,702 | 517 | 6% | 996 |

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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/.

# Wages

Exhibit 2 compares the entry-level and experienced wages of teacher assistants. Teacher assistants earn entry-level wages of $13.43/hour in the subregion and $12.86/hour in the region.

**Exhibit 2. Entry-level and experienced wage comparison in the NCV/NML subregion and region**



Legend:
- NCV/NML 25th Percentile Hourly Wages
- NCV/NML Median Hourly Wages
- CVML 25th Percentile Hourly Wages
- CVML Median Hourly Wages

# Job Postings

There were 344 job postings for the single occupation in the NCV/NML subregion from December 2019 to May 2020. The employers with the most job postings are listed in Exhibit 3.

**Exhibit 3. Top employers of teacher assistants by number of job postings**

| Employer | Job Postings | % of Job Postings |
|---|---|---|
| Lincoln Unified School District | 29 | 9% |
| Ceres Unified School District | 20 | 6% |
| In House Vacancy Internal Candidates Only | 20 | 6% |
| Modesto City Schools | 20 | 6% |
| Lodi Unified School District | 19 | 6% |
| Merced County Office Education | 12 | 4% |
| Stanislaus County Office Of Education | 12 | 4% |
| Oakdale Joint Unified School District | 11 | 3% |
| Empire Union School District | 10 | 3% |
| Manteca Unified School District | 8 | 2% |

Exhibit 4 shows how job postings for the targeted occupations in the NCV/NML subregion are distributed across one O*NET OnLine occupation. The occupational title teacher assistants is listed in 344 job postings. Common job titles include paraeducator, 58 job postings, instructional aide, 42 job postings, and instructional assistant, 25 job postings.

**Exhibit 4. Top occupational titles in job postings for teacher assistants**

| Occupational Title | Job Postings | % of Job Postings |
|---|---|---|
| Teacher Assistants | 344 | 100% |

**Salaries**

Exhibit 5 shows the "Market Salaries" for teacher assistants 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.

**Exhibit 5. Salaries for teacher assistants**

| Market Salary Percentile | Salary Amount |
|---|---|
| 10th Percentile | $23,759 |
| 25th Percentile | $26,513 |
| 50th Percentile | $29,019 |
| 75th Percentile | $32,908 |
| 90th Percentile | $39,573 |

**Education**

Of the 344 job postings, 242 listed an education level preferred for the positions being filled. Of those, 83% requested high school or vocational training, and 69% requested an associate degree (Exhibit 6).
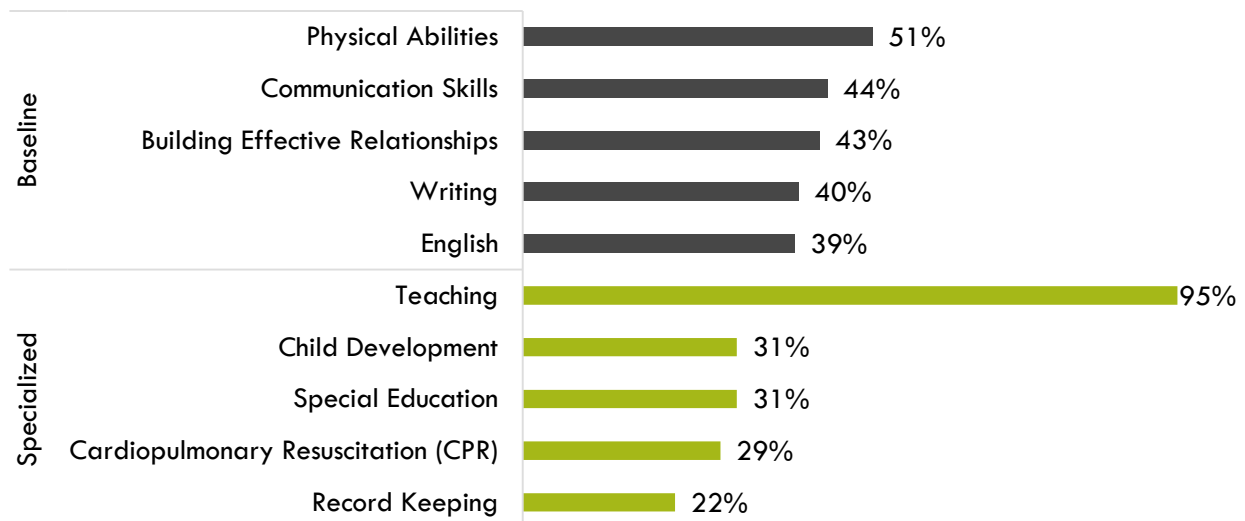
**Exhibit 6. Education levels requested in job postings for teacher assistants**

