Labor Market Analysis for Program Review:
TOP Code: 0948.00/Automotive Technology
CIP Code: 47.0604/Automobile/Automotive Mechanics Technology/Technician
(Automotive Technology)

South Central Coast Center of Excellence, June 2026

FOR LABOR MARKET RESEARCH
SOUTH CENTRAL COAST

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☐	Endorsed: Some LMI Criteria Met ☒	Not LMI Endorsed ☐
Program LMI Endorsement Criteria			
Supply Gap:	Yes ☑	No ☐	
	Comments: there is projected to be **370 annual job openings** in the South Central Coast (SCC) Region for these automotive technology occupations, which **is more than the 313 awards conferred by educational institutions**. However, the undersupply supply is within the COE's margin (supply is ±25% of demand) to be considered "supply met" rather than a "supply gap". Community colleges in the region should consider the small supply gap when developing new or expanding existing programs.		
Self-Sufficiency Standard Living Wage[1]:	Yes ☐	No ☑	
	Comments: **All (100%) annual job openings** for these automotive technology occupations **have entry-level hourly wages significantly below the Santa Barbara County living wage of $29.80**.		
Education:	Yes ☑	No ☐	
	Comments: **The majority (99%) of annual job openings** for these automotive technology occupations typically require a **postsecondary nondegree award.** Additionally, **between 36% and 48% of workers in the field have completed some college or an associate degree as their highest level of education**.		
Additional Considerations			
Emerging Occupation(s):	Yes ☐	Some ☐	No ☑
	Comments: N/A		

The South Central Coast Center of Excellence for Labor Market Research (SCC COE) prepared this report to determine whether there is a supply gap in the SCC regional labor market related to two middle-skill occupations:

- *Electronic Equipment Installers and Repairers, Motor Vehicles (49-2096)*
- *Automotive Service Technicians and Mechanics (49-3023)*

[1] The living wage endorsement criteria in this report uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard, which the COE refers to as a living wage; the living wage for Los Angeles, San Luis Obispo, Santa Barbara, and Ventura counties, last updated in March 2024.

Based on the available data there appears to be a small supply gap for these automotive technology occupations. The undersupply is within the COE's margin (supply is ±25% of demand) to be considered "supply met" rather than a "supply gap". Community colleges in the region should consider the small supply gap when developing new or expanding existing programs. Typical education requirements for these occupations align with a community college education. However, all annual job openings have entry-level wages below the Self-Sufficiency Standard living wage. **Therefore, due to some of the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for the occupations included in this report.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Electronic Equipment Installers and Repairers, Motor Vehicles (49-2096)	5	Accounted for Below	Santa Barbara: $17.72	High school diploma or equivalent	48%
Automotive Service Technicians and Mechanics (49-3023)	365	313	Santa Barbara: $19.72	Postsecondary nondegree award	36%
Total	**370**	**313**	**N/A**	**N/A**	**N/A**

Demand:

- The number of jobs related to these automotive technology occupations is projected to decrease 1% through 2029 in the SCC region. There is projected to be 370 annual job openings due to retirements and replacements.
- Hourly entry-level wages for these automotive technology occupations in Santa Barbara County range from $17.72 and $19.72; all (100%) annual job openings have entry-level wages below the Self-Sufficiency Standard living wage ($29.80 for Santa Barbara County).
- There were 1,092 online job postings for these automotive technology occupations over the past 12 months. The highest number of postings were for automotive technicians, automotive service advisors, and mechanics.
- The typical entry-level education for these automotive technology occupations ranges from a high school diploma or equivalent to a postsecondary nondegree award.
- Between 36% and 48% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- There was an average of 313 awards conferred by seven community colleges in the SCC Region from 2021 to 2024.
- Non-community college institutions did not confer any related awards from 2020 to 2023.
- SCC community college students that exited Automotive Technology programs in the 2022-23 academic year had a median annual wage of $37,640 (or $18.10 per hour) after

exiting the program and 25% attained the regional living wage (Self-Sufficiency Standard).

- Throughout California, 70% of Automotive students that exited their program in 2021-22 reported that they are working in a job closely related to their field of study. This data was unavailable at the regional level.

Demand

Occupational Projections:

Exhibit 2 compares historical and projected changes in employment for these occupations compared to the number of jobs in 2019. Notably, employment for these automotive technology occupations in San Luis Obispo County declined 14% from 2019 to 2024, which is a significant decline in comparison to employment for these occupations in California, the SCC Region, and all other counites in the SCC region. From 2024 to 2029, employment for these automotive technology occupations is projected to steadily decline in all areas except Santa Barbara County, where employment is projected to increase 1%.

