

Labor Market Analysis for Program Modification: 1305.00/Child Development/Early Care and Education (Child Development)

CVML Center of Excellence, March 2025



Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met <input checked="" type="checkbox"/>	Endorsed: Some LMI Criteria Met <input type="checkbox"/>	Not LMI Endorsed <input type="checkbox"/>
-------------------------	--	--	---

Program LMI Endorsement Criteria

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
--	---	-----------------------------

Supply Gap:	<i>Comments:</i> There are projected to be 1,669 annual job openings throughout the NCV/NML subregion for <i>Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary</i> and <i>Childcare Workers</i> , which are more than the 556 awards conferred by educational institutions (CC + Non-CC) .	
-------------	--	--

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
--	---	-----------------------------

Living Wage: (Entry-Level, 25 th)	<i>Comments:</i> The entry-level hourly wage for <i>Preschool Teachers, Except Special Education</i> (\$17.76) and <i>Teaching Assistants, Except Postsecondary</i> (\$17.75) are above the NCV/NML living wage of \$16.81 , but <i>Childcare Workers</i> (\$16.13), is below the NCV/NML living wage of \$16.81.	
---	--	--

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
--	---	-----------------------------

Education:	<i>Comments:</i> The typical entry-level education for <i>Preschool Teachers, Except Special Education</i> is an associate degree; <i>Teaching Assistants, Except Postsecondary</i> is some college, no degree; <i>Childcare Workers</i> is a high school diploma or equivalent. Between 30% and 36% have completed some college or an associate degree as their highest level of education .	
------------	--	--

Emerging Occupation(s)

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
------------------------------	--

Comments: N/A

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the North Central Valley/Northern Mother Lode regional labor market related to the following occupations:

- Preschool Teachers, Except Special Education (SOC 25-2011)
- Teaching Assistants, Except Postsecondary (SOC 25-9045)
- Childcare Workers (SOC 39-9011)

Based on the available data, there appears to be a supply gap for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary;* and *Childcare Workers*. In addition to two of the three occupations having an entry-level wage above the subregion’s living wage, *Preschool Teachers, Except Special Education* have a typical entry-level education of an associate degree and *Teaching Assistants, Except Postsecondary* have a typical entry level education of some college, no degree. **Due to all 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 *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers*.

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
Preschool Teachers, Except Special Education (25-2011)	NCV/NML: 206 SCV/SML: 365		NCV/NML: \$17.76 SCV/SML: \$17.38	Associate degree	30%
Teaching Assistants, Except Postsecondary (25-9045)	NCV/NML: 1,148 SCV/SML: 1,984	NCV/NML: 556 SCV/SML: 2,068	NCV/NML: \$17.75 SCV/SML: \$17.27	Some college, no degree	36%
Childcare Workers (39-9011)	NCV/NML: 315 SCV/SML: 491		NCV/NML: \$16.13 SCV/SML: \$15.56	High school diploma or equivalent	36%
Total	4,509	2,624			

Demand:

- The number of jobs for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers* is projected to increase 9% through 2028, equating to 1,669 annual job openings (NCV/NML).
- The entry-level hourly wage for *Preschool Teachers, Except Special Education* (\$17.76) and *Teaching Assistants, Except Postsecondary* (\$17.75) in the North Central Valley/Northern Mother Lode region are above the living wage of \$16.81. *Childcare Workers* (\$16.13) is below the living wage of \$16.81.
- There were 1,099 online job postings for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers* over the past 12 months.
- The typical entry-level education is an associate degree for *Preschool Teachers, Except Special Education*, some college, no degree for *Teaching Assistants, Except Postsecondary* and a high school diploma or equivalent for *Childcare Workers*.
- Between 30% and 36% of workers in the field have some community college training or an associate degree as their highest level of education.

Supply:

- Between 2020 and 2023, there was an average of 460 awards conferred by community colleges in the NCV/NML subregion.
- Between 2019 to 2022, non-community college institutions in the NCV/NML region conferred an average of 96 awards in relevant programs.

Demand

Occupational Projections:

Exhibit 2 shows the annual percent change in jobs for *Preschool Teachers, Except Special Education, Teaching Assistants, Except Postsecondary* and *Childcare Workers* from 2018 through 2028. Employment in these occupations experienced a 34% increase in 2021 (NCV/NML), compared to the 2% increase across all CA occupations. Employment projections through 2028 for *Preschool Teachers, Except Special Education, Teaching Assistants, Except Postsecondary* and *Childcare Workers* are projected to decrease across the two subregions.

