TEACHER OCCUPATIONS
LOS ANGELES COUNTY

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# Table of Contents

Frequently Asked Questions (FAQS) .......................................................... 3

Labor Market Demand for Teachers .......................................................... 4
   Quick Facts .................................................................................................. 4

What Occupations are in Demand? ......................................................... 5

Most in Demand Teacher Occupations, by Job Postings (2018) ............... 6

Demand for Community College Teachers ............................................ 7

Teacher Supply: The Teacher Preparation Pipeline (TPP) ......................... 8
   Quick Facts .................................................................................................. 8

What Do Community Colleges Offer? .................................................... 8

A Program Spotlight: Child Development/Early Care and Education Pathway 9

Benefits of Teaching .................................................................................. 10

Data Gaps and Opportunities .................................................................... 10

TPP Resources ............................................................................................ 11
What is the TEACH Los Angeles Regional Collaborative (TEACH LARC)?

The mission of the TEACH Los Angeles Regional Collaborative (Teach LARC) is aligned with the statewide California Community Colleges Teacher Preparation Programs (CCCTPP) which is, “to engage in developing successful teacher preparation programs by facilitating access to strategies, tools and resources that can boost the number and diversity of students entering the education field.”

As part of the Teacher Preparation Programs (TPP) regional communities of practice, Teach LARC supports efforts to align educational systems, develop infrastructure, and disseminate resources needed for colleges to grow their own teacher preparation programs, and emphasizes key partnerships with K12, California State Universities (CSU), and other institutions of higher education, to collaborate in recruiting and preparing a diverse education workforce dedicated to all students’ success.

The Teach LARC is funded in part by the Strong Workforce Program (SWP) regional allocation funding as part of the Teacher Preparation Program/ Career Technical Education (CTE)-Science Technology Engineering and Mathematics (STEM) project (TPP/CTE-STEM) in the Los Angeles region. While this project responds to the pressing teacher shortage in California, it impacts all CTE/STEM emerging and priority industry sectors in the Workforce & Economic Development Division (WEDD) of the California Community Colleges Chancellor’s Office (CCCCO) framework that benefit from the increase of well-prepared CTE/STEM professionals in Los Angeles County.

Why are California Community Colleges Teacher Preparation Programs Important?

The California Community College Chancellor’s Office has designated the TPP STEM/STEAM (Science Technology Engineering, Arts and Mathematics) as one of six priority projects, called “projects in-common,” in which all regions are encouraged to invest Strong Workforce Program (SWP) resources. Teacher Preparation Programs are critical to ensuring well-prepared students in every field, especially now, in the midst of a severe teacher shortage. Community colleges play a vital role in preparing the teacher workforce, including preparing approximately 60% of teachers graduating from the CSU system. California Community College Teacher Preparation Programs are growing through regional collaboration across education systems with one mission: to expand and diversify the teacher workforce.

TPP’s are currently supported through a blend of CCCCCO, regional SWP, and private funding at 26 of the 115 community colleges in the state, representing 10 regions. Funding has been intermittent and largely dependent on the participation of individual colleges. Because community college students bring diversity, local knowledge, dual-language capacity and community commitment to the teaching workforce it is essential that these local resources be cultivated.

What role do dual-enrollment programs play in increasing the number of community college students in the Teacher Preparation Career Pathway?

Dual-enrollment offers high school students the ability to complete college courses, engage in career exploration and in the case of teacher education, complete courses that are required for entry-level jobs with children or youth.

To expand dual-enrollment opportunities, the Governor signed three bills1 that allow K-12 and adult education students the opportunity to pursue their higher education goals.

- AB 30 by Assemblymember Chris Holden (D-Pasadena) removes barriers to dual enrollment by extending the College and Career Access Pathways program for an additional five years. The bill also simplifies the process for dual-enrollment applications and makes it easier for K-12 schools and community college districts to form partnerships.
- SB 554 by Senator Richard Roth (D-Riverside) provides a streamlined approach for adults enrolled in High School Equivalency programs to concurrently enroll in one or more community college course without tuition or fees.
SB 586 by Senator Richard Roth (D-Riverside) requires the governing board of a school and community college district to consult with the appropriate local workforce development board to ensure their career technical education program is aligned with regional and statewide employment needs.

