LABOR MARKET ANALYSIS

FOR PROGRAM RECOMMENDATION

MODERN MAKING AND MAKERSPACES

IN THE GREATER SACRAMENTO SUBREGION

June 2025

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SUMMARY

The North Far North Center of Excellence for Labor Market Research (NFN COE) prepared this report to provide an analysis of occupational demand and educational supply for occupations employed across the 22-county North Far North region.

This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers, with a primary focus on training that leads to living wage jobs in middle-skilled occupations. Pursuant to California Education Code §78015, labor market information (LMI) is required for all new career education certificate and degree program proposals, and the North Far North Regional Consortium (NFNRC) requires LMI to come from the NFN COE. This report should serve to satisfy those requirements.

Key findings include:

- An analysis of job postings data in the Greater Sacramento subregion revealed that skills related to Modern Making and Makerspaces explored in this report were requested by very few employers. Skills related to the Makerspace were featured in less than one-fifth of 1% of job postings
- The three makerspace skills represent a subset of the skillsets needed by various relevant occupations. Therefore, completion of a makerspace program is likely insufficient training for students to secure entry-level employment in the listed occupations. Students interested in related careers should also pursue additional training that is relevant to those careers.
- Jobs associated with the three makerspace skills encompass a wide variety of occupations. The top five occupations associated with each skill represent education, computer, engineering, health, and production (or manufacturing) jobs.

Recommendations include:

- The North Far North Center of Excellence recommends not creating new programs at this time, given the seemingly low demand for jobs in the region. However, the COE will defer to community colleges and regional governance for program modifications. Community college makerspaces have the opportunity to advance equity in their communities by providing access to students who may not otherwise have access.

INTRODUCTION

Makerspaces are do-it-yourself (DIY) centers where individuals can learn and create using equipment and technology such as 3D printers, CNC routers, metal and plastic fabrication equipment, textiles and fabrication tools, woodworking machines, and laser cutting devices.

In a community space, makerspaces serve as accessible DIY labs to foster individual creativity and support the entrepreneurial endeavors of small business owners/workers. Bringing makerspaces to community college campuses can provide students with the first step in career exploration, allowing them to gain practical hands-on skills using machinery and technology commonly used in many middle-skill manufacturing and production occupations. The California Community College (CCC) Maker Initiative supports creating a network of community college makerspaces to incorporate innovation and entrepreneurship into its education system while providing students with access to relevant career pathways.

The North (Greater Sacramento) Center of Excellence (COE) was asked to provide labor market information for a program at a regional community college - Modern Making (TOP 0999.00 - Other Engineering and Industrial Technologies). This report focuses on the skills students in a CCC makerspace may gain.

Skills related to Computer-Aided Design and Drafting (CADD/CAD) and Computer Numerical Control (CNC) were explored separately in reports for the region as of March 2025. Woodworking and Carpentry were explored in a report for the region in April 2025. The occupations of Industrial and Product Design (occupations that the Makerspace provides related education for) were explored in a report as of June 2025.

Outside of carpentry, prototyping, design, drafting, CAD, and CNC, the makerspace also provides exposure to skills in:

- 3D Printing/ Additive Manufacturing
- Sewing/Fabric Work
- Microcontrollers/ Simple Electronics Technology

These three skills will be the focus of this report.

DEMAND FOR MAKERSPACE SKILLS

Overall Demand for Makerspace Skills

A search of online job postings revealed low demand for the searched skills. Between June 1, 2024, and May 30, 2025, there were 268,702 online postings in the Greater Sacramento region. Only 0.16% of job postings requested these specific Makerspace skills (Exhibit 1).

In assessing job postings, jobs requiring tools used in ways outside of the scope of instruction of the Makerspace (such as soldering for plumbing instead of electronics soldering) were excluded from the results.

Of the three Makerspace skills, the Microcontrollers/ Simple Electronics Technology skill group had the most job postings. There were 218 job postings requiring Microcontroller skills.