Exhibit 2: Annual Percent Change in Jobs for Child Development-Related Occupations, 2018-2028

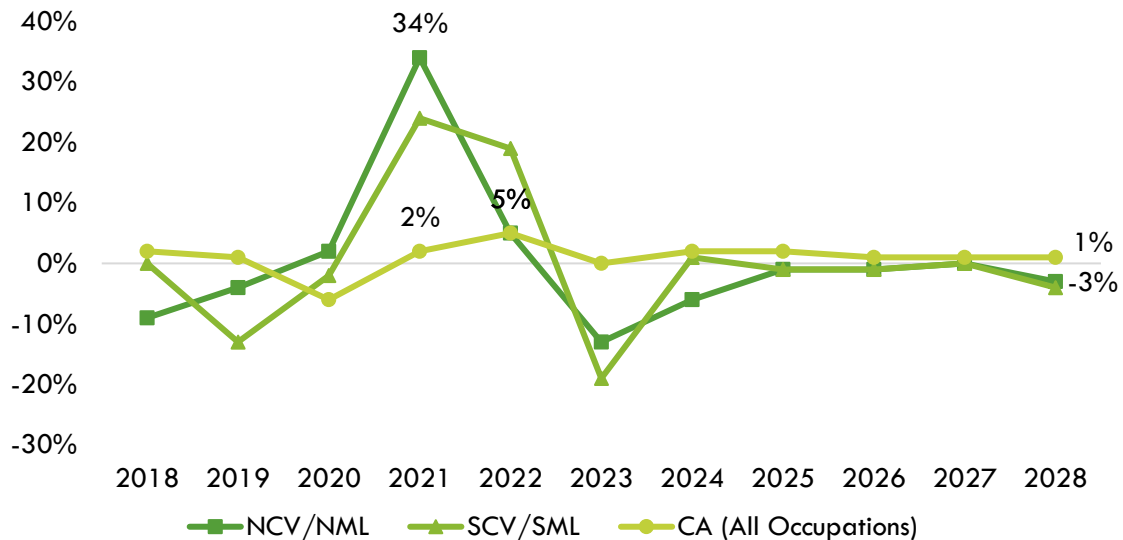


Exhibit 3 shows the five-year occupational demand projections for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers*. In the NCV/NML subregion, the number of jobs for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers* is projected to increase by 9% through 2028. There are projected to be 1,669 jobs available annually in the NCV/NML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML and CVML¹

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
NCV/NML	11,367	12,402	1,035	9%	1,669
SCV/SML	18,790	20,980	2,190	12%	2,840
CVML	30,157	33,382	3,225	11%	4,509

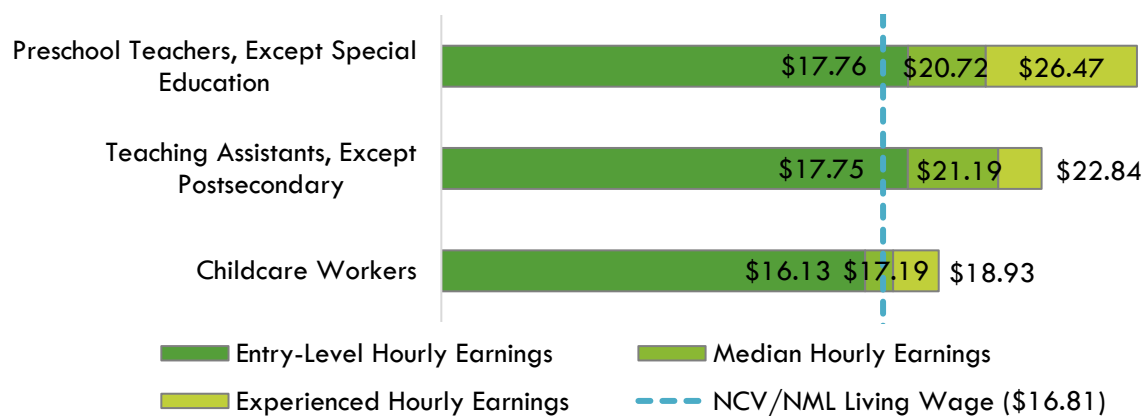
¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for *Preschool Teachers, Except Special Education*; *Teaching Assistants, Except Postsecondary*; and *Childcare Workers* as they relate to the subregions and region's living wage. NCV/NML, SCV/SML and CVML wages are included below to provide a complete analysis of the subregions and region.