Exhibit 2: Historical and Projected Employment for Automotive Technology Occupations in the SCC Region, 2019-2029

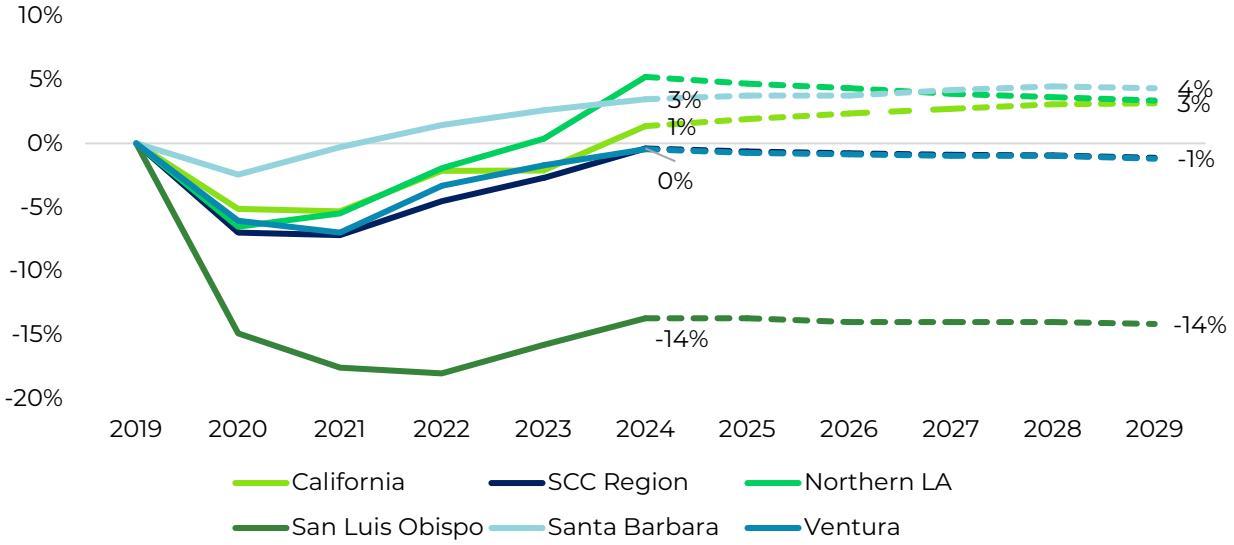


Exhibit 3 shows the five-year occupational demand projections for these automotive technology occupations. In the SCC Region, the number of jobs related to these occupations is projected to increase 1% through 2029. There is projected to be 674 jobs available annually. Ventura County has the highest number of jobs and annual openings, but employment is projected to remain flat through 2029.

Exhibit 3: Occupational Demand in the SCC Region[2]

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Northern LA	1,191	1,170	(21)	(2%)	100
San Luis Obispo	578	576	(3)	(0%)	50
Santa Barbara	718	725	7	1%	64
Ventura	1,736	1,723	(14)	(0.8%)	148

[2] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
SCC Region	**4,222**	**4,192**	**(31)**	**(1%)**	**370**

Wages:

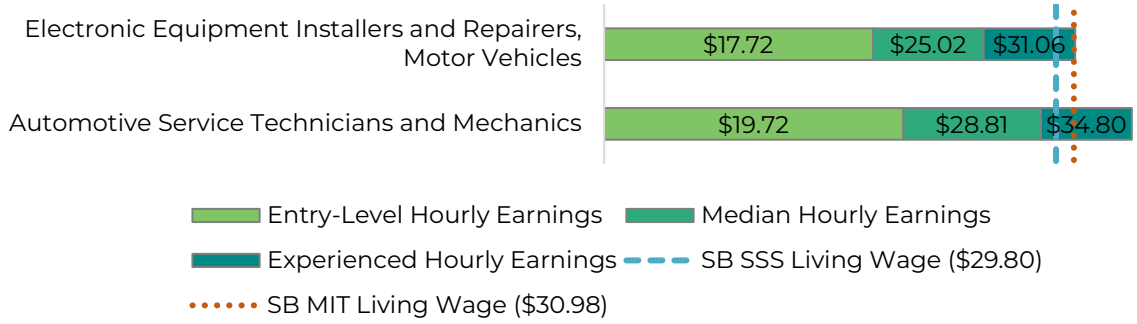
The labor market endorsement in this report considers the entry-level hourly wages for these automotive technology occupations in relation to the living wage of the county where the requesting community college is located. This report was requested by Allan Hancock College, which is in Santa Barbara County. Wages for other counties are included below to provide a complete analysis of the SCC Region.

In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage, updated on February 10, 2025, is provided as a reference. Currently, the MIT Living Wage in Santa Barbara County is 30.98. Both figures account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living, and are notated in the exhibits below.