**What teacher related jobs are available to both dual-enrollment and adult college students as they complete their college degrees?**

Jobs in Early Childhood Education (ECE), after-school work, and youth work are often open to dual-enrollment students and adult college students after the completion of 6-12 units in related coursework. Employment in related professions provides on-the-job experiences and careers that can be maintained while completing college goals. Working in a job with children or youth, especially at a school site or in a community agency that serves children, youth and families, also allows for the development of key professional contacts and support for future teachers entering the field. Students can obtain child development permits to work as one of the following:

- Teacher Assistant
- Associate Teacher
- Teacher
- Master Teacher
- Site Supervisor
- Program Director

**LABOR MARKET DEMAND FOR TEACHERS**

**Quick Facts**

- In California, 80% of TK-12 districts report that teacher shortages continue and in some cases are getting worse. (Learning Policy Institute, 2018).
- On average, over the next 5 years, there are projected to be nearly 125,000 openings annually in California for a cluster of 20 teaching occupations.
- On average, over the next five years, there are projected to be nearly 32,600 openings annually in Los Angeles County for these 20 teaching occupations, representing about 26% of all teacher openings in California.
- There are critical teacher shortages in TK-12 STEM, Special Education, and CTE.
- Because foundational STEM skills are required for many in-demand jobs, teacher shortages in STEM disciplines impact the career pathways that prepare students for these jobs.

The table on page 5 displays the labor market demand for 20 teaching 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.

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1 Governor Newsome Signs Bills to Increase Financial Aid, Improve Integrity in College Admissions and Hold For-Profit Colleges Accountable, accessed via www.ca.org, October 14, 2019.
Labor Market Demand for Teachers

Occupations are sorted in descending order by annual openings. These 20 teaching occupations are projected to generate nearly 33,000 job openings annually in Los Angeles County and nearly 163,000 job openings over the five-year period.