Exhibit 1. Job Postings for Makerspace Skills[1]

Makerspace Skill	Number of Job Postings	Share of Region's Job Postings
3D Printing/Additive Manufacturing	111	0.04%
Sewing/Fabric Work	113	0.04%
Microcontrollers/Simple Electronics Technology	218	0.08%
Greater Sacramento Totals	**435**	**0.16%**

The following sections provide individual job search results and traditional labor market data for occupations associated with Makerspace skills. Completing a makerspace program is likely insufficient training for students to secure entry-level employment in the listed occupations. Students interested in the following career paths should seek additional training relevant to those careers.

The following sections summarize the percentile hourly earnings for the selected occupations. Those occupations with entry-level earnings below the living wage for a single working adult are notes in red. The living wage for a single working adult and a working family residing in the

[1] Some postings required multiple skills listed, so total is fewer than the sum of the individual skills.

county of the community college district that requested this report is reported below.[2,3] For additional information about changes to NFN COE's living wage comparisons, see Appendix B.

Requesting College	Living Wage – Working Adult	Living Wage – Working Family
Sacramento City College	$21.17	$41.91

Demand for 3D Printing/Additive Manufacturing

Lightcast defines Additive Manufacturing (3D Printing) as the process of creating three-dimensional objects by layering materials based on digital models. It involves understanding various printing technologies, materials, and design principles that enable the production of complex geometries and customized items. Knowledge of Additive Manufacturing (3D Printing) is utilized in diverse fields such as prototyping, product development, and manufacturing, allowing for rapid iteration and reduced material waste.

Over the last 12 months, 111 online job postings specifically mentioned the skills associated with "3D Printing/ Additive Manufacturing." The 111 job postings spanned 40 occupations, with the largest share of skill requests concentrated in the top 5-10 occupations.

Exhibit 2 shows the top 5 occupations with the most job postings requiring the skill. For a comprehensive list of occupations associated with the skill group "3D Printing/ Additive Manufacturing," please contact the COE.

Exhibit 2. Top five occupations requiring the skill "3D Printing/ Additive Manufacturing"

Occupation	Total Job Postings	Job Postings Requesting Skill	Share of Job Postings Requesting Skill in Occupation
Mechanical Engineers (17-2141)	549	20	3.64%
Dental Assistants (31-9091)	1,390	10	0.72%
Industrial Engineers (17-2112)	462	6	0.87%

[2] Living wage is defined as the level of income one working adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. Please note that the 25th-percentile and 75th-percentile hourly wages are used as a proxy for entry-level and experienced-level wages.

[3] A working family is defined as one working adult and one infant (between the ages of 0 and 2 years).

Clinical Laboratory Technologists and Technicians (29-2018)	805	6	0.75%
Electrical and Electronic Engineering Technologists and Technicians (17-3023)	174	5	2.88%

Exhibit 3 displays the current employment, projected annual job change and openings, hourly wages, and entry-level education for the top five occupations associated with the skill "3D Printing/ Additive Manufacturing." Please note that workers in these occupations most likely have additional skills beyond "3D Printing/ Additive Manufacturing." Experience alone in "3D Printing/ Additive Manufacturing " is unlikely to secure employment in these jobs.

Exhibit 3. 2023 - 2028 Employment, job openings, wages, and entry-level education requirements

Occupation	2023 Jobs	2023 - 2028 Projected Job Change	Annual Job Openings	Entry-Level Hourly Wages	Entry-Level Education
Mechanical Engineers	1,226	17%	116	$41.86	Bachelor's Degree
Dental Assistants	3,804	11%	637	$23.24	Postsecondary nondegree award
Industrial Engineers	728	17%	69	$40.99	Bachelor's Degree
Clinical Laboratory Technologists and Technicians	2,102	12%	191	$28.19	Bachelor's Degree
Electrical and Electronic Engineering Technologists and Technicians	565	(12%)	52	$30.07	Associate's degree
Greater Sacramento	**8,425**	**11%**	**1,065**		

Note: Red values indicate a projected decrease for jobs by 2028.

Demand for Sewing and Fabric Work

Lightcast defines "sewing" as the craft of joining fabrics or materials together using a needle and thread. Lightcast defines the skill "textiles" as encompassing knowledge of various fiber types, fabric construction methods, and finishing techniques that enhance the properties of the material. These skills are combined to create the "Sewing and Fabric Work" skill group, given the variety of tools the Sacramento City College Makerspace has available, including Sewing machines, Sergers, and a Heat Transfer Vinyl Press.