Santa Barbara

All (100%) annual openings for these automotive technology occupations have entry-level wages significantly below the Self-Sufficiency Standard living wage for one adult ($29.80 in Santa Barbara County). Typical entry-level hourly wages range between $17.72 and $19.72. Experienced level wages are above the living wage for both occupations. Exhibit 4 shows the wage range for each of these automotive technology occupations in Santa Barbara County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

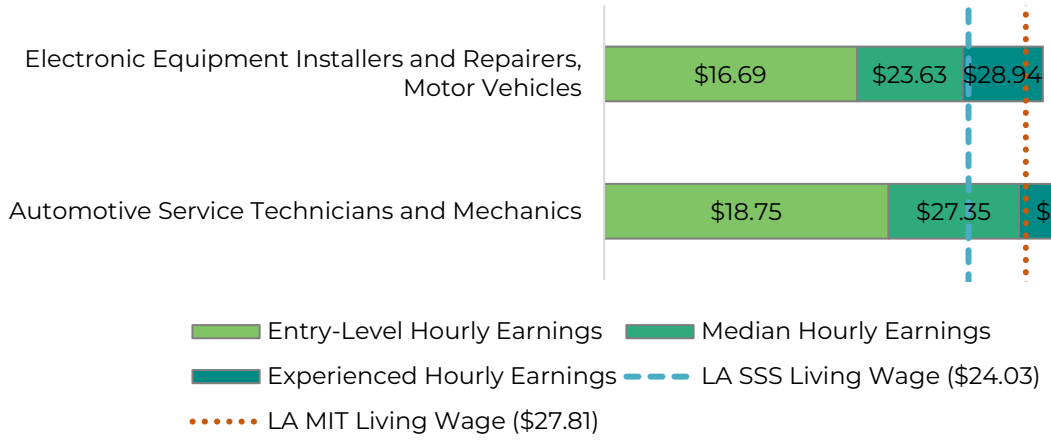
Exhibit 4: Wages by Occupation in Santa Barbara County



Northern Los Angeles

All (100%) annual openings for these automotive technology occupations have entry-level wages significantly below the Self-Sufficiency Standard living wage for one adult ($24.03 in Los Angeles County). Typical entry-level hourly wages range between $16.69 and $18.75. Experienced hourly earnings for these automotive technology occupations in Northern Los Angeles County are above the living wage. Exhibit 5 shows the wage range for each of these automotive technology occupations in Northern Los Angeles and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

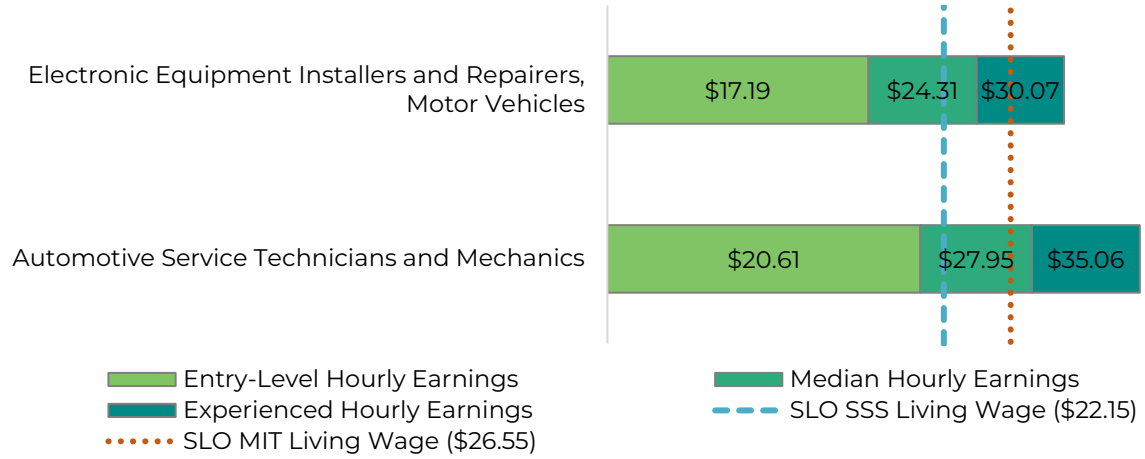
Exhibit 5: Wages by Occupation in Northern Los Angeles County



San Luis Obispo

All (100%) annual openings for these automotive technology occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($22.15 in San Luis Obispo County). Typical entry-level hourly wages range between $17.19 and $20.61. Median hourly earnings for these automotive technology occupations in San Luis Obispo County are above the living wage. Exhibit 6 shows the wage range for each of these automotive technology occupations in San Luis Obispo County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 6: Wages by Occupation in San Luis Obispo County