| Education level | % of Job Postings |
|---|---|
| High school or vocational training | 83% |
| Associate degree | 69% |

**Baseline and Specialized Skills**

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are physical abilities, 51% of job postings, communication, 44%, and building effective relationships, 43%. The top three specialized skills are teaching, 95% of job postings, child development, 31%, and special education, 31%.

**Exhibit 7. In-demand baseline and specialized skills for teacher assistants**



| Baseline | |
|---|---|
| Physical Abilities | 51% |
| Communication Skills | 44% |
| Building Effective Relationships | 43% |
| Writing | 40% |
| English | 39% |

| Specialized | |
|---|---|
| Teaching | 95% |
| Child Development | 31% |
| Special Education | 31% |
| Cardiopulmonary Resuscitation (CPR) | 29% |
| Record Keeping | 22% |

**Software Skills**

Analysis also included the software skills most in demand by employers. Active Server Pages and word processing rank first and second (Exhibit 8).

**Exhibit 8. In-demand software skills for teacher assistants**
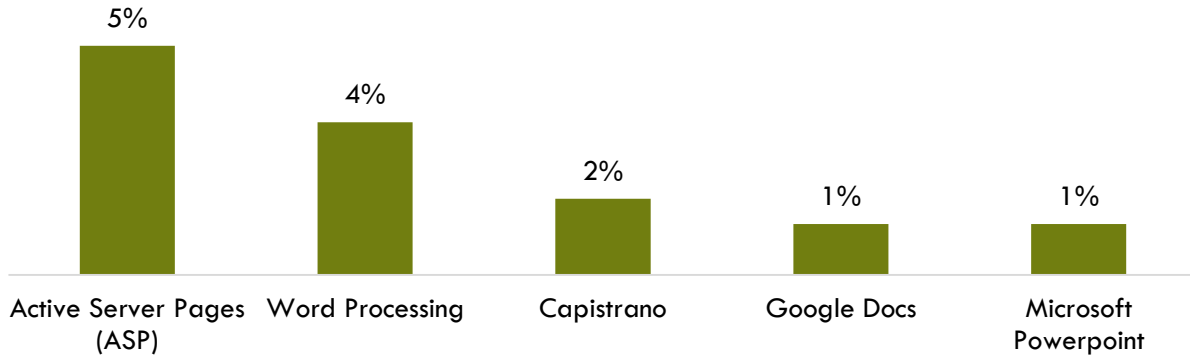


**Certifications**

Of the 344 job postings, 67 contained certification data. Of those, 63% 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 teacher assistants certifications requested in job postings**
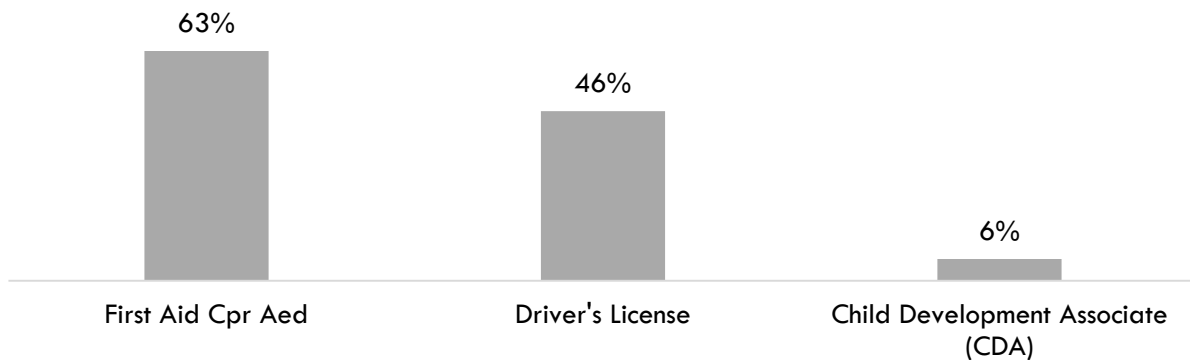


# Education, Work Experience & Training

Some college, but no degree is typically required for teacher assistants (Exhibit 10).

