

Labor Market Analysis for Program Recommendation: 0950.00/Aeronautical and Aviation Technology (Aviation Mechanic Technician Certificate of Achievement)



CVML Center of Excellence, September 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:	<p><i>Comments:</i> There are projected to be 279 annual job openings throughout the SCV/SML subregion for <i>aviation mechanic</i>-related occupations, which are more than the 108 awards conferred by educational institutions in the SCV/SML subregion (CC + Non-CC).</p>	

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Living Wage: (Entry-Level, 25th):	<p><i>Comments:</i> Three of the four <i>aviation mechanic</i>-related occupations included in this report have an entry-level hourly wage above the SCV/SML living wage of \$16.08.</p> <p><i>Note:</i> there is insufficient wage data for <i>Aerospace Engineering and Operations Technologists and Technicians</i> in the NCV/NML and SCV/SML subregions.</p>	

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Education:	<p><i>Comments:</i> The typical entry-level education is an associate degree for <i>Aerospace Engineering and Operations Technologists and Technicians</i> and <i>Avionics Technicians</i>, a postsecondary nondegree award for <i>Aircraft Mechanics and Service Technicians</i>, and a high school diploma or equivalent for <i>Machinists</i>. Additionally, between 40% and 67% have completed some college or an associate degree as their highest level of education.</p>	

Emerging Occupations(s)

	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<p><i>Comments:</i> N/A</p>	

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 South Central Valley/Southern Mother Lode regional labor market related to the following middle-skill occupations:

- Aerospace Engineering and Operations Technologists and Technicians (17-3021)
- Avionics Technicians (49-2091)
- Aircraft Mechanics and Service Technicians (49-3011)
- Machinists (51-4041)

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *aviation mechanic*-related occupations. In addition to the occupations in this report having entry-level wages above the subregion's living wage between 40% to 67% of workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to all 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 *aviation mechanic*-related occupations.

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
Aerospace Engineering and Operations Technologists and Technicians (17-3021)	NCV/NML: 1 SCV/SML: 1	SCV/SML: 108 NCV/NML: 0	Insufficient Data Insufficient Data	Associate degree	49%
Avionics Technicians (49-2091)	NCV/NML: 3 SCV/SML: 26		NCV/NML: \$35.07 SCV/SML: \$39.82	Associate degree	67%
Aircraft Mechanics and Service Technicians (49-3011)	NCV/NML: 34 SCV/SML: 144		NCV/NML: \$32.69 SCV/SML: \$31.04	Postsecondary nondegree award	57%
Machinists (51-4041)	NCV/NML: 61 SCV/SML: 108		NCV/NML: \$18.79 SCV/SML: \$18.98	High school diploma or equivalent	40%
Total	379	108	-	-	-

Demand:

- The number of jobs related to the four *aviation mechanic*-related occupations in this report are projected to increase 5% through 2029. However, there will be 279 annual job openings in the SCV/SML subregion.
- Three of the four *aviation mechanic*-related occupations have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion. However, there is insufficient wage data for *Aerospace Engineering and Operations Technologists and Technicians* in the NCV/NML and SCV/SML subregions.

- There were 638 online job postings for *aviation mechanic*-related occupations over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Aerospace Engineering and Operations Technologists and Technicians* and *Avionics Technicians*, a postsecondary nondegree award for *Aircraft Mechanics and Service Technicians*, and a high school diploma or equivalent for *Machinists*.
- National-level educational attainment data indicates that between 40% to 67% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 63 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 45 awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for the four *aviation mechanic*-related occupations from 2019 through 2029. The SCV/SML subregion experienced the highest growth in 2019 at 5%, compared to the 1% growth across all CA occupations. The percent change in growth dropped to -3% in 2020, compared to the -6% drop across all CA occupations. Between 2024 and 2029, growth is projected to remain steady (between 0% and 2%), similar to all occupations in California.