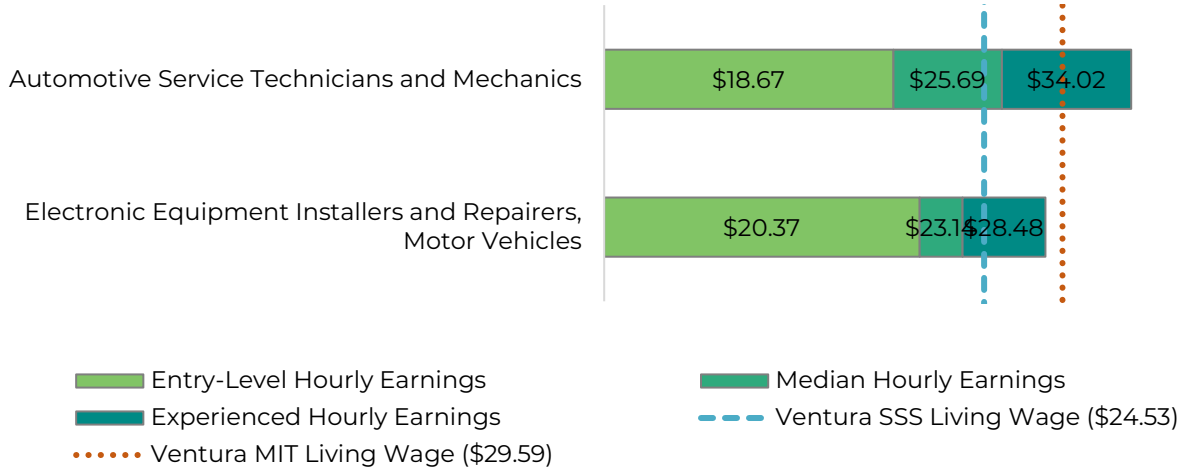


Ventura

All (100%) annual openings for these automotive technology occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($24.53 in Ventura County). Typical entry-level hourly wages range between $18.67 and $20.37. Experienced

hourly earnings for these automotive technology occupations in Ventura County are above the living wage. Exhibit 7 shows the wage range for each of these automotive technology occupations in Ventura County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 7: Wages by Occupation in Ventura County



Job Postings:

There were 1,092 online job postings related to these automotive technology occupations listed in the past 12 months in the SCC Region. Exhibit 8 shows the number of job postings by county. Approximately 44% of job postings were in Ventura County.

Exhibit 8: Number of Job Postings by County (n=1,092)

County	Job Postings	Percentage of Job Postings
Ventura	479	44%
Northern Los Angeles	254	23%
Santa Barbara	208	19%
San Luis Obispo	150	14%
Total Postings	**1,092**	**100%**

Of the 1,092 postings, nearly all (98%) were for Automotive Service Technicians and Mechanics (49-3023), followed by Electronic Equipment Installers and Repairers, Motor Vehicles (49-2096), as shown in Exhibit 9.

Exhibit 9: Number of Job Postings by Occupation (n=1,092)

Occupation	Job Postings	Percentage of Job Postings
Automotive Service Technicians and Mechanics	1,075	98%
Electronic Equipment Installers and Repairers, Motor Vehicles	17	2%
Total Postings	**1,092**	**100%**

The top employers in the region, by number of job postings, are shown in Exhibit 10.

Exhibit 10: Top Employers by Number of Job Postings (n=1,092)

Employer	Job Postings	Percentage of Job Postings
Big Brand Tire & Service	51	5%
Walmart	45	4%
Bridgestone Corporation	34	3%
Pep Boys	33	3%
Protech Automotive Solutions	21	2%
Honda	17	2%
Toyota Motor	15	1%
AutoNation	15	1%
Valvoline	14	1%
Chevrolet	13	1%

The top specialized, soft, and computer skills listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 11.

Exhibit 11: Top Skills by Number of Job Postings (n=1,092)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Automotive Services (402)	Communication (471)	Apache Struts (33)
Changing Oil (247)	Customer Service (417)	Project Management Software (15)
Good Driving Record (216)	Detail Oriented (275)	Operating Systems (11)
Brakes (198)	Problem Solving (170)	SAP Applications (10)
Suspension (Vehicle) (196)	Sales (165)	Microsoft Excel (9)
Lifting Ability (183)	Troubleshooting (Problem Solving) (156)	Microsoft Office (9)
Tires (136)	Management (131)	Microsoft Outlook (8)
Vehicle Inspection (127)	Operations (91)	Database Systems (5)
Vehicle Maintenance (113)	Willingness To Learn (91)	Inventory Control Systems (5)
Mechanics (102)	English Language (80)	Disassembler (4)

