



CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH



CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs

TEACHER OCCUPATIONS BAY REGION



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TABLE OF CONTENTS

About This Report.....3

The Development of California's Workforce Depends on Teachers4

COVID-19 Impacts on the Education and Human Development Sector6

What Teaching Occupations are in Demand in the Bay Region?7

Labor Market Demand for Teachers.....8

Understanding Out-of-School Time (OST) Occupations and Labor Market Needs9

Labor Market Data for Out-of-School Time (OST) Occupations..... 11

Recommendations for Developing the Out-of-School Time (OST) Workforce..... 15

Teacher Supply: The Teacher Preparation Pipeline (TPP) 16

Bay Region Education and Human Development Sector Earnings
Outcomes and Student Demographics..... 21

Benefits of Teaching 24

Resources..... 25

Appendix..... 26

ABOUT THIS REPORT

What is the “Education and Human Development (ECE/EDU) Pathways, Pipelines and Apprenticeships Regional Collaborative Project” with the Bay Area Community College Consortium (BACCC)?

The Bay Area Community College Consortium (BACCC) Education and Human Development (ECE/EDU) Pathways Regional Collaborative project is a regional joint venture (RJV) that seeks to provide a regional model of teacher preparation that successfully recruits, trains and supports the existing and future Early Childhood Education (ECE), Transitional Kindergarten (TK) / K-12 (EDU), and Out-of-School Time (OST) workforce. The ECE/EDU Pathways RJV serves all emerging and priority industry sectors in the area as it responds to the pressing teacher shortage across disciplines in the San Francisco Bay region (Bay region). All 28 community colleges in the region are welcome to participate in the RJV, and currently 24 of 28 colleges have ECE/EDU programs. The project seeks to create a continuum of career possibilities, blending a range of entry level occupations with long – term career goals in the Education and Human Development (ECE/EDU) sector to create a more comprehensive view of the full range of employment and career possibilities for students. Envisioning the pipelines and the pathways to success when planning careers with children and youth at every stage of entry is a critical goal.

Why is the ECE/EDU Collaborative Important?

Education and Human Development (ECE/EDU) sector programs prepare students for entry-level jobs and careers in education/teaching, child and youth development, program administration, and other related areas. The BACCC has designated the ECE/EDU sector as a priority in its regional plan, encouraging investments of Strong Workforce Program resources. Community colleges play a vital role in preparing the teacher workforce, including preparing the approximately 85% of the early childhood education workforce and 60% of the teaching credential applicants in California who began their higher education at a California community college (CCC). A critical mission of CCC programs is to expand and diversify the teacher workforce. Community college students bring diversity, local knowledge, dual-language capacity and community commitment to the teaching workforce. They also satisfy critical workforce needs in entry – level positions as teacher assistants, early childhood and out-of-school time workforce staff, progressing to higher levels of responsibility and opportunity as educational and experience levels increase.

What Role Do Dual-Enrollment Programs Play in Increasing the Number of Community College Students in the Teacher Preparation Pipeline?

Dual-enrollment programs offer high school students the ability to complete college courses, engage in career exploration – and in the case of Early Childhood Education (ECE) or teacher education, complete courses that are required for entry-level jobs with children or youth. Jobs in ECE, out-of-school time work, and youth work are often open to dual-enrollment students, or students with a high school diploma and who are 18 years old, and provide experiences and entry into careers that can be maintained while completing college goals.

Community colleges are in the unique position to expand dual-enrollment programs in partnership with area high schools and school districts, as students can earn college credit, benefit from advanced coursework on their transcripts, attend college without paying tuition and both high schools and colleges can earn revenue from early college attendance.



THE DEVELOPMENT OF CALIFORNIA'S WORKFORCE DEPENDS ON TEACHERS

Workforce shortages were predicted for the ECE/EDU sector in California even prior to the 2020 COVID-19 pandemic, which further accelerated these workforce shortages. In a June 2022 Rand Corporation survey, about one-third of teachers and principals reported that they were likely to leave their current job by the end of the 2021-22 school year, up from about one-quarter of teachers and 15 percent of principals in January 2021.¹ Significant teacher shortages in the Bay region included those specializing in science, technology, engineering and math (STEM), special education, preschool, substitute, and specialized career, technical education areas.

For the 20 priority ECE/EDU occupations profiled in this report, the average annual job openings in the Bay region represents about 20% of the average annual job openings in California. For this group of 20 occupations, in the Bay region, there was a 5.8% increase in the projected number of average annual openings for the 2020–2025 period when compared to the average annual openings for the 2018–2023 period.

Most of the job openings across the sector are created by workers who have left their positions. This is shown in the occupational table (on page 7) by the high percentages in the “replacements as a percentage of openings” column. The high cost of living in the region, combined with a job market that provides many employment opportunities for workers has exacerbated the challenge of filling teacher-related positions.

For the **20 priority ECE/EDU occupations** profiled in this report, the average annual job openings in the Bay region represents about **20% of the average annual job openings in California.**



¹ Doan, Sy, Lucas Greer, Heather L. Schwartz, Elizabeth D. Steiner, and Ashley Woo, State of the American Teacher and State of the American Principal Surveys: 2022 Technical Documentation and Survey Results. Santa Monica, CA: RAND Corporation, 2022. https://www.rand.org/pubs/research_reports/RRA1108-3.html.

Looking Forward: New Job Creation

The **2020 California Master Plan for Early Learning and Care**, outlined a plan for child care expansion, support for teacher preparation pipelines, and significant funding for Transitional Kindergarten (TK) for 4-year-olds in all public schools. The 2021–22 state budget and the proposed 2022–23 budget will bring significant new funding to the Bay region to support TK and after-school program expansions, address gaps in subsidized child care and begin the implementation of universal preschool for 3- to 4-year-olds in California.

It is estimated that 2,500 new TK teachers and aides and 8,000 new out-of-school time staff will be needed by 2025 to meet the workforce needs of newly funded programs in the Bay region. These numbers are NOT reflected in current data as new positions are not yet reflected in advertised positions. Additional federal funding for child care workers and educators may also be allocated in the American Families Plan portion of the federal “Build Back Better” legislation, if this proposal is re-introduced.

The twin needs of back-filling current childcare and teacher openings while also preparing for a new wave of teacher openings as new jobs grow with increased state funding will be extremely challenging. The new funding for increased services for children and families will be arriving at the same time that the workforce has been de-stabilized.

This has created a perfect storm of new labor market growth paired with the loss of existing, experienced workers. It puts the community colleges at the center of workforce preparation efforts to help recruit and immediately supply the needed workforce.



COVID-19 IMPACTS ON THE EDUCATION AND HUMAN DEVELOPMENT SECTOR

The COVID-19 Pandemic has significantly impacted the ECE/EDU sector, as transitional kindergarten (TK) to K-12 (TK-12) schools moved to remote learning and child care programs were closed for significant periods of time in 2020–2021 in the Bay region. This disruption resulted in the following conditions:

- » It is estimated that the Bay region lost 33% of childcare center capacity and 14% of licensed family childcare home capacity between January 2020 and January 2021.²
- » At the beginning of the pandemic, California lost roughly one-third of its child care workforce. As of late 2021, the workforce was still about 10% smaller than it was pre-pandemic. Moreover, there wasn't enough child care available pre-pandemic to meet families' needs and now labor issues such as low pay, long hours and limited benefits are driving acute staffing shortages.³
- » Income instability for the workforce, early retirements and shifts to other jobs became common.
- » As neither teachers, nor child care providers were provided with federal essential worker status, financial and related supports were not available.
- » School districts in the Bay region experienced a significant lack of substitute teachers throughout the region from 2020–2022 and continue to cope with COVID-19 impacts.
- » Frustration with remote instruction, costly public health requirements, health risks, as well as a lack of vaccine availability for younger children (until 2022) negatively impacted the workforce.
- » Impacts on women have been significant, as female workers are often both primary caregivers for family members and engaged in caregiving and teaching jobs.
- » Women were more likely to leave their employment to care for family members and still represent a higher number of unemployed and under-employed workers.
- » The Center for the Study of Child Care Employment (CSCCE)⁴ in Berkeley, California also described the sector as being on the “verge of collapse,” as families struggle to pay for child care and teachers struggle to live on their salaries due to the high cost of living in the Bay region.⁵

Prior to the 2020 COVID-19 pandemic

- **80% of TK-12 districts in California reported that teacher shortages continued** and in some cases were getting worse.⁶
- More than **117,000 openings were projected annually** across California for the cluster of 20 priority ECE/EDU occupations during 2018–2023.
- During this same period (2018–2023), **more than 27,000 openings were projected for the cluster of 20 priority ECE/EDU occupations** in the Bay region alone, representing about 20% of all teacher openings in California.
- Critical teacher shortages were identified especially in the areas of **TK, K-12, early childhood education**, and **out-of-school time programs**.