Exhibit 2: Annual Percent Change in Jobs for Aviation Mechanic-Related Occupations, 2019-2029

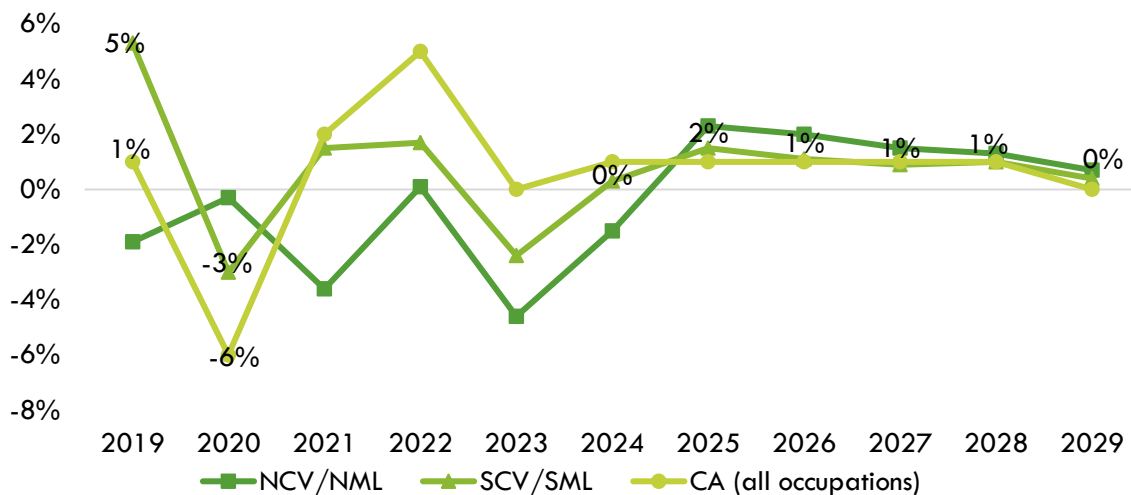


Exhibit 3 shows the five-year occupational demand projections for the four *aviation mechanic*-related occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 5% through 2029. There are projected to be 279 jobs available annually in the SCV/SML subregion.

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

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	911	990	78	9%	100
SCV/SML	2,963	3,100	137	5%	279
CVML	3,874	4,090	215	6%	379

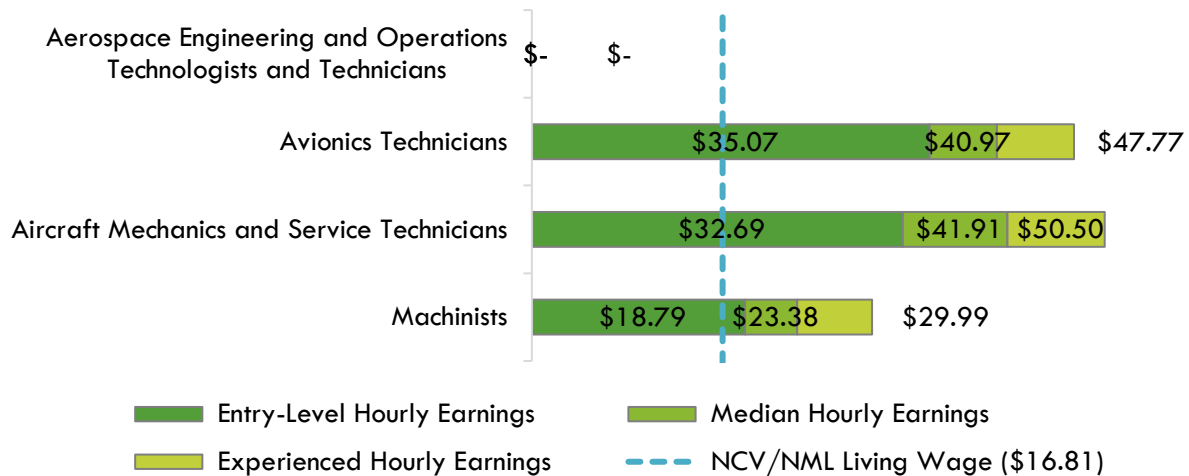
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for the four *aviation mechanic*-related occupations 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 region.