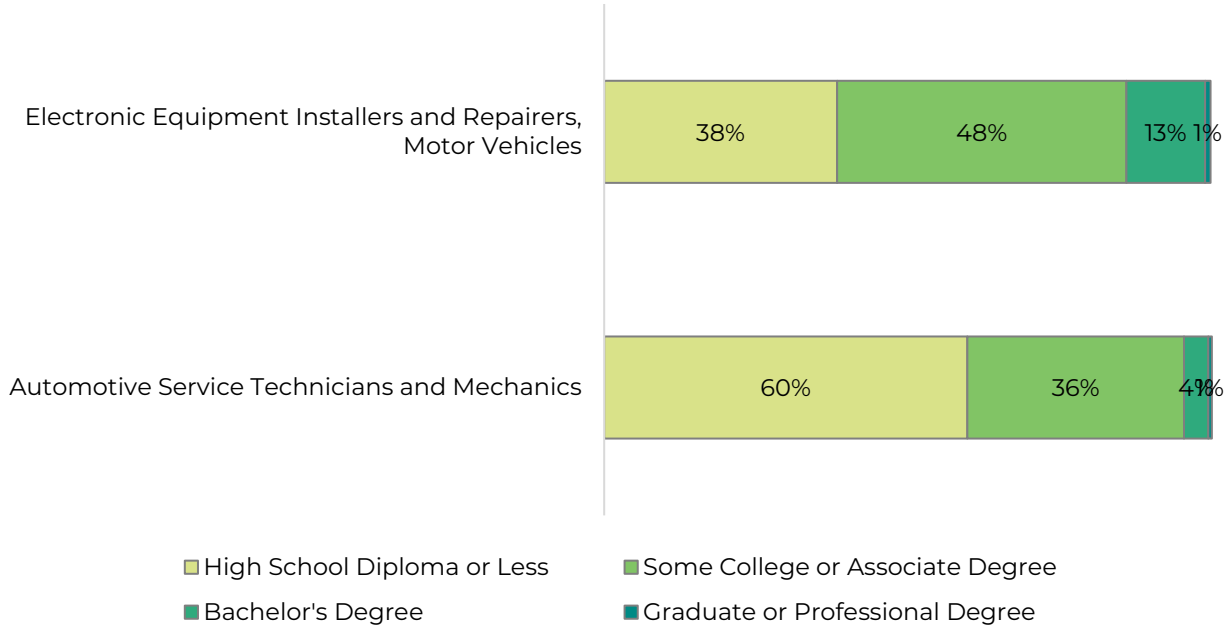
Educational Attainment:

The Bureau of Labor Statistics (BLS) lists the following as the typical entry-level education for these automotive technology occupations:

- High School Diploma or Equivalent
  - *Electronic Equipment Installers and Repairers, Motor Vehicles (49-2096)*
- Postsecondary nondegree award
  - *Automotive Service Technicians and Mechanics (49-3023)*

The national-level educational attainment data indicates between 36% and 48% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 12 shows the educational attainment for each occupation, sorted by highest community college educational attainment to lowest.

Exhibit 12: National-level Educational Attainment for Occupations



Of the 32% of the cumulative job postings for these automotive technology occupations that listed a minimum education requirement in the SCC Region, 99% (339) requested a high school diploma or an associate degree and 1% (5) requested a bachelor's degree.

Educational Supply

Community College Supply:

Exhibit 13 shows the three-year average number of awards conferred by community colleges in the related TOP codes:

- Automotive Technology (0948.00)
- Diesel Technology (0947.00)

No awards were conferred for the following TOP codes:

- Alternative Fuels and Advanced Transportation Technology (0948.40)

The college with the most completions in the region is Ventura (113), followed by Oxnard College (104), and Allan Hancock (47).

Exhibit 13: Regional Community College Awards (Certificates and Degrees), 2021-2024

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0948.00	Automotive Technology	Allan Hancock	43	50	49	47
		Antelope Valley	12	0	11	8
		Canyons	14	10	20	15
		Cuesta	13	16	8	12
		Oxnard	27	173	113	104
		Santa Barbara	7	20	14	14
		Ventura	84	117	87	96
Supply Subtotal/Average			**200**	**386**	**302**	**296**
0947.00	Diesel Technology	Ventura	14	31	5	17
Supply Subtotal/Average			**14**	**31**	**5**	**17**
Supply Total/Average			**219**	**446**	**328**	**313**

Exhibit 14 shows the annual average community college awards by type from 2021-22 to 2023-24. The plurality of the awards are for certifcates between 16 and less than 30 semester units, followed by certficates between 8 and less than 16 semester units.

Exhibit 14: Annual Average Community College Awards by Type, 2021-2024

Community College Student Outcomes:

Exhibit 15 shows the Strong Workforce Program (SWP) metrics for Automotive Technology (0948.00) programs at Allan Hancock College (AHC), the SCC Region, and California. Of the 1,389 Automotive Technology (0948.00) students throughout the region in the 2023-24 academic year, 19% (270) attended AHC.