Over the last 12 months, 113 online job postings specifically mentioned the skills associated with "Sewing and Fabric Work." The 113 job postings spanned 16 occupations, with the largest share of skill requests concentrated in the top 5-10 occupations. Exhibit 4 shows the top 5 occupations with the most job postings requiring the skill. For a comprehensive list of occupations associated with the skill group "Sewing and Fabric Work," please contact the COE.

Exhibit 4. Top five occupations requiring the skill "Sewing and Fabric Work"

Occupation	Total Job Postings	Job Postings Requesting Skill	Share of Job Postings Requesting Skill in Occupation
Tailors, Dressmakers, and Custom Sewers (51-6052)	54	36	66.67%
Upholsterers (51-6093)	45	25	55.56%
Sewing Machine Operators (51-6031)	17	17	100%
Miscellaneous Assemblers and Fabricators (51-2098)	382	8	2.09%
Postsecondary Teachers (25-1099)	1,453	5	0.34%

Exhibit 5 displays the current employment, projected annual job change and openings, hourly wages, and entry-level education for the top five occupations associated with the skill "Sewing and Fabric Work." Please note that workers in these occupations most likely have additional skills beyond "Sewing and Fabric Work;" except for Tailors, Dressmakers, and Custom Sewers (51-6052) and Sewing Machine Operators (51-6031), experience alone in "Sewing and Fabric Work" is unlikely to secure employment in these jobs.

Exhibit 5. 2023 - 2028 Employment, job openings, wages, and entry-level education requirements

Occupation	2023 Jobs	2023 - 2028 Projected Job Change	Annual Job Openings	Entry-Level Hourly Wages	Entry-Level Education
Tailors, Dressmakers, and Custom Sewers (51-6052)	208	5%	37	$11.14	No formal educational credential
Upholsterers (51-6093)	147	(16%)	13	$16.02	High School Diploma or Equivalent
Sewing Machine Operators (51-6031)	370	(6%)	42	$16.04	No formal educational credential
Miscellaneous Assemblers and Fabricators (51-2098)	5,649	(4%)	913	$18.78	High School Diploma or Equivalent
Postsecondary Teachers (25-1099)	10,832	(3%)	1,008	$41.64	Doctoral or Professional Degree
Greater Sacramento	**17,206**	**(3.5%)**	**2,013**		

Note: Red values for wages denote occupations with wage below the living wage.

Demand for Microcontroller Skills

Lightcast defines a microcontroller, or MCU, as a small computer on a single integrated circuit. Microcontrollers are used in multiple industries and have a wide variety of applications, including building and industrial automation, manufacturing, robotics, automotive, smart appliances, and the Internet of Things (IoT). Skills related to Microcontrollers include electronic soldering and Arduino. Lightcast defines Arduino as an open-source platform used for building electronic hardware projects consisting of a microcontroller, programmable inputs and outputs, and a development environment for writing code. It is widely used in the field of prototyping, robotics, and other electronic projects. These skills together form the "Microcontroller/ Simple

Electronics Technology" skill group.

Over the last 12 months, 218 online job postings required the skill "Microcontroller." The 218 job postings spanned 26 occupations, with the largest share of skill requests concentrated in the top 5-10 occupations. Exhibit 6 shows the top 5 occupations with the most job postings requiring the skill. Please get in touch with the COE for a comprehensive list of occupations associated with the "Microcontroller" skill.

Exhibit 6. Top five occupations requiring the skill "Microcontrollers/Simple Electronics Technology "

Occupation	Total Job Postings	Job Postings Requesting Skill	Share of Job Postings Requesting Skill in Occupation
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers (51-2028)	109	58	53.21%
Software Developers (15-1252)	3,298	31	0.94%
Production Workers, All Other (51-9199)	1,006	26	2.58%
Broadcast Technicians (27-4012)	92	16	17.39%
Electrical and Electronic Engineering Technologists and Technicians (17-3023)	174	12	6.90%

Exhibit 7 displays the current employment, projected annual job change and openings, hourly wages, and entry-level education for the top five occupations associated with the skill "Microcontrollers/ Simple Electronic Technology." Please note that workers in these occupations most likely have additional skills beyond "Microcontrollers." Experience alone in "Microcontrollers" is unlikely to secure employment in these jobs.