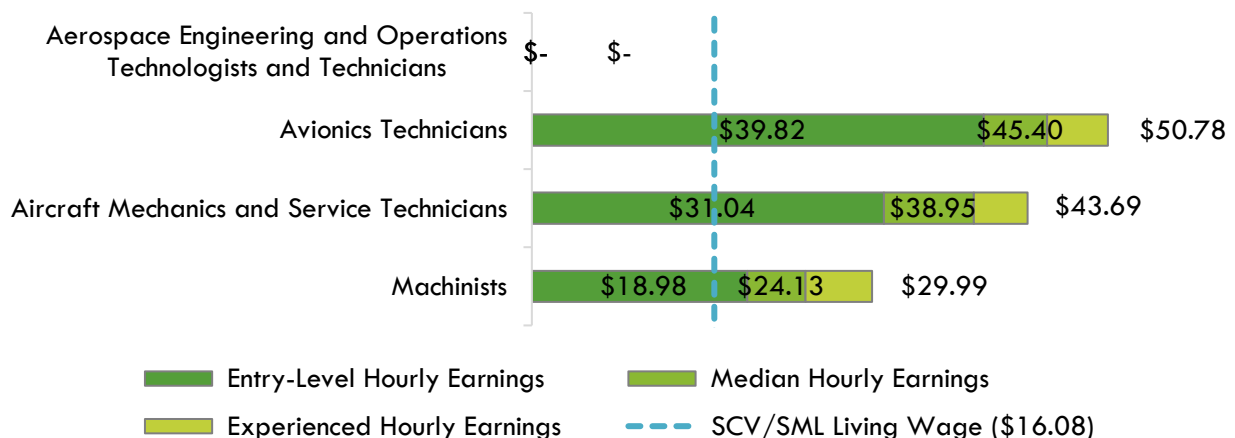
Three of the four *aviation mechanic*-related occupations have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML subregion average wage for these occupations is \$32.79, which is below the average statewide wage of \$35.29. Exhibit 4a shows the wage range for *aviation mechanic*-related occupations and how they compare to the NCV/NML subregion's living wage. Note: there is insufficient wage data for *Aerospace Engineering and Operations Technologists and Technicians* in the NCV/NML subregion.

Exhibit 4a: Wages by Occupation in NCV/NML



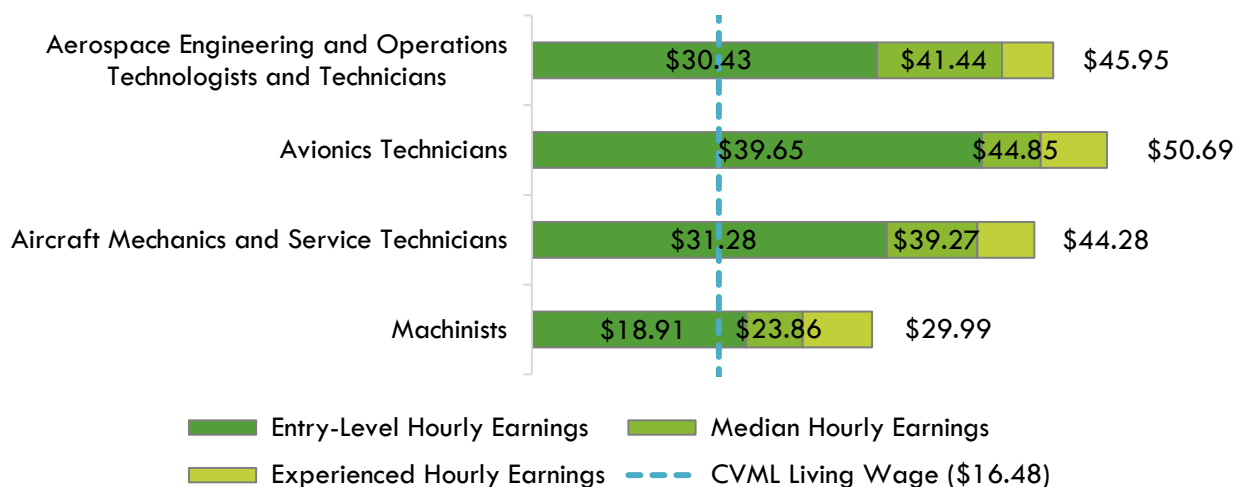
Three of the four *aviation mechanic*-related occupations have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion average wage for these occupations is \$34.48, which is below the average statewide wage of \$35.29. Exhibit 4b shows the wage range for *aviation mechanic*-related occupations and how they compare to the SCV/SML subregion's living wage. Note: there is insufficient wage data for *Aerospace Engineering and Operations Technologists and Technicians* in the SCV/SML subregion.

