

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met <input type="checkbox"/>	Endorsed: Some LMI Criteria Met <input checked="" 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 is projected to be 1,161 annual job openings in the South Central Coast (SCC) Region for <i>Teaching Assistants, Except Postsecondary (25-9045)</i> , the sole middle-skill occupation analyzed in this report, which is more than the 994 awards conferred by educational institutions.		
	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Self-Sufficiency Standard Living Wage ¹ :	<i>Comments:</i> typical entry-level wages <i>Teaching Assistants, Except Postsecondary (25-9045)</i> are \$17.87, which is significantly below the Ventura County living wage of \$24.53.		
	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	<i>Comments:</i> the typical entry-level education for <i>Teaching Assistants, Except Postsecondary (25-9045)</i> is some college, no degree. Additionally, 39% 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 <input type="checkbox"/>	Some <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<i>Comments:</i> 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 occupations:

- Middle-Skill
 - *Teaching Assistants, Except Postsecondary (25-9045)*
- Above Middle-Skill – denoted with an asterisk (*) throughout this report
 - *Special Education Teachers, Preschool (25-2051)**

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 supply gap for *Teaching Assistants, Except Postsecondary (25-9045)*, the sole middle-skill occupation analyzed in this report. Though typical education requirements for this occupation align with a community college education, entry-level wages are 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 (25 th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Teaching Assistants, Except Postsecondary (25-9045)	1,161	994	Ventura: \$17.87	Some college, no degree	39%
Middle-Skill Subtotal	1,161	994	N/A	N/A	N/A
Special Education Teachers, Preschool (25-2051)	21	23	Ventura: \$29.05	Bachelor's degree	9%
Above Middle-Skill Subtotal	21	23	N/A	N/A	N/A
Total	1,182	1,017	N/A	N/A	N/A

Demand:

- The number of jobs related to these special needs teaching occupations is projected to increase 3% through 2029 in the SCC region. There is projected to be 1,182 annual job openings due to retirements and replacements. Of those, 98% (1,161) are projected to be for *Teaching Assistants, Except Postsecondary (25-9045)*.
- Hourly entry-level wages for *Teaching Assistants, Except Postsecondary (25-9045)* in Ventura County are \$17.87, which is below the Self-Sufficiency Standard living wage (\$24.53 for Ventura County).
- There were 1,529 online job postings for these special needs teaching occupations over the past 12 months. The highest number of postings were for paraprofessionals, paraeducators, and school aides.
- The typical entry-level education for *Teaching Assistants, Except Postsecondary (25-9045)* is some college, no degree
- Approximately 39% of *Teaching Assistants, Except Postsecondary (25-9045)* have completed some college or an associate degree as their highest level of education.

Supply:

- There was an average of 934 awards conferred by eight community colleges in the SCC Region from 2021 to 2024.

- Non-community college institutions conferred an average of 83 related awards from 2020 to 2023.
- SCC community college students that exited Children with Special Needs (1305.20) programs in the 2022-23 academic year had a median annual wage of \$61,674 (\$29.69 per hour) after exiting the program and 58% attained the regional living wage (Self-Sufficiency Standard).
- Throughout the state, 86% of Children with Special Needs (1305.20) 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 occupations in Ventura County grew 27% from 2019 to 2024, which is significantly higher when compared to employment for these occupations in California, the SCC Region, and all other counties in the SCC region. From 2024 to 2029, employment for these occupations is projected to steadily grow in all areas, except Northern Los Angeles County where employment is projected to slightly decline.

Exhibit 2: Historical and Projected Employment for Special Needs Teaching Occupations in the SCC Region, 2019-2029