² Grace Gedy, “Child Care in California Hasn’t Rebounded – Why Many Workers Aren’t Coming Back,” CalMatters, October 29, 2021, <https://calmatters.org/economy/2021/10/california-child-care-worker-shortage/>.

³ Grace Gedy, “Child Care in California Hasn’t Rebounded, and Many Workers Aren’t Coming Back,” San Francisco Chronicle, November 7, 2021, <https://www.sfchronicle.com/bayarea/article/Child-care-in-California-hasn-t-rebounded-and-16596970.php>.

⁴ The Center for the Study of Child Care Employment (CSCCE) is a program of the Institute for Research on Labor Market Research at the University of California, Berkeley.

⁵ Sean Doocy, Yoonjean Kim and Elena Montoya, “California Child Care in Crisis,” Center for the Study of Child Care Employment, July 22, 2020, <https://cscce.berkeley.edu/publications/data-snapshot/california-child-care-in-crisis-covid-19/>.

⁶ Linda Darling-Hammond, Lele Sutch, Desiree Carver-Thomas, “Teacher Shortages in California: Status, Sources, and Potential Solutions,” Learning Policy Institute, October 15, 2018, <https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief>.

WHAT TEACHING OCCUPATIONS ARE IN DEMAND IN THE BAY REGION?

The table below displays the labor market demand during 2020–2025 for 20 priority ECE/EDU occupations in the following clusters: preschool, primary (includes middle school teachers), secondary, and other teaching occupations. Employment estimates, five-year projected growth, demand for replacement workers, and annual wages are included.

Occupations are sorted in descending order by annual openings. These 20 priority ECE/EDU occupations are projected to generate over 29,000 job openings annually in the Bay region⁷ and over 146,000 job openings over the five-year period.

Labor Market Demand during 2020–2025 for 20 Teacher-Related Occupations⁸

Occupational Cluster/ Occupation Title	2020 Jobs	5-Yr Change (New Jobs)	5-Yr % Change	5-Yr Replace- ments	Replace- ments as % of Openings	5-Yr Openings	Average Annual Openings	25th %ile Annual Earnings	Median Annual Earnings
Preschool/Childcare									
Childcare Workers	48,226	-1,329	-3%	32,592	93%	35,176	7,035	\$26,967	\$32,758
Teaching Assistants, Except Postsecondary	30,276	-1,587	-5%	13,306	97%	13,693	2,739	\$31,371	\$37,874
Preschool Teachers, Except Special Education	16,197	-1,035	-6%	7,697	97%	7,953	1,591	\$34,311	\$40,209
Education and Childcare Administrators, Preschool and Daycare	2,242	-246	-11%	747	99%	758	152	\$44,277	\$56,977
Special Education Teachers, Preschool	674	8	1%	241	89%	270	54	\$56,494	\$77,755
Total Preschool/Childcare	97,615	-4,189	-5%	54,583	95%	57,850	11,570	\$38,684	\$49,115
Primary									
Elementary School Teachers, Except Special Education	35,923	-2,328	-6%	12,237	96%	12,723	2,545	\$62,198	\$80,615
Middle School Teachers, Except Special and Career/Technical Education	7,574	-234	-3%	2,634	92%	2,862	572	\$58,236	\$74,248
Special Education Teachers, Kindergarten and Elementary School	3,120	-112	-4%	1,094	94%	1,170	234	\$60,040	\$78,467
Kindergarten Teachers, Except Special Education	2,272	-99	-4%	1,092	95%	1,148	230	\$39,183	\$53,794
Special Education Teachers, Middle School	921	-16	-2%	327	88%	372	74	\$71,055	\$79,120
Career/Technical Education Teachers, Middle School	323	-23	-7%	110	98%	112	22	\$75,050	\$84,285
Total Primary	50,133	-2,812	-4%	17,496	94%	18,387	3,677	\$60,960	\$75,088
Secondary									
Secondary School Teachers, Except Special and Career/Technical Education	23,684	-1,059	-4%	7,693	94%	8,159	1,632	\$71,611	\$91,197
Special Education Teachers, Secondary School	1,758	-23	-1%	625	90%	694	139	\$74,508	\$95,001
Career/Technical Education Teachers, Secondary School	441	28	6%	153	82%	186	37	\$69,289	\$79,351
Total Secondary	25,883	-1,055	0.2%	8,471	89%	9,039	1,808	\$71,803	\$88,517
Other Education Occupations									
Postsecondary Teachers	55,947	3,656	7%	27,823	86%	32,484	6,497	\$67,163	\$95,913
Tutors and Teachers and Instructors, All Other	21,000	300	1%	11,791	93%	12,718	2,544	\$33,803	\$45,164
Substitute Teachers, Short-Term	15,759	-839	-5%	8,587	98%	8,758	1,752	\$35,471	\$41,998
Librarians and Media Collections Specialists	7,281	866	12%	3,526	78%	4,501	900	\$62,115	\$73,904
Instructional Coordinators	4,681	187	4%	2,202	88%	2,499	500	\$49,251	\$65,644
Special Education Teachers, All Other	1,284	-27	-2%	452	90%	499	100	\$41,867	\$56,775
Total Other Education	105,951	4,144	3%	54,380	89%	61,459	12,292	\$48,278	\$63,233
Total All Education Occupations	279,582	-3,912	-1%	134,930	91.8%	146,736	29,347		

⁷ Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties.

⁸ Source: EMSI Burning Glass (2022). Hourly earnings and projected demand by occupation (2020–2025) [Data files].

LABOR MARKET DEMAND FOR TEACHERS

Further examining the most in-demand ECE/EDU occupations above, the table below displays job postings and estimated number of days to fill an opening for occupations and related job titles. Occupations and job titles are sorted in descending order by job postings.

Job Postings for Top In-Demand ECE/EDU Occupations in the Bay Region (May 2021–April 2022)⁹

Occupation	Number of Job Postings	Time to Fill ¹⁰
Preschool / Childcare Teacher	9,046	42 days
Nanny / Babysitter	6,188	22 days
Teacher Assistant	4,461	42 days
Special Education Teacher	4,293	48 days
Elementary School Teacher	4,025	50 days
College Professor / Instructor	3,856	49 days
Middle / High School Teacher	3,076	51 days
Tutor	2,750	36 days
Science / Math Teacher	2,322	51 days
English / History / Social Studies Teacher	1,685	50 days
Curriculum and Instructional Designer / Developer	1,466	48 days
Bilingual / ESL / Foreign Language Teacher	914	46 days
Substitute Teacher	855	47 days
Childcare / Preschool Director	689	41 days
P.E. / Music / Art / Drama Teacher	643	48 days
Librarian	532	64 days
Vocational Education Instructor	508	42 days
After School Teacher	413	Not available
After School Staff	326	Not available
Reading Teacher	163	55 days
Director of Instruction / Curriculum Specialist	114	50 days
Paraeducator	95	Not available
Self-Enrichment Teacher	85	47 days
Extended Learning Teacher	55	Not available
Teacher Aide	47	Not available
Recreation Teacher	15	Not available
Dance Teacher	7	49 days

⁹ Source: Burning Glass (2022). Job postings and hard to fill jobs, by selected occupations (May 2021–April 2022).

¹⁰ Estimates for “time to fill” are based on a review of data, including historical, for the given occupation.

UNDERSTANDING OUT-OF-SCHOOL TIME (OST) OCCUPATIONS AND LABOR MARKET NEEDS

Programs that provide care and supervision for children when they are not attending school are commonly referred to under different names such as, Out-of-School Time (OST), Extended Learning (EXL), or After-School Program (ASP). The OST/EXL/ASP workforce is a significant sub-sector of the child care workforce in California. It is the largest child care sector, typically serving children aged 4–12 years, ranging from Transitional Kindergarten (TK) through grade 5, and may also include middle school programming for older youth. This age range includes a significant portion of the child population, serving children before and after school as well as full-time during school vacation periods.

It is estimated that between 30,000–80,000 individuals in California are engaged in caring for school-age children (primarily from elementary school) outside of school hours.¹¹ As the Bay region typically represents 20% of the ECE/EDU sector workforce, it is estimated that approximately 6,000 individuals work in the publicly funded network of programs and 16,000 individuals work in related programs in the Bay region, totaling 22,000 individuals.

Settings in California include 4,400 publicly funded OST programs (with close to 1,000 located in the Bay region) as well as thousands of privately operated programs (funded primarily by parents) that may include public and private school services, recreational programs, YMCA and youth organizations, sports and skill-based specialty “camps,” tutoring centers and many more.