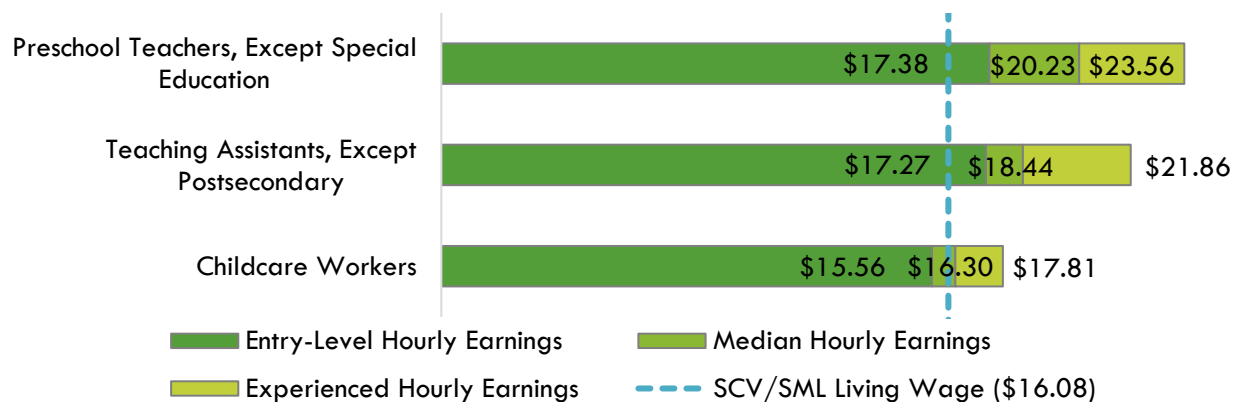
The typical entry-level hourly wage for *Preschool Teachers, Except Special Education* (\$17.76) and *Teaching Assistants, Except Postsecondary* (\$17.75) are above the living wage for one adult in the NCV/NML subregion (\$16.81), but *Childcare Workers* (\$16.13) is below the living wage for one adult in the NCV/NML subregion. The NCV/NML average wage for these occupations is \$20.89, which is below the average statewide wage of \$21.57. Exhibit 4a shows the wage range for *Preschool Teachers, Except Special Education*; *Teaching Assistants, Except Postsecondary*; and *Childcare Workers* and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



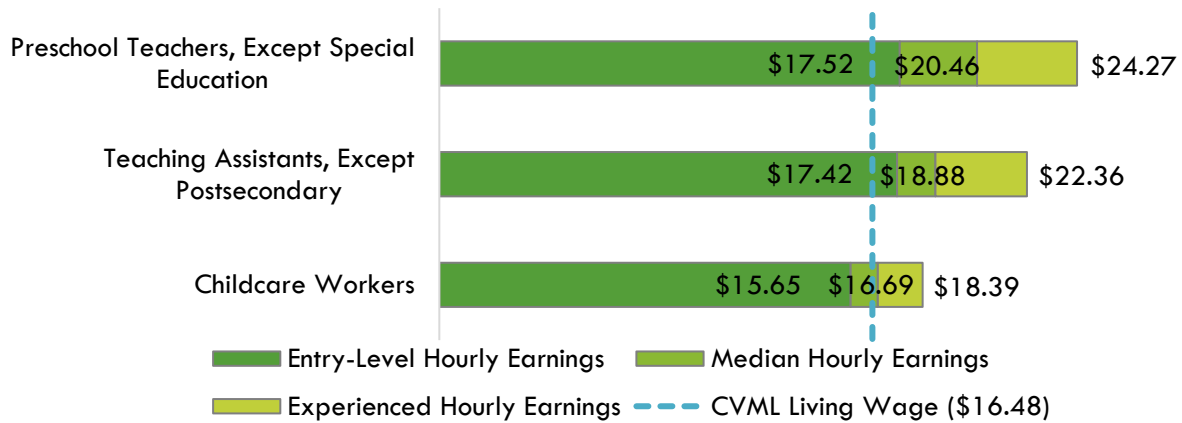
The typical entry-level hourly wage for *Preschool Teachers, Except Special Education* (\$17.38) and *Teaching Assistants, Except Postsecondary* (\$17.27) are above the living wage for one adult in the SCV/SML subregion (\$16.08), but *Childcare Workers* (\$15.56) is below the living wage for one adult in the SCV/SML subregion. The SCV/SML average wage for these occupations is \$19.63, which is below the average statewide wage of \$21.57. Exhibit 4b shows the wage range for *Preschool Teachers, Except Special Education*; *Teaching Assistants, Except Postsecondary*; and *Childcare Workers* and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