Exhibit 7. 2023 - 2028 Employment, job openings, wages, and entry-level education requirements

Occupation	2023 Jobs	2023 - 2028 Projected Job Change	Annual Job Openings	Entry-Level Hourly Wages	Entry-Level Education
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	1,241	8%	164	$19.00	High School diploma or equivalent
Software Developers	7,803	13%	638	$54.73	Bachelor's degree
Production Workers, All Other	1,760	15%	270	$16.85	High School diploma or equivalent
Broadcast Technicians	154	(4%)	16	$21.48	Associate's degree
Electrical and Electronic Engineering Technologists and Technicians	565	(12%)	52	$30.07	Associate's degree
Greater Sacramento	**11,523**	**11%**	**1,140**		

Note: Red values for wages denote occupations with wage below the living wage.

In-Demand Co-Occurring Skills

Exhibit 8 shows the most common specialized, baseline, and software/technology skills associated with each of the four makerspace skills studied in this report. Specialized skills are specific to the occupation and represent job-specific competencies. Common skills are foundational skills that cross occupations and industries. Many of the skills in the common category are considered "soft skills." Software and technology skills refer to the specific technologies regularly encountered on the job.

The skills listed here may be used to further curriculum development within CCC Makerspace programs. Skills recorded more than once are marked with an asterisk (*); these repeated skills are shared across the three skill groups analyzed in this report. They may represent additional training opportunities with broader relevance to the occupations associated with the primary makerspace skill.

Exhibit 8. In-demand co-occurring skills from online job postings

	Specialized Skills	Common Skills	Software Skills
3D Printing (Additive Manufacturing)	Mechanical Engineering	Research	Python (Programming Language)*
	Project Management	Communication	Microsoft Office*
	Mechanical Systems	Operations	SolidWorks (CAD)
	Physics	Management	AutoCAD
	Materials Science	Problem Solving	Power BI
	Supply Chain	Planning	Protractor (Software)
	Automation	Teaching	Minitab
	Dentistry	Sales*	MATLAB
	Sterilization	Innovation	Microsoft Visio
Sewing/Fabric Work	Sewing	Communication	Microsoft Office*
	Upholstery	Detail Oriented	Microsoft Visual Studio
	Garment Alterations	Lifting Ability	Framer
	Hand Tools/ Power Tools*	Customer Service	--
	Sales	Management	--
	Inventory Management*	Sales*	--
	Merchandising	Fine Motor Skills	--
	Machine Operation	Problem Solving	--

	Specialized Skills	Common Skills	Software Skills
	Safety Standards*	Self-Motivation	--
Microcontrollers/Simple Electronics Technology	Soldering	Problem Solving	C++
	Hand Tools/ Power Tools*	Operations	C
	Technical Training	Fine Motor Skills	Linux
	Electronic Systems/Components	Communication	Embedded Software
	Safety Procedures*	Detail Oriented	Firmware
	Microscopy	Cleanliness	Bash (Scripting Language)
	Debugging	Mathematics	Python (Programming Language)*
	Capacitors	Innovation	Microsoft Office*
	Relays	Lifting Ability	Git (Version Control System)

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 9 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 9. TOP and CIP codes for training programs related to the selected occupations

TOP Programs and Codes	Aligned CIP Programs and Codes
• Other Engineering and Industrial Technologies (0999.00)	• Engineering/Engineering-Related Technologies/Technicians, Other

Community College Supply

Exhibit 10 summarizes the three-year average of certificates and degrees conferred by the selected subregion's community college programs relevant to the studied occupations. Only Folsom Lake offers a program in Modern Making, which is comprised of a 16-unit certificate. While this program has not conferred an award since 2022, the program is still active. There are no related programs offered outside of the CA community colleges in the region.

