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EQUITY IN PRIORITY JOBS AND PROGRAMS

Los Angeles Region

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AGENDA

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INTRODUCTION

Community colleges are the primary resource for preparing workers in “middle-skill jobs”—jobs that typically require more than a high school diploma, but less than a four-year degree. The Centers of Excellence for Labor Market Research (COE) define middle-skill jobs as the following: all occupations that require an educational attainment of some college, associate degree, or apprenticeship; all occupations that require a bachelor’s degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or all occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs. In **2023**, there were nearly **5.2 million** jobs in Los Angeles County, and **42%** were considered middle-skill jobs. To address growing workforce demand in Los Angeles County, it is critical to identify promising careers for high-demand and high-wage middle-skill employment opportunities. To identify these types of jobs, the Los Angeles Center of Excellence for Labor Market Research (LA COE) analyzed **798** occupations in the Standard Occupational Classification¹ (SOC) system to identify **50** SOC codes that were considered “priority jobs.”





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OVERVIEW



- Community colleges are the primary resource for preparing workers in “middle-skill jobs”-jobs that typically require more than a high school diploma, but less than a four-year degree.
- In 2023, there were nearly 5.2 million jobs in Los Angeles County, and 42% were considered middle-skill jobs.
- The LA COE, which serves community colleges in the Los Angeles County basin, conducted an analysis of labor market information and postsecondary education data to:

- 1 Identify priority jobs and priority programs in Los Angeles County;
- 2 Evaluate equity gaps within priority jobs and programs based on age, gender, and race/ethnicity; and
- 3 Compare equity gaps in priority jobs and programs to identify the trajectories of these gaps.

- By providing insight into opportunities for employment and training programs in Los Angeles County, and evaluating where equity gaps exist within them, the community colleges can use this information to guide program development and strategic planning with equity in mind.
- The LA COE encourages the community colleges to use these findings to contribute to meaningful discussions regarding these issues in the region.

PRIORITY JOBS

LOS ANGELES COUNTY





PRIORITY JOBS

- A** Are “middle-skill jobs”
- B** Have at least 100 annual job openings in Los Angeles County between 2023 and 2028
- C** Pay entry-level wages at or above the Massachusetts Institute of Technology (MIT) living wage of \$26.63 per hour for a single adult
- D** Typically require fewer than five years of work experience at entry
- E** Annual openings represent new job additions to the workforce, and include new jobs and replacement jobs that result from retirements and separations.

Occupational Title				
Buyers and Purchasing Agents	Dental Hygienists	First-Line Supervisors of Firefighting and Prevention Workers	Occupational Therapy Assistants	Telecommunications Equipment Installers and Repairers, Except Line Installers
Civil Engineering Technologists and Technicians	Detectives and Criminal Investigators	First-Line Supervisors of Mechanics, Installers, and Repairers	Operating Engineers and Other Construction	Telecommunications Line Installers and Repairers
Claims Adjusters, Examiners, and Investigators	Diagnostic Medical Sonographers	First-Line Supervisors of Office and Administrative Support Workers	Paralegals and Legal Assistants	Title Examiners, Abstractors, and Searchers
Commercial and Industrial Designers	Electrical and Electronic Engineering Technologists and Technicians	First-Line Supervisors of Police and Detectives	Petroleum Pump System Operators, Refinery Operators, and Gaugers	Water and Wastewater Treatment Plant and System Operators

LABOR MARKET DEMOGRAPHICS

- In **2023**, there were **5,199,126** jobs in Los Angeles County.
- These demographic percentages for gender, age, and race/ethnicity served as benchmarks for understanding the representation of these demographic groups in the Los Angeles County labor market.