The typical entry-level hourly wage for *Preschool Teachers, Except Special Education* (\$17.52) and *Teaching Assistants, Except Postsecondary* (\$17.42) are above the living wage for one adult in the CVML region (\$16.48), but *Childcare Workers* (\$15.65) is below the living wage for one adult in the CVML region. The CVML average wage for these occupations is \$20.11, which is below the average statewide wage of \$21.57. Exhibit 5 shows the wage range for *Preschool Teachers, Except Special Education*; *Teaching Assistants, Except Postsecondary*; and *Childcare Workers* and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: 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. 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.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast’s database.

Additionally, 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.

There were 1,099 online job postings for Teaching Assistants, Except Postsecondary; Preschool Teachers, Except Special Education; and Childcare Workers listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=1,099)

Occupation	Job Postings	Percentage of Job Postings
Teaching Assistants, Except Postsecondary	754	69%
Preschool Teachers, Except Special Education	262	24%
Childcare Workers	83	8%

The top employers in the region for Preschool Teachers, Except Special Education, Teaching Assistants, Except Postsecondary and Childcare Workers by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=1,099)

Employer	Job Postings	Percentage of Job Postings
Merced County Office of Education	45	4%
Stanislaus County Office of Education	38	3%
Catalyst Family (aka Catalyst Kids)	31	3%
California State University-Stanislaus	30	3%
Swing Education	28	3%
University of California-Merced	27	2%
Modesto City Schools	26	2%
Patterson Joint Unified School District	23	2%
Stepping Stones	22	2%
KinderCare Education	22	2%

² K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>.

The top specialized, common, and software skills for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers* listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=1,099)

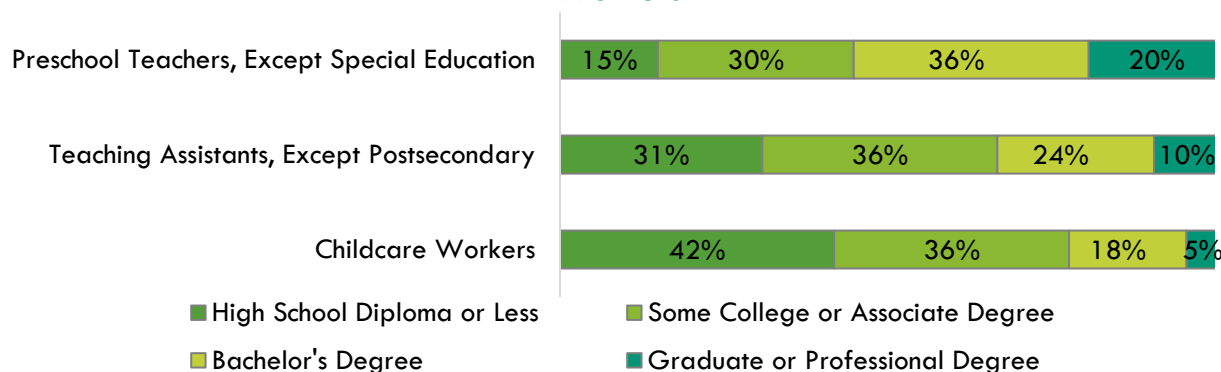
Top Specialized Skills	Top Common Skills	Top Software Skills
Child Development (335)	Teaching (348)	Microsoft PowerPoint (27)
Preschool Education (302)	Communication (259)	Microsoft Excel (25)
Special Education (254)	English Language (160)	Zoom (Video Conferencing Tool) (23)
Lesson Planning (155)	Clerical Works (147)	Student Information Systems (19)
Early Childhood Education (139)	Planning (111)	Google Workspace (15)
Working with Children (112)	Management (111)	Microsoft Office (12)
Classroom Management (78)	Writing (98)	Microsoft Word (11)
Toileting (60)	First Aid (97)	Microsoft Outlook (11)
Diaper Changing (49)	Multilingualism (89)	Google Classroom (10)
Alternative Education (49)	Mathematics (80)	Canva (Software) (7)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Preschool Teachers, Except Special Education*, some college, no degree as the typical entry-level education for *Teaching Assistants, Except Postsecondary* and a high school diploma or equivalent as the typical entry-level education for *Childcare Workers*. National-level educational attainment data indicates that between 30% and 36% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for *Preschool Teachers, Except Special Education, Teaching Assistants, Except Postsecondary* and *Childcare Workers*.

