

# Special Education (TOP 0809.00)

## *Regional Program Demand Report*

*Foothill College, San Francisco larger MSA*

# Introduction and Contents

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## Focus College

Foothill College

## Region Definition

Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara

## Purpose and Goals

This report is designed to integrate and analyze data from multiple sources to help educational institutions discover regional labor market needs for certain postsecondary programs of study. The overall goal is to help a college align their program offerings the economy and labor market of its service region. To do this, the report selects a set of focus occupations, determines the regional job outlook for them, and compares this to the number of recent graduates in related programs at regional educational institutions. While this is a first step toward a supply/demand analysis, for increased accuracy it could be extended with survey-based information from local employers regarding their hiring outlook and recruitment sources.

The occupation employment and wage numbers are from EMSI's national Complete Employment database, which is built using numerous published data sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, and Bureau of the Census. In addition, the report uses industry/occupation data and projections created by the State of AnyState. The completions-by-program and program-to-occupation links use data from the U.S. Department of Education.

These data sources have been specially processed and harmonized to provide more complete and detailed data than any individual source used. For more information, see the final page of this report.

## Key Terms and Concepts

**Programs:** Courses of postsecondary study defined by CIP (Classification of Instructional Programs) codes.

**Occupation:** A category of workers defined by the Standard Occupational Classification (SOC).

**Relating occupations to Programs:** EMSI determines these links using information from the U.S. Department of Education.

**Replacement Jobs:** The estimated number of job openings in an occupation due to retirement, turnover, and other factors aside from job growth. Based on national percentages by occupation.

**Annual openings:** The sum of new jobs and estimated replacement jobs for a given occupation, divided by the number of years in the timeframe.

**Earnings:** For industries, total annual earnings per worker is reported; these earnings include wages, salaries, profits, and benefits. Occupational earnings are reported as median hourly wage only.

**Jobs:** Full-time and part-time positions held by proprietors and payroll employees in the public or private sector. May exceed actual worker count.

**Projections:** Estimates of future job or population numbers based on (1) recent historical regional trends and (2) published forecasts created by a consensus of state and federal agencies.

# Executive Summary

## Overview

This report focuses on **3 occupations** which are expected to provide **194 annual job openings** from 2008-2013 in the San Francisco larger MSA 6-county area. Meanwhile, in 2007, area colleges produced **123 graduates** in **15 programs** related to these occupations. The numbers indicate an opportunity for area colleges to expand their offerings in this field.<sup>1</sup>

## Focus Occupations

The following occupations were selected for analysis in this report:<sup>2</sup>

- Special education teachers, preschool, kindergarten, and elementary school
- Special education teachers, middle school
- Special education teachers, secondary school

## Focus Programs

The key occupations above correspond to the following standard postsecondary program titles:<sup>3</sup>

- Special Education and Teaching, General
- Education/Teaching of Individuals with Hearing Impairments Including Deafness
- Education/Teaching of the Gifted and Talented
- Education/Teaching of Individuals with Emotional Disturbances
- Education/Teaching of Individuals with Mental Retardation
- Education/Teaching of Individuals with Multiple Disabilities
- Education/Teaching of Individuals with Orthopedic and Other Physical Health Impairments
- Education/Teaching of Individuals with Vision Impairments Including Blindness
- Education/Teaching of Individuals with Specific Learning Disabilities
- Education/Teaching of Individuals with Speech or Language Impairments

**1. Annual job openings: new plus replacement jobs divided by years in the timeframe. Note that openings may be filled from various sources besides new graduates, and that graduates may work in occupations unrelated to their degree.**

**2. Occupations are defined by the federal SOC system.**

**3. Programs are defined by the federal CIP system. The occupation-program crosswalk is based on the CIP-SOC crosswalk published by the U.S. Department of Education.**

- Education/Teaching of Individuals with Autism
- Education/Teaching of Individuals Who are Developmentally Delayed
- Education/Teaching of Individuals in Early Childhood Special Education Programs
- Education/Teaching of Individuals with Traumatic Brain Injuries
- Special Education and Teaching, Other

## Labor Market Outlook

Aggregated data for all focus occupations:

	Region	State(s)	U.S.
2008 total jobs	5,258	38,471	496,967
2013 total jobs	5,645	43,217	539,540
2008-2013 growth	387	4,745	42,573
2008-2013 repl. jobs	585	4,313	55,291
Median hourly earnings	\$35.22	\$36.12	\$30.14

## Focus Program Completions

"Completions" represents the total number of students to attain an award or degree at each given level in all the above college programs.