The OST workforce is typically part-time, and employment hours often include before and after-school, in addition to periods when school is closed, such as holiday breaks and summer. The schedule is challenging because it may include mornings and afternoons during the school year and full days of eight (8) hours per day or more during vacation periods.

The workforce is difficult to quantify due to a lack of uniformly recognized occupations or existing Standard Occupational Classification (SOC) codes and titles for this workforce, and job descriptors vary widely. Labor market data must be gathered utilizing a range of job definitions, such as teacher assistant, child care worker, or tutor. Employers refer to and advertise for employees in this sector using many different job titles, such as teacher, after school worker, youth



worker, teacher assistant, paraprofessional, youth developer, program lead, recreational worker, and a host of other job titles.

Program director definitions also vary widely. In school districts, sometimes credentialed teachers or principals lead out-of-school time programs. Program administrators may be referred to as directors, program administrators, coordinators, managers, supervisors, or lead teachers. In specialty programs, staff may be referred to as instructors, coaches, tutors or day camp counselors.

¹¹ Heather Williams, “A Hub of Community Resilience: California’s Expanded Learning Programs Respond to Crisis,” California AfterSchool Network (CAN), December 2020, <https://www.afterschoolnetwork.org/post/hub-community-resilience-californias-expanded-learning-programs-respond-crisis>.



The common denominator is that children participate in OST programs in large numbers in California and families rely on these programs for child care during critical hours of the day.

In addition to confusing job descriptors, assessing salaries is also complicated as work hours vary widely depending on school schedules, settings and duration of the school day, ages of the children, and community needs. Some programs provide transportation to a central location serving multiple schools, while others are located on individual school sites. Additionally, OST programs can be exempt from licensure by the Community Care Licensing, Department of Social Services in California, making them more difficult to identify. A range of exemptions apply to OST programs depending on whether they are offered by the schools they serve, are public recreation programs, operate for a limited number of hours per day or operate for a limited duration of time.

Additional challenges include varied course and work experience pre-requisites for employment. Some entry-level jobs often require only a high school diploma, while others require college coursework and related experience. Management and administrative positions often require a Bachelor's degree or college coursework. Community college courses in early childhood education, child development, school-age and youth development, education, special education, recreation, and psychology are all helpful in developing the understanding needed when working with children and youth in group settings. Related courses are often highly recommended in some settings, yet current workforce shortages have impacted hiring pre-requisites. On-the-job training can range from comprehensive and effective to non-existent. Jobs with children and youth require candidates to be at least 18 years old and have a clean criminal background, verified by criminal background

checks and fingerprinting, although programs that operate unregulated, volunteer-based, informal, enrichment classes, or are only short-term OST programs may not be subject to these minimal requirements.

Funding in California for OST programs, including the After School Education and Safety (ASES), 21st Century Community Learning Centers (CCLC) and the new, recently expanded Extended Learning Opportunities Program (ELO-P) that began in 2021–2022, provided \$1.4 billion in expansion funds in California for new programs. A significant amount of annual funding expected in subsequent years will require even greater workforce expansion, training, and recruitment to meet program service goals.

After-school programs will also now be needed for the young children attending Transitional Kindergarten and their developmental needs will be unique. This will require specific training and workforce competencies.

Indeed, it is estimated that by 2025, more than 8,000 new OST jobs could be created in the Bay region due to state funding expansions that will build new programs in underserved schools.¹² This is not inclusive of OST jobs that may be available in the private sector.

Ensuring that community colleges are prepared to provide the training students need to enter this expanding workforce with key courses and certificates and degree programs, as well as entry-level career “pipelines” like apprenticeships and work-based learning opportunities is critical. Linking this workforce to future teacher development by providing transfer support, dual-enrollment partnerships with high schools and teacher residency programs will help ensure that training and experiences attained will lead into future long-term ECE/EDU careers.

¹² “The Expanded Learning Workforce: Essential, Frontline Workers Serving Kids and Families,” Partnership for Children & Youth, <https://www.partnerforchildren.org/resources/expandedlearningworkforce>

LABOR MARKET DATA FOR OUT-OF-SCHOOL TIME (OST) OCCUPATIONS

The section presents data on recent job postings for specific occupational clusters that may be related to OST positions. Data reflect past job listings only and do not include projections of demand into the future. In most cases, data also do not include positions created by recent state contract expansions.

Overview of How the OST Occupational Groups Were Identified

To help address the previously described gaps in quantifying the OST workforce, three occupational groups encompassing frontline staff, coordinators and directors were identified, in collaboration between Laura Coleman, Statewide Director of the Centers for Excellence for Labor Market Research, and the California After School Network (CAN) with the Foundation for California Community Colleges. The work took place over a two-year period and was conducted to help begin tracking demand for the OST workforce in California. The intent is to better understand the demand for these workers, including educational requirements, the employers who hire OST workers and what salaries are offered – so community colleges are prepared to provide the training students need to enter this expanding workforce and gain employment in the field. The methodology was then utilized to explore the Bay region's OST workforce demands.

Job Postings for Top In-Demand Out-of-School (OST) Occupations in the Bay Region (May 2021–April 2022)¹³

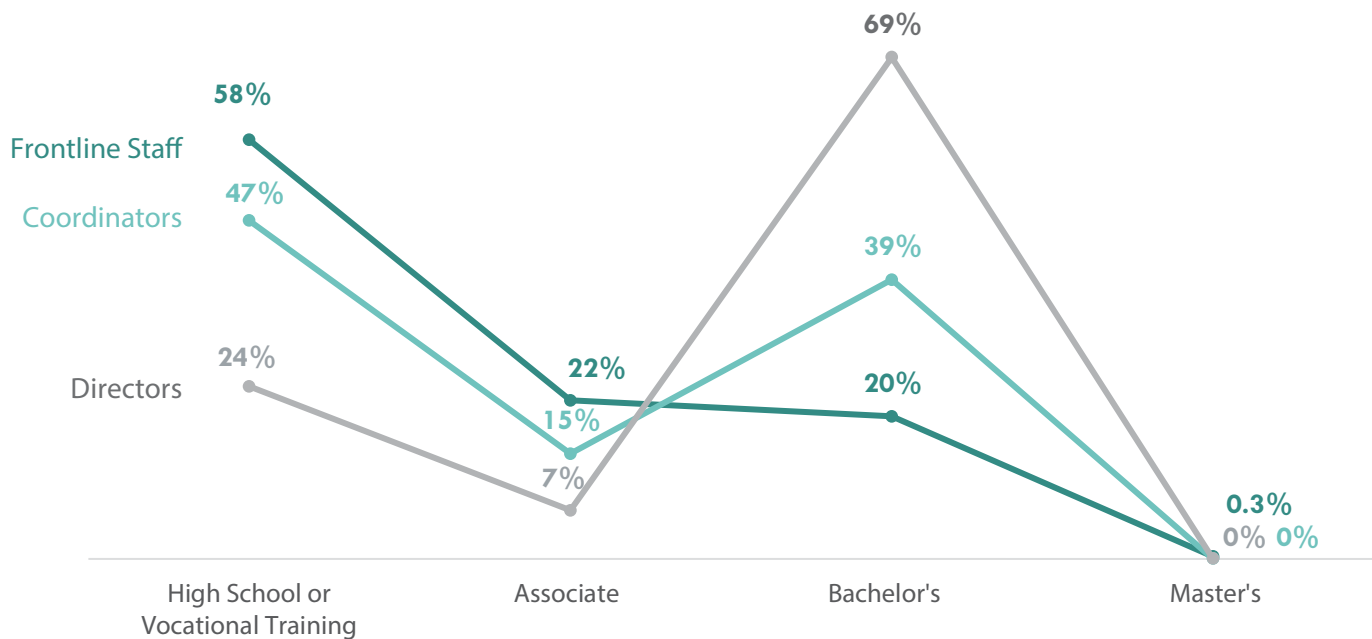
Job Category	Occupation	Job Postings	Time to Fill ¹⁴
Frontline	Preschool / Childcare Teacher	1,788	42 days
	Teacher Assistant	842	42 days
	Self-Enrichment Teacher	242	47 days
	College Professor / Instructor	178	49 days
	Vocational Education Instructor	120	42 days
	Nanny / Babysitter	118	22 days
	Tutor	88	36 days
	Academic / Guidance Counselor	70	46 days
	Elementary School Teacher	49	50 days
	Recreation / Activities Worker	48	47 days
Coordinator	Preschool / Childcare Teacher	155	42 days
	Youth Counselor / Worker	18	42 days
	Director of Religious Education	11	42 days
	Social / Human Services Manager	7	42 days
	Social / Human Service Assistant	5	38 days
	Chaplain / Pastor / Priest	4	38 days
	Self-Enrichment Teacher	3	47 days
	Childcare / Preschool Director	2	41 days
	College Professor / Instructor	2	49 days
	Elementary and Secondary School Administrator	2	46 days
Director	Program Manager	44	39 days
	College / University Administrator	35	46 days
	Elementary and Secondary School Administrator	21	46 days
	Self-Enrichment Teacher	18	47 days
	Preschool / Childcare Teacher	17	42 days
	Childcare / Preschool Director	16	41 days
	Social / Human Services Manager	6	42 days
	Property / Real Estate / Community Manager	5	40 days
	Social / Human Service Assistant	5	38 days
	Business Development / Sales Manager	2	41 days

¹³ Source: Burning Glass (2022). Job postings and hard to fill jobs, by selected OST occupations (May 2021–April 2022) [Data files].

