



CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH



CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs

TEACHER OCCUPATIONS REPORT BRIEF BAY REGION



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THE DEVELOPMENT OF CALIFORNIA'S WORKFORCE DEPENDS ON TEACHERS

The Education and Human Development (ECE/EDU) sector prepares students for entry level jobs and careers in education, child and youth development, teaching, program administration, and other related areas. Workforce shortages were predicted for the ECE/EDU sector in California through 2025 prior to the COVID-19 pandemic and those shortages have only worsened during the past two years. Significant teacher shortages in the San Francisco Bay region (Bay region) include teachers specializing in science, technology, engineering and math (STEM), special education, preschool, transitional kindergarten, career technical education disciplines and substitute teaching.

The Current Challenge: Many Teacher Openings to Fill

- » 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 four) by the high percentages in the “replacements as a percentage of openings” column.
- » The high cost of living in the region, combined with significant competing employment opportunities, has exacerbated the challenge of filling teacher-related positions.

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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 proposed 2022–23 budget bring significant new funding to the Bay region to support TK and out-of-school time (OST) 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 after-school 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 job postings.
- » 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 approved and/or re-introduced. Advocates are strongly urging federal funding for child care expansion during the current 2022 budget reconciliation period.

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 destabilized.

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.



WHAT OCCUPATIONS ARE IN DEMAND?

The table below¹ displays Bay region² 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 average annual openings. These 20 teacher-related occupations are projected to generate over 29,000 job openings annually in the Bay region and more than 146,000 job openings over the five-year period.

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 Wage	Median Annual Wage
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
Career/Technical Education Teachers, Middle School	46	12	26%	18	60%	30	6	\$44,836	\$60,061
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									
Total Other Education	55,947	3,656	7%	27,823	86%	32,484	6,497	\$67,163	\$95,913
Substitute Teachers	21,000	300	1%	11,791	93%	12,718	2,544	\$33,803	\$45,164
Teachers and Instructors, All Other	15,759	-839	-5%	8,587	98%	8,758	1,752	\$35,471	\$41,998
Postsecondary Teachers	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
Audio-Visual and Multimedia Collections Specialists	300	19	6%	136	88%	155	31	\$36,791	\$45,445
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		

¹ Source: EMSI Brnig Glass, 2022.

² Bay region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties.

COVID-19 IMPACTS ON THE EDUCATION AND HUMAN DEVELOPMENT SECTOR

The COVID-19 Pandemic has significantly impacted the ECE/EDU sector, as 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.^{3,4}
- » 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 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 Employment⁵ in Berkeley, California also described the sector as being on the “verge of collapse”⁶, 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.



³ 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/>.

⁴ 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>.

⁵ The Center for the Study of Child Care Employment is a program of the Institute for Research on Labor Market Research at the University of California, Berkeley.

⁶ Sean Doocy, Yoonjean Kim and Elena Montoya, “California Child Care in Crisis,” Center for the Study of Child Care Employment, July 22, 2020, <https://csce.berkeley.edu/publications/data-snapshot/california-child-care-in-crisis-covid-19/>.

LABOR MARKET DEMAND FOR TEACHERS

Further examining the most in-demand teacher-related occupations, the table below displays job postings and estimated number of days to fill an opening for the listed occupations⁷. Occupations are sorted in descending order by job postings. Data indicate an estimated average of 47 days to fill openings in the listed occupations, based on occupations for which data were available.

Most In-Demand Teacher Occupations, by Job Postings (May 2021 – April 2022)⁸

Occupation	Number of Job Postings	Time to Fill
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