Demographics Represented in Jobs in Los Angeles County, 2023

	Number of Jobs	% of Jobs
Total	5,199,126 100%	100%
Gender		
Male	2,586,465	50%
Female	2,612,661	50%
Race/Ethnicity		
Hispanic or Latino	2,055,439	40%
White	1,799,313	35%
Asian	799,140	15%
Black or African American	381,077	7%
Two or more races	133,926	3%

	Number of Jobs	% of Jobs
Native Hawaiian or Pacific Islander	17,633	0%
American Indian or Alaska Native	12,598	0%
BIPOC	3,399,813	65%
Age Group		
14 to 18	70,208	1%
19 to 21	185,458	4%
22 to 24	243,584	5%
25 to 34	1,108,325	21%
35 to 44	1,141,269	22%

EQUITY GAPS IN PRIORITY JOBS

- ❑ Out of 50 occupations, results showed a statistically significant underrepresentation of females in 31 occupations, males in 17 occupations, and BIPOC (Black, Indigenous, and People of Color) in 34 occupations. This suggests that within these jobs, there is a statistically significant underrepresentation of these demographic groups compared to the representation of these demographic groups across all jobs in Los Angeles County.
- ❑ For age, assessing the overrepresentation of workers 55 and older identifies which occupations have a workforce nearing retirement age, and results showed that 11 occupations had a significant overrepresentation of this age group.

Equity Gaps in Priority Jobs by Demographics

Demographic Group	# of Jobs with Underrepresentation	# Jobs with Overrepresentation
Females	31 Occupations	
Males	17 Occupations	
BIPOC	34 Occupations	
Ages 55 and older		11 Occupations

TOP PRIORITY JOBS UNDERREPRESENTED BY FEMALES

SOC	SOC Description	% Female
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1%
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	2%
49-9051	Electrical Power-Line Installers and Repairers	2%
47-2073	Operating Engineers and Other Construction Equipment Operators	3%
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	5%
33-2011	Firefighters	5%
49-9052	Telecommunications Line Installers and Repairers	5%
49-3011	Aircraft Mechanics and Service Technicians	6%
51-8031	Water and Wastewater Treatment Plant and System Operators	6%
53-2012	Commercial Pilots	6%

TOP PRIORITY JOBS UNDERREPRESENTED BY MALES

SOC	SOC Description	% Male
43-6011	Executive Secretaries and Executive Administrative Assistants	5%
29-1292	Dental Hygienists	8%
29-1141	Registered Nurses	15%
29-2061	Licensed Practical and Licensed Vocational Nurses	15%
23-2011	Paralegals and Legal Assistants	16%
31-2011	Occupational Therapy Assistants	19%
43-4011	Brokerage Clerks	22%
53-2031	Flight Attendants	24%
13-1141	Compensation, Benefits, and Job Analysis Specialists	26%
27-1022	Fashion Designers	28%

TOP PRIORITY JOBS UNDERREPRESENTED BY BIPOC

SOC	SOC Description	% BIPOC
53-2012	Commercial Pilots	32%
27-2012	Producers and Directors	35%
27-4032	Film and Video Editors	36%
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	36%
27-1014	Special Effects Artists and Animators	37%
27-4012	Broadcast Technicians	41%
13-1051	Cost Estimators	46%
27-3011	Broadcast Announcers and Radio Disc Jockeys	47%
33-1012	First-Line Supervisors of Police and Detectives	48%
33-2011	Firefighters	49%

PRIORITY JOBS OVERREPRESENTED BY 55+

SOC	SOC Description	% AGE 55+
13-1051	Cost Estimators	43%
17-3023	Electrical and Electronic Engineering Technologists and Technicians	37%
53-2031	Flight Attendants	37%
43-6011	Executive Secretaries and Executive Administrative Assistants	35%
13-1028	Buyers and Purchasing Agents	33%
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	33%
47-2073	Operating Engineers and Other Construction Equipment Operators	30%
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	29%
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	29%
29-2061	Licensed Practical and Licensed Vocational Nurses	28%

PRIORITY PROGRAMS

LOS ANGELES COUNTY



PRIORITY PROGRAMS

- By focusing on training programs that align with high-demand and high-wage careers, community colleges can direct efforts towards educational programs that meet regional workforce needs but also provide students with meaningful opportunities for economic mobility.
- This aligns with the Vision 2030 for California Community Colleges, which is focused on increasing the number of students who earn a living wage, and expanding access and increasing, with equity, outcomes for all students.
- This report focuses on programs in the 19 colleges in the Los Angeles County basin, which include:

Cerritos College	LA Southwest College
Citrus College	LA Trade-Tech College
Compton College	LA Valley College
East LA College	Long Beach City College
El Camino College	Mt. San Antonio College
Glendale College	Pasadena City College
LA City College	Rio Hondo College
LA Harbor College	Santa Monica College
LA Mission College	West LA College
LA Pierce College	

PRIORITY PROGRAMS IN LOS ANGELES COUNTY

- Priority programs train for priority jobs, and 48 TOP codes in the following table train for at least one SOC code in the priority jobs list.
- Under these TOP codes, there were 332 programs across the 19 community colleges in the Los Angeles County basin with enrollments during the program year 2022-23.

TOP Titles for Priority Programs

TOP Title			
Accounting	Computer Support	Fire Technology	Office Technology/Office Computer Applications
Administration of Justice	Dental Hygienist	Flight Attendant	Paralegal
Air Traffic Control	Diagnostic Medical Sonography	Forensics, Evidence, and Investigation	Petroleum Technology
Animation	Diesel Technology	Heavy Equipment Maintenance	Piloting
Applied Design	Electrical Systems and Power Transmission	Heavy Equipment Operation	Police Academy
Architecture and Architectural Technology	Electronics and Electric Technology	Information Technology, General	Radio and Television

TOP Title			
Aviation Airframe Mechanics	Energy Systems Technology	Insurance	Radiologic Technology
Broadcast Journalism	Engineering Technology, General (requires Trigonometry)	Legal Office Technology	Registered Nursing
Business Administration	Fashion Design	Licensed Vocational Nursing	Respiratory Care/Therapy
Business and Commerce, General	Fashion Merchandising	Logistics and Materials Transportation	Telecommunications Technology
Computer Networking	Film Production	Management Development and Supervision	Television (including combined TV/Film/Video)
Corrections	Fire Academy	Occupational Therapy Technology	Water and Wastewater Technology

LABOR MARKET DEMOGRAPHICS

- ❑ An important objective of this report was evaluating the existence and need for programs that train for priority jobs.
- ❑ We identified eight **TOP** codes did not report any enrollments or reported fewer than 10 full-time equivalent students (FTES) enrolled in the program.
- ❑ Comparing this data with projected annual job openings between **2023** and **2028**, these findings suggest there are potential supply gaps for these positions in Los Angeles County.
- ❑ This information can assist community colleges in identifying where the development of new programs may be needed to create opportunities for these priority jobs, some of which show equity gaps in the labor market.
- ❑ Please note that this is not a comprehensive supply gap analysis as it is focused on FTES enrollments and not degrees awarded (i.e., supply); these findings should not be the sole basis for program development.



Priority Programs with Fewer than 10 FTES Students Enrolled

TOP	Program Name	FTES Total 2022-23	SOC	Occupation	Annual Job Openings
0954.30	Petroleum Technology	0	51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	150
2105.50	Police Academy	0	33-3051	Police and Sheriff's Patrol Officers	1,813
1227.00	Diagnostic Medical Sonography	0	29-2032	Diagnostic Medical Sonographers	164
1218.00	Occupational Therapy Technology	0	31-2011	Occupational Therapy Assistants	196
0934.30	Telecommunications Technology	2	49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	337
			49-9052	Telecommunications Line Installers and Repairers	198
0514.10	Legal Office Technology	2	23-2093	Title Examiners, Abstractors, and Searchers	152
3020.40	Flight Attendant	6	53-2031	Flight Attendants	1,573
0947.30	Heavy Equipment Operation	8	47-2073	Operating Engineers and Other Construction Equipment Operators	582

ENROLLMENT DEMOGRAPHIC DATA FOR PROGRAM YEAR 2022-23

- There were 523,323 students enrolled across the 19 community colleges in the Los Angeles County basin during the program year 2022-23.
- To identify equity gaps across priority programs, demographic percentages for gender, age, and race/ethnicity below served as benchmarks for the overall student population across community colleges in the Los Angeles County basin.