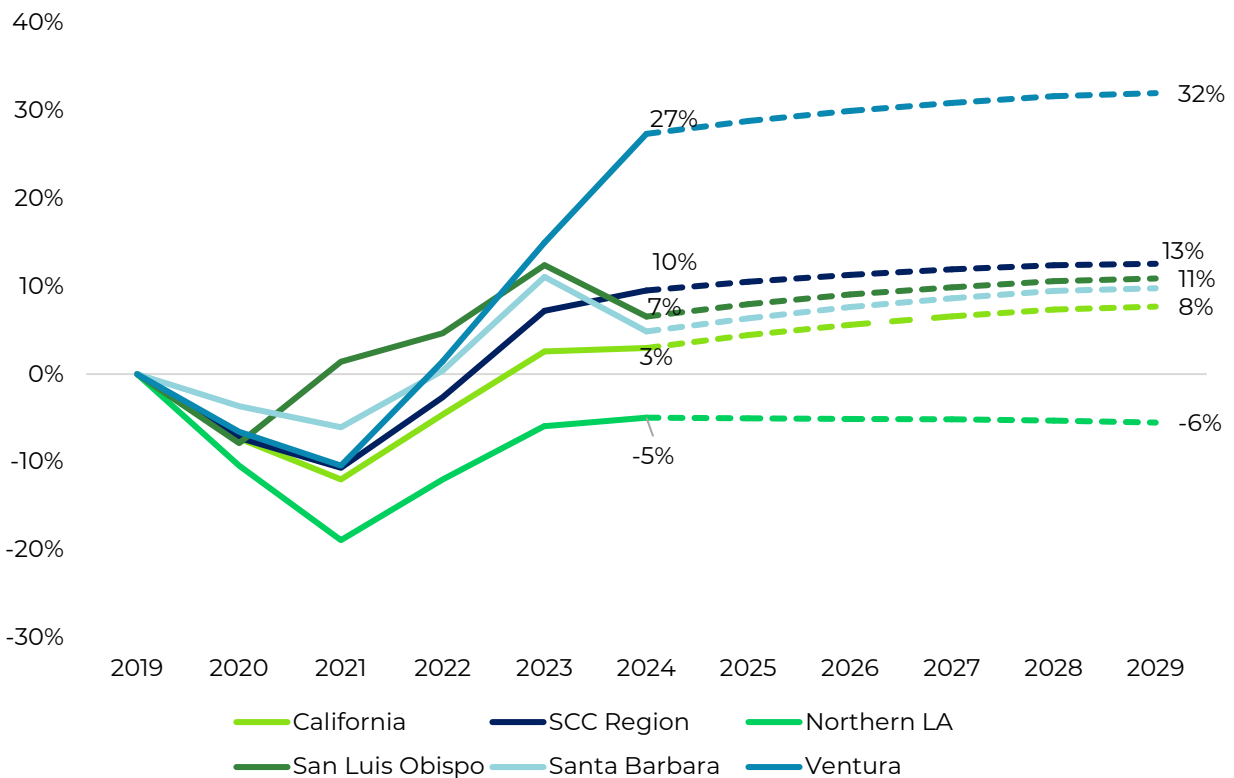


Exhibit 3 shows the five-year occupational demand projections for these special needs teaching occupations. In the SCC Region, the number of jobs related to these occupations is projected to increase 3% through 2029. There are projected to be 1,182 jobs available annually. Of those, 98% (1,161) are projected to be for *Teaching Assistants, Except Postsecondary (25-9045)*, the sole middle-skill occupation analyzed in this report.

Exhibit 3: Occupational Demand in the SCC Region²

Skill-Level	Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Middle-Skill	Northern LA	2,533	2,517	(17)	(1%)	303
	San Luis Obispo	1,042	1,084	42	4%	134
	Santa Barbara	2,103	2,201	99	5%	274
	Ventura	3,419	3,546	127	4%	433
Middle-Skill Subtotal		9,096	9,347	251	3%	1,161
Above Middle-Skill	Northern LA	15	16	1	8%	1
	San Luis Obispo	15	16	1	5%	1
	Santa Barbara	11	12	1	9%	1
	Ventura	235	241	6	2%	17
Above Middle-Skill Subtotal		276	285	9	3%	21
SCC Region		9,372	9,631	259	3%	1,182

Wages:

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

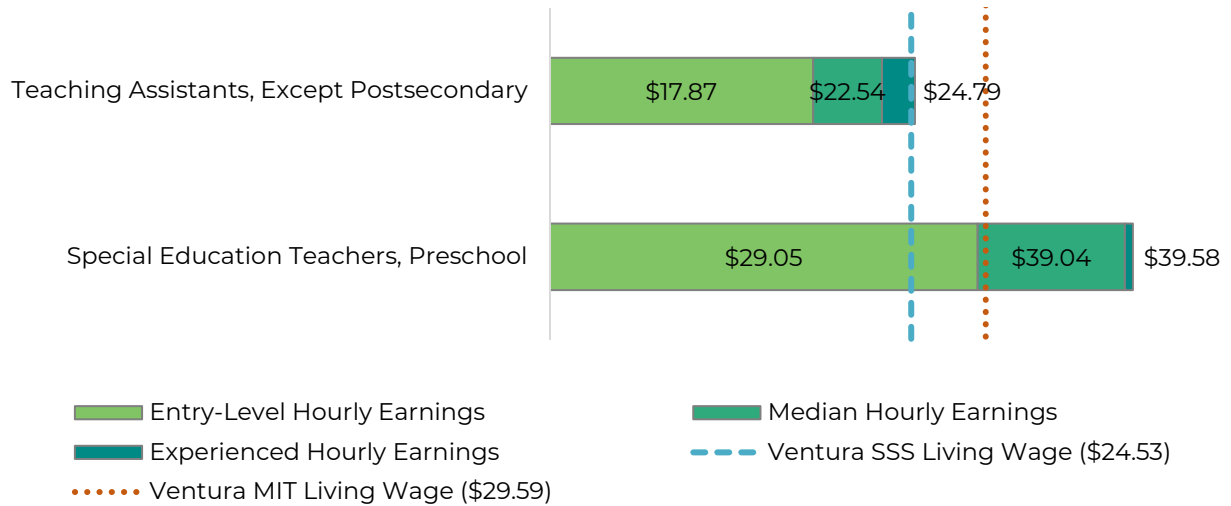
In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage, updated on February 10, 2025, is provided as a reference. Currently, the MIT Living Wage in Ventura County is \$29.59. Both figures account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living, and are notated in the exhibits below.

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.