**Exhibit 10. Education, work experience, training and Current Population Survey results for teacher assistants[2]**

| Occupation | Typical Entry-level Education | Work Experience Required | Typical On-The-Job Training | CPS |
|---|---|---|---|---|
| Teacher Assistants | Some college, no degree | None | None | 40.6% |

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

# Supply

Analysis of program data from the California Community Colleges Chancellor's Office Data Mart included the TOP code: 080200 - Educational Aide (Teacher Assistant). Analysis of the last three years of TOP code data shows that, on average, six awards were conferred in the Central Valley/Mother Lode region each year (Exhibit 11).
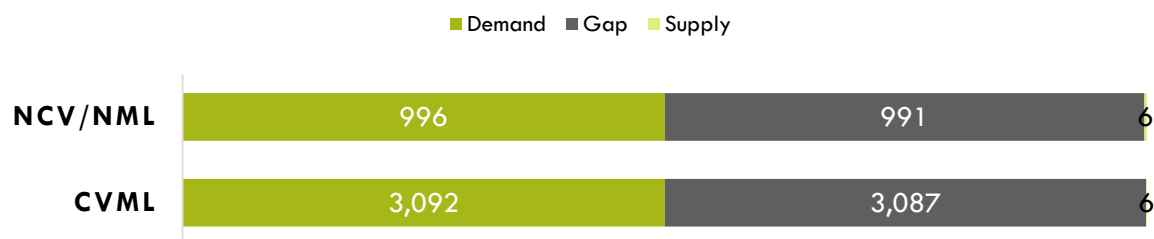
**Exhibit 11. Postsecondary supply for teacher assistants occupations in the region**

| TOP Title-Code | College | Degrees | Certificates | Subtotal |
|---|---|---|---|---|
| 080200 - Educational Aide (Teacher Assistant) | Fresno City | 4 | 2 | 6 |
| **Total** | | **4** | **2** | **6** |

### Gap Analysis

There is an undersupply of 991 teacher assistants in the NCV/NML subregion and 3,087 in the region (Exhibit 12).

**Exhibit 12. Teacher assistant annual demand and supply in the NCV/NML subregion and region**



Legend: ■ Demand ■ Gap ■ Supply

| | Demand | Gap | Supply |
|---|---|---|---|
| NCV/NML | 996 | 991 | 6 |
| CVML | 3,092 | 3,087 | 6 |

# Student Outcomes

Exhibit 13 summarizes employment and wage outcomes from the California Community College Chancellor's Cal-PASS Plus LaunchBoard for the TOP code related to teacher assistants. Across the region, 12 educational aide students received a degree/certificate or attained apprenticeship journey status, and 76 students transferred. Nearly 70% reported a median change in earnings, and 38% attained a living wage.

**Exhibit 13. Regional metrics for the TOP code related to teacher assistants**

| Metric | Educational Aide (Teacher Assistant) 080200 |
|---|---|
| Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status | 12 |
| Number of Students Who Transferred | 76 |
| Job Closely Related to Field of Study | * |
| Median Change in Earnings | 68% |
| Attained a Living Wage | 38% |
| * denotes data not available. | |

# Conclusion

The entry-level wages of the one occupation exceed the NCV/NML subregion's average living wage. There were 344 job postings in the past six months for occupations related to teacher assistants in the subregion. Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is physical abilities, and the top specialized skill is teaching.
- The top software skill is active server pages.
- The top certification is a first aid/CPR/AED.

There is an undersupply of trained workers, a shortage of 991 in the NCV/NML subregion and 3,087 in the region.

# Recommendation

Based on these findings, it is recommended that San Joaquin Delta College work with the college's advisory board, and local industry in the expansion or development of programs to address the shortage of teacher assistants 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.