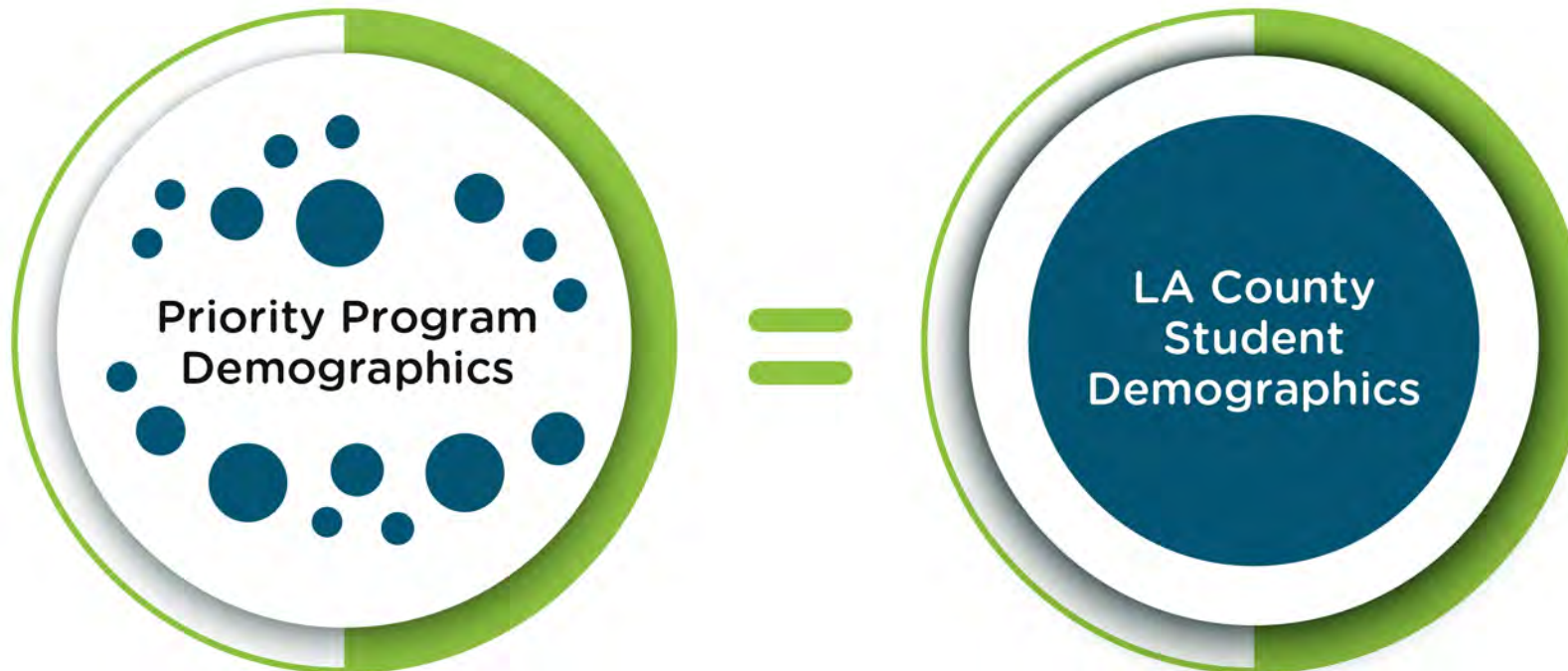
Demographics Represented in Jobs in Los Angeles County, 2023

	Community College Enrollments PY 2022-23	% Enrollments PY 2022-23
Total	523,323	100%
Gender		
Female	286,887	55%
Male	224,843	43%
Non-Binary	2,087	0%
Unknown	9,506	2%
Race/Ethnicity		
Hispanic	286,132	55%
White	89,152	17%