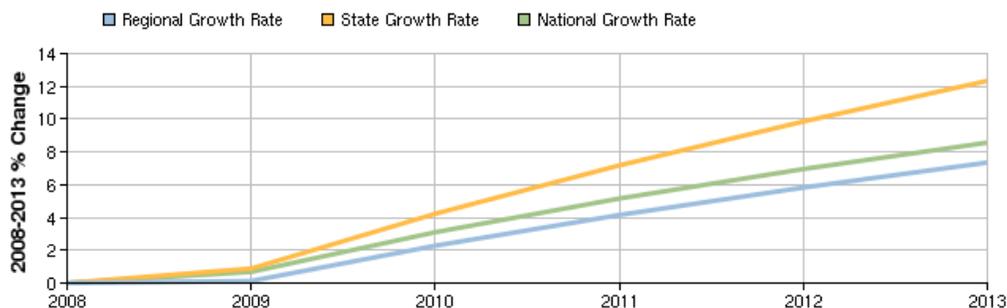
Award Level	2007 Completions (Foothill College)	2007 Completions (All Colleges in Region)
Award < 2 years	14	16
Associate's	5	9
Bachelor's	-	-
Postbaccalaureate Certificate	-	60
Master's	-	37
Doctor's	-	1
Professional	-	-
<b>TOTAL</b>	<b>19</b>	<b>123</b>

Source: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS).

# Job Outlook Summary

## Percent Change in Employment, All Focus Occupations

This graph shows yearly percent growth compared to 2008.



The table summarizes the regional job outlook for the focus occupations using employment projections and current wage data, indicating the demand for these kinds of workers and their pay scale. Colleges which strive to be labor market responsive, maximize their economic impact, and generate a return on investment for public funds should generally focus program resources to support high-growth, high-wage occupations.

## Detailed Information by Occupation

Occupation Title	2008-13 Avg. Annual Openings			Median Hourly Earnings		
	Region	State[s]	U.S.	Region	State[s]	U.S.
Special education teachers, preschool, kindergarten, and elementary school	109	1,003	10,357	\$35.02	\$35.88	\$29.82
Special education teachers, secondary school	54	494	4,826	\$37.18	\$37.28	\$30.67
Special education teachers, middle school	32	314	4,390	\$31.84	\$34.65	\$30.10
<b>TOTAL</b>	<b>194</b>	<b>1,812</b>	<b>19,573</b>	<b>\$35.22</b>	<b>\$36.12</b>	<b>\$30.14</b>

Source: EMSI Complete Employment, 3/2008.

Average annual openings: total new plus replacement jobs over the entire timeframe divided by number of years in the timeframe.

1. Projected new and replacement jobs can indicate demand, but are not necessarily equivalent to demand. The number is based on past regional performance of the industries that employ workers in the given occupations, combined with official, biannual state and federal ten-year estimates. Projections may underestimate demand if employers need these kinds of workers but are unable to hire qualified individuals to meet their needs, or if unforeseen business recruitment and growth outpace past trends. Similarly, projections may overestimate demand if there are unforeseen contractions in key employers, entire industries, or the national economy as a whole.

# Regional Job Outlook

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The table summarizes the regional job outlook for the focus occupations using employment projections and current wage data, indicating the demand for these kinds of workers and their pay scale. Colleges which strive to be labor market responsive, maximize their economic impact, and generate a return on investment for public funds should generally focus program resources to support high-growth, high-wage occupations. Occupations are sorted by total 2008 jobs.

Occupation Title	2008 Jobs	2013 Jobs	New Jobs	New & Rep. Jobs	Median Hourly Earnings
Special education teachers, preschool, kindergarten, and elementary school	2,725	2,965	240	544	\$35.02
Special education teachers, secondary school	1,708	1,787	79	268	\$37.18
Special education teachers, middle school	825	893	68	160	\$31.84
	<b>5,258</b>	<b>5,645</b>	<b>387</b>	<b>972</b>	<b>\$35.22</b>

Source: EMSI Complete Employment - Spring 2009.

# State & National Job Outlook

These two tables summarize the state and national job outlook for the focus occupations using employment projections and current wage data, indicating the demand for these kinds of workers and their pay scale. Occupations are in the same order as they are in the regional job outlook table on the previous page.