Exhibit 4b: Wages by Occupation in SCV/SML



All four *aviation mechanic*-related occupations have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML region average wage for these occupations is \$34.08, which is below the average statewide wage of \$35.29. Exhibit 5 shows the wage range for *aviation mechanic*-related occupations 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 638 online job postings related to *aviation mechanic*-related occupations listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=638)

Occupations	Job Postings	Percentage of Job Postings
Aircraft Mechanics and Service Technicians	367	58%

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

Occupations	Job Postings	Percentage of Job Postings
Avionics Technicians	159	25%
Machinists	112	18%

The top employers in the region for *aviation mechanic*-related occupations, by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=638)

Employer	Job Postings	Percentage of Job Postings
V2X Limited	74	12%
Amentum	56	9%
Northrop Grumman	48	8%
Aerotek	35	5%
Belcan	22	3%
Volt	21	3%
Vertex Aerospace	20	3%
Lockheed Martin	18	3%
Kay And Associates	18	3%
Stratolaunch	15	2%

The top specialized, common, and software skills for *aviation mechanic*-related occupations are 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=638)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Aircraft Maintenance (240)	Troubleshooting (Problem Solving) (315)	Microsoft Office (39)
Avionics (206)	Operations (233)	Disassembler (29)
Hand Tools (171)	Communication (165)	Microsoft Excel (18)
Blueprinting (157)	Management (133)	SAP Applications (17)
Hydraulics (133)	Lifting Ability (112)	Microsoft Outlook (16)
Federal Aviation Administration (128)	English Language (97)	G-Codes (12)
Power Tool Operation (115)	Quality Assurance (69)	C++ (Programming Language) (10)

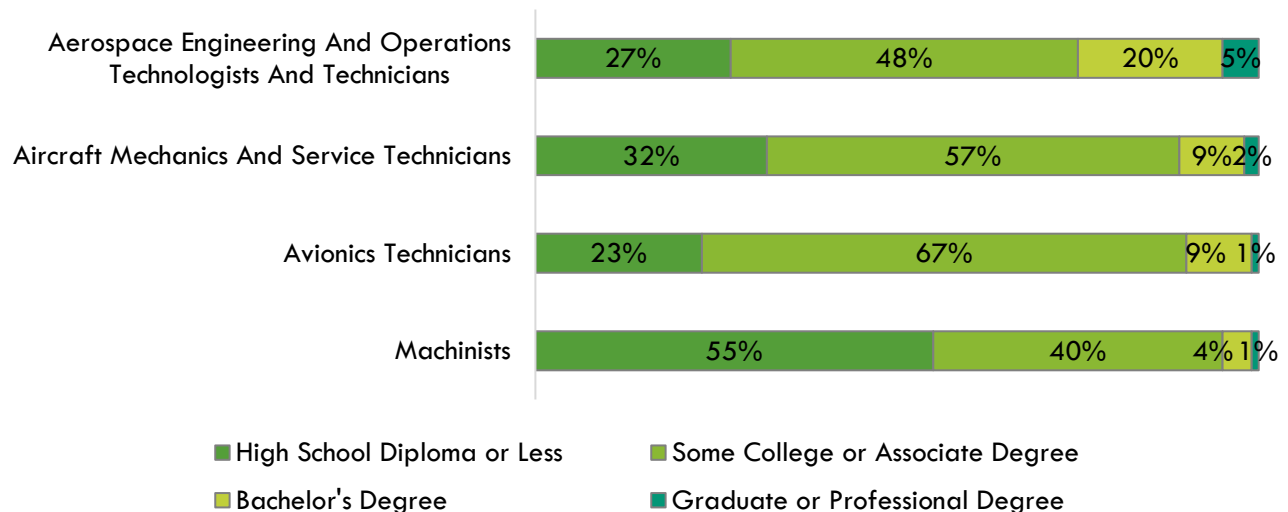
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Test Equipment (112)	Detail Oriented (59)	JIRA (9)
Sheet Metal (111)	Organizational Skills (51)	MATLAB (9)
Mechanics (106)	Mathematics (45)	C (Programming Language) (8)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Aerospace Engineering and Operations Technologists and Technicians* and *Avionics Technicians*, a high school diploma or equivalent as the typical entry-level education for *Machinists* and a postsecondary nondegree award as the typical entry-level education for *Aircraft Mechanics and Service Technicians*. National-level educational attainment data indicates that between 40% and 67% 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 the four *aviation mechanic*-related occupations.

Of the 638 online job postings, 56% (equivalent to 358 postings) of cumulative job postings for the four *aviation mechanic*-related occupations listed a minimum education requirement in the SCV/SML subregion. Of the 358 postings, 85% (303) requested a high school or GED.