¹⁴ Estimates for “time to fill” are based on a review of current and historical job postings data for the given occupation.

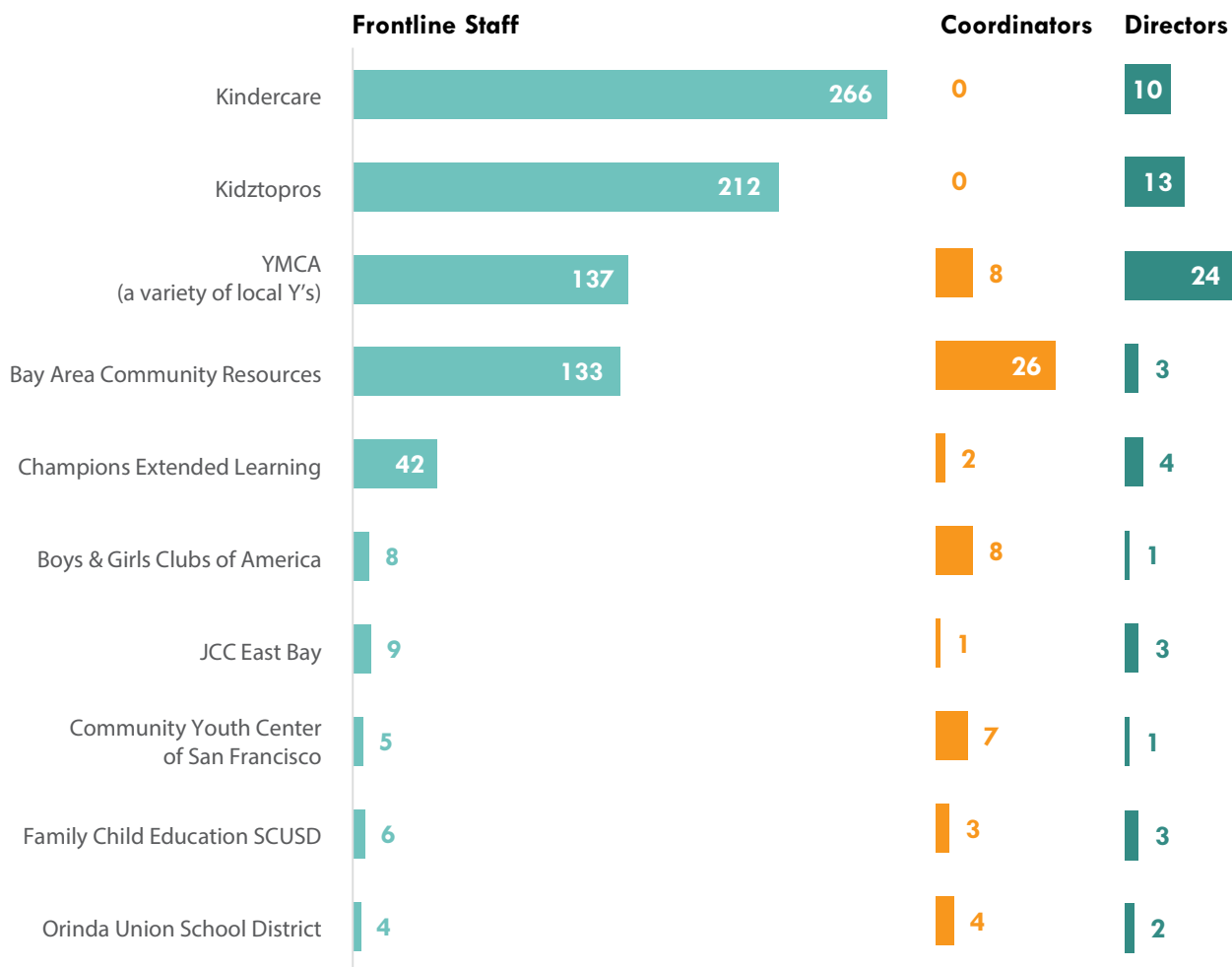
A review of job postings (May 2021–April 2022) for OST frontline staff and coordinators indicated high school or vocational training was the most commonly required level of educational attainment, at 58% and 47% respectively. For director positions, the most commonly requested minimum education was a Bachelor’s degree, reflected in 69% of postings, as shown in the figure below.

% of Job Postings Requesting High School, Associate, Bachelor’s or Advanced Degree Attainment, by Occupational Group (May 2021–April 2022)



Examining top employers that sought to fill OST-related positions, the top five (5) Bay region OST employers that posted jobs across the three OST occupational groups during May 2021–April 2022 are: Kindercare, Kidztopros, the YMCA's (a variety of Y's), Bay Area Community Resources and Champions Extended Learning. Overall, frontline staff positions were the most common jobs that employers sought to fill by far. These data are further presented in the figures below.

Bay Region Employers with Job Postings Across OST Occupational Groups (May 2021–April 2022)

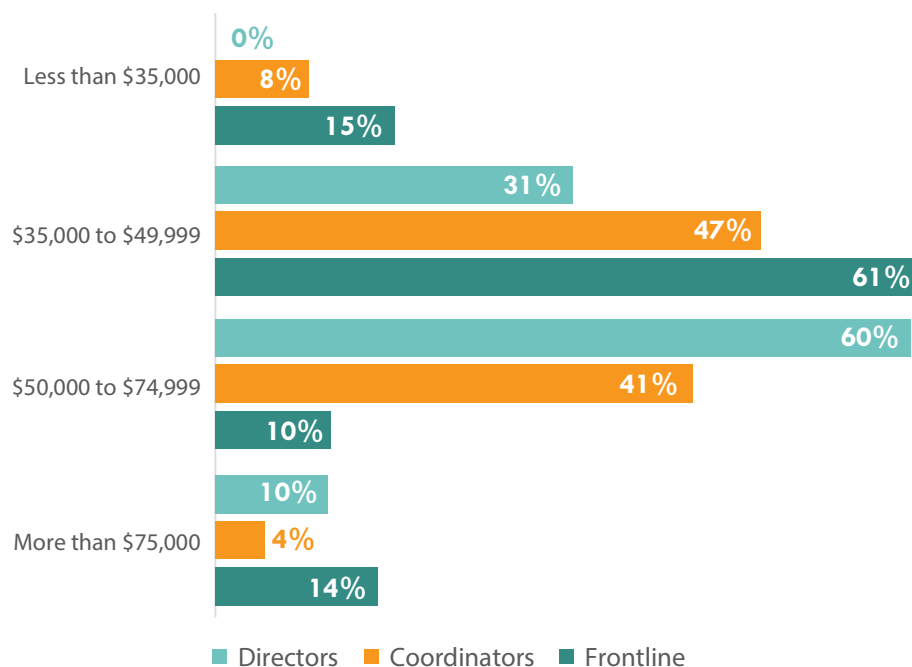


Top 10 Bay Region Employers with Job Postings for Frontline Staff, Coordinators and Directors in OST (May 2021–April 2022)

Employers – Frontline Workers	Job Postings	Employers – Coordinators	Job Postings	Employers – Directors	Job Postings
Kindercare	266	Bay Area Community Resources	26	YMCA	24
Kidztopros	212	Safe Passages	13	Kidztopros	13
YMCA	137	YMCA	8	Aspire Public Schools	13
Bay Area Community Resources	133	Lifesteps Inc.	8	Kindercare	10
Sylvan Learning Center	87	Boys & Girls Clubs of America	8	The Richmond Neighborhood Center	6
Right at School	56	Community Youth Center of San Francisco	7	Right at School	5
Chess Wizards	53	Life Skills Training and Educational Programs	6	Champions Extended Learning	4
Russian School Mathematics	49	San Mateo Homework Central	5	Cam Ed	4
Safe Passages	48	Salvation Army	4	Lifesteps Inc.	3
Champions Extended Learning	42	Presidio Inc.	4	JCC East Bay	3

Concluding our review of job postings for OST occupations, the figure below presents salary ranges posted by employers during the reporting time frame, by occupational group. Salaries most commonly range between \$35,000 ~ \$74,999 across all occupational clusters as shown below.