## State Job Outlook

Occupation Title	2008 Jobs	2013 Jobs	New Jobs	New & Rep. Jobs	Median Hourly Earnings
Special education teachers, preschool, kindergarten, and elementary school	19,964	22,735	2,771	5,017	\$35.88
Special education teachers, secondary school	12,215	13,323	1,108	2,468	\$37.28
Special education teachers, middle school	6,292	7,158	866	1,572	\$34.65
	<b>38,471</b>	<b>43,217</b>	<b>4,745</b>	<b>9,058</b>	<b>\$36.12</b>

Source: EMSI Complete Employment - Spring 2009.

## National Job Outlook

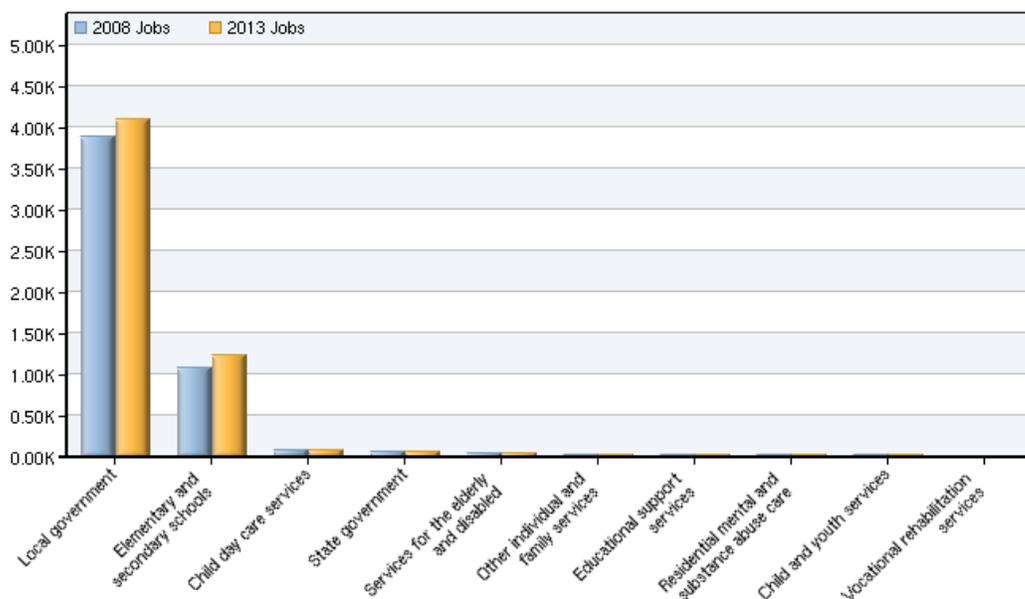
Occupation Title	2008 Jobs	2013 Jobs	New Jobs	New & Rep. Jobs	Median Hourly Earnings
Special education teachers, preschool, kindergarten, and elementary school	237,780	263,156	25,376	51,783	\$29.82
Special education teachers, secondary school	149,821	157,317	7,496	24,132	\$30.67
Special education teachers, middle school	109,366	119,067	9,701	21,949	\$30.10
	<b>496,967</b>	<b>539,540</b>	<b>42,573</b>	<b>97,864</b>	<b>\$30.14</b>

Source: EMSI Complete Employment - Spring 2009.

# Inverse Staffing Patterns

## Industrial Makeup

These are your region's top ten growing industries in the selected occupations.



NAICS Code	Description	2008 Jobs	2013 Jobs	Change	% Change
930000	Local government	3,890	4,095	205	5%
611110	Elementary and secondary schools	1,079	1,237	158	15%
624410	Child day care services	73	74	1	1%
920000	State government	51	53	2	3%
624120	Services for the elderly and disabled	42	46	4	9%
624190	Other individual and family services	22	26	4	20%
611710	Educational support services	16	20	4	28%
623220	Residential mental and substance abuse care	14	18	4	25%
624110	Child and youth services	13	14	1	7%
624310	Vocational rehabilitation services	<10	<10	--	--

# Regional Graduation Summary

Regional graduations ("completions" or number of awards/degrees granted) in the programs tied to the focus occupations are one indicator of workforce supply. (Other sources include in-migration of new workers to the region, promotion from within firms, and currently unemployed workers in the same or similar occupations.) The following table breaks down these graduations by program and award level at AnyRegion college and at all institutions in the region. A zero entry for completers indicates the program is offered but had no completions, while a "-" indicates the program is not offered.