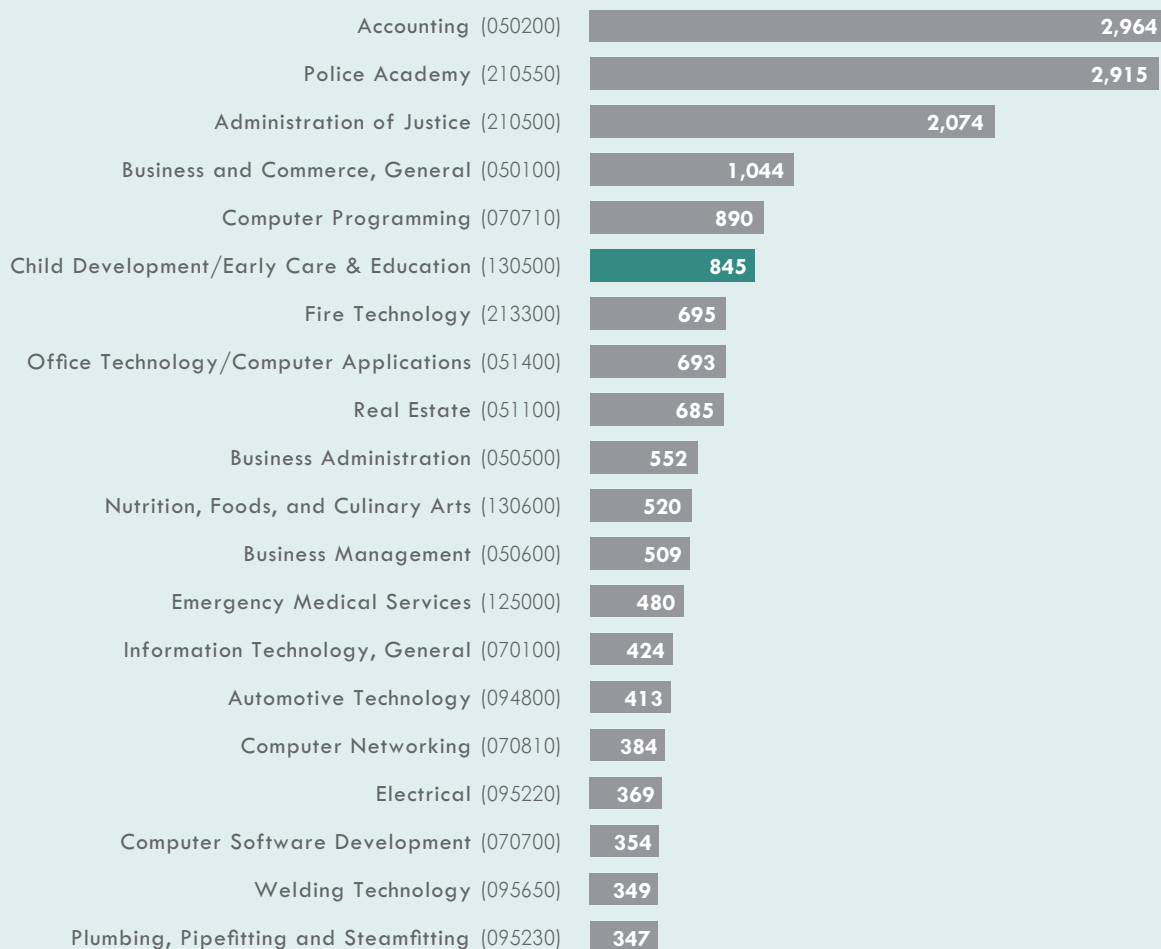
⁷ Estimates for “time to fill” are based on a review of data, including historical, for the given occupation.

⁸ Source: Burning Glass (2022). Job postings and hard to fill jobs, by selected occupations (May 2021-April 2022).

BAY REGION CHILD DEVELOPMENT, EARLY CARE AND EDUCATION (ECE) EARNINGS OUTCOMES

During 2017-2019, the Child Development, Early Care and Education (ECE) program ranked sixth in the Bay region among CTE programs, 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 Bay region.

Top 20 Programs in the Bay Region with Greatest Living Wage Attainment. Based on 3-Yr Average (2017-19)⁹



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 exploring this myth. This sector is primarily comprised of women of color 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.

⁹ 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.

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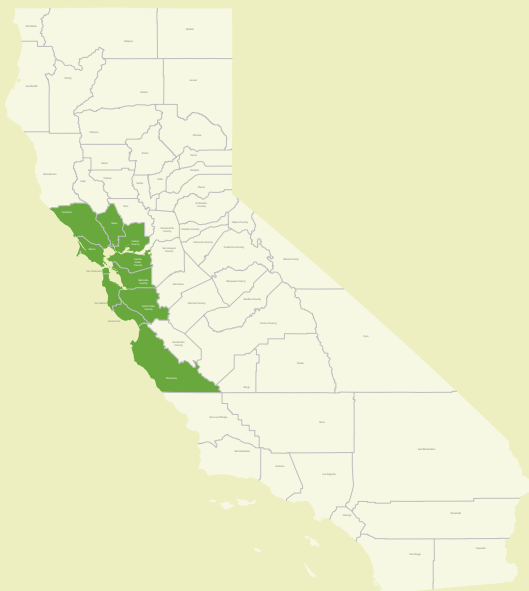
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