### What Occupations are in Demand?²

<table>
<thead>
<tr>
<th>Occupational Cluster/ Occupation Title</th>
<th>2018 Jobs</th>
<th>5-Yr Change (New Jobs)</th>
<th>5-Yr % Change</th>
<th>5-Yr Replacements</th>
<th>Replacements as % of Openings</th>
<th>5-Yr Openings</th>
<th>Average Annual Openings</th>
<th>25th %ile Annual Wage</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preschool/Childcare</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare Workers</td>
<td>50,373</td>
<td>(1,999) (4%)</td>
<td></td>
<td>35,582</td>
<td>99%</td>
<td>35,832</td>
<td>7,166</td>
<td>$17,742</td>
<td>$24,678</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>15,876</td>
<td>1,121 (7%)</td>
<td></td>
<td>7,877</td>
<td>88%</td>
<td>9,000</td>
<td>1,800</td>
<td>$27,081</td>
<td>$31,720</td>
</tr>
<tr>
<td>Administrators, Preschool and Childcare Center/Program</td>
<td>2,395</td>
<td>138 (6%)</td>
<td></td>
<td>911</td>
<td>86%</td>
<td>1,062</td>
<td>212</td>
<td>$40,955</td>
<td>$46,867</td>
</tr>
<tr>
<td>Special Education Teachers, Preschool</td>
<td>72</td>
<td>65 (90%)</td>
<td></td>
<td>36</td>
<td>35%</td>
<td>102</td>
<td>20</td>
<td>$34,979</td>
<td>$42,831</td>
</tr>
<tr>
<td><strong>Total Preschool/Childcare</strong></td>
<td>68,716</td>
<td>(674) (1%)</td>
<td>97%</td>
<td>44,405</td>
<td></td>
<td>45,996</td>
<td>9,199</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>39,767</td>
<td>2,251 (6%)</td>
<td></td>
<td>14,282</td>
<td>86%</td>
<td>16,532</td>
<td>3,306</td>
<td>$66,131</td>
<td>$85,102</td>
</tr>
<tr>
<td>Middle School Teachers</td>
<td>13,216</td>
<td>957 (7%)</td>
<td></td>
<td>4,781</td>
<td>83%</td>
<td>5,738</td>
<td>1,148</td>
<td>$61,113</td>
<td>$77,611</td>
</tr>
<tr>
<td>Kindergarten Teachers</td>
<td>3,120</td>
<td>210 (7%)</td>
<td></td>
<td>1,544</td>
<td>88%</td>
<td>1,755</td>
<td>351</td>
<td>$53,965</td>
<td>$69,250</td>
</tr>
<tr>
<td>Special Education Teachers, Kindergarten &amp; Elementary</td>
<td>4,265</td>
<td>223 (5%)</td>
<td></td>
<td>1,528</td>
<td>87%</td>
<td>1,752</td>
<td>350</td>
<td>$67,891</td>
<td>$85,524</td>
</tr>
<tr>
<td>Special Education Teachers, Middle School</td>
<td>1,284</td>
<td>86 (7%)</td>
<td></td>
<td>463</td>
<td>84%</td>
<td>549</td>
<td>110</td>
<td>$61,583</td>
<td>$82,524</td>
</tr>
<tr>
<td>Career/Technical Education Teachers, Middle School</td>
<td>40</td>
<td>11 (28%)</td>
<td></td>
<td>16</td>
<td>61%</td>
<td>26</td>
<td>5</td>
<td>$45,761</td>
<td>$62,544</td>
</tr>
<tr>
<td><strong>Total Primary</strong></td>
<td>61,691</td>
<td>3,738 (6%)</td>
<td>86%</td>
<td>22,615</td>
<td></td>
<td>26,352</td>
<td>5,270</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>34,472</td>
<td>1,789 (5%)</td>
<td></td>
<td>12,001</td>
<td>87%</td>
<td>13,790</td>
<td>2,758</td>
<td>$64,255</td>
<td>$83,177</td>
</tr>
<tr>
<td>Special Education Teachers, Secondary</td>
<td>3,327</td>
<td>181 (5%)</td>
<td></td>
<td>1,194</td>
<td>87%</td>
<td>1,374</td>
<td>275</td>
<td>$68,950</td>
<td>$83,962</td>
</tr>
<tr>
<td>Career/Technical Education Teachers, Secondary</td>
<td>1,238</td>
<td>69 (6%)</td>
<td></td>
<td>432</td>
<td>86%</td>
<td>500</td>
<td>100</td>
<td>$66,521</td>
<td>$74,960</td>
</tr>
<tr>
<td><strong>Total Secondary</strong></td>
<td>39,037</td>
<td>2,039 (5%)</td>
<td>87%</td>
<td>13,627</td>
<td></td>
<td>15,665</td>
<td>3,133</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Education Occupations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>44,264</td>
<td>2,226 (5%)</td>
<td></td>
<td>22,875</td>
<td>91%</td>
<td>25,101</td>
<td>5,020</td>
<td>$29,424</td>
<td>$35,934</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>49,445</td>
<td>2,956 (6%)</td>
<td></td>
<td>19,050</td>
<td>87%</td>
<td>22,004</td>
<td>4,401</td>
<td>$54,618</td>
<td>$83,755</td>
</tr>
<tr>
<td>Substitute Teachers</td>
<td>21,523</td>
<td>679 (3%)</td>
<td></td>
<td>11,789</td>
<td>95%</td>
<td>12,469</td>
<td>2,494</td>
<td>$34,202</td>
<td>$39,980</td>
</tr>
<tr>
<td>Teachers and Instructors, All Other</td>
<td>19,849</td>
<td>986 (5%)</td>
<td></td>
<td>10,973</td>
<td>92%</td>
<td>11,959</td>
<td>2,392</td>
<td>$27,080</td>
<td>$37,255</td>
</tr>
<tr>
<td>Instructional Coordinators</td>
<td>5,444</td>
<td>288 (5%)</td>
<td></td>
<td>2,455</td>
<td>90%</td>
<td>2,743</td>
<td>549</td>
<td>$60,334</td>
<td>$85,780</td>
</tr>
<tr>
<td>Special Education Teachers, All Other</td>
<td>1,067</td>
<td>123 (12%)</td>
<td></td>
<td>394</td>
<td>76%</td>
<td>517</td>
<td>103</td>
<td>$54,599</td>
<td>$75,154</td>
</tr>
<tr>
<td>Audio-Visual and Multimedia Collections Specialists</td>
<td>315</td>
<td>16 (5%)</td>
<td></td>
<td>142</td>
<td>90%</td>
<td>158</td>
<td>32</td>
<td>$34,143</td>
<td>$45,128</td>
</tr>
<tr>
<td><strong>Total Other Education</strong></td>
<td>141,906</td>
<td>7,275 (5%)</td>
<td>90%</td>
<td>67,675</td>
<td></td>
<td>74,952</td>
<td>14,990</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total All Education Occupations</strong></td>
<td>311,350</td>
<td>12,378 (4%)</td>
<td>91%</td>
<td>148,322</td>
<td></td>
<td>162,966</td>
<td>32,593</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