Salary Range by OST Occupational Group, as Advertised in Job Postings (May 2021–April 2022)



RECOMMENDATIONS FOR DEVELOPING THE OUT-OF-SCHOOL TIME (OST) WORKFORCE¹⁵

1. Obtain employer agreement around job descriptions, titles, and expectations (e.g., job duties/responsibilities)¹⁶. With 23 job titles for front line staff (predominantly requiring a high school diploma), the sector needs to coalesce around reducing the number of job titles. This would assist in both data tracking and better understanding the size of the workforce.
2. Develop recommendations with key sub-sector leadership on job code recommendations. Provide input to SOC and job code development at the state and federal levels.
3. Linking competencies to jobs will be critical to better define and unify this critical labor market. While industry competencies are available for California Department of Education (CDE) funded programs related to compliance expectations for funding, industry-developed competencies in the field need to be further defined. There is a disconnect between educational requirements at all staffing levels, wages, and job titles and expectations.
4. Address disconnects through:
 - a. Engagement in Developing a Curriculum (DACUM) activities to explore job title-specific skills and competencies based on practitioner input.
 - b. Development of wage progression models based on education, experience, and demonstrated levels of competency that include wage scales that match expectations.
5. Additional clarification is needed from employers when describing job schedules. For example, are OST workers part-time (PT) during the school-year and full-time (FT) during the summer and holiday periods? What are the total hours expected for this workforce? Are the employment terms school-year only or for the full calendar year?
6. Compare statewide and regional labor market demands to help illustrate the need and spread of workforce demand in California.
7. Clarify alignment between levels of wages, roles and responsibilities, competencies, and expectations with industry partners, especially if entry level education and experience requirements are the same for frontline staff, coordinators and administrators.
8. Further explore of the size and scope of the private OST landscape of programs funded only through parent fees. While school district and state-funded programs are easily identifiable, private programs may range from music and dance camps to after-school sports programs, to tutoring and homework centers and have impacts on labor market shortages throughout sector. This impact is demonstrated by reviewing the top employers hiring in the Bay region and the number of jobs advertised. This includes un-regulated and short-term programs that provide OST services, look for similar workforce requirements when hiring, yet are not always visible as OST providers.

¹⁵ Resources: Definitions of Exempt Child Care; Community Care Licensing, Dept. of Social Services, <https://www.cdss.ca.gov/inforesources/child-care-licensing/resources-for-parents>; California After-School Network <https://www.afterschoolnetwork.org/about-us>

¹⁶ Note on #1: The workforce is difficult to quantify as there are not uniformly recognized and existing job codes for this labor sector, and job descriptors vary widely. Labor market data must be gathered utilizing a range of job definitions.

TEACHER SUPPLY: THE TEACHER PREPARATION PIPELINE (TPP)

What Do Community Colleges Offer?

- » Community colleges offer courses and programs for students interested in pursuing a career in the ECE/EDU sector as well as internships, tutoring opportunities, field experiences, entry-level job training, as well as growing opportunities to participate in ECE/EDU Apprenticeship programs.
- » Students completing coursework, certificate or degree programs at a community college can enter occupations such as child care worker, after-school program assistant and certain special education teacher positions. These occupations enable community college students to be employed in the education field to gain experience while pursuing further education to earn a teaching credential, a job in administration, leadership positions at their organizations or enter other related careers in human development and education.
- » Most community colleges offer content in child development, general education, world languages, special education, STEM content and educational pathways that students can engage in while earning a degree or transfer eligibility.
- » Community colleges also provide test preparation courses for future teachers, content specific subjects (e.g., sign language, US History, computer skills) for current teachers and for career changers.
- » Community colleges offer courses needed to obtain child development permits and the ECE content needed for new Transitional Kindergarten teachers.



Community College Education and Human Development Programs

Examining education and training supports available for teaching and out-of-school time occupations, this section reviews data on Education and Human Development community college programs in the Bay region. The Education and Human Development sector includes 14 program areas, with 100 total programs offered at the 28 community colleges across the region. Half of these programs (7) are grouped under TOP code 1305, with the remaining programs listed under other TOP codes. The specific programs included in this sector are listed below by TOP program title and code, along with the number of colleges offering the program in the Bay region¹⁷:

Bay Region Community College Education and Human Development Programs, 2020–2021

Total Programs in Bay Region	
Programs Under TOP 1305	73
Child Development, Early Care and Education, TOP 1305.00	24
Child Development, Administration and Management, TOP 1305.80	12
Children with Special Needs, TOP 1305.20	14
Infants and Toddlers, TOP 1305.90	12
Parenting and Family Education, TOP 1305.60	6
Preschool Age Children, TOP 1305.40	4
The School Age Child, TOP 1305.50	1
Other TOP Codes	27
Coaching, TOP 0835.60	8
Educational Aide / Teacher Assistant, TOP 0802.00	7
Educational Technology, TOP 0860.00	3
Special Education, TOP 0809.00	2
Family Studies, TOP 1308.00	1
Sign Language Interpreting, TOP 0850.10	3
Other Education, TOP 0899.00	3
Total Education and Human Development Programs	100

Child Development, Early Care and Education (ECE) is by far the largest program area in the sector, with 24 community colleges offering a program under this TOP code (1305.00). Children with Special Needs (TOP 1305.20) is the next largest area with 14 programs, followed by Child Development, Administration and Management (TOP 1305.80) and Infants and Toddlers (TOP 1305.90), each with 12 programs offered at colleges in the region.

Refer to the **Appendix** for a full list of Education and Human Development programs available at community colleges in the Bay region.

¹⁷ Source: Datamart. 2020-2021 Annual FTES by TOP code, Bay Area community colleges [Data files].

Education and Human Development Student Outcomes

Turning now to a look at student outcomes for Education and Human Development programs, the Bay region enrolls an average of more than 23,600 students in Education and Human Development programs annually, based on a review of three years of data during academic years: 2017–18 to 2019–20. Additionally, more than 1,100 students on average over this period earned a degree or certificate related to Education and Human Development and about 1,500 students on average over this period transferred to a four-year postsecondary institution.

Bay Region Students in Education and Human Development (3-Yr Average, 2017–18 to 2019–20)

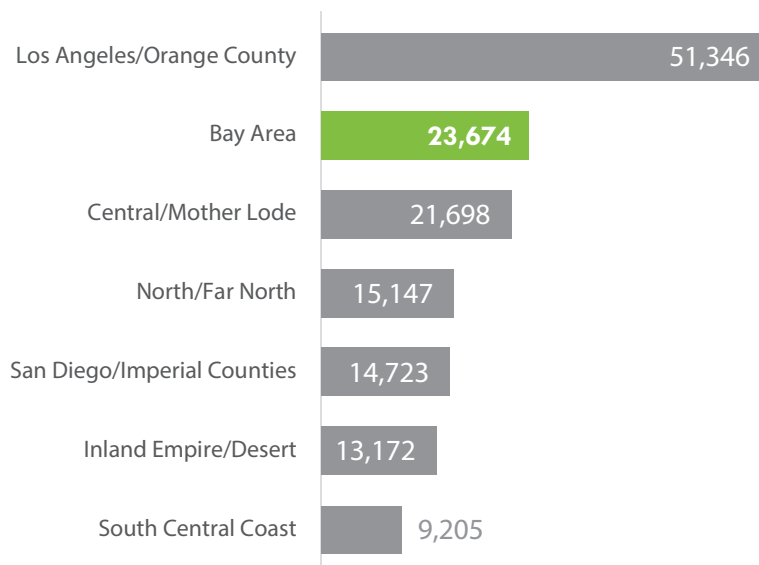
Enrolled Students	Students Who Earned a Degree or Certificate	Transfer Students
23,674	1,166	1,515

Statewide, the Bay region ranks second only behind the Los Angeles/Orange County region in both the number of students enrolled in Education and Human Development programs as well as the number of students who earn a degree or certificate. These numbers are likely driven by the larger population in the Los Angeles versus Bay region.

Examining data for Education and Human Development students with a declared academic goal of earning a degree or transferring to a four-year postsecondary institution, the Bay region ranks third, behind the Los Angeles/Orange County and Central/Mother Lode regions.