	Community College Enrollments PY 2022-23	% Enrollments PY 2022-23
Asian	49,035	9%
African-American	39,837	8%
Unknown	29,770	6%
Multi-Ethnicity	14,954	3%
Filipino	12,406	2%
Pacific Islander	1,127	0%
American Indian or Alaska Native	910	0%
BIPOC	434,171	83%
Age Group		
19 or Less	176,179	34%
20 to 24	127,228	24%
25 to 29	64,734	12%
30 to 34	45,269	9%
35 to 39	30,519	6%
40 to 49	37,391	7%
50+	41,953	8%
Unknown	50	0%

METHODOLOGY

- ❑ To evaluate equity within priority programs, the demographic composition of full-time equivalent students (FTES) within each priority program was compared to the overall demographics across all community college enrollments in Los Angeles County.
- ❑ A z-test was conducted to determine the statistical significance for differences between proportions, with a significance level set at $p < .01$. This analysis compared the proportion of each demographic group within an individual program to the overall proportion across all programs. Please note that due to differences in sample sizes, statistical significance may vary for equivalent percentages.



EQUITY GAPS IN PRIORITY PROGRAMS

- Out of 48 community college programs that train for priority jobs, results showed there to be a statistically significant underrepresentation of females in 25 programs, males in eight programs, students aged 19 and younger in 30 programs, and BIPOC students in seven programs.
- This suggests that within these programs, there is a significant underrepresentation of these demographic groups compared to the representation of these demographic groups across all enrollments in Los Angeles community colleges.

Equity Gaps in Priority Programs by Demographics

Demographic Group	# of Priority Programs with Underrepresentation
Females	25
Males	8
Ages 19 and younger	30
BIPOC	7

TOP PRIORITY PROGRAMS UNDERREPRESENTED BY FEMALES

Top	Program Name	FTES Total Enrolled	% Female
0947.20	Heavy Equipment Maintenance	18	1%
0946.10	Energy Systems Technology	26	3%
0947.00	Diesel Technology	250	4%
0934.40	Electrical Systems and Power Transmission	135	5%
2133.50	Fire Academy	283	6%
2133.00	Fire Technology	2,562	7%
0934.00	Electronics and Electric Technology	591	11%
0950.10	Aviation Airframe Mechanics	32	12%
0958.00	Water and Wastewater Technology	72	12%
0708.10	Computer Networking	206	21%

PRIORITY PROGRAMS UNDERREPRESENTED BY MALES

Top	Program Name	FTES Total Enrolled	% Male
1240.20	Dental Hygienist	284	13%
1230.20	Licensed Vocational Nursing	306	13%
1303.20	Fashion Merchandising	48	24%
1230.10	Registered Nursing	2,050	25%
1402.00	Paralegal	760	29%
1303.10	Fashion Design	563	31%
0514.00	Office Technology/OfficeComputer Applications	1,497	31%
1210.00	Respiratory Care/Therapy	378	33%

TOP PRIORITY PROGRAMS UNDERREPRESENTED BY AGES 19 AND YOUNGER

Top	Program Name	FTES Total Enrolled	% 19 and Younger
1240.20	Dental Hygienist	284	0%
1230.20	Licensed Vocational Nursing	306	1%
1230.10	Registered Nursing	2,050	1%
0512.00	Insurance	58	1%
1225.00	Radiologic Technology	536	2%
0946.10	Energy Systems Technology	26	4%
1210.00	Respiratory Care/Therapy	378	5%
0950.10	Aviation Airframe Mechanics	32	6%
1227.00	Diagnostic Medical Sonography	85	7%
2133.50	Fire Academy	283	8%

PRIORITY PROGRAMS UNDERREPRESENTED BY BIPOC

Top	Program Name	FTES Total Enrolled	% BIPOC
0512.00	Insurance	58	15%
0506.30	Management Development and Supervision	165	69%
0604.30	Broadcast Journalism	56	69%
2133.00	Fire Technology	2,562	71%
0501.00	Business and Commerce, General	1,213	73%
0612.20	Film Production	767	77%
0514.00	Office Technology/Office Computer Applications	1,497	79%

TRAJECTORY OF EQUITY GAPS IN PRIORITY JOBS AND PROGRAMS

LOS ANGELES COUNTY



PRIORITY PROGRAMS NOT ADDRESSING EQUITY GAPS IN PRIORITY JOBS

- ❑ An important goal in identifying representation of key demographic groups in priority jobs and programs is understanding the long-term impact of these equity gaps.
- ❑ Since community colleges are crucial to training for the 50 middle-skill priority jobs, it is important to recognize how equity gaps in educational programs can perpetuate continued disparities in the labor market and affect access to high-demand, high-paying career opportunities.
- ❑ LA COE identified priority programs for which enrollment for underrepresented demographic groups does not differ significantly ($\geq 10\%$) from their representation in the workforce for related priority jobs.