² Source: EMSI 2019.3, Los Angeles County
### Most in Demand Teacher Occupations, by Job Postings (2018)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Job Postings in 2018</th>
<th>Time to Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>4,609</td>
<td>60 days</td>
</tr>
<tr>
<td>Preschool/Childcare Teacher</td>
<td>3,199</td>
<td>47 days</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>2,886</td>
<td>56 days</td>
</tr>
<tr>
<td>Coach</td>
<td>2,302</td>
<td>46 days</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>2,028</td>
<td>45 days</td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td>1,592</td>
<td>44 days</td>
</tr>
<tr>
<td>Elementary and Secondary School Administrator</td>
<td>1,545</td>
<td>46 days</td>
</tr>
<tr>
<td>Middle/High School Teacher</td>
<td>1,530</td>
<td>49 days</td>
</tr>
<tr>
<td>Training and Development Specialist</td>
<td>1,467</td>
<td>39 days</td>
</tr>
<tr>
<td>Vocational Education Instructor</td>
<td>1,230</td>
<td>60 days</td>
</tr>
<tr>
<td>Academic/Guidance Counselor</td>
<td>1,102</td>
<td>40 days</td>
</tr>
<tr>
<td>English/Language Arts Teacher</td>
<td>1,041</td>
<td>39 days</td>
</tr>
<tr>
<td>Bilingual/ESL/Foreign Language Teacher</td>
<td>935</td>
<td>58 days</td>
</tr>
<tr>
<td>Science Teacher</td>
<td>864</td>
<td>44 days</td>
</tr>
<tr>
<td>Math Teacher</td>
<td>559</td>
<td>45 days</td>
</tr>
<tr>
<td>Curriculum and Instructional Designer/Developer</td>
<td>540</td>
<td>41 days</td>
</tr>
<tr>
<td>Music Teacher</td>
<td>518</td>
<td>49 days</td>
</tr>
<tr>
<td>Substitute Teacher</td>
<td>488</td>
<td>60 days</td>
</tr>
<tr>
<td>Librarian</td>
<td>428</td>
<td>45 days</td>
</tr>
<tr>
<td>Self-Enrichment Teacher</td>
<td>370</td>
<td>68 days</td>
</tr>
<tr>
<td>History/Social Studies Teacher</td>
<td>344</td>
<td>41 days</td>
</tr>
<tr>
<td>Childcare/Preschool Director</td>
<td>276</td>
<td>45 days</td>
</tr>
<tr>
<td>Physical Education Teacher</td>
<td>233</td>
<td>40 days</td>
</tr>
<tr>
<td>Library Assistant/Technician</td>
<td>229</td>
<td>30 days</td>
</tr>
<tr>
<td>Art Teacher</td>
<td>197</td>
<td>37 days</td>
</tr>
</tbody>
</table>

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3 Source: Burning Glass, 2018
Demand for Community College Teachers

Based on a 2019 survey of Los Angeles County Community College Human Resources staff, community colleges are experiencing significant faculty hiring challenges. The following are key findings from the survey results:

Community colleges are experiencing faculty hiring challenges in the following CTE areas:

- Nursing
- Automotive Technology
- Fire Technology
- Allied Health (includes various health tech disciplines)
- Computer Information Systems (CIS)/Computer Programming
- Engineering

# of Community College Part-time Faculty Needed Over the Next 3 Years

**275 – 450**

(n=11)

# of Community College Full-time Faculty Needed Over the Next 3 Years

**175 – 425**

(n=11)

# of Community College Full-time and Part-time Faculty Needed Over the Next 3 Years

**450 – 875**

(n=11)

Eighteen community colleges provide professional development on teaching and/or pedagogy to faculty (n=11). Of these 18 colleges, four colleges provide this professional development in partnership with TPP at the college.

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4 Los Angeles Community College District representative completed one survey on behalf of the nine colleges.
5 Two survey completers reported no challenges filling faculty positions at their college.
Quick Facts

• In 2016-17, the California Commission on Teacher Credentialing reports that about **16,500 new teacher credentials** were issued in California, which includes the California Institution of Higher Education-Prepared, District-Prepared and Out of State/Out of Country-Prepared pathways. The number of credentials awarded annually falls far short of the number of annual openings for teachers across the state.

• About **60% of students** who earn a teaching credential at a CSU begin their path to teaching at a community college.

• **Twenty-two (22) of the 23 CSUs** in California have teacher education programs that work closely with California Community Colleges to prepare future teachers, with over half of students graduating from CSUs completing their lower-division work at a community college.

What Do Community Colleges Offer?

• Community colleges offer courses and programs for students interested in pursuing a career in teaching at any level, as well as internships, tutoring opportunities, field experiences, and entry-level job training.

• Students completing TPP coursework, certificates, or degree programs at a community college can enter occupations such as childcare worker, preschool teacher, ECE administrator, youth worker, after-school or recreational program assistant, and even some 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.