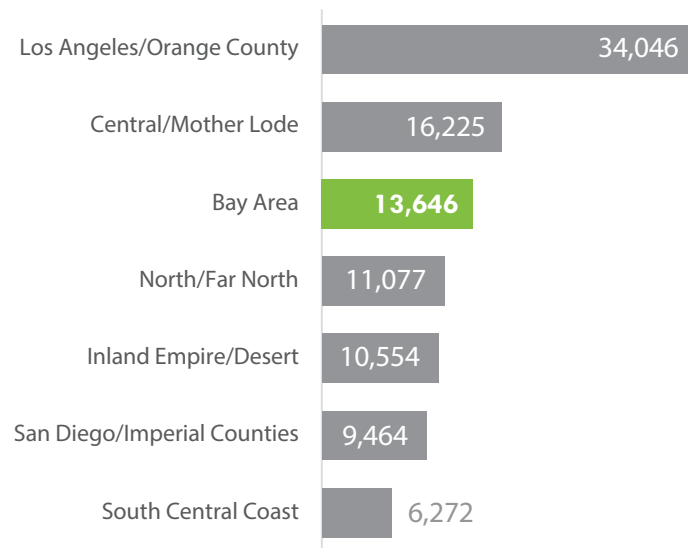
See the figures below for more details on Education and Human Development community college students in the Bay region, and how they fare compared to other students across the state in earning a degree or certificate, or transfer to a four-year postsecondary institution.

Education/Human Development Community College Pipeline Students¹⁸, 3-Yr Average (2018–20)

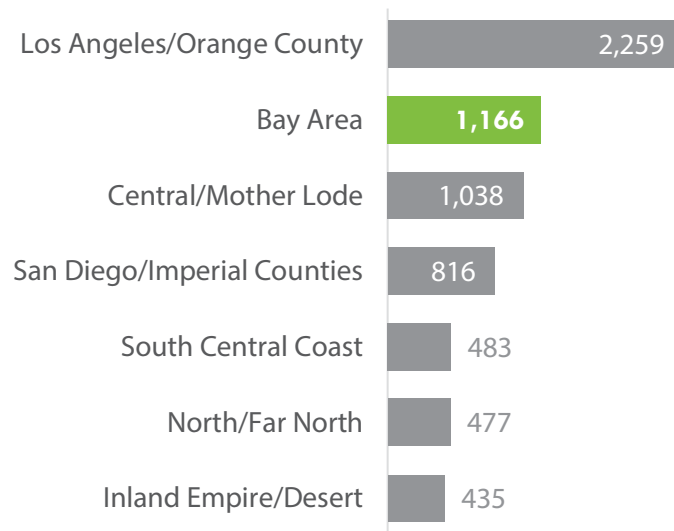


¹⁸ Community College Pipeline Students: Defined as unduplicated count of "All students who took at least .5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) on the selected TOP code in the selected year.

**Education/Human Development Students with Goal of Degree or Transfer¹⁹,
3-Yr Average (2018–20)**

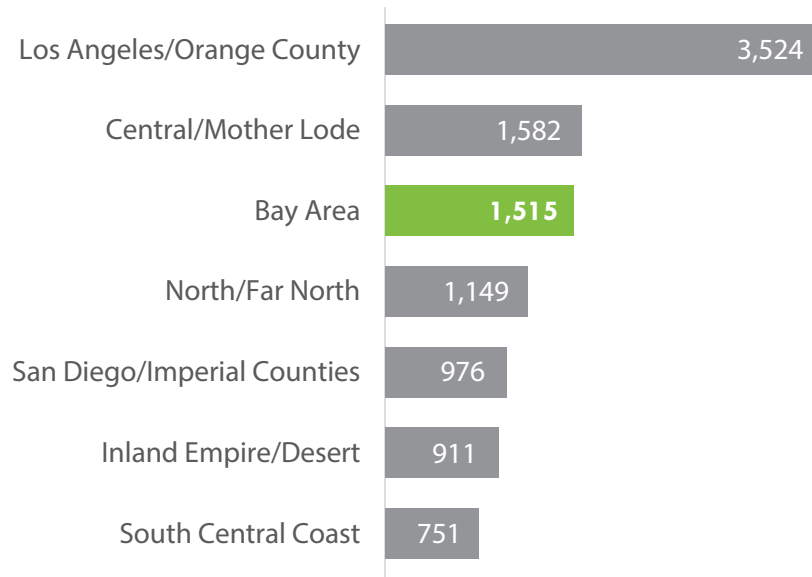


Students Who Earned a Degree or Certificate, 3-Year Average (2018–20)



¹⁹ Students with Goal of Degree or Transfer: Defined as unduplicated count of “Students who enrolled in the selected year with a goal of earning a 2-year and/or 4-year degree.”

Students Who Transferred to a 4-Yr Postsecondary Institution, 3-Yr Average (2017–19²⁰)



²⁰ Data for transfer students lag by one year and data in this report are for

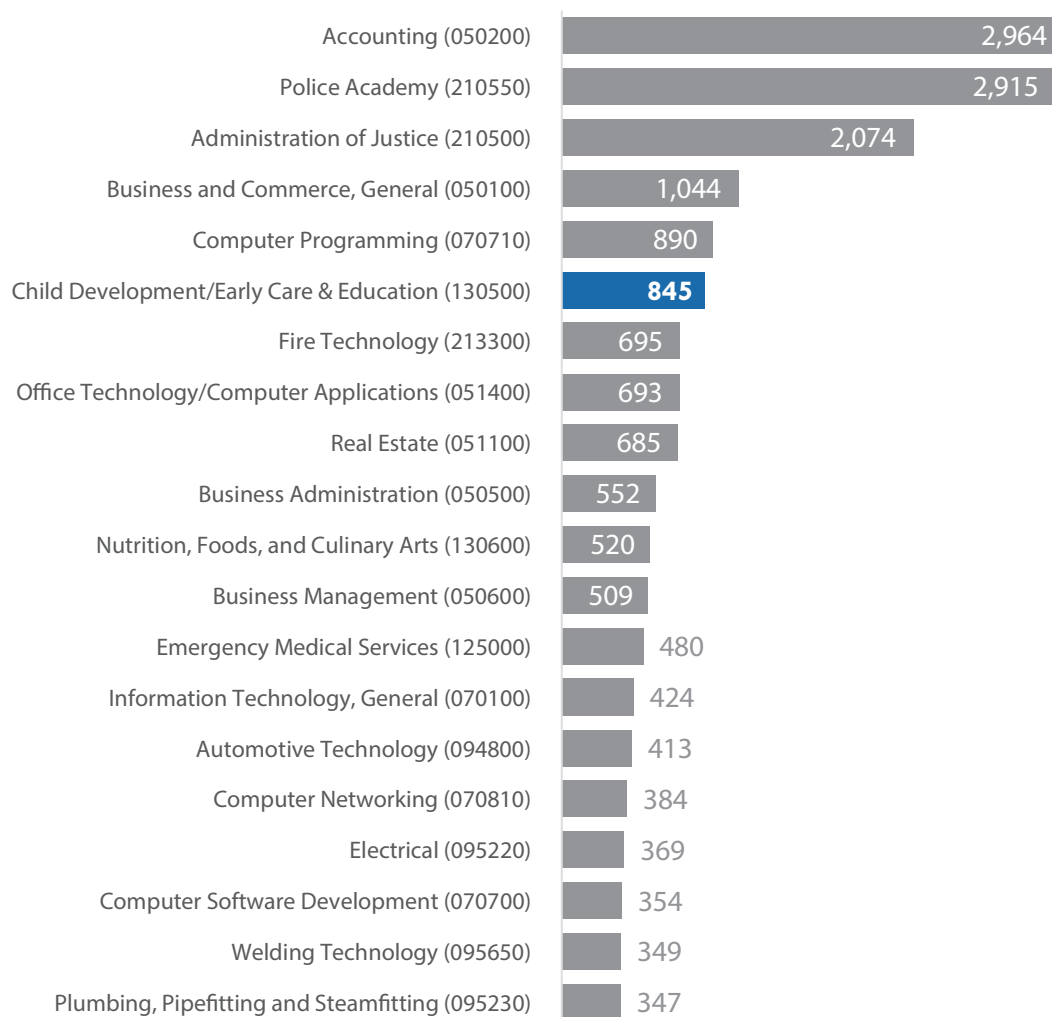
academic years: 2016–17 to 2018–19.

BAY REGION EDUCATION AND HUMAN DEVELOPMENT SECTOR EARNINGS OUTCOMES AND STUDENT DEMOGRAPHICS

Delving further into outcomes and students specifically in the Bay region, this section presents data on living wage attainment and select demographic characteristics of students enrolled in Education and Human Development programs across the 12-county Bay region. Data for labor market related outcomes, such as earnings and employment lag by one year and data reported in this section are from: 2016–17 to 2018–19.