Priority Programs Not Addressing Equity Gaps in Priority Jobs

Female	Male	BIPOC
17 Priority Jobs & Programs	5 Priority Jobs & Programs	2 Priority Jobs & Programs

- ❑ Addressing these gaps in the educational pipeline is key to promoting greater equity in both education and the labor market.
- ❑ Please note that age was not included in this analysis because a direct comparison of age categories was not possible due to differences in how they were calculated in Data Mart and Lightcast.

PRIORITY PROGRAMS ACTIVELY ADDRESSING EQUITY GAPS IN PRIORITY JOBS

- In addition to identifying risk areas, the report also highlights educational programs actively addressing equity gaps in the labor market.
- LA COE identified priority programs for which enrollment for underrepresented demographic groups does not differ significantly ($\geq 10\%$) from their representation in the workforce for related priority jobs.
- These programs serve as examples of how targeted efforts can ultimately lead to more equitable outcomes that have the potential for long-term positive impacts on diversity in the labor market.

Table 17. Priority Programs Actively Addressing Equity Gaps in Priority Jobs

Female	Male	BIPOC
8 Priority Jobs & Programs	3 Priority Jobs & Programs	23 Priority Jobs & Programs

- It is important to recognize the trajectory of how community college programs can impact representation in the labor market, and these findings suggest that while there is still considerable work needed to address equity gaps in priority jobs as a relates to gender, the community colleges are excelling at training a racially and ethnically diverse workforce.

RECOMMENDATIONS AND DISCUSSION

LOS ANGELES COUNTY



RECOMMENDATION 1

Community colleges should collaborate with employers to promote diversity in priority jobs and boost interest among underrepresented groups for these roles.

- ❑ In terms of gender and race, the LA COE found that many of the jobs in which a significant portion of the workforce is nearing retirement age also were significantly underrepresented by females and BIPOC, such as “Mobile Heavy Equipment Mechanics, Except Engines,” “Operating Engineers and Other Construction Equipment Operators,” and “Engineering Technologists and Technicians, Except Drafters, All Other.”
- ❑ This highlights the novel opportunities for females and BIPOC to fill these roles, and community colleges can use this insight to develop strategies that encourage underrepresented groups to explore rewarding career pathways they may not have previously considered.
- ❑ The following table summarizes the demographic groups that are significantly under- or overrepresented across the 50 priority jobs, helping to clarify how equity gaps intersect with representation across various populations, which is critical to examine when addressing equity gaps.

REFLECTION QUESTIONS 1

- ❑ Does your college currently have any partnerships with employers that hire for any of the 50 priority jobs? How can these partnerships provide opportunities for underrepresented students?
- ❑ How can your college connect your priority programs with DEI initiatives and goals of regional employers?
- ❑ How can your college encourage students to explore careers in priority jobs where they are underrepresented?

RECOMMENDATION 2

Community colleges should develop targeted recruitment and retention strategies for priority programs with significantly underrepresented groups.

- ❑ Out of 48 community college programs that train for priority jobs, eight did not have an existing program or had few enrollments (i.e., fewer than 10 FTES) in the program year 2022-23, showing potential opportunities for program development and recruitment for programs that train for high-demand, well-paying careers.
- ❑ Focusing on the representation of females in each priority program, there were 25 programs in which they were significantly underrepresented.
- ❑ The top three programs with female gender disparities were in the Advanced Transportation & Logistics and Advanced Manufacturing sector: Heavy Equipment Maintenance (TOP 0947.20), Energy Systems Technology (TOP 0946.10), Diesel Technology (TOP 0947.00), and Electrical Systems and Power Transmission (TOP 0934.40). These findings align with evidence that despite growth in these sectors over the last decade, females continue to be underrepresented.
- ❑ A study by Robert and Scott (2024) purports that female lack of representation could be due to perceived discrimination, lack of formal education in blue collar jobs, perceived risk in the industry, and work hours.