Exhibit 9: National-level Educational Attainment for Aviation Mechanic-Related Occupations



Educational Supply

Community College Supply:

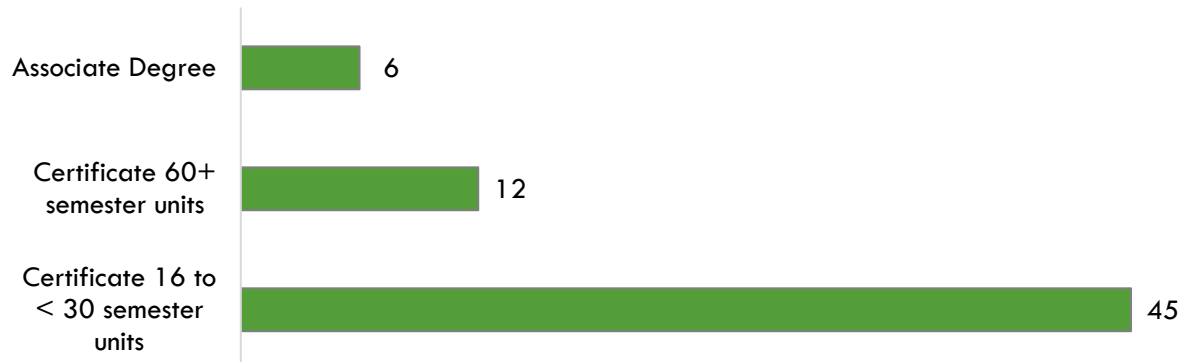
Exhibit 10 shows the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. Only Reedley College conferred awards in the SCV/SML subregion. No awards were conferred by community colleges in the NCV/NML subregion.

Exhibit 10: SCV/SML Community College Awards (Certificates and Degrees) 2021-22 through 2023-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0950.00	Aeronautical and Aviation Technology	Reedley	13	69	35	39
Subtotal/Average			13	69	35	39
0950.10	Aviation Airframe Mechanics	Reedley	-	20	21	14
Subtotal/Average			-	20	21	14
0950.20	Aviation Powerplant Mechanics	Reedley	-	18	12	10
Subtotal/Average			-	18	12	10
SCV/SML Supply Grand Total			13	107	68	63

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 63 awards conferred in the SCV/SML subregion, 71% (45) of these awards were for a certificate 16 to < 30 semester units.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibits 12 shows the Strong Workforce Program (SWP) metrics for programs related to Aeronautical and Aviation Technology in Kern Community College District (KCCD), the SCV/SML subregion, the CVML region, and California.

Of the 1,325 aeronautical and aviation technology program students statewide in the 2023-2024 academic year, 3% (41) attended a CVML Institution. SCV/SML subregion students that exited aeronautical and aviation technology programs in the 2021-2022 academic year had equal median annual earnings (\$36,854) compared to all aeronautical and aviation technology students in CVML region (\$36,854). Notably, over half of aeronautical and aviation technology students attained a living wage statewide (55%)

Exhibit 12: Aeronautical and Aviation Technology (0950.00) Strong Workforce Program Metrics

SWP Metric	KCCD	SCV/SML Subregion	CVML Region	California
SWP Students	N/A	41	41	1,325
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	61%	61%	74%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	N/A	N/A	78%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	73%	73%	21%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	N/A	0%	0%	N/A
SWP Students with a Job Closely Related to Their Field of Study	N/A	N/A	N/A	92%
Median Annual Earnings for SWP Exiting Students	N/A	\$36,854 (\$17.72)	\$36,854 (\$17.72)	\$53,900 (\$25.91)
Median Change in Earnings for SWP Exiting Students	N/A	N/A	N/A	40%
SWP Exiting Students Who Attained the Living Wage	N/A	N/A	N/A	55%



2023-2024



2022-2023



2021-2022



N/A

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 occupations studied in this report. Exhibit 13 shows 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 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 45 awards annually in related programs. Non-community college institutions in the NCV/NML subregion conferred no awards annually in related programs.

Exhibit 13: SCV/SML Subregional Non-Community College Awards, 2020-2023

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
47.0607	Airframe Mechanics and Aircraft Maintenance Technology/Technician	California Aeronautical University	-	-	14	5
		San Joaquin Valley College-Trades Education Center	56	39	27	41
Subtotal/Average			56	39	41	45
SCV/SML Supply Grand Total			56	39	41	45

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>
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, 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

September 2025



FOR LABOR MARKET RESEARCH

CENTRAL VALLEY/MOTHER LODE