During 2017–2019, the Child Development, Early Care and Education (ECE) program ranked sixth in the Bay region for the number of students who attain employment with livable wages in the year following their exit from college, as shown in the figure below. The ECE program is also the most widely offered program in Education and Human Development, offered at 24 colleges across the region.

Top 20 Programs in the Bay Region with Greatest Living Wage Attainment²¹ Based on 3-Yr Average (2017–19)



²¹ Among 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.

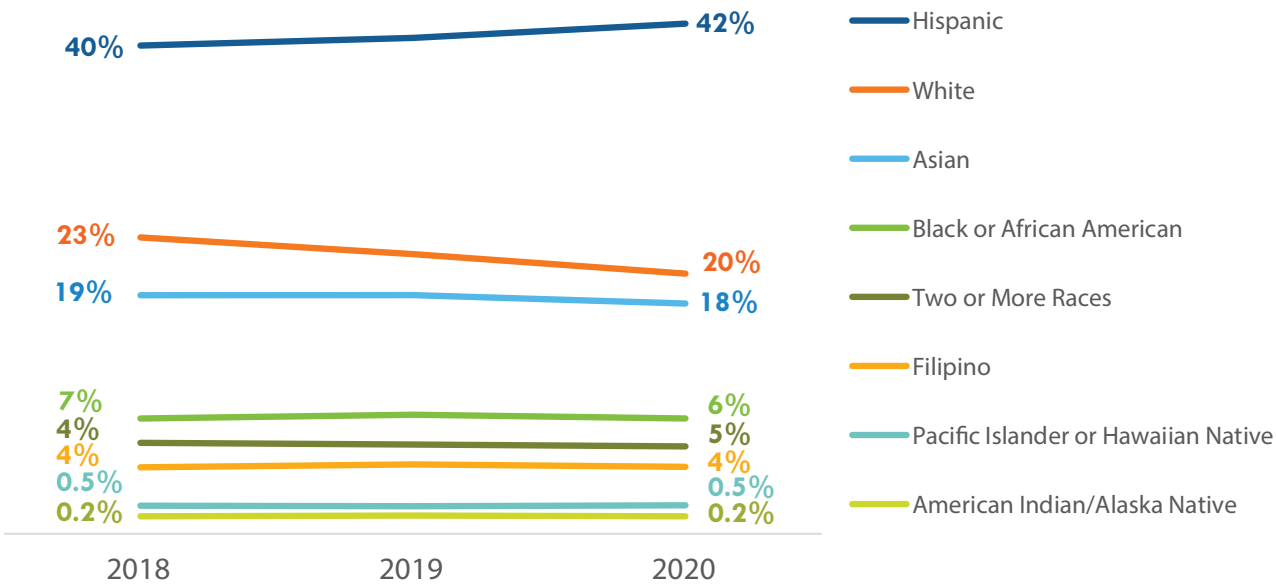
Data from 2017–2019 also indicate that ECE ranked 30th among programs in the region with the greatest increases in median salary upon exiting college for students who earn a degree or certificate.

While obtaining a living wage continues to be a challenge in this sector, the reality is that when compared to CTE programs in the region, the ranking of sixth in the Bay region for obtaining a living wage at college program exit dispels the myth that the sector is only comprised of low-wage jobs. A number of factors need to be reviewed when further dissecting this myth. This sector is primarily comprised of women of color, as described below, and gender inequities in wages impact this demographic in all sectors. Exploration of wages earned prior to college coursework and program completion and jobs available due to college success need to be further explored, as do career opportunities for emerging English language learners. Additionally, the full continuum of jobs leading to careers in the sector need to be viewed in total. Entry level jobs paired with progressive college completion and the development of increasing skills and competencies can lead to a broad array of well compensated, benefitted and in many cases, union-represented positions in public and private employment.

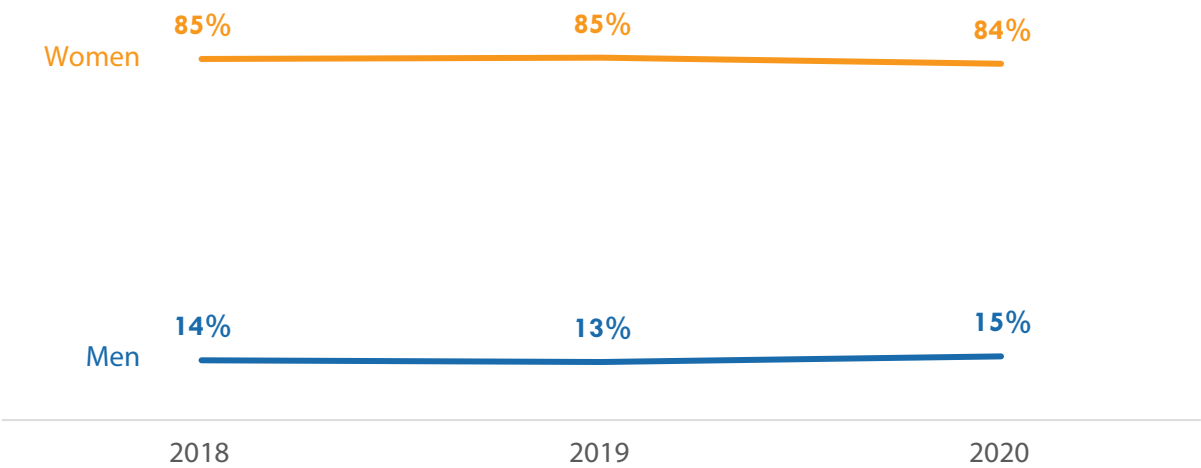
Education and Human Development Students in the Bay Region: Race and Ethnicity, Gender and Age

A brief look at selected demographics of Bay region students who were enrolled in an Education and Human Development program between 2018–2020 also show a largely diverse student population. As shown in the figures below, students identifying as Hispanic (40% to 42%) and women (84% to 85%) comprised the greatest proportion of students enrolled in programs in Education and Human Development in the region.

The greatest proportion of Bay Region Education and Human Development students identify as Hispanic (2018–2020)

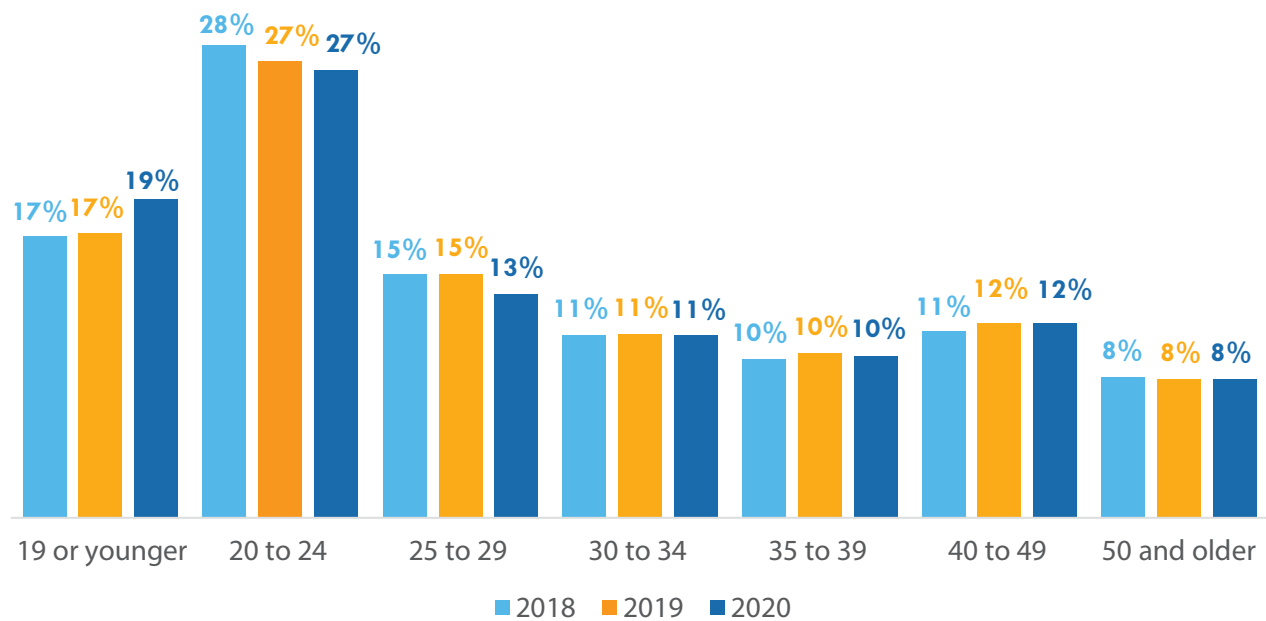


The majority of Education and Human Development students also identify as women (2018–2020)



Finally, most students who take courses in Education and Human Development programs are typically under age 30 (59%), as shown in the figure below.