CIP Code	Program Title	Award Level	2007 Completions, Your College	2007 Completions, Entire Region
13.1001	Special Education and Teaching, General	Award of less than 1 academic year	14	16
		Associate's degree	5	9
		Postbaccalaureate certificate	-	47
		Master's degree	-	37
		Doctor's degree	-	1
13.1003	Education/Teaching Individuals - Hearing Impairments	[all]	-	-
13.1004	Education/Teaching of the Gifted and Talented	[all]	-	-
13.1005	Education/Teaching of Individuals with Emotional Disturbances	[all]	-	-
13.1006	Education/Teaching of Individuals with Mental Retardation	[all]	-	-
13.1007	Education/Teaching of Individuals with Multiple Disabilities	[all]	-	-
13.1008	Education/Teaching Individuals - Orthopedic/Oth Phys Impairments	[all]	-	-
13.1009	Education/Teaching Individuals - Vision Impairments/ Blindness	[all]	-	-
13.1011	Education/Teaching Individuals - Specific Learning Disabilities	Postbaccalaureate certificate	-	7
		Master's degree	-	-
13.1012	Education/Teaching Individuals - Speech or Language Impairments	[all]	-	-
13.1013	Education/Teaching of Individuals with Autism	[all]	-	-
13.1014	Education/Teaching of Individuals Who are Developmentally Delayed	[all]	-	-
13.1015	Education/Teaching Individuals - Early Childhood Spec Ed Pgms	Award of less than 1 academic year	-	-
		Award of at least 1 but less than 2 academic years	-	-
		Postbaccalaureate certificate	-	6
13.1016	Education/Teaching of Individuals with Traumatic Brain Injuries	[all]	-	-
13.1099	Special Education and Teaching, Other	[all]	-	-
<b>TOTAL</b>			<b>19</b>	<b>123</b>

Source: U.S. Department of Education, National Center for Education Statistics: Integrated Postsecondary Education Data System (IPEDS).

# Occupational Programs & Completers

The following section provides detailed information for each focus occupation, including the job outlook information provided above. Each occupation is also associated with one or more postsecondary programs (defined by standard CIP 2000 codes) using information published by the U.S. Department of Education with customizations by EMSI.

A zero entry for completers indicates the program is offered but had no completions, while a "-" indicates the program is not offered.

## Summary Table

Occupation	2008-2013 Avg. Annual Openings	2007 Completions, All Related Programs (College)	2007 Completions, All Related Programs (Region)	Total Related Programs	Total Occs. Sharing Same Programs
Special education teachers, preschool, kindergarten, and elementary school	109	19	123	15	4
Special education teachers, secondary school	54	19	116	4	3
Special education teachers, middle school	32	19	116	4	3

Source: EMSI Complete Employment; U.S. Department of Education, IPEDS & Occupational Code Crosswalk - CIP 2000.

An occupation may be related to multiple programs and vice versa. Completions may be double-counted if related to multiple occupations; **do not total**. See columns "Total Related Programs" and "Total Occs. Sharing Same Programs" to refine interpretation of openings versus completions.

## Detail Tables

The following tables provide detailed information for focus occupations and related programs, comparing estimated average annual openings in each occupation with recent completions (awards/degrees) in related programs at both AnyRegion College and at all institutions in the region. Many postsecondary programs are linked to multiple occupations; this is shown in the final column of each table and is one indication that fewer program completers will likely enter the given occupation than the overall total would suggest.

Sources for this section: EMSI Complete Employment, 3/2008; U.S. Department of Education, IPEDS.