Ventura

Typical entry-hourly wages for *Teaching Assistants, Except Postsecondary (25-9045)* are \$17.87, which is below the Self-Sufficiency Standard living wage for one adult (\$24.53 in Ventura County). However, experienced level wages are above the living wage. Exhibit 4 shows the wage range for each of these special needs teaching occupations in Ventura County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

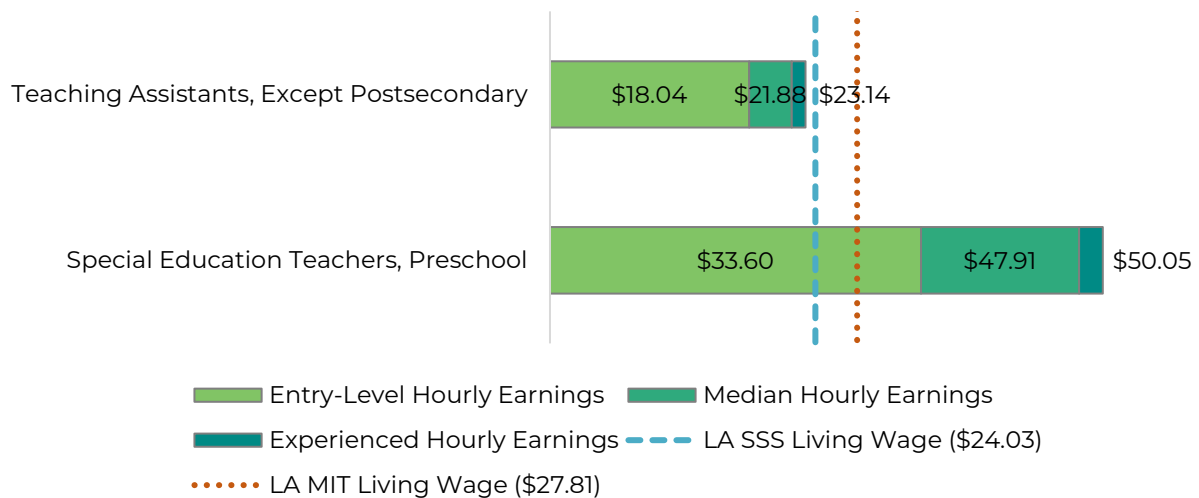
Exhibit 4: Wages by Occupation in Ventura County



Northern Los Angeles

Typical entry-hourly wages for *Teaching Assistants, Except Postsecondary (25-9045)* are \$18.04, which is below the Self-Sufficiency Standard living wage for one adult (\$24.03 in Los Angeles County). Notably, wages are below the living wage even at the experienced level. Exhibit 5 shows the wage range for each of these special needs teaching occupations in Northern Los Angeles County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

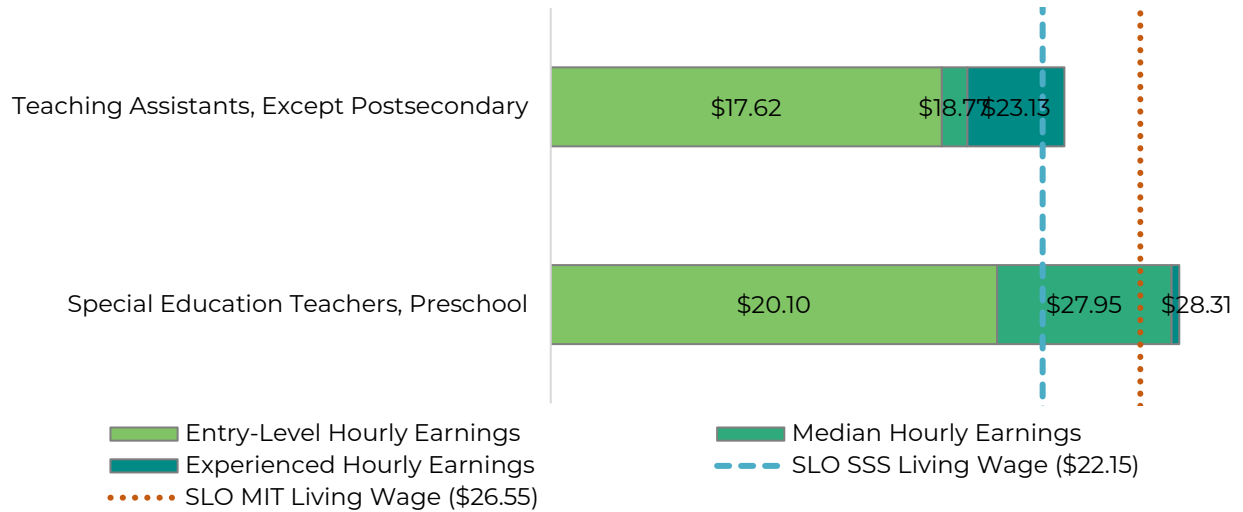
Exhibit 5: Wages by Occupation in Northern Los Angeles County



San Luis Obispo

Typical entry-hourly wages for *Teaching Assistants, Except Postsecondary (25-9045)* are \$17.62 which is below the Self-Sufficiency Standard living wage for one adult (\$22.15 in San Luis Obispo County). However, experienced level earnings are above the living wage. Exhibit 6 shows the wage range for each of these special needs teaching occupations in San Luis Obispo County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