AHC students that exited Automotive Technology (0948.00) programs in the 2022-23 academic year had lower median annual earnings ($36,456 or $17.53 per hour) compared to all Automotive Technology (0948.00) students in the SCC Region ($37,640 or $18.10 per hour); both figures are lower than statewide ($38,572 or $18.54 per hour). A lower percentage of SCC region students (25%) attained the living wage when compared to all Automotive Technology (0948.00) students in the state (33%).

Exhibit 15: Automotive Technology (0948.00)
Strong Workforce Program Metrics, 2023-24[3][4]

SWP Metric	AHC	SCC Region	California
SWP Students	270	1,389	18,453
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	33%	42%	38%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	Data Unavailable	79%	75%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	9%	11%	12%
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2022-23)	0%	1%	1%
SWP Students with a Job Closely Related to Their Field of Study (2021-22)	Data Unavailable	Data Unavailable	70%
Median Annual Earnings for SWP Exiting Students (2022-23)	$36,456 ($17.53)	$37,640 ($18.10)	$38,572 ($18.54)
Median Change in Earnings for SWP Exiting Students (2022-23)	36%	51%	46%
SWP Exiting Students Who Attained the Living Wage (2022-23)	Data Unavailable	25%	33%

[3] All SWP metrics are for 2023-24 unless otherwise noted. Metrics data is sourced from DataVista.
[4] Data that is not available in DataVista is denoted in Exhibit 15 as "data unavailable." Data may not be available for various reasons, including cases where data is masked to protect personally identifiable information.

Non-Community College Supply:

To comprehensively analyze the regional supply, it is crucial to include data from other institutions offering automotive technology training programs. Over the past three years (2020-2023), there were no awards conferred by non-community college institutions under the related Classification of Instructional Programs (CIP) codes:

- Automotive Engineering Technology/Technician (15.0803)
- Motorsports Engineering Technology/Technician (15.0807)
- Automobile/Automotive Mechanics Technology/Technician (47.0604)
- Vehicle Emissions Inspection and Maintenance Technology/Technician (47.0612)
- Medium/Heavy Vehicle and Truck Technology/Technician (47.0613)
- Alternative Fuel Vehicle Technology/Technician (47.0614)
- High Performance and Custom Engine Technician/Mechanic (47.0617)

Regional Demographics

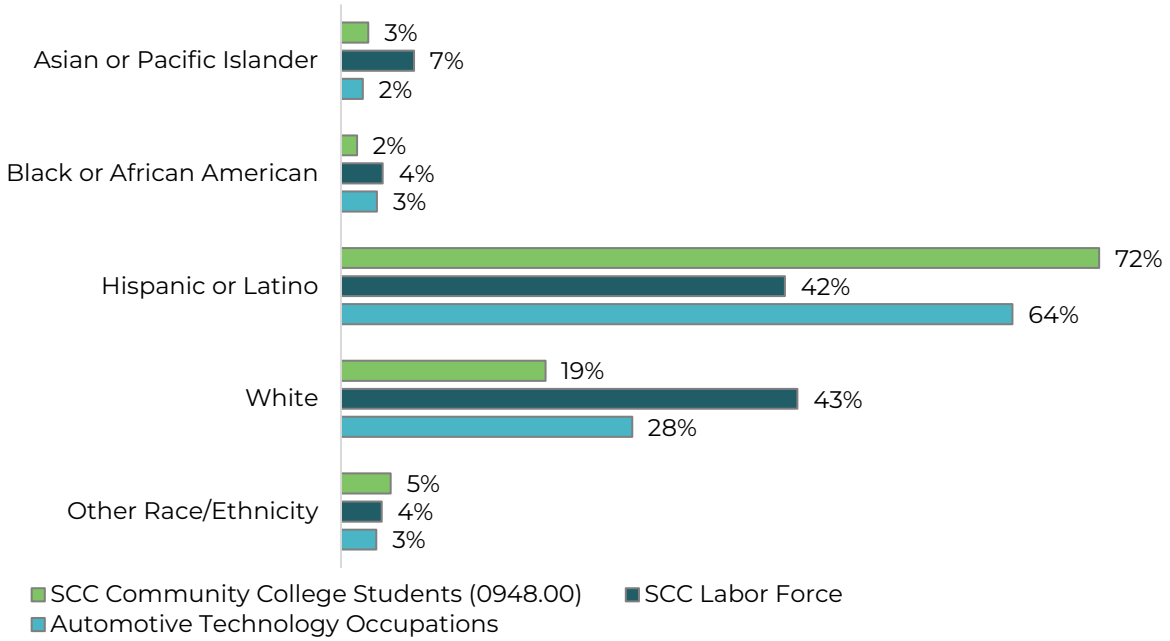
This section examines demographic data for SCC community college students in Automotive Technology programs compared to the SCC labor force, along with occupational data, to identify potential diversity and equity issues addressable by community college programs.