RECOMMENDATION 2 - CONTINUED

- For males, eight priority programs showed significant underrepresentation, many of which train for jobs in the Health Care sector, including: Dental Hygienist (TOP 1240.20), Licensed Vocational Nursing (TOP 1230.20), Registered Nursing (TOP 1230.10), and Respiratory Care/Therapy (TOP 1210.00). Although the number of men in healthcare and nursing is steadily increasing, stereotypes that nursing is a female-dominant profession can be challenged by representation and the recruitment of more men into programs that train for these occupations.
- These same programs are significantly underrepresented by individuals ages 19 and younger, suggesting that these programs could benefit from strong collaborations with K-12 and developing pathways in these careers for young students.
- For BIPOC, seven programs showed significant underrepresentation in various industries, including the Business sector: Insurance (TOP 0512.00), Management Development and Supervision (TOP 0506.30), Business and Commerce, General (TOP 0501.00) and Office Technology/Office Computer Applications (TOP 0514.00). These racial equity gaps have a profound impact on systemic economic disparities.

REFLECTION QUESTIONS 2

- ❑ What experiences does your college have with targeted marketing campaigns for specific demographic groups (e.g. women, BIPOC, youth)? How could you apply these experiences toward promoting priority programs to increase enrollments among underrepresented groups?
- ❑ Does your college offer curricula in any of the 48 priority programs? Besides enrollments, do you observe any equity gaps in terms of retention and completion of these courses and programs?
- ❑ What are the unique challenges that underrepresented students face in completing priority programs? How can you better understand their needs and make sure that their voices are heard?

RECOMMENDATION 3

Community colleges should focus on closing equity gaps for underrepresented groups in educational programs that also have existing disparities in high-demand, well-paying jobs.

- ❑ When evaluating disparities that stem from priority programs that are also reflected in the labor market, results showed that these persistent equity gaps in both education and the labor market exist for females in 17 jobs and programs, in five jobs and programs for males, and in two jobs and programs for BIPOC individuals.
- ❑ Identifying areas where these equity gaps are most pronounced in both jobs and programs is critical, as it hinders access to employment opportunities and ultimately impacts the economic mobility of affected demographic groups.
- ❑ For example, females only represent 1% in both the occupation “Mobile Heavy Equipment Mechanics, Except Engines” and related community college programs; therefore, this report can help guide areas of focus based on the most significant persistent equity gaps.

REFLECTION QUESTIONS 3

- ▣ Which programs in your college may be reinforcing persistent equity gaps in the labor market?
- ▣ Which programs in your college are actively addressing equity gaps in the labor market?
- ▣ How can your college increase the number of programs actively addressing equity gaps?

CONCLUSION AND NEXT STEPS



CONCLUSION

- ▣ Equity has been a central focus in California, and ensuring equity is a fundamental priority outlined in Vision 2030 for California Community Colleges.
- ▣ As labor market demand for priority jobs rises, the community colleges are essential in ensuring employers have a diverse talent pipeline. Understanding and tracking the demographics (gender, age, race/ethnicity) within priority jobs and programs can help the region build a more diverse and representative workforce.
- ▣ This data serves as a starting point to encourage meaningful conversations about equity among community colleges.

NEXT STEPS

- ▣ Continued research that uses equity-minded inquiries and evaluates how community colleges can address equity gaps within their programs is critical.
- ▣ These inquiries can focus on questions such as, “Are female students accessing services at the same rate as male students?” or “Do marketing materials speak effectively to populations we need to recruit to increase diversity?”
- ▣ By adopting a data-driven approach, educational institutions, community organizations, and employers can collaboratively leverage priority jobs and programs toward closing equity gaps for underrepresented groups in Los Angeles County.

Thank You & Questions

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