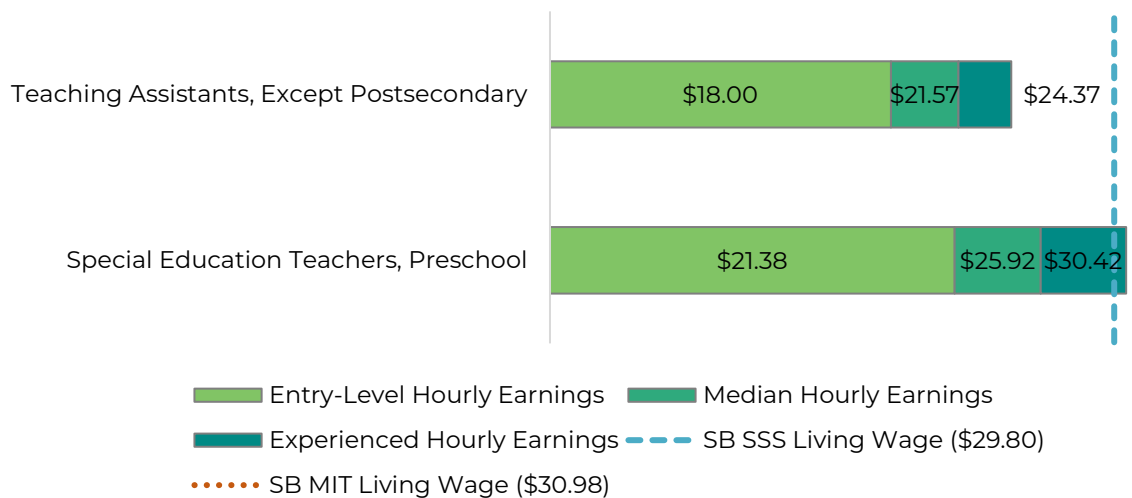
Exhibit 6: Wages by Occupation in San Luis Obispo County



Santa Barbara

Typical entry-hourly wages for *Teaching Assistants, Except Postsecondary (25-9045)* are \$17.62 which is below the Self-Sufficiency Standard living wage for one adult (\$22.15 in San Luis Obispo County). However, experienced level earnings are above the living wage for this middle-skill occupation. Exhibit 7 shows the wage range for each of these special needs teaching occupations in Santa Barbara County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 7: Wages by Occupation in Santa Barbara County



Job Postings:

There were 1,529 online job postings related to these special needs teaching occupations listed in the past 12 months in the SCC Region. Exhibit 8 shows the number of job postings by county. Approximately 31% of job postings were in Santa Barbara County.

Exhibit 8: Number of Job Postings by County (n=1,529)

County	Job Postings	Percentage of Job Postings
Santa Barbara	469	31%
Ventura	450	29%
Northern Los Angeles	346	23%
San Luis Obispo	264	17%
Total Postings	1,529	100%

Of the 1,529 postings, nearly all (99%) were for *Teaching Assistants, Except Postsecondary (25-9045)*, as shown in Exhibit 9.

Exhibit 9: Number of Job Postings by Occupation (n=1,529)

Occupation	Job Postings	Percentage of Job Postings
Teaching Assistants, Except Postsecondary	1,508	99%
Special Education Teachers, Preschool	21	1%
Total Postings	1,529	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=1,529)

Employer	Job Postings	Percentage of Job Postings
Amergis	108	7%
Edjoin.Org	54	4%
EMIT Learning	44	3%
Soliant Health	41	3%
Santa Barbara County Education Office	31	2%
Stepping Stones	26	2%
Community Action Partnership Of San Luis Obispo	25	2%
Aya Healthcare	24	2%
Atascadero Unified School District	24	2%
Santa Maria Joint Union High School District	24	2%

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=1,529)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Special Education (582)	Communication (488)	Microsoft Excel (55)
Individualized Education Programs (IEP) (260)	Teaching (383)	Student Information Systems (41)
Child Development (250)	Mathematics (275)	Microsoft Outlook (23)
Preschool Education (205)	Clerical Works (242)	Microsoft Office (22)
Working With Children (205)	English Language (239)	Zoom (Video Conferencing Tool) (16)
Toileting (201)	Writing (227)	Learning Management Systems (14)
Behavior Management (192)	Patience (189)	Microsoft PowerPoint (12)
Lesson Planning (139)	Confidentiality (180)	Google Workspace (11)
Rehabilitation (139)	Multilingualism (164)	Database Software (7)
Classroom Management (127)	Interpersonal Communications (149)	Spreadsheets (6)