Ethnicity:

Exhibit 16 compares the ethnicity of SCC community college students enrolled in Automotive Technology (0948.00)programs, the overall SCC labor force, and occupation-specific data for the two automotive technology occupations included in this report.

Notably, 64% of workers employed in these automotive technology occupations are Hispanic or Latino, which is higher than the labor force (42%) but lower in comparison to community college Automotive Technology (0948.00) students (72%). Conversely, 19% of community college Automotive Technology (0948.00) students are white which is lower than both the labor force (43%) and workers employed in automotive technology occupations (28%).

Exhibit 16: Program and County Demographics by Ethnicity

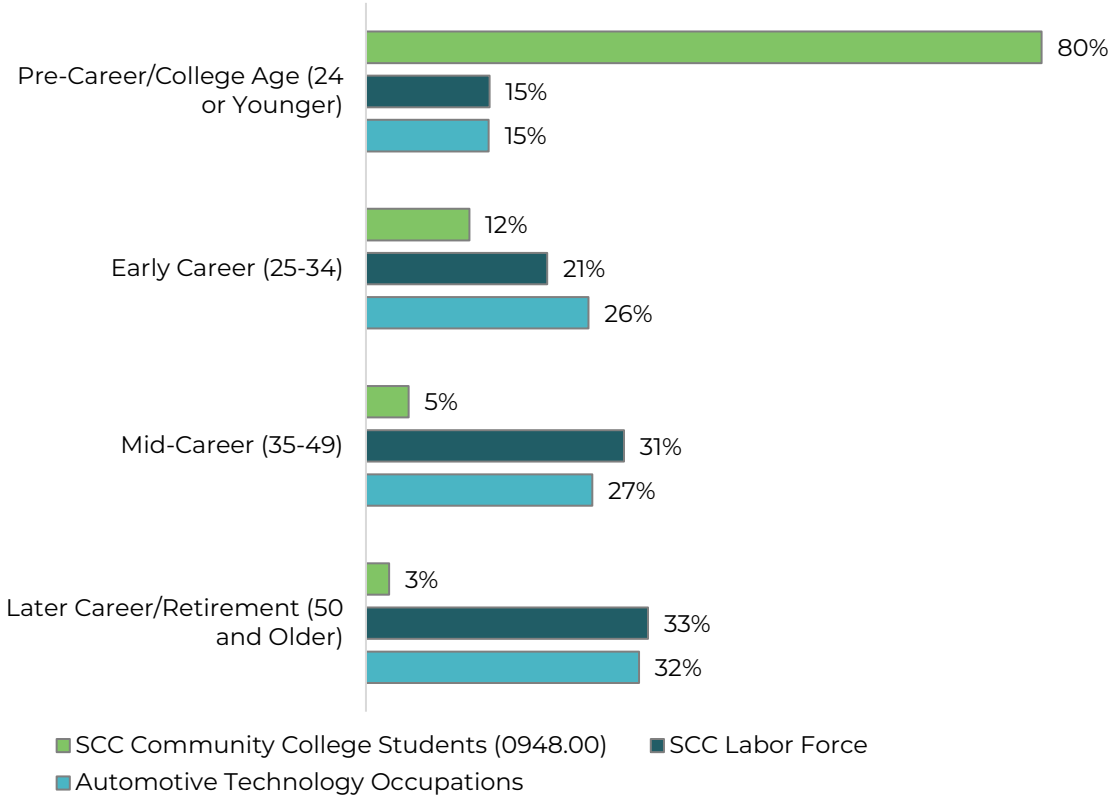


Age:

Exhibit 17 compares the age of SCC community college students enrolled in Automotive Technology (0948.00) programs, the overall SCC labor force, and occupation-specific data for the two automotive technology occupations included in this report.

The majority (80%) of community college Automotive Technology (0948.00) students are pre-career/college age (24 or younger) which is higher compared to the labor force (15%) and workers in these automotive technology occupations (15%).