Of the 1,099 online job postings, 88% (equivalent to 965 postings) of cumulative job postings for *Preschool Teachers, Except Special Education; Teaching Assistants, Except Postsecondary; and Childcare Workers* listed a minimum education requirement in the NCV/NML subregion, and 39% (372) requested a high school diploma or GED.

Exhibit 9: National-level Educational Attainment for Preschool Teachers, Except Special Education, Teaching Assistants, Except Postsecondary and Childcare Workers



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. The colleges with the most completions are Modesto (North) and Fresno City (South).

Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees) 2020-21 through 2022-23

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	San Joaquin Delta	1	-	1	1
		Subtotal/Average	1	-	1	1
1305.00	Child Development/Early Care and Education	Columbia	21	20	20	20
		Merced	91	118	71	93
		Modesto	252	266	197	238
		San Joaquin Delta	40	71	63	58
		Subtotal/Average	404	475	351	409
1305.40	Preschool Age Children	San Joaquin Delta	50	53	44	49
		Subtotal/Average	50	53	44	49
1305.90	Infants and Toddlers	Merced	-	-	2	1
		Subtotal/Average	-	-	2	1
NCV/NML Supply Grand Total			455	528	398	460

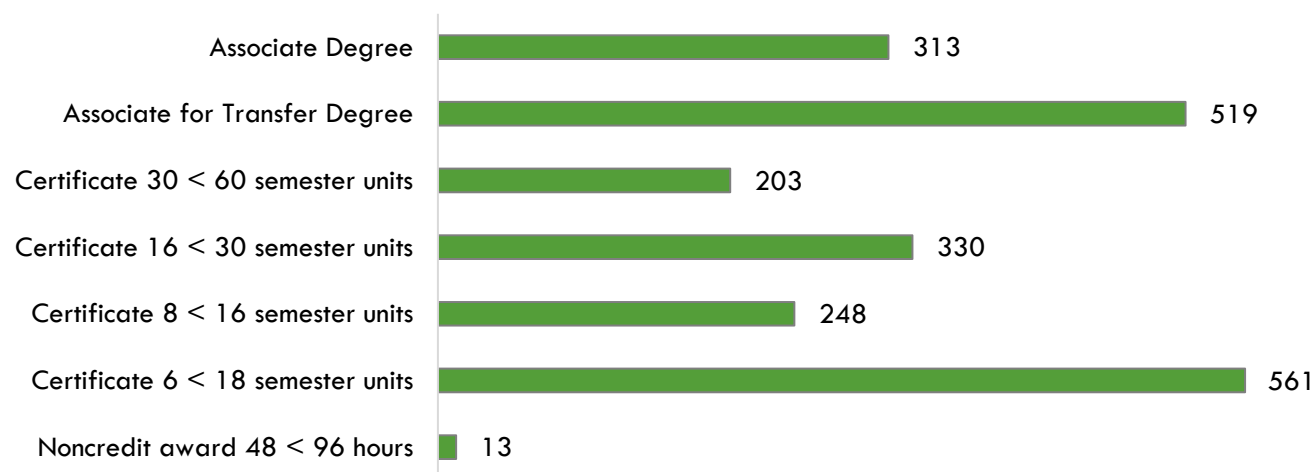
Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees) 2020-21 through 2022-23

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
0802.00	Educational Aide (Teacher Assistant)	Bakersfield	9	11	16	12
		Fresno City	1	-	84	28
		Subtotal/Average	10	11	100	40
1305.00	Child Development/Early Care and Education	Bakersfield	312	215	174	234
		Cerro Coso	91	50	80	74
		Clovis	29	95	98	74
		Coalinga	158	127	102	129
		Fresno City	275	199	300	258
		Lemoore	113	292	165	190

		Madera	16	51	39	35
		Porterville	110	144	54	103
		Reedley	90	109	92	97
		Sequoias	338	365	302	335
		Taft	86	88	60	78
		Subtotal/Average	1,618	1,735	1,466	1,606
1305.10	Child and Adolescent Development	Bakersfield	-	-	9	3
		Clovis	-	7	21	9
		Coalinga	5	6	8	6
		Sequoias	50	51	48	50
		Subtotal/Average	55	64	86	68
1305.50	The School Age Child	Clovis	-	-	2	1
		Reedley	-	1	-	0
		Subtotal/Average	-	1	2	1
1305.90	Infants and Toddlers	Fresno City	4	9	16	10
		Subtotal/Average	4	9	16	10
SCV/SML Supply Grand Total			1,687	1,820	1,670	1,726

Exhibit 11 shows the annual average community college awards by type from 2020-21 through 2022-23. Of the 2,186 community college awards conferred in the CVML region, 26% (561) of the awards were for a certificate of 6 to 18 semester units.