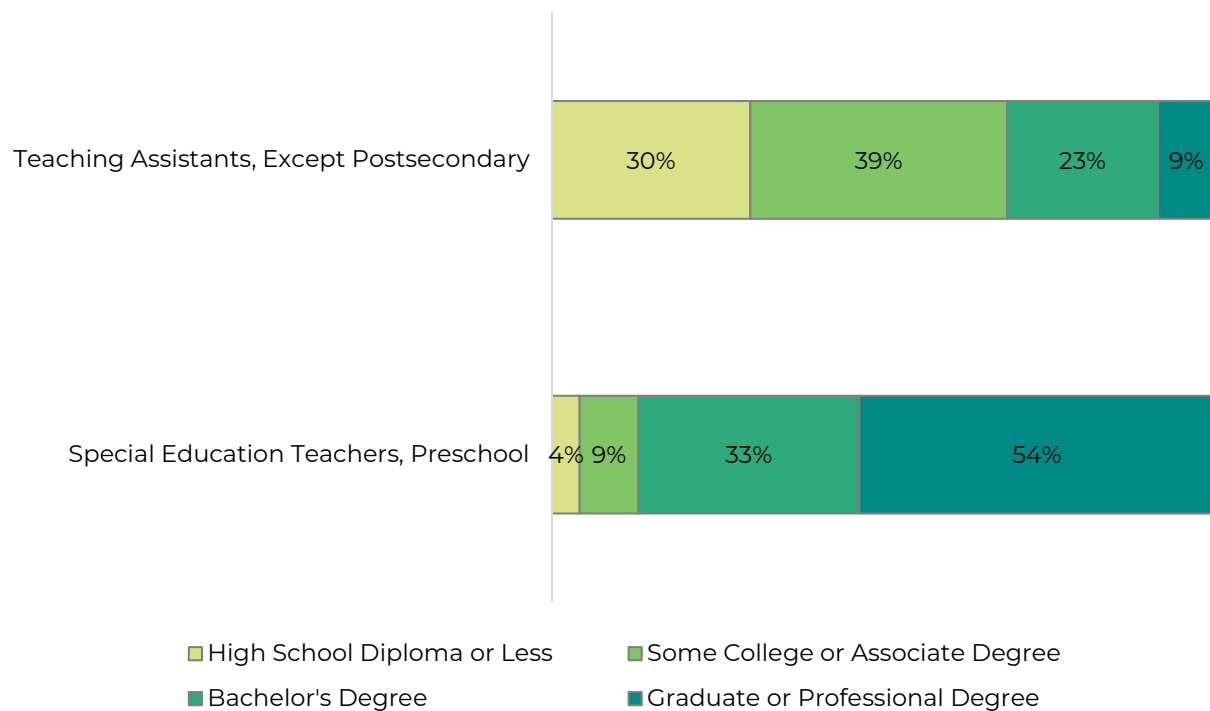
Educational Attainment:

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

- Some College, No Degree
 - *Teaching Assistants, Except Postsecondary (25-9045)*
- Bachelor's Degree
 - *Special Education Teachers, Preschool (25-2051)*

The national-level educational attainment data indicates that 39% of *Teaching Assistants, Except Postsecondary (25-9045)* have completed some college or an associate degree as their highest level of education. Conversely, 87% of *Special Education Teachers, Preschool (25-2051)* have completed a bachelor's, graduate, or professional degree. 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 67% of the cumulative job postings for these special needs teaching occupations that listed a minimum education requirement in the SCC Region, 91% (937) requested a high school diploma or an associate degree, 7% (75) requested a bachelor's degree, and 2% (19) requested a graduate or professional 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:

- Educational Aide (Teacher Assistant) (0802.00)
- Educational Aide (Teacher Assistant), Bilingual (0802.10)
- Child Development/Early Care and Education (1305.00)
- Child and Adolescent Development (1305.10)
- Preschool Age Children (1305.40)
- The School Age Child (1305.50)
- Child Development Administration and Management (1305.80)
- Infants and Toddlers (1305.90)

No awards were conferred under the related TOP codes:

- Special Education (0809.00)
- Children with Special Needs (1305.20)

The college with the most completions in the region is Moorpark (210), followed by Cuesta (187), and Oxnard (123).

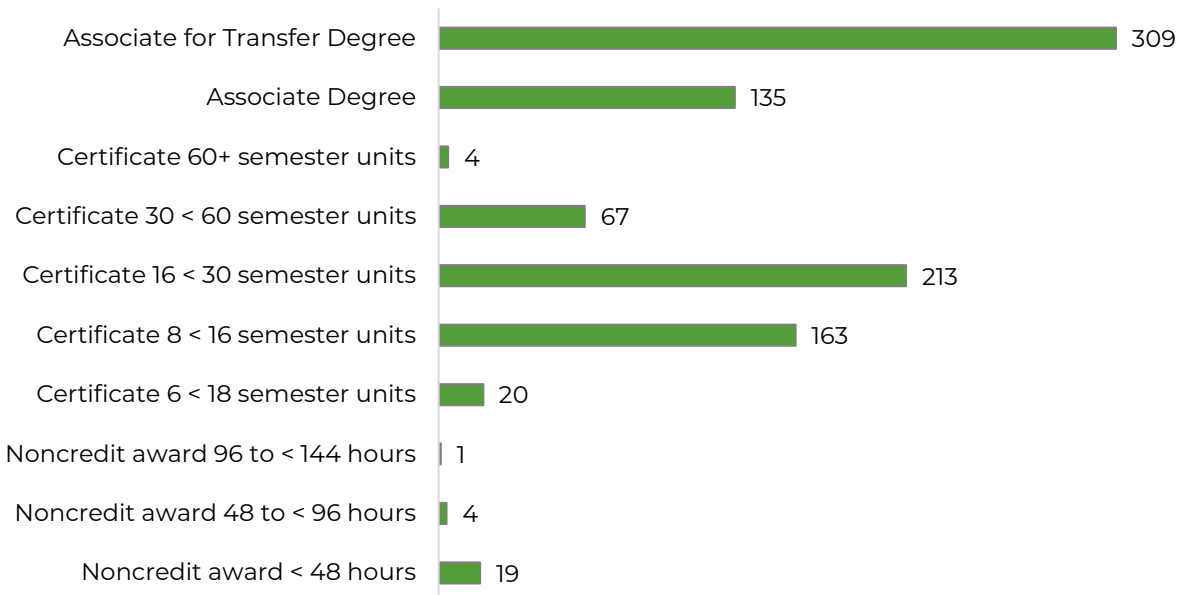
Exhibit 13: Regional Community College Awards (Certificates and Degrees), 2021-2024