Exhibit 10. Average annual community college awards by TOP program

TOP Program and Code	College	Annual Awards 2021-22	Annual Awards 2022-23	Annual Awards 2023-24	3-Yr Annual Awards Average
Other Engineering and Industrial Technologies (0999.00)	Folsom Lake	2	0	0	1
	Grand Total	**2**	**0**	**0**	**1**

Note: Values in the table are rounded to the nearest whole number; however, subtotals and totals are calculated using unrounded values.

RECOMMENDATIONS

Due to the seemingly low demand for the three makerspace skills explored in this report, the North (Greater Sacramento) Center of Excellence does not recommend developing new makerspace programs. Very few jobs in the region ask for the skills highlighted in this report, and many occupations that rely on these skills do not exceed the living wage for the subregion. Specific program recommendations related to the skills of carpentry, CNC milling, and CADD are explored in other reports for the region. The COE will defer to community colleges and regional governance for program modifications.

The North Far North COE recommends:

New Program Recommendation		
Move forward with the new program.	**Proceed with caution**	**A new program is not recommended.**
☐	☐	☒

Program Modification	
Move forward with program modifications.	**Program modifications are not recommended.**
☒	☐

APPENDIX A. METHODOLOGY AND SOURCES

This report includes occupations identified by using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and the O*Net OnLine education crosswalk. This report's findings were primarily determined with labor market and educational supply data from the Bureau of Labor Statistics (BLS), Lightcast, and the California Community Colleges Chancellor's Office.

Data sources include:

"The Chancellor's Office Curriculum Inventory System (COCI)." California Community Colleges Curriculum Inventory (COCI). 2024. https://coci2.ccctechcenter.org/.

Glasmeier, Amy K. "Living Wage Calculator." Living Wage Calculator. 2024. https://livingwage.mit.edu/.

Integrated Postsecondary Education Data System (IPEDS). National Center for Education Statistics. U.S. Department of Education. https://nces.ed.gov/ipeds/.

Labor Market Information Division. California Employment Development Department. https://labormarketinfo.edd.ca.gov/.

Lightcast 2025.2; QCEW Employees, Non-QCEW Employees, and Self-Employed. https://lightcast.io/. (*Notes: Occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors)).*

"Makerspace." 2025. Losrios.edu. https://scc.losrios.edu/student-resources/makerspace.

Management Information Systems (MIS) Data Mart. California Community Colleges Chancellor's Office. https://datamart.cccco.edu/.

Modern Making." 2025. Losrios.edu. https://flc.losrios.edu/academics/programs-majors/modern-making.

O*NET OnLine. U.S. Department of Labor/Employment and Training Administration (DOL ETA). https://www.onetonline.org/.

The Self-Sufficiency Standard for California. The Center for Women's Welfare at University of Washington. 2024. http://www.selfsufficiencystandard.org/

"Taxonomy of Programs." California Community Colleges Chancellor's Office. May 2023, 7th Edition. https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/final-top-code-manual-2023edit-4-a11y.pdf?la=en&hash=28074BFE9915B49A7688B8BDEF0DB7E55FEB3A2C

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. June 2021 Edition. http://coeccc.net/

APPENDIX B. EARNINGS AND LIVING WAGE

Occupational Earnings

Occupational earnings data come from the Bureau of Labor Statistics' Occupational Employment Statistics dataset. It is collected from the employer's perspective, meaning that earning data is pre-tax and based on the place of the employee's work (rather than where they live). Occupational earnings are reported based on hourly income and include base rate pay, commissions, cost of living allowances, guaranteed pay, hazard pay, incentive pay, longevity pay, production bonuses, and tips. Occupational earnings do not include bonuses, reimbursements, overtime pay, relocation allowances, severance pay, etc.

The NFN COE reports on occupational earnings using percentile earnings. Percentile earnings are typically broken into 10th, 25th, 50th (median), 75th, and 90th percentiles and are used to show the distribution of wages for workers employed within an occupation. For example, the 25th percentile hourly earnings for childcare workers employed across the North Far North (NFN) region is $15.50. This means that in 2023, 25% of the North Far North's childcare workers earned up to but no more than $15.50 per hour. Childcare workers in the North Far North have a 90th percentile wage of $23.72, meaning that 90% of childcare workers employed across the region earn up to $23.72 per hour. The Centers of Excellence use the 25th and 75th percentile hourly wages to estimate wages for entry-level and experienced workers.