Exhibit 11: Annual Average Community College Awards by Type, 2020-2023



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for Child Development/Early Care and Education in the Merced Community College District (MCCD), the NCV/NML subregion, the CVML region, and California. Of the 89,841 child development/early care and education students statewide in the 2022-23 academic year, 17% (15,313) attended a CVML institution.

CVML students that exited child development/early care and education programs in the 2021-22 academic year had median annual earnings (\$30,200), which is below the statewide median annual earnings (\$33,194). Notably, 54% of NCV/NML child development/early care and education students attained a living wage, which is higher than the percentage of students who attained a living wage statewide (43%).

Exhibit 12: Child Development/Early Care and Education (1305.00) Strong Workforce Program Metrics

SWP Metric	MCCD	NCV/NML Region	CVML Region	California
SWP Students	1,600	5,660	15,313	89,841
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	17%	20%	20%	21%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	N/A	83%	76%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	4%	5%	6%	6%

SWP Metric	MCCD	NCV/NML Region	CVML Region	California
SWP Students Who Transferred to a Four-Year Postsecondary Institution	9%	6%	8%	7%
SWP Students with a Job Closely Related to Their Field of Study	66%	75%	74%	72%
Median Annual Earnings for SWP Exiting Students	\$28,996 (\$13.94)	\$29,120 (\$14.00)	\$30,200 (\$14.52)	\$33,194 (\$15.96)
Median Change in Earnings for SWP Exiting Students	27%	39%	35%	39%
SWP Exiting Students Who Attained the Living Wage	54%	54%	59%	43%



Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the three occupations studied in this report. Exhibits 13a and 13b show the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest. Between 2019 and 2022, non-community colleges in the NCV/NML subregion conferred an average of 96 awards annually in related training programs.

Exhibit 13a: NCV/NML Subregional Non-Community College Awards, 2019-2022

CIP Code	Program	College	2019-2020 Awards	2020-2021 Awards	2021-2022 Awards	3-Year Award Average
13.1210	Early Childhood Education and Teaching	California State University-Stanislaus	57	78	92	76
		Humphreys University-Stockton and Modesto Campuses	25	18	16	20
		Subtotal/Average	82	96	108	96
NCV/NML Supply Grand Total			82	96	108	96

Exhibit 13b: SCV/SML Subregional Non-Community College Awards, 2019-2022

CIP Code	Program	College	2019-2020 Awards	2020-2021 Awards	2021-2022 Awards	3-Year Award Average
13.0201	Bilingual and Multilingual Education	Fresno Pacific University	-	-	-	-
		Subtotal/Average	-	-	-	-
13.1210	Early Childhood Education and Teaching	California State University-Bakersfield	108	140	149	132
		California State University-Fresno	96	83	41	73
		Fresno Pacific University	-	-	-	-
		Subtotal/Average	204	223	190	205
19.0706	Child Development	California State University-Fresno	-	-	62	21
		Fresno Pacific University	84	167	98	116
		Subtotal/Average	84	167	160	137
SCV/SML Supply Grand Total			288	390	350	342

Appendix A: Methodology

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

Using a TOP-SOC crosswalk, the CVML 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 CVML 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.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML 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. 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.

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.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	<p>Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/</p>
Living Wage	<p>The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/</p> <p>Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.</p>
Typical Education and Training Requirements, and Educational Attainment	<p>The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. 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. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm</p>
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	<p>The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/</p>
Educational Supply	<p>The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu</p> <p>The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions</p>
Student Metrics and Demographics	<p>DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/</p>

Data Type	Source
Population and Occupation Demographics	<p>The Census Bureau’s American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs</p> <p>Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml</p>

For more information, please contact the Central Valley/Mother Lode Center of Excellence:

Patricia Salinas, Interim District Director

patricia.salinas@sccd.edu

Ignacio Faria, Senior Research and Planning Analyst

ignacio.faria@sccd.edu

Angela Steitz, Program Specialist

angela.steitz@sccd.edu

March 2025