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0802.10	Educational Aide (Teacher Assistant), Bilingual	Allan Hancock	0	1	0	0
Supply Subtotal/Average			0	1	0	0
0802.00	Educational Aide (Teacher Assistant)	Allan Hancock	2	0	0	1
		Antelope Valley	6	5	7	6
		Canyons	16	22	19	19
		Ventura	23	2	79	35
Supply Subtotal/Average			47	29	105	60
1305.00	Child Development /Early Care and Education	Allan Hancock	30	39	45	38
		Antelope Valley	147	98	67	104
		Canyons	46	39	35	40
		Cuesta	168	122	168	153
		Moorpark	185	121	140	149
		Oxnard	72	129	104	102
		Santa Barbara	41	88	78	69
		Ventura	51	54	49	51
Supply Subtotal/Average			740	690	686	705

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
1305.10	Child and Adolescent Development	Cuesta	39	25	32	32
		Moorpark	65	35	83	61
		Oxnard	17	25	22	21
		Santa Barbara	0	4	11	5
Supply Subtotal/Average			121	89	148	119
1305.40	Preschool Age Children	Canyons	28	21	15	21
		Moorpark	0	0	1	0
Supply Subtotal/Average			28	21	16	22
1305.50	The School Age Child	Antelope Valley	8	1	2	4
		Canyons	3	4	2	3
Supply Subtotal/Average			11	5	4	7
1305.90	Infants and Toddlers	Allan Hancock	2	6	1	3
		Canyons	20	10	10	13
		Santa Barbara	4	4	5	4
Supply Subtotal/Average			26	20	16	21
Supply Total/Average			973	855	975	934

Exhibit 14 shows the annual average community college awards by type from 2021-22 to 2023-24. The plurality of the awards are for associate for transfer degrees, followed by certificates between 16 and less than 30 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 Children with Special Needs (1305.20) programs at Ventura County Community College District College (VCCCD), the SCC Region, and California. Notably, data is unavailable for VCCCD. A review of Chancellor’s Office Curriculum Inventory (COCI) data shows that Ventura College has an active Children with Special Needs (1305.20). However, data is unavailable in DataVista, likely due to a low number of students. Of the 6,547 Children with Special Needs (1305.20) students throughout the state in the 2023-24 academic year, 2% (82) attended a SCC Region college.

SCC Region students that exited Children with Special Needs (1305.20) programs in the 2022-23 academic year had higher median annual earnings (\$61,764 or \$29.69 per hour) compared to all Children with Special Needs (1305.20) students in the state (\$38,972 or \$18.74 per hour). A higher percentage of SCC Region Children with Special Needs (1305.20) students attained the living wage (58%) when compared to all Children with Special Needs (1305.20) students in the state (36%).

Exhibit 15: Children with Special Needs (1305.20)
Strong Workforce Program Metrics, 2023-24³⁴

SWP Metric	VCCCD	SCC Region	California
SWP Students	Data unavailable	82	4,457
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	Data unavailable	35%	40%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	Data unavailable	Data unavailable	71%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	Data unavailable	12%	4%
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2022-23)	Data unavailable	Data unavailable	7%
SWP Students with a Job Closely Related to Their Field of Study (2021-22)	Data unavailable	Data unavailable	86%
Median Annual Earnings for SWP Exiting Students (2022-23)	Data unavailable	\$61,764 (\$29.69)	\$38,972 (\$18.74)
Median Change in Earnings for SWP Exiting Students (2022-23)	Data unavailable	15%	32%
SWP Exiting Students Who Attained the Living Wage (2022-23)	Data unavailable	58%	36%

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 related training programs. Over the past three years (2020-2023), there were 83 awards conferred by non-community college institutions under the related Classification of Instructional Programs (CIP) codes:

- Special Education and Teaching, General (13.1001)
- Early Childhood Education and Teaching (13.1210)

No related awards under the following Classification of Instructional Programs (CIP) codes:

- Teacher Assistant/Aide (13.1501)
- Child Development (19.0706)

Exhibit 16 shows the number of awards conferred by non-community college institutions.

Exhibit 16: Regional Non-Community College Awards, 2020-2023

CIP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
13.1001	Special Education and Teaching, General	California Lutheran University	6	8	25	13
		California Polytechnic State University- San Luis Obispo	9	18	4	10
Supply Subtotal/Average			15	26	29	23
52.0101	Early Childhood Education and Teaching	Antioch University-Santa Barbara	1	0	0	0
		California Polytechnic State University-San Luis Obispo	70	57	52	60
Supply Subtotal/Average			71	57	52	60
Supply Total/Average			86	83	81	83