Exhibit 17: Program and County Demographics by Age

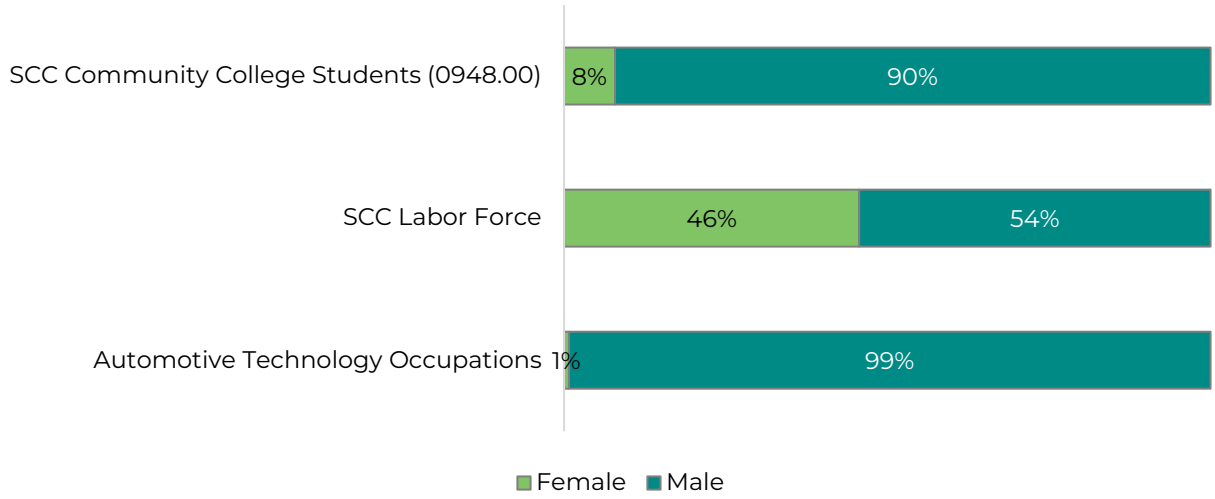


Sex:

Exhibit 18 compares the sex of SCC community college students enrolled in Automotive Technology (0948.00) programs, the overall SCC labor force, and occupation-specific data for these automotive technology occupations.

There is a significant majority of male students (90%) and workers in these automotive technology occupations (99%), which is higher than the labor force (54% male).

Exhibit 18: Program and County Demographics by Sex



Appendix A: Methodology

Traditional Labor Market Data

The SCC COE prepared this report by analyzing data from occupations and education programs. Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies.

Data included in this analysis represents the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the SCC COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges.

Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the SCC COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that require an educational requirement 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.

The SCC COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a "supply table" with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS.

TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Online Job Postings Data

Online job postings data, also known as real-time labor market information, captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions. Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more.

There are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

Additionally, Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.[5] For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Geography

The South Central Coast region encompasses San Luis Obispo, Santa Barbara, and Ventura counties, as well as parts of Northern Los Angeles County. Exhibit 19 shows the 34 ZIP codes used to define Northern Los Angeles County.

Exhibit 19: Northern Los Angeles ZIP Codes

ZIP Code	Primary City
91310	Castaic
91321	Newhall
91322	Newhall
91350	Santa Clarita
91351	Canyon Country
91354	Valencia
91355	Valencia
91380	Santa Clarita
91381	Stevenson Ranch
91382	Santa Clarita
91383	Santa Clarita
91384	Castaic
91385	Valencia
91386	Canyon Country
91387	Canyon Country
91390	Santa Clarita
93510	Acton

ZIP Code	Primary City
93532	Lake Hughes
93534	Lancaster
93535	Lancaster
93536	Lancaster
93539	Lancaster
93543	Littlerock
93544	Llano
93550	Palmdale
93551	Palmdale
93552	Palmdale
93553	Pearblossom
93563	Valyermo
93584	Lancaster
93586	Lancaster
93590	Palmdale
93591	Palmdale
93599	Palmdale

Though traditional labor market information is available at the ZIP code level, it does not always add up to data reported at the county level for multiple reasons:

- ZIP codes are not official geographically bounded areas, unlike states and counties.
- ZIP codes may cross county lines, such as ZIP code 93461, which is primarily in San Luis Obispo County, but also crosses into Kern County.

For these reasons, the number of jobs and average annual openings for each county may not add up to the total for the SCC Region. However, considering jobseekers may cross county lines for opportunities, the traditional labor market data is reflective of opportunities available to jobseekers in the SCC Region.

Additionally, job postings data is available only at the city or county level. To analyze job postings for the entire SCC region, the SCC COE developed a list of cities available in Lightcast for analysis. Additionally, demographic data is not available at the ZIP code level but is available at the Census Bureau's Public Use Microdata Area (PUMA) level. Demographic data was sourced via IPUMS and analyzed by the SCC COE.

[5] K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), https://link.springer.com/book/10.1007/978-81-322-3972-7.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional and real-time labor market information are captured using data from Lightcast, a labor market analytics firm.
Living Wage	Per the CCCCO, this report's endorsement criteria uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard last updated in March 2024. The MIT Living Wage, updated on February 10, 2025, is a nationally recognized living wage metric and is provided for reference.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data.
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations.
Educational Supply	The CCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions).
Student Metrics and Demographics	Data Vista, a statewide data system supported by the California Community Colleges Chancellor's Office provides data on progress, success, employment, and earnings outcomes for California community college students.
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

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