Living Wage

A living wage is the level of income one adult working full-time must earn to meet their minimum basic needs where they live, all while being self-sufficient. The basic needs that factor into a living wage calculation include food, housing, childcare (for those with children), healthcare, transportation, broadband and mobile access, taxes, and other necessities (like clothing, personal care products, and household furnishings and supplies).

This report provides an estimate of the living wage for each community college district and uses the living wage for a single, working adult without dependents. A working adult is assumed to work 2,080 full-time hours, which is equivalent to 40 hours a week for 52 weeks per year.

In October 2024, the NFN COE switched from the MIT Living Wage Calculator (last updated February 2024) to the University of Washington's Self-Sufficiency Standard (last updated March 2024; released September/October 2024). This change allows the COE to use living wage data that is aligned with the Chancellor's Office metrics. The NFN COE will revise this practice as needed to ensure continued alignment with the Chancellor's Office.[4]

Comparing earnings to the living wage

Prior to the 2024-25 fiscal year, the NFN COE compared the 25th percentile hourly earnings of an occupation employed in the subregion to a subregional average living wage for a single, working adult (no dependents) residing in a county located in the North or Far North subregions.

[4] Last revised: 10/29/2024. Changed living wage source from MIT to U of W.

Beginning October 2024, the NFN COE will compare the 25th percentile hourly earnings of an occupation employed in the subregion to the living wage for one single, working adult (no dependents) residing in the same county as the community college district that initially requested this report. This change aligns with the definition used by the Chancellor's Office to determine the proportion of students who attained a living wage after exiting the California Community College system in the Student Success Metrics (SM 802Sx) and Community College Pipeline (CP 802). The NFN COE will revise this practice as needed to ensure continued alignment with the Chancellor's Office.[5]

Hourly Living Wage by Community College District Office County Location[6]

Region	Community College District	Location of District Office (County)	One Adult	One Adult + One Infant
Far North	Butte-Glenn	Butte	$16.77	$34.02
	Feather River	Plumas	$15.11	$32.84
	Lassen	Lassen	$14.81	$31.51
	Mendocino-Lake	Mendocino	$17.06	$35.70
	Redwoods	Humboldt	$16.59	$34.44
	Shasta-Tehama-Trinity Joint	Shasta	$16.99	$35.35
	Siskiyou Joint	Siskiyou	$14.51	$30.71
North	Lake Tahoe	El Dorado	$22.11	$44.25
	Los Rios	Sacramento	$21.17	$41.91
	Sierra Joint	Placer	$23.92	$46.86
	Yuba	Sutter	$17.08	$34.41
California	Minimum wage -- All industries, except fast food and healthcare		$16.00	
	Minimum wage -- Fast food (effective April 1, 2024)		$20.00	
	Minimum wage -- Healthcare (effective October 16, 2024)		$18-23, depends on the facility type	

[5] Last revised: 10/29/2024. Changed from "median hourly earnings" to "25th percentile hourly earnings."

[6] Sources include: 1) The Self-Sufficiency Standard for California, The Center for Women's Welfare at University of Washington, https://selfsufficiencystandard.org/California/ and 2) State of California Department of Industrial Relations, https://www.dir.ca.gov/dlse/minimum_wage.htm. Table was last revised: 10/29/2024. Updated source data from MIT to U of W.

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COVID-19 Statement: This report includes employment projection data produced by Lightcast (formerly EMSI). Employment projections are developed using models based on historical data, which in this set of projections covers the period through 2021. Most input data, therefore, precedes the pandemic. Employment projections are long-term projections intended to capture structural changes in the economy, not cyclical fluctuations. As such, projections data are not intended to capture the impacts of the recession that began in February 2020. Cyclical fluctuations, like recessions, impact projections when they become part of the historical data set.

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges, or their representatives based upon components or recommendations contained in this study.

FOR LABOR MARKET RESEARCH
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