Regional Demographics

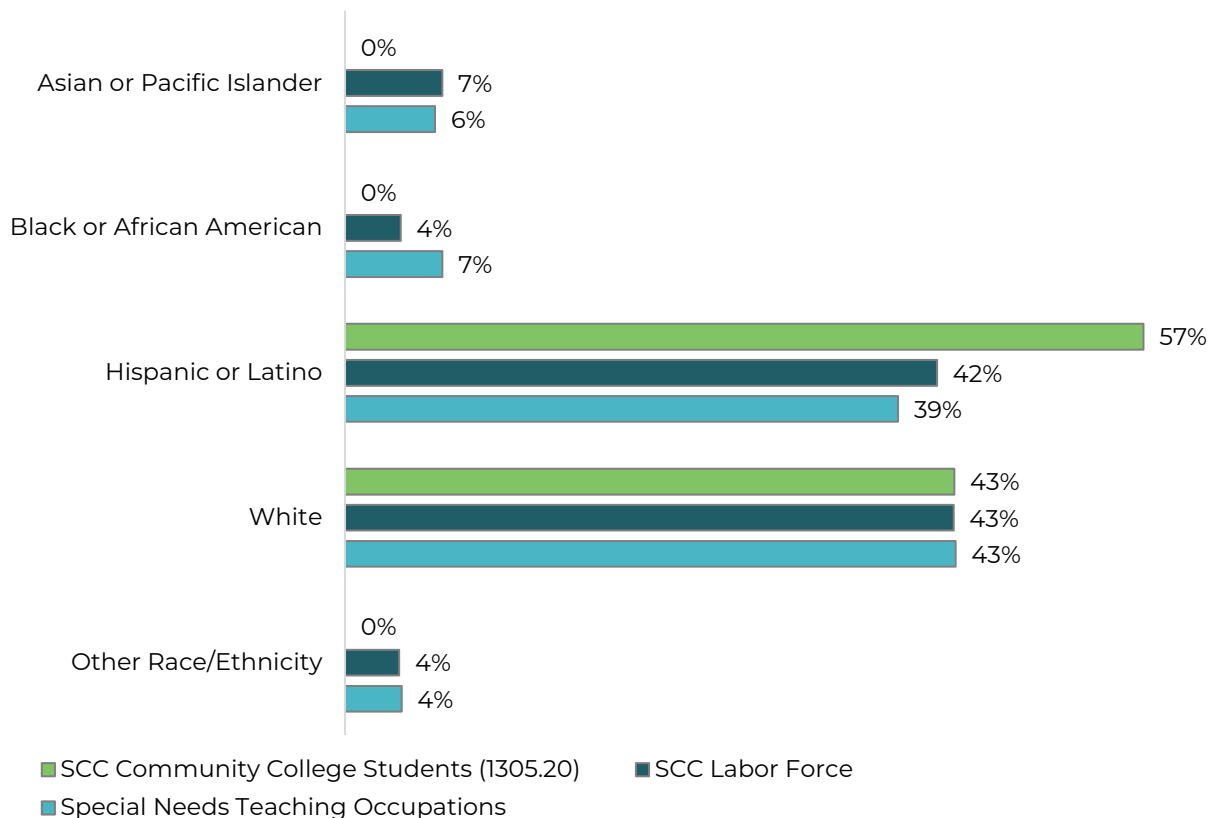
This section examines demographic data for SCC community college students in Children with Special Needs (1305.20) programs compared to the SCC labor force, along with occupational data, to identify potential diversity and equity issues addressable by community college programs.

Ethnicity:

Exhibit 17 compares the ethnicity of SCC community college students enrolled in Children with Special Needs (1305.20) programs, the overall SCC labor force, and occupation-specific data for the two special needs teaching occupations included in this report.

Notably, 43% of Children with Special Needs (1305.20) students are white, which is aligned with the labor force and these special needs teaching occupations (43% each). However, 57% of Children with Special Needs (1305.20) students are Hispanic or Latino, which is higher than the labor force (42%) and these special needs teaching occupations (39%).