Most Bay Region Education and Human Development students are generally 29 years or younger (2018–2020)



BENEFITS OF TEACHING

- » Teaching and related careers are social justice in action.
- » Teaching is a family friendly occupation; work-life balance for many teachers is better than for other occupations.
- » Teachers have opportunities to transform the lives of their students on a daily basis, thus contributing to society in a meaningful way.
- » Teaching can provide a career pathway to administrative and other education related occupations.
- » Student loan forgiveness programs are available to many current and prospective teachers.
- » A 10-month work calendar is unique to the TK-12 teaching profession for school district classroom positions.
- » The total compensation package for public employees, when benefits are included, is competitive with some higher paying occupations that don't provide benefits.
- » Retirement benefits are standard for school district positions through the California State Teachers Retirement System.
- » Careers in related professions value experiences, coursework and past employment with children and youth.

Data Gaps and Opportunities

- » Labor market demand data lags behind the current reality of the job market and in some cases uses occupational titles that are too general and/or group several job titles together.
- » There is a lack of accurate data on the number of students at regional community colleges who are interested or may be interested in becoming a teacher. For example, students who receive a certificate or degree in a STEM field such as math or science may be interested in teaching, but there is no way to identify these students in the current community college data information systems.
- » There are opportunities to establish new data systems and/or data sharing agreements that if implemented would provide better on-going data to support Teacher Preparation Pipeline efforts. Examples of data needs include:
 - Statewide data identifying community colleges attended for teaching credential applicants
 - Data on new teacher hires that include community college detail
 - Identifiers for students identified as future teachers at all levels, including high school, that allow for better tracking at individual institutions and upon transfer
 - Shared statewide employment data that shows turnover and exit rates of teachers as compared to colleges attended
 - Shared student progression data between community colleges, CSU's and UC's on identified future teachers
 - A way to identify high school and middle school single subjects future teachers, as they are engaged in subject matter courses in respective departments and not easily tracked.
 - Targets established for "Grow Your Own" programs based on local workforce needs, projected 5–10 years into the future

These data improvements could enable community colleges to respond in a more targeted manner by gearing up to meet the demand for the teaching occupations with the greatest need, understanding and replicating effective practices, sharing strategies and cohorts with transfer institutions and describing employment impacts to employers.

- » One way to identify students who are or may be interested in teaching is to establish a half unit "Introduction to Teaching Careers" course at all 28 colleges. This would enable colleges to document the number of students enrolled in this course and thereby enable regional TPP leaders to better understand the number students who are potentially interested in pursuing a career in teaching.
- » Receiving job openings data directly from regional K-12 school districts annually, through data sharing agreements, would provide better data about the actual number of teachers needed, by occupation and sub-region. The same is true for establishing data sharing agreements with the 28 community colleges in the region to receive annual data on the actual number of teacher openings by subject area.

RESOURCES

Participating Bay region Colleges at:

teachforthebay.com

Kathleen White, Coordinator of the ECE/EDU Workforce Pathways, Pipelines and Apprenticeships Regional Joint Venture, BACCC, City College of San Francisco:

kwhite@ccsf.edu

Bay Area Community College Consortium Teacher Prep Project website at:

sites.google.com/baccc.net/baccctpp-rjv/home

Bay region Colleges with Apprenticeship Programs in ECE/EDU:

- Berkeley City College
- Skyline College
- City College of San Francisco
- Hartnell College
- Chabot College
- Santa Rosa Junior College
- Mission College

California Community Colleges Teacher Preparation Programs at:

teacherprepprogram.org

California Center on Teaching Careers at:

teachcalifornia.org

Association of California Community College Teacher Education Programs at:

accctep.org

Early Care & Education Pathways to Success (ECEPTS) Apprenticeships at:

ecepts.org



APPENDIX²²

College	(TOP 1305.00) Child Development, Early Care and Education	(TOP 1305.80) Child Development, Administration and Management	(TOP 1305.20)Children with Special Needs	Total Programs
Berkeley City	1	-	-	1
Cabrillo	1	-	-	1
Canada	1	1	1	3
Chabot Hayward	1	1	1	3
Contra Costa	1	-	-	1
De Anza	1	1	1	3
Diablo Valley	1	1	1	3
Foothill	1	1	-	2
Gavilan	1	-	-	1
Hartnell	1	-	-	1
Las Positas	1	-	1	2
Los Medanos	1	-	-	1
Marin	1	1	1	3
Merritt	1	-	1	2
Mission	1	1	1	3
Monterey	1	-	1	2
Napa	1	1	-	2
Ohlone	1	-	-	1
San Francisco	1	1	1	3
San Jose City	1	1	1	3
Santa Rosa	1	-	1	2
Skyline	1	1	1	3
Solano	1	-	-	1
West Valley	1	1	1	3
Total Programs	24	12	14	50

College	(TOP 1305.90) Infants and Toddlers	(TOP 1305.60) Parenting and Family Education	(TOP 1305.40) Preschool Age Children	(TOP 1305.50) The School Age Child	Total Programs
Canada	1	1	-	-	2
Chabot Hayward	1	-	-	-	1
De Anza	1	1	-	-	2
Diablo Valley	1	-	1	-	2
Foothill	-	1	-	-	1
Hartnell	-	-	1	-	1
Marin	1	1	-	-	2
Merritt	1	-	1	-	2
Mission	1	-	-	-	1
Monterey	1	-	-	-	1
Napa	1	-	-	-	1
San Francisco	1	1	-	1	3
San Jose City	1	-	1	-	2
Skyline	1	1	-	-	2
Total Programs	12	6	4	1	23

²² Source: Datamart. 2020–2021 Annual FTES by TOP code, Bay Area community colleges [Data files].

College	(TOP 0835.60) Coaching	(TOP 0802.00) Educational Aide / Teacher Assistant	(TOP 0860.00) Educational Technology	(TOP 0809.00) Special Education	Total Programs
Alameda	-	1	-	-	1
Berkeley City	-	1	-	-	1
Cabrillo	1	-	-	-	1
Chabot Hayward	1	-	-	-	1
Contra Costa	-	1	-	-	1
De Anza	1	-	-	-	1
Diablo Valley	1	-	-	1	2
Evergreen Valley	-	1	1	-	2
Foothill	-	-	1	-	1
Laney	-	1	-	-	1
Merritt	-	1	1	-	2
Monterey	1	-	-	-	1
Ohlone	-	-	-	1	1
San Francisco	1	-	-	-	1
San Jose City	-	1	-	-	1
Santa Rosa	1	-	-	-	1
West Valley	1	-	-	-	1
Total Programs	8	7	3	2	20

College	(TOP 1308.00)Family Studies	(TOP 0850.10)Sign Language Interpreting	(TOP 0899.00) Other Education	Total Programs
Chabot Hayward	-	-	1	1
Las Positas	-	-	1	1
Napa	1	-	1	2
Ohlone	-	1	-	1
Santa Rosa	-	1	-	1
Solano	-	1	-	1
Total Programs	1	3	3	7

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For more information on this study, contact:

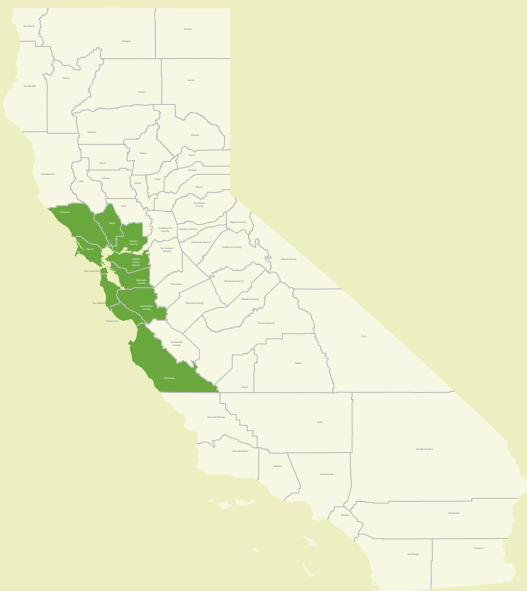
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Bay Region Counties: Alameda,
Contra Costa, Marin, Monterey, Napa,
San Benito, San Francisco, San Mateo,
Santa Clara, Santa Cruz, Solano and
Sonoma Counties