• Many community colleges offer content in child development, general education, world languages, special education, STEM, and educational pathways that students can engage in while earning a degree or transfer eligibility.

• Students can complete all of the lower division courses required of future teachers at a community college, and then transfer with many general education requirements completed.

• Community colleges also provide test preparation courses for future teachers; content specific subject matter (sign language, US history, computer skills, etc.) for current teachers; as well as pedagogy, fieldwork and preparation courses for career changers.

• Growing numbers of high school students are beginning their college careers in dual enrollment classes and starting career exploration earlier.
A Program Spotlight: Child Development/Early Care and Education Pathway

Child Development/Early Care and Education (ECE) is by far the largest program area within the Education sector in Los Angeles County community colleges, and is one of many pathways to teaching. According to LaunchBoard, during the 2016-17 academic year, nearly 33,800 students enrolled in one or more courses related to Child Development/ECE. Of those enrollments, 1,781 unique students earned an award.

# of Community Colleges Offering Child Development/ECE
19 / out of 19

# of awards conferred in 2016-17:
2,295

# of awards conferred in 2017-18:
3,190

# of enrollments in 2016-17:
33,784

# of students who earned an award in 2016-17:
1,781

The diversity of students enrolled in child development/ECE programs closely matches the profile of students enrolled in Los Angeles County TK-12 public schools. More than two-thirds of students are Hispanic.

The vast majority (84%) of students enrolled in child development/ECE programs are female.

More than 60% of completers in child development/ECE programs are under 25 years old.

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6 Some community colleges are missing 2018-19 completions. Completions report was exported from DataMart on October 14, 2019. Includes credit and non-credit.
7 The unduplicated number of students who enrolled in one or more courses (associated with TOP 1305.00)
8 Number of distinct students who earned a locally-issued certificate, Chancellor’s Office approved certificate, associate degree, and/or applied baccalaureate degree.
TEACHER SUPPLY: THE TEACHER PREPARATION PIPELINE (TPP)

Benefits of Teaching

• A 10-month work calendar is unique to many public TK-12 teaching positions.
• The total compensation package for teachers, when benefits are included, is competitive with some higher paying occupations that do not provide benefits, especially in public TK-12 classrooms.
• Negotiated retirement benefits are available to many TK-12 classroom teachers through the California State Teachers’ Retirement System (CalSTRS).
• Teaching is a family friendly occupation; work-life balance for many teachers is better than for other occupations.
• Teachers have the opportunity 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 positions and other education related occupations.
• There are student loan forgiveness programs available to prospective teachers.
• Child care benefits are sometimes available to ECE teachers with young children.
• After-school, part-time substitute and shared and short-term positions can often be combined with other school and family responsibilities.

Data Gaps and Opportunities

• Labor market data lags the reality of the job market and in some cases uses occupational titles that are too general and/or that 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 STEM fields 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 management information systems (MIS).
• 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 Program efforts. Better data would 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.
• One way to identify students who are, or who may be, interested in teaching is to establish a half unit “Introduction to Teaching Careers” course at all 19 Los Angeles County community colleges. This would enable colleges to document the number of students enrolled in this course and thereby enable regional TPP leaders to better understand how many students are potentially interested in pursuing teaching.
• Receiving job openings data directly from regional TK-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 19 community colleges in the county, to receive annual data on the actual number of teacher openings by subject area.
TEACH Los Angeles Regional Collaborative:
- www.teachlarc.org
  M. Lea Martinez, Project Lead
  Rio Hondo College
  562-463-3152
  lmartinez@riohondo.edu

California Community Colleges Teacher Preparation Programs (CCCTPP):
- www.teacherprepprogram.org

Other Resources

California Center on Teaching Careers – General Information
- www.teachcalifornia.org

Association of California Community College Teacher Education Programs (ACCTEP):
- www.accctep.org
  Steve Bautista
  BautistaSteve@sac.edu

California State Commission on Teacher Credentialing (CTC):
- www.ctc.ca.gov/credentials/teach
MORE ABOUT THE CENTERS OF EXCELLENCE

The Centers of Excellence (COE) for Labor Market Research deliver regional workforce research and technical expertise to California Community Colleges for program decision making and resource development. This information has proven valuable to colleges in beginning, revising, or updating economic development and Career Education (CE) programs, strengthening grant applications, assisting in the accreditation process, and in supporting strategic planning efforts.

The Centers of Excellence Initiative is funded in part by the Chancellor’s Office, California Community Colleges, Economic and Workforce Development Program. The Centers aspire to be the leading source of regional workforce information and insight for California Community Colleges. More information about the Centers of Excellence is available at www.coeccc.net.

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