### Special education teachers, preschool, kindergarten, and elementary school

2008-2013 Avg. Annual Openings: **109**

Median Hourly Earnings: **\$35.02**

Related Programs	2007 Completions, College	2007 Completions, Entire Region	Other Occupations Linked to Program
TOTAL, ALL RELATED PROGRAMS	19	123	4
Special Education and Teaching, General	19	110	3
Education/Teaching of Individuals with Hearing Impairments Including Deafness	-	-	1
Education/Teaching of the Gifted and Talented	-	-	-
Education/Teaching of Individuals with Emotional Disturbances	-	-	-
Education/Teaching of Individuals with Mental Retardation	-	-	-
Education/Teaching of Individuals with Multiple Disabilities	-	-	-
Education/Teaching of Individuals with Orthopedic and Other Physical Health Impairments	-	-	-
Education/Teaching of Individuals with Vision Impairments Including Blindness	-	-	-
Education/Teaching of Individuals with Specific Learning Disabilities	-	7	-
Education/Teaching of Individuals with Speech or Language Impairments	-	-	-
Education/Teaching of Individuals with Autism	-	-	-
Education/Teaching of Individuals Who are Developmentally Delayed	-	-	-
Education/Teaching of Individuals in Early Childhood Special Education Programs	-	6	-
Education/Teaching of Individuals with Traumatic Brain Injuries	-	-	-
Special Education and Teaching, Other	-	-	-

### Special education teachers, middle school

2008-2013 Avg. Annual Openings: **32**

Median Hourly Earnings: **\$31.84**

Related Programs	2007 Completions, College	2007 Completions, Entire Region	Other Occupations Linked to Program
TOTAL, ALL RELATED PROGRAMS	19	116	3
Special Education and Teaching, General	19	110	3

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Related Programs	2007 Completions, College	2007 Completions, Entire Region	Other Occupations Linked to Program
Education/Teaching of the Gifted and Talented	-	-	-
Education/Teaching of Individuals Who are Developmentally Delayed	-	-	-
Education/Teaching of Individuals in Early Childhood Special Education Programs	-	6	-

### Special education teachers, secondary school

2008-2013 Avg. Annual Openings: **54**

Median Hourly Earnings: **\$37.18**

Related Programs	2007 Completions, College	2007 Completions, Entire Region	Other Occupations Linked to Program
TOTAL, ALL RELATED PROGRAMS	19	116	3
Special Education and Teaching, General	19	110	3
Education/Teaching of the Gifted and Talented	-	-	-
Education/Teaching of Individuals Who are Developmentally Delayed	-	-	-
Education/Teaching of Individuals in Early Childhood Special Education Programs	-	6	-

# About the Data

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## Introduction

EMSI data is a compilation and harmonization of more than 80 government and private-sector sources. Updated every six months and based on the most recent data available, the dataset covers the entire US population and economy, down to each individual ZIP code. It includes data for industries, occupations, demographics, postsecondary institutions, and selected economic indicators.

## Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional "staffing patterns" (showing the average mix of job types in various industries) taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is augmented by data from the American Community Survey (U.S. Census). Replacement jobs and annual openings estimates are based on national survey data by occupation. As in the official government statistics, occupations are categorized by Standard Occupational Classification (SOC) codes and titles.

## Completions Data

Completions are voluntarily reported by postsecondary institutions through the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Completions are organized by program using the Classification of Instructional Programs (CIP) codes and titles.

## Relating Occupations to Postsecondary Programs

The occupation-to-program (SOC-to-CIP) "crosswalk" is a large table that describes which occupations are generally trained for by each standard postsecondary program (based on Classification of Instructional Programs [CIP] codes and titles, last updated in 2000). EMSI starts with the official crosswalk published by the U.S. Department of Education and customizes it in various ways to make it more accurate and practical for comparing programs to regional labor markets.

# About Economic Modeling Specialists

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## Products and Services

EMSI provides integrated regional economic and labor market data, web-based analysis tools, data-driven reports, and custom consulting services. EMSI specializes in detailed information about regional economies for assessment and planning purposes, bringing together industry, workforce, economic development, and education/training perspectives.

EMSI's expertise is centered on regional economics, data integration and analysis, programming, and design so that it can provide the best available products and services for regional decision makers. EMSI recently merged with its sister company CCbenefits Inc.-well known for conducting socioeconomic impact studies for over 800 community and technical colleges across the nation-to offer an integrated portfolio of solutions for college, workforce, and economic development professionals.

## Clients

EMSI's client base includes hundreds of colleges, workforce boards, economic development organizations, governmental agencies, economists, consultants, academics, and private-sector analysts. With over four thousand current clients in the U.S., Canada, and the United Kingdom, EMSI's products and services are critical for informing regional policy.

## Contact EMSI

For more information about EMSI, visit us at [www.economicmodeling.com](http://www.economicmodeling.com), or call us toll-free at 866.999.3674.