Exhibit 17: Program and County Demographics by Ethnicity

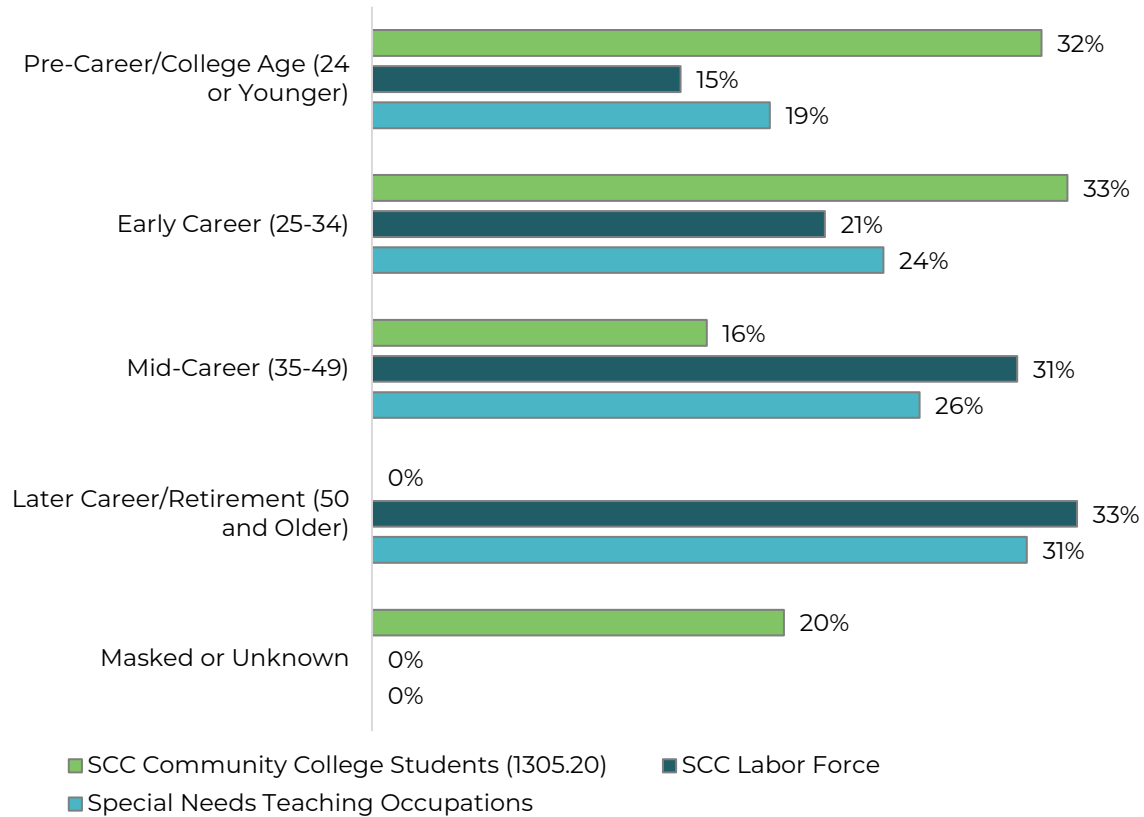


Age:

Exhibit 18 compares the age of SCC community college students enrolled in Children with Special Needs (1305.20) programs, the overall SCC labor force, and occupation-specific data for the two special needs teaching occupations included in this report.

The majority (65%) of Children with Special Needs (1305.20) students are Pre-Career/College Age (24 or younger) or Early Career (25-34) age, which is significantly higher than the labor force (43%) and workers in these occupations (36%). Notably, the age for 20% of Children with Special Needs (1305.20) students is masked or unknown.

Exhibit 18: Program and County Demographics by Age

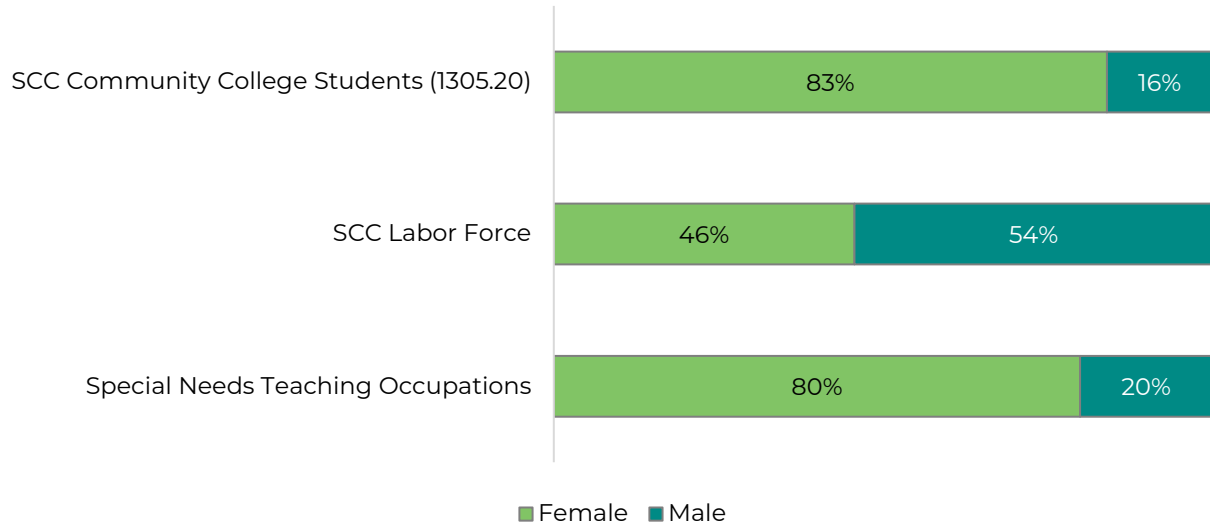


Sex:

Exhibit 19 compares the sex of SCC community college students enrolled in Children with Special Needs (1305.20) programs, the overall SCC labor force, and occupation-specific data for these special needs teaching occupations.

There is a significant majority of female Children with Special Needs (1305.20) students (83%) and workers in these special needs teaching occupations (80%), which contrasts with the labor force (46% female).

Exhibit 19: 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 20 shows the 34 ZIP codes used to define Northern Los Angeles County.

Exhibit 20: Northern Los Angeles ZIP Codes

ZIP Code	Primary City	ZIP Code	Primary City
91310	Castaic	93532	Lake Hughes
91321	Newhall	93534	Lancaster
91322	Newhall	93535	Lancaster
91350	Santa Clarita	93536	Lancaster
91351	Canyon Country	93539	Lancaster
91354	Valencia	93543	Littlerock
91355	Valencia	93544	Llano
91380	Santa Clarita	93550	Palmdale
91381	Stevenson Ranch	93551	Palmdale
91382	Santa Clarita	93552	Palmdale
91383	Santa Clarita	93553	Pearblossom
91384	Castaic	93563	Valyermo
91385	Valencia	93584	Lancaster
91386	Canyon Country	93586	Lancaster
91387	Canyon Country	93590	Palmdale
91390	Santa Clarita	93591	Palmdale
93510	Acton	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.

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

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.

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 CCCCCO, 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 CCCCCO 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.

For more information, please contact the South Central Coast Center of Excellence:

Jacob Poore, Director

jacob.poore@canyons.edu

Ashley Kernan, Research Manager

ashley.kernan@canyons.edu

Janneth Najera, Research Manager

janneth.najera